

WHAT SHOULD THE U.S. ARMY DO TO MEET FUTURE RECRUITING REQUIREMENTS?

A thesis presented to the Faculty of the U.S. Army
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fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE
General Studies

by

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The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

WHAT SHOULD THE U.S. ARMY DO TO MEET FUTURE RECRUITING REQUIREMENTS? By MAJ Brandon C. Brim, 133 pages.

The United States Army has been an all-volunteer force since 1973 after the conclusion of the military draft. Before that time, conscription was the primary method to enlist individuals during World War I and II, and the Korean and Vietnam conflicts. Since 1973, the Army has relied upon the dedication, expertise, and knowledge of a supremely trained recruiting force to achievement enlistment objectives. The recruiters and leaders of the United States Army Recruiting Command (USAREC) have achieved the difficult job of recruiting the future of the force each year for several decades and will continue to do so today and into the future. This study will highlight the evolution from conscription to the all-volunteer force, current strategies the Army recruiting enterprise utilizes to achieve mission accomplishment, the challenges to the recruiting environment currently and in the future, and the sustainment of the all-volunteer force. This study will develop a suitable strategy to achieve recruiting mission requirements that can assist the Army's recruiting force as it moves forward into the future.

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I would also like to acknowledge my exceptional thesis committee members Dr. Kenneth Long, Mr. Larry L. Turgeon, and LTC Ruben Garza, who have guided me and provided excellent mentorship through this process. In addition to my committee, I would also like to thank Dr. Jack Kem and Mrs. Ann Chapman for their guidance, professionalism, and encouragement.

I would also like to thank the leadership and staff of the 2nd Army Recruiting Brigade, Columbia Army Recruiting Battalion, and the Florence Army Recruiting Company. My service in those organizations have made a phenomenal impact on not only my career but my life. The best Army leaders and recruiters are found in these units. Specifically, to the recruiters of Florence Army Recruiting Company “CHAMPIONS,” thank you for your patience, dedication, professionalism, sacrifice, and ingenuity. My success as your commander is entirely contributed to your drive and motivation to get results and exceed the standard.

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ACRONYMS

AMRG	Army Marketing Research Group
ARC	Army Recruiter Course
CBA	Capabilities Based Assessment
MAJ	Major
MEB	Marketing and Engagement Brigade
MEPCOM	Military Entrance Processing Command
MEPS	Military Entrance Processing Station
MRBn	Medical Recruiting Battalion
PAE	Position, Analysis, and Evaluation
RCFSC	Recruiting Company Commander/ First Sergeant Course
RRC	Recruiting and Retention College
ROP	Recruiting Operation Plan
TRADOC	Training and Doctrine Command
UM	USAREC Manual
USAREC	United States Army Recruiting Command

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CHAPTER 1

INTRODUCTION

Don't tell people how to do things. Tell them what to do and let them surprise you with their results.

—General George S. Patton, Jr.

Background

The statistics about military service are well known to those currently serving and those who have served. Some of the most alarming statistics are:

Only “0.4 percent of the American population served in the military in 2015,”¹ and that percentage is expected to decline. “For a growing number of Americans, service in the military, no matter how laudable, is something for other people to do.”² “Nearly three-fifths of American military service personnel and their families have at least two other immediate family members who serve or have served in the military”³ “Blue Star Family data already shows a worrying drop in the willingness of military families to recommend [military] service to their children or to any young person.”⁴

According to Army Field Manual (FM) 3-0, *Operations*, the U.S. Army's four strategic roles as part of the joint force is to shape the security environment, prevent

¹ Heritage Foundation, “Supplying the Manpower that America's National Security Strategy Demands,” accessed 30 October 2018, <https://www.heritage.org/military-strength/topical-essays/supplying-the-manpower-americas-national-security-strategy-demands>.

² Ibid.

³ Ibid.

⁴ Ibid.

conflict, prevail in large-scale combat operations, and consolidate gains to make temporary success permanent.⁵ The most critical piece of the Army's ability to accomplish its strategic role in support of the joint force is readiness and, Army readiness begins with recruiting. Military recruiting is a complicated endeavor that requires robust and innovative strategies to achieve mission accomplishment. The U.S. Army as the largest service in the military force structure has the largest mission requirements and the largest recruiting force to support mission requirements. Since the elimination of the military draft in 1973, the U.S. Army has had to adapt to the rapid changes in not only the Army itself but in society and the world. Seven years after the elimination of the military draft, President Carter reinstated the Selective Service System registration requirement in response to a growing threat from the former Soviet Union's invasion of Afghanistan. The idea of resuming the Selective Service System was to ensure the Nation could conscript personnel in the future if the need required.⁶ In times of war, conflict, or change of presidential administrations, when the Army was called upon, the senior leaders of the force responded appropriately. In many cases, this response was either a decrease or increase of Army personnel to achieve long-term strategic objectives. Whether the U.S. Army is increasing, decreasing, or maintaining its overall end strength, recruiting operations are paramount to the Army's ability to achieve its objectives and project power across the globe. As the senior leaders of the Army prepare to transition the Army from counterinsurgency operations of Iraq and Afghanistan to large-scale combat

⁵ Headquarters, Department of the Army (HQDA), Field Manual (FM) 3-0, *Operations* (Washington, DC: Government Printing Office, October 2017), vii.

⁶ National Commission on Military, National, and Public Service (NCMNPS), *Interim Report-A Report to the American People, the Congress and the President* (Washington, DC: NCMNPS, January 2018), 8.

operations requiring corps-sized organizations to fight near peer threats, the demand for qualified men and women to serve will grow to support the strategic need. To support the end-strength needs of the future, we must understand how recruiting operations and strategies of today affect our ability to achieve the required results of the future.

Purpose

The primary research goal of this study is to:

1. Identify the Army's current recruiting strategies that are successful.
2. Identify the Army's current recruiting strategies that are not successful.
3. Identify new recruiting strategies that could result in greater success for U.S.

Army Recruiting Command, the U.S. Army and the American people who depend upon the U.S. Army to fight the country's battles and wars. The recommended strategies will also identify the current risk to the recruiting environment and make a recommendation to mitigate identified risk.

This study will highlight the significant achievements that occur daily in the recruiting environment as well as the unfortunate incidents that inhibit enlistment growth in the long term. This study will analyze recruiting data to support conclusions and recommendations. The study will also focus on the leadership within the recruiting process, the selection of the non-commissioned officers (NCO's) and commissioned officers to serve in the command, the Army Marketing and Research strategy, and the enlistment incentives used to support recruiting operations.

Researcher Qualifications

The researcher of this thesis served as a company commander in the U.S. Army Recruiting Command from August 2016 to June 2018. Before selection to serve as a

recruiting company commander, the author served two years as a Headquarters and Headquarters Company Commander in an Expeditionary Signal Battalion at Fort Hood, Texas. The author attended the Recruiting Company Commander/ First Sergeant Course (RCFSC) at Fort Knox in August 2016 and immediately upon graduation, was assigned to command the Florence, South Carolina U.S. Army Recruiting Company in the Columbia, South Carolina Recruiting Battalion located at Fort Jackson, South Carolina in the 2nd Recruiting Bridge located at Redstone Arsenal, Alabama. The Florence Army Recruiting Company consisted of four recruiting stations located in Florence, Sumter, Georgetown, and Myrtle Beach, South Carolina. The Florence Army Recruiting Company was responsible for all Army recruiting efforts (Active Duty and Reserve contracts) for 18 percent of the South Carolina population. During the author's time in command, the company accomplished its mission each year for both Active Duty and Reserve contracts. The Battalion Commander of the Columbia Army Recruiting Battalion recognized the company for recruiting excellence on several occasions by the Columbia Army Recruiting Battalion Commander, 2nd Army Recruiting Brigade Commander, and the U.S. Army Recruiting Command Commanding General and Command Sergeant Major. Several Mayor's, City Council Members, County Commissioners in the state of South Carolina and the South Carolina State House of Representatives recognized the company for excellence but also superior community service and engagement. All members of the Florence Army Recruiting Company received Military Outstanding Volunteer Service Medals for volunteering over 250 hours each year while serving in the organization.

Problem Statement

The United States military has been an all-volunteer force since 1 July 1973. Since then the military, specifically the Army has had to dedicate significant monetary funds to recruiting efforts to meet required benchmarks. Since 1973 the Army has decreased and increased the size of the force based upon the needs of the executive and legislative branches of government. To meet the demands to grow the force, U.S. Army Recruiting Command has developed creative methods to reach the future forces of the Army through various means. Recruiting tactics, techniques, and procedures have evolved continuously over the years. Decades ago the traditional method of recruiting men and women was in the form of visiting local high schools, colleges/ universities, career fairs, job placement centers, and area canvassing in neighborhoods to identify and engage the right people who may have interest in military service. This method is referred to as the “1970’s industrial approach” to recruiting.⁷ The current recruiting strategies include the same methods recruiting professionals used decades ago. However, although some of those strategies are still effective today, those strategies alone won’t prove to be sufficient in the Army’s efforts to grow the force in the future. Society, generations, technology, and the recruiting environment have evolved and continue to evolve at an alarming pace. To compete in the future recruiting environment, the Army will have to adjust its strategy to succeed. The Army now uses various forms of technology to identify the right demographic for military service. Whether the technology is a smartphone, tablet, or laptop, the primary methods are still used to achieve the result,

⁷ Association of the United States Army, “Atrophied Recruiting Strategy Being Overhauled,” 26 October 2018, accessed 2 November 2018, <https://www.ausa.org/news/%E2%80%98atrophied%E2%80%99-recruiting-strategy-being-overhauled>.

to enlist the best and brightest of America to serve in the Army. As the military embarks upon the 46th year of the all-volunteer force, it is crucial to understand the challenges both current and, in the future, opportunities, and successful strategies that will continue to allow the U.S. Army to meet the expectations of the American public.

Primary Research Question

The military strength of a nation doesn't solely rest with technological advancement and radical visions. The Army of the future will have to rise to the challenges and threats that are created by not only the non-state actor threat but the threat of near-peer competitors with armies similar in size or larger. An analytical look into how the Army conducts recruiting operations is required to determine what methods should be used to enlist the future Soldiers that will fight the nation's wars. A more in-depth look starts with the primary research question, "What Should the U.S. Army do to Meet Future Recruiting Requirements." Civilian and military leaders serving in the United States Congress, in the Department of Defense, within the Headquarters, Department of the Army, and U.S. Army Recruiting Command have addressed this primary question during times of end strength growth and reduction. In support of the primary research question, four subsidiary questions provide a more in-depth analytical approach to determining an appropriate solution to the question and problem statement. The secondary questions that will be addressed in this thesis are:

What are the challenges (institutional, societal, economic) to the Army recruiting mission? Recruiting operations is both mentally and physically challenging and requires immense determination, focus, and discipline to succeed. Army personnel selected to serve in Recruiting Command must be immensely resilient to achieve the most

demanding requirements in support of the Army's mission of fighting to win in any contested environment against any enemy. This question will explore the challenges from an institutional perspective (training), societal perspective (illegal substance use, physical condition, regional military support channel), and economic outlook (budgetary requirements, economy effects on recruiting operations).

Can the American people continue to support the all-volunteer force? The U.S. Army is rapidly approaching the 50th year of the all-volunteer force. Coinciding with the all-volunteer force is a change in the global power structure. The wars of the future may involve both peer and near-peer competitors with equal military capability and strength. This dynamic will require a large Army force similar to the end strength of previous wars. Can the Army grow its end strength to expected levels in a manner suitable to established objectives through the all-volunteer method or will the force have to result in conscription? Would the American people support another iteration of conscription in support of Army recruiting requirements?

Does the U.S. Army Recruiting Command have the necessary resources to achieve mission requirements both currently and in the future? Recruiting whether in the armed forces or for a Fortune 500 company, requires a significant amount of resources and the most demanding resources is money. Army recruiting operations is an expensive enterprise that increases every year. The cost to enlist an individual and maintain the recruiting force continues to grow while competing budgetary requirements demand congressional oversight and approval. The U.S. Army utilizes an enormous amount of square footage space, vehicles, technological pieces of equipment, and marketing to

support the recruiting effort. Are the current requirements sufficient or is there are a need for additional resources?

Assumptions

Several assumptions will be considered in this thesis to frame the analysis of the primary research question. Throughout this thesis, the researcher will utilize personal experience based upon assignment and experience while serving in the U.S. Army Recruiting Command from July 2016 to June 2018, and the experience of other recruiting professionals who served and continue to serve in Recruiting Command. The assumptions are that the current organization, and force structure of the command will change to reflect the immediate need for additional recruiters to achieve mission requirements. During Fiscal Year 2018, U.S. Army Recruiting Command was short by 390 recruiters⁸ which senior leaders attribute to the short of 6,500 enlistment contracts for the same period⁹, recruiting command mission requirements will not decrease, but instead, increase to reflect the need for additional personnel to achieve strategic goals as determined by national command authority officials and challenges to the recruiting mission will continue to remain relevant. U.S. Army Recruiting Command is susceptible to problems that affect the command's ability to accomplish its mission. Some of those challenges are budgetary issues such as the fluctuation of the congressional budget

⁸ Meghann Myers, "The Army is Extending Recruiter's by Two Months," *Army Times*, 16 November 2018, accessed 17 November 2018, <https://www.armytimes.com/news/your-army/2018/11/16/the-army-is-extending-recruiters-orders-by-two-months-to-ask-them-if-they-want-an-extension/>.

⁹ Lolita Baldor, "Army Misses 2018 Recruiting Goal," *Associated Press*, 21 September 2018, accessed 14 October 2018, <https://www.apnews.com/4e920aeff0ee41caa152a12df6d89600>.

request, health and physical issues which include the number of individuals who are physically qualified and healthy enough to serve in the Army are declining. Problems with obesity and inadequate health care are rising annually and lastly impropriety issues which include a growing number of high school students and young adults failing to adhere to standards determined by school officials and law enforcement officials that results in the development of a criminal record.

About U.S. Army Recruiting Command

U.S. Army Recruiting Command is a command organized under the U.S. Army Training and Doctrine Command (TRADOC). The purpose, vision, mission, priorities, and enduring principles are listed below:

Table 1. U.S. Army Recruiting Command Purpose, Vision, Mission, Priorities, and Enduring Principles

Purpose	Recruit the strength of our Army
Vision	A team of proud professionals where all members understand the importance of sustaining The All-Volunteer Army for our Nation and are empowered and committed to doing their part to accomplish the recruiting mission
Mission	Recruit America's best volunteers to enable the Army to win in a complex world
Priorities	<ul style="list-style-type: none"> • Foster a positive climate that allows us to accomplish the mission while protecting and caring for our people • Train and develop a disciplined and effective recruiting force • Develop the capabilities and obtain the necessary resources to sustain and enhance recruiting accomplishment
Enduring Principles	<ul style="list-style-type: none"> • Empowered leaders own and accomplish the mission • Recruiting Center Leaders are our center of gravity, and we will enable their success • Every person in our organization is a valued member, and we will treat them with dignity and respect • Every individual bear responsibility and is accountable for the success of the team • The reputation of our Army and the credibility of our recruiting force is built on trust reinforced by our Army values

Source: Created by the author based on information from U.S. Army Recruiting Command (USAREC), "About USAREC," accessed 2 October 2018, <https://recruiting.army.mil/aboutUSAREC/>.

Recruiting Command is a major Army enterprise that is trusted to provide the end strength of the Army. The command outlines who they are and what they do below:

Bringing quality young men and women into the Army - people who will complete their tours of duty and make a contribution to the Nation's defense - is the objective of the U.S. Army Recruiting Command as it goes about the mission of providing the strength for America's Army.

The U.S. Army Recruiting Command is responsible for manning both the Active Army and the U.S. Army Reserve, ensuring security and readiness for our Nation.

Recruiting operations are conducted throughout the United States, Puerto Rico, the Virgin Islands, Guam, American Samoa, and at U.S. facilities in Germany and Asia.

The USAREC headquarters, located at Fort Knox, Ky., provides the command, control and staff support to the recruiting force. More than 400 officers, enlisted members, and civilian employees work in diverse areas such as personnel, administration, resource management, safety, market research and analysis, public relations and recruiting operations. The command has its own inspector general; staff judge advocate and headquarters command.

USAREC's subordinate structure includes seven recruiting brigades. The 1st Recruiting Brigade is headquartered at Fort Meade, Md. The 2d Recruiting Brigade is at Redstone Arsenal, Ala. The 3d Recruiting Brigade headquarters is located at Fort Knox. The 5th Recruiting Brigade is at Fort Sam Houston, Texas. The 6th Recruiting Brigade is located in North Las Vegas, Nev. The Medical Recruiting Brigade headquarters, which also manages Special Forces and Chaplain recruiting, is collocated with the USAREC Headquarters at Fort Knox.

Each brigade commands up to eight recruiting battalions within its geographic area for a total of 44 battalions. Each battalion commands the recruiting companies in its area. Two hundred sixty-one companies provide the tactical control of recruiting stations. The Medical Recruiting Brigade consists of five Medical Recruiting Battalions across the Command and the Special Operations Recruiting Battalion.

There are approximately 9,500 Soldier and civilian recruiters working out of more than 1,400 recruiting stations across America and overseas. All have records of proven ability and potential, and each represents the finest traditions of the Army and military service.

Army recruiters must be knowledgeable in Army opportunities and the enlistment process before they are assigned to a recruiting station. The Recruiting and Retention School, located at Fort Jackson, S.C., provides soldiers the institutional training necessary to become successful recruiters. The recruiters' skills continue to be developed in unit training programs that begin as soon as recruiters arrive in their recruiting areas.¹⁰

A competent and energetic command group leads the command. The commanding general is a Major General (MG), the command senior enlisted advisor is a Command Sergeant Major (CSM), a Brigadier General (BG) who serves as the deputy command

¹⁰ USAREC, "About USAREC."

general for operations, and a Brigadier General (BG) who serves as the deputy commanding general for support. Fort Knox, Kentucky serves as the command headquarters. Also located on Fort Knox with the command headquarters is the Recruiting and Retention College (RRC). The Recruiting and Retention College serves as the institutional headquarters for recruiting command responsible for training all personnel for assignments within the command. The mission of the Recruiting and Retention College is: “Train and educate military and civilian leaders and develop complementary concepts, doctrine, organization, material, and training across the spectrum of Recruiting and Retention to support requirements for America's force of decisive action.”¹¹ The vision of the Recruiting and Retention College is: “Train and educate military and civilian leaders and develop complementary concepts, doctrine, organization, material, and training across the spectrum of Recruiting and Retention to support requirements for America's force of decisive action.”¹² A professional leadership team leads the Recruiting and Retention College. The Commandant (Colonel), Command Sergeant Major, and Deputy Commandant (Master Sergeant) lead the Recruiting and Retention College and are responsible for training thousands of Army personnel annually to accomplish the recruiting mission across the command. The current organization of the Recruiting and Retention College is below:

¹¹ U.S. Army Recruiting Command (USAREC), “Recruiting and Retention College,” accessed 16 October 2018, https://recruiting.army.mil/RRC/about_rrc/.

¹² Ibid.

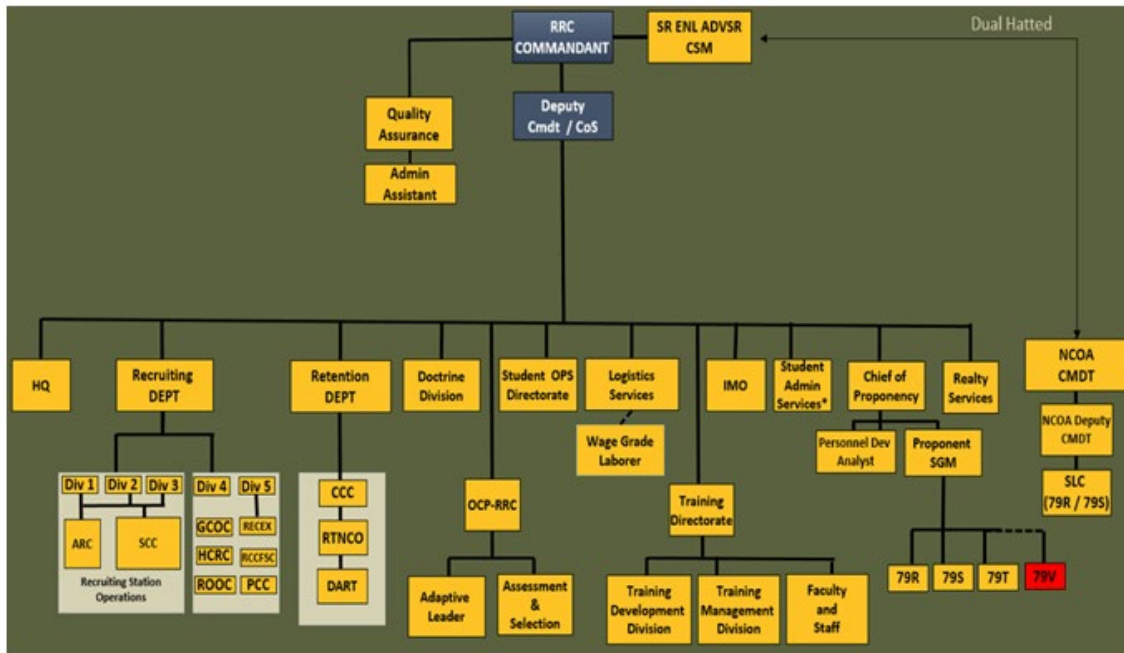


Figure 1. U.S. Army Recruiting Command Recruiting and Retention College Organization

Source: Recruiting Retention College and Noncommissioned Officer's Academy, "Organization and Contacts," accessed 4 March 2019, https://cacmdc.army.mil/hosted/RRC_NCOA/_layouts/15/start.aspx#/SitePages/Organization.aspx.

Training for each course is conducted at the Recruiting and Retention College multiple times a year. The following courses are conducted at the Recruiting and Retention College by a very talented cadre of instructors:

Table 2. U.S. Army Recruiting Command Recruiting and Retention College Course List

Recruiting and Retention College Course List	
Non-Commissioned Officer Academy	Army Recruiter Course
Recruiting Station Commander Course	Health Care Recruiter Course
Recruiting Company Commander/ First Sergeant Course	Recruiting Operations Officer Course
Recruiting Pre-Command Course (battalion and brigade level)	Retention Course
Guidance Counselor Operations Course	

Source: Created by the author based on information from Recruiting and Retention College and Noncommissioned Officer's Academy (RCC & NCOA), "RCC Course List," accessed 4 March 2019, https://cacmdc.army.mil/hosted/RRC_NCOA/SitePages/Home.aspx.

The Noncommissioned Officer Academy executes the Professional Military Education for all Army Recruiters and Career Counselors (79R- Recruiting Military Occupational Specialty and 79S- Career Counselor).¹³

The Army Recruiter Course is a six-week and four-day resident course that trains Army personnel who have been selected to become a detailed recruiter in Recruiting Command. The required course is the foundational course for recruiting operations and is for all enlisted personnel chosen for recruiting duty. The mission of the Army Recruiter Course is:¹⁴

¹³ Recruiting and Retention College and Noncommissioned Officer's Academy (RCC & NCOA), "NCOA," accessed 18 October 2018, https://cacmdc.army.mil/hosted/RRC_NCOA/SitePages/Home.aspx.

¹⁴ U.S. Army Recruiting and Retention College (RCC), "Army Recruiter Course," accessed 18 October 2018, <https://docs.google.com/viewer?a=v&pid=sites&srcid=Z29hcm15LmNvbXxyZWNYdW10aW5nLWFuZC1yZXRIbnNpb24tc2Nob29sfGd4OmI5Yzc1NGI3NjZmYjgzMA>.

The Army Recruiter Course teaches recruiter candidates the interpersonal, conceptual, administrative, technical and tactical skills necessary to succeed in the contemporary recruiting environment. The curriculum provides training in the principles of adaptive leadership, eligibility, technology systems, interpersonal communications, Army programs, time management, prospecting, interviewing and processing.¹⁵

The Army Recruiter Course trains newly selected Noncommissioned Officers. Instruction includes:

Communicating an Army Story, Developing a Network Centric Environment, Develop a Recruiting Operations Plan, Develop Effective Communication, Employment of Enlistment Programs and Options, Intelligence Preparation of the Battlefield, Introduction to Ikrome, Lead a Future Soldier, Market Analysis, NCO Professional Development, Recruiter Planning Tools, Process an Enlistment Application, and Public Speaking.¹⁶

(Ikrome is the Recruiting Command intranet webpage that only allows access by personnel currently assigned to the command)

After Non-Commissioned Officers complete the Army Recruiter Course, they are awarded the Basic Recruiting Badge and moved to communities across the United States. The skills that the newly trained Recruiters have learned now add to the overall capability of their gaining recruiting station and recruiting company.

The Recruiting Station Commander course is a three-week resident course that trains Station Commanders (Staff Sergeant/ Sergeant First Class) on the necessary skills and attributes required to lead a recruiting station successfully. The recruiting station is the most critical organization in the command, and it has a presence in thousands of communities across the country. The Station Commander is the most important position in the command. The Station Commander provides purpose, direction, and inspiration to the recruiter and is responsible for executing recruiting operations at the lowest level. The

¹⁵ RCC, “Army Recruiter Course.”

¹⁶ RCC & NCOA, “NCOA.”

Station Commander is a leader and mentor to the recruiter and has the skills and capabilities to mentor new Recruiters and prepare them for the challenges of the recruiting environment.¹⁷

The Health Care Recruiter Course is a two-week resident course that trains selected Army personnel on the processing and enlisting procedures required to enlist citizens to join the Army Medical Department (AMEDD). Upon completion of the Health Care Recruiter Course, personnel are assigned to one of the six Medical Recruiting Battalions within the Medical Recruiting Brigade for their assignment.¹⁸

The Recruiting Company Commander/ First Sergeant Course is a three-week resident course that trains Company Commanders and Company First Sergeants (Captain and First Sergeant) on how to effectively lead their organization and conduct recruiting operations.¹⁹ This course is the introductory course for all Captains who are beginning their first assignment in Recruiting Command. Although this course provides valuable information on recruiting operations, it is imperative for new Recruiting Company Commander's to rely on the expertise and experience of their Company First Sergeant.

The Recruiting Operations Officer Course is a two-week resident course that trains battalion operations officers (Captain) how to conduct battalion level recruiting operations effectively.²⁰ The recruiting pre-command course is a three-week resident course that trains battalion and brigade command level leaders (Lieutenant Colonel/

¹⁷ RCC & NCOA, "NCOA."

¹⁸ Ibid

¹⁹ Ibid.

²⁰ Ibid.

Colonel/ Command Sergeant Major) on how to effectively lead their organizations within the recruiting enterprise.²¹

U.S. Army Recruiting Command Organization Layout

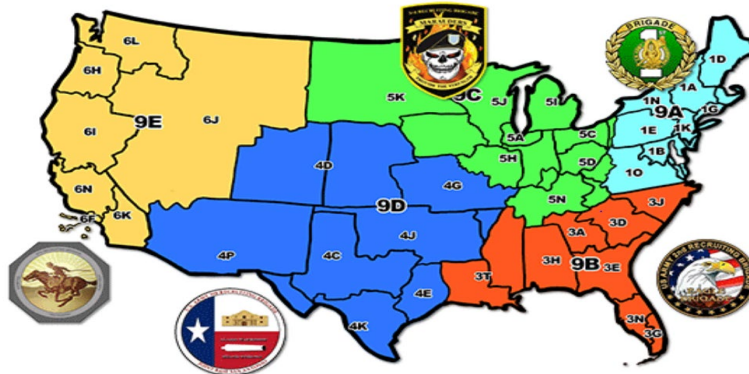


Figure 2. U.S. Army Recruiting Command Recruiting Brigade and Battalion Map

Source: U.S. Army Recruiting Command, “Brigades and Battalions,” accessed 17 October 2018, https://recruiting.army.mil/bde_bn/.

²¹ RCC & NCOA, “NCOA.”

Table 3. U.S. Army Recruiting Command Brigades and Battalions

Recruiting Brigades and Subordinate Battalions					
1 ST Brigade	2 ND Brigade	3 RD Brigade	5 TH Brigade	6 TH Brigade	MRB
1A- Albany	3A- Atlanta	5A- Chicago	4C- Dallas	6F- Los Angeles	1 ST MRBn
1B- Baltimore	3D- Columbia	5C- Cleveland	4D- Denver	6H- Portland	2 ND MRBn
1D- New England	3E- Jacksonville	5D- Columbus	4E- Houston	6I- Northern California	3 RD MRBn
1E- Harrisburg	3G- Miami	5H- Indianapolis	4G- Kansas City	6J- Salt Lake City	5 TH MRBn
1G- New York City	3H- Montgomery	5I- Great Lakes	4J- Oklahoma City	6K- Southern California	6 TH MRBn
1K- Mid-Atlantic	3J- Raleigh	5J- Milwaukee	4K- San Antonio	6L- Seattle	
1N- Syracuse	3N- Tampa	5K- Minneapolis	4P- Phoenix	6N- Central California	
1O- Richmond	3T- Baton Rouge	5N- Nashville			

Source: Created by the author based on information from U.S. Army Recruiting Command, “Brigades and Battalions,” accessed 17 October 2018, https://recruiting.army.mil/bde_bn/.

U.S. Army Recruiting Command is a large geographically dispersed organization. The command is organized into subordinate brigades, battalions, companies, and stations.

There are seven brigades in the command, and they are listed as follows:

1st Recruiting Brigade is located on Fort Meade, Maryland. The brigade covers the northeast region of the country from Maine to Virginia with eight subordinate battalions.²²

2nd Recruiting Brigade is located on Redstone Arsenal, Alabama. The brigade covers the southeast region of the country from North Carolina to Florida and Puerto Rico with eight subordinate battalions.²³

²² U.S. Army Recruiting Command (USAREC), “U.S. Army 1st Recruiting Brigade,” accessed 19 October 2018, https://recruiting.army.mil/1bde/about_1bde/.

3rd Recruiting Brigade is located on Fort Knox, Kentucky. The brigade covers the northern central region of the country from Tennessee to Minnesota with eight subordinate battalions.²⁴

5th Recruiting Brigade is located on Joint Base San Antonio, Texas. The brigade covers the central and middle America region of the country from Kansas to Texas with eight subordinate battalions.²⁵

6th Recruiting Brigade is located in North Las Vegas, Nevada. The brigade covers the entire western region of the country from Idaho to California with seven subordinate battalions.²⁶

Medical Recruiting Brigade is located in Fort Knox, Kentucky. The brigade covers the entire country with five subordinate battalions located at Fort Meade, Maryland; Redstone Arsenal, Alabama; Fort Knox, Kentucky; Joint Base San Antonio, Texas; and Las Vegas, Nevada. The Medical Recruiting Brigade is responsible for recruiting qualified medical professionals such as physicians, dentists, nurses, veterinarians, medical service specialists, and chaplains.²⁷

²³ U.S. Army Recruiting Command (USAREC), “U.S. Army 2nd Recruiting Brigade,” accessed 19 October 2018, https://recruiting.army.mil/2ndbde1/about_2ndbde/.

²⁴ U.S. Army Recruiting Command (USAREC), “U.S. Army 3rd Recruiting Brigade,” accessed 19 October 2018, https://recruiting.army.mil/3rdbde/about_3rdbde/.

²⁵ U.S. Army Recruiting Command (USAREC), “U.S. Army 5th Recruiting Brigade,” accessed 18 October 2018, https://recruiting.army.mil/5thbde/about_5thbde/.

²⁶ U.S. Army Recruiting Command (USAREC), “U.S. Army 6th Recruiting Brigade,” accessed 19 October 2018, https://recruiting.army.mil/6thbde/about_6thbde/.

²⁷ U.S. Army Recruiting Command (USAREC), “United States Army Medical Recruiting Brigade,” accessed 19 October 2018, https://recruiting.army.mil/mrb/about_mrb/.

Medical Recruiting Companies

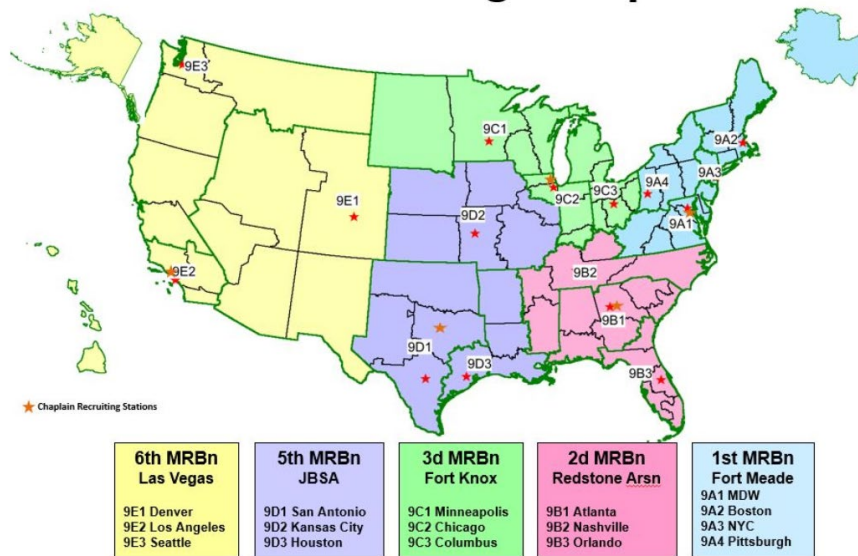


Figure 3. U.S. Army Recruiting Command Brigade and Battalion Map

Source: U.S. Army Recruiting Command, “United States Army Medical Recruiting Brigade,” accessed 19 March 2019, <https://recruiting.army.mil/mrb/>.

Marketing and Engagement Brigade (MEB) is located in Fort Knox, Kentucky. The mission of this brigade is:

To influence the American People to join the Army by enhancing and conducting recruiting operations through direct engagements and demonstrating elite Army skills and exhibits, to achieve the Army’s recruiting mission. On order, provide unique support to the operational and generating force.²⁸

The mission of the Marketing and Engagement Brigade is hugely critical to the command’s ability to reach essential communities across the country. The history of the

²⁸ U.S. Army Recruiting Command (USAREC), United States Army Marketing and Engagement Brigade,” accessed 19 October 2018, https://recruiting.army.mil/about_meb/.

brigade provides a greater understanding of how its primary function has supported recruiting operations for over twenty years.

The U.S. Army Marketing and Engagement Brigade has a history that dates back to 1 October 1997 when it was formed as the U.S. Army Recruiting Command Area Support Group (Provisional). A year later, the U. S. Army Recruiting Command Area Support Group (Provisional) was officially re-designated the U.S. Army Recruiting Command Area Support Group.

The mission was to provide a single headquarters for the intermediate command and control of small units providing logistical, operational, and production support to recruiting. On 1 July 1999, the U.S. Army Recruiting Command Area Support Group was officially re-designated as the U.S. Army Recruiting Support Brigade.

On 1 October 2002, the U.S. Army Recruiting Support Brigade was re-designated as the U.S. Army Accessions Support Brigade. This re-designation came as a part of the overall standup of the U.S. Army Accessions Command, headquartered in Fort Monroe, Virginia.

In 2012, the U.S. Army Accession Support Brigade was realigned as a direct reporting unit to the Assistant Secretary of the Army for Manpower and Reserve Affairs operationally aligned under the Army Marketing and Research Group at Crystal City, Virginia.

In January 2017, the Secretary of the Army officially designated the U.S. Army Accessions Support Brigade as the U.S. Army Marketing and Engagement Brigade.

This change marked the brigade's official departure from the legacy name U.S. Army Accessions Support Brigade and its previous alignment under Army Accessions Command, which was deactivated in 2012.

As of 18 December 2018, the Marketing and Engagement Brigade has been assigned to the United States Army Recruiting Command.

The brigade structure includes the U.S. Army Mission Support Battalion, based in Fort Knox, Kentucky, with the brigade headquarters, the U.S. Army Marksmanship Unit in Fort Benning, Georgia, and the U.S. Army Parachute Team in Fort Bragg, North Carolina.

On order, they (MEB) provide unique support to the operational and generating force. No unit in the Army shoots more, drives more miles, or jumps more than the U.S. Army Marketing and Engagement Brigade.

The U.S. Army Mission Support Battalion employs the latest technology to produce exhibits that travel to towns and events across each state to share the

Army experience. These Soldiers log more than 750,000 miles each year helping “Connect America’s People with America’s Army.

The U.S. Army Parachute Team, the Golden Knights, is the Army’s premiere demonstration group and performs at competitions and airshows worldwide. The team also conducts tandems, providing a unique Army experience for influencers across the country.

U.S. Army Marksmanship Unit Soldiers compete nationally and internationally as well as on the Olympic stage. Members of the Army Marksmanship Unit develop training and test weapons and ammunition to support Soldiers worldwide.²⁹

In the five enlisted mission’s brigades (1st 2nd, 3rd, 5th, and 6th Recruiting Brigades) are a total of 38 recruiting battalions, 240 recruiting companies, three recruiting detachments, two recruiting districts, and 1,405 recruiting stations. Under the special mission’s element of recruiting, there is one recruiting brigade, six recruiting battalions, 20 recruiting companies, and 106 recruiting stations. Special missions recruiting manages Chaplain and Special Forces recruiting. Outside of the continental United States (OCONUS), there are recruiting offices located in Alaska, Hawaii, Japan, America Samoa, Puerto Rico, South Korea, Virgin Islands, Guam, and Germany.³⁰

About U.S. Military Entrance Processing Command

U.S. Military Entrance Processing Command (MEPCOM) is a major military command under the Department of Defense headquartered in North Chicago, Illinois. MEPCOM is the first joint military (all services are represented in the command), and civilian organization responsible for serving as the gateway for all applicants for military service must go through. MEPCOM’s primary responsibility is determining every applicant physical, mental, and moral qualifications for military service before official

²⁹ USAREC, “United States Army Marketing and Engagement Brigade.”

³⁰ USAREC, “About USAREC.”

enlistment into the U.S. military.³¹ For MEPCOM to accomplish its mission, it is organized into an Eastern and Western Sectors (geographic sectors), 12 battalions, and 65 Military Entrance Processing Station (MEPS).³² In conjunction with applicant processing, MEPCOM is also responsible for administering the Armed Services Vocational Aptitude Battery (ASVAB) which serves as a major indicator of what type of military jobs applicants can select.³³ The ASVAB is administered at the MEPS, high schools, and Mobile Examining Team (MET) sites in communities across the country. Every applicant for military service must visit one of the 65 MEPS across the country to complete their medical physical, take or confirm their ASVAB scores, select or confirm their Military Occupational Specialty (MOS), and sign their official enlistment contract.

³¹ U.S. Military Entrance Processing Command (USMEPCOM), “Freedom’s Front Door,” accessed 20 October 2018, <https://www.mepcom.army.mil/About-Us/>.

³² U.S. Military Entrance Processing Command (USMEPCOM), “The USMEPCOM Story,” accessed 20 October 2018, <https://www.mepcom.army.mil/About-Us/The-USMEPCOM-Story/>.

³³ Ibid.



Figure 4. U.S. Military Entrance Processing Command Organization

Source: United States Military Entrance Processing Command, “Western Sector Battalions/Eastern Sector Battalions,” accessed 21 March 2019, <https://www.mepcom.army.mil/Units/>.

Limitations

Research limitations and delimitations are a combination of existing or self-imposed considerations or factors that restrict or limit the scope of analysis and research. Research limitations can expose possible weak points. Research delimitations can establish boundaries and areas of specific focus. Delimitations can also be self-imposed by the thesis author. In the execution of research, the author found the following limitations: lack of accessible and current literature and information on recruiting operations from the U.S. Army and U.S. Department of Defense. Recruiting operations is a daily function that is executed across the country, and the details of recruiting operations to include contact updates, ASVAB testing data, medical processing, and enlistment contract development are continuously updated and is available only to personnel currently assigned to U.S. Army Recruiting Command and MEPCOM. In the

execution of research, much of the available data found on recruiting came from think tanks, news organizations, and other governmental agencies. Another limitation is the lack of detailed recruiting data from 1990-2000. Much of the current recruiting data is comprehensive and supports the recruiters and their leaders in their efforts to achieve success in the most challenging environments. In the decade between 1990-2000, much of the recruiting data available was about several enlistments per year by gender, location, and MOS.

Scope and Delimitations

The author will restrict the research on recruiting operations to focus on the methods and strategies used by the U.S. Army (active duty and reserve enlistments only) in its efforts to achieve enlistment mission requirements. I will not entirely exclude the other military services under the Department of Defense; however, the research of the other military services will not be as in-depth as the research on the U.S. Army's recruiting operation. In reference to analyzing research data, the author will use Doctrine, Organization, Training, Materiel, Leadership and Education, Personnel, Facilities, and Policy (DOTMLPF-P) analytical lens. This analytical lens supports the Capabilities Based Assessment (CBA) which is used to identify capability requirements and associated capability gaps.³⁴ Specifically, the author will focus on the Doctrine, Organization, Leadership and Education, and Personnel domains under DOTMLPF-P. The primary audience the author would like the research and analysis to influence are the senior leaders of the Army to include the Secretary of the Army, Chief of Staff of the Army,

³⁴ U.S. Army War College (AWC), *How the Army Runs 2017-2018* (Carlisle, PA: U.S. Army War College School of Strategic Landpower, 2018), 10-4, accessed 25 October 2018, <https://publications.armywarcollege.edu/pubs/3550.pdf>.

Sergeant Major of the Army, and the top leaders of U.S. Army Recruiting Command (Commanding General and Command Sergeant Major).

Significance of the Study

The author seeks to assess the Army's current recruiting operational strategy and how that strategy is used to achieve annual mission requirements. The author will identify the challenges, threats, and capability gaps in the recruiting force and recommend specific initiatives in the form of a campaign plan that can be implemented by phase based upon the principles of the Kotter Change Model and the author's professional experience and judgment. The predominant goal of the author is to provide recommendations to senior leaders and stakeholders that have decision-making authority to implement positive change and growth into recruiting operations and strategies. The proposals, if considered and implemented, could potentially expand the command's ability to execute its mission with less personnel with more significant results.

Conclusion

The citizens of the United States trust that whenever the threat of aggression appears and challenges the freedom and values that all Americans enjoy and believe in, the United States Army will forever rise to the occasion and destroy the enemy and preserve the safety and security of the nation. The Army recruiting enterprise exists to generate a force large enough to accomplish any mission. The organizations within the Army recruiting enterprise must work as one large cohesive organization to achieve the force generating requirements both today and in the future. Although USMEPCOM is not an Army organization, it does, however, play a significant supporting role to the overall

Army recruiting process. Chapter two outlines and reviews all the literature about the recruiting enterprise, the research method, the analytical model and research sources.

CHAPTER 2

LITERATURE REVIEW

Introduction

To answer the primary research question “what should the U.S. Army do to meet future recruiting requirements,” literature must be identified, analyzed, and presented in a scholarly manner to present a professional body of work at the conclusion. The primary purpose of this research endeavor is to improve the methods and strategies that U.S. Army Recruiting Command uses to achieve mission objectives and requirements. By improving upon the basic recruiting techniques and strategies, the Army will gain increased proficiency across the recruiting force. Chapter one of this thesis addressed the problem statement, primary and secondary research questions, and detailed description of the U.S. Army Recruiting Command (USAREC) and the Military Entrance Processing Command (MEPCOM) organizations. Chapter one also highlighted the research limitations, scope and delimitations and the significance of this study. The sections of chapter one was described in a manner to provide the reader with a foundational understanding of the two major organizations that execute and support recruiting operations for the U.S. Army. The Military Entrance Processing Command (MEPCOM) does not only serve the U.S. Army; it also helps each branch of the military under the Department of Defense. MEPCOM also executes enlistment processing for all three military components: active duty, reserves, and national guard.

Chapter two of this thesis will provide a detailed literature analysis and review of published doctrine, reports, and articles related to Army recruiting efforts. The doctrine that is utilized is developed and published by the doctrine division of the U.S. Army

Recruiting Command. The reports that will be analyzed are published and distributed by the Congressional Research Service database, Army Marketing and Research Group (AMRG), the RAND Corporation, Center for a New American Security (CNAS), Government Accountability Office (GAO), Defense Manpower Data Center (DMDC), and several defense-related agencies. Published articles that support this thesis come from Army Times, Stripes, Defense Now, and several other credible news organizations with decades of experience reporting on the Department of Defense. All of the research material will be used to support chapter four which will explain in detail what the author found about recruiting operations. The research data in chapter four will be used to substantiate the author's recommendations and campaign plan in chapter five.

This chapter will outline the analytical lens the author will use to identify challenges and recommend improvements. This chapter will provide a detailed explanation of the Doctrine, Organization, Training, Materiel, Leadership and Training, Personnel, Facilities, and Policy (DOTMLPF-P) framework as a sub-component of the Joint Capabilities Integration Development (JCIDS) process. JCIDS addresses change from a materiel and non-materiel perspective,³⁵ the Capabilities Based Assessment which is used to determine our ability to meet future operational requirements,³⁶ and the Kotter Change Model which is a crucial principle used by leaders to implement change in their organizations.³⁷

³⁵ AWC, *How the Army Runs 2017-2018*, 1-1.

³⁶ *Ibid.*, 3-9.

³⁷ Billy Miller and Ken Turner, "Leading Organizational Change A Leader's Role" (L104RB, PowerPoint presentation, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 27 September 2018), slide 1.

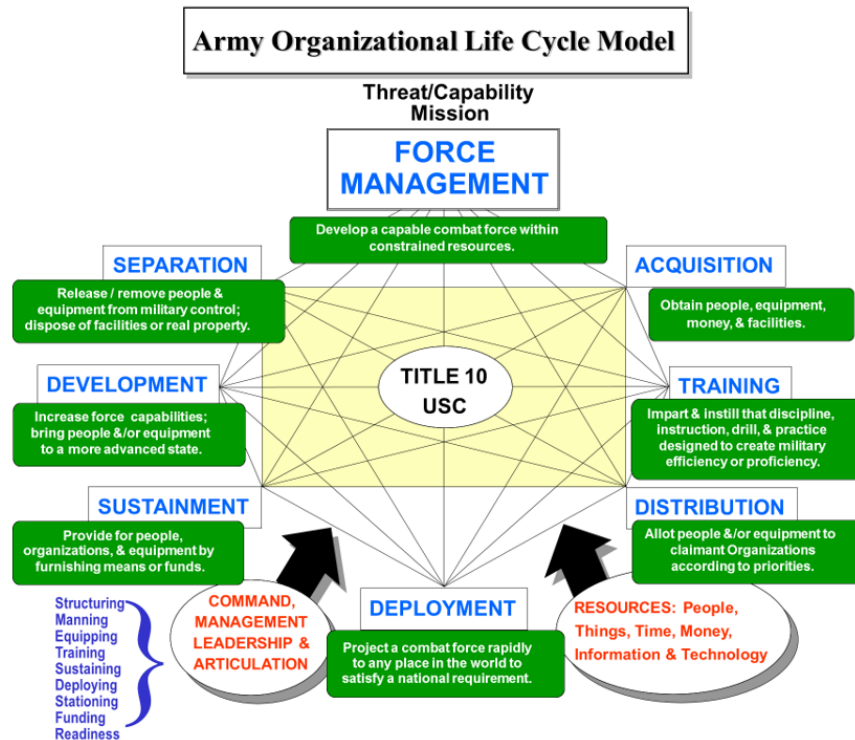


Figure 5. Army Organizational Life Cycle Model

Source: Department of Logistics and Resource Operations, “The Army Force Management Process” (F100, U.S. Army Command and General Staff College Fort Leavenworth, KS, 2018), Appendix B, 3.

DOTMLPF-P Analysis

In determining annual enlistment mission requirements, the process starts with the Constitution of the United States. According to Article 2, Section 8, the Congress shall provide for the common defense of the Nation.³⁸ In reference to determining Army end-strength requirements, members of both the House and Senate conduct research and analysis of the Nation’s strategic documents to determine how to fund the force appropriately through the development and passing of the National Defense

³⁸ Legal Information Institute, *U.S. Constitution*, Cornell Law School, accessed 29 October 2018, <https://www.law.cornell.edu/constitution/articlei>, Article I.

Authorization Act (NDAA). The NDAA outlines how the Army will be structured from an end-strength perspective.³⁹ Laws in the U.S. Code, Department of Defense, and Army supporting documents to the U.S. Code form the foundation of how strategic and operational requirements must be determined. Senior Army leaders base their visions and develop their assessments, advice, and direction based upon strategic and operational requirements.⁴⁰ Those requirements are reviewed the lens of the force management model which is a critical operating function for the Army that encompasses many processes that generate future needs and ensure the Army is efficiently and effectively organized, manned, equipped, trained, and sustained.⁴¹ Within the force management process is the DOTMLPF-P model which is used as a problem-solving construct for assessing current and future capabilities, while managing change.⁴² Doctrine is the fundamental principles which military forces use to guide their actions in support of national objectives.⁴³ The organization describes how the force is organized to fight.⁴⁴ The training explains how the force fights from a tactical perspective.⁴⁵ Materiel

³⁹ Frederico Bartels, *The Role of the 2020 NDAA in Rebuilding the U.S. Military*, (Washington, DC: The Heritage Foundation, 2019), 1, accessed 19 March 2019, <https://www.heritage.org/defense/report/the-role-the-2020-national-defense-authorization-act-ndaa-rebuilding-the-us-military>.

⁴⁰ AWC, *How the Army Runs 2017-2018*, 2-23.

⁴¹ Ibid., 1-4.

⁴² Department of Logistics and Resource Operations (DLRO), “Joint and Army Capability Development” (F102 A, PowerPoint presentation, U.S. Army Command and General Staff College, Fort Leavenworth, KS, October 2018), slide 2.

⁴³ Ibid.

⁴⁴ Ibid.

⁴⁵ Ibid.

describes all the necessary items needed to equip forces so that those forces can operate effectively.⁴⁶ Leadership and Training describe the leadership development and education standards and requirements of the force for all personnel.⁴⁷ Personnel describes the personnel required in either a military or civilian capacity to accomplish a required mission.⁴⁸ Facilities outline the real property, installations, and industrial facilities that support the force.⁴⁹ Lastly, the policy addresses issues that may impact the effective implementation of changes in the other seven DOTMLPF areas.⁵⁰ As discussed in chapter one, this thesis will focus primarily on the Doctrine, Organization, Leadership and Education, and Personnel domains under DOTMLPF-P.

Capabilities Based Assessment

The Army Capabilities Based Assessment (CBA) is a structured Joint Capabilities Integration and Development System (JCIDS) process. The three major phases of the CBA are the (1) Functional Area Analysis (FAA), (2) Functional Needs Analysis (FNA), and (3) Functional Solution Analysis (FSA).⁵¹ The Functional Area Analysis is the first analytical phase of the Capabilities Based Assessment. The FAA provides the framework to assess Required Capabilities (RC). The FAA must start with a military problem to be

⁴⁶ DLRO, “Joint and Army Capability Development.”

⁴⁷ Ibid.

⁴⁸ Ibid.

⁴⁹ Ibid.

⁵⁰ Ibid.

⁵¹ AWC, *How the Army Runs 2017-2018*, 3-13.

examined.⁵² For this thesis, the author will identify the required capabilities that recruiters, support staff, and leaders will need to accomplish their missions each year. The Functional Needs Analysis (FNA) is the second analytical phase of the CBA. The FNA assesses the ability of current and programmed Army capabilities to accomplish tasks identified in the FAA. The FNA identifies any gaps and overlaps in capabilities and the risk posed by those identified gaps. Also, the FNA determines which tasks identified in the FAA cannot be performed, performed to standard, performed in some conditions, or performed in the manner that the concept requires using the current or programmed force.⁵³

Most importantly, capability needs are defined as those capability gaps determined to present unacceptable risk.⁵⁴ For this thesis, the author will identify capability gaps in the recruiting force. The author will draw upon experience as a Recruiting Company Commander as well as material research to determine the risk to the recruiting force as well as the recruiting mission. The author will examine the required capabilities (future) versus current and programmed capabilities to identify critical gaps and solutions.⁵⁵ The Functional Solutions Assessment (FSA) is the third analytic phase in the CBA. The FSA describes the ability of each identified approach to satisfy the need. The FNA high-risk capability gaps are inputs to the FSA. The outputs of the FSA are the

⁵² AWC, *How the Army Runs 2017-2018*, 3-13.

⁵³ DLRO, "Joint and Army Capability Development," slide 8.

⁵⁴ AWC, *How the Army Runs 2017-2018*, 3-15.

⁵⁵ DLRO, "Joint and Army Capability Development," slide 8.

potential materiel or non-materiel approaches to resolve capability needs.⁵⁶ For this thesis, the author will identify solutions from research analysis and organize the solutions into a campaign plan. The campaign plan will be organized into short-term and long-term actions and will be further organized into priorities that address (a) what the Army must do, (b) what the Army should do, and (c) what the Army would like to do.

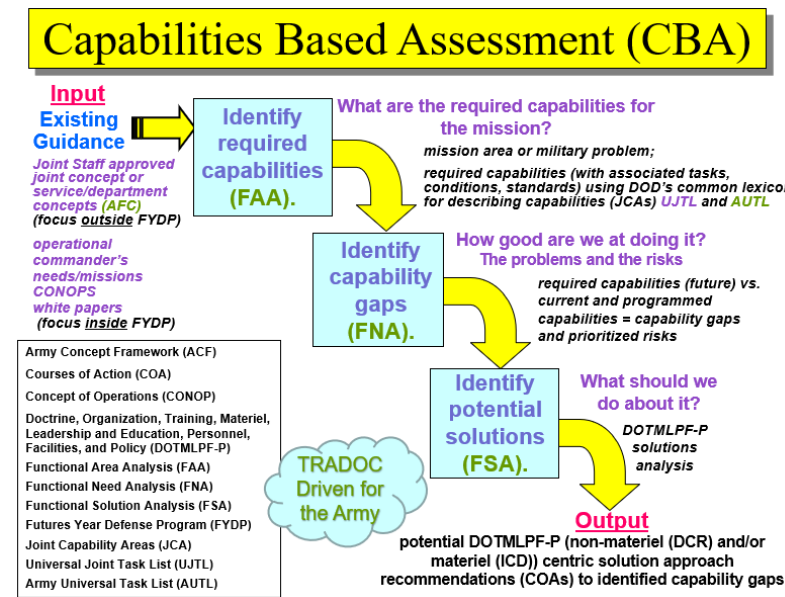


Figure 6. Capabilities Based Assessment

Source: Department of Logistics and Resource Operations, "Joint and Army Capability Development" (F102A, PowerPoint presentation, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 2018), slide 8.

Kotter Change Model

Change is often stress-inducing event for many members of a team. Whether a change is being implemented in a family of five or a federal agency with thousands of

⁵⁶ AWC, *How the Army Runs 2017-2018*, 3-15.

employees, the implementation of change can cause unforeseen consequences to all parties involved. In regards to the Army, a fundamental responsibility of a leader is to anticipate and effectively lead change.⁵⁷ Since the dawn of civilization, change has been necessary for civilizations to evolve. In the case of organizations such as businesses and the military, change was also necessary for organizational growth and operational improvement.⁵⁸ One of the most effective change models to implement in organizations is the Kotter Change Model. The Kotter Change Model, if implemented correctly, provides military leaders a straightforward, logical, sequential, and effective model for leading organizational change. The model also provides a methodology to assist leaders in improving their organizations as they operate.⁵⁹ In 1996 John Kotter, a professor at the Harvard Business School authored a book titled “*Leading Change*.” In his book, Mr. Kotter revealed that leadership is the real engine that drives successful change. During Mr. Kotter’s research and observations, he proposed an eight-stage model based upon the eight common reasons why change fails in organizations.

⁵⁷ Miller and Turner, “Leading Organizational Change: A Leader’s Role,” slide 1.

⁵⁸ Ibid., slide 9.

⁵⁹ Ibid.

Table 4. Why Change Fails

Why Change Fails	
1	Allowing too much complacency
2	Failing to create a sufficiently powerful guiding coalition
3	Underestimating the power of vision
4	Under-communicating the vision
5	Permitting obstacles to block the vision
6	Failing to create short-term wins
7	Declaring victory too soon
8	Neglecting to anchor changes firmly in the corporate culture

Source: Created by the author based on information from Billy Miller and Ken Turner, “Leading Organizational Change: A Leader’s Role,” (L104RB, Department of Logistics and Resource Operations, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 2018), 2.

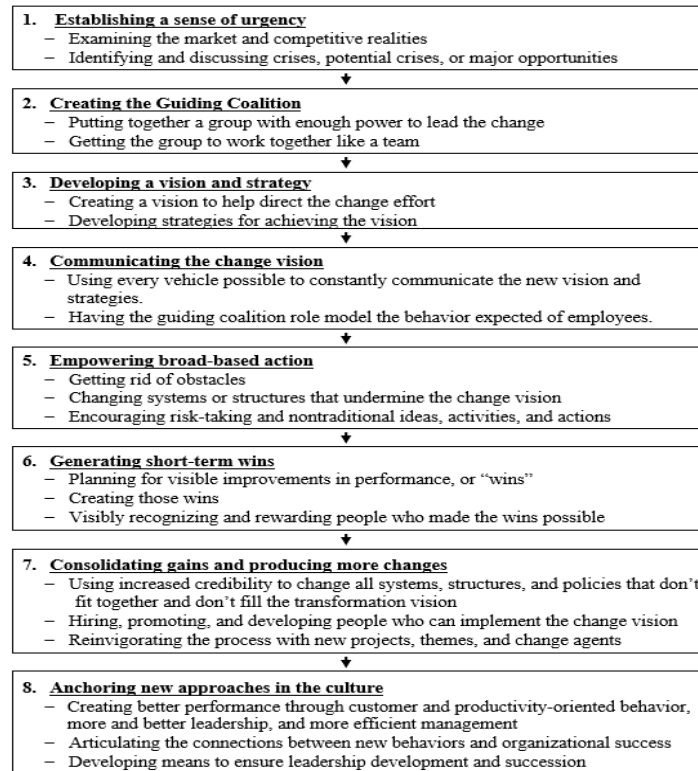


Figure 7. Kotter Change Model

Source: Billy Miller and Ken Turner, “Leading Organizational Change: A Leader’s Role” (L104RB, Department of Logistics and Resource Operations, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 2018), 8.

The first four stages of the Kotter Change Model assist in overcoming the existing status quo and set the conditions for leading change in an organization. Stages five through seven are the action stages of the model that move the change effort from words to action by introducing new or different practices into the organization. Without completing these stages of the model, the effort loses momentum, the sense of urgency dissipates, and the coalition becomes marginalized.⁶⁰ This thesis will utilize the Kotter Change Model in chapter five as a framework to outline the campaign plan. The campaign plan will take the research results and findings from chapter four and develop recommendations for action. Those recommendations will support the campaign plan in the form of short-term actions and long-term actions as well as organize priorities into three sub-categories of *must do, should do, and nice to do* priorities. The objective of the Kotter Change Model in support of this thesis is to improve the probability of successful transformation of recruiting operations and the organization of the U.S. Army Recruiting Command.

Sources

The sources selected for utilization in this thesis were chosen because of the support of the study material and research. The sources support the DOTMLPF-P areas that the author selected (doctrine, organization, leadership and training, and personnel). Many of the sources are reports and articles from highly reputable policy think tank organizations such as the Heritage Foundation and Rand Corporation. News articles are from well-known news organizations such as Army Times, Defense News, and Military.com to name a few. The author selected many manuals from the extensive USAREC manual library to support the research topic. The USAREC manuals provide a

⁶⁰ Miller and Turner, “Leading Organizational Change: A Leader’s Role,” slide 3.

doctrinal foundation for recruiting operations. The author also selected previous published Master of Military Arts and Science (MMAS) that support the research topic. Through research and in-depth analysis, the author intends to present relevant and suitable solutions to be implemented in the Army recruiting enterprise.

USAREC Manual 3, *Recruiting*, 28 May 2014: This manual was selected as a source because it is the cornerstone manual for U.S. Army recruiting. USAREC Manual (UM) 3 explains the role of recruiting, recruiting doctrine, the recruiting operating environment, the foundations of recruiting, recruiting principles, recruiting operational framework, recruiting functions, and most importantly the art and science of recruiting.

USAREC Manual 3, *Recruiting*, is the capstone recruiting doctrine manual. Recruiting provides operational concepts and principles that are enduring fundamentals of recruiting operations. These enduring fundamentals, applied to the dynamic of the recruiting environment, support USAREC's unique responsibility of providing the strength for our Army today and in the future, as well as, providing a face to the American people.

The role of recruiting is a strategic mission to recruit and assess highly qualified individuals to meet near and long-term Army requirements.

Recruiting doctrine is the concise expression of how to conduct the recruiting operations in support of enlisted, commission, and in-service recruiting missions. It provides authoritative guidance for leaders at all echelons. It allows them the freedom to adapt tactics to circumstances and fosters creativity, initiative, and innovation in the pursuit of mission accomplishment.

The recruiting operational environment consists of the conditions, circumstances, and influences that affect recruiting operations. Recruiting leaders plan, prepare, execute, and assess operations by analyzing the operational environment in terms of the operational variables: policy, military, economic, social, information, infrastructure, physical environment, and time.

Trust and credibility are the foundations of recruiting. Recruiters establish, preserve, and strengthen trust and credibility every day with the American public, which enables the successful execution of recruiting operations.

Recruiting principles provide guideposts for soldiers and Department of the Army civilians engaged in talent acquisition for the all-volunteer force. The principles of recruiting are: right message, right audience, right time; empower subordinate

leaders; conduct in-depth market analysis and tailor recruiting effort; retain gains; understand and adapt quickly to market changes; invest in the recruiting team and hold them accountable; tell the Army story-promote Army pride.

The recruiting operational framework covers the full range of recruiting activities. Decisive operations put recruiters in direct contact with qualified individuals who comprise their target market. Shaping operations set conditions for successful decisive operations..⁶¹

The recruiting functions are similar to the Army warfighting functions but have been modified to support the Army recruiting enterprise. The eight recruiting functions are mission command, sustainment, training and leader development, intelligence prospecting, interviewing, processing, and Leading Future Soldiers. “These eight recruiting functions represent the decisive, shaping, and sustaining operations that make up the recruiting operation plan.”⁶²

The art of recruiting is the practice of adapting and applying dynamic interpersonal and leadership competencies and communication techniques with personal experiences to tell the Army story. It is the centerpiece of recruiting operations, demonstrated daily by every recruiter in the command.

The science of recruiting is the study of environmental and market data to determine market behavior. The study of demographics, human populations, and population segments, are prime components of the science of recruiting. Recruiting science identifies target rich areas that assist commanders with recruiter placement and formulation of marketing strategies..⁶³

This source will be used to explain the fundamentals of the Army recruiting enterprise.

This source provides the “why” of the Army recruiting enterprise.

USAREC Manual 3-0, *Recruiting Operations*, 4 August 2017: This manual provides the foundational understanding of Army recruiting operations. USAREC

⁶¹ Headquarters, U.S. Army Recruiting Command (USAREC), USAREC Manual 3, *Recruiting* (Fort Knox, KY: USAREC, 2014), 2, 6, 8, 9.

⁶² Ibid., 12.

⁶³ Ibid., 14.

Manual (UM) 3-0 explains the details of recruiting operations, recruiting operational concepts, the framework for conducting recruiting operations, and applying operational art in support of recruiting operations.

USAREC Manual 3-0 provides overarching doctrine for the conduct of recruiting operations in a geographically dispersed environment. It expands on concepts described in USAREC Manual 3, Recruiting. It forms the foundation for developing the other principles, tactics, techniques, and procedures detailed in subordinate recruiting doctrine publications. UM 3-0 provides operational guidance for commanders and trainers at all echelons and forms the basis for institutional curricula and organizational training of recruiting operations.⁶⁴

This source will be used to explain the “how” component of the Army recruiting enterprise.

USAREC Manual 3-30, *Recruiting Company Operations*, 10 August 2017: All company-level leaders utilize this manual within the command. USAREC Manual (UM) 3-30 explains in great detail recruiting command at the company level that also includes components of leadership, mission command, and communication. The manual also discusses in great detail the following: leveraging the recruiting network through internal, external, and information systems, recruiting intelligence by gaining and maintaining situational awareness of the recruiting environment and leading intelligence-driven operations, recruiting planning through integration of troop leading procedures (TLP), integration of intelligence into TLP’s, integrating running estimates into TLP’s, and applying the military decision-making process (MDMP) into the annual Recruiting Operations Plan (ROP), recruiting targeting through the planning, preparation, execution, and assessment phase of recruiting operations, decisive operations by prospecting, interviewing, processing, and leading future soldiers, shaping operations through

⁶⁴ Headquarters, U.S. Army Recruiting Command (USAREC), USAREC Manual 3-0, *Recruiting Operations* (Fort Knox, KY: USAREC, 2017), 4.

recruiting outreach, the school recruiting program, the school penetration program, and in-service recruiting shaping operations and sustaining operations by training and leader development, command supply discipline program, personnel integration, family readiness, and personnel management.

USAREC Manual 3-30 serves as a “how to think” guide for company commanders and first sergeants. The manual defines the roles and responsibilities of company leaders, explains the principles and concepts of recruiting operations. Each company area of operations (AO) within USAREC presents its own opportunities and challenges. Recruiting company command teams must be agile and adaptive leaders capable of demonstrating disciplined initiative within the limits of mission command.⁶⁵

This source provides the operational details of the recruiting company and how the recruiting company supports the command through effective company command teams that provide effective leadership in recruiting stations.

USAREC Regulation (UR)350-13, *School Recruiting Program*, 30 June 2014:

This manual provides recruiting personnel with guidelines on how to establish and maintain a dynamic school recruiting program. This manual is critical to recruiting operations because it enables recruiters to engage with the high school student population which is essential to the command’s ability to achieve its mission. The components of the school recruiting program are school relationships, school guidelines, school recruiting education programs, and post-secondary school market. The manual employs time-tested techniques for outreach, school activities and educational programs to assist in the establishment of a comprehensive and useful school plan for both secondary and post-secondary schools.⁶⁶ This source will be used to explain how recruiting personnel

⁶⁵ USAREC, USAREC Manual 3-0, *Recruiting Operations* (2017), 4.

⁶⁶ Headquarters, U.S. Army Recruiting Command (USAREC), USAREC Regulation 350-13, *School Recruiting Program* (Fort Knox, KY: USAREC, 2014), 6.

establish relationships with school systems and colleges and universities and how those relationships and programs contribute to the success of the recruiting enterprise.

Rand Corporation, *The Evolution of the All-Volunteer Force*, 2006: This report provides an overview of the all-volunteer force from the ending of the military draft to the date of publication of the report. The report provides a detailed analysis of military conscription and the transition to the all-volunteer force.

The purpose of this report is to create a comprehensive record of the more than 30 years of policy and economic analysis that was responsible for today's all-volunteer force. Using the historic context, the report traces the critical policy questions of the day, how these questions changed over time, and the analysis that provided decisionmakers with the insights to manage the all-volunteer force effectively.⁶⁷

The source is essential to this thesis because it offers a detailed analysis of President Nixon's campaign plan to eliminate military conscription and begin the all-volunteer military and to reform the Selective Service.⁶⁸

Rand Corporation, *Resources Needed to Meet the Army's Enlisted Recruiting Requirements Under Alternative Recruiting Goals, Conditions, and Eligibility Policies*, 2018: This report was sponsored by the office of the Assistant Secretary of the Army for Manpower and Reserve Affairs. The purpose of the report is:

To enhance the effectiveness and efficiency of the Army's use of the suite of available recruiting resources and policies by optimizing the required resource levels and mix to support future recruiting under changing enlisted accession requirements, varying labor market conditions and recruiting environments, and

⁶⁷ Bernard Rostker, *I WANT YOU- The Evolution of the All-Volunteer Force* (Santa Monica, CA: RAND Corporation, 2006), 5.

⁶⁸ Ibid., 96.

alternative recruit eligibility policies, and by enabling the assessment of alternative courses of action..⁶⁹

This source is essential to this thesis because it provides in-depth analysis on television marketing data, economic and demographic data, recruiting retention models, and recruiting optimization strategies, all of which must be considered when making recommendations to improve recruiting operational efficiency.

Rand Corporation, *Recruiting Strategies to Support the Army's All-Volunteer Force*, 2018: This report was sponsored by the office of the Deputy Assistant Secretary of the Army for Marketing. The purpose of the report is:

To improve the U.S. Army's ability to use recruiting resources and policies effectively to meet accession requirements under varying recruiting conditions. It assesses potential effects of alternate recruiting resource and enlistment eligibility policies on recruit production and costs..⁷⁰

For this thesis, this source provides a breakdown of financial expenditures within the Army recruiting enterprise. This source is essential to this thesis because it offers alternative strategic recommendations and possible results to improve the Army recruiting enterprise.

U.S. Military Entrance Processing Command, *Strategic Plan 2016-2026*, January 2016: U.S. MEPCOM is a critical mission partner in the Army recruiting enterprise. MEPCOM officials created and published their ten-year strategic plan in January 2016, and the purpose of the plan is:

⁶⁹ David Knapp, Bruce R. Orvis, Christopher E. Maerzluff, and Tiffany Tsai, *Resources Needed to Meet the Army's Enlisted Recruiting Requirements Under Alternative Recruiting Goals, Conditions, and Eligibility Policies* (Santa Monica, CA: RAND Corporation, 2018), 3.

⁷⁰ Bruce R. Orvis, Steven Garber, Philip Hall-Partyka, Christopher E. Maerzluff, and Tiffany Tsai, *Recruiting Strategies to Support The Army's All-Volunteer Force* (Santa Monica, CA: RAND Corporation, 2016), 9.

The United States Military Entrance Processing Command's 2016-2026 Strategic Plan provides the direction the Command requires to adapt and innovate in the face of the future challenges and opportunities, while never losing sight of our long-term goal of sustaining the All-Volunteer Force through state-of-the-art enlistment screening.⁷¹

A description of MEPCOM was described in chapter one. However, the strategic plan outlines five keys goals and objectives the command plans to achieve by 2026 to improve overall command efficiency. Those key goals support not only the Army's but the entire Department of Defense recruiting enterprise's ability to execute recruiting operations. The goals listed in the strategic plan are to improved flexibility, accuracy, consistency, and timeliness of medical qualification decisions, improved aptitude screening using distributed delivery options, reduced processing visits and time required for USMEPCOM applicant processing operations, grow, develop, and empower our professional workforce and develop proactive, integrated, and responsive resource planning and decision-making capabilities.⁷²

The strategic plan also addresses the current and future MEPCOM processing operations, strategic alignment, and planning assumptions. This source is essential to this thesis because USMEPCOM is responsible for a significant portion of the enlistment process which also affects the Army's ability to achieve mission accomplishment currently and in the future. The current strategic plan goals are also similar to the recommendations that the author of this thesis will submit in chapter five.

⁷¹ U.S. Military Entrance Processing Command (USMEPCOM), *U.S. MEPCOM Strategic Plan 2016-2026* (North Chicago, IL: USMEPCOM, January 2016), 3.

⁷² *Ibid.*, 5.

Army Marketing and Research Group, *Meet Gen (Generation) Z*, 2016: This source will provide details on the Generation Z demographic. Generation Z consists of those individuals born in 1995 or later. The Generation Z group makes up 25.9 percent of the United States population and contributes \$44 billion to the American economy. By 2020, they (Generation Z) will account for one-third of the U.S. population.⁷³ The source identifies the following for the Generation Z population: technology natives or the generation that embraced technology early in their age development. Generation Z is the first generation to be raised in the era of the smartphone, and many of them do not remember a time before social media.⁷⁴ Generation Z is more aware of their social habits to include being more selective and more concerned with their privacy than millennials before them. They are aware of their personal brands, and they prefer Snapchat, Instagram, and Whisper social media platforms. The Generation Z population also receives at least 3,000 text messages per month and platform mobility is critical to engaging teens in the Generation Z demographic.⁷⁵

This source is essential to this thesis because it provides analytical information on the characteristics of the Generation Z population which is also the critical age demographic that the Army seeks to recruit to enlist into the U.S. Army. The source breaks down

⁷³ George Beall, "Eight Key Differences Between Gen Z and Millennials," *Huffington Post*, 6 November 2017, accessed 4 December 2018, https://www.huffpost.com/entry/8-key-differences-between_b_12814200.

⁷⁴ Headquarters, Department of the Army (HQDA), "Meet Gen Z" (PowerPoint presentation, Army Marketing and Research Group, Washington, DC, January 2017), slide 4.

⁷⁵ HQDA, "Meet Gen Z," slide 7.

details between both Millennials and Generation Z, and the information is amazingly contrasting.

Governmental Accountability Office (GAO), *Better Coordination, Performance Measurement, and Oversight Needed to Help Meet Recruiting Goals*, May 2016: This source examines coordinated advertising activities among the military services and whether military services are following commercial best practices to assess the effectiveness of advertising activities from fiscal years 2014-2016.⁷⁶ According to the Department of Defense, advertising is:

One of several tools, which also includes recruiters, that the department uses to influence individuals to consider military service. Advertising is the placement of messages intended to inform or persuade an audience through various types of media, such as television, radio, digital media, direct mail, and others. Sports-related advertising is among the strategies that the military services have increasingly used to reach their target market for advertising.⁷⁷

This source is essential to this thesis because it provides an analysis of the correlation between advertising budgetary requests and the overall effectiveness of advertising to the Army recruiting enterprise.

Governmental Accountability Office (GAO), *DoD Needs Action Plan to Address Enlisted Personnel Recruitment and Retention Challenges*, November 2005: This source addresses the challenges of enlisted recruiting and retention across the Department of Defense. According to the report, over half of today's youth cannot meet the military's

⁷⁶ U.S. Governmental Accountability Office (GAO), *Better Coordination, Performance Measurement, and Oversight Needed to Help Meet Recruiting Goals*, (Washington, DC: Government Printing Office, May 2016), 2.

⁷⁷ *Ibid.*, 5.

entry standards for education, aptitude, health, moral character, or other requirements.⁷⁸

This source is essential to this thesis because it provides fiscal year analysis on recruiting for each military branch and component as well as the recruiting challenges that each military branch and component faces in regards to enlisted recruiting.

Hoover Institution, *Warrior and Citizens: American Views of Our Military*, 2016:

This source is a compiled report that has been published as a book by the Hoover Institution of Stanford University. The book explores the complicity of the civilian-military relationship after the creation of the all-volunteer force, how the American public is losing its connection to the military, and the demographic breakdown of those currently serving and the regions and families from which they come from.⁷⁹ This source is essential to this thesis because it provides a more robust and current analytical viewpoint on how the citizens of the United States view their military as we rapidly approach two decades of constant conflict in the Middle East. Those viewpoints, whether negative or positive, affect military recruiting in the communities across the nation.

Defense Manpower and Data Center Website: The Defense Manpower and Data Center (DMDC) serves under the Office of the Secretary of Defense, and its purpose is to collate personnel, manpower, training, financial, and other data for the Department of

⁷⁸ U.S. Governmental Accountability Office (GAO), *DoD Needs Action Plan to Address Enlisted Personnel Recruitment and Retention Challenges* (Washington, DC: Government Printing Office, November 2005), 2.

⁷⁹ Kori Schake and Jim Mattis, ed., *Warrior and Citizens: American Views of Our Military* (Stanford, CA: Hoover Institution Press, 2016), 1.

Defense.⁸⁰ This source is essential to this thesis because it provides detailed information on service end-strength and organized by gender, state, and military duty component.

Previous CGSC MMAS Theses and SAMS Monographs

Lance B. Brendar, MAJ, U.S. Army, “People, Passion, and Armies: Historical Recruitment Methods and Their Application,” CGSC MMAS, 2016: MAJ Brendar’s thesis examines four historical cases and patterns that help explain what makes different means of recruitment effective, focusing primarily on key social factors that are pertinent to raising an army.⁸¹ Specifically, in chapter four of MAJ Brendar’s thesis, he discusses factors of military recruitment such as popular passion, the number of people available, and time. This source is essential to this thesis because it provides a historical perspective on how the recruitment process has evolved from the aspects of different countries and conflicts.

Alexis A. Neal, MAJ, U.S. Army, “The Decline in African-American Enlistment in the U.S. Army,” SAMS Monograph, 2008: MAJ Neal’s monograph explores the rapid decline of African-American enlistment into the U.S. Army and the reasons behind the decline. MAJ Neal’s monograph provides a historical perspective on African-American service in the U.S. Army, the growth and acceptance of African-Americans in the U.S. Army, how and why the decline of service from the perspective of African-Americans began, and recommendations for future service for African-Americans. This source is

⁸⁰ Defense Manpower Data Center, “DMDC Overview,” Department of Defense, accessed 31 March 2019, https://www.dmdc.osd.mil/appj/dwp/dmdc_overview.jsp.

⁸¹ Lance Brendar, “People, Passion, and Armies: Historical Recruitment Methods and Their Application” (Master’s thesis, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 10 June 2016), 4.

essential to this thesis because there has been a historical challenge to recruit a substantial number of African-Americans to join combat-related military occupational specialties (MOS) for both commissioned officers and enlisted soldiers. The author of this thesis believes that for the Army to succeed in recruiting, it must consider how the decline in African-American enlistments has affected the force. To improve its credibility in majority African-American communities, the Army must alter how it engages this particular ethnic population.

William M. Raymond, COL, U.S. Army, “Uncle Sam Say, “I WANT YOU!”- The Politics of the Draft and National Service,” SAMS Monograph, 2005: This source the foundations of service to an individual’s nation. This monograph explores explicitly the question of if the military draft is still a viable force generation tool for the United States to employ in the event of a national need. Colonel Raymond’s monograph provides a history of the draft in the United States, the transition from the draft to the all-volunteer force, and provides recommendations for a national service draft.⁸² This source is essential to this thesis because it offers analytical content on the idea of a military draft. Colonel Raymond provides Gallup poll data on implementing a draft and a national service requirement which support the research question for this thesis.

Conclusion

The sources selected provide an extensive amount of data and analysis of the research question. The sources that provide specific data and analysis were produced by the Department of Defense and Department of the Army, whereas the sources that

⁸² William M. Raymond, “Uncle Sam Says, “I WANT YOU!”- The Politics of the Draft and National Service,” (Monograph, School of Advanced Military Studies, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 26 May 2005), 49.

provided data, analysis and recommendations were presented by think-tank organizations. The sources also support the DOTMLPF-P model for implementing change within the entire Army recruiting enterprise.

Research and analysis focused primarily on current challenges and solutions to improve organizational effectiveness within the Army recruiting enterprise. Although several sources provide a Department of Defense-wide perspective on recruiting, the scope of this thesis is strictly focused on the Army and its ability to succeed in generate sufficient forces in the future. Chapter three of this thesis will explain the method of how the research material is organized, identify key stakeholders involved in the DOTMLPF-P process for organizational functionality and improvement, and how the material will be structured through the applied professional case study method of research.

CHAPTER 3

METHODOLOGY

Introduction

This chapter describes the research methodology used in the conduct of research for this study. The purpose of this research is to recommend reasonable and practical solutions to the challenges that are identified within the Army recruiting enterprise. For our Army and our Nation to win decisively on any battlefield, it is imperative that our force generation organizations, but more importantly U.S. Army Recruiting Command and the recruiting enterprise have the right resources and people to support and execute the recruiting mission. A DOTMLPF-P change must be considered to increase organizational proficiency and efficiency within the recruiting enterprise.

In the execution of research and analysis, the author gathered and organized material from multiple sources that are outlined in chapter two. After all material was gathered, the author selected four categories under the DOTMLPF-P model (doctrine, organization, training leadership and education, and personnel) in which to frame the analysis. Following DOTMLPF-P category selection, the author conducted focused research analysis on the material listed in chapter two. While conducting focused research analysis, the author identified critical challenges from a *doctrine, organization, training, leadership and education, and personnel* perspective and organized those challenges into a capabilities-based assessment that identified the requirement, problem, opportunity, and action for each challenge. The results of the capabilities-based assessment are addressed in chapter four. After executing a capabilities-based assessment analysis, the author developed possible actions that if implemented within the recruiting

enterprise, could bring fantastic transformation. After actions are identified, the author developed criteria to determine if the recommended actions are feasible, suitable, and acceptable. Lastly, the author developed an implementation campaign plan that can be provided to the recruiting enterprise stakeholders for their consideration and possible implementation.

Table 5. Recruiting Enterprise Stakeholders

Recruiting Enterprise Stakeholders
Undersecretary of Defense for Personnel and Readiness (civilian)
Assistant Secretary of the Army for Manpower and Reserve Affairs (civilian)
Director, Army Marketing and Research Group (civilian)
Commander, U.S. Military Entrance Processing Command (MEPCOM) (military)
Chief of Staff of the Army (military)
Deputy Chief of Staff, Army G-1
Commanding General, Training and Doctrine Command (TRADOC) (military)
Commanding General, Human Resources Command (military)
Commanding General, U.S. Army Recruiting Command (USAREC) (military)
U.S. Army Recruiting Brigade Commanders (military)
U.S. Army Recruiting Battalion Commanders (military)

Source: Created by the author based on information from Department of Defense, Office of the Under Secretary for Personnel and Readiness, “About,” accessed 1 February 2019, <https://prhome.defense.gov/About/>; The Assistant Secretary of the Army - Manpower and Reserve Affairs, “Mission,” accessed 1 February 2019, <http://www.asamra.army.mil/mission.html>; U.S. Army Training and Doctrine Command (TRADOC), “About TRADOC,” accessed 1 February 2019, <https://www.tradoc.army.mil/About-Us/>; U.S. Army G-1, “Personnel,” accessed 1 February 2019, <http://www.armyg1.army.mil/>; United States Military Entrance Processing Command, “Freedom’s Front Door,” accessed 1 February 2019, <https://www.mepcom.army.mil/About-Us/>; U.S. Army Recruiting Command (USAREC), “About USAREC,” accessed 1 February 2019, <https://recruiting.army.mil/aboutUSAREC/>.

Table 5 displayed above, provides an overview of the key stakeholders within the Department of Defense and Department of the Army recruiting enterprise. The Undersecretary of Defense for Personnel and Readiness is a presidential appointee

confirmed by the U.S. Senate and serves as the Secretary of Defense's senior policy advisor on recruitment.⁸³ The Assistant Secretary of the Army for Manpower and Reserve Affairs is the Secretary of the Army's point person for policy on training, readiness, force structure, and manpower management.⁸⁴ The Director of the Army Marketing and Research Group (AMRG) is organized under the office of the Assistant Secretary of the Army for Manpower and Reserve Affairs and is responsible for national marketing, marketing analysis, and accessions analysis to ensure unity of effort and cost-effectiveness in the marketing of the Army and each of the components of the Army.⁸⁵ Although no developed organizational diagram outlines how transformation occurs within the recruiting enterprise, the positions listed in Figure 10 are the primary offices that are stakeholders in the recruiting enterprise.

Case Study Method

The case study method is an appropriate and useful method when the goal of the research is to inform and or persuade policy makers and key stakeholders when the purpose of the study is to take informed action to improve a situation.⁸⁶ Case study

⁸³ Office of the Undersecretary of Defense for Personnel and Readiness, "About," accessed 31 March 2019, <https://prhome.defense.gov/About/>.

⁸⁴ Office of the Assistant Secretary of the Army for Manpower and Reserve Affairs, "ASA (M&RA) Leadership," accessed 19 February 2019, <http://www.asamra.army.mil/leadership.html>.

⁸⁵ Army Marketing and Research Group, "Mission," Assistant Secretary of the Army – Manpower & Reserve Affairs, accessed 19 February 2019, http://www.asamra.army.mil/org_amrg.html.

⁸⁶ Kenneth E. Long, "Emerging Best Practices from Applied Professional Case Study Research" (PowerPoint presentation, U.S. Army Command and General Staff Officer College, Fort Leavenworth, KS, 2018), slide 9.

designs look at how different types of knowledge and the associated methods of gathering, analyzing and making sense of information can be mixed to create a deep understanding of the research area.⁸⁷ In regards to this thesis, the case study method was chosen because it allows the author to execute quality research, take the analysis of research data and make recommendations from a doctrine, organizational, leadership and training, and personnel perspective based upon reason and evidence.⁸⁸ The author will identify current recruiting methods and strategies, determine which of the techniques and strategies are successful and unsuccessful, identify capability gaps, make recommendations to close the capability gaps and improve the overall recruiting enterprise from a DOTMLPF-P perspective, and organize the recommendations into a time-based campaign plan.

⁸⁷ Long, “Emerging Best Practices from Applied Professional Case Study Research,” slide 9.

⁸⁸ Ibid., slide 11.

Emerging Method: Applied Professional Case Study Research

- **Research:**
 - Designed, systematic, disciplined, multi-perspective, critical, documented...
 - 2 purposes: solve a problem & incorporate a research perspective
- **Case study: 2 purposes**
 - Inform decision making by providing a rich description
 - Recommend a policy by persuasion, reason, and evidence
- **Professional**
 - Chief decision maker.....Army Chief of Staff
 - Processes.....Capabilities Based Assessment
 - Models.....DOTMLPF domains
 - Criteria.....Suitable, feasible, acceptable
 - Stakeholder.....Army level staff, field commanders
- **Applied** vs Theoretical

Figure 8. Applied Professional Case Study Research

Source: Dr. Kenneth E. Long, “Emerging Best Practices from Applied Professional Case Study Research” (PowerPoint presentation, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 2018), slide 11.

The primary audience of stakeholders and decision-makers are listed in Figure 10. The civilian leaders (Undersecretary of Defense, Assistant Secretary of the Army, and Director, Army Marketing and Research Group) provide policy and guidance to uniformed officials in regards to manpower requirements and how the force will be organized based upon categories of enlistment. The primary subject matter experts (SME) in the recruiting enterprise rests within U.S. Army Recruiting Command. Leaders within the command can take the recommendations identified in chapter five and assess the feasibility and probability of success of the recommendations through organizational staff analysis with the following:

1. Doctrine: Command G-2, G-3/5, G-7/9, and the Recruiting and Retention College.

2. Organization: Command G-1, Command G-3/5, Command G-4, and the Recruiting and Retention College.
3. Training: Command G-3/5, Command G-7/9, and the Recruiting and Retention College.
4. Leadership and Education: Command G-1, Command G-3/5, Command G-7/9, and the Recruiting and Retention College.
5. Personnel: Command G-1, Command G-3/5, and Command G-7/9 sections.

Each command staff section will be responsible for providing implementation feedback based on the outlined recommendations. After command officials conduct recommendation review, analysis, and feedback to determine feasibility, suitability, and acceptability, the approved recommendations will be routed to the appropriate higher headquarters for additional vetting and processing and overall approval. Doctrinally based recommendations in many cases will be approved by the Commanding General, U.S. Army Recruiting Command because the primary recruiting publications are created and updated within the command. Training and Leadership based recommendations will also be approved the Commanding General, U.S. Army Recruiting Command through officials in the Recruiting and Retention College who serve as training and leader development proponent for USAREC. Organizational and personnel-based recommendations will involve additional departments and agencies. After approval at the USAREC level, recommendations will be forwarded to the U.S. Army Training and Doctrine Command (TRADOC) headquarters for additional vetting and processing. Organizational and personnel changes will require collaborative review, analysis, approval, and implementation with Headquarters, Department of the Army through the

Army Chief of Staff; Assistant Chief of Staff, G-1; Commanding General, Human Resources Command, and Commander, U.S. Medical Processing Command.

The capabilities-based assessment (CBA) analytical model is suitable for the complicated undertaking of this magnitude. The CBA is useful when analyzing problems that are complex, dynamic, human-centric, and have multiple stakeholders and interests.⁸⁹ As written in chapter two, a CBA is a three-phase analytical model. The three phases are the Functional Area Analysis, Functional Need Analysis, and Functional Solutions Analysis.

The first phase of the CBA is the Functional Area Analysis (FAA). The FAA identifies a “need” and also “identifies the tasks that must be performed to accomplish the mission or achieve effects, and the specific conditions in which the task must be performed.”⁹⁰ Specific to this thesis, the FAA phase consists of an analysis of current recruiting command doctrine and recruiting tactics, techniques, and procedures to assist in framing the problem with regards to achieving annual recruiting mission accomplishment. The FAA also identifies a list of required capability requirements needed to ensure recruiting mission achievement.

The second phase of the CBA is Functional Needs Analysis (FNA). The FNA identifies “gaps, risks, and overlaps”⁹¹ and “assess the ability of current and programmed Army capabilities accomplish the tasks identified in the FAA.”⁹² Specific to this thesis,

⁸⁹ Dr. Kenneth E. Long, conversation with author, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 2019.

⁹⁰ AWC, *How the Army Runs 2017-2018*, 3-15.

⁹¹ Ibid.

⁹² Ibid.

the FNA consists of a review of current capabilities, a review of current recruiting command initiatives and strategies, and a subsequent review and evaluations of any capability gaps. The data identified through the FNA will be organized into a “CBA Requirement, Problem, Opportunity, and Action (RPOA) Chart.”

Table 6. CBA RPOA Chart

	Requirement	Problem	Opportunity	Action
Doctrine				
Organization				
Leadership and Education				
Personnel				

Source: Created by the author based on conversation with Dr. Kenneth E. Long.

The third phase of the CBA is the Functional Solutions Analysis (FSA). The FSA identifies appropriate solutions for identified needs from the FAA. “The outputs of the FSA are the potential materiel and non-materiel approaches to resolve capability needs.”⁹³ Specific to this thesis, an analysis of research sources will assess solutions in the doctrine, organization, leadership, and education, and personnel domains within the DOTMLPF-P framework model that will support the FSA. The FSA will propose concepts and ideas for both non-materiel and materiel-based approaches. Lastly, the source data for identifying and assessing recommended solutions are professional and scholarly articles and publications that address the recruiting enterprise, recruiting lessons learned, and emerging strategies.

⁹³ AWC, *How the Army Runs 2017-2018*, 3-15.

After solutions have been identified and reviewed, additional analysis of the recommended solutions to the complex problems will be through the analytical lenses of suitability, feasibility, and acceptability. For solutions to be suitable they “must accomplish the Army’s mission and comply with the Vice Chief of Staff of the Army (VCSA) and the Chief of Staff of the Army (CSA) guidance.”⁹⁴ For solutions to be feasible they “must have the capability to accomplish the mission in terms of available resources.”⁹⁵ Lastly, for solutions to be acceptable, they must present a “transformational advantage gained by executing the organizational design must justify the increased cost in resources.”⁹⁶ Specific to this thesis, suitability is the justification of the recommended solution in support of the Army’s ability to accomplish the annual recruiting mission. Feasibility is determined based upon whether or not the recommended solutions have the capability to produce positive results if implemented within the Army recruiting enterprise. Acceptability is determined based upon the outcome of the implementation of recommended solutions and whether the associated cost of implementation benefits the Army’s ability to generate sufficient enlistments to support end-strength requirements.

Conclusion

“Change requires the continual adaptation and development of both materiel and non-materiel solutions across the DOTMLPF domains.”⁹⁷ The Army recruiting enterprise is a large organization that is spread across every state in the country. There are certain

⁹⁴ AWC, *How the Army Runs 2017-2018*, 3-19.

⁹⁵ Ibid.

⁹⁶ Ibid.

⁹⁷ Ibid., 1-1.

regions in the country where recruiting is less challenging, and the ability for recruiters to achieve mission accomplishment is significantly easier than in areas that tend to experience more difficulty. The DOTMLPF-P framework model will identify capability gaps within the Army recruiting enterprise and explain how recommended changes and solutions to those capability gaps are developed and implemented.

As the Army embarks upon 46 years of the all-volunteer force, it is critical that the Army recruiting enterprise and more specifically U.S. Army Recruiting Command adopt the changes outlined in chapter five to ensure mission accomplishment for another 46 years. The integration of the DOTMLPF-P model to identify challenges and recommend suitable, feasible and acceptable solutions will assist the Army recruiting enterprise in reaching its desired end state- mission accomplishment.

CHAPTER 4

ANALYSIS

Introduction

This chapter takes the sources listed in chapter two literature review as well as any other substantiating sources of research and analyzes the literature and material according to the methodology outlined in chapter three. It is the intent of the author of this thesis to present the material provided in this thesis in a manner suitable for educational knowledge and development. The author also seeks to use this material to improve the professional body of work within the Army profession. The methodology for this thesis is through the lens of the DOTMLPF-P framework and capabilities-based assessment (CBA).

This chapter is organized according to the DOTMLPF-F framework. By using research material and sources, this chapter will address perceived capability gaps in the areas of doctrine, organization, leadership and education, and personnel domains within the DOTMLPF-P framework. A detailed explanation of the components of the DOTMLPF-P framework can be found in the literature review in chapter two.

Findings

The primary research question of this thesis is: what should the U.S. Army do to meet future recruiting requirements? According to Army Chief of Staff General Mark Milley, readiness is the top priority. Army leaders have a responsibility to ensure that their formations are not only properly stocked with the best and latest cutting-edge technology, but that their formations are fully manned with personnel who are deployable

and prepared to win in battle. The Army must be ready to “fight tonight”⁹⁸ and the recruiting enterprise is a major component in that effort. Although the author and Army leaders can’t say with certainty what the global power structure will look like in a decade or more, the author assumes the following: the U.S. will continue to endure competition from peer and near peer enemy countries and their proxies and violent extremist organizations, the U.S. and its allies will continue to build upon established trust, bonds, and partnerships resulting in greater relationship and strength, the U.S. public and private sector will require greater demand of human capital and resources and the U.S. Army will remain an all-volunteer force, barring no major incident resulting in a global war effort. Based upon the assumptions listed above, the author believes that the future of the Army recruiting enterprise and its ability to recruit, enlist, develop, and retain quality individuals, will become critically important in the future than it is today. Although there are successful strategies currently being used by the recruiting force, some of those strategies will not sustain the recruiting enterprise into the future.

History of the All-Volunteer Force

As soon as public service ceases to be the chief business of the citizens, and they would rather serve with their money than with their persons, the State is not far from its fall.

—Jean Jacques Rousseau, *The Social Contract*

The United States has used conscription as the primary method to fill military ranks for 35 of its 242 years.⁹⁹ Prior to 1973, there were four major wars and or conflicts

⁹⁸ Michelle Tan, “Army Chief: Soldiers Must Be Ready to Fight in Megacities,” *Defense News*, 5 October 2016, accessed 26 March 2019, <https://www.defensenews.com/digital-show-dailies/ausa/2016/10/05/army-chief-soldiers-must-be-ready-to-fight-in-megacities/>.

⁹⁹ Rostker, *I WANT YOU- The Evolution of the All-Volunteer Force*, 1.

in which conscription or the draft was used to grow the force. Those four are the American Civil War, World War I, World War II, and the Cold War. Conscription was the primary method to recruit men to serve the country when the needed presented itself.

According to historians:

A 1792 act by Congress required that all able-bodied male citizens purchase a gun and join their local state militia. There was no penalty for noncompliance with this act. Congress also passed a conscription act during the War of 1812, but the war ended before it was enacted. During the Civil War, the government of the Confederate States of America also enacted a compulsory military draft. The U.S. enacted a military draft again during World War I, in 1940 to make the U.S. ready for its involvement in World War II, and during the Korean War. The last U.S. military draft occurred during the Vietnam War.¹⁰⁰

During the Civil War, the U.S. Congress also passed a conscription act that:

Produced the first wartime draft of U.S. citizens in American history. The act called for registration of all males between the ages of 20 and 45, including aliens with the intention of becoming citizens, by April 1. Exemptions from the draft could be bought for \$300 or by finding a substitute draftee. This clause led to bloody draft riots in New York City, where protesters were outraged that exemptions were effectively granted only to the wealthiest U.S. citizens.¹⁰¹

Today, many veterans, historians, and elected officials who served in their respective roles between 1950 and 1970 believe that the highly unpopular Vietnam War and the challenges that the country and the Army faced during those years led to the development of the all-volunteer force. In the mid-1960's the American population began to voice concern and outright disapproval of not only the Vietnam War, but the method in which individuals were selected to serve in the military and ultimately serve in Vietnam:

¹⁰⁰ History, "Congress Passes Civil War Conscription Act." 7 March 2019, accessed 22 April 2019, <https://www.history.com/this-day-in-history/congress-passes-civil-war-conscription-act>.

¹⁰¹ Ibid.

Inductions from 1954 to 1964 averaged 100,000 a year. As American involvement in Vietnam escalated, so did conscription...In 1966, 400,000 were called. Casualties also increased, especially among draftees. Draftees, who constituted only 16 percent of the armed forces, but 88 percent of infantry soldiers in Vietnam, accounted for over 50 percent of combat deaths in 1969, a peak year for casualties. Little wonder that the draft became the focus of anti-Vietnam activism.¹⁰²

Between America's fight in Vietnam, the fight for civil rights in the American south, and a growing distrust of President Johnson's administration, there were many issues that threatened to destroy the social fabric of American society. American support of the military draft began to decrease precipitously based upon five major reasons:

Demographics: The size of the eligible population of young men reaching draft age each year was so large and the needs of the military so small in comparison that, in practice, the draft was no longer universal.

Cost: Obtaining enough volunteers was possible at acceptable budget levels.

Moral and Economic Rationale: Conservatives and libertarians argued that the state had no right to impose military service on young men without their consent. Liberals asserted that the draft placed unfair burdens on the underprivileged members of society, who were less likely to get deferments.

Opposition to the War in Vietnam: The growing unpopularity of the Vietnam War meant the country was ripe for a change to a volunteer force.

The U.S. Army's desire for Change: The Army had lost confidence in the draft as discipline problems among draftees mounted in Vietnam.¹⁰³

Many presidential historians attribute President Johnson's decision to not for re-election in 1968 to his handling and execution of the Vietnam War. It is important to recognize that President Johnson did take action in regards to the military draft. In July 1966, President Johnson signed and issued an executive order that created the

¹⁰² Raymond, "Uncle Sam Says, "I Want You"-The Politics of the Draft and National Service," 37.

¹⁰³ Rostker, *I WANT YOU- The Evolution of the All-Volunteer Force*, 1.

Presidential Advisory Commission on Selective Service.¹⁰⁴ The commission was led by presidential appointee Burke Marshall and was tasked to review the how the selective service operated and to submit recommendations to the President on how the selective service should be used moving forward. The commission completed its report and submitted their findings to the President with the most important point being that “a volunteer force was too expensive.”¹⁰⁵ The commission recommended the following changes to the Selective Service System: eliminating most educational and occupational deferments because of their unfairness; changing the order of call to youngest rather than oldest first; to be less disruptive to career planning; adopting a national lottery and consolidating the local boards.¹⁰⁶ After the details of the commission’s report were published, congressional leaders established their own commissions and studies to review the effects of the military draft and the possible implementation of the all-volunteer force with no real solutions put forth.

During the 1968 presidential campaign, former Vice President Richard M. Nixon capitalized on unfavorable American sentiment of both the Vietnam War and the military draft and immediately took action. As the Republican party’s nominee for president, President Nixon, and his campaign team understood how central the military draft and the Vietnam War would be during the campaign to take the presidency. Early in his campaign, President Nixon tapped Columbia University professor Marian Anderson to

¹⁰⁴ Rostker, *I WANT YOU- The Evolution of the All-Volunteer Force*, 64.

¹⁰⁵ Ibid.

¹⁰⁶ Ibid.

serve as his “research director”¹⁰⁷ on the topic of the conscription. Professor Anderson prepared a document for Mr. Nixon’s review which addressed the possibility of developing an all-volunteer military. A key point from Professor Anderson’s report stated:

Therefore, because it is moral and fair, because it increases our national security, and because it is economically feasible, we should establish a volunteer armed force that will offer the young people of our country the opportunity to participate in her defense with dignity, with honor, and as free men.¹⁰⁸

After sharing Professor Anderson’s report with his campaign advisors, Mr. Nixon didn’t officially take a position on his stance on the all-volunteer force until less than a month before the November 1968 presidential election when he stated:

I feel this way: a system of compulsory service that arbitrarily selects some and not others simply cannot be squared with our whole concept of liberty, justice and equality under the law. Its only justification is compelling necessity. Some say we should tinker with the present system, patching up an inequity here and there. I favor this too, but only for the short term. But in the long run, the only way to stop the inequities is to stop using the system.¹⁰⁹

After he was elected as the 37th President of the United States, President Nixon established the Gates Commission. The primary responsibility of the Gates Commission was to suitable plans and recommendations to end the military draft. Members of the Gates Commission supported both the draft and the all-volunteer effort, however; the commission made three recommendations to the President for implementing the all-

¹⁰⁷ Rostker, *I WANT YOU- The Evolution of the All-Volunteer Force*, 67.

¹⁰⁸ *Ibid.*, 68.

¹⁰⁹ *Ibid.*, 70.

volunteer force: raise military pay, improve the conditions of military service and recruiting and establish a standby draft system.¹¹⁰

After the commission submitted their recommendations to President Nixon and his team of advisors, the work began to gain support from members of Congress. After several subsequent studies, reviews, and policy considerations between congressional officials, Department of Defense officials, and the White House, the plan to reform the Selective Service System, end the military draft, and create the all-volunteer force was voted on and accepted by both the House and Senate chambers. President Nixon delivered on his campaign promise to eliminate the military draft and signed Public Law 92-129 on 28 September 1971.¹¹¹

Can the American People Continue to Support the All-Volunteer Force?

Several studies have analyzed the benefit of the all-volunteer force. Since the transition from conscription to volunteering, the U.S. Army has become a more professional, highly disciplined, well-trained, and battle-focused force. Although the all-volunteer force has been of great benefit to the nation, some concerns have arisen over the years. An interim report from the National Commission on Military Service, National, and Public Service found the following:

After the shift to an all-volunteer force in 1973, young Americans from certain communities became more likely than others to join the military. For example, 45 years ago, about half of enlisted recruits came from the American South and West; today, that number is nearly 70 percent.

Veterans comprise less than 10 percent of the population. As a result, many Americans have limited interactions with the military community and are unaware

¹¹⁰ Rostker, *I WANT YOU- The Evolution of the All-Volunteer Force*, 121.

¹¹¹ *Ibid.*, 130.

of the range of available career and service options. Today, about 4 in 10 young Americans say they have never even considered military service..¹¹²

The American youth and their disconnect from the military continue to grow. Between misconceptions from media sources, entertainment venues, and other mediums, the chasm between the civilian and military population will continue. Although the American veteran population is a key resource to the Army recruiting enterprise, leaders must acknowledge that the veteran community will decline by 35 percent over the next 30 years..¹¹³ Additionally, there are significant concerns that alarm senior Defense Department officials:

Under current standards, 71 percent of Americans ages 17 through 24 do not meet the qualifications for military service. Medical issues, weight, body art, a history of drug use, educational attainment, or a criminal record may disqualify a person from military service..¹¹⁴

The quote above presents one if not the gravest challenges to the Army recruiting enterprise. Recruiting personnel struggle daily to find qualified individuals to meet the standards required for entrance into the Army, but unfortunately, many individuals suffer from one or more of the following issues:

¹¹² NCMNPS, *Interim Report-A Report to the American People, the Congress and the President*, 9.

¹¹³ U.S. Army Recruiting Command (USAREC), “Fiscal Year 2017 Command Overview” (PowerPoint presentation, USAREC, Fort Knox, KY, 2017), slide 8.

¹¹⁴ Ibid, slide 10.

Table 7. Fiscal Year 2017 Disqualifying Factors

Disqualifying Factors	
Medical/ Physical	30 percent
Drugs	30 percent
Conduct	10 percent
Dependents	12 percent
Overweight	31 percent
Mental Health	15 percent
Aptitude	9 percent
Multiple Reasons	39 percent
Only 29 percent of the estimated 17-24-year-old population qualified to serve.	

Source: Created by the author based on information from U.S. Army Recruiting Command (USAREC), “Fiscal Year 2017 Overview” (PowerPoint presentation, USAREC, Fort Knox, KY, 2017).

By combining the declining population of youth who show interest in military service with the percentage of those who are interested, but have disqualifying factors, it is quite easy to see why senior military leaders continue to worry about the future of the all-volunteer force.

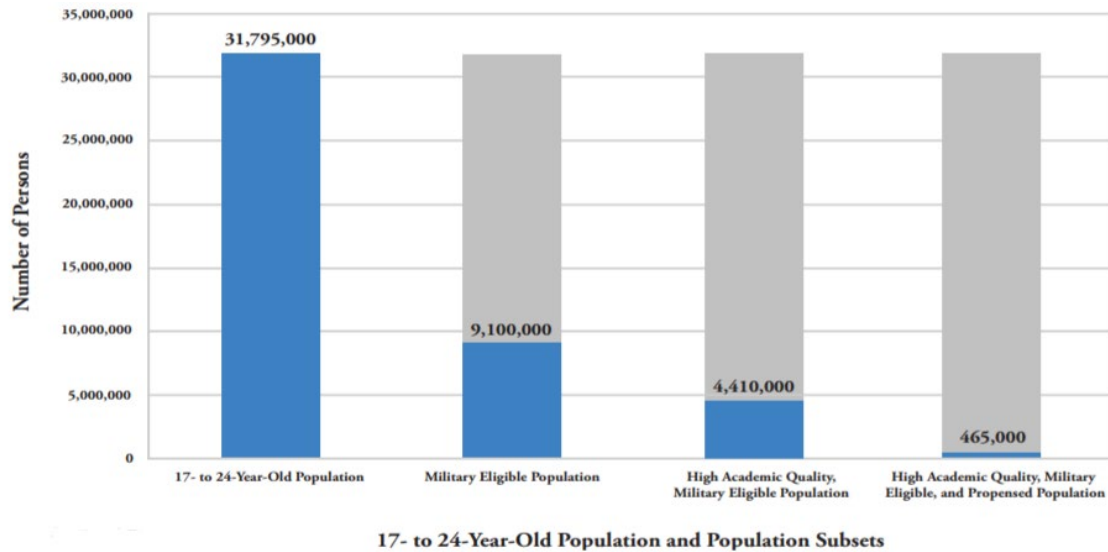


Figure 9. Number of Youth Interested in and Eligible for Military Service

Source: National Commission on Military, National, and Public Service (NCMNPS), *Interim Report- A Report to the American People, the Congress, and the President* (Washington, DC: NCMNPS, 2019), 10.

The all-volunteer Army has and continues to improve the overall quality of life for all soldiers within its ranks through exceptional training, educational opportunities, and one of the most competitive pay and benefits packages in the world. In reference to secondary question two, can the American people continue to support the all-volunteer force, it is vital to understand a few key points. Although conscription was used to supply the required manpower for the military during World War I and II, the all-volunteer military built the force that repelled the Iraqi Republican Guard out of Kuwait during Operation Desert Storm, toppled Saddam Hussein's regime in Iraq during Operation Iraqi Freedom, and brought Usama Bin Laden to justice during Operation Neptune Spear. President Nixon's campaign plan to establish the all-volunteer force was not only right; it was also

necessary to get the incredible military we have today. Based on the historical analysis, the author believes the American people can and will support the all-volunteer force. The Army has proven that it can fight two major wars simultaneously and support other contingency operations across the globe without conscription. The pride and patriotism the American people display during times when American freedoms are challenged combined with the appropriate measure of action from the executive and legislative branches of government to confront these challenges continue to increase the resolve on the American population to support the all-volunteer force.

What Are the Challenges to the Army's Recruiting Mission?

This secondary question explores research and the challenges that the Army recruiting enterprise engages daily. This question explores the challenges from a primarily the institutional perspective. The capabilities-based assessment (CBA) is used to analyze the details of the challenges and the results of the CBA are organized into requirements, problem, opportunity, and action (RPOA) chart in chapter five.

Institutional Challenges- Doctrine

In chapter two of this thesis, doctrine is defined as the fundamental principle which military forces use to guide their actions in support of national objectives. In the Army recruiting enterprise, there is sufficient published doctrine to support the current recruiting operational environment. Doctrine, policy and regulatory guidance guide personnel assigned to both U.S. Army Recruiting Command and U.S. Military Entrance Processing Command. Additionally, as changes to doctrine and or policy are made, officials within USAREC and USMEPCOM publish changes immediately in the form of messages or updates to the doctrinal publications. Although doctrine provides a

foundational understanding of Army recruiting operations, it is important to understand that recruiting is both an art and a science and both concepts must be properly understood and balanced to ensure mission success.

One of the first manuals that students at the Recruiting and Retention College learn and study is USAREC Manual (UM) 3- Recruiting. This manual captures the essence of recruiting and broadly explains what the art and science of recruiting is and how the combination of those concepts produces exceptional results. The success of recruiting is built upon trust. Trust serves as the bedrock for the entire Army profession and is very important for the entire Army recruiting enterprise. This trust is earned every day by every recruiter who serves in communities across the country. Regardless of the skills, knowledge, or the incessant desire to succeed, if a recruiter loses the trust of their team or the trust of the community in which they serve, mission accomplishment will certainly be an afterthought. UM-3 captures the importance of trust in the recruiting environment and also explains how trust is integrated into recruiting operations across the recruiting operating environment. Figure 9 aptly depicts how important trust is to the recruiting process. While serving as a recruiting company commander, the author printed large poster size prints of the picture in figure 9 and prominently posted the prints in the company headquarters and in each of the recruiting stations to remind all personnel assigned to the company of how important it is for everyone to comport themselves according to the Army Values which is supported by the credibility of the Army profession and is balanced by a foundation of trust. The importance of trust can never be underestimated and must be a key focus in not only the minds of recruiting leaders but in the minds of all recruiting personnel in every action taken.

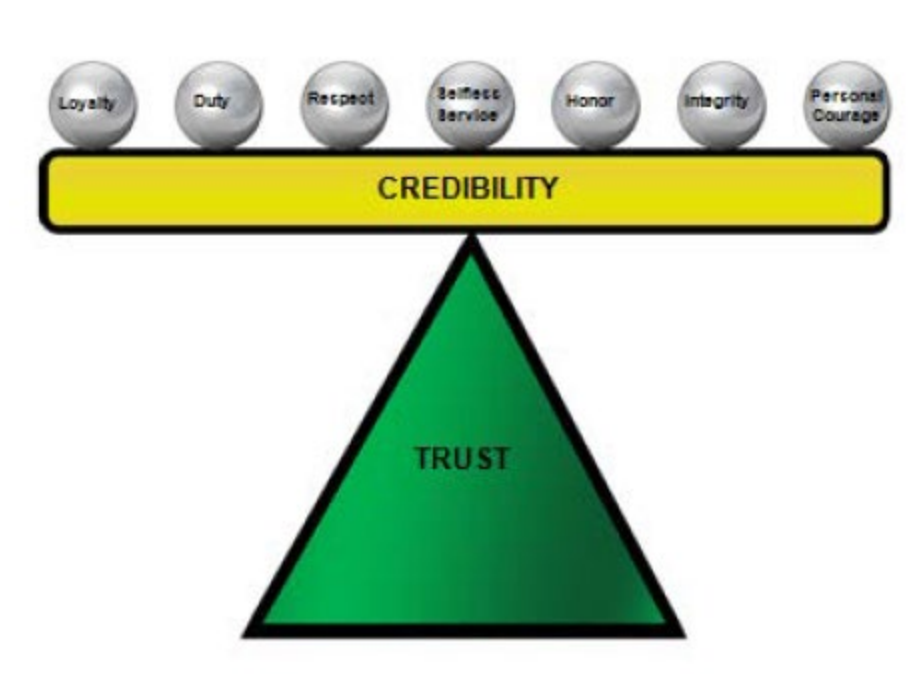


Figure 10. Foundations of Recruiting

Source: Headquarters, U.S. Army Recruiting Command (USAREC), USAREC Manual 3, *Recruiting* (Fort Knox, KY: USAREC, 2014), 7.

Following UM-3 is UM 3-0 “Recruiting Operations.” As mentioned in chapter two, this manual provides the “how” in regards to recruiting operations. Within in UM 3-0, chapter three provides recruiting leaders with critical information on the recruiting operations plan (ROP). The ROP:

Creates “predictability” by identifying all known requirements (e.g., training requirements, taskings, marketing events) while leveraging mission command to enable subordinate units to optimize results within the commander’s intent. At every echelon, the ROP nests under the plan of higher HQs and allows for “bottom up” refinement to “top down” planning efforts.

The ROP provides holistic guidance for the execution of recruiting operations. Units issue WARNOs and FRAGOs to ensure common understanding of evolving operational requirements in accordance with the one-third/two-thirds rule to

ensure maximum time for subordinate elements to adjust their plans to meet the intent of the next higher commander.¹¹⁵

The ROP is developed by organizational commanders and the senior enlisted advisors annually based upon several factors. The ROP development process is similar to troop leading procedures (TLP's) and the military decision-making process (MDMP). Leaders take historical data; strengths, weaknesses, opportunities, and threats (SWOT) analysis and recruiting function analysis (RFA) to develop the ROP. An RFA is a process that:

Identifies trends and gaps in recruiting tasks, systems, and processes which may affect unit performance. The RFA occurs at all levels of operations and is a running estimate. The RFA can identify chokepoints and other obstacles that prevent a unit from recruiting to its true potential.¹¹⁶

Similar to an operations order, the ROP is published by USAREC headquarters and sent to all recruiting brigades. Brigades take the information in the USAREC ROP and publish their ROP which is then sent to their subordinate battalions. Battalions execute the same process as brigade and send their ROP to their subordinate companies. The company level ROP is the lowest level of ROP development. After company command team's development their ROP based upon information from the battalion and brigade ROP, the ROP is sent to the recruiting station.

¹¹⁵ USAREC, USAREC Manual 3-0, *Recruiting Operations* (2017), 31.

¹¹⁶ *Ibid.*, 30.

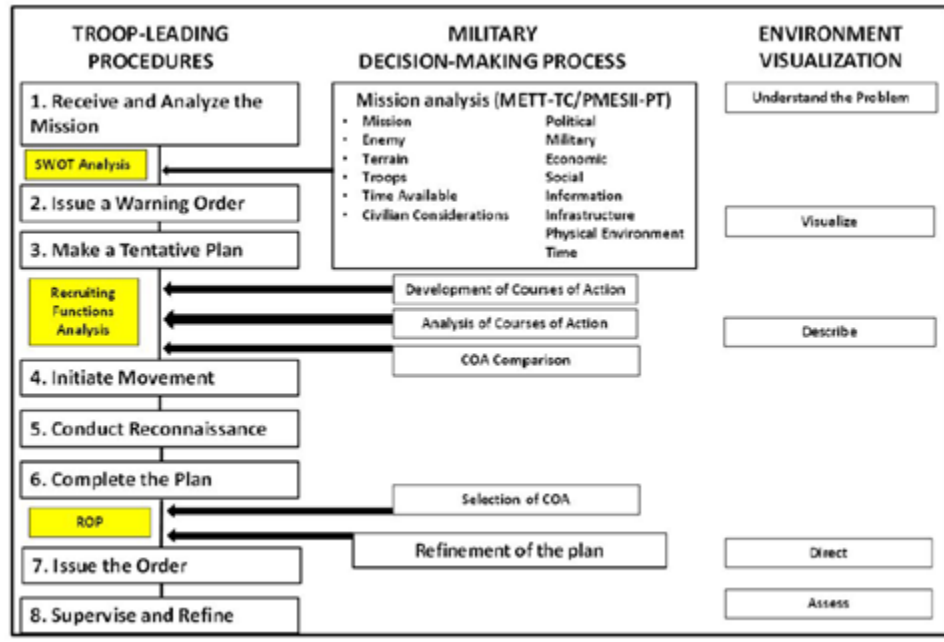


Figure 11. ROP Development with TLP's and MDMP

Source: Headquarters, U.S. Army Recruiting Command (USAREC), USAREC Manual 3-0, *Recruiting Operations* (Fort Knox, KY: USAREC, 2014), 33.

The ROP is a great tool if developed, implemented, and followed correctly. ROP development is taught at the Recruiting and Retention College and at brigade and battalion training events. The ROP provides organizations with the “how” in regards to how the personnel in the organization will accomplish their mission.

The doctrine that is regularly utilized, but not universally understood by all recruiting personnel is the doctrine that covers enlistment processing and accessions. These particular manuals are considered processing “bibles” within the Army recruiting enterprise because they provide guidance and assistance to the recruiting force whenever a difficult enlistment issue arises. Each branch of the military and the USMEPCOM have their own respective version of enlistment processing, but this thesis specifically referenced USAREC Regulation (UR) 601-210 and USMEPCOM 601-23. UR 601-210

specifically covers the entire process of recruiting from applicant commitment through applicant processing and enlistment into the U.S. Army. Key information covered in UR 601-210 is quality control procedures, applicant scheduling of physicals, procedures for enlistment, applicant background screening, active and reserve component separations, Army options and incentives, waiver procedures, educational credentialing, and Future Soldier management. Key information covered in USMPECOM Regulation 601-23 is similar to UR 601-210, but the first three chapters within USMEPCOM Regulation 601-23 cover MEPS operations only. The challenge with both manuals is how both manuals are read and interpreted by recruiting personnel. Both manuals are used at every level of the Army recruiting enterprise from the recruiting station to USAREC headquarters staff sections. A recruiting station commander may read and interpret a passage within both manuals one way, but MEPS officials may read and interpret that same passage completely differently. This, of course, causes confusion, frustration, and overwhelms the recruiting enterprise with unnecessary setbacks in regards to applicant processing.

In summary, there is sufficient doctrine to support the Army recruiting enterprise. The doctrine portfolio in its current form can support the recruiting force in its future efforts to meet enlistment requirements. However, some challenges must be addressed to ensure operational efficiency. Current recruiting doctrine takes existing Army methodologies and integrates them into the recruiting operational framework to better support recruiting personnel in their efforts to achieve success. Although USAREC leaders completed an overhaul of its doctrine over the last few years, some manuals need to be often updated such as USAREC Regulation 350-13 *School Recruiting Program* whereas other manuals should be streamlined to support future needs better. There are

several other manuals listed in chapter two and circulation within USAREC, but those manuals are relatively sufficient in the current form.

Institutional Challenges- Organization

In chapter two of this thesis, organization is defined as how a force is organized to fight. In the case of the Army recruiting enterprise, the word “fight” is replaced “recruit.” USAREC is the most dispersed command in the Army with over 11,500 personnel in over 1,800 locations across the continental United States, Alaska, Hawaii, Puerto Rico, Virgin Islands, Germany, Japan, America Samoa, South Korea, and Guam.¹¹⁷ An essential tool USAREC uses to maintain a positional advantage in the recruiting market is the Position, Analysis, and Evaluation (PAE) process. The PAE is:

A systematic approach for defining the operational recruiting environment. It determines the size of the force and its positioning throughout the area of operations. The objective of the PAE is the determination of resources to the recruiting market to achieve maximum success at the recruiting mission.¹¹⁸

A successfully executed PAE is labor intensive and requires a substantial amount of work from the recruiting station to USAREC headquarters staff sections. The PAE is critical because the result directly impacts the functions of all units from brigade to the station. A PAE begins with:

Proper framing of the operational recruiting environment. The PAE requires a blend of art and science to provide a contextual understanding of the geographical location. Using relevant qualitative factors, an understanding of the conditions and circumstances will support the design and decision-making on an operational approach that maximizes recruiting success.¹¹⁹

¹¹⁷ USAREC, “Fiscal Year 2017 Command Overview,” slide 5.

¹¹⁸ USAREC, USAREC Manual 3-0, *Recruiting Operations* (2017), 34.

¹¹⁹ Ibid.

The result of a successful PAE is:

A PAE provides a comprehensive market analysis that incorporates the local knowledge and experience of the company and center (Station) leaders and yields decision on the items that define the operational approach for engaging each market area.¹²⁰

The results of the PAE are reviewed, and a determination is made on of the following key areas in reference to the art and science components of recruiting:

The science considers factors like historical production, current and projected demographic market factors from census data, location of qualified military available (QMA) populations, Army Reserve (AR) Troop Program Unit (TPU) requirements where students live, and geographic features and road networks that determine commuting patterns. The art considers insight from leaders on the ground that inform on the history, culture, current state, and relevant actors in the recruiting environment.¹²¹

Historical production refers to previous contract enlistments for a particular area over the course of several years. Production analysis can present flawed data if taken at basic value and without further analysis by a skilled battalion S-2 market intelligence officer and company First Sergeant. The qualified military available (QMA) is the 17-24 age demographic for a particular area and is determined primarily by U.S. Census data.

Recruiting station and company leaders in cooperation with the battalion S-2 market and intelligence analyst can collaborate with local Chambers of Commerce, economic development organizations, and city/ county departments to determine population data in between census years. The PAE assist recruiting enterprise leaders to assess two key considerations:

¹²⁰ USAREC, USAREC Manual 3-0, *Recruiting Operations* (2017), 34.

¹²¹ Ibid., 35.

1. Whether to open, close, or relocate a recruiting station in a particular area.

Current and past census data has proven that certain areas tend to grow faster than others. Much of that growth is dependent upon quality of life systems (excellent schools, great paying jobs, sufficient parks and recreation support, mass transit, and quality shopping support). Civilian businesses can quickly capitalize on area growth by expanding their business interests in that particular area in the manner of one to two years after growth identification. In order for the Army to gain substantial market share in high growth areas, it must make the same efforts. For areas that decrease in growth, recruiting stations may be eliminated or relocated to areas that better support recruiting objectives.

2. How many recruiters to allocate to a station. USAREC leaders determine how many recruiters to allocate to a station based upon the QMA population. In many cases this allocation is determined based upon previous production analysis and market intelligence from within the command. Unfortunately, this allocation analysis is not completed often enough and the Army's market share in a particular area suffers as a result.

The implementation of a PAE is not only labor intensive, but also very costly if implemented across the Army recruiting enterprise. The economic considerations associated with a PAE are:

1. Moving or Establishing New Office Space Requirements: USAREC maintains a substantial amount of office space across the country. The costs associated with moving offices or establishing new offices can vary based off location.

2. Furniture and Vehicle Requirements: the need for additional personnel based upon PAE analysis will require additional office furniture (work stations, ballistic panels, chairs, etc.) and government vehicles.

Although a dollar amount doesn't equate to mission success, the budgetary need is critical to the Army recruiting enterprise's ability to function. Over the last five years, the federal budget has fluctuated in a manner that doesn't provide Defense Department leaders with predictability. This unpredictability has led leaders to make cutbacks in areas that are critical to the Army's overall mission. Moving forward towards the future, PAE analysis will need to identify more need than want in regards to supporting the Army recruiting enterprise.

In summary, a PAE is not only important but required. As mentioned in this thesis, the recruiting station is the center of gravity for recruiting operations. Station commanders and company command teams must understand the PAE process so that they can better position their personnel to support the recruiting mission. For the Army recruiting enterprise to remain competitive in communities across the country, the appropriate amount of resources need to be allocated within the organization at the right place at the right time.

Institutional Challenges- Leadership and Education

In chapter two of this thesis, leadership and education are defined as the standards and requirements of the force for all personnel. According to Army doctrine, leadership is the process of influencing people by providing purpose, direction, and motivation to

accomplish the mission and improve the organization.¹²² Leadership is the cornerstone of the Army and education supports the development of future leaders through effective and robust training. In the Army recruiting enterprise, leadership and education are just as important for the recruiter as leadership and education are to the combat arms soldier.

As previously mentioned in this chapter, USAREC is the most dispersed command in the Army. Because of this dispersion, the right leaders must be in place from the brigade through station levels to lead and train the recruiting force. One of the current leadership challenges afflicting USAREC is the inadequate leadership skills and abilities of a small population of its assigned personnel. The Army develops leaders through institutional learning, self-development, and operational experiences.¹²³ The Leadership Development Process serves as a tool to convey the expectations that the Army wants leaders to meet.

¹²² Headquarters, Department of the Army (HQDA), Army Doctrine Reference Publication (ADRP 6-22, *Leadership* (Washington, DC: Government Printing Office, August 2012), 1.

¹²³ Headquarters, Department of the Army (HQDA), Army Doctrine Publication (ADP) 7-0, *Training Units and Developing Leaders* (Washington, DC: Government Printing Office, August 2012), 1.

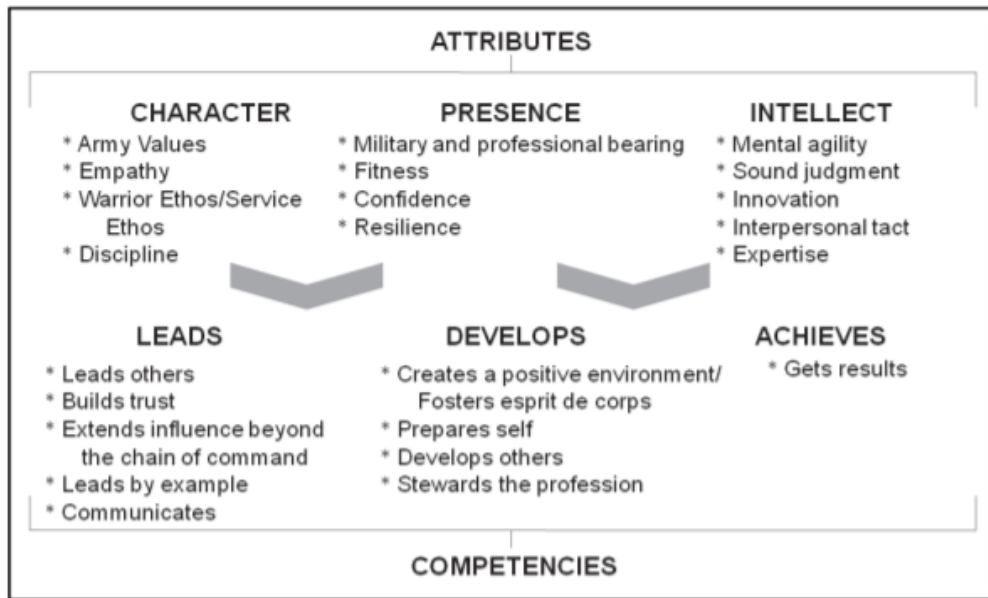


Figure 12. Army Leadership Requirements Model

Source: Headquarters, Department of the Army, Army Doctrine Reference Publication 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2012), 5.

A small number of personnel assigned to USAREC suffer a lapse in professional judgment in regards to leadership, and those particular instances have been highlighted through several media outlets. Whether it is a recruiter having an inappropriate relationship with a Future Soldier or a company commander creating a toxic command climate for the purported purpose of driving recruiting production, the conduct displayed by these individuals not only destroys morale, but it also erodes the trust of the American people. The behavior and attitude of these select few individuals can be traced back to a lack of effective leadership. It must be understood by all uniformed recruiting personnel that although they may not be leading a squad, platoon, company, or battalion to a rifle range or into a combat zone, they are leaders and are expected to comport themselves accordingly.

As the Army transitioned from conscription to the all-volunteer force, a more professional force was born. Defense Department officials understood that to make the military a viable career option for young adults, changes were required. One of those changes was education. Army leaders wanted a more educated force moving forward beyond conscription, and the effort to make this happen was given to the Army's Training and Doctrine Command (TRADOC) which was also created in 1973,¹²⁴ the same year conscription ended. For over 40 years education has served as one of many benchmarks for leaders to determine the future potential of young junior soldiers.

Table 8. Army Education Levels

Army Education Status	
High School Diploma/ GED, or some college	353,664
Bachelor's Degree	74,945
Advanced Degree	40,423

Source: Created by the author based on information from Department of Defense, Office of the Deputy Assistant Secretary of Defense for Military Community and Family Policy, *2018 Demographics: Profile on the Military Community* (Washington, DC: Department of Defense, 2018).

The skills and knowledge that recruiting personnel develop and learn are immeasurable to the Army and the nation. Marketing, public relations, communication, and a host of other skills are highly sought-after skills sets that civilian agencies spend millions each year to train their associates to do. These particular skills are also taught at the best colleges and

¹²⁴ U.S. Army Training and Doctrine Command (TRADOC), "About TRADOC," accessed 29 April 2019, <https://www.tradoc.army.mil/About-Us/>.

universities in the nation every year. A great educational program that was developed by leaders at TRADOC is the Army University. The mission of Army University is to:

Enhance the institutional flexibility and operational focus of the Army's professional military and civilian learning systems in order to increase academic rigor and relevance; increase soldier, Army civilian, and leader competence, character, and commitment; expand the educational prestige of Army learning institutions; promulgate best management practices; and increase institutional agility in meeting the learning needs of the operating force..¹²⁵

Within Army University is the Continuing Education Degree Program which provides soldiers additional opportunities and resources to continue their education..¹²⁶ In 2018, leaders of the RRC signed an agreement and established a partnership with nine colleges and universities. The purpose of the partnership:

Was to expand on existing U.S. Army Training and Doctrine Command schools institutionally delivered credentialing opportunities by identifying additional proponent-recommended certifications and licenses for inclusion within each MOS's professional development model that directly support a MOS or associated military duties within the branch..¹²⁷

This partnership awards qualified recruiters either an associate or bachelor's degree at any of the nine schools partnered with the RRC. This education program is an excellent path for recruiters to take towards furthering their educational pursuits. Unfortunately, many recruiting personnel don't take advantage of these opportunities until they believe they are required to do so. With all the skills that recruiting personnel develop,

¹²⁵ The Army University "Mission," accessed 29 April 2019, <https://armyu.army.mil/mission>.

¹²⁶ The Army University "Education Programs," accessed 29 April 2019, <https://armyu.army.mil/education-programs>.

¹²⁷ Jessica Rovero, "The U.S. Army Recruiting and Retention Signs," *USAREC News*, 10 April 2018, accessed 29 April 2019, <https://recruiting.army.mil/News/Article-Display/Article/1520156/the-us-army-recruiting-and-retention-college-signs/>.

opportunities should be afforded to both permanent recruiters and detailed recruiters to turn those skills into a degree through this educational program.

During the author's tenure in USAREC, his thirty-person company amassed a total of five master's degrees, 12 bachelor's degrees, and four associate degrees. Not only did advance education support the individuals who earned it, but it also supported recruiting operations when it came to telling our Army story to parents who were concerned about their child having the opportunity to pursue a college degree while in the Army. Currently, there are no requirements for education in regards to promotion potential in the Army recruiting enterprise. However, the author believes that for the Army recruiting force to maintain a competitive advantage in a complex recruiting environment, advanced education will be a tool in the recruiter's arsenal.

In summary, leadership and education are indispensable in the Army. In a geographically-dispersed organization like USAREC, effective leadership is required and anything less is unacceptable. Leaders in the Army recruiting enterprise must enforce and uphold standards at all times and hold themselves and the soldiers that they lead accountable. Education, like leadership, is equally significant. As more educational opportunities are developed by the Army, recruiting personnel must take advantage of these opportunities early and often. More leadership and education-focused recruiting force will make the Army stronger and build a culture of excellence across the recruiting enterprise.

Institutional Challenges-Personnel

In chapter two of this thesis, personnel describe the required number of personnel needed for an organization to accomplish its mission. There are over 9,000 recruiters on

recruiting duty in the Army and the process to identify, screen, assign, and in some cases, convert detailed recruiters to permanent recruiters is a massive undertaking. Detailed recruiters are recruiters who have been Department of the Army (DA) selected for recruiting duty, but will remain in their primary military occupational specialty (MOS) while on recruiting duty and will return to their primary MOS upon completion of their recruiting tour. Permanent recruiters are former detailed recruiters who have decided to convert from their previous career management field (CMF) to CMF 79 (Recruiting).

CMF 79 is the recruiting and retention force and is designed to:

Provide and sustain the Army with qualified personnel, and reduce attrition to support the five pillars of defense, the Army Organizational Life Cycle model, the Secretary of the Army's vision and National Military Strategy in accordance with Defense Planning Guidance and applicable regulations. The Recruiting and Retention Force directly impacts Army end strength, which supports readiness, force structure, and sustainability. They are warriors providing focused Recruiting and Retention support to sustain America's Army in support of full spectrum OPS.¹²⁸

CMF 79 is organized under the Adjutant General Corps and consists of four MOS fields.

¹²⁸ Headquarters, Department of the Army (HQDA), Department of the Army Pamphlet (DA PAM) 600-25, *U.S. Army Noncommissioned Officer Professional Development Guide* (Washington, DC: Government Printing Office, September 2015), 342.

Table 9. CMF 79 Military Occupational Specialties

CMF 79 Military Occupational Specialties		
MOS	Title	Details
79R	Recruiter Noncommissioned Officer	NCO's can enter CMF 79 at the rank of Sergeant, but the Army Force Structure for MOS's within CMF 79 begins at Staff Sergeant
79S	Career Counselor	Army Force Structure begins at Staff Sergeant
79T	Recruiting and Retention Noncommissioned Officer (Army National Guard)	This MOS is managed by the National Guard Bureau (NGB)
79V	Army Reserve Career Counselor	Army Force Structure begins at Sergeant First Class

Source: Created by the author based on information from Headquarters, Department of the Army, Department of the Army Pamphlet 600-25, *U.S. Army Noncommissioned Officer Professional Development Guide* (Washington, DC: Government Printing Office, September 2015).

The process to make a recruiter is a three-step process. Selection and screening are the first steps in the process. Officials at U.S. Army Human Resources Command (HRC) review files of noncommissioned officers across the force based upon the need from each MOS. The initial screening identifies any files that are flagged for Position of Significant Trust and Authority (POSTA) violations. POSTA is a suitability screening mandated by the Secretary of the Army for personnel¹²⁹ serving in positions of special trust which includes, but is not limited to recruiters, drill sergeant, and advanced individual training (AIT) platoon sergeants. POSTA screenings began in 2013 and consist of local and federal record checks. Personnel found to have POSTA offenses, activity or

¹²⁹ U.S. Army Recruiting Command (USAREC), "Position of Significant Trust and Authority (POSTA)" (PowerPoint presentation, USAREC, Fort Knox, KY, 2017), slide 1.

situations are ineligible to be appointed into or maintain a POSTA.¹³⁰ POSTA offenses include, but are not limited to sexual harassment/ assault, adultery, illegal drug use or possession, alcohol abuse, relief for cause noncommissioned officer evaluation report (NCOER) or officer evaluation report (OER) and a host of other offenses. POSTA screenings ensure that the Army sends the best personnel to recruiting duty from a moral standpoint. Because recruiters will engage the American public daily it is imperative that the Army identify those individuals who are not capable of meeting the standards of special trust.

In conjunction with passing a POSTA screening, personnel must also be able to meet the following requirements to be selected for recruiting duty.

Table 10. Recruiter Selection Requirements

Possess excellent military appearance and bearing (including no shaving profiles).
Must not be in violation of AR 600-20 regarding participation in extremist organizations and activities.
Must meet tattoo policy of AR 670-1.
Pass Army Physical Fitness Test (APFT) and height/ weight standards.
Pass a behavioral health evaluation (no record of emotional or mental instability).
Cannot be pregnant at the time of selection or prior to attending recruiting school.
Must be able to meet three-year obligatory service requirements.
Dual military couples or those enrolled in the Married Army Couples Program (MACP) both must apply and qualify for the program or waive joint domicile.
At time of selection, have no less than four years' time in service and no more than nine years' time in service if a Sergeant; no more than 15 years' time in service if a Staff Sergeant, and no more than 16 years of time in service if a Sergeant First Class.
Note: some of the requirements can be waived.

Source: Created by the author based on information from U.S. Army Recruiting Command (USAREC), "USAREC Overview" (PowerPoint presentation, Environmental and Industry Assessment Conference).

¹³⁰ USAREC, "Position of Significant Trust and Authority (POSTA)," slide 1.

The POSTA screening and selection requirements are great mechanisms to identify the best candidates for recruiting duty. In fiscal year 2017, POSTA screenings and selection requirements identified only 13 percent (19,000 out of 150,000) of the Army's available noncommissioned officer population eligible for recruiting duty.¹³¹ The low percentage was not solely the result of screenings. Other Army competing requirements such as drill sergeant and AIT platoon sergeant also pull from the same population. Of the 19 percent of noncommissioned officers eligible for recruiting duty, 34 percent (6,500 of 19,000) of that population are eligible to attend the Army Recruiter Course (ARC).¹³² After the screening process, the available populations of noncommissioned officers move forward in the pipeline to the RRC to attend the ARC at Fort Knox. In fiscal year 2017, seven percent of attendees failed the course. The primary reason for the failures is the inability to pass the APFT, meet height and weight requirements and meet the rigorous academic. After the completion of all academic requirements, the newly minted recruiters are assigned across the country based upon the needs of the Army and recruiter preference.

Although it would seem as if the process to select personnel for recruiting duty is thorough and effective, there are some gaps and challenges in the process. As mentioned in this chapter, POSTA screenings and selection requirements are great tools to identify the best the Army has to offer however, it doesn't account for possible future infractions. Recruiting personnel typically come from an environment where there is daily in-person interaction between the soldier and their leaders. The daily regimen of physical fitness, work call, taskings, and a host of other requirements keeps traditional line unit soldiers

¹³¹ USAREC, "Fiscal Year 2017 Command Overview," slide 25.

¹³² Ibid.

busy and mission focused. However, when Sergeants, Staff Sergeants, Sergeants First Class, and Captains begin their recruiting duty for the first time there are some in that population who struggle with the autonomy that USAREC presents. Recruiting units are similar to tradition Army line units, but at the same time they are extremely different. In a typical recruiting week, recruiters in a recruiting station will physically see their station commander daily, but will only physically see their company command team once. Conference calls between the station and company command team occur daily and, in most cases, multiple times throughout the day. A recruiting company command team will conduct conference calls with the battalion command team daily, but will not physically see each other unless a meeting warrants an in-person visit.

Recruiting personnel must be mature enough to maintain their professionalism while operating with very little guidance beyond understanding what their mission is for the week and month. Because brigades, battalions, companies, and stations are dispersed across a vast area, new recruiting personnel must maintain Army standards and live the Army values in the absence of senior leaders. In addition to maintaining their professionalism, recruiting personnel should undergo annual official behavioral health screenings and recruiting performance reviews to ensure their mental state and abilities are still conducive to the environment. Recruiting duty is a three-year assignment, and the vast majority of detailed recruiters serve those three years on recruiting duty with no issues. However, some detailed recruiters don't meet the standards or struggle with the stress of the environment and need to be returned to their primary MOS. The recruiting performance review (RPR) will allow the station commander, company command team, and battalion command team to evaluate all recruiters (detailed and permanent) to

determine if their service in recruiting should continue. The RPR will not be an evaluation, but instead an indicator for future recruiting potential. If a soldier is found ineligible for continued recruiting service, it will not destroy their career, but instead, allow them to return to their MOS and continue their service.

In summary, the Army has a unique process to identify the best candidates for recruiting duty, but there are some gaps and challenges in this process. The POSTA screening and selection requirements must remain in place. The recruiting force works in communities across the nation daily, and the American people expect and trust that Army leaders will select the absolute best personnel to recruit the Army of the future. To ensure that the bond of trust remains between the American people and the Army, we must ensure that every method available is utilized to identify, develop, train, and lead the recruiting force. The recruiting force doesn't need to increase the current level of recruiters on recruiting detail. Instead, the Army must invest in methods that are feasible, suitable, and acceptable in its effort to identify the best soldier to represent the Army in communities across the nation.

Does the U.S. Army Recruiting Command have the necessary resources to achieve mission requirements both currently and in the future?

This secondary question explores research to determine whether or not the Army recruiting enterprise has the necessary resources to achieve mission requirements both currently and in the future. Although the materiel component of DOTMLPF-P is not heavily explored in this thesis, this portion of chapter four explores materiel changes within the Army recruiting enterprise. In addition to materiel changes, this portion of chapter four explores marketing and outreach methods and how those methods either support or hinder current and future recruiting operations. The results of the analysis are

organized in support of the requirements, problem, opportunity, and action (RPOA) chart in chapter five.

Materiel Resources

The Army recruiting enterprise has evolved over several decades. Two decades ago, the entire enlistment process was done by hand and consumed enormous amounts of paper. Today, the enlistment process can be completed entirely through digital means. Virtual recruiters have the means to execute the entire recruiting process digitally. However, the virtual recruiting team is not replicated in every recruiting station. In regards to materiel solutions to recruiting, USAREC has and continues to do well in this particular area. Over the past seven years and even through budgetary constraints, USAREC leaders have invested significant amounts of money towards technology. Some key initiatives are:

Table 11. USAREC Technological Improvement

USAREC Technological Improvement
More effective and cheaper technology, both mobile hardware and software.
Provide each recruiter with a smartphone and tablet and accompanying data plan.
Deploy mobile applications that make each recruiter action more effective and efficient, integrated with the recruiting processes.
Leverage approved cloud services, pairing mobile smart devices providing major gains in data security and process efficiency.

Source: Created by the author based on information from U.S. Army Recruiting Command (USAREC), “USAREC Overview” (PowerPoint presentation, Environmental and Industry Assessment Conference).

Another piece of technology that improved recruiting operations is Project Live Scan. Project Live Scan is a small device that enables recruiters to gather fingerprints for FBI background checks on applicants before they go to the MEPS for additional processing.¹³³ Time is the most precious resource that recruiters need and the live scan machine gave time back to them. The live scan machines take the fingerprints of applicants, recruiters submit them for background checks, and results are returned in a timelier fashion, eliminating the need to conduct fingerprint scanning by previous methods.

Currently, the Army recruiting enterprise has the essential items it needs to function from a materiel perspective. Cell phones, laptops, software applications, and host of other assets are available to each recruiter immediately upon arrival to their new station. In the future, leaders must ensure that the force is equipped with the best technology to meet the requirements. Failure to adjust with the advancements in technology could threaten not only the mission in the future but the gains that are being made today in the recruiting environment.

Marketing and Outreach Resources

Marketing and outreach are a large area of responsibility in the Army recruiting enterprise. USAREC G-7/9 is the proponent that leads marketing and outreach efforts for the command. Marketing and outreach efforts cover:

¹³³ Fonda Bock, "Big Cost Savings Come in Tiny Package," Official Homepage of the United States Army, 27 December 2011, accessed 30 April 2019, https://www.army.mil/article/71191/big_cost_savings_comes_in_tiny_package.

Table 12. USAREC Marketing and Outreach Portfolio

Marketing:	Outreach
Advertising External Production In-House Production	National Programs Civic Organization Collaboration
Education	Public Affairs
Education Policy Education Programs	Social Media Command Information Community Events

Source: Created by the author based on information from U.S. Army Recruiting Command (USAREC), “Fiscal Year 2017 Command Overview” (PowerPoint presentation, USAREC, Fort Knox, KY, 2017).

Outside of USAREC G-7/9, there are several agencies involved in marketing and outreach. The Joint Advertising, Marketing Research and Studies (JAMRS) are:

An official Department of Defense program responsible for joint marketing communications and market research and studies. One of JAMRS’ objectives is to explore the perceptions, beliefs, and attitudes of American youth as they relate to joining the military. Understanding these factors is critical to the success of sustaining the All-Volunteer Force and helps ensure recruiting efforts are directed in the most efficient and beneficial manner.¹³⁴

The Army Marketing and Research Group (AMRG):

Conducts national marketing, marketing analysis, and accessions analysis to ensure unity of effort and cost-effectiveness in the marketing of the Army and each of the components of the Army. It develops best-value strategies and tactics to inform the American people and motivate the most qualified candidates to consider Army service in support of Active Army, Army Reserve, and Army National Guard recruiting activities for officer, enlisted and civilian personnel.¹³⁵

The U.S. Army Marketing and Enhancement Brigade (USAMEB) is a subordinate brigade within USAREC. The mission of the USAMEB is:

¹³⁴ JAMRS, “Welcome to Joint Advertising, Marketing Research and Studies,” Department of Defense, accessed 30 April 2019, <https://jamrs.defense.gov/>.

¹³⁵ Army Marketing and Research Group. “Mission.”

The U.S. Army Marketing and Engagement Brigade (USAMEB) supports Army marketing and accessions and competes and wins in competitions. The brigade is also responsible for and conducting directed research and development that will enhance Army brand equity and recruiting leads, demonstrate elite Army skills and improve operational force capabilities.¹³⁶

The subordinate battalions in the USAMEB are the U.S. Army Mission Support Battalion, U.S. Army Parachute Team, and the U.S. Army Marksmanship Unit. These subordinate units support the Army through branding and outreach efforts.

The Army recruiting enterprise’s marketing campaign has vastly improved over the last two decades. Marketing includes advertising, in-house production, and external production. The Army has worked hard to rebrand its image by creating better commercials that are tailored to specific groups and specific jobs; capitalized and utilized rapidly evolving sources of technology to reach larger audiences; published better paper-based advertising resources, and a host of other improvements. Of course, the effort to improve the Army’s advertising campaign costs a significant amount of money.

Table 13. Military Advertising Budgets

Military Component	2016	2017 (Estimated)
Army	\$238.1 million	\$292.6 million
Air Force	\$28.3 million	\$52.6 million
Navy	\$49 million	\$47 million
Marine Corps	\$81.5 million	\$81.8 million

Source: Created by the author based on information from U.S. Governmental Accountability Office, *Better Coordination, Performance Measurement, and Oversight Needed to Help Meet Recruiting Goals* (Washington, DC: Government Printing Office, May 2016), 41.

¹³⁶ U.S. Army, “U.S. Army Marketing and Engagement Brigade,” accessed 30 April 2019, <https://www.goarmy.com/meb.html>.

In concert with marketing efforts, outreach is equally essential to market saturation and dominance. As mentioned in chapter two of this thesis, Generation Z is the target generation the Army currently seeks for enlistment into the Army. Although the Generation Z population has grown up during times of continuous military engagement across the globe, this generation is broadly unfamiliar with the military, its culture, its basic structure, and its function.¹³⁷ To change the lack of knowledge narrative amongst the American population, the Army recruiting enterprise has developed an aggressive outreach campaign to not only connect the American people to their Army but to also support recruiting goals.

A key strategy in the Army's outreach campaign is a focus on 22 cities across the country. The Army selected 22 cities because of multiple factors, but the primary factors are a growing population of the 18 to 24-year-old demographic and past recruiting analysis showing that USAREC consistently struggled in those cities. The outreach plan in the 22 cities consists of: social media blitz which includes increasing the Army's regional presence on social media applications such as Tik Tok, Instagram and Facebook, key leader engagements which includes meeting with elected officials, business leaders, civic organizations, educational leaders (high school, college/ university) and veteran organizations to tell the Army story and increase awareness of the opportunities the Army has to offer.¹³⁸ and outreach events including events such as the Boston Army Week

¹³⁷ Schake and Mattis, *Warrior and Citizens: American Views of Our Military*, 247.

¹³⁸ Joe Lacdan, "New Recruiting Efforts Include Emphasis on 22 Cities," Official Homepage of the United States Army, 1 February 2019, accessed 30 April 2019, https://www.army.mil/article/216931/new_recruiting_efforts_include_emphasis_on_22_cities.

which was a Total Army community outreach effort to connect the Boston community with the Army.¹³⁹ This event also included a sizeable ceremonial signing event between Army leaders and the governor of Massachusetts. Total Army events also consist of Army sports competitions, deployment of USAMEB national assets (such as the Army Adventure Semi), Army Golden Knight and Marksmanship collaboration activities, and sponsorship opportunities. Since the implementation of the outreach campaign, recruiters in 16 of the 22 targeted cities have improved their recruiting numbers.¹⁴⁰ Army leaders are now understanding and embracing the power that social media and technology bring to the recruiting effort and capitalizing on opportunities. Continued investment in the marketing and outreach arena will produce dividends to support future Army enlistment requirements.

It is clear that the Army's ability to market itself and conduct outreach efforts throughout America is key to its ability to improve its image and sustain the all-volunteer force. Leaders and stakeholders within the Army recruiting enterprise have analyzed extensive amounts of data and created opportunities for success in the marketing and outreach area. Those opportunities require a massive budget, and over the past few years, Army leaders have supported those budgetary requests. However, a 2016 Government Accountability Office audit found that the Army Marketing and Research Group had:

Spent \$38.6 million on 20 programs in fiscal 2016 that "needed improvements to demonstrate they met their intended purpose." The audit also found that AMRG didn't have specific goals laid out to measure the long-term effects of its spending, didn't coordinate local and national marketing efforts with Army Recruiting Command, didn't have a good review process to measure effectiveness

¹³⁹ Lacdan, "New Recruiting Efforts Include Emphasis on 22 Cities."

¹⁴⁰ Ibid.

of its programs and didn't have a process to verify the accuracy of performance data in its marketing programs..¹⁴¹

With the federal budget facing uncertainty every year, it is imperative that the Army recruiting enterprise develop better accounting procedures as well as marketing and outreach measures of performance and effectiveness.

CBA Requirements, Problem, Opportunity, and Action (R*POA) Analysis Results

The RPOA chart below takes the research and analysis of this chapter and identifies requirements, problems, opportunities, and actions that should be taken to improve the Army recruiting enterprise based upon the functional need's analysis component of the capabilities-based assessment process.

¹⁴¹ Meghann Myers, "To Draw More Soldiers, the Army Wants More Recruiters, Bigger Budgets, and a Better Slogan," *Army Times*, 7 November 2018, accessed 30 April 2019, <https://www.armytimes.com/news/your-army/2018/11/07/to-draw-more-soldiers-the-army-wants-more-recruiters-bigger-budgets-and-a-better-slogan/>.

Table 14. RPOA Analysis Results

	Requirement	Problem	Opportunity	Action
Doctrine	Consolidate and streamline doctrinal publications	Publications come from multiple organizations	Priority B, Short-Term	Develop doctrinal review boards
Organization	Conduct PAEs to expand operational reach	Lack of knowledge on the PAE process	Priority A/B, Long-Term	Train and develop PAE teams
Leadership and Education	Rigorous professional development model and education programs	Lack of focus on leader development and educational opportunities	Priority A/B, Short, and Long-Term	Develop robust LPD programs and education requirements
Personnel	Assign the absolute best personnel to recruiting duty	Lack of thoughtful analysis applied to the selection of personnel for recruiting duty	Priority A/B, Long-Term	Develop ARSM/ ARESM, and functional area for recruiting duty

Source: Created by the author.

Conclusion

In summary, the Army recruiting enterprise is a learning and adaptive force that can meet future recruiting requirements if the right actions are taken to ensure success. The recruiting environment is constantly changing and today's tools and strategies for success is not a guarantee of success for the future. Moving forward, the Army recruiting enterprise will have to anticipate change much faster than it does today. Leaders within the recruiting enterprise must accept that the doctrine, organization, leadership and education and the personnel components of the DOTMLPF-P framework will become more fluid as changes will occur much faster in recruiting than in any other organization

in the Army. Chapter five will take the analysis of this chapter and propose recommendations based upon a glide path using the Kotter Change Model and short- and long-term strategies to implement the proposed recommendations.

CHAPTER 5

RECOMMENDATIONS

The purpose of this thesis is to conduct research and analysis and provide recommendations on the current and future recruiting environment. The threat posed by Russia, China, North Korea, and violent extremist organizations requires a measure of diplomatic and military power. The military power needed to meet those threats will require consistent recruiting efforts and accomplishment of annual recruiting goals. In this chapter, the author will present recommendations based on the research and analysis from chapter four. The recommendations are organized according to the doctrine, organization, leadership and education, and personnel components of the DOTMLPF-P framework. Also, the recommendations are organized into short term (one to two years) and long term (three to five years) planning objectives. The recommendations are then organized by priorities A (must do), B (should do), and C (nice to do). The Kotter Change Model (KCM) serves as an organizational plan to implement the recommendations. Lastly, future research topics are described, and a personal learning reflection is presented.

Recommendations and Planning Objectives

Change is hard in any organization, and in the case of the Army recruiting enterprise, the idea of change is no different. From a doctrinal perspective, USAREC will develop a USAREC Doctrine Review Board (UDRB) (priority B) and U.S. MEPCOM will develop a MEPCOM Doctrine Review Board (MDRB) (priority B). The development of both review boards will be under the short-term planning objective. Both review boards will consist of personnel from each level of recruiting (station to brigade)

as well as personnel from the Recruiting and Retention School and USAREC headquarters. The review boards will be responsible for reviewing doctrine and streamlining and consolidating doctrinal publications (priority B) which will be under the short-term planning objective.

From an organizational perspective, recruiting leaders will be trained on the PAE process (station through brigade levels) (priority A). This training will be critical at the station and company levels and will assist station and company leaders in identifying opportunities for positional improvement in the recruiting environment. In collaboration with training leaders on the PAE process, USAREC will establish brigade-level PAE teams (priority B) which will support recruiting stations through battalions. These teams will support station through battalion personnel in developing PAE research as well as developing the PAE brief. USAREC will conduct PAEs as needed and not solely based upon timelines (priority A) to ensure that the Army recruiting enterprise maximizes location and resource management across the command. U.S. Census data provides detailed information on population growth every ten years, however, certain communities across the country are growing faster in half that time and therefore adjustments through the PAE process must take place sooner if the Army recruiting environment desires to remain competitive. The organizational recommendations will be under the long-term planning objectives.

From a leadership and education perspective, USAREC leaders must focus their efforts on the tenants of the Army Leadership Model and develop a robust professional development program (priority B). Because USAREC is a dispersed organization, maximum effort must be put behind the leadership development program to ensure that

personnel is given the best opportunity to lead their teams. Army University has already signed agreements with numerous colleges and universities across the country, and that number continues to grow. Opportunities must be created to ensure that both detailed and permanent recruiters receive degrees or certifications (priority B). Also, education requirements should require station commanders to possess an associate's degree, first sergeants to possess a bachelor's degree, and command sergeant's major to possess a master's degree. A more educated and credentialed recruiting force will benefit the communities recruiting personnel serves in across the country, the Army recruiting enterprise, and the Army. The leadership and training recommendations will be under both the short-term (leadership) and long-term (education) planning objectives.

From a personnel perspective, the success of the Army recruiting enterprise is centered around the individuals serving within it. This means selecting the right people to shape the future of the Army. Current methods to select personnel for recruiting duty is based upon performance evaluations and previous assignment experience. Neither method has shown a correlation to performance once assigned to recruiting duty. Moving forward, the Army recruiting enterprise should establish the Army Recruiter Selection Model (ARSM), the Army Recruit Enlistment Selection Model (ARESM) and the Recruiting Performance Review (RPR) (priority A). The ARSM and ARESM models highlight the primary attributes that are desired from both recruiters and recruits.



Figure 13. Army Recruiter Selection Model (AESM)

Source: Created by the author based on Dr. Kenneth E. Long, conversation with author, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 2019.

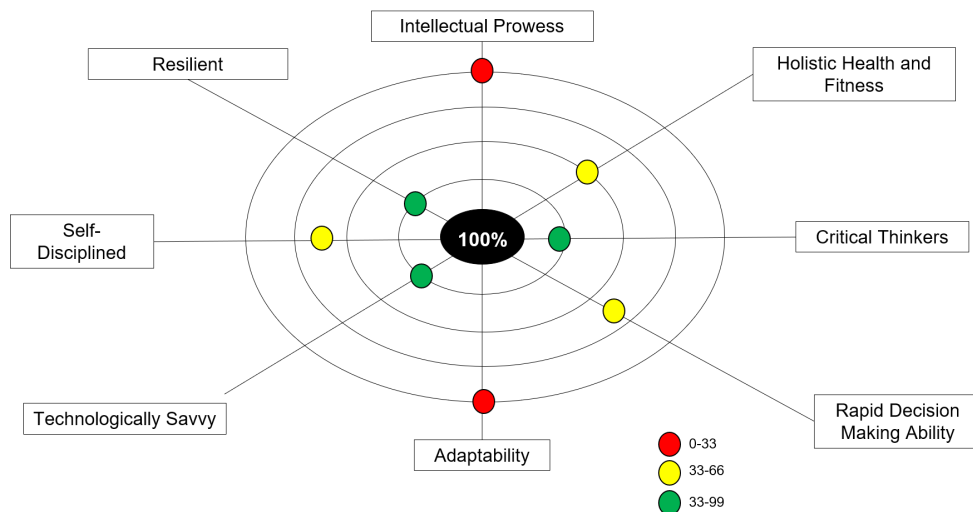


Figure 14. Army Recruit Enlistment Selection Model (ARES M)

Source: Created by the author based on Dr. Kenneth E. Long, conversation with author, U.S. Army Command and General Staff College, Fort Leavenworth, KS, 2019.

The models along with existing selection methods can determine if the Army is selecting the right soldier for recruiting duty and the right individual to join the Army. The idea of

the models is to earn high rankings in each attribute to get to the very center of the model. The Army Recruiter Selection Model will be completed by a selected individual's current chain of command and submitted to HRC before official selection. The Army Recruit Enlistment Selection Model will consist of 30 questions that are taken along with the ASVAB. As the results of the ASVAB are made available, so are the results of the ARESM. The models are meant to complement the human connections between identifying the best recruiters and recruits to serve. The Recruiting Performance Review (RPR) will serve as a tool to hold all recruiting personnel accountable. Every two years or as requested by a recruiter's company-level commander, an RPR will take place to review a recruiter's performance. The RPR will be completed by the recruiter's station commander, company command team, and battalion command team. If a recruiter is found to be an under-performer, that recruiter will be returned to their primary MOS within the next six to eight months. This review will not negatively impact the recruiter's career, but instead, allow the recruiter to return to their previous MOS and continue their honorable service.

Also, from a personnel perspective, the author recommends that the Army create a recruiting functional area for both warrant and commissioned officers to permanently assess officers to the recruiting force (priority B). Currently, officers are selected by HRC to serve as recruiting company commanders and battalion through recruiting command headquarters staff officers. Once officers have learned the environment of recruiting, they are returned to their primary MOS and with them goes the knowledge that they have accumulated over time. The author recommends that warrant officers serve as recruiting company executive officers, and recruiting technician specialist at the battalion, brigade,

and headquarters level. The author recommends that commissioned officers serve as they currently do now in the command; however, both warrant and commissioned officers can only be assessed into the recruiting functional area after successfully serving in a recruiting assignment. All personnel recommendations are long-term planning objectives.

From a technology-based perspective, USAREC leaders must remain engaged and forward leaning on technological advancement (all priority C). The author recommends that the Army recruiting enterprise procure the most current hardware and software technology. This is a costly endeavor from a budgetary standpoint, but the investment pays high dividends as recruiters maintain the best technology to accomplish their mission. A faster manufacturer-to-recruiter process must support technology upgrades. Current timelines across the command are commendable, but not sufficient. Lastly, if the Army recruiting enterprise is going to invest in evolving technology, efforts must be made in ensuring that recruiting personnel have the best technical support apparatus available. All technology-based recommendations are a long-term planning objective.

From a marketing and outreach perspective, the opportunities for expansion and market capitalization are phenomenal. Over the last two years, the Army recruiting enterprise has changed its marketing and outreach strategy. The author recommends that those changes should continue and also recommends that stronger focus be made on appropriate social media platforms (priority B and short-term). Recruiting personnel must understand what social media platforms the target demographic prefers and maximize every marketing and outreach asset on those platforms. Additionally, the author recommends that Marketing and Enhancement Companies (MECs) be established (priority B and long-term). Each brigade will have one MEC to support the recruiting

companies across the brigade. The MECs will have the same resources as the Marketing and Enhancement Battalion but on a smaller scale.

Along with the MECs, the author recommends that recruiting stations and companies be given marketing and enhancement budgets (priority B and short-term). This budget opportunity will return marketing power to the commanders on the ground. Last, the Army recruiting enterprise must audit the marketing and outreach budget through external auditing sources (priority A and short-term). The audit process will measure return on investment and hold personnel accountable for actions taken with budgetary funds.

Kotter Change Model

The sense of urgency (stage one) has already been established. Leaders across the federal government are alarmed at the challenges the Army recruiting enterprise are facing and are working hard to develop strategies to remove the challenges while also maintaining appropriate levels of readiness. The building of a guiding coalition (stage two) are the stakeholders and the recruiting station and company leaders. The power of the recruiting force rest with the junior level leaders and empowering them is key to implementing change. This thesis serves a base plan for vision creation and distribution (stage three) across the Army recruiting enterprise. Communicating the vision is a collaborative effort between the research of this thesis and enterprise leaders. A creative method of communication will bring more personnel onboard to support the efforts of change. Proper communication of the vision (stage four) across the recruiting enterprise while also empower station and company recruiting personnel and will ensure that the vision and strategy are properly planned. Senior leaders of the enterprise must bring

station and company level personnel to the planning table (stage five) to maximize participation, creativity, and implementation. The short-term recommendations listed in this chapter along with recommendations from the recruiting force will give recruiting personnel the spirit and energy to see the vision through for short-term wins (stage six). The consolidation of gains and production of more (stage seven) will be driven by the short-term wins and long-term strategy. A USAREC Center for Recruiting Lessons Learned (CRL) could be developed to capture the gains and efforts to achieve greater success. Anchoring new approaches in the recruiting culture (stage eight) will occur through continuous efforts of growth and success that transcends the Army recruiting enterprise leadership.

Recommendations for Further Study

While conducting research and analysis, several challenges became apparent. Research related to the challenges of recruiting is extensive and is not reserved just to the U.S. Army. Further research must be done to include the challenges the other military services face. If the Army and Air Force are engaging the same threats to the recruiting mission, then the efforts of both military services branches can be brought to bear upon the problem and solutions can be developed that support both branches.

A second research recommendation should address the all-volunteer force in greater detail. There is a wide range of research on the topic. However, it is the opinion of the author that many Americans believe that the end of conscription and transition to the all-volunteer force was a great decision made by the Nixon administration. In the 1970s the primary threat was communism, but today the threat is not singular and more complicated. Further research must be done to determine if the American people will

support a military draft if a catastrophic event occurs. Although the all-volunteer force has supported the military from Operation Desert Storm through Operation Inherent Resolve, could the same all-volunteer force support personnel requirements in the event of World War III?

A third research recommendation should consider the current recruiting method. Currently, Army recruiters can engage high school students in the 11th and 12th grades only. As generations of children begin high school, more and more of them are socially aware and technologically savvy. Further research should be done to determine if investing in high school students as early as their 9th-grade year will result in stronger commitments than waiting for another two years before official engagement can take place. If a professional relationship is established early with a high school student, then it can only be assumed that if that student decides to join the military after high school, the military service that student will enter will be the one he or she has worked with for the last four years.

Personal Learning Reflection

The decision to pursue a Master's degree through CGSOC was an easy decision to make. The opportunity to write about a passionate and equally important topic was appealing and very exciting. The author has a firm understanding of the recruiting environment, but it wasn't until the research phase did the author genuinely understand the magnitude of the effort. As a student and researcher, the author gained a profound respect for those individuals who have contributed to the professional body of knowledge, while also pursuing other educational pursuits. The author found that

recruiting consists of elements of sociology, marketing, business, emotional intelligence, strategy, forecasting, and many others.

The author gained a deep understanding of the force management process, Kotter Change Model, and the DOTMLPF-P framework. The author learned that the Applied Professional Case Study methodology is a useful tool that can be used to solve any complex research problem in any environment. There were times the author found the research and thesis writing process daunting and overwhelming, but the author found in his committee and colleagues' real encouragement and most importantly what it means to be a professional when it comes to finishing what one has started.

Most importantly, during the research of this thesis, the author gained greater knowledge of Army recruiting enterprise. The enterprise consists of thousands of soldiers and civilian professionals who are dedicated to supporting the Army in its goal to reach personnel goals. I have immense respect for every recruiter and station commander who strive every day to accomplish their mission. I wish them nothing but success, and in all that, they continue to do for our great nation.

APPENDIX A

RESEARCH COMMITTEE CHAIR COMMENTARY

One of the features of the Applied Professional Case Study (APCS) is the iterative nature of the research. The researcher and the committee go through a series of iterative check-ins that allow for a review and an update of the research questions the preliminary findings, initial insights, and the possibility for other excursions for the research to follow. This is typical of the experience of action researchers in a similar way, for example. Based on cross-talk between multiple researchers and committees we have collaboratively decided that it would be a good idea to add an appendix at the end of an APCS thesis to document the socialized experience of the professional dialogue without intruding into the researcher's privileged spaces within chapters one through five.

In this way, we believe we can capture some of the dynamics and synergies that arise from the professional discourse on these focused inquiries. This is similar to the idea of military scouts departing on a reconnaissance patrol with certain specific things to look for and then reporting back on the “everything” that they found which might cause a change in both strategies and tactics once the command group and the scouts exchange their information. We will start documenting the insights from these dialogues which are often summarized during the actual thesis defense in an appendix to the theses with the standard introduction.

This is important because what has emerged from this method is what we describe as two objectives: Objective Near and Objective Far. This resonates with our professional doctrinal language on the importance of objectives as seen in the idea that military campaigns are a series of linked objectives that have logical, geographical and

operational connections in a series of continuous efforts. Objective Near we think of as the researcher's effort to get good answers to interesting questions. This is the explicit purpose of the thesis after all. Objective Far is what we have come to characterize as the development of a broader professional skill set in the researcher that will support future independent research of this type. We think this could be combined with the ability to act as a project manager while supervising the professional staff work of a team of action officers working towards a collaborative goal on a more complex problem. These two skill sets of direct research ability and project management ability collectively create the kind of broad professional skill set we hope to develop in our professional officers and which is a feature of the application of this method.

In the action research tradition, this process would be seen as one of a series of memorandums for record which document essential checkpoints along the iterative research journey and in that spirit we offer this as an important contribution to this method which surfaced in part during this thesis. Our collective professional thanks to the researchers and committee members who contributed to these emergent insights and provided important critical thinking and creative insights to our deeper professional understanding of the potential of this method.

Important Insights from the Committee

The importance of developing mature assumptions that are important, necessary, relevant and reasonable are amply displayed in the stage setting chapters of this thesis. That mapped naturally to a proper set of limitations and delimitations which demonstrated successful scoping for purposes of this inquiry. Most of the comments from the committee dealt with follow-on studies/inquiries any or all of which could build off of

this methodology and this thesis which establishes the researcher's credentials and skills in successfully designing and executing this form of case study research. The thesis itself demonstrates the utility of the method in the artful blending of a variety of sources and the evidence of critical thinking being applied in the development of the findings and recommendations.

The use of multiple mental models in this thesis approach reflects the sense of much of the community of practice associated with complexity theory which treat the triangulation and mutually supporting effects of multiple mental models to be an appropriate strategy to respond to complexity. This thesis demonstrates an advantageous and practical implementation of that approach. It also illustrates why it is necessary to get all the models and analogies on the table when considering a topic that allows for so many perspectives, some of which will be described below. Without a full and complete engagement with the many perspectives on recruiting and personnel management, the Army could fall prey to premature selection of a line of operation. The committee consensus was that the next round of research conducted at the Army level should begin with a much broader set of perspectives to consider than has previously been the case.

The literature review reflected the broad and deep dimensions of such a complex environment and the stage setting chapters met the standards of a case study's purpose to inform policymakers of the broad context they will encounter in the search for solutions. The researcher did not shrink from the challenges of this complex problem, and we observe that if it were easy, then even the committee members could do it. We applaud his intellectual courage and curiosity in pursuing this difficult line of inquiry.

The APCS method offers two formal opportunities for the committee to evaluate the critical thinking skills and preferences of the researcher. In R1 we asked the officer to establish the pre-research position and then we compare that position to the R2 position which is produced after a thorough review of literature in the first round of analysis. If the officer researcher applies critical thinking, we would not be surprised if there was a change in position due to the cognitive effort. In fact, no change in the R1 and R2 positions is suggestive that the research was simply an effort to confirm pre-existing biases. A normal result is to see an evolution and sometimes a revolution of the officer's position. It's even more difficult for the officers to change their mind when going from R2 to R3, when they must supply the different professional perspectives to their newly found position. This is even harder than shifting from R1 to R2 because normal human practice is to be more convinced of your new position after deep reflection. Kahneman and Tversky talk about this in their work on human biases. When the officer properly applies these new perspectives, we can then see that they can step outside of their personal opinion and adopt a truly broad-based professional perspective which is crucial to the development of senior staff officers and commanders in the broad military profession. This thesis is an example of a successful demonstration of critical thinking in both dimensions, and we applaud the researcher for his efforts in this area.

Future Research Questions

The Army should develop a comprehensive cost model using Activity Base Costing methods to develop a decision support tool to properly compare the return on investment payoffs of various approaches at the institutional level, connected to other means of raising readiness levels to properly evaluate courses of action coming out of the

next round of research. This cost model should reflect fully burdened costs and life-cycle implementations consistent with those used to evaluate the decades-long consequences of choices we make about materiel solutions in order to place the Soldier as System in the proper context.

The subset of DOTMLPF-P domains for the study were proper; the next round of research should fully explore all of the domains with dedicated research resources from proponents to get to the level of detail required to support a decision of this magnitude and consequence. This is especially true because the next existential threat of an LSCO may not permit a slow and deliberate form of mobilization. We will probably have to get it right, and faster from the beginning.

A future round of studies should look at specific phases of training in the expected lifecycle management program for soldiers including prep work that could be exported to high schools and communities as a public service. Other phases should include a study of recruiting that fields and mans the force at different levels of skill and responsibility than simply initial entry at the bottom rung. Targeted entry level based on a continuously updated model of requirements by echelon and skill level may allow for a simultaneous on-boarding of personnel of the requisite skill at the desired echelon immediately, rather than trying to grow within or robbing existing cadre from proficient units to man at higher levels.

A high payoff study would be to ensure that the Army could populate the proper executive committee to guide the comprehensive research that would include subject matter experts from academics, public and private group stakeholders in order to properly construct an advisory panel to ensure the project was comprehensive, professional and

complete from the beginning. It should also incorporate time series studies and longitudinal studies as much as possible in a meta-study format in order to leverage the existing body of knowledge to refine the next phase of inquiry. ARI, the Defense Science Board and RAND would be natural advisors on this project.

Proponents for human resource life cycle management must be engaged in the project to ensure that proper consideration is given to such diverse choices for solutions as: ASI, branches, MOS management, schooling opportunities inside and outside of the Army; partnering with industry.

The lessons learned from the Gen-Z study should be mapped to viral phenomenon like the viral scaling of KPOP in order to see the real potential of positive values-based messaging linked through a distributed network of mutually supporting strategic-operational and tactical organizations to compare to the current set of hierarchies which don't seem to be as adaptive and entrepreneurial as the commercial counterparts. The vocal group BTS is a living example of what can happen when you engage a wide audience with positive messaging in service to or alignment with national values. This is the kind of values-based approach that is not found at the forefront of our messaging, which emphasizes individual economics or skill acquisition after the period of Army service, which sends a message that devalues the professional service ethics we should be promoting, linked to Army values.

A partnering program for a broad life-cycle career path of professional education that includes the fields of sociology, economics, advertising and marketing, psychology and modern social communication would support the proposed development of a career field, ASI, branch for recruiting. This should be part of a set of positive inducements to

encourage the best quality soldiers to commit to recruiting. This would need to incorporate a life cycle career path of opportunities for command and management at strategic level in order to be attractive.

The committee was convinced that we should not prematurely assert that the nation's youth would NOT respond to a call to service in the face of a national emergency, citing the recruitment statistics following the events of 9-11, but agreed with the researcher that we needed a system that could more rapidly scale to man the force with all the required proficiencies at all ranks and not just those at initial entry. A deeper requirements analysis in this area needs to be made for feasibility in those areas where there is overlap between civilian competencies and military counterparts in certain technical fields. Linking these requirements to other forms of national but non-military specialties like construction engineering, logistics, military police, civil affairs, information operations, health support, transportation, communication and IT might suggest other ways to synergize the public and private sector. This dramatically increases the purpose scope and concept for the reserves and National Guard in the defense of the homeland.

In conclusion, we think these discussions deserve to be documented as part of the thesis, as spinoffs and professional insights suggested by the thesis and serve as an illustration of the emerging insights available from the application of this APCS method. We hope to use this as evidence to further demonstrate the relevance and utility of the method to members of our military profession and offer it for insights to other professions concerned with finding a synthesis between the practical needs of a

profession with a bias for action and the academic interest of research rigor, quality, validity and transparency.

The insights from this discourse are solely the responsibility of the research supervisor who made an effort to fairly represent the views of the committee members. Responsibility for any error in transmission or misconstrue of insights is strictly the research supervisor's (Dr. Kenneth Long), whereas all useful insights derive from the due diligence and professional excellence of the researcher, whom we congratulate on a job well done.¹⁴²

¹⁴² Dr. Kenneth E. Long, email message to author, 13 May 2019.

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