

Research Report 1479

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The Evaluability Assessment of the Recruiter Training Program

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Manpower and Personnel Policy Research Group
Manpower and Personnel Research Laboratory



U. S. Army

Research Institute for the Behavioral and Social Sciences

June 1988

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FOREWORD

The evaluation of the U.S. Army Recruiting Command (USAREC) recruiter training program conducted under the direction of the U.S. Army Research Institute (ARI) will provide valuable information to USAREC policy makers and planners. In particular, the results of this evaluability assessment will be used to direct the second phase process evaluation of the Army Recruiter Course conducted at Fort Benjamin Harrison, IN.

ARI's participation in this cooperative effort is part of an on-going research program designed to enhance the quality of Army personnel. This work is an essential part of the mission of ARI's Manpower and Personnel Policy Research Group (MPPRG) to improve the Army's capability to effectively and efficiently recruit its personnel. This research was undertaken in 1987 under a Memorandum of Understanding between the U.S. Army Recruiting Command and ARI (31 July 1987), with project completion set for Summer 1988. Results reported here were briefed to the Commander of the U.S. Army Recruiting Command on 12 April 1988.



EDGAR M. JOHNSON
Technical Director

THE EVALUABILITY ASSESSMENT OF THE RECRUITER TRAINING PROGRAM

EXECUTIVE SUMMARY

Requirement:

Develop a research plan for conducting the evaluations, investigations, data collections, and analyses necessary to measure the effectiveness of the U.S. Army Recruiting Command (USAREC) Recruiter Training Program (RTP).

Procedure:

A planning evaluation that consisted of both a problem and program assessment of the RTP was conducted. Investigations focusing on the programs needs, problems, targets, goals, and other relevant characteristics for both the training school and on-the-job performance were done to identify and delineate the evaluation approach for the RTP. The RTP's purpose, staffing, services, procedures, and other related characteristics were identified and delineated. Using this information, an evaluation plan was determined for the process and outcome evaluation phases of the project.

Findings:

Data availability and access to the critical elements of the Recruiter Training Program are adequate for a process evaluation. The evaluation plan for the final project phase has been determined and will examine these six key areas: (a) course content, (b) instructional strategies, (c) instructional environment, (d) media and materials, (e) recruiter candidate qualifications and attitudes, and (f) instructor qualifications and attitudes.

Utilization of Findings:

Results from this program evaluation will provide information to U.S. Army policy makers and personnel planners about the quantity, quality, and effectiveness of formal training given to Army recruiter candidates. Improved training procedures may help to ensure that the new recruiter has the maximum opportunity to succeed in the field.

THE EVALUABILITY ASSESSMENT OF THE RECRUITER TRAINING PROGRAM

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THE EVALUABILITY ASSESSMENT OF THE RECRUITER TRAINING PROGRAM

INTRODUCTION

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) in cooperation with the U.S. Army Recruiting Command (USAREC), has established a program of research to evaluate the Recruiter Training Program (RTP) of the U.S. Army Recruiting Command. Specifically, this effort focuses on the effectiveness of the Army Recruiting Course (ARC). The ARC has been designed by the Recruiting and Retention School at Fort Benjamin Harrison, Indiana, to meet the policies, needs and procedures established by USAREC. The course objective is to provide U.S. Army Active and Reserve enlisted personnel with the skills and techniques to perform as U.S. Army Recruiters. All personnel selected for initial assignment as U.S. Army recruiters attend the ARC at Fort Benjamin Harrison. Successful completion of the ARC is a prerequisite for assignment as a recruiter.

Purpose

The tasks required of this program of research are to: 1) Conduct a planning evaluation or evaluability assessment of the ARC; 2) Conduct a process evaluation of the ARC; and 3) Conduct an outcome evaluation of the ARC.

The outcomes of this research are to provide recruiter management planners and policy makers with information to assist them in evaluating recruiter training, selection, and performance policies and to forecast future training needs. This research will provide information to assist recruiting manpower and training planners to evaluate the effectiveness of training, selection, and performance programs.

Background

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

became more critical for skilled recruiters, and recruiters that could functions as sales persons. This is especially important given the forecasts of reductions by the mid-1990's in the number of youths reaching the age of 18. The situation creates greater supply-side problems; not only will there be competition in the form of more lucrative alternative career choices, but the pool of potential recruits will be diminishing.

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

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

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

The RRS takes soldiers who are either "detail" (soldiers who are nominated for assignment to the recruiting function) or volunteer recruiters and has sole responsibility for providing them with the training needed for them to become effective recruiters for the U.S. Army. Both categories of recruiter must meet specific selection criteria before being selected to become a U.S. Army recruiter. These criteria include: 1) rank (grades of E-5 or E-6 or E-7), b) years of active service, 3) years remaining on current enlistment, d) time lost on current assignment, e) age, f) physical condition, g) educational achievement (high school diploma

or above), and h) intelligence level (scores on GT and ST). The researchers, at this point, have not located data that reflect the extent to which these criteria are or are not followed.

The RRS has trained a significant number of recruiters in the past ten years. Records of the number of trainees entering the Army Recruiter Course (ARC) are available for seven of the past ten fiscal years. Enrollment numbers increased from a total of 1787 enrolled in the ARC in FY1978, to a (noted) high of 3298 in FY1985. During the past two fiscal years (FY1986 and FY1987), 2389 and 2320 trainees entered the ARC. Graduation rates from the ARC have varied over those ten years. Data for FY1978 shows that 85.3% of enrollees graduated. Rates for FY1985 and FY1986 were both above 90% (94.4% and 93% respectively), but this rate showed a marked decline to a rate of 79.2% in FY1987. This may be related to a possible change in adherence to the entry criteria cited above. This question may be answered through an auditing process of the records of the incoming trainees.

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

ARC Content

Unlike the instructional technologies employed, the content of the ARC has remained relatively constant over the years (Gordon, personal communication). Minor modifications have been made, such as the addition of a block of ethics instruction in 1983. Additionally, modifications have been made to effect the relative emphasis placed on various facets of the training. The present ARC curriculum is divided into four major segments, or annexes: Management, Eligibility, Prospecting, and Sales Techniques/Communication. The course is currently six weeks in length. The first week of instruction is conducted in the large classroom, and is provided to all members of an incoming class (usually between 40 to 65 students, with a maximum of 70). The methodology is referred to as "platform" instruction. This instructional block covers the Management annex. The block is designed to provide the trainee with the necessary skills and knowledge to maintain the Recruiter Production Management System, and to properly prepare the documents and forms necessary to enlist applicants. Forty-two total hours of instruction are devoted to this training annex. The second training block is the Eligibility annex. This block is designed to provide the trainees with the necessary knowledge of

appropriate regulations to determine an applicant's eligibility for enlistment. This annex is also administered during the platform training that is provided during the first week of the course. Nineteen instructional hours are devoted to this training annex.

After the first week, the trainees are separated into groups of ten, and these groups are assigned to a teacher who provides instruction from week two through week five. The teachers are themselves successful Army recruiters, and are trained to provide the instruction to the students. This instruction is accomplished primarily using a small-group format, practice simulations, and "AAR's," or "after-action reviews." The third training annex, the Prospecting annex, is the first instructional block to utilize this "hands-on" approach. The purpose of this annex is to provide the trainee with the skills and knowledge needed to effectively seek out potential recruits. Sixteen academic hours are devoted to this training annex.

The fourth and final training annex is the Sales Techniques/Communication annex. The purpose of this annex is to provide the trainees with the skills and knowledge to communicate their ideas and concepts to future applicants. Twenty-eight of the 118 academic hours devoted to this annex are used to make practice telephone calls to prospective applicants, and 78 academic hours are devoted to practicing face-to-face interviews with potential applicants. These activities make extensive use of the small-group format and the AAR's are also used a great deal in this annex.

Strategy

The RRS has established and implemented an instructional strategy that emphasizes the use of practical experience, as obtained in simulated recruiting situations which are set up in the classroom by the teachers. The ARC makes extensive use of this small group format, especially in the instruction of prospecting, and sales and communication skills and techniques. Also incorporated into this format is the use of "after-action-review." Use of the AAR involves discussion of each trainee's performance on a simulation exercise by the group. Immediate feedback is provided to the trainee taking part in the exercise. The instructor acts as facilitator in this situation, guiding the feedback so as to make it instructional, both for the trainee who was involved in the simulation, but also for the remainder of the group who were observers. Use of this format is designed to keep those trainees who are observers involved while one of their classmates is taking part in a simulation exercise. The ARC and other courses in the RRS were restructured in September of 1987 to utilize the small group and AASR formats in teaching more of the material. The usage of this instructional method has increased under the present school director, and continues to be the format employed in the present courses.

Evaluation

There are ongoing evaluations of the trainees as they progress through the four training annexes. They are administered tests on the material that they study during the Management and Eligibility annexes, and they are evaluated on performance of the skills they are required to demonstrate throughout the recruiting function (for example, they are evaluated on a speech that they are required to give). However, the final week of the course encompasses an overall evaluation of the skills learned during the course in a simulation of an actual recruiting station, called "RECEX" (Recruiter Exercise). The trainees are put into this simulated recruiting station and are evaluated on the tasks that they are required to perform when assigned as U.S. Army recruiters. Evaluation at this point is a pass-fail approach. There appears to be no quantitative evaluation of the trainee; they are simply evaluated as to whether they performed satisfactorily, and graduation from the course is based on this pass-fail basis. This categorical, qualitative form of evaluation makes it difficult to assess trainee's strengths and weaknesses in the various phases of their ARC training. It is possible that the end-of-course pass-fail test for evaluating students is missing the opportunity to provide diagnostic information of future prescriptive training to the Transitional Training and Evaluation (TTE) Program.

Staff

The instructional staff of the school, as stated earlier, is made up of successful recruiters who have asked for the duty, or have been asked for by the administration of the school. The prospective teacher is asked to do a training session as one step in the evaluation process, with school administrators and other teachers making up the "class." If selected to join the faculty, the teacher then goes through a 45 day training program, followed by a supervised period when they themselves serve as classroom instructors.

There are indications that the RRS may be understaffed with respect to instructional personnel. Discussions with the school director indicated that the school was requested to operate with fewer teachers than authorized, and fewer than required for the given workload requirements. This situation has been documented in the past as well (noted in historical summaries for both FY1983 and FY1984; in FY 1984, the school functioned with the instructional staff at 71.8% of requirement). Failure to provide the school with a full complement of instructional staff may hinder mission accomplishment, and the result may be greater attrition in the school, or out in the field.

Post-Attendance Training

A second phase of the recruiters training is an "on-the-job" field training segment called the Transitional Training and Evaluation (TTE) program. This program is administered by the Recruiting Station (RS) commanders, and it begins the day the new recruiter begins his/her zero production month. The TTE program is designed to complement the training

received in the ARC, and to train new recruiters to perform essential recruiting tasks with the first six months after assignment to an RS, and to be effective salespersons within 12 months after assignment. The RS commander serves both the training and evaluation function during the duration of the TTE program. There are indications that the TTE program has not been administered as originally intended. Discussion with former RS commanders seems to lead to the conclusion that the training mandated by the TTE program does not take place, often due to the station commanders' preoccupation with their own recruiting responsibilities. The station commanders are also trained at the RRS. A Station Commanders Course (SCC) as implemented as a one week course in 1978, and was expanded to three weeks in 1979. Enrollment in this course ranged from 433 (425 graduates) in FY1979 to 838 (801 graduates) in FY1985. Part of this course is taken up with training and administering the TTE program.

PROGRAM ASSESSMENT OF THE RECRUITER TRAINING PROGRAM

The U.S. Army Recruiting Command is charged with ensuring that force readiness levels are adequately maintained. This task has become increasingly difficult to achieve as recruiters have had to adjust to pressures arising from the All-Volunteer enlistment format, increasing competition from other armed services, changing cultural values of potential enlistees, and a shrinking pool of eligible applicants.

Prior to the All-Volunteer enlistment format, recruiters were chosen on the basis of being among the top percentile in their NOS. They were the individuals that the U.S. Army could point to as exemplars. This approach seemed to serve the system appropriately in an era where competition for applicants was not intense. Given enough enlistees self-motivated to join the service, it focused directly on the enlistees' need to obtain information on what area of the Army to serve in. In an era of intense competition, where self-motivation to enlist was not assumed, this policy became an immediate problem. Potential recruits had to be successfully "sold" on the Army while they were also being "told" about it. The Recruiting and Retention School at Fort Benjamin Harrison, Indiana, has the initial responsibility for preparing potential Army recruiters to meet this challenge.

The stated mission for the Recruiting and Retention School (RRS) is as follows:

- To train officers and noncommissioned officers in the skills, knowledge and techniques required to man and sustain the strength of the Total Army.
- RRS provides initial qualification training for all recruiters and retention NCO's, as well as sustainment (positional prerequisite) training for supervisors in both categories. Training is presented to soldiers from the Active Army, the Army Reserve and the Army National Guard, and school faculty members are drawn from all three components (Staff Historical Summary, 1987).

During 1987, the Recruiting and Retention School's three departments provided training through twenty-five separate courses (each with multiple sections). These courses and their respective departments are listed below:

Recruiting Department

1. Army Recruiter
2. Station Commander
3. Guidance Counselor
4. Advanced Non-Commissioned Officers Course Technical Track
5. Recruiting Commander
6. Recruiting First Sergeant
7. Nurse Recruiter

Retention Department

1. Regular Army Retention Non-Commissioned Officers
2. Advanced Non-Commissioned Officers Course Technical Track
3. Reenlistment Officer
4. Headquarters Department of Army Mobile Retention Training Team Program
5. Train the Trainer

Reserve Components Department

1. U.S. Army Retention Advanced
2. U.S. Army Reserve Retention Non-Commissioned Officers Basic
3. U.S. Army Reserve Retention Managers
4. Army National Guard Retention Manager
5. Army National Guard Advanced Retention
6. Army National Guard Recruiting and Retention Managers
7. Army National Guard Recruiting Advanced
8. Army National Guard Recruiting
9. Army National Guard Retention Non-Commissioned Officers Basic
10. Army National Guard Military Entrance Processing Station Guidance Counselor
11. Reserve Component In-Service Recruiter
12. Mobile Retention Training Teams
13. Mobile Recruiting Training Teams

The Army Recruiting Course (ARC) is where NCO's receive their initial training to perform as Army recruiters. Department of Army (DA) selected and volunteer soldiers in grade levels E-5 and above are eligible (if they meet other specified criteria) to attend this basic course. The course is six weeks in length and includes course content in: Annex A: Management; Annex B: Eligibility; Annex C: Prospecting; and Annex D: Sales Techniques/Communication. These Annexes have been designed around recruiting skills identified in eighteen tasks selected for resident training. Instruction for the eighteen tasks are delivered to the students through thirty-six Programs of Instruction (PIO's).

The current research project is primarily interested in examining various elements of the Army Recruiting Course to determine their effectiveness for the achievement of the mission. These elements include the following:

1. Recruiter Candidates
2. Course Content
3. Instructional Strategies
4. Media and Materials
5. Instructors
6. Instructional Environment

Recruiter Candidate

The quality of the student in any instructional setting has a direct impact upon the successful outcomes of the instructional program. Because of the potential strength of student effects on the outcomes of an evaluation, they cannot be disregarded. They must be examined to determine whether or not they had an effect on the overall outcome. Several characteristics including prior knowledge, academic ability and attitudes should be measured and included in the evaluation. The Army Recruiter Course lists twenty-seven items as candidate prerequisites.

The DA Selection process is often cited as a problem, because a large number of persons entering the recruiter ranks are non-volunteers. Implicit in the DA Selection process is the assumption that training can make a good recruiter out of almost anyone meeting the basic selection prerequisites. There is also some expressed feeling that because of the high number of recruiters needed, selection criteria are not always met and the ARC criteria for graduation are not always strictly enforced.

Certain variables seem to be related to the success rate of a recruiter. Some of the variables appear to be closely associated with recruiter selection criteria. For instance, previous research by David Coleman (1981) indicates that part of recruiter turbulence may be associated with:

- A SSG/EG has a 50 percent chance of remaining an On Production Field Recruiter for longer than 18 months after initial assignment
- A SGT/E5 has a 40 percent chance of lasting as an On Production Field Recruiter for longer than 12 months
- The greatest number of losses during the first tour occur among SGT/E5 and SFC/E7 with lower education levels (GED)
- 30 percent of Cohort 75 was lost before completing a 3 year tour of duty due to being ineffective, exhibiting poor conduct or requesting reassignment from USASREC

It is imperative that the current research examine the student variable to determine any effect that the variable may have on the recruiter's success in the ARC and on-the-job performance. The researchers will conduct an audit to determine whether or not students met the specified prerequisites for entry into the School.

Course Content

An important variable in any instruction program evaluation is course content. As indicated earlier, the course content includes:

Management	42 hours
Eligibility	19 hours
Prospecting	16 hours
Sales/Communication	118 hours
Examination Annex	43 hours

The evaluators must determine whether or not the content specified in the POI(s) is actually being delivered. In addition, it must be determined if the amount of time that is devoted to the various content areas is appropriate. Two sources of information about course content are the students and the instructors. Although instructors and students might be asked to provide this information directly, behavior sampling through observations will assure reasonable validity. The researchers will also conduct an audit of selected POI's to determine if they have included the specified course content (Tasks).

Instructional Strategies

The instructional strategies employed at the Army Recruiter Course are a combination of classroom platform instruction and skills laboratory or small group exercises. The first week of class relies heavily upon classroom platform instruction. Platform instruction involves lectures by an instructor to a class of a maximum of seventy students. Each lecture begins with a description of materials to be learned in the lesson and ends with a summary of what was covered. The lectures are often laced with convergent questions which provides for a low level of interaction with the student. Various media are used throughout the lectures, such as pre-recorded videotape, film, overhead projections, and chalkboards. Job aids in the form of workbooks are used in class and as homework assignment.

During the second week of training, students are assigned to small groups of fifteen. The group is held constant with the same students and instructor throughout the next four weeks of the course. The strategy in the small groups tends to be presentation by instructor with a high degree of interaction with students. Role playing is a key strategy in attempting to provide the students with a practical application of the lesson. All the students observe the role plays, and listen to the follow-up critiques by the instructors. This strategy is the main instructional strategy for instruction about sales interview and telephone techniques. Toward the end of ARC, another telephone exercise is added to give a greater degree of realism. Discarded REACT cards are used by students to make prospecting

calls to real individuals throughout the country. This exercise has provided a high degree of realism inasmuch as the telephone call is under real conditions. Four exams are administered during this part of the course. These exams include:

- Exam 1 - A 25-item Enlistment Eligibility Test
- Exam 2 - 50-item test covering subjects taught during first two weeks of training
- Exam 3 - Students fill out a case packet of enlistment documents and answer questions. 220 points
- Exam 4 - Speech

The last week of the ARC is comprised of an evaluation of students in RECEX, a set of exercises conducted in a simulated recruiting station. This phase of the course is conducted by the RECEX staff members. Students are graded on paperwork, telephone prospecting and sales interviews during role-playing sessions with other students. The "applicant" is given a script ahead of time, establishing his or her identity. The sessions are recorded on videotape and reviewed by students. Evaluation sheets, completed by the instructors, consist of performance checklists that identify steps to be completed by the student. A student is given up to three chances to pass the RECEX exercises. The exercises are graded on the basis of pass/fail. The grading system proposes a possible problem for future training. Several persons indicated that a numerical scale should be employed. It was further suggested that a numerical scale would provide diagnostic information that could be used by the Station Commanders in implementing the TTE program for new recruits assigned to his/her command.

The researchers will collect information about the instructional strategies from the instructors and the students. Observations of the various instructional strategies employed in the course will also be made by the researchers.

Media and Materials

The media and materials for a course provides a mechanism for standardizing instruction across trainers. Through the proper application of effective media and materials a course can be more adequately implemented to insure that students are receiving instruction that will assist them to achieve the objectives. Poor implementation of media and materials on the other hand may contribute to student failure. Media and materials when used properly may facilitate holding the students attention throughout the lesson. However, the use of one medium can be overdone. The over use of a medium can reduce the student's attention (motivation) to essential content. Student and instructor perceptions toward media and materials along with observations made by researchers are good sources of information.

Instructors

Evaluations designed to examine instructional program effects occasionally have discovered that instructor effects accounted to a greater degree for the outcomes. Instructor effects depend on the style that the instructor employs, which manifests itself in how the instructor deals with issues of control, structure, and interpersonal relations in managing instruction and classroom dynamics. Instructor effects may be influenced by the instructor's age, years of experience, prior training, philosophy, and attitudes. Candidates for the RRS are initially selected by USAREC. The staff at the RRS conducts a further screening on each candidate. The following criteria have been established for instructor selection in the Recruiting and Retention School:

- a. Meet selection criteria for production recruiter, as a minimum.
- b. Must be E-7 (waiverable for E-6 who meet remaining criteria).
- c. Must have less than 17 years Active Duty.
- d. Must have had successful experience as as production recruiter and station commander for a minimum of 3 years. Must hold MOS OOR (OOE for USAR personnel) prior to nomination.
- e. Must meet height, and appearance standards outlined in AR 600-9.
- f. Must not have physical disabilities such as speech impairment, or inability to stand for prolonged periods.
- g. Must have a minimum of two (2) years remaining on current enlistment contract prior to nomination (waiverable to one (1) year for individuals who are otherwise qualified).
- h. Be a Gold Badge recipient or nominee (waiverable).
- i. Must have accomplished a minimum of 110% of mission during the last year on production prior to nomination (waiverable).
- j. Cannot be under active investigation, to include preliminary investigation, at the time of nomination.
- k. Must have demonstrated the ability to speak in front of adult group audiences with confidence, composure, and in an articulate manner.
- l. Must be able to lead group discussion and address questioning with spontaneous, logical, and understandable responses.
- m. Must appear before and be recommended for selection by the Recruiting and Retention School Screening Board. Screening process includes:

- (1) Compliance with criteria stated in paragraphs a-1 above.
 - (2) Evaluation of methods of instruction demonstrated by the teacher candidate during a 45 minute class presented to the screening board. Class topics will be disseminated to teacher candidates by a broad representative upon arrival at the course.
- n. Must be stabilized for a period not to exceed four (4) years from date of assignment to teacher duty. Senior E-7's falling in the zone of consideration for promotion to Master Sergeant must be stabilized for a period of 2 years minimum from date of assignment to teacher duty.

A certain amount of useful information about an instructor can be obtained by directly questioning the instructor. In conducting the interview one must be careful to reassure the instructors that the purpose of the interview is to complement instructional program evaluation and not to assess the instructor's competence as a basis for subsequent personnel decisions. Student ratings can also be employed in the assessment of instructors. Clearly, a major advantage of using students as observers is their continuous presence in the classroom and exposure to the instructor.

One of the most commonly used ways to determine the manner of instruction is to place an observer in the classroom to rate or record his impressions of the instructor's behavior, style, and approach. While it is not possible directly to determine an instructor's attitude by observing that instructor in action, it is possible to make reasonably accurate judgments of how that instructor functions in the classroom situation. The current research will employ all three procedures to assess this element.

Instructional Environment

It is often an assumption that the physical environment of the classroom can influence the outcomes of instruction. Some instructional approaches specify the characteristics that the classroom environment should take; others do not. The classroom environments of the ARC vary accordingly. Some instructional activities are conducted in a large classroom setting with one instructor to approximately seventy students. Other settings are designed to have one instructor interacting with fifteen students. This classroom facility is arranged in a manner where all students have eye contact with one another as well as the instructor. The environment is so arranged to promote a maximum amount of student/student and student/instructor interaction. Other instructional settings are established in a way to create a simulation of the environment that is similar to the recruiting station in which they will eventually be assigned.

The current research will collect data about the instructional environment from two sources, the instructor and the students. In addition, the researchers will also collect information about the environment through observations of various classes and interviews with students and instructors.

FOCUS OF EVALUATION

It is common to judge the quality of an instructional program by its effects and its perceived effects. This places emphases on a demonstration of results as well as an indication of potential. It is expected that such results are evident among students as the group most affected by an instructional program. But instructors, too, bear the impact of curricular decisions through changes in their duties and responsibilities. These two groups, students and instructors, along with observations made by the researchers are to be the major sources of data about the Army Recruiter Course.

From students, data will be sought on achievement (during the course and on-the-job) and their attitudes toward various elements of the course. Instructors will also be asked to provide data about the same elements of the course.

The focus of the evaluation will include both a process evaluation and an outcome evaluation of the Army Recruiter Course. The remaining sections of this report will first present an evaluation design for the process evaluation and then an evaluation design for the outcome evaluation.

Process Evaluation

In conducting the process evaluation of the Army Recruiter Course, the researchers will examine six different elements. These six elements of the Army Recruiter Course include:

1. Recruiter Candidates
2. Course Content
3. Instructional Strategies
4. Media and Materials
5. Instructors
6. Instructional Environment

Recruiter Candidates. The research team proposes to examine a number of items (variables) relating to the recruiter candidate. These variables will now be discussed along with the approach selected for analysis.

1. Twenty-seven criteria are used by USAREC to select recruiter candidates. Many of the criteria simply provide nominal type data indicating that the person either does or does not meet the criteria. An audit will be made to determine whether or not a sample of student (417) from 1985 met these criteria. Another sample (approximately 150) will be selected from classes currently in the ARC and will also be audited. Frequency charts will be used to depict any discrepancies. In the remaining sections of this report, these two samples will be respectively referred to as "the 1985 sample," and "the current sample."

2. Six selection criteria provide ordinal and interval data. They include: a) amount of education, b) GT score, c) ST score, d) age at time of selection, e) rank (E-5 through E-7) at time of selection, and f) number of years in service at time of selection.

The research team will perform correlational analyses on the five selection criterion data and the student's test scores in the ARC (four separate tests). Analyses will be performed for the 1985 sample and the current sample. These analyses will be performed to determine if the selection criteria has any impact on the instructional program. A statistical analysis will be performed to determine if a difference exists between the two samples.

3. Students' attitudes toward being selected for recruiter training will be examined to determine any effect that these attitudes may have on their performance in the ARC. Correlational analyses will be performed on students' attitudinal data and student test scores. Student attitude data will be collected from a student questionnaire. Data will be collected from the 1985 sample and a current sample. A statistical analysis will be performed to determine if a difference exists between the two samples.

Course Content. The research team proposes to employ a number of different procedures to analyze the course content of the ASRC. The procedures include conducting an audit, observations, and collecting data from instructors and students through the use of questionnaires and interviews. The researchers will perform the following:

1. An audit of several sets of POI's will be conducted. The audit will be used to determine whether or not course content for the approved tasks were included. In addition, the audit will be used to determine if changes have been made to effect procedural compliance and task compliance.
2. The research team will make observations of various class sections. These observations will be used to determine whether or not instructors are providing an adequate coverage of the essential content in the POI's.
3. The research team will interview students and instructors to determine their viewpoints toward the course content. The researchers will use a set of structured questions to elicit responses. The researchers will attempt to subjectively analyze the data and provide a meaningful report of meaningful information.
4. Students' attitudes (perceptions) toward the adequacy of the course content (five areas: management, eligibility, prospecting, sales/communication, and RECEX) will be collected. Correlational analyses will be performed on students' course content perceptions and their test scores while in ARC. Student perception data will be collected using a student questionnaire. Data will be collected from the 1985 sample and a current sample. A

statistical analysis will be performed to determine if a difference exists between the two samples.

5. Correlational analyses will be performed on the 1985 samples' ARC test scores and their most recent available SQT score. This analysis will be made to determine if students who scored high on ARC tests continue to maintain a high level of knowledge about recruiting during their field operations.
6. Instructors will be asked to provide their perceptions about the adequacy of the course content. Similar types of information as was elicited from students will be collected from the instructors. Frequency charts will be used to report the data. A statistical analysis will be performed to determine if a difference exists between the students (current sample) and the instructors.

Instructional Strategies. The researchers will employ observations, interviews, student questionnaires and instructor questionnaires to gather data about the instructional strategies used in the ARC. The following activities will be performed:

1. The research team will make observations of various class sections. The observations will be used to analyze the appropriateness of the instructional strategy for the instructional task being taught. The researcher will present a subjective analysis of their findings.
2. The research team will interview students and instructors to obtain their perceptions of the ARC's instructional strategies. The researchers will employ a set of structured questions to elicit responses.
3. Students' perceptions of the adequacy of the instructional strategies will be obtained through the use of a questionnaire. Correlational analyses will be made between the scores on the questionnaire and the students' scores on tests in the ARC. Data will be collected from the 1985 sample and the current sample. A statistical analysis will be performed to determine if a difference exists between the two samples.
4. Instructors will be asked to provide their perceptions about the adequacy of the instructional strategies used in the ARC. Frequency charts will be used to report the data. In addition, a statistical analysis will be performed to determine if a difference exists between the students (current sample) and the instructors.

Media and Materials. Observations, interviews, student questionnaires and instructor questionnaires will be used to collect data about the media and materials used in the ARC. The following activities will be conducted:

1. The researchers will make observations of various class sections. The observations will provide direct data about the appropriateness of the media and materials. Subjective analyses will be made by the researchers.
2. Interviews of students and instructors will be conducted by the research team. A set of structured questions will be used to elicit responses.
3. Students' perception of the adequacy of the media and materials will be collected through the use of a questionnaire. Correlational analyses will be made between the scores on the questionnaire and the student scores on the tests in the ARC. Data will be collected from the 1985 sample and the current sample. A statistical analysis will be performed to determine if a difference exists between the two groups.
4. Instructors will be asked to provide their perceptions about the adequacy of the instructional media and materials used in the ARC. Frequency charts will be used to report the data. In addition, a statistical analysis will be performed to determine if a difference exists between the students (current sample) and the instructors.

Instructors. The research team will employ the three methods of observation, interviews, and questionnaires to gather information about the instructors in the ARC. The following procedures will be performed:

1. The research team will make observations of various instructors in the classroom situation. The observations will be used to gather information about the role of the instructor in the teaching/learning environment. Key items to be examined will be: a) presentation of stimuli material, b) interaction with students, c) covering the objectives of the POI's, d) use of media and materials, and e) general classroom rapport.
2. The research team will interview students and instructors to obtain their perceptions of the quality of instructors in the ARC. Structured questions will be used to elicit these responses.
3. Students will be asked to respond to items on a questionnaire concerning the quality of instructors in the ARC. Data will be collected from the 1985 sample and the current sample. Correlational analyses will be made on the student questionnaire data and their test scores in the ARC. A statistical analysis will be made to determine if any difference exists between the two groups.
4. Instructors will also be asked to respond to an item on a questionnaire about the quality of the instructional faculty. Frequency charts will be used to report the data. A statistical analysis will be performed to determine if there is a difference between the perceptions of the current sample (students) and the perceptions of the instructors.

Instructional Environment. Observations, interviews and questionnaires (students and instructors) will be employed to collect data about the instructional environment. The following activities will be performed:

1. Observations of classrooms will be made by the research team. The following types of instructional environmental data will be collected: a) general attractiveness of the environment, b) classroom space, c) physical arrangement, and d) room temperature (cold-hot).
2. The research team will interview students and instructors to gather information about the instructional environment. Structured questions will be used by the research team.
3. Student will be asked to respond to items on a questionnaire which relate to the ARC's instructional environment. Data will be collected from the 1985 sample and the current sample. Correlational analyses will be made on the data from the questionnaires and the test scores that students earned in the ARC.
4. Instructors will be asked to respond to an item on the questionnaire about the instructional environment. Frequency charts will be used to report the data. A statistical analysis will be made to determine if there is a difference between the perceptions of the current sample (students) and the perceptions of the instructors.

Outcome Evaluation

Two variables will be considered in conducting the outcome evaluation of the ARC. These variables will include attitude and achievement. The source for the attitude variable will be the recruiters' reaction to an item on the questionnaire. The item will elicit data concerning the subjects' attitude toward their initial selection (selected or volunteer) for Army Recruiting. Achievement will be examined through two approaches. The first approach will examine the subjects' rate of productivity as a recruiter. Productivity will be determined by whether or not they have met their Mission Box during each of the last four available quarters. A second approach will be to analyze the subjects' latest SQT scores. The subjects for the outcome evaluation will be the 1985 sample.

Specifically, the researchers will perform the following analyses for the outcome evaluation:

1. The researchers will perform correlational analyses on the subjects' entry criteria (entry to recruiting criteria--to include six of the twenty seven) to the subjects' mission box performance. This analysis will be conducted to determine if a relationship exists between the subjects' entry criteria and their on-the-job performance.

2. Correlational analyses will be performed on the subjects' ARC test scores (four tests) and the subjects' mission box performance. This analysis will be performed to determine if any relationship exists between the subjects' success in the various instructional components of the ARC and their on-the-job performance.
3. The researchers will perform correlational analysis on the subjects' initial attitude toward their selection as Army Recruiters and their mission box performance. The analysis will be performed to determine if the subjects' initial attitude is related to their on-the-job performance.
4. Correlational analyses will be performed on the subjects' ARC test scores and their most recent available SQT score. This analysis will be made to determine if students who scored high on ARC tests continue to maintain a high level of knowledge about recruiting during their field operations.
5. Correlational analyses will be performed on the subjects' attitude toward the quality of their TTE program and their mission box performance. The subjects' attitude toward the TTE program will be obtained from an item on the questionnaire.

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