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SELECTION, TRAINING, AND UTILIZATION OF NAVY RECRUIT TRAINING C-ETC(U)
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REPORT NO. 81

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**SELECTION, TRAINING,
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OF NAVY RECRUIT
TRAINING COMMAND
OFFICERS**

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TRAINING ANALYSIS AND EVALUATION GROUP
ORLANDO, FLORIDA 32813

TAEG Report No. 81

SELECTION, TRAINING, AND UTILIZATION OF NAVY
RECRUIT TRAINING COMMAND OFFICERS

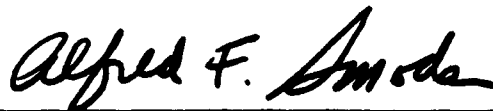
Thomas F. Curry, Jr.
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Training Analysis and Evaluation Group

May 1980

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FOREWORD

This report is one of a series of Training Analysis and Evaluation (TAEG) reports addressing the optimization of the Navy's recruit training to meet the needs of the post-1980 period, in response to tasking by the Chief of Naval Education and Training. The subject of the report is the selection, training, and utilization of commissioned officers assigned to the Navy's recruit training commands. Emphasis is placed on those officers assigned as recruit training division officers.

Appreciation is expressed to the following commands for their generous assistance and support during the development of this report:

- . 1st Infantry Training Brigade, U.S. Army Infantry Center, Fort Benning, Georgia
- . 1st Signal Training Brigade, U.S. Army Training Center, Fort Gordon, Georgia
- . U.S. Army Basic Training Center, Fort Jackson, South Carolina
- . U.S. Army Armor Training Center, Fort Knox, Kentucky
- . Navy Recruit Training Commands at Orlando, Florida; Great Lakes, Illinois; and San Diego, California
- . USAF Basic Military Training School, Lackland AFB, Texas
- . U.S. Marine Corps Recruit Depot, Parris Island, South Carolina, and San Diego, California
- . U.S. Coast Guard Training Center, Cape May, New Jersey, and Alameda, California.

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) → This report addresses the selection, training, and utilization of officers assigned to the Navy Recruit Training Commands. It is one in a series of reports concerned with how to optimize Navy Recruit Training to meet the needs of the post-1980 period. The report provides a comprehensive review of the officers assigned to a Division of the Navy Recruit Training Commands. Selection criteria, function, training, and duties of these officers have been studied. A comparison is made between the Navy division			

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officer and similar officers of the Army, Air Force, Marine Corps, and Coast Guard concerning their selection, training, and utilization. Recommendations are given for optimizing the standard training curriculum, selection, and roles of division officers assigned to recruit training.

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SECTION I

INTRODUCTION

In response to a requirement of the Chief of Naval Education and Training (CNET) of 19 January 1978,¹ the Training Analysis and Evaluation Group (TAEG) began a series of studies designed to give recommendations for optimizing the Navy's recruit training to meet the needs of the post-1980 period. To date, reports evolving from TAEG recruit training studies include: (1) an assessment of Navy recruit training,² (2) an assessment and options for Navy apprentice training,³ and (3) a survey of Navy recruit training instructor (company commander) selection, training, and use with recommendations.⁴ The most recently published report is a design for recruit training and a plan for its implementation.⁵

This report addresses another aspect of the Navy recruit training effort which has not been formally considered in the TAEG series of studies--the selection, indoctrination, and utilization of Naval officers who serve in the Recruit Training Commands (RTCs), with emphasis on the division officer.

STATEMENT OF THE PROBLEM

It is important to maintain high quality recruit training in the face of decreasing resources and the increasing complexity of such training. This situation emphasizes the need to consider methods for achieving maximum effectiveness of supervisory personnel assigned to initial entry training.

The selection, training, and utilization of officers leading and managing recruit training is an area which has a direct relationship to maintaining an effective, high quality, recruit training program.

¹CNET ltr Code N-211 of 19 January 1978.

²D. R. Copeland, J. M. Henry, Dorothy V. Mew, and C. C. Cordell. Navy Recruit Training Optimization, Post-1980. Phase I: Current Assessment and Concept for the Future. TAEG Report No. 34, 1976. Training Analysis and Evaluation Group, Orlando, FL. (AD A026528)

³D. R. Copeland, Dorothy V. Mew, J. M. Henry, and T. F. Curry. Navy Recruit Training Optimization, Post-1980. Phase II: Current Assessment and Options for Navy Apprentice Training. TAEG Report No. 53, 1978. Training Analysis and Evaluation Group, Orlando, FL. (AD A053007)

⁴T. F. Curry, D. R. Copeland, J. M. Henry, and Dorothy V. Mew. Selection and Training of Navy Recruit Company Commanders. TAEG Report No. 62, 1978. Training Analysis and Evaluation Group, Orlando, FL. (AD A060815)

⁵D. R. Copeland, J. M. Henry, and Dorothy V. Mew. Navy Recruit Training Optimization, Post-1980: Training System Design and a Plan for Implementation. TAEG Report No. 67, 1978. Training Analysis and Evaluation Group, Orlando, FL. (AD A068536)

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Proper selection and special training is particularly necessary for division officers at the RTCs. For example, at peak loading, the division officer has the responsibility of directing the efforts of about 24 petty officers and providing leadership for 960 recruits. Orienting and indoctrinating this many trainees is a demanding assignment for the division officer as well as all officers assigned to the three Navy RTCs. It is essential that officers' leadership skills be used effectively in making the transition of a civilian to a sailor to achieve the mission of Navy recruit training.

Orienting and indoctrinating Naval officers assigned to recruit training duty is currently not standardized among the three training commands. On the other hand, petty officers assigned as company commanders must complete two separate training programs before beginning their duty: the instructor training course and the company commanders training course. This is due to the unique requirements of their assignment. Therefore, it should be determined (1) if specialized training is needed for officers entering such a unique duty assignment and (2) what the design and content of such training should be.

PURPOSE OF THE STUDY

This study examines:

- . the current Navy RTC officer orientation and indoctrination programs
- . how these programs compare with similar activities in the other services
- . the optimum training and orientation of officers assigned to Navy RTC divisions or other billets.

The specific objectives of this study are to:

- . develop recommendations for the selection and utilization of officers assigned to the RTCs
- . develop a comprehensive orientation and indoctrination program for officers newly assigned to RTCs
- . prepare an outline of proposed topics for a training curriculum for officers assigned to the RTCs.

This study only concerns those officers assigned to Navy RTCs. It is believed that the recruit training's unique environment and mission makes it necessary for newly assigned officers to have additional indoctrination to increase their effectiveness.

Periodically, the nomenclature of the Navy RTCs' organizational structure is revised. To prevent confusion concerning unit terms, the term division will be used in this report. Previously, division had been called battalion.

STUDY APPROACH

A survey was made of the Navy's current selection, training, and utilization of officers assigned to RTCs. A review of relevant Navy literature at various command levels was made.

Visits were made to the three Navy RTCs to (1) study existing, previous, or proposed training programs, (2) review present utilization of division officers, and (3) discuss potential improvements and refinements to the existing programs.

Discussions were also held with experienced personnel of CNET and Chief of Naval Technical Training (CNTECHTRA) activities.

Visits and contacts were made to activities of the Army, Air Force, Marine Corps, and Coast Guard. These activities are concerned with initial entry training of recruits and also the training and utilization of officers in these programs. At selected service activities, policies, procedures, and training programs for officers assigned to recruit training programs were discussed and examined.

The information and data obtained from these various sources were consolidated, analyzed, and made into a data base. This data base was used to prepare the curricula and recommendations for orienting, indoctrinating, and using RTC officers.

ORGANIZATION OF THE REPORT

Besides this introduction, there are three more sections in this report. Section II describes current RTC officer use within the Navy and other services. Also in section II, the organizational structures of the various service recruit training commands is described. Section III summarizes the findings and recommendations for optimizing the Navy's program to orient and indoctrinate RTC officers. This includes (1) criteria for selecting RTC officers, and (2) an outline for best using these officers, and (3) a program to orient and indoctrinate the officers. Section IV tells how the curriculum and its phases were developed. Also a topical outline of the curriculum is included.

Appendix A is a copy of the questionnaire used in the structured interview of Navy and other services concerning orienting and indoctrinating officers assigned to initial entry training activities. Appendix B is the curriculum topic guidelines for the proposed RTC officer curriculum described in section IV. Appendix C summarizes the results of a special RTC officer survey. This survey was made by TAEG to study the training needs of RTC staff officers. Details of this survey are published in TAEG Technical Note 4-80.⁶

⁶H. Hughes, Jr. and D. R. Copeland. Report of the Results of a Survey on Specialized Leadership Training Needs of Division Officers at Naval Recruit Training Commands. TAEG Technical Note 4-80, 1980. Training Analysis and Evaluation Group, Orlando, FL 32813.

SECTION II

CURRENT PRACTICES IN THE SELECTION, TRAINING, AND UTILIZATION OF
OFFICERS ASSIGNED TO INITIAL ENTRY TRAINING
IN THE ARMED FORCES

This section describes the current practices of the Navy and other military services, in selecting, indoctrinating, and utilizing officers assigned to recruit training.

SELECTION CRITERIA FOR INITIAL ENTRY TRAINING ACTIVITY OFFICER ASSIGNEES

U.S. NAVY OFFICERS. The procedures for assigning Naval officers to RTC duty follow standard procedures for reassigning personnel. The current reassignment procedures do not indicate any special training and orientation requirements for RTC officers. Lieutenants (O3) or chief warrant officers now fill the Navy RTC division officer (DO) billets.⁷ These officers basically represent two different backgrounds. Unrestricted line officers (ULOs) with normally a single sea duty tour make up one group. Limited duty officers (LDOs) or warrant officers with considerable enlisted service (some are nearing retirement) make up the other group.

Those generally selected for RTC DO duty have had experience as fleet or shore DOs, although no special requirements are specified. RTC San Diego requires that DOs be qualified in a warfare specialty and that they place in the top 5 percent of their year group. This is not a restriction for officers assigned DO duty at RTC Great Lakes or at RTC Orlando.

Lieutenants serving as DOs (other than LDOs) are mostly NROTC graduates, with a few OCS graduates. No Naval Academy graduates were assigned to DO billets during the course of this study. Female officers only serve in these billets at RTC Orlando although they are eligible for DO duty. RTC Orlando is the only RTC training female recruits. The female DOs at RTC Orlando may supervise male or female divisions. RTC San Diego and RTC Great Lakes usually assign female officers to staff positions other than DO, although RTC Great Lakes has used women as division officers in the past.

U.S. ARMY OFFICERS. The U.S. Army Military Personnel Center (MILPERCEN) selects the Army officers assigned to the Army Training Centers (ATCs) for either Basic Training or One Station Unit Training. The training centers were quantitatively on the low end of the Department of the Army Master Priority List (DAMPL) before 1978. The DAMPL is used to allocate scarce resources, such as military manpower.

⁷OPNAVINST 1000/2 (Rev. 9/76)

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In the summer of 1978, General Donn A. Starry, the Commander, U.S. Army Training and Doctrine Command (TRADOC), directed the formation of a task force to examine the total Army Initial Entry Training System with emphasis on leadership.⁸ The task force found that it was commonplace that brigade (06) and battalion (05) commanders preferred to command operating force units rather than training units; these commanders perceived that the command of a training unit would not be career enhancing. An in-depth analysis by the TRADOC Task Force, however, found no evidence to support this notion.

The task force reported that the number of company grade officers (01-03) assigned to most ATCs was below authorized strength. Further, this investigation determined that, qualitatively, the Army was not assigning the best officers available to ATC company size units as compared to Table of Organization (TO) units. The existing Army "2-2-6" plan called for two out of every 10 officers assigned to be from the upper third of the quality distribution, two from the middle third, and six from the lower third. The actual assignment of company commanders (03), whose functions are similar to those of Navy division officers at RTC, is a command prerogative at the ATCs.

The task force also recommended that the Department of the Army raise the priority of assignment of officers to ATCs and insure that command of a training battalion (05) or brigade (06) has the same advantage for promotion as command of a TO force unit.

Based on these recommendations, the Department of the Army has implemented a revised selection system to insure that training centers receive the same quality of company grade officers as TO force units.

U.S. AIR FORCE OFFICERS. U.S. Air Force officers are selected for duty with the Basic Military Training School (BMTS) in accordance with AFR 36-20. They must be a regular or reserve officer with a minimum of 4 years retainability. They must have completed a minimum of 5 years total Air Force commissioned service and have the grade of major (04) for Squadron Commander positions and captain (03) for Squadron Training Officer positions. A high standard of sustained duty performance, demonstrated or potential instructor ability, and exemplary personal appearance and demeanor are required. Officer positions at levels above the squadron are assigned directly or filled by experienced squadron officers.

Staff and command positions in the BMTS are filled by either male or female officers at all levels. Recruit Training Squadrons may be composed of all male or a mixed group of male and female trainees by flights; there are no "female-only" squadrons. It was noted also that the BMTS executive officer and a former squadron commander who were interviewed were women officers, indicating a significant use of women officers throughout the BMTS. Discussions revealed that at least two male squadron commanders were formerly instructors and staff officers at the Air Force Academy and had attended the

⁸U.S. Army Training and Doctrine Command. Toward Positive Leadership for Initial Entry Training. A Report by the Task Force on Initial Entry Training Leadership, 1978, Fort Monroe, Virginia 23641

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USAF Command and Staff School. One of the officers has a master's degree in counseling and 6 years of civilian experience on a university staff. The female officer was previously the executive officer of the USAF Officer Training School for 3 years and has been in the Air Force for 16 years. She commands a mixed male/female squadron.

Squadron commanders (majors) usually have 11 to 15 years of service; the Training Officer (O3) normally has a minimum of 5 years of experience. The officers expressed a strong belief that the squadron commander position was career-enhancing, both for rated and nonrated officers.

U.S. MARINE CORPS OFFICERS. The assignment of officers to Marine Corps Recruit Depot (MCRD) duty is considered essential to the combat arms officer's career. Moreover, the training of Marine Corps recruits is considered so important that only exceptionally qualified officers are assigned to MCRDs for training positions. In recent years, the selection of officers as company and series commanders for recruit training has been a matter of personal concern by the Commandant of the Marine Corps.

Most of the male officer assignees are infantry, armor, or artillery qualified. Male company commanders (captains (O3)) are usually very experienced with up to 10 years or more of military service and may have commanded at least one company in the Fleet Marine Force (FMF). Female company commanders (assigned only to Parris Island MCRD) have little field experience but have had considerable administrative and supervisory duty. Series officers, usually 1st lieutenants (O2), will have completed officers basic school and at least one tour with FMF. Some of these officers will have completed additional training with the Army in such areas as artillery, armor, jump (parachute), and ranger school. For the majority of series officers (O2), this is their second or third duty station. A significant number of the junior officers are Naval Academy graduates; others are from NROTC and OCS.

U.S. COAST GUARD OFFICERS. Selected officers are assigned to Coast Guard Training Centers on a routine basis; no particular qualifications or special criteria are required in their selection. Officers assigned to head recruit battalions are usually O2s or O3s; regimental commanders are O4s.

ORGANIZATION AND UTILIZATION OF OFFICERS ASSIGNED TO INITIAL ENTRY TRAINING ACTIVITIES

U.S. NAVY OFFICERS. A functional listing of officer billets at a typical Navy Recruit Training Command (RTC) is provided in figure 1. Minor differences exist in organizational structure and position titles across the three RTCs. In addition, personnel shortages may require the assignment of lower grades than shown for some billets.

The key organization in the Navy RTC system is the recruit training division. Nine or more of these divisions may be active at each of the three RTCs at a given time. Each division is composed of up to 12 recruit training units (RTUs), averaging 80 male or female recruits. Although the division is a very large unit, it is placed under the leadership of a single officer (O3) or a warrant officer as the DO. This officer is provided with a small enlisted staff--usually a lead chief petty officer (LCPO), a master-at-arms (MAA),

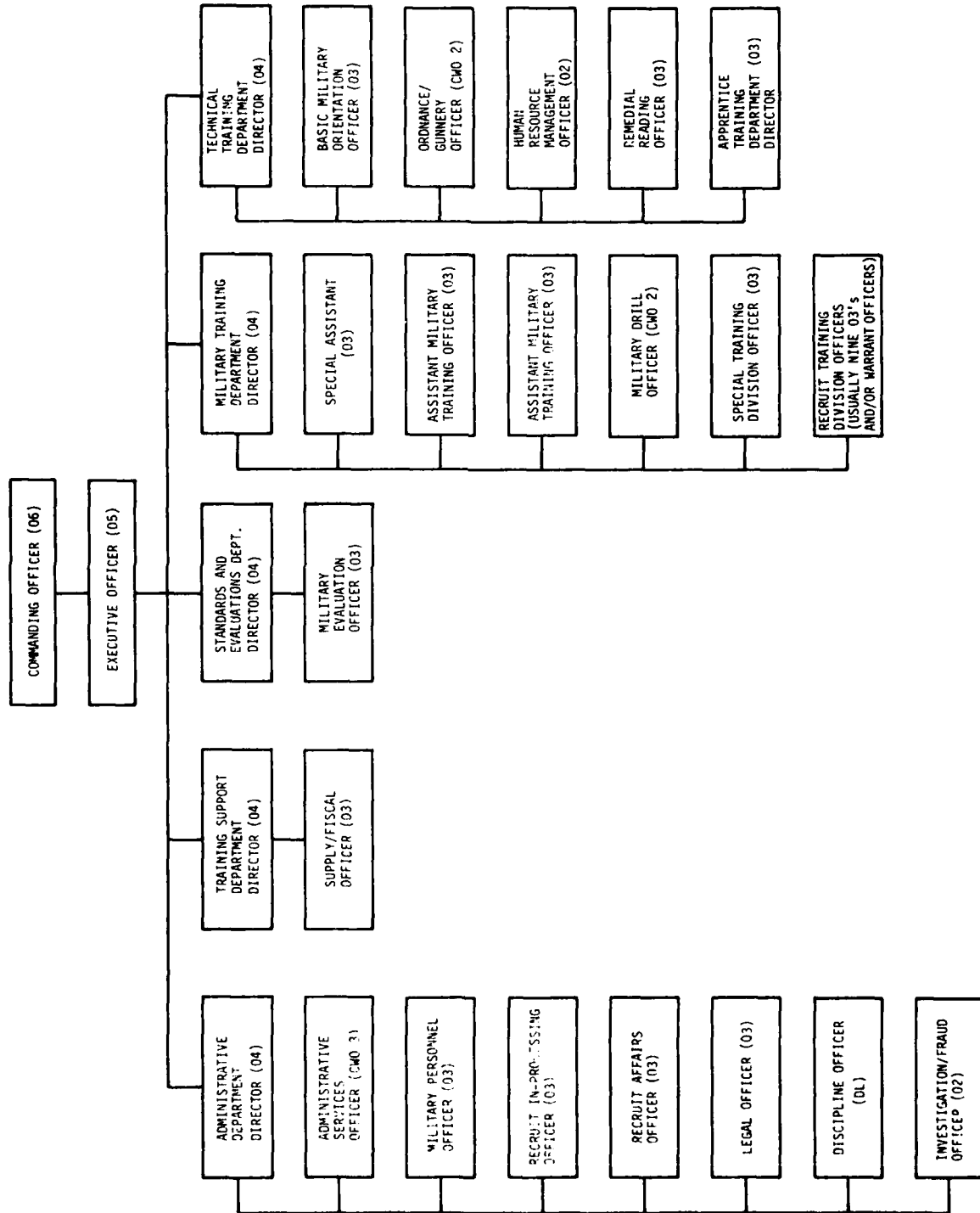


Figure 1. Typical Navy Recruit Training Command Officer Billets

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yeoman, and, in some cases, a training assistant. Two recruit company commanders are assigned for each training unit. This small cadre must respond to the needs and problems of up to 960 recruits. Figure 2 provides a typical division organization.

Typical Navy recruit training DO functions are as follows:

- . Division officer screening ("DO MAST"). Interviews, counsels, and determines appropriate disposition of recruit problems referred to him by the LCPO
- . Supervises company commanders. Observes company commanders' appearance, investigates poor performance of RTUs, watches for incidents of possible abuse of recruits, takes action to relieve company commanders for unsatisfactory performance
- . Monitors recruit training activities
- . Responds to "UNSAT" competitive inspection scores received by RTUs of the division
- . Oversees the assignment of compartments for billeting
- . Monitors building cleanliness and appearance of grounds
- . Observes some barracks, lockers, and personnel inspections
- . Conducts training unit commissioning
- . Attends weekly department meeting
- . Selects honor recruits
- . Conducts "Farewell" inspections
- . Reviews "hard cards" for completeness and accuracy
- . Conducts a weekly staff meeting.

Typical collateral duties:

- . Military Aptitude Board (MAB) weekly
- . Recruit Aptitude Board (RAB) once every 1-2 months
- . Zone inspection once every 1-2 months
- . Command Duty Officer (CDO) or Officer of the Deck (OOD) once every 2 weeks
- . Navy League Outstanding Recruit Award Board every 2 months
- . Officer Procurement Selection Board every 3 months

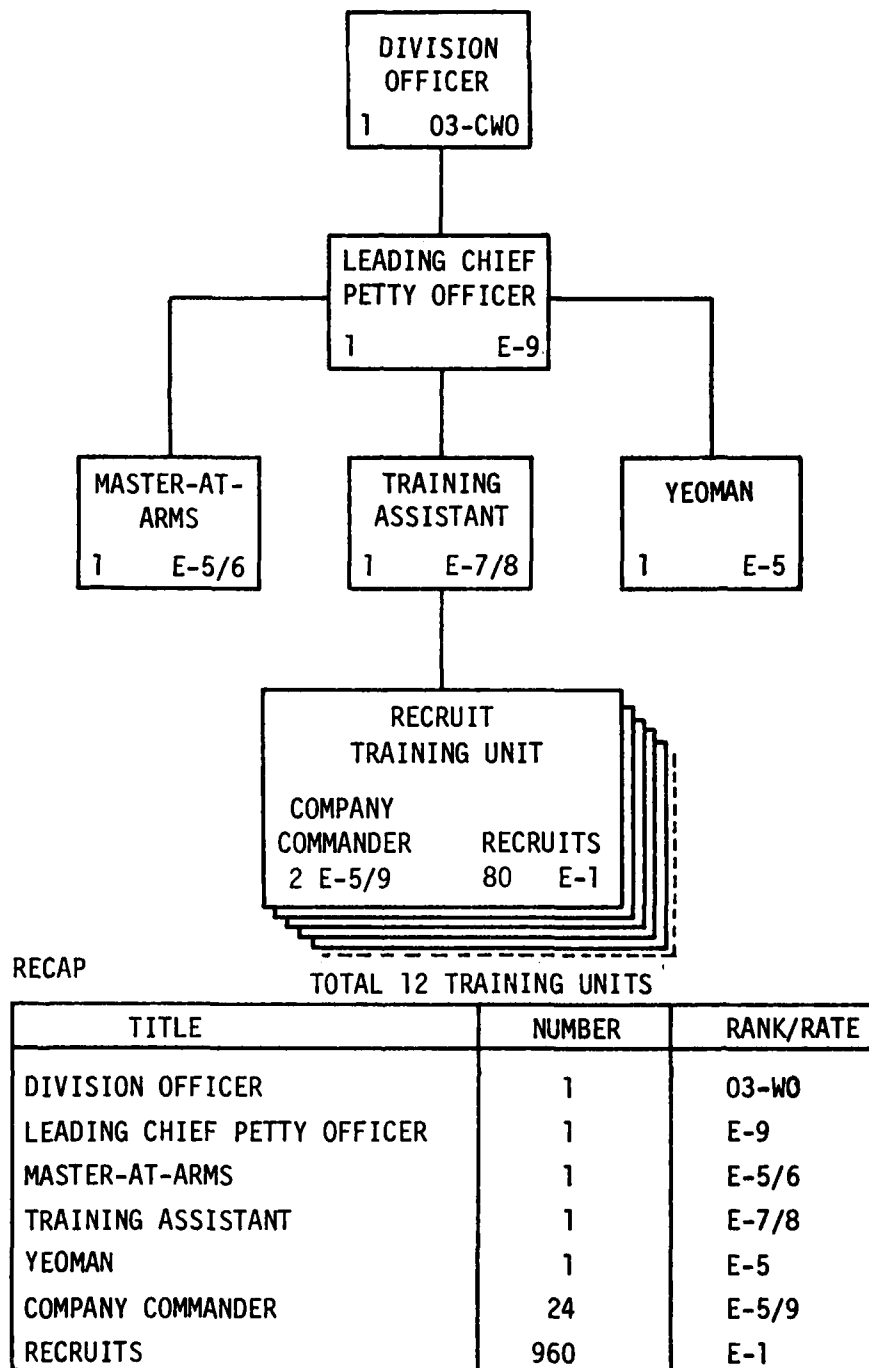


Figure 2. Typical Navy Recruit Training Division Organization

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- . Other assignments: Officers Club Board, Family Housing Board, Welfare & Recreation Board, Company Commander of the Quarter Board.

The responsibilities of the DO are many, but his authority is somewhat limited. Few critical decisions rest at the division level. The major portion of a DOs time is used in the screening of recruits whose problems are referred to him by his staff and in serving on numerous boards and committees. He evaluates his assigned staff and reviews recruit records to see that they are properly kept. His contact with the recruits as a group consists primarily of a "commissioning" speech and a "farewell" personal inspection. The recruits with whom he has personal contact are mostly those with serious problems and the few selected for outstanding performance. This regimen leaves the DO with little opportunity to observe the training process. There are exceptions, of course. For example, some DOs are able to observe activities of the recruits and make periodic checks on academic presentations. One RTC requires that its DOs conduct periodic instruction in certain subjects.

The typical DO has little voice in the selection of company commanders. The company commanders are assigned by the military training department to a division on a rotation basis. As a result, there is a lack of the organizational unity or esprit-de-corps which exists among personnel who have organizational commitment and who know each other's capabilities. Also, since recruit training units (companies) are formed and assigned to divisions a week or so apart, each unit is in a different week of training. This results in weak division loyalty and little competitive feeling between companies since each training unit is at a different phase in the cycle. (Note: This is not the case at RTC San Diego where training units are assigned to fill a division in the same week; all recruits are at the same point in training and are competitive.)

As a result of the staggered entry, the training units (or companies) within divisions tend to know and respond only to their two company commanders and have little awareness of supervision by others and the chain of command, with the possible exception of the LCPO and MAA. This situation requires extra effort on the part of the division officer to demonstrate his leadership.

There are certain other RTC officers whose duties are related to those of DOs. They are the:

- . Special training division officer charged with the supervision and training of problem recruits
- . Military drill officer charged with the supervision and training of the drill team
- . Director of Apprentice Training charged with the supervision and training of recruit graduates designated for apprentice training.

The military training department chain of command goes from the division officer to the assistant military training officer (AMTO), then to the military training officer (MTO) (see figure 1).

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Most officers assigned to RTCs do not directly supervise training units (companies) or recruits, but instead provide the administrative support. With a few exceptions, these officers have little personal contact with recruits but need to be aware of recruit needs and the philosophy of recruit training.

U.S. ARMY OFFICERS. The functional equivalent of the Navy DO in the U.S. Army is the company commander. A typical Army recruit training company is composed of four platoons of up to 50 trainees each and is headed by the company commander (03), an executive officer (02), a First Sergeant (E8/9), a supply sergeant, and an armorer. Each basic training platoon has three drill sergeants assigned.

The company is concerned solely with training; most administrative functions are conducted at the next higher echelon, the battalion, which incorporates five companies. The typical basic training battalion is commanded by a lieutenant colonel (05), with an executive officer (04), an operations and training officer (03), a chaplain (03), a First Sergeant, and an enlisted administrative, clerical, and logistics staff. A Personnel Action Center (PAC) handles all administrative matters for the five basic training companies in the battalion. In addition, a consolidated mess is operated by the battalion.

The company commander is recognized as the "man in charge"; he runs his company. He has influence in the selection of his staff, and he can recycle a recruit or transfer him to another platoon on his own initiative. Problems which cannot be resolved within the company can be referred to the battalion commander and his staff. A high degree of initiative and self-reliance is expected of the company commander. He also has Article 15 authority. The Army stresses the need for company grade officers to provide strong leadership for noncommissioned officers and recruits.

The Army company commander, his staff, and the battalion chaplains spend a large amount of time in the field with recruits, observing training. Wherever the recruits are, one or more of the officers will usually be present, in the uniform of the day, observing and often participating in the training activities. There is a very close-knit relationship and much interaction among the company officers, drill sergeants, and basic trainees. For example, every officer in the Army infantry training brigade at Fort Benning must be capable of passing the same qualification tests as the basic trainee. Officers also instruct certain subjects, such as the Geneva Accords and the Code of Conduct. Company officers are not often called upon to perform collateral duties due to their involvement in recruit training activities.

The functions of the Naval Training Center (NTC) with its Administrative Command (ADCOM) and RTC are similar to the ATC and Army Training Brigade (ATB). The ATC represents the permanent party for base support functions. The ATBs are responsible for the successful completion of initial entry training and have the same general organizational structure as regular Army units. A typical brigade staff consists of the commanding officer (06), an executive officer (05), S-1 personnel (04) and assistant (03), S2/S3 Intelligence/Operations and Training (04) and assistant (03), chaplain (04), the logistics staff plus other staff personnel. Unlike the Navy, Army chaplains are assigned to, and are therefore responsive to, both battalion and brigade commanders.

Another ATC organization, the committee group, is charged with most of the field instruction and training of recruits. It is a separate unit, not a part of the brigade. It has a commander, executive officer, and an operations and training officer, who supervise separate committees for general military subjects, fire support, combat indoctrination, and marksmanship. The committee group also operates and maintains the various weapons and combat ranges used for training. Committee group training is supplemented with reinforcing instruction and review by the drill sergeants.

U.S. AIR FORCE OFFICERS. In the Air Force, the organization most closely resembling the Navy recruit training division is the Air Force basic training squadron. Although these organizations train roughly the same number of recruits, there are considerable differences in their structures and the functions of assigned officers.

The BMTS at Lackland AFB, Texas, is the sole initial entry training location for the Air Force. The 11 basic military training squadrons, plus one which trains foreign students, are under the direct supervision of the Commander, BMTS. The three primary support divisions--Operations, Standardization, and Training Evaluation--are represented in a lateral chain of command and impact upon the training squadrons only in their specific functions, figure 3.

Each basic military training squadron is essentially self-contained and provides almost all of the training and resources required by the recruits assigned to it. Normally, a typical squadron is composed of 20 "flights" of 50 trainees, housed in a single modern building. This building contains, in addition to sleeping quarters, an orderly room and administrative offices, classrooms, a dining hall, recreation rooms, and a small dispensary. During their period of training, most activities are conducted in the building or immediate area. Exceptions are such activities as marksmanship training, the "confidence" course, and parades.

The organization of Air Force trainee squadrons is better staffed than that of the Navy recruit division (see figure 4). In addition to the commander (04), there is an assigned training officer (03), a substantial enlisted staff, and two military training instructors (MTIs) assigned to each flight of 50 recruits. The MTI has the same functions as the Navy company commander. A chaplain is also assigned to each squadron.

The Air Force basic training squadron commander is responsible to the BMTS commander for the effective, efficient operation of the training and administrative functions of the squadron. He is expected to participate to the maximum extent in training activities such as open-rank inspections, performance evaluations, commander's time, honor flight inspections, and honor flight award presentations. Through his training officer, training superintendent, and section supervisors, he directs all squadron activities as well as the training, counseling, and discipline of his staff, instructors, and trainees. He has influence in the selection of his staff and the authority to carry out minor disciplinary actions, including Article 15 punishment.

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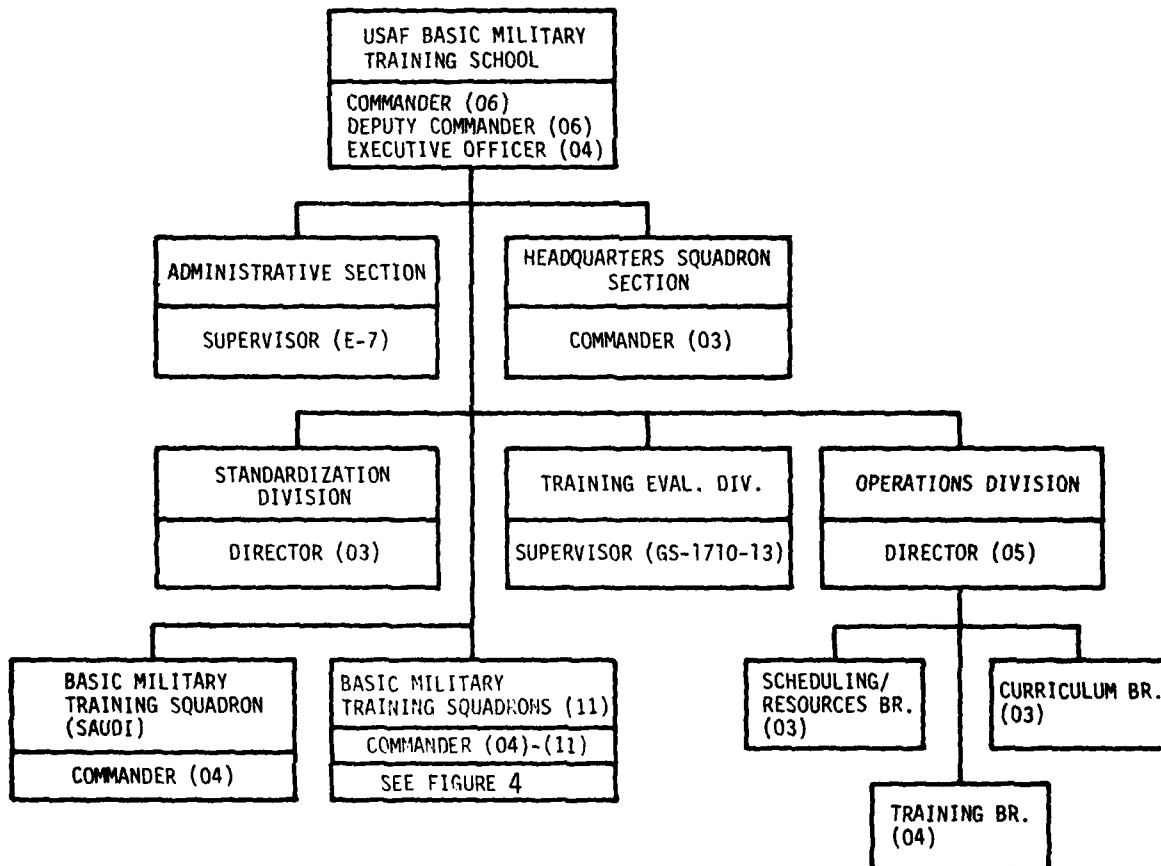


Figure 3. USAF Basic Military Training School - Officer Billets

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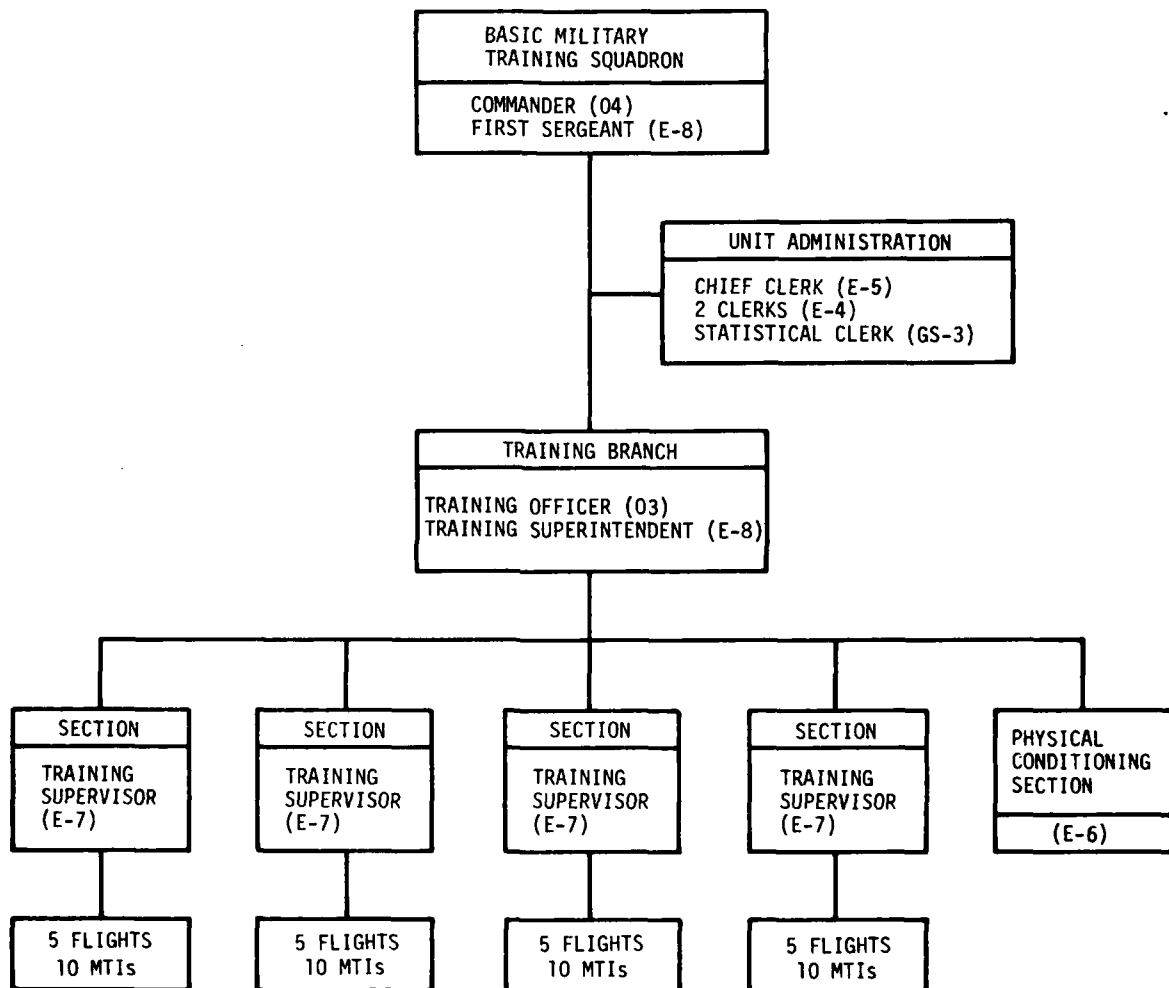


Figure 4. Functional Organization of USAF Basic Military Training Squadron

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The supervisory structure of the squadron, which includes section chiefs over groups of flights, permits a constant check and review of recruit and instructor compliance with training policies, regulations, and procedures. It should be noted also that in this "closed" system staff personnel are motivated to respond well to the direction of the officer and enlisted supervisors and to have a feeling of loyalty and dedication to their squadron.

It was observed that the BMTS has a policy of "promoting from within." For example, the training officer will often become the squadron commander if he has sufficient seniority and experience. Likewise, the experienced squadron commander may move up to command a division or to a staff position. The officer who serves as deputy BMTS commander usually becomes the next commander. This system serves to motivate assigned officers, to create loyalty to the organization, and to provide a constant flow of experienced officers who are familiar with the basic training program.

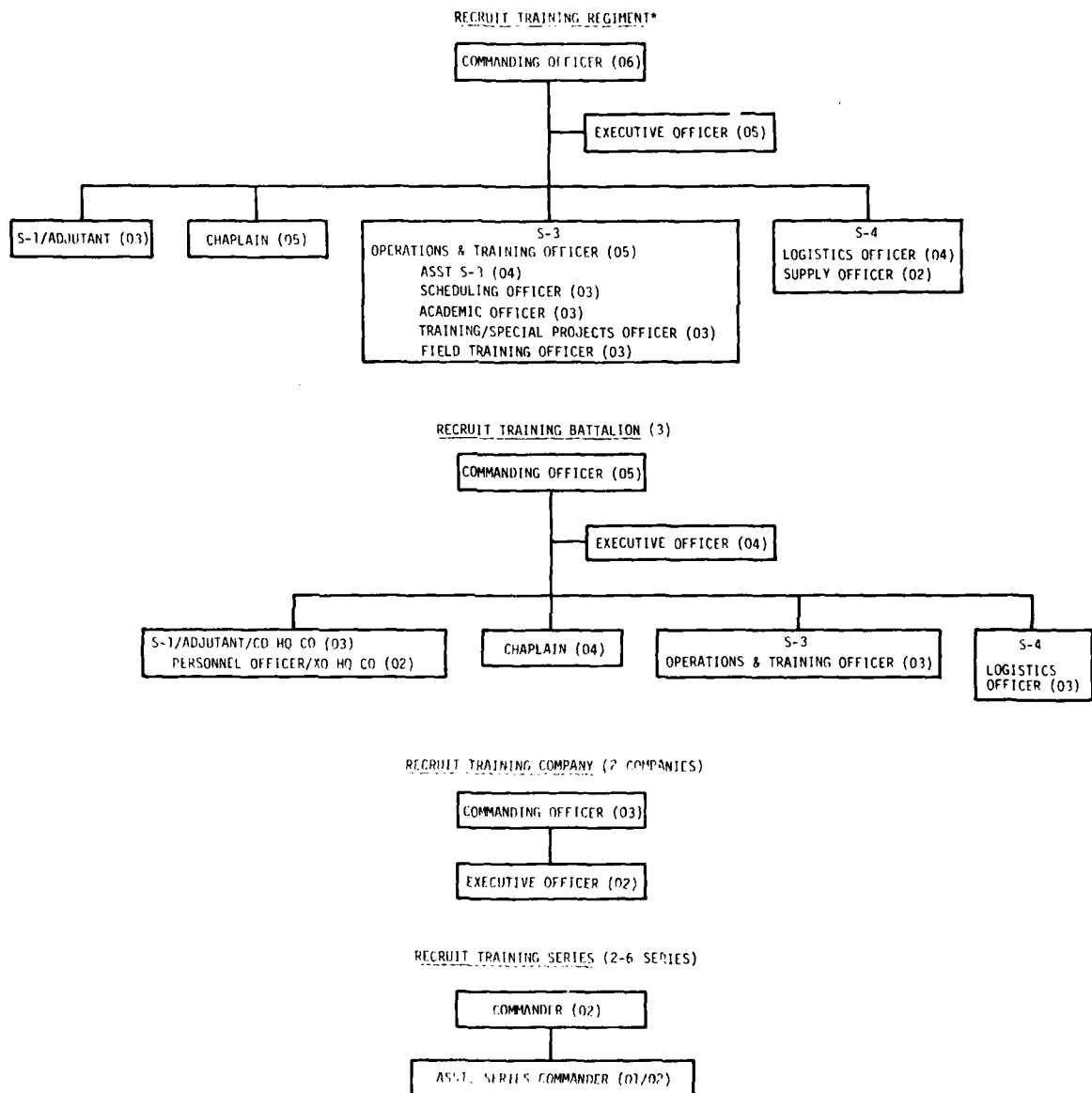
The BMTS Training Evaluation Division gathers, evaluates, and reports on feedback data from a variety of sources and develops proposals for evaluation projects. In addition, the division develops and conducts the student critique program and exercises staff supervision over the student critique and course review programs. The Standardization Division evaluates the ongoing training process including individual and unit activity to insure quality is instituted and maintained. Each training squadron is evaluated approximately twice a year, with spot checks in between. The operations division is responsible for developing and conducting training. Medical, dental, chaplain, supply, and other services are provided by the Air Base Group, which also supports a separate in-processing facility.

U.S. MARINE CORPS OFFICERS. Typical officer billets within the Marine Corps Recruit Depot (MCRD) organization are shown in figure 5. The key unit is the recruit training company, commanded by a captain (O3), supported by an executive officer (O2), a chief drill instructor (DI) and assistant DI, and a police and property NCO. A recruit training company includes from two to six recruit series, with an average of four. A series is composed of four platoons and is led by a series commander and his assistant, both first lieutenants (O2). The average platoon numbers approximately 75 males or 50 females, resulting in a ratio of one officer for each 100 to 150 recruits. Three DIs are assigned to each platoon, for a ratio of one DI for each 17 to 25 recruits. One DI is designated senior DI. Each series has a gunnery sergeant to assist the commander in administration and supervision.

After a series commander has served for a year or more, he may become a company executive officer, move to a regiment staff billet, or to depot headquarters. Company executive officers usually become company commanders. Through this progression, they are aware of needs and problems of the training activities. The normal tour of duty at MCRD is 3 years.

Marine Corps company and series officers normally dress in the same uniform as the DIs and recruits and are constantly in the field observing and participating in many of the training activities. It is a matter of pride and leadership example that officers and DIs often go through the same activities as recruits. Navy chaplains assigned to the recruit battalions also spend time with the platoons during training. The active participation of chaplains

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*Support functions not included: Recruit Receiving and Admin. Center, Headquarters Company, Drill Instructor School, and Special Training Division

Figure 5. Typical Marine Corps Recruit Training Organization Officer Billets

is similar to their role in the operational environment for both the Army and Marine Corps.

Women Marine recruit training is conducted by a separate battalion, which reports directly to the headquarters of MCRD. The women Marine recruit program differs from that of male Marines both in curriculum content and length. The majority of the officer staff of the women's battalion is female, as are most of the DIs; however, some male DIs are used when shortages occur. With the exception of the women's battalion, Headquarters service, marksmanship, and weapons training, all recruit training is conducted by the Recruit Training Regiment (RTR).

The RTR is composed of a regimental headquarters, a support battalion, and the three recruit training battalions (see figure 5). Subordinate units include:

- Regimental Headquarters. Recruit Training Regiment Headquarters consists of a commanding officer, executive officer, sergeant major, an adjutant, operations, S-3, and logistics sections. At MCRD Parris Island, the staff of the Drill Instructor School is part of the regimental headquarters.
- Regimental S-3. The RTR S-3 is responsible for the planning, scheduling, monitoring, coordination, and evaluation of the recruit training program. The S-3 section includes the physical training unit, academic unit, and field training unit.
- Support Battalion. The commanding officer of the support battalion is responsible for providing administrative support for the regiment's permanent personnel as well as recruit personnel.
- Recruit Training Battalions. Recruit training battalions conduct prescribed training for assigned recruits and assist in the processing and troop handling of recruits placed in a transient or graduate hold status. Each battalion is composed of a headquarters company and normally two recruit companies. Battalion headquarters includes the command section, adjutant, S-3, S-4, chaplain, and personnel to perform routing and legal functions. It also contains the battalion transient platoon composed of a casual section and graduate hold section for the administrative control of recruits not assigned to a training series.

U.S. COAST GUARD OFFICERS. The Coast Guard conducts initial entry training at two training centers (TRACENs) located at Cape May, New Jersey, and Alameda, California. Each differs from the other in organization. Cape May uses the more traditional system of assigning officers to specific training battalions and to regiment, while Alameda assigns officers by function (see figure 6).

Cape May Organization. There is a single regiment at Cape May composed of three battalions. One is a "special battalion" which handles in-processing, hold, band, etc. The number of recruits in the special battalion averages 70 to 100 but can jump to 300 to 400 on occasion. The other two battalions handle regular recruit training. Their numbers fluctuate, but average about 200 recruits each. There is one officer (O2) in charge of each battalion. He

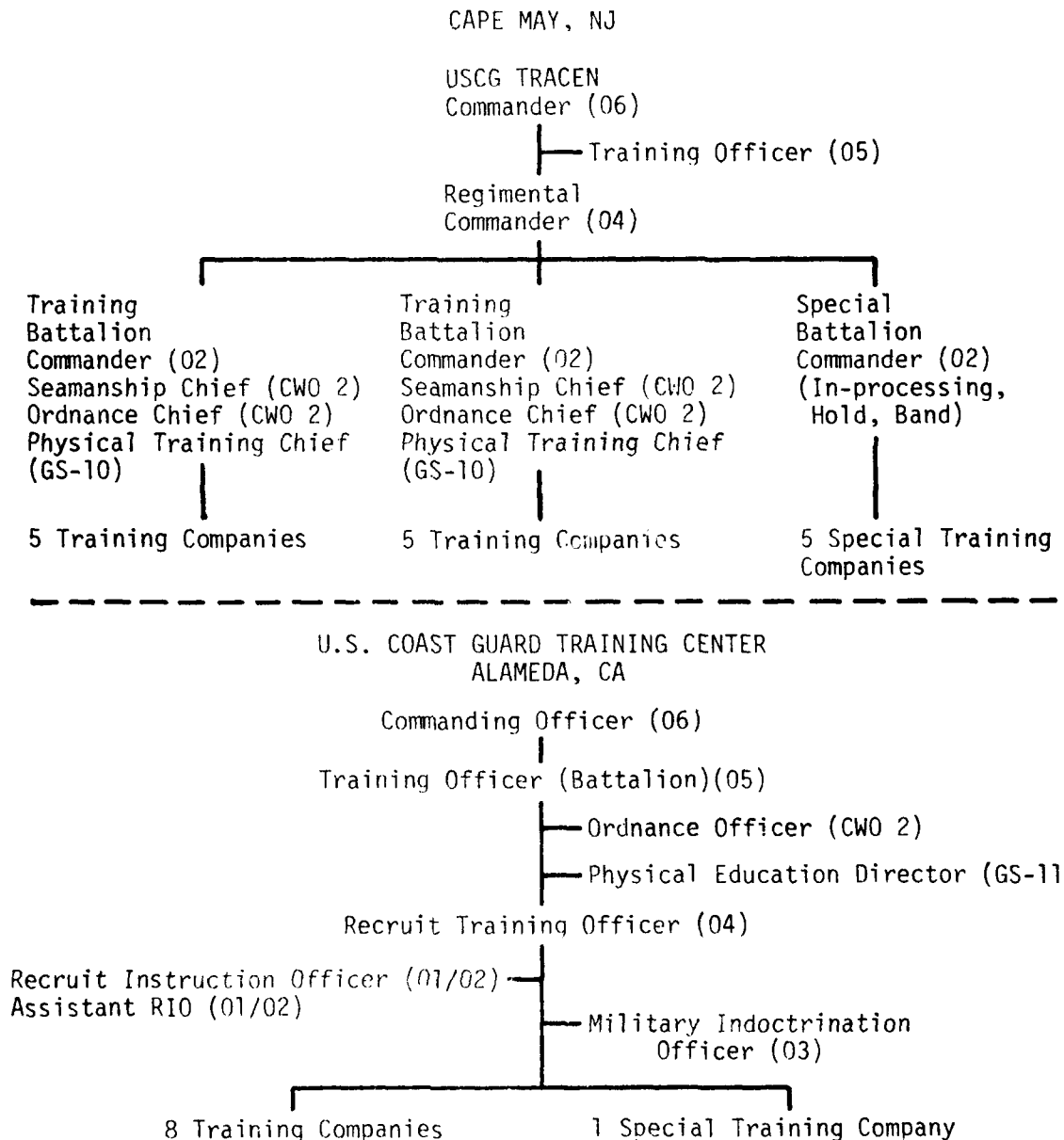


Figure 6. Typical Officer Assignments at Coast Guard Recruit Training Centers

is assisted by two CWO-2s for seamanship and ordnance, and a physical training chief (GS-11). There are up to five companies for each battalion commander. The regiment billets include a commander (04), a drill master/adjutant (E8), and a personnel specialist (GS-11). The regiment will average about 600 recruits, but may train as many as 1,100. The regimental commander and training officer do not normally have day-to-day contact with recruits; they are primarily concerned with direction of the overall program. Officer contact is usually provided by the battalion officers (02) who are physically located in the recruit barracks buildings. Female recruits are trained only at Cape May.

Alameda Organization. The recruit training organization at Alameda is somewhat different from that at Cape May. There is a single battalion made up of eight training companies and one special company. The Alameda Training Center is headed by a commanding officer (06) and a training officer (05). At the battalion level, there is a recruit training officer (04) who is in charge of all recruit training, approximately 2,700 recruits per year. The three branches of the battalion are headed by the military indoctrination officer (MIO) (03), the recruit instruction officer (RIO) (01/02) and assistant RIO (01/02), and the training administration officer (01).

The military indoctrination branch is composed of nine recruit companies--eight training companies and one special purpose company. There are an average of 45 to 50 recruits per company with an input of 30 to 70 trainees per week. A new company is formed and one discharged each week. A company commander (E6-E7) is assigned to each company. The special company is used for in-processing, hold, academic and physical remedial training, and special assignments such as band and honor guard.

The recruit instruction officers are responsible for the classroom instruction, testing, curriculum development and review, and remedial reading.

The training administration officer provides for the maintenance of personal service records and training records.

Other support activities are provided by the TRACENs. At Alameda, the doctors, dentists, psychiatrist, and medical administrator are from the U.S. Public Health Service (USPHS), and the chaplains are Naval officers.

ORIENTATION AND INDOCTRINATION OF RTC OFFICERS

During recent years, the military services have become increasingly aware of the special problems related to the training of today's recruits. They are also aware of the need to insure that every person connected with the recruit training process possesses the skills needed to produce the desired output. Several factors impact upon the indoctrination of the recruit trainers and supervisors.

- . Today's recruit is affected by the educational, social, and economic trends occurring in American society, resulting in different expectations by recruits than in the past.
- . Problems of motivation and challenges to authority are more evident in the present trainee than in the past.

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- . The typical recruit, fresh from civilian life, has yet to adapt to the military environment and encounters problems often quite different from those in regular Navy billets, requiring different approaches in handling recruit disciplinary and personal problems.
- . It is apparent that the pool of eligible young men from which male recruits are drawn is declining, and will decline significantly over the next decade. This will require that every effort be made to continue to insure that as many as possible of those recruited become qualified members of the Navy. This outcome is related to the skill of recruit trainers and supervisors.

The above problems and the need for increased officer involvement in the recruit training process, have led to new training approaches by the services.

Two of the three Navy RTCs administer a program of orientation and indoctrination for newly assigned officers. There are some differences in scope and content of these programs and in the officer groups to which they are addressed. It should also be noted that such programs are frequently modified, as a matter of expediency in times of shortages, or in an effort to achieve more effective results. Therefore, the programs described below may have undergone changes since the observations contained in this report.

U.S. NAVY PROGRAMS. At Navy RTC, Orlando, there is an 8-day indoctrination schedule for all newly reporting officers. It consists of individual or small group briefings by RTC staff members. It is designed to acquaint them with the support operations involved in recruit training and the locations and functions of the various departments. Included are tours of the special training division and regular training divisions. In addition, newly reporting officers attend the first week of the Company Commander School and a recruit graduation review. The typical orientation for RTC Orlando is outlined below:

DAY 1 Interview with CO, XO
Briefing by Director, Administration

DAY 2 Administration Department Briefing
Code 25 Briefing (Recruit Affairs Division)
Code 24 Tour Receiving Division
Code 22 Briefing (Legal Division)
Code 23 Briefing (Admin Svcs Division)
Code 21 Briefing (Personnel Division)

DAY 3 Training Support Department Briefing by Director
Tour Code 31 (Data Analysis/Admin Division)
AM Tour Code 32 (Recruit Scheduling Division)
Tour Code 36 (Supply Fiscal Division)
Tour Code 37 (First Lieutenant) Division
PM Senior Watch Officer Briefing

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- DAY 4 Military Training Director and
Ass't. Military Training Officer, No. 1 Briefing
Tour of Training Area One, including:
Briefing from Special Training Division Officer
Briefing from Second Division Officer, and a Regular Division
Observe a Division Officer's Screening (Time Permitting)
- DAY 5 Briefing from Ass't Military Training Officer No. 2
Observe Ass't. Mil. Trng. Off. Screening and
Military Aptitude Board
Tour of Training Area Two
Briefs from: Military Drill Division, 7th Division Officer,
9th Division Officer, and a Male Division (Time Permitting).
- DAY 6 Observe Navy Aptitude Board (NAB) (0745)
Technical Training Dept Briefing by Director
Firefighting/Damage Control Division Briefing
Ordnance/Gunnery Division Briefing
- DAY 7 Academic Review Board (0730)
Briefing by Testing Officer
AM Tour Remedial Reading (4040) Division
PM Briefing with Basic Military Orientation Division
Briefing with Human Resources Management Division
Briefing by Technical Training Assistant for Apprentice Training
- DAY 8 Water Survival & Physical Training Division (0730)
Briefing by Director, Standards and Evaluation Department
AM Briefing by Training Unit Supervisor Indoctrination Division
Briefing by Curriculum and Instructional Standards Division
PM Briefing with Military Evaluation Division
Observe Inspections
- Day 9-14 Complete 1st week of T.U. Supervisor Indoctrination (CC School)
- FRIDAY: Attend Recruit Graduation Review

Usually, newly reporting officers will accomplish the above schedule on their own. They make their own arrangements, go to the various activities, and are briefed. The depth of the briefing depends largely on their own efforts and interest. It is a very informal system, and its effectiveness depends largely on the officer himself. There appears to be no alternative to this system of individual indoctrination because the input of officers is very low. For example, during some months there is no input, or perhaps only a single officer. The arrival of two or three officers in a single month is unusual, and four very rare. The time required for the indoctrination, normally 8 days, can extend considerably or be shortened, as circumstances require. Generally, officers will spend more time on matters related to areas to which they will be assigned.

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Those officers who are assigned to recruit training division billets will usually "shadow" the incumbent division officer for a short period of time before taking over. The length of such activity depends upon the departure date of the officer being relieved--the period of "shadowing" can be very short, or nonexistent.

At Navy RTC Great Lakes, all newly reporting officers are assigned to the Director, Standards and Evaluation Department for a 2-week indoctrination period. The indoctrination is self-paced and includes an interview with each officer filling a support billet. In addition, all officers up to and including lieutenant commander (O4) are assigned as recruit training division officers for at least one training cycle (currently 7.7 weeks). (Female officers are usually exempted.)

In addition to briefings given by staff and support personnel, the new officers are required to review a collection of instructions and policy statements for each of the major RTC departments. They are also required to demonstrate an understanding of the functions of each.

Officer orientation may be modified to meet the needs of certain officers. Chaplains, for example, will spend more time with the special training division and in-processing where more problems are likely to occur. Legal officers will concentrate on legal problems of recruits. Females, especially those without command or leadership experience, are normally placed into the one-cycle division officer position. However, three female officers have filled DO billets within the past year. The assignment was made at their own request.

Officers designated to become DOs are given an intensive indoctrination by the military training department. The coverage includes the following:

- . a "welcome aboard - get your act together" briefing
- . what the DOs job is; how long he can expect to do it
- . a few days observing the military training officer, and his problems
- . Recruit Aptitude Board (RAB) meetings
- . the proper handling of documentation for RAB
- . critique of RAB evaluations
- . observation of Navy Aptitude Board (NAB)
- . critique for selection of outstanding recruits
- . observe several recruit division officers on-the-job
- . work with DO experienced in problems of inspections
- . observe Recruit Evaluation Unit (REU) interviews and evaluations
- . observe Military Evaluation Division (MED), bunk, and STAR inspections

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- . observe physical training and infantry drill
- . monitor graduation process
- . observe company commander activities
- . become acquainted with personnel with whom he will be interfacing: laundry services, psychiatrists, dentists, doctors--especially legal officers, special training division personnel, and others
- . learn the general content of the recruit curriculum.

There was no formal indoctrination for newly reporting officers at RTC San Diego during the period of this study. At San Diego, officers assigned to recruit training divisions are required to be warfare specialty qualified and are carefully screened. Recently, there was a formal indoctrination program for officers which included their participating in certain parts of the Company Commander School. There is, however, a Naval Training Center (NTC) orientation course, currently 2 days, which most new officers attend, but it does not address the RTC specifically.

Several officers informally suggested that an indoctrination at the San Diego RTC would be helpful and that it might include (1) become familiar with the RTC "language," (2) review the Company Commander's Guide, (3) a detailed tour of the RTC complex, and (4) briefings by the commanding officer, the executive officer, and department and division officers. Following this procedure, incoming officers would meet the key personnel and learn where they are located. Then they would have a 1 week portion of the Company Commander's School (the administrative phase). They would also study and become familiar with RTC regulations.

U.S. ARMY PROGRAMS. The U.S. Army Training and Doctrine Command (TRADOC) has some mission functions similar to those of the Naval Education and Training Command. In December 1978, TRADOC completed an extensive report on their initial entry training system.⁹ One phase of the report addressed officer training at the company, battalion, and brigade levels. As a result of the report, a number of separate efforts were initiated to improve the entire entry level training system, including officer indoctrination and functions. This effort in regard to officer training was observed in progress at several of the Army's recruit training centers where new programs are being developed and implemented. It was also anticipated that a standardized program for the indoctrination of officers assigned to initial entry training organizations would be provided by TRADOC.

The Army's pre-command training program was expanded in early 1980 to include training for ATC brigade (06) and battalion (05) commander-designees. The course, conducted at Fort Jackson, is designed to introduce them to the environment they can expect to encounter as commanders of basic and advanced individual training units. The initial pre-command course follows.

⁹ Ibid.

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	<u>SUBJECT</u>	<u>MODE</u>
<u>1st Week</u>		
<u>Monday</u>		
0800-0810	CG Greeting	Conf
0810-0820	Opening Remarks (TRADOC ADCST)	Conf
0820-0850	TRADOC Command Briefing	AV
0900-0950	Course Introduction	Conf
1000-1030	Developing the Unit Team I	Conf/Seminar
1030-1050	Course Administrative Procedures	Conf
1050-1100	Travel to AFEES	Minibus
1100-1225	AFEES Tour/Briefing	Conf/Tour
1225-1230	Travel to Reception Station	Minibus
1230-1315	Lunch at Reception Station	
1315-1500	RECSTA Tour/Briefing	Conf/Tour
1500-1505	Travel to B-3300	Minibus
1505-1600	IET Cadre Training Programs	Conf
1600-1630	Homework Assignment/Learning Resources Center Briefing	Conf
<u>Tuesday</u>		
0800-0850	IET Environment	Conf
0900-1150	Situational Leadership	Conf/Seminar
1150-1300	Lunch	
1300-1450	Situational Leadership and Power	Conf/Seminar
1500-1650	Performance Management	Conf/AV
1700	Homework Assignment	Conf

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	<u>SUBJECT</u>	<u>MODE</u>
<u>Wednesday</u>		
0800-0900	Performance Management	Conf/Work Group
0910-1150	Stress Management	Conf/Seminar
1300-1700	Communications and Counseling	Conf/Seminar/AV
<u>Thursday</u>		
0800-0850	Male/Female Training Management	Conf
0900-0950	Male/Female Training Mgt Seminar	Seminar
1000-1150	Training Workshop 1-A	Indiv Instruc
1300-1350	Training Workshop 1-B	Indiv Instruc
1400-1700	Drill Sergeant Seminar	Seminar
<u>Friday</u>		
0800-0900	Director's Time	TBA
0900-1550	Law	Conf/Seminar
<u>2nd Week</u>		
<u>Monday</u>		
0800-0850	Battalion Training Management System (BTMS) Briefing	Conf
0900-1050	Training Workshop 2 (Tng Management)	Indiv Instruction
1100-1150	Training Workshop 3 (600-4)	Conf/Work Group/ Indiv Instruction
1300-1700	Sergeants' Business and CSM Seminar	AV/Seminar
<u>Tuesday</u>		
0800-0830	"Day in Field" Conference	Conf/Seminar
0830-2400	"Day in Field" (Sponsor responsible for transportation and meals)	Indiv Instruction

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	<u>SUBJECT</u>	<u>MODE</u>
<u>Wednesday</u>		
0800-0350	Director's Time	TBA
0900-1150	Training Workshop 4 (Electives)	Indiv Instruction
1300-1600	Bde/Bn Seminar	Seminar
1600-1605	Homework Assignment	Conf
<u>Thursday</u>		
0800-0850	High Performance Systems	Work Group/Seminar
0900-1550	Developing the Unit Team 2	Conf/Work Group/ Seminar
1600-1615	Distribute Course Critique	Conf
<u>Friday</u>		
0800-0900	Director's Time	TBA
0900-1050	TRADOC DCST Seminar	Seminar
1100-1110	Closing Remarks: CG Fort Jackson	Conf
1110-1150	Course Critique	Seminar/Indiv
1200-	Outprocessing/Student Travel	Indiv

It is the Army's position that all officers who have contact with recruits should have some orientation training, regardless of background. A standard company grade officer course will be implemented by TRADOC to replace the current nonstandard courses now being presented by the various ATCs. Studies indicate that the officers' basic and advanced courses do not necessarily prepare an officer for initial entry training assignment. Typical approaches to officer training at the various ATCs are discussed in the following paragraphs.

The Army Training Center, Fort Jackson, conducts a self-paced program based upon locally produced and commercial TV tapes. The objective is three-fold: (1) to provide an immediate course for newly reporting officers, (2) to help them "learn the rules before playing the game," and (3) to insure a standard quality of instruction. This program is presented to all company grade (O1-O3) officers reporting for duty within 3 days of arrival. It consists of 3 hours of TV tape material, including an overview of recruit training, policies, leadership principles, and rules and regulations. In addition, a 5-day management development course (organizational effectiveness) is to be given to all assigned supervisory and staff personnel.

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The 1st Signal Training Brigade at Fort Gordon is currently implementing an officer indoctrination program. Officers are seen as "managers," or "training supervisors." Upon reporting, new officers are issued the Soldier's Manual and given an indoctrination by department heads and committee group instructors.

The 1st Infantry Training Brigade at Fort Benning has established a 5-day program called "Headstart" for all the permanent party (cadre) personnel, officer and enlisted. It is presented monthly and provides an overview of the brigade mission and policies, and the functions of the various brigade and post activities.

At Fort Knox, a program was established in 1978 to indoctrinate all newly reporting company grade officers to the training center. The program can be tailored to meet the needs of a particular unit, but consists generally of three phases: (1) briefings by the brigade and battalion commanders and an orientation to the post, (2) selected modules of instruction from the Drill Sergeant School, and (3) a series of video cassette tapes for self-paced study. The three phases are outlined below:

Phase 1

- Battalion Commander's Interview
- Company Commander's Interview
- Brigade Briefing
- Range Briefing
- Committee Group Orientation
- Training Area Tour
- Receiving Station Orientation
- Standards of Conduct

Phase 2

- Drill and Ceremonies
- Physical Readiness Training
- Basic Rifle Marksmanship
- Military Training
- Leadership/Counseling
- General Subjects

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Phase 3

Legal

Administrative Discharge and Unit
Administration

Finance and Accounting

Mess Management

Property Accountability and Supply

Leadership and Counseling

Training Management

An Officer Training Development Program (OTDP) was established at Fort Leonard Wood in 1977 to develop and maintain the proficiency of company grade officers in basic skills and knowledges. It also insures successful completion of the annual Skill Qualification Test (SQT) for his branch. Each company grade officer receives, upon reporting for duty, a packet of information and tests on basic military subjects. Within 60 days he must prepare himself for evaluation and certification of competency. Following this, each officer must successfully complete the SQT appropriate to his branch.

U.S. AIR FORCE PROGRAMS. All officers assigned to the BMTS, Lackland AFB, except for the Commander, Deputy Commander, and Headquarters Squadron Commander, are required to participate in a scheduled orientation. This orientation familiarizes them with all aspects of Air Force basic training and includes observing the training of MTIs, recruit in-processing, and the military and academic training of recruits. The schedule, outlined below, is self-paced and can be completed within 2 weeks.

MONDAY

- () 0730-1130, in-process through CBPO. If this has already been accomplished, use the morning for other in-processing activities; e.g., housing office, education office, etc.
- () Report to BMT Commander and have lunch with him at one of the squadrons.
- () Tour BMT headquarters and receive briefings by all branches on what they do and how they can assist you.
- () Visit the Legal Office. Meet with the chiefs of both Military and Civil Law. They can brief you and provide an excellent handbook.

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- TUESDAY
- () Spend this day with your counterpart in a squadron. As his/her schedule permits, you should:
 - () Tour the squadron facilities
 - () Monitor counselings
 - () Monitor incoming, departure or buddy briefings
 - () Monitor an academic class
 - () Monitor dormitory inspections (standby and other)
 - () Monitor an Open Ranks inspection
 - () Monitor drill, both flight and squadron.
- NOTE: Your squadron orientation will cover more than one day, and you will visit more than one squadron; however, you should complete as many of these items as possible during each visit.
- () Have lunch in the dining hall and talk with some MTIs.
 - () Observe parade (summer schedule, 0930-1030; winter schedule, 1430-1530).
- WEDNESDAY
- () Continue squadron orientation, same squadron. Spend some time talking philosophy with your counterpart.
 - () Have lunch with Commander, Training Officer of MTIs.
 - () Attend Retreat ceremony.
- THURSDAY
- () Visit the Personnel Processing Center. You can receive a briefing and tour through the facility, monitoring a new flight receiving haircuts, uniforms, etc.
- FRIDAY
- () 0500: Monitor Reveille and PC in the squadron. Have breakfast with some trainees.
 - () Visit dry fire and wet fire operations.
 - () Visit the Mental Hygiene Clinic (MHC) and receive a briefing on their activity.
 - () Parade (0930 or 1430, depending on schedule).
- Have a nice weekend!

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SECOND WEEK

- MONDAY () Visit the 3507 Airman Classification Squadron. They can brief you on their operations and allow you to monitor some interviews with basic trainees.
- () Run the Confidence Course (summer schedule, in the morning; winter schedule, afternoon; wear fatigues).
- TUESDAY () Begin squadron orientation in third squadron.
- () Visit the Guard/Reserve Liaison Office. They can brief you on required contacts with them.
- () Parade (0930 or 1430, depending on schedule).
- WEDNESDAY () Continue orientation in third squadron.
- THURSDAY () Visit the squadron of your assignment. Meet the key personnel and visit with the incumbent Commander/Training Officer, learning as much as you can about the history and present personnel. Do not prejudge personnel based on what you are told.
- () Visit Stan Team. They can brief you on their function and discuss various past inspections with you. Obtain the most recent inspection reports for your squadron and discuss problems noted with the Chief or NCOIC.
- FRIDAY This is the day to review your notes, talk with headquarters people, and prepare yourself to perform your duties.

In addition, all officers who are to be squadron commanders attend the Air Training Command (ATC) commanders course. This is an USAF-wide requirement. The 7-day course is scheduled as soon as possible after the officer's arrival on the basis of quotas received from ATC.

There is also a "Newcomers' Orientation" given by the Lackland Air Base Group. This presentation is scheduled for a full day, and includes briefings by base legal officers, chaplains, and other base support personnel. All newcomers receive this orientation.

Officers felt that the orientation was most helpful when accomplished before going on the job. In addition, many officers were aided by previous command experience and by attendance at leadership schools, such as the USAF Squadron Commanders Course and the Air Command and Staff School.

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U.S. MARINE CORPS PROGRAMS. All officers assigned to MCRDs before 1970 were given on-the-job training. From 1970 until 1976 a "Series Commanders" course for officers (O2) was given. Informal briefings of the officers responsibilities within the recruit training regiment lasted 2 weeks. The third week was devoted to rifle and pistol firing instruction.

The Marine Corps revised recruit training policy and concepts based on decisions at a high-level conference in 1976. Among other outcomes, the Commandant of the Marine Corps directed that every company grade officer (O1-O3) assigned to the MCRDs be required to attend a 3-week recruit training officers orientation course. It should be noted that Navy chaplains assigned to the MCRD participate in this course.

The mission of the current officer course is to train, educate, and indoctrinate. There are 10 major areas of instruction, including (1) an Orientation and Information Program, (2) the Conduct of Recruit Trainee Processing, (3) Recruit Supervision and Evaluation, (4) Counseling and Counseling Techniques, (5) Drill Instructor (DI) Supervision and Evaluation, (6) Recruit Abuse and Recruit Mistreatment Investigations, (7) Drill, Parades, and Ceremonies, (8) Recruit Training Standing Operating Procedures (SOP), (9) Physical Training, and (10) Leadership Training. This program of instruction is outlined below:

<u>Code</u>	<u>Topic</u> <u>Hrs.</u>	<u>Phase</u> <u>Hrs.</u>
<u>AO</u> <u>ORIENTATION/INFORMATION PROGRAM</u>		12
1. Intro to Recruit Training Officers Orientation Course	1	
2. Director's Welcome Aboard	.5	
3. Depot/RTR Brief	1.5	
4. Depot Museum Tour	1	
5. Depot/RTR Organization	1	
6. Intro to the Recruit Training Approach	2	
7. Uniforms and Appearance	2	
8. Administrative Forms	1	
9. Recruit Receiving and Administrative Center Brief/Tour	1	
10. Federal Credit Union Brief (Financial Planning Program)	1	

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	<u>Topic Hrs.</u>	<u>Phase Hrs.</u>
<u>B0 CONDUCT OF RECRUIT PROCESSING/TRAINING</u>		18.5
1. Intro to Recruit Processing/Training	2	
2. Battalion Observation	6	
3. Scheduling Unit Brief	.5	
4. Academic Unit Brief	1	
5. Field Training Unit Brief/Tour	2	
6. Weapons Training Battalion Brief/Tour	2	
7. Depot Inspector Section Brief/Tour	2	
8. Observation of Initial Haircuts	.5	
9. Observation of Platoon Pickup	.5	
10. Series Policymaking and Planning	2	
<u>C0 RECRUIT SUPERVISION AND EVALUATION</u>		15
1. Introduction to Recruit Evaluation	1	
2. Recruit Evaluation Techniques and Forms	2	
3. Problem Recruits	2	
4. Special Training Branch Brief/Tour	5	
5. Depot Aptitude Board (DAB) Referral	3	
6. Recruit Casual Section Brief	1	
7. Neuro-Psychiatric Unit Brief	1	
<u>D0 DRILL INSTRUCTOR SUPERVISION AND EVALUATION</u>		6.5
1. The Making of Drill Instructors	2	
2. Recruit Supervisor Billets	1.5	
3. Uniform Code of Military Justice	1	
4. Recruit Mistreatment Investigations	1	
5. Commanding General's Leadership Lecture	1	

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		<u>Topic Hrs.</u>	<u>Phase Hrs.</u>
<u>EQ</u>	<u>STANDARD OPERATING PROCEDURES FOR MALE RECRUIT TRAINING</u>		5
1.	SOP for Male Recruit Training	4	
2.	SOP for Hot/Cold Weather Conditions	1	
<u>FO</u>	<u>DRILL/PARADES AND CEREMONIES</u>		15
1.	Intro to RTR Parades/Ceremonies	.5	
2.	Drill/Sword Manual Movements	5	
3.	Regimental Parade	2.5	
4.	Close Order Drill	2	
5.	Recruit Graduation Ceremony	2.5	
6.	Morning Colors Ceremony	2.5	
<u>GO</u>	<u>PHYSICAL TRAINING SUPERVISION</u>		10.5
1.	Intro to Recruit Physical Training Supervision	1	
2.	Recruit Calisthenics Physical Training	2	
3.	Recruit Conditioning March	3	
4.	Circuit/Interval/Obstacle Course Training	1.5	
5.	Confidence Course Training	1.5	
6.	Close Combat Training	1	
7.	Water Survival Training	.5	
<u>HO</u>	<u>LEADERSHIP IN THE CONDUCT OF RECRUIT TRAINING</u>		14.5
1.	Moral Leadership in Recruit Training	3	
2.	Commanding A Series	2	
3.	Drill Instructor Misconduct	1.5	
4.	Series Commanders Leadership of Drill Instructors	7	
5.	Professional Ethics and Self-Discipline	1	

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The student officer is evaluated on a daily basis on his attitude and is required to undergo a psychiatric evaluation at the Neuro-psychiatric Unit (NPU).

U.S. Coast Guard Programs. All officers receive an informal tour of the facilities and an explanation of the recruit training program. This is followed by an informal familiarization with the actual duties to be performed, usually by "shadowing" the officer currently performing those functions. The new officer is expected to "learn by doing." Officers are sent to the Navy Leadership and Management (LMT) School if they have not already attended.

SECTION III

SUMMARY OF FINDINGS AND RECOMMENDATIONS

This section summarizes and compares current practices in three primary areas: selection, training, and utilization of officers assigned to initial entry training organizations. In addition, recommendations are offered in each of these areas.

SELECTION OF OFFICERS

SUMMARY OF FINDINGS. The review of practices in selecting officers for duty with recruit training organizations of the Navy and other services indicated the following:

- . There are wide differences among the services in the rank of officers selected to lead recruit training units that are of comparable size to the Navy division. The Navy selects lieutenants (03) or warrant officers for this billet, while among the other services only commissioned officers in the rank 03 to 05 are selected. (See figure 7.)
- . There are significant differences in background and experience among Navy officers assigned to the division officer billet. Normally UL0s have 3 years experience, while LD0s and Warrant Officers may have as much as 18 years.
- . In similar size units of the other services, only commissioned officers are used, with approximately 10 to 15 years commissioned service and experience.

The above observations are apparently related to differences in the organizational structures of units in other services. Figure 7 provides a comparison of services relating to first line commissioned supervisors. It should be noted that in the case of the Army, Air Force, and Marine Corps, there is an additional officer assigned to this first commissioned level.

- . Navy manning of recruit training divisions provides a thinner layer of officer and enlisted supervision of training than the other services for organizational units of similar size. For example, the Army Company Commander (03), the Marine Corps Series Commander (02), and the Coast Guard Battalion Commander (02) have a much lower ratio of cadre noncommissioned officers/petty officers than their Navy counterpart, the division officer. The same low ratio applies for officers and recruits for the Army, Marine Corps and Coast Guard. For similar size units, the Air Force Squadron and Navy division, the Air Force Squadron Commander (04) is assigned an additional officer and almost twice the enlisted cadre as compared to the Navy division officer. (See figure 7.)

SERVICE	TRAINING UNIT TITLE NOTE #3	RANK OF OFFICER	ADDITIONAL OFFICERS ASSIGNED AND FUNCTION	RATIO OF OFFICERS TO RECRUITS	RATIO OF OFFICERS TO PETTY OFFICERS OR NON-COMMISSIONED OFFICER ASSIGNED
NAVY	DIVISION	03-WO-1	NONE	1:960	1:28
ARMY (NOTE #1)	COMPANY	03	02 TRAINING OFFICER	1:110	1:8
AIR FORCE	SQUADRON	04	03 TRAINING OFFICER	1:500	1:25
MARINE CORPS (NOTE #2)	SERIES	02	02 ASSISTANT SERIES COMMANDER	1:160	1:7
COAST GUARD	BATTALION	02	NONE	1:200	1:9

NOTE #1 LIMITED TO BASIC TRAINING. DOES NOT INCLUDE ON-STATION UNIT TRAINING.

NOTE #2 DOES NOT INCLUDE WOMEN MARINE RECRUIT TRAINING AT MCRD PARRIS ISLAND.

NOTE #3 SERVICES VARY WIDELY ON SUPERVISION, ORGANIZATION, AND SUPPORT OF THE TRAINING UNITS LISTED BELOW.

Figure 7. Comparison of Department of Defense and U.S. Coast Guard Initial Entry (Recruit) Training First Line Officer Supervisor to Enlisted Supervisor and Trainees

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- . Additional study should be undertaken to determine the optimal Navy recruit training division structure, with the corresponding development of criteria for selecting officers to adequately man that organization.

RECOMMENDATIONS. Recommendations regarding the selection of Navy Recruit Training Officers include the following:

- . Officer selectees should have experience in the administration and supervision of a division or similar type organization before their assignment to RTCs.
- . Officer selectees should provide substantial evidence of leadership and management skills.
- . Assignment priorities should be given to officers with formal educational qualifications and background.
- . Qualified female officers should be assigned as division officers at RTC San Diego and Great Lakes.

ORIENTATION AND INDOCTRINATION OF RTC OFFICERS

SUMMARY OF FINDINGS. Each of the Navy RTCs has now, or has sponsored before, some type of orientation/indoctrination program for newly assigned officers. These programs are nonstandard and vary in content from short briefings to fairly comprehensive programs. The content and procedures of each RTC program generally reflect the commanding officer's perception of need. It is commonly accepted that a Navy officer should be prepared to undertake any assignment and, by his own efforts, master the skills he needs. However, it is also true that whatever assistance can be given to a newly assigned officer in preparing him for a new position can be mutually beneficial. Giving such assistance is not inconsistent with the need for the officer to use his initiative in mastering the requirements of his billet.

The comparison of Navy and other service officer indoctrination programs indicates the following:

- . The importance of officer indoctrination programs to the overall recruit training program is demonstrated by the time and effort the various services expend on them.
- . The problems of recruit training today are so complex that they must be solved by specially trained personnel, rather than by those arbitrarily assigned.
- . The importance of achieving a continuous and adequate flow of competent personnel to serve in the armed forces justifies the time and expense involved in "training the trainers."

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- . The needs and missions of the various services are different, and their recruit training programs reflect this. However, the officers supervising such training have many requirements and procedures in common. These common features could be included into the Navy RTC officer training programs.
- . Certain common features are generally incorporated into any orientation/indoctrination for newly assigned officers. They include:
 - .. orienting the newcomer to the location of key personnel, facilities, and services on the base
 - .. indoctrinating the officer to the philosophy and procedures for recruit training
 - .. training officers to supervise recruit training units. This would give an in-depth understanding of the special requirements and techniques required for such responsibility.
- . Successful RTC officer orienting/indoctrinating programs usually include the following characteristics:
 - .. Preparation: To "learn the rules before he plays the game."
 - .. Flexibility: Tailored to the specific job for which he is being trained.
 - .. Self-paced: When officer input is not large enough to form a class.
 - .. Need-to-know: Limited to essentials of the officer's billet.
 - .. Practical: On-the-job experience and observing recruit training are essential.
 - .. Mandatory: Orienting and indoctrinating programs should not be shortened or eliminated when there is a lack of officers and there is pressure to fill a vacant billet.

RECOMMENDATIONS. A standardized program of orienting/indoctrinating for newly assigned RTC officers should be established and used at each recruit training command. This program will include:

- . an orientation for all officers
- . an indoctrination phase for officers assigned as recruit training division officers (portions of which would be provided to officers in other billets requiring frequent contact with recruits)
- . and an internship phase providing on-the-job observation and training.

In developing a program to orient and indoctrinate Navy officers newly assigned to RTCs, there are certain factors that clearly influence its design. The following features are recommended:

- . Officers assigned to RTC duty vary considerably in grade and background. This requires that the training be comprehensive to cover a wide range of information and be flexible to tailor the instruction to the needs of the individual.
- . The RTC environment is very different from the usual shore billet, ship, or squadron duty with which most of these officers have experience. It is necessary to create an understanding of the basic reasons and methods used in training recruits which occurs in an environment quite different from regular Navy duty. This often requires a change in attitudes and a better understanding of and more involvement with the problems of individuals experiencing their first exposure to military life.
- . The relatively limited number of officers reporting to the RTCs makes it difficult to assemble enough to schedule group classes, unless the input for all three RTCs are combined. The alternatives, therefore, are: (1) self-paced instruction or (2) group instruction at one of the RTCs.
- . Often officers report aboard and are put on the job without being indoctrinated or without being adequately prepared because of the pressure to fill a vacated billet. An effective indoctrination program must be required and supported by the command.
- . The current urgency to procure and train personnel for the Navy makes it important that the recruit division team get the maximum performance from its trainees and save those who might otherwise fail. This task requires the officers charged with managing of these units to have high standards and sophisticated techniques. Indoctrinating division officers will satisfy this need.

Section IV contains a recommended RTC officer orientation/indoctrination curriculum.

ROLE AND FUNCTIONS OF THE DIVISION OFFICER

Reviewing the activities of recruit training DOs (or equivalent) in the Navy and other services leads to the following conclusions:

- . Navy DOs supervise no other officers and only about 27 petty officers. This is in sharp contrast to the other services. Thus, the supervisory role of the Navy officer is more limited than his other service counterparts.

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- . Navy DOs generally have less personal contact with recruits than their other service counterparts. This is because of the time required to counsel problem recruits and to perform their administrative duties such as boards, committees, and special duty.
- . The Navy DO's observing and monitoring the training of recruits is limited compared to his counterparts, particularly in the Army and Marine Corps. This is also the result of the DO's administrative duties.
- . The role of the Navy DO as a leader is reduced by his limited opportunity to be present and lead recruits and company commanders. In the Army, for example, there is no question as to who is in command, since the company commander is constantly in the field with the trainees and drill sergeants.
- . The Navy DO lacks control over the selection of the staff personnel assigned to him, particularly company commanders. This affects his role as a leader. In addition, the Navy company commanders are constantly rotated from training unit to training unit, from division to division, and from training billet to staff billet. This severely limits the ability of the DO to build rapport and mutual understanding within his staff. It also makes it difficult to instill a sense of pride and loyalty to the division. In the other services, his counterparts have permanently assigned staff personnel and often have a voice in their selection.
- . There is a need to organize the Navy recruit training division so that the DO can devote more of his energies to supervising and being involved with recruit training activities. This requires expanding and redefining his functions to reflect his appropriate role as "officer-in-charge."

RECOMMENDATIONS. It is recommended that:

- . the DO devote a major part of his day to observing recruits in training and make sure that his staff petty officers do likewise
- . the DO set aside specific and limited time during the day to screen problem recruits, counsel staff and recruits, and similar activities
- . the DO be present during at least some of the following training unit activities (as practicable):
 - .. receiving and forming a training unit
 - .. commissioning a training unit
 - .. initial strength test for recruits (if conducted)
 - .. scheduled physical training
 - .. physical fitness tests

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- .. marksmanship training (firing only)
- .. obstacle course running
- .. clothing issue and fitting
- .. water survival training
- .. infantry training (drill)
- .. practical exams
- .. standardization inspections
- . the DO occasionally visit the recruit mess to observe recruit conduct and food service and to test the quality of the food
- . the DO or a designated staff CPO be present from reveille to taps during the initial phase of recruit training
- . the DO have more authority in selecting and retaining his staff. That is, he should be able to select the company commander that he considers most qualified. He should also be able to retain their services until they are reassigned to other billets or from the RTC. Company commanders could be assigned to a division, with the DO's approval, and the DO could further assign them to a training unit, or reassign them within the division. This procedure would greatly increase the influence of the DO and the response of his staff to his leadership
- . the DO have the authority to administer Article 15 disciplinary action. This authority (which is granted to officers of other services serving in similar positions) would eliminate delays in administering disciplinary action for minor offenses. It would also increase the prestige and influence of the DO in maintaining good order and discipline in his organization
- . further study be conducted to determine possible changes needed in the recruit division structure. One change might be assigning additional officers and enlisted personnel to the division to make sure that the DO can adequately perform his responsibilities and functions.

SECTION IV

PROPOSED ORIENTATION/INDOCTRINATION CURRICULUM FOR NAVY RTC OFFICERS

This section describes a proposed orientation/indoctrination curriculum for the training of newly assigned RTC officers. Although the proposed program is primarily directed to recruit training DOs, the orientation phase and parts of the indoctrination phase are recommended for all newly assigned RTC officers. This section presents the development of the curriculum, phases of the curriculum, and an outline of curriculum topics. Guidelines for the development of curriculum topics are given in appendix B.

DEVELOPMENT OF THE CURRICULUM

The development of the proposed curriculum was based on the following:

- . Topics which were considered to be essential in preparing officers for duty with the recruit command. These topics were a consensus based on on-site structured interviews and questionnaires at Navy, Army, Air Force, and Marine Corps activities.
- . The possible benefits of, and suitable topics for, the indoctrination of newly assigned officers were discussed with a representative cross-section of Navy RTC officers, including DOs, former DOs, and staff officers.
- . The need for a follow-on survey was recognized after analyzing the above information. The results of this survey were documented in TAEG Technical Note 4-80¹⁰ which reported the specialized leadership training needs of DOs at the RTCs. Training was recommended for specific RTC officer job tasks. This training included techniques for supervision and counseling of company commanders and recruits and personal adjustment for the DO.

PHASES OF THE ORIENTATION/INDOCTRINATION PROGRAM

The proposed orientation/indoctrination program includes three distinct phases.

Phase I is intended to orient all newly assigned RTC officers to the Navy base. It acquaints new officers with the location of base facilities, organizations, and key personnel. It is made up of briefings which are structured, practical, and emphasize the unique mission and philosophy of the command. It also gives a comprehensive overview of the mission and operations of the RTC.

Phase II is intended for those officers who will become DOs. Certain parts of the curriculum are relevant to chaplains, legal officers, and other staff

¹⁰Op. Cit. H. Hughes, Jr. and D. R. Copeland

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officers who will have direct contact with recruits in their assignments. This phase includes a more detailed summary of the mission, objectives, and procedures of entry level training for recruits. Those aspects of recruit training which the DO must know are included. Administrative procedures of the recruit training division, the evaluation of its staff, and a review of problems common to such units are discussed along with possible solutions. A key section is the DO's leadership and supervising recruit company commanders.

Phase III is on-the-job training for the prospective DO. Some of these job task activities also apply to the chaplain and others who frequently communicate with and need an understanding of recruits. In this phase, the officer will observe the present DO, his staff, and training/administrative activities involving recruits. This will help him to progressively assume his duties as the DO.

CURRICULUM TOPIC OUTLINE

Table 1 provides an outline of the proposed curriculum by phase and topic. For more detail, see appendix B which gives suggested subtopics, comments regarding content, and method of presentation.

TABLE 1. NAVY RTC OFFICER ORIENTATION/INDOCTRINATION

Phase I Orientation Briefings for All Newly Assigned Officers
Associated With Recruit Training

Topic 1. Navy Base Facilities and Functions (as appropriate)

- . Naval Training Center (NTC) Activities
- . Naval Administrative Command (ADCOM)
- . Naval Regional Dental Center
- . Naval Regional Medical Center
- . Service School Command
- . Tenant Activities
- . Recruit Training Command (RTC)
- . Escorted Tour, to include observation of recruit in-processing, a division office, recruit living quarters, a recruit classroom session, a recruit drill session, recruit activities including physical training, swim qualification, confidence course, ship mock-up drills, and medical inspection.

Phase II Indoctrination of Recruit Training Division Officers

Topic 1. Role and Functions of the Division Officer

- . Definition of the Division Officer's Role in Recruit Training
- . Limits of Authority
- . Daily Routine
- . Collateral Duties and Special Assignments
- . Evaluation of Division Staff Personnel
- . Commissioning the Training Unit (Company)
- . Inspections

Topic 2. Legal Aspects of Division Officer Duty

- . Typical Legal Problems of Recruits
- . Legal Assistance Program

TABLE 1. NAVY RTC OFFICER ORIENTATION/INDOCTRINATION (continued)

Phase II (cont.)

- . Legal Rights of Individuals
- . Navy General Order No. 21
- . The Uniform Code of Military Justice (UCMJ) (Selected Articles)
- . Navy Regulations Concerning Conduct
- . Assault
- . Search and Seizure
- . "Division Officer's Mast" (Recruit Screening): Procedures and Options
- . Nonjudicial (UCMJ Article 15) Punishment
- . Larceny and Wrongful Appropriation
- . Interface With Civilian Law Enforcement Activities
- . Courts-Martial Procedures

Topic 3. Recruit Training Division Administration

- . Administrative Functions and Requirements
- . Recruit "Hard Cards"
- . Division Organization
- . Barracks and Grounds Maintenance
- . Personnel Actions
- . Supply/Logistics

Topic 4. Recruit Training Program Supervision

- . RTC Recruit Regulations
- . Recruit Evaluation System
- . Recruit Standards of Conduct
- . Inspections Conducted by Standards and Evaluation

TABLE 1. NAVY RTC OFFICER ORIENTATION/INDOCTRINATION (continued)

Phase II (cont.)

- . Recruit Dining Facility
- . Recruit Clothing Issue, Tailoring, and Laundry
- . Company Commander's Guide
- . Recruit Training Unit (Company) Organization
- . Recruit Unit and Individual Awards

Topic 5. Navy Recruit Training Program Implementation

- . Philosophy and Objectives of Training
- . Recruit Daily Routine
- . Phases of Training
- . Recruit Curriculum
- . Special Considerations for Female Recruits (RTC Orlando)
- . Ships Work Week
- . Safety Measures in Training
- . Special Activities: Drill Team, Band, Choir, etc.
- . Physical Fitness and Weight Control
- . Graduation Ceremony

Topic 6. Providing Counsel, Assistance and Recruit Evaluation

- . Typical Recruit Problems
- . Referral Agencies
- . Procedures for Referral
- . Academic Remedial Training (ART)
- . Special Training Division
- . Red Cross
- . Chaplain: Role and Functions

TABLE 1. NAVY RTC OFFICER ORIENTATION/INDOCTRINATION (continued)

Phase II (cont.)

- . Navy Alcohol/Drug Abuse Program
- . Career Counseling
- . The Recruit Evaluation Unit (REU)
- . The Military Aptitude Board (MAB)
- . The Navy Aptitude Board (NAB)
- . Processing for Discharge

Topic 7. Division Officer Emergency Procedures

- . Severe Weather
- . Extremes of Heat and Cold
- . Cardiopulmonary Resuscitation (CPR) Orientation
- . The Heimlich Maneuver
- . Common Recruit Injuries and Complaints
- . MEDEVAC Plan
- . Fire
- . Epidemic
- . Incidents Which May Result in Extensive News Coverage
- . Psychiatric Disorders
- . Suicide Gestures

Topic 8. The Recruit Company Commander

- . Selection Criteria
- . Training
- . Role
- . Functions

TABLE 1. NAVY RTC OFFICER ORIENTATION/INDOCTRINATION (continued)

Phase II (cont.)

- . Responsibilities to the Division Officer
- . Recruit Progress Reports
- . Complementary Roles of Division Officer and Company Commander
- Topic 9. Techniques for Supervision, Counseling, and Personal Adjustment for the Division Officer
 - . General Management Behavior
 - . Management of Recruit Company Commanders
 - . Management of Recruits
 - . Personal Coping Skills
- Topic 10. Administration of Extra Military Instruction (EMI) and Other Nonpunitive Measures (OPNAVINST 1133.1)
 - . The Relationship of Leadership to EMI
 - . Authority and Responsibility
 - .. Definition
 - .. General Authority
 - .. Organizational Authority
 - . Limitations of Authority
 - . Lawful Orders
 - . Navy and Command Policy on EMI
 - .. Definition
 - .. Implementation and Limitations
 - .. Authority to Assign EMI
 - . Withholding of Privileges
 - .. Definition
 - .. Authority to Withhold

TABLE 1. NAVY RTC OFFICER ORIENTATION/INDOCTRINATION (continued)

Phase II (cont.)

- . Extension of Working Hours
 - .. Legal Aspects
 - .. Restrictions on Implementation
 - .. Review of Procedures
- . Good Leadership Practices
 - .. Leadership by Example
 - .. Alternative Measures
 - .. Recognition of Exemplary Behavior and Performance
- . Policy Implementation

Phase III Internship

- . Observation of Recruit Training Unit (Company) Activities
- . Observation of Lead Chief Petty Officer (LCPO) Activities
- . Observation and Participation in Duties and Functions of Division Officer
- . Transition to Command of Division (Battalion)

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APPENDIX A

QUESTIONNAIRE RELATING TO THE SELECTION, TRAINING,
AND UTILIZATION OF COMMISSIONED OFFICERS ASSIGNED
TO RECRUIT, BASIC, OR ONE STATION UNIT TRAINING

TRAINING ANALYSIS AND EVALUATION GROUP
DEPARTMENT OF THE NAVY
ORLANDO, FLORIDA 32813

QUESTIONNAIRE RELATING TO THE SELECTION, TRAINING, AND UTILIZATION
OF COMMISSIONED OFFICERS ASSIGNED TO RECRUIT, BASIC,
OR ONE STATION UNIT TRAINING

INTRODUCTION

The Training Analysis and Evaluation Group (TAEG) has been tasked by the Chief of Naval Education and Training (CNET) to conduct a series of studies relating to the Navy Recruit Training program for the post-1980s. A current study directed by CNET is concerned with the selection, training, and utilization of Navy Officers assigned to Recruit Training Commands at the department and training division levels. One aspect of this study is an examination of current procedures and future plans of the other uniformed services, including the Coast Guard.

For the purpose of this study, two groups of officers are considered. Group I includes those officers assigned in direct daily contact and supervision of trainees. This includes the following officer assignments:

- (1) U.S. Army: Company Commanders and below
- (2) U.S. Navy: Military Training Department and Training Division Officers
- (3) U.S. Air Force: Basic Military Training Squadron Commander and Training Officer
- (4) U.S. Marine Corps: Recruit Training Company Commander and Series Commander, to include like units of the Women Recruit Training Battalion
- (5) U.S. Coast Guard: Training Battalion Officers and below.

Group II includes those officers assigned to command, staff, and support who are not in a position which includes daily leading trainees. This includes the following officer assignments:

- (1) U.S. Army: Brigade and battalion command and staff, training committee, special staff, medical and chaplain
- (2) U.S. Navy: Department Heads and staff for Standards and Evaluation, Administration, Training Support and special staff (Legal, medical, dental, supply, chaplain)
- (3) U.S. Air Force: Standardization Division, Operation Division, Headquarters Squadron Section and special staff (legal, medical, dental, supply, marksmanship and chaplain)
- (4) U.S. Marine Corps: Recruit Training Regiment and battalion staff, Weapons Training Battalion, Recruit Receiving and Administration Center, Depot Headquarters and special staff (legal, medical, dental and chaplain).

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Your cooperation in providing brief answers to questions listed on this form, and in providing copies of documents requested, will be greatly appreciated. If appropriate, a draft copy of portions of this report will be submitted for review. In addition, a final copy of this report will be furnished to concerned commands. Please return this questionnaire to the Director, Training Analysis and Evaluation Group, Orlando, Florida 32813 (ATTN: Mr. D. R. Copeland). If there are any questions concerning this study, please contact Mr. D. R. Copeland, Commercial 305-646-5198 or AUTOVON 791-5198 or Mr. T. F. Curry at AUTOVON 791-5673.

ADMINISTRATIVE INFORMATION

1. Address of Agency/Activity/Command completing this questionnaire:

Zip Code _____

2. Designated Single Point of Contact: _____
Name/Rank

Position Held/Code	Telephone (Autovon/Commercial)

PART I. GROUP I OFFICERS

1. What Group I officer billets/assignments exist in your organization? Please include rank.

2. What, if any, special requirement or criteria currently apply to the selection or assignment of officers to Group I? Duties? (Please provide any reference regulations, instructions or orders.)

3. Are Group I officers involved in formal instruction of trainees?

4. If so, have these Group I officers completed a school or course in methods of instruction? _____

5. Do any formal or informal programs exist for the orientation, introduction, or training of officers assigned to Group I duties? (If so, please describe)

. If there is an outline of Program of Instructions or curriculum, please provide a copy.

. What is the length of the program in days? _____

. What activity or staff conducts this training? _____

. Who are the instructors? _____

. Is the training different for various officers assigned to Group I duties _____

6. Please provide a list of subjects (topics) or areas that are included in Group I officer orientation or formal instruction. (This information may be in the form of instructions/regulations and include program of instructions or curriculum outline.) _____

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7. If an orientation or formal instruction exists, does it include...

- . General briefings? Yes___ No___
- . Formal classroom instruction? Yes___ No___
- . On-the-job training? Yes___ No___

8. Is orientation or formal instruction scheduled on a regular schedule or periodically as needed? _____

9. What is the normal tour of duty for Group I officers? _____

10. Is there a system of progressive assignment of officers to various positions during their tour of duty with Group I? (If yes, please describe) _____

11. What Group I officer assignments involve supervision of enlisted recruit training instructors and recruits? _____

12. In your opinion, what additional areas of training would be helpful in improving the effectiveness of (1) Group I officers generally, or (2) officers in certain assignments? _____

13. Are there any prerequisite training requirements for officers prior to their reporting for Group I duty? _____

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14. Are there any plans to change the present system of Group I officer orientation on formal instruction? _____

15. Are both male and female officers used at the Group I level in your basic/recruit training program? (Please explain briefly) _____

PART II. GROUP II OFFICERS

1. Please list Group II officer billets/assignments which exist in your organization, as defined in the introduction. _____

2. Are there currently any formal or informal programs for orientation or indoctrination of Group II officers into the special requirements of your organization? If yes, please identify, and complete the following: _____

. Is an outline of the program(s) of instruction available? _____

_____ (copy requested)

. Length of training: _____ days.

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- . What staff or other activity is responsible for the conduct of this training? _____

 - . Who instructs the program? _____

 - . Are there different training programs for officers in various Group II assignments? _____. If yes, please explain. _____

3. Are special handbooks, or other locally produced published materials, provided for the above training? _____ (copies requested, if available)
4. If such Group II officer programs exist, does the instructional methodology include:
- . General briefings? Yes___ No___
 - . Formal classroom instruction? Yes___ No___
 - . On-the-job training? Yes___ No___
 - . Self-paced instruction? Yes___ No___ Comments: _____

5. Is Group II officer training scheduled regularly or periodically as required?

6. In your opinion, what additional areas of training would be helpful to Group II officers? _____

7. Are there plans currently under consideration for implementation of additions or changes to Group II officer training? _____

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APPENDIX B

NAVY RTC OFFICER ORIENTATION/INDOCTRINATION
CURRICULUM TOPIC GUIDELINES

NAVY RTC OFFICER ORIENTATION/INDOCTRINATION
CURRICULUM TOPIC GUIDELINES

PHASE I. ORIENTATION BRIEFINGS FOR ALL NEWLY ASSIGNED OFFICERS ASSOCIATED
WITH RECRUIT TRAINING

TOPIC 1. NAVY BASE FACILITIES AND FUNCTIONS

- . NAVAL TRAINING CENTER (NTC) ACTIVITIES. An overview of the services provided by the NTC, including Public Affairs Office (PAO), Community Relations, Staff Judge Advocate, and Human Resource Management Advisor.
- . NAVAL ADMINISTRATIVE COMMAND (ADCOM). An overview of the ADCOM, including information on Housing and Billeting; Pass, ID, and Registration; Fire Department; Navy Exchanges; Military Personnel Department; Chaplain's Department; Supply; Food Service; SERVMART; Clothing Division; Public Works; Special Services Department; Transient Personnel; and Discipline Department.
- . NAVAL REGIONAL DENTAL CENTER
- . NAVAL REGIONAL MEDICAL CENTER
- . SERVICE SCHOOL COMMAND
- . TENANT ACTIVITIES. An overview of functions and services provided by the American Red Cross, Officer's Club, Commissary Store, Naval Legal Service Branch Office, Navy Alcohol Safety Action Program (NASAP), Navy Campus For Achievement, Pay/Personnel Administrative Support (PASS), Navy Finance Office (NFO), Navy Orlando Federal Credit Union, Navy Publications and Printing Service (NPPSBO), Navy Recruiting Orientation Unit.
- . RECRUIT TRAINING COMMAND (RTC). An overview of the functions and services provided by the Administrative Department, Training Support Department, Military Training Department, Technical Training Department, Standards and Evaluation Department, and Apprentice Training Department.
- . ESCORTED TOUR.

COMMENTS: This orientation is designed to provide a general familiarization with the Navy Base and an understanding of the functions and services provided by the various activities located there. The orientation should be modified to meet the needs of the officer involved, either in group or individual mode. The presentation may be provided through briefings by persons knowledgeable about the various activities, or through audiovisual media, or a combination of these, plus a tour of the base facilities. This tour should include observation of recruit in-processing, a division office, recruit living quarters, a recruit classroom session, a drill (infantry) session, physical training, swim qualification, obstacle course, mess hall, and medical inspection.

PHASE II. INDOCTRINATION OF RECRUIT TRAINING DIVISION OFFICERS

TOPIC 1. ROLE AND FUNCTIONS OF THE DIVISION OFFICER

- . Definition of the division officer's Role in Recruit Training
- . Limits of Authority
- . Daily Routine
- . Collateral Duties and Special Assignments
- . Evaluation of Staff Personnel
- . Commissioning the Recruit Training Unit
- . Inspections

COMMENTS: The emphasis here should be placed on the concept of the division officer as the "man in charge," who provides concerned leadership for the division. A clear perception of the officer function should be established in the eyes of the recruits to offset the frequently existing situation in which the company commander is the only Navy authority figure recognized and responded to by the recruit. The function of the officer is as a leader, whose task is to insure that every recruit has the opportunity to become a qualified member of the Navy team. This is achieved not by usurping the technical functions of the enlisted company commanders but by providing an organization supportive to his efforts and by guidance and direction in the performance of their task. The officer must also know when it is no longer fair to the recruit or to the Navy to continue him in training, or when a staff member lacks the dedication and competence to continue in his duties.

The authority of the division officer, as it currently exists, should be clearly defined. This should include a discussion of the range of problems and necessary actions typical of division officer duty and the alternatives available to the officer in reaching a decision.

The officer should be acquainted with the typical daily routine he can expect in carrying out his duties, and an explanation of the collateral special duties to which he is subject.

Procedures and considerations in the evaluation of staff personnel, especially company commanders, should be discussed in the context of the unique activities and requirements of recruit training organizations.

The routine of commissioning a recruit training unit is important to the establishment of the leadership role of the division officer and should be thoroughly understood.

The division officer should understand the purpose, use, and objectives of the various scheduled inspections to which the division is subject. He should also have a working knowledge of the standards expected of recruits in regard

to uniforms, personal appearance, military courtesy, and appearance of bunks and lockers. This indoctrination should prepare the officer to make on-the-spot observations of deficiencies, without reference to the details of procedure delegated to company commanders. For example, although desirable, it is not necessary for the division officer to know how to fold clothing, if he knows how it should look when properly folded.

TOPIC 2. LEGAL ASPECTS OF DIVISION OFFICER DUTY

- . Typical Legal Problems of Recruits
- . Legal Assistance Program
- . Legal Rights of Individuals
- . Navy General Order No. 21
- . Uniform Code of Military Justice (UCMJ) (Selected Articles)
- . Navy Regulations Concerning Conduct
- . Assault
- . Search and Seizure
- . "Division Officer's Mast" (Recruit Screening): Procedures and Options
- . Larceny and Wrongful Appropriation
- . Nonjudicial UCMJ Punishment (Article 15)
- . Interface With Civilian Law Enforcement Agencies
- . Court-Martial Procedures.

COMMENTS: Court decisions in recent years have placed great emphasis on the rights of individuals and due process of law, which have application to military law. As a result, it has become necessary for supervisors to carefully consider their procedures in actions involving legal rights of individuals. Each Naval Training Center has a legal staff which will assist division officers, and others, in determining correct approaches for such situations. However, there are many instances in which the division officer must take action without the opportunity for legal advice. This topic is designed to provide some general guidelines for the division officer and to acquaint him with the type of legal problems with which he may be faced. It is recommended that a compendium of typical incidents having legal overtones which may occur in the recruit training environment be developed, with a summary of appropriate procedures and cautions. It is also proposed that this document be provided with a quick index checklist and issued to each division officer for ready reference.

The division officer should be acquainted with the services provided by the Legal Assistance Officer, so that he will be prepared to suggest their use by division staff and recruits when appropriate.

A review of the provisions of Navy General Order No. 21, and of those Articles of the Uniform Code of Military Justice and Navy regulations applicable to the conduct of recruits, should be incorporated into division officer training. Topics of particular importance, such as assault, procedures for search and seizure, and larceny and wrongful appropriation are appropriate for inclusion.

The division officer's functions related to enforcement of discipline should be discussed, including division officer's mast (if held), article 15 punishment (level of administration, penalties), court-martial procedures, and policy on interface with Provost Marshall and civil law enforcement agencies.

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TOPIC 3. RECRUIT TRAINING DIVISION ADMINISTRATION

- . Administrative Functions and Requirements
- . Recruit "Hard Cards"
- . Division Organization
- . Barracks and Ground Maintenance
- . Personnel Actions
- . Supply/Logistics.

COMMENTS. This topic covers the reports and records, organization, and house-keeping functions within a recruit training division and should be oriented to those particulars that the division officer needs to know. The student should physically participate in the activity, wherever appropriate.

TOPIC 4. RECRUIT TRAINING PROGRAM SUPERVISION

- . RTC Recruit Regulations
- . Recruit Evaluation System
- . Recruit Standards of Conduct
- . Inspection Procedures and Standards
- . Recruit Dining Facility
- . Recruit Clothing Issue, Tailoring, and Laundry
- . Company Commander's Guide
- . Recruit Training Unit Organization
- . Recruit Unit and Individual Awards.

COMMENTS: This topic covers a review of RTC regulations related to recruits and their training. The Company Commander's Guide provides a useful source of information.

TOPIC 5. NAVY RECRUIT TRAINING PROGRAM IMPLEMENTATION

- . Philosophy and Objectives of Training
- . Recruit Daily Routine
- . Phases of Training
- . Recruit Curriculum

- . Special Considerations for Female Recruits (RTC Orlando)
- . Safety Measures in Training
- . Ships Work Week
- . Special Activities: Drill Team, Band, Choir, etc.
- . Physical Fitness and Weight Control
- . Graduation Ceremony.

COMMENTS: This topic is designed to acquaint the division officer with the details of the Recruit Training curriculum, as well as providing insight as to the approach to training and the purpose for which it is conducted.

Today's--and tomorrow's--trainees are different in many ways from those of the past. Their expectations and the recognition of their rights as individuals are greater, and there is a higher percentage of recruits with low levels of ability. These factors require that their trainers utilize a more humanistic approach than in the past and to exercise patience and restraint in their task of getting the most from each trainee.

TOPIC 6. PROVIDING COUNSEL, ASSISTANCE, AND RECRUIT EVALUATION

- . Typical Recruit Problems
- . Referral Agencies
- . Procedures for Referral
- . Academic Remedial Training (ART)
- . Special Training Division: Role and Functions
- . The Red Cross
- . Chaplain--Role and Functions
- . Navy Alcohol/Drug Abuse Program
- . Career Counseling
- . The Recruit Evaluation Unit (REU)
- . The Military Aptitude Board (MAB)
- . The Recruit Aptitude Board (RAB)
- . Processing for Discharge.

COMMENTS: Recruits come to initial entry training with many problems--pre-existing ones which they have not faced before and new ones resulting from

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the experience of entering the military service. An important part of the division training function is to help the recruit solve his problems and to salvage as many trainees as possible who otherwise might not complete their training--a loss of manpower and invested funds the Navy can ill afford.

Counseling takes place at each level of the training organization, and the division officer is essentially the court of last resort at the division level. This means that he is confronted with the more difficult problems and must be prepared to weigh alternatives and make critical decisions.

This topic is designed to provide the division officer with a comprehensive summary of typical recruit problems and examples of problem recruits. For each of these situations, alternative solutions are suggested. The division officer must be well aware of the variety of services available to assist the troubled recruit in solving his problems, and of the procedures for further evaluation, punishment and possible dismissal of recruit offenders from the service.

The foregoing data, when developed, should be given to each division officer for his permanent reference and use as a part of a division officer's guide.

TOPIC 7. DIVISION OFFICER EMERGENCY PROCEDURES

- . Severe Weather
- . Extremes of Hot and Cold
- . Cardiopulmonary Resuscitation (CPR) Orientation
- . The Heimlich Maneuver
- . Common Recruit Injuries/Complaints
- . Medical Plan
- . Fire
- . Epidemic
- . Incidents Which May Result in Extensive News Coverage
- . Psychiatric Disorders
- . Suicide Gestures.

COMMENTS: Emergency situations usually require immediate response on the part of the division officer and his staff. It is necessary, therefore, that the division officer receive a detailed indoctrination on procedures to be conducted in the event of these emergencies. Wherever appropriate, practical "hands-on" participation should be required. A checklist should be developed and issued to each division officer for his guidance.

TOPIC 8. THE RECRUIT COMPANY COMMANDER

- . Selection Criteria
- . Training
- . Role
- . Functions
- . Responsibilities to the Division Officer
- . Recruit Progress Reports
- . Complementary Roles of Division Officer and Company Commanders

COMMENTS: It is very important for the division officer and his company commanders to establish a good working relationship. This relationship should be based upon mutual respect and understanding of each other's function. The division officer is tasked with the responsibility of providing leadership and guidance in the conduct of recruit training but not to usurp the role of the company commander. The division officer will be an influence for moderation, an objective observer who can monitor correct training procedures, advise when discrepancies appear, and take corrective action, including relieving company commanders, when necessary. He will also be cognizant of the quality of their performance and will insure that superior performance and dedication are recognized.

This topic is designed to acquaint the division officer with the selection, training, role, and functions of the company commander to prepare him to exercise proper supervision.

TOPIC 9. TECHNIQUES FOR SUPERVISION, COUNSELING, AND PERSONAL ADJUSTMENT FOR THE DIVISION OFFICER

GENERAL MANAGEMENT BEHAVIOR

A brief orientation in topics designed to increase the newly assigned officer's understanding of management-oriented human behavior theories and their relevance to his individual role at RTC. It provides an opportunity to study a variety of models of human behavior, as a stimulus for examining, assessing, and formulating his/her own management model, with explicit ideas, values, and techniques. This model is to be evaluated through considering how he/she would respond, from the viewpoint of a recruit or company commander. This topic would also address adjustment to the significant increase in personal power that accrues to most new officers, particularly in the first month of duty around recruits (e.g., pointing out that new officers frequently behave in ways that are inconsistent with their own self image as managers during that first month, and sometimes longer). In conjunction with this, the topic would explore techniques for avoiding the "prisoner/warden" syndrome.

MANAGEMENT OF RECRUIT COMPANY COMMANDERS

- . Supervision, Discipline, and Counseling of Recruit Company Commanders. There appears to be more need for specific training in managing recruit company commanders than in any other area. The intense pressures upon company commanders, resulting from the competitive system, the tight training schedule, the high company commander-to-officer rates (usually 24 to 1), often results in a high degree of company commander cohesion and poses unique management problems for the new RTC officer. This topic addresses:
 - .. investigating and clarifying the role of the division officer, focusing on earning credibility and support of his company commanders while avoiding becoming their puppet
 - .. exploring ways to facilitate company commander acceptance of required changes in command policy
 - .. devising effective techniques for responding to company commander behavior that seems to challenge officers' authority
 - .. assisting company commander adaptation to long demanding hours
 - .. tasking senior petty officers with required jobs that are usually done by junior enlisted personnel
 - .. effective monitoring of maltreatment potential
 - .. effective monitoring of abusive language potential
 - .. dealing with a company commander about the issue of maltreatment
 - .. the ordeal of relieving a company commander
 - .. facilitating company commanders' coping with perceived ambiguities (e.g. differences between company commander school instruction and field practices)
 - .. dealing with company commanders' of the opposite sex (e.g., establishing credibility for women officers going into male divisions, particularly--avoiding fraternization).

MANAGEMENT OF RECRUITS

- . Supervision, Discipline, and Counseling of Recruits. Although most new officers have less difficulty in dealing with recruits than with company commanders, there are certain areas where training would be helpful, both for division officers and other staff officers to whom recruits are often referred. These areas include:
 - .. recognizing when to shift from disciplinarian to counselor and vice versa

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- .. identifying options for dealing with recruit misbehavior and assigning punishment
- .. reviewing the positive aspects of the Navy as an employer, from the recruit's viewpoint (e.g., educational programs, pay, advancement, travel)
- .. exploring skills at recognizing when a recruit's behavior problem falls into the responsibility of management and when the recruit should be referred to a psychologist, chaplain, doctor, etc.
- .. expand counseling skills in general, but also for dealing with:
 - (a) alcohol and/or drug abuse
 - (b) suicide threats and/or accomplished gestures/attempts
 - (c) unmotivated Water Safety and Health students who say they have done their best but who have not started perspiring yet
 - (d) socio-economically deprived and/or immature recruits with a history of failure, who want to quit again
 - (e) helping recruit open up and state his problem
 - (f) using one's own feelings (concern, empathy, anger) in counseling recruits.
- .. investigating criteria for deciding when a recruit should be recommended for discharge
- .. gaining deeper appreciation for recruits' tendency to make emotional decisions vs. rational/logical ones
- .. exploring issues and developing strategies for dealing with problems associated with male/female training environment
 - (a) increased awareness of techniques used to avoid conflict with authority figure of opposite sex (e.g., excessive feminism, machoism)
 - (b) fraternization between staff and recruit.

PERSONAL COPING SKILLS

It is considered helpful to orient new officers in some of the unique aspects of the recruit training environment, to facilitate his personal adjustment to the duty. Content includes:

- . discussion of the "shock" of going from a ship/squadron to RTC environment. Specifics include:

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- .. dealing with relatively routine day-to-day operating of RTC vs. the variety of sea duty
- .. exploring ways to make work more challenging professionally
- .. concern about desirability of assignment for career advancement
- .. identify and develop strategies for increasing one's capacity to cope with multiple goals that often seem to compete against one another (e.g., maintaining low attrition while screening out unsuitable recruits prior to transfer to the fleet).

TOPIC 10: ADMINISTRATION OF EXTRA MILITARY INSTRUCTION (EMI) AND OTHER NONPUNITIVE MEASURES*

- . The Relationship of Leadership to EMI
- . Authority and Responsibility
 - .. Definition
 - .. General Authority
 - .. Organizational Authority
- . Limitations of Authority
- . Lawful Orders
- . Navy Policy on EMI
 - .. Definition
 - .. Implementation and Limitations
 - .. Authority to Assign EMI
- . Withholding of Privileges
 - .. Definition
 - .. Authority to Withhold
- . Extension of Working Hours
 - .. Legal Aspects
 - .. Restrictions on Implementation
 - .. Review of Procedures
- . Good Leadership Practices
 - .. Leadership by Example
 - .. Alternative Measures
 - .. Recognition of Exemplary Behavior and Performance
- . Policy Implementation.

*REF: OPNAVINST 1133.1 of 27 July 1979

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PHASE III. INTERNSHIP

- . Observation of Recruit Training Unit/Company Activities
- . Observation of Lead Chief Petty Officer (LCPO) Activities
- . Observation and Participation in Division Officer Duties and Functions
- . Transition to Command of Division.

COMMENTS: A minimum specified time should be allocated by the command to this phase of the orientation and indoctrination of newly assigned officers. It should also be scheduled for officers other than division officers who are assigned to billets which require an understanding of the recruit training environment and its problems.

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APPENDIX C

SPECIAL RTC OFFICER SURVEY

A special survey (published in TAEG Technical Note 4-80) was conducted by TAEG, to solicit the opinions of a selected group of Navy Recruit Training Command officers regarding the desirability and usefulness of training in supervision, counseling, and personal adjustment and to develop potential topics to be addressed. The subjects were primarily officers who were currently assigned, or were formerly assigned, as recruit training division officers. The survey format consisted of a listing of division officer tasks and experiences relating to (1) general management behavior, (2) relationships with company commanders, (3) relationships with recruits, and (4) adjustment to the assignment. The officers completed the form by indicating their opinion as to frequency of use or occurrence, initial preparedness, and desirability of training in the area. The survey resulted in the following findings:

- . All of the tasks and experiences listed by the survey instrument were considered by the survey group to be typical of those performed by division officers.
- . The officers as a group considered their preparation for the job in these areas to be adequate. However, the survey group as a whole indicated that additional training in all of the listed tasks/experiences would be beneficial to division officers. Eleven of the listed tasks were identified by the total group as highly desirable subjects for training; five of these tasks were considered by the LDO/CWO group to be essential.
- . Among unrestricted line officers (ULO), only one of four had requested the assignment; two-thirds of the LDOs and warrant officers were volunteers.
- . There were significant differences between ULOs and LDO/CWOs in their response to the survey. The ULO group indicated a higher frequency of occurrence of the tasks/experiences, somewhat less preparedness, and less desire for training in this area than did the LDO/CWO group. The members of the LDO/CWO group indicated they performed the listed tasks less frequently, held a higher opinion of their preparation for performing the tasks, and had a higher desire for formal training in the listed tasks than did the ULO group.

Survey tasks considered highly desirable, or essential for formal training were as follows:

- . *inform recruits of positive aspects of Navy as an employer, in conjunction with counseling sessions (e.g., educational programs, advancement, pay, medical benefits, travel, chance to switch ratings)
- . *recognize need for and maintain control of recruit's behavior when he/she may be trying to create maximum uproar through expanding

*Identified by the LDO/CWO group as essential training.

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the seriousness of his/her misbehavior/acting out (e.g., suicide gestures, threats of going UA, getting staff members pitted against one another)

- . interpret significance of recruit's past history of psychiatric care and/or alcohol/drug abuse on suitability for training
- . change chronic failure oriented recruit behavior (e.g., recruit dropped out of school, ran away from home, was fired from job, now wants out of Navy, and has good "A" school)
- . *choose the disposition for poorly motivated and/or misbehaving recruits that will optimize his/her chances for successful completion of training (e.g., refer to Chaplain, NJP, Special Training Division, RTC)
- . *inform recruits of types of discharges and benefits gained or lost as a result of each, emphasizing effects of certain type of discharges on the individual's future opportunities
- . distinguish which recruits to recommend for unsuitability discharge and which to return to duty (e.g., situations that occur in Division Officer Mast, RABs, NABs)
- . Coordinate disposition of recruits referred to various support personnel for assistance/disposition (i.e., exchange correspondence, discuss disposition rationale, resolve differences, effect disposition)
- . distinguish between recruits progressing slowly primarily because of a need for academic remediation and those progressing slowly primarily because of a lack of motivation for Navy life
- . monitor potential for division staff/company commander/recruit maltreatment of recruits
- . distinguish between recruits who may accept directive counseling (e.g., advice giving, pep talks, verbal punishments) from those that may be more effectively helped from indirect means (e.g., listening, ventilation of feelings).

*Identified by the LDO/CWO group as essential training.

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