

Transfer of Learning in a Military Context: Using a Kirkpatrick
Level Three Evaluation to Determine Impact on
Job Performance

By

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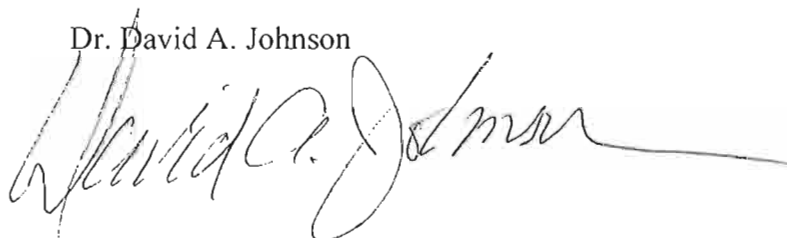
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A handwritten signature in black ink, appearing to read "David A. Johnson", with a long horizontal flourish extending to the right.

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Abstract

The intention of an effective training program is to positively impact improved job performance through the process of transfer of learning. This study demonstrates how a Kirkpatrick level three training evaluation designed specifically for full-time and part-time military graduates of an Army Reserve course, provided empirical data to measure levels of transferred learning that positively impacted job performance. The results from the evaluation were analyzed using inferential and descriptive statistics to provide assessments of how the trainees perceived that the course contributed to improved job performance. Course graduates were asked to rate such areas as the importance and frequency of course training objectives, the levels of their knowledge and skills prior to and after completion of the course, and how well the course prepared them for the

workplace. Recommendations for the Army Reserve from this study include the use of the survey results to modify the current program of instruction as well as to implement use of this or a similar Kirkpatrick level three training evaluation annually to ensure continuous improvement of the course.

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Chapter I: Introduction

How important is it for a learning institution to measure the level of student learning or knowledge that was transferred to the workplace, resulting in improved job performance? What is a reliable method or tool to measure transfer of learning to validate investments in training within an organization?

When resources are stretched and training budgets reduced, it is critical for institutions to determine that the time and money invested to train employees actually results in improved job performance. Even though solutions to performance problems do not always involve training (Jang, 2009), when training is chosen as a solution, the student must perceive a correlation between the acquired knowledge and how they can utilize or transfer this knowledge to perform in the workplace more effectively. Because of changing job requirements in competitive markets, it is critical for trainees to apply what they learned from training to their workplace context. Those responsible for training in organizations must work energetically to help trainees acquire that knowledge and skill to optimize job performance (Bouloutian, 2009).

The Army sends soldiers to the Army Reserve Readiness Training Command (ARRTC) at Fort McCoy, Wisconsin to attend a three-week course Army Reserve Career Counselor (ARCC). Course graduates, who reclassify to the Military Occupational Specialty (MOS) 79V, are expected to be knowledgeable on retaining qualified soldiers as well as how to influence members to take advantage of career advancement within the organization. Both full-time Active Guard and Reserve (AGR) and part-time Troop Program Unit (TPU) soldiers attend the course which means that each class has a mixture of both AGR and TPU soldiers. The ARCCs who graduate from this course are expected to be subject matter experts in areas critical to retaining Army Reserve soldiers. These areas include incentives, entitlements, and career

opportunities within the Army Reserve. The ARCC's job performance evaluation is based on quantifiable criteria with greatest emphasis placed on the number of soldiers who transition from an inactive reserve status to an active reserve status and the number of soldiers retained in units they support. They are also evaluated on the number of soldiers they transition to different statuses within the Army Reserve. Since most of an ARCC's job performance occurs while he or she is counseling, interviewing, or simply talking to soldiers, proficiency in interpersonal or soft-skills is critical. Soldiers with previous recruiting or sales experience may possess some of the core competencies of an ARCC, though this type of previous experience is not required to be recommended to reclassify job skills and work as an ARCC.

Statement of the Problem

There is currently limited course evaluation data available from graduates of the ARCC course to determine how these graduates have transferred the learning gained from the course training objectives to their jobs.

Purpose of the Study

The purpose of this study is to provide the ARRTC with an instrument that allows ARCC course graduates to measure how the knowledge, skills, and abilities acquired in the course has been used to directly improve their workplace job performance. Information from this tool can be used by course developers to continuously improve and modify the curriculum to meet both immediate student needs in the workplace and also the needs of the future ARCC as the job changes with Army requirements.

The instrument currently used is sent to a small random sample of course graduates from all courses taught at the institution. The online survey asks general questions concerning their perceived levels of knowledge, skill, and ability before and after completion of training but is not

specific to the course the student completed. A course specific survey instrument based on the third level of Kirkpatrick's Four Levels of training evaluation model (1959), will allow the ARCC course graduates to rate levels of learning they were able to transfer to their workplace and also to rate how this transferred learning has improved their job performance. Results from applying this new survey instrument will be presented to the ARRTC leadership.

Assumptions of the Study

There are four primary assumptions of this study:

1. Respondents to the survey instrument will provide accurate, truthful, and honest opinions of all questions asked.
2. *The* ARRTC is willing to review the results of the study.
3. The leadership of the ARRTC is committed to continuously improving the quality of the MOS 79V ARCC course.
4. Any and all implementation and results of this survey are in compliance with the procedural guidelines and requirements of the policies of the University of Wisconsin-Stout.

Definition of Terms and Acronyms

AGR. Active Guard and Reserve; full-time reservist providing administrative, logistic, or personnel support to the Army Reserve.**79V.** The Army military occupational code for an Army Reserve Career Counselor.

ARCC. Army Reserve Career Counselor; job title for Army Reserve member who along with Army Reserve leadership is responsible for the retention and continued service of Army Reserve soldiers.

ARRTC. Army Reserve Readiness Training Command; organization designated to train Army Reserve soldiers and supporting civilian personnel.

MOS. Military Occupational Specialty; used by the Army to define their enlisted jobs with specific competencies, duties, and tasks based on level of rank.

TPU. Troop Program Unit; part-time reservist (participation one weekend per month).

Transfer of learning. Baldwin and Ford (1988) define the transfer of learning as the “degree to which trainees effectively apply the knowledge, skills, and attitudes gained in a training context to the job”(p.63). They further state that conditions of such transfer focus on the *generalization* or design to the job context and *maintenance* on the job for a period of time. In 1997, Burke stated that transfer of learning occurs when a trainee applies what he or she learned in training to the actual job. These definitions imply, therefore, that transfer of learning is a process rather than a singular event or occurrence.

Transition. According to the Army Reserve definition, the transfer of a soldier within the Army Reserve from one status to another; example is an enlisted soldier becoming an officer or an inactive Army Reservist becoming an active Army Reservist.

Limitations of the Study

There are three primary limitations of this study:

1. This study does not include inquiry into areas of needs analysis, job analysis, or other techniques or information the ARRTC may have used to develop course curriculum.
2. This study uses self-evaluative opinions of the ARCCs themselves and does not evaluate managerial assessments of the ARCCs’ job performance.
3. This study does not review the workplace environment to which the graduate returns which may have a significant impact on transfer of learning.

Methodology

Interviews will be conducted with ARRTC Quality Assurance (QA) personnel to determine the type and scope of the course completion survey currently being sent to ARCCs. The QA personnel will also be asked how the survey data are utilized within the organization.

A survey instrument will be developed and sent to course attendees from last calendar year to attain quantitative and self-evaluative data concerning their perception of the amount of knowledge, skill, and abilities acquired from the course and the extent to which they were able to transfer it to their job. Sampling methodology will be explained and validated. The data results will be reported and interpreted. Final discussion will include recommendations for the ARRTC on the use of a Kirkpatrick Level Three type survey to provide data which validates training content and methods.

Chapter II: Literature Review

Currently there is limited feedback from graduates of the ARCC course to determine the amount of learning they have transferred from the course to their job to improve performance. The literature review describes how researchers have defined transfer of learning, how the measurement of this transfer may determine training effectiveness, and methodologies and models to use in this study. The review continues with research on continuous improvement as a result of measurement of transfer of learning and concludes with a summary.

Definitions of Transfer of Learning

When a technical training intervention is implemented, training developers expect that the knowledge gained by students will lead directly to improved job performance in the workplace. This process is known as transfer of learning though it is referred to as transfer of training, learning transfer, or training transfer by various researchers (Baldwin & Ford, 1988; Holton, Bates, & Ruona, 2000; Vermeulen & Admiraal, 2009). To ensure integrity of cited literature, the naming of the process selected by the researchers will be used in the discussion in this review based on their research.

According to the Encarta World English Dictionary (2009), learning is defined as a change in knowledge or acquisition of knowledge, understanding, or behavior. Encarta also defines training as the acquisition of a skill or the process of teaching a job or skill. Both these definitions suggest that learning and training are active and complex actions in which a learner must assimilate or internalize what occurs during the process, resulting in changed understanding or behavior. Additional research provides another definition of learning as a measure of knowledge, skills, or attitudes acquired during training (Velada & Caetano, 2007).

In 1988, Baldwin and Ford thoroughly reviewed literature on learning transfer based on publications and major works that discussed training in an organizational context. They defined transfer of training as the amount of acquired knowledge, skills, behaviors, and attitudes trainees applied to their jobs. This suggests that transfer of training is a complex process, understood only when considering any number of influences having an impact on the process. This definition indicates that transfer of training occurs when trainees apply what has been learned in the classroom to a different context, such as the workplace (Vermeulen & Admiraal, 2009). Similarly, Velada and Caetano (2007), propose that transfer of training occurs when a student uses a certain amount of learned knowledge, behavior, or skills on the job. Another definition of transfer of training states that it is the impact instruction has on job performance for trainees after training completion (Saks, 2002). However, the occurrence of transfer of learning depends on factors that include employee motivation, training relevance, and the workplace environment (Donovan, Hannigan, & Crowe, 2001).

Vermeulen and Admiraal (2009), believe that most definitions of transfer of training see the process as a one-time event, suggesting that delivery of training is similar to delivery of an object to the workplace. They argue that this does not account for other aspects of organizational training occurring in the transfer process. They state that training transfer is a two-way process and should be defined more comprehensively given three considerations:

1. There is more than one application of learned skills and knowledge expected in the workplace.
2. Learning and performance occur in a training environment.
3. Knowledge and skills are not the single transfer content, but are impacted by motivation, self-efficacy, and transfer strategies.

In their model supported by the results of their research, Vermeulen and Admiraal (2009), provide that learning and performance happen simultaneously during training and that skills continuously grow in the workplace (Figure 1).

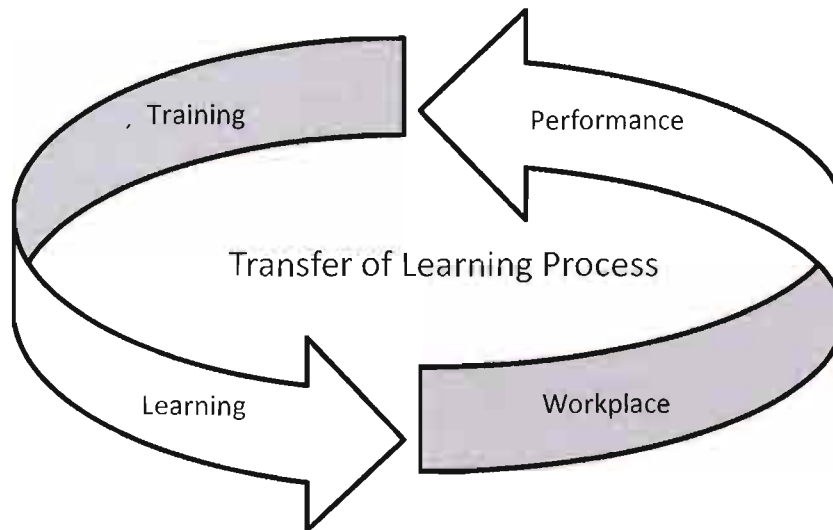


Figure 1. Transfer of Learning as a Two-Way Process

Furthermore, they opine that learning continues to occur in the context of the workplace after the training event (Figure 2). This lends support to the concept that training transfer is a recurrent rather than a one-time process. To summarize, transfer of learning is defined as a two-way process which occurs when learned knowledge, skills, or behavior are used in context of the workplace.

Measurement of Transfer of Learning Evaluates Training Effectiveness

In the current state of globalization, given the battle for the competitive edge, organizations seek effective methods to utilize and to develop human resources with emphasis on adjusting employee skills or increasing knowledge for success (Donovan, et al., 2001). The implementation of practicing and measuring transfer of learning could lead to enhanced individual job performance and improved overall organizational performance (Weldy, 2009). It

is widely accepted that evaluation is a necessary component for training development planning models in developing training to improve performance. However, comprehensive training evaluation is often ignored as an element of training design due, perhaps, to lack of time, lack of resources, and concerns with trainers and developers about what should be evaluated. It is further stated that evaluating trainee work performance is the most critical and meaningful method of evaluating training effectiveness (Burrow & Berardinelli, 2003).

Many of the ARCC's competencies require interpersonal skill sets (Appendix B). According to Vignali and Jones (1995), evaluation of the quality of training is essential to the success of any organization whose employees need interpersonal skills to perform effectively. Jobber and Lee (1994) stated that it is important for an organization to monitor the quality of interpersonal skill training to prevent employees from losing motivation. Evaluation of training helps developers to choose the methodology and to create the opportunities for sufficient practice of interpersonal skills that results in high levels of transfer of learning, behavioral change and improved performance (Bouloutian, 2009) .

The measurement of transfer of learning using Kirkpatrick's four level model of evaluation (1959) or the learning transfer system developed by Holton (2000), are two methods to provide empirical evidence to validate a training program's resource requirement for return on investment (Donovan, et al., 2001). Therefore measuring transfer of learning is one way to evaluate the effect training has had on employees as it contributes to the validation of an organization's training section or division.

In addition, there is a correlation between the perception of learning and occupational satisfaction that can be mediated by a learner's perceived transfer of training (Velada & Caetano, 2007). This suggests that positive levels of transfer of learning reflect not only maximized

investment with regard to training and development but may also positively impact employee job satisfaction. Additionally, Velada and Caetano (2007), propose that an organization should monitor employees' levels of satisfaction using measurement of transfer of learning to determine whether new human resource practices need to be adjusted to meet organizational needs.

Measurement of transfer of learning can assist an organization predict employee satisfaction and provide trainers and developers with empirical data to develop or redesign human resource programs.

Methodologies and Models

In early discussion of training effectiveness models, researchers proposed that the two main conditions of the design and content of training material, which are generalization and maintenance, are directly influenced by learning and retention of learning (Baldwin & Ford, 1988; Saks, 2002). Kirkpatrick had previously stated in 1959, and in later articles, that a trainee's job behavior will change only if new knowledge, skills, and attitudes are acquired. In other words, learning gained during training is the main antecedent of transfer of learning which promotes measurement of learning gained and the level of transfer of learning to the workplace as a viable evaluative tool.

Kirkpatrick's training evaluation model describes four levels beginning with student reaction or satisfaction and ending with organizational impact (Table 1).

Table 1

Kirkpatrick's Four Levels of Training Evaluation

Level	Term	Definition
1	Reaction	Measures trainees' satisfaction of training
2	Learning	Measures how well trainees have mastered objectives
3	Behavior	Measures how knowledge, skills, and attitudes are used in workplace
4	Results	Measures performance improvement impact on organizational effectiveness

Mayberry (2005) states that the level three evaluation increases relevance of learning and development efforts by determining the level of transfer of learning to the workplace. The Human Resource Development Division of Civilian Human Resources Agency - Europe, a government agency responsible for training federal employees assigned in Europe, uses all four levels of Kirkpatrick to evaluate training effectiveness (Human Resource Development Division, Civilian Human Resources Agency – Europe. (n.d.). The agency uses Kirkpatrick level three evaluations to measure how the knowledge, skills, and attitudes from training are transferred to the workplace by having trainees evaluate what and how much learning transferred to the job. The use of a level-three evaluation translates effectively when used by a government agency

conducting a training evaluation when company profit is not a major consideration.

Kirkpatrick's level-three evaluation provides data to determine levels of learning acquired and how it has transferred to the workplace (Burrow and Berardinelli, 2003). Additionally, they state that a basic level three evaluation may preclude performance measured against a standard, known as criterion-based evaluation. To address this inability of the level three training evaluation to address criterion-based results, evaluated training must be designed with clearly stated training objectives that state quantifiable results. According to the Army Training Command policy, the Army standard of development of training objectives requires quantifiable results in the standard of any training objective as a part of approved doctrinal training material. Therefore, because Army training includes quantifiable standards, it is appropriate to use a Kirkpatrick third level evaluation to determine levels of successful transfer of learned material to the workplace.

In 2000, Holton, Bates, and Ruona presented a training evaluation system that expounded on Holton's earlier development of a model to consider the impact of primary and secondary influences that affect any trainee's level of transfer of learning. The first step of this model formation is called the Learning Transfer System Inventory (LTSI). The LTSI required consideration of several variables that impact transfer of learning for the individual and the organization all of which has an impact on learning transfer to the job (Yamkovenko, Holton, & Bates, 2007). Use of the LTSI provided support for construct validity, predictive validity and exhibits initial evidence of criterion validity. (Yamkovenko, Holton, & Bates, 2007).

Vermeulen and Admiraal (2009) believed that training transfer occurs when trainees gain knowledge, skills, or attitudes in one context and apply what they've learned in another context. This requires training design to include performance along with knowledge, skills, and abilities

as learning objectives (KSAP). They further stated that in order to incorporate performance in training design, the trainer developer must integrate learning theory with human performance theory. This called for a model of transfer of learning that would substantiate transfer of learning as a process rather than an event. The model implied that application of learning reoccurred in the workplace until achievement of successful job performance which completed the process as a two-way concept (Figure 1).

Earlier research postulated that learning successfully transferred in the training environment is further developed in the context of the workplace, suggesting a recurrent process of learning and performance in both contexts (Vermeulen, 2002). This study provided reason for measurement of transfer of learning to consider trainee evaluation of knowledge acquired after training and its application in the workplace to improve performance. To provide empirical data from training evaluations that are meaningful in analysis and interpretation, the discussion of a reliable and well-tested scale to use follows.

The Likert scale was consistently found to provide reliable and understandable interval scales when used for surveys in evaluating respondents' reactions to criteria in many applications. Use of the Likert scale has consistently provided professionals with a meaningful analyses and interpretation instrument. The Likert scale was found to be reliable in both academia and industry uses regardless of contextual differences in industries, locations, subjects, and context (Braunsberger & Gates, 2009). In the context of evaluating the success of training interventions, the use of the Likert scale to interpret causal and intervening variables has stood the test of time. However, the Likert system may lack the ability to truly measure return on investment of training resources according to Plant and Ryan (1992).

Concerning the use of email to collect data, Kittleson (1997) discusses response rates using email and provides reasons for researchers to normally expect response rates no greater than 50%. Concurring that even though use of email is cost minimal, he admits that researchers should consider reasons for low response rates when using email for surveys that include:

1. Individuals may not respond immediately and systems may purge the email.
2. Email messages set aside may be forgotten.
3. Respondents may perceive that responses are not anonymous.

Based on his research, he further recommends the researcher to send at least one follow-up email to increase response rates.

To summarize, research on the Kirkpatrick level three evaluation provided sufficient evaluative data when used by a government agency such as CHRA-Europe. Use of this type of evaluation met the Congressional requirements due in part to the doctrinal requirement that Army training objectives include quantifiable standards during training. This provides sufficient evaluative data for respondents to determine successful transfer of learning based on improved job performance. In addition, the use of email surveys to this selected sample of a population should provide a reasonable response rate upon which to make quantitative and inferential assumptions.

Research and Implications

In 2002, Saks argued that the previous estimations of the amount of acquired learning retained by students and transferred to the workplace accepted for years to be only 10%, needed to be reevaluated and researched. During his informal research, he asked training professionals to provide what they considered to be the level of transfer of training that trainees experienced in their organizations. His informal survey of 150 members of an unnamed training and

development society resulted in much higher student to workplace learning transfer percentages, approximately 50%, within their organizations. He ended with a caveat to readers of his informal study due to the possibility that the trainers and professionals might have responded based on personal bias. However, due in part to the discrepancy of the percentages of previous studies to his informal effort, he recommends research is needed to update percentages of transfer of learning. Saks ended with the plea for more research to evaluate accurate and timely transfer of learning levels.

Donovan, et al., (2001), postulated that evaluations of transfer of training must include the impact on organizational performance goals and economic requirements. Failure to consider both organizational performance and economic objectives when evaluating training effectiveness can lead to a gap between organizational economic considerations and training program evaluation. In their conclusion, they stated that traditionally, evaluation of transfer of learning continues to occur at individual or learning event training level usually without economic theory considerations. Additional research explored learning and organizational considerations as suggested by the conclusion that levels of transfer of training to the workplace should be incorporated as a training strategy to manage knowledge and to gain competitive advantage in turbulent markets by improved human resource performance.

In 2009, Weldy concluded that learning in organizations must include explicit and tacit information and to include learning at the individual and organizational level. She stated more importantly, the learning organization and the transfer of training must focus specifically on learning that improves performance. She purports that training organizations must consider transfer of learning and the return on investment to improve not only individual but organizational performance. As a method to augment traditional classroom learning, Watters

(2009), suggested the use of real-world simulation for training based on workplace scenarios. He stated that this training methodology, while entertaining and fun, provides a true-to-workplace experience using competition and experiential learning to maximize training results. Transfer of training was enhanced when skills critical to improved performance were conducted in a laboratory setting allowing learners to practice and instructors to provide immediate and specific feedback (Burrow & Berardinelli, 2003). Research results concerning the nature of transfer of training and the trainer's role in the process was included in additional research.

Axtell, Maitlis, and Yearta (1996) posited that the nature of transfer of training occurred uniquely in periods of both short-term and long-term transfer. They concluded that viewing transfer of training in both short-term and long-term contexts allowed training professionals to predict amounts of transfer of training based on influences within each period of time (Table 2).

Table 2

Time Levels of Transfer of Training

	Time Period	Influences
Short-Term Transfer	Immediate	Relevance, self-efficacy, motivation, autonomy, and managerial support
Long-Term Transfer	1 Month or more	Environmental factors, skills initially transferred, self-efficacy, motivation, managerial support, and autonomy

Criteria that impacted the amount of transfer of training in long and short term include the level of initial skill transfer, the trainee's ability to apply learning immediately upon return to the workplace, and training-related goals to be attained within a period of time upon return to the workplace. In addition, the amount of transfer of learning could be affected by the trainer in his or her role as facilitator or enabler of the transfer of training process. Jang (2009) purported that although all stakeholders in an organization might be responsible for successful training transfer, the emphasis by the training professional on transfer of learning will help align training strategy with organizational strategic goals. To end the review of conducted research and studies on transfer of learning and implications, the transfer of learning of soft skills or social skills is considered.

According to research by Axtell, et al., (1997), there is a correlation between levels of transfer of training to a job and the lapse of time since training. They opine that the trainee becomes more proficient as he or she is given time to apply learned knowledge, skills, or abilities. Gilpin-Jackson and Bushe (2007), found that higher levels of transfer of learning of social and cultural interpersonal skills occurred when the trainee's effort becomes automated through practice in the workplace. They implied that given sufficient time after training and the opportunity to practice interpersonal skills, they will demonstrate a significantly higher level of learning transfer and mastery of those skills. In addition, they also concluded that positive supervisory and peer support in an environment that requires interpersonal skills increased the levels of transfer of learning that required changes in behavior. On the negative side of this concept, it was found that supervisors or peers who did not provide support or positive examples of performance in the workplace contributed to lower levels of learning transfer. It is easy to

conclude, then, that in an environment requiring interpersonal skills, peers who influence newly trained persons must have had a similar or equal level of training and must be able to apply the soft skills as a positive example in the workplace.

The implication that transfer of learning occurs in both short and long term transfer periods implies that learning continues in the workplace after training. This idea is especially relevant in the context of occupations that require interpersonal skills given that the recurrent process of transfer of learning supports continuous improvement within an organization.

Continuous Improvement

Findings indicated that conduct of training and development of employees in itself is not a significant predictor of the level that employees are involved in their jobs (Boon, Arumugam, Safa & Bakar, 2007). It was found that often, employee development or unconscious attainment or automated skills required a long term commitment that resulted in training results that may not be realized in the short term. Boon, et al., proposed that an organization's training department or division must provide an access to continuous training and employee development to ensure the success and relevance of training efforts. The willingness of trainers and developers to be consciously aware of practices and content material intended to improve employee performance within their organization made their division an active player in the implementation of an organization's strategic motives and goals. For trainers and developers to sustain a posture of support to organizational goals, there must be empirical evidence to substantiate the contribution of training programs to corporate strategic goals.

Measurement of transfer of learning may contribute positively to expected and possibly mandated organizational continuous improvement only if the trainee's perception of the training when applied in the workplace actually resulted in actualized performance improvement. The

training activity in an organization that fails to make required adjustments to provide quality and relevant training appears uncommitted to continuous improvement. If after completion of training, a trainee feels that training fell short of expectations or the transfer of learning does not meet expectations, he or she may experience a loss of morale or to become cynical about future training. (Oliver, 2009). Oliver also opined that organizations that implement performance evaluations that reinforce the importance of training to support strategic goals demonstrate to employees that continuous improvement is important to the organization. There are two changes for training and development professionals to consider for continuously improving training to impact performance. One is to focus on design and development of training intended empirically to improve employee performance. The second is to design and develop training that incorporates technology in design. As technology in training design is beyond the scope of this paper, the discussion concludes.

Measuring the level of transfer of training and reacting when it decreases or lessens provides trainers and developers with cues to begin a process to evaluate current training methodology or training content material. Implementation of a systems approach for performance improvement which includes measuring the levels of transfer of learning evolves to human performance technology, a practice that links organizational strategy and goals with education and training that facilitates the workforce to gain the capability to achieve them (Berge, deVerneil, Berge, Davis, & Smith, 2002). According to Berge, et al., the main goal of an organization is to manage the performance of their employees effectively. The learning institution that uses a system that includes monitoring levels of transfer of learning is more strongly positioned to survive in turbulent business markets or in an environment of shifting governmental priorities.

Summary

Transfer of learning is a recurrent process that occurs when acquired learning is applied to a job or duty in the context of the workplace intended to lead to improved human performance. Measurement of transfer of learning validates an organizational training activity by maximizing training results in alignment with overall organizational strategic goals.

Based on the various training evaluation methods reviewed and the nature of the requirement of the ARRTC to determine levels of transfer of learning, the Kirkpatrick level three evaluation seemed most appropriate to provide an evaluation of levels of value of acquired learning and to rate the level by which application of the learning improved their workplace job performance.

Results of studies and research from literature reviewed provided a framework in which to develop, conduct and analyze an appropriate survey instrument to use for these graduates of the ARCC course. Since the job of the ARCC requires interpersonal skills similar to a sales or customer service environment, literature pertaining to soft-skill or interpersonal training provided validation for the methodology of the evaluation, assessment, and data analysis process.

The methodology and the process for delivery of the survey instrument is intended to be delivered to the ARRTC leadership to use when validating course content in the spirit of continuous improvement.

Chapter 3: Methodology

The intent of this study was to develop an instrument used to assess how graduates from the Army Reserve Career Course were able to transfer learning from course objectives to improve their job performance. Once the purpose of this study was defined, the identification of subjects as well as the methodology for sample selection of a population was determined based on review of research and educational materials. The following subsections within this section explain the criteria used to answer these two concerns as well as that used to develop an instrument to provide quantitative data to determine how learning objectives transferred to the workplace. Furthermore, this section explains what tools were used to collect data and how this data was analyzed. Finally, study limitations are discussed followed by a summation of the methodology of this study.

Subject Selection and Description

The sample for this study was chosen from the population of ARCCs who had attended the Army Reserve Career Counselor Course at Fort McCoy, Wisconsin. The sampling methodology used was a cluster sample of the ARCCs who completed the training in calendar year 2009. Therefore, the sample size for this study was 217 soldiers. According to Lee and Nelson in 2006, accuracy of the survey results of +/-5% could be maximized upon receipt of at least 138 respondents (p. 364). Therefore a strategy was developed to address the issues of non-respondents to provide a larger of number of responses. The result of using this strategy to increase responses is further discussed in the paragraph addressing data collection that follows.

The subjects, all course graduates of the ARCC Course from 2009, were from locations throughout the continental United States, including some from overseas locations. Since the ARRTC provided a list that included names, ranks, and email addresses but contained no

personal data such as address or location (Appendix A), the exact duty location of subjects was not available. The ranks of participants varied between Sergeant Non-Commissioned Officers (E5) to Sergeant First Class Non-Commissioned Officers (E7) as did the respondents' years of military experience. As part of the Army's prequalification requirements, all subjects were required to meet certain physical demands and aptitude qualifications according to Army regulations (Appendix B) to be selected for course attendance to reclassify to MOS 79V. Using the entire sample of 2009 graduates guaranteed diversity in race, sex, nationality, military experience, and age. Given the random diversity of this particular sample and assumed similarity of workplace environments, it was felt that this particular sample would be fairly representative of samples from other calendar years of the total population which suggests similar means in other similar groups thereby suggesting consistency in sampling error (Lee & Nelson, 2006, p. 152).

Technological Considerations

The survey link was sent via email using Army Knowledge Online (AKO) which users accessed as account holders on the Army Reserve Network. The email containing the link to the online survey was therefore sent to their official military email addresses. This ensured they could respond using either a government issued computer or a home computer that would require using an AKO specific authentication process. Using this methodology allowed both the full-time ARCC having access to government equipment daily and the part-time ARCC with access to a home computer rather than government equipment to respond to the survey regardless of location.

Instrument Design

The application used to design and distribute the survey instrument (Appendix C) was Qualtrics, an online survey program available through the University of Wisconsin-Stout. The scales of measurement selected for the instrument were nominal data, used to identify categories within the subjects, and interval data using a scale with which subjects self-evaluated levels of knowledge or skills transferred to the workplace environment. The survey instrument consisted of 10 questions, nine which were closed-ended questions and one which was an open-ended question. Two of the nine closed-ended questions asked subjects to rate, using a five-point Likert scale, the importance and frequency of knowledge and skills from each class training objective from the training schedule of the ARCC course (Appendix D) in relation to improved job performance. Four of the closed-ended questions asked subjects, using a five-point Likert scale, to self-evaluate knowledge and skills prior to and since completion of the course, how many of the ARCC classes prepared them to perform the job, and how well the course prepared them for the workplace. The use of Likert scales provided a reliable method for respondents to use meaningful and understandable scale point descriptors meaning that the data can be used to provide quantitative results (Braunsberger & Gates, 2009).

Three survey questions were categorical to gather demographic information asking subjects for their military status (TPU or AGR), how long it had been since course completion, and whether or not they had prior military or civilian experience in areas of sales or recruiting before attending the course. The demographic questions provided dichotomous variables for use as independent variables during the data analysis process using resulting data. The survey ended with an open-ended question (that asked subjects to provide in text, one knowledge or skill not

included in the current ARCC course training objectives that would contribute to effective job performance for an ARCC (Appendix C, Question 10).

The concept of asking subjects to rate their level of knowledge and skills prior to and after completion of the course (Appendix C, Questions 6 & 7), was based on questions included in the survey sent to all course graduates at the ARRTC (Appendix E).

The other survey questions were developed intending to provide demographic or categorical information that could potentially impact subject responses. Respondents provided data on both dependent and independent variables. The dependent variables included a self-evaluation of knowledge and skills prior to and after completion of the course and how well the course prepared the subject for the workplace environment. Independent variables included aforementioned demographic data, subject's military status, and whether or not the subject had prior sales or recruiting experience. Overall, the intent of the survey was to allow participants to provide self-evaluative data concerning levels of knowledge and skills and transfer of learning from course objectives to the workplace environment.

Finally, the survey was designed to guarantee anonymous responses from subjects when researcher reviewed and analyzed data. An explanation in the initial email (Appendix F) ensuring their responses would be anonymous would encourage subject not only to complete and submit the survey but also to be honest and frank when answering (Kittleson, 1997).

A final action in the design of the instrument included peer reviews of the instrument by two former graduates of the University of Wisconsin-Stout, Training and Development Master's program, Debra Young and Rocky Jarvis. Both Ms. Young and Mr. Jarvis were employees of the ARRTC who currently worked in the areas of instructor staff training and quality assurance. The researcher sought these human resource professionals to contribute to the content validity of

the instrument. The researcher then edited the instrument using their feedback and recommendations.

Content validity was a major consideration in the design of the instrument as the subjects were to be queried on the amount of learning they achieved. To ensure high content validity, the instrument asked the subjects to quantify the importance and frequency of each of the training objectives of the ARCC course. Each training objective was listed verbatim from the program of instruction provided by the course developer.

The next consideration was how most effectively to distribute the instrument.

Instrument Distribution

Prior to the initial distribution of the instrument for the study, a pilot survey of three questions *unrelated to the study* was developed using Qualtrics and distributed to users in three diverse locations within the Army Reserve Network. The pilot survey was sent to a user on an active Army installation, a user on an Army Reserve installation, and two users in Army Reserve centers not located on an installation. The purpose of this action was to ensure the survey link included in the email would not be blocked by firewalls in various Army Reserve locations. Question formats in the three question pilot survey were representative of the question formats used in the final instrument, one closed-ended scaled rating question, one demographic question, and one open-ended question allowing textual input. The four recipients of the pilot survey, who were not ARCCs, were asked to complete the three survey questions and submit results. All four pilot survey results were recorded in Qualtrics and thereby confirmed that survey subjects in all three possible locations of users on the Army Reserve Network were able to receive an active survey link and would be able to respond and submit accordingly regardless of existing firewalls.

After the final review of the instrument and positive results from the transmission and receipt of the pilot surveys, on March 21, 2010, the sample of 217 ARCCs who completed the course in 2009 were sent an email that included the survey link to their official military email addresses using AKO.

The 10 question survey (Appendix C) was sent through AKO to subjects' email addresses with an explanation of the purpose for the study as well as an explanation that their input could positively impact development of future course material. The email included the required Institutional Review Board (IRB) statements and contact telephone numbers of researcher as well as project advisor and IRB point of contact. The email informed subjects that the survey was designed intentionally for their responses not to be identifiable by email addresses or name, therefore resulting in anonymous responses.

Data Collection Procedures

After five days of checking Qualtrics for response rates after the initial emails were sent, there were 58 responses. One week after the initial emailing to subjects, a follow-up email was sent to the entire sample of subjects one week later that resulted in 48 additional responses. This is well within the expectation stated by Lee and Nelson (2006) that one may expect an additional one-third to one-half responses to responses received from the initial contact (p. 33). The follow-up email (Appendix G) was sent to all 217 subjects as it was impossible to know which subjects had or had not responded since there was no way to identify survey responses. Therefore, three weeks after the initial and follow-up contacts, there were 108 responses from 217 emails sent, resulting in a response rate of 49%, which according to Kittleson in 1997, is considered "adequate" for an email survey (p. 195). Both the initial and the follow-up emails were sent on Sunday evenings intended to be one of the first emails visible in respondents'

mailboxes Monday morning. It was decided not to send any additional follow-up emails as Kittleson additionally discussed his research that resulted in no significant difference in return rates when more than one follow-up or reminder email was sent. It is possible that TPU soldiers who did not attend their monthly drill and who only use government computers when they attend drill may never have seen the survey. The next section discusses data analysis from the respondents' submissions to evaluate levels of transfer of learning to a situational workplace.

Data Analysis

The data from the surveys were analyzed using content and criterion analysis to provide meaningful and comprehensible quantifiable results. Since one of the survey questions asked for the subject's AGR or TPU status, it was possible to separate AGR from TPU data to monitor differences between full-time and part-time soldiers. Data were analyzed using various methodologies using significance levels of 0.05 which was acceptable given the non-critical nature of the research. The intent of the analysis was to find statistical significance in the data from respondents that related to the level of learning that transferred to the workplace. The available version of the Qualtrics application was used to gather and report survey data. The data analysis add-on in Microsoft Excel was used for actual data analysis to aid in data interpretation. Variables used in data analysis from this study include both continuous variables for quantitative data reporting and discrete or dichotomous variables mainly for categorization of the respondents.

All 108 of the surveys were usable. During data analysis, only five of the 1,080 questions had incomplete responses and data from these questions therefore was not considered. The data analysis plan for this project included use of inferential and descriptive statistics such as *t-test* analysis (both one and two-tailed), paired *t-test*, to provide meaningful analysis of

quantitative data (Appendix H). The paired *t-test* was used for analysis when respondents were asked to evaluate their level of knowledge and skill before and after the training. This method was chosen for data analysis to ensure a decrease in variability when more than one answer from the same subject is compared. The other *t-tests* were used when the minimum size of a particular group was less than 30. One-tailed analysis was used when the researcher felt relatively confident of the direction of the difference or relationship. If the direction of any difference or relationship was more difficult to predict, a two-tailed approach was used for data analysis.

The survey responses were analyzed using the data analysis function in Microsoft Excel using inferential and descriptive statistics. When there were fairly predictable results in the analysis, one-tailed analysis was used. When results of data analysis were unpredictable, a two-tailed data analysis method was used. Following established data analysis conventions, in one situation, a *t-test* was conducted as two-tailed because the researcher was not able to assess the significance of relationship between an independent and a dependent measure. Additionally, analysis of quantitative data from respondents' evaluations of importance and frequency of different training objectives allowed the researcher to construct a meaningful and comprehensible way to present data. The purpose of this analysis was for the respondents to quantify the amount of learning that transferred to the workplace and in doing so, rate those training objectives the subjects found most important and most frequent in use in the workplace as well as those it was felt did not contribute significantly to improved job performance.

Limitations

This project does have limitations in methodology that deserve discussion. These concerns are in the areas of subject selection, survey response rates, and the rating scale used by respondents. First of all, the cluster sampling technique was chosen to select subjects given the

time limitation and lack of resources. According to Lee and Nelson (2006), use of cluster sampling also may be less accurate and may increase sampling error as results may differ from groups from other years (p. 362). Use of cluster selection may also provide a sample that may not fairly represent the population if a sample was chosen during a year affected by changes in Army human resource policy due to reorganization. Second, though the response rate was 49% which Kittleson (1997) considered sufficient, given the small size of the sample, a response rate of at least 64% would have minimized sampling error (Lee & Nelson, 2006, p. 364).

The use of email for instrument distribution has several limitations which are beyond the scope of this paper. Therefore it is possible to assume that response rates could have been higher with alternate methods of instrument delivery.

The last concern is the use of a five-point Likert scale to rate importance and frequency of training objectives as well as the level of perceived transfer of learning to their workplace environment. Use of an arbitrary scale can result in a situation where respondents perceive different meanings for interval values from which to choose. In summation, given these limitations, the results of the study provided information for course instructors and leaders as well as a suggested method to use for future Kirkpatrick level three training evaluations.

Chapter IV: Results

The intent of this study was to design, develop, and utilize a Kirkpatrick level three training evaluation for an Army Reserve training command. The evaluation instrument would allow course graduates of a military course to rate their perceived levels of transfer of learning that improved their job performance. This 10 question survey, designed and developed using Qualtrics, an online survey program available through the University of Wisconsin-Stout, was sent to soldiers who graduated from the ARCC in 2009. The response rate for the survey was 49% which is considered to be an adequate response level (Kittleson, 1997). Using the data analysis function in Microsoft Excel and other sources, data were analyzed using inferential and descriptive statistics.

Item Analysis

Rating of training objectives. Two of the survey questions listed the 19 critical and necessary course training objectives approved by the ARRTC for the ARCC course. Respondents were asked to rate the importance and frequency of each of the objectives in the two questions using a Likert scale of one to five. Based on the highest mean score for each objective, the data showed that all respondents chose the same six training objectives as the most important regardless of AGR or TPU status (Table 3). Further analysis revealed that though the ranking of these same six objectives within the AGR, TPU, and combined groups differed slightly, it is significant that all groups selected the same six objectives as important to job performance in the workplace.

Table 3

Top Rated Training Objectives for Importance to Job Performance (AGR & TPU)

Mean (5 = High)	Class Training Objective
4.54	Determine Eligibility for Incentives (SLRP, bonuses, etc.)
4.52	Determine Eligibility for Reenlistment/Extension
4.51	Complete Reenlistment Documents
4.49	Determine Eligibility for Entitlements (MGIB)
4.47	Define ARCC Roles and Responsibilities
4.30	Establish Unit Rapport

Whereas both AGR and TPU soldiers rated the same six training objectives in importance, there were differences between AGR and TPU responses in the ratings of frequency of use of training objectives. The objectives with highest mean scores for frequency by the combined group (Table 4) differed slightly from the ratings for each group separately (Appendix I, Tables 1 & 2).

Table 4

Top Rated Training Objectives for Frequency in Job Performance (AGR & TPU)

Mean (5 = High)	Class Training Objective
4.27	Determine Eligibility for Incentives (SLRP, bonuses, etc.)
4.21	Establish Unit Rapport
4.17	Determine Eligibility for Reenlistment/Extension
4.13	Determine Eligibility for Entitlements (MGIB)
4.06	Complete Reenlistment Documents
3.90	Define ARCC Roles and Responsibilities

The results in Table 5 and Table 6 indicate the five objectives with the lowest mean scores in importance and frequency for the combined group (AGR & TPU). Data were not analyzed for lowest mean score for AGR and TPU responses separately.

Table 5

Lowest Rated Training Objectives for Importance to Job Performance (AGR & TPU)

Mean (5 = High)	Class Training Objective
3.21	Manage Time Using Microsoft Outlook
3.46	Conduct Commander's Desk Side Brief
3.52	Support Call and Release to Active Duty
3.60	Manage Unit Sponsorship
3.63	Interpret RLAS Reports

Table 6

Lowest Rated Training Objectives for Frequency in Job Performance (AGR & TPU)

Mean (5 = High)	Class Training Objective
2.51	Support Call and Release to Active Duty
2.91	Conduct Commander's Desk Side Brief
2.95	Interpret RLAS Reports
3.01	Use ITRS for Retention Purposes
3.03	Define Antedated Reenlistments

Knowledge and skill prior to and after training. Respondents were asked to self-evaluate their knowledge and skills prior to and after attending the ARCC course. A hypothesis was formulated that supported the proposal that there would be a significant increase of knowledge and skill after completion of the training. Using a significance level of $P = 0.05$, the analysis demonstrated that there was a significant increase noted between pre and post training knowledge and skills for the combined group of all respondents (Figure 2 and Figure 3). Significant statistical increases of knowledge and skills in both groups were clearly demonstrated as the mean scores for AGR from pre to post training ranged from 1.98 to 3.54 and for TPU from 2.0 to 3.65, Since each single subject was asked questions to evaluate knowledge and skills before and after the training, the appropriate method of data analysis was the use of a paired two sample for means *t-test*.

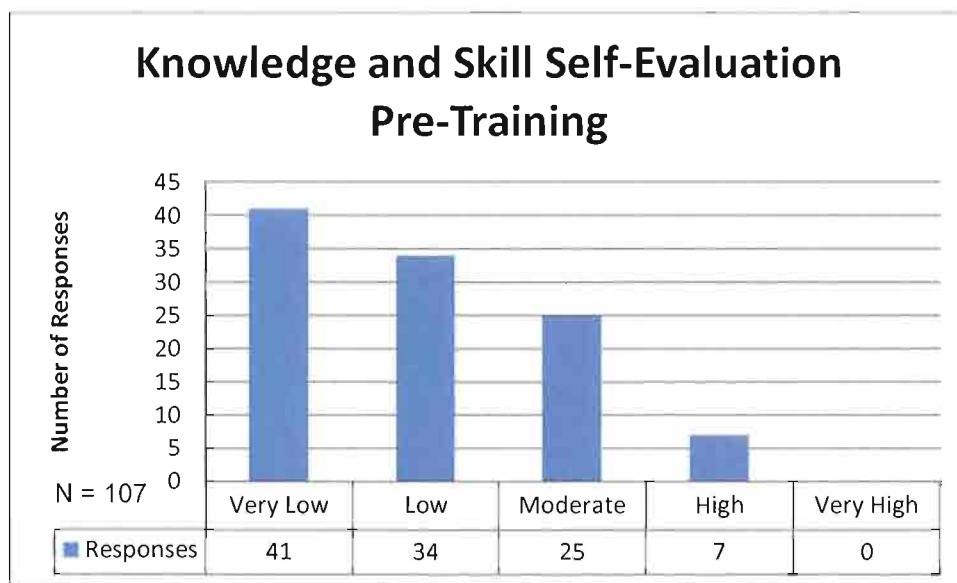


Figure 2. AGR and TPU Knowledge and Skill Prior to Training

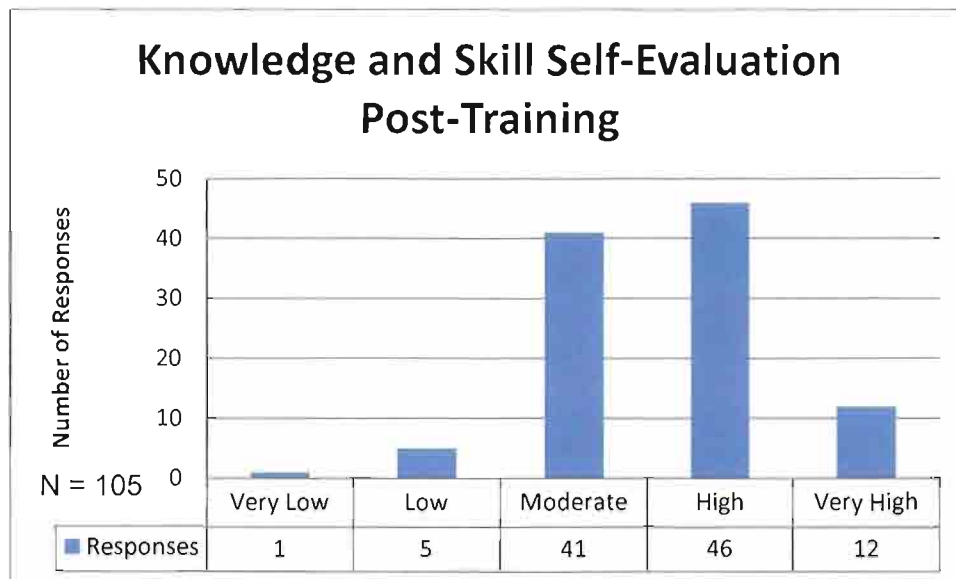


Figure 3. AGR and TPU Knowledge and Skill After Training

Impact of classes on job performance. As a measure of how the subjects considered how well the classes in the course captured the duties and responsibilities of an ARCC, 77% of all respondents indicated in Question 8 that either all or nearly all of the classes had an impact on their job performance (Figure 4).

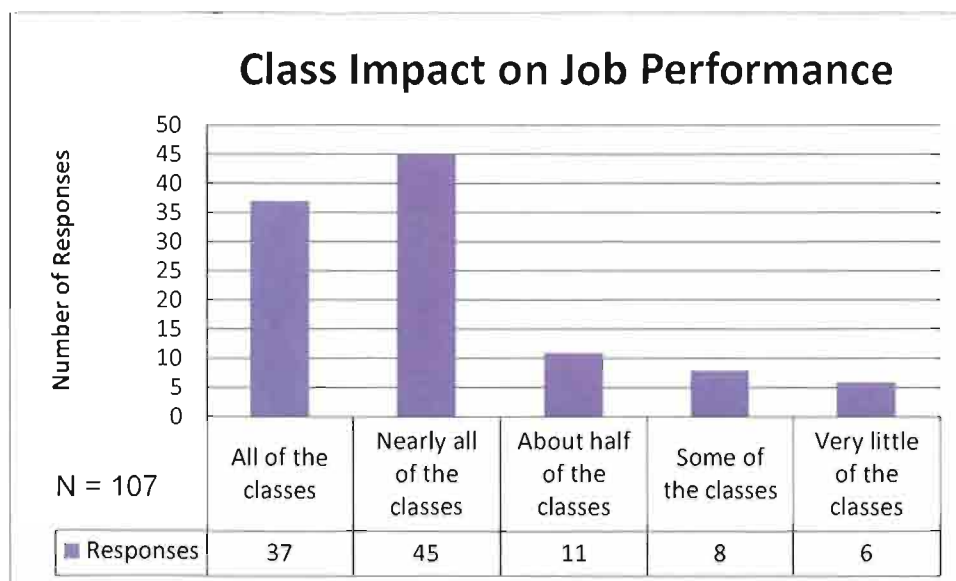


Figure 4. Impact of Classes on Job Performance

The question was asked to obtain an overall or macro view of the subjects' perceptions of the classes offered in the course and how they supported job performance. With respect to question 9, the survey question that asked respondents to rate how well the course prepared them for the workplace, it is realistic to expect results from that question would be very similar to results of question 8. However, only 68% of the responses for question 9 were in the two highest categories perhaps indicating lack of clarity in answer choices or some other reason that may necessitate further study.

Sales or recruiting experience. Question 4 asked subjects whether or not they had any military or civilian sales or recruiting experience prior to attending the course. The job of an effective ARCC requires a good grasp of behavioral soft skills such as prospecting for customers, obtaining an appointment, identifying customer needs through questioning techniques, and handling objections (Johlke, 2006). He additional states that experience is one of the two characteristics positively associated with skills necessary for job success. Since replication of these soft skills in a workplace environment along with other variables may result in improved job performance, previous experience may impact an ARCC's knowledge and skills prior to and after completion of the training. Conducting a paired *t-test* two samples for means analysis showed there was no significant difference between the pre and post training scores for those who had and those who did not have previous sales or recruiting experience with ranges only differing by 0.05 (Table 7).

Table 7

Mean Scores for Experience/No Experience Prior to and Post Training (AGR and TPU)

Experience		No Experience	
Prior	Post	Prior	Post
2.32	3.94	1.77	3.44
<i>RANGE:</i> 1.62		<i>RANGE:</i> 1.67	

However, it is significant to note that subjects with experience reported a 0.55 greater self-evaluative level of knowledge and skills prior to the training than those without experience. A similar gap (0.50) is retained between post training mean scores.

Time after training. Data from subjects concerning their perceived levels of knowledge and skills after training and the length of time since they had completed the training was analyzed using a two-sampled *t-test* comparing the time against knowledge and skills after training. The test was run as a two-tailed analysis as researcher was unsure of analysis results. The analysis provided results that were statistically insignificant. Using a non-critical significance level ($P=0.05$), the resulting data showed a *P* value of 0.820 which exceeded 0.05. Therefore there was no significant difference between self-evaluative knowledge and skill levels for subjects who completed training four to six months previously to those who had completed training ten to twelve months previously. This evaluation is validated by a variation of only 0.07 between the mean scores of subjects in the two categories.

ARRTC course assessment survey. The QA personnel of the ARRTC manage a course assessment program to survey Army Reserve members who have completed courses at the

ARRTC (Appendix E). The surveys are sent to a random sample of ARRTC graduates after 90 days of course completion. Response rates for these surveys are unknown. Though the surveys are sent to a sample of trainees who completed an identified course (but not an identified class number of that course), questions such as asking a subject to rate the importance or frequency of training objectives from that class are not asked. Therefore, it is difficult to extrapolate data from student feedback from the current course assessment program for a specific course offered by the ARRTC. Responses from these surveys are routinely distributed to ARRTC leadership to provide a macro purview of institutional effectiveness.

Chapter V: Discussion

The purpose of this study was to develop an instrument for the Army Reserve Readiness Training Command (ARRTC) that would allow graduates from the Army Reserve Career Counselor (ARCC) course to measure how the knowledge, skill, and abilities learned in the course have transferred to their job to improve performance. The survey was emailed to the 217 graduates of the ARCC from calendar year 2009. Data from the survey were analyzed using inferential and descriptive statistics. There were four areas in which the data provided information as to how well learning has transferred from the ARCC course to the workplace.

Training Objectives

Both groups of soldiers, AGR and TPU, rated the same six training objectives from the course as being the most important to their job performance. This indicates that knowledge from these six course objectives did improve their job performance. Ratings for the top rated training objectives for frequency in the workplace, however, differed slightly for AGR and TPU soldiers. The AGR soldiers chose the two training objectives that pertained to the IRR to SELRES transition program. This seems appropriate given the fact that the AGR ARCC is a full-time soldier and is most likely to be the key individual responsible for the IRR to SELRES mission. Both AGR and TPU soldiers rated the training objectives on Army Reserve reenlistment and extension eligibility, incentives, and entitlement programs in the top six for frequency of use.

Therefore, it appears reasonable to infer that the knowledge and skills learned in the ARCC course transfers to the workplace to improve job performance.

Knowledge and Skill Prior to and After Training

Results of the analysis showed that most 2009 course attendees significantly increased their knowledge and skill based on a self-assessment before and after the training. This was

reflected in the large number of trainees who felt their knowledge and skills went from low or very low to moderate or high after course completion. The significant increases of mean scores after completion of the training for both AGR and TPU soldiers was another indicator that the trainees felt that the knowledge acquired transferred to the workplace.

Impact of Classes on Job Performance

The responses from 77% of all respondents, both AGR and TPU, stated that nearly all or all of the classes in the ARCC impacted their job performance. This indicates that the selection and sequencing of the classes are appropriate to the needs of the workplace.

Prior Sales or Recruiting Experience

The analysis showed that the level of knowledge and skill gained by those with and without prior sales or recruiting experience was not significantly different. There appeared to be no advantage for soldiers with such prior experience in successfully gaining knowledge and skills from the ARCC course and transferring them to the workplace. The Army Reserve does not require prior sales or recruiting experience for the soldier hired as an ARCC. The job, however, does require a high level of interpersonal skills to while counseling, interviewing and advising soldiers to stay in the Army.

Recommendations

This study makes three recommendations to the ARRTC:

1. The ARRTC will use the results and conclusive information from this study. The instructors and those involved with course development will use information from this study to continuously improve the ARCC course.

2. The ARRTC, in coordination with the higher headquarters, will develop a survey for the ARCCs' supervisors to obtain feedback on the knowledge, skills, and abilities they observe as critical to job performance.
3. The ARRTC Quality Assurance team will continue to annually use the data collection instrument from this study to provide feedback to ARCC instructors and course developers to maximize transfer of learning to the workplace.

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Appendix A: List of Survey Subjects

LIST OF GRADUATES FOR CALENDAR YEAR 2009

Run Date: Thursday, January 28, 2010

Course Title: ARMY RESERVE CAREER COUNSELOR CRS (ARCC)

School: Army Reserve Readiness Training Center (ARRTC), Ft. McCoy, WI 54656

Course: 921-180 Total Records: 237

Name	Pay Grade	Email
ALCALA MARTIN G	E6	MARTIN.ALCALA@US.ARMY.MIL
AMUNDSON DARIN W	E6	DARIN.AMUNDSON@US.ARMY.MIL
AMUNDSON MICHAEL L	E5	MICHAEL.AMUNDSON@US.ARMY.MIL
APHOLZ MICHAEL	E6	MICHAEL.APHOLZ@US.ARMY.MIL
ARMSTRONG TOMMYE L	E6	TOMMYE.ARMSTRONG@US.ARMY.MIL
AURAND MICHAEL G	E5	MICHAEL.G.AURAND@US.ARMY.MIL
BACKLUND MICHAEL	E6	MICHAEL.BACKLUND@US.ARMY.MIL
BADAL BELOUS	E7	BELOUS.BADAL@US.ARMY.MIL
BAIRD BRIAN L	E6	BRIAN.BAIRD@US.ARMY.MIL
BAKER AUDREY M	E7	AUDREY.MARIA.BAKER@US.ARMY.MIL
BAKER MARIE J	E5	MARIE.BAKER1@US.ARMY.MIL
BALDWIN JOSEPH ALLEN	E7	JOSEPH.ALLEN.BALDWIN@US.ARMY.MIL
BALSAMO MATTHEW T	E6	MATTHEW.BALSAMO@USAR.ARMY.MIL
BEAULIEU DEAN P	E7	DEAN.BEAULIEU@US.ARMY.MIL
BECK JACOBY M	E6	JACOBY.BECK@US.ARMY.MIL
BELL VITTORIO A	E7	VITTORIO.BELL@US.ARMY.MIL
BENITEZ DIANA E	E6	DIANA.ESTRELLA.BENITEZ@US.ARMY.MIL
BERGMANN DONNA	E5	DONNA.BERGMANN@US.ARMY.MIL
BERKES RYAN B	E6	RYAN.BERKES@US.ARMY.MIL
BLAIR PHILLIP A	E6	PHILLIP.BLAIR@US.ARMY.MIL
BLUNK SHANNON C	E7	SHANNON.C.BLUNK@US.ARMY.MIL
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BONHILLKOBLING AIMEE	E5	AIMEE.BONHILL@US.ARMY.MIL
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BOZIC WILMA	E6	WILMA.APONTE@US.ARMY.MIL
BRESLEY KELLY D	E5	KELLY.BRESLEY@US.ARMY.MIL
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BROWN PAUL S	E6	PAUL.S.BROWN@US.ARMY.MIL
BURDSALL BENJAMIN C	E5	BENJAMIN.BURDSALL@US.ARMY.MIL
BURKE MICHAEL J	E6	MICHAEL.JOSEPH.BURKE@US.ARMY.MIL
BURKS SHERMEKA L	E6	SHERMEKA.BURKS@US.ARMY.MIL
BURLEY CHRISTOPHER N	E6	CHRIS.BURLEY@US.ARMY.MIL
BURRIS JASON Y	E6	JASON.Y.BURRIS@US.ARMY.MIL

CABANCRUZ ARNALDO N	E7	ARNALDO.CABANCRUZ@US.ARMY.MIL
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CHANDLER BERNARD P	E5	BARNEY.CHANDLER@US.ARMY.MIL
CHAPARROAVILES CHRISTOPHER	E6	CHRISTOPHER.CHAPARROAVILES@US.ARMY.MIL
CHILDERS JEREMY D	E6	JEREMY.CHILDERS@US.ARMY.MIL
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COCOLA BRITT A	E6	BRITT.COCOLA@US.ARMY.MIL
COMER FRANKLIN L	E7	FRANKLIN.COMER@US.ARMY.MIL
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LOPEZACEVEDO ARTURO	E6	ARTURO.LOPEZACEVEDO@US.ARMY.MIL
LOVELACE ROSALIND D	E7	ROSALIND.LOVELACE@US.ARMY.MIL
MACDONALD PATRICK	E5	PATRICK.S.MACDONALD@US.ARMY.MIL
MADDY KEVIN L	E6	KEVIN.MADDY@US.ARMY.MIL
MARCASE THOMAS	E6	THOMAS.MARCASE@US.ARMY.MIL
MARTIN DONNA M	E6	DONNA.M.MARTIN@USACE.ARMY.MIL
MAY BRIDGET E	E7	BRIDGET.MAY@VA.GOV
MCCOLLUM ERIN	E5	ERIN.N.MCCOLLUM@US.ARMY.MIL
MCKENNEY SEAN F	E6	SEAN.MCKENNEY1@US.ARMY.MIL
MCNEIL KATRINA HALL	E7	KATRINA.MCNEIL@US.ARMY.MIL
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RODRIGUEZ-GONZALEZ JOSE L	E7	JOSE.RODRIGUEZGONZALEZ@US.ARMY.MIL
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SHEFFIELD CASSIE J	E6	CASSIE.SHEFFIELD@US.ARMY.MIL
SHORT JERI	E7	JERI.SHORT@US.ARMY.MIL
SIERRARIVERA JEFFRA O	E6	JEFFRA.SIERRARIVERA@US.ARMY.MIL
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TORRES DAVID	E6	TORRES.TORRES@US.ARMY.MIL
TORRES-RIOS LUIS	E6	LUIS.TORRESRIOS@US.ARMY.MIL
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TUNNISSSEN JAMES E	E6	JAMES.TUNNISSSEN@USAR.ARMY.MIL
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WALLACE GEISHA K	E7	GEISHA.WALLACE@US.ARMY.MIL
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WEBB SHELA A	E6	SHELA.WEBB@US.ARMY.MIL

WEST ERIN M	E6	ERIN.WEST1@US.ARMY.MIL
WESTLAKE RICHARD W	E7	RICHARD.WESTLAKE@US.ARMY.MIL
WHITE NELSON E	E7	NELSON.E.WHITE@US.ARMY.MIL
WILLIAMS ANTHONY	E6	ANTHONY.C.WILLIAMS@US.ARMY.MIL
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Appendix B: Army MOS 79V Qualifications

US Army Info Site: MOS 79V: Retention & Transition NCO (Reserve...

http://www.us-army-info.com/pages/mos/adjutant/79v.html



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79V: Retention & Transition NCO

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Major Duties: The retention and transition NCO for the Army Reserve affects the retention of USAR soldiers and transfer of qualified USAR soldiers to Troop Program Units (TPU). Conducts retention and transition training. Manages retention and transition support activities.

• Skill Levels

- Skill Level 3 MOSC 79V30. Interviews, counsels and qualifies soldiers for transfer, reenlistment, extension, and warrant officer. Explains benefits and incentives. Prepares reenlistment, extension, transfer, and warrant officer forms and documents. Provides career and transition assistance to the soldiers of the USAR. Conducts professional development programs. Serves as commanders primary agent for retention, transition and warrant officer activities. Explains USAR benefits to family members and staffs a family assistance center during mobilization.

Physical demands rating and qualifications for initial award of MOS. The retention & transition NCO must possess the following qualifications:

- (1) **Physical Demands Rating:** N/A
- (2) **Physical Profile:** 132221
- (3) **Minimum score** of 110 in aptitude area GT waivable to 100 with a score of 100 in aptitude area ST.
- (4) Meet selection criteria in AR 601-280 (AA); FORSCOM Regulation 140-4 and applicable USAR regulations (USAR).
- (5) Formal training (successful completion of the appropriate MOS 79S / V course conducted under the auspices of the Recruiting and Retention School) is mandatory.
- (6) Be a high school graduate with diploma; or have 1 year college with a high school GED with no waiver.

The major duties, physical demands, physical profile, and skill levels were obtained from Army Pamphlet 611-21.

[MOS List for Adjutant General's Corps](#)

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Appendix C: Survey for ARCC Course Graduates

Army Reserve Career Counselor (ARCC) Course Survey

For this question, you are asked to evaluate how important the knowledge and/or skill you learned from each class in the ARCC course was to you.

The table below lists the training objective for each class in the ARCC course. Please answer how important you rate the knowledge and/or skill gained from each class to IMPROVE YOUR JOB PERFORMANCE as an ARCC.

	Not important	Somewhat important	Important	Very important	Extremely important
Define ARCC Roles and Responsibilities					
Determine Eligibility for Reenlistment or Extension					
Use Retention Awareness Items					
Establish Unit Rapport					
Interpret RLAS Reports					
Define Antedated Reenlistments and Bars to Reenlistment					
Use ITRS for Retention Purpose					
Manage Time Using Microsoft Outlook					
Determine Eligibility for Incentives (Reenl & Affil Bonus, Student Loan Repayment, MGIB Kicker, etc.)					
Determine Eligibility for Entitlements (Tuition Assistance, Montgomery GI Bill, Post 9/11 GI Bill)					
Complete Reenlistment Documents					
Determine Soldier Eligibility for Direct Commission, Warrant Officer, and AGR programs					
Manage Unit Sponsorship					
Conduct Commander's Deskside Retention Brief					
Conduct Retention Topic Training					
Support Call and Release to Active Duty Procedures (Mob and Demob)					
Establish Unit Retention Files					

	Not important	Somewhat important	Important	Very important	Extremely important
Obtain an Appointment for IRR to SELRES or Reenlistment Interview					
Conduct an IRR to SELRES or a Reenlistment Interview					

2. For this question, you are asked to evaluate how often you use the knowledge and/or skill you learned in each class of the ARCC course.

The table below lists the training objective from each class in the ARCC course. Please evaluate each class training objective based on how often you use the knowledge and/or skill from the class TO IMPROVE YOUR JOB PERFORMANCE as an ARCC.

	Never	Rarely	Sometimes	Frequently	Very Often
Define ARCC Roles and Responsibilities					
Determine Eligibility for Reenlistment or Extension					
Use Retention Awareness Items					
Establish Unit Rapport					
Interpret RLAS Reports					
Define Antedated Reenlistments and Bars to Reenlistment					
Use ITRS for Retention Purpose					
Manage Time Using Microsoft Outlook					
Determine Eligibility for Incentives (Reenl or Affil Bonus, Student Loan Repayment Pgm, MGIB Kicker, etc.)					
Determine Eligibility for Entitlements (Montgomery GI BILL, Tuition Assistance, Post 9/11 GI BILL)					
Complete Reenlistment Documents					
Determine Soldier Eligibility for Direct Commission, Warrant Officer, or AGR Program					
Manage Unit Sponsorship					
Conduct Commander's Deskside Retention Brief					
Conduct Retention Topic Training					

	Never	Rarely	Sometimes	Frequently	Very Often
Support Call and Release to Active Duty Procedures (Mob and Demob)					
Establish Unit Retention Files					
Obtain an Appointment for IRR to SELRES or Reenlistment Interview					
Conduct an IRR to SELRES or Reenlistment Interview					

3. Select your military status at the time you attended the ARCC course.

- Troop Program Unit (TPU)
- Active Guard and Reserve (AGR)
- Active Component

4. Select the correct statement concerning your prior work experience before attending the ARCC course.

- Prior to attending the ARCC course, I had experience in recruiting or sales (civilian or military).
- Prior to attending the ARCC course, I had NO experience in recruiting or sales (civilian or military).

5. How long has it been since you completed and graduated from the 79V ARCC course?

- 0 - 3 months
- 4 - 6 months
- 7 - 9 months
- 10 - 12 months
- 12 months or more

6. Rate your overall knowledge and/or skill to perform the duties of a 79V ARCC prior to attending the ARCC course,

- Very Low
- Low
- Moderate
- High
- Very High

7. Rate your knowledge and/or skill to perform the duties of a 79V ARCC since your graduation from the ARCC course,

- Very Low

Low

Moderate

High

Very High

8. How many of the ARCC course classes prepared you to perform the duty of a 79V ARCC?

All of the classes

Nearly all of the classes

About half of the classes

Some of the classes

Very little of the classes

9. How well did the 79V ARCC course classes accurately prepare you for what was required "in the field" (in the military workplace)?

Fully prepared me

Partially prepared me

Somewhat prepared me

Hardly prepared me

Did not prepare me at all

10. List ONE knowledge or skill that the 79V ARCC course might include in the future to better prepare the ARCC to perform his or her duties more effectively (Please limit to ONE knowledge or skill only).

Appendix D: Army Reserve Career Counselor Course Training Schedule

Monday - 05 October

0600-0700	All	Weigh-In	N/A	MSG Johnson/SFC Inman	AR 600-9	2,4,5,8,9
0700-0800	All	Personal Hygiene / Breakfast	N/A	N/A	None	None
0800-1000	All	Course Orientation/Profile	N/A	MSG Johnson/SFC Inman	Student Course Book (SCB)	1,4,5,8,9
1000-1130	All	Computers & Reference Issue & Initial Counseling	N/A	MSG Johnson/SFC Inman	G6 Guidance; FM 6-22	1,4,5,6,8,9
1130-1230	All	Lunch	N/A	None	AR 30-1	1
1230-1300	All	Introductions/ITRS Password/Skillsoft Instructions	N/A	MSG Johnson/MSG Inderdahl	SCB and all References	1,4,5,6,8,9
1300-1600	All	ARCC Roles & Responsibilities	N/A	MSG Hillyer/MSG Boling	USAR 140-6 SCB - Tab B	1,4,5,8,9
1600-1630	All	Homework Module: Reenlistment/Extension Eligibility	805B-79V-4507	Class Leader	USAR 140-6 SCB - Tab C	1,4,5,8,9

Tuesday - 06 October

0730-1130	All	Reenlistment/Extension Eligibility & Waiver Process	805B-79V-4507	MSG Elam/MSG Johnson	AR 140-111, SCB - Tab C	1,4,5,8,9
1130-1230	All	Lunch	DFAC	None	AR 30-1	1
1230-1700	All	Reenlistment/Extension Eligibility & Waiver Process	805B-79V-4507	MSG Elam/MSG Johnson	AR 140-111, SCB - Tab C	1,4,5,8,9
1700-1730	All	Homework Module: Case Studies	805B-79V-4507	MSG Elam/MSG Johnson	SCB and all References	1,4,5,8,9
1830-2000	All	Study Hall / Finish Homework	Room 109	Class Leader	SCB and all References	1,4,5

Wednesday - 07 October

0730-0830	All	Homework Review: Case Studies	805B-79V-4507	MSG Elam/SFC Inman	AR 140-111, SCB - Tab C	1,4,5,8,9
0830-1200	All	Reenlistment/Extension Eligibility & Waiver Process	805B-79V-4507	MSG Elam/SFC Inman	AR 140-111, SCB - Tab C	1,4,5,8,9
1200-1300	All	Lunch	N/A	None	AR 30-1	1
1300-1430	All	Test 1: USAR 130-R & Test Review	805B-79V-4507	MSG Elam/SFC Inman	SCB and all References	1,4,5,8,9
1430-1630	All	Unit Rapport	805B79V-4501	MSG Inderdahl/MSG Johnson	SCB - Tab D	1,4,5,8,9
1630-1700	All	Homework Module: Antedated Contracts & Bars	805B-79V-4507	MSG Inderdahl/MSG Johnson	SCB and all References	1,4,5,8,9
1830-2000	All	Study Hall / Finish Homework	N/A	Class Leader	SCB and all References	1,4,5

Thursday - 08 October

0700-0800	Select	Test 1: Retest	805B-79V-4507	MSG Johnson/MSG Hillyer	SCB and all References	1,4,5,8,9
0800-0830	All	Homework Review: Antedated Contracts & Bars	805B-79V-4507	MSG Hillyer/ MSG Boling	SCB and all References	1,4,5,8,9
0830-1000	All	Retention Awareness	805B-79V-4519	MSG Hillyer/ MSG Boling	SCB - Tab E	1,4,5,8,9
1000-1130	All	RLAS Reports	805B-79V-4511	MSG Hillyer/ MSG Boling	SCB - Tab F	1,4,5,8,9
1130-1230	All	Lunch	N/A	None	AR 30-1	1
1230-1245	All	Class Photo	N/A	Ms Shaw	RTA Guidance	West Break Area
1245-1630	All	ITRS	805B-79V-4511	Mr Wahl/SFC Inman	SCB - Tab G	1,4,5,6,8,9
1830-2000	All	Study Hall as Required	N/A	Class Leader	SCB and all References	1,4,5

Friday - 09 October

0730-1000	All	Test 2: Week 1 Comprehensive & Review	N/A	MSG Johnson/ MSG Hillyer	SCB and all References	1,4,5,8,9
1000-1130	All	Time Management	N/A	MSG Johnson/ MSG Hillyer	ARCD Guidance	1,4,5,8,9
1130-1230	All	Lunch	N/A	None	AR 30-1	1
1230-1530	All	Time Management	N/A	MSG Johnson/ MSG Hillyer	SCB - Tab H	1,4,5,6,8,9
1530-1630	All	Test 5: Time Management	N/A	MSG Johnson/ MSG Hillyer	SCB - Tab H	1,4,5,6,8,9
1630-1700	All	Clean Up	N/A	Class Leader	LOI	1,4,5
1830-2000	All	Study Hall / Peer training - (selected personnel)	N/A	Class Leader	SCB and all References	1,4,5

TRAINING SCHEDULE		UNIT: 79V ARCC Class 001-10, 4-339th Regt (RT), Ft McCoy WI		LOCATION: Bldg 50, Room 109		Dates: 05 Oct - 23 Oct 2009	
WHEN:	WHO:	WHAT:	TASK NO.	TRAINER:	REFERENCE(S):	REMARKS:	
Monday - 12 October							
0630-0830	Select	Retest: Test 2	N/A	MSG Inderdahl/SFC Inman	SCB and Handouts	1,4,5,8,9	
0800-1130	All	Reenlistment/Extension Incentive Eligibility (Ch 1)	805B-79V-4507	MSG Elam/SFC Inman	AR 135-7, SCB - Tab I	1,4,5,8,9	
1130-1230	All	Lunch	N/A	None	AR 30-1	1	
1230-1330	All	Reenlistment/Extension Incentive Eligibility (Ch 1)	805B-79V-4507	MSG Boling/SFC Inman	AR 135-7, SCB - Tab I	1,4,5,8,9	
1330-1430	All	Reenlistment/Extension Incentive Eligibility (Ch 10)	805B-79V-4507	MSG Boling/SFC Inman	AR 601-210, SCB - Tab I	1,4,5,8,9	
1430-1700	All	Reenlistment/Extension Incentive Eligibility (Affiliation Bonus)	805B-79V-4507	MSG Boling/SFC Inman	Memorandum, SCB - Tab I	1,4,5,8,9	
1700-2000	All	Study Hall	N/A	Class Leader	SCB and all References	1,4,5	
Tuesday - 13 October							
0730-1130	All	Reenlistment/Extension Incentive Eligibility (Ch 4 and 5.1)	805B-79V-4507	MSG Elam/SFC Inman	AR 135-7, SCB - Tab I	1,4,5,8,9	
1130-1230	All	Lunch	DFAC	None	AR 30-1	1	
1230-1330	All	Reenlistment/Extension Incentive Eligibility (Ch 4 and 5.1)	805B-79V-4507	MSG Elam/SFC Inman	AR 135-7, SCB - Tab I	1,4,5,8,9	
1330-1630	All	Reenlistment/Extension Incentive Eligibility (Ch 8 and Exception to Policy)	805B-79V-4507	MSG Hillyer/SFC Inman	AR 135-7, SCB - Tab I	1,4,5,8,9	
1630-1700	All	Homework Module: Kicker & TA	805B-79V-4507	SFC Inman/MSG Hillyer	SCB and all References	1,4,5,8,9	
1830-Comp	All	Study Hall / Peer Training - (selected personnel)	N/A	Class Leader	SCB and all References	1,4,5	
Wednesday - 14 October							
0730-0800	All	Homework Review: Kicker & TA	805B-79V-4507	SFC Inman/MSG Hillyer	SCB and all References	1,4,5,8,9	
0800-1130	All	Reenlistment/Extension Process	805B-79V-4513	MSG Inderdahl/MSG Boling	SCB Tab J	1,4,5,8,9	
1130-1230	All	Lunch	N/A	None	AR 30-1	1	
1230-1530	All	Special Missions	805B-79V-4521	MSG Johnson/SFC Inman	DA PAM 611-21, AR 135-100, Tab K	1,4,5,8,9	
1530-1600	All	Homework Module: Reenlistment/Extension/Incentive Eligibility	805B-79V-4507	SFC Inman/MSG Johnson	AR 135-7/601-210, SCB - Tab I	1,4,5,8,9	
1600-1700	All	Physical Training	N/A	Individual	FM 21-20	2,3,4,5	
Thursday - 15 October							
0800-1100	All	Unit Sponsorship Program	805B-79V-4505	SFC Inman/MSG Hillyer	SCB Tab L	1,4,5,8,9	
1100-1200	All	Homework Review: Reenlistment/Extension/Incentive Eligibility	805B-79V-4507	SFC Inman/MSG Hillyer	AR 135-7/601-210, SCB - Tab I	1,4,5,8,9	
1200-1300	All	Lunch	N/A	None	AR 30-1	1	
1300-1530	All	Test 3: Week 2 Comprehensive & Review	N/A	MSG Johnson/MSG Inderdahl	SCB and all References	1,4,5,8,9	
1530-1600	All	Homework Module: Reenlistment/Extension Program	805B-79V-4509	MSG Inderdahl/MSG Johnson	SCB Tab M	1,4,5,8,9	
1830-Comp	All	Study Hall	N/A	Class Leader	SCB and all References	1,4,5	
Friday - 16 October							
0630-0830	Select	Retest: Test 3	N/A	SFC Inman/MSG Hillyer	SCB and Handouts	1,4,5,8,9	
0830-0845	All	Homework Review: Reenlistment/Extension Program	805B-79V-4509	SFC Inman/MSG Hillyer	SCB - Tab M	1,4,5,8,9	
0845-1030	All	After Action Review	805B-79V-4535	SFC Inman/MSG Hillyer	SCB - Tab N	1,4,5,8,9	
1030-1200	All	Commander's Desk-side Brief	805B-79V-4533	SFC Inman/MSG Hillyer	SCB - Tab N	1,4,5,8,9	
1300-1300	All	Lunch	N/A	None	AR 30-1	1	
1300-1430	All	Mid Cycle Student Performance Counseling	N/A	Retention Team	AR 6-22	1,4,5,8,9	
1430-1600	All	Conduct Training	805B-79V-4523	MSG Inderdahl/MSG Johnson	SCB - Tab O	1,4,5,6,8,9	
1600-1630	All	Clean Up	N/A	Class Leader	LOI	1,4,5	
1830-Comp	All	Study Hall / Peer Training - (selected personnel)	N/A	Class Leader	SCB and all References	1,4,5	

TRAINING SCHEDULE		UNIT: 79V ARCC Class 001-10, 4-339th Regt (RT), Ft McCoy WI LOCATION: Bldg 50, Room 109 Dates: 05 Oct - 23 Oct 2009				
WHEN:	WHO:	WHAT:	TASK NO.	TRAINER:	REFERENCE(S):	REMARKS:
Monday - 19 October						
0800-0815	All	Test 4: After Action Review Turn-In	805B-79V-4535	MSG Hillyer/SFC Inman	SCB - Tab N	1,4,5,8,9
0800-0930	All	Call & Release from Active Duty Procedures	805B-79V-4527, 4529	MSG Hillyer/MSG Boling	SCB - Tab P	1,4,5,8,9
0930-1030	All	Unit Retention File	805B-79V-4511	MSG Hillyer/MSG Boling	SCB - Tab Q	1,4,5,8,9
1030-1130	All	Obtain Appointment	805B-79V-4540	MSG Johnson/MSG Inderdahl	SCB - Tab R	1,4,5,8,9
1130-1230	All	Lunch	N/A	None	AR 30-1	1
1230-1400	All	Obtain Appointment	805B-79V-4540	MSG Johnson/MSG Inderdahl	SCB - Tab R	1,4,5,8,9
1400-1630	All	Conduct Appointment-Interview	805B-79V-4542	MSG Johnson/MSG Inderdahl	SCB and Handouts	1,4,5,8,9
1830-2000	All	Study Hall	N/A	Class Leader	SCB and all References	1,4,5
Tuesday - 20 October						
0800-1130	All	Test 6: Week 3 Comprehensive Final & Review	N/A	SFC Inman/MSG Hillyer	SCB and all References	1,4,5,8,9
1130 -1230	All	Lunch	N/A	None	AR 30-1	1
1230-1630	All	Small Group (Application of Obtain Appt. & Interviews)	805B-79V-4540, 4531	ARCC Instructional Team	SCB and Handouts	1,4,5,8,9
1830-2000	All	Study Hall	N/A	Class Leader	SCB and all References	1,4,5
Wednesday - 21 October						
0630-0930	All	Retest: Test 6	N/A		SCB and all References	1,4,5,8,9
0800-1130	All	Small Group (Interviews)	805B-79V-4531	ARCC Instructional Team	SCB and Handouts	1,4,5,8,9
1130-1230	All	Lunch	N/A	None	AR 30-1	1
1230 - 1630	All	Test 9 - Interview	805B-79V-4531	ARCC Instructional Team	SCB and Handouts	1,4,5,8,9
1530-1700	All	Physical Training	N/A	Individual	FM 21-20	2,3,4,5
Thursday - 22 October						
0730-1130	All	Tests 7 & 8: Outbrief & Training	805B-79V-4523, 4533	ARCC Instructional Team	SCB and Handouts	1,4,5,8,9
1130-1230	All	Lunch	N/A	None	AR 30-1	1
1230-1630	All	EOC critique, classroom maint., Graduation rehearsal	805B-79V-4523, 4533	ARCC Instructional Team	SCB and Handouts	1,4,5,8,9
Friday - 23 October						
0745-0845	All	Graduation rehearsal	N/A	ARCC Instructional Team	None	1,4,5,8,9
0845-1000	All	Graduation	N/A	Class Leader	None	1,4,5,8,9
1000-UTC	All	Students depart	N/A	ARCC Instructional Team	None	1,4,5,8,9

Appendix E: Initial Contact Email

Army Reserve Career Counselor,

1..***Congratulations!*** You have been selected to give feedback on your attendance at the Army Reserve Career Counselor (ARCC) course at Fort McCoy, WI. I, as a retired 79V instructor, have chosen to research for my master's degree, feedback from previous ARCC course graduates concerning the level of knowledge and skills that were gained from attendance at the ARCC course. In this email is a link that will take you to a survey in which you will be asked to rate the importance of what you learned from the ARCC course and how it has helped you perform your duties as an ARCC more effectively. Final results and analysis of the study will be provided to the 79V Training Team at the Army Reserve Readiness Training Center (ARRTC) to use for future improvements to the course. The survey will take no more than 15-20 minutes to complete.

2..Even though this email is being sent to your AKO email address, once you complete the survey and return it per instructions, ***your name will not be included and your response will be completely confidential and anonymous.*** For purposes of research, we do not believe that you can be identified from your response. Your response will be gathered as data by an independent organization with no affiliation with the ARRTC or the Army.

3. THIS RESEARCH HAS BEEN APPROVED BY THE CSM, ARMY RESERVE CAREER DIVISION (ARCD), AND THE ARRTC. If you have ***any*** concerns about this survey, its contents, or the intent of this research, feel free to contact the following personnel:

CSM Villa, CSM, ARCD	XXX XXX XXXX
SGM Michael Winters, Retention SGM, ARRTC	608 688-XXXX
MSG Margo French (Ret)	678 438 6420

4. Through your valuable feedback, your contribution will have a positive impact on the training of future 79V Soldiers who choose to follow the most critical career path in the Army Reserve...the 79V! Rest assured that though your participation in this study is purely voluntary, your feedback is important to ensure that the ARCC course continues to provide training relevant to duty performance and to the needs of your military workplace.

5. This study has been reviewed and approved by the University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Researcher or Advisor. If you have questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Researcher: Margo French (see contact Info)	IRB Administrator: Sue Foxwell, Dir. Research Svcs. 715 232-2477 foxwells@uwstout.edu
Advisor: Dr. David Johnson 715 232-2143 johnson.dav@uwstout.edu	

6. **Please click on this link to begin the survey.** (Link)

Thank you very much for your time and feel free to contact me after 25 May 2010 for the survey results.

Margo French - (cell) 678 438 6420, or email: margo.french@us.army.mil

Appendix F: Follow-up Email

Dear Army Reserve Career Counselors,

About a week ago, you received an email from me concerning a survey I've asked you to complete concerning the training you received in the ARCC course at Ft. McCoy last year.

A thousand thanks to the 61 (HOOAH!) of you who responded (remember I don't know who responded because your responses are anonymous!), and I'd like to ask those of you who have not yet responded to please do so.

It looks like most of you who responded found the ARCC course helpful in your workplace and that many of you would like to see RMS training in the course. Got it.

Here is the link for the survey:

http://uwstout.qualtrics.com/SE?SID=SV_24u5BNPYca172kY&SVID=Prod

Again, thanks to those of you who have responded and for those of you who haven't, PLEASE get your opinion in ASAP. SGM Winters at ARRTC is anxious to see the overall survey results.

THANK YOU ALL FOR YOUR DEDICATED SERVICE TO OUR COUNTRY AND STAY ARMY!

MSG Margo French (Perry) (Retired)

Appendix G: Data Analysis Plan

Margo French Research Project Report
Kirkpatrick Level 3 Training Evaluation for Army Reserve Course
Spring 2010
3/31/2010

NOTE: Statistical significance was judged using a significance level of 0.05. Tests were and 1-tailed or 2-tailed as appropriate. This means that a test statistic was deemed statistically significant if the calculated significance value (*P* Value) was less than 0.05.

Research Questions for Analysis:

Purpose of Analysis: Determine levels of learning transfer

1. How did full-time (AGR) and part-time (TPU) soldiers rate the top six classes for importance or frequency for improved job performance in the workplace using a 1 – 5 Likert scale? Which rated last? Did the results differ between full and part-time soldiers? (Used descriptive statistics to rank training objective by mean).
2. What classes did both full-time and part-time soldiers rate lowest for importance or frequency in job performance in the workplace? Which rated lowest? (Used descriptive statistics to rank training objective by mean).
3. How did the full-time soldiers evaluate their knowledge and skills prior to and after completion of the training? (*t-test*, one-tailed) (Hypothesized that ratings were higher)
3. How did the part-time soldiers evaluate their knowledge and skills prior to and after completion of the training? (paired *z-test* = hypothesized that ratings were higher)
4. Which group (full-time or part-time) gained the most knowledge and skills after the training? (*t-test*, two-tailed = not sure of results).
5. Did soldiers with prior experience in sales or recruiting find the course better prepared them in the workplace? (*z-test*, two-tailed) (Not sure of results)
6. Were subjects who had more time on the job after training feel they were better prepared for the job? (*t-test*, two-tailed) (Intended to test short-term/long-term learning transfer theory of Maitlis & Yearta, 1997).

Appendix H: Sample of ARRTC Survey

84th Training Command (Leader Readiness)
 Army Reserve Career Counselor Course (ARCC)
 POI 921-180
 Graduate Assessment

Thank you for taking the time to complete this course assessment. The information you provide will be used to help us improve the content of the course and monitor the quality of our program.

Please select the appropriate class number that you attended.

(Type an X between the brackets preceding your choice. Select only one choice.)

001 002 003 004 005 006
 007 008 009 010 011 012

Component

(Type an X between the brackets preceding your choice. Select only one choice.)

AC TPU AGR USAR Civilian

How long were you in this duty position before attending this course?

(Type an X between the brackets preceding your choice. Select only one choice.)

Less than 3 months 3 to 5 months 6 to 8 months
 9 to 11 months 12 months or more

Read each statement carefully before selecting your response. Click on the button that matches your choice for each item.

NOTE: KSA's

Knowledge - A body of information applied directly to a performance of a function.

Skill - Is an observable competence to perform a learned particular act.
 Ability - Is a competence to perform an observable behavior that results in an "observable product".

Individual Readiness Readiness Rating

(For each topic below, type an X between the brackets preceding your choice. Select only one choice per topic.)

Since the training, rate your overall knowledge to do your job.

Very Low 1 Low 2 Moderate 3 High 4 Very High 5

How well did this course prepare you to do your job?

Very Low 1 Low 2 Moderate 3 High 4 Very High 5

Since the training, rate your skill level to accomplish the tasks for your job.

Very Low 1 Low 2 Moderate 3 High 4 Very High 5

How much of the material taught in this course is applicable to your job?

Very Low 1 Low 2 Moderate 3 High 4 Very High 5

Since the training, rate your ability to accomplish the tasks for your job.

Very Low 1 Low 2 Moderate 3 High 4 Very High 5

How much of what was trained do you use on the job?

Very Low 1 Low 2 Moderate 3 High 4 Very High 5

How well did the course content accurately reflect what is required "in-the-field?"

Very Low 1 Low 2 Moderate 3 High 4 Very High 5

For each topic below, type an X between the brackets preceding your choice. Select only one choice per topic.

How would you rate your level of knowledge to perform your job?

Before the course

Low 1 2 3 4 High 5

After the course
 Low 1 2 3 4 High 5
 () () () () ()

How would you rate your skill level to perform your job?

Before the course
 Low 1 2 3 4 High 5
 () () () () ()

After the course
 Low 1 2 3 4 High 5
 () () () () ()

How would you rate your ability to perform your job.

Before the course
 Low 1 2 3 4 High 5
 () () () () ()

After the course
 Low 1 2 3 4 High 5
 () () () () ()

How would you rate your level of confidence to perform your job.

Before the course
 Low 1 2 3 4 High 5
 () () () () ()

After the course
 Low 1 2 3 4 High 5
 () () () () ()

Are there any tasks you perform that should have been addressed in this course?

(Type your answer between the brackets, using as much space as necessary. Don't worry about extra spaces at the end of your response.)

[]

Please provide any comments that could help us improve this course.

(Type your answer between the brackets, using as much space as necessary. Don't worry about extra spaces at the end of your response.)

[]

Appendix I: Separate AGR and TPU Top Rated Objectives for Frequency

Table 1

Top Rated Training Objectives for Frequency in Job Performance (AGR)

Rating (5 = High)	Class Training Objective
4.25	Determine Eligibility for Reenlistment/Extension
4.22	Determine Eligibility for Incentives (SLRP, bonuses, etc.)
4.18	Conduct IRR to SELRES Interview
4.16	Obtain Appointment for IRR to SELRES Interview
4.14	Establish Unit Rapport
4.12	Determine Eligibility for Entitlements (MGIB)

Table 2

Top Rated Training Objectives for Frequency in Job Performance (TPU)

Rating (5 = High)	Class Training Objective
4.33	Determine Eligibility for Incentives (SLRP, bonuses, etc.)
4.31	Establish Unit Rapport
4.19	Complete Reenlistment Documents
4.15	Determine Eligibility for Entitlements (MGIB)
4.09	Determine Eligibility for Reenlistment/Extension
4.02	Establish Retention Files