

Final Report  
FR-ED-75-9

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# A Pilot Study of Army Recruiters: Their Job Behaviors and Personal Characteristics

Warren R. Graham, George H. Brown, William L. King,  
Lenore White, and Mark D. Wood

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**79 10 17 044**  
U.S. Army Research Institute for the  
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1300 Wilson Boulevard  
Arlington, Virginia 22209

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|---|-----------------------|---|
| 1. REPORT NUMBER  | 2. GOVT ACCESSION NO. | 3. RECIPIENT'S CATALOG NUMBER                               |
| 4. TITLE (and Subtitle)   |                       | 5. TYPE OF REPORT & PERIOD COVERED                          |
| 6 A PILOT STUDY OF ARMY RECRUITERS: THEIR JOB BEHAVIORS AND PERSONAL CHARACTERISTICS  |                       | 9 Final Report  |
| 7. AUTHOR(s)  |                       | 6. PERFORMING ORG. REPORT NUMBER                            |
| 10 Warren R. Graham, George H. Brown, William L. King, Lenore White and Mark D. Wood  |                       | FR-ED-75-9  |
| 9. PERFORMING ORGANIZATION NAME AND ADDRESS   |                       | 8. CONTRACT OR GRANT NUMBER(s)                              |
| Human Resources Research Organization (HumRRO)<br>300 North Washington Street<br>Alexandria, Virginia 22314   |                       | 15 DAHC 79-73-C-4004  |
| 11. CONTROLLING OFFICE NAME AND ADDRESS   |                       | 10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS |
| U.S. Army Research Institute for the Behavioral and Social Sciences, 1300 Wilson Blvd,<br>Arlington, Virginia 22209   |                       | 16 20862107A745   |
| 14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)   |                       | 12. REPORT DATE   |
| 12 50   |                       | Apr 1975  |
|   |                       | 13. NUMBER OF PAGES   |
|   |                       | 49  |
|   |                       | 15. SECURITY CLASS. (of this report)                        |
|   |                       | Unclassified  |
|   |                       | 15a. DECLASSIFICATION/DOWNGRADING SCHEDULE                  |
| 16. DISTRIBUTION STATEMENT (of this Report)   |                       |   |
| APPROVED FOR PUBLIC RELEASE: DISTRIBUTION UNLIMITED   |                       |   |
| 17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)  |                       |   |
| 14 HUMRRO-FR-ED-75-9  |                       |   |
| 18. SUPPLEMENTARY NOTES   |                       |   |
| Research performed by HumRRO Eastern Division under Work Unit RECRUIT.  |                       |   |
| 19. KEY WORDS (Continue on reverse side if necessary and identify by block number)  |                       |   |
| Army Recruiters                      Recruiter Training<br>Job Behaviors                        Job Attitudes<br>Personal Characteristics            Recruiter Selection  |                       |   |
| 20. ABSTRACT (Continue on reverse side if necessary and identify by block number)   |                       |   |
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## ABSTRACT

Structured interviews were conducted with 79 Army recruiters to obtain information on the nature of recruiting duty, as a basis for developing hypotheses on the personal characteristics and job behaviors associated with recruiter success. Illustrative findings show that high producers (a) are less likely than low producers to cite "independence" as a source of job satisfaction, (b) tend to complain more about their long hours of work, (c) mention less often that they had trouble communicating effectively, and (d) describe themselves less often as "empathetic." Responses describing "successful" and "unsuccessful" recruiters appeared to reflect only stereotypical notions. Prospecting and selling techniques are described, and recruiters' opinions on training and selection are reported.

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## SUMMARY AND CONCLUSIONS

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### PROBLEM

With the termination of the draft, the Army's need to maximize the effectiveness of its recruiting operation is clear. A highly critical element in this overall operation is the individual recruiter. The research reported herein was the first phase of a project aimed at maximizing the effectiveness of recruiter selection and training procedures.

### OBJECTIVE

The objective of the research was to develop hypotheses concerning the personal characteristics and job behaviors associated with recruiter success.

### APPROACH

Structured interviews were conducted with a sample of 79 recruiters, all from the Third Recruiting District. The sample was selected so as to include subjects with high, average, and low records of success, in terms of percentage of quota achieved.

The interviews solicited the following kinds of information from recruiters: (a) background characteristics; (b) suggestions regarding recruiter selection and training; (c) successful prospecting and selling techniques; (d) attitudes toward the job; and (e) descriptions, in terms of the above categories, of a successful and of an unsuccessful recruiter known to the respondent.

Responses were coded, categorized, and analyzed to show: (a) personal characteristics and job behaviors that are related to recruiter production records and (b) personal characteristics and job behaviors that are attributed (by the respondents) to successful and unsuccessful recruiters of their acquaintance. In addition, quantitative information concerning recruiters' attitudes and opinions was obtained and is discussed in the body of this report.

### PRINCIPAL FINDINGS

It should be emphasized that since this was a pilot study, the sample of subjects was small and not necessarily representative of recruiters in general. The findings should therefore be regarded as indications of possible significant relationships; actual validity can be assessed only by additional research.

Based on the self-description data, few characteristics were significantly related to production records. Among the significant findings were the following:

- (1) High producers were less likely than low producers to cite "independence" as a source of job satisfaction.
- (2) High producers were more likely than low producers to complain about their long hours of work.
- (3) High producers more often than low producers mentioned the use of Pre-Induction Physical (PIP) cards and mail-outs as prospecting techniques that they had found successful.

(4) High producers less often admitted communication problems.

(5) High producers were less likely to describe themselves in terms that were coded as "not irritable," and "empathetic."

The responses made by the subjects in describing a successful and an unsuccessful recruiter they had known appeared to reflect stereotypical notions of what constitutes a good and a poor recruiter. The usefulness of these opinions for recruiter selection is considered to be marginal.

A number of idiosyncratic prospecting and selling techniques were mentioned that might be worthy of more widespread utilization (e.g., cultivating drivers' license examiners or bowling alley managers as centers of influence).

A number of complaints regarding recruiter management practices were noted, some of which might merit command attention.

## CONCLUSION

The pilot study was successful in meeting its principal objective of providing hypotheses concerning the variables important in recruiter selection and training. However, the study findings also suggest that local situational factors may have such impact as to preclude any simple relationship between selection variables and criterion performance.

## PREFACE

With the termination of the draft, it is essential that the Army's recruiting effort be maximally effective. The research reported herein was the first step in a program of research designed to optimize the Army's procedures for selecting and training recruiters.

The work was carried out as part of Work Unit RECRUIT, Sub-Unit I, Research on Recruiting, by HumRRO Eastern Division in Alexandria, Virginia. Dr. Arthur J. Hoehn was the Director of the Division (then HumRRO Division No. 7) when the research was initiated; Dr. Robert G. Smith, Jr. was the Director at completion of research. Dr. J. Daniel Lyons is the present Director. Dr. Warren R. Graham was the Work Unit Leader during the planning and preliminary report. William L. King and Lenore White assisted in interviewing, data analysis, and preliminary report writing. Mark D. Wood assisted in data analysis and preliminary report writing. Dr. George H. Brown and Mr. Wood compiled the final report.

Work Unit RECRUIT is sponsored by the United States Army Recruiting Command (USAREC). Appreciation is expressed to USAREC personnel for their cooperation, and especially to the individual recruiters who served as interview subjects.

HumRRO research for the Department of the Army under Work Unit RECRUIT is performed under contract DAHC19-73-C-0004 with the U.S. Army Research Institute for the Behavioral and Social Sciences. Dr. M.A. Fischl is serving as the technical monitor. Training Research is conducted under Army Project 2Q062107A745.

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**A Pilot Study of Army Recruiters:  
Their Job Behaviors and  
Personal Characteristics**

## Chapter 1

# INTRODUCTION

### BACKGROUND

Now that the Army is an all-volunteer force, the role of the recruiter has become increasingly important in obtaining an adequate supply of manpower. The effectiveness of the all-volunteer Army depends on its capability for renewing organizational vitality, achieving a high level of technical expertise, and maintaining an adequate expansion capability in time of mobilization. All of these require a steady influx of highly qualified personnel. With the end of the draft, both as a source of direct manpower input and as a source of enlistment pressure, the ability of the recruiter to find, attract, interest, convince, and enlist capable individuals is crucial. Presumably, any improvement in the effectiveness of recruiters would result in corresponding improvements in the effectiveness of the Army as a whole.

In recognition of these considerations, HumRRO was asked to initiate a research program directed at maximizing the effectiveness of recruiter selection and training. The study was initially sponsored both by the U.S. Continental Army Command (CONARC) (under whose aegis the Adjutant General's School conducts recruiter training) and by the U.S. Army Recruiting Command (USAREC), which is responsible for recruiter selection and the overall recruiting operation.<sup>1</sup>

The initial phase of this research effort (which is reported in the present document) was a pilot study designed to provide hypotheses concerning the personal characteristics and job behaviors associated with recruiter effectiveness. These hypotheses would be more rigorously evaluated in subsequent selection and training research.

### DEFINITION OF RECRUITING

The recruiter's duties encompass four major kinds of activities: prospecting, interviewing, selling, and preparing forms. This study concentrates on duties involving the personal interactions between the recruiter and his prospects (the first three activities).

"Prospecting" was defined to include developing prospect lists and centers of influence, establishing community relations and publicity campaigns, and contacting prospects. "Interviewing" was defined to include obtaining information from prospects, informing prospects about such things as Army personnel policies, options, and benefits, and describing training. "Selling" includes all methods and techniques used by the recruiter to influence the prospect toward a decision to enlist.

Recruiters and Career Counselors share the same Military Occupational Specialty (MOS)-00E. The principal difference between the two jobs is that the recruiter strives to enlist non-prior service (NPS) personnel into the Army, whereas the career counselor, who is stationed on an Army post, strives to obtain reenlistments from personnel already in

<sup>1</sup>Subsequent to data collection, CONARC (now the U.S. Army Training and Doctrine Command--TRADOC) withdrew its sponsorship. USAREC became, and continues to be, the sole sponsor.

the service. The Army Recruiter and Career Counselor Course (50100E40) at the Adjutant General School consists of 140 hours of instruction. The first segment of the course is 94 hours in duration and is taken by both recruiter and career counselor students. The content is oriented toward the development of the skills and knowledges that will enhance the effectiveness of the recruiter or career counselor in his personal interaction with prospects. For the remaining 46 hours of the course, the two kinds of students are separated. Recruiter students receive instruction on Army Regulation 601-210, "Securing the Enlistment of Prospects," and career counselor students receive instruction on AR 601-280, "Securing Enlistments." The present study used a sample comprised solely of men on recruiting duty.

## REVIEW OF THE LITERATURE ON RECRUITER SELECTION

A review of the relevant literature indicates that previous research has produced little in the way of conclusive results, and virtually nothing that could be applied operationally to improve recruiter selection and training. A crucial unresolved problem is that of the criterion measure. How does one accurately evaluate recruiter success? In the following studies, two approaches have been used. Recruiter performance has been evaluated by production—either the total number of enlistments or the percentage of quota achieved—or by subjective ratings obtained from peers or supervisors. Both approaches leave much to be desired.

Massey and Mullins<sup>1</sup> attempted to validate an eight-test experimental battery for selection of Air Force recruiter-salesmen. Predictor variables developed from the tests were correlated with both school success and field rating criteria. Test results and criterion measures were obtained for 965 cases. Of these, 485 were used to develop regression weights for variables, and combinations of variables, which were then cross-validated on the remaining 480 cases.

It was found that a combination of three scores predicted school pass/fail with a correlation of .213. However, no combination of predictor variables for field ratings yielded a significant correlation ( $p < .05$ ). These results indicated that the tests would be only marginally useful in predicting school performance, and not at all useful in predicting field ratings. The study ends on a pessimistic note: "It is doubtful that any predictor will be found to be valid against available field criteria".<sup>1</sup>

Three studies<sup>2,3,4</sup> turned up statistically significant correlations that could be of value in the screening of recruiters. In each case, however, the utility of these as predictors depends on the availability of a sufficient number of qualified applicants so that those with a low probability of success could be eliminated and still leave enough applicants to meet manpower requirements. Another consideration is the relative cost of keeping ineffective recruiters on the job, versus preventing potentially good recruiters from demonstrating their worth.

<sup>1</sup>Iris H. Massey, and Cecil J. Mullins. *Validation of the Recruiter-Salesman Selection Test*, PRL/TR-66-2, Personnel Research Laboratory, Aerospace Medical Division, Air Force Systems Command, Lackland Air Force Base, Tex. February 1966.

<sup>2</sup>Milton H. Maier. *Analysis of Army Recruiting System—Selection and Training*, Research Memorandum 71-2, U.S. Army Behavior and Systems Research Laboratory, April 1971.

<sup>3</sup>Leonard Wollack, and David Kipnis. *Development of a Device for Selecting Recruiters*, Technical Bulletin 60-1, U.S. Naval Personnel Research Field Activity, Washington, March 1960.

<sup>4</sup>John M. Wilkenson. *Development of a Device for Selecting Coast Guard Recruiters*, Master's Thesis, U.S. Naval Postgraduate School, 1964.

Maier<sup>1</sup> studied the Recruiter Self-Description Blank (RSDB) as a predictor of performance of Army recruiters in the field. A total of 77 cases were divided into three criterion groups derived from supervisors' ratings: excellent, mid-range, and ineffective or unsatisfactory. When these groups were compared with low, medium, and high categories of RSDB scores, the results showed a correlation coefficient of "about .20." Although statistically significant ( $p < .05$ ), this correlation is too low to be of predictive value. Thus, the predictive validity of the RSDB was found to be relatively low and the scores, therefore, not especially accurate predictors of ability to succeed as a recruiter.

Wollack and Kipnis<sup>2</sup> attempted to develop an objective instrument or test battery that would significantly increase the probability of selecting successful Navy recruiters. A sample of 260 Navy personnel was tested during a training course for recruiters. The experimental test battery included the Kuder Preference Record, a sports inventory, four cognitive classification tests, and tests to determine attitudes toward a Navy career, fluency of expression, and knowledge of Navy history and traditions. Approximately one year later supervisors' estimates of effectiveness were obtained for these individuals at their duty stations. Correlation of the tested variables with the criterion showed five criterion measures that correlated positively with the Kuder Persuasive Scale: technical competence (.17), willingness to work (.18), military manner (.17), recommendation for recruiting duty (.18), and effectiveness as a recruiter (.24). These results suggest that the Persuasive Scale of the Kuder Preference Record may have marginal value as a screening instrument in the selection of recruiters.

Wilkenson<sup>3</sup> correlated data from two tests, the Lee-Thorpe Occupational Interest Inventory and the Edwards Personal Preference Schedule, with "supervisors' rank order" and "percent of quota accomplished" for 38 Coast Guard recruiters. The following five scales on the Edwards Personal Preference Schedule were found to correlate significantly with percent of quota accomplished.

| <u>Scales on Edwards Personal<br/>Preference Schedule</u>   | <u>r</u> |
|---|----------|
| Aggression (tell others off, disagree, get angry, revenge)  | +.54**   |
| Exhibition (tell jokes, talk about self, be center of attention)                                    | +.40**   |
| Abasement (guilty, need punishment, avoid fight, confess errors, timid, inferiority feelings)       | -.53**   |
| Affiliation (loyal, friendly, makes new friends, do things with friends, form strong attachments)   | -.50**   |
| Nurturance (help friends, assist unfortunates, kind, sympathetic, generous, affectionate to others) | -.32*    |

\*Statistically significant ( $p < .05$ ),  $r > .31$ ; \*\*Statistically significant ( $p < .01$ ),  $r > .40$ .

Wilkenson concluded that although these correlations were of interest, the number of potential Coast Guard recruiters (among whom selections could be made) was too small to make it profitable to use these test scores as a basis for selection. That is to say,

<sup>1</sup>Maier, 1971, *op. cit.*

<sup>2</sup>Wollack and Kipnis, 1960, *op. cit.*

<sup>3</sup>Wilkenson, 1964, *op. cit.*

the selection ratio (number of positions to be filled in relation to the number of applicants) was too large to permit effective use of predictors with this level of validity.

Two studies examined the recruiter's influence in the decision of an individual to enlist and in his choice of service. Data presented in the *U.S. Navy Recruitment Survey, 1969*<sup>1</sup> concerning positive influence of personal contacts on decision to join the Navy, indicate that Navy recruiters may have been an important influence. Of the sample, 67% (4,069) said that they had discussed their enlistment plans with Navy recruiters and were positively influenced. The data do not indicate the nature and degree of the "positive influence."

A study by Mullins, Massey, and Riederich<sup>2</sup> suggests that Air Force recruiters can be significant factors in the decision of an individual to enlist in the Air Force instead of another service. The 41,098 respondents were asked to select from a list two advantages of Air Force service that were most influential in their decisions. More than one-fifth (21.7%) said they first heard about these advantages from an Air Force recruiter. Over one-half (57.6%) said they got the most information about these advantages from an Air Force recruiter. The relative potency of the recruiter influence vs. that of the advantages per se is open to speculation.

The Adjutant General (AG) School and the Personnel Management Development Office have conducted research concentrating on task analysis for MOS 00E. The AG School's *Postgraduate Questionnaire for Army Recruiters and Career Counselors*<sup>3</sup> is used as a basis for revising the Recruiting and Career Counselor course. It contains questions of a general nature (background, experience, current assignment), a task inventory, and a listing of information concerning specific tasks. Military Occupational Data Reports furnished by the Personnel Management Development Office<sup>4</sup> contain information similar to that in the *Postgraduate Questionnaire*, but in a different format. The data describe tasks performed, equipment used or maintained, and the knowledges and special requirements needed to perform duties.

While the results of the above studies provide interesting background material, they are not directly pertinent to the present research, because MOS 00E includes several categories of personnel other than field recruiters. Thus, the results do not distinguish between the responses of field recruiters, career counselors, and recruiter supervisory personnel who are not on production. In addition, there is no way to relate the information they contain to success or lack of success as a field recruiter.

The United States Army Recruiting Command (USAREC) conducted a study, *Recruiter Profile*, which was restricted to field recruiters on production status. The sample of 2,230 was divided into three groups according to levels of successful production, based on percentage of quota accomplished. Data presented for each group include background (age, experience, service, education, etc.), attendance at the Army

<sup>1</sup>Naval Personnel Research and Development Laboratory. *Motivational Factors Influencing Enlistment Decision, U.S. Navy Recruitment Survey 1969*, Washington Navy Yard, Washington, April 1970.

<sup>2</sup>Cecil J. Mullins, Iris H. Massey, and Larry D. Riederich. *Why Airmen Enlist*, AFHRL-TR-70-29, Personnel Research Division, Air Force Human Resources Laboratory, Air Force Systems Command, Lackland Air Force Base, Tex. August 1970.

<sup>3</sup>U.S. Army Adjutant General School. *Postgraduate Questionnaire for Army Recruiters and Career Counselors*, Fort Benjamin Harrison, Ind., [January 1971].

<sup>4</sup>Personnel Management Development Office. *MOS 00E Recruiter and Career Counselor*, MOD Report, Military Occupational Data Bank, 14 July 1972.

<sup>5</sup>U.S. Army Recruiting Command. *Recruiter Profile*. Plans and Training Division, Recruiting Operations Headquarters, September 1971.

Recruiter and Career Counselor Course, and production data. A comparison of the top and the bottom groups of recruiters shows no significant differences that could be useful in either screening procedures or further research.

The *Recruiter Profile* study showed substantial differences in productivity among the five recruiting districts, especially between the First District and each of the others. The First Recruiting District (RD) averaged only 73% of quota achieved, but all others averaged above 93%. The First RD had by far the fewest recruiters who produced 100% of quota, as well as the smallest percentage (21%) of 100% quota producers who had attended the Army Recruiter and Career Counselor course.<sup>1</sup>

This brief review of the literature indicates that relatively little success has been achieved thus far in the development of an effective procedure for the selection of military recruiters. Wilkenson's Coast Guard study<sup>2</sup> did identify an instrument, the Edwards Personal Preference inventory, which offers some promise of having value in this regard. The USAREC *Recruiter Profile* study<sup>1</sup> failed to identify background characteristics related to recruiter productivity. However, the number of background factors studied was rather limited.

The failure of the above-mentioned studies to provide more than marginally useful information shows the need for more penetrating analysis of the job behaviors of field recruiters, with particular emphasis on recruiter-prospect interaction. The present study addresses these concerns.

<sup>1</sup> U.S. Army Recruiting Command, 1971, *op. cit.*

<sup>2</sup> Wilkenson, 1964, *op. cit.*

## Chapter 2

### RESEARCH DESIGN

#### OBJECTIVE OF THE PRESENT STUDY

The overall objective of Work Unit RECRUIT is to develop improved procedures for the selection and training of Army recruiter personnel. The initial phase in this effort, which is reported in the present document, was a pilot study designed to develop hypotheses about the differences between successful and unsuccessful recruiters, such hypotheses to be systematically evaluated in subsequent studies in the selection and training of recruiters.

#### SAMPLE SELECTION

The Third Recruiting District was selected as the one from which the sample of recruiters would be drawn. This district had the advantages of (a) a convenient location (minimizing travel costs), and (b) a wide range of social and economic conditions. The First Recruiting District might have been equally suitable, except that it appeared to be atypical compared with the other five districts as shown in the USAREC *Recruiter Profile* data.<sup>1</sup> Confining the sample to one district minimizes the effects of differences among districts in administrative and management practices.

Within the Third RD, certain zones were selected within the Richmond, Virginia Recruiting Main Station (RMS) and the Raleigh, North Carolina RMS. Zones were selected so as to include both urban and rural conditions and a range of racial mixes. Some recruiting stations were in predominantly white sections, others in predominantly black sections.

The USAREC "Recruiter Monitoring Report" was examined and a list was made of all recruiters within the selected zones who had been on the job in a production status between 1 July and 30 November 1972 (when interviewing began). It was felt that men with less than five months of recruiting experience might not have had sufficient time on the job to manifest their true potential.

Altogether, 79 recruiters were selected by this procedure. The typical recruiter in the sample was about 32 years old and had an average of 13 years of Army service. The range of ages was from 21 to 42 years. Length of service ranged from four to 23 years. Time on the job ranged from five to 72 months, averaging about 20 months. Less than one-quarter (18), however, had over 24 months on the job.

#### THE INTERVIEW GUIDE

A structured interview was used to collect information from the recruiters. The topics covered in the interview guide included: background characteristics of the respondent, recruiter training, value of various selling techniques, workload, attitudes

<sup>1</sup> U.S. Army Recruiting Command, 1971, *op. cit.*

toward the job, and personality characteristics that might be related to recruiter effectiveness. In addition, respondents were asked to describe a successful and an unsuccessful recruiter whom they knew. Finally, they were asked to provide names and addresses of 10 prospects whom they had interviewed—five who had gone to AFEES and five who had not.

Interviews were conducted during December 1972 and January 1973. An effort was made to conduct the interviews under reasonably private conditions, but occasionally this was not possible. Interviews usually lasted about one hour.

The interview guide was constructed after the literature review had been completed and after a few unstructured interviews were conducted with recruiters at the Alexandria, Virginia station. A draft guide was then tested on recruiters in the Washington RMS area of the First RD, which is comprised of Washington, D.C. and surrounding Maryland counties. The draft was revised several times, and each revision tried out on another group of recruiters. A copy of the final Recruiter Interview Guide is presented as Appendix A.

### CODING OF RESPONSES

The data that formed the basis for this report consisted mainly of free, conversational responses to open-ended questions. As is generally true in interview studies, there was great variation among interviewees in the ways they expressed essentially the same thought. Also, there were a large number of responses that occurred with very low frequency. Since the present study was done for pilot purposes, however, such coarse data were deemed adequate as a source of hypotheses for future research on the selection/screening of recruiter personnel.

A "response" was defined as a statement (either fact or opinion) made in answer to an interviewer's question. All responses to each question were examined and wherever two or more responses appeared highly similar in meaning, they were assigned the same code number. Each code number consisted of four digits, the first two designating the question that elicited the response, and the second two the response itself (e.g., Code 4706 indicates that to Item 47 in the interview guide the response was "Honest, trustworthy").

Thus the coding system not only preserved the actual content of a response, but also indicated the particular question that elicited it. Thus, the same response (e.g., "wanted a stabilized tour") would receive one code if it were a self-description and a different code if it was a description of a successful recruiter known to the respondent. This coding system facilitated the making of comparisons between different kinds of descriptive data.

### CATEGORIZATION OF RESPONSES

It was quite apparent, even before the formal data analysis, that most of the individually coded responses would have frequencies much too small to show significant differences between successful and unsuccessful recruiters. One reason for this is that responses describing successful recruiters tended to be quite different from those describing unsuccessful recruiters. It was decided that data analysis would be most meaningful if conceptually homogeneous responses were grouped into broader categories. For example, the category "Passively waits for prospects to walk in" includes the following discrete responses:

- Would not go out and prospect
- Doesn't follow-up leads

Never interviews, fails to make contacts  
Doesn't like making house calls

In order to develop categories that were as complete and comprehensive as possible, all available responses were used, regardless of whether they referred to the interviewee (self-description), to a nominated successful recruiter, or to a nominated unsuccessful recruiter. A total of 87 such broad categories was established.

Each recruiter (and also his two "nominees") was scored dichotomously as either being present or absent in a given scoring category, regardless of the number of individual responses (within that category) that were ascribed to him. This procedure was followed to avoid overweighting the contributions of the more verbal respondents.

### CONSTRUCTION OF CRITERION GROUPS BASED ON PRODUCTION RECORDS

In order to explore the relationship between recruiter characteristics and recruiting success, it was necessary to establish criteria of such success. This section of the report describes the development of a criterion based on production records.

Each recruiter is assigned a monthly "production" objective, which is the number of non-prior service (NPS) personnel he must enlist if the Army is to meet its overall manpower search. This objective is the principal basis used by USAREC in judging each recruiter's efficiency.

Objectives are set as follows. Each month USAREC is given the responsibility of obtaining the number of enlistments needed to maintain the Army's strength at a predetermined level. Throughout the USAREC chain of command an effort is made to assure that objectives are apportioned fairly to each recruiter, based on the number of potentially qualifiable military-aged men in his territory. Thus, a recruiter in a territory with few qualifiable men of military age would have a lower objective than a recruiter in a territory with many such men.

The monthly measure of productivity for a recruiter is the percentage of his NPS objective that he enlists during the month, plus recessions from the Delayed Enlistment Program (DEP).

Since 1 July 1972, USAREC has published a monthly "Recruiter Monitoring Report" that is organized by station, area, main station, and district. This report contains not only each recruiter's monthly NPS percentage achievement, but also his (fiscal) year-to-date NPS percentage achievement.

Since a recruiter's performance may fluctuate from month to month, any given month's production may not be representative of his long-term performance. It was decided, therefore, to use the NPS percentage achievement for six months as the productivity criterion. Thus, the criterion measure is the percentage of the total NPS objective achieved between 1 July 1972 and 1 January 1973.

The total sample of 79 recruiters was divided into criterion groups of high, middle, and low producers, as depicted in Table 1.

The relationships between interviewee responses and their production records were explored in two ways:

(1) Comparisons between high and low production groups: For both the high and the low production groups, the frequencies and percentages of recruiters described by each category were obtained. The frequency by category was based on the number of recruiters described by at least one response in a category. It was hypothesized that the high producers would differ significantly from the low producers (chi square test) in terms of many of the scoring categories. (Note: In this analysis, the medium producing group is excluded.)

Table 1

**Recruiter Criterion Groups, Based on NPS  
Percentage Achievement for Six Months**

| Recruiter<br>Criterion<br>Group | N  | Mean Objective<br>Achieved<br>(in Percent) | Range   |
|---------------------------------|----|--|---------|
| High producer                   | 26 | 116  | 100-174 |
| Medium producer                 | 25 | 91   | 86-97   |
| Low producer                    | 28 | 73   | 42-85   |
| Total                           | 79 |  |         |

(2) Correlations between presence in a category and production records: Each respondent was assigned a category score (1 or 0) based on whether or not he was described by a response within that category. Category scores were then correlated with the production criterion (six-month NPS percentage achievement figures) in order to determine which categories were most highly related to the criterion. (Note: This method of analysis uses data from all 79 subjects.)

#### LIMITATIONS OF THE PRODUCTION CRITERION

It is recognized that production records do not constitute an ideal criterion of recruiter effectiveness, but are simply the best that could be obtained within the time and money constraints of this study. Among the contaminating factors are variations in the quality (fertility) of different territories, variations in the amount of experience as a recruiter, and the borrowing and lending of cases.

It is common knowledge among recruiting personnel that individual recruiters who have met their objective for the month may "lend" an extra accession to a fellow recruiter who has not yet made his objective. He expects the favor to be returned when their situations are reversed. To the extent that such borrowing and lending occurs, production records are invalid indicators of recruiter skill.

Interviewees in the present study were asked several questions relating to this topic, which proved to be a sensitive one. One respondent refused to answer, and several others appeared very apprehensive about it. Thus, the data obtained regarding borrowing and lending may be inaccurate. The mean number of cases reported as having been lent, during the five-month period, was 3.7, while the mean number borrowed was 1.0. One explanation for this discrepancy is that cases were given away to less successful recruiters who had been relieved prior to the time the interviews were conducted. Another explanation is that recruiters acknowledged lending more readily than borrowing. Whatever the case may be, it seems clear that the practice is widespread and that production figures, especially percentage of quota achieved, might be significantly affected by it.

#### THE CONSTRUCTION OF CRITERION GROUPS BASED ON PEER NOMINATION DATA

As another approach to determining the characteristics associated with recruiter effectiveness, each interviewee was asked to answer a series of questions with regard to

(a) a successful recruiter he had known and (b) an unsuccessful recruiter he had known. Two criterion groups, one high and one low, were thereby established, each with an N of 79. The data associated with these two "groups" are referred to as the peer nomination data.

Discriminating characteristics were identified by comparing, for each response category, the percentages of the two groups who were ascribed a characteristic in that category. It should be noted that since each interviewee provided data for both a successful and an unsuccessful recruiter, he would probably have a tendency, for the sake of consistency, to describe opposite kinds of traits to these two men. For this reason, the chi square test of significance is not entirely appropriate—it tends to exaggerate the significance of differences. However, since the present study is only exploratory, it was decided to routinely compute chi squares simply as an heuristic device to call attention to characteristics that might merit closer scrutiny in subsequent research. The true significance of any such apparently differentiating characteristic must be assessed judgmentally rather than statistically. The peer nomination data reported in Chapter 4 include only characteristics that appeared to differentiate at or beyond the .05 level of statistical significance.

### Chapter 3

## CHARACTERISTICS RELATED TO RECRUITER EFFECTIVENESS: SELF-DESCRIPTION DATA

### INTRODUCTION

In response to certain questions, the interviewees provided detailed information about how they came to be recruiters, how they feel about recruiting duty and the nature of their supervision, how they go about performing their job, and so forth. Other questions were aimed at identifying self-ascribed personality characteristics that might be related to job success. The free responses obtained were coded and classified into categories on the basis of similarity in meaning or of being related to the same job-related construct or personality construct.

This chapter presents comparisons between high and low producers in terms of the coded response categories, as well as the correlation coefficients relating presence in a scoring category to production records. Because this was an exploratory pilot study, findings should serve merely as a source of hypotheses to be more rigorously evaluated in subsequent research. For this reason, a rather lenient criterion of statistical significance ( $p < .10$ ) was adopted. Even so, few statistically significant relationships were found.

Throughout this chapter, all response categories that showed a statistically significant relationship with the criterion are explicitly described as being significant; all others were not statistically significant.

### MOTIVATIONS FOR BECOMING A RECRUITER

Responses to the question, "Why did you volunteer to become a recruiter?" were organized into several categories, none of which was significantly related to the criteria.

Substantially more of the low producers than of the high producers (50% vs. 38%) fell into the category "Dislike of present assignment," although the difference was not statistically significant. This category was composed of the following responses:

- Better than the infantry
- Avoid tour in Vietnam
- Avoid different assignment
- Health reasons
- Easy hours
- Wanted a change
- Wanted to do something new everyday
- In order to do what I am capable of

### ATTITUDES TOWARD THE JOB

Attitudes of recruiters about the nature of the work they were required to perform were examined by asking them "How do you feel about being a recruiter?" Only two response categories were significantly related to either criterion.

"Likes independence" was found to correlate significantly with the production criterion ( $r = -.19$ ). The negative correlation suggests that a desire for independence is not a good reason for becoming a recruiter or, at least, is not conducive to success as a recruiter.

It is somewhat curious that "Dislikes other features" was found to correlate negatively and significantly with job success ( $r = -.24$ ). This suggests that men who commented on their dislike of "long hours," "the frustrating nature of the job," or "long hours away from family" tended to be more productive recruiters than those who did not make such comments. Perhaps the less productive recruiters did not feel dissatisfied on this account because they had not been putting in long hours in hard work; if they had, they might be more productive.

## PROSPECTING TECHNIQUES

One of the most important components of the recruiter's job is "prospecting," a term that encompasses a variety of activities performed with the objective of bringing the recruiter into direct personal contact with potential enlistees. These activities range from blind canvassing of the general public to official participation in civic affairs. In general, successful recruiters emphasized that in order to meet objectives they had to spend many hours each day in prospecting activities.

Only two response categories produced statistically significant results. "Uses systematic approach" was significantly related ( $p < .10$ ) to both criteria. This response category was comprised of the following specific responses:

- Develops contacts
- Keeps appointments
- Follows itinerary

"Uses PIP cards, mail outs, etc." was also significantly related to both criteria. Responses comprising this category were:

- Gets leads
- Uses mail-outs
- Uses PIP (Pre-induction Physical) cards

Obviously, most of these techniques are described in terms too general to be of much practical use. Information is lacking concerning how and when they are used.

## SELLING TECHNIQUES

Selling technique—the ability to motivate others to enlist—has been said to be an important factor in the success of a recruiter. A recruiter must be able not only to sell the Army as a viable alternative to civilian employment, but also to sell himself. He must gain a prospect's confidence so he can make the Army come alive in the prospect's eyes. He must have enthusiasm, yet it must be controlled and utilized effectively so that credibility is not lost.

None of the selling techniques mentioned by the interviewees was significantly related to either criterion. Nevertheless, it may be of some interest to report some of the more unusual techniques which at least one or two men had found effective. These were:

- Appeal to prospect's manhood (for combat arms)
- Appeal to prospect's ego
- Make an honest presentation to gain his confidence
- Make the prospect believe you are "his" recruiter
- Try to relax a man by kidding with him

Move fast when a man wants to go in don't let him change his mind  
Talk to prospect's parents  
Follow through on each prospect

## COMMUNICATION SKILLS

It seems self-evident that a recruiter, if he is to be highly successful, must be able to communicate effectively. He must be able to express himself with ease, although not necessarily with grammatical excellence, in a variety of social situations.

Very few of the interviewees made any reference to their communication skills. One category "Has difficulty in communicating effectively" was found to correlate significantly, and negatively, with the production criterion ( $r = -.21$ ). This indicates that at least some of the low producers were aware that they had difficulty in expressing themselves. The specific responses making up this scoring category were:

Talks too much  
Unable to talk on different levels, not enough education  
Talks too fast

## INDUSTRIOUSNESS

It seems self evident that hard work is essential for most recruiters, if they are to be successful in meeting or exceeding their objectives. Nevertheless, the pilot study data do not reveal much information in support of this idea. Although several men described themselves as "motivated" or as "self-starters," such responses were not significantly related to either criterion of success.

Only one response category pertaining to industriousness significantly differentiated the high and low producers ( $p < .10$ ). This was "Keeps informed on everything relevant to job."

## MISCELLANEOUS PERSONALITY TRAITS

Each respondent was asked, "What personality characteristics do you have that help you to recruit?" and "What personality characteristics do you have that tend to hinder recruiting?" None of the response categories significantly differentiated the high and the low producers although two were significantly correlated with the production criterion.

A significant correlation with the production criterion was found for the category "Empathetic" ( $r = .23$ ). The negative correlation indicates that low producers were more likely to so describe themselves than high producers. The ability to put oneself in the other man's position and understand what he is trying to say would seem to be a highly valuable characteristic for a recruiter, yet it appears to be negatively correlated with success. It may be true, as theorized by McMurry,<sup>1</sup> that high empathy may be a handicap to a salesman unless it is accompanied by a strong "ego drive" or will-to-win. Without the latter trait, the highly empathetic salesman may be convinced too readily that it is not in the prospect's best interest to buy (or enlist). According to McMurry's view, the supersalesman can thoroughly understand the prospect's viewpoint, but never lets it deflect him from his primary objective of closing the sale.

<sup>1</sup>Robert N. McMurry. "The Mystique of Super-Salesmanship," *Harvard Business Review*, vol. 39, no. 2, March-April 1961.

The other response category, pertaining to personality traits, which correlated significantly with production records, was "Not irritable" ( $r = .21$ ). The fact that the sign of this correlation is negative means that low producers were *more* likely to describe themselves in this way than were high producers. This is *not* equivalent to saying that low producers were in fact less irritable than the highs. It is entirely possible that if all subjects had been asked to rate themselves on irritability, that the high producers would have shown up as less irritable.

## SUMMARY

Based only upon those characteristics (categories) that were significantly related to production records (by either criterion), high producers tended to differ from low producers in the following ways:

- (1) Do not cite "independence" as a source of job satisfaction
- (2) Dislike the long hours and frustrating aspects of recruiting duty
- (3) Use a systematic approach in prospecting
- (4) Use PIP cards and mail outs as prospecting techniques
- (5) Do *not* report difficulties in "communicating effectively"
- (6) Do *not* describe themselves as "Not irritable," or as empathetic

It is possible that many more significant differences would be found if all respondents were asked specifically about many of the points that were spontaneously mentioned by only a few respondents.

## Chapter 4

# CHARACTERISTICS DIFFERENTIATING SUCCESSFUL AND UNSUCCESSFUL RECRUITERS: PEER NOMINATION DATA

### INTRODUCTION

As part of each interview, the respondent was asked to think of a successful recruiter whom he knew and to answer a series of questions pertaining to that person's work attitudes, job skills, personality traits, and so forth. He was also asked to answer a similar series of questions about an unsuccessful recruiter whom he knew. The results are herein referred to as "peer nomination data" and are reported in this chapter.

As previously explained (cf. pages 14-15), the two sets of data (pertaining to the successful and to the unsuccessful nominees) were both provided by the same respondents. For this reason, the chi square statistic tends to exaggerate the significance of differences between the two groups. Nevertheless, chi squares were computed as an heuristic device for identifying the characteristics which are somewhat more likely than others to be related to recruiter success. In this chapter, only those comparisons that yielded an ostensibly significant chi square ( $p < .05$ ) are reported.

It is probably most appropriate to regard the peer nomination data as expressions of recruiters' opinions of what it takes to be a good recruiter. It is entirely possible, and indeed probable, that many of the interviewee responses were actually elements in a stereotype of the good recruiter, which they had acquired in training or elsewhere, and were not based on actual observations of the nominee. It is suggested that the reader regard the information presented in this chapter as essentially descriptions of recruiter's opinions rather than as descriptions of good and poor recruiters.

In the previous chapter, dealing with self-description data, few responses occurred that were uncomplimentary to the respondent. In the present chapter, dealing with peer nomination data, however, disparaging responses abound. The respondents had no reluctance about ascribing undesirable traits and behaviors to another recruiter of their acquaintance. Since the "desirable" responses were discussed rather fully in the previous chapter, the discussions in the present chapter will concentrate on the "undesirable" responses.

### MOTIVATIONS FOR BECOMING A RECRUITER

Each respondent was asked, with respect to each of his nominees, "Why did he volunteer to become a recruiter?" Only one response category appeared to differentiate the two groups. "Dislike for present assignment" was attributed to 43% of the unsuccessful nominees and to only 9% of the successful nominees. This is consistent with an opinion expressed by a recruiting officer who has presided over many recruiter selection boards. He said that he tries hard to identify (and eliminate) any applicant who appears to be primarily motivated by the desire to escape from his present assignment.

## PROSPECTING TECHNIQUES

The prospecting techniques said to be used by the two groups of nominees are reported in Table 2.

Table 2  
Prospecting Techniques Used by  
Successful and Unsuccessful Nominees

| Category <sup>a</sup>                    | Nominees<br>(in Percent) |                          |
|--|--------------------------|--------------------------|
|  | Successful<br>(N = 79)   | Unsuccessful<br>(N = 79) |
| Uses systematic approach                 | 52                       | 1                        |
| Stresses person to person contact        | 62                       | 19                       |
| Uses high school CIs                     | 31                       | 2                        |
| Uses other CIs                           | 9                        | 0                        |
| Uses PIP cards, mail outs, etc.          | 24                       | 5                        |
| Becomes involved in community            | 35                       | 6                        |
| Passively waits for prospects to walk in | 2                        | 49                       |
| Emphasizes peripheral duties             | 1                        | 43                       |
| Emphasizes outside interests             | 1                        | 14                       |

<sup>a</sup>All categories included in this table differentiated the two groups of nominees at the .05 level of significance or beyond, using the chi square test.

As would be expected, the techniques that would be considered good on *a priori* grounds were attributed to the successful nominees significantly more often than to the unsuccessful ones. Similarly, techniques that are obviously poor were ascribed more often to the unsuccessful nominees.

Among the responses in the category "Passively waits for prospects to walk in" were:

- Would not go out and prospect
- Doesn't follow up leads
- Never interviews, fails to make contacts
- Doesn't like making house calls

Among the peripheral duties that were said to be emphasized by unsuccessful nominees were:

- Lets recruiting slide while doing errands or paper work
- Takes prospects to AFEES
- Distributes publicity material for station

Among the responses comprising the category "Emphasizes outside interests" were:

- Off-time more important than job; lets outside interests interfere with his work
- Over-involved with the community
- Spends his time hunting and fishing
- Spends his time chasing women

Spends his time drinking  
 Concentrated on recruiting WACs, not males  
 Traveled with a motorcycle crowd

### SELLING TECHNIQUES

Not suprisingly, there was little overiap between the selling techniques ascribed to successful and to unsuccessful nominees, as is evident in Table 3.

Table 3  
**Selling Techniques Used by  
 Successful and Unsuccessful Nominees**

| Category <sup>a</sup>                           | Nominees<br>(in Percent) |                          |
|---|--------------------------|--------------------------|
|   | Successful<br>(N = 79)   | Unsuccessful<br>(N = 79) |
| Uses miscellaneous effective sales techniques   | 24                       | 4                        |
| Uses miscellaneous ineffective sales techniques | 0                        | 11                       |

<sup>a</sup>All categories included in this table differentiated the two groups of nominees at the .05 level of significance or beyond, using the chi square test.

Successful nominees used the following techniques:

- Able to sell, persuasive
- Uses good follow-up procedures
- Motivates others
- Motivates prospects
- Helps prospect to make up his mind
- Uses humor to keep prospect lively
- Sells himself

Unsuccessful nominees were described primarily as follows:

- Lacks ability to sell, not a salesman
- Does not like to sell a man
- Can't motivate people; couldn't get them into the office for testing
- Can't project job knowledge
- Can't close a sale
- Doesn't spend enough time with prospects to make the sale
- Does not like the selling techniques used

### COMMUNICATION SKILLS

Communication skills and problems ascribed to successful and unsuccessful nominees are reported in Table 4.

The principal types of problems that unsuccessful nominees had were as follows:

- Cannot speak well; lacks communication skills
- Doesn't speak the local "dialect"

Table 4

## Communication Skills of Successful and Unsuccessful Nominees

| Category <sup>d</sup>                       | Nominees<br>(in Percent) |                          |
|---|--------------------------|--------------------------|
|   | Successful<br>(N = 79)   | Unsuccessful<br>(N = 79) |
| Able to communicate effectively             | 39                       | 14                       |
| Has difficulty in communicating effectively | 0                        | 18                       |

<sup>d</sup>All categories included in this table differentiated the two groups of nominees at the .05 level of significance or beyond, using the chi square test.

Successful nominees were said to have the following skills:

- Talkative, verbal, likes to talk, has "gift of gab"
- Able to talk to all types, good conversationalist
- Expresses himself well, able to talk so as to be understood

## ATTITUDES TOWARD THE JOB

Categories primarily related to job satisfaction and dissatisfaction are presented in Table 5.

Table 5

## Job Attitudes of Successful and Unsuccessful Nominees

| Category <sup>d</sup>          | Nominees<br>(in Percent) |                          |
|--------------------------------|--------------------------|--------------------------|
|                                | Successful<br>(N = 79)   | Unsuccessful<br>(N = 79) |
| Likes the work                 | 86                       | 20                       |
| Likes the challenge of the job | 17                       | 0                        |
| Dislikes the high pressure     | 19                       | 34                       |
| Dislikes other features        | 3                        | 25                       |
| Wants another type of duty     | 10                       | 53                       |

<sup>d</sup>All categories included in this table differentiated the two groups of nominees at the .05 level of significance or beyond, using the chi square test.

The categories "Likes the work" and "Likes the challenge of the job" were heavily weighted toward the successful nominees. The responses for the two categories are as follows, respectively:

- Likes the recruiting work
- Would rather be in recruiting than elsewhere
- Doesn't want another job

Likes the challenge  
Enjoys feeling of accomplishment, sense of pride  
Likes having a product and selling it

The categories "Dislikes the high pressure," "Dislikes other features," and "Wants another type of duty" deal primarily with the unsuccessful nominees' dissatisfaction with their recruiting duty. Responses comprising each category are as follows, respectively:

Dislikes pressure to meet objectives; it gets him down  
Can't take the pressure; takes pressure as a personal affront

Thinks up excuses for not being successful  
Complains, gripes in front of prospects  
Too much work  
Dislikes long hours  
Too much time away from family  
Missed being on a military post

Does not like it; regrets it  
Dissatisfied, disillusioned; not what he thought it would be  
Became dissatisfied about being assigned as a recruiter  
Wants to leave, get away, retire  
Wants to go back to old MGS, or to get out of recruiting  
Waiting until retirement

The category "Wants another type of duty" presents a picture of a perplexed recruiter experiencing not only the pressure of meeting his objective, but also of remaining in good standing with his peers and his superiors. A recruiter's integrity and feeling of self-worth are at stake if objectives are not met; yet, when he realizes that he does not like the work, and is not producing, he must begin to admit that he is not suited for recruiting duty and would prefer something else. Reaction to monthly objectives was not specified in any of the responses and thus should not be considered the only motive, or necessarily the primary motive, for a recruiter's desire for another duty assignment. However, whatever the reason for his dissatisfaction, it is most likely that he is not meeting his appointed objective, which only serves to intensify his desire to get out of recruiting.

## INDUSTRIOUSNESS

When describing successful and unsuccessful nominees, the interviewees made it clear that successful recruiters were those who could motivate themselves—who could grasp the essence of the appointed task and not be diverted until the task was completed. The opposite was true of the unsuccessful nominees. The categories dealing with industriousness are shown in Table 6.

The responses comprising the category "Is very conscientious" best described the successful nominees. They are:

Diligent, very active  
Works long hours  
Persistent, methodical, thorough  
Conscientious  
Doesn't stop after objective is met  
Constantly prepares for prospects  
Tries to do a professional job  
Tries for quality in addition to objective  
Goes out of his way to get the job done

Table 6  
**Industriousness of Successful and Unsuccessful Nominees**

| Category <sup>d</sup>                       | Nominees<br>(in Percent) |                          |
|---|--------------------------|--------------------------|
|   | Successful<br>(N = 79)   | Unsuccessful<br>(N = 79) |
| Has high achievement motivation             | 18                       | 3                        |
| Has low achievement motivation              | 4                        | 47                       |
| Is very conscientious                       | 35                       | 3                        |
| Is careless about details                   | 1                        | 19                       |
| Seeks ways to improve                       | 8                        | 0                        |
| Keeps informed on everything related to job | 18                       | 4                        |

<sup>d</sup>All categories included in this table differentiated the two groups of nominees at the .05 level of significance or beyond, using the chi square test.

The responses comprising the category "Has low achievement motivation" best describe the unsuccessful nominees. They are:

- No motivation (initiative, drive), indifferent; least obstacle stops him
- Not enthusiastic, very casual attitude
- Indifferent to everything around him; an opportunity to goof off
- Burned himself out, lost interest, and gave up
- Doesn't try to help himself—waits for others to tell him what to do

#### MISCELLANEOUS PERSONALITY TRAITS

It is not surprising that the interviewees described successful and unsuccessful nominees in stereotypical and opposite ways. Positive traits (e.g., outgoing, stable, happy) were regularly attributed to successful nominees and negative traits (e.g., withdrawn, shy, hostile) were regularly attributed to unsuccessful nominees. Although these findings are probably not of great significance they are presented in Table 7 because they are of interest.

#### SUMMARY

Although only characteristics that ostensibly differentiated significantly between the successful and the unsuccessful nominees were reported in this chapter, it is apparent that there were many such elements.

It appears that the frequency with which each characteristic was mentioned is closely related to its generality, and to its congruence with stereotypes of the good and the bad recruiter. There are no surprises in this set of data. Nevertheless, the material reported in this chapter may be of modest value in indicating the specific content of recruiters' conceptions of the successful and the unsuccessful recruiter.

Table 7

**Miscellaneous Personality Traits Ascribed to  
Successful and Unsuccessful Nominees**

| Category <sup>a</sup> | Nominees<br>(in Percent) |                          |
|-----------------------|--------------------------|--------------------------|
|                       | Successful<br>(N = 79)   | Unsuccessful<br>(N = 79) |
| Friendly, easygoing   | 53                       | 4                        |
| Outgoing              | 44                       | 0                        |
| Sympathetic           | 20                       | 0                        |
| Stable                | 13                       | 0                        |
| Happy, humorous       | 11                       | 0                        |
| Light hearted         | 10                       | 0                        |
| Sincere               | 10                       | 1                        |
| Withdrawn             | 1                        | 17                       |
| Shy, self conscious   | 1                        | 17                       |
| Lacks self-discipline | 1                        | 14                       |
| Has family problems   | 1                        | 13                       |
| Inconsistent          | 0                        | 14                       |
| Hostile               | 0                        | 13                       |
| Emotionally immature  | 0                        | 10                       |
| Resentful, rebellious | 0                        | 10                       |

<sup>a</sup>All categories included in this table differentiated the two groups of nominees at the .05 level of significance or beyond, using the chi square test.

## Chapter 5

# PROSPECTING AND SELLING TECHNIQUES

### INTRODUCTION

One of the objectives of the pilot study was to make a preliminary examination of successful prospecting and selling techniques. Two of the interview questions were designed to acquire information from which detailed questions would be constructed in subsequent phases of the study. As shown in the Recruiter Interview Guide (Appendix A), recruiters were asked, "Which prospecting techniques have you used successfully?" (Item 18) and, "Which selling techniques have you used successfully?" (Item 19). They were also asked to provide examples of each. This chapter summarizes the information elicited by these questions.

The reader is cautioned to keep in mind that the information presented in this chapter represents only the opinions or beliefs of the respondents as to what constitutes effective prospecting and selling techniques. No outside criteria of their efficacy are available.

Interviewers noted that recruiters tended to respond initially with standard "text-book" phrases. Regarding prospecting, for example, the first response was often, "Telephone, high school lists, C's, etc.," or, for selling techniques, "Find a need and fill it." Probing follow-up questions were required to draw out more novel and imaginative approaches. If future research is to be productive in this respect, questions must be constructed to reach beyond formalized initial responses.

There were some recruiters who answered that they used "the standard techniques, the ones taught in school." Upon further questioning they said that the techniques taught in the school are good, that it is necessary only to follow the guidelines and apply the specific techniques properly. Perhaps many recruiters do not apply what they are taught.

There were others, however, who said that techniques "in the book" had little relevance in the field. They emphasized that each recruiter must work out his own methods, finding the techniques that suit his personality and the situation. When asked for specific examples of techniques they had used successfully, these individuals might reply, for example, that they use everything they can think of (for prospecting), and that every case is different they use a different approach every time (for selling).

It is apparent that recruiters who say they use "standard" techniques, and those who say they "try everything . . . a different approach every time" represent exaggerated extremes. Somewhere in between is the mass of recruiters who, in varying proportions, combine the "standard" techniques with their own innovations.

Another observation was that in many of the responses there was an overlap between prospecting and selling. A number of recruiters found it difficult to talk about the two as separate functions. They emphasized, for example, that selling should begin with the initial contact, and that prospecting never ends. It appears that some of the most successful recruiters are those who build up a long-range program in which they seek customer satisfaction, and then encourage their customers to send in their friends. Under such conditions a new prospect has already been at least partially "sold" at the time of his initial contact with the recruiter.

Recruiters were asked which techniques they had used *successfully*, not which techniques they used most often, or which were most often successful. This wording was designed to encourage a broad range of responses and to preclude exclusion of new ideas and novel approaches, no matter how infrequently they may have been used.

## PROSPECTING TECHNIQUES

The responses made by the 79 recruiters concerning prospecting techniques that they had used successfully were grouped as follows:

- Obtaining name lists
- Places to make contacts
- Nature of contacts
- Becoming known in community
- Centers of influence

Only responses made by at least four of the respondents (5%) are reported.

### Obtaining Name Lists

It is important for a recruiter to have the names of prospects to whom he can mail recruiting materials, contact by telephone, or visit. Various methods for compiling such lists were mentioned by the respondents:

| <u>Response</u>                                | <u>Percentage</u> |
|--|-------------------|
| High school lists, graduate rosters            | 23                |
| Selective Service-PIP cards <sup>1</sup>       | 16                |
| Mail-back cards (from magazine recruiting ads) | 8                 |

A relatively high rate of mention (almost one-fourth) was found for high school lists. Selective Service-PIP cards also were frequently used successfully. Mail-back cards were mentioned much less frequently than high school lists and PIP cards.

### Places to Make Contacts

When considering the places where recruiters go to make contacts, two general themes appeared: (a) certain kinds of places, because of their popularity, afford the recruiter an opportunity to identify new prospects, and (b) the same places may be used for contacting prospects already identified. The places of contact mentioned by 11% of the respondents was the very general category of "Place of work, community hang-out, places that kids frequent."

No specific place for making contacts drew a high percentage of recruiter response. This suggests that it is very important for recruiters to be familiar with local customs regarding gathering places for youth.

### Nature of Contacts

"Nature of contacts" is defined as the specific manner or medium by which the recruiter communicates with the prospect. Some "standard" methods of contacts mentioned were as follows:

| <u>Response</u>       | <u>Percentage</u> | <u>Response</u>          | <u>Percentage</u> |
|-----------------------|-------------------|--------------------------|-------------------|
| Face-to-face contacts | 30                | Home visits of prospects | 14                |
| Telephone contacts    | 19                | Mail-outs                | 10                |

<sup>1</sup>Since the draft has ended, this source of name lists no longer exists.

There were a few unique methods, for example, "Mail an empty envelope to stir curiosity," "Mail second page of two page letter," and "Hand out recruitment packets to hitchhikers" which suggest that at least a moderate degree of innovation may sometimes be coupled with the "standard" methods.

### **Becoming Known in Community**

If a recruiter is to gain assistance through centers of influence and if he is to make contacts with prospects he must establish himself within his community as a recruiter. People must be able to recognize him and realize his function. The more common means of accomplishing this end as stated by the recruiters were as follows:

| <u>Response</u>                                | <u>Percentage</u> |
|--|-------------------|
| Become known within the community              | 13                |
| Be seen in uniform                             | 5                 |
| Talk to anyone I can start a conversation with | 5                 |

### **Centers of Influence (CIs)**

Referrals from people with whom a recruiter has rapport can be most important in gaining new prospects. Most of the CIs mentioned were not particularly novel. The most common CIs mentioned were:

| <u>Response</u>                    | <u>Percentage</u> |
|------------------------------------|-------------------|
| Prospects, those sent to AFES, DEP | 29                |
| High school counselor              | 14                |
| Personal friends                   | 6                 |
| Businessmen                        | 5                 |
| High school coaches, team members  | 5                 |

## **SELLING TECHNIQUES**

Item 19 asked the question "Which selling techniques have you used successfully?" Some recruiters had difficulty in talking about prospecting and selling techniques separately. Therefore, some overlapping of responses with Item 18 occurred. The responses were grouped into the following headings:

- Establishing rapport
- Filling prospect's needs
- Stressing benefits
- Presenting options
- Closing techniques
- Miscellaneous selling techniques

Only responses made by at least four of the respondents (5%) are reported.

### **Establishing Rapport**

Responses that fit under the general heading of "Establishing rapport" are presented below, along with the percentage (of all 79 respondents) who made each response.

| <u>Response</u>  | <u>Percentage</u> |
|--|-------------------|
| Give prospect the true picture of the Army; honesty, even if it hurts        | 18                |
| A recruiter must sell himself; make prospect believe you are "his" recruiter | 11                |

### Filling Prospect's Needs

Some recruiters emphasized the importance of ascertaining and filling the prospect's goals and desires. Responses fitting under this heading are listed below.

| <u>Response</u>                                   | <u>Percentage</u> |
|---|-------------------|
| Talk to find out prospect's interest              | 9                 |
| Explain job potential with prospect when he ETS's | 6                 |
| Look for a need and capitalize on it              | 5                 |
| Let prospect talk about himself                   | 5                 |

Permitting the prospect to speak freely about what he wants out of life makes it possible for a recruiter to explain the potentials of an Army career or of finding a civilian job when he is discharged. Listening carefully and empathetically was considered to be a successful approach. The recruiter must be able to "feel the prospect out" so that any problems or uncertainties about enlisting may be resolved.

Other recruiter responses indicated what seems to be a more "hard-sell" approach. They cause the prospect to feel he needs the Army. They play upon the prospect's feeling of self-worth and manliness. If necessary, they create a need.

The polarity of approaches under this category is apparent. There are recruiters who use the "soft-sell" technique; however, there are those who use a "hard-sell" technique. It is not known whether it is the personality of the recruiter or that of the prospect that determines which approach is used.

### Stressing Benefits

Stressing the benefits of Army service was a commonly mentioned selling technique. The most common responses fitting under this heading are listed below.

| <u>Response</u>  | <u>Percentage</u> |
|--|-------------------|
| Describe inservice benefits  | 23                |
| Describe after-service benefits  | 10                |
| Sell the security of the Army  | 6                 |
| Find out how much money a prospect is making,<br>then show him the pay chart | 5                 |

Very few specifics were given as to the manner of presentation or emphasis concerning said benefits. The most frequently occurring response concerned inservice benefits. It was not made clear whether or not all inservice benefits were given equal emphasis.

General themes, such as the security and prestige of the Army, were considered to be effective. Selling the Army as a whole before going into specific options was said to contribute to successful recruiting.

Specific benefits that were said to have been successfully presented were (a) pay, (b) fast promotion in the unit of one's choice, (c) promotions in combat arms, and (d) enlistment bonuses.

### Presenting Options

Presenting an option consistent with the predetermined needs of the prospect was considered a successful selling technique. Presenting all options the Army has to offer was also considered effective. Other responses dealing with the presentation of options in a

fair, considerate manner were also mentioned as being effective. The most common responses and percentages of those giving them are as follows:

| <u>Response</u>   | <u>Percentage</u> |
|---|-------------------|
| Sell the option that meets the prospect's needs and interests | 29                |
| Present all options; tell what the Army has to offer          | 10                |
| Sell something for a thrill, adventure                        | 5                 |

#### **Closing Techniques**

"Closing," in the terminology of salesmanship, refers to the process whereby the prospect is induced to take the final step of committing himself to buy (enlist). No matter how persuasive the salesman has been in extolling the virtues of his product, some prospects will not make an actual buying commitment until somehow prompted to do so. Only one successful closing technique was mentioned by at least 5% of the interviewees. This was "Ask 'When will you be ready?'" (mentioned by 6%).

#### **Miscellaneous Selling Techniques**

There were many selling techniques that were each mentioned by only one or two respondents. Although some of them could be "tricks of the trade" that could be profitably used by others, we have no basis for judging their general efficacy. Only one miscellaneous technique met our 5% criterion for reporting in this chapter. This was "Speak with prospects' parents," mentioned by 6% of the respondents.

## Chapter 6

### RECRUITERS' OPINIONS REGARDING RECRUITER TRAINING AND THE SELECTION OF RECRUITERS

#### RECRUITERS' OPINIONS REGARDING RECRUITER TRAINING

The first part of this chapter reports the responses of interviewees that were elicited by questions concerning their formal training courses. The principal source of the information was "What parts of your training help you to increase your effectiveness?" Supplementary information concerning recommended changes in training was obtained from Item 20 "If changes should be made in training, what are they?" Responses to the latter question will be reported in the final part of this section.

Only responses mentioned by at least 5% of the 79 respondents are reported. Again the reader is reminded that these responses are only the *opinions* of recruiters. How sound they are is unknown!

Sales Motivation and Sales Psychology. About 10% of the recruiters reported that their training in the basics of selling had helped them to increase their effectiveness. Nine percent mentioned that motivation classes at school had helped their effectiveness.

Public Speaking. Findings suggest that there is considerable difference of opinion among experienced recruiters about the value of training in public speaking. About 22% said that it helped them to increase their effectiveness, while 27% said that formal speeches need less emphasis in training.

Interview Training. There was fair agreement on the value of interview training in general. Twenty-one percent felt that training on the basics of interviewing had helped to increase their effectiveness.

Orientation of Recruiters. One of the things that appears to concern recruiters is that the nature of the recruiter's job is misunderstood by many applicants for recruiting duty. Six percent of the respondents indicated that they thought more emphasis was needed on explaining the rigors and difficulties of the job.

Regulations. Thirteen percent of the respondents mentioned that training about regulations had increased their effectiveness.

#### Recommended Changes in Training

Recommended changes in training, which were mentioned by at least 5% of the respondents, were:

| <u>Response</u>   | <u>Percentage</u> |
|---|-------------------|
| More emphasis needed on interviewing techniques                     | 23                |
| More emphasis needed on public speaking                             | 17                |
| More emphasis needed on sales psychology                            | 9                 |
| More emphasis needed on prospecting techniques                      | 9                 |
| More emphasis needed on AR 601-210                                  | 9                 |
| More emphasis needed on explaining "what recruiting is really like" | 6                 |
| More emphasis needed on enlistment options                          | 6                 |

| <u>Response</u>   | <u>Percentage</u> |
|---|-------------------|
| More emphasis needed on submitting waivers              | 5                 |
| More emphasis needed on managing one's time efficiently | 5                 |
| More emphasis needed on how to qualify prospects        | 5                 |
| More emphasis needed on practical exercises             | 5                 |
| Less emphasis needed on paperwork                       | 9                 |

It is apparent that interviewing and public speaking were the topics most often mentioned as needing more training emphasis. It is perhaps worth noting that only one of the 12 responses recommended less training emphasis. This was "paper work," mentioned by 9%.

### RECRUITERS' OPINIONS REGARDING THE SELECTION OF RECRUITERS

Certain questions in the interview solicited the respondents' opinions about how recruiters should be selected. Responses made by at least 5% of the interviewees are reported. No data are available to evaluate the soundness of these opinions.

#### Desirable Background Characteristics

Rank. Nine percent of the interviewees mentioned that the prospective recruiter should hold a rank of at least E-5.

Age. Concerning the optimum age for a recruiter, a vast diversity of age ranges was given. About the only generalization that can be made is that extremely few approved the use of men under 25 or over 40.

Length of Service. Related to age is the length of service that the prospective recruiter brings with him to the job. Many placed value on "substantial" service. Some recruiters recommended changes in the minimum service requirements in terms of the following statements:

| <u>Response</u>                    | <u>Percentage</u> |
|------------------------------------|-------------------|
| Substantial length of service      | 24                |
| More than five years to retirement | 6                 |

Aptitude Scores. Several respondents commented on the need of a GI score of at least 110, in order to be an effective recruiter. This is the minimum specified in AR 611-201, but according to some of the respondents, it is too often disregarded.

Relevant Past Experience. Sales experience was the only kind of experience mentioned by an appreciable number of respondents (13%) as a good basis for selecting recruiters.

#### Desirable Personal Qualities

Communications Ability. A number of communications characteristics were mentioned as probable prerequisites for recruiter success. Most frequently mentioned was the ability to talk to people and to communicate ideas effectively. Specific comments were as follows:

| <u>Response</u>   | <u>Percentage</u> |
|---|-------------------|
| Able to talk to people  | 49                |
| Can communicate ideas effectively   | 11                |
| Able to adapt to communication, able to communicate on all levels, races, ages, education | 8                 |

Stability. A number of respondents stressed stability and maturity as essential requirements in the make-up of a successful recruiter. It was said that he must be mature, steady, and responsible, and that such characteristics could most readily be detected in terms of stability in finances and marriage. Self-control was also mentioned, particularly in the frustrating and high-pressure situations with which the recruiter must contend. The percentages follow:

| <u>Response</u>             | <u>Percentage</u> |
|-----------------------------|-------------------|
| Stable in finances          | 16                |
| Mature, steady, responsible | 13                |
| Stable in marriage          | 11                |
| Can control his temper      | 9                 |
| Can work under pressure     | 9                 |

High Motivation. The importance of high motivation for recruiter success was frequently mentioned. The successful recruiter was viewed as one who really wants to do a good job and who is highly self-motivated and responsive to the challenges of recruiting work. A number also felt that the recruiter must believe in the "modern volunteer Army" as a source of motivation to recruit new members who will be suitable for it. The most common responses of this sort were:

| <u>Response</u>   | <u>Percentage</u> |
|---|-------------------|
| Wants to do the job   | 30                |
| Self-motivated, highly motivated, motivated to succeed, likes a challenge | 19                |
| Believes in the "modern volunteer Army"                                   | 11                |

Good Appearance. Many respondents stressed the importance, for recruiter success, of good personal appearance. Some considered it to be an essential prerequisite. The results follow:

| <u>Response</u>                              | <u>Percentage</u> |
|--|-------------------|
| Well groomed appearance                      | 33                |
| Good military bearing; looks good in uniform | 19                |
| Not physically impaired                      | 6                 |

Self-Confidence. The notion that self-confidence is a requirement for successful performance of recruiting duties is implicit in many of the interviewees' responses. The potential successful recruiter was seen by some as extroverted and outgoing, and by others as confident in his ability to convince prospects to join the Army. The following percentages were found for the responses:

| <u>Response</u>     | <u>Percentage</u> |
|---------------------|-------------------|
| Outgoing, extrovert | 10                |
| Confidence demeanor | 6                 |

Sociability. In addition to being able to communicate effectively, prospective successful recruiters were seen as being those who enjoy working with people and who have "pleasing personalities." The most common responses were as follows:

| <u>Response</u>            | <u>Percentage</u> |
|----------------------------|-------------------|
| Enjoys working with people | 20                |
| Has a pleasing personality | 9                 |

Adaptability. Thirteen percent of the interviewees mentioned adaptability to any situation or group as a desirable quality in prospective recruiters.

Ethicality. The notion of sincerity and honesty in dealing with prospective recruits and with Army regulations was mentioned by about 16% of the interviewees.

### The Selection Process

The background characteristics and the personal qualities which, in the opinion of the interviewees, are needed for success as a recruiter have been described. The present section presents the opinions of our respondents as to how such men are to be found.

*Improved Orientation of Applicants.* Respondents expressed the view that some recruiters did not know what they were getting into when they volunteered for recruiting duty. Eleven percent recommended that applicants for recruiting duty be given a more realistic picture of what the job is like, its pressures, and its frustrations.

A substantial percentage (23%) felt that preschool on-the-job training (OJT) should be of at least two months' duration instead of one month as is currently the case. This finding suggests that some recruiters see preschool OJT as a vehicle for screening out applicants of low recruiting potential.

*Selection Boards.* Many comments concerning selection boards could not readily be coded or summarized. The thrust of those comments seemed to be that selection boards are too often comprised of people who are not very knowledgeable about recruiting work. They said that board members lack experience in field recruiting and thus are incapable of judging the type of person required. They do not understand the civilian community in the present social climate (attitudes of youth, reduced threat of the draft, etc.), and are not knowledgeable about conditions in the various geographical areas in which the recruiters will be assigned.

*Miscellaneous Screening Procedures.* Various screening procedures were mentioned by a few respondents. Among the most common were:

| <u>Response</u>                                       | <u>Percentage</u> |
|---|-------------------|
| Screen recruit for quality of past performance        | 28                |
| Have informal interviews                              | 16                |
| Interview wife  | 13                |
| Interview supervisor                                  | 10                |
| Have board made up of recruiters                      | 8                 |
| Interview people who know him (CO, 1st Sgt., friends) | 8                 |

### Summary

Recruiters' opinions regarding recruiter selection are difficult to summarize. It is not possible to describe the views of the "typical" recruiter, because no single response was made by a majority of the respondents.

A list of the responses that occurred most frequently under each heading indicates the most salient views of the respondents regarding recruiter selection. The listing follows:

| <u>Response</u>                             | <u>Percentage</u> |
|---|-------------------|
| Should be able to talk to people            | 49                |
| Should have well-groomed appearance         | 33                |
| Should want to do the job                   | 30                |
| Screen for quality of past performance      | 28                |
| Should have "substantial" length of service | 24                |

| <u>Response</u>                          | <u>Percentage</u> |
|--|-------------------|
| Should enjoy working with people         | 20                |
| Should be stable in finances             | 16                |
| Should have sales experience             | 13                |
| Should be adaptable                      | 13                |
| Tell them what recruiting is really like | 11                |
| Provide two months of OJT                | 11                |
| Should be outgoing                       | 10                |

## Chapter 7

### PERSONNEL MANAGEMENT PROBLEMS

A number of personnel management problems were suggested by some of the incidental remarks of respondents. Interviewers recorded such comments on the interview forms, but only those that clearly pertained to a numbered item were coded and quantified. The comments with implications for personnel management are discussed in this chapter.

#### EVALUATION OF RECRUITER PERFORMANCE

Most of the recruiters' comments on evaluation by superiors concerned their dissatisfaction with the quota system. The degree to which supervisors rely on it in spite of its inadequacy also was criticized. In addition, many recruiters felt that their supervisors did not have enough direct contact with them to understand their problems and the conditions they face. This opinion, of course, pertains more to area supervisors and RMS personnel than to station commanders. Some recruiters expressed the feeling that their extra efforts in the face of various adverse conditions went unrecognized and unrewarded, resulting in morale and motivation problems.

#### HEALTH PROBLEMS AND RECRUITING DUTY

Several recruiters emphasized the importance of good health in relation to job performance. Their comments did not indicate that recruiting requires an unusual amount of stamina compared to other Army jobs. Rather, they noted that in some cases individuals with physical impairments had been assigned as recruiters (apparently in the belief that the job was less strenuous than others). These men were said to have great difficulty keeping up the pace, and should not have been assigned to recruiting.

Excessive drinking was cited by some as a common problem among recruiters, but the validity of this claim cannot be assessed by the available data. It is apparent, however, that recruiters have more opportunities for drinking than do most Army personnel. For example, several recruiters were said to spend a lot of time in beer taverns on the theory that such a place is good prospecting territory and a place to meet the fathers of draft-age youths and get leads from them. There is no evidence that excessive drinking is either more or less common among recruiters than others.

#### STATION SIZE AND ALLOCATION OF TERRITORIES

Several respondents complained that too many recruiters were assigned to their particular area. There appears to be a saturation point for certain areas, beyond which additional recruiters serve no useful function.

Perhaps more consideration should be given to guidelines for the optimum number of recruiters in a given area. A specific problem is the restriction of a recruiter to a small

area with rigid boundary limitations cutting across normal channels of community interaction. In such cases a recruiter's efforts within his designated area will often produce leads and referrals to prospects in adjacent areas. He cannot pursue these prospects without being accused of "poaching" by fellow recruiters, and he is reluctant to give leads to other recruiters unless assured of eventual repayment. Such a situation can discourage cooperation and teamwork between recruiters.

## EFFECTS OF OBJECTIVES ON BEHAVIOR OF RECRUITERS

The monthly objective (or quota) was the basis of many recruiter complaints. It was obvious that pressure to meet the monthly objective was an ever-present factor in their daily activities. The interviewers noted that many recruiters took Item 11 ("Do you think the objectives set for you are fair? If "No", why not?") as an opportunity to voice all sorts of opinions about the recruiting system in general, and, more specifically, about the effects of the monthly objectives on the system.

In response to Item 11, a majority of recruiters (61%) answered "no" when asked, "Do you think the objectives set for you are fair?" Because the monthly objective is the principal device through which pressure is applied, and by which recruiters are motivated, it is to be expected that a certain number will simply gripe about having anyone or anything push them. When the responses are divided into high, middle, and low producing groups, however, over two-fifths (42%) of the high producing group say the objectives are not fair, despite the fact that these individuals consistently achieve their monthly objectives. The results were as follows:

| <u>High (N=26)</u> | <u>Middle (N=25)</u> | <u>Low (N=28)</u> |
|--------------------|----------------------|-------------------|
| Yes: 58%           | Yes: 36%             | Yes: 25%          |
| No: 42%            | No: 64%              | No: 75%           |

The reasons given for considering the quota system unfair suggest a misunderstanding of the concept and uses of the Qualified Military Available (QMA) figures. Commanders and supervisors should be aware of the importance of their leadership in gaining the recruiters' acceptance of designated work loads. Comments that a station is short of personnel (therefore carrying too much of the area's load) may be indicative of poor administration of objectives, poor allocation of objectives by area supervisors, or, on the other hand, the recruiter's poor understanding of the personnel situation *vis a vis* the manpower needs of the Army.

Resentment was frequently expressed about inequality of objectives among districts (especially with respect to the First District) and between areas and stations within a single district. Some recruiters expressed the belief that pressure from high objectives might be detrimental in the long run, and might actually prevent recruiters from being as effective as they would otherwise be. It was said that pressure causes some recruiters to continuously play "catch-up ball," instead of setting up effective long-range programs.

Many recruiters see the objectives set for them as the standard by which their job performance is judged. The Army seeks to indoctrinate its professionals in taking pride in a job well done. Yet, apparently, some recruiters feel that they are faced with a system that measures their job performance by an erratically shifting standard, which in turn is derived in some nebulous way beyond their control or understanding.

There were some specific complaints about the effectiveness of the use of monthly objectives as a motivating device. Recruiters feel that high performance is, in some cases, "rewarded" with greater demands (i.e., higher objectives). This situation discourages efforts to achieve more than 100% of the objective. The system leads to a drop-off of

motivation after the monthly objective is achieved (e.g., some recruiters would say, "I've got my quota made; I don't have to work any more this month.").

Recruiters use devices (swaps, loans, DEP) to cope with the objectives system. It appears that a lot of time is spent in trying to "beat the system"—time that could better be used to put quality people in the Army.

Pressure to meet the monthly objectives may encourage a hard-sell approach that sometimes results in putting a man into an option or school that is not really good for him, or for the Army.

Crediting DEP cases when they go on active duty instead of when enlisted, leads some recruiters to build up an enlistee "bank" which can be an influence with respect to on-going production efforts.

### SPECIALIZED AND SUPPLEMENTAL TRAINING

Recruiters' comments referring to various situations encountered on the job, as well as remarks incidental to questions about on-the-job training, indicate a continuing need for specialized and supplemental training after the recruiter leaves the Adjutant General School. For example, it was said that much of the instruction was based on a small-town recruiting situation, and thus was not relevant to recruiting in and around large metropolitan areas.

Three types of areas were mentioned as presenting special problems for recruiters: (a) ghetto (police records, drug problems, dependents); (b) high-income areas (high percentage of QMA goes to college, military pay scales and job opportunities have little appeal, anti-military sentiment); and (c) rural areas (low educational level, difficulty in contacting prospects, availability of applicants dependent upon crop cycle).

It was suggested that problems of recruiting in these types of areas could be the subjects for seminars or workshops held at RMS or District level. Monthly conferences presently conducted by at least one RMS were praised by those who had attended. Recruiters said there should be more of these, with more structured training on specific topics.

Other suggestions for supplemental training included refresher courses sponsored by AGS or USAREC, correspondence courses, civilian courses (e.g., Dale Carnegie, Sales Motivation Institute), opportunities to understudy highly successful recruiters, and the opportunity to spend a few days at RMS and AFEES learning their procedures and problems first-hand.

Commanders and supervisors should emphasize self-improvement training and allocate time for recruiters to participate. Instructional material should be readily available to recruiters on the job. Such programs would permit recruiters to make up for deficiencies in school training or experience, keep up to date on procedures, techniques, equipment, regulations, and so forth, and learn how to handle special problems or situations.

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AND  
APPENDIX

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**Appendix A**  
**RECRUITER INTERVIEW GUIDE**

Human Resources Research Organization

Form No. \_\_\_\_\_

Everything said in this interview will be treated as confidential information and used only for research purposes.

1. Name of MOS before recruiter: \_\_\_\_\_
2. Age: 2. \_\_\_\_\_
3. Years of service: 3. \_\_\_\_\_
4. Months as a recruiter: 4. \_\_\_\_\_
5. How many days of OJT did you have *before* recruiter training? 5. \_\_\_\_\_
6. How many days of OJT did you have *after* recruiter training? 6. \_\_\_\_\_
7. How many prospects did you contact initially between 1 July and 1 Dec 1972 (not walk-ins)? 7. \_\_\_\_\_
8. How many of them did you begin processing? 8. \_\_\_\_\_
9. How many of them went to the AFEES? 9. \_\_\_\_\_
10. How many of them enlisted? 10. \_\_\_\_\_
11. Do you think the objectives set for you are fair?  
(If "No", why not?) 11. \_\_\_\_\_
  
12. How many cases did you lend to others between July 1 and December 1 to meet their objectives? 12. \_\_\_\_\_
13. How many of them were you paid back? 13. \_\_\_\_\_
14. How many cases did you borrow between July 1 and December 1 to meet monthly objectives? 14. \_\_\_\_\_
15. How many of them did you repay after meeting your objectives? 15. \_\_\_\_\_
16. If you were responsible for selecting future recruiters what would you do to find successful ones?

Form No. \_\_\_\_\_

17. What types of people would you look for?
18. Which prospecting techniques have you used successfully? Examples?
19. Which selling techniques have you used successfully? Examples?
20. If changes should be made in the training of recruiters, what are they?
21. Why did you volunteer to become a recruiter?
22. What recruiting activities do you concentrate on?
23. Before becoming a recruiter, how did you feel about working on an Army post?
24. How do you feel about being a recruiter?
25. What previous experience did you have that is related to recruiting duty?
26. What things do you do on the job that influence your effectiveness? Examples?
27. What personality characteristics do you have that help you to recruit? Examples?

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28. What personality characteristics do you have that tend to hinder recruiting?  
Examples?

29. What parts of your training help you to increase your effectiveness? Examples?

30. What else can you tell us that might improve screening and training of recruiters?

Think of a SUCCESSFUL recruiter that you know who has much ability.

31. Why did he volunteer to become a recruiter?

32. What recruiting activities does he concentrate on?

33. Before becoming a recruiter, how did he feel about working on an Army post?

34. How does he feel about being a recruiter?

35. What previous experience did he have that is related to recruiting duty?

36. What things does he do on the job that influence his effectiveness? Examples?

37. What personality characteristics does he have that help him to recruit? Examples?

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38. What personality characteristics does he have that tend to hinder recruiting?  
Examples?

(Omit 39, 40)

Think of an UNSUCCESSFUL recruiter that you know who has little ability.

41. Why did he volunteer to become a recruiter?

42. What recruiting activities does he concentrate on?

43. Before becoming a recruiter, how did he feel about working on an Army post?

44. How does he feel about being a recruiter?

45. What previous experience did he have that is related to recruiting duty?

46. What things does he do on the job that influence his effectiveness? Examples?

47. What personality characteristics does he have that help him recruit? Examples?

48. What personality characteristics does he have that tend to hinder recruiting?  
Examples?

Form No. \_\_\_\_\_

1. Provide information below for the last five prospects that you contacted initially (not walk-ins) who went to AFEES.
2. Provide information below from your dead file on the last five prospects that you contacted initially, and started processing but who did not go to the AFEES (not walk-ins).

1. Went To AFEES

2. Did Not Go To AFEES

|                 |                 |
|-----------------|-----------------|
| (1) Name _____  | Name _____      |
| Address _____   | Address _____   |
| _____           | _____           |
| Telephone _____ | Telephone _____ |
| (2) Name _____  | Name _____      |
| Address _____   | Address _____   |
| _____           | _____           |
| Telephone _____ | Telephone _____ |
| (3) Name _____  | Name _____      |
| Address _____   | Address _____   |
| _____           | _____           |
| Telephone _____ | Telephone _____ |
| (4) Name _____  | Name _____      |
| Address _____   | Address _____   |
| _____           | _____           |
| Telephone _____ | Telephone _____ |
| (5) Name _____  | Name _____      |
| Address _____   | Address _____   |
| _____           | _____           |
| Telephone _____ | Telephone _____ |