Technical Report 779

Sales Training for Army Recruiter Success: Sales Strategies and Skills Used by Excellent U.S. Army Recruiters

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▷ This report describes a program of research on the communication strategies and skills used by excellent Army recruiters. Information to be used to generate more effective sales training programs for recruiters was obtained. A linguistic modeling procedure was developed and used to identify these communications strategies and skills. Transcripts of interviews of recruiters in the field, as well as observations, were analyzed for communication patterns and the belief and rule components of communication strategies. Keywords:

(continued)

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ARI Technical Report 779

20. Abstract (continued)

This report is one in a series of four reports on "Sales Training for Army Recruiter Success." The four reports are identified as follows:

1. Technical Report 779, Sales Training for Army Recruiter Success: Sales Strategies and Skills Used by Excellent U.S. Army Recruiters.

2. Research Product 87-37, Sales Training for Army Recruiter Success: Interviews with Excellent Recruiters.

3. Research Product 87-38, Sales Training for Army Recruiter Success: Modeling the Sales Strategies and Skills of Excellent Recruiters.

4. Technical Report 780, Sales Training for Army Recruiter Success: Supplementary Information on Modeling the Sales Strategies and Skills of Excellent Recruiters.

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Technical Report 779

Sales Training for Army Recruiter Success: Sales Strategies and Skills Used by Excellent U.S. Army Recruiters

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The Army Research Institute (ARI) is currently conducting research designed to enhance the quality of the Army's recruiting force. One vehicle for enhancing the performance of the recruiting force is improved training in sales strategies and skills. This report describes basic work on the development of an expert modeling system of the skills and strategies used by excellent Army recruiters.

Neurolinguistic programming (NLP) was used as the protocol for modeling performance and acquiring information on the communication strategies and skills of expert recruiters. Since work on this project was completed, the National Academy of Science (NAS) has issued a report on enhancing human performance. While this report says that "NLP provides a convenient, existing way of modeling," the report goes on to caution against the use of NLP for "constructing expert modeling systems for specific training programs . . . only if a program evaluation is incorporated into the implementation." In this effort, NLP was used only as a modeling protocol to organize information gathering. Program evaluation will be included in any subsequent use of this knowledge base for specific training programs.

This report summarizes research on the identification of communication strategies and skills. While these communication patterns have been identified in a manner that provides the basic framework from which lesson plans may be developed, the author cautions in accord with the NAS report that they should not be used in this way without an evaluation of effectiveness.

This work was done in the Manpower and Personnel Policy Research Group, Manpower and Personnel Research Laboratory, under its mission to conduct research to improve the Army's capability to effectively and efficiently recruit its personnel. This work was undertaken in accordance with the Memorandum of Understanding Between the U.S. Army Research Institute and the U.S. Army Recruiting Command (USAREC), signed October 1984, subject: ARI/USAREC Research and Development Program. Results of this effort were briefed to the Chief of the Training Division, USAREC, on 17 November 1986.
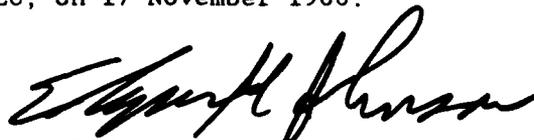
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SALES TRAINING FOR ARMY RECRUITER SUCCESS: SALES STRATEGIES AND
SKILLS USED BY EXCELLENT U.S. ARMY RECRUITERS

EXECUTIVE SUMMARY

Requirement:

   To enhance the effectiveness of U.S. Army recruiters by developing the
information base from which to generate more effective sales training programs
for U.S. Army recruiters.

Procedure:

   A linguistic modeling procedure was used to identify the communication
strategies and skills used by excellent recruiters. This process involved
interviewing and observing recruiters in the field. Transcripts of the in-
terviews were analyzed for communication skill components as well as communi-
cation strategies. Primary sales skills and strategies were derived from
these patterns of communication.

Findings:

   This paper provided blueprints of the communication strategies and skills
used by excellent U.S. Army recruiters. The strategies represent a synthesis
of over 425 beliefs and 700 rules covering 25 different points along the sales
cycle continuum. The six primary sales skills were derived from the 150 com-
munication operators linguistically identified in the speech patterns of ex-
cellent recruiters.

Utilization of Findings:

   Currently, the Army Recruiting Course and major sales training programs
in the private sector teach sales strategies almost to the exclusion of sales
skills. This study complements the existing sales training program by provid-
ing explicit blueprints for the structure of sales communication skills. In
addition, it refines existing sales strategy by identifying the strategies
used by the best recruiters.

   Another use for the Army is in refinement of a new research tool, albeit
experimental, for the elicitation and analysis of high-quality information
from a single expert. As such, it complements current job analysis methodolo-
gies that require groups of people to produce useful information. In this
vein, the modeling approach used here falls into the class of tools known
collectively as knowledge engineering.

SALES TRAINING FOR ARMY RECRUITER SUCCESS: SALES STRATEGIES AND
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SALES TRAINING FOR ARMY RECRUITER SUCCESS:

SALES STRATEGIES AND SKILLS USED BY EXCELLENT U.S. ARMY RECRUITERS

INTRODUCTION

The U.S. Army Recruiting Command (USAREC) supports the largest governmental sales force in the country. Each year USAREC trains over 2,000 sergeants simply to replace existing skilled recruiters who rotate back to their permanent Career Management Field (CMF). USAREC relies on the Army Recruiting Course (ARC) to provide the sales-knowledge skills and strategies needed for success. Of particular concern is the extent to which the Army can rapidly and effectively turn Army sergeants into competent sales professionals through a single course. The current report explores whether the ARC can be enhanced through focused instruction on communication skills.

Need for Enhanced Training

A critical function of the ARC is to prepare new recruiters for the field conditions they will be operating under. This environment is currently undergoing dramatic change. Specifically the population of available quality prospects (i.e., Test Score Category I-IIIA, high school diploma graduates) is dropping each year, a trend projected to continue through 1995 (Verdugo & Nord, 1987). A fierce competition for these quality youth is to be expected between military recruiters, colleges, and the private sector.

How can USAREC insure that Army recruiters remain competitive in a shrinking market of eligible prospects? The ARC instruction currently parallels commercial sales training programs in length and substance. The difference resides in the background of trainees. In the private sector, there are enough people who wish to be in sales that critical sales skills are selected for by survival in the field, rather than through any training program. Traditionally, commercial companies either try to select for the skills of selling via a proven track record or fire sales personnel who perform poorly. Thus private sector sales training courses assume a base of selling skills is already possessed by a trainee who actively seeks out a sales job. 85% of

Army recruiters are assigned to recruiting duty based on successful field performance in areas usually unrelated to selling. If the ARC could provide new recruiters with a common base of sales skills, it should increase the overall competitiveness of the recruiting force. STARS is an attempt to develop a solution for the unique problems of the Army in creating a sales force out of NCO's with little or no previous sales experience.

Requirement for New Methodology

Our criteria for an acceptable methodology was one that allowed us to identify and isolate the unique skills of selling, as currently used in the field, in such a way that the skills could be taught to others. Discussion with the research staffs of various sales training companies indicated that sales skills were considered to be a function of "personality" traits and not universally trainable. More specifically, the "soft" cognitive skills of human communications were thought to be too abstract to define in terms of specific trainable behaviors. Which is why these firms opted to develop training courses that focused on selling strategies. While these courses were developed from the data gathered by either observational or survey instruments, they were preceded themselves by an extensive interviewing process with high performing salesmen. That is, there was a recognition that interviews provide the richness of information from which the appropriate instruments could be developed and refined. Of course, the interview as a data gathering tool has been well established in the psychological literature for the development of selection and classification tools, as well as in the clinical area.

Since none of the existing sales training development models are able to address the need for identifying and teaching the skills employed by successful recruiters, we used an innovative approach that has not yet been as refined, tried and proven as most of social science methodology. This has not previously been described in detail in the literature; rather it has been past on by one practitioner to another. It comes from the area of neuro-linguistics and relies on the application of advanced interview techniques to model the ability of an individual. The methodology is

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referred to as "modeling" since the outcome is a working hypothesis or model of the process by which the subject performs. The process modeled out can then be converted into a training program. This specific neuro-linguistic approach to interviewing has been used successfully in other areas of application (Bandler & Grinder, 1975a, 1975b; Moine, 1981).

The modeling methodology was originally developed to solve the problem of eliciting high quality information from a single individual. As such it has the advantage of requiring very small samples (i.e., 10 or less) to develop consistent and testable hypothesis about human performance. It has the disadvantage that it is blind to whether the person being modeled is really expert or not. Thus it is critical for the development of an effective model of sales skills that only persons of demonstrated excellence be used.

Another advantage of modeling lies in that a high performer often does not pay attention to the expert activity he is doing and is often unable to explain to someone else what is done (cf: Bandler & Grinder, 1975a, 1975b; Csikzentmihalyi, 1974; Moine, 1981). A trivial example of this would be a person who drives to work each day, while thinking about other activities or events such as friends, vacation, etc, but is unable to explain to others which route was followed to get to work on a particular day, or how the best route was decided upon. The advanced interviewing techniques used in modeling, are specifically designed to aid the expert in recovering how an activity was performed.

Finally, the modeling methodology was selected because of the compatibility between the operating assumptions of the neuro-linguistic modeling process and the needs of the Army for training communication skills. The operating assumptions are:

1) excellent recruiters are so involved in their communication process that they are not fully aware of the sophistication of their own language patterns;

2) modeling the semantic structure of the language used by excellent recruiters will lead to the identification of communication patterns they use but cannot describe; and

3) communication patterns can be organized into learnable skills, in a format which complements and enriches traditional sales training programs.

Current Work

Even though modeling techniques are still exploratory in nature, they provide a new and promising alternative to the identification of complex communication skills. These reports describe a pilot test of the modeling process on a small number of excellent recruiters from various parts of the country.

The STARS project reports are intended primarily as source documents for psychologists who wish to apply or examine the modeling technology developed. As with any new methodology it is necessary to describe in detail the steps and procedures applied so future researchers can replicate them. Certainly, future reports will avoid such lengthy descriptions by referencing this one. While the future users of the report are expected to be psychologists, the methodology yielded important information on sales skills and strategies for use by USAREC. Rather than withhold this information until all methodological issues are resolved, it seemed more realistic to release it with the understanding that caution and common sense are required to determine the appropriateness of the information for training purposes.

This is the first report in a series of reports, "Sales Training for Army Recruiter Success (STARS)," on the sales strategies and skills used by excellent U.S. Army recruiters. This report begins with a description of the modeling methodology phases. The description is intentionally detailed since the neuro-linguistic approach has not been formally published before. The next chapter, titled "Modeling Analysis of Excellent Recruiters," describes the results of each modeling phase. Included are details on selection of

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expert recruiters, data collection and coding results, and the degree to which the analysis procedures isolated the sales strategies and skills of excellent recruiters. Finally, in the last chapter, titled "Discussion and Recommendations," the sales models derived from the analysis are described in terms of their relationship to the sales cycle, and how they help to make recruiters successful. Recommendations are provided on use of the methodology and product development.

In addition to this report, three other reports transmit the products resulting from this project. The second report, Research Product 87-37, Interviews with Excellent Recruiters, contains the edited transcripts of the interviews with recruiters and contains complete dialogues of how these recruiters respond to objections from prospects. The third report, Research Product 87-38, Modeling the Sales Strategies and Skills of Excellent Recruiters, contains the classification and analysis worksheets developed to systematize the knowledge obtained from the recruiters. This is the most useful information for applications to recruiter sales training development. The fourth report, Technical Report 780, Supplementary Information on Modeling Recruiter Sales Strategies and Skills, parallels the third report in content but was produced by a separate modeler. The purpose was to explore how an alternative approach to organizing the data would later affect translation into training program format.

The products contained in these latter two reports are to be the basis of deciding whether (and what) to implement in the final phase of the methodology, i.e., customizing. Suggestions for their application are provided in this report.

Overview of Modeling Methodology

The process of modeling occurs in five phases: preparation, elicitation, classification, analysis, and customizing. Each phase is dependent upon and a refinement or transformation of prior phases. Therefore, it is critical that all phases be carried out in the order prescribed. The Sales Training for Army Recruiter Success (STARS) modeling and data flows are illustrated in Figures 1 and 2 respectively. Figure 1 illustrates the major

Figure 1
STARS PROCEDURE FLOW

STARS MODELING PHASES, SUB-PHASES, AND PRODUCTS

Phase	Sub-Phase	Product
Preparation	• Job Knowledge • Performance Baseline • Selection of Experts	• "State-of-the art" Assessment • Expert Selection Standards
Elicitation	• Interview • Performance Observation • Clean-Up	• Elicitation Audio-tapes
Classification	• Data Preparation • Identification of Protocols • Coding of Protocols	• Elicitation Transcripts • Protocols • Protocol Coding Worksheets
Analysis	• Sorting • Blueprinting	• Primary Communication Skill Reports • Sales Cycle Strategy Reports

Customizing	• Selection
	• Chunking
	• Sequencing
	• Tailoring
		• Specific Application For:
		  a) Training
		  b) Selection
		  c) Performance Standard
		  d) Strategic Planning

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phases of the modeling methodology in the left hand column. In the center
are the sub-phases components for each phase. Phases and sub-phases proceed
in order of top-down. The right hand column indicates specific products
which occurred during each phase. Figure 2 shows the data flow from the
audio-taped interviews with excellent recruiters thru the creation of hard
copy transcripts and the generation of coding and analysis forms. Each event
listed in the left hand column represents a point in the modeling methodology
where the data either changed form or had information extracted from it in
some way.

Phase I: Preparation. In the first phase there are three main tasks:
establishing a baseline performance standard, acquiring the requisite product
or job knowledge relevant to the group being modeled, and identifying sub-
jects to be used. The importance of the baseline is to give the modeler a
gauge to flag exceptional performance during phase II. A baseline may be es-
tablished by either observing performers in the field or by taking the train-
ing program given to the performers. In the first method one gains practical
knowledge of what does occur, but may lack the understanding of why it was
done. The opposite is true of basing one's expectations on training alone.
In addition to understanding performance levels, the modeler must converse
with the subject on the subjects terms. This requires an understanding of
what the job is about, what the Standard Operating Procedures (SOPs) are, how
these are carried out, management of the job process, etc. This kind of
detail can be obtained by reading the manuals associated with the job as well
as being briefed by knowledgeable officials.

The third function under Phase is to identify the subjects to be modeled.
Since the modeling process is usually applied to small numbers of performers
within a job (less than 10), it is critical to identify the best possible ex-
amples of excellence. When selecting subjects, the outcome is to choose the
best models of expert knowledge available. Since the very best of the best
are by definition far removed from the norm, how can we identify them? More
specifically, performance measures are designed to classify by closeness to

FIGURE 2

STARS DATA FLOW

Event

Audio-Taped Interview
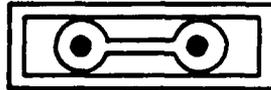
Elicitation Transcripts
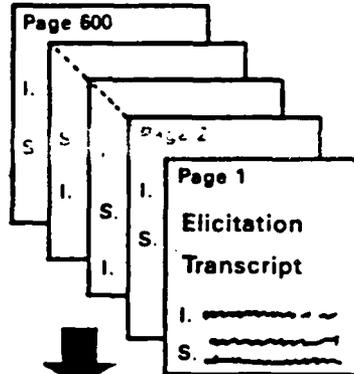
Protocol Identification
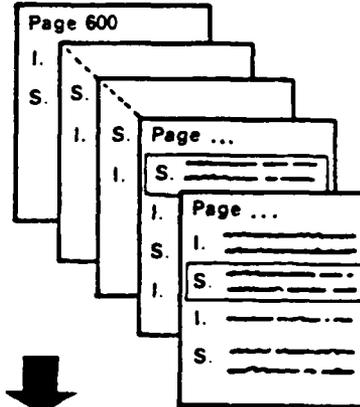
Coding of Sales Strategies and Skills
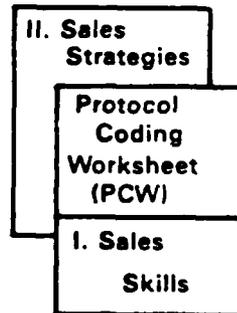
Blueprinting of Sales Strategies and Skills

Page 600

I. S. S. I. S. I.

Page 2

Page 1

Elicitation Transcript

I. ———————
S. ———————

Page 600

I. S. S. S. I. I.

Page ...

S. ————————

Page ...

I. ————————
S. ————————
I. ————————
S. ————————

II. Sales Strategies

Protocol Coding Worksheet (PCW)

I. Sales Skills

Sales Cycle Strategy Report (SCSR)

Closing Strategies for...

Area	Reason	Action
——	——	——
——	——	——
——	——	——

II. Blueprint

Outcome	Procedure

Primary Communication Skill Report (PCSR)

I. Sales Skill

A. ———— ————

B. ————————
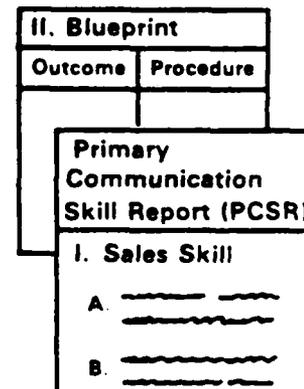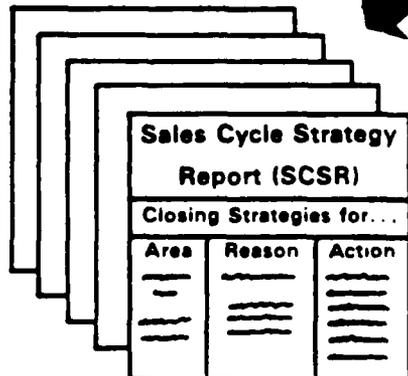
the average, and lose discrimination in the extreme ranges. While the initial pool of eligible candidates may be grouped based on performance measures, the extreme top candidates can be identified only by reputation among their peers. It is their consistency in exceeding norms regardless of environmental or organizational restraints that legends are made of. No performance measure is designed to capture that level or quality of action. It is for this reason that a method of nomination is used to select experts. Given the experimental nature of the modeling methodology, our initial criteria of good selection is a so called "weak" test, i.e., can the subjects selected produce interesting material related to communication skills. As a rule of thumb, selection is based on reputation, exceptional performance over time and situations, and availability of the subject. The selection process may be conducted either by senior officials familiar with the job function or by the modeler if the modeler has sufficient information to exercise professional judgement.

Phase II: Elicitation. The second phase of the modeling process involves a combination of interview, performance observation, and clean-up. The outcome of the elicitation is to have the modeler collect all the information needed for the classification and analysis phases. Specifically, data are collected on the communication patterns the subject uses and the "strategy rules" which seem to underlie how the subject communicates and persuades. Information is gathered in three ways. First, an unstructured interview is conducted in which the subject is encouraged to role play communication dialogues that have been successful and then to analyze what prompted the communication skill being used (i.e., the underlying strategy). Second, the subject is observed during actual job situations (e.g. recruiter talking to prospect). The observer position allows the modeler to identify additional successful behaviors which did not surface during the interviews. In addition, the modeler can observe if behaviors said to work during the interview are successful when applied in real life situations. Third, in the clean-up portion the subject is probed by the modeler on points of discrepancy between what the subject said in the interview and what the modeler observed in the

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real life situations. This phase consists primarily of informational chal-
lenges. Often the clean-up portion leads the subject to be even more aware
of his underlying communication strategies, and skills.

Phase III: Classification. The classification phase consists of data
preparation, identification, and coding. First, the audio-taped interview is
transcribed and edited for relevancy and sensitivity. Second, passages con-
taining communication skill information are identified and referred to as

protocols. The location and importance of each protocol is noted on a log
sheet. Third, the relevant linguistic information[1] contained in the protocol
is coded onto the Protocol Coding Worksheet (PCW). (See Appendix B for de-
tails of completing the Protocol Coding Worksheet (PCW) and examples).

Section I of the PCW (Figure B-1) contains the identifying background
information for the protocol. Sections II and III reflect the structure of
the communication process identified. In Section II, the rules and beliefs
which compose the sales strategies used by recruiters are identified on the
PCW (Section II). In reading each protocol the judge identifies direct state-
ments by the recruiter as to why he thought this communication strategy would
work (i.e., a belief) and/or under what condition it would work (i.e., a
rule). These rules are typically stated as either situational conditions
(e.g., always be polite to parents) or decision rules (If prospect says no,

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[1] A description of the linguistic information extracted from the
subjects communication samples is, by its very nature, filled with
technical terms and "jargon." The description in the text is supplemented
in Appendix A (Definitions and examples of communication-pattern
operators).

then restate objections). In addition, the sequence in which a strategy occurred was recorded when available. Finally, the communication patterns operators were recorded in section III.[2]

Each protocol is scanned by a modeler for specific communication-pattern operators. These operators fall into three broad classes or structures based on their role in the communication process, i.e., predicate, syntactic and semantic. First, predicate structures are single words which key the listener to the sensory modality being used to represent or express the information. Predicates are used in sales to "paint pictures" since they make it easy for the listener to shift his experiential representation of an event from one modality to another (e.g., from word to pictures to feelings). Second, syntactic structures effect processing through the format of the sentence. Such characteristics as deleted, qualified, or presumed information all influence the interpretation and utility of the communication. Finally, semantic structures mediate the contextual framework in which the information is set. For example, lecturing ten people is often a different decision from lecturing 1,000 people even when it involves the same information content. The contextual frame is characterized by aspects of time, importance, outcome, consequences, intention, etc.

Phase IV: Analysis. In this phase the modeler applies professional judgement and expertise to define specific communication skills and strategies from the information coded on the PCWs. The Analysis phase consists of two steps: sorting and blueprinting. First, the communication pattern operators recorded on the PCWs are sorted by the linguistic category (i.e., predicate, syntactic or semantic) and sub-categories as defined in Appendix A. The sorted patterns are then cross-referenced with the steps in the sales cycle (e.g., prospecting, closing, etc.) and the outcome of the

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[2] This classification of operators is concerned with identifying the smallest possible elements of spoken communication and persuasion. The remaining paragraphs in this section describe how the elements are coded and also introduce the most important linguistic elements that the modeler looks for in the protocols. Readers who do not need this level of detail may wish to go to the next section (Phase IV: Analysis), which describes how the modeler sorts the patterns to build a blueprint of sales and persuasion strategies.

recruiter in using them. Finally, the particular communication skill is
outlined in terms of the steps to apply it, including the outcome, procedures
and specific pattern operators involved at each step.

The resulting outline is referred to as a "blueprint" and is recorded on
the Primary Communication Skill Report (PCSR) form. The PCSR also provides a
summary of the advantage of using this skill for the recruiter, and a brief
description of the skill. (See Appendix C for details on completing the
Primary Communication Skill Report).

A similar procedure is followed for the communication strategies. Each
belief and rule recorded on the PCW is sorted in order of sale cycle step,
strategy area, and strategy sub-area if appropriate. The beliefs and rules
are sorted independently. Finally, beliefs and rules which were sorted into
the same strategy area and sub-area are recorded onto the Sales Cycle Strat-
egy Report (PCSR) form. This is literally a straight layout of the beliefs
in one column and their associated rules in the other. (Please note that on
the SCSRs, beliefs are labeled "reason" and rules are labeled "action").

Phase V: Customizing. It is in this phase that the modeling process can
lead to a training program.[3] Customizing consists of four sub-phases which
can be used to generate specific applications from the analyzed data in the
area of training, selection, setting performance standards, and/or strategic
planning. In the selection subphase, professional judgement must be
exercised to determine whether the communication skills and strategies are to
be 1) not used; 2) used in training; 3) used in selection; or, 4) better
learned on-the-job (OJT). These judgements require an understanding of the

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[3] Because of a decision to evaluate the products of the first four
phases before going ahead with the customization or implementation,
results of this phase are not available at this time. Discussions of this
phase are included as a guide to how the currently available products can
be customized for training development.

Ideally, validity checks should be conducted prior to training
development phase, i.e., customizing. However, as stated above, since the
primary purpose of the study was to pilot the modeling methodology and not
to develop a finalized training program per se, the resources to conduct
validity studies were not made available. It is hoped that validity
studies will be conducted on any training resulting from this report.

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time and costs to develop a formalized selection or training program, the perceived added-value of such learning, and the ease or difficulty in training such material to the target population. Second, in "chunking", the selected communication components are broken down into learnable segments and appropriate instruction techniques are identified (lecture, exercise, demonstration, or tasking). Each segment should have at least one identifiable feedback point to permit the instructor to know precisely when the students have learned the segment.

Third, a sequence of training is devised in order to facilitate the integration of the "chunks" for overall performance as well as speed of learning. Finally, the entire program is tailored to enhance transfer of training from classroom to field use. This may be as basic as insuring examples used reflect common situations, or as sophisticated as designing custom exercises that provide real-time simulation of problems requiring specific skills.

MODELING ANALYSIS OF EXCELLENT RECRUITERS

Preparation

Baseline. A baseline of sales performance was obtained by having the modeler attend five nationally recognized sales training courses as well as the Army Communication workshop course.

Job knowledge. Knowledge of the job was obtained through discussion with the USAREC Sales Training Branch and by reviewing relevant publications such as USAREC Reg 350-6 (Recruiter Production Management System), PAM 350-4 (Joint Optical Information Network User's Manual), PAM 350-7 (Recruiter Salesmanship), and PAM 601-8-1 (Army Recruiter Sales Kit-Sales Presentation Instructional Guide).

Recruiter selection. Recruiters were selected to be subjects on the basis of nomination. Guidelines were issued which emphasized that nominations should be based primarily on demonstrated success in areas where recruiting is considered to be difficult and secondarily on overall good production numbers. That is, consistency of high performance over time and territories is considered most relevant to identify communication-skill excellence among Army recruiters. Each Brigade Sergeant-Major nominated two recruiters. Of the ten nominations, three were unavailable for interviewing and replacement nominations were secured for two. The last recruiter became unavailable too late for a replacement to be nominated and scheduled. A total of nine recruiters were interviewed.

Each subject was contacted by phone at least two weeks prior to the interview and after clearance from USAREC. The recruiter was informed of the general nature of the research, the time required for the elicitation process, and that he needed to arrange for at least two interviews with prospects for the modeler to observe.

Elicitation

Interview. The interview took approximately eight hours to conduct. The first two-hours were not taped in order to establish a relaxed environment. At other times, the interview was not taped either because a tangential or sensitive topic was being discussed, or it was not feasible to use a recorder (e.g., in a car). Recorded interviews ranged from two to six hours per recruiter and averaged four hours.

The initial two hours of the interview were devoted to established rapport with the recruiter. The nature of the research was reiterated and the recruiter was assured that his name and the name of places or people mentioned would be reported by a coding system in order to preserve confidentiality. The interview was open-ended and unstructured, although the modeler had a checklist of major points to cover (prospecting, rapport, prequalification, needs and interest, Feature-Evidence-Benefit-Agreement (FEBA), closing, handling objections, Delayed Entry Program (DEP), follow-up after enlistment, and motivation/attitude). The recruiter was encouraged to respond by recalling an actual experience he had in one or more of these areas and then to restate the dialogue interchange as it occurred. The recruiter was then quizzed as to what guided his decision to respond to the prospect in a particular way. In this manner the relevant beliefs and rules underlying the recruiter's communication strategies were elicited. All recruiters were able to respond to these information requests, although there tended to be a preference to respond primarily in terms of either recalled dialogue or strategy rules about the dialogue.

Observation. The recruiter arranged for the modeler to sit in on two interviews with prospects, each of which lasted from 25 to 60 minutes. The modeler would write down any interesting communication patterns used by the recruiter during the interview, which were not recorded to minimize intrusiveness in the sales process. The prospect interviews occurred in different settings including the recruiting station, high schools, fast-food restaurants, and parents' homes. The observation portion took approximately two hours per recruiter to complete.

Clean-up. During the clean-up phase the modeler reconciled any incongruities between what was said during the interview phase and what occurred during the observation phase of the elicitation. In addition, any new communication patterns which occurred were clarified. This phase lasted from one to two hours per recruiter and was audio-taped.

Classification

Data preparation. Approximately fifty hours of audio-taped material were available from the elicitation step. Each elicitation was transcribed from audio-tape to electronic format with all identifiers removed. Hard copy printouts were produced and edited for relevancy to the identification of communication skills. The transcripts were edited down from approximately 1,100 pages of material to 600 pages. The final form of the transcripts are available in the Research Product 84-37, Sales Training for Army Recruiter Success: Interviews with Excellent Army Recruiters. In addition to acting as source material for this study, the transcripts contain superb examples of how excellent recruiters respond to specific issues, questions and objections. Thus, a sales "script" may be directly lifted out from them, illustrating specific dialogues to use in selected situations. Such scripts would be similar to the telephone guide currently issued to recruiters.

Identification of protocols. The transcripts for each subject were scanned for passages containing information on their communication patterns and strategies. Each identified passage is referred to as a protocol. Identified passages were marked off on the transcripts as well as having their location and importance recorded onto a Protocol Log (PL). An average of 21 Protocols were identified per subject, or 186 across all subjects. Appendix B contains directions for completing log sheets while copies of the PL sheets themselves are in the Research Product 87-38, Sales Training for Army Recruiter Success: Modeling the Sales Strategies and Skills of Excellent Recruiters.

Coding of protocols. The classification of each protocol is reflected on the Protocol Coding Worksheet (PCW). Approximately 450 beliefs and 725 rules were extracted from the transcripts. In addition, approximately 150 patterns operators were coded across all subjects, with an average of 16 patterns operators per subject. Appendix B contains directions for completing PCWs, while PCWs developed in this project are available in the Research Product 87-38, Sales Training for Army Recruiter Success: Modeling the Sales Strategies and Skills of Excellent Recruiters.

Certain sections of the PCW were found to be either redundant with other parts of the form, or not codeable due to a lack of information. Specifically, the "purpose" field of the PCW was intended to reflect the objective of the recruiter in this protocol (e.g., handle objection, close with parents, etc.). The "setting" field was designed to complement the "purpose" field by showing the minimum background information needed to understand the protocol (e.g., prospect is upset, recruiter is on home visit, etc.). Most times either the setting information was not clearly stated in the protocol or added no information different from that found in the "purpose" field. Thus the "setting" field was often not used. Another field where information was generally not available in the protocols was in "sequence." The "sequence" field represents the modeler's judgement of the sequence in which a communication strategy occurred, and the reaction of the prospect to each step of the strategy. This field went largely blank since the specific information to identify distinct strategy steps and/or the reaction of the prospect was often not available.

Analysis

The communication pattern operators taken from the PCWs were sorted into six distinct groupings based on their outcome to the recruiter (e.g., bypass resistance of prospect, present sensitive information, etc.) containing approximately 70% of the 150 patterns operators. These communication skills were then "blueprinted" onto the Primary Communication Skill Report (PCSRs), which appear in the Research Product 87-38, Sales Training for Army Recruiter Success: Modeling the Sales Strategies and Skills of Excellent Recruiters. The remaining 30% did not form defined groupings from which to build a primary communication skill. The PCSRs are designed to provide the basic outline from which a training lesson plan may be developed. The 447 beliefs and 725 rules were sorted into 24 strategy areas and 34 strategy sub-areas. The rules and beliefs were then recorded onto the Sales Cycle Strategy Report (SCSR) form in order of sales cycle, strategy area, and then strategy sub-area. These strategy reports identify the specific points along the sales cycle of concern to excellent recruiters. Thus it may be used as a checklist of critical sales strategy areas for training new recruiters at the ARC. In addition, the beliefs and rules in each strategy area or sub-area provide methods to be successful when using that strategy and reasons for why the particular approach is taken. The Sales Cycle Strategy Reports may be found in the Research Product 87-38, Sales Training for Army Recruiter Success: Modeling the Sales Strategies and Skills of Excellent Recruiters.

DISCUSSION AND RECOMMENDATIONS

Communication Strategies of Excellent Recruiters

Figure 3, titled Sales Cycle Strategy Areas Emphasized By Excellent U.S.
Army Recruiters, illustrates the relationship of sales cycle steps to strat-
egy areas as used by top recruiters. The figure is useful as a quick guide
to what specific areas of each sales cycle steps are critical to successful
performance. In addition to the traditional seven sales cycle steps[4], we have
included three additional ones as part of this figure: Delayed Entry Program,
Follow-Up, and Motivation/Attitude. The first and second additions occur
after the sale is made and are often considered unrelated to the selling
process. However, the recruiters in the study uniformally felt that running
a good Delayed Entry Program (DEP) and providing reliable and consistent
Follow-Up led to referrals who were ready to join the Army now. Thus they
felt these two sales cycle steps provided critical links to their future
success in recruitment production. The third sales cycle step added is Moti-
vation/Attitude and represents the ways in which a recruiter maintains suc-
cess over the long term. Strategy areas cover such issues as how to be
successful, how to get back-on-track when you're in a slump, the best atti-
tude to have toward a prospect, how to know what areas of your performance
need improvement, and approaches to time management. While many of the
areas covered in Motivation/Attitude are usually considered to be products of
experience and therefore are not usually included in a training program,
experienced recruiters find Motivation/Attitude to be a critical link
in their continued success. Thus it is included on Figure 3.

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[4] The seven sales cycle steps are the ones traditionally taught by
USAREC to new recruiters and reflected by PAM 350-7 (Recruiter
Salesmanship). We say traditionally because Recruiting Command has
recently combined these steps into a five step sequence. However, the
same basic processes are present in the seven or five step version. The
recruiters felt that three other steps should be considered as part of the
selling process and not as a follow-on to it. These were DEP (Delayed
Entry Program), Follow-UP, and Motivation/Attitude. We wish to emphasize
that Recruiting command covers all these steps in their training program,
and that the difference is in the perception of whether selling can stop
after seven or ten steps.

FIGURE 3

SALES CYCLE STRATEGY AREAS EMPHASIZED
BY EXCELLENT U.S. ARMY RECRUITERS
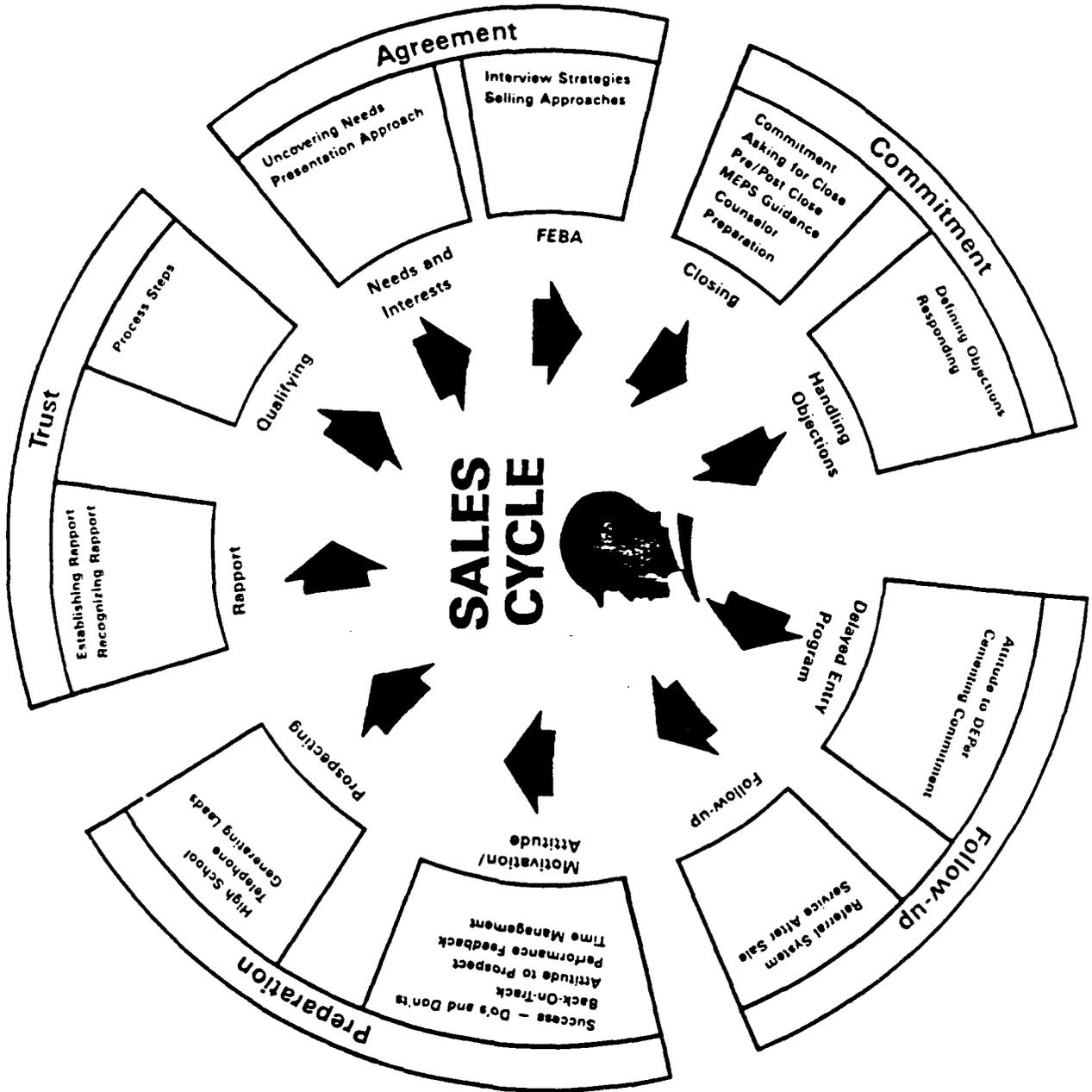
Table 1

Sales Cycle Strategy Areas and Sub-Areas

Sales Cycle	Strategy Area	Strategy Sub-Area
Prospecting	High School	High School Guidance Counselor Interviews General Rules
	Telephone	Approach Priorities
	Generating Leads	Making contact Advertising Back on track
Rapport	Establishing Rapport Recognizing Rapport	
Qualifying	Process Steps	Approach Judgement Verifying Honestly
Needs & Interests	Uncovering Needs	Determine Dominant Buying Motive (DBM)
	Presentation Approach	Active Listening and Looking
FEBA**	Interview Strategies	Moving P* to another interest ar Painting pictures Unselling
	Selling Approaches	Targeting FEBA Expectations Issues (Parents, Basic, Army Reserve)
Closing	Commitment Asking for close	
	Pre/Post close	Pre-close Post-close
	MEPS Guidance Counselor Preparation	
Handling Objections	Definitions	
	Responding	Approach Control Issues (Basic, Spouse, 2nd choic at MEPS)

*P = prospect   **FEBA – Features-Evidence-Benefit-Agreement

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Table 1 (continued)

Sales Cycle	Strategy Area	Strategy Sub-Area
DEP***	Attitude to DEPer	
	Cementing Commitment	Involving P Obtaining referrals from P
Follow-Up	Referral System	
	Service After Sale	Reselling after MEPS Keeping contact
Motivation/ Attitude	Success-Do's & Don'ts	Success-do Success-don't
	Back-on-Track	
	Attitude to Prospect	Honesty Caring
	Performance Feedback	Signs of good performance Signs of bad performance
	Time Management	

***DEP = Delayed Entry Program

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Many of the strategy areas listed in Figure 3 are further refined into strategy sub-areas in Table 1, titled Sales Cycle Strategy Areas and Sub-Areas. This table provides a guide to the breakdown of strategy areas into sub-areas. The first column of Table 1 lists the sales cycle step, column two lists the strategy area and column three the corresponding sub-areas. Table 1 provides a guide to the organization of the Sales Cycle Strategy Reports (SCSRs) in the Research Note titled Sales Training for Army Recruiter Success (STARS): Modeling the Sales Strategies and Skills of Excellent Recruiters.

Major communications themes in the sales cycle. Returning to Figure 3, we see that each pair of sales cycle steps share a common theme in the sales process. This is represented by the single word appearing over the top of the sales strategy area boxes (i.e., preparation, trust, agreement, commitment, and follow-up). Each theme represents what the recruiters interviewed perceived as the one most important task for successful recruiting at that point of the sales process. In many aspects, these five themes represent a simplified version of the current sales cycle.

Preparation is key for these recruiters. It translates into such activities as keeping current on product knowledge, knowing the options desired by most prospects as well as typical objections and effective responses, planning for the short, middle, and long term and keeping to that schedule. Solid preparation is what allows excellent recruiters to be so effective under pressure.

Trust is the next key component of their sales approach. With the trust of the prospect the recruiter gains rapport, and equally important, honest responses from the prospect. This is why trust encompasses both Rapport and Qualifying. With open and honest communication lines the stage is set for defining areas of agreement. A number of the recruiters have very fast strategies for identifying the needs of the prospect and locating an Army feature or benefit that satisfies that need. Their speed comes from their understanding that the objective is to get the prospect in a mode of wanting

to agree with the recruiter. As such they have specific strategies to encourage and reward the prospect for agreeing. These are the strategy areas under Needs and Interests and FEBA.

With agreement, comes the issue of commitment. Lack of commitment on the prospect's part is a future DEP loss or Qualified-Not-Enlisted (QNE) Loss. These recruiters emphasized over and over the need to distinguish clearly between agreement and commitment, (i.e., agreement indicates interest while commitment represents a decision to do an action such as enlisting.

Failure to make this distinction leads to "unselling," in which a prospect ready to decide on enlistment backs-off, either because the recruiter stays in agreement mode (i.e., never asks him to enlist) or continues to provide information until the prospect is confused, bored or disinterested. These recruiters have developed specific strategies to approach the asking for a commitment and to put the prospect in a mood of wanting to make the commitment to enlist (see in Table 1 the strategy areas of "commitment" and "pre/post close" under Closing, and "responding" under Handling Objections).

Once a commitment is made by the prospect, these recruiters move into a follow-up mode. The purpose of follow-up is two-fold: 1) to insure that the prospect is committed to Army life generally before accession and has realistic expectations; and 2) to develop a reliable referral system for the recruiter. The first of these seems to lead to greater success and satisfaction with the Army, as reported back to the recruiters by the enlistees. By demonstrating caring, the prospect often feels he "owes" the recruiter and actively helps by supplying qualified referrals to him (cf. Lockhart, Wagner, & Cheng, in preparation). The strategies used to perform follow-up are provided by the sales cycle steps of Delayed Entry Program and Follow-Up.

Summary. Figure 3 illustrates that excellent recruiters have overlayed the traditional sales cycle steps with a series of specific communication strategies to achieve them. Further, they have developed an "alternative" sales cycle system based on the five major themes required for long term success as a recruiter.

Toward A Communication Model of Excellent Recruiters

Having discussed the relationship of communication strategies to the sales cycle, the question remains of how they relate to the communication skills of selling. Figure 4, titled Communication Model of Excellent U.S. Army Recruiter, shows this relationship. The top of the figure has the sales cycle steps and the themes discussed above. (The communication strategies associated by these steps may be referenced in Figure 3.) The middle row states the function of the communication skills used by excellent recruiters for presenting information.

The presentation skills are linguistic maneuvers used to package the information being communicated in order to minimize a negative emotional reaction by the prospect. This is done by making it more acceptable, bypassing the issue, or resetting perception of the event from negative to positive feelings. The lower row shows the function of communication skills used for convincing people. The convincing skills are linguistic interpretations and challenges designed to affect the belief structure of the prospect. The recruiter moves between generating beliefs supportive of enlistment and linking them into a package which makes enlistment a desired option. A detailed description of these communication skills is provided in the Research Product 87-38, Sales Training for Army Recruiter Success: Modeling the Sales Strategies and Skills of Excellent Recruiters. Recruiters indicated no preference for use of these communication skills by sales cycle step, i.e., they appeared throughout the sales cycle whenever the skill function was beneficial. This is why Figure 4 shows a "flow thru" model between the communication strategies and communication skills used by excellent U.S. Army recruiters.

FIGURE 4

COMMUNICATION MODEL OF EXCELLENT U.S. ARMY RECRUITERS

Sales Cycle Themes and Steps

Preparation	Trust	Agreement	Commitment	Follow-up
• Prospecting • Motivation/Attitude	• Rapport • Qualifying	• Needs & Interests • FEBA	• Closing • Handling Objections	• DEP • Follow-up

Presentation Skills

Impact	Presupposition	Experience Shifts
• Soften impact of Sensitive information	• Bypass resistance by assuming agreement	• Shift anticipated experience of future from negative to positive

Convincing Skills

Convincers	Perspective Changers
• Link supportive beliefs	• Replace non-supportive belief with supportive one

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Comments on the Method

We choose this new, less proven methodology for this research because of its ability to generate a trainable model of effective communication as used by excellent U.S. Army recruiters. In this section the various modeling phases performed will be commented upon in terms of what worked, what didn't work, and suggestions for future use.

Preparation. The procedures for establishing base-line performance, acquiring product knowledge, and identifying qualified subjects appear sound based on this study. Confidence in the methodology could be bolstered by contrasting alternative methods of preparing modelers. As noted earlier, modelers can be prepared for an area by either observing field performance or taking a training program in the area. The relative merits of this preparation are now unknown, but could be studied by studying modelers field performance after preparation based on exposure to either observation of average performers or attendance at training. Alternatively, audio-tape or video disc vignettes might be created to both demonstrate and explain field performance--thus combining training and observation sources of information.

On another note, the identification of qualified subjects also needs closer attention. Initial selection of recruiters was by nomination; however, it was necessary to do a further screening based on factors other than production (i.e., DEP loss, TDP loss, and Pride of Ownership) in order to have subjects who not only recruited well, but whose enlistees remained in the service. Future work in this area may need to assess the impact of these numeric measures of performance compared to the more subjective nomination process.

Finally, the size and type of the subject pool needs to be reconsidered. Since the primary methodological purpose of this study was to pilot the modeling process, resources were not available to either expand the subject pool greater than ten, or model an average group of subjects for comparison pur-

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poses. The obvious need for greater scientific and statistical control over our findings demand that future extensions of this work include such enhancements to the subject pool.

Elicitation. The use of an interview, observation, and clean-up phase provided an excellent system for gathering, verifying and challenging information from the subject. At the same time, each procedure created enough change in routine to maintain the subject's interest and to propel him into further levels of self-awareness regarding his communication patterns and strategies. The experience of the modeler was that his technical training in neuro-linguistic communication procedures was invaluable in eliciting information from the subject. Presumably, if a structured format for the elicitation process could be devised and piloted it might eliminate the need for such extensive knowledge of neuro-linguistics in the modeler.

At the very least, future studies could examine whether the modeling process requires comprehensive knowledge of human communications or whether a short in-house training course would be sufficient to prepare modelers for the elicitation phase. Finally, it is recommended that future studies control for the type and depth of information elicited by having two modelers independently elicit from the same subject. Alternatively, a more controlled approach to assessing the reliability of information gathering would be to use an assessment center method of training interviews with a "stooge", who only provides specific information if directly asked. However it is done, a method to assess the reliability of information elicited needs to be instituted in future studies.

Classification and analysis. The procedures to transcribe and edit the audio-taped information are straightforward and require no changes. In the identification of protocols and then coding, we again recommend that future studies set up a design to establish the reliability of modelers at each step. Unfortunately, because of the lack of formal publications on the techniques of modeling, a large amount of time was spent on the development of forms and guidelines to record the information captured, rather than being spent on reliability assessment. In addition, the modeler took the time to

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scan for the full range of communication patterns. If it is found that most elicitations deal with only a sub-set of these possible combinations, this would further reduce the time for classification. The sorting procedures were more than acceptable as a tool to organize the data and as an interim step leading to blueprinting.

Recommendation on Use of Methodology

The STARS research project represents the culmination of three years of effort by ARI to bring a new methodology on-line for use by the Army. Work remains to be done and to establish the integrity and utility of the modeling methodology. It is critical to establish the precise reliability of coding since external validation has yet to be attempted. Also, the cost of each phase and its cost-effectiveness over traditional methodologies has yet to be established. The technique is still too experimental to be recommended as the best choice when more established alternatives exist. In other cases, such as the elicitation of expert communication, or cognitive skills, we suggest the careful and considered application of these procedures.

Recommendations on Product Development

The value of applying the knowledge gained in this study does not lie in its ability to replace or in any other way supplant the current sales training program offered by USAREC. Rather, the expert communication skills identified and outlined in this report, can complement and extend the current sales training program by presenting new recruiters with skills and strategies that would require months or years to develop in the field, if at all. That is, this material cannot in any way replace the current training, but it can enhance and strengthen it in such a way to provide new recruiters with a bigger competitive edge then they now share.

How can we determine which material is appropriate to pilot train in the absence of validity studies and in the presence of a new methodology? At this time there is no quantitative scientific basis for such a decision. Our suggestion is that until such empirical evidence is available,

we rely on the expert judgement of experienced recruiters for a
determination of which, if any, material in this study is worth training on a
pilot basis. Any such training should be closely monitored to establish the
empirical base for making future decisions.

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APPENDIX A

DEFINITIONS AND EXAMPLES OF COMMUNICATION PATTERN CODES

I.   LINGUISTIC CODING CATEGORIES

A.   LINGUISTIC STRUCTURES

Neuro-linguistics represents an integrated methodology for describing communication skills. As a wholistic approach, it specifically considers the effect of the linguistic (verbal), neurologic (non-verbal), and neuro-linguistic interactions on the communication process. As such, language is divided into three primary structures, each of which complements and extends the information provided by the other two. First, predicate structures are processed so single words which key to the sensory modality to represent or express the information in. Predicates are used in sales to "paint pictures" since they make it easy for the listener to shift his experiential representation of an event from one modality to another (e.g., from word to pictures to feelings). Second, syntactic structures effect processing thru the format of the sentence. Such characteristics as deleted, qualified, or presummed information all influence the interpretation and utility of the communication. Finally, semantic structures mediate the contextual framework in which the information is set. For example, lecturing ten people is often a different decision from lecturing 1,000 people even when it involves the same information content.   The contextual frame is characterized by aspects of time, importance, outcome, consequences, intention, etc. Chart A1 lists all the communication pattern codes to be discussed and their abbreviations.

B. PREDICATE STRUCTURES

Predicate structures are a linguistic device to convey the experience of an individual as represented at the neurological level. Most people have the facility to experience the world in terms of pictures, sounds, feelings, and logic. However, given the semantic frame, there is usually some consistent preference used (e.g., pictures for work experiences and feelings for home life).

1. General Experience Modifier (GEM)

The first category of predicate structures is referred to as general experience modifiers. These are verbs which by definition are associated with a mode of processing information. These modes may be either analog sensory systems (i.e., visual auditory, kinesthetic, olfactory-gustatory), thinking about something, (i.e., logical, thought), or unspecified (i.e., be ambiguous as to which mode is appropriate). Table A1 lists representative predicates in each of these categories. In addition, one may code a consistent sequence of GEMs, i.e., a GEM strategy.

2. Specific Experience Modifier (SEM)

Three of the GEM categories have such frequent usage in communication that consistent sub-category distinctions are commonly referred to. Specifically, these distinctions reference analog dimensions of auditory, kinesthetic and visual experience. Table A2 lists these SEM distinctions.

C. SYNTACTIC STRUCTURES

Syntactic structures refer to the methods by which people construct sentences in order to generalize, distort or delete the meaning of the information being communicated. At this level of structure it is necessary to examine the grammatical organization of groups of words, clauses, phrases and/or sentences to accurately interpret the effect on the communication

process. The syntactic structures influence the meaning of the communication process by removing, qualifying, concluding, assuming, and/or embedding informational messages. Table A3 lists the syntactic structures and their primary outcome. Tables A4 thru A8 lists the title and definition of each syntactic operator by major structure. Charts A2 thru A6 define each syntactic operator by example and result.

1. Information Assummer (IA)

Information assumers presuppose characteristics of an action, event, or attitude which influence a person's ability to do, think or decide. One method is to define the scope and/or intensity of an event. This process simply clarifies expectations as to the degree of effort required to achieve the outcome (e.g., _very_ difficult vs _little_ difficulty). Another method is to provide sense of continuity or discontinuity to other ongoing activities or time frames (e.g., _as_ you sit there you may begin to consider benefits of the Army...). As modifiers to the content topic, IAs often go unchallenged by the listener and so act as a subtle and efficient mechanism to introduce presuppositions. See Table A4 for a description of IA categories and Chart A2 for examples.

2. Information Concluder (IC)

Information concludes are conclusions which the speaker is _convinced_ is true, and which have not actually been verified as such. The conviction is arrived at by either assuming knowledge of another's private thought processes (mind reading) or assuming the connection of two events can be explained only by what has occurred in your experiences (cause-effect). See Table A5 for a description of IC categories and Chart A3 for examples.

3. Information Embedder (IE)

Information embedders cushion the impact of sensitive or provocative information by using syntactic operations that require extra cognitive processing, but add no new information value. The added syntactic complexity distracts the listener from focusing exclusively on the content spoken. (This is often experienced as a slight confusion by the listener). See Table A6 for a description of IE categories and Chart A4 for examples.

4. Information Qualifier (IQ)

Information qualifiers reveal the perceived characteristics of the operating context within which an action or event occurs. The effect is to influence one's sense of self-control over the immediate task as well as the degree of flexibility to modify the environmental conditions which currently exist. Often statements that implicitly assume possibility, necessity or universality fall into this category See Table A7 for definitions of IQ categories and Chart A5 has examples.

5. Information Remover (IR)

Information removers act to streamline communication by deleting information assumed either irrelevant or commonly known. For example, I can specify the time, place, temperature, color of my surroundings, or simply state "I'm at home." Table A8 has definitions of IR coding categories, and Chart A6 has examples.

D. SEMANTIC STRUCTURES

Semantic structures refer to the method by which people effect the belief systems upon which decisions are based. At this level of structure we are focused exclusively on the semantic meaning being communicated and the criteria upon which it is based. Movement is brought about by splitling apart or linking together individual beliefs, shifting the content within

which the belief operates, or introducing resources that allow the individual
to generate new choices. See Table A9 for a list of semantic structures and
their primary outcome. Charts A7 thru A9 define each semantic operator by
example and result.

1. Contingency Frame (CF)

Contingency frames act to package information into contingent (IF-THEN)
formats in order to provide the semantic "illusion" of complete continunity
or necessity between loosely related pieces. The effect is to convince the
individual to reach agreement on a particular topic, attitude or action. See
Table A10 for definitions of CF categories and Chart A7 for examples.

2. Miscellaneous Pattern (MP)

The miscellaneous patterns category represents various semantic operator
formats which introduce increased choice through resource development in the
individual. There is no common method between them, although they share the
same outcome. Table A11 provides definitions for the MP categories. Since
MP patterns require both linguistic and non-verbal components examples are
not able to be provided.

3. Perspective Changer (PC)

Perspective changers act to separate a particular belief from the actions
used to realize it. This process produces a changed perspective from which
the person may re-examine his behavior-belief equation (e.g., jogging every
day = good health). The PC operators may challenge characteristics of the
behavior, belief, method of equating, or context in which they operate. See
Table A12 for a definition of PC coding categories and Chart A8 for examples.

4. Perspective Frame (PF)

Perspective frames act to establish the overall outcome or boundries of the communication process within which predicate, syntactic or semantic structures are applied. They define a second level of communication which is often unstated, but alluded to verbally and monitored non-verbally. Often the perspective frame reflects the strategy which underlies the speaker's communication approach or style (e.g., big brother, good guy-bad guy, what if, etc.) See Table Al3 for definitions of PF operators and Chart A9 for examples.

Communication Pattern Codes

PREDICATE OPERATORS

General Experience Modifier (GEM)

A	Auditory
K	Kinesthetic
O-G	Olfactory-Gustatory
STRAT	Strategy Sequence
UNS	Unspecified
V	Visual

Specific Experience Modifier (SEM)

Visual Modifier

Color	Shape
Size	Distance
Location	Brightness
Contrast	Clarity
Focus	Depth
Direction	
Movement/Speed	
Slides/Motion Picture	
Associated/Disassociated	

Auditory Modifier

Sounds/Words	Distance
Voice/Whose?	Volume
Location	Rhythm
Direction	Duration
Pitch	Timbre
Tempo	
Tone	
Internal/External	

Kinesthetic Modifier

Location	Size
Shape	Moisture
Weight	Pressure
Temperature	Texture
Intensity	
Internal/External	
Tactile/Proprioceptive	

SYNTACTIC OPERATORS

Information Assumer (IA)

AD	Adverb or Adjective
APV	Active-passive voice
AWARE	Awareness Predicate
C-LINK	Conjunction Linkage
COM-AD	Commentary Adjective or Adverb
CTBA	Change of Time Verb or Adverb
FP	Future Pace
JC	Justification Clause
OR	Use of Or
ORD-#	Ordinal Numeral
P	Presupposition
SUB-T	Subordinate Clause of Time
TENSE	Tense change or shift
T-LINK	Time Linkage

Information Concluder (IC)

CE	Cause-Effect
MR	Mind-Reading

Information Embedder (IE)

C-POST	Conversation Postulate
EM-COM	Embedded Command
EM-Q	Embedded Question
NEG-COM	Negative Command
NEG-Q	Negative Question
PHON-AM	Phonological Ambiguity
POS-COM	Positive Command
PUN-AM	Punctuation Ambiguity
"Q"	QUOTES
SCO-AM	Scope Ambiguity
SRV	Selectional Restriction
SYN-AM	Syntactic Ambiguity

Information Qualifier (IQ)

CEQ	Complex Equivalence
LP	Lost Performative
MO	Model Operator
TAG	Tag Clause
UQ	Universal Qualifier

Information Remover (IR)

C-BREAK	Conjunctive Break
CD	Comparative Deletion
LRI	Lack of Referential Index
N	Nominalization
SD	Simple Deletion
UV	Unspecified Verb

SEMANTIC OPERATORS

Contingency Frame (CON)

FEBA-CON	FEBA Contingency
FP-CON	Future Pace Contingency
JC-CON	Justification Contingency
N-CON	Nested Contingency
S-CON	Single Contingency
YB-CON	Yes-But Contingency

Miscellaneous Pattern (MP)

CA	Collapsing Anchors
CHAIN	Chain of Responses
DL	Deletion Pattern
IVC	Internal Voice Change
NBG	New Behavior Generator
PG	Part Generator
RF	Reframe

Perspective Changer (PC)

A-Out	Another outcome
AS	Apply to Self
C/D	Chunk Down
C-EX	Counter-Example
C/FS	Change Frame Size
CONS	Consequence
CRI	Change Referential Index
C/U	Chunk Up
HOC	Hierarchy of Criteria
IN	Intention
M-4	Metaphor
MF	Meta Frame
M/W	Model of World
RE-D	Redefinition
R/S	Reality Strategy

Perspective Frame (PF)

AF	Agreement Frame
AIF	As-if Frame
DBF	Double-Bind Frame
PF	Pace Frame
2Q-1A	2 Questions - 1 answer

Table A-1

General Experience Modifier Predicates

Auditory	Kinesthetic	Logic	Olfactory-Gustatory	Unspecified	Visual
listen	burst	think	smell	seem	see
hear	bend	believe	taste	be	view
overhear	bind	know	eat	aware	observe
sound	break	understand	reek	have	witness
quiet	fall	ponder	fragrant	allow	sight
order	catch	contemplate	chewy	become	spot
ask	fight	rationalize	bite	be able	look
beg	go	consider	munch	have to	glimpse
ring	grasp	deliberate		must	glance
chime	grab			want	peer
yell	hold			shall	peek
scream	hit			do	peep
sing	climb			make	survey
speak	run			create	eye
talk	struggle			desire	examine
shout	throw			desire	inspect
whisper	walk			appreciate	gaze
groan	jump			sense	stare
moan	push				glare
whine	feel				pale
buzz	grip				find
call	handle				read
click					show

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Table A-2

Specific Experience Modifier Dimensions

Auditory	Kinesthetic	Visual
Direction	Duration	Brightness
Distance	Frequency	Clarity
Duration	Internal/External Intensity	Color
Internal/External	Location	Contrast
Location	Moisture	Depth
Pitch	Movement	Direction
Sound/Words	Pressure	Distance
Tempo	Shape	Focus
Timbre	Size	Location
Tone	Tactile/Proprioceptive	Movement/Speed
Voice/Whose?	Temperature	Shape
Volume	Texture	Slides/Motion Picture
Rhythm	Weight	Size
	Rhythm	Associated/Disassociated

Table A-3

Syntactic Structures and Their Outcomes

Syntactic Structure	Outcome
Information Assumer	Presuppose characteristics of an action or event
Information Concluder	Conclude by presupposition
Information Embedder	Cushion impact of sensitive or provocative information
Information Qualifier	Qualify the operating context of an action or event
Information Remover	Streamline communication

Table A-4

Information Assumer

PATTERN CODE	TITLE	DEFINITION
AD	Adverb or Adjective	Describing characteristics of events. (Can be used to presuppose that these characteristics exist).
APV	Active-Passive Voice	Active and passive verb forms.
AWARE	Awareness Predicate	A predicate that presupposes the remainder of the sentence is true (e.g., know, realize, notice, etc.).
C-LINK	Conjunctive Linkage	Use of conjuctions to connect otherwise unrelated events (e.g., so, and, etc.).
COM-AD	Commentary Adverb or Adjective	Descriptor that presupposes the remainder of the sentence is true and describes the quality of the event (e.g., fortunately, luckily, innocently, happily, necessarily, etc.).
CTBA	Change of Time Verb or Adverb	Presuppose that other occurances will take place during the time described (e.g., begin, end, stop, start, continue, proceed, already, yet, still, anymore, etc.).
FP	Future Pace	Preparing a person for a future event by imagining the resources needed to be highly successful.
JC	Justification Clause	A justification for some activity or event. Clause is often begun with the word "because".

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Table A-4 (continued)

Information Assumer

Pattern Code	Title	Definition
OR	Or	Used to presuppose that at least one of a number of events or tasks will take place.
ORD-#	Ordinal Numeral	Indicates the order in which events will occur (e.g., first, next, another, etc.).
P	Presupposition	When something is implicitly assumed in the speaker's communication which, if accepted, may limit the listener's choices.
SUB-T	Subordinate Clause of Time	Specific time references which suggest something will occur, (e.g., before, after, during, as, since, prior, when, while, etc.).
TENSE	Tense change or Shift	Verbs which indicate past, present, or future time distinctions.
T-LINK	Time Linkage	Linkage words used to connect unrelated events together in the same time frame (e.g., as, while, during, when, etc.).

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Table A-5

Information Concluder

Pattern Code	Title	Definition
CE	Cause-Effect	A causal linkage assumed to exist between a person's experience and some outside stimulus.
MR	Mind Reading	Claiming to know what another individual is thinking without verification.

Table A-6

Information Embedder

Pattern Code	Title	Definition
C-POST	Conversational Postulate	Questions that ask for a simple "yes" or "no" answer, but are assumed by the listener to require a more detailed response either linguistically or behaviorally.
EM-COM	Embedded Command	Verbal emphasis of portion of sentence which contains command for desired activity. (e.g., by change in volume, speed, pitch, etc.).
EM-Q	Embedded Quesstion	Statements made by the speaker that are responded to as if they were questions (e.g., what I would like to do is...).
NEG-COM	Negative Command	Using negative as the style to present a positive command statement (e.g., do not, can't).
NEG-Q	Negative Question	Using negation as the style to present a question.
PHON-AM	Phonological Ambiguity	Words that sound the same, but mean different things.
POS-COM	Positive Command	Command directly stated to listener (e.g., You will do this...).
PUN-AM	Punctuation Ambiguity	Ending a sentence with a word that begins the next sentence.
"Q"	Quotes	Making a statement in context of quoting another source.
SCO-AM	Scope Ambiguity	Ambiguity in exactly what parts of sentence is being modified by a verb, adverb, or adjective.

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Table A-6 (continued)

Information Embedder

Pattern Code	Title	Definition
SRV	Selectional Restriction Violation	Attributing qualities to something that cannot have them (e.g., getting blood from a rock.)
SYN-AM	Syntactic Ambiguity	Verb form which can act as either an adjective or a verb when placed before a noun.

Table A-7

Information Qualifier

Pattern Code	Title	Definition
CEQ	Complex Equivalence	When two experiences or events come to stand for each other but may not necessarily be synonymous.
LP	Lost Performative	Statements and judgements about the world which are generalizations (e.g., good, bad, crazy, sick, right, wrong, false, etc.).
MO	Model Operator	Statement identifying rules about or limits to behavior (i.e., possibility or necessity). E.g., possibility = can/can't; possible/impossible, will/won't, may/may not; necessity = should/shouldn't, must/must not, have to, etc.
TAG	Tag Clause	A clause placed out of sequence in a sentence that requires a shift in awareness to understand. Usually placed on end of sentence.
UQ	Universal Quantifier	Generalize a few experiences to be a whole class of experience. Such words as all, every, always, never, etc.

Table A-8

Information Remover

Pattern Code	Title	Definition
C-BREAK	Conjunctive Break	Use of disjunction to connect otherwise unrelated events. Usually identified by use of "but" clause.
CD	Comparative Deletion	When a referent is deleted during a comparison (e.g., good-better-best; more-less; most-least).
N	Nominalization	When an ongoing process is represented as a static activity which may distort its meaning. (A verb used as a noun).
LRI	Lack of Referential Index	When the word(s) referring to an object or person (noun) is ambiguous as to which object or person specifically.
SD	Simple Deletion	When some object, person or event (noun phrases or noun arguements) has been left out of the sentence).
UV	Unspecified Verb	Verbs which capture the end state of the action (e.g., happiness) without detailing the action process.

Table A-9

Semantic Structures and Their Outcome

Semantic Structure	Outcome
Contingency Frame	Convince an individual to reach agreement on a particular topic, attitude or action by linking together supportive beliefs.
Miscellanous Pattern	Introduce increased choice thru resource development.
Perspective Changer	Replace non-supportive beliefs with supportive ones.
Perspective Frame	Establish the overall outcome or boundries of the communication process within which predicate, syntactic or semantic operators are applied.

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Table A-10

Contingency Frame

Pattern Code	Title	Definition
FEBA-CON	Features-Evidence-Benefit-Agreement Contingency	A nested contingent structure that provides a reason to do an activity by summarizing FEBA information.
FP-CON	Future Pace Contingency	A contingent structure that provides decision guidance for future situations.
JC-CON	Justification Clause Contingency	A contingent structure that provides a reason to do an activity thru a justification clause.
N-CON	Nested Contingency	A nested contingent (IF-THEN) structure.
S-CON	Single Contingnecy	A single contingent (IF-THEN) structure.
YB-CON	YES-BUT Contingency	A contingent structure that provides a resource to do an activity or make a decision.

Table A-11

Miscellaneous Pattern

Pattern Code	Title	Definition
CA	Collapsing Anchors	A process of neutralizing an adverse reaction to a statement or activity.
CHAIN	Chain	A process of moving from an adverse reaction to an alternative one
DL	Deletion	A process of stating relevant but sensitive information and then gently shifting the conversation focus.
IVC	Internal Voice Change	A process of using metaphor to provide an individual with a new internal dialouge script supportive of some activity.
NBG	New Behavior Generator	A process of providing an individual with the capability to generate new or alternative behaviors in service of outcome accomplishment.
PG	Part Generator	A process of using metaphor to provide an individual with a new self image supportive of some activity.
RF	Reframe	A process of providing choice to an individual thru the introduction of new behaviors or perceptions.

Table A-12

Perspective Changer

Pattern Code	Title	Definition
A-OUT	Another Outcome	Another outcome of the person's actions is stated.
AS	Apply to Self	A part of the statement is applied against itself or the person who said it.
C/D	Chunk Down	The generalization is reduced to a smaller, or lower level of analysis, where it can be redefined or reinterpreted.
C-EX	Counter Example	An example is given or suggested to disprove a statement's truth or generality.
C/FS	Change Frame Size	The meaning or value of the statement is changed by distorting the parameters of the current framework (e.g., time, effort, etc.)
CONS	Consequence	Another consequence of the person's actions is stated.
CRI	Change Referential Index	Within the same framework the focus is changed to another aspect, element or person.
C/U	Chunk Up	The specific is expanded to a larger, or higher level of analysis, where it can be redefined or reinterpreted.
HOC	Hierarchy of Criteria	The relative importance of competing values are made explicit.

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Table A-12 (continued)

Perspective Changer

Pattern Code	Title	Definition
IN	Intention	The intention is used to justify or dismiss an action taken or a statement made.
M-4	Metaphor	A story or analogy is used to illustrate a specific point and/or to provide the listener with an experience from the speaker's perspective.
MF	Meta-Frame	The meaning or value of the statement is changed by shifting to an entirely different context, or larger framework of meaning.
RE-D	Redefinition	An alternative meaning or interpretation is given for a part of the statement.
R/S	Reality Strategy	The accuracy of the person's perception and so the reality of the statement is directly challenged.

Table A-13

Perspective Frame

Pattern Code	Title	Definition
AF	Agreement Frame	A process of obtaining agreement on the role and/or obligations of each person prior to performing an activity or service.
AIF	AS-IF Frame	A process of having the person make a decision based on pretending to have additional resources or existing in a different context.
DBF	Double-Bind Frame	A process of providing two or more choices to an individual, all of which presuppose the desired action will be performed.
PF	Pace Frame	A process of mirroring back the individual's behavior, language patterns, and/or conversation content and then changing one or more of these parameters to lead the person into mirroring back.
2Q-1A	Two Questions-One Answer	Agreement is obtained to a sensitive question by asking two together, the first is sensitive and the second is a sure "emotional" yes.

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Chart A-2

Information Assumer

IA PO #	Pattern Operator	Example	Technical Result	Known By
1	AD	Some time, little scared valuable experience.	Softens/enhance meaning of term thru modification of level of intent or scope.	P's response indicates acceptance of presupposed modification.
		Little hesitant, probably more receptive.	Softens impact of phase and acts to limit degree of interpretation.	P's response indicate he has accepted AD modifiers.
2	APV	You are going to... You actually did...	Compartmentalize events by active (to be done events and attitude) and passive (achieved accomplishments and rewards) verbs.	P responds in conversation using similar APV structures.
		If it can help,...This is going to help...	Moves interpretation from passive to active	P responds by using active tenses when talking on topic.
3	AWARE	Now, you realize that you'll be going into the Army.	Brings awareness of event to forefront of mind.	Topic becomes focus of P's conversation.
		See Chart 10, C # 1	R uses softeners to make P aware of benefits.	P shows appreciation for being made aware of benefits.
		See Chart 10, C # 2	R enhances cause-effect by using awareness modifiers to sharpen P's focus on topic.	P responds by accepting cause-effect relationship.

Chart A-2

Information Assumer

IA PO #	Pattern Operator	Technical Example	Result	Known By
4	C-LINK	See Chart 10, C # 3	R links two phases with same meaning, as if different. Reinforces P's acceptance of statement.	P accepts statement.
		You have kept your appointment, so you must be ready to enlist.	R links two unrelated events.	P responds to linkage Discusses what it would take to enlist.
5	COM-AD	Do you realize you're a non-HS graduate...?	Softens impact of sensitive statement.	P reacts favorably to statement.
		I do appreciate your taking the opportunity to find out how you can better your self.	"Thank-me-for-you" form of making person feel good about decision to see R.	P relaxes more.
		Just think, you're making a decision now that's going to be very important to you.	Soft form of presupposing decision will be made.	P makes decision.
		At least you respected my answer.	Defines for P the interpretation R wants.	P indicates he has respect for R.
6	CTBA	I hope your interest in the Army continues.	R presupposes that continuity or discontinuity of events will occur.	P states his interest is continuing. P states when he will join or what it will take.
		Are you ready to join yet?	Same result as above.	

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Chart A-2

Information Assumer

IA PO #	Pattern Operator	Example	Technical Result	Known By
7	FP	See Chart 10, C # 4	Prepare P for desire to write to R.	P writes to R.
		See Chart 10, C # 5	Prepares P for R's future request for referrals and how P should respond specifically.	P responds as R has suggested when R calls for referrals.
		Every chance you get you're going to want to throw that uniform on... and show your friends... because a lot of pride there.	Tells P how to act in future and how to feel (e.g., prideful).	P completes action in future and agrees now it could occur.
8	JC	It's important to take CAST, because then you will know what you'll qualify for.	R provides reason why CAST is important to take at this time. "Because" clues P that rationale is being given.	P agrees to take CAST.
9	OR	Would it be more convenient to join tomorrow or now.	R uses "2-choice" close to limit P's choices and force a decision.	P agrees to one of choices offered.
10	ORD-#	See Chart 10, C # 6	Softer form of OR close.	P accepts close and meets with

Chart A-2

Information Assumer

IA PO #	Pattern Operator	Example	Technical Result	Known By
11	P	I don't think you can make a better decision than the one you're making right now.	Reinforces P's decision. CD enhances compliment by use of vague comparison ("better" than what?)	P agrees with R.
		See Chart 10, C # 7	Presuppose event will occur along with how P will preceive it.	P accepts presupposition in conversation with R.
		See Chart 10, C # 8	Presupposes P will exceed minimum number of referrals requested.	P exceeds minimum requirement for referrals.
12	SUB-T	While taking some time to decide, lets take the next step.	Softens request to do new activity by presupposing *that it's okay to do* second activity now, since first one is ongoing. Similar to CTBA except uses clause format.	P agrees to do second activity now.
13	TENSE	Having succeeded at BASIC [in story], doesn't it feel good now that you'll be going to BASIC soon.	Use tense to compartmentalize aspects of story: past tense = accomplishment present tense = feelings *of success* future tense = difficulty/ challenge	P reports he feels good and is ready to continue enlistment process.
14	T-LINK	I guess you came in to join Army, since you came in to see me.	Presuppose action of seeing R, implies intention to enlist.	P accepts close or states what it will take to join.

Chart A-3

Information Concluder

IC PO #	Pattern Operator	Example	Technical Result	Known By
1	CE	That will make you feel you accomplished some-thing because you had a mind to.	R links successful feeling to P's future attitude.	P accepts cause-effect relationship between his attitude and feelings.
2	MR	Have you thought about.. well, you must have thought about it...what have you thought about it...well, you've had to think about it... because you wouldn't have walked in this door if you had not.	Presupposes P has thought about X (e.g., service to country). Ends with conclusion R wants. Forces P to consider if it's true after all.	P agrees he has thought of service to country.
		I know you're feeling scared about joining. Your parents will be proud of you.	R "mindreads" the internal feelings of others and allows them to be a topic of dis-cussion.	P begins to discuss his feelings about joining.

Chart A-4

Information Embedder

IE PO #	Pattern Operator	Example	Technical Result	Known By
1	C-POST	Is that what you want? Don't you think that will help? AND, has any of them ever mentioned an interest in the service at all. Do you know anybody that might be interested in the service?	Conversational style acts to soften closing statement. Syntactic operators act to soften request for referrals.	P accepts close in stride, not shocked or disturbed by it. Referrals are provided or alternative sources suggested.
2	EM-COM	After hearing the benefits, I'm sure you agree with me now that the Army makes you feel accomplishment.	R emphasizes portions of dialogue, marking out what R want's P to do and feel now. I.e., "agree with me now", "makes you feel...".	P agrees with R and states he is feeling a sense of accomplishment.
3	EM-Q	Wouldn't it be nice to...Wouldn't you like to have...What I would like to do... See Chart 10, C # 9	Softens statement following lead-in. Note question is asked indirectly. States positive intention while asking indirect question and presupposing enlistment.	P responds as if question was asked directly. P agrees to have R do interview.
4	NEG-COM	I'm not doing this because I don't believe you.	Softens impact of emotional statement due to need to process "nots".	P remains calm when statement is given.

Chart A-4

Information Embedder

IE PO #	Pattern Operator	Example	Technical Result	Known By
4	NEG-COM	See Chart 10, C # 10	Paces P's negative attitude with "nots" and sets up condition in future for P to recontact R.	P recontacts R or does other action set up.
		I can't tell you it's not there.	Paces experience of P who expresses himself in negative terms.	P accepts statement better than if stated in positives.
		Don't think about joining today's Army, now.	R softens request to have P think about joining now by using nots.	P responds with comments about joining Army now.
5	NEG-Q	Don't you want to join before you can't get the job you want.	R presents question using negatives in order to pace communication style of P.	P agrees to join or responds back in negatives (e.g., I can't...,I won't..., etc.).
		Isn't it time to not be a burden to your parents and won't joining today do that.	Same results as above.	
6	PHON-AM	In the Army you learn to write wrongs up and to right about what others write.	Introduces some ambiguity into communication by the use of similar sounding words Effect is to soften sentence.	P responds either with "what is written up" or "what is set right."

Chart A-4

Information Embedder

IE PO #	Pattern Operator	Example	Technical Result	Known By
7	POS-COM	If you really care, you will join today.	R directly tells P exactly what he will do.	P agrees to R's request.
		As a CAT IV your choices are limited and I expect you at the MEPs at 10:30 on Friday.	Same result as above.	
8	PUN-AM	These benefits are so good, I'm sure you can see that it's right now you should enlist.	P connects two separate messages with the word "right". Softens bridge across two unrelated areas.	P accepts that it is right to enlist now.
		It's true that some recruiters you have to watch carefully while the JOIN system is playing.	P softens request to pay attention to JOIN videos by using "watch" as connector across sentence parts.	P watches videos and pays attention.
9	"Q"	When I was about to enlist my R told me "Isn't it about time you made the best decision of your life." What do you think.	R uses quotes to soften impact of sensative comment to P. Also, is ambiguous whether P is being asked to comment on quote to R, or quote as question to P.	P responds as if directly asked to make decision and calmly.
10	SCO-AM	Do you want that rewarding college fund and training now.	Unclear if rewarding applies to fund, or fund and training program.	P assumes rewarding applies to entire sentence.

Chart A-4

Information Embedder

IE PO #	Pattern Operator	Example	Technical Result	Known By
11	SRV	As a soldier, you will learn to listen for when your weapon tells you to fire.	While the sentence is meaningful, the weapon cannot actually "talk" However, it provides a way to dynamically link P, soldiering, and weapons into a "Human" relationship.	P responds that he would like to learn to hear his weapon "talk".
12	SYN-AM	In the military, investigating investigators can be exciting and dangerous.	Unclear if the excitement is from the investigators being investigated or doing the investigation. The sentence has more than one meaning.	P comments on the meaning which most appeals to him.

Chart A-5

Information Qualifier

IQ PO #	Pattern Operator	Example	Technical Result	Known By
1	CEO	I need two of your friends to join. Now you can bring me 20 or 50, but at least two must join to get you promoted.	R specifies, the exact number of referrals required for a promotion.	P indicates his understanding of requirements to get promoted.
2	LP	It's good to volunteer for extra duty in the Army.	Allows P to fill-in what "good" means, and for whom it is good.	P responds that volunteering is something he plans to do.
3	MO	The Army could benefit you. Would you like to join now or later.	R opens up possibility of benefits and joining using MO to soften statement.	P asks what benefits will occur. R agrees to join.
4	TAG	You do want to enlist in medical field, don't you?	Softens impact by adding ambiguity to what question is being asked.	P responds positively to question.
		i know it probably sounds kind of rude and abrupt, BUT if you don't mind telling me, are you working now?	TAG adds ambiguity to question being asked.	P responds positively to question.
5	UQ	Everything for you, all these years, all you do.	Emphasizes statements which forces situation into either-or.	P reacts to absolute nature of sentence or claim made.

Chart A-6

Information Remover

IR PO #	Pattern Operator	Example	Technical Result	Known By
1	C-BREAK	You're going into Army for 3 years, BUT here's what I'll do.	Softens impact of command by putting focus on BUT clause.	P accepts command, and questions BUT clause.
		BUT you do... BUT he does...	Contextually separates out responsibilities via use of "but." Creates boundaries and so clarifies meaning for P.	P can state back which person is responsible for which actions.
2	CD	Same money... Same excitement...	By deleting comparison to what "same" is, the statement equates two experiences.	P agrees there will be no difference in experiences.
		Most difficult period he's ever going to adjust to...	Emphasizes intensity with CD ("most...") then removes stress by presupposing success.	P responds he feels he will be successful in action.
3	N	Service to country will allow you to express your patriotism.	Using "patriotic" as a noun makes it ambiguous as to how specifically "patriotism" is expressed. Acts as a softener.	P accepts that "patriotism" requires other actions to prove its existence.
4	LRI	Once in Army, you'll meet people and some of them will be your long-time friends.	Allows P to fill in who "them" are and how "they" act that will make them friends.	P responds that he looks forward to meeting new friends.

Chart A-6

Information Remover

IR PO #	Pattern Operator	Example	Technical Result	Known By
5	SD	I'm really uncomfortable about joining the Army.	Something is left out of sentence i.e., uncomfortable about what specifically?	P states what specifically is uncomfortable.
6	UV	The Army is sometimes frustrating but also very rewarding.	Allows P to fill in how specifically Army is frustrating and rewarding from P's model of world.	P agrees Army can be rewarding.

Chart A-7

Contingency Frame

CF PO #	Pattern Operator	Example	Technical Result	Known By
1	FEBA-CON	See Chart 10, C # 11	Collapses feature and benefits onto activity of being in the Army.	P agrees with close following CON.
		See Chart 10, C # 12	Same result as above.	P agrees with close following CO.
		See Chart 10, C # 13	P is given permission to take another action (not B) if feature of Army is not offered at MEPs. Note that structure presupposes that A must be present. In the example A is "choice of Jobs".	P agrees to proceed with enlistment process.
2	FP-CON	See Chart 10, C # 14	R sets up IOU feeling in P as motivation to write to R.	P writes back to R.
		See Chart 10, C # 15	Future paces P to take an action (i.e., call R) if current plans do not work out.	P calls R when plans do not work out.
		See Chart 10, C # 16	Provides "choice" to not join at MEPS, than presupposes that triggering event to not join will not occur.	P enlists at MEPS. Reports he found job he "liked" as suggested by R.

Chart A-7

Contingency Frames

CF PO #	Pattern Operator	Example	Technical Result	Known By
2	FP-CON	See Chart 10, C # 17	A series of contingent statements that pre-suppose future benefits, or not, of actions taken. As P agrees, he moves into stronger commitment of to Army.	P agrees to positive action in statement (i.e., enlisting).
		When you grow up a little more, come in and see me.	Sets up future triggering event, so P will know when to feel it's time to recontact R.	P recontacts R or does other action set up.
3	JC-CON	See Chart 10, C # 18	Focus P on R's logic and the frame that P is salesman for R.	P agrees with statement. Acts as "salesman" for R.
		See Chart 10, C # 19	R sets up strategy to succeed via contingency. Uses JC clause to justify adoption of strategy.	P adopts strategy, i.e., Y.
		See Chart 10, C # 20	Provides economy of presenting action desired. Similar to YB-CON, except allows for smoother inclusion of more information.	P states consequence and benefit are worth doing action for.
4	N-CON	See Chart 10, C # 21	R sets up contingency so that motivation from an unrelated but important event in P's life is used to support an Army activity.	P agrees to do Z and thus agrees also to support Y (i.e., Army activity).

Chart A-7

Contingency Frame

CF PO #	Pattern Operator	Example	Technical Result	Known By
5	S-CON	See Chart 10, C # 22	Allows for packaging of command to do action (enlist) with understanding of role in taking action. Details of role distract attention from command.	P does WHEN command.
		See Chart 10, C # 23	States consequence of accepting P's belief over R's.	P accepts R's belief and agrees to action requested by R.
6	YB-CON	See Chart 10, C # 24	Replaces negative reaction with positive feeling from benefit stated. CON version of RE-D.	P states he feels good toward R's aim now.
		See Chart 10, C # 25	Collapses possibility and motivation onto each other (i.e., creates confidence).	P states he can do possibility.
		See Chart 10, C # 26	R gives P access to strategy to bypass X, i.e., turn X into a challenge.	P accepts challenge of overcoming X.
		See Chart 10, C # 27	Uses YB-CON to put focus on what R can provide. Links YB-Con to S-CON. Used to provide motivation to support what R can do.	P agrees to do Y and is motivated by X to do it. Accepts B as good to have.

Chart A-8

Perspective Changer

PC PO #	Pattern Operator	Example	Technical Result	Known By
1	A-OUT	It's not a piece of cake...lot of physical training...sounds like torture, get you in great shape...there's excitement...best shape ever...we pay you.	Describes reality of BASIC followed by another outcome.	P accepts other outcome as benefit of reality of situation.
2	AS	See Chart 10, C # 28	Applies fairness criteria of mother to herself.	Mother responds that she must follow her own criteria - i.e., P should go to interview with R.
3	C/D	What specifically about being an in-flight missile repairman will make you feel satisfied.	R's question requires P to become more detailed in what characterics of the job are critical to P (i.e., DBM).	P responds with what characteristics make up "satisfaction" for him.
4	C-EX	Air Force utility uniform is green...AND color of uniform does not make individual, its what you do.	Links counter example to presupposition that uniform color does not make person.	P accepts R's conclusion. Agrees to consider other issues than uniform color.
		Providing verifiable fact to disprove a claim.	Refutes truthfulness of P's assumption and opens P up to new belief.	P accepts new belief.

Chart A-8

Perspective Changer

PC PO #	Pattern Operator	Example	Technical Result	Known By
5	C/FS	Yes...there are problems not big major mass problems, Army is like any other corporation.	Changes frame size, so problem is seen as small and commonplace.	P responds by accepting presuppositions.
6	CONS	What if you did join and something better came up, and what if I let you out [of DEP], would you join then?	States consequence of action P is considering. Makes the implications clear so P does not draw wrong conclusion inadvertantly.	P agrees consequence would happen. May say he had not considered it.
		Don't you feel X did Y. Don't you feel you should do Y. OR do you want to sponge off X. 　X = cared for person 　Y = activity P wants	C-POST clause puts P into feelings and then negative consequences of P's intention are stated.	P rejects action that leads to negative consequences and implicitly accepts other action.
		See Chart 10, C # 29	R paces reality of P's plans and the negative consequences they lead to.	P agrees with the consequences drawn by R.
7	CRI	Now let's say that you're the employer and I come to you, okay... what would you say...	Allows P to understand another perspective by switching roles (i.e., from P to employer).	P agrees that R has a perspective or point of view that should be considered.
8	C/U	What's important about being an in-flight missile repairman? What will having that do for you?	R's question requires P to be more specific as to how the job will benefit him.	P responds with the values that he wishes to fulfill in the job (e.g., satisfaction, leadership, advancement, etc.)

Chart A-8

Perspective Changer

PC PO #	Pattern Operator	Example	Technical Result	Known By
9	HOC	How can you support your future wife on a McDonald's salary?	R causes P to compare values and consider which is most important to operate under for this decision.	P talks in comparative terms about his values.
		Would you rather have job security or stay here with your friends.	Same result as above..	
10	IN	Anything just to write to me, let me know that you are there, you are safe.	Thru R's positive intention P is provided with motivation to write to R.	P writes to R.
		Once I find out what's going on, then I can plan a program for you, unless you talk to me, I'm not going to know these things.	R uses his positive intention as motivation to get P to do action of talking.	P does action requested.
		We can't force him in. We want him to enlist of own free will...	Provides positive intention of visit. Limits scope of visit via P, while presupposing a benefit from joining.	P agrees to have R do interview.
		See Chart 10, C # 30	Presupposes positive intention to P for having kept appointment.	P accepts presupposition of why he kept appointment.

Chart A-8

Perspective Changer

PC PO #	Pattern Operator	Example	Technical Result	Known By
11	M-4	...the only thing that's the same is your name, you're going to get a lot more respect, more acknowledgement.	Use comparison operator and presupposition to paint metaphor picture.	P responds by accepting presuppositions.
		BASIC like basketball; Army like civilian corporation; completing BASIC like completing high school.	R provides analogies to experiences in P's life so P can feel what Army life will be like.	P accepts R's analogies and adopts R's position on these issues.
		Analogy of Army = civilian corporation (CPTI) except Army has better job security.	Provides P with a frame of reference in his current life, in order to understand R's point.	P understands benefit. Gives example of people he knows who have experienced this event.
		Analogy to *leader of band...can lead it... leads to job satisfaction...that instinct used in any job.*	Conveys advantage of taking lead in setting performance standards.	P performs at a higher level or shows a higher level of commitment.
		See Chart 10, C # 31	R uses analogy to civilian sector to convince girlfriend to let P go in service.	P is allowed to enter service by girlfriend
		See Chart 10, C # 32	Illustrates limitations of a civilian job once one is established and stable in work and community. Also put P in future so he can imagine himself in story being told.	P agrees with truth of R's story.

Chart A-8

Perspective Changer

PC PO #	Pattern Operator	Example	Technical Result	Known By
12	M/	You don't talk very much...you gotta talk to me.	Moves P's focus away from dialogue and onto P's behavior - of talking.	P talks about his lack of talking.
13	M/W	...and you'll come back with same amount of college credits as if you'd gone to school because college credits are given for BASIC and AIT.	Expands P's model of the world, so P will believe R's statement.	P accepts R's statement.
14	RE-D	I can't put you in Army. I can only help you get in the Army. Scared to enlist = good = cautious = normal.	Redefines meaning of P's concern from negative to positive.	P agrees with new definition. If tense P should relax.
		See Chart 10, C # 33	Redefines P's objection from a big barrier to a little confusion.	P accepts redefinition and continues on to other "confusions"
		See Chart 10, C # 34	Redefines experience in BASIC from negative to positive.	P responds by pro-supposing BASIC is more positive.
		See Chart 10, C # 35	R redefines color green from ugly to patriotic and desirable.	P agrees with R, drops objection to color of Army uniform

Chart A-8

Perspective Changer

PC PO #	Pattern Operator	Example	Technical Result	Known By
15	R/S	If you hide it, it's like any other major corporation, people will get through.	Notes reality of situation is no procedures are perfect - can't fault Army.	P no longer views Army as responsible.
		Are you going to know how to keep it? You made it, you don't know how to keep it.	R challenges the current reality of P.	P responds by considering the reality of his actions.

Chart A-9

Perspective Frame

PF PO #	Pattern Operator	Example	Technical Result	Known By
1	AF	See Chart 10, C # 36	R sets up agreement with P as condition to doing HS interview.	P agrees to R's conditions.
2	AIF	Well, you can talk to me. Just pretend I'm your older brother. Pretend I am...	R creates a situation where P feels comfortable talking to R.	P does activity R requested (i.e., talking about interests).
		If I give you one week to think, next week at this time will you join the Army?	Has P make decision now based on how future might be. Projects P into future. Note use of "will you..." in place of "would you..." in the close.	P responds by talking "as-if" he actually has lived the future already (e.g., "Yes, I would join in a week.")
3	DBF	I'd rather be honest with you and have you walk out, the lie to you and have you stay.	P is put in double bind which requires he think R is honest. If he leaves, then R is being honest — so why not stay. If he stays, P must think R is not lying, else P is a fool.	P tells others R is honest. P stays for interview.
		See Chart 10, C # 37	Presupposes that P will talk about R in community regardless of "choice" offered.	R gets word back that P talks about him in community.
		See Chart 10, C # 38	Presupposes P will return to station after BASIC regardless of "choice" offered (thank-me or hit me).	P returns to station after BASIC.
		See Chart 10, C # 39	Presuppose no way to leave DEP program.	DEPers ascend to BASIC.

A-45

Chart A-9

Perspective Frame

PF PO #	Pattern Operator	Example	Technical Result	Known By
4	PF	See Chart 10, C # 40	R paces reality of P and then changes the frame size so current behavior is successful.	P feels she is now competitive.
		See Chart 10, C # 41	Creates ambiguity in which (or what) question is being asked.	P accepts presupposition in conversation with R.
		See Chart 10, C # 42	States positive intention and then asks for meeting via unrelated question. TAGs question to soften its impact.	P agrees to have R do interview.
5.	20-1A	See Chart 10, C # 43	R presents two questions in dialogue. First a sensitive one and then a sure "yes" one before P can reply. As P agrees to last question, he implicitly agrees to first.	P agrees with R's presupposition that first question was agreed to.

Chart A-10

Example Continuation Chart

C #	Example
1	And what happens is that during this 2-year enlistment, a lot of people are not aware that they can get college credits from BASIC. And I don't know if you were aware of the yourself...
2	It makes you feel good...knowing that he has brought you through and you have the willpower to take yourself through.
3	We stress that you might shy away from taking a full college load and you're allowed to go to school as a part-time student...
4	It's not going to be easy, but nobody likes a failure. You got some difficult days ahead of you...I expect to hear some good things about you and I expect to hear some good things from you. Now, when you go to basic training, you strive to do your best.
5	I'm going to be calling you up for referrals. I'm going to be calling you up out of the clear blue sky, and say I need one person by tomorrow. I know you probably won't give it to me, but try to come up with a name.
6	Do you think I could get with you maybe around suppertime, right before suppertime this afternoon?
7	You're going to put yourself in a frame of mind that you're going to accomplish this, and accomplish it with the greatest of ease.
8	I don't care how many you get...But I need at least two to join...you can bring as many as 20 or 50, BUT two have gotta join to get you promoted.

Chart A-10

Example Continuation Chart

C #	Example
9	Now, what I'd like to do is take you thru a course of events that are going to transpire between now and the time you complete AIT.
10	Never call me again, and I don't want nothing to do with you, because I don't want you in the Army. When you're ready to grow up, call me.
11	IF (you decide to start a family) and IF (you want money for college) WHILE IN THE ARMY THEN (you will not medical bills) and THEN (you're going to come out with money for school).
12	IF (you want control of college), and IF (you can save $$ for college), and IF (you take college credits in Army) WHILE IN ARMY THEN (you will start as advanced student), and THEN (will choose college you want), and THEN (will thank Army for helping you).
13	IF choice to choose any job you want, IF what you want's not here THEN don't enlist.
14	We've already given you envelope. Postage is already paid. Only thing you have to do is just drop a line and say "I'm fine" or "I hate you."
15	IF (you don't get into school) then (call me) AND (I'll show you how Army can get you training and experience) IF (that's what you decide to do).
16	If they whip up something up there that you don't like, you just tell them. I would rather have you not join the Army, than to join in something you don't want to. BUT, I've never had the problem, all mine have always joined.

Chart A-10

Example Continuation Chart

C #	Example
17	IF you're not prepared to do that, you're not ready for the service. IF you don't try, then for the rest of your life you'll regret it. You're going to say, "why did I give up?" IF you quit, I don't have time for you. IF you quit the service, you're going to be a loser for the rest of your life. IF you try and you know you tried, at least you gave it your best shot.
18	You know the best salesman I got? [It's you]. You're either the best salesman I got or the worst. BECAUSE you know a lot of people in the community.
19	BECAUSE your body is not as young as it used to be THEN (you know you just have to hang in there and stay tough with it AND things will work out.
20	IF you're joining other service BECAUSE they have better options THEn somebody's been misleading you.
21	If you all got married, you might be separated. If you are not willing to wait for him until he returns, the marriage couldn't have worked in the first place.
22	WHEN go to join Army THEN MEPS-CG will help you BUT you have to be perceptive and understand he works in limited time frame.
23	IF all people agree with you THEN you would not have benefit you have used, i.e., freedom.
24	YES you're scared BUT it's good, it insures you'll be cautious, get what you want in writing before you enlist.

Chart A-10
Example Continuation Chart

C #	Example
25	IF want college credits, BUT i'm sure you want to excel, know how to meet challenge.
26	It will be hard, BUT if right mind, THEN can overcome it.
27	YES (we are not paying him that much) BUT (we have a guaranteed job for him) AND IF (you love him) THEN (you're not going to stop his decision).
28	What about the next son that wants to get an education, or is he too good to allow somebody that opportunity?
29	One of the key reasons people don't do as well in school is that...very smart people sometimes cannot finance college...they go to school full-time...and work full-time when school is out to pay for college. That takes away from studies.
30	A lot of kids will make appointments and get the hell off the phone so they can go back to seeing Suzie. BUT, you know you've been thinking about serving your country.
31	Boyfriend...graduates...job in Texas at $75K. Are you going to stop him, or are you going to let him go?...that's basically same as Army offers except for the money.

Chart A-10

Example Continuation Chart

C #   Example

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32 | Let's talk about that, okay. Here you are, I want to put you out in the, into the future and you get the job with a company and you're very, very good. And you've been with this company for five or six years and you're stable, you make good money, and you're starting a family, you've got a wife and maybe a child by now. You're doing just great in this company and your boss is the best boss in the world. All the sudden your boss retires and another man comes in. Okay. And here you are, and you don't like this guy, but you've been with the company so long, you're making good money and he gives you directives that you don't really care about, can you just pick up and quit? No. You got responsibility son. No matter what you do in life, you have regimentation. And you be surprised they back up on you, there. Yes, but I can go look for a new job. Fine, you can go look for a new job. But you're still going to have the regimentation of the job and you're going to start on the bottom. Because you're the new guy on the block and your chances of getting laid off are going to be better, too.,

---

33 | What are you confused on? You got any questions? Well I know I'm confusing you. Let me explain this further in detail to you. Now, do you have any further things that you're confused about.

---

34 | You're going to be in the field. Now, this is the part most people don't like. But you can look at it as a true adventure. Have you been camping before? Just look at it as a camping trip...

---

35 | My favorite color is green. You're dealing with George Washington and Abraham Lincoln, on dollar bills and things.

Chart A-10

Example Continuation Chart

C #	Example
36	John, what I want to do is just take about twenty, thirty minutes of your time. I know we got forty minutes for the class, but I only want to take about twenty minutes of it. And just tell you briefly, overall, a little bit about the Army okay. But then, John, I want you to have the common courtesy to do me one thing. What's that, Sarge? John, two days from today, or today after school, I'll meet you out here in the parking lot and we'll go to your house, or I'll come to your house, and then I'll tell you the whole Army picture, okay?
37	IF I care what happens to you, THEN you're going to go out there to spread the word, BUT IF I don't care what happens to you, you're going to spread the word, too.
38	When you come back from basic training, you got two things you can do. You can come in and shake my hand and say thanks for doing it, or you can punch me in the face if I screwed up your life. And I haven't had anyone punch me in the face and I've put in almost 100 people.
39	Ain't nobody quitting. The only way somebody leaves is somebody gets fired. I ain't firing nobody.
40	Look, you are older than most of the girls that are there. But you gotta realize that if you do even 3/4s as much as all those younger girls were doing, you're still competitive with them.
41	You're interested in serving your country, aren't you, otherwise you wouldn't have made the appointment and come in.

Chart A-10

Example Continuation Chart

C #	Example
42	I want to put you in a position to help your father later on. You do want to help your father later on, do you not?
43	I want ten minutes of your time to show you how Army can possibly benefit you and put you in position to help your parents. You do want to help your parents, don't you?

APPENDIX B

DIRECTIONS TO COMPLETE THE PROTOCOL LOG (PL)

AND PROTOCOL CODING WORKSHEET (PCW)

The PL and PCW are to be completed by a judge trained in advanced communications analysis techniques. The analysis of the transcripts occurs over two readings. On the first pass, the judge identifies linguistic passages containing relevant information, (i.e., protocols). A protocol sequence number is assigned and the transcript location, sales cycle step and topic recorded in the PL. After all protocols have been logged, a second reading pass is begun. During this pass, a detailed communications analysis is made by the judge by protocol. The results of this process are recorded onto the PCW.

The judge should allow at least one and a half working days per 80 pages of transcribed material. When doing the protocol identification pass, we suggest that a magic marker be used to bracket out the protocol in the left hand margin of the transcript page for easy location later on. On the second pass, expect to do extensive marking onto the transcript prior to transferring the information onto the PCW.

Specific Directions to Complete the Protocol Log

The PL form appears in Figure G-1. The judge uses one PL per subject. He first assigns the subject code at the top of the PL and then begins his first reading pass. For each protocol encountered, he completes one line of the PL. The first column (P#) contains a precoded sequence number from 1 thru 30. Protocols are assigned the lowest available unassigned number. The REF column

contains the range of pages covered by the protocol. The CYCLE column indicates the primary sales cycle step(s) covered in this protocol. (See PCW directions for list of cycle step abbreviations.) Finally the TOPIC column is a one line description of the major focus of the Recruiter or interest of the judge in this protocol. The TOPIC column is intended solely as a jog to the judge's memory when he returns for the second reading pass.

Figure B-1
PROTOCOL LOG

Coder: _____   Subject:_____

P#	REF	CYCLE	TOPIC

Specific Directions to Complete the Protocol Coding Worksheet (PCW)

The PCW form appears in Figure G-2. A judge uses one PCW per protocol. The PCW is divided into three sections: I) Background Information; II) Communication Strategies; and III) Communication Patterns.

I. Background Information

This section is intended to provide locator information on a number of levels. Specifically, it provides the flexibility to sort the protocols on a number of content dimensions (e.g., purpose, setting, sales cycle).

Category	Guidelines to complete information
ID	Complete coder number (CODER), subject letter (S), and protocol sequence number (SEQ). Indicate sequence number of other protocols necessary to understanding this one (CROSS-REF).
PURPOSE	The intended objective of the recruiter in this protocol (e.g., handle a type of objection, close with parents, etc.)
CYCLE	Check off the sales cycle step(s) covered in this protocol. Abbreviations are as follows: Pros = Prospecting; RAP = Rapport; Qual = Qualify; N&I = Needs and Interest; FEBA = Features, Evidence, Benefit, Agreement; Clo = Close; H-O = Handle Objective; DEP = Delayed Entry Program; F-UP = Follow-up (after enlistment); M/A = Motivation/Attitude (of recruiters); Oth = other.

| SETTING | The minimum background information needed to understand the action of the recruiter in the protocol. May be omitted if not applicable or redundant with PURPOSE |
| RANGE | The page (P), paragraph (Para) and line numbers that begin (BEG) and end (END) the protocol. The line number is an optional parameter. |

II. Communication Strategies

This section is intended to represent the strategy components which drive the recruiter's use of the communication patterns in section III. The analysis here is to separate out the belief about why the pattern will work from the rules about when the pattern will work. Optionally, the sequence or order in which it will work may be recorded if relevant and clearly defined.

Category	Guidelines to Complete Information
BELIEF	Statements made by the recruiter as to why he believes a certain approach will work belief. A rule of thumb to identify beliefs is that they normally are stated as absolute (i.e., all, every, always, etc.) or necessity (should, would, could, etc.).
RULE	Statements made by the recruiter as to the conditions under which his actions will work. These rules may be stated either as contextual parameters (e.g., only works in high school meetings) or IF-THEN decisions (e.g., if prospect says no, then I restate the objection in a new

way). Rules differ from beliefs in that the former represent or lead to directly observable actions, while the latter are more of guiding attitudes about the actions.

SEQUENCE The sequence category is optional and represents the judge's judgement as to the order in which the major components of the communication patterns in section III are executed. Therefore, the judge must first complete section III prior to this category. If the judge cannot determine the sequence with confidence then this category should be left blank. The judge first lists the sequence in which the primary patterns are used under the PRIMARY PATTERN column. Next, he determines what step of the sales cycle each listed pattern is being used in (SALES CYCLE). Following that he uses his professional judgement to project the decision state[1] of the prospect before and after the primary pattern is used. This information is recorded under DECISION STATE ENTERING and DECISION STATE EXITING, respectively. Finally, if the recruiter indicates how specifically he knows the primary pattern has worked, then this information is recorded in the TEST column.

----

[1]A decision state refers to the concept of comfort level in sales, i.e., the prospect must feel comfortable in order to agree to enlist. The purpose of the DECISION STATE columns are to track how the recruiter may influence the prospect's comfort level.

III. Communication Patterns

This section captures the various pattern(s) used by the recruiter in this protocol. There are over seventy-five patterns normally scanned for by the judge (see Appendix E).

Category	Guidelines to Complete Information
OVERVIEW	This category provides a brief orientation to the patterns used. It is normally the last category completed in this section. It describes what the recruiter's overall strategy was with the prospect and/or a brief technical review of the primary patterns used by the recruiter. Interesting communication techniques are often highlighted here.
PREDICATE	The judge checks off the predicate operators most often used, if any. The codes are: Vis = Visual; Aud = Auditory, Kin = Kinesthetic; Olf-Gus = Olfactory/Gustatory; Uns = Unspecified; Specific = Specific Visual, Auditory or Kinesthetic Predicates.
SYNTAX/SEMANTIC	The judge checks off the syntactic and/or semantic operators most often used, if any. The codes are: I-R = Information Removers; I-Q = Information Qualifiers; I-C = Information-Concluders; I-A = Information Assumers; I-E = Information Embedders; P-C = Perspective Changers; and Oth = Other.

COMMON PATTERNS   In this category the judge lists the major patterns used

in the protocol. Inclusion is based on either multiple

occurrences or technical relevancy to the outcome of the

recruiter (PATTERN OPERATOR). The technical result or

outcome of each pattern listed is described. An example

may be given if room permits. See Appendix E for a list

of pattern codes used.

UNIQUE PATTERNS   Same directions as with the category of COMMON PATTERNS

except that: 1) these are patterns or combinations of

patterns which have unique characteristics or are rare.

and, 2) an EXAMPLE column is provided to list the page,

paragraph, and line number where the pattern begins.

Figure B-2
PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.:   Coder_____   S_____   SEQ_____   CROSS-REF_____

Purpose: _____

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: _____

Range: BEG (p._____, para_____, line_____)   END (p._____, para_____, line_____)

II. COMMUNICATION STRATEGIES

BELIEF:_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

RULE: _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.					
2.					
3.					
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: _____
_____
_____
_____
_____
_____
_____
_____

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/
SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth_____

	PATTERN OPERATOR		TECHNICAL RESULT OR OUTCOME
COMMON PATTERNS:			

	PATTERN OPERATOR		TECHNICAL RESULT OR OUTCOME	EXAMPLE
UNIQUE PATTERNS:				

B-10

APPENDIX C

Directions to Complete the Primary Communication Skill Report (PCSR)

The PCSR is to be completed by a judge trained in advanced communication analysis techniques. The judge must have access to the original transcripts as well as all Protocol Coding Worksheet (PCWs).

Specific Directions to Complete the Primary Communication Skill Report (PCSR)

The PCSR form appears in Figure C-1. The PCR is divided into two sections: I) Communication Skill; and II) Communication Pattern.

C-1

I. Communication Skill

This section is intended to provide locator information on a number of

levels. Specifically, it provides the flexibility to sort the protocols on a

number of content dimensions (e.g., outcome, cycle, contact method, etc.). In

addition, it provides an overview of the benefit of the PCSR and its basic

steps.

Category	Guidelines to complete information
ID	*Complete coder number (CODER), subject letters (Ss), and PCSR sequence number (SEQ). Indicate sequence number of related PCSRs if necessary to understanding this one (CROSS-REF).*
OUTCOME	*The intended outcome of the recruiter with this communication skill (e.g., handle a type of objection, close with parents, etc.).*
CYCLE	*Check off the sales cycle step(s) covered in this protocol. Abbreviations are as follows: Pros = Prospecting; RAP = Rapport; PRE-Q = Prequalify; N&I = Needs and Interest; FEBA = Features-Evidence-Benefit-Agreement; CLO = Close; H-O = Handle Objection; DEP = Delayed Entry Program; F-UP = Follow-up (after enlistment); M/A = Motivation/Attitude (of recruiters); OTH = other.*

LOCATION   Check off location where this communication skill

                            is recommended for primary use. Abbreviations

                            are as follows: STA = station; H.S. = High

                            School; CLG = College; HOM = Home; Food = Fast

                            Food/Restaurant; STRT = Street canvass

                            (outdoors); MAL = shopping mall; CIV = Civic

                            meeting; MEPS = Military Entrance Processing

                            Station; BAS = Basic Training; OTH = other.

CONTACT   Check off recommended method of meeting with

                            prospect. Abbreviations are as follows: FACE =

                            in person; TELE = telephone; LTR = Letter; SPCH =

                            speech to audience; RPI = Recruiting Publicity

                            Item; OTH = other.

PLAYER   Check off recommended person(s) who the Recruiter

                            is meeting with when using this communication

                            skill. Abbreviations are as follows: PROS =

                            prospect, PRNT = parent; DEP = Delayed Entry

                            Program; NLST = Enlisted; CIV-LDR = Civic Leader;

                            HSGC = High School Guidance Counselor; MPGC =

                            MEPS Guidance Counselor; FRND = Friend (of

                            prospect); REF = Referral; OTH = other.

RECRUITER   A brief description of how this skill benefits

ADVANTAGE   the recruiter in accomplishing his mission.

SALES SKILL   A summary of the outcome for each step of this

DESCRIPTION   communication skill. Each outcome should be

                                detailed in Section II.B.

II. Communication Pattern

This section is intended to briefly describe the pattern and then detail it

out by communication skill steps.

Category   Guidelines to complete information

PATTERN   A technical summary of the patterns used in their

DESCRIPTION   appropriate sequence by skill step.

BLUEPRINT   The ST # column simply is the assigned numbers

                                for that STEP. The OUTCOME column indicates the

                                behavioral objective of that STEP. The PROCEDURE

                                column indicates the specific actions,

                                strategies, and/or patterns the recruiter should

                                use to accomplish the STEP outcome. Finally, the

                                P.O. TYPE or # column indicates which operators

                                are critical to this STEP, i.e., need to be

                                acquired if the skill is to be used. (The ST #

                                of prior steps may be used to indicate the

                                patterns involved.)

Figure C-1
PRIMARY COMMUNICATION SKILL REPORT

I. COMMUNICATION SKILL

A. BACKGROUND INFORMATION

I.D.: Coder_____ S(s)_____ SEQ_____ CROSS-REF_____

OUTCOME: _____

CYCLE: PROS__ RAP__ PRE-Q__ N&I__ FEBA__ CLO__ H-O__ DEP__ F-UP__ M/A__ OTH__

LOCATION: STA__ H.S.__ CLG__ HOM__ FOOD__ STRI__ MAL__ CIV__ MEPS__ BAS__ OTH__

CONTACT: FACE__ TELE__ LTR__ SPCH__ RPI__ OTH__

PLAYER: PROS__ PRNT__ DEP__ NLST__ CIV-LDR__ HSCG__ MPGC__ FRND__ REF__ OTH__

B. OVERVIEW

**RECRUITER
ADVANTAGE:** _____

_____

_____

_____

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_____

**SALES SKILL
DESCRIPTION:** _____

_____

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_____

II. COMMUNICATION PATTERN

**A. PATTERN
DESCRIPTION:** _____

_____

_____

_____

_____

_____

_____

_____

Figure C-1 Primary Communications Skill Report (continued)

B. BLUEPRINT

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #