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Reserve Enlistment Motivation

by

Richard J. Orend, Robert N. Gaines and
Marsha J. Michaels

HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street
Alexandria, Virginia 22314

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U.S. ARMY RESEARCH INSTITUTE
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5001 Eisenhower Avenue
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The objectives of this research were to identify enlistment motivation and
incentive patterns among 455 new U.S. Army Reserve (USAR) enlistees. Question-
naires were administered to non-prior service males who enlisted in the second
half of calendar year 1976. The results showed that opportunity to "learn new
skills," "earn extra money," and "expand career opportunities," were the
predominent reasons given for joining the USAR. The most negative aspects of
Reserve enlistment were reported to be the length of enlistment obligation, and
physical appearance requirements.

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SUMMARY

INTRODUCTION

This study was undertaken as an exploratory investigation into problems of Army Reserve recruitment and enlistment. The specific objectives of the study are: (1) to determine the level of endorsement by recent Army Reserve enlistees of a set of 30 enlistment motivation items; (2) to identify which enlistment incentives are selected by recent enlistees; (3) to determine if any social, economic, or demographic characteristics of Reserve enlistees are related to their selection of enlistment motivations and incentives; and (4) to identify any negative factors associated with Army Reserve enlistment.

METHODOLOGY

The description of methodology and analysis procedures is divided into three parts: (1) questionnaire development; (2) survey administration; and (3) analysis.

(1) Questionnaire Development: Items used in the Reserve Enlistment Motivation (REM) questionnaire were taken from previous studies on military enlistment motivation and newly developed to meet special requirements for studying Reserve enlistment decisions. These items included motivation/incentive (attitude) questions, process questions which probed how enlistees made an enlistment decision, and background questions. Motivation questions were included to determine why respondents enlisted and incentive questions describe what aspects of Reserve service attracted them. Process questions identify the context of the enlistment decision.

The questionnaire was pretested on a sample of recent Reserve enlistees at Ft. Dix, New Jersey. Final modifications were made on the basis of that test and a final questionnaire of 90 questions was developed.

(2) Survey Administration: Questionnaires were administered using two different sampling techniques. Two hundred and eighty-one respondents were tested by Reserve recruiters as they were processed into the Reserve. An additional 174 were tested at four basic training sites as they were about to begin basic training. The sample of successfully completed questionnaires included 455 male non-prior service enlistees.* Questionnaires were administered between July 1976 and February 1977, and included about one in every six to seven non-prior service male enlistees who entered the Army Reserve in the second half of 1976.

(3) Analysis: Data analysis procedures included: (a) the description of single motivation and incentive endorsement; (b) an examination of the relationship between motivations and incentives, on the one hand, and socio-economic and demographic characteristics of respondents, on the other; (c) a description of negative aspects of enlisting in the Army Reserve; (d) a description of the overlap of Regular Service and Army Reserve market segments and a comparison of individuals showing a propensity toward Regular Army service with those who were strictly Reserve oriented on motivation and incentive endorsement dimensions; (e) a comparison of Reserve enlistees with regular service enlistees and non-enlistees on their endorsement of enlistment motivations; and (f) a description of motivation endorsement by general theme (economic, psychological and social) and for groups who chose the same motivations as being important in their enlistment decisions.

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* This sample represents about one-half of the intended sample size and as a result of using the Reserve recruiter administration procedure, which was proposed by the sponsor, it is recommended that this procedure be abandoned as a viable survey technique.

RESULTS

Definitions: Motivations are defined as the reason or reasons an individual has for an action, namely enlisting in the Army Reserve. Incentives are the attractions offered by the Army Reserve which the individual feels correspond to his motivations. Incentives are of two types: (1) those inherent in Reserve service (natural), e.g., wearing a uniform; and (2) those subject to manipulation by the Reserve (reward), e.g., bonuses.

The Endorsement of Motivation Items: Respondents were asked to select from a list of 25 items the three most important motivations for their enlistment into the Army Reserve. The results of that process showed that the opportunity to "learn new skills," "earn extra money," and "expand my career opportunities," were by far the most often selected items. Over half of all selections were made on these three items. A second group of items, including "serve my country," "become a better individual," "become more mature and self-reliant," "see what military life is really like," "learn to be a responsible person," and "keep in good physical condition" comprised the next group of items. However, these were chosen by fewer than one-half as many respondents as chose items in the first group. The remaining items were chosen by only a small proportion of the respondents. Least chosen items (which is highly associated with items selected as being least important in a separate question) included "try something different," "pressure from my boss," "maintain self-image as a soldier," and "increase knowledge of how the country works." Of these, all but "pressure from my boss" were written in by respondents to augment the list provided on the questionnaire. From list items, interesting items not perceived as important included several which asked about social (friends, peers) motivations for enlistment.

Motivation by Socio-Economic and Demographic Characteristics: The selection of motivations was compared for subgroups on seven individual characteristics, race, age, marital status, number of dependents, employment status, education level, and school grades. The outstanding finding of this analysis was that membership in the various subgroups was generally not indicative of motivation endorsement pattern. The total number of significant differences was barely above what would have occurred by chance and only race and education level exhibited enough differences to merit discussion. On race, Blacks are less likely to select "earn extra money" than Whites and Whites are more likely to select patriotism as a motivator. For education, the higher level groups (some college and high school graduates) are more likely to choose "career opportunities," while non-graduates tend to select motivation items which offer immediate rewards.

Endorsement of Incentives: The endorsement of incentives follows the same pattern as exhibited for motivations, i.e., the training/career/immediate financial reward incentives are the most endorsed. The small group of "benefit" incentives included on our list (PX and commissary privileges, insurance, and retirement benefits) are noticably weak as enlistment incentives, ranking 10, 11 and 9, respectively, out of 12.

Incentives by Socio-Economic and Demographic Characteristics: The pattern for these comparisons parallels that discussed for motivations except that there are fewer significant relationships for incentives. That is, there are no good predictors, among the seven variables examined, of choice of incentive items.

Negative Aspects of Reserve Enlistment: Based on pretest results a
list of ten negative aspects of the Army Reserve was developed and included
in the final questionnaire. The two most often cited negative factors were
the length of enlistment (24.1%) and physical appearance requirements (short hair,
beards, etc.) (23.2%). Those factors causing least concern were physical
safety, trying something different, interfere with education, pressure from
friends/coworkers, and conflict with regular job, each of which was cited by
less than 10% of the respondents. Of particular interest is the absence of
negative pressure from friends/coworkers which may indicate the Reserve is
less negatively perceived than the regular services. Over 30% said they had
no reservations about joining the Reserve.

Patterns of negative item selection were again compared within socio-
economic and demographic groups and, again, few significant differences were
found.

Army Reserve vs. Regular Army Enlistment: The results of responses to
questions about Regular Army enlistment intentions among Reserve enlistees at
points prior to their enlistment indicates a substantial amount of competition
for enlistees exists between the two services. Despite important differences
on such factors as part-time vs. full-time obligations, there were almost 2/3
of the Reserve enlistees who considered Regular Army enlistment also. About 70%
visited a recruiter or recruiters from other Services and of those who responded
on the REM survey 20.1% indicated they would try to shift to the Regular Army
before their current Reserve enlistment ended. Among those who indicated
they would make such a change, the most frequently cited reason for joining
the Reserve over the Regular Army was failure to qualify for the Regular Army
(37%). The second most popular reason was to stay with their families (35%).
Other factors were far less likely to be chosen. Of those planning to stay
in the Reserve, 44.4% cited part-time duty as a major reason to only 9% for
those planning to leave.

Those planning to leave the Reserve show no differences in their selection of motivations and incentives from those who are planning to stay.

The Endorsement of Motivations by Reservists, Regular Service, and Non-Service Samples: A comparison of the present sample of Reserve enlistees with samples of Regular Army enlistees, total Service enlistees, non-enlistees with positive enlistment propensities and non-enlistees with negative enlistment propensities reveals that all groups have similar motivation endorsement patterns. Training and educational motivations are most important for all groups. Economic and psychological factors rank close together and generally occupy the 2nd and 3rd positions for all groups. While differences in item wording and the presence or absence of certain items detract somewhat from the credibility of these findings, the general implication is clear, to wit, most of the previous research on motivations, including this study, measure general and pervasive motivational patterns. However, what is not clear is that these patterns represent the primary impetus to enlistment. It seems probable that other factors which do not appear on the top of motivational lists, interact with these motivations or act alone in promoting or deterring a positive enlistment decision. Thus, while receiving training may be both the most important value and the most important reason for enlisting for some young men, for other young men it may be an important value (therefore, ranked high in the motivation list), but not important enough to overcome deterrents to enlistment, e.g., short hair requirements. It is these interactions which must be sorted out if useful grounded policy is to be developed.

There were also two specific differences in the endorsement of motivations by Reservists and other groups. Reservists were less likely to endorse travel and excitement and they were more likely to endorse patriotic motivations (serve my country, etc.). Apparently Reserve service provides a better opportunity to express patriotic feelings, possibly because it does so on a part-time basis, than does regular service.

Multiple Group Analysis: In an attempt to determine if patterns of motivation endorsement would reveal more identifiable groups on other dimensions two brief analyses were conducted. The first divided motivations into logical themes--economic, psychological, and social, and examined the distribution of their occurance in the sample. Economic factors were the most likely to be chosen, followed by psychological, and then social factors. This indicates that the general economic incentive is likely to have the broadest appeal.

The second analysis was empirical, grouping individuals who selected the same enlistment motivation and then searching for similarities on other dimensions. For those groups where there were enough individuals exhibiting the same motivation pattern (N $\geq$ 15) there were no significant differences on any of the individual characteristics used in previous analyses.

CONCLUSIONS

Some direct practical implications which follow from the results of this study are:

(1) The appeal of vocational training and career motivation suggest the continued emphasis on a wide range of training programs available in the Army Reserve.

(2) Other "natural" appeals of Reserve service, e.g. wearing uniforms and psychological appeals ("becoming a man"), are less frequently cited, but of continuing importance in many enlistment decisions. Therefore, they should not be deemphasized.

(3) The part-time characteristics of Reserve service is a major factor in enlistees choice over Regular Army service and must be used extensively in this competition for enlistees.

(4) Efforts to reduce the negative image of the Army Reserve on dress code and length of commitment by propaganda or policy change could greatly enhance recruitment prospects.

(5) Local appeal (peers, friends, particular units) seems to be a relatively small factor in most enlistment decisions, but further research is needed to isolate this issue.

While not providing a radical departure from current policies these suggestions are based on empirical evidence which did not previously exist and, therefore, have substantially more credibility. In order to expand the scope of such recommendations further research is required, particularly among those who are still making an enlistment decision. The following is a list of some of the basic questions which require answering:

(A) Aside from the relevance of the part-time question, how does the Army Reserve enlistee diff⌢ from the Regular Army enlistee.

(B) Given general similarities in motivation endorsement across different groups, the role of underlying motivations needs to be examined in greater detail since these could be the real determinents in an enlistment decision.

(C) The decision-making process, particularly with regard to Regular Army - Army Reserve alternatives, may play a substantial role in what decision is finally made. The impact of this process on Reserve enlistments requires further thorough investigation.

(D) The relatively small N in the current study prevented detailed analyses of socio-economic and demographic characteristics as predictors of attitudes. While no positive results were identified from this study it is possible that more detailed analyses (with a larger sample) could produce results which would permit a better description of market segments.

(E) Finally, improved methodologies are needed to more effectively measure motivations, to effectively examine the enlistment process, and to reliably link motivations and incentives.

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CHAPTER I. INTRODUCTION

BACKGROUND

Over the past five years the U. S. Army Reserve recruiting effort has been burdened with a number of policy restrictions and events which made recruitment of sufficient personnel an increasingly difficult task. Among these are: (1) a reduction in regular force strength, thus limiting Reserve prior service enlistments; (2) elimination of the draft, which reduced the number of draft avoidance Reserve enlistments; (3) large losses of Vietnam era enlistees who will not reenlist; and (4) the imposition of stricter quality standards. In their various ramifications these factors have combined to create severe recruiting problems for the Army Reserve.

In an attempt to identify some appropriate responses to this problem the U. S. Army Research Institute supported some exploratory research on the question of Reserve enlistment. This study reports the results of an effort to understand the motivation to enlist in the Army Reserve.

OBJECTIVES

The specific research objectives addressed in this study are:

(1) To determine the level of endorsement by recent Army Reserve enlistees of a set of 30 enlistment motivation items. These may include social, economic and psychological factors which led to enlistment in the Reserve;

(2) To identify which enlistment incentives are selected by recent enlistees (and to compare these preferences to those of Regular Army enlistees);

(3) To determine if any economic, social or demographic characteristics of recent enlistees are related to enlistment motivations and incentives mentioned in the first two objectives. That is, is it possible to increase our ability to predict the selection of particular motivation or incentive items by knowing the enlistees social, economic and demographic background?

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(4) To identify any negative factors associated with Army Reserve enlistment.

CHAPTER II. METHODOLOGY

This chapter describes procedures used in developing and analyzing the data for the report, and is divided into three sections: (1) Questionnaire Development; (2) Survey Administration; and (3) Analysis.

QUESTIONNAIRE DEVELOPMENT

Substance

The initial objectives of the study required that the relation of motivation, incentives, demographic characteristics, and decision-making processes be described and discussed. Because of the short period available to develop the research program it was determined that the questionnaire should be based on previously tested questions on enlistment motivation. This meant that the initial questions, including motivation and incentive items, were drawn primarily from previous studies on enlistment into the Armed Forces and supplemented by items which were thought to pertain to the special case of Reserve service. *

Three general types of items were available: (1) motivation/incentive items which are essentially attitude questions; (2) process items which concern the general context in which each individual was making an enlistment decision, the alternatives available to the decision maker, and the steps that were taken in making the decision; and (3) background items which might be used to predict different attitudinal positions.

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* Kriner, Richard, Orend, Richard and Rigg, Leslie. A Further Examination of Enlistment Motivation and the Disposition of Army Applicants, Alexandria, Virginia: Human Resources Research Organization, 1975.

Fisher, Allan, Orend, Richard, and Rigg, Leslie. The Structure of Enlistment Incentives. Alexandria, Virginia: Human Resources Research Organization, 1974.

Cunningham, S.N. An Analysis of Needs, Attitudes and Expectations of the Enlisted Volunteer Soldier. Cambridge, Massachusetts: Cinecon Corp., 1972.

(1) Motivation/incentive items have been structure analyzed in previous research and the factor structures identified in that research were used to identify areas in which items should be included. The factors used in this development were career development, individual development, benefits, personal preference,* and fate control.** Motivation items used represented each of the factors in the previous literature. In addition, motivational factors thought to be exclusively associated with Reserve service were added to the original list. These included such considerations as part-time employment, staying at home while serving, maintaining civilian status, local friendships and community ties.

Incentives were selected in the same way, again relying on the basic structure which had been described in the previous literature and providing new items which were appropriate to the Army Reserve. In the case of both motivating factors and incentives items were restructured to fit the Reserve context. For example, "adequate pay" was redefined as "extra income" and getting away from home was changed to staying home while serving your country.

(2) Enlistment process items included questions about the context of the enlistees decision, e.g., what were civilian and regular military alternatives, and steps he went through in deciding the enlist, e.g., who he talked to, what he read, and what impact these influencers had on his decision.

(3) A number of additional items were included on the final questionnaire. These may be divided into two general groups. The first group includes demographic and socio-economic status variables which are standard parts of a general survey. The second group was directed toward answering questions about specific aspects of Army Reserve service. Included were

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* The first four factors were taken from Kriner, Orend, and Rigg, Ibid.
** The final factor was taken from Fisher, Orend, and Rigg, Op. Cit.

questions about the respondent's attitudes toward his unit, the activities of his unit, other members of his unit, pay, friends in his unit, Reserve duty requirements, etc. These questions were included in an attempt to identify unique elements of Reserve service.

Despite substantial input from previous enlistment literature it was determined that the first draft of the questionnaire could not rely exclusively on research based on Regular Army enlistment. Therefore, the first version of the questionnaire included many open-ended questions as well as the predetermined lists described above. Our particular interest was to determine if our logical analysis of question content had omitted any motivation or incentive variables, either positive or negative.

Pretest

Once the initial form had been developed it was administered to a group of incoming Army Reserve personnel at the Ft. Dix, New Jersey Reception Center. A total of 44 respondents completed the questionnaire. Included in the pretest version was a set of questions about the survey instrument itself. These queried respondents on their understanding of the substantive questions, any questions they wanted to raise about specific items, and on the substance of the questionnaire. On the basis of the results of these questions and responses to the open-ended questions included in the pretest modifications were made to the first version of the questionnaire.

Final Questionnaire Development

The final questionnaire has 90 questions which coded into 252 separate variables. Of particular importance in the development of the questionnaire are the structural considerations described below.

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Structural Considerations: Previous experience with attempts to measure enlistment motivations and incentives and results of our pretest indicated some basic problems with the way in which these variables were measured. Two basic procedures had been used--Likert-type evaluation scales and ranking. The major problem exhibited by the Likert scales was that respondents tended to rate many or most motivations or incentives in the highest or next to highest categories. This severely limited variance and made useful analysis difficult. Rankings are efficient so long as the list of items is relatively short. However, the list finally developed for the present survey contained 25 items and it was felt that this was too many to manage in the anticipated administrat on te .

For the above reasons a modified approach was designed. Because previous research has shown that in any ranking of a long list of items it is the extreme high and low values which are the best predictors, it was determined that only these values would be sought.* Thus, our final questionnaire listed 25 motivation factors and 12 incentives, but asked the respondent to specify only the three most and three least important in each case.

The remainder of the questionnaire was constructed using conventional question and answer formats. The pretest provided information about how certain items could be clarified or changed to be more relevant, but there were no major modifications required. The final version of the questionnaire is presented as Appendix A.

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* Rokeach, Milton, The Nature of Human Values. New York: The Free Press, 1973.

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The original survey plan for this study was to administer the questionnaire to all NPS male enlistees who entered the Army Reserve from July through September 1976. It was anticipated that this procedure would elicit about 1200 respondents. The plan called for survey administration by Reserve recruiters who would give the questionnaire to new enlistees at about the same time their enlistment was formalized. The proposed sample had three advantages: (1) the sample would be fairly representative of all NPS enlistees; (2) descriptive objectives could be reliably accomplished with a sample of the proposed size; and (3) the burden on each recruiter would be small. However, this plan did not produce the expected outcome and alternative procedures were followed to obtain part of the data.

In this section the sample actually obtained will be described, then procedures for data collection will be examined, and finally, data limitations will be discussed.

The Sample

The final sample used for analyses in the study included 455 non-prior service male enlistees. This sample includes individuals who entered the Reserve from July 1976 until January 1977 and who came from virtually all parts of the United States. The total population of NPS male enlistees during this period was approximately 3000 individuals. Thus, the survey interviews one in every 6 to 7 enlistees during this period.

The use of two different administration procedures also produced two distinctive subsamples which were combined for the final analysis. These subgroups consisted of 281 subjects who were tested by local Reserve recruiters

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at the time they enlisted and 1/4 who were tested by ARMRO personnel as they
were beginning basic training. The distribution of several key variables was
examined to determine the comparability of the two subsamples. The variables
examined included the selection of motivation factors, the selection of the most
important incentive, self-instituted or other-instituted Reserve enlistment,
the most important influencer, response to Army recruiting literature, first
recruiter visited, time in making enlistment decision, Regular Army intentions,
current drill schedule, career intention, disposition of Reserve paycheck, time
out of school, education level, grades, Reserve school requests, and employment
status. While there were several significant differences on single category
responses, none of the item distributions showed extensive differences for the
two groups. In fact, most of the distribution were remarkably similar. On the
basis of these comparisons and because of analyses requirements that demanded
larger, rather than smaller, samples, the groups were conbined and tested as a
single sample in all subsequent analyses.

Administrative Procedures

As mentioned above the questionnaire was administered using two dif-
ferent procedures. The initial approach to administration was to enlist
the assistance of Reserve recruiters who generally had the initial contact
with NPS enlistees.[*] The intention of this procedure was to produce a
sample of respondents who were as close as possible to their enlistment decision.
Arrangements for implementing this procedure were made through Army Reserve
officials and official letters were sent to all Reserve area recruiting
offices requiring their assistance in distributing the questionnaires to
the area recruiters for administration. Each recruiter was required to

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* This procedure was suggested by Army officials familiar with the workings
  of the Reserve enlistment process.

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administer about two or three questionnaires during the initial three-month survey period (July through September, 1976). Of 1500 questionnaires sent out under the initial mailing about 90 valid returns were received. Another 40 to 50 invalid responses (female respondents, incomplete questionnaires, and prior service respondents) were received also.

The poor response rate prompted a second mailing which produced an additional 191 valid responses and 60 to 70 invalid forms. The period covered in this mailing was November and December, 1976.

The general failure of this procedure to produce acceptable return rates prompted the initiation of a second process using Basic Training Reception Centers as data collection points. The sites included Ft. Dix, New Jersey; Ft. Jackson, South Carolina; and Ft. Leonard Wood, Missouri because they hosted the largest number of Reserve trainees.* HumRRO personnel administered questionnaires to groups of Reservists as they were processing into their basic training units. This procedure netted 174 valid questionnaires in a three-week period during February 1977. Most of these respondents were 1976 enlistees.

This detailed discussion of administration procedures has been provided because it purveys useful information about methods necessary to collect data from Reserve personnel. The initial technique failed to produce adequate results despite detailed instructions and higher command emphasis. This could have been the result of communication breakdowns, the absence of local command emphasis, a lack of communication between area officers and local recruiters, the absence of direct contact between HumRRO researchers and test administrators, or the fact that local personnel (area officers and local recruiters) could see no vested interest as being served by complying with the requirements.

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* ARI personnel at Ft. Knox, Kentucky also administered several questionnaires and their assistance is greatly appreciated.

Whether one or all of these factors were in operation is probably not significant. What is important is that an indirect administration, such as this one, which uses local personnel as test administrators, would seem to be a poor choice for future test administrations. In general, the local administrator does not care about the results of the research, usually does not see their relevance to him, and almost always is not rewarded for compliance with requirements that are outside his normal duties.

The second procedure, using direct contact between researchers and respondents, produced a higher return rate, although it was originally rejected because the respondents might have been biased by the time spent with their units during the months preceding their departure for basic training--and because the information being sought may have been too old to be reliable.* The direct contact technique requires less coordination and less effort on the part of Reserve personnel. It also ensures a more uniform administration procedure. This mixture of advantages and disadvantages renders this method useful in certain situations and under certain conditions, but less useful in others. In the present study it provided convenience, but may have been lacking in other areas.

Limitations of the Data

The methods used to collect data and the format in which the data were collected dictate certain limitations in the use of the results. These restrictions have been alluded to in the foregoing discussion and will be reiterated here to ensure that the reader is clear about the intentions and limitations of the results of the study.

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* The similarities between the two subsamples reduce but do not eliminate these problems.

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Because this report represents one of the first attempts to provide analysis of Reserve enlistment decisions it may be considered an exploratory study. The objectives concerned identifying prominent patterns of motivation and enlistment process, and exploring the relationship of these factors to each other and to external predictors, such as demographic variables. In general, the data collected for this study are adequate for that purpose, although the amount of second or third order analysis is limited by insufficient cell sizes, thus only a limited amount of variable control could be exercised.

Outside the framework of the original study objectives is the question of the applicability of these results to all youth who might be considering enlistment into the Army Reserve. The results described here apply to youth who have already entered the Reserve. Whether motivation and decision processes of those who make a negative decision are the same cannot be answered with these data. It may be noted, however, that some studies of regular service enlistment have shown that the differences between positively and negatively enlistment oriented youth display similar motivation patterns and differ only in the extent to which they believe the military can satisfv their goals.

DATA ANALYSIS

The strategy used in analyzing these data was first, to define and
describe basic variables (motivations, incentives, and decision processes);
second, to develop single item and multiple item measures of the importance
of the variables; and third, to examine the relationship of the single and
multiple item variables with a set of predictor variables which could be
used to group respondents into identifiable and useful market segments. In
this section the methods used to execute this strategy are enumerated and
individual analytic steps are described.

Variable Development

The two types of variables upon which this study focuses are motivations/
incentives (attitude variables) and the steps by which individuals made an
enlistment decision (process variables). The attitude variables are develop-
ed in three ways. First, each variable is examined independently in terms
of the proportion of respondents who selected it as most important, second
most important, third most important, or as one of the three least important
motivations in their enlistment decision. This is done separately for the
motivation and incentive items. This development is accomplished using the
individual item rankings in each position, number of firsts, number of
seconds, etc. and by giving each item a weighted score based on the combined
number of firsts, seconds and thirds. This procedure accounted for the
difference in rank and provided a weighted mean score for each item on the
motivation list and on the incentive list. The range of values is from
0 (no one selected that item) to 3 (all respondents selected the same item as
most important).

The second way of treating attitude variables was to group them into three theme areas, social, economic, and psychological, and then examine the relative frequency of selection of themes. This was done for motivations only. For purposes of the analyses performed here themes were assigned to individuals' choices and theme patterns were developed for each respondent, e.g., social-psychological-social or economic-economic-psychological. Analyses were performed using the ten possible theme patterns.

The third treatment of attitude variables was to group individuals according to their selection of motivational items, rather than to group items. This was accomplished by combining into motivational groups all respondents who selected the same three items (triplets) regardless of order and all individuals who selected the same first two items (doublets), again regardless of order. The ordering function was eliminated because the number of groups possible was too large for the size of the sample. The similarity of individuals in the triplet and doublet groups on other variables was then examined.

Analysis Steps

Once all variables were defined analysis proceeded as described below:

(1) Individual motivation and incentive variables were described in terms of the frequency of their selection and their relative importance;

(2) Socio-economic and demographic variables were used to try to discriminate on the selection of motivation and incentive choices;

(3) Variables associated with negative evaluations of Reserve service were enumerated and compared to the socio-economic and demographic predictor variables;

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(4) An examination of the choice between Reserve service and full-time service was conducted to determine if this factor exhibits any relationships to motivational or incentive selections and to examine the extent to which these markets may overlap.

(5) A comparison of the REM survey respondents with previous respondents to similar surveys (for Regular Army and general youth samples) on motivation and incentives was conducted.

Steps 1-5 complete the single item analysis of motivation and incentives. In those steps the importance of each motivation and incentive was thoroughly described and relevant potential predictor variables were examined. In addition, several spec... analyses were described using the single item format. The following steps describe multiple item analyses.

(6) A description of doublet and triplet item groups is provided and these groups are examined in terms of their socio-economic and demographic characteristics.

(7) Theme groups are developed and their distribution is described.

Statistical Analyses

Three factors influenced decisions about the kind of statistics to apply in the data analyses. There were: (1) the small sample size; (2) an extensive amount of nominal data; (3) the particular procedure for measuring motivation and incentive variables. All three factors militate against the use of multivariate statistical techniques. In addition, the systematic step-by-step approach to data analysis does not require elaborate statistical models for verification. Thus, the statistical techniques are limited to two--the use of t-tests to compare differences in weighted means across the groups and the use of X^2 distribution to test for significant differences in cross-tabulation presentation of results. Since these techniques are widely known and understood and since both are used throughout the report their application will not be described in detail here.

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In order to understand the enlistment decision and, ultimately, to take action which will positively influence future decisions, the nature of the relationship between motivations, incentives and the enlistment decision process must be understood. The REM survey undertook to examine motivation, incentives, and enlistment decision-making in an effort to illuminate some of the elements of Army Reserve enlistment. This Chapter describes some of the characteristics of the motivation and incentive responses of recent Reserve enlistees who responded to the REM survey.

Motivation, as used here, is defined as the reason or reasons an individual has for an action, such as entering the Army Reserve. These reasons are based on the strength or weight of underlying psychological, social or physical desires and the expectations that they will be fulfilled. There are both positive (fulfilling) and negative (avoidance) motivations. An example of the former might be the desire to earn more money. Avoiding situations where freedom of choice is restricted is an example of the latter type. Incentives, on the other hand, are the attractions offered by the Army Reserve which individuals feel correspond to their motivations. These incentives are of two types—those inherent or natural to serving in the Reserve and those which are subject to manipulation by Reserve officials. The latter type may be called rewards. Inherent incentives include the opportunity to wear a uniform or to serve one's country. Reward incentives include bonuses, choices in training, or changes in hairstyle regulations. Thus, reward incentives may appeal to both positive and negative motivations.

As a guide to following the progression of the analyses, the following outline is provided. The analysis is divided into two parts: (1) concerning the selection of individual motivations and incentives; and (2) describing the

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selection of multiple motivations, either in terms of themes or in terms
of groups of individuals with similar selection patterns. The former analy-
sis includes a description of the frequency of selection of motivation items,
their relative importance in the current sample, and differences in selection
patterns among a number of socio-economic and demographic groups. The same
analysis pattern is repeated for incentives and for negative aspects of Reserve
enlistment. The selection of motivations and incentives is then examined
from the perspective of expressed differences in propensity to enlist in the
Regular Army or some other Regular Service. These analyses include an investi-
gation of differences in enlistment motivation and incentive selection among
groups composed of those desiring to enlist in the Regular Army before their
current Reserve enlistment expires, those who considered Regular Army service
alternatives before choosing the Army Reserve, and those who were seeking
civilian employment at the same time they were considering Reserve enlistment.
These analyses are included because of the potential for competition over
enlistees which exists between the Regular Army and the Reserve. This competi-
tion is demonstrated by the substantial numbers of Reserve enlistees who had
considered or were planning enlistment in another Service. The final compari-
sons made in this part are between the current sample of Reservists and samples
of Regular Service enlistees and general youth. The comparisons are made to
identify similarities in the general motivation and incentive selection patterns
of these groups.

The second segment of the analysis of motivation factors is a multiple
group analysis which proceeds on two basic paths. First, individuals with the
same motivation response sets are examined. This analysis includes individuals
who responded the same on all three important choices (triplets) and those who
held the first two choices in common. The second path involves dividing

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motivation factors into substantive themes, ultimately to the three basic themes of social, economic, and psychological factors. The distribution of motivation selection based on these themes is then described and discussed as the final element in our examination of motivation and incentives.

SINGLE FACTOR ANALYSIS

Motivations

The selection of important motivation items by REM survey respondents
is detailed in Table 3.1. The data are presented in three ways. First, each
item is listed with the number and percentage of respondents who selected it
as most important, second most important and third most important in their
decision to enlist. Second, those three column values are weighted,* summed,
and divided by the total responding to the most important motivation to pro-
vide a weighted mean for each item.** The possible range of these means is
from 0 to 3. Third, weighted means are ranked from most important (1) to least
important (30).

The Importance of Motivation Items. The motivation items may be divided
into three main groups according to their relative importance in the enlist-
ment process. The first group includes the first three items on the list--
learn new skills (ranked 1), expand career opportunities (ranked 2), and earn
extra money (ranked 3) whose weighted means range from .941 to 1.000. These
items are by far the most likely to be selected and they constitute a job/
income dimension which appears to be very important in the decision to enlist
in the Reserve.

The second group consists of five items which are somewhat more diverse.
They are: serve my country (ranked 4), become a better individual (5), become
more mature and self-reliant (6), see what military life is really like (7),
and learn to be a responsible person (8). These items have weighted means

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* Weights assigned are 3 for the most important motivation factor, 2 for the
  second most important, and 1 for the third most important.

** The ranking of items using weighted means is similar, but not identical
   to the ranking of first selections. In further analysis, therefore, the
   weighted mean will be used because it is more representative of total
   importance under a selection condition which does not provide an interval
   measure of the motivations. The rankings will be used as a convenient
   way to refer to the strength of each item.

TABLE 3.1

IMPORTANCE OF ENLISTMENT MOTIVATION FACTORS

	Number Selecting As Most Important	Number Selecting As Second Most Important	Number Selecting As Third Most Important	Weighted Mean of Three Selection*	Ranking of Factor
Expand my career opportunities	100 (22.7%)	49 (11.3%)	16 (3.7%)	.941	3
Learn new skills	103 (23.4%)	94 (21.7%)	37 (8.7%)	1.000	1
Earn extra money	67 (15.2%)	89 (20.5%)	53 (12.5%)	.982	2
Serve my country	39 (8.9%)	26 (5.9%)	43 (10.2%)	.482	4
Become a better individual	18 (4.0%)	28 (6.5%)	30 (7.1%)	.318	5
Become more mature and self-reliant	16 (3.6%)	24 (5.5%)	19 (4.5%)	.261	6
Join the unit I wanted	1 (0.0%)	2 (.4%)	8 (1.9%)	.052	18.5
Do something worthwhile with my spare time	5 (1.1%)	9 (2.0%)	14 (3.3%)	.107	13
Make new friends	3 (.6%)	15 (3.4%)	21 (5.0%)	.136	11
Keep in good physical condition	3 (.6%)	16 (3.7%)	35 (8.3%)	.173	9
Go to summer camp for two weeks every year	0 (0.0%)	2 (.4%)	2 (.5%)	.014	25
Shoot guns and other weapons	1 (0.0%)	6 (1.4%)	8 (1.9)	.052	18.5
Help defend our country against enemies	10 (2.2%)	3 (.7%)	4 (.9%)	.091	14
Fill a need in the defense of one's family and nation	6 (1.4%)	4 (.9%)	6 (1.4%)	.073	17
Make useful business contacts	0 (0.0%)	1 (0.0%)	1 (0.0%)	.007	27
Qualify for retirement benefits	5 (1.1%)	5 (1.1%)	10 (2.4%)	.080	16
Join old friends	1 (0.0%)	1 (0.0%)	4 (.9%)	.020	22
Pressure from my boss	0 (0.0%)	1 (0.0%)	0 (0.0%)	.005	29
Pressure from friends or coworkers	2 (.4%)	0 (0.0%)	1 (0.)%)	.016	24
See what military life is really like	17 (3.9%)	12 (2.8%)	35 (8.3%)	.250	7
Get away from civilian life for a short time	5 (1.1%)	7 (1.6%)	9 (2.1%)	.086	15
Help get security for one's family	11 (2.5%)	10 (2.3%)	16 (3.7%)	.157	10
Obtain a regular job	4 (.9%)	15 (3.4%)	17 (4.0%)	.134	12
Learn to be a responsible person	13 (3.0%)	13 (3.0%)	31 (7.3%)	.218	8
Travel	3 (.6%)	1 (0.0%)	2 (.5)	.030	20
Maintain self-image as a soldier	1 (0.0%)	0 (0.0%)	0 (0.0%)	.007	27
Increase knowledge of how the country works	1 (0.0%)	0 (0.0%)	0 (0.0%)	.007	27
Try something different	0 (0.0%)	0 (0.0%)	0 (0.0%)	.000	30
Enlist in military during peace-time, before war breaks out	2 (.4%)	1 (0.0%)	0 (0.0%)	.018	23
Gain entrance to the Regular Army	3 (.6%)	1 (0.0%)	1 (0.0%)	.025	21
	440	434	423		

*Number selecting as most important times 3, plus number selecting as second most important times 2, plus number selecting as the third most important; divided by Total N responding for the Most Important Column.

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ranging from .218 to .482. The 5th, 6th, and 8th ranked items form a psycho-logical dimension directed toward self improvement. Patriotism is important for a substantial group also. The Army Reserve provides the young male with an opportunity to show his patriotism and stay home with his family at the same time.

One of the most interesting item selections is the exploratory variable "see what military life is really like." The selection of this item suggests that the individual is considering a Regular Army alternative and that he wants to use the Reserve as a "come in and look around" vehicle before making a full-time enlistment decision. Almost 4% of the enlistees select this as the most important factor. Individuals with this perspective will be discussed in greater detail later in this Chapter.

At the opposite end of the selection spectrum are the items which did not receive substantial endorsement as enlistment motivations. These were measured in two ways: (1) in terms of their failure to appear as positive motivators; and (2) in the selection of items, from the same list, that respondents indicat-ed were definitely not important in their enlistment decisions. Since the two procedures produced similar results only the former will be described here. Referring again to Table 3.1, it can be observed that the items receiving lowest endorsement as enlistment motivations are "try something different," "pressure from my boss," "maintain my self image as a soldier," "increase knowledge of how the country works," and "make useful business contacts." While these are the least endorsed motivations they are also of little substantive interest. Of somewhat greater interest is the relatively low ranking given to military type items, such as "shoot guns and other weapons" (ranked 18.5) and "go to summer camp every summer" (ranked 25), and peer influences, such as "join old friends" (ranked 22), "pressure from friends and coworkers" (ranked 24), and "join the unit I wanted" (ranked 18.5). The former items could be conceived

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as part of a motivation to be "military" while staying home dimension. The latter items are part of a peer pressure dimension. These potential influencing dimensions do not appear to be relevant for respondents to the REM survey.

Motivation and Socio-Economic and Demographic Dimension. The effort to identify useful predictors of an individual's motivation choices is first concentrated upon socio-economic and demographic predictors. This analysis is conducted by comparing the weighted mean for each positive motivation factor across different categories of each descriptive dimension. These dimensions include purely individual characteristics (age and race), social characteristics (marital status and number of dependents), economic status (employment status) and quality (education level and grades in school).*

The results of these analyses show surprisingly few differences in the selection of motivation factors based on membership in any of the socio-economic or demographic categories. This is, the number of significant differences (p ≤ .01) does not exceed that expected by chance on two of the dimensions (employment status and grades) and barely exceeds it on three others (age, race, and number of dependents).** Thus, the results of these analyses do not increase our ability to predict the selection of motivation items. However, two characteristics, race and education level, provide somewhat better than chance prediction results. These results are presented in Tables 3.2 and 3.3 and are described below.

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* To test category differences, t-tests for differences in means were applied to each paired comparison. An alpha level of .01 was used as the criterion for judging significance in order to minimize the effect of summed probabilities in a large number of comparisons.

** Our approach was conservative and the chance for Type II error is therefore higher than might be obtained by using more powerful multivariate tests. However, an inspection of the data presented in the tables that follow will reveal that the magnitude of any differences, whether statistically significant or not, is almost universally quite small.

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Race: There are three motivation items on which racial groups differ significantly (Table 3.2). Blacks are significantly less likely to favor earning extra money as a motivation to enlist than are Whites. Whites, on the other hand, are more likely to see filling a need in the defense of one's family and nation as a motivation, although that item is not among the most important for either group. The final differences is between Blacks (higher) and Others (low) on the item "get away from civilian life for a short time." Again, both are so low that the difference does not place the item in the highest ten for Blacks. Interestingly, there are no significant differences between Blacks and Whites on the career and skill items.

Education Level: Two measures of the "quality" of respondents were included in the analysis. The first was education level, considered here, and the second was the self-reported grades received by respondents. Because previous research had shown that these were useful categories, education level was collapsed into three groups--less than high school diploma, high school graduate and some college.

The major difference between these education groups occurs in their choice of career opportunities as an important enlistment motivator. Both high school graduates and some college respondents are significantly more likely to select career opportunities than are nongraduates (Table 3.3). Nongraduates appear less inclined to think in terms of careers than in terms of more immediate items like learning new skills and extra money. It may be argued, also, that other items upon which nongraduates and higher education groups differ, i.e., "make new friends" (p = .006), "become a better individual" (N.S.),* "qualify for retirement benefits" (N.S.),* and "obtain a regular job" (N.S.),* reflect the same trend toward immediate rather than long range objectives.

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* While not significantly different the trend in these responses is conceptually similar and the authors feel that it is a plausible outcome. The reader, of course, must make his/her own interpretation of the results.

Table 3.2. **Education by Weighted Mean Rating of Motivations**

	No High School Diploma	High School Graduate	Some College
Expand my career opportunities	$.749^{A,B}$	1.078^{A}	1.153^{B}
Learn new skills	1.313	1.210	.972
Earn extra money	.903	1.060	1.097
Serve my country	.446	.515	.486
Become a better individual	.410	.263	.208
Become more mature and self-reliant	.272	.240	.278
Join the unit I wanted	.046	.030	.014
Do something worthwhile w/spare time	$.108_{C}$	$.084_{D}$	$.125^{C,D}$
Make new friends	$.164^{C}$	$.150^{D}$	$.042^{C,D}$
Keep in good physical condition	.144	.192	.222
Go to summer camp	.010	.006	.042
Shoot guns and other weapons	.077	.036	.028
Defend country against enemies	.108	.048	.069
Defend family and nation	.067	.048	.153
Make useful business contacts	.010	.006	.000
Qualify for retirement benefits	.046	.102	.125
Join old friends	.021	.012	.042
Pressure from my boss	.010	.000	.000
Pressure from friends or coworkers	.036	.000	.000
See what military life really like	.210	.293	.208
Get away from civilian life..short time	.087	.078	.111
Get security for family	.154	.114	.278
Obtain a regular job	$.154_{E}$	.144	$.069_{E}$
Learn to be a responsible person	$.256^{E}$	.222	$.069^{E}$
Travel	.062	.006	.000
Maintain self-image as a soldier	.015	.000	.000
Learn how country works	.015	.000	.000
Try something different	.000	.000	.000
Enlist during peacetime	.026	.000	.042
Gain entrance to Regular Army	.000	.042	.042

(A) $t(360) = -2.481$, $p = .0136$

(B) $t(265) = -2.431$, $p = .0157$

(C) $t(265) = 2.768$, $p = .0062$

(D) $t(237) = 2.469$, $p = .0143$

(E) $t(26\check{}) = 2.818$, $p = .0054$

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Table 3.3. Race by Weighted Mean Rating of Motivation Items

	Black	White	Other
Expand career opportunities	1.053	.942	.708
Learn new skills	1.212	1.263	1.031
Earn extra money	.707^A	1.025^A	.969
Serve my country	.394	.502	.585
Become a better individual	.371	.276	.369
Become mature and self-reliant	.258	.292	.154
Join the unit I wanted	.045	.037	.000
Do something worthwhile w/spare time	.083	.115	.123
Make new friends	.189	.099	.185
Keep in good physical condition	.167	.177	.169
Go to summer camp	.008	.016	.015
Shoot guns and other weapons	.068	.049	.031
Defend country against enemies	.068$_B$	.053$_B$	.277
Defend one's family and nation	.015	.111	.046
Make useful business contacts	.000	.012	.000
Qualify for retirement benefits	.061	.070	.154
Join old firends	.023	.012	.046
Pressure from my boss	.000	.008	.000
Pressure from friends or coworkers	.030	.012	.000
See what military life really like	.265	.239	.262
Get away from civilian life...short time	.114^C	.075	.000^C
Get security for one's family	.197	.132	.169
Obtain a regular job	.129	.230	.185
Learn to be a responsible person	.270	.189	.323
Travel	.000	.029	.092
Maintain self-image as a soldier	.023	.000	.000
Learn how country works	.023	.000	.000
Try something different	.000	.000	.000
Enlist in military during peacetime	.023	.021	.000
Gain entrance to Regular Army	.000	.037	.015

(A) $t(373) = -2.534$, p = .0117

(B) $t(373) = -2.738$, p = .0067

(C) $t(195) = 2.689$, p = .0081

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If this hypothesis were verified in other research it would have broad implications for the type of appeal made to obtain a greater number of enlistees in general and, specifically, approaches which might be more appropriate for higher quality (more education) enlistees.*

Incentives

In the definitions presented at the beginning of this Chapter, it was posited that incentives are the attractions provided by the Army Reserve which correspond to various motivations held by individuals. The REM survey included a group of 12 incentives available as either natural (e.g., stay at home while serving your country), or reward (e.g., qualify for retirement benefits) enlistment inducements. In this section the importance of each of these incentives for Army Reserve enlistees is described.** Those incentives (natural and reward) which are part of the current inducement system are examined.

Importance of Incentives. Since incentives may be functionally associated with motivation factors, several of the factors in this list have direct correspondence with items on the motivation list. Thus, the presence and relative importance of earning spare-time money, learning a skill, and expanding career opportunities is not surprising (Table 3.4). In fact, the first six most cited incentives on this list closely reflect motivation ratings discussed previously in both content and importance. The reward incentives currently available to Reservists, however, apparently play a very small role in enticing them into the Army Reserve. Retirement benefits, limited PX privileges, and insurance benefits are ranked 9, 10 and 11, respectively. Meeting new friends was last.

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* It should be noted, however, that despite the cited differences, all education groups rank the same three items as much more important than all others, namely, new skills, extra money and career opportunities.

** New potential incentives, such as educational benefits and bonuses were not included because only enlistees were surveyed.

Table 3.4

Importance of Enlistment Incentives

	Number Selecting As Most Important	Number Selecting As Second Most Important	Number Selected As Third Most Important	Weighted Mean of Three Selections*	Ranking of Factor
Earn money in your spare time	113 (25.2%)	82 (19.0%)	57 (15.9%)	1.253	2
Learn a new skill	171 (38.2%)	100 (23.2%)	30 (8.4%)	1.662	1
Become part of a strong military to defend your country	37 (8.3%)	27 (6.3%)	22 (6.1%)	.418	5
Stay at home while serving your country	21 (4.6%)	52 (12.1%)	30 (8.4%)	.441	4
Expand your career opportunities	53 (11.8%)	61 (14.2%)	61 (17.0%)	.765	3
Become more mature and self-reliant	23 (5.1%)	39 (9.0%)	39 (10.9%)	.416	6
Meet new friends in your community	2 (0.4%)	10 (2.3%)	14 (3.9%)	.089	12
Qualify for retirement benefits	9 (2.0%)	8 (1.9%)	15 (4.2%)	.130	9
Get rewarded for good job performance	6 (1.3%)	21 (4.9%)	26 (7.3%)	.192	7
PX and commissary privileges	1 (0.2%)	15 (3.5%)	22 (6.1%)	.123	10
Serviceman's Group Life Insurance Program	1 (0.2%)	10 (2.3%)	19 (5.3%)	.094	11
Wear a uniform	10 (2.2%)	5 (1.2%)	23 (6.4%)	.141	8
	447	430	358		

*Number selecting as most important times 3, plus number selecting as second most important times 2, plus number selecting as third most important; divided by Total N responding in Most Important Column.

The distribution of weighted means was somewhat diff rent. "Learn a new skill" was cited by almost 3/4 of all respondents and "earn money in your spare time" was a close second. Then came a substantial drop to "career opportunities" before the grouping of patriotism and self-improvement were added. All others were cited by only small fractions of the total sample.

Incentives and Socio-Economic and Demographic Dimensions. As with the motivations, the selection of incentives was examined in terms of the importance which various categories of individuals attributed to them. In general, the results of these analyses were much the same as before. There were few statistically significant differences between categories on any of the socioeconomic or demographic variables. There were no differences between education groups or dependent status groups. Only one significant difference was identified on employment status, marital status and grades.

Of those differences which were significant all pertained to incentives which were ranked fourth or lower in relative importance and only one applied to a reward incentive, i.e., an incentive which could be directly manipulated by the Army Reserve. In this case respondents who reported receiving B/C grades were more likely to be concerned about retirement benefits than those who got C's and lower. Since retirement benefits ranked 9th in importance on the incentive list it would seem unlikely that this information could be manipulated to produce substantial changes in enlistment.

Negative Factors in Reserve Enlistment

Motivations can be both positive and negative, things which draw an individual toward enlistment and things which repel him from enlistment. The previous description has focused on the positive aspects of Reserve service. The discussion now turns to negative items. On a list of ten

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negative items, which were developed during the pretesting of the REM survey, respondents were asked to indicate which aspects of Reserve service they had doubts or reservations about before enlisting (Appendix A, Question 4). The distribution of responses is presented in Table 3.5.

The two reservations most likely to be cited were the length of enlistment and physical appearance requirements. The items causing fewest reservations were physical safety, trying something different, interfere with education, pressure from friends/coworkers, and conflict with regular job, each being cited by less than 10% of the respondents. Important on this list are two of the basic factors for the popularity of Reserve service over Regular Army service, lack of conflict with educational and regular employment goals. Aside from these problem areas, however, there is a surprising 32.7% of the respondents who said they had no reservations or doubts about joining the Army Reserve.

Categories on socio-economic and demographic dimensions are again examined to determine if differences in the identification of doubts exist. The pattern of results for all of these characteristics is similar to that exhibited in motivation factors and incentives, i.e., there are few significant differences between categories. Those differences which do occur parallel previous outcomes closely. Older respondents (those more likely to have dependents), married respondents, and respondents with dependents, are all more likely to express concern over the possible interferences of Army Reserve requirements with family life. These groups expressed a similar concern about family responsibilities in both the motivation and incentive analyses.

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Table 3.5

The Distribution of Doubts and Reservations
about Joining the Reserve (Total Sample)

	Number Selecting Reservation	% of Total Respondents Expressing Each Reservation	Ranking
Ability to meet Army Qualifications	77	17.0%*	3
Pressure from friends/coworkers	38	8.4	7
Physical appearance requirements (haircut, moustache, beard, etc.)	105	23.2	2
Interfere with social life	60	13.3	5
Length of enlistment	109	24.1	1
Conflict with regular job	40	8.8	6
Interfere with family life	62	13.7	4
Physical safety	25	5.5	10
Trying something different	34	7.5	9
Interfere with education	35	7.8	8
Had no doubts/reservations	148	32.7	

* Percentage is of total number of
respondents. Each respondent selected
as many items as he thought necessary
to express his doubts or reservations;
therefore percentages do not add to 100.

Army Reserve vs. Regular Army Enlistment

The question of Army Reserve vs. Regular Army enlistment is an important aspect of this study because of the possibility of competition for enlistees between the two Army elements. Several questions were included in the REM survey in an attempt to gain some insight into the amount of competition and differences between those oriented toward the Reserve and the Regular Army. The basic item which identifies those oriented toward the Regular Army asked all respondents if they would attempt to gain entry into the Regular Army during their Reserve enlistment period. Of 403 respondents who answered this question, 81 (20.1%) said they intended to try to switch to the Regular Army before the end of their Reserve enlistment. On other items, involving the enlistment process, the proportion of respondents showing some interest in the Regular Army was much higher. For example, more respondents saw only a Regular Army recruiter (30.9%) than saw only a Reserve recruiter (28.9%) (Table 3.6). Recruiter consultation activity is reflected in the fact that almost two-thirds (65.9%) of the respondents "considered" enlisting in the Regular Army. Because it was not possible to isolate the reasons for this activity, such as the unavailability of a Reserve recruiter. It was determined that the analyses would focus on those whose interest was expressed in terms of an attempt to transfer to the Regular Army during their Army Reserve enlistment. The analysis will be divided into two parts. In the first part differences between those who will attempt to enlist in the Regular Army and those who will not, are described in terms of reasons for choosing the Army Reserve, doubts and reservations about the Army Reserve, and socio-economic and demographic characteristics. The second part of the analysis describes the selection of motivations and incentives by each of the groups.

Table 3.6.   Recruiter Consultation Prior to
Enlistment Among Reserve Enlistees

	Percentage (Number)
Saw Regular Army Recruiter Only	30.9% (138)
Saw Army plus Other Recruiters	28.4 (126)
Saw Only Recruiters from Other Services	11.7% (53)
Saw Only an Army Reserve Recruiter	28.9 (129)
	99.9% (455)

Reasons for Choosing the Army Reserve. Table 3.7 shows differences between those who will try to join the Regular Army and those who will not on reasons for choosing the Army Reserve instead of the Regular Army (essentially, if they are going to enlist in the Regular Army, why did they enter the Army Reserve first?). There are four differences which are statistically significant ($p \leq .01$) and several others which approach significance. Probably the most important is that 37.5% of those who will try to enlist in the Regular Army said they could not get into the Regular Army on their initial attempt. Only 6.8% of those who will remain in the Army Reserve gave the same response. While it is not self-evident why these individuals could not enlist in the Regular Army, it appears that a healthy proportion of the respondents are deficient in some areas required for Regular Army enlistment, but still acceptable for Reserve enlistment. An interesting complement to this finding is that there is no difference between the two groups on the question of trying out military life for a short period. About 27.5% from each group cited that reason.

Table 3.7: Reasons for Choosing Army Reserve Instead of Regular Army Broken Down by Regular Army Entry Intention

	Will try to gain entry in RA during AR Enlistment	Will not try to gain entry in RA during AR Enlistment	
Had friends in my Reserve unit	10 (12.5)	78 (24.2)	
Could not get into Regular Army	30 (37.5)	22 (6.8)	(A)
Allows me to continue my education	14 (17.5)	109 (33.9)	(B)
Could not get the job or training I wanted in the Regular Army	6 (7.5)	25 (7.8)	
Stay with my family	28 (35.0)	152 (47.2)	
Allows me to earn money in my spare time	24 (30.0)	186 (57.8)	(C)
Less discipline than the Regular Army	2 (2.5)	34 (10.6)	
Could try out regular military life for only six months	22 (27.5)	89 (27.6)	
Reserve activities only part-time	9 (5.6)	143 (44.4)	(D)
Too many problems at home to go on full-time duty	12 (15.0)	45 (14.0)	
Family pressure	5 (6.3)	21 (6.5)	
Pressure from friends/coworkers	1 (1.3)	9 (2.8)	

(A) $x^2_2(1) = 53.51$, p = .00005
(B) $x^2_2(1) = 8.07$, p = .0045
(C) $x^2_2(1) = 19.80$, p = .00005
(D) $x^2(1) = 29.97$, p = .00005

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An expected difference between the groups is that those planning to stay are far more likely to mention the part-time aspect of Reserve service (44.4% to 5.6%). This propensity is reflected in the results of questions about family ties (listed by 47.2% of those staying and 35% of those planning to leave, $p = .05$) and continuing education (33.9% to 17.5%, $p = .0045$). In addition, those planning to leave are far less concerned about the part-time money they might earn (30% to 57.8% for those staying). Those intending to leave seem to be interested in the Reserve as a vehicle to a different end, while those staying focus on the rewards and advantages of the Reserve system.

In somewhat of a surprise finding there are no differences between those wanting to leave the Reserve and those wanting to stay across the ten doubts/ reservation items. That is, these two groups are likely to cite the same doubts and reservations about Reserve enlistment. Of particular interest in this regard is that those intending to leave, 37.5% of whom said they could not qualify for the Regular Army, were not significantly more likely to express concern over not being able to meet Reserve qualifications. Nor were they any less likely to answer that they had no reservations about Reserve enlistment.

The absence of distinction is carried over into demographic and socioeconomic characteristics as well. The only significant differences occur on Race, where a somewhat greater proportion of the Blacks than Whites will attempt to gain Regular Army entry, and on dependent status, where those with no dependents are more likely to pursue Regular Army status. The two quality variables, education level and grades, which may have been hypothesized to predict differences associated with not being qualified for the Regular Army, show very similar distributions. This finding adds some confusion to any attempt to explain why so many of the group desiring to enter the Regular Army were not qualified.

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Motivations and Incentives, and Defecting to the Regular Army. On questions
of selecting motivations and incentives, those intending to gain Regular Army
entry show no statistically significant differences from those who would
remain Reservists. Thus, it is not possible to identify the potential defectors
on the basis of attitudes or other socio-economic characteristics. They seem
to differ only in their desire to become full-time soldiers, rather than to
remain part-time soldiers.

Comparisons of Motivations and Incentives

Ideally, an examination of motivation items and incentives would compare
the enlistee with the non-enlistee in order to identify areas of difference
and to pinpoint issues which might be used to improve recruiting success.
While it was not possible to develop data which directly compared individuals
currently making Reserve enlistment, Regular Army enlistment, and non-enlistment
decisions, it is possible to introduce a substitute for that analysis. This
substitute is provided by comparing the results of the REM survey motivation
item responses to responses on similar items drawn from surveys of Regular Army
enlistees, all Service enlistees, and a general youth sample of non-enlistees.
The methodological limitations made these comparisons somewhat crude, but the
analysis does uncover some interesting parallels.

Motivation and the Armed Forces. Table 3.8 provides a summary of the
relative endorsement of a large set of related motivation factors by five
different groups of young men: (1) Army enlistees just after entry into
active duty;* (2) all Service enlistees just after entry into full-time active
duty;** (3) male youth with a positive propensity toward enlistment in one of

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* These data are drawn from Kriner, R.E., Orend, R.J., and Rigg, L.S. A
  Further Examination of Enlistment Motivation and the Disposition of Army
  Applicants, Alexandria, VA.: The Human Resources Research Organization,
  1975.

** Ibid.

Table 3.8: Ranking of "Influencers" Among Reserve Enlistees,
Regular Service Enlistees and General Youth

Enlistment Influencer	AFEES FY 74 Questionnaire(a) (Army Only) (N=11,480) %	Rank	Open-End(b) (All Services) (N=5000) %	Rank	1976 General Youth Survey(c) Positive (N=1446) Mean Rating	Rank	Negative (N=4029) Mean Rating	Rank	NPS Reserve Enlistees (N=455) %	Rank
Expand my career opportunities	51.2	(4)	20	(3)					22.7	(2)
Learn new skills	53.9	(3)	34	(1)	1.85	(1)	2.11	(2)	23.4	(1)
Get the job/skill/training I want	55.4	(2)	4		1.93	(3)	2.19	(3)		
Get a challenging job					2.10	(6)	2.36	(6.5)		
Get advanced education/training	60.9	(1)	19	(5.5)	2.20	(8)	2.36	(6.5)		
Qualify for GI Bill	20.6									
Get a career you can be proud of					2.01	(5)	2.46	(8)		
Financial security/overall benefits	34.4	(9.5)	17	(7.5)	1.88	(2)	2.08	(1)		
Qualify for retirement benefits			1						1.1	
Get security for one's family									2.5	(9)
Earn extra money									15.2	(3)
Obtain a regular job/job security	34.4	(9.5)	20	(4)					0.9	
Military pay/pays well to start	26.4		17	(7.5)	2.15	(7)	2.32	(5)		
Get cash bonus	14.1		1							
Travel/excitement/adventure	45.9	(5)	31	(2)	2.64	(11)	2.96	(11)	0.7	
Leave personal problems behind me/Escape	12.6		3							
Try something different/Neutral, i.e., Why not?			15	(9)						
Become a better individual	41.4	(6)	1						4.1	(5)
Become more mature and self reliant	40.5	(8)	19	(5.5)					3.6	(7)
Do something worthwhile in spare time									1.1	
Keep in good physical condition									0.7	
Learn to be a responsible person									3.0	
Increase knowledge									0.2	
Get trained for leadership					2.25	(9)	2.60	(9)		
Opportunity to better myself					1.94	(4)	2.26	(4)		
Serve my country	41.1	(7)	9	(10)					3.9	(4)
Defend my country against enemies									2.3	(10)
Fill a need in defense of family/nation									1.4	
Shoot guns and other weapons									0.2	
See what military life is really like									3.9	(6)
Get away from civilian life/short time									1.1	
Maintain soldier image									0.2	
Join unit I want	27.8								0.2	
Enlist during peacetime/avoid draft	6.2								0.4	
Gain entrance to Regular Army									0.7	
Pressure from friends/coworkers			6						0.5	
Make new friends					2.51	(10)	2.78	(10)	0.7	
Join old friends									0.2	

(a) Source: Kriner, Orend and Rigg, Ibid.
(b) Source: Goral, J., Suess, H. and Lipowitz, A. An Analysis of
Free Response Reasons for Enlisting in the Military
(April-August 1973), CR-D7-73-103, Human Resources
Research Organization: Alexandria, VA, November 1973.
(c) Source: Youth Attitude Tracking Study, Fall 1976, Chicago: Market
Facts, Inc., 1977.

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Armed Services;* (4) male youth with a negative propensity toward enlistment;** and (5) recently enlisted Army Reservists (in the present study). While the diversity of the sample populations and the differences in the way the information was elicited limit direct comparisons of the results of these surveys, it is possible to compare the assigned ranking of reasons, i.e., frequency of mention, to clarify the similarities and differences between Reserve enlistees and those who have joined, or declared a propensity to join or not join a regular military service. We first present a brief discussion of each component of the Table by describing the sample, the criterion question, the derivation of the percentages shown in parentheses, and the way in which we established the rankings of reasons within each study. These descriptions are followed by an assessment of the similarities and differences between the groups, based upon the assigned rankings.

Column 1 data were obtained at Armed Forces Entrance and Examining Stations (AFEES) from April 1973 through December 1973. The respondents represented here are a subsample of Army enlistees (N = 11,480), who responded to the question, "What effect did each one (of the following reasons) have on your decision to sign up in the service?", by indicating the degree to which each "reason" influenced their decision. The percentages show the proportion of enlistees who attributed strong positive influence ("Helped me...A Lot") to each reason. A rank was then assigned to each reason according to frequency of mention. The second column also shows data obtained from the FY 74 AFEES study, but the sample consists of respondents from all services who answered an open-ended question, "Why did you sign up?" The percentage given shows the proportion of total survey respondents who cited each reason, expressed as a

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* These data are drawn from Youth Attitude Tracking Study, Fall 1976, Chicago: Market Facts, Inc., 1977.

** Ibid.

percentage of the total. The rankings were assigned by frequency of mention.

Third and fourth column results are taken from a Fall 1976 survey of non-prior service males between the ages of 16 and 21 (N = 5475). Column 3 contains the results from those who indicated a positive propensity to enlist in the military (N = 1446) and column 4 describes those with a negative propensity toward enlistment (N = 4029). Subjects rated each of eleven "job attributes" on a five-point scale (1 = Extremely Important to 5 = Not Important at All). The numbers in parentheses show the mean ratings of the perceived importance of each "attribute," smaller values indicate more perceived importance, and were assigned a ranking according to degree of importance.

The Table's fifth column presents the results of data tabulations from the present study of Reserve enlistees (N = 454). The numbers in parenthesis show the percentage of the total sample who chose that item as the "Most Important" reason for enlistment, with rankings assigned on the basis of frequency of mention.*

In general, all five groups are very similar in their relative endorsement of enlistment motivations. For all groups, the most frequently endorsed/ most important reasons for enlistment fall into a Career Development/Education category; learning new skills and receiving "advanced training" rank #1 in all groups but among the group with a negative enlistment propensity, where it is ranked second. Economic items and psychological factors form two approximately equally endorsed categories and, after Career Development/Education are the most frequently cited. Economic benefits are somewhat more important to non-enlistees than to the various enlistee groups. Reserve enlistees are not noticeably different from any of the other enlistee groups or from the non-enlistees.

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* Most important factor corresponded better with the comparative findings than did the weighted mean used elsewhere in this report.

However, there are two specific dissimilarities which merit further investigation: (1) travel (excitement, etc.) which is a relatively important factor for Regular Service enlistees, is rated very low by non-enlistees (with both positive and negative propensity) and by Reservists, who are specifically opting for the stay-at-home version of military service; and (2) patriotism ("serve my country") is relatively more important for the Reserve respondents than for Regular Service respondents.

The difficulties in comparing categories and rating systems creates some problems with these results, but the similarity in pattern is unmistakable. This pattern suggests that the various motivation scales in use on these surveys all measure approximately the same thing, i.e., what is important to young men of military enlistment age. Any difference among the groups is perhaps best expressed in a comparison of the motivations exhibited by the non-enlistees with the positive and negative propensities to enlist. For these groups the order of the motivations is the same, but the magnitude of the endorsement in a military context differs markedly. It is the belief that the military can deliver these values that separates the two groups. If this conclusion were generally true, the enlistees responding in the remaining surveys would prob-ably fall into that group which believes that military service is better able to fulfill their needs than other sources providing the same or similar values. Similarly, Reservists who want to transfer to the Regular Army would see themselves as being better able to achieve their goals there than in the Reserve. When this concept is translated into a marketing question about enlistment propensities, it may be framed in terms of trying to determine why some youth feel that military service is better able to fill their needs than civilian alternatives. None of the surveys cited here attempts to answer this fundamental question.

MULTIPLE GROUP ANALYSIS

This section carries the single item analysis further by looking at combinations of motivations and individuals in an attempt to determine if studying multiple similarities increases our ability to identify other predictive characteristics.

The analysis is of two types. The first analysis is more substantive in its orientation. The list of motivations includes a number of different items which may be placed in related groups. It was evident that individuals selecting subtly different items might be found to be quite similar if the items were grouped according to their content. To determine if this were so, items were first divided into six logically structured groups and then collapsed into three basic groups--social, psychological and economic--for description.

The second analysis is more empirical. Individuals who demonstrate similar motivation selection patterns are identified and grouped. The procedure for grouping is to identify all subjects who selected the same two or three items as being most important, regardless of order. These groups are called triplets, for individuals with three like selections, and doublets, for individuals whose first two selections were alike. The logic behind this procedure is that a single motivation selection may not be comprehensive enough to truly define an individual's motivation pattern, but the selection of his first two or three choices will increase the specificity with which he is defined on this dimension and also increase the likelihood of other similarities. The reason for using both doublets and triplets is methodological. While a triplet analysis is more precise, the size of our sample did not permit the identification of a sufficient number of groups large enough to allow useful analysis. Therefore, the doublet groups were created because they increased the likelihood of finding like pairs of respondents in sufficient number.

The outcome of these manipulations produces groups empirically grouped on the basis of the respondents' own motivation selections and groups logically constructed on the basis of similarities (and differences) in content.

Thematic Group Analysis

This analysis involves the identification of logical themes which appear in the motivation item list and a description of the distribution of those theme groups in the sample. The essential argument for this analysis is that the 30 motivation items form logical groups based on thematic or substantive characteristics. Table 3.9 shows the three basic themes considered in this study--psychological, social and economic. Each of these groups is divided into two subgroups and items belonging to each group are listed under the appropriate heading. These groups can be used to identify the type of incentive or appeal which might be made to individuals whose motivations are characterized in a particular way. For example, one subject may have selected the first three motivations on the list. He would be characterized as being highly psychologically motivated and might be induced to join the Army Reserve by appeals to his apparent need for self improvement. Another respondent may be characterized by having selected the first three items in the economic group. His inducement could have been an appeal to make extra money. Because the sample was too small to effectively use the six group structure, the basic three group structure was applied here. Three theme groups produces ten combinations of themes which may characterize a respondent's motivation structure. These combinations are listed in the left column of Table 3.10. The letters represent the three basic groups--P = Psychological, S = Social, and E = Economic. Again, the order of the items is ignored.

Table 3.9:   Motivation Theme Groups

PSYCHOLOGICAL

Personal Development

    Become a better individual
    Become more mature and self-reliant
    Do something worthwhile during my spare time
    Keep in good physical condition
    Learn to be a responsible person
    Travel
    Increase knowledge of how the country works
    Try something different

Military Disposition

    Go to summer camp for two weeks every year
    Shoot guns and other weapons
    See what military life is really like
    Get away from civilian life for a short time
    Maintain self-image as a soldier
    Enlist in the military during peacetime,
       before war breaks out

SOCIAL

Private Relationships

    Join the unit I wanted
    Make new friends
    Join old friends
    Pressure from my boss
    Pressure from friends/coworkers

Civic Relationships

    Serve my country
    Help defend our country against enemies
    Fill a need in the defense of one's family
       and nation

ECONOMIC

Financial Security

    Earn extra money
    Make useful business contacts
    Qualify for retirement benefits
    Help get security for one's family
    Obtain a regular job
    Gain entrance to the Regular Army

Career Development

    Expand my career opportunities
    Learn new skills

Table 3.10

Motivation Theme Group Distribution

	1st	2nd	3rd	Frequency
1.	P	P	P	11
2.	P	P	S	14
3.	P	P	E	64
4.	P	S	E	73
5.	P	S	S	18
6.	S	S	E	11
7.	S	S	S	0
8.	S	E	E	79
9.	P	E	E	96
10.	E	E	E	53

The distribution of respondents across theme combinations is presented in the right-hand column of Table 3.10. The single most common pattern is the choice of two economic and one psychological item (#9, N = 96). This pattern is exemplified by a selection of learn a new skill, earn extra money, and become a better individual. Economic items are by far the most likely to be chosen. Psychological items are second and social items are third. This suggests that individuals usually enter the Army Reserve for gain of some kind or for achieving some kind of personal satisfaction. It plays down the role of friendships, peer pressure, and localism often thought to be important elements in Reserve enlistment.

If we assume that nonenlistees are distributed the same way (and available evidence suggests that this is not a radical assumption) the approach which has the greatest chance of success at increasing enlistment is likely to be economic, particularly job or career oriented.

Analysis of Doublets and Triplets

Table 3.11 shows all doublets and triplets with five (about 1% of the sample) or more individuals. Each set of two or three double column numbers represents a group of individuals who selected those two or three motivation items among their first two or three selections.* The items which correspond to those numbers are listed to the left along with the item number used in the lists. For example, the first group of doublets (01, 02), is made up of respondents who selected "expand my career opportunities" and "learn new skills" as the two most important motivators. There were 75 such people. Similarly, the final listed group of triplets (02, 06, 24) is made up of people who selected "learn new skills," "become more mature and self-reliant," and "learn to be a responsible person." There were five people in that group.

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* The order of the selection within doublets and triplets is ignored in order to increase group size. If a larger sample were available the step toward imprecision would not have been necessary.

Table 3.11. Motivation Item Doublets and Triplets

01	Expand my career opportunities	
02	Learn new skills	
03	Earn extra money	
04	Serve my country	
05	Become a better individual	
06	Become more mature and self-reliant	
07	Join the unit I wanted	
08	Do something worthwhile with my spare time	
09	Make new friends	
10	Keep in good physical condition	
11	Go to summer camp for two weeks every year	
12	Shoot guns and other weapons	
13	Help defend our country against enemies	
14	Fill a need in the defense of one's family and nation	
15	Make useful business contacts	
16	Qualify for retirement benefits	
17	Join old friends	
18	Pressure from my boss	
19	Pressure from friends or coworkers	
20	See what military life is really like	
21	Get away from civilian life for a short time	
22	Help get security for one's family	
23	Obtain a regular job	
24	Learn to be a responsible person	
25	Travel	
26	Maintain self-image as a soldier	
27	Increase knowledge of how the country works	
28	Try something different	
29	Enlist in peacetime	
30	Enter Regular Army	

Doublets *

Doublet	Frequency
01,02	75
01,03	36
01,04	12
01,05	7
01,06	10
02,03	77
02,04	27
02,05	13
02,06	10
03,04	19
03,05	6
03,06	5
03,08	6
03,10	5
03,20	7
05,06	6
TOTAL	321 71%

Triplets

Triplet	Frequency
01,02,03	22
01,02,04	15
01,02,05	5
01,02,06	5
01,02,20	5
01,02,24	6
01,03,04	9
01,03,05	5
01,04,05	6
02,03,04	7
02,03,05	7
02,03,09	7
02,03,10	10
02,03,20	9
02,03,23	6
02,04,05	9
02,06,24	5
TOTAL	138 30%

* Each pair of numbers indicate a specific motivation item as shown at left.

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Naturally, the doublet classification contains more groups and accounts for a larger proportion of the total sample, 75% compared to 30% for the triplets, using those groups with five or more people. The largest groups among the doublets are the 01, 02 group (expand career opportunites and learn new skills) and the 02, 03 group (learn new skills and earn extra money) with 75 and 77 members, respectively. These two groups represent a third of the total sample. Among triplets the largest group has 23 members (the 01, 02, 03 group) and the second largest has 15 members (01, 02, 04).

The small number in each group and the heavy overlap of 01, 02 or 03 membership in all groups makes analysis tenuous. However, the mcre populous groups in both sets were compared on socio-economic and demographic variables. These analyses were completed in the same manner used previously, with each variable being categorized and the categories used to try to predict particular motivator doublets and triplets. No significant differences were found. That is, differences in age, race, marital status, dependent status, employment status, education level, and grades did not identify different motivation pattern groups. This finding follows results of the single item analysis.

CHAPTER IV.   CONCLUSIONS AND RECOMMENDATIONS

The objectives of this study were to describe the endorsement of motivations to enlist in the Army Reserve, the incentives which were important in satisfying those motivations, and to identify variables which predicted the selection of different motivations and incentives. The preceeding text described the results of analyses performed to accomplish those objectives. This Chapter has three goals: (1) to discuss results of those analyses; (2) to identify the most important outcomes of the study; and (3) to suggest implications for future practice and research.*

DIRECT RESULTS

There are nine basic findings resulting from the analyses of the REM survey results:

(1) Training and career motivations are still the most important aspects of enlistment in the military, including the Army Reserve. A majority of the NPS enlistees in this sample seem to feel that the Army Reserve will provide them with some kind of skill which will have application elsewhere in their lives. This finding is true of all groups examined in this study.

(2) Certain other motivations are important in the enlistment decisions of significant proportions of Reserve enlistees. These include self-development and patriotism. Although these items are endorsed considerably less than the training/career motivations, they do seem to represent independent avenues to the selection of Army Reserve enlistment.

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* The conclusions presented here are restricted by the limits of the data used in the analyses. Thus, they are framed in terms of the patterns of motivations and processes rather than as generalizable characteristics. In addition, because this is a first attempt at a detailed study of Reserve enlistment motivation, some of the conclusions may be better stated as verifiable hypotheses than as immutable conclusions.

(3) The role of money in an enlistment decision is always of some import- ance. However, while extra income is the third most important motivation item, it is not clear that increases in pay allocations will increase enlistment. The fact that the selection of extra pay is so closely related to career and training factor selections obscures the independent impact of pay on enlistment decisions.

(4) There is an absence of strong endorsement of social aspects of Reserve service. These include the pressure of peers and friends, and the role of local unit selection. However, the part-time nature of Reserve service, that which allows enlistees to remain close to family, friends and job is of obvious importance in choosing the Reserve over Regular military service.

(5) The endorsement of incentives follows the same pattern as motivation endorsement. The additional information supplied in the analyses of incentives is the small role played by reward incentives, such as PX privileges, insurance, and retirement benefits, in the attraction of NPS enlistees.

(6) Negative aspects of Reserve service center on the length of enlist- ment, physical appearance requirements, and the ability to meet qualifications. The third aspect is obviously different in style than the first two in that it may not be possible for either the Army Reserve or the potential enlistee to manipulate the outcome. The first two are somewhat standard objections to military service.

(7) The failure to find a consistent pattern of socio-economic and demographic characteristics which predict enlistment motivation creates serious problems for any attempt to launch a sophisticated media campaign directed at known market segments. The particular disappointments of this analysis were the failure to find differences based on employment status (which would indi- cate the extent to which unemployment influences enlistment), and quality

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(education level and grades) which could be used to identify incentives which might be offered to attract "higher" quality enlistees.

(8) Competition with the Regular Army for potential Reserve enlistees is an important aspect of the recruitment problem. About 20% of the current enlistees in our sample say they will seek to enter the RA prior to completing their Reserve obligation. Almost 70% had seen an Army or other service recruiter and almost two-thirds had considered Regular Army enlistment prior to joining the Army Reserve.

(9) Grouping motivations substantively helped to identify the important role of economic factors in the Reserve enlistment decision. These factors range from the economic advantage of vocational training to the more direct role of extra pay. Psychological items comprised the next most popular group, while social items were a distant third.

The above findings, if verified in future research, have a potential for wide ranging impact on future Army Reserve recruitment policy. Some, such as the distribution of motivations and incentive endorsements, and the failure to find strong predictors of attitudes, reflect what was previously learned about Regular Army enlistees and thus help solidify an image of young men who enter military service. They demonstrate that the appeal to career and vocational aspects of Reserve service are still likely to have the greatest general impact and that certain policies traditionally associated with negative evaluations of military service are operating in the Reserve enlistment arena also. Further, these results indicate the difficulties involved in pinpointing specific strategies for improving enlistment potential, particularly among high quality (better educated) young men.

Other findings are specific to the Reserve and merit special attention on that basis. The apparent competition for enlistees with the Regular Army

is of particular importance, as is the part-time factor in choosing Reserve
enlistment over full-time military service. The absence of social factors, such
as peer influence, in the Reserve enlistment decision is also significant,
and, if verified in a larger probability sample, could have important impli-
cations for the type of advertising used to attract potential enlistees.

PRACTICAL AND THEORETICAL IMPLICATIONS

The findings suggest follow-up activity at two levels. The first is a
set of practical activities related to future recruitment for Reserve enlist-
ment. These implications follow closely the basic findings of the study.
To wit:

(1) The appeal of vocational training and career motivations (both in this
study and in other enlistment studies) strongly suggest the continued emphasis
of a wide range of training programs available in the Army Reserve.

(2) There are other "natural" appeals of military service, such as
wearing uniforms, firing weapons, patriotism, and several versions of the
psychological appeal of "becoming a man," which, although not cited as frequent-
ly as training, appeal to a large number of enlistment age youth. These should
be used to the extent possible as incentives to enlistment.

(3) The part-time commitment for Reserve service is an obvious asset.
In combination with other natural incentives, as in (1) and (2) above, this
feature of Reserve service probably attracts many individuals who would either
not enter the military at all or would opt for a full-time Service.

(4) Negative aspects of Reserve (and other military) service are centered
on appearance requirements and the length of commitment. Either policy changes
or an effective propaganda campaign or both are necessary to overcome the
negative image caused by these standard objections to military service.

(5) The impact of local appeals and peer pressure appeared negligible in
these results. However, larger studies could reveal specific areas in which

such appeals would have a substantial impact. Therefore, efforts to use direct persuasion should not be diminished until further evidence is available.

The above recommendations certainly do not represent radical departures from current recruitment efforts or from what might have been recommended by experts in Reserve enlistment. However, they are based on some hard evidence obtained directly from Reserve enlistees, which adds a considerable amount of credibility not previously available. More specific suggestions must await more detailed study of the Reserve enlistment problem. Many questions about the motivation to choose Reserve service are as yet unanswered. The next research steps should focus on the following problems:

(A) How, aside from the part-time aspects of Reserve service, does the Reserve enlistee differ from the Regular Army enlistee? As an informational supplement to this question it would be useful to identify the actual extent of overlap of the Reserve and Regular Army markets.

(B) The comparisons of enlistees, youth positively oriented to enlistment and those negatively oriented toward enlistment show little difference in basic motivation patterns. This suggests that the real decision on enlistment may not be based entirely on these motivation factors, but on perceptions of the ability of the Army Reserve and civilian alternatives to satisfy these motivations. First, it must be determined why such differences in perception exist and how they can be overcome. Second, it is likely that a general motivation, like obtain advanced training, is so broad that real differences within this framework do not appear and that many, probably most, young men will be better able to satisfy their needs outside the military. These men are obviously not targets for recruitment and their prevalence should be specified. While targeting such as this has been attempted for the full-time Services, no information exists about the Reserve.

Another approach to evaluating the similarity in motivation endorsement
is the possibility that the motivations selected from such a list are not the
decision-making factors, but only general values which mask the real bases
upon which enlistment decisions are made. Thus, while most young men value
training and many even feel the Army Reserve can provide it, their enlistment
decision is based on other attitudes, such as hair length requirements or
interference with social life; it is these attitudes, then, which must be
turned around if enlistments are to increase.

(C) Some analyses in this study suggest a substantial overlap in the
process of deciding to enlist in the Army Reserve or Regular Army. For example,
Regular Army recruiters are visited as often as Reserve recruiters. This
suggests the possible importance of the decision-making process in the final
enlistment decision should be examined in detail.

(D) The present study had great difficulty in defining useful market
segments. Useful, in this case, is being able to predict behavior in an un-
obtrusive way so that marketing efforts can be most efficiently targeted. If
differences are intellectual and emotional, it may not be possible to use
standard predictors. Our results suggest this, but the problem must be investi-
gated in greater detail.

(E) Finally, the above suggestions require a sophisticated methodology
to carry out such activities as (1) more effectively measuring motivations;
(2) efficiently tapping the enlistment decision-making process; (3) reliably
linking the motivation items with incentives; and (4) definitively establish-
ing the impact of SES/demographic characteristics which are outside the pro-
cess. It would be prudent to make the first steps methodologically as well as
substantively oriented, so that the ultimate results will not be subject to
second guessing based on currently soluble technical problems.

THE NEXT PHASE OF ARMY RESERVE ENLISTMENT RESEARCH

While the Reserve Enlistment Motivation study has provided some interest-
ing insights about factors influencing Reserve enlistment decisions, it has
stopped far short of answering all pertinent questions. Of particular
relevance in subsequent research on this issue is the question of what really
motivates a young man (or woman) to join the Army Reserve in the face of
other military and civilian alternatives. The previous Section raised
questions about the usefulness of responses to general motivation questions
for determining why individuals enter the Army Reserve or for determining
what will induce individuals considering enlistment to make a positive
decision. Results taken from several previous studies, and particularly
from the Department of Defense Youth Tracking Study, suggest that it is
the belief in the ability of the military to provide certain values, such
as job security, better than civilian life that different ates those who
enlist from those who do not enlist. While such a comparative approach
adds to the understanding of enlistment decisions, it falls short of provid-
ing information necessary to make useful policy decisions on recruitment.
First, the reasons for perceiving the milit.. or civilian sector as better
able to fill a particular need are not explained. Information about these
reasons could provide a basis for policy decisions which account for solvable
deficiencies in the Reserve recruitment program. Second, the motivations
endorsed may represent a set of values held by respondents, but not the
reasons for enlisting in the Reserve. Thus, seeing the Reserve as better or
equally able to provide job training does not mean a respondent would be likely
to enlist. Other factors, such as having to wear a uniform, may deter enlist-

ment despite the advantages which may be gained from enlistment. One of the functions of future research, then, is to determine the "real" reasons for not enlisting in the Reserve. Once such information is available it will be possible to plan more effective strategies for increasing enlistment.

Another major Reserve recruitment issue is the competition provided by the Regular Services and by other part-time military organizations, e.g., the National Guard. Little is known about the part-time vs full-time competition beyond what the present study suggested, which is that extensive overlap exists in the decision process and after. Even less information is available about the consideration of other part-time Services by potential NPS enlistees. In order to formulate successful recruitment strategies, these problems must be examined and understood.

While the above issues do not represent a complete enumeration of unresolved questions about Reserve enlistment, they do represent some of the major issues on which there should be immediate research. A study which undertakes to answer all questions simultaneously would be both complex and expensive. It is possible, however, to obtain partial information from some current sources and through the investigation of readily available resources. The following paragraphs outline sources and their potential input toward understanding Reserve enlistment.

(1) A review of the incidence of transfer from Reserve to Regular Army status will provide data about the actual seriousness of that problem.

(2) Secondary analyses of the DoD Youth Tracking Study, with particular emphasis on those with Reserve enlistment intentions, will provide useful data on potential market overlap with Regular Service and other part-time service organizations.

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(3) Surveying recent Regular Army enlistees about their consideration of Reserve Service could provide data on reasons for Reserve losses in this important competition.

Beyond these more readily available data sources is the final necessity to examine the motivations of civilian men making enlistment decisions so that those who make positive decisions can be directly compared to those who do not. Only in these analyses will it be possible to finally determine the decision elements which have the greatest influence on Reserve enlistment and to identify useful strategies to overcome existing deterrents to enlistment. Probably the first st which should be taken is to identify those who have expressed some interest in the Army Reserve and answer two general questions: (a) why they did not enlist in the Reserve; and (b) what alternative courses of action they followed.

More detailed studies of motivation and incentives are also in order. These studies should concentrate on (a) identifying the motivations which actually determine the decision, rather than a general set of values; (b) determining which incentives can be used to respond to those motivations; (c) examining how perception of the Reserve differs from other Services (full-time and part-time) in terms of providing those values; and (d) identifying incentives which could be used to overcome negative aspects of Reserve Service (these would include several which are receiving widespread consideration at various levels of DA and DoD, bonuses and educational benefits). Research done to examine these questions should focus on those potential enlistees who have expressed some interest in Reserve enlistment, since the greatest opportunity to increase enlistment exists in this group. It should also be longitudinal in order to establish the pattern of enlistment decision-making and the influence of alternatives examined.

ARMY RESERVE SURVEY

The Army Reserve Survey is part of a research project conducted by the Human Resources Research Organization to study the reasons for enlistment and related information concerning enlisted personnel in the U.S. Army Reserve.

There is <u>no</u> risk of disclosure of your responses to any government, military, or private agency, or to any individual. It is <u>completely</u> anonymous. Therefore, please answer all of the questions truthfully. There are no right or wrong answers. Your opinions are most important, whether favorable or unfavorable.

INSTRUCTIONS

Answer each question by drawing a circle around the alternative number or numbers you choose. Some questions ask you to answer in your own words. Please read each question carefully before answering. If a question does not give you enough room to write your answer, finish the answer on the back of the page. Answer all questions as best you can.

Thank you for your help and cooperation.

The first group of questions concerns your enlistment and reasons for enlistment. Please answer each question as accurately and completely as possible.

Following is a list of factors which may have been important reasons for your joining the Reserve. First, look over this list and see if there are any additional reasons you would like to add. If there are, just write them in the blank spaces provided at the end of our list.

a. Expand my career opportunities

b. Learn new skills

c. Earn extra money

d. Serve my country

e. Become a better individual

f. Become more mature and self-reliant

g. Join the unit I wanted

h. Do something worthwhile with my spare time

i. Make new friends

j. Keep in good physical condition

k. Go to summer camp for two weeks every year

l. Shoot guns and other weapons

m. Help defend our country against enemies

n. Fill a need in the defense of one's family and nation

o. Make useful business contacts

p. Qualify for retirement benefits

q. Join old friends

r. Pressure from my boss

s. Pressure from friends or coworkers

t. See what military life is really like

u. Get away from civilian life for a short time

v. Help get security for one's family

w. Obtain a regular job

x. Learn to be a responsible person

y. _____

z. _____

1. Now, look at the whole list, including any additions, and find the three which were <u>most</u> important to you in making your decision to join the Reserve. Then, list them in order of their importance (the most important first) in the three spaces provided below.

MOST IMPORTANT REASON _____

2d MOST IMPORTANT REASON _____

3d MOST IMPORTANT REASON _____

2. Now, look at the list one more time and find the three factors which were <u>least</u> important in your decision to enlist. That is, identify those factors which had little or no bearing on your decision to join the Reserve. List the three in the spaces provided below.

_____

_____

_____

3. Are there any ⁔ns on the above list which, if they were not present, would have ' ⁔u from joining the Reserve?

_____NO

_____YES   THEY ARE _____

                        (Use letters)

4. Did you have any doubts/reservations which might have kept you from joining the Reserve?

CIRCLE AS MANY
AS APPLY

a. Ability to meet Army qualifications

b. Pressure from friends/coworkers

c. Physical appearance requirements (Haircut, moustache, beard, etc.)

d. Interfere with social life

e. Length of enlistment

f. Conflict with regular job

q. Interfere with family life

h. Physical safety

i. Trying something different

j. Interfere with education

k. Had no doubts/reservations

5. What aspects of the Reserve or Reserve activities didn't you think you would like? That is, what are the negative factors about the Reserve or Reserve activities? List as many as are important to you.

a. _____ (Most Important)

b. _____

c. _____

d. _____

e. _____

6. How long ago did you start thinking of enlisting in the Army Reserve?

1. DURING THE LAST 30 DAYS
2. 1 TO 2 MONTHS AGO
3. 3 TO 6 MONTHS AGO
4. 6 MONTHS TO ONE YEAR AGO
5. MORE THAN ONE YEAR AGO

7. How long before you enlisted did you talk to a Reserve Recruiter or someone in a Reserve unit who was trying to convince you to join?

1. UP TO ONE MONTH BEFORE
2. 2 TO 3 MONTHS BEFORE
3. 4 TO 6 MONTHS BEFORE
4. 6 TO 12 MONTHS BEFORE
5. LONGER THAN ONE YEAR BEFORE
6. DID NOT TALK TO A RECRUITER OR SOMEONE IN A RESERVE UNIT BEFORE ENLISTING

8. When you first contacted the Reserve, either a Recruiter or the unit, was the information given to you about the program accurate and reliable? Choose one.

1. MOST OF THE INFORMATION WAS ACCURATE AND RELIABLE
2. SOME OF THE INFORMATION WAS ACCURATE AND RELIABLE
3. NONE OF THE INFORMATION WAS ACCURATE AND RELIABLE
4. SOME OF THE INFORMATION WAS MISLEADING
5. MOST OF THE INFORMATION WAS MISLEADING
6. NOT GIVEN MUCH INFORMATION
7. DON'T REMEMBER

9. Did you think of joining the Army Reserve yourself, or did someone suggest it to you?

1. THOUGHT OF IT MYSELF
2. SOMEONE SUGGESTED IT

    If someone suggested it to you, who was that person?

1. WIFE/GIRLFRIEND
2. FATHER
3. MOTHER
4. BROTHER OR SISTER
5. OTHER RELATIVES
6. FRIENDS
7. TEACHERS CR COUNSELORS
8. REGULAR MILITARY RECRUITERS
9. ARMY RESERVE RECRUITER
10. OTHER (Please specify):

_____

10. If you have talked with someone about joining the Army Reserve, when was the first time you talked with this person?

1. DURING THE LAST 30 DAYS
2. 1 TO 2 MONTHS AGO
3. 3 TO 6 MONTHS AGO
4. 6 MONTHS TO ONE YEAR AGO
5. MORE THAN ONE YEAR AGO
6. DON'T REMEMBER
7. HAVEN'T TALKED TO ANYONE

11. How certain were you that you were going to enlist in the Army Reserve when you first talked to this person?

1. COMPLETELY CERTAIN
2. FAIRLY CERTAIN
3. HALF AND HALF
4. FAIRLY UNCERTAIN
5. COMPLETELY UNCERTAIN
6. DON'T REMEMBER
7. HAVEN'T TALKED TO ANYONE

Below is another list of items related to the Reserve. This time the list contains programs and rewards available to those joining the Reserve. Read over this list, then answer the following questions about it.

a. Earn money in your spare time

b. Learn a new skill

c. Become part of a strong military to defend your country

d. Stay at home while serving your country

e. Expand your career opportunities

f. Become more mature and self-reliant

g. Meet new friends in your community

h. Qualify for retirement benefits

i. Get rewarded for good job performance

j. PX and commissary privileges

k. Servicemen's Group Life Insurance Program

l. Wear a uniform

12. Which three of these items were most important to you when you made your decision to join the Reserve? (If only two or one were of any importance, then list only those.)

MOST IMPORTANT _____ _____

2d MOST IMPORTANT _____

3d MOST IMPORTANT _____

13. Which of the items on this list were least important to you in making your decision?

_____

_____

_____

14. Rank the three people who were most important to you in your thinking about enlisting in the Reserve. Please read through the list and then write a 1 beside the most important person, a 2 beside the second most important person, and a 3 beside the third most important person.

____a. WIFE/GIRLFRIEND		____e. OTHER RELATIVES		____i. COUNSELORS	
____b. FATHER		____f. CLOSE FRIENDS		____j. MILITARY RECRUITERS	
____c. MOTHER		____g. ACQUAINTANCES		____k. OTHER (Specify):	
____d. BROTHER OR SISTER		____h. TEACHERS			

_____

15. How have each of the people you have talked to about enlisting in the Army Reserve reacted to the idea? (Choose a response for each of the people you have talked to.)

	Very Positive	Somewhat Positive	Neutral	Somewhat Negative	Very Negative	Have Not Talked to Them
WIFE/GIRLFRIEND	1	2	3	4	5	6
FATHER	1	2	3	4	5	6
MOTHER	1	2	3	4	5	6
BROTHER OR SISTER	1	2	3	4	5	6
OTHER RELATIVES	1	2	3	4	5	6
COWORKERS/FELLOW STUDENTS	1	2	3	4	5	6
MY BEST FRIEND	1	2	3	4	5	6
OTHER FRIENDS	1	2	3	4	5	6
TEACHERS	1	2	3	4	5	6
COUNSELORS	1	2	3	4	5	6
MILITARY RECRUITERS	1	2	3	4	5	6
OTHER	1	2	3	4	5	6

16. Have you ever responded to an Army Recruiting advertisement by returning the card attached to the advertisement?

1. YES
2. NO

17. Have you ever responded to a letter sent to you by the Army Reserve before you had contacted an Army Recruiter?

1. YES
2. NO

18. Have you ever gone to see an Army Recruiter about enlisting in the Army Reserve?

1. YES
2. NO

19. Do you recall seeing or hearing advertising about the Reserve in any of the following sources?

1. POSTERS OR BILLBOARDS
2. TELEVISION
3. RADIO
4. MAGAZINES
5. NEWSPAPERS
6. RECRUITING PAMPHLETS OR OTHER RECRUITING LITERATURE
7. OTHER (Specify):_____

20. How important was each of the following sources of information in helping you decide about enlisting in the Army Reserve? Answer for each item.

		Very Important				Not at All Important	Didn't See Any
a.	Recruiting literature	___	___	___	___	___	___
b.	Posters	___	___	___	___	___	___
c.	Television	___	___	___	___	___	___
d.	Radio	___	___	___	___	___	___
e.	Magazines	___	___	___	___	___	___
f.	Newspapers	___	___	___	___	___	___
g.	Other (Specify):	___	___	___	___	___	___

_____

21. How many hours did you spend reading Army recruiting literature?

1. DID NOT READ ANY RECRUITING LITERATURE
2. LESS THAN ONE HOUR
3. 1 TO 2 HOURS
4. 3 TO 5 HOURS
5. 5 TO 10 HOURS
6. MORE THAN 10 HOURS

22. The first recruiter you saw represented which service?

1. ARMY
2. NAVY
3. MARINE CORPS
4. AIR FORCE
5. NATIONAL GUARD
6. ARMY RESERVE
7. COAST GUARD
8. NEVER SAW A RECRUITER

23. If you have seen more than one recruiter, which other service recruiters have you seen?

CIRCLE AS MANY
AS APPLY

1. NAVY
2. MARINE CORPS
3. AIR FORCE
4. NATIONAL GUARD
5. REGULAR ARMY
6. COAST GUARD
7. HAVE SEEN ONLY AN ARMY RESERVE RECRUITER
8. HAVEN'T SEEN ANY RECRUITERS

24. How long ago did you start thinking of enlisting in any military service?

    1. DURING THE LAST 30 DAYS
    2. 1 TO 2 MONTHS AGO
    3. 3 TO 6 MONTHS AGO
    4. 6 MONTHS TO CNE YEAR AGO
    5. MORE THAN ONE YEAR AGO

25. Did you ever consider enlisting in the Regular Army?

    1. YES
    2. NO

26. Did you discuss the Regular Army with a recruiter?

    1. YES
    2. NO

27. Why did you choose the Army Reserve instead of the Regular Army?

    CIRCLE AS MANY
    AS APPLY

    1. Had friends in my Reserve unit
    2. Could not get in the Regular Army
    3. Allows me to continue my education
    4. Could not get the job or training I wanted in the Regular Army
    5. Stay with my family
    6. Allows me to earn money in my spare time
    7. Less discipline than the Regular Army
    8. Could try out regular military life for only six months
    9. Reserve activities only part-time
    10. Too many problems at home to go on full-time duty
    11. Family pressure
    12. Pressure from friends/ coworkers
    13. Other (Specify):

    _____

28. Do you plan to try to enter the Regular Army before the end of your Reserve enlistment?

    1. YES
    2. NO

If yes, how do you plan to get into the Regular Army?

_____

_____

29. In your opinion, how important is it for   1. VERY IMPORTANT
    the United States to maintain the Reserve?
    Choose one.   2. SOMEWHAT IMPORTANT

                                             3. NOT IMPORTANT

                                             4. SOMEWHAT UNIMPORTANT

                                             5. VERY UNIMPORTANT

30. Who do you think benefits most from the   1. THE NATION
    current Reserve program?
                                             2. THE ENLISTED PERSONNEL OF THE UNIT

                                             3. THE OFFICER PERSONNEL OF THE UNIT .

                                             4. THE COMMUNITY

                                             5. NO ONE

                                             6. OTHER (Specify):

                                             _____

The following questions are about your Reserve and military activities. Please
answer all questions completely. All responses will remain confidential.

31. In your opinion, comparing all other Army Reserve units, how would you
    rate your Reserve unit on each of the following factors? Choose one
    answer for each factor.

	Superior	Satis-factory	Average	Below Average	Inferior
Tradition	1	2	3	4	5
Prestige	1	2	3	4	5
Leadership	1	2	3	4	5
Public Respect	1	2	3	4	5

32. Each unit in the Reserve is assigned a   1. STRONGLY AGREE WITH IT
    mission under the total military structure.
    How do you, personally, feel about your   2. MODERATELY AGREE WITH IT
    unit's mission? Choose one.
                                             3. DON'T CARE

                                             4. MODERATELY DISAGREE WITH IT

                                             5. STRONGLY DISAGREE WITH IT

                                             6. DON'T KNOW WHAT THE UNIT
                                                 MISSION IS

33. What is your present drill schedule?

1. ONE WEEKEND PER MONTH
2. MORE THAN ONE WEEKEND PER MONTH
3. ONE NIGHT PER WEEK
4. COMBINATION OF "1" and "3"
5. OTHER

34. If you were free to select your own drill schedule, which one would you prefer? Choose one.

1. ONE WEEKEND PER MONTH
2. MORE THAN ONE WEEKEND PER MONTH
3. ONE NIGHT PER WEEK
4. COMBINATION OF "1" AND "3"
5. NO PREFERENCE

35. If you were given the chance to be in any other one of the following components of the Reserv: or Guard, which would you choose? Choose one.

1. AIR NATIONAL GUARD
2. MARINE CORPS RESERVE
3. ARMY NATIONAL GUARD
4. NAVY RESERVE
5. AIR FORCE RESERVE
6. NONE, I PREFER THE ARMY RESERVE

If not the Army Reserve, why are you in the Army Reserve? _____

_____

36. Please indicate how favorable or unfavorable you are toward associating socially (other than during drill time) with other members of the unit. Choose one.

1. VERY FAVORABLE
2. SOMEWHAT FAVORABLE
3. NOT FAVORABLE
4. SOMEWHAT UNFAVORABLE
5. VERY UNFAVORABLE

37. Did you have military service experience before joining the Army Reserve?

1. NO
2. YES

If yes, where?

a. REGULAR ARMY

CIRCLE AS MANY
AS APPLY

b. NAVY
c. AIR FORCE
d. MARINE CORPS
e. NATIONAL GUARD
f. COAST GUARD
g. AIR FORCE RESERVE
h. NAVY RESERVE
i. MARINE CORPS RESERVE
j. OTHER (Specify):_____

38. Do you plan to make the Reserve a career?

1. YES, DEFINITELY
2. YES, PROBABLY
3. DON'T KNOW YET
4. NO, PROBABLY NOT
5. NO, DEFINITELY NOT

39. Which of the following statements best describes how you personally feel about the amount of money you are currently paid by the Reserve?

1. I AM VERY OVERPAID
2. I AM SOMEWHAT OVERPAID
3. I AM ADEQUATELY PAID
4. I AM SOMEWHAT UNDERPAID
5. I AM VERY UNDERPAID

40. Which of these people in your family are now serving in a military service? Choose more than one response if appropriate.

Which Service?

1. FATHER   _____

2. WIFE   _____

3. BROTHER or SISTER   _____

4. UNCLE or AUNT   _____

5. MOTHER   _____

6. OTHER (Cousins, etc.) _____

7. NONE OF THESE   _____

41. Before you joined the Reserve, were any of your friends members of the Reserve? Choose one.

1. NONE WERE MEMBERS
2. ONE WAS A MEMBER
3. A FEW WERE MEMBERS
4. MANY WERE MEMBERS
5. DON'T KNOW

.42. Before you joined your present unit, did you know any members of the unit?

1. I KNEW NO ONE IN THE UNIT

2. I KNEW ONE MEMBER

3. I KNEW A FEW MEMBERS

4. I KNEW MANY MEMBERS

5. DON'T KNOW

43. Answer if you knew one or more members. Would you have joined if you had not known anyone in that unit?

1. DEFINITELY NOT

2. PROBABLY NOT

3. NOT SURE

4. PROBABLY WOULD HAVE

5. DEFINITELY WOULD HAVE

44. Is your Reserve unit involved in (non-military) community activities or projects?

1. NO

2. DON'T KNOW

3. YES

If yes, what are these activities?

a. _____

b. _____

c. _____

If yes, did you know that your unit was involved in community activities or projects before you enlisted?

1. YES, AND I AGREE WITH ITS INVOLVEMENT

2. YES, BUT I DISAGREE WITH ITS INVOLVEMENT

3. YES, BUT I THINK WE SHOULD BE MORE INVOLVED

4. NO, BUT I AGREE WITH ITS INVOLVEMENT

5. NO, BUT I DISAGREE WITH ITS INVOLVEMENT

6. NO, BUT I THINK WE SHOULD BE MORE INVOLVED

45. Do you expect your Reserve activities to be very "military" or more informal and friendly?

1. "MILITARY"

2. INFORMAL

46. Would you have enlisted if you had gotten a part-time job?

1. YES

2. NO

47. If you were not in the Reserve, how would you spend the time you now spend on Reserve activities?

CIRCLE AS MANY
AS APPLY

a. Participating in sports

b. Family activities

c. Working

d. Educational activities (Class, homework, etc.)

e. Entertainment (TV, movies, watching sporting events, dating, etc.)

f. Hobbies (Art, stamps, music, etc.)

g. Nothing

h. Others (Specify): _____

_____

48. Of the following categories, which one best describes how you use most of your paycheck from the Reserve? Choose one.

1. Place into savings and/or retirement account

2. Purchase food and clothing

3. Make installment payments on mortgage or loan (for example, house, care, furniture, etc.)

4. Use for entertaining, going out to dinner, and/or parties

5. Spend on a hobby

6. Pay monthly bills

7. Use for pocket money

8. Other (Please specify): _____

49. What changes, if any, in the Reserve program would you like to see implemented?

MOST IMPORTANT CHANGE _____

_____

Why do you want this change? _____

_____

How important is this change to you? Check one.

Very Important   Somewhat Important   Not Very Important

_____   _____   _____

2d MOST IMPORTANT CHANGE _____

_____

Why do you want this change? _____

_____

How important is this change to you? Check one.

Very Important   Somewhat Important   Not Very Important

_____   _____   _____

3d MOST IMPORTANT CHANGE _____

_____

Why do you want this change? _____

_____

How important is this change to you? Check one.

Very Important   Somewhat Important   Not Very Important

_____   _____   _____

We are interested in how your friends feel about the Reserve, too. Think about a good friend who is you age, who has not joined the Reserve, as you did, and who is not a veteran. Write his initials here _____ so that you will always keep the same person in mind while you answer the following questions about him.

50. Since we asked you to discuss a friend who is not in the Reserve, there must be reasons why he has not joined. What are some of these reasons, that is, why hasn't he joined? List only those reasons you know to be true.

a. _____

b. _____

c. _____

d. _____

51. How old is he? _____ years old

52. Does he have a full-time job? YES _____
                                  NO _____

53. Did you ever talk to him about your joining the Reserve? YES _____
                                                             NO _____

    If you did, was he in favor of your   IN FAVOR _____
    decision to join, or was he against it?   AGAINST _____

54. Did you ever talk to your friend about his joining the Reserve? YES _____
                                                                    NO _____

    If you did, what was his reaction?   _____ He was very negative

    _____ He was somewhat negative, but saw some merit in it

    _____ He was somewhat positive, and he may even join in the future

55. Did you friend talk about specific things about the Reserve that he did not like?

    CIRCLE AS MANY
    AS APPLY

a. Ability to meet Army qualifications

b. Pressure from friends/coworkers

c. Physical Appearance Requirement (Haircut, moustache, beard, etc.)

d. Interfere with social life

e. Length of enlistment

f. Conflict with regular job

g. Interfere with family life

h. Physical safety

i. Trying something different

j. Interfere with education

k. Nothing specific he did not like

l. Other (Specify):

_____

The next group of questions asks about your education and past employment experience. Please answer the questions as accurately as possible.

56. How long ago did you leave school? _____Years and _____months

57. What is the highest level of education that you have <u>completed</u>?

1. 9th grade or less
2. 10th grade
3. 11th grade
4. 12th grade, but did not graduate
5. GED certificate
6. High school graduate with diploma
7. One year beyond high school
8. Two years beyond high school
9. Three years beyond high school
10. Four years beyond high school
11. Five or more years beyond high school

58. What were your grades in high school?

1. MOSTLY A's
2. MOSTLY A's AND B's
3. MOSTLY B's AND C's
4. MOSTLY C's AND D's
5. MOSTLY D's AND BELOW

59. While in school, which of the following extracurricular activities did you participate in? Circle as many as apply.

a. Varsity team sports
b. Intramural sports
c. Student government
d. Musical activities
e. Service clubs
f. Fraternities
g. ROTC
h. Career organizations (FFA, 4-H, etc.)
i. Gun Club

j. Car, motorcylcle, etc., club
k. Journalistic activities (Newspaper, yearbook, etc.)
l. Religious activities
m. Community activities
n. Social clubs
o. Drama activities
p. Art activities
q. Foreign language clubs
r. None

60. Will you be going to school in the Fall?
1. YES
2. NO
3. UNDECIDED

61. If you are going to school in the Fall, where are you going to school?
1. NOT GOING TO SCHOOL
2. TECHNICAL OR VOCATIONAL SCHOOL
3. JUNIOR COLLEGE
4. COLLEGE OR UNIVERSITY AS AN UNDERGRADUATE STUDENT
5. COLLEGE OR UNIVERSITY AS A GRADUATE STUDENT
6. PROFESSIONAL SCHOOL (LAW, MEDICAL, DENTAL)
7. OTHER (Please specify):

_____

8. DON'T KNOW

62. When you enlisted in the Reserve, did you _want_ a specific Army school?
1. NO
2. YES, AND I GOT IT
3. YES, BUT I DIDN'T GET IT

63. When you enlisted in the Reserve, were you _promised_ specific Army schooling?
1. I WAS NOT
2. YES, AND I RECEIVED TRAINING AS PROMISED
3. YES, AND I AM STILL WAITING TO GO
4. YES, I RECEIVED THE PROMISED SCHOOLING, BUT I AM NOT DOING WHAT I WAS TRAINED TO DO
5. YES, BUT I DIDN'T GET TO GO TO THAT SCHOOL

64. Will any of the military training you expect to receive from your unit help you in your civilian occupation?
1. MOST OF THE TRAINING WILL HELP
2. SOME OF THE TRAINING WILL HELP
3. VERY LITTLE OF THE TRAINING WILL HELP
4. NONE OF THE TRAINING WILL HELP
5. SOME OF THE TRAINING WILL HINDER
6. MOST OF THE TRAINING WILL HINDER

65. Did you know if your job in the Reserve would be related to your civilian occupation before you enlisted?

1. I KNEW IT WOULD BE CLOSELY RELATED
2. I KNEW IT WOULD BE SOMEWHAT RELATED
3. I KNEW IT WOULD BE UNRELATED
4. DID NOT KNOW BEFORE ENLISTMENT

66. What is the relationship between your current civilian job (or your usual occupation if you are unemployed) and your Reserve MOS?

1. COMPLETELY RELATED
2. SOMEWHAT RELATED
3. COMPLETELY UNRELATED

67. How do you feel about the relationship between your civilian occupation and current military job? Choose one.

1. WOULD LIKE THE TWO TO BE MORE RELATED
2. WOULD LIKE THE TWO TO BE LESS RELATED
3. WOULD NOT CHANGE THE RELATION-SHIP
4. DON'T CARE

68. Excluding your Reserve employment, which of the following statements best describes your current employment status? Choose one.

1. WORKING FULL-TIME (35 HOURS OR MORE PER WEEK)
2. WORKING PART-TIME (34 HOURS OR LESS PER WEEK)
3. WORKING PART-TIME AND FULL-TIME
4. NOT WORKING

69. Which of the following classifications best describes your current civilian occupation?

1. Farming or agriculatural related
2. Blue collar, semi-skilled, or unskilled worker (plant assembler, warehouse worker, truck operator, etc.)
3. Craftsman (lathe operator, plumber, electrician carpenter, etc.)
4. Clerical (file clerk, typist, secretary, etc.)
5. Outside salesperson (insurance, auto, etc.)
6. Technical (draftsman, lab technician, etc.)
7. Professional (lawyer, teacher, engineer, accountant, etc.)
8. Administrative (executive, manager, supervisor, etc.)
9. Salesperson in a store
10. Not working

70. Which of the following terms best describes your employer? Choose one.

1. I AM SELF-EMPLOYED
2. PRIVATELY-OWNED FIRM OR CORPORATION
3. FEDERAL AGENCY
4. STATE OR LOCAL AGENCY
5. NON-PROFIT ORGANIZATION
6. I WORK FOR OR WITH PARENTS
7. I AM NOT WORKING
8. OTHER (Please specify):

_____

71. What is your present civilian salary per week? Circle one number.

1. $75 OR LESS PER WEEK
2. $76 - $125 PER WEEK
3. $126 - $175 PER WEEK
4. $176 - $250 PER WEEK
5. MORE THAN $250 PER WEEK

72. How long have you been at your present job?

1. LESS THAN ONE MONTH
2. 1 - 6 MONTHS
3. 7 - 12 MONTHS
4. 1 - 2 YEARS
5. 2 - 4 YEARS
6. 5 OR MORE YEARS
7. NOT WORKING

73. How many full-time jobs have you had since you left or completed high school?

0. NONE
1. ONE
2. TWO
3. THREE
4. FOUR
5. FIVE
6. SIX OR MORE

74. Are you currently receiving unemployment benefits?

1. YES
2. NO, ALTHOUGH I AM UNEMPLOYED
3. NO, I AM CURRENTLY EMPLOYED

75. Are you actively seeking another civilian job?

1. YES
2. NO

76. Why are you looking for another job?

CIRCLE AS MANY
AS APPLY

1. I AM NOT LOOKING FOR ANOTHER JOB

2. NOT MAKING ENOUGH MONEY IN PRESENT JOB

3. I WANT TO WORK MORE HOURS PER WEEK

4. I WANT TO WORK FEWER HOURS PER WEEK

5. I DON'T LIKE MY PRESENT JOB

6. I WANT TO WORK IN A DIFFERENT LOCATION

7. MY JOB ENDS SOON

8. I DON'T HAVE A JOB NOW

9. OTHER (Please specify)
   _____

77. How likely is it that you will find the kind of job you are looking for in the civilian job market during the next year?

1. DEFINITELY

2. FAIRLY LIKELY

3. HALF AND HALF

4. FAIRLY UNLIKELY

5. DEFINITELY NOT

6. DON'T KNOW

7. NOT LOOKING FOR A JOB

78. If you are now looking for work, how much money do you want to make per month?

$_____ per month

_____ I am not looking for work

79. How long have you been looking?
Circle one number.

1. A WEEK OR LESS

2. TWO WEEKS

3. A MONTH

4. TWO MONTHS

5. THREE MONTHS OR MORE

6. NOT LOOKING FOR A JOB

80. What kind of job are you looking for?

1. FULL-TIME (35 HOURS OR MORE PER WEEK)

2. PART-TIME (34 HOURS OR LESS PER WEEK)

3. MORE THAN ONE PART-TIME JOB

4. NOT LOOKING FOR A JOB

81. Where have you gone to look for a job?

CIRCLE AS MANY
AS APPLY.

1. EMPLOYMENT AGENCY

2. GOVERNMENT AGENCY (SUCH AS STATE EMPLOYMENT AGENCY)

3. DOOR-TO-DOOR AMONG POSSIBLE EMPLOYERS

4. AMONG FRIENDS OR RELATIVES

5. TELEVISION ADS

6. MAGAZINE/NEWSPAPER ADS

7. EMPLOYMENT LITERATURE

8. POSTERS

9. RADIO

10. OTHER (Please specify)

_____

The last few items are concerned with general information about yourself.

82. What is your date of birth?   Month_____, Day_____, Year_____.

83. What is your sex?

1. MALE
2. FEMALE

84. What is your religion?

1. CATHOLIC

2. ISLAMIC

3. JEWISH

4. PROTESTANT

5. OTHER

85. Which of the following best describes the location of the place in which you grew up?

1. IN A RURAL OR FARMING COMMUNITY

2. IN A SMALL CITY OR TOWN OF FEWER THAN 50,000 PEOPLE THAT IS NOT A SUBURB OF A LARGER PLACE

3. IN A MEDIUM-SIZED CITY (50,000-100,000 PEOPLE)

4. IN A SUBURB OF A MEDIUM-SIZED CITY

5. IN A LARGE CITY (100,000-500,000 PEOPLE)

6. IN A SUBURB OF A LARGE CITY

7. IN A VERY LARGE CITY (OVER 500,000 PEOPLE)

8. IN A SUBURB OF A VERY LARGE CITY

9. I MOVED AMONG VARIOUS AREAS

86. What is your race?

1. AMERICAN INDIAN

2. BLACK OR AFRO-AMERICAN OR NEGRO

3. MEXICAN-AMERICAN OR CHICANO

4. PUERTO RICAN

5. OTHER LATIN AMERICAN ORIGIN

6. ORIENTAL OR ASIAN-AMERICAN

7. WHITE OR CAUCASIAN

8. OTHER (Please specify)

_____

87. Circle all those activities you now participate in.

CIRCLE AS MANY
AS APPLY

1. ORGANIZED SPORTS
2. RELIGIOUS ACTIVITIES
3. GUN CLUB
4. FRATERNAL ORGANIZATIONS
5. HOBBY CLUBS
6. POLITICAL ACTIVITIES
7. MUSICAL ORGANIZATIONS (BAND, CHOIR, ETC.)
8. VOLUNTEER SERVICE ACTIVITIES.
9. COMMUNITY ORGANIZATIONS OR GROUPS

88. Are you married?

1. YES, AND HAVE CHILDREN
2. YES, AND HAVE NO CHILDREN
3. NO, AND DO NOT PLAN TO GET MARRIED WITHIN A YEAR
4. NO, BUT PLAN TO GET MARRIED WITHIN A YEAR
5. OTHER (SEPARATED, DIVORCED, WIDOWED)

89. Not counting yourself, how many dependents do you support?

0. ZERO   5. FIVE
1. ONE   6. SIX
2. TWO   7. SEVEN
3. THREE   8. EIGHT
4. FOUR   9. NINE OR MORE

90. Right now I live:

1. ALONE
2. WITH PARENTS
3. WITH MY WIFE
4. WITH OTHER RELATIVES
5. WITH ONE FEMALE, NOT MY WIFE
6. WITH ONE MALE
7. WITH TWO OR MORE MALES
8. WITH TWO OR MORE MALES AND FEMALES
9. OTHER (Please specify)

A-24

CODEBOOK

Army Reserve Survey--Open-Ended Questions

Question 5

WHAT ASPECTS OF THE RESERVE OR RESERVE ACTIVITIES DIDN'T YOU THINK YOU WOULD LIKE?
THAT IS, WHAT ARE THE NEGATIVE FACTORS ABOUT THE RESERVE OR RESERVE ACTIVITIES?
LIST AS MANY AS ARE IMPORTANT TO YOU.

01 = None	19 = Short suspense dates
02 = Schools	20 = Many individuals not "job-qualifi«
03 = Career	21 = Picky little details
04 = Money/Pay Scale	22 = Inadequate training
05 = Haircuts	23 = Poor leadership
06 = New experience	24 = Racial prejudice
07 = Too physical/too much running	25 = Tests and paperwork
08 = Taking orders	26 = Shooting guns, etc.
09 = Not enough time on duty to answer/Don't know	27 = Being called up for active duty
	28 = No constructive unit activities
10 = Paycheck deductions	29 = Too hard to qualify
11 = Basic Training	30 = Interfere with social life
12 = Getting up early	31 = Enlistment period too long
13 = Drilling in bad weather	32 = Interfere with school
14 = Summer camp	33 - No GI Bill
15 = Time spent away from home	34 = Misleading recruiting practices/ recruiter lies
16 = Army job	
17 = Army food	35 = Working weekends
18 = Higher headquarters "running" company	36 = Better benefits/PX/Commissary
	37 = Cost of getting to drill
	38 = Slow Promotions

Question 28

DO YOU PLAN TO TRY TO ENTER THE REGULAR ARMY BEFORE THE END OF YOUR RESERVE
ENLISTMENT?

        IF YES, HOW DO YOU PLAN TO GET INTO THE REGULAR ARMY?

1 = Don't know

2 = Talk to recruiter

3 = Get AIT in basic training

4 = Transfer

5 = Get job skill, then see regular recruiter

6 = Enlist

7 = Become qualified (pass test)

8 = "Switch-up"--enter special services

9 = Other

Question 35

IF YOU WERE GIVEN THE CHANCE TO BE IN ANY OTHER ONE OF THE FOLLOWING COMPONENTS
OF THE RESERVE OR GUARD [listing was provided] WHICH WOULD YOU SHOOSE? CHOOSE ONE.

        IF NOT THE ARMY RESERVE, WHY ARE YOU IN THE ARMY RESERVE?

01 = Stay close to home

02 = Something different

03 = Career development

04 = Didn't know about/Had no information on...National Guard/
     Marine Corps Reserve/other services in general

05 = Stationed in home town

06 = Was in regular Army two years

07 = Friends joined Army Reserve

08 = Don't know if could pass test for Air Force Reserve

09 = Army Reserve education programs are better/More
     opportunity

10 = Not qualified

11 = So I could get into Regular Army

12 = Don't Know

13 = Other services BCT easier

Question 44

IS YOUR RESERVE UNIT INVOLVED IN (non-military) COMMUNITY ACTIVITIES OR PROJECTS?
IF YES, WHAT ARE THESE ACTIVITIES?

01 = Don't know

02 = Community assistance

03 = Boy Scouts

04 = Sports

05 = Public relations

06 = Helping elderly (Aged/Blind/Disabled)

07 = County Boy's Home

08 = Adult Probation Department

09 = Landfill projects

10 = Build dikes/build bridges

11 = Pistol range

12 = Fireroad through National Forest

13 = Build snowmobile trails

14 = Clear areas for recreation

15 = Toys for tots program

16 = Clear land for YMCA/new building

Question 49A

WHAT CHANGES, IF ANY, IN THE RESERVE PROGRAM WOULD YOU LIKE TO SEE IMPLEMENTED?

01 = No change desired

02 = Become more military

03 = Different hair regulations/grooming regulations

04 = Provide more realistic experience

05 = Help the community

06 = More qualified officers/Better leadership

07 = Automatic/Faster promotions

08 = Cut down paperwork

09 = More professionalism

10 = Add modified GI Bill

11 = Add health insurance benefits

12 = Better pay/Faster pay

13 = Reinstate draft for National Guard and Reserve

14 = More rank openings

15 = Earlier retirement

16 = More meaningful assignments/activities

17 = Shorter weeknight meetings

18 = Speed up processing

19 = Choice of training if you pass test

20 = Shorter Basic Training/Basic Training too hard

21 = Increase number of schools

22 = Make meeting schedule more flexible--choice of dates

23 = Increase number of drills

24 = More training

25 = Serve Black community

26 = More benefits

27 = Less "military"

28 = Greater respect for the individual

29 = Religious freedom

30 = Relaxing physical entrance regulations

31 = Separate Regular Army from Reserve in Basic Training

32 = Shorter enlistment period

Question 49B

WHY DO YOU WANT THIS CHANGE [see listing for 49A]?

    01 = Provide better leadership
    02 = Reservists should get a break
    03 = Too many senseless reports
    04 = Would help everyone concerned
    05 = Not necessary for good performance
    06 = People could continue education
    07 = Make USAR more competitive with other part-time employment
    08 = More men for lower ranks
    09 = Provide faster advancement
    10 = Get more people to join
    11 = Increase motivation
    12 = Makes too long a day
    13 = Meet travel expenses
    14 = Give everyone a chance to get paid more
    15 = Better oneself
    16 = Don't like to have to change personal appearance
    17 = People are used to it
    18 = Provide more enjoyment of Reserves
    19 = Relieve boredom at meetings and drills
    20 = Increase efficiency and usefulness of USAR
    21 = Increase individual skills
    22 = Other

Question 50

SINCE WE ASKED YOU TO DISCUSS A FRIEND WHO IS NOT IN THE RESERVE, THERE MUST BE
REASONS WHY HE HAS NOT JOINED. WHAT ARE SOME OF THESE REASONS, THAT IS, WHY
HASN'T HE JOINED? LIST ONLY THOSE REASONS YOU KNOW TO BE TRUE.

01 = Doesn't like Reserve/Negative toward military

02 = Too young

03 = Has not graduated [from high school]/Interfere with schooling

04 = Basic Training

05 = Too physical/Too much running/exercise/marching, etc.

06 = Getting up in the morning/Get up too early

07 = Taking orders

08 = Would rather be drafted

09 = Already involved in public service

10 = Family responsibilities/Wife not in favor

11 = Too many career obligations/Too busy/Already has a job

12 = Doesn't want to wear a uniform

13 = Wants to stay close to home

14 = Interfere with social life

15 = Doesn't want to get haircuts

16 = Friend not qualified/on probation/been in jail/flat feet, etc.

17 = Doesn't know what he wants to do

18 = Unaware of opportunities

19 = Pressure from friends

20 = Doesn't want to commit his spare time

21 = Afraid war might break out

22 = Too lazy

23 = In REgular Army/Joining different service

24 = Thinks there's no benefits to be gained

25 = Enlistment period too long

26 = Doesn't need extra money

27 = Thinks Reserve is disorganized

28 = General answers, i.e., "Doesn't want to"

29 = Other