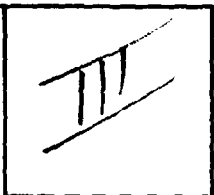


MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

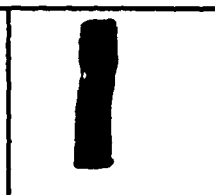
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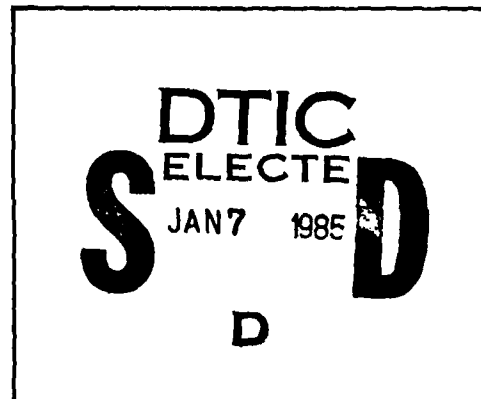
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AD-A149 169

A WORKING REPORT ON
THE FOCUS GROUP SESSIONS
FOR THE RESEARCH "A TRACKING
STUDY REGARDING ISSUES RELATED
TO RECRUITMENT OF ENLISTED
PERSONNEL FOR THE RESERVE
COMPONENTS"

Fall, 1978 - Wave I

August, 1978

Prepared for:
Office of Assistant Secretary of Defense
(Manpower, Reserve Affairs and Logistics)
The Pentagon
Washington, D.C.

Contract Number:
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Final Draft

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17 ABSTRACT (Continue on reverse if necessary and identify by block number) The Reserve Component Attitude Study (RCAS) is an annual series from 1978 to 1982 surveying the propensity of men and women to enlist in the Selected Reserve Forces (Guard/Reserve). The study is conducted through a random digit dialing telephone survey of the NPS respondents. The veterans sample was selected from listings provided by the Department of Defense. In 1983 RCAS underwent a reconfiguration and was renamed Veterans Attitude Tracking Study (VATS). The purpose of RCAS is to discover issues relevant to enhancing the number and quality of those enlisting in National Guard and Reserve Forces. Data was collected to determine individuals' reasons for wanting to enlist in the Guard/Reserve from samples of Prior service (PS) men and women and Non-prior (NPS) service men and women. Individuals sampled were divided into categories of those with a negative propensity to enlist and those with a positive propensity to enlist.			
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RCAS 1978, "A Tracking Study Regarding Issues Related to Recruitment of Enlisted Personnel for the Reserve Components," included data collected from 1,580 NPS males, 1,502 NPS females, and 1,501 prior service males (Veterans). The following are conclusions of the 1978 study:

- o The baseline data on propensity indicated a large pool of positive Potential Enlistees.
- o Knowledge of the requirements of the Guard/Reserve is low among Potential Non-prior Service Enlistees.
- o The six-year initial enlistment requirement for Non-prior Service persons reduces the pool of positive propensity Potential Enlistees significantly.
- o Non-high school, positive propensity Potential Enlistees are effectively barred from enlistment by the existing structure of Guard/Reserve training and duty requirements.
- o Four strategies were generated from this study: Position the Guard and Reserves as local and part-time forces with some community service functions; change requirements for service and target the 19-21 year old segment of non-prior service males and non-prior service females; stress pride and team membership in the local guard and Reserve units; and encourage current Guardsmen and Reservists to introduce friends to the opportunities in the Guard/Reserve.

This is a supplement to the study entitled; A Working Report on the Focus Group Sessions for the Research "A Tracking Study Regarding Issues Related to Recruitment of Enlisted Personnel for the Reserve Components." The purpose of the focus groups was to help the researchers develop an understanding of survey respondents' beliefs, attitudes, opinions and motivations toward enlistment in the Guard/Reserve.

This is a working report on the focus group sessions conducted for the research "A Tracking Study Regarding Issues Related to Recruitment of Enlisted Personnel for the Reserve Components." This work was performed under Contract #MDA903-78-C-0298. As stated in the proposal for this research, the purpose of the focus groups was to help the researchers develop "a complete understanding of the full range of beliefs, attitudes, opinions and motivations of the respondents toward the issues." A focus group outline was developed for the conduct of the sessions. A copy of the outline is included as Attachment A.

Ten focus groups were to be conducted in five locations across the country -- two focus groups were to be conducted in each location -- one in an urban setting and one in a non-urban setting. The groups were to be composed of both males and females who could be classified into one of two experience categories.

Experience Category A

- . Individuals six months or more prior to high school graduation.
- . Individuals for whom high school graduation is imminent.
- . Individuals who have graduated from high school and are working.
- . Individuals in community college or the first or second years of a four-year college program.
- . Individuals who have dropped out of college and are working.
- . Individuals who have seriously spoken with a recruiter.

Experience Category B

- . Individuals who have recently enlisted (this will include representatives enlisting in both the Guard and the Reserve).
- . Veterans (this will include a diversity of branches of the service).

Individuals who were in "Experience A" categories were included in the same focus groups and individuals in categories labelled "Experience B" were in the same focus groups. However, there were not representatives of both "Experience" categories in the same focus group.

The contractually required ten focus groups have been held. The ten groups were scheduled as follows:

- . Philadelphia, PA (urban); Lancaster County, PA (non-urban)
- . Sacramento, CA (urban and non-urban)
- . Austin, TX (urban); Georgetown, TX (non-urban)
- . Chicago, IL (urban); Kankakee, IL (non-urban)
The Chicago session was cancelled due to a lack of willing participants. This session was rescheduled and held in Philadelphia.
- . Atlanta, GA (urban); Garwood, GA (non-urban)

The rationale for the site selection is discussed in detail in the Memo from Associates dated May 18, 1978.

In addition, an 11th group was held in Wilmington, Delaware. This group was composed of all female Guardsmen. A 12th group of recently enlisted Guardsmen is scheduled for August 15, in Wilmington, Delaware.

The focus group data have been analyzed to determine:

- . Data regarding gaps in the life goals, reasons, attitudes and perceptions questions included in the 1977 study which may potentially result in enhancement of predictability of propensity.

- . Data regarding the potential non-linearity of the relations between propensity and specific goals, reasons, attitudes and perceptions factors.
- . Data concerning the decision making process regarding enlistment in the Guard or Reserve.

The results of the focus groups will be briefly summarized on the following pages.

RESULTS

Over 100 individuals between the ages of 17½ and 35 participated in the focus groups. There were three groups including Veterans and Current Guardsmen/Reservists and eight groups of non-prior service individuals.

Understanding of Guard/Reserve

Among the non-prior service individuals, there was a general lack of awareness about the Guard and Reserve. Individuals who had seriously considered a branch of the Guard/Reserve seemed to know about the requirements and benefits of that branch. However, even individuals who had contemplated signing up for a specific branch and had investigated that specific branch seemed to be unsure of the requirements of and the benefits offered by other Guard/Reserve branches.

Non-prior service individuals reported receiving a large amount of advertising material. Few non-prior service individuals, however, had read more than the initial pieces of literature they had received. Even fewer individuals had sent in response cards and/or saved the literature.

- . "I read one or two. I maybe read the first and second paragraph, and then I said well, forget it. I knew what it was. I always opened the envelopes to see what was in them, but that was about it."
- . "I just opened it, and saw that it was from the Air Force or Marines and threw it away."

Guard/Reserve literature could not be distinguished from active military literature by the participants. It was not possible to determine if the confusion of the two took place in the original perception of the literature received or in the recall process. This behavior would suggest that these individuals may have already formed a perception of the military which was generalized to the Guard/Reserve and that they did not desire to find out more about individual branches of the service or the Guard/Reserve vs. the active military.

The confusion of the active military and the Guard/Reserve persisted throughout the focus group sessions. Even when the focus group moderator specifically focused discussion on the Guard/Reserve, individuals still spoke of "the military" and attributed characteristics of the active military to the Guard/Reserve. Consequently, this report will often refer to perceptions of "the military" rather than the Guard/Reserve when that is how the participants responded.

Those individuals that took the ASVAB did so "to know where they stand, bread wise" rather than as a first step in considering enlistment in the military.

The focus group participants had some idea that there was a difference between the National Guard and the Reserve but their perceptions were only partially correct.

- . "Isn't the National Guard called out like in during some kind of natural disaster or something? To protect against looting and stuff like that."
- . "Civil distress like you know, like the Coast Guard does when they have hurricanes and stuff, like big things."

In spite of several individuals mentioning the Guard as a police force in incidents such as Kent State, the Guard has a somewhat more positive image in the perceptions of the non-prior service individuals and has an image of community service. The Reserve does not have a similar image of service.

When questioned regarding "who would go first" if the country went to war, the majority of the groups thought the Reserves would go first. The majority also did not realize that the Guard was a state militia while the Reserve was federal. Relatively few participants explicitly thought of the possibility of actually engaging in warfare.

Individuals who were from career-military families knew more about the active military and the Guard/Reserve and seemed to have a more positive view of enlistment in both the active and the reserve military forces.

Specific Attributes of Guard/Reserve

The focus group participants were first asked their initial impressions of the Guard/Reserve and then were questioned regarding specific attributes.

General impressions included:

- . "It's just for guys."
- . "I feel that you are just a puppet in a lot of ways."
- . "They grind you down a bit and then try to build you back up into what they want to."
- . "That's gonna take a big chunk out of your life."
- . "Warlike or militaristic."
- . "Gives you discipline."

Impressions of specific attributes of Guard/Reserve participation are summarized in the following pages.

Training in the Guard/Reserve

The majority of the non-prior service focus group participants felt that they would not be trained in their chosen field but rather in whatever was needed. Secondly, training was not comprehensive and was not taken seriously by the Guard/Reserve.

- . "All they do is drink beer and sit around."

The Veterans seemed to think that Guard/Reserve training would not prepare them for civilian occupations because: 1) training was done on obsolete equipment; 2) there were not civilian counterparts to the military MOS; and 3) training was not taken seriously.

Education Benefits

The majority thought that college was a more direct and better way of achieving a career goal. For those who did not have the money

for college, the idea of the Guard/Reserve offering education benefits was looked upon favorably if you wanted to trade away "a big chunk of your life."

Social Benefits

For the most part, the majority thought these did not make up for those social benefits that would be achieved in other ways during the leisure time that is invested in Guard/Reserve participation. In addition, many perceived individuals in the Guard/Reserve as "losers" anyway and thus not their choice for social companionship.

Some participants did mention the excitement of meeting many new people from different places and backgrounds. This was often mentioned in conjunction with the opportunity to go new places.

Recognition and Status

The participants were asked how they thought that their friends/community would react to them if they showed up in a military uniform. The anticipated reaction varied from laughter to harassment to pity. A very small number felt that their peers/community would respect them or look up to them. These feelings were sometimes attributed to perceptions of the type of people who join the military now; the perceptions of the activities of the military in recent years eg. Vietnam; and the perceptions of why people join the military eg:

- . "to get out of the house"
- . "to get away from his parents"
- . "he got his girlfriend in trouble"
- . "got in trouble with the law"
- . "nothing better to do"

At this point in time, the recognition and status associated with military participation is not a positive attribute for many of the participants.

Several participants suggested that military experience would look good on a resume.

Challenging Work

There was nearly total agreement on the part of both non-prior service individuals and Veterans that time spent in the Guard/Reserve was wasted. This agreement however was based on different reasons for the groups.

The Veterans who had been in the active military had established a perception of the Guard/Reserve as "weekend warriors" who "played at war."

The non-prior service individuals had an impression of weekend duty and summer camp as being a waste of time rather than as challenging work.

- . "I saw an amusing photograph in the newspaper the other day about a group of National Guard who were on maneuvers at the coast, and there was one big wig sitting out on the beach getting a suntan while all these people were rushing to the beach and shooting and fighting. It was an amusing picture."

Money

For the most part, non-prior service individuals did not know how much they would be paid for Guard/Reserve participation. When informed of the amount, some thought it was great and some thought they could make more working overtime. However, the majority did agree that extra income ie., income supplementary to their present wages, is of interest to them.

The Veterans had a better idea of how much they would make though not many really knew exactly how much.

Six Year Enlistment

The majority of individuals did not want to commit themselves for six years.¹⁾

- . "It is kind of scary when they want you for six years."
- . "I would like a year at a time. You know, you go for a year and you stop."
- . "If you sign up for six years and you find out that you hate it, then you have to stick it out."
- . "...that seems like a long time. He was in for six years. That seems like a long time."

When non-prior service individuals were asked how the Guard/ Reserve would have to change in order for them to be interested in enlistment, the majority cited the length of commitment.

Six Months Active Duty

For those individuals who had full time jobs or full time educational commitments, the six months of active duty was a barrier which they considered insurmountable. They did not want to take time off from school and could not afford to or could not take time off from work.²⁾

-
- 1) In the one National Guard focus group session held in Wilmington, DE, all the participants were female nurses who were officers in the Guard. All had joined when there was no minimum commitment to join because the Guard was and presently is in dire need of nurses. All the participants cited the lack of commitment as one of the reasons that they had decided to try the Guard. At the time of the group, one of the participants had been in 11 years and all intended to stay in for the near term.
 - 2) In the all female National Guard group, every participant noted that in addition to not having to make a long term commitment, they also did not have to serve an initial period of active duty. Since all had full-time jobs, the omission of this requirement made Guard participation feasible for them.

Weekend Duty and Summer Camp

A large segment of the population has full time jobs that require working on weekends eg. people in retail trades, shift work. Many of these individuals work on a commission basis or have guaranteed overtime and make a substantial portion of their income on the weekends.

Many non-prior service individuals assumed that their companies would not give them two weeks off for summer camp and/or would require them to use their vacation time. However, they did not know what the company policy really was.

Civil Service employees in the State of Delaware get 15 days military leave a year for which they collect full salary. Thus for their two weeks summer camp they receive full salary from their regular job plus their Guard/Reserve pay.

Several participants noted that their companies did not require their using their vacation for summer camp and made up the difference between their Guard/Reserve pay and their regular pay.

The majority of the individuals who were not employed in jobs which required regular weekend work agreed that they could make time in their lives for the weekend and summer camp obligations. However, they would have to be convinced first that Guard/Reserve participation was worthwhile.

Many of the younger participants were hesitant to make a commitment for summer camp and weekends for six years in advance. Among other concerns here were the uncertainty as to their future job opportunities and goals and need to maintain their flexibility. In contrast, those that were more certain of their future goals were more concerned regarding time commitments and the specific training that they would receive.

Medical and Pension Benefits

Most non-prior service individuals were very unclear regarding the medical and pension benefits offered to members of the Guard/Reserve. Most did consider medical and pension benefits as positive but minor attributes. The Veterans were somewhat more knowledgeable regarding these benefits.

A number of participants noted that the present benefits were commensurate with the present obligations; however they did not feel the Guard/Reserve was a worthwhile investment of time.

Own Decisions, Obedience

For the Veterans and non-prior service individuals, a positive attribute associated with the military was developing self-discipline. However, a number of individuals questioned whether the high degree of external discipline was conducive to the development of internal discipline.

For nearly all participants, Veterans and non-prior service alike, the discipline imposed by the hierarchy and the system was a negative attribute. The non-prior service individuals were especially outspoken about the perceived conformity and being told what to do.

Potential, Job Security

The non-prior service individuals did not see the military, in general, as a good way to make a living or to achieve life goals such as growth and job security.

- . "There's got to be an easier way to make a living."
- . "There are better ways to get ahead."
- . "...rigid discipline and very low rewards out of what you have to put out."

Some participants were reticent to commit themselves because they perceived training, benefits, and requirements changing frequently as it suited military/government purposes.

Some participants noted that the military provided a good avenue for people who wanted to get ahead but had met roadblocks in the labor market.

Non-prior service individuals did not perceive the Guard/Reserve as part-time employment.

Family Life

There was not much discussion of the impact of Guard/Reserve participation on family life. This may be because many of the participants were younger and did not yet have families. Several individuals noted that married people might not want to join while others specified that married women might not want to join.

- . "Suppose you were married and had kids. Suppose you were pregnant. How could you go away on a weekend?"

Country Protected From Attack

A large majority of the participants said that they would enlist if our country were threatened. They made a careful distinction between our country being threatened and another country with whom we were friendly being threatened.

Nearly all participants agreed that we should have the National Guard and the Reserve in case we needed them despite their lack of knowledge regarding their function.

Many participants did not see a need for their joining the military because they thought that the military had all the people it needed.

Sources of Information

The majority of the focus group participants had received recruiting literature in high school. The male participants seemed to have received significantly more literature than did the female participants. Most agreed that there were too many mailings and that very few of the mailings were read completely. Most individuals did not distinguish between the active military literature and the Guard/Reserve literature and some individuals did not distinguish between literature from different branches of the service.

The participants were asked to comment on the literature that they had received and on a specific set of ads passed out for them to review. The majority thought that the literature presented an unrealistically good perspective on the military.

- . "...seems to bring out the more emotional or dramatic aspect, rather than the realistic."
- . "...they had all these real pretty women in the advertisement and I've never seen women that pretty."
- . "I think a lot of times the advertisers try to give you some kind of snow job. I think they try to pull something over your eyes."

The majority thought that the ads were monotonous and conveyed little useful information.

A number of participants had contacted or been contacted by recruiters. Two frequent comments regarding recruiters were that they were pushy and that they couldn't answer your questions. Recruiter follow-up seemed to be very variable.

One of the major positive and negative sources of information seemed to be friends, siblings and peer group. Many of the focus group participants relate positive and/or negative experiences of these sources. The narrators seemed to accept these anecdotes without a lot of questioning.

Individuals from military towns seemed to have two additional sources of influence: 1) the military participation of their parents if their parents were part of the military, and 2) the perceptions of their family and neighbors of the soldiers.

Guidance counselors and school personnel were not considered a source of information concerning enlistment.

In families where one of the parents was not presently participating in the military, parents were not considered a major source of information. When parents were consulted, they tended to be somewhat more negative regarding participation for females than for males.

A number of the Veterans mentioned that the "buddy system" was instrumental in their joining the military eg. a friend made the decision with them and joined with them.

REACTIONS REGARDING WOMEN IN THE MILITARY

The perceptions of women in the military can be summarized for many by the following focus group excerpt.

MODERATOR: How about you, Cindy? Have you seen advertising?

PARTICIPANT: The other day I was just trying to remember where I saw it, it was some advertisement about how more women are going into the Military Services, and they had all these real pretty women on the advertisement and I've never seen women that pretty.

MODERATOR: But there are pretty women, and those are all actual women in the Service.

PARTICIPANT: I know, but it's funny how you didn't see any big ones.

MODERATOR: What do you think they look like?

PARTICIPANT: Masculine.

PARTICIPANT: Skinny.

PARTICIPANT: I thought that was kind of funny. They had all these beautiful women on this advertisement.

Reactions to women in the military included:

- . "You know, a woman can't really get ahead in the military, it seems like."
- . "Well, the military seems too much. It's just too male dominated."
- . "If they don't have anything else to do, join the Army. If they can't make it anywhere else."
- . "I'd go for the guys."
- . "I think I'd go for the excitement and the training."
- . "I think it is tougher." (on women as compared to men).
"It's a challenge for them...Well they would be doing something that for a long time only guys could do."

The majority of the participants considered the military a male-dominated institution in which the majority of the jobs/roles are traditional male jobs. The men and women often questioned the advisability of and the stress in the ads emphasizing non-traditional roles for women. The jobs that were thought most available to women in the military were perceived as being traditional women's jobs such as clerk typist.

SUMMARY

The preceding pages summarized the results of the focus group sessions. The participants of the groups held in California, Georgia and Texas seemed to know more about the Guard/Reserve and seemed to have a more positive attitude toward enlistment than did the participants in the Illinois and Pennsylvania groups. This is not totally congruent with the national propensity level statistics used in site selection. There were no significant differences observed between the urban and non-urban participants. The Georgia and Texas groups tended to be less positive toward the recruitment of women than did the other groups.

The results of the focus group sessions highlight the non-linearity of the enlistment decision making process in such cases as retail workers or shift workers for whom participation is not feasible. Questions designed to better understand the process variables and non-linearities will be incorporated in the 1978 questionnaire. In addition, other gaps in the life goals and reasons questions regarding such things as college education as a primary goal of respondents, will be dealt with in the final questionnaire.

The transcripts of the sessions together with data from the 1977 study are now being used to generate a series of hypotheses regarding the enlistment decision making process and the life goals, reasons, attitudes, and perceptions which impact on propensity. Questions to test these hypotheses are being designed for inclusion in the 1978 questionnaire and the analyses of these questions and hypotheses are being integrated into the data analysis plan.

Attachment A

FOCUS GROUP OUTLINE FOR R/G

I. RAPPORT GENERATION

A. PURPOSE

- TO EXPLORE REACTIONS TO R/G SO AS TO MAKE IT MEET THEIR NEEDS.
- THEY REPRESENT THE CONSUMERS
- THEIR FEEDBACK WILL BE USED

B. APPROACH

- INFORMAL, OPEN DISCUSSION
- DON'T HESITATE TO DISAGREE
 - . . EACH REPRESENTS 1 MILLION OTHERS
 - . . ONE AT A TIME

C. ANONYMOUS

- WILL TAPE RECORD FOR LATER REVIEW
- NEVER USE NAMES
 - MAY QUOTE YOU SO SECRETARY OF DEFENSE BROWN MAGAZINE READ YOUR COMMENTS.
 - JUST USE FIRST NAMES
- ARB IS PRIVATE MARKET RESEARCH ORGANIZATION: NOT U.S. GOV'T

D. INTRODUCTIONS

- WHAT YOU'VE DOING NOW, E.G., SCHOOL, WORKING, VACATION, ETC.
- EVER CONSIDER JOINING R/G AND WHAT HAPPENED.
- EVER CONSIDER JOINING ANY MILITARY AND WHAT HAPPENED
- IF WORKING, DO YOU PLAN ON REMAINING IN IT FOR A FEW MORE YEARS.

II. DEFINE ATTITUDE OBJECT

A. WHAT ARE THE R/G

1. WHAT ARE THEIR CHARACTERISTICS

- REQUIREMENTS TO BE IN
- WHAT'S IT DO FOR YOU
- HOW LONG DO YOU THINK YOU HAVE TO ENLIST
- DO YOU HAVE TO GO FOR A PERIOD OF TRAINING
 - . . ANY WEEKENDS INVOLVED
- ANY LEAVE DURING WEEKENDS

2. DIFFERENCE OF R/G

- BETWEEN R VS G
- BETWEEN BRANCHES
 - . . WHICH BRANCHES HAVE A R, - HAVE A G

3. PARTICULAR ISSUES

- WHICH IS COMBAT AREA
- STATE CONTROL
- INVOLVEMENT IN COMMUNITY ACTIVITIES
- TYPE OF MILITARY ACTIVITIES IN WHICH R/G BECOME INVOLVED.

III. AWARENESS AND SOURCES OF AWARENESS AND INFORMATION

(INITIAL WARM UP QUESTION SERVES TO INDICATE GENERAL AWARENESS
AND CONSIDERATION)

1. BEFORE TONIGHT WERE YOU VERY AWARE OF R/G -- REGULAR ARMED SERVICES
-- DID YOU THINK ABOUT IT, TALK, READ, ETC.
2. WHERE DID YOU GET YOUR INFORMATION ABOUT R/G OR REGULAR ARMED SERVICES

2B. WHAT'S THE SEQUENCE OF GETTING INVOLVED IN THE R/G

I'D LIKE TO MAKE A CHART OF EVERY THING THAT HAPPENED; EVERY
STEP THAT YOU WENT THROUGH. THEN WE WILL DO THE SAME FOR
EVERYONE ELSE UNTIL WE HAVE ALL THE STEPS LISTED
MORE OR LESS IN SEQUENCE.

WELL, TO BEGIN, WHAT MADE YOU FIRST THINK ABOUT THE R/G.

(INCLUDE OR PROBE

- WHO THEY CHECKED WITH
- INFORMATION RECEIVED
- ACTIONS OF RECRUITER
- THE STEP THAT TURNED THEM ON.)

3. HAVE (DID) YOU EVER TALK(ED) TO ANYONE ABOUT R/G

- SENT IN "CLIP-OUT" COUPONS?
- HOW WOULD (DID) YOU FIND OUT ABOUT IT?
 - WHO WOULD (DID) YOU WANT TO TALK TO?
 - WHAT SPECIFICALLY WOULD (DID) YOU DO?
- WERE YOU TO CONSIDER IT, WOULD (DID) YOU NEED TO CHAT WITH ANYONE ELSE
 - WIFE/GIRL FRIEND/BOY
 - PARENTS
 - FRIENDS
- WHO WOULD (DID) YOU TALK TO AT SCHOOL
 - GUIDANCE COUNSELOR
 - ATHLETIC COACH
- DID ANYONE FROM MILITARY COME TO YOUR SCHOOL
 - DID YOU EVER TAKE ASVAB
 - . . WAS A RECRUITER THERE AT THE TIME
 - IS THERE A TRAINING CENTER IN YOUR AREA
- DO YOU KNOW ANYONE IN R/G

4. HAVE YOU EVER SEEN OR HEARD ANY ADVERTISING FOR R/G

- WHERE
- WHAT'S YOUR REACTION
- WHICH ADVERTISEMENT DO YOU RECALL
 - . . GOOD OR BAD?

-- DID YOU RECEIVE ANY LITERATURE IN MAIL

-- WHAT DO WITH IT: FIRST TIME, SECOND, ETC.

-- WHAT MADE YOU NOT REACH FOR PHONE TO CALL RECRUITER

-- IS THERE TOO MUCH FROM THE DIFFERENT SERVICES

-- DID YOUR PARENTS GET LITERATURE

. . WHAT WAS THEIR REACTION

IV. OVERALL REACTION

1. IN GENERAL, HOW DO EACH OF YOU THINK ABOUT BEING
IN THE R/G

-- WHY (PROBE EXTENSIVELY)

2. WHAT'S NEEDED TO MAKE EACH OF YOU CONSIDER IT?

-- WHAT ELSE BESIDES (MONEY, ETC.) WOULD MAKE
YOU JOIN?

3. BEFORE YOU WOULD TAKE SUCH A STEP WHAT WOULD BE
THE MINIMUM YOU WOULD HAVE TO KNOW? WHAT WOULD
YOU ABSOLUTELY HAVE TO DO?

V. INTRODUCTION OF FACTUAL INFORMATION AND NEW REACTIONS

1. DESCRIPTION OF R/G (SEE FACT SHEET)
2. WHAT ARE YOUR REACTIONS TO R/G NOW?
 - WOULD (DID) YOU HAVE A PREFERENCE BETWEEN R/G? WHY?
 - WOULD (DID) YOU HAVE A PREFERENCE FOR A PARTICULAR SERVICE? WHY?
3. THE COMPETITION: ALTERNATIVE, SIMILAR ACTIVITIES AND DIFFERENT ONES
 - WHAT ACTIVITY R & G SIMILAR TO
 - WHAT ORGANIZATION IS IT SIMILAR TO
 - HOW ELSE SPEND TIME
 - IS IT SAME AS
 - FULL TIME JOB VS. PART TIME JOB
 - ENTERTAINMENT
 - WORK
 - A SOCIAL ACTIVITY
 - A PARAMILITARY POLICE FORCE
 - PATRIOTIC OBLIGATION
 - A COMMUNITY RESPONSIBILITY
 - A HOBBY
 - A SCHOOL
 - FOR EMERGENCIES

- VOLUNTEER WORK
- VOLUNTEER FIRE COMPANY
- A CAREER
- THE REGULAR ARMED FORCES

-- WHAT'S MOST SIMILAR

-- WHAT'S DIFFERENCE BETWEEN R/G AND REGULAR JOB

4. WHAT OTHER ACTIVITIES ARE YOU INVOLVED IN?

-- IS THERE ROOM FOR R/G

-- DO YOU ALLOCATE YOUR TIME

VI. SITUATIONAL CONTEXTS

1. WHAT ARE THE ACTIVITIES YOU ASSOCIATE WITH THE R/G
 - ALSO THE ONES WITH JOINING, LEAVING, ETC.
 - DO YOU CONSIDER THE POSSIBILITY OF ACTIVATION FOR WAR, FOR DISASTERS, STRIKES, ETC.
 - WHEN DO PEOPLE HAVE FUN IN THE R/G
 - WHAT'S THE MOST UNPLEASANT PARTS
 - WHAT ABOUT THE BENEFITS ENJOYED DURING OR AFTER YOUR IN.
 - WHAT'S LIFE REALLY LIKE ON WEEKEND MEETINGS
 - WHAT CONDITIONS OF WORK WOULD CONCERN YOU
 - WHAT DO YOU ACTUALLY DO
 - WHAT MAKES THE MILITARY UNIQUE COMPARED TO A REGULAR JOB
 - WHAT ARE THE ACTIVITIES THAT MAKE PEOPLE SIGN-UP AGAIN
 - DO ANY OF YOU HUNT OR BELONG TO A RIFLE ASSOCIATION (PROBE FOR POSSIBILITY OF A LINK BETWEEN THIS ACTIVITY AND R/G) IT COULD BE POSITIVE OR NEGATIVE.)

(LIST ALL ACTIVITIES ON CHART AS MENTIONED)
2. IF YOU HAD TO RATE THESE +3 TO -3, HOW WOULD YOU RATE THE ONES LISTED
 - WHY (ESPECIALLY ON NEGATIVES)

VII. ATTRIBUTES

1. WHAT ARE THE GOOD AND BAD FEATURES OF MEMBERSHIP IN R/G

- WHAT PROBLEMS DO YOU PERSONALLY ANTICIPATE
- WHAT WOULD TAKE SOME "GETTING USED TO"?
- WHAT DO OTHERS SAY ARE THE "PITS" WITH THE R/G

(REPEAT FOR AS MANY SPECIFIC ACTIVITIES LISTED IN V AS NECESSARY
ALTHOUGH MUCH PROBABLY COVERED IN 2 WITH "WHY" QUESTION)

2. (SPECIFIC PROBLEM AREAS) WHAT WOULD BE THE KIND OF

-- (PHYSICAL FACILITIES)

WHAT KINDS OF PHYSICAL FACILITIES AND EQUIPMENT
WOULD YOU EXPECT TO FIND

-- WOULD THAT BE A PROBLEM FOR YOU

-- (INTERPERSONAL)

WHAT KINDS OF PEOPLE WOULD YOU EXPECT TO ENCOUNTER (PEERS)

- HOW ABOUT THE SERGEANTS

- HOW ABOUT THE OFFICERS

HOW WOULD THEY REACT TO YOU?

-- (AFFECTIVE)

HOW DO YOU THINK MOST PEOPLE FEEL WHEN THEY ARE ATTENDING
R/G ACTIVITIES IN UNIFORM

-- HOW DO YOU THINK MOST PEOPLE FEEL WHEN THEY ARE AT HOME IN UNIFORM

- BORED

- SCARED

- PROUD

- CONFIDENT

- WITHOUT SUPPORT

-- (ORGANIZATIONAL STRUCTURE AND ATMOSPHERE)

WHAT DO YOU THINK YOU WOULD FIND IN TERMS OF THE RULES, REGULATIONS AND ESPRIT DE CORPS?

- IS IT FULL OF RED TAPE?
- IS THERE RECOGNITION OF PERFORMANCE?
- IS THERE OPPORTUNITY?
- IS THERE A TEAM SPIRIT?

-- (BENEFITS)

HOW WOULD MEMBERSHIP IN THE R/G PAYOFF FOR YOU?

- ARE THERE ANY BENEFITS YOU WOULD GET EITHER IN THE R/G (E.G., JOB TRAINING) OR RETIREMENT FUNDS OR, OTHER BENEFITS LIKE COMPANIES HAVE?
- ARE THESE GOOD, BAD, WORTHWHILE? (COVER PAY, OJT, EDUCATION, RETIREMENT, CAREER ADVANCEMENT, ETC.)

-- (OBLIGATION)

- WHAT DO YOU HAVE TO DO?
 - ARE ANY OF YOUR OBLIGATIONS A PROBLEM? (COVER LENGTH OF INITIAL ENLISTMENT, INITIAL TRAINING, FREQUENCY OF MONTHLY WEEKEND TRAINING, SUMMER TOUR OF DUTY, ETC.)
- DO YOU KNOW IF YOUR COMPANY (OR COMPANIES IN GENERAL) HAS ANY POLICY ABOUT THE R/G
- WHAT IS IT?

3. SUMMARY

(THE ATTRIBUTES WOULD HAVE BEEN LISTED AS MENTIONED.)

- WE HAVE COVERED A LOT OF GROUND. WHAT ONES SHOULD WE CIRCLE AS BEING MOST CRITICAL EITHER POSITIVELY OR NEGATIVELY. (RED FOR BAD, GREEN FOR POSITIVE)
- COMPARED TO A REGULAR PART-TIME JOB (OR WHATEVER WAS THE MOST SIMILAR ACTIVITY) WHICH FEATURES ARE THE MOST DIFFERENT, POSITIVELY AND NEGATIVELY.

4. WHERE DID ALL THOSE IDEAS ABOUT THE R/G COME FROM?

- FROM THE MILITARY
- FROM FRIENDS
- FROM NEWSPAPER ACCOUNTS
- EXPERIENCE

VIII. DESCRIPTION OF ACTUAL BENEFITS
AND NEW REACTIONS

1. DESCRIPTION OF BENEFITS (SEE FACT SHEET)
2. WHAT ARE YOUR REACTIONS TO THESE BENEFITS?
 - WOULD THEY INFLUENCE YOUR DECISION TO JOIN R/G
 - WHICH DO YOU THINK ARE MOST IMPORTANT
 - WHICH ARE LEAST ATTRACTIVE TO YOU
3. IF YOU COULD MAKE ALL THE DECISIONS, WHAT BENEFITS WOULD YOU ADD TO THESE; WHICH ONES WOULD REALLY MAKE YOU SERIOUSLY CONSIDER JOINING?
 - WHICH OF THE EXISTING BENEFITS WOULD YOU INCREASE
 - WHO WOULD BE MORE INTERESTED IN R/G IF BEGINNING AFTER HIGH SCHOOL
 - . . 100% ASSISTANCE FOR EDUCATION/TRAINING WERE OFFERED
 - . . 75% ASSISTANCE FOR EDUCATION/TRAINING WERE OFFERED
 - . . 50% ASSISTANCE FOR EDUCATION/TRAINING WERE OFFERED
 - . . 25% ASSISTANCE FOR EDUCATION/TRAINING WERE OFFERED
 - WOULD AN ENLISTMENT BONUS INTEREST YOU

IX. BARRIERS

1. WHAT PERSONAL PROBLEMS WOULD HAVE TO BE ELIMINATED IN ORDER FOR YOU TO SERIOUSLY CONSIDER JOINING?
 - WHAT'S POSSIBLE (E.G., POSTPONE COLLEGE)
 - WHAT'S IMPOSSIBLE (E.G., GETTING UNMARRIED)

2. OF THE REQUIREMENTS (I.E., COMMITMENT) AND DUTIES INVOLVED IN THE R/G, WHICH WOULD HAVE TO BE ELIMINATED IN ORDER FOR YOU TO SERIOUSLY CONSIDER JOINING?
 - IN TERMS OF NATIONAL DEFENSE, WHICH ARE REALISTIC
 - WHICH ARE NOT REALISTIC
 - WHY DO YOU THINK THE DOD BELIEVES THAT THESE REQUIREMENTS ARE NECESSARY
 - . . Do you agree
 - Do you think the military is trying to
 - . . UNDERPROTECT OUR COUNTRY
 - . . ADEQUATELY PROTECT OUR COUNTRY
 - . . OVERPROTECT OUR COUNTRY

X. VALUES

GROUP A

1A. WHY DO YOU THINK PEOPLE JOIN THE R/G

- WHAT ARE THEIR MOTIVATIONS?
- WHAT KINDS OF PEOPLE ARE THEY?
- WHAT IS DIFFERENT BETWEEN THEM AND THOSE WHO AREN'T IN R/G?
- WHAT WOULD BE THE MAJOR REASON FOR YOURSELF IF YOU WERE TO JOIN?

2A. WHAT DO YOU WANT IN GENERAL: WHERE ARE YOU GOING/WHAT'S IMPORTANT TO YOU

- WHAT IS YOUR "CLOSET HOBBY" OR VOCATIONAL GOAL
- COULD THEY SET THEM IN THE R/G

3A. ARE THERE SPECIAL PROBLEMS FOR WOMEN

- WHAT SERVICES WOULD YOU ENCOUNTER MORE PROBLEMS IN
 - . . WHAT CHANGES HAVE TAKEN PLACE, I.E., HOW WAS IT FOR FEMALES THEN, HOW IS IT NOW
- HOW ARE WOMEN TREATED IN THE MILITARY
 - . . WOULD IT BE ROUGH, BRUTAL, ETC.
 - . . WOULD YOU EXPECT SPECIAL TREATMENT
- WHAT KINDS OF JOBS WOULD INTEREST YOU IN THE MILITARY
 - . . NURSING, SECRETARIAL, PHOTOGRAPHY, MANAGEMENT/LEADERSHIP . . . MECHANICS?

- MEN, WHAT DO YOU THINK ARE PROBLEMS WOMEN WOULD ENCOUNTER
- MEN, WOULD WOMEN BE LOOKING TO GET SOMETHING ELSE OUT OF THEIR PARTICIPATION IN THE R/G THAN MEN
- WOMEN, DO YOU THINK WOMEN LOOK TO GET THE SAME THING OUT OF THE R/G AS MEN

GROUP B

1b. WHAT DO YOU THINK WAS THE MAIN REASON OR MOTIVATION BEHIND YOUR OWN JOINING OF THE R/G.

- WHAT DO YOU HOPE TO GET OUT OF IT?

XI. SALIENCE

1. FIRST HOW IMPORTANT IS THE R/G TO OUR COUNTRY,
TO OUR COMMUNITY TO OURSELVES?

-- DOES IT EFFECT OUR WORLD POSITION

-- IF YOU WERE PRESIDENT AND THE CONGRESS ABOLISHED
THE R/G WOULD YOU VETO IT OR SIGN IT. WHY?

XII. REACTIONS TO AD

1. HAVE YOU SEEN ANY OF THESE ADS.
2. WHAT ARE YOUR REACTIONS TO THEM

XIII. SELL THE R/G

XIV. POST OVERALL EVALUATION

WE HAVE SPENT A LOT OF TIME TALKING ABOUT THE R/G

WHAT'S YOUR OVERALL THOUGHTS ABOUT IT NOW?
(GO AROUND ROOM)

(KEEP SOMEONE AFTERWARDS FOR AN IN-DEPTH INTERVIEW)

END

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