

RECRUITING CAMPAIGNS: HOW ADVERTISING AND TRAINING
TARGET THE MILLENNIAL GENERATION

A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE
General Studies

by

CYNTHIA A. LERCH, MAJ, USA
B.G.S., University of Nebraska at Omaha, Nebraska, 1991

Fort Leavenworth, Kansas
2007

Approved for public release; distribution is unlimited.

REPORT DOCUMENTATION PAGE			<i>Form Approved</i> <i>OMB No. 0704-0188</i>		
Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing this collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (0704-0188), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number. PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ADDRESS.					
1. REPORT DATE (DD-MM-YYYY) 14-12-2007		2. REPORT TYPE Master's Thesis		3. DATES COVERED (From - To) FEB 2007 - DEC 2007	
4. TITLE AND SUBTITLE Recruiting Campaigns: How Advertising and Training Target the Millennial Generation.			5a. CONTRACT NUMBER		
			5b. GRANT NUMBER		
			5c. PROGRAM ELEMENT NUMBER		
6. AUTHOR(S) MAJ Cynthia A. Lerch			5d. PROJECT NUMBER		
			5e. TASK NUMBER		
			5f. WORK UNIT NUMBER		
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) U.S. Army Command and General Staff College ATTN: ATZL-SWD-GD 100 Stimson Ave. Ft. Leavenworth, KS 66027-2301			8. PERFORMING ORGANIZATION REPORT NUMBER		
9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES)			10. SPONSOR/MONITOR'S ACRONYM(S)		
			11. SPONSOR/MONITOR'S REPORT NUMBER(S)		
12. DISTRIBUTION / AVAILABILITY STATEMENT Approved for public release; distribution is unlimited.					
13. SUPPLEMENTARY NOTES					
14. ABSTRACT Combining the continued threat of the Global War on Terrorism (GWOT) and the changing attitudes of the present youth market, can the U.S. Army meet its recruitment goals in the upcoming years? This study examines the validity of the United States Army Recruiting Command's (USAREC) current advertising and recruiting campaign. Paramount to discovery is the efficacy of the message and of recruiter training. If either or both send mixed, unappealing, or confusing signals, recruiting will suffer. Meeting recruitment goals is the primary motivation for any advertising campaign just as it is in the Army; therefore, USAREC must effectively target its advertising and training in order to meet recruiting goals throughout the first decade of the twenty-first century and beyond. To understand the current generation, it is important to know the background of previous generations as each generation is influenced by another. This being said, a review of the last five generational cohorts: G.I., Silent, Baby Boomers, Generation X, and Generation Y (referred to as Millennials throughout this paper) explains commonalities and differences in generations as they pertain to military or nonmilitary service. This thesis demonstrates that USAREC is leveraging its knowledge of the youth market through advertising and training. Even though recruiting numbers may wane from time to time, the overall messages are parallel to perceived goals, traits, and desires of the Millennial Generation. USAREC correctly adapted its advertising campaigns and must focus recruiter training on learning who the Millennials are.					
15. SUBJECT TERMS New Generation, Recruiting, Millenials, Today's Youth, Young Americans, Our newest Soldiers, Generations, Generational Recruiting, USAREC Strategies.					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES	19a. NAME OF RESPONSIBLE PERSON
a. REPORT Unclassified	b. ABSTRACT Unclassified	c. THIS PAGE Unclassified			19b. TELEPHONE NUMBER (include area code)
			UU	114	

MASTER OF MILITARY ART AND SCIENCE

THESIS APPROVAL PAGE

Name of Candidate: MAJ Cynthia A. Lerch

Thesis Title: Recruiting Campaigns: How Advertising and Training Target the Millennial Generation

Approved by:

_____, Thesis Committee Chair
Mr. Gerald K. Wilson, M.S.

_____, Member
Dr. Plaudy M. Meadows III, Ph.D.

_____, Member
Mr. Timothy McKane, M.S.A.

Accepted this 14th day of December 2007 by:

_____, Director, Graduate Degree Programs
Robert F. Baumann, Ph.D.

The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

CERTIFICATION FOR MMAS DISTRIBUTION STATEMENT

1. Certification Date: 14 December 2007

2. Thesis Author: MAJ Cynthia A. Lerch

3. Thesis Title: Recruiting Campaigns: How Advertising and Training Target the Millennial Generation

4. Thesis Committee Members: _____

Signatures: _____

5. Distribution Statement: See distribution statements A-X, then circle appropriate distribution statement letter code below:

(A) B C D E F X SEE EXPLANATION OF CODES (ST 20-10 2006, A-8)

If your thesis does not fit into any of the above categories or is classified, you must coordinate with the classified section at CARL.

6. Justification: Justification is required for any distribution other than described in Distribution Statement A. All or part of a thesis may justify distribution limitation. See limitation justification statements 1-10 on reverse, then list, below, the statement(s) that applies (apply) to your thesis and corresponding chapters/sections and pages. Follow sample format shown below:

EXAMPLE

<u>Limitation Justification Statement</u>	/	<u>Chapter/Section</u>	/	<u>Page(s)</u>
Direct Military Support (10)	/	Chapter 3	/	12
Critical Technology (3)	/	Section 4	/	31
Administrative Operational Use (7)	/	Chapter 2	/	13-32

Fill in limitation justification for your thesis below: none

<u>Limitation Justification Statement</u>	/	<u>Chapter/Section</u>	/	<u>Page(s)</u>
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____

7. MMAS Thesis Author's Signature: _____

STATEMENT A: Approved for public release; distribution is unlimited. (Documents with this statement may be made available or sold to the general public and foreign nationals).

STATEMENT B: Distribution authorized to US Government agencies only (insert reason and date ON REVERSE OF THIS FORM). Currently used reasons for imposing this statement include the following:

1. Foreign Government Information. Protection of foreign information.
2. Proprietary Information. Protection of proprietary information not owned by the US Government.
3. Critical Technology. Protection and control of critical technology including technical data with potential military application.
4. Test and Evaluation. Protection of test and evaluation of commercial production or military hardware.
5. Contractor Performance Evaluation. Protection of information involving contractor performance evaluation.
6. Premature Dissemination. Protection of information involving systems or hardware from premature dissemination.
7. Administrative/Operational Use. Protection of information restricted to official use or for administrative or operational purposes.
8. Software Documentation. Protection of software documentation - release only in accordance with the provisions of DoD Instruction 7930.2.
9. Specific Authority. Protection of information required by a specific authority.
10. Direct Military Support. To protect export-controlled technical data of such military significance that release for purposes other than direct support of DoD-approved activities may jeopardize a US military advantage.

STATEMENT C: Distribution authorized to US Government agencies and their contractors: (REASON AND DATE). Currently most used reasons are 1, 3, 7, 8, and 9 above.

STATEMENT D: Distribution authorized to DoD and US DoD contractors only; (REASON AND DATE). Currently most reasons are 1, 3, 7, 8, and 9 above.

STATEMENT E: Distribution authorized to DoD only; (REASON AND DATE). Currently most used reasons are 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

STATEMENT F: Further dissemination only as directed by (controlling DoD office and date), or higher DoD authority. Used when the DoD originator determines that information is subject to special dissemination limitation specified by paragraph 4-505, DoD 5200.1-R.

STATEMENT X: Distribution authorized to US Government agencies and private individuals of enterprises eligible to obtain export-controlled technical data in accordance with DoD Directive 5230.25; (date). Controlling DoD office is (insert).

ABSTRACT

RECRUITING CAMPAIGNS: HOW ADVERTISING AND TRAINING TARGET THE MILLENNIAL GENERATION, by Cynthia A. Lerch, 114 pages.

Combining the continued threat of the Global War on Terrorism (GWOT) and the changing attitudes of the present youth market, can the U.S. Army meet its recruitment goals in the upcoming years?

This study examines the validity of the United States Army Recruiting Command's (USAREC) current advertising and recruiting campaign. Paramount to discovery is the efficacy of the message and of recruiter training. If either or both send mixed, unappealing, or confusing signals, recruiting will suffer. Meeting recruitment goals is the primary motivation for any advertising campaign just as it is in the Army; therefore, USAREC must effectively target its advertising and training in order to meet recruiting goals throughout the first decade of the twenty-first century and beyond.

To understand the current generation, it is important to know the background of previous generations as each generation is influenced by another. This being said, a review of the last five generational cohorts: G.I., Silent, Baby Boomers, Generation X, and Generation Y (referred to as Millennials throughout this paper) explains commonalities and differences in generations as they pertain to military or nonmilitary service.

This thesis demonstrates that USAREC is leveraging its knowledge of the youth market through advertising and training. Even though recruiting numbers may wane from time to time, the overall messages are parallel to perceived goals, traits, and desires of the Millennial Generation. USAREC correctly adapted its advertising campaigns and must focus recruiter training on learning who the Millennials are.

ACKNOWLEDGMENTS

I would first like to thank my husband for his patience and understanding during my research and writing of this project. I would also like to thank my committee COL Plaudy Meadows, LTC Gerald “Kevin” Wilson, and Mr. Tim McKane, without whom this project would not have been completed and whose knowledge, patience, and guidance enabled me to narrow my focus and create a relevant study.

Lastly, I would like to thank my sons, Martin, Aaron, and Justin. Without their decision to join the military I would not have had a topic to begin with. I appreciate and respect their service to the Military and the Nation. My heart bursts with pride in knowing that they are among the “Next Greatest Generation.”

TABLE OF CONTENTS

	Page
MASTER OF MILITARY ART AND SCIENCE THESIS APPROVAL PAGE	ii
CERTIFICATION FOR MMAS DISTRIBUTION STATEMENT	iii
ABSTRACT	v
ACKNOWLEDGMENTS	vi
TABLE OF CONTENTS	vii
ACRONYMS	x
ILLUSTRATIONS	xii
TABLES	xiii
CHAPTER 1. INTRODUCTION	1
Purpose.....	1
Background.....	1
Research Questions	2
Scope of Study	3
Delimiters.....	4
Significance of Study	5
Assumptions.....	6
Defining Key Terms and Phrases	6
Summary	9
CHAPTER 2. LITERATURE REVIEW	13
Introduction.....	13
Background.....	13
Contraction.....	14
1965-1982	14
Baby Boom	14
Idealist.....	14
Characteristics of Each Generational Cohort.....	14
The GI Generation	14
The Silent Generation	16
Baby Boomers: The Industrious	17

Generation X: The Lost Children.....	19
Generation Y: The Millennials	20
Millennials: A Contradictory Opinion.....	23
Previous Recruitment Methods and Practices.....	26
Current Recruiting and Recruiting Methods.....	32
Recruiting Implications.....	36
Summary and Conclusion.....	36
 CHAPTER 3. RESEARCH METHODOLOGY	 47
Introduction.....	47
Background.....	48
Conducting the Research	48
Summary	51
 CHAPTER 4. ANALYSIS.....	 53
Introduction.....	53
Analysis.....	54
Comparing the Commercial to Traits	54
Comparing the Print Advertisements to Traits	55
Comparing the Web Commercials to Traits	57
Paths to Strength	57
A Soldier’s Life.....	59
A Soldier’s Future.....	60
Comparing the Training to Traits: <i>The Recruiting Millennial Handbook</i> and Training Techniques	62
Assessment of Training to the Field	64
Answering the Research Questions	67
Summary and Conclusions	69
 CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS	 71
Introduction.....	71
Interpretations of the Findings	71
Recommendations.....	73
Summary and Conclusions	75
 APPENDIX A. USAREC’S ADVERTISING.....	 77
Comparing the Commercial to Traits	77
Two Things	77
Becoming a Man.....	78
It’s the Army	79
Comparing the Print Advertisements to Traits	80
Got Your Back	82
Graduation.....	83

Comparing the Web-Commercials to Traits	85
Paths to Strength	85
Army Training Strengthens You For Life	85
Building a Better Life	86
I'll Adapt to Any Situation	86
A Soldier's Life.....	87
What Is It Like Being a Soldier?.....	87
Get inside an Army Mission	88
A Soldier's Future.....	89
Succeeding in the Army	89
Sky's the Limit.....	90
Success in the Civilian World.....	90
 BIBLIOGRAPHY.....	 92
 INITIAL DISTRIBUTION LIST	 100

ACRONYMS

AAC	Army Accessions Command
AD	Active Duty
AIT	Advanced Individual Training
AVF	All-Volunteer Force
ASVAB	Armed Services Vocational Aptitude Battery
BCT	Basic Combat Training
BT	Basic Training
CSA	Chief of Staff of the Army
DEP	Delayed Entry Program
GA	Grad Alpha
GB	Grad Bravo
GAO	General Accounting Office
GED	General Educational Development
HRP	Hometown Recruiting Program
MOS	Military Occupational Specialty
MEPS	Military Entrance Processing Station
MTV	Music-Television
OPTEMPO	Operational Tempo
PAYS	Partnership for Youth Success Program
PERSTEMPO	Personnel Tempo
RC	Reserve Component
RIF	Reduction in Force
ROTC	Reserve Officer Training Command

SC	Station Commander
SF	Special Forces
USAAC	United States Army Accession Command
USAREC	United States Army Recruiting Command

ILLUSTRATIONS

	Page
Figure 1. Uncle Sam Wants You.....	27
Figure 2. Join the WAC.....	27
Figure 3. The Army Symbol.....	32
Figure 4. Male Target Population.....	65
Figure 5. Enlistment Propensity	66
Figure 6. An Army of One Advertisement.....	81
Figure 7. An Army of One Advertisement.....	83
Figure 8. An Army of One Advertisement.....	84

TABLES

	Page
Table 1. Generational Cycles	14
Table 2. Recruiting Goals and Achievements.....	36
Table 3. Trait to Commercial Comparison	55
Table 4. Trait to Print Comparison	56
Table 5. Trait to Web-Based Commercials.....	62

CHAPTER 1

INTRODUCTION

People do the things they do because it's fulfilling to them and because they know that they can make a difference. Our young people today are not different they want a chance to show what they can do. The answer to our manpower and retention challenges is to create an environment where our people prosper where they are professionally and personally satisfied, and gratified where they are making a difference and their command knows it, their superiors know it, and they know it!¹

Admiral Vern Clark, Chief of Naval Operations,
U.S. Navy: Top Five Priorities

Purpose

The purpose of this study is to determine whether or not the United States Army's recruiting campaign plan is effectively targeting today's youth market with current advertising and recruiter training strategies.

Background

Shortly before and during each major conflict the Army increases its wartime personnel strength to meet combat, combat support, and combat service support needs.² At the end of each major conflict the Army downsizes its strength to meet peacetime requirements and economic factors. This has been the operational norm since at least World War I.³ Prior to 1973, Army service was compulsory for males between eighteen and twenty-six years old unless disqualified or excused due to college enrollment.

In 1973, the Army instituted the All-Volunteer Force (AVF).⁴ Since that time, the Army sought effective recruiting campaigns to attract prospective recruits.

In the latter part of the twentieth century, the Army slogan, "Be All That You Can Be" permeated billboards, radio, and print media.⁵ The recruiting campaign was modeled

around civilian industry and focused on building skills and education for future careers outside of the Army.⁶ From its inception, the recruiting campaign remained a viable and effective message to entice new soldiers to enlist.⁷ The United States Army Recruiting Command (USAREC) consistently met both Active Component and Reserve Component (AC-RC) missions. Since entering the twenty-first century, however, the United States Army has struggled to meet its annual AC-RC recruiting mission without the institution of high-enlistment bonuses or adjusting ages or selection criteria.⁸

In fiscal year (FY) 2001, the recruiting campaign slogan changed from “Be All That You Can Be” to an “Army of One.” This change in tactics was made to target the Millennial Generation⁹ as they reached their enlistment eligibility. Understanding this, the Chief of Staff of the Army (CSA) General Shinseki began the transformation with the “Army of One” slogan and mandatory wear of the black beret.¹⁰ However, the current Army force did not understand this new direction. Rather than embracing the new motto they felt confusion and in some cases disgruntlement.¹¹ What they did not understand was that the movement was not directed at them, but rather the soldiers that would enter after the turn of the century.

A barrage of news headlines throughout 2005¹² reminded both the public and USAREC of the Army’s recent accession failures. Combined with the recent downward trend in recruiting,¹³ the effectiveness of USAREC’s recruiting campaign is in question.

Research Questions

This study asks two primary questions as the basis of the research. These two questions narrow the focus of this report and create the impetus for further investigation.

1. Is the Army's advertising campaign effectively targeting the Millennial Generation?

2. Is USAREC correctly training recruiters to recruit Millennials?

The primary question addresses USAREC's advertising campaign as it relates to television, print and web-based advertisements. The research will dissect a random sample of advertisements to determine if the Millennial traits, as espoused by Strauss and Howe,¹⁴ are targeted. By determining the success of the messages, USAREC can determine its advertising efficacy. By comparing common traits and characteristics with these messages, USAREC can validate its marketing strategies.

Question 2 attempts to draw the correlation between traits, training, and recruiting efforts. Training recruiters is invaluable to the recruiting process. If recruiters are not focused on the target audience, the hours spent prospecting and recruiting increase exponentially to make their mission. It is therefore imperative to determine the effectiveness of recruiter training within the scheme of USAREC's overall recruiting campaign. In doing this, the research will evaluate current training briefs and the *Recruiting Millennials Handbook*.¹⁵ The goal is to determine the validity of both the G2 training brief and the *Recruiting Millennials Handbook*.

Scope of Study

The purpose of this study is to validate USAREC's current strategy for recruiting the future force. The research focuses on Active Duty enlisted recruiting from FY 1999 to FY 2005 as the Millennials entered college, the work force, or the military.

A brief synopsis of the current and past four generations is written to show emergent cyclic behavioral patterns.¹⁶ These patterns are relevant for the recruiting

process as it transforms with changing generations. The research will demonstrate commonalities in wants, needs, and desires that can be effectively targeted.

If the Army is to appeal to the upcoming leaders of the Army and society, it must use ideas, methods, and technologies that appeal to the Millennial Generation.¹⁷ The Army needs to incorporate and balance the changing technologies with the changing trends of the Millennials if it wants to build and keep a strong Army and nation.

Delimiters

Although the Army Reserve Component is mentioned, its enlistment numbers are not considered relevant for this study and are therefore only used as a comparative number or side note. Retention factors are also not included, even though they greatly affect each year's recruiting goal. Likewise, enlistment factors prior to the AVF are excluded as they are outside the scope of this study. As mentioned above, only four of the many additional generational cohorts are evaluated. Furthermore, individuals born after 1988 are not considered here because they have not reached enlistment age and minimal studies are available to show their propensity for service.

In reviewing USAREC's advertising campaign and training, these areas have been limited to select television, print, and web-based advertisements and two training sources. Only advertisements from FY 2005 to 2006 were selected for review and of those advertisements, only two or three of each type was selected at random for review. This study does not look at additional advertising means, such as the Army Racing Team, the Army Rodeo Team, Golden Knights, or other sports-related advertising.

The Recruiter Training program contains an enormous amount of information. Typically, recruiters are selected based on exceptional performance in their given field.

These recruiter candidates attend nearly three months of intense training at Fort Jackson, South Carolina. The curriculum varies from prospecting and record keeping to building leads and conducting interviews. Throughout the course, recruiters are bombarded with information that is usually very unfamiliar to them. Recruiters are given the tools to assist them in conducting their sales presentations and over time, learn how to more comfortably interact with young adults. Because of the breadth of information regarding recruiter training, this study limits its research to two areas that most directly deal with USAREC itself. These two items are the *Recruiting Millennials Handbook* and a G2 Training Brief created and published by USAREC. The training brief and Millennial Handbook were chosen because they are currently in the field and being briefed to new recruiters and Master Trainers. Other training aids were excluded to narrow the focus.

Significance of Study

By studying generational trends in society, the Army can attract future generations by the most expedient means. Reviewing attitudes, behaviors, and trends allows the Army to focus its marketing and recruiting efforts towards the widest audience predisposed to enter military service. The Army spends several hundred thousand dollars every year conducting polls and research¹⁸ to better focus its recruiting efforts. This study provides yet another opinion on the relevance of the current marketing strategy. Without an understanding of what entices a young person to join the military, any money spent on advertising would be wasted.¹⁹

Assumptions

The majority of assumptions within this study concentrate on recruiting young men and women from high schools, colleges, and the work force on a voluntary basis. The Army will continue the AVF without the need to implement the Draft even though its numbers wane and recruiting becomes more difficult. The assumption that Millennial youth will volunteer in sufficient numbers as they reach their early twenties will show that current recruiting methods are working. Accordingly, Howe and Strauss assert that Millennials will show the same propensity for enlistment as that of the GI Generation. The need for group activities will draw America's youth into action and service just as it did years ago.²⁰

Another assumption is that the military-minded population is influenced by many factors. It is not just advertising and incentives that draw young men and women into service, but rather any number of socioeconomic factors. One influencer to joining the military may be traditional military roles within the family, a boom or bust economy,²¹ or a desire to achieve more than their older siblings or parents.

Defining Key Terms and Phrases

In order to maintain clarity throughout the document, key terms and phrases must be fully explained. Following is a list of the key terms and phrases that are most frequently used:

Advertising: All forms of mass media communications used within USAREC's Recruiting Campaign including print, radio, television, billboards, and Internet sources.

College First Program: A program allowing current college students to receive a stipend of \$150 per month for up to two years if they sign a contract to enlist. This

program allows students to finish college and receive a nominal incentive payment on the promise to enlist upon graduation or within two years.

Delayed Entry Program (DEP): The period of time between signing a contract at the MEPS and leaving for Basic. DEP times range from a few weeks up to one year. Without special permission and extenuating circumstances, a DEP soldier cannot remain “in the DEP” for more than 365 days.²²

Delayed Entry Program Loss: The failure of a soldier to fulfill his contract to ship to Basic Combat Training (BCT most often called “Basic”).

General Educational Development (GED) Plus Program: GED Plus Program allows youth who do not have high school diplomas, but who have higher than average aptitude scores. They cannot have disciplinary problems to qualify.²³

Generation: “A cohort-group whose length approximates the span of a phase of life and whose boundaries are fixed by peer personality. Peer personality is defined as a generational persona recognized and determined by common age location.”²⁴

Generational cohorts addressed throughout this study are:

1. GI--born between 1901 and 1919
2. Silent--born between 1920 and 1945
3. Baby Boomers--born between 1946 and 1964
4. Generation X--born between 1965 and 1981
5. Millennials--born between 1982 and 2000²⁵

It must be understood that the thoughts, values, and personas within each generation may bleed into each preceding or succeeding generation. The dates are

flexible in that a Baby Boomer born in the early to mid sixties may more readily identify with Generation X values and ethics. This can be true for any generation.²⁶

Generational Persona: the embodiment of values, beliefs, “attitudes about family life, gender roles, institutions, politics, religion, culture, lifestyle, and the future.”²⁷

Lead: The name and number of persons to contact in order to inform them of military service availability and determine interest and qualifications.

Methods of Recruiting: Defined primarily as the Army Recruiting Campaign dealing with advertising slogans and mass media.

Military Entrance Processing Station (MEPS): MEPSs are located in dozens of major cities throughout the United States and Puerto Rico. This is the facility where prospects are taken to complete their medical inspections, chose their MOS, and contract for their shipment date to Basic Training.

Military Occupational Specialty (MOS): One of over two-hundred career fields within the Army that a prospective soldier chooses when enlisting in the Army.²⁸

Millennials: They are also known as Nexters, the WHY generation, echo boomers, and Generation Y.²⁹

Partnership for Youth Success Program (PAYS): Is a joint endeavor with civilian companies that will guarantee enlistees jobs with these companies at the end of the enlistees’ tours of duty with the Army. This contract would be based around successful completion of the skill training needed by the company.

Prospect: Any qualified person considering entrance into the Army.³⁰

Regional Support Battalion (RSB)/Mobile Recruiting Team: USAREC’s RBS employing a multitude of recruiter teams who travel throughout the country bringing the

Army's mobile trailers, rock walls, and simulation devices to high schools, colleges, and special events.

Warrior Ethos: The culture or philosophy of a warrior, a soldier's way of living, values, beliefs, and attitudes. The warrior ethos simply states that each soldier is a warrior first, a specialist second, and it is his or her responsibility to support and defend the constitution of the United States, its citizens, and fellow soldiers.³¹

Summary

Understanding the target market is important for the Army. Recruiting in today's climate, in the midst of the Global War on Terrorism, increases the difficulties and challenges faced by recruiters. In order to sell an intangible to a member of the public, it is imperative that one understands what the public values in life. In answering the primary thesis question of whether or not USAREC is effectively targeting the Millennials, this research, beginning with the literature review, intends to show what appeals to the Millennial Generation and how the Army can best leverage its knowledge to attract these young men and women.

¹Admiral Vern Clark, Chief of Naval Operations, U.S. Navy: Top Five Priorities Generational Issues: Research and Implications, Command Briefing Slides, chap. 7, 110, <http://www.mfrc-dodqol.org/healthyparenting/cornell/generational/gn00.cfm> (accessed 13 October 2005).

²Robert K. Griffith, *Men Wanted for the U.S. Army* (Westport, CT: Greenwood Press, 1982), 1.

³Martin Binkin, *America's Volunteer Military: Progress and Prospects* (Washington, DC: The Brookings Institute, 1984), 141.

⁴Barbara A. Bicksler, Curtis L. Gilroy, and John T. Warner, eds., *The All-Volunteer Force: Thirty Years of Recruiting* (Washington, DC: Brassey's, Inc., 2004), 45.

Commentary from Walter Y. Oi during the 30th Anniversary. AFV was instituted after the completion of the Gates Commission in the 1960s.

⁵Joe Burlas, Army Gets New Slogan, Logo, *Army News Service*, January 2001, <http://w4.pica.army.mil/voice2001/010126/Armyslogan.htm> or <http://www.amc.army.mil/amc/pa/febissue.html> (accessed 24 April 2006). Be all you can be designed by N. W. Ayer and Son advertising, coined in 1981. For more advertisements see <http://www.adage.com/century/campaigns.html> (24 April 2006).

⁶Jack Faires, *Recruiting and Advertising in Today's Army* (Washington, DC: Office of the Deputy Chief of Staff for Personnel, March 1987), 19-22.

⁷See accessions chart in Appendix C for enlistment numbers from 1980 to 1999.

⁸Heike Hasenauer, "Bostick: Where We Stand," *Soldiers Magazine* (February 2006): 13-21.

⁹SPC Jonathan Wiley, "New Slogan Packs More Punch Than Portrayed" *Pointer View* 58, no. 8 (2 March 2001), <http://www.usma.edu/PublicAffairs/PV/010302/NewSlogan.htm> (accessed 24 April 2005).

¹⁰Eric K. Shinseki, Chief of Staff of the Army. *CSA Sends--The Army Black Beret* (Washington, DC: Government Printing Office, November 2000), <http://www.army.mil/features/beret/beret.htm%20accessed%209/16/2005> (25 January 2008). Shinseki believes the adoption of the Black Beret signifies the changing tide of the Future Army.

¹¹Wiley.

¹²David Martin, "Fewer Boots in Boot Camp: War In Iraq Leading To Crisis In Army Recruitment." CBS Evening News, 10 June 2005, http://www.cbsnews.com/stories/2005/06/10/eveningnews/main701024.shtml?source=search_story (accessed 11 February 2005); and Robert Burns, CBS News Correspondent, "Army to Pitch Parents, Patriotism," CBS News, 24 March 2005, http://www.cbsnews.com/stories/2005/03/24/national/main682773.shtml?source=search_story (accessed 25 January 2008); and Robert Burns, "Army Facing Manpower Dilemma," CBS News, 27 September 2004, http://www.cbsnews.com/stories/2004/09/27/national/main645713.shtml?source=search_story (accessed 11 February 2005). These are examples of articles found published through the AP, *Washington Times*, and *New York Times* carried also on the cbsnews.com pages. Additional references are found in the bibliography.

¹³Ibid.

¹⁴Strauss and Howe are two of the top generational researches and are widely published and referenced. They are considered the authority on generational behavior traits.

¹⁵LifeCourse Associates, *Recruiting Millennials Handbook* (Fort Knox, KY: LifeCourse for USAREC, 2001). *Recruiting Millennial Handbook* prepared for the United States Army Recruiting Command. "LifeCourse Associates is a consulting team serving companies, government agencies, and nonprofits. It was founded by Neil Howe and William Strauss." More information can be found at <http://www.lcourse.com/military>.

¹⁶Gene Cole, Richard Smith, and Laurie Lucas, Arkansas Tech University, "The Debut of Generation Y in the American Workforce" 1, no. 2 (Fall 2002): 3 and 9. Information gleaned from Howe and Strauss.

¹⁷According to Howe and Strauss, leaders in Generational Studies, the Millennials are rule followers, goal and team oriented, and strive to do better than their predecessors. *Recruiting Millennials Handbook*, 11.

¹⁸Examples of research and polls include Rand Corporation's study, 2005, Buddin, Richard J., *Success of First-Term Soldiers: The Effects of Recruiting Practices and Recruit Characteristics* (Santa Monica, CA: Rand Corporation, 2005); Jack Faires, *Recruiting and Advertising in Today's Army* (Washington, DC: Office of the Deputy Chief of Staff for Personnel, March 1987); and Leonard Wong, "Generations Apart: Xers and Boomers in the Officer Corps" (Monograph, Strategic Studies Institute of the U.S. Army War College, Carlisle, PA, 2000); and Walter F. Ulmer Jr., J. J. Collins, and T. O. Jacob, *American Military Culture in the Twenty-first Century* (Washington, DC: The Center for Strategic and International Studies (CSIS) Press, 2000) just to name a few.

¹⁹David Corn, "Loyal Opposition: Army Ads Get Ironic Facelift." AlterNet posted 12 January 2001. <http://www.alternet.org/story/10326/> (accessed 26 April 2006). The new advertising slogan for the Army--backed up by a \$150 million ad campaign--is "An Army of One."

²⁰William Strauss and Neil Howe, *Millennials Rising The Next Great Generation* (New York: Random House, 2000), 52/69.

²¹Jennifer K. Castro, A Mission Forecast Model for the United States Army Recruiting Command (UMI Dissertation Services, Ann Arbor Michigan, 1996), 33

²²Headquarters, United States Army Recruiting Command, USAREC Reg 601-94, *Police Record Checks* (Fort Knox, KY: Government Printing Office, 2002), para 3.4.

²³Government Accounting Office, *Military Personnel: Services Need to Assess Efforts to Meet Recruiting Goals and Cut Attrition* (Washington, DC: Government Printing Office, 2000), 7.

²⁴Cole, Smith, and Lucas.

²⁵Strauss and Howe, 15. There are varying opinions on the exact dates of each generational cohort. Most sources fluctuate one to two years on either side and agree that one generation can most identify with the cohort generation near theirs.

²⁶Ibid.

²⁷Ibid., 40.

²⁸Unlike other branches of the service, the Army guarantees that the job a prospect selects is the job that he will train for after completion of Basic Combat Training.

²⁹Strauss and Howe, 10-12.

³⁰All recruiting reference can be found in glossary or text of USAREC Reg 601-95 or 601 series.

³¹U.S. Army, The Way Ahead: The Soldiers Creed, <http://www.army.mil/thewayahead/creed.html> (accessed 25 January 2008).

CHAPTER 2

LITERATURE REVIEW

Introduction

Each generation's members create their own path through life. They make decisions based on not only their own likes and dislikes, but those of their peer group. This review looks into the traits and characteristics of the last five generational cohorts. It specifically addresses the Millennial Generation and some of the differing opinions about how this generation lives, dreams, and makes plans for the future.

Understanding generational trends and the implication this creates on recruiting for the Army requires a review of available literature to determine the effectiveness of the Army's Recruiting Campaign.

In conducting this review a short background is followed by a detailed listing of each of the generational cohorts. The chapter ends with a summary of the literature prior to entering the research methodology phase.

Background

Recruiting for the Army during the Global War on Terrorism is a challenge. Factoring in the change in generational traits among the Millennial generation makes it that much more challenging. There are dozens of articles, studies, and books relating to recruiting, advertising, and generational differences.¹ Among the leading specialists in generational theory are Strauss and Howe.

In opposition to main stream thought, future generations are not "straight-line" extensions of the previous generation.² The agreement of most field experts is that each

generation is decidedly different from the previous generation creating a cyclic pattern emerging from as early as the 1800's.³ By focusing on the Generational Type, the chart portrays a thematic representation of the last five generation.

Table 1. Generational Cycles				
Economic Period	Economic Condition	Generational Period	Generation entering rising adulthood	Generational Type
1918-1945	Contraction	1923-1946	G.I.	Civic
1945-1968	Expansion	1947-1964	Silent	Adaptive
1968-1993	Contraction	1965-1982	Baby Boom	Idealist
1993-2018	Expansion	1983-2003	Thirteenth (Gen X)	Reactive
2018-?	Contraction	2004-?	Millennial	Civic

Source: Ted Goertzel, *Generational Cycles in Mass Psychology* (Camden, NJ: Rutgers University, 2000).

NOTE: Actual table covers earlier periods. This table shows only relevant information.

Characteristics of Each Generational Cohort

The GI Generation

The GI Generation is among the greatest of the generations. Seeped in a “Civic” mindedness of their youth, they view themselves as “uniquely productive.”⁴ The G.I.s, standing for “general issue” or “government issue,” fully accepted their lot as “regular guys” since according to Howe and Strauss, regularity is a prerequisite for being a team

player.⁵ G.I.s exuded the natural instinct for teamwork and cooperation. Built on a foundation of a peer-influenced society, this generation grew up with a homogenous set of values and beliefs.⁶

In their youth, they were protected by the government and society at large.⁷ They were watched over, nurtured, and encouraged to think “group thoughts.”⁸ They were applauded as they came of age for their abilities to rebuff the ideas of individualism turning rather towards community achievements.⁹ This cohort was the “doer” generation.¹⁰ If something could be done or should be done, they did it. Their elders hailed them as “the best damned kids in the world,” and “fearless but not reckless.”¹¹ They became America’s problem solvers; America’s hope for great things to come. They knew how to get things done and did them--together as a generation.

The GI Generation was filled with rationalists. They were deemed “special” by their parents who were determined to bring their offspring up right and well.¹² These World War II era kids were implanted with an enduring sense of optimism and civic duty believing in progress and the idea of man’s greatness.¹³ They were going to accomplish anything that was set before them - not for self, but for the greater good of all.¹⁴

Not only did nearly one-half of the men of this generation wear military uniforms,¹⁵ these great leaders and influencers of the early twentieth century won more Nobel prizes in hard science fields than any other generation in history. They excelled in physics, chemistry, and medicine making amazing breakthroughs for the entire world.¹⁶ Their generation is typified as “Civic” meaning that they are very civic minded and interested in the greater good of all mankind.¹⁷ This generation is the first to put a man on the Moon. They introduced Superman and produced more heroes than any generation

since.¹⁸ These now older Americans are among the most optimistic of their time and are still very influential and affluent in their families and communities.¹⁹ An astute motto of the World War II Seabees, typical of their optimistic and can do attitude is “The difficult we do at once; the impossible takes a bit longer.”²⁰

The Silent Generation

The Silent Generation seemed to be aptly named. For it is this generation that kept quiet, maintained an even keel, and most easily adapted to the cultural, social, or economic differences of their time.²¹

Classified as Adaptive by Howe and Strauss,²² this generation seems to have a compromising basis of action and reaction. In short, they only acted when prompted into action. However, this generation overall has “done more than any since Louis Brandeis’ to bring a sense of nonjudgmental fairness and open-mindedness to American society.”²³

Silents were reputed to be more interested in “the system” than in any individual endeavor. Accordingly, only 2 percent of the generation considered self employment.²⁴ Rather, the trend was to work for major corporations with the promise of security for their future. “Never had American youth been so withdrawn, cautious, unimaginative, indifferent, unadventurous--and silent.”²⁵

Rather than having an identity of their own, the youth of the Silent Generation seemed to take on a scaled down version of their next senior generation.²⁶ They dressed in a similar manner, acted similarly, and basically took on adult roles and values at an early age drawing the name “lonely crowd” from G.I.s David Riesman and Nathan Glazer.²⁷ This generation is very much the “between” generation according to many within it. They were born too early or too late according to their own accounts.²⁸ They

were stuck in the middle between the heroes and heroines of the G.I. Generation and the self-absorbed, economically propelled Boomers.²⁹

Silents are also defined as “a generation believing in patriotism, the nuclear family and respect for authority.³⁰ Their work style reflects tradition. They generally prefer sober communications and formality; they are the mediators.³¹ They prefer face to face or hand-written notes to email and faxes. Given respect, they are as productive as younger employees and very loyal.”³² Typically this older generation is stoic, reserved, clean living, and gentlemanly.³³ They prefer security and stability within their lives and believe in the old adage that nothing is free; hard work and paying dues are the general way of life for this generation.³⁴ They abhor debt and borrowing and have an aversion to the young upstarts elbowing their way into the workplace and world.³⁵ The Silents are typically that, silent. They seemed to simply follow on the coat tails of those before them; nothing special, nothing out of the ordinary overall.³⁶

The Silents greatest achievement is their production of civil rights movement leaders.³⁷ This generation produced such greats as Martin Luther King Jr., Malcom X, and Ceasar Chavez. They have also produced more Hispanic congressmen than any other generation combined.³⁸

Baby Boomers: The Industrious

Baby Boomers grew up in a near idyllic situation with the luxury of a two-parent family; a father-knows-best society for the most part.³⁹ Mothers stayed home and took care of the children and home while Fathers worked forty-hour weeks. Both parents doted on their children.⁴⁰

“Working well with others” was one of their most valuable traits.⁴¹ The Baby Boomers, so aptly named, required the ability to work with others because their generation was the largest generation on record with the highest expectations to change the world.⁴² As the Boomers entered the workforce, their drive and ambition led to increased work-hours and decreased home lives.⁴³ The forty-hour work week was not nearly enough time to accomplish everything they envisioned, therefore the stakes were raised. Sixty to eighty-hour work weeks became the norm.⁴⁴ Nannies and day care raised their kids (Generation X); parents grew further apart until the chasm was too great to bridge and marriages and families dissolved.⁴⁵ Work was life--it was not just a reason to provide.⁴⁶

The Baby Boomers are also defined as self-actualizers.⁴⁷ They rely on personal identity rather than a compartmentalized role. The Boomers tend to demand a role in the workplace as decision makers, especially when dealing with issues that will affect their careers.⁴⁸ They moved away from the typical hierarchy of leadership and the “father knows best” mentality of their predecessors.⁴⁹ Although this tendency placed a strain in the workplace, it is suspected that the Boomers are the last generation that displayed true loyalty to their employers.⁵⁰ However, their drive and determination in the workplace often overshadowed everything else in their lives. Family and personal time took a backseat to the never ending pull of success.⁵¹ The Boomers are industrial and ideal focused. One of their biggest downfalls, especially in the workplace, is their inability to believe that they are less capable than the young, upcoming Generation Xers when it comes to technology and technological advances.⁵²

Generation X: The Lost Children

Generation X is the first generation in memorable history to be faced with higher educational expectations, of their parents, grandparents and society in general, than the generation before them. They are also the first to readily meet those expectations.⁵³

Howe and Strauss contend that Generation X can be divided into two categories.⁵⁴ The first group, those in their mid-twenties, is seen as the “childless participants and performers of today’s pop-culture.”⁵⁵ These Xers are viewed as hurried, impulsive, with wandering aspirations.⁵⁶ Rational or not, these examples exemplify what the Millennials should not be. The other half, those early Xers that are now reaching their full maturity, often called “thirty-somethings,” are raising the latest waves of new Millennials.⁵⁷ This other half, vary different from their brother Xers, are seeped in family and practicality. They have far surpassed the days of rebellious behavior and based on their own childhoods as the proverbial latchkey kids, are highly protective of their offspring.⁵⁸ The ability to successfully create a nuclear family, safe and secure, watched over and adored, fills the Xers with profound pride in knowing that this was something they have accomplished on their own; something that their parents were not able to accomplish.⁵⁹

Generation Xers are most noted for breaking out of the molds of their elders. They do not value the importance of work as did the Boomers or Traditionalists. The Xers do not need to identify with a job or profession to dictate who they are.⁶⁰ They work in order to survive. Although they work hard, they expect and demand a balance between work, family, and friends.⁶¹ The Xers have been referred to as the “Slackers,” “Twenty-somethings,” and “MTV generation.”⁶² Growing up they had to rely on themselves and their peers⁶³ to fulfill the bond of family that their Boomer parents relegated to the family

nanny or daycare provider while they were searching for their next promotion. The Xers learned more from their grandparents on what life and parenting was all about.⁶⁴ They took these values with them into the world for future use. They also brought with them an amount of skepticism and distrust for those directly above them because their parents and the systems around them let them down.⁶⁵

Generation Y: The Millennials

According to Howe and Strauss, “Millennial attitudes and behaviors represent a sharp break from Generation X, and are running exactly counter to trends launched by the Boomers.”⁶⁶ This generation is not just a simple extension of previous generations. They are not driven by commercialism or narcissistic energies as were their predecessors. They are better behaved than the Generation X and Baby Boomers before them.⁶⁷ They are not self-destructive, but rather build upon ideas and ideals that work. As a whole, the generation is optimistic and cooperative,⁶⁸ and as opposed to expectations they accept authority and follow rules. Rather than extending Generation X’s behavior, they are much less wild than originally expected.⁶⁹

Unlike their latchkey siblings, this generation is watched more closely than any of their elders were.⁷⁰ According to research conducted by the University of Michigan from 1981 through 1997,⁷¹ their free time, divided between parents, teachers, daycare, coaches, and nannies shrank by 37 percent.

The most prominent theme within the generation itself is its identity. Generation Y, their original label, is a term that leaves much to be desired. The preferred title is “Millennial.”⁷² The Millennials want to make a difference in the world and not be seen as

echo-boomers (the mirror image of the Boomers) or Generation Y, the logical letter after X. They are individuals, with their own values and sense of right and wrong.⁷³

However, unlike their Boomer parents, Millennials seek group recognition as opposed to individual recognition.⁷⁴ They want to fit in, be accepted for who they are, and be a contributing member of society. The Millennial generation is built on teamwork not individuality and is able to accept advice and additional work.⁷⁵

According to Leonard Wong, the Millennial Generation is turning out “radically” different than their predecessors, Generation X.⁷⁶ The Millennials are optimistic and are not conceited or consumed with self-gratification.⁷⁷ Instead, they are in tune with their groups and group activities. Accordingly, applications for the Peace Corps and AmeriCorps are both up 50 percent from previous years.⁷⁸

Additionally, the Millennial Generation fully accepts authority and tends to trust others, where Generation X did not.⁷⁹ According to a 1998 Roper survey, Millennials are most concerned with “selfishness, lack of respect of the law, political wrongdoing, lack of parental discipline, and courts that care too much about criminals’ rights.”⁸⁰ Finally, in contrast to the “latchkey” kids of Generation X, Millennial youth are the closest watched children in history. They are used to supervision from their parent, brothers and sisters, teachers, coaches, and day-care providers.⁸¹ Supervision and authority is not a new concept for them, but one in which they have grown up and are quite comfortable with. Therefore it appears that these young people could be drawn to continued service without special enticements. The only major issue will be transforming these young recruits into innovative leaders, capable of thinking outside the box because of the very controlled and ordered environment which they will enter.⁸²

Millennials are often called the “net-generation,” “dot.com generation,” baby boom “echoes,” or “Nexters” and are the largest generational group to date.⁸³ Their numbers exceed even their Baby Boomer parents and grandparents. According to studies,⁸⁴ the Millennial Generation is “more affluent, better educated, and more ethnically diverse than any preceding group. They are also focused on teamwork, achievement, modesty, and good conduct.”⁸⁵ Strauss and Howe believe that this generation will take on the “can do attitude” of the GI Generation.⁸⁶ But, much like their Xer counterparts, they look for fun in the workplace.⁸⁷

As opposed to popular opinion, it is not the dollar that drives them, but the ability to have fun and reap benefits or perks at their workplaces. Unlike their Generation X counterparts, Millennials are not pessimists, they are generally an “upbeat” generation.⁸⁸ Millennials are happier with their home life than Xers and use self-descriptive terms such as “happy,” “confident,” and “positive” to describe themselves.⁸⁹

The Millennials grew up in a different world than their Xer parents. The Xers, who were the original “latchkey kids,”⁹⁰ seemed to covet the ideal of family and quality time. They lavished their offspring with love, acceptance, and a sense of well-being. They are not self-centered, but rather thrive on team work and helping others. According to a Roper survey in 1998, nearly 75 percent of then college freshmen reported volunteering for group activities such as Habitat for Humanity.⁹¹

According to Howe and Strauss, the Millennial Generation is more technically savvy than the preceding generations too. In many instances, students are instructing their teachers on the use of computers and creating web pages for their parents’ businesses.⁹² Howe and Strauss also espouse that the Millennial Generation is looking for answers,

belonging, and fair play.⁹³ They want to succeed, but not necessarily on an individual basis, but rather as a culture.

According to Strauss and Howe, Millennials have seven unique characteristics or traits that categorize them:

1. “Special” – crucial to the world, their parent’s destiny and reason for life
2. “Sheltered” – protected from every facet of danger that their parents can influence from car seats to metal detectors in schools.
3. “Confident” – ready to seize the day. They are hopeful about their own and the world’s future.
4. “Team-oriented” – tightly bound to group participation and group think.
5. “Achieving” – highly motivated to exceed their parents educational and political accomplishments; poised to be the best in all that they do.
6. “Pressured” – hard pressed to live up to their parents and elders expectations.
7. “Conventional” – wholly acceptant of familial beliefs and social rules.⁹⁴

If, as Howe and Strauss believe, the Millennials take on the values and roles of their “GI” predecessors, will they also fulfill the duties of their war generation relatives and if so, how will that effect recruiting?⁹⁵

Millennials: A Contradictory Opinion

During the literature review, there were a few contradictory opinions regarding the Millennial Generation. Although they are noted, they are not taken with the authority or acumen placed upon Strauss and Howe’s account of the Millennials.

Writers at Americasportsdata.com, feel that the Millennial Generation is irreverent and in excess of their X counterparts’ disregard for authority.⁹⁶ Rather than concentrating on the positive aspect of the generation as a whole, Americasportsdata.com highlights the antisocial aspects of the generation.⁹⁷

In the Americasportsdata article, Millennials are depicted as “laid-back, individualistic, and resourceful, but cynical.”⁹⁸ The article claims that the generation is

much more precocious but also more diverse in all aspects of economics, sociology, and cultural lifestyles. They claim that the young generation is vehemently opposed to authority and more disrespectful of their elders than previous generations.⁹⁹ The new technologically advanced youngsters¹⁰⁰ have annihilated the English vocabulary and grammar rules. They've thrown away rules of etiquette and replaced nearly every response with two simple words: "no problem." That has become the catch-all phrase for everything including, thank you, you are welcome, and responses to greetings.¹⁰¹

However, in agreement with nearly all other authors, the article claims that the youngest cohort is intrinsically distrustful of marketing ploys.¹⁰² They see through advertising that targets their psyche. They search for those messages that resound in truth rather than what others think that they want to hear. The advertisements must be "cool" and reach them as individuals who are skeptical but who possess outstanding consumer savvy.¹⁰³

Professor Mark Taylor offers a second contrary opinion.¹⁰⁴ While reviewing Professor Taylor's article on Millennial students and their expectations, a precise correlation can be drawn between the future student and future. The attitudes of the generational cohort do not vary simply because a young person considers higher education versus military service. As opposed to Howe and Strauss' claim that students are more interested in math and science and less interested in the humanities, Mark Taylor cites the study by the Higher Education Research Institute (HERI) stating that Millennials are in fact more interested in the humanities.¹⁰⁵ The HERI study claims that the Generation Y students were the "least academically engaged ever" and that they were

not interested in any scholastic rigor.¹⁰⁶ Taylor claims that it may be wiser to accept this new generation as a post-modern group developed from our consumer-driven society.

For instance, personal choice as consumers in that (students) are looking for instant gratification and the best deal. They will want to negotiate for their future and may become obstinate or argumentative if they are not getting what they expect.¹⁰⁷ They may also have a detrimental expectation of what is or should be “fun.” Having grown up learning from Sesame Street, Taylor claims that today’s kids feel that everything should come easy and be an enjoyable journey in getting to the finale.¹⁰⁸

Taylor further concludes that the Millennials are extremely short sighted when looking into the future. Their ability to think and reason critically is only an outcome of our pre-modern values inculcated early in their lives.¹⁰⁹

In opposition to Howe and Strauss’ claim that the Millennials seek excellence in all they do, Taylor disagrees with the basic premise and feels it is an exaggeration.¹¹⁰ The assertion that Millennial children are the reason for their parents living and they are a critical link in the chain of current and future societies, is overstated. The parental relationship is an acceptable assumption and generally standard ideal in the child’s mind, however, their own criticality in society is not so deeply ingrained nor acknowledged within their own circles.¹¹¹

Taylor reports that young Millennial adults have a societal influenced feeling of self importance and an increased sense of cynicism. These feelings of self-importance are a direct result of being fawned over during most of their youth.¹¹² Their penchant for cynicism is gained from increasing media coverage of corruptions and allegations from

within established institutions resulting in a lack of trust stemming from the abundance of improprieties.¹¹³ This creates an inability to trust self-serving organizations.¹¹⁴

Taylor does agree on one point with Howe and Strauss. Millennials are risk takers. They view fear as a reason to experiment with the extreme. Likewise, the fascination with extreme sports appeals to this generation not as a form of rebellion, but as a form of expression of their individuality and lack of self-imposed limitations.¹¹⁵

Overall, Taylor expounds on the necessity for leaders to draw the similarities between educational value and real life circumstances to fully create the desire for intellectual capacity. Millennials must find a catalyst to achieve a meaningful relationship between learning and experience. Millennials must understand how any action, lesson, or life decision will affect their future.¹¹⁶

Previous Recruitment Methods and Practices

In the years just prior to World War II, the Army's Recruiting Model was simple; "Uncle Sam Wants You!" This slogan was designed to work on the basic value of duty to God and Country (Figure 1). The theme was deeply entrenched in personal duty and responsibilities of the era's young men. Even though military service was obligatory, the need for additional service members exceeded the available compulsory-aged young men.



Figure 1. Uncle Sam Wants You.

Source: James Montgomery Flagg, I Want You for US Army, http://www.fulcrumgallery.com/I-Want-You-For-Us-Army_209173.htm (accessed 28 January 2008).

In 1943, both young men and women were targeted for recruitment. Women were recruited to fill non-combat positions to allow men to fight (Figure 2).



Figure 2. Join the WAC

Source: About.com, 20th Century History, World War II Poster: Are You a Girl With a Star-Spangled Heart? Join the WAC Now, <http://history1900s.about.com/library/photos/blywwiip109.htm> (accessed 28 January 2008).

As World War II ended, the Army downsized as it had after every major conflict.¹¹⁷ Recruiting efforts were reduced in the wake of the War's devastation.

However, that pause was not destined to last long. Korean instability was on the rise. The Army had to refill their ranks. Between 1945 and 1950 recruiting efforts remained similar to pre-World War II recruiting. During this period, Selective Service continued although Congress and the nation were debating the institution of universal military training (UMT).¹¹⁸ However, the *Selective Service Act* expired before UMT was enacted which resulted in a reinstatement of the draft between 1947 and 1948.¹¹⁹ The draft then continued through the 1950s and the *Selective Service Act* was renewed quadrennially from 1951 onward.¹²⁰

As the Korean Conflict ended and Vietnam loomed in the near future opposition to the draft increased dramatically.¹²¹ From 1954 to 1964 approximately 100,000 soldiers were drafted into the Army annually. In 1966 that number increased fourfold to 400,000 and resistance increased exponentially in preparation for America's entrance into the Vietnam conflict.¹²²

In less than ten years, America found itself being drawn into its next major conflict--Vietnam. The pre-Vietnam Army had dwindled as with previous postwar manpower numbers and the desire to enter the military to fight yet another war was not popular. This created the need for continuing the draft.¹²³ However, as shown in casualty rates for draftees throughout the Vietnam Conflict, Congress decided that the draft simply could not continue.¹²⁴ Draftees, who consisted of only 16 percent of the total Army, but 88 percent of the Infantry, accounted for 50 percent of the total combat deaths in 1969.¹²⁵ This resulted in the presidential appointment of Thomas Gates to create a plan for eliminating conscription. The Gates Commission released its report in February 1970 stating: "That the nation's interests will be better served by an all-volunteer force,

supported by an effective standby draft, than be a mixed force of volunteers and conscripts; and that steps should be taken promptly to move in this direction.”¹²⁶

The all-volunteer force (AVF) began in 1973.¹²⁷ It brought a change in military mind-sets and a resultant shift in the need to recruit soldiers to fill its ranks. Looking toward the future, the Army began its advertising campaign for the AVF in 1972.¹²⁸ The strategic objective of the campaign was to emphasize the material benefits of service using the phrase, “Today’s Army Wants to Join You.”¹²⁹ Within just two years, the advertisements changed to “Join the People Who Joined the Army.”¹³⁰ With the change in verbiage came a slight modification to its intent. The goal was to emphasize challenge and service to the country.¹³¹

Unfortunately, in the first eight years of the AVF, career soldiers and officers regarded recruits as lower caliber than even the draftees, concluding that the “below-average” enlistee had risen considerably.¹³² Entrance exam evaluations uncovered various errors and flaws.¹³³

Throughout the latter part of the 1970s, military pay fell behind and the Army took a 24 percent reduction in advertising which left an impact on the personnel system.¹³⁴ It was not until 1979 that the Army revived its advertising campaign, restating the wide range of benefits and a national call to duty.¹³⁵ However, much to the Army’s chagrin, the campaign fell short of its mark. Finally in 1980 the Army began to recover.¹³⁶

During the Cold War era, the Army met its recruiting goals.¹³⁷ In spite of this, Goldich surmised that the ability to meet the recruitment goals directly correlated with the steadily decreasing strength requirements between the inception of the AVF and the

early 1980s.¹³⁸ However, he felt that should the rapid need for increased manpower arise, the AVF approach would be highly problematic. The Army would not attain its desired end strengths. Congress believed that the manpower requirements of the 1960s and 1970s were more than adequate to meet future Army needs,¹³⁹ while President Reagan's administration conversely felt that an increase in manpower to meet Cold War objectives was necessary.¹⁴⁰

From 1980 onward, the United States Army's recruiting campaign aligned its recruiting campaign with civilian recruiting focusing on employment and advancement rather than military service.¹⁴¹ This shift in recruiting paradigms led away from a "call to service" and the projection of "military duty" towards an economic outlook of a "job" for the future--a career, an occupation.¹⁴² The motto of "Be All That You Can Be" was chanted and repeated and even used in military movies.

The Army became a peace-time force rather than a war-fighting force. Recruiting was tailored towards highlighting the military as great training for the future. It was a stepping stone between high school and the civilian job market.¹⁴³ This approach appealed to the upcoming Baby Boomers who were predisposed to the ideal of making a difference and being the most-productive generation thus far. The concept of serving in the military then transitioning to a civilian career was highly alluring.¹⁴⁴ This logic allowed the Army to achieve its mission throughout the 80s.¹⁴⁵

Increased enlistments and retention during the Cold War years resulted in an excess of personnel after the fall of the Berlin Wall.¹⁴⁶ The change in strategic requirements created a need for a Reduction in Force (RIF). Between 1989 and the early 1990's, the RIF forced many Baby Boomers and young Generation X soldiers from

active duty. Without warning, many soldiers were unexpectedly thrust back into the civilian population and job market.¹⁴⁷

Even though the Army was downsizing, it continued to selectively recruit. One of the programs the Rand Corporation studied was the 2+2+4 program.¹⁴⁸ This program was aimed specifically at high-quality prospects offering the incentive of the Army College Fund and only two years of active duty upon enlistment.¹⁴⁹

The program met its goals for the Active Component. According to Buddin, the program resulted in a 3.2 percent market expansion increase in high-quality enlistments for both combat and noncombat specialties. Included in these numbers though are the enlistments of personnel who may have otherwise enlisted for longer than two years.¹⁵⁰ Additionally, the Rand Survey conducted by Buddin also showed a 16 percent increase in “hard-to-fill” skills.

Lacking foresight, the Army continued to allow soldiers and officers to depart the service early. Throughout the 1990s, the Army began to see the results of the RIF, downsizing, and early out programs that allowed soldiers to terminate their enlistments earlier than scheduled. The result was a shortage of soldiers and officers at the turn of the century. This created a shortage of trained soldiers as the U.S. entered the Global War on Terror.

Current Recruiting and Recruiting Methods



Figure 3. The Army Symbol

Source: United States Army Accession Command G7/G9-Strategic Communications, Marketing, and Outreach, Logo Army Strong, <http://www.usaac.army.mil/sod/download/logo/logowhtran.gif> (accessed 28 January 2008).

Millennials became eligible for military service in 1999. Since that time, the military has modified their recruitment methods. In 1999, the Army missed their recruitment goal for the first time in many years.¹⁵¹ The Regular Army had a total shortfall of 6,300 for fiscal year (FY) 99. This trend has fluctuated, but not improved over the following six years. With the downward spiral in mind, USAREC allocated thousands of dollars and developed several new programs in an attempt to reach its goals.

Word of mouth and programs, such as “Hometown Recruiting”¹⁵² and the “Corporal Recruiting Program,”¹⁵³ are among the ways in which the Army plans to meet its future recruitment goals. Using recruiting cost estimates from the Rand Corporation,¹⁵⁴ recruiting a single soldier costs over \$15,000. Therefore, it is imperative that the Army concentrate on what each generational set considers its enticement for service if it is to fully capitalize on enlisting quality personnel. USAREC cannot afford to spend money on advertising and recruiting if there is a zero-sum gain to the overall force structure.

Advertising, specifically commercials, print, and web-based advertisements, are the genesis of this thesis. USAREC produces nearly twenty commercials annually.¹⁵⁵ It also produce assorted print and web-based advertisements. For this study, three commercials, three print and three web-based advertisements were reviewed. All of the selected advertisements are discussed in detail in appendix A.

Aside from the multitude of recruiting programs developed and implemented by USAREC,¹⁵⁶ the Army must also implement training programs for the recruiters. Therefore, this study also addresses USAREC's recruiter training plan.

USAREC commissioned LifeCourse Associates to provide research findings on the Millennial Generation. LifeCourse Associates published and provided a manual to USAREC allowing the Army to empower and train its recruiting staff.¹⁵⁷ This handbook describes the Millennials in detail. Not only does the handbook describe the seven Millennial traits ascribed by Strauss and Howe, it gives targeted information to the recruiters on how to attract and recruit Millennials. The handbook is an excellent source of information for recruiters and trainers.

Additionally, USAREC developed a training presentation, the G2 Training Brief, to assist in training recruiters. The G2 Brief, created in 2004, accurately portrays the seven Millennial traits, as well as identifies many enlistment indicators. It also provides pertinent information to the field recruiters concerning market analysis and recruiting trends over the past several years. This brief is a very handy simplified version of the *Recruiting Millennials Handbook*.

Although these new programs have made great headway in meeting the annual accession goals, the Army has struggled to make its mission the last several years.

Whether due to recruiting campaign failures, lack of proper incentives, or an attitude of abstinence towards military life, USAREC recruiting continues to remain an arduous task.

Production for FY 2000 was only slightly above the goal of 80,000 entering 80,113 soldiers on active duty equaling 100.14 percent of the required numbers.¹⁵⁸ This prompted the beginning of the HRP and CRP, as well as the introduction of on-line recruiting. These new programs were an attempt to gain the recruiting edge and influence the market share in the high school and college markets.

FY 2001 brought improvements in Active Duty recruiting efforts, although with 0.07 percent lower enlistments than the previous year numerically, by concentrating recruiters in high school and college markets specifically targeting major events and time lines.¹⁵⁹ For high schools seniors, the start of the new school year brings reality to the forefront. Seniors begin to realize that school is nearly over and that they must begin making serious life decisions. Recruiters use ASVAB test results to target those individuals who score above 50 (GAs) first, followed by those scoring from 31 to 49 (GBs) that are in good standing for graduation.¹⁶⁰ Likewise, students entering college may quickly become disenchanted with college life and decide to enter the work force one way or another. Often the stress of final exams or ultimately their report cards will entice them away from college. During these critical points, recruiters take advantage of the turn over and recruit heavily within their college markets.¹⁶¹

One of the greatest challenges since FY 2001 has been the Global War on Terrorism (GWOT). With the initial incident of 11 September and war imminent on the horizon, recruiting stations received mixed support. Many stations and companies

continued to receive qualified applicants wishing to enlist, while others had to employ additional lead generating activities to make their mission quota.¹⁶² Many factors contributed to the success or lack of success within each recruiting battalion. Sheer population does not equate to automatic recruitment, USAREC studies and reports several demographic points to the field to aid recruiters in finding the pockets of patriots waiting to be discovered. The tremendously hard work by USAREC's recruiters paid off allowing USAREC to once again slightly surpass their recruiting goals, reaching 100.07 percent of the mission.¹⁶³

The next three years continued along the same vein as the previous two, FY 2002, 2003, and 2004 required focused and determined recruiting along with additions of enlistment bonus for many low-density MOS' or specific terms of service as directed by the Department of the Army.¹⁶⁴ Bonus ranged from \$1,000 to \$20,000. The addition of bonuses was enough to draw new soldiers, both young and older, into the service. Although they did not arrive in droves, the Army was able to exceed its overall goals each year. The year 2002 resulted in 100.11 percent of the goal, 2003 100.45 percent, and 2004 100.11 percent of goal.¹⁶⁵

FY 2005 recruiting efforts were lower than at anytime since post-Vietnam days in 1979, and the Army is considering accepting more non-high school diploma holders and increasing the age limits for recruitment from 35 years to 42 years.¹⁶⁶ According to the USAREC Commander MG Bostick, FY 2005 resulted in a 97.1 percent assessment onto active duty.¹⁶⁷ The goal was 80,000 new soldiers while actual production reached only 73,373 actual enlistments (see Table 2).

Table 2. Recruiting Goals and Achievements					
		Goal		Achieved	
FY99		74,500		68,210	91.56%
FY00		80,000		80,113	100.14%
FY01		75,800		75,855	100.07%
FY02		79,500		79,585	100.11%
FY03		73,800		74,132	100.45%
FY04		79,500		79,585	100.11%
FY05		80,000		73,373	91.72%

Recruiting Implications

USAREC will continue to struggle if it does not understand the intricacies of the Millennial Generation and both target this generation's traits and train its recruiters. It must use its knowledge and all of the programs and plans that it has implemented over the past six years to assist the field recruiters.¹⁶⁸ It is imperative that the USAREC continues to advertise positive messages bringing in more young adults of all races and both genders, letting them tell their own stories and get the word out. If they can conduct a positive information operations (IO) campaign, it may lessen the burden on the individual recruiter. However, USAREC needs to continuously reassess its training programs to ensure that the recruiters are getting the most current information out to the field and that the recruiters understand and support the concepts.

Summary and Conclusion

The literature review suggests that each generation looks for something different to draw them to military service. The GI Generation considered service to the nation

something that was both welcomed and expected. The Silents went along with the crowd and looked for security for their futures. The Baby Boomers looked towards the future and what benefits they could and would receive from service. They were willing to serve during the Cold War whether it was for the experience or college money, but they too answered the call to service. Generation X also served with their peers. They looked for belonging and a secure future. The Millennial Generation, however, is very different from the last two generations. They value being and working with others and parental guidance as opposed to their predecessors who grew up on their own, creating their own way in life and being totally self-sufficient.

The advertising messages that attracted the Baby Boomers and Generation X to military service will differ from the marketing strategy needed to draw the Millennial Generation into service. USAREC must capture and market the appropriate Millennial traits to make its recruiting mission.¹⁶⁹

Using this information, USAREC's publication of the Handbook and G2 Brief is a positive effort to ensure the recruiters understand their target market. Most current recruiters and station commanders are Generation X. Therefore, they must understand that the Millennials are different and that they cannot expect to recruit them like they were recruited. Using the tools USAREC provides, the Handbook and G2 Brief, allow recruiters to learn and use these concepts.

¹See "Bibliography" for list of references used for this study. It is not all-inclusive, merely a sampling of available materials.

²William Strauss and Neil Howe, *Millennials: Raising the Next Great Generation* (New York: Random House, 2000), 10.

³Ted Goertzel, *Generational Cycles in Mass Psychology* (Camden, NJ: Rutgers University, 2000), 11; as taken from Strauss and Howe, 1997.

⁴Strauss and Howe, *Generations*, 14.

⁵*Ibid.*, 264.

⁶*Ibid.*, 265

⁷*Ibid.*

⁸*Ibid.*

⁹*Ibid.*

¹⁰*Ibid.*

¹¹*Ibid.*

¹²*Ibid.*, 263.

¹³*Ibid.*, 266.

¹⁴*Ibid.*

¹⁵*Ibid.*, 267.

¹⁶*Ibid.*, 268.

¹⁷*Ibid.*, 271.

¹⁸*Ibid.*, 263.

¹⁹ *Ibid.*, 268

²⁰*Ibid.*, 271.

²¹*Ibid.*, 279.

²²*Ibid.*, 280.

²³*Ibid.*, 10.

²⁴*Ibid.*, 279.

²⁵William Manchester quoted in Strauss and Howe, *Generations*, 279.

²⁶*Ibid.*, 279.

- ²⁷Ibid.
- ²⁸Ibid., 281.
- ²⁹Ibid.
- ³⁰Estrella Mountain Community College, Staff Writer, *Defining the Veteran (Silent) Generation*, 2004/2005, http://www.emc.maricopa.edu/faculty/bradley/organizational_leadership/MGT251/team03b.htm (accessed 17 October 2005).
- ³¹Strauss and Howe, *Generations*, 282.
- ³²Estrella Mountain Community College.
- ³³Ibid.
- ³⁴Ibid.
- ³⁵James R. Brett, *The Silent Generation*, 1996-2000, <http://www.univcon.com/SGen/index.htm> (accessed 12 December 2005).
- ³⁶Ibid.
- ³⁷Strauss and Howe, *Generations*, 285.
- ³⁸Ibid.
- ³⁹Ibid., 264.
- ⁴⁰Leonard Wong, "Generations Apart: Xers and Boomers in the Officer Corps" (Monograph, Strategic Studies Institute of the U.S. Army War College, Carlisle, PA, 2000), 6.
- ⁴¹Ibid.
- ⁴²Ibid.
- ⁴³Ibid.
- ⁴⁴Ibid.
- ⁴⁵Ibid.
- ⁴⁶Ibid.
- ⁴⁷Cole, Smith, and Lucas.
- ⁴⁸Ibid.

⁴⁹Ibid.

⁵⁰Ibid.

⁵¹Ibid.; and Leonard Wong, *Generations Apart*.

⁵²Cole, Smith, and Lucas.

⁵³Strauss and Howe, *Millennials*, 18.

⁵⁴Ibid., 55.

⁵⁵Ibid.

⁵⁶Ibid., 55-56.

⁵⁷Ibid., 56.

⁵⁸Ibid.

⁵⁹Ibid.

⁶⁰Cole, Smith, and Lucas.

⁶¹Ibid.

⁶²Wong, 7.

⁶²Leonard Wong, "Stifling Innovation: Developing Tomorrow's Leaders Today" (Monograph, Strategic Studies Institute of the U.S. Army War College, Carlisle Barracks, PA. 2002), 4.

⁶³Wong, "Generations Apart," 7.

⁶⁴ Strauss and, Howe, *Millennials*, 52.

⁶⁵Wong, "Generations Apart," 7.

⁶⁶Strauss and Howe, *Millennials*, 7.

⁶⁷LifeCourse Associates, 8.

⁶⁸Ibid., 30-32

⁶⁹Ibid., 7.

⁷⁰Strauss and Howe, *Millennials*, 9.

⁷¹Ibid.

⁷²Ibid.

⁷³Ibid., 13.

⁷⁴LifeCourse Associates, 32.

⁷⁵Wong, “Generations Apart,” 5. This study focuses primarily on junior officers, but the same generational values and expectations would hold true for junior NCOs and enlisted soldiers. The generational sets, whether they be officer or enlisted will maintain similar values, leadership qualities, beliefs, and expectations.

⁷⁶Wong, “Stifling Innovation,” 4.

⁷⁷Ibid.

⁷⁸Ibid.

⁷⁹Ibid.; and Strauss and Howe, *Millennials*, 8.

⁸⁰Ibid., 4-5.

⁸¹Ibid., 5-6.

⁸²Ibid.

⁸³Colonel Kelly R. Fraser, “Manning the Future Force” (Strategy Research Project, U.S. Army War College, Carlisle Barrack, PA, 2004), 7; and Howe and Strauss, *Millennials*, 14.

⁸⁴Cole, Smith, and Lucas, 3.

⁸⁵Ibid., 3.

⁸⁶Strauss and Howe, *Millennials*, 326.

⁸⁷Wong, “Generations Apart,” 19.

⁸⁸Wong, “Stifling Innovation,” 4.

⁸⁹Ibid.

⁹⁰Wong, “Generations Apart,” 7.

⁹¹Wong, “Stifling Innovation,” 4.

⁹²Strauss and Howe, *Millennials*, 21.

⁹³Ibid., 314.

⁹⁴Ibid.

⁹⁵Ibid., 69.

⁹⁶American Sports Data, Inc., “A Stereotype of Generation Y,” 2004/2005, <http://www.americansportsdata.com/pr-generation-y.asp> (accessed 23 October 2005).

⁹⁷Ibid.

⁹⁸Ibid.

⁹⁹Ibid.

¹⁰⁰William B. McClure, Occasional Paper No. 15, *Technology and Command; Implications for Military Operations in the Twenty-first Century* (Air War College, Air University, Maxwell AFB, AL, 2000). 21.

¹⁰¹American Sports Data, Inc.

¹⁰²Ibid.

¹⁰³Ibid.

¹⁰⁴Mark L. Taylor, M.S.W., Ed.D., Director of Guidance Services, Arkansas State University-Beebe, “Generation NeXt: Today’s Postmodern Student Meeting, Teaching and Serving,” http://www.Gen_NeXt_upload_05 (accessed 23 October 2005).

¹⁰⁵Ibid.

¹⁰⁶Ibid., 2.

¹⁰⁷Ibid.

¹⁰⁸Ibid.

¹⁰⁹Ibid., 4.

¹¹⁰Ibid.

¹¹¹Ibid.

¹¹²Ibid., 5.

¹¹³Ibid.

¹¹⁴Ibid.

¹¹⁵Ibid., 6.

¹¹⁶Ibid., 10-11.

¹¹⁷Robert K Griffith Jr., *Men Wanted for the U.S. Army* (Westport, CT: Greenwood Press, 1982), 1.

¹¹⁸Ibid.

¹¹⁹Ibid.

¹²⁰Ibid.

¹²¹Ibid., 219.

¹²²Ibid.

¹²³Ibid.

¹²⁴Ibid.

¹²⁵Ibid.

¹²⁶Ibid.

¹²⁷Robert L. Goldich, *Recruiting, Retention, and Quality in the All-Volunteer Force* (Washington, DC: Congressional Research Service, Library of Congress, June 1981), CRS-vii and 4,

¹²⁸Faires, 18.

¹²⁹Ibid.

¹³⁰Ibid.

¹³¹Ibid.

¹³²Goldich, CRS-x.

¹³³Ibid.

¹³⁴Faires, 18.

¹³⁵Ibid., 19.

¹³⁶Peter Karsten, ed., *Recruiting, Drafting, and Enlisting: Two Sides of the Raising of Military Forces* (New York: Garland Publishing, Inc., 1998), 311-312.

¹³⁷Goldich, CRS-viii.

¹³⁸Ibid., CRS-viii.

¹³⁹Ibid., CRS-ix.

¹⁴⁰Ibid.

¹⁴¹Ibid., CRS-xiii.

¹⁴²Faires, 19; and David R. Segal, *Recruiting for Uncle Sam* (Lawrence, KS; University Press of Kansas, 1989), 63.

¹⁴³Faires, 20.

¹⁴⁴Wong, "Generations Apart," 5.

¹⁴⁵Faires, 20.

¹⁴⁶Ulmer, Collins, and Jacob, 32.

¹⁴⁷The Reduction in Force occurred during the late 1980s and early 1990s. Army downsizing called for a significant reduction in recruiting goals and through both voluntary and involuntary means, released soldiers and officers from the service. At times, notification would arrive within 90 days of mandatory release date with little or no notice to the soldier.

¹⁴⁸Richard J. Buddin and Carole E. Roan, *Assessment of Combined Active/Reserve Recruiting Programs*, Congressional Research Service, Library of Congress, 1994, CRS-xi.

¹⁴⁹Richard J. Buddin, *Enlistment Effects of the 2+2+4 Recruiting Experiment* (Santa Monica, CA: Rand Corporation, 1991), 1. The overall concept of this program was for a candidate to spend two years on active duty, two years in the Reserves, and four years in the inactive Reserves.

¹⁵⁰Buddin and Roan, 11.

¹⁵¹See Goal and Achievement Chart, Table 5.

¹⁵²Hometown Recruiting is a program initiated by the United States Army Recruiting Command (USAREC) that allows newly trained soldiers to return to the home of record for ten days, nonchargeable, between their advanced individual training (AIT) and first duty station in order to talk to their high school peers about the military and their positive experiences.

¹⁵³The Corporal Recruiting Program places newly promoted corporals, normally under 25 years old and with two to three years of service, in their closest Home of Record Recruiting Station to act as full-time recruiters for one year before returning to their last or next duty station and regular Military Occupational Skill (MOS).

¹⁵⁴Buddin, *Success of First-Term Soldiers*, xiii. These figures are taken from DoD estimated Army recruiting costs from FY 2001 through FY 2003 where the Army was spending over \$15,000 per soldier.

¹⁵⁵For detailed descriptions of selected advertisements see Appendix A or go to USAAC.com and navigate the links.

¹⁵⁶For detailed description of recruiting programs used over the past several years, see Appendix B.

¹⁵⁷LifeCourse Associates.

¹⁵⁸See Recruitment Goals and Achievements, Table 5.

¹⁵⁹Ibid.

¹⁶⁰Another category that exists but is not normally recruited for is CAT IV. CAT IVs are those applicants who score in the lowest percentile from 27-30 and are generally denied service.

¹⁶¹Recruiting statements made from personal observation while on Recruiting Duty from 2001 to 2003.

¹⁶²Ibid.

¹⁶³See Recruitment Goals and Achievements, Table 5.

¹⁶⁴Ibid.

¹⁶⁵Ibid.

¹⁶⁶Counter Recruiter, "New Recruiting Methods: Free MP3s & Craigs List Postings," 5 October 2005, http://rncwatch.typepad.com/counterrecruiter/2005/10/new_recruiting_.html (accessed 20 October 2005).

¹⁶⁷Gil High, "Recruiting and Retention," *Soldiers Magazine* (February 2006), 12.

¹⁶⁸Ironically, recruitment is intrinsically bound to attrition rates. The ability to recruit high-quality soldiers with the highest chances of first-term completion becomes the issue for recruiters. According to Rand, the recruiting environment has the most effect on the recruits being assimilated to service. Buddin suggests that the Army's ability to adjust recruiting techniques that can identify prospects more likely to fulfill their service

contract would be beneficial in the overall manning plan. The lack of ability to eliminate those with the propensity for attrition is a major contributing factor in the mission numbers for each consecutive recruiting year. Additionally, those soldiers recruited during the end of the month push for “mission box” may be less likely to complete Basic Combat Training let alone their full first term of service.

¹⁶⁹Another opinion concerning the enlistment of civilians into the Army is based primarily on three factors that do not directly correspond with generational cohort behavior or values. According to Casto (1996), economic, demographic, and season factors contribute greatly to the Army’s ability to enlist and ship soldier to basic training. Considering the first factor, economic, one would conclude that excessive economic growth and its resultant boom would inhibit recruiting capabilities. The mission requirements for the Army do not diminish, however the pool from which to recruit qualified, highly educated soldiers reduces based upon the subsequent increase of employment availability within the civilian job market. This factor is not a solitary factor in finding and recruiting soldiers, but is simply one of many that may influence a young man or woman to seek or avoid military service. The second factor Casto [1996] indicates is demographics. Accordingly if as population data suggests, the number of available military aged adults beginning in 1999 would be larger than that of previous years--even than those of the Baby Boom era. Another factor determining enlistment is seasonality. Although shipment to Basic Training remains constant throughout the year, enlistments shift on a cyclic rotation. As school comes to a close for many, they begin to research other options for their futures. Likewise, those that enter college in the fall but who decide that it is not what they want, will also seek out recruiters in many circumstances. The cycle is nearly quarterly--peaking towards the end of the quarter as a prospect sees the need to make a change in his or her life. To compensate for the seasonality of recruiting, the Department of the Army authorized “Seasonal Bonuses.” Specifically during the last 18 months, the bonuses ranged from \$9,000 in August 2004 to \$14,000 effective April 2005 (*Soldier’s Magazine* February 2006). These bonuses can equate to either enlistment or shipment periods depending on the needs of the Army. Additionally, according to MG Thomas P. Bostick, Commander of USAREC, three additional factors lead to recruiting difficulties. In his opinion, the top three recruiting obstacles are “the Global War on Terrorism, an improving U.S. economy and low unemployment rates, and waning support for military enlistment as a result of the first two.”

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

For this study, a thorough literature review was conducted to determine if USAREC is correctly targeting the Millennials in its advertising and training. This chapter addresses the research methodology used to obtain information for this study and explains the criteria used for future analysis.

The previous literature review established the knowledge base to enable future analysis. The review provided valuable information about the Millennial Generation and the four preceding generations showing the similarities and differences between them. It also enabled a succinct review of various advertising messages and the recruiter training message USAREC disseminates to the field. The readings aided in linking the Millennials and their recruiting by reviewing previous and current recruiting methods and campaigns. The literature review is briefly discussed and explained in the methodology chapter.

This chapter explains how the research is conducted and from whom the data is collected. This data will be analyzed in chapter 4 in order to answer the thesis primary and alternate questions.

1. Is the Army's advertising campaign effectively targeting the Millennial Generation?
2. Is USAREC correctly training recruiters to recruit Millennials?

Background

Recruiters carry out their mission against a barrage of negative media attention that appears, in the majority, only to report the adversities of recruiting,¹ and USAREC's supposed inability to meet annual recruiting goals.² This coupled with an increase in counter-recruiters³ in high schools, malls, and other areas, creates the association of how and why this research is relevant. USAREC must ensure that it is doing everything possible to effectively and positively reach prospective applicants.

A valid assumption is that USAREC will not reach its recruiting goals if its marketing strategies do not meet Millennial expectations. This failure could result in multiple second and third order effects that may have an adverse effect on the Army's future readiness and ability to conduct multi-theater operations. This would only increase the pressure on USAREC and its recruiters to attract more qualified applicants.

Conducting the Research

The premise of the entire project was the reported failings of the Army to meet its annual recruiting goals. During 2005, this subject was often in the news, written upon, and spoken about by key Army leaders.⁴

Upon determining a subject for study, a generic research question was established and presented to the Master of Military Art and Science faculty for approval. The approval of the preliminary question and associated secondary questions led to the creation of a prospectus and an initial reference list to use for the preliminary literature review.

It was important to determine whether or not adequate material was available to fulfill the requirement and enable a viable comparison and analysis. Fortunately the

subject of recruiting and manning is prolific in the military community. CSIC conducted multiple studies that were available for review. Additionally, by conducting a literature review beginning with books and articles supplied from the Center for Army Research Library (CARL) librarians, a central list of experts emerged. The two most cited authors were Neil Howe and William Strauss. They are cited as the foremost authorities on the subject of generational cohorts.

The literature review was undertaken over several months using material supplied by the CARL, the Leavenworth Public Library, USAREC, and USAAC, and the World-Wide Web. This information was used to determine past and current traits of five generational cohorts and advertising and recruiting methods.

As part of the current marketing campaign, television, print, and web advertisements were reviewed looking specifically for audience targeting and their focus on traits.⁵ The review also examined recruiter-training requirements by looking at current training briefs within USAREC.

The traits, according to Howe and Strauss, and as explained during the literature review are: “special,” “sheltered,” “confident,” “team oriented,” “achieving,” “pressured,” and “conventional.”⁶ For the purpose of this study only three of the seven traits are examined. The remaining four traits are discounted due to their ambiguity and lack of measurability.

The three traits considered most important and most measurable for this research are confident, team oriented, and achieving. Confident is defined as individuals who are ready to seize the day. They are hopeful about their own and the world’s future. Team oriented focuses on the desire to work closely and associate with others. They are tightly

bound to group participation and collaboration. Finally, achieving is defined as highly motivated to exceed parental educational and career accomplishments. In short, they are poised to be the best in all they do.

To measure the trait with its corresponding advertisement, the researcher selected the following explanations:

1. Team-Oriented: ads or captions depicting or discussing multiple soldiers, teams, or squads conducting various training activities working toward a common goal.⁷

2. Confident: ads or captions depicting soldiers displaying self-confidence in their abilities, poise, self-assuredness, pride, exuberance, and positive posture.⁸

3. Achieving: ads depicting soldiers who accomplished more than they expected, speak positively of their successes, or whose parents or influencer are impressed by their soldier's accomplishments.⁹

This study will primarily compare USAREC's usage of two venues to promulgate their message. The first venue is that of local and national media outlets and the second that of web advertising. The three methods reviewed in this study are television commercials, print advertisements and posters, and web-based commercials. Each method is reviewed in detail and compared to the selected Millennial traits and subsequently annotated on a corresponding table at the end of each section.

To determine if the advertisement is successfully targeting the Millennial traits, a word table following each advertising section shows either a Y (yes) or an N (no). If the advertisement portrays the specified Millennial trait, it will receive a corresponding value of Y. If the advertisement does not meet the criteria described, an N will be placed in the

appropriate table's block. The Ns represent areas where USAREC's message is not clear or the trait reference is not visible to the casual observer.

In addition to advertising, two areas of USAREC's recruiter training are analyzed to measure the effectiveness of training recruiters to recruit Millennials. For this study, the *Recruiting Millennials Handbook* and G2 Training Brief are reviewed to determine whether or not USAREC is capturing the right information concerning Millennial traits and disseminating that information to the field.

To determine the training aspect of this research, I personally contacted USAREC and USAAC staff personnel for information on past and present recruiting numbers and programs. Then using the information provided, the training material was analyzed for completeness.

Along with USAREC and USAAC personnel, I also contacted Brigade Master Trainers from the 5th and 6th Recruiting Brigades to determine what if any information was disseminated to the field force dealing with recruiting the Millennial Generation.

Using this knowledge, a comparison of current recruiting strategies, both advertising and training, are analyzed in future chapters to determine the effectiveness of USAREC's campaign plan. For the training section, no table is used for comparison. The results are written in paragraph form.

Summary

After developing the concept for this study, a literature review was conducted which led to the determination of traits considered pertinent for this study. These traits, confident, team oriented, and achievement became the basis for comparison against the selected advertisements. In addition to the advertisements, the *Recruiting Millennials*

Handbook and G2 Training Brief were also compared with the traits and overall understanding of the generation to see if USAREC is disseminating the correct information to the field.

The review and methodology then facilitated the analysis of the material to determine the efficacy of USAREC's recruiting campaign. The analysis chapter will answer the thesis' primary and alternate questions as to whether or not USAREC is effectively targeting the Millennial Generation and training its recruiters.

¹Martin, "Fewer Boots in Boot Camp:" and Robert Burns, "War Is Hurting Army Recruitment," CBS News, 8 March 2005, http://www.cbsnews.com/stories/2005/03/08/national/main678742.shtml?source=search_story (accessed 25 January 2008).

²Burns, "Army to Pitch Parent, Patriotism;" and Burns, "Army Facing Manpower Dilemma."

³Rick Hampson, Staff Writer, "'Counter-Recruiters' Shadowing the Military," *USA Today* (7 March 2005), http://www.usatoday.com/news/nation/2005-03-07-counter-recruiters_x.htm (accessed 18 March 2006).

⁴See notes 1, 2, and 3 of this section for an example of articles.

⁵A detailed description of each ad selected is found in Appendix A of this publication.

⁶Strauss and Howe, *Millennials*, 43-44.

⁷For example, Soldiers conduction a Leader's Reaction Course, winning a tug-of-war contest and celebrating; talking about peers or teammates; working or playing as a group.

⁸For example, a soldier or soldiers who stand tall, speak of their accomplishments of overcoming odds, doing more than they thought possible, standing up for what is right. These are all examples of new soldiers instilled with a greater level of confidence.

⁹For example, a soldier or soldiers finishing a task, race, event with enthusiasm; a parent exclaiming how much the soldier has accomplished and how proud they are of the soldier; speaking of all the possibilities in life that are now available – these are all conducive of achievement.

CHAPTER 4

ANALYSIS

Introduction

This study reveals the values and beliefs of the Millennial Generation and how the U.S. Army Recruiting Command fashions their advertising and marketing research towards America's youth. It specifically looks at the way in which Millennial cohorts are targeted in recruiting. The purpose of this research is to answer the thesis' primary and alternate questions. Is the Army's Advertising Campaign effectively targeting the Millennial Generation and is USAREC correctly training Recruiters to recruit Millennials? After answering the questions, negative findings and recommendations discovered within this research will be addressed with USAREC and the Army Accessions Command to aid in future recruiting efforts as applicable. Positive trends will likewise be reported to affirm their current marketing plan.

This chapter analyzes USAREC's current campaign by comparing current television, print and web-based advertisements against three selected Millennial traits. To discover the adequacy of USAREC's training, the Recruiter Handbook and G2 Training Briefs are also compared against the selected Millennial traits. The three selected Millennial traits were supplied by Howe and Strauss during the literature review; Confident, Team-oriented, and Achieving.

To set limitations within the analysis, three commercials and three print advertisements will be examined and compared as well as three web-based video clips. Readers of this report can find additional commercial and print material by visiting the U.S. Army Accessions Command webpage¹ as well as "goarmy.com" and navigating

through their sites. However, for brevity of comparison, the author has limited the material to three of each type of advertisement.²

Finally, a chapter summary and conclusion is presented to recap the analysis of research and to develop conclusions and recommendations for future research in the final chapter.

Analysis

Comparing the Commercial to Traits

For this comparison the three commercials were selected at random by watching television and noting a few of the commercials currently on air. These three commercials were then downloaded from USAAC's website for an in-depth review.

The three commercials, "Two Things," "Becoming a Man," and "It's the Army" were evaluated to determine whether or not they met the three Millennial traits of Confident, Achieving, and Team-Oriented. All three commercials are described in detail in Appendix A of this thesis.

After reviewing the commercials, the research determined that one commercial (It's the Army) met all three criteria and two of the commercials (Two Things and Becoming a Man) met two of the three criteria. These latter two commercials are missing the trait of Team-Oriented in the commercial because they lack a group setting.

Tables 3, 4, and 5 summarize the comparison of the three commercials with the three traits. A "Y" indicates that these traits are direct in the message whereas an "N" indicates an indirect or missing message within the commercial. Viewing these three commercials independently and collectively confirms the fact that USAREC has effectively targeted the generation. USAREC successfully sent verbal and non-verbal

messages to both prospects and parents creating the idea that America’s youth know what they want to do and will openly discuss their options with the influencers in their lives.

Table 3. Trait to Commercial Comparison			
Commercial	Confident	Team-Oriented	Achievement
Two Things	Y	N	Y
Becoming a Man	Y	N	Y
It’s the Army	Y	Y	Y

Comparing the Print Advertisements to Traits

The use of print advertisements or posters must paint an immediate picture that appeals to its target audience. Without the advantage of words and additional images, it is more difficult to display the intended message. Attempting to create the most effective word picture, USAREC created several separate prints. There are many different print advertisements or posters in both English and Spanish, all directed at future prospects or at their influencers. However, only three prints are addressed for this comparison. These three prints, Job Training, Got Your Back, and Graduation depict soldiers speaking of their successes and opportunities.

Job Training is simple and straight forward and addresses two Millennial traits: “confident” and “achievement.” The caption on the print simply states, “Most job training teaches you how to make something, mine taught me what I was made of.”³ Because this

is a single soldier, it does not meet the trait of Team-oriented. This print is an excellent motivator for young Millennials wanting to change the world.

Got Your Back--“Being a soldier means someone’s always got your back”⁴-- effectively addresses all three traits of “confident,” “achievement,” and “team oriented” insomuch that soldiers intrinsically understand that their team allows them to be and do more than they could individually. They protect and are also protected. They trust and are trusted in return. The advertisement is very succinct and immediately catches the eye with a different type of uniform and operating environment. USAREC chose this commercial wisely and targets the adventurous side of the Millennials while blending the traits deemed significant for this research.

Graduation--“Graduation should mark the start of your career, not the end of your education.” This poster addressed the endless possibilities of careers within the Army. achievement, confident, and team oriented are all quickly and easily identifiable in this advertisement. As depicted in Table 4, USAREC once again effectively portrays its intended message.

Table 4. Trait to Print Comparison			
Commercial	Confident	Team Oriented	Achievement
Job Training	Y	N	Y
Got Your Back	Y	Y	Y
Graduation	Y	Y	Y

Comparing the Web Commercials to Traits

In this section, three web-based commercials are identified and analyzed for content. Paths to Strength, A Soldier's Life, and A Soldier's Future are described and compared to the Millennial traits.

Each of the three video clips, taken from Goarmy.com, are made up of three segments using interviews with three soldiers. The clips talk about their training and goals in life and how far they have come since entering the Army. Appendix A contains a detailed description of each web-based commercial.

This first web-commercial set, Paths to Strength, takes on a slightly different dimension than an average television commercial. The web video is aimed at explaining what the Army is all about from the eyes of real soldiers. By taking away some of the unknown factors, these commercials and interactive sites create another environment for the new prospect.

Paths to Strength

Army training strengthens you for today, and tomorrow. From Basic Combat Training and job skills to Specialized Schools and leadership development, see how Soldiers are preparing themselves for a successful life--in the Army and beyond. Then discover the kind of training that matches your interests.⁵

Paths to Strength follows the careers of SSG Priest (Army Training Strengthens You for Life), SSG Chavez (Building a Better Life), and SGT Henry (I will Adapt to Any Situation). The video's theme is mental and physical strength. One or all three of the clips can be viewed prior to making the selection to "build your own path to strength." The video clips show each of the three selected traits. USAREC did not miss the message in these video clips.

SSG Priest first explains how BCT prepared him as a soldier and how Army training enhanced his life. He also says that he wants to become a Drill Sergeant to work with others, especially young recruits. “You never forget your Drill Sergeant” says SSG Priest. USAREC hit each of the three traits succinctly using the words of actual soldiers to drive home the point.

Next, SSG Chavez explains how Basic Training was the hardest, most rewarding experience he has ever had. He was pushed to the limit. In his words, “I went in a boy and came out a man.” Again, USAREC aptly addresses the three selected Millennial traits by emphasizing the confidence exuding from SSG Chavez, and by highlighting his achievements, both individually and collectively.

SGT Henry is the final soldier in this *mélange* of video clips. As an Infantryman, SGT Henry looks back and recalls that BCT was the best time in his career. He is sincere and proud in his delivery. USAREC pinpointed their message through SGT Henry. He showed Confidence, Achievement, and Team-orientation in this short but poignant clip.

USAREC’s use of these three soldier’s lives, allowing them to simply express themselves naturally, is a great marketing tool. The videos do not seem forced or contrived in any way. They coincide with Howe and Strauss’ Millennial traits of “Confident,” “Achievement,” and “Team Oriented.” Each soldier entered the service for their own reason, but all three discovered that they could do anything as long as they tried. USAREC once again does a good job using “Paths to Strength” effectively as a marketing tool as shown in table 5.

A Soldier's Life

A Soldier's Life depicts what soldiers do in and for the Army using two short clips. After making the choice to find his or her "path to strength," this second video explains what it is like to actually be a soldier.

To be a U.S. Army Soldier is to be a part of the world's best fighting force. Soldiers spend their days training, working and serving together to protect America's freedoms. But they also have time after work for family, friends and personal interests. From recruitment to retirement, the U.S. Army provides a unique and diverse lifestyle for Soldiers.⁶

This first video clip begins with a young man explaining how he had misconceptions about the Army based on Hollywood's version of the Army. It continues by talking about the great training he and his peer received. It then cuts to a young lady speaking of free time and the ability to continue her education and receiving her degree in Criminal Justice. The clip segues to another soldier talking about motivation and how it can take you a long way; to the next rank, or anywhere you want to go.

The ad excels in combining action and adventure with education and goals, all of which coincide with Howe and Strauss' expectations of the Millennial Generation. In this mini-commercial, USAREC satisfies all three Millennial traits of Team-orientation, Achievement, and Confident.

The second clip is one of the most exciting segments in the web-based commercials. Get inside an Army Mission and see how a soldier can take action.

And see what it takes to make it come together--piece by piece by piece. The best **training** means all U.S. Soldiers are ready for any mission, any obstacle, anytime. The best **teamwork** means Soldiers know what it takes to be a link in a strong chain. The best **technology** means Soldiers have the most sophisticated tools at their fingertips.⁷

This segment of “A Soldier’s Life” is filled with action and adventure. The soldiers are victorious and the criminals are vanquished. USAREC precisely pinpoints the Millennial traits of Achievement, Team Oriented, and Confident. Table 5 records the results of USAREC’s targeting effort.

A Soldier’s Future

“A Soldier’s Future” is a collection of twenty to thirty-second video clips creating a montage of sights and sounds that discuss success in the Army and in the future. The three parts of “A Soldier’s Future” are Succeeding in the Army, Sky’s the Limit, and Success in the Civilian World. Their targeting effectiveness is depicted in table 4.

In the first clip, Succeeding in the Army, soldiers profess the changes their lives take during their careers. The opening segment shows a soldier exclaiming how his family was astounded at the opportunities the Army has offered. This segues to a young African American female saying that she expected to only spend three years in the Army but reenlisted because of the training, education, and life skills. This is followed by another young man expressing his positive thoughts on leadership and the extra advantages above those entering the job market directly from college. All soldiers are very motivated and display confidence and achievement with enthusiasm. Team oriented is implied throughout by knowing that it takes more than an individual effort—it takes a team.

Sky’s the Limit is another outstanding example of life-changing events that the Army can provide. It introduces a doctor who states unequivocally that he was a misguided youth when he enlisted in the Army. However, with the help of the Army, he is now a dentist. He did not think he could go so far when he first enlisted. The sense of

Achievement and Confidence is evident in the presentation of this clip. USAREC's portrayal of a major success story shows prospects and current soldiers what they can do with their lives. They can achieve anything as long as they work hard.

The final segment, Success in the Civilian World, shows that whether in the Active Army or Reserves, the soldiers in this video know that they are training to be leaders and specialists in their chosen fields. One example is that of a computer systems specialist, for which there is a high demand in both the Army and civilian sector. As for the leadership opportunities in the Army, another soldier exclaims, "How many people can put "responsible for 125 people" by the age of 25 or 26 on their resume?"

This excerpt illustrates the endless possibilities the Army has to offer during or after service. It demonstrates that people from all walks of life, can take advantage of Army training and become highly productive members of society in a field of their choosing.

The USAREC was successful in focusing on Achievement and Confidence. Although it does not specifically target team orientation, it suggests it by mentioning the elements of leadership and taking care of soldiers several times. Overall, "A Soldier's Future" is successful at maintaining the connection between the message presented and the Millennial's traits.

Table 5. Trait to Web-Based Commercials			
Commercial	Confident	Team Oriented	Achievement
Paths to Strength	Y	Y	Y
A Soldier's Life	Y	Y	Y
A Soldier's Future	Y	Y	Y

Having analyzed USAREC's advertising, the primary research question is answered unequivocally yes. The USAREC is correctly targeting the Millennials in its advertising campaign. To answer the alternate research question, however, recruiter training must be analyzed. The *Recruiting Millennials Handbook* and G2 Training Brief are examined and compared to the Millennial Traits.

Comparing the Training to Traits: *The Recruiting Millennial Handbook* and Training Techniques

The *Millennial Handbook*, developed by LifeCourse Associates, strictly aligns with Howe and Strauss' publications concerning the values and traits of the Millennials. It directly addresses, in detail, each of the seven characteristics of the generation. Typically this generation is very optimistic, follows the rules, concentrates on group think and activities, and is trustful of the "institution."⁸ Understanding these ideals, a recruiter can target activities to foster team building.

The handbook says that rather than promote the idea of "An Army of One" being an individualistic concept, USAREC must emphasize team-work and group activities.⁹ They must explain that "One" is a group of individuals with one common goal, one

common identity which fits into the mold of unity or peer inclusion in all that they do. By including parents and family members, USAREC will continue to successfully recruit young men and women.¹⁰

According to LifeCourse¹¹ authors, the comparison of Millennials and Confidence promotes the concept of balance in one's life. Fittingly, a survey conducted on High School Seniors say that "making a contribution to society" is "extremely" or "quite" important while running a close second is "having a lot of money."¹² Similarly, the survey adds that the ability to lead a well rounded life is high on the list of priorities. With this said, the ability to translate optimism into reality and present a positive outlook to potential recruits is imperative.¹³ The prevalent message is not to mention failure or discharge as an option--be real, but truthful and answer the questions of the prospect in a positive light without using scare tactics.¹⁴

Team-Oriented refers to ones ability to be a part of a team to achieve goals rather than promoting individualistic goals and ideals. Additionally, in accordance with the Handbook, team-oriented includes "influencers" which translate to parents, relatives, and sometimes even teachers.¹⁵ The Handbook stresses the need to recruit in groups, display soldiers in groups and minimize solo training.¹⁶ Additionally, recruiters should maximize commonality of groups making sure not to treat recruits of different races or ethnicities differently. Finally, allow the prospect to choose their own job, their own path and emphasize the positive aspects of the MOS and the related benefit package.¹⁷

Achievement exemplifies this generation in a way that no other has been represented. Prior generations achieved much. However, the Millennial Generation is on track to being the best behaved and most productive generation to date.¹⁸ This newest

generation prefers a challenge especially as it pertains to group think and the expansion of technology and policy.¹⁹ This translates well in the high-tech world that the Army is creating.

According to LifeCourse, to best take advantage of these facts, the recruiter must be aware of how they speak to these newest prospects.²⁰ As the “smartest” generation, Millennials are offended by being talked “down” to. Recruiters are encouraged to treat them as equals and encourage technical solutions and the ability to increase technical proficiency in any chosen MOS.²¹ Recruiters must use facts and spreadsheets along with multi-media presentations to show prospects the advances in the Army.²²

Knowing the closeness of parental influences, ensure that both parents and prospects are thoroughly informed of expectations for Basic Training, AIT, and permanent duty stations. Answer questions at every opportunity to inculcate both generations into the service. Doing this will ease the transition by eliminating fear of the unknown.²³

Assessment of Training to the Field

Based on guidance published by the USAREC G2 Training Branch, USAREC currently sends the right message to the field recruiters. Within a 35-slide presentation, USAREC aptly sums up and bulletizes key topics for recruiters and recruiter trainers to know.

By the fourth slide, USAREC points directly to the target market²⁴ showing how little they have, in the aggregate, to work with at the outset.

Male Target Population

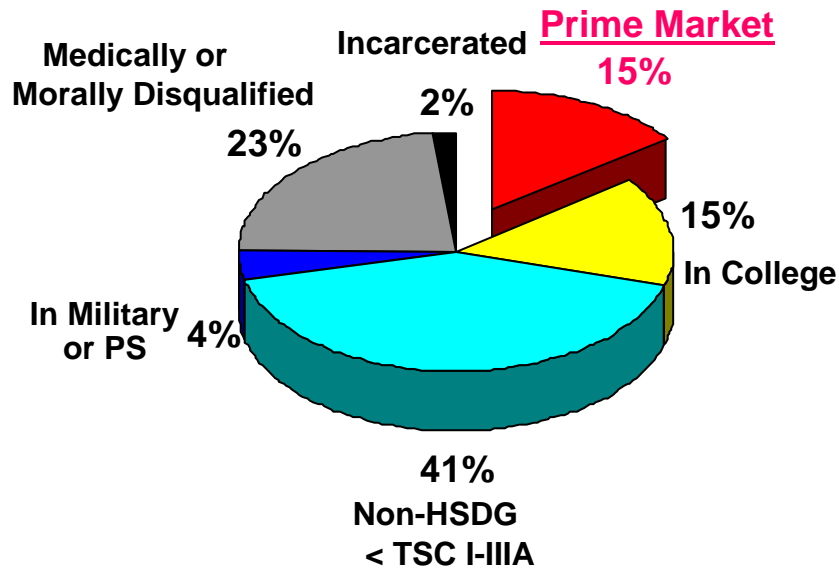


Figure 4. Male Target Population.

Source: United States Army Recruiting Command, G-2, Millennials Brief, USAREC Master Trainer's Course, 1 February 2005.

According to a 2004 DoD survey on enlistment propensity,²⁵ USAREC is able to show recruiters the challenges facing them as they enter the prime market. The chart below does not depict 2005 propensity numbers, since USAREC failed to make Active Duty or Reserve mission during the FY. However, it is assumed that the propensity to enlist remained at or slightly below the 2004 numbers, while the “less likely to enlist” rose slightly (see Figure 5).

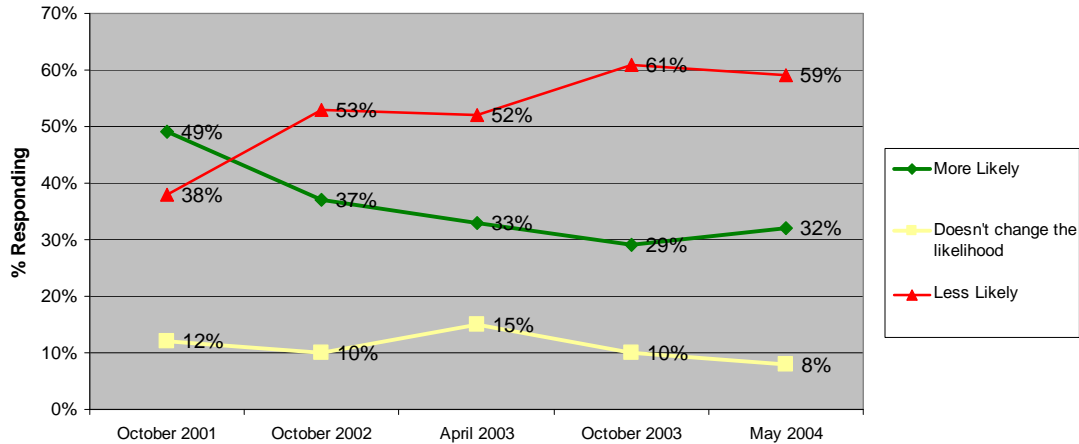


Figure 5. Enlistment Propensity

Source: United States Army Recruiting Command, G-2. Millennials Brief, USAREC Master Trainer’s Course, 1 February 2005.

Throughout the entire training brief, USAREC’s opinion coincides with Howe and Strauss and agrees that in order to reach them, a recruiter must understand them. By providing guidance and recurring training to both the Master Trainers and the recruiting force, USAREC can recruit highly qualified men and women to meet the needs of the Army.

According to USAREC, every Master Trainer receives this briefing along with a training packet used to teach Station Commanders. In turn, Station Commander’s train each of their recruiters. Although USAREC is on track with their information about the Millennials, it seems there is a disparity between what information USAREC believes is being sent out and what the recruiters in the field are actually receiving. It is not known whether this information is being disseminated down to the station level or whether the recruiters are choosing to ignore the information. Either way, there is a missing connection between the headquarters and recruiters.

Answering the Research Questions

First, is the Army's Advertising Campaign effectively targeting Generation Y?
Yes.

Ads and recruitment tools alike should show an ever-greater attachment not just to the nation's history, but to the heritage of the respective services. Millennials want to know they'd be affiliating with an institution defending their country, their community, and their family. Start reminding kids--along with their big-picture parents--of earlier eras when the nation counted on the military.²⁶

After reviewing and scoring a multitude of advertisement messages, it is apparent that the Army is on target with their current campaign. The advertisements touch, not only the three traits selected for this study, but attempt to incorporate much more in their message. USAREC has effectively taken information provided by myriad sources and created positive, practical and realistic messages for America's youth. They have accurately conveyed the youth message, bridged the gap between the generations, and taken the initiative to answer questions before they are asked. Answering the primary and question alternate question should assist USAREC in determining where some of their recruiting shortfalls may lie.

Second, is USAREC correctly training Recruiters to recruit Millennials? Yes

LifeCourse Associates Millennial Recruiting Handbook falls directly in line with current generational study materials. One of the most important aspects within the handbook is the recommendation section. The handbook lays out a recommended course of action for recruiters to take to maximize their prospect search and enlistment factors. By explaining the traits of the generation, the handbook attempts to guide recruiters away from stereotypical behaviors of the past and into an understanding of what is and is not important to the audience they are trying to reach. Armed with this information, even a

new recruiter has the tools to become successful and contribute to making USAREC's annual recruiting mission.

To improve recruiter training, USAREC also published and disseminated the 2004 G2 Training Brief. This brief is designed to explain many aspects of recruiting, not just the Millennial traits. It contains demographic and market share analysis information as well as current and past trends. All of this is intended to allow the recruiter to better understand his market and target audience. This brief is very well produced and highlights both the behaviors and traits of the Millennials as well as other skills needed to be successful.

However, after contacting Master Trainer's from both the 5th and 6th Recruiting Brigades, the research showed that the Handbook is slow in getting to the field. In addition to the Master Trainers, a former Station Commander and Trainer from 6th BDE were contacted to determine his familiarity with the Handbook and Training Briefs. One Master Trainer (6th BDE)²⁷ possessed the Handbook and G2 Training Brief. The second Master Trainer (5th BDE)²⁸ had a copy of the G2 Training Brief, but not the handbook. The Station Commander,²⁹ who retired in 2003, had never heard of either the *Recruiting Millennials Handbook* or the G2 Brief. Additionally, the researcher, a former USAREC Company Commander³⁰ from July 2001 until 2003, did not receive copies of either the Handbook or Training Brief until requested from USAREC in 2005. In this regard, either USAREC is not getting the message out to the field or recruiters are ignoring the information that they are given. It seems that USAREC has the tools, but may not be providing them to those who can make the most difference.

Summary and Conclusions

USAREC has successfully captured and addressed both the fears and desires of the Millennial Generation in its advertising campaign. They are well on the way to a highly effective advertising campaign aimed directly at the Millennial Generation and the people who influence their lives. Between the advertising message, web accessibility, recruiter training techniques, and the available incentives, it is unlikely that USAREC will miss their recruiting mission for long.

Having determined that USAREC is indeed on the right track, there is a continued need for additional research to ensure the Army is doing everything in its power to recruit the most highly qualified soldiers.

¹To explore further advertisements associated with the Army's marketing and campaign plan, <http://www.usaac.army.mil/sod/resource.asp> and enter the resource center.

²Detailed discussion of each commercial, print, or web advertisement, can be found in appendix A of this publication.

³United States Army Accessions Command, Homepage, <http://www.usaac.army.mil/> (accessed 25 March 2006). Poster print advertisement taken from print advertisement link.

⁴Ibid.

⁵Goarmy.com, Quote retrieved from <http://www.Goarmy.com> (accessed 25 March 2006).

⁶Ibid.

⁷Ibid. For more information see Appendix A or [goarmy.com](http://www.goarmy.com)

⁸LifeCourse Associates, 11.

⁹Ibid., 42.

¹⁰Ibid., 4.

¹¹Ibid., 30.

¹²Ibid., 31.

¹³Ibid., 39.

¹⁴Ibid., 2.

¹⁵Ibid., 3.

¹⁶Ibid.

¹⁷Ibid., 4.

¹⁸Ibid.

¹⁹Ibid., 5.

²⁰Ibid.

²¹Ibid.

²²Ibid., 5 and 46.

²³Ibid.

²⁴United States Army Recruiting Command, G-2. Millennials Brief, USAREC Master Trainer's Course, 1 February 2005, slide 4

²⁵Ibid., slide 6.

²⁶LifeCourse Associates, 38.

²⁷SGM Raul Llorente, 6th Recruiting BDE Master Trainer; currently stationed in Las Vegas, NV.

²⁸SFC Dourghy, 5th Recruiting BDE Master Trainer, currently stationed in Kansas City, MO.

²⁹SFC(R) Ed Stoltz, formerly of Fresno Recruiting Station, Fresno, CA, retired, currently residing in AZ.

³⁰MAJ Cynthia Lerch, former commander Fresno Recruiting Company, Fresno, CA, currently CGSC student, Fort Leavenworth, KS.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The Millennial Generation is markedly different from their predecessors.¹ This study addressed the differences and similarities of five generations in order to determine who the current generation is, what motivates them, and whom they most closely resemble.

The research stemmed from the idea that USAREC was not meeting its recruiting goals because it was not correctly targeting the Millennial Market. After undergoing an extensive literature review and comparative analysis, the results concluded that the initial hypothesis was flawed.

In this final section a brief summary of chapter four is discussed that includes the meaning and implication of the current research. The chapter will conclude with recommendations for future studies and finally a brief summary of the chapter and overall research.

Interpretations of the Findings

Based on the analysis, the study answered the primary and alternate questions. The first: Is the Army's Advertising Campaign effectively targeting the Millennial Generation? The second: Is USAREC correctly training recruiters to recruit Millennials? The answer to both questions is yes, with one caveat. While USAREC is effectively conducting their advertisement campaign, and is correctly producing the right training

materials for the recruiters, it appears they may not be effectively disseminating the message to the field.²

After conducting the literature review and comparing the traits defined by Howe and Strauss, the review shows that USAREC is effectively targeting Generation Y. By enlisting the assistance of LifeCourse, Incorporated, the Army played to its greatest strengths - that of knowing its audience. The analysis shows that USAREC is effectively targeting today's youth by applying the Millennial traits to current situations and interactive advertisements. The examination of the material confirms that the current strategy is on track and conveys the right messages to the right audience; prospects and their parents.

The analysis was based solely on three selected, measurable Millennial traits. These traits, Confident, Team-oriented, and Achievement, best describe the overall behavior within the generation.

To address the trait of Confident, USAREC relies on a bevy of soldiers displaying or discussing their accomplishments. Whether it was passing the Army Physical Fitness Test (APFT) or completing an obstacle course, the soldiers exuded confidence in meeting the next challenge.

To address Team-oriented, USAREC used interviews, commercials, and print showing groups of soldiers. The soldiers may have been part of a structured team conducting a mission, simply conducting training or they may have been off duty talking about what they have done in the Army and what it means to them.

Finally, USAREC addressed Achievement by showing soldiers on mountain tops, forging rivers, or completing basic combat training. These messages are straightforward and do not require a prospect to conduct their own analysis to find the hidden meaning.

While comparing the recruiter training to the Millennial traits, the research found that USAREC understands all seven of the traits and their associated recruiting implications. They received an up-to date study from LifeCourse Associates containing a condensed version of the Millennial traits and published their own G2 Training Brief. However, the analysis revealed that USAREC is failing to properly disseminate this information to the field force.

Although USAREC claims to train all their recruiters on Millennial recruiting, the analysis discovered a lack of material issued to Master Trainers and an almost non-existent understanding of Millennial traits from two Brigade Master Trainers. They are not placing correct emphasis on the training or dissemination. They must ensure that this information is reaching those who can most effect the bottom line; the recruiters.

Advertising alone is not enough to reach recruiting goals. It takes a multi-faceted program to reach and recruit the target market. USAREC is very close to success; they simply need to follow through.

Recommendations

Although this study formulates answers to the thesis' primary question concerning recruiting effectiveness, there are many separate but similar avenues requiring further exploration. To begin, a follow up of dissemination and training practices is required. This could be followed by a review of external recruiting factors, the role of the influencers, and local versus national recruiting strategies to name a few. Additionally,

determining the effectiveness of current training methods or the value of other forms of advertising would also make excellent topics for future study.

These are just a few of the many recruiting and enlistment topics. Each area of marketing, advertising, and recruiting is vulnerable to scrutiny and is worthy of further research. Although these topics do not even scratch the surface of areas requiring further review, they are intended to point future researchers towards topics that may be of concern to USAREC and the Army.

Further areas of study include but are not limited to:

1. Drill Sergeant's relationship with his trainees;
2. Misuse or abuse of power and its effects on continued service;
3. The effects of unit training and deployment cycles;
4. Taking care of soldiers and;
5. The effects of Soldier's word of mouth to recruiting and retention

Soldiers care is of utmost importance not only to them, but to their parents or significant others as much as it is or should be to the entire chain of command. In matters pertaining to soldiers there are myriad paths and studies that need to be accomplished. Unfortunately each study, such as this, are limited and restricted to singular topics due to their depth and breadth.

One detail noted while conducting the review is that USAREC needs to add more females and minorities to its advertisements and commercials. The commercials or advertisements should show soldiers and prospects in groups. The USAREC could also promote mass enlistments and reenlistments, such as the unit from Colorado cited in

February's issue of *Soldier's Magazine*. USAREC should use the entire scope of skills and specialties to attract prospects to jobs they may not have previously considered.

For this study, many things could have been done differently. First, rather than using commercials and print advertisements, the research could have focused on the adventure advertising USAREC uses, such as auto racing, motor cycle racing, and the Army rodeo. These three forms of advertisement can be analyzed for their effectiveness using a dollar-cost method.

The final recommendation is that USAREC continue to conduct its own internal evaluations and studies using experts like Howe and Strauss. The bottom line is that USAREC's advertising strategy is a good one and it has the requisite information to train its recruiters for success.

Summary and Conclusions

Contrary to anticipated outcomes at the conception of this study, USAREC is indeed correctly targeting its audience--the Millennial Youth. It is also initially training its recruiters correctly by introducing them to the information at their initial training in Fort Jackson. However, the recruiter's ability to understand the information or use it in the field may be the issue. It is recommended that USAREC maintain its focus on its commercials and print advertisements and ensure the widest dissemination of the training material, with proper explanations, down to the recruiter level. By doing these two things it should continue to recruit qualified individuals.

USAREC should stay the course in its marketing plan. The commercials and print advertisements are poignant, attention grabbing, and thought provoking. Overall, USAREC invested their time, energy, and budget well by undertaking studies and

following the advice of Howe and Strauss. They learned early on what draws the Millennials attention and tried to instill the concepts onto the recruiters whose duty it is to enlist the best and brightest into the service.

¹LifeCourse Associates, 1-50.

²This information was assessed after speaking with five former USAREC commanders and staff members, the master trainers, station commanders, and recruiters.

APPENDIX A

USAREC'S ADVERTISING

Comparing the Commercial to Traits

Two Things

The first of the three commercials is titled "Two Things." This commercial runs 30-seconds and plays on various channels throughout the day. The basis for the commercial is a father and son speaking frankly upon the son's return from Basic Combat Training.

At first glance the message does not mesh with the stated traits of the Millennials. However, when looking not at what is actually said, but the way in which the father projects the son's return, it is a direct hit on the trait of confident. The initial read on the commercial indicates a distance between the father and son and that does not meld with the idea that the parents or family are great influencers. But this is not the main point of the commercial.

Here, a father tells his newly graduated Basic Trainee that he did two things had never done before; the first being to "shake his hand" and the second to "look him square in the eyes." This vision does not hold true with the younger generation. According to the mainstream leaders in Generational studies, families are very connected. Generation Y children appreciate their parents, their families, and their roles in society. They respect authority and honesty. Therefore, there would be no correlation between the young man leaving his family for the Army and returning to "shake hands" and look his father "square in the eyes." Although it seems that most successful graduates turn the corner from childhood into adulthood with noticeable clarity and acuity.

However, what the underlying message of this commercial suggests is that this young man is now more confident and willing to look his father in the eye and essentially be on the same ground as an adult, an equal.

In addition to confidence, this commercial plays on the underlying themes of achieving and convention. Each new soldier achieves what others and even they themselves may consider the impossible. They graduate Basic Training. New recruits accept the Army values and true to form conform to rules, regulations, and authority.

This representation is consistent with established Millennial traits, specifically confident, achieving and convention. However, this commercial does not openly reference the characteristics of Team-oriented. It is only through the understanding that all soldiers are a part of the unit and more so the Army as a whole that this trait is realized. There are no individuals, even during individual events, since they all combine to create the final product or culminating event.

Without obvious overtones the commercial depicts what Howe and Strauss confirm as three of the seven traits. Additionally, when compared to the recruiting model, it shows that USAREC understands its target market and is appealing to both the recruit and the parent during this portrayal. Commercial one is a success for USAREC.

Becoming a Man

The second commercial – Becoming a Man begins with a Mother and Son speaking at the kitchen table.

A young African-American male speaks candidly to his mother about his options for college and his future. His mother does not accept the rationality of his argument due to her fears for his safety. However, the young man explains that he wants to be an

“Engineer” and finally, he states that it is time for him to “become a Man” and his mother acquiesces with a smile of understanding to his argument of joining the Army.

Throughout the commercial, the young man stressed that the Army offers the training that he needs to develop him further for future endeavors and gives him the ability to do something later in life. He also banters back and forth with his mother about the ability of the Army to take care of him while he’s learning and growing, plus the fact that they will give him money for college as well as a good paycheck while he serves.

This commercial does an outstanding job of pinpointing what Howe and Strauss have determined to be a very important aspect in minority families. According to studies, minority families are very family-centric and that in the African-American culture especially, it is a matriarchal society.

“Becoming a Man” is an excellent example of cross-over advertising techniques targeting both the parent and child. It shows the level of confidence the young man already has and his willingness to do something more with his life. He is ready to join the masses, join the team, and do his duty in life. The pride on his mother’s face is apparent through the tears in her eyes as he makes his last statements and they agree on his decision.

Once again, USAREC is on target with this advertising strategy. The commercial targets not only the four characteristics looked at in this study; it encompasses the gamut of values and traits that the Millennial Generation displays.

It’s the Army

The third commercial “It’s the Army” aptly displays the traits confident, Team-oriented, achieving and convention using a conversation between a father and his son. In

this last commercial, a father and son discuss the son's desire to join the Army (specifically the Army Reserves) during a game of pool. The son tells the father that he wants to join the Army Reserves. The father replies, "It's the Army." The son says "No, it's the Reserves." "Plus" he adds, "I will be a part of something and that is important to me." Meanwhile, the father continuously interjects that "It's the Army" as the son tries to explain his desires. The son continues that the Army will allow him to train and attend college locally until they need him. Ever skeptical, his father wanted to know how the son knows the training would be good, the son simply smiles and remarks, "It's the Army." The final flash of text message states "Help Them Find Their Strength."

This last commercial reaches out to both prospects and parents once again. The implications of doing great things in life are striking throughout the commercial. The young man intrinsically knows that the Army will fulfill his immediate as well as future needs. He will be a part of something bigger than himself. He will attend college and he will receive excellent training for a career.

The message seems to point directly at and meshes securely with the premises of Howe and Strauss and their seven descriptive characteristics. It specifically addresses three of the traits used as measurements for this study: Confident, Team-oriented, and Achieving. Convention is an underlying factor in the implication that "It's the Army" states that the training will be excellent, the opportunities abundant, and like those before him the subject in the commercial will be a part of something bigger than himself.

Comparing the Print Advertisements to Traits

The first poster selected for the analysis depicts a young man standing in full gear with his parachute rigging and rucksack with a big smile on his face. The caption on the

print simply states, “Most job training teaches you how to make something, mine taught me what I was made of” (see figure 6).

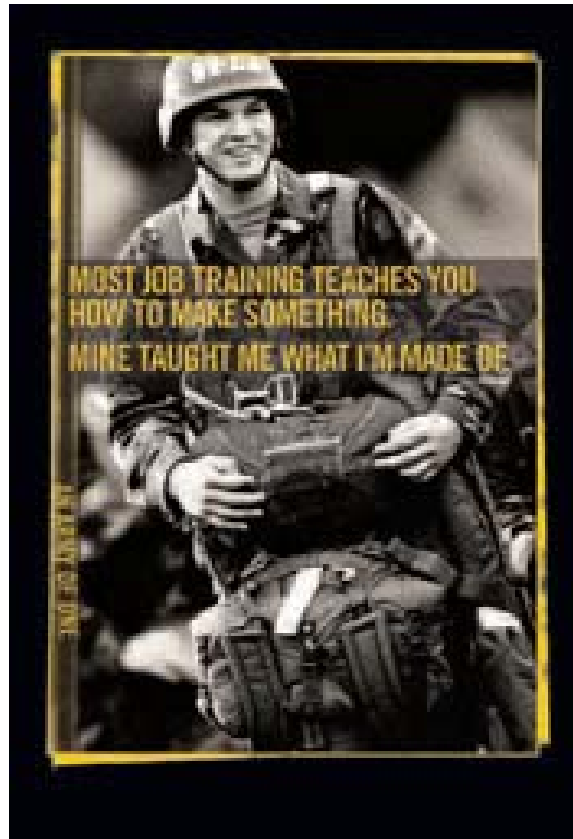


Figure 6. An Army of One Advertisement
Source: usaac.army.mil (accessed 25 March 2006).

The visual image is that of a happy soldier, enjoying what the Army is teaching him. The written message implies that the Army teaches one what they hold deep inside themselves. They can do anything they want and be who they want to be. It is not just about creating something, but becoming something. Something more than what one was before entering the Army. It is simple and straight forward and addresses two of Howe and Strauss’ traits; Confident and Achieving. Because of the limits of a snap-shot,

incorporating more than a couple of the traits is difficult. Be that as it may, USAREC effectively targets its prime market using self-improvement, adventure, and excitement as the underlying themes of this ad. All these characteristics blend with the literature review material and desires of the Millennial Generation.

Got Your Back

The second print advertisement analyzed is that of two soldiers standing atop a snow crested ridge dressed in full winter garb with weapons in hand. The message is clear, “Being a soldier means someone’s always got your back.” This verbiage reaches straight to Teamwork, Confident, and Achieving in the trait chart. The soldiers know that they can rely on their team mates for protection and back up when it matters. This reliance blends well with the understanding that Millennials are very team-oriented and peer reliant; together all things can be accomplished. They know that they can and do trust in others and that others can, in turn, trust them also. The ad is very succinct and immediately catches the eye with a different type of uniform and circumstances portrayed.

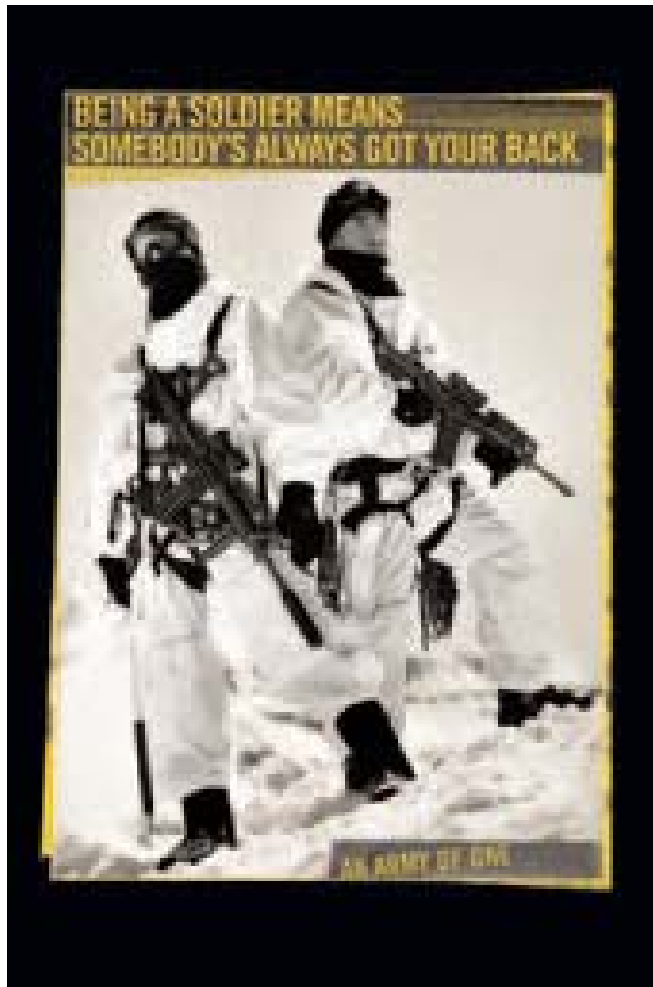


Figure 7. An Army of One Advertisement
Source: usaac.army.mil (accessed 25 March 2006).

Graduation

The third and final print ad analyzed in this section is that of a doctor and medical specialist or nurse. This ad was chosen to show that there are more careers available than just that of an infantry or airborne soldier. Although every soldier is imbued with the Warrior Ethos, there are certainly requirements for non-combat specialties such as this ad projects.

The ad states that “Graduation should mark the start of your career, not the end of your education.” It implies that there is much more to life after graduation. The possibilities are endless.

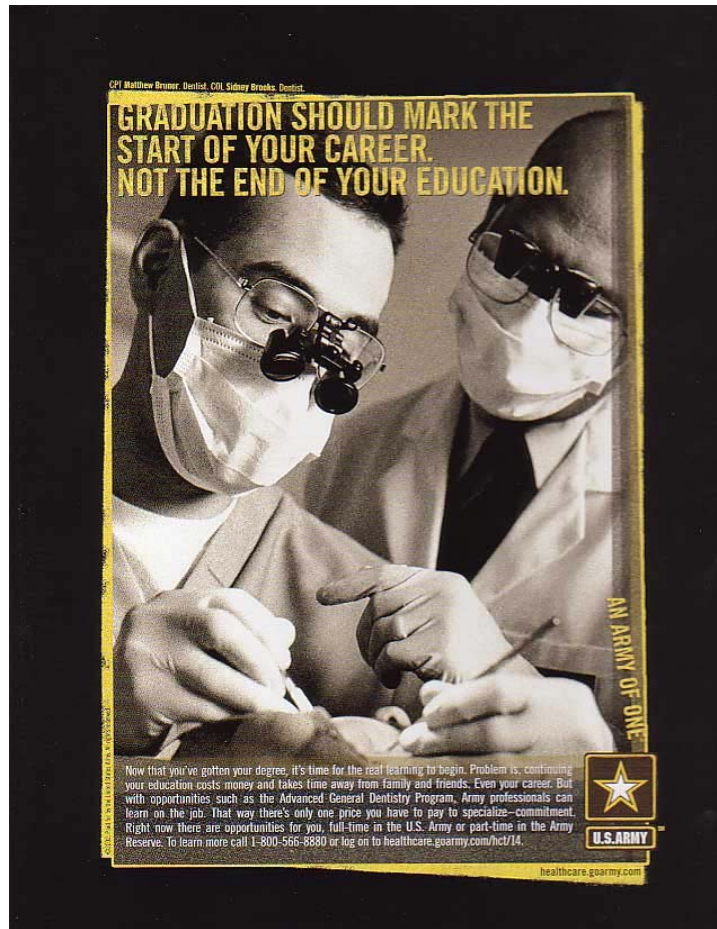


Figure 8. An Army of One Advertisement
Source: usaac.army.mil (accessed 25 March 2006).

This poster addresses all three of Howe and Strauss’ traits selected for this comparison; Confident, Team-oriented, and Achieving. Each of the three traits is depicted in this one picture. The poster shows Confident as having the confidence to

become anything you want to become. It shows Team-oriented as the ability working with a skilled team of doctors and nurses helping others and being a part of a larger network. Achieving is noted by the fact that the soldier is standing there, preparing to perform a procedure, with a doctor. He's learned the academics, now he is applying that knowledge.

USAREC is once again on course with this ad. They managed to incorporate all three of the traits considered most important for this research. As stated earlier, the ability to capture even a single message or trait in one instance is difficult, but managing to include three or more is a major success.

Comparing the Web-Commercials to Traits¹

Paths to Strength

Army Training Strengthens You For Life

SSG Priest first explains how BCT prepared him as a soldier. He did not think that he could complete basic training and especially the Army Physical Fitness Test (APFT). He soon realized however, that through all the strides and accomplishments he made starting in basic training, that if he just believed in himself he could do anything. SSG Priest went from driving trucks to working on Apache Helicopters. He also discusses the additional training and skills that will help him when and if he decides to reenter the civilian job market. Finally, he speaks of becoming a Drill Sergeant. "You never forget your Drill Sergeant" says SSG Priest. He wants to take the opportunity to mentor and train new soldiers for their careers in the Army.

Building a Better Life

SSG Chavez explains how Basic Training was the hardest, most rewarding experience he has ever had. He was pushed to the limit. In his words, “I went in a boy and came out a man.”

SSG Chavez paints a picture that each Army experience, whether training or real is a building block for the future. He also emphasizes each type of training he has received since basic training. Whether it was Advanced Individual Training (AIT), Primary Leadership Development Course (PLDC), or the Basic Non-Commissioned Officer Course (BNCOC) each course taught him more about leadership and taking care of soldiers. He hopes to enter into the Warrant Officer Program to continue his career. SSG Chavez claims that one thing that the Army has taught him is to never settle; keep going and achieve what you want.

I'll Adapt to Any Situation

SGT Henry is the final soldier in this mélange of video clips. As an Infantryman, SGT Henry looks back and recalls that BCT was the best time in his career. He began BCT running two miles in 22 minutes; he now runs two miles in just over 12 minutes. He trained hard and it paid off.

SGT Henry also discusses the different types of training centers and their focus. He talks about Mountain and Forest Training at JRTC – the Joint Readiness Training Center in Louisiana. He also talks about desert training at the National Training Center (NTC) in California. “No matter where the training or what the scenario”, says SGT Henry, “I will adapt to it.”

As an Air-Assault Infantryman, some of SGT Henry's goals are to become a rappel master, Ranger, and eventually a Sergeant Major (the highest possible enlisted rank).

This first web-commercial takes on a slightly different dimension than an average television commercial. The web-video explains what the Army is all about from the eyes of a real soldier. By eliminating some of the unknown factors, these commercials and interactive sites create another environment for the new prospect.

USAREC's use of these three soldier's lives, allowing them to express themselves naturally, is a great marketing tool. The videos do not seem forced or scripted in any way. Additionally, I believe that they coincide with Howe and Strauss' Millennial traits. They specifically address Confident, Achieving, and Team-oriented. Each soldier entered the service for their own reason, but all three discovered that they could do anything as long as they gave it their best shot. USAREC once again does a good job of using this clip as an effective marketing tool.

A Soldier's Life

What Is It Like Being a Soldier?

“To be a U.S. Army Soldier is to be a part of the world's best fighting force. Soldiers spend their days training, working and serving together to protect America's freedoms. But they also have time after work for family, friends and personal interests. From recruitment to retirement, the U.S. Army provides a unique and diverse lifestyle for Soldiers.”²

This video clip begins with a young man explaining how he had misconceptions about the Army based on Hollywood's version of what the Army consisted of. It continues by talking about the great training with, and in front of, peers. It then cuts to a

young lady speaking of free time and the ability to continue her education by receiving her degree in Criminal Justice. The clip then breaks to yet another soldier talking about motivation and how it can take you a long way, to the next rank, or anywhere you want to go.

USAREC does a good job in combining action and adventure, with education and personal goals. All of which coincide with Howe and Strauss' expectations of the Millennial Generation. This mini-commercial speaks to Team-oriented, Achieving, and Confident. Convention is more difficult to relay in a short stream of video. Overall USAREC hits the mark on their website.

Get inside an Army Mission

[Get inside the Army] “And see what it takes to make it come together--piece by piece by piece.

The best *training* means all U.S. Soldiers are ready for any mission, any obstacle, anytime.

The best *teamwork* means Soldiers know what it takes to be a link in a strong chain.

The best *technology* means Soldiers have the most sophisticated tools at their fingertips.”³

This quote scrolls across the screen introducing the commercial and draws the viewer into this incredible, semi-interactive, web-based commercial.

One of the most exciting segments in the web-based commercials, “getting inside an Army mission” takes the viewer to a copse of woods overlooking a warehouse district. While listening to the narrator, the viewer sees a movement on the floor of the woods as suddenly a “spotter”, camouflaged to blend in perfectly with the forest floor, raises up to direct a squad of other soldiers in the direction of the warehouses.

The team leader identifies and confirms the targets then leads the squad across the parking lot, and through a maze of small buildings and cars. Following a group of “criminals”, the soldiers stealthily enter the large warehouse and subdue the targets. The camouflaged soldier watches as the other soldiers bring the felons out. Meanwhile, the team calls in mission completion and requests aero-evacuation for the team and their captives.

The entire situation takes place in darkness with only the aid of night vision goggles to view the entire scene. The sound and special effects used in the video are outstanding. The video draws the viewer in and portrays the action as if the viewer is standing or moving with the squad or the spotter.

This branch of a soldier’s life is filled with action and adventure. The soldiers win and capture the criminals. Again, USAREC pinpoints the Millennial traits of Achieving, Team-oriented, and Confident. They have also managed to include several other factors of Millennial behavior that are however outside the scope of this study.

A Soldier’s Future

Succeeding in the Army

Succeeding in the Army discusses changes in soldier’s lives during their career. The opening segment shows a soldier explaining how his family was amazed at the opportunities the Army has offered. This segues to a young African American female saying that she expected to spend only three years in the Army, but reenlisted because of the training, education, and life skills she gained. This is followed by another young man expressing his positive thoughts on leadership and the extra advantages he has above those entering the job market directly from college.

Sky's the Limit

This clip is an outstanding example of life changing events that the Army can provide. Sky's the Limit introduces a doctor who states unequivocally that he was a misguided youth when he joined the Army. However while in the Army, he transferred to Special Forces as a medic where he served for a few years. Then, through Army programs and education, he became a Maceio-Facial dentist with all expenses paid by the Army. He has no student loans and an extremely promising career both inside and outside of the Army.

The sense of Achieving and Confident is evident in the presentation of this clip. USAREC's portrayal of a major success story shows prospects and current soldiers what they can do with their lives. They can achieve anything as long as they work hard. This thought is echoed by the final voice of a young man claiming that someday he will be "General Walker." Although he does not know what the future holds, he is planning on a career and won't close any doors.

Success in the Civilian World

Whether in the Active Army or Reserves, the soldiers in this video know that they are training to be leaders and specialists in their chosen fields. One example is that of a computer systems specialist, for which there is a high demand in both the Army and civilian sector. As for the leadership opportunities in the Army, one soldier exclaims, "how many people can put 'responsible for 125 people' by the age of 25 or 26 on their resume?"

This excerpt illustrates the endless possibilities the Army has to offer during one's Army career or after one's service. It demonstrates that people from all walks of life, in

almost any circumstance, can take advantage of Army training and become highly productive members of society in what ever field they chose.

¹Goarmy.com, web based commercials and video clips, <http://goarmy.com>, soldier life link (26 March 2006). Goarmy.com introduces the Army to both prospects and their parents. Commercials and ads change out periodically to maintain focus and post the latest Soldier experiences on the web.

²Quote, <http://Goarmy.com> (25 March 2006).

³Quote, <http://Goarmy.com> (25 March 2006).

BIBLIOGRAPHY

Books

- Bachman, Jerald G., John D. Blair, and David R. Segal. *The All-Volunteer Force: A Study of Ideology in the Military*. Ann Arbor, MI: University of Michigan Press, 1977.
- Bicksler, Barbara A., Curtis L. Gilroy, and John T. Warner, eds. *The All-Volunteer Force: Thirty Years of Service*. Dulles, VA: Brassey's, Inc., 2004.
- Binkin, Martin. *America's Volunteer Military: Progress and Prospects*. Washington, DC: The Brookings Institution, 1984.
- . *Who Will Fight the Next War? The Changing Face of the American Military*. Washington, DC: The Brookings Institution, August 1993.
- Breen, William J. *Uncle Sam at Home: Civilian Mobilization, Wartime Federalism, and the Council of National Defense, 1917-1919*. Westport, CT: Greenwood Press, 1984.
- Buddin, Richard J. *Enlistment Effects of the 2+2+4r Recruiting Experiment*. Santa Monica, CA: Rand Corporation, 1991.
- . *Success of First-Term Soldiers: The Effects of Recruiting Practices and Recruit Characteristics*. Santa Monica, CA: Rand Corporation, 2005.
- Buddin, Richard J., and Carole E. Roan. *Assessment of Combined Active/Reserve Recruiting Programs*. Santa Monica, CA: Rand Corporation, 2004.
- Coates, Charles H., and Roland J. Pellegrin. *Military Sociology: A Study of American Military Institutions and Military Life*. College Park, MD: Social Science Press, 1965.
- Eitelber, Mark J., and Stephen L. Mehay, eds. *Marching Toward the 21st Century*. Westport, CT: Greenwood Press, 1994.
- Ensign, Tod. *America's Military Today: The Challenge of Militarism*. New York: The New Press, 2004.
- Fricker, Ronald D., Jr., and C. Christine Fair. *Going to the Mines to Look for Diamonds: Experimenting with Military Recruiting Stations in Malls*. Santa Monica, CA: Rand Corporation, 2003.

- Gilroy, Curtis L., David K. Horne, and D. Alton Smith. eds. *Military Compensation and Personnel Retention: Models and Evidence*. Alexandria, VA: United States Army Research Institute for the Behavioral and Social Sciences, 1992.
- Goldich, Robert L. *Recruiting, Retention, and Quality in the All-Volunteer Force*. Washington, DC: Congressional Research Service, Library of Congress, June 1981.
- Griffith, Robert K., Jr. *Men Wanted for the U.S. Army (America's experience with an all-volunteer Army between the World Wars)*. Westport, CT: Greenwood Press, 1982.
- Hosek, James R., Christine E. Peterson, and Rick A. Eden. *Educational Expectations and Enlistment Decisions*. Santa Monica, CA: Rand Corporation, 1986.
- Karpinos, Bernard D. *Qualification of Military Youths for Military Service*. Washington, DC: Government Printing Office, 1962.
- Karsten, Peter, ed. *Recruiting, Drafting, and Enlisting: Two Sides of the Raising of Military Forces*. New York: Garland Publishing, Inc., 1998.
- LifeCourse Associates. *Recruiting Millennials Handbook*. Fort Knox, KY: LifeCourse for USAREC, 2001.
- Moore, Harold G., and Jeff M. Tuten. *Building a Volunteer Army: The Fort Ord Contribution*. Washington, DC: Government Printing Office, 1975.
- Scowcroft, Brent, Lieutenant General. ed. *Military Service in the United States*. New Jersey: Prentice Hall, 1982.
- Segal, David R. *Recruiting for Uncle Sam*. Lawrence, KS: University Press of Kansas, 1989.
- Strauss, William, and Neil Howe. *Generations: The History of America's Future, 1584 to 2069*. New York: Quill, William Morrow, 1991.
- Strauss, William, and Neil Howe. *Millennials: Raising the Next Great Generation*. New York: Random House, 2000.
- U.S. Department of the Army. Army Regulation 350-1, *Army Training and Education*. Washington, DC: Government Printing Office, 2003.

Articles

- Acosta, Jim, CBS News Correspondent. "Amid Scandal: Recruitment Halts." CBS News, 20 May 2005. http://www.cbsnews.com/stories/2005/05/20/national/main696991.shtml?source=search_story (accessed 18 March 2006).

- . “Army Recruits Video Gamers.” CBS Evening News, 30 March 2004. http://www.cbsnews.com/stories/2004/03/30/eveningnews/main609489.shtml?source=search_story (accessed 18 March 2006).
- American Sports Data, Inc. “A Stereotype of Generation ‘Y’.” August 2002. <http://www.americansportsdata.com/pr-extremeactionsports> (accessed 23 October 2005).
- Boyd, Terry. “The Baby Boomers Go: Real Change in the Property Industry will Begin.” March 2004. http://scholar.google.com/scholar?hl=en&lr=&q=cache:6_tRX-UtAW4J:www.ppc2004.com.tw/proceedings/S1-2_18.pdf+The+Baby+Boomers+Go,+Real+Change+in+the+Property+Industry+will+Begin (accessed 16 September 2005).
- Brett, James R. *The Silent Generation, 1996-2000*. <http://www.univcon.com/SGen/index.htm> (accessed 12 December 2005).
- Burns, Robert, CBS News Correspondent. “Army Facing Manpower Dilemma.” CBS News, 27 September 2004. http://www.cbsnews.com/stories/2004/09/27/national/main645713.shtml?source=search_story (accessed 11 February 2005).
- . “Army to Pitch Parents, Patriotism.” CBS News, 24 March 2005. http://www.cbsnews.com/stories/2005/03/24/national/main682773.shtml?source=search_story (25 January 2008).
- . “War Is Hurting Army Recruitment.” CBS News, 8 March 2005. http://www.cbsnews.com/stories/2005/03/08/national/main678742.shtml?source=search_story (accessed 25 January 2008).
- Cole, Gene, Richard Smith, and Laurie Lucas, Arkansas Tech University. “The Debut of Generation Y in the American Workforce” 1, no. 2 (Fall 2002). http://jbao.atu.edu/Fall2002/cole_smith_lucas.htm (accessed 18 September 2005).
- Command Briefing Resources. <http://www.mfrc-dodqol.org/healthyparenting/cornell/generational/gn00.cfm> (accessed 18 September 2005).
- Corn, David. “Loyal Opposition: Army Ads Get Ironic Facelift.” AlterNet posted 12 January 2001. <http://www.alternet.org/story/10326/> (accessed 26 April 2006).
- Counter Recruiter. New Recruiting Methods: Free MP3s & CraigsList Postings, 5 October 2005. http://rncwatch.typepad.com/counterrecruiter/2005/10/new_recruiting_.html (accessed 20 October 2005).
- Generational Issues: Research and Implications. <http://www.mfrc-dodqol.org/healthyparenting/cornell/generational/GENRTION.pdf> (accessed 18 September 2005).

- Goertzel, Ted. "Generational Cycles in Mass Psychology: Implications for the George W. Bush Administration." Rutgers University, Camden, NJ, July 2000. A paper prepared for the 10th Annual Meeting of the Society for Chaos Theory in Psychology and the Life Sciences. <http://crab.rutgers.edu/~goertzel/cycles.htm> (accessed 18 September 2005).
- Hampson, Rick, Staff Writer. "'Counter-Recruiters' Shadowing the Military." *USA Today*, (7 March 2005). http://www.usatoday.com/news/nation/2005-03-07-counter-recruiters_x.htm (accessed 18 March 2006).
- Hasenauer, Heike. "Bostick: Where We Stand." *Soldiers Magazine* (February 2006): 13-21
- High, Gil. "Recruiting and Retention." *Soldiers Magazine* (February 2006): 12.
- Higher Learning Commission of the North Central Association. Various Authors. Collection of Papers from the *The News Enterprise*, March-June 2005. <http://www.thenewsenenterprise.com/shared-content/search/index.php?search=go&o=0&q=Drill+sergeant+abuse&d1=02-04-2005&d2=08-18-2005&s=relevance&r=Subject%2CAuthor%2CContent&l=20> (accessed 18 September 2005).
- Koopman, John, Staff Writer. "Military's Tough Sell: Rising U.S. Death Toll in Iraq and Afghanistan and Growing Unease Among Parents Make Signing Up Recruits for America's Armed Forces Harder Than Ever." *San Francisco Chronicle*, June 2005. <http://www.sfgate.com/cgi-bin/article.cgi?file=/c/a/2005/06/11/MNGS2D78701.DTL> (accessed 18 March 2006).
- Maloney, Greg A., President and CEO of Jones Lang LaSalle. Special Report from Jones Lang LaSalle. "When Cohorts Collide: Supplement to Retail Traffic and National Real Estate Investor." May 2005. <http://www.am.joneslanglasalle.com/retail/pdfs/WhenCohortsCollide.pdf> (accessed 18 October 2005).
- Martin, David, CBS News Correspondent. "Army Facing Manpower Dilemma: Long Tours Hurt Recruiting, Shortening Them Could Hamper Ops." CBS News, 27 September 2004. http://www.cbsnews.com/stories/2004/09/27/national/main645713.shtml?source=search_story (accessed 18 March 2006).
- . "Fewer Boots in Boot Camp: War In Iraq Leading To Crisis In Army Recruitment." CBS Evening News, 10 June 2005. http://www.cbsnews.com/stories/2005/06/10/eveningnews/main701024.shtml?source=search_story (accessed 18 March 2006).
- Miles, Donna, American Forces Press Service. "Army Recruiting Campaign Focuses on Prospects, Influencers." 30 August 2005. <http://www.vnis.com/story.cfm?testnewsid=1651> (accessed 17 September 2005).

- Schoomaker, Peter J., General, Chief of Staff of the Army. *The Army Campaign Plan: Our Army at War--Relevant and Ready*. Washington, DC: Government Printing Office, 2005. <http://army.mil/thewayahead/foreword.html> (25 January 2008).
- Shinseki, Eric K., Chief of Staff of the Army. *CSA Sends--The Army Black Beret*. Washington, DC: Government Printing Office, November 2000. <http://www.army.mil/features/beret/beret.htm%20accessed%2009/16/2005> (25 January 2008).
- Szeto1, Chrystal. "The Impact of Age, Generation and Life Stage on Use of Mail and Media." July 2005. http://www.upu.int/news_centre/2005/en/paper_2005-07-13_pitney-bowes11_en.pdf (accessed 20 October 2005).
- Taylor, Mark L., M.S.W., Ed.D., Director of Guidance Services, Arkansas State University-Beebe. "Generation NeXt: Today's Postmodern Student Meeting, Teaching and Serving." http://www.taylorprograms.org/images/Gen_NeXt_article_HLC_06.pdf (accessed 18 October 2005).
- White, Josh, Staff Writer. "Army Meets a Recruitment Goal: October's Target of 4,700 Is Smaller Than It Was a Year Ago." *Washington Post*, 11 November 2005, A23. <http://www.washingtonpost.com/wp-dyn/content/article/2005/11/10/AR2005111001954.html?nav=rss-politics> (accessed 18 March 2006).

Reports and Briefings

- Abshire, David M., and Douglas M. Johnston. eds. *Forging a Military Youth Corps*. Washington, DC: The Center of Strategic and International Studies, 1992.
- Buddin, Richard, and Carole E. Roan. *Assessment of Combined Active/Reserve Recruiting Programs*. Santa Monica, CA: Rand Corporation, 1994.
- Dertouzos, James N. *The Effects of Military Advertising: Evidence from the Advertising Mix Text*. Santa Monica, CA: Rand Corporations, 1989.
- Estrella Mountain Community College, Staff Writer. *Defining the Veteran (Silent) Generation*, 2004/2005. http://www.emc.maricopa.edu/faculty/bradley/organizational_leadership/MGT251/team03b.htm (accessed 17 October 2005).
- Government Accounting Office. *Military Personnel: Services Need to Assess Efforts to Meet Recruiting Goals and Cut Attrition*. Washington, DC: Government Printing Office, 2000.
- . *Military Recruiting: DoD Could Improve Its Recruiter Selection and Incentive Systems*. Washington, DC: Government Printing Office, 1998.
- . *Military Recruiting: More Innovative Approaches Needed*. Washington DC: Government Printing Office, 1994.

- . *Military Recruiting: New Initiatives Could Improve Criminal History Screening*. Washington DC: Government Printing Office, 1999.
- . *Military Recruiting: Services Need to Assess Efforts to Meet Recruiting Goals and Cut Attrition*. Washington, DC: Government Printing Office, 2000.
- Headquarters, United States Army Recruiting Command. USAREC Reg 601-94, *Police Record Checks*. Fort Knox, KY: Government Printing Office, 2002.
- Hogan, Paul F., Minesh Mehta, D. A. Harris, Abraham Nelson, and Peter Greenston. *Downsizing the Army's Active Enlisted Force: Implications for Rotation Patterns and Associated Personnel Policies*. Alexandria, VA: United States Army Research Institute for the Behavioral and Social Sciences, 1996. A495913.
- Levy, Dina, Joy Moini, Jennifer Sharp, and Harry J. Thie. *Expanding Enlisted Lateral Entry: Options and Feasibility*. Santa Monica, CA: Rand Corporation, 2004.
- Orivis, Bruce R., Martin T. Gahart, and Alvin K. Ludwig. *Validity and Usefulness of Enlistment Intention Information*. Santa Monica, CA: Rand Corporation, 1992.
- Orivis, Bruce R., Martin T. Gahart, and Karl F. Shultz. *Enlistment Among Applicants for Military Service*. Santa Monica, CA: Rand Corporation, 1990.
- U.S. Army, The Way Ahead: The Soldiers Creed, <http://www.army.mil/thewayahead/creed.html> (accessed 25 January 2008).

Poster Display Guidance

- Headquarters, Department of the Army. Homepage, 11 March 2003. Goarmy.com (accessed 18 March 2006).
- Schuster, Carol R., William E. Beusse, David E. Moser, and Michael J. Ferren. *Military Recruiting: DOD Could Improve Its Recruiter Selection and Incentive Systems*. Washington, DC: Government Printing Office, 1998.
- Ulmer, Walter F., Jr., J. J. Collins, and T. O. Jacob. *American Military Culture in the Twenty-first Century*. Washington, DC: The Center for Strategic and International Studies (CSIS) Press, 2000.
- United States Army Accessions Command (USAAC). Fort Jackson, SC-Fort Knox, KY, December 2005.
- United States Army Recruiting Command, G-2. Millennials Brief, USAREC Master Trainer's Course, 1 February 2005.

USAREC and USAAC. Army Accessions data received from USAREC, 30 January 2005.

Zook, Lola M. *Soldier Selection: Past, Present, and Future*. Alexandria, VA: United States Army Research Institute for the Behavioral and Social Sciences, 1996.

Monographs and Thesis

Bickford, Merle V., Major, U.S. Army. "Alignment: Discrepancies of Practice and Vision in U.S. Army Staffing." Monograph, School of Advanced Military Studies, Fort Leavenworth, KS, 2004.

Casto, Jennifer K. A "Mission Forecast Model for the United States Army Recruiting Command: A Forecasting Model for Assignment of Missions to Recruiting Battalions." University of Kentucky, Louisville, KY, 1996.

Devlin, Theodore E. "Recruiting and Retention: A Force Planning Dilemma." Strategy Research Project, U.S. Army War College, Carlisle Barracks, PA, 2001.

Faires, Jack, Captain. "Recruiting and Advertising in Today's Army." Washington, DC: ODSPER, 1987.

Fraser, Kelly R., Col. "Manning the Future Force." Strategy Research Project, U.S. Army War College, Carlisle Barrack, PA, March 2004.

Hart, Irving W., Lt. Col., "Outline of Historical Background of Selective Service." Washington, DC: United States Government Printing Office, 1960.

Hickman, Sheila B. "Army Enlisted Attrition: Where Are We, and Where Do We Go from Here?" Strategy Research Project, U.S. Army War College, Carlisle Barracks, PA, 2003.

Jones, Reuben D. "US Army Recruiting: Problems and Fixes." Strategy Research Project, U.S. Army War College, Carlisle Barracks, PA, 1999.

Koucheravy, Richard J., Major, USA. "Whence the Soldier of the Future? Recruiting and Training for the Objective Force." Monograph, School of Advanced Military Studies, Fort Leavenworth, KS, 2001.

McClure, William B., Lt Col, Occasional Paper No. 15, *Technology and Command; Implications for Military Operations in the Twenty-first Century*. Air War College, Air University, Maxwell AFB, AL, 2000.

War Department. *Essential Facts About Pre-Induction Training*, Washington, DC: Government Printing Office, 1944.

Wong, Leonard. "Developing Adaptive Leaders: The Crucible Experience of Operation Iraqi Freedom." Monography, Strategic Studies Institute of the U.S. Army War College, Carlisle Barracks, PA, 2004.

———. "Generations Apart: Xers and Boomers in the Officer Corps." Monograph, Strategic Studies Institute of the U.S. Army War College, Carlisle, PA, 2000.

———. "Stifling Innovation: Developing Tomorrow's Leaders Today." Monograph, Strategic Studies Institute of the U.S. Army War College, Carlisle Barracks, PA, 2002.

INITIAL DISTRIBUTION LIST

Combined Arms Research Library
U.S. Army Command and General Staff College
250 Gibbon Ave.
Fort Leavenworth, KS 66027-2314

Defense Technical Information Center/OCA
825 John J. Kingman Rd., Suite 944
Fort Belvoir, VA 22060-6218

LTC (Retired) Gerald K. Wilson
DLRO
USACGSC
100 Stimson Ave.
Fort Leavenworth, KS 66027-2301

COL (Retired) Plaudy M. Meadows III
DA
USACGSC
100 Stimson Ave.
Fort Leavenworth, KS 66027-2301

Mr. Timothy McKane
CTAC
USACGSC
100 Stimson Ave.
Fort Leavenworth, KS 66027-2301

