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Research Product 87-38

Sales Training for Army Recruiter
Success: Modeling the Sales
Strategies and Skills of
Excellent Recruiters

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Manpower and Personnel Policy Research Group
Manpower and Personnel Research Laboratory

November 1987



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U. S. Army Research Institute for the Behavioral and Social Sciences

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EDGAR M. JOHNSON
Technical Director

WM. DARRYL HENDERSON
COL, IN
Commanding

Technical review by

Gerald A. Klopp
Ray S. Perez
James W. Woodard

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) <p>→ This report describes a program of research on the communication strategies and skills used by excellent Army recruiters. Information to be used to generate more effective sales training programs for recruiters was obtained. A linguistic modeling procedure was developed and used to identify these communications strategies and skills. Transcripts of interviews of recruiters in the field, as well as observations, were analyzed for communication patterns and the belief and rule components of communication strategies.</p> <p style="text-align: right;">(continued)</p>																	

ARI Research Product 87-38

20. Abstract (continued)

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

Keywords: —

1. Technical Report 779, Sales Training for Army Recruiter Success: Sales Strategies and Skills Used by Excellent U.S. Army Recruiters.
2. Research Product 87-37, Sales Training for Army Recruiter Success: Interviews with Excellent Recruiters.
3. Research Product 87-38, Sales Training for Army Recruiter Success: Modeling the Sales Strategies and Skills of Excellent Recruiters.
4. Technical Report 780, Sales Training for Army Recruiter Success: Supplementary Information on Modeling the Sales Strategies and Skills of Excellent Recruiters.

Research Product 87-38

**Sales Training for Army Recruiter
Success: Modeling the Sales
Strategies and Skills of
Excellent Recruiters**

Steven R. Frieman

Manpower and Personnel Policy Research Group
Curtis L. Gilroy, Chief

**Manpower and Personnel Research Laboratory
Newell K. Eaton, Director**

U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES
5001 Eisenhower Avenue, Alexandria, Virginia 22333-5600

Office, Deputy Chief of Staff for Personnel
Department of the Army

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FOREWORD

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

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

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

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



EDGAR M. JOHNSON
Technical Director

ACKNOWLEDGMENTS

This work would not have been possible without the support and cooperation of the U.S. Army Recruiting Command over the 2-1/2 years of this project, especially the coordination efforts of the Sales Training Branch and the patience of those excellent recruiters who served as subjects.

STEVEN R. FRIEMAN
Research Psychologist

SALES TRAINING FOR ARMY RECRUITER SUCCESS: MODELING THE SALES STRATEGIES AND SKILLS OF EXCELLENT RECRUITERS

EXECUTIVE SUMMARY

Requirement:

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

Procedure:

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

Findings:

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

Utilization of Findings:

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

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

SALES TRAINING FOR ARMY RECRUITER SUCCESS: MODELING THE SALES
STRATEGIES AND SKILLS OF EXCELLENT RECRUITERS

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SALES TRAINING FOR ARMY RECRUITERS SUCCESS:
MODELING THE SALES STRATEGIES AND SKILLS OF EXCELLENT RECRUITERS

INTRODUCTION

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

Background

The Sales Training for Army Recruiter Success (STARS) project was undertaken to identify the skills employed and the techniques used by the most successful recruiters. The methodology for this study comes from the area of neuro-linguistics and relies on the application of advanced interview techniques to model the ability of an individual. The methodology is referred to as "modeling" since the outcome is a working hypothesis or model of the process by which the subject performs. The process modeled can be converted into a training program.

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

Another advantage of modeling lies in that a high performer often does not pay attention to the expert activity he is doing and is often unable to

explain to someone else what is done (cf: Bandler & Grinder, 1975a, 1975b; Csikzentmihalyi, 1974; Moine, 1981). A trivial example of this would be a person who drives to work each day, while thinking about other activities or events such as friends, vacation, etc., but is unable to explain to others which route was followed to get to work on a particular day, or how the best route was decided upon. The advanced interviewing techniques used in modeling, are specifically designed to aid the expert in recovering how an activity was performed.

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

- 1) excellent recruiters are so involved in their communication process that they are not fully aware of the sophistication of their own language patterns;
- 2) modeling the semantic structure of the language used by excellent recruiters will lead to the identification of communication patterns they use but cannot describe; and
- 3) communication patterns can be organized into learnable skills, in a format which complements and enriches traditional sales training programs.

The STARS Reports

The current report is the third in a series of reports, "Sales Training for Army Recruiter Success (STARS)," that explore whether the ARC can be enhanced through focused instruction on communication skills.

While the first report, Technical Report 779, Sales Strategies and Skills Used by Excellent U.S. Army Recruiters, provides the technical overview and details, and the second report, Research Product 87-37, Interviews with Excellent Recruiters, contains the edited transcripts of the interviews with

recruiters, the current report contains the most useful information for application to recruiter sales training development. The classification and analysis worksheets developed to systematize the knowledge obtained from the recruiters are contained in this report.

The following section describes how the information was elicited from recruiters and how it was classified and analyzed. The final section of this report describes how the information can be utilized for training development.

Note that the fourth report in this series, Technical Report 780, Supplementary Information on Modeling Recruiter Sales Strategies and Skills, parallels this report in content, but was produced by a separate modeler. The purpose was to explore an alternative approach to organizing the coded data. Specifically, the modeler for the current report used procedures to identify generic communication skills across the sales cycle. The modeler for the fourth report identified communication skills within each sales cycle. Both approaches yielded similar communication skills; however, it is not clear which approach will be easier to translate into a training program.

OVERVIEW OF MODELING METHODOLOGY

The process of modeling occurs in five phases: preparation, elicitation, classification, analysis, and customizing. Each phase is dependent upon and a refinement or transformation of prior phases. Therefore, it is critical that all phases be carried out in the order prescribed. The Sales Training for Army Recruiter Success (STARS) modeling and data flows are illustrated in Figures 1 and 2 respectively. Figure 1 illustrates the major phases of the modeling methodology in the left hand column. In the center are the sub-phase components for each phase. Phases and sub-phases proceed in order of top-down. The right hand column indicates specific products which occurred during each phase. Figure 2 shows the data flow from the audio-taped interviews with excellent recruiters thru the creation of hard copy transcripts and the generation of coding and analysis forms. Each event listed in the left hand column represents a point in the modeling methodology where the data either changed form or had information extracted from it in some way.

Phase I: Preparation. In the first phase there are three main tasks: establishing a baseline performance standard, acquiring the requisite product or job knowledge relevant to the group being modeled, and identifying subjects to be used. The importance of the baseline is to give the modeler a gauge to flag exceptional performance during phase II. In addition to understanding, performance levels, the modeler must converse with the subject on the subjects terms. This requires an understanding of what the job is about, what the Standard Operating Procedures (SOPs) are, how these are carried out, management of the job process, etc. This kind of detail can be obtained by reading the manuals associated with the job as well as being briefed by knowledgeable officials. The third function under Phase I is to identify the subjects to be modeled. As a rule of thumb, selection is based on reputation, exceptional performance over time and situations, and availability of the subject.

STARS MODELING PHASES, SUB-PHASES, AND PRODUCTS

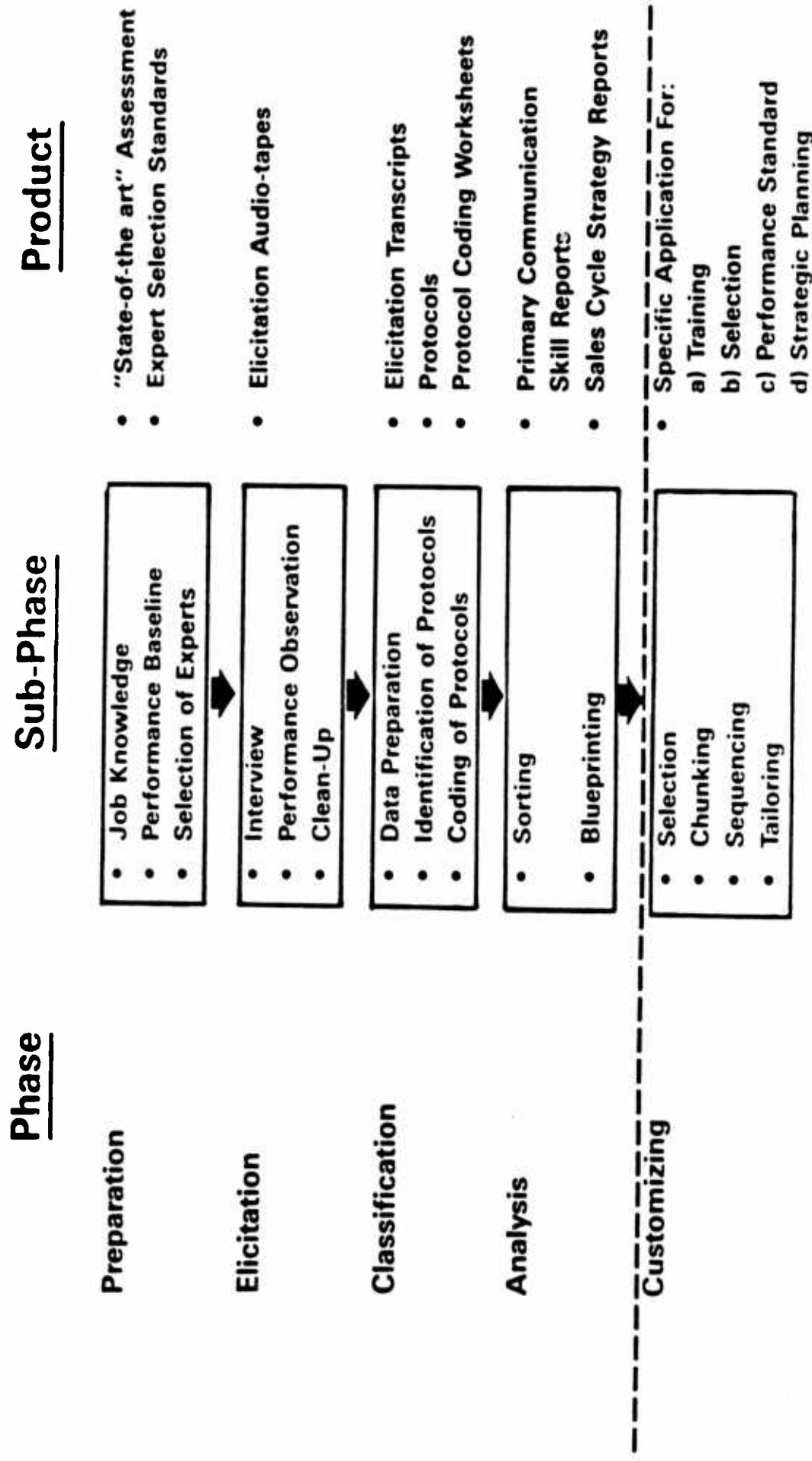
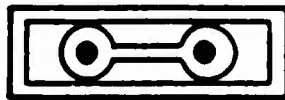


FIGURE 2

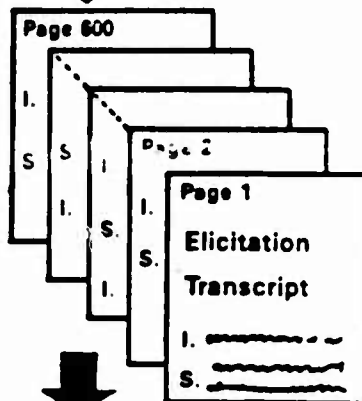
STARS DATA FLOW

Event

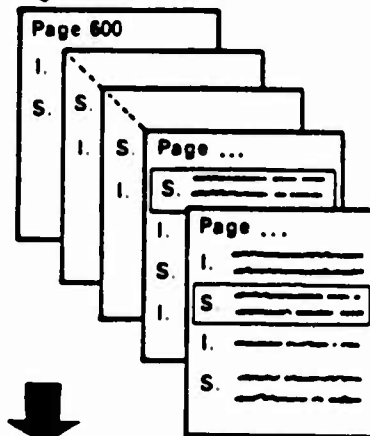
Audio-Taped
Interview



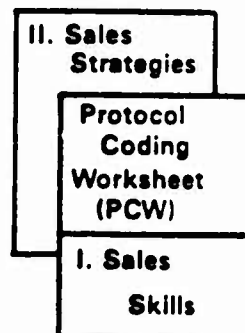
Elicitation
Transcripts



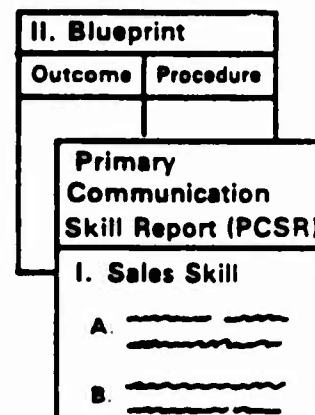
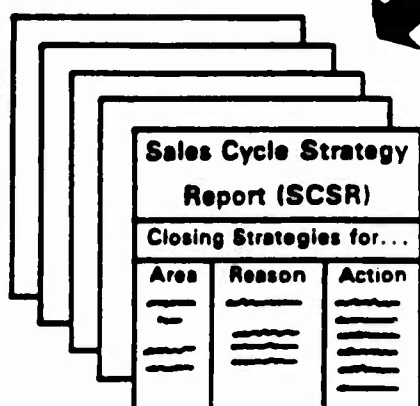
Protocol
Identification



Coding of Sales
Strategies and Skills



Blueprinting of
Sales Strategies
and Skills



Phase II: Elicitation. The second phase of the modeling process involves a combination of interview, performance observation, and clean-up. Information is gathered in three ways. First, an unstructured interview is conducted in which the subject is encouraged to role play communication dialogues that have been successful and then to analyze what prompted the communication skill being used (i.e., the underlying strategy). Second, the subject is observed during actual job situations (e.g., recruiter talking to prospect). Third, in the clean-up portion the subject is probed by the modeler on points of discrepancy between what the subject said in the interview and what the modeler observed in the real life situations.

Phase III: Classification. The classification phase consists of data preparation, identification, and coding. First, the audio-taped interview is transcribed and edited for relevancy and sensitivity. Second, passages containing communication skill information are identified and referred to as protocols. The location and importance of each protocol is noted on a log sheet. Third, the relevant linguistic information contained in the protocol is coded onto the Protocol Coding Worksheet (PCW), which is divided into three sections. (See Appendix B of Technical Report 779, Sales Strategies and Skills Used by Excellent U.S. Army Recruiters, for details on completing the Protocol Coding Worksheet (PCW) and examples). Section I of the PCW contains the identifying background information for the protocol, while sections II and III reflect the structure of the communication process identified.

In section II, the rules and beliefs which compose the sales strategies used by recruiters are coded. In reading each protocol the judge identifies direct statements by the recruiter as to why he thought this communication strategy would work (i.e., a belief) and/or under what condition it would work (i.e., a rule). Rules are typically stated as either situational conditions (e.g., always be polite to parents) or decision rules (If prospect says no, then restate objection). In addition, the sequence in which a strategy occurred was recorded when available. Finally, the communication-patterns operators were recorded in section III.

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

Phase IV: Analysis. In this phase the modeler applies professional judgement and expertise to define specific communication skills and strategies from the information coded on the PCWs. The analysis phase consists of two steps: sorting and blueprinting. First, the communication-pattern operators recorded on the PCWs are sorted by their linguistic category (i.e., predicate, syntactic or semantic) and sub-categories as defined in Appendix A of Technical Report 779, Sales Strategies and Skills Used by Excellent U.S. Army Recruiters. The sorted patterns are then cross-referenced with the steps in the sales cycle (e.g., prospecting, closing, etc.) and the outcome of the recruiter in using them. Finally, the particular communication skill is outlined in terms of the steps to apply it including the outcome, procedures and specific pattern operators involved at each step.

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

description of the skill. (See Appendix C of Technical Report 779, Sales Strategies and Skills Used by Excellent U.S. Army Recruiters, for details on completing the Primary Communication Skill Report).

A similar procedure is followed for the communication strategies. Each belief and rule recorded on the PCW is sorted in order of sale cycle step, strategy area, and strategy sub-area if appropriate. The beliefs and rules are sorted independently.

Finally, beliefs and rules which were sorted into the same strategy area and sub-area are recorded onto the Sales Cycle Strategy Report (PCSR) form. This is literally a straight layout of the beliefs in one column and their associated rules in the other. Please note that on the SCSRs beliefs are labeled "reasons" and rules are labeled "action". This reflects the lay person's vocabulary for the more technical terms of beliefs and rules, i.e., reasons to do something and actions that do something.

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

¹ Because of a decision to evaluate the products of the first four phases before going ahead with customization or implementation, results of this phase are not available at this time. Discussion of this phase is included as a guide to how currently available products can be customized for training development.

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

added-value of such learning, and the ease or difficulty in training such material to the target population. Second, in "chunking", the selected communication components are broken down into learnable segments and appropriate instruction techniques are identified (lecture, exercise, demonstration, or tasking). Each segment should have at least one identifiable feedback point to permit the instructor to know precisely when the students have learned the segment. Third, a sequence of training is devised in order to facilitate the integration of the "chunks" for overall performance as well as speed of learning. Finally, the entire program is tailored to enhance transfer of training from classroom to field use. This may be as basic as insuring examples used reflect common situations, or as sophisticated as designing custom exercises that provide real-time simulation of problems requiring specific skills.

RECOMMENDATIONS ON PRODUCT DEVELOPMENT

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

How can we determine which material is appropriate to pilot train in the absence of validity studies and in the presence of a new methodology? We agree that at this time there is no quantitative scientific basis for such a decision. Our suggestion is that until such empirical evidence is available, we rely on the expert judgement of experienced recruiters for a determination of which, if any, material in this study is worth training on a pilot basis. Any such training should be closely monitored to establish the empirical base for making future decisions.

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PROTOCOL LOG

Subject: A

A-1

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 1 CROSS-REF _____

Purpose: Increasing chances for success in prospecting

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Strategy to build a good working volume of people

Range: BEG (p. 5, para 3, line) END (p. 6, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A lot of people are afraid of rejection.

2 - You have to take a lot of abuse, but don't sweat the small stuff.

3 - Don't be afraid to get a no.

4 - Attention span of high school seniors/graduates is very short (they don't remember past 3 or 4 day span).

5 - Build a good working volume (e.g., pre-qualified volume).

RULE: 1 - Talk to a lot of people - talk to the right people.

2 - Follow-up on them (HS seniors/grads).

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

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 2 CROSS-REF _____

Purpose: Handling objection - scared of the Army

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

Setting: R compares Army to large civilian corporation

Range: BEG (p. 13, para 8, line _____) END (p. 14, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - An objection is a way for P to request needed information.

2 - The main reason people object is because they are scared.

RULE: 1 - If objection, then keep asking questions to find out why.

2 - If ask question of P, they eventually tell you why they won't join.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.	Rap	Scared	RE-D, RF, PF	Cautious	
2.	N&I	Cautious	M-4	Curious	
3.	FEBA	Curious	M-4	Desire/ Agreement	
4.	H-O	Agreement	Collapse anchors	Cautious	
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: R handles an objection to join by assuming the underlying motivation of P is feeling scared to join. R uses redefinition, double-bind/SMD, and Yes-But patterns to reframe "scared". Then uses metaphor to dissociate kid from "Army" and replace with positive anchor. Completes metaphor by putting Army in picture and collapses anchor. Also, note overall use of nested loop.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns_x Specific_x

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A_x I-E___ P-C_x Oth DBF, YB-CON

<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS: RE-D		Redefine feelings into positive intent and pace-lead (scared = normal, scared = good = cautious).
AD		Soften meaning by qualifying emotional terms (little scared, little apprehensive, little hesitant).
M-4		Use metaphor to reframe Army = civilian corp (CPTI), except Army will stay in business.

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE		
PATTERNS: DBF	Presuppose emotion in double-bind is motivation to do action proposed.	13(10,8)
YB-CON	Reframes intention of P negative emotion. Yes-But creates replace operation (amnesia) for 2nd into 1st feeling. YES (negative feeling) BUT (positive feeling, positive benefit) . YES ("you're scared") BUT ("it's good, it insures you'll be cautious, get what you want in writing before you enlist.")	13(10,4)

REPORT TYPE: PCW
I.D.: Coder 1 S A SEQ 2 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

SYNTAX/

OTHER: N-CON, CA

SEMANTIC

REPORT TYPE: PCW

L.D.: Coder 1 S A SEQ 2 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS: N-CON	Places benefit of Army outside of awareness. Begins and ends protocol on "scared " theme.	13(10,1)
CA	1 - R get agreement to join CPTI prior to 14(3,1). 2 - Puts negative anchor (Army) into picture. 3 - Paces and leads collapsing process. 4 - Presupposes joining agreement will return ("ways to overcome that").	14(3,1)

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 3 CROSS-REF _____

Purpose: Objection: Recruiters are all liars

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

Setting: R describing roles of players in enlistment process

Range: BEG (p. 14, para 5, line _____) END (p. 16, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You gotta think fast...because an objection comes fast.

2 - Handle the objection with honesty and integrity - a blatant lie will always come back to you.

3 - If honest, P is more open with you and more agreeable to the processing cycle.

4 - All enlistees eventually come back on leave and the first question they answer is "what's it like?"

5 - If you keep the interview light, but serious, the kid is more willing to talk to you.

RULE: 1 - If objection, clarify it in order to think of a way to handle it.

2 - Tell kid that Army recruiter is biggest liar in world, then back out of it.

3 - If enlistee can say "the Recruiter told me the best that he could" to his friends, it works to advantage of Recruiter.

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

III. COMMUNICATION PATTERNS

OVERVIEW: R describes to P the role of R, P and MEPS Guidance Counselor in enlistment process. Clarifies boundaries, both descriptively and linguistically, (via C-BREAK phrases and use of "I" for R, "you" for P and "he" for MEPS GC. Begins with reframe to limit R control over P. ("I can't put you in Army. I can help you get into Army.")

PREDICATE: Vis___ Aud_x Kin___ Olf-Gus___ Uns_x Specific___

SYNTAX/

SEMANTIC: I-R_x I-Q___ I-C___ I-A___ I-E___ P-C_x Oth_____

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: C-BREAK	Places boundaries between areas of text - contextually separates out responsibilities via use of C-BREAK.
RE-D	Redefines meaning of R's control over P. ("I can't put you in the Army. I can only help you get in the Army.")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 4 CROSS-REF _____

Purpose: Objection: Enlistee doesn't qualify for job contracted for - after entry

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

Setting: R defusing bad reputation due to disappointed enlistee

Range: BEG (p. 16, para 3, line _____) END (p. 17, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Enlistees who do not qualify for contracted job understand why (i.e., it is a reflection of them, not the Army).

RULE: 1 - I won't deny the fact that the P didn't get the job.

2 - 2-step strategy to defuse bad reputation:

a) have P see himself differently from enlistee;

b) have P affirm he can meet requirements he agrees to.

3 - Meta-model enlistee to determine what specifically happened and what specific benefits are in new position.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.	H-O	Distrust	DBF	Uniqueness	
2.	Clo	Uniqueness	FEBA-CON	Capable	
3.					
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: R has P distinguish between his abilities and that of a role model who is dissatisfied with Army. Also R shows how to get relevant information from role model on what happened and the benefits of its consequence.

PREDICATE: Vis___ Aud___ Kin x Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R x I-Q x I-C___ I-A___ I-E x P-C___ OthDBF, FEBA-CON

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON	
PATTERNS: DBF	Have P distinguish himself from role model. ("Are you the same as Johnny, who couldn't cut it?")
SD	Recover why enlistee did not get guaranteed training.
UQ with C-POST	Brings up benefit of new job. ("Do you feel like you learned anything.")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE		
PATTERNS:	See continuation page	

REPORT TYPE: PCW

I.D.: Coder 1 S A SEQ 4 CROSS-REF

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS: FEBA-CON

Can you not-X, IF Y?
IF Y and not-X,
THEN not-Z

16(3,17)

not-X = positive ability
not-Y = resource
not-Z = positive outcome

("Can you not handle it IF given
instruction. IF given instruction and you
can't do it, THEN you are not capable of
being in Army.")

P is put in position of 1) processing nots;
2) double-bind - i.e., can he accomplish
goal if given resources. Also forces P to
take responsibility for his decision.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 5 CROSS-REF _____

Purpose: Attitude for R toward when to close

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

Setting: _____

Range: BEG (p. 17, para 5, line _____) END (p. 17, para 7, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If I've done the best I can and I've handled all the objections, there still
times when you're gonna get a no.

2 - You know when to ask for a close when you're really listening to P.

3 - There is no set time limit on when to close (i.e., any point in cycle).

RULE: 1 - When closing, ask a direct question.

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

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 6 CROSS-REF _____

Purpose: Importance of giving full information, regardless of when close is made

Cycle: Pros Rap Qual N&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: FEBA dialogue on Airborne, continuing education, job training

Range: BEG (p. 18, para 2, line) END (p. 21, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It's important to review for P, so that P understands everything that's available to him.

2 - Very few people want one thing out of the Army.

3 - If you paint the complete picture so that he can visualize it in his mind, it's much easier to get him to understand.

RULE: 1 - Reiterate everything that's available to him.

2 - Let him know about the different benefits and options unrelated to DBM.

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

I. COMMUNICATION PATTERNS

INTERVIEW: Paints picture to create experience of airborne. Does complete FEBA dialogue for continuing education and training. In "picture", relates P through sequence of Auditory-digital, unspecified, visual, kinesthetic and visual based predicate passages - emphasizes on submodality descriptors.

PREDICATE: Vis x Aud Kin x Olf-Gus Uns Specific x

CONTEXT/INTENT: I-R I-Q I-C I-A I-E P-C x Oth

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: M-4	Uses picture painting to create a metaphor which enhances experience of parachuting for P. Rotating through specific predicate operators controls flow of intensity of experience.

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
TECHNIQUE PATTERNS:		

PROTOCOL CODING WORKSHEET

BACKGROUND INFORMATION

O.: Coder 1 S A SEQ 7 CROSS-REF _____
 Purpose: Obtaining rapport on cold call
 Title: Pros x Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth
 Setting: R opening for cold call
 Page: BEG (p. 22, para 13, line) END (p. 24, para 10, line)

COMMUNICATION STRATEGIES

IEF: 1 - Cold call generate a lot more interest [beyond P].
 2 - Cold calls plant a seed for the future if P's situation changes.
 3 - If R takes negative attitude, he will not get appointment anyway - so why call?
 4 - If R opens cold call with, "I'm a R...", he's already trying.

 E: 1 - On cold call, I'll play the title down.
 2 - I call to see what kind of plans they made for when they graduate.
 3 - If P has no plans, I ask, "have you ever thought about the military?"

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.	Rap	Suspicion	UV, P	Acceptance	
2.	N&I	Acceptance	UQ	Interest	
3.	N&I	Interest	FP-CON	Relief	
4.	F-UP	Relief	TAG	Action	
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: R discusses techniques to establish rapport on cold call. Demonstrates method to initiate conversation (unspecified presupposition), elicit information (uq), future pace (contingency) and suggest follow-up action (TAG command).

PREDICATE: Vis_x Aud__ Kin__ Olf-Gus__ Uns_x Specific__

SYNTAX/
SEMANTIC: I-R_X I-Q_x I-C__ I-A_x I-E__ P-C__ Oth FP-CON__

COMMON		
PATTERNS:		
<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	
UQ	Elicits any thought related to Army benefit. ("Have you ever thought about military?")	
AD	Softens/enhances noun or verb by defining its effect. ("valuable experience, feel free to call, need some assistance.")	
<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS: TAG	TAG action desired onto clause at end of sentence. ("feel free to give call", "if that's what decide to do.")	23(3,9)

REPORT TYPE: PCW

I.D.: Coder 1 S A SEQ 7 CROSS-REF _____

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

**UNIQUE
PATTERNS: FP-CON**

```
IF      (X doesn't occur)
THEN    (do Y)
AND     (I'll do Z)
IF      (that's what you decide)
```

("IF (you don't get into school) THEN (call me), AND (I'll show you how Army can get you training and experience) IF (that's what you decide to do).")

Future paces P to take action R wants should
P's plans change.

23(3,6)

REPORT TYPE: PCW

I.D.: Coder 1 S A SEQ 7 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: UV with P	Provides opening line for cold call - allows pace of P and presupposes information useful to R. ("contacting some people...see what kind of plans you've made for yourself...when graduate.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 8 CROSS-REF _____

Purpose: Establish a working relationship with high school counselor

Cycle: Pros x Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 26, para 1, line) END (p. 27, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It's important to get out there and work with HS counselors. .

2 - Counselors like to be stroked - "What do you have for me?"

3 - When you start to give a person a lot, they start to feel that they owe you.

It's hard for them to say no.

4 - As you establish rapport, your questions can become more direct.

5 - Most counselors realize your time is important because you are in a business.

6 - If you respect their time, they'll respect yours.

RULE: 1 - You need a good relationship with HSGC so you can get into school (and get exposure).

2 - I find out HSGC rules and regulations, how he wants me to act in school.

3 - I help HSGC anyway I can personally (e.g., class presentation, ASVAB setup).

4 - I'll ask a counselor directly, is there any set time you would like me to come out?

5 - Call counselor a day ahead of time.

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

REPORT TYPE: PCW
I.D.: Coder 1 S A SEQ 8 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

RULE:

6 - For the first couple of visits, only talk to the counselor.

7 - Each time you see counselor, bring him something (e.g., book cover, planner).

8 - On 3rd or 4th visit, ask counselor if okay to see student in school.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 9 CROSS-REF _____

Purpose: Differences in FEBA by CAT levels

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

Setting: R talking across CAT levels

Range: BEG (p. 30, para 11, line _____) END (p. 34, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - R has to be himself no matter if P is brainchild or just above dirt.

2 - R has to be himself and treat everybody as a human being.

3 - R has to key himself and talk at this person's level.

4 - CAT IVs want a job they can do, IIIs want further education, CAT Is want top challenge.

RULE: 1 - CAT Is are smart and expect to be catered to. R should ask, "what will you give me [to provide challenge]?"

2 - IF P knows name and social security number, usually is 3B or higher.

3 - If P has had Algebra, usually is 3B⁺.

4 - IF P listens more than talks, usually will do well on test.

5 - If P has had English, can understand what he reads, and remembers it, will do well on test.

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

III. COMMUNICATION PATTERNS

OVERVIEW: R discusses how to key in on different expectations by CAT level. He sells CAT IVs on jobs (necessity), CAT IIIs on further education (possibility), and CAT Is on the ultimate challenge (proactive). Underlying comments is belief that R must adjust his style to match P. Also, R in dialogues defines role of P differently by CAT levels.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q x I-C___ I-A x I-E___ P-C x Oth YB-CON, AF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	
COMMON			
PATTERNS: TENSE		R separates P's feelings from difficulty to be done and attaches them to accomplishments achieved.	
		(Past = accomplishment, present = feelings, future = difficulty).	
TAG		Places action commands in clause in beginning of sentence, followed by possibility. Collapses action onto Army as possibility.	
		("you want to go out", "you want to act", etc.).	
	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:		See continuation sheet	

REPORT TYPE: PCW

I.D.: Coder 1 S A SEQ 9 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>																
UNIQUE PATTERNS: AF with HOC, R/S	Combines HOC with R/S and role definition to structure dialogue differences across CAT levels. The frames are: <table><tr><th>CAT LEVEL</th><th>HOC</th><th>R/S</th><th>Role (R-P)</th></tr><tr><td>IV</td><td>job security/ necessity</td><td>how to keep job</td><td>boss-employee</td></tr><tr><td>III</td><td>education/ possibility</td><td>how to use experience in future (after Army)</td><td>consultant - client</td></tr><tr><td>I</td><td>challenge/ proactive</td><td>how to meet ultimate challenge</td><td>mentor - student</td></tr></table>	CAT LEVEL	HOC	R/S	Role (R-P)	IV	job security/ necessity	how to keep job	boss-employee	III	education/ possibility	how to use experience in future (after Army)	consultant - client	I	challenge/ proactive	how to meet ultimate challenge	mentor - student	31 (all page)
CAT LEVEL	HOC	R/S	Role (R-P)															
IV	job security/ necessity	how to keep job	boss-employee															
III	education/ possibility	how to use experience in future (after Army)	consultant - client															
I	challenge/ proactive	how to meet ultimate challenge	mentor - student															

REPORT TYPE: PCW

I.D.: Coder 1 S A SEQ 9 CROSS-REF

PATTERN OPERATOR

COMMON

PATTERNS: YB-CON

TECHNICAL RESULT OR OUTCOME

Collapses possibility and motivation onto each other
(i.e., creates confidence).

IF (possibility)

BUT (motivation to do possibility)

("IF (want college credits),

BUT (I'm sure you want to excell, know how to meet a
challenge)").

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 10 CROSS-REF _____

Purpose: Illustrate strategy to handle objections

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

Setting: Objection: Girlfriend, procrastination, "leave if I'm honest", cut hair

Range: BEG (p. 37, para 6, line _____) END (p. 41, para 2, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A spouse can sometimes be the deciding factor - whether P is 17 or 25.

2 - Objections are P's way of saying, "I need more information".

3 - If they have questions, P will throw objections to you.

4 - A lot of people (Ps) are afraid to admit they can't make a decision.

5 - I'd rather be honest with P, since it's going to come back to me.

6 - Ps respect honesty, even if it reflects poorly on them (e.g., can't make decision).

7 - The questions Ps have, fulfill the need they have.

RULE: 1 - Take the objection lightly.

2 - ID the real objection by asking, "what if not there". If real, P will agree to join if...

3 - Let P know you will call him back, let him know to expect it.

4 - Unless you confront the problem, find the objection out, you might not ever know the [true objection].

5 - Test the objection with "what if", even if can't do it (e.g., keep hair long) - but admit it immediately.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.	N&I	Indecision	IR, IQ	Resistance	
2.	H-O	Resistance	HOC	Reconsider- ation	
3.	FEBA	Reconsideration	CONS, A-OUT	Acceptance	
4.	Clo	Acceptance	P	Committment	
5.					
6.					

REPORT TYPE: PCW
I.D.: Coder 1 S A SEQ 10 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

8 - There's a hundred and one different objections.

III. COMMUNICATION PATTERNS

OVERVIEW: Recruiter defines role of objections and demonstrates how to handle several common ones. Illustrates numerous perspective changing methods to re-frame P into understanding positive intention of Army. Also, indication of generic H-O pattern is exemplified.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns_x Specific___

SYNTAX/

SEMANTIC: I-R_x I-Q_x I-C___ I-A_x I-E___ P-C_x Oth DBF, PF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: DBF	<p>Forces P to take responsibility for decision.</p> <p>("P needs to decide, is A to decide for P, if so, we need to talk to A, we don't need to talk to P right now.")</p> <p>Forces P to think of R as honest as soon as P leaves.</p> <p>("I'd rather be honest with you and have you walk out, than lie to you and have you come in.")</p>

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:	H-O Pattern Steps	40(1,12)
IR, IQ	1 - Determine relevancy and criteria.	
PF	2 - Obtain rapport - pace objection and show everyone has it.	
CONS	3 - Reframe objection to show negative consequences of P's action, or positive consequences of Army.	

REPORT TYPE: PCW

I.D.: Coder 1 S A SEQ 10 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON	
PATTERNS: CONS	Allows P to be aware of consequences of his action. ("a lot of what ifs...what if you did join and something better came up, and what if I let out [of DEP], would you join then?")
C/FS	Compares worth of vanity to worth of education. ("Isn't a little bit of vanity [getting hair cut] worth \$25k for education?")

REPORT TYPE: PCW

I.D.: Coder 1 S A SEQ 10 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:	4 - Presuppose decision strategy.	
PF	a) pace consequences to obtain rapport.	
IR, IQ	b) elicit outcomes to introduce possibilities.	
P	c) presuppose positive action as motivation for P to get positive consequence.	

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 11 CROSS-REF _____

Purpose: Techniques to educate HSGC to sell Army and consequence

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

Setting: R on educating HSGC to provide refs. & obj. related to other military service

Range: BEG (p. 44, para 8, line _____) END (p. 47, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - R needs to educate HSGC on Army benefits [so he can refer to R].

2 - Counselors come across people who need education, money, but academically
won't get a scholarship.

RULE: 1 - When talking to HSGC about their students, always mention the reason the P is
doing it - in order to keep rapport.

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

III. COMMUNICATION PATTERNS

OVERVIEW: Recruiter describes the importance of educating HSGC on Army programs. Deals with objection related to P wanting to join another branch of service. Uses mini-loops to embed presuppositions.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns_x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth_JC-CON___

COMMON PATTERNS:	PATTERN OPERATOR	TECHNICAL RESULT OR OUTCOME	EXAMPLE
UNIQUE PATTERNS: JC-CON	PATTERN OPERATOR	<p>Provides economy of presenting action desired. Similar to YB-CON, except allows for higher contextualization through BECAUSE clause.</p> <p>Also allows for nesting loops within IF-THEN structures, and inclusion of presuppositions (e.g., to join).</p> <p>IF (action) BECAUSE (benefit) THEN (consequence)</p> <p>("IF (you're joining other service) BECAUSE (they have better options) THEN (someody's been misleading you).")</p>	46(1,13)

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 12 CROSS-REF _____

Purpose: Objections stated indirectly vs. directly

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

Setting: Dialogue on handling fear of joining Army

Range: BEG (p. 47, para 3, line _____) END (p. 48, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Everybody has a "scared factor" about joining the Army.

2 - If you leave something out, P's going to tell you indirectly.

RULE:

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.	Rap	Scared	UQ, JC	Hesitant	
2.	N&I	Hesitant	UQ, JC	Cautious	
3.	N&I	Cautious	C-LINK, M-4	Secure Relax (friendship)	
4.	FEBA	Secure	C-LINK, M-4		
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: R discusses direct and indirect objections, and illustrates how to handle fear of joining Army.

PREDICATE: Vis Aud Kin Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-Q x I-C I-A x I-E P-C Oth

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: AD	Modify intent or scope of word. ("little scared, little cautious...").
JC	Uses Because clause to mark out presupposed criteria. ("something important to you, you're going to make sure... you get everything...looking for.")
UQ	Used to reduce concern or objection to an everyday occurrence that everyone experiences. ("all going to be, a lot of people, you get everything").

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

REPORT TYPE: PCW

I.D.: Coder 1 S A SEQ 12 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: C-LINK	Links emotional state. ("in common...all in Army...all starting toge scared...so all feel that way").

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 13 CROSS-REF _____

Purpose: Illustrate the value of follow-up beyond enlistment

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo x H-O__ DEP__ F-UP x M/A__ Oth__

Setting: R dealing with enlistee not receiving paycheck

Range: BEG (p. 51, para 2, line _____) END (p. 55, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Leave P with good taste - even if not join - and they're going to tell someone who needs something about Army.

2 - You're going to blow it in the community if you don't help enlistees.

3 - The trick is making sure the enlistee gets what was contracted for - otherwise your just another lying recruiter [in the community].

4 - I am genuinely concerned about what I do out here, because of the closed loop that happens [in community].

RULE: 1 - For Ps who do not join - badger them to a degree - in a way that they feel like it's still up to me [the decision].

2 - I want P to remember everything.

3 - Talk to a lot of Ps now - who will not join now - so that further down the road when they need something, they remember R and what R said.

4 - Leave P with a little mystery.

5 - It's good to follow-up with the parents as well as kids.

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

III. COMMUNICATION PATTERNS

OVERVIEW: Recruiter describes value of continuing follow-up through the enlistment cycle (BASIC, AIT). Includes helping to resolve problems enlistee is experiencing. Concentrates on use of probing (IR, IQ) techniques to elicit information and define problem of enlistee.

PREDICATE: Vis Aud Kin Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R x I-Q x I-C I-A x I-E P-C Oth

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: AWARE with FP, JC	Future-paces P using AWARE phrase as softener. ("and you're not going to forget completely about me, because I'm not going to join the Army").
COM-AD with C-BREAK	Defines outcome of sentence. ("But, at least, you expected my answer.")
UQ, with MO, CD	To elicit information on changes in Army experience. ("Tell me exactly what it was like...did I leave anything out...is there more I could have told you?")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

REPORT TYPE: PCW
I.D.: Coder 1 S A SEQ 13 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

RULE:

6 - If you follow-up with P after enlists, other Ps will see R as genuinely concerned.

7 - Keep current on the Army experience, by following-up on enlistees.

8 - If enlistee calls for help, no matter how nasty P is, R should smile and say, "I can help you, somehow".

9 - If you don't know everything about it, put out the effort to find out before you sell it - otherwise it will come back and bite you.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 14 CROSS-REF

Purpose: Importance of R working on a steady-flow basis in recruiting cycle

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

Setting: Adjustments R should make if my be short at end of month

Range: BEG (p. 56 , para 3 , line) END (p. 58 , para 1 , line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If you work on a constant basis, and continually keep working, mission will b.
made before you get to the end of the month.

2 - If I continue to work [in sequence], I'm going to make mission.

3 - If I keep moving along at the pace I'm comfortable with, I know that mission
is going to come.

4 - You gotta treat prospects with kid gloves - no grab and slam into the Army.

5 - If you get caught up in that one number [mission], you stop worrying about
whether you are helping the applicants.

RULE: 1 - I'll work slow, but when a guy goes to MEPS, it's all over with, he's in.

2 - Remember the mission number, but these guys are more important first - take
care of them.

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

III. COMMUNICATION PATTERNS

OVERVIEW: Recruiter discusses importance of pacing oneself, following a selling sequence that works in order, and focuses on the long term effects over short term production. Applies sampling of AS-IF frame and contingency clause.
Demonstrates two methods, to communicate presuppositions: First, is stacked S-CON clauses; and, second is an S-CON followed by IR, IQ questions to elicit criteria which supports presupposed issue.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns_x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth AIF, S-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	AIF	Allows P to make decision now, based on how future will probably be. Projects P into future. Note: asks for decision in present tense (will), not future (would). ("If I give you one week to think, next week at this time will you join Army?")
	S-CON	Used to convince other of presupposed premises. Typically in groups of S-CON (IF-THEN) clauses.

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 15 CROSS-REF _____

Purpose: R demonstrates advantage of formulating sales strategy based on P's perspective

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

Setting: Prospect's view of Army sales cycle

Range: BEG (p. 61, para 4, line _____) END (p. 65, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Enlisting is scary, because it's "we're not civilian anymore".

2 - From P's view, meeting an R can be one of the most frightening experiences in the world.

3 - As P relaxes, he will realize that soldiers are individuals.

4 - If R has done job of relaxing P, he will have a hard time saying "no" to enlisting.

5 - If the P feels the decision to join is his at MEPS, it precludes second thoughts.

RULE: 1 - Keep the initial contact low-key to relax P.

2 - Talk about what P wants to talk about - make him part of conversation.

3 - Once P is relaxed, ask him if he will join - since P has been expecting this question.

4 - Expect P to say "no" to joining, and suggest that while deciding, R checks to see if P is qualified for programs P is interested in.

5 - After CAST, congratulate P on score and then re-sell in areas of high interest.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.	Rap	Scared	M/W, IN	Relaxed	
2.	FEBA	Relaxed	CONS	Hesitant	
3.	Clo	Hesitant	JC-CON	Commitment (small steps)	
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: Recruiter describes the processing cycle from perspective of P. Illustrates how his selling strategies match P's model of the world and allow P to comfortably decide to enlist. This protocol is unique in that it has demonstrations of man micro-patterns along with their explicit outcome in terms of the sales cycle.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q x I-C___ I-A x I-E___ P-C x Oth S-CON

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: AD	Modify and define scope of term. ("some time, little more, next step, etc.").
SUB-T	Presuppose activity occurring in some time frame. ("While taking some time to decide, let's take next step.")
S-CON with UQ, MO	Used to phrase content of contingent structure. ("If all X, then would you do Y.")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS: YB-CON with P, JC	YES (agree with P's action) BUT (change in achieving it) BECAUSE (obligation of) ("YES (I got no ifs, ands, or doubts) BUT (we've got to go into Army now) BECAUSE (I've upheld everything I said).")	64(2,4) - <

REPORT TYPE: PCW
I.D.: Coder 1 S A SEQ 15 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

SYNTAX/

OTHER: JC-CON, YB-CON

SEMANTIC:

REPORT TYPE: PCW
I.D.: Coder 1 S A SEQ 15 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

RULE:

6 - Don't lie to P during resell. Instead, let P know it's not an option (FIDO).

7 - Ask P to join, and suggest that while deciding, R continues the next processing steps.

8 - Just prior to P going for physical, get commitment to join, if MEPS GC offers job and program of interest (else refuse to send P down).

9 - Re-sell everything that Army offers - including areas of low interest at this time.

10 - By selling decision to join in contingent terms (IF this, THEN join), P feels decision is his to make.

11 - If P has agreed to contingent terms and R fulfills his and P does not join, THEN P will feel guilty and you'll hear from him in a couple of days.

REPORT TYPE: PCW

I.D.: Coder 1 S A SEQ 15 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: JC-CON	JC-CON structures are applied to progressively "close" on P in small step commitments (e.g., CAST, folder, physical, etc.). Also, conditions P to commit to this form of decision.
CONS with RE-D, M/W	Perspective changing patterns are used to reframe P's perspective of the consequences of enlistment. The presuppositions within the reframe are used to justify new JC-CON contingency commitments.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 16 CROSS-REF _____

Purpose: How R know if his selling style is on the right track

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: Discussion of rules and strategies to stay on track

Range: BEG (p. 74, para 7, line) END (p. 78, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The more people you talk to, the more likely to receive a "yes".

2 - You can have a large volume of people who are worthless to you.

3 - In the long run, it pays off to talk with Ps not ready to enlist - however, don't spend all your time with them (e.g., sophomores.)

4 - If I'm on the right track, I'm constantly using different things.

5 - It's important to maintain an even flow of what I'm doing and how I'm accomplishing it - and I can keep track of it.

RULE: 1 - If you get off onto wrong track, you find yourself doing meaningless things (i.e., that do not help accomplish mission).

2 - When on right track you can look at what you've done and say that's what I need to be doing.

3 - People with no sense of urgency are worthless now (but later on will be).

4 - Put yourself in the job market category that can move now (e.g., HS seniors).

5 - Select Ps who have the ability to make decisions before too terribly long (about their future).

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

LOCK	CONTINUATION
DESCRIPTION	

| 7 - Don't be afraid to seek assistance, if enlistments are down and you're
| not sure why.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S A SEQ 17 CROSS-REF _____

Purpose: Importance of seeking help on selling style

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

Setting: _____

Range: BEG (p. 79, para 2, line _____) END (p. 80, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - No matter how good a R is, there's going to come a time when nothing will happen.

2 - Everybody, at some time, needs some type of help or guidance.

3 - It can be too late if you wait for somebody to tell you.

4 - I don't want to get to the point where I've got to get somebody sent down to help me.

5 - If I need help, I can realize that myself.

RULE: 1 - Somebody else will have another idea or can show me what I'm doing wrong.

2 - Getting information from others gives me different ideas, so I try somebody else's brain for a second.

3 - I need help if nothing is clicking, even if I've accomplished the work plan and challenged myself to perform.

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

CK

CRPTION CONTINUATION

IEF:

6 - The help I need may be just to have someone else remove the doubt I have and reassure me that I'm doing everything all right.

PROTOCOL LOG

Coder: 1

Subject: B

[illegible]

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S B SEQ 1 CROSS-REF _____

Purpose: Strategies for success in area canvassing

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Prospecting outside the office without leads

Range: BEG (p. 4, para 3, line) END (p. 5, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Nine times out of ten, if show up consistently, that guy will either hold that prospect there to talk to you or get his phone # and name for you.

RULE: 1 - Get out of the office, get out there, and meet people.

2 - Get people used to seeing you around the same day and time.

3 - Get out and area canvass, post the area, stop and meet people, pass business cards out, hang up posters in barber shops, in the malls, wherever you can do it. And then they will be successful.

4 - Split your day up: call grads in morning, testers in afternoon, area canvass in late afternoon.

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

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S B SEQ 2 CROSS-REF _____

Purpose: Methods to give P sense of control during interview

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Methods for use inside and outside the station

Range: BEG (p. 13, para 16, line) END (p. 14, para 9, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - When P feels confident, he will tell you more than he normally would.

2 - Let P talk as long as he wants, and eventually he will be ready to make the commitment or the appointment.

3 - When P feels in control, he's giving out the information he wants to give out, but really giving you everything you need.

RULE: 1 - If P sits in R's seat at desk, he feels more confident, like P is in power.

2 - If P uses JOIN keyboard, he feels more confident, like he is in control.

3 - If P flips pages of salesbook, he feels more in control.

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

PROTOCOL CODING WORKSHEET

BACKGROUND INFORMATION

D.: Coder 1 S B SEQ 3 CROSS-REF _____

Purpose: Strategies to manage and utilize DEPers

Role: Pros Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: DEP activities and follow-up

Range: BEG (p. 24, para 4, line) END (p. 26, para 4, line)

COMMUNICATION STRATEGIES

RELIEF: 1 - It's important to see DEPers.

2 - People get curious when they see R with DEPers in public.

3 - DEPers can help R get referrals.

4 - R should go out and work with DEPers.

5 - If enlistee is not happy, then he will put the bad word out on R who put him in.

ROLE: 1 - Treat DEPers as a friend or as a co-worker.

2 - Take them out, just to go out and do things with them.

3 - Call them on the phone and say, "This is R, I'm just calling to see if you're all right."

4 - Have DEPers make some of the phone calls, have them refine HS list.

5 - At DEP functions, DEPers meet each other and are taught about the military.

6 - I keep contact with the family, finding out through the family how enlistee is doing.

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

PROTOCOL LOG

Order: 1

Subject: C

[illegible]

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S C SEQ 1 CROSS-REF _____

Purpose: Generation of leads

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Obtaining leads from DEPers, HSGC, teachers and HS students

Range: BEG (p. 11, para 3, line) END (p. 14, para 8, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If you treat a P right, the kid has only good to say about the Army - that's advertisement.

2 - I'm doing my job and at the same time I'm helping him - makes the job easier.

3 - Being in DEP does nothing more for a HS senior than force him to finish school - we're making it easier for him.

4 - You gotta give the DEPer a sense they're in the military or else you're not preparing him for BASIC.

RULE: 1 - If P is treated right, he will bring all his friends in.

2 - Start telling DEPers what to do [like in BASIC], "I want you to have two referrals by this time and date because we're going to get you promoted."

3 - If I give HSGC book covers, he feels obligated to me.

4 - If R has lead in school, it's easier to make contact if first speak with HSGC.

5 - Prospect through teachers by giving small speeches in classroom.

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

REPORT TYPE: PCW
I.D.: Coder 1 S C SEQ 1 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

BELIEF:

- 5 - HSGC wants small favors.
- 6 - An effective ASVAB program saves the R time - tell who is qualified.
- 7 - The important thing is the R finding something that works for him.
The same thing doesn't work for everybody.
- 8 - When something doesn't work find an alternative way to make it work.
- 9 - The key students in HS are a little easier to talk to because they don't want anyone to think they're afraid to talk to a R.
- 10 - The key high school students (e.g., class president) are useful because everyone is hung up on peer group pressure and they're going to want to do what this guy does.

RULE:

- 6 - Have lunch with teachers and sit around and joke.
- 7 - Show students that purpose of ASVAB is to help them for that guidance in career that you want to get into because it shows aptitudes.
- 8 - In a new H.S., start with a class president as a key person who can help you.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S C SEQ 2 CROSS-REF _____

Purpose: Getting P committed to training

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 14, para 10, line) END (p. 17, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The Army can usually help P achieve his goals a lot easier than the civilian way he has in mind.

2 - Using yourself as an example really helps to motivate the P.

3 - If R is up about it, P will buy it.

4 - You've got to be open because P will ask about it, and if he finds out it's not true, you've lost the contract.

5 - P will feel obligated to R, if you take the time to describe the Army honestly.

RULE: 1 - If P asks about a job, tell him I'm not even going to talk about jobs.

2 - Get P committed to enlisting by establishing a goal that benefits P.

3 - Find P's commitment by constantly asking through the sales process, "Is that what you want?"

4 - To establish why the Army is the best alternative, you have to tell P, you have to paint a picture.

5 - Use picture painting to focus P on the benefit so that he will remember it later over the job (e.g., new truck is benefit of bonus to join infantry).

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

REPORT TYPE: _____ PCW
I.D.: Coder 1 S C SEQ 2 CROSS-REF _____

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

6 - If R has not asked for committment prior to MEPS, he will have large
QNEs.

III. COMMUNICATION PATTERNS

OVERVIEW: Recruiter discusses strategies to get P committed to decision to enlist in order to avoid QNEs. Demonstrates use of FEBA-CON to embed features and benefits.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C x Oth___

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: M-4 S-CON with C-LINK, T-LINK	Creates "picture" that focuses P on benefit being sold. Provides simultaneous linkage across events (C-LINK) and time (T-LINK). Each event is linked to WHILE presupposition. (X will occur WHILE in Army and provide Y).

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS: FEBA-CON with T-LINK	This structure collapses feature-benefit loops onto WHILE presupposition. Frame presupposition (what is ultimately wanted) <div style="margin-left: 40px;"> Feature 1 <div style="margin-left: 40px;"> Feature 2 WHILE (In Army) Benefit 2 </div> Benefit 1 </div> Frame outcome (what will happen) Note: Features and benefits presented are supportive of the frame presupposition	16(5,8) -

REPORT TYPE: PCW
I.D.: Coder 1 S C SEQ 2 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

SYNTAX/
SEMANTIC

OTHER: S-CON, FEBA-CON

I.D.:	Coder	1	S	C	SEQ	2	CROSS-REF

A-60

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S C SEQ 3 CROSS-REF

Purpose: Common sense approaches to rapport

Cycle: Pros Rap x Qual N&I FEBA Clo K-O DEP F-UP M/A Oth

Setting: R establishing rapport with P

Range: BEG (p. 18 , para 7 , line) END (p. 20 , para 3 , line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It's degrading to walk into an office and immediately be pre-qualified.

2 - Rapport will make the P want to answer questions fully - because you have trust.

3 - Everything has got to be geared towards caring.

4 - Kids are going to go by what they see.

5 - Kids will want to be part of Army, once they find out all their friends are.

6 - Most Rs lose because they don't ask for a commitment.

RULE: 1 - Establish rapport before doing the interview.

2 - If P is not qualified, take the time to tell him why and he will appreciate that.

3 - I don't use my title until DEP since it can put P on guard being so professional.

4 - The majority of the time, you need to challenge P to make a decision.

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

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S C SEQ 4 CROSS-REF _____

Purpose: Deciding which benefits to emphasize (as a best guess)

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

Setting: Presenting benefits in a job interview

Range: BEG (p. 28, para 11, line _____) END (p. 31, para 2, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A young kid has no concept about what a job is, he's looking at benefits.

2 - CAT 1s are easier to sell because they get whatever they want.

RULE: 1 - For a CAT 3A, usually their DBM is education.

2 - When selling a skill, have P pick a group of 5 different things. The chances of one of those being on the computer is extremely good.

3 - For a CAT 1, usually they want adventure more than anything or anybody else.

4 - You never want to crack another service, if other family members have served then you blew it.

5 - If P wants another service, let him know the Army guarantee is strong and requires the minimum time to serve.

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

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S C SEQ 5 CROSS-REF _____

Purpose: Strategies to eliminate DEP loss

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: Management of DEPers

Range: BEG (p. 31, para 4, line) END (p. 33, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - DEP loss usually occurs because R doesn't do follow-up.

2 - A R is responsible for motivating DEPers.

3 - To motivate DEPers, you need to maintain contact with them.

4 - By just following-up on DEPers, let's them know you care.

RULE: 1 - At DEP functions, P should feel sense of accomplishment by being recognized by R.

2 - Give DEPers an incentive to work for (e.g., promotion, T-shirt, etc.).

3 - Maintain contact with DEPers via meetings, outside trips, etc.

4 - Keep DEPers current on Army policy relevant to enlistees or Army generally.

5 - Maintain contact with parents after DEPer enlists - and when his friends find out they will know you care about P.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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5.					
6.					

REPORT TYPE:	PCW						
I.D.:	Coder	1	S	C	SEQ	5	CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

RULE:

6 - A R who waits until the last minute to do something about a DEP

problem, experiences DEP loss. He's destroyed his whole month.

7 - If DEPers see you fired up, they're going to be the same way - they get their motivation from you.

8 - Spend a lot of time with DEPerS and you will stay on top of their situation.

9 - Provide DEPers with opportunity to achieve (e.g., referral, promotion, contests).

10 - Tell DEPers that they will be achieving awards now and when they are in service.

11 - When asking for referrals, tell DEPers flat out - this helps both of
us.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S C SEQ 6 CROSS-REF _____

Purpose: Motivating DEPers via picture painting

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

Setting: R talking to DEPers after promotion to E-2

Range: BEG (p. 35, para 2, line _____) END (p. 36, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - All DEPers want to achieve their full potential in the Army.

RULE: 1 - Constantly paint picture for DEPer of achieving once in Army.

2 - Paint future pictures for DEPer in sequence of rank struture (i.e., E2, E3, E4 E5, etc.).

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.	N&I	Success	APV	(Rank) Achievement	
2.	FEBA	Achievement (of rank)	PG	Pride/ proving self	
3.	Clo	Self-pride	C-LINK, FP	Desire	
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: Dialogue to maintain DEPer motivation following promotion to E2. Technique used is picture painting.

PREDICATE: Vis Aud Kin Olf-Gus Uns x Specific

SYNTAX/

SEMANTIC: I-R I-O I-C I-A x I-E P-C Oth PG

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: APV

Shifts perspective of P from passive verb form as seen by self to active verb form as seen by others. Allows P to feel that other will provide resource for P to succeed.

("can you see X, I can see X now").

("and they groom you to..., they start grooming you").

PG

Builds a role for P to generate resources for achievement - includes defining rules of Army (resource provider) and self (motivation to achieve).

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

REPORT TYPE: PCW

I.D.: Coder 1 S C SEQ 6 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: FP	Tells P how to act in future. Done with role in Army and role when P returns to community as enlistee.
C-LINK	Links completion of task (i.e., DEP log book) as first step to initiating picture sequence. Linkage is made at end of story, thus creating a loop between DEP and Army achievement.

PROTOCOL LOG

Coder: 1

Subject: D

P#	REF	CYCLE	TOPIC
1	1(7)	Rap	Strategies to estimate rapport on initial visit
2	5(3)	Clo	Special concerns in selling married Ps
3	7(2)	M/A	Need for R to have own style
4	9(2)	Pros	Imp. of active listening - metaphor - listen to VFW - bring in grandson
5	11(6)	Rap	How do you know when have rapport
6	13(5)	N&I	Selling and unselling - knowing when to stop the sale
7	16(3)	H-O	Overcoming objection
8	18(11)	N&I	Strategy to determine N&I
9	20(3)	Rap	Having P feel in control of interview
10	21(2)	FEBA	Painting pictures
11	23(4)	N&I	Discipline - achievement - satisfaction. Need - benefit chain
12	24(4)	H-O	Strategy - West Pointer
13	26(13)	Pros	Generating leads
14	29(2)	H-O	MEPS GC
15	32(5)	DEP	Maintaining rapport in DEP
16	33(5)	Pros	Use of tasking to train R
17	35(5)	M/A	Handling rejection and burnout
18	38(2)	FEBA	How to unsell
19	39(4)	Clo	How to unsell
20	42(5)	M/A	Mission box - attitude and suggestions for generating future sources of prospecting
21	44(5)	Pros	Community service
22	47(2)	M/A	How increase chances for success - self and other
23	49(6)	M/A	Two hour talk at ARC
24	53(6)	Clo	When to close
25	55(3)	H-O	Manipulation of people and Army as rigid
26	56(3)	H-O	Drugs in service and enlistee says R didn't tell him everything
27	57(2)	Pros	Mall canvassing
28	59(4)	Clo	Selling parents - benefits to child's welfare vis a vis life goals
29	61(6)	FEBA	Selling CAT levels

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 1 CROSS-REF _____

Purpose: Choosing rapport techniques to match P

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: R office. First meeting with prospect.

Range: BEG (p. 1, para 7, line) END (p. 3, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If P comes through station door, then he has interests in Army.

2 - Rs forget that civilians need everything explained to them - such as JOIN machine.

RULE: 1 - First step with P is to sit down and just talk to him - listen and find out what he does.

2 - Ways to open up a quiet kid are: a) tell him to talk to R; b) buy him something (e.g., a coke); c) get him out of office into familiar environment; d) use information about P gathered from friends.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 1 CROSS-REF

Purpose: Choosing rapport techniques to match P

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: R office. First meeting with prospect.

Range: BEG (p. 1 , para 7 , line) END (p. 3 , para 1 , line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If P comes through station door, then he has interests in Army.

2 - Rs forget that civilians need everything explained to them - such as JOIN machine.

RULE: 1 - First step with P is to sit down and just talk to him - listen and find out what he does.

2 - Ways to open up a quiet kid are: a) tell him to talk to R; b) buy him something (e.g., a coke); c) get him out of office into familiar environment; d) use information about P gathered from friends.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 2 CROSS-REF _____

Purpose: Strategy to sell married prospects

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

Setting: Meeting with P alone, and later with P and wife

Range: BEG (p. 5, para 3, line _____) END (p. 6, para 5, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Married guys are usually looking for security.

2 - If married P is sincere, he will let R meet with him and wife.

3 - If family is not with P, that can cause problems.

4 - The wife of P should know what her husband will be doing.

5 - The wife will listen to R, since in uniform and the professional.

RULE: 1 - If P needs to discuss with wife, ask to meet with P and wife together.

2 - Act as an in-between, the expert who knows the program.

3 - Take the extra effort to get current information on fort facilities where P and wife will be stationed.

4 - Have R's wife provide her perspective to P and his wife (e.g., post life, what's available on post, what they can do, babysitting facilities, etc.).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 3 CROSS-REF _____

Purpose: Need for R to have his own style

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 7, para 2, line) END (p. 9, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Best Rs can work a referral system.

2 - Train Rs to work own style - because other styles may not work for him.

3 - You never want to make R in your own image - everybody's different.

RULE: 1 - To get referrals, P must feel: a) rapport; b) sense of urgency to bring some-
one in; c) Army is best thing - i.e., want to tell buddies about it.

2 - The objection of recruiting is to: a) talk to people; b) get a commitment;
and, c) enlist them in Army - not see how good I am with JOIN or salesbook.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Code: 1 S D SEQ 3 CROSS-REF _____

BLOCK
DESCRIPTION

CONTINUATION

SYNTAX/

OTHER: JC-CON, DBF, S-CON

SEMANTIC:

III. COMMUNICATION PATTERNS

OVERVIEW: Uses presupposition with contingency loop to reframe P from non-trust of R, to position of control and trust (i.e., why would R tell this truth unless he cared).

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C___ Oth_____

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: JC-CON with P

Interrupts P's train of thought to change P's focus. Has P focus on trying to understand R's statement.

("You know the best salesman I got? It's you. You're either the best salesman I got or the worst. Because you know a lot of people in the community.")

DBF with S-CON

Presupposes P will spread word either way he feels about R.

("If I care what happens to you, you're going to go out there to spread the word. But if I don't care what happens to you, you're going to spread the word to.")

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 4 CROSS-REF _____

Purpose: Importance of active listening

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: Establishing presence in new town

Range: BEG (p. 9, para 2, line) END (p. 10, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - We have to be listeners - we have to listen to people.

2 - Let people realize recruiters exist.

RULE: 1 - Use newspaper, radio to advertise presence.

2 - Hang out at local establishments where Ps are or their parents are (e.g., cafes, lodges, etc.).

3 - Meet P where he spends time after school - even if on fence lot on farm.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 5 CROSS-REF _____

Purpose: How do you know when have rapport

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 11, para 6, line) END (p. 13, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Rapport is there when P trusts R.

2 - Watch the body language to gauge rapport.

RULE: 1 - Probe a little bit to get P started.

2 - Start talking on what P says a little.

3 - If rapport is beginning, P will elaborate on things, i.e., feel comfortable talking.

4 - If P gives an honest answer, then he trusts R.

5 - Rapport is present when the body language of P and R are in sync (e.g., if R leans forward, P leans forward).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 5 CROSS-REF _____

Purpose: How do you know when have rapport

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 11, para 6, line) END (p. 13, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Rapport is there when P trusts R.

2 - Watch the body language to gauge rapport.

RULE: 1 - Probe a little bit to get P started.

2 - Start talking on what P says a little.

3 - If rapport is beginning, P will elaborate on things, i.e., feel comfortable talking.

4 - If P gives an honest answer, then he trusts R.

5 - Rapport is present when the body language of P and R are in sync (e.g., if R leans forward, P leans forward).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 6 CROSS-REF _____

Purpose: Knowing when to stop the sales pitch and close

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

Setting: _____

Range: BEG (p. 13, para 5, line _____) END (p. 15, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If R oversells P, you're wasting P's time and he's going to get impatient.

2 - Chances are, if R oversells, R will lose the sale.

3 - There's a difference between selling a P and going into an information mode.

RULE: 1 - R can unsell by spending time going over and over and over things P doesn't want to hear - turns P negative.

2 - R can unsell by giving P too much information.

3 - If 3 DBMs, give P information from lesser two, which supports primary DBM.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 7 CROSS-REF _____

Purpose: Overcoming objections

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: P sees Army life as limiting

Range: BEG (p. 16, para 3, line) END (p. 17, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The R has to think about what he is saying (e.g., don't sell features P may not qualify for).

RULE: 1 - If P says, "Yes I would..., But..." this means there is another reason to probe for.

2 - Image the activity in P's objection as a positive activity, then restate objection and describe how activity has positive benefits.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: R handles objection by pointing out the benefits of the situation the P saw as limiting. Uses pacing, deletion, and contingency patterns. The "BUT" pattern is used to present the action desired by recruiter. The contingency loops are used to present the new features and benefits.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns_x Specific___

SYNTAX/

SEMANTIC: I-R_X I-Q___ I-C___ I-A___ I-E___ P-C___ Oth FEBA-CON

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: C-BREAK	Softens impact of demand by putting focus on BUT clause. ("You're going into the Army for 3 years, BUT here's what I'm going to do.")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS: FEBA-CON with T-LINK	Packages feature and benefits. IF feature 1 (you decide to start family) IF feature 2 (you want money for college) WHILE IN ARMY (presupposed) THEN benefit 1 (not going to have medical bills) THEN benefit 2 (going to come out with money for school)	17(1,9)

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 8 CROSS-REF _____

Purpose: Strategies to determine needs and interests

Cycle: Prob Rap Qual N&I x FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 18, para 11, line) END (p. 19, para 7, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Some features and benefits you save - you don't throw all your aces out at once.

2 - We have to make applicants feel good about themselves.

RULE: 1 - If you can get committment from the bare minimum, you do it - but it's got to be solid.

2 - Make P feel like a friend by making him do you a favor (e.g., get information of some kind).

3 - If P is married, save some information that will interest her (e.g., housing, family benefits, etc.).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 9 CROSS-REF _____

Purpose: Having P feel in control of interview

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 20, para 3, line) END (p. 21, para 1, line)

II. COMMUNICATION STRATEGIES

- BELIEF: 1 - Back off an objection when P is nervous about being challenged.
2 - Applicants like to be in control of the sales interview.
3 - R must be in control of interviews, but make P feel he is in control too.
4 - 9 out of 10 times the girlfriend or wife will support P - so it's worth seeing them.
5 - If you keep running at P and don't give him breathing room, chances are he won't follow-up on his agreement.

- RULE: 1 - If P is challenged on an objection and he tries to justify his own objection - instead of elaborating on it - then P is nervous.
2 - If P is nervous, go over the processing cycle to remove fear of the unknown.
3 - Have P feel he is in control by giving him options or choices.
4 - When giving P options, give him a few minutes to consider them - so he feels in control.
5 - If P has a girlfriend or wife - the decision to enlist must be a joint decision.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 10 CROSS-REF _____

Purpose: Painting pictures

Cycle: Pros Rap Qual N&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 21, para 2, line) END (p. 22, para 9, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Generate pictures through your own experiences.

2 - If P feels like a R, then he will be in the mode of giving referrals.

RULE: 1 - To generate pictures: a) take a positive military situation; b) take yourself out of the picture; c) put P in picture; d) see P from own eyes as if a "mouse in the corner".

2 - Make P be the recruiter by asking him to imagine sitting behind R's desk 6 years from now, talking to someone like himself.

3 - Paint two pictures: a) one from past to show he can make it in military environment; and b) one in future to show him achieving goals in life via military.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: Uses picture painting to have P feel he can accomplish goal in Army.

PREDICATE: Vis___ Aud x Kin x Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E x P-C x Oth_____

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: M-4

Create metaphor through picture painting. P can see the experience of achieving goal in Army. [see p. 21(5) for dialogue]

Technically sets frame (e.g., project self to...), describes speech of players as well as internal meta- . comments of P, and ends with award of sought after goal.

C-POST

Follows M-4 with C-POST which acts to soften the close.

("Is that what you want?")

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 11 CROSS-REF _____

Purpose: Decypher meaning of P's use of words

Cycle: Pros Rap Qual N&I x FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 23, para 4, line) END (p. 24, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A person who likes (military) discipline also wants advancement and satisfaction.

2 - You have to really listen to P to know what his words mean.

RULE: 1 - If P uses the word "discipline" and enjoyed being a soldier, then accomplishment is important to him.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 12 CROSS-REF _____

Purpose: Strategy to overcome objections.

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

Setting: _____

Range: BEG (p. 24, para 4, line _____) END (p. 24, para 12, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Objection is a request for information or procrastination.

2 - R must key P to talk and listen.

3 - Sometimes in interviews the obvious solution doesn't hit you because you're trying to control.

RULE: 1 - If objection is procrastination, then probe more to open him up.

2 - If objection is request for information, then elaborate.

3 - If can't solve objection in interview, then think of other solutions afterwards and get back to P.

4 - Test out proposed solution by seeing yourself in imaged solution and paying attention to feelings. Ask yourself, "will P feel this way from his perspective".

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 13 CROSS-REF _____

Purpose: Generating leads

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 26, para 13, line) END (p. 29, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Do something different.

2 - Best thinking you do is away from environment.

RULE: 1 - To generate new prospecting methods: a) define objectives (e.g., leads, close, etc.); b) define current situation for prospecting; c) define limitations or barriers; d) generate possibilities by visiting different environments and seeing how recruitment could occur there successfully; e) test out best possibility - do it!

2 - Avoid conducting appointments in HS since a) not enough time; and, b) peer pressure.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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BLOCK

DESCRIPTION

CONTINUATION

RULE:

3 - If you tell a guy he must do it, chances are he will say this is just another requirement.

4 - If you make a guy feel that this might be advantageous, he will do it ("if I'm in a rut and I can do something different, let's do it").

III. COMMUNICATION PATTERNS

OVERVIEW: R generates new ways to prospect. RT helps R to develop new way of prospecting by use of modified 6-step reframe.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth RF_____

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: RF	Strategy steps to reframe R so that a successful solution to problem can be generated. Advantage of this process is that it both introduces activity to R and gets his commitment to do it. 1 - Speaks to "part" of R concerned with activity.. 2 - Gets positive objective. 3 - Gets agreement to change. 4 - Generates other actions that could accomplish same objective. 5 - Chooses the one which seems best for R's needs. 6 - Tests out new activity.

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 14 CROSS-REF _____

Purpose: Preparing P for the MEPS guidance counselor

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 29, para 2, line) END (p. 31, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You should always build up the MEPS GC.

2 - The MEPS GC is nothing more than an extension of the good service and the good rapport established.

3 - The P must know his role at MEPS or he may not enlist due to negative surprises.

4 - Rapport will get you honest answers and save you time later on.

RULE: 1 - Maintain communication lines with MEPS GC.

2 - MEPS GC must be made part of the "good guy" team.

3 - Let MEPS GC know if a hard sale is coming.

4 - You have to tell P about the MEPS GC to prep him and about P's role (e.g., waiting, understanding MEPS GC time frames, etc.).

5 - If P has violations, leave it to P as to what to tell his parents.

6 - Establish rapport with P to where he will open up to you like he's known you all his life.

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

III. COMMUNICATION PATTERNS

OVERVIEW: R prepares P to tell about law violations and for role with MEPS GC. Packages communication of sensitive content in forms which help to soften the impact, o deviate from current thinking.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E x P-C___ Oth YB-CON

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: NEG-COM	Allows for saying emotional statement to P (e.g., are you lying) with softener due to need to process negative. ("I'm not doing this because I don't believe you.")
TENSE	Softens impact of emotional content by collapsing it between similar statements. Tense change (future-present) refocuses concentration of person. ("I'm going to tell you like it is and...[emotional content] I'm telling you like it is.") 30(9,5)

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS: YB-CON	Allows packaging of command to do action (enlist) with understanding of role in taking action. The details of role may act to soften impact of command. WHEN (your action) THEN (other positive role) BUT (your role in doing action) WHEN (go to join Army) THEN (MEPS GC will help you) BUT (you have to be perceptive and understand he works in limited time frames.)	29,(5,23)

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 15 CROSS-REF _____

Purpose: Maintaining rapport in DEP

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: _____

Range: BEG (p. 32, para 5, line) END (p. 33, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - People accept you for what you are and what you are willing to go the nine yards for them.

2 - DEP loss is the worst thing in the world for a R.

3 - Rapport in DEP comes from making DEPers feel part of the Army already.

4 - Rapport in DEP is just caring for DEPers.

RULE: 1 - If rapport is superficial - just to get an enlistment - you're leaving yourself wide open for DEP loss by not following up or taking an interest in P after he's in DEP.

2 - DEP is the time when R needs to work P the most to get him ready to go and to get referrals.

3 - Involve DEPers every way you can - one-on-one, groups, DEP functions, helping out R in office or with referrals.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
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5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: R illustrates how caring is important to controlling DEP loss. Insures intent of metaphor is explicit by stating it just before and after story.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns_x Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C_x Oth_____

COMMON
PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

UNIQUE
PATTERNS: M-4

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

Packages stories in form of

33(1,19)

- 1 - Belief (lesson)
- 2 - Story illustrating how belief leads to action and success
- 3 - Restate belief

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 16 CROSS-REF _____

Purpose: Use of tasking to train R

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 33, para 5, line) END (p. 35, para 2, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You cannot recruit for R, they have to do it.

2 - R will increase his ability only if he learns to develop ideas into actions on his own.

3 - R needs to be innovative to be effective.

RULE: 1 - Generate solutions to help Rs by finding out as much as you can about people.

What makes them turn on, turn off, why they feel like this.

2 - Before providing solutions, find out why R is having problem (e.g., is he scared, insecure, not used to civilians, needs more OJT, etc.).

3 - Analyze the situation with R and provide ideas, but let him develop it.

4 - You can show R what works for you, but the whole crux is for him to be innovative.

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

BLOCK
DESCRIPTION CONTINUATION

RULE: 5 - Think of something you can do to get out of the ordinary patterns
{in order to generate new ideas}.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 17 CROSS-REF _____

Purpose: Handling rejection and burnout

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 35, para 5, line) END (p. 37, para 7, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - There's nobody in USAREC that doesn't have the smarts to do it.
2 - People are scared of innovation because they hate rejection.
3 - As long as I know I'm good, there aint nothing I can't do.
4 - A successful person will become unsuccessful if he stops being innovative
i.e., stereotypes).
5 - Innovation is the development of a new technique to alter things, to make them
different.

RULE: 1 - You prime Rs to be innovative by putting little things in their heads about
little things we've done over the ages.
2 - Burnout occurs when either the job stops being a challenge and/or the R starts
stereotyping.
3 - If R is doing nothing, before jumping on him, find out why he is not doing
anything - find out where he was going.
4 - You help R out of slump by: a) taking time to open him up and identify the
problem; and, b) providing positive instruction or feedback to him.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
1.	H-O	Hesitant	Negative internal dialogue	Scared	
2.	FEBA	Scared	Tasking Positive internal dialogue	Humor	
3.	Clo	Humor		Competent	
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: Presents dialogue to get R out of slump by changing internal voice to positive statements, in place of self-defeating ones.

PREDICATE: Vis__ Aud x Kin__ Olf-Gus__ Uns__ Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C__ Oth IVC

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: APV	Moves interpretation from passive to active. Separates sentences with passage. ("If it can help...This is going to help")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS: IVC	Gives instruction to R on what to say to himself to maintain a positive attitude. Includes tasking (look in mirror and laugh), future pace (if no achieve now, will achieve later), anchor ("positive attitude"), and replacement of negative dialogue with positive ("as long as I know I'm good, ain't nothing I can't do.")	35(6,6)

REPORT TYPE: PCW
I.D.: Coder 1 S D SEQ 17 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

BELIEF:

6 - Human communications - it works for recruiters, it works for
applicants, it works for you and me.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 18 CROSS-REF _____

Purpose: How to unsell - FEBA

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

Setting: _____

Range: BEG (p. 38, para 3, line _____) END (p. 39, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Half of these kids don't know what they want to do in the Army.

RULE: 1 - You can unsell a P by: a) boredom through too many details; b) promising the moon and then retracting your statements (i.e., inconsistency); c) confusion through too much information.

2 - You'll confuse a kid if you open up everything and he doesn't know what he wants to do.

3 - You can get the P to the point where he is away from the objective of the R.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 19 CROSS-REF _____

Purpose: How to unsell - closing

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

Setting: _____

Range: BEG (p. 39, para 4, line _____) END (p. 40, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Every P has different needs.

2 - Each "no" is a challenge to R to find out what R has missed.

RULE: 1 - In order to close the sale, the R must first close the presentation of information.

2 - If two Ps together, split them up and give separate interviews in order to tailor a program for each one.

3 - Unify two Ps together by selling them jointly on the Army - not jobs, options or anything like that.

4 - If you open-end an interview, all P gets is more information on top of more information.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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6.					

REPORT TYPE: PCW
I.D.: Coder 1 S D SEQ 19 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

RULE: 5 - R needs to keep control by directing the P to consider joining
whenever his interest is there (i.e., a closing statement).
6 - R needs to determine what makes P tick.

III. COMMUNICATION PATTERNS

OVERVIEW: Changes R's interpretations of "no" to close from rejection to challenge.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth RF_____

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: RF	<p>Changes meaning of "no" during close from rejection to Army.</p> <p>("The reason you're scared to go for close is that you . don't like to hear no! I don't like rejection, that's normal. No is something you're going to hear and you're going to have to find out why. Just take it as a challenge. There's probably something you missed that's between you and the committment to enlist.")</p>

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 20 CROSS-REF _____

Purpose: Making mission box

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 42, para 6, line) END (p. 44, para 4, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If you're doing all the things to make yourself successful, you cannot fail.

RULE: 1 - If a R worries about mission, he will work crisis management all the time.

2 - If a R worries about his community, his people, then he worries so much about people he talks to them and mission falls in there.

3 - You play percentages - and when you play percentages put odds in your favor.

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

REPORT TYPE:

PCW

I.D.: Coder 1 S D SEQ 20 CROSS-REF _____

BLOCK

DESCRIPTION

CONTINUATION

RULE:

4 - The basic process to be successful is: a) know your objective and set plans; b) know your resources (territory, business, civic associations, time available, etc.); c) have a way to measure which approach is successful (e.g., productivity, referrals, leads, good-will, etc.); and, d) set up referral beds for future use (e.g., see personnel manager, public library, boys' club, etc.).

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 21 CROSS-REF _____

Purpose: Community service

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 44, para 5, line) END (p. 47, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Success breeds success.

2 - Whenever you limit somebody on something, you're hurting his motivation -
putting himm in a frame of defeat.

RULE: 1 - If I've got irons in the fire (radio, newspaper, other long term lead sources)
plus I'm prospecting, something's got to give {me leads}.

2 - When joining civic organizations, let them know your time is limited.

3 - Don't ever disgrace yourself in community - that's the quickest way to lose
everything.

4 - As mission comes, gradually put more emphasis on market to cover other bases -
don't let other sources drop off because they don't fit current mission box needs.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
1.					
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6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 22 CROSS-REF _____

Purpose: How to increase chances for success - yourself and other

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

Setting: _____

Range: BEG (p. 47, para 3, line _____) END (p. 48, para 13, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - Increase chances by providing new challenges, being innovative and having open communication.

2 - You gotta build R into that unique individual that works for self accomplishment.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
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5.					
6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 23 CROSS-REF _____

Purpose: How new R can be successful

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

Setting: _____

Range: BEG (p. 49, para 7, line _____) END (p. 53, para 5, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You can beat a guy up so much before he just doesn't care.

2 - To help a R, you need to look through the superficial stuff to see what makes him tick.

RULE: 1 - R should be innovative - think of different things to do, meet everybody you can, communicate with everybody you can.

2 - R should be communicating - talk with people, be outward, be proud, believe in what you are doing, believe in your product.

3 - R should be flexible - use your ideas, put them to work, see the accomplishments.

4 - R should be honest and upfront.

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

REPORT TYPE: _____ PCW
I.D.: Coder 1 S D SEQ 23 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

RULE: 5 - R should be open-minded - have the ability to accept challenges and
look at them as goals for a sense of achievement.
6 - Don't ever tell an R he is no good, screwed up, and then leave the
guy.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 24 CROSS-REF _____

Purpose: When to close

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 53, para 7, line) END (p. 55, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: _____

- RULE: 1 - You go for a close whenever you feel you want to - there's no set time.
- 2 - The worst effect of close is a "no" or hesitation from P - just means that P is not ready.
- 3 - In closing, assume P is already agreed to join (e.g., "welcome aboard" and shake hands).
- 4 - To know when to close, you gotta know your applicant, you gotta feel what he's feeling through his speech and body language.

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

REPORT TYPE: _____ PCW
I.D.: Coder 1 S D SEQ 24 CROSS-REF _____

BLOCK
DESCRIPTION

CONTINUATION

RULE:

5 - In closing, prepare closes for P who is: a) ready to join;
b) hesitant; c) procrastinating; d) wants choices to feel in control.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 25 CROSS-REF _____

Purpose: Objection: Manipulation and Army as rigid.

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 55, para 3, line) END (p. 56, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Manipulation occurs when a person has no choice.

2 - R gives you information and lets you make your own mind up - this provides choices.

RULE: 1 - R "manipulates" only in the way that teachers or parents do.

2 - R "manipulates" in way when you want shirt and go to store, the salesman gives you information to decide on which shirt to buy.

3 - P needs to be educated that sometimes you cannot do what you want because of clearly defined rules (e.g., in Army), and sometimes because you feel you will lose too much security, money or responsibility (e.g., in civilian jobs). Either way, to do what you want can limit other choices regardless of whether job is military or civilian.

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

III. COMMUNICATION PATTERNS

OVERVIEW: R illustrates limitations of civilian job to show similarity with choices in military situation.

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns_x Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q__ I-C__ I-A__ I-E__ P-C_x Oth__

COMMON
PATTERNS: M-4 with M/W

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

Creates metaphor by picture painting to give P a different model of the world. Illustrates the limitation of civilian job once one is established and stable in work and community. [p. 55 (3,21)]

Also places P into future so he can image himself in story.

UNIQUE
PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 26 CROSS-REF _____

Purpose: Objection: Drug use in service and information to give to P

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

Setting: _____

Range: BEG (p. 56, para 3, line) END (p. 57, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF:1 - There are so many different things you can experience in the military, good and bad, that you'll never cover them all with the guy.

2 - Always be honest with P.

RULE: 1 - Don't be surprised if enlistee comes back and tells you about something you left out - that you didn't think of as important at the time.

2 - Handle objections by really thinking them out and putting them in perspective
for P.

3 - Follow up on P's relatives (Mom, Dad, wife, etc.) in area to let them know
you're still concerned about P - ask for P to call you collect.

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

III. COMMUNICATION PATTERNS

OVERVIEW: R provides dialogues to illustrate drug problems are no worse or less in military, and how to handle a goof by R (i.e., information he neglected to anticipate P would need to know). see p. 56 for dialogue.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

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

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:		

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 27 CROSS-REF _____

Purpose: Mall canvassing

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 57, para 3, line) END (p. 59, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Canvassing: It's nothing that's magic except you just gotta talk.

RULE: 1 - Always start with one person in group to talk to.

2 - Address something specific to that person based on their clothing (e.g., HS jacket) or knowledge of community goings on (e.g., "are you on the football team?")

3 - Allow P to lead you (e.g., "what's uniform for?"), give P control.

4 - Avoid general greetings that don't give P room for a specific answer that can lead into a conversation (e.g., "Hi guys, how you doing?").

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

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 28 CROSS-REF _____

Purpose: Selling parents

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 59, para 5, line) END (p. 60, para 2, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Parents are looking at the welfare of their kid.

2 - People that have money, didn't get it by squandering their money.

3 - Most people, if you approach them right, and talk to them right, will probably be more receptive to you.

RULE: 1 - You gotta instill in Mom and Dad, that this is a stepping stone for P to further himself.

2 - Emphasize P will get resources to accomplish his life goals through combination of money, tuition assistance, education centers, discipline and maturity.

3 - The advantage of BASIC is that it will change his attitude of I can't do it, because he will do it.

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

REPORT TYPE: PCW
I.D.: Coder 1 S D SEQ 28 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

RULE:

4 - The advantage of three years in service is that when he makes it through that, he is not going to give up on anything, he will continue his goals.

5 - The advantage of having P earn own money for college is that maybe P would like to do it on his own - like Mom and Dad did.

III. COMMUNICATION PATTERNS

OVERVIEW: R softens impact of his communication by using slight indirect phrasings.
Specifically applies AD and C-POST forms.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E x P-C___ Oth___

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: AD	Soften impact of phrase and act to limit degree of interpretation. (e.g., "little hesitant; probably more receptive; tell you a little bit more.")
C-POST	Softens impact of direct statement. ("Don't you think that will help?; Is he doing so bad? Is he still continuing his education.?")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S D SEQ 29 CROSS-REF _____

Purpose: Selling CAT levels

Cycle: Pros Rap Qual N&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 61, para 7, line) END (p. 64, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You should offer everybody the same regardless of CAT levels - what differs is the approach.

2 - The way you're going to talk to a guy, is going to be the way he presents himself to you.

3 - You might appeal to a different aspect of each person - but that has to do with listening.

4 - The more you find out about an individual, the easier it is to sell him.

5 - You gotta believe that something will happen - even if it's not there yet.

RULE: 1 - CAT 1s and CAT 2s usually have more experience in life, especially outside the home environment.

2 - When you stereotype your approach to a CAT level, you use a canned approach, and you're going to can yourself.

3 - There's two types of education - formal and street - and you gotta have both to be good.

4 - If you treat CAT 4s right, you can get 3A referrals - so treat people as people.

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

REPORT TYPE: PCW
I.D.: Coder 1 S D SEQ 29 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

BELIEF: 6 - We know certain things turn on certain groups, but just to arbitrarily
stereotype can get you in trouble after awhile - but why not find out
about it individually?

RULE: 5 - What recruits CAT levels is not stereotyping, but consistency in
recruiting - i.e., constant prospecting and constant follow - up.

PROTOCOL LOG

Coder: 1

Subject: E

[illegible]

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 1 CROSS-REF _____

Purpose: Success and control of time

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 5, para 3, line) END (p. 5, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Be the best out there.

2 - The only way to set your own hours is to be successful.

RULE: 1 - If you're producing, then you can set your own hours of work.

2 - If you're successful, people will leave you alone to keep getting your numbers.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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3.					
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5.					
6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 2 CROSS-REF _____

Purpose: Prequalification on initial phone contact

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

Setting: _____

Range: BEG (p. 5, para 5, line _____) END (p. 7, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - I can recognize right away if a person's going to go in - pending they are
qualified.

RULE: 1 - I get them prequalified real quick - right at the beginning.
2 - I've got to talk to them - for a few minutes - to tell if they want to go in.
3 - When I talk to them I can tell if they have the right attitude.
4 - 50% of the time, when I make an appointment, I can have them come in with
their documents.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
1.					
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5.					
6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 3 CROSS-REF _____

Purpose: Asking for the close

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

Setting: _____

Range: BEG (p. 7, para 7, line _____) END (p. 9, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Recruiters need to ask for committment from P.

2 - P must be committed to join if what he wants is available.

3 - A lot of parents have a preconceived idea that Army Reserve = Army.

RULE: 1 - It's a waste of my time to do a packet on a P I haven't got a committment from.

2 - In most cases, I want a committment right off the bat, unless there's parents involved.

3 - If parents are involved, I first sell the P, get him pumped up, and then see the parents.

4 - If P is sold, he will preprogram Mom and Dad before I get there.

5 - I'm not going to waste my time selling a maybe kid with parents.

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

BLOCK

DESCRIPTION

CONTINUATION

RULE:

6 - I'd rather sell the kid first because he's going to help me, he's
going to work on Mom and Dad before I get there.

7 - When I sell the parents, I sell them on the same program that P wants.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 4 CROSS-REF _____

Purpose: Strategy for a sales interview

Cycle: Pros__ Rap__ Qual__ N&I x FEBA x Clo__ H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: _____

Range: BEG (p. 11, para 11, line _____) END (p. 25, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - R should help P obtain maximum benefits when enlisting (e.g., by completing HS).

2 - Most Ps that walk-in have something they are hiding.

RULE: 1 - Good grades in HS indicate P is mentally qualified.

2 - If P is honest with embarrassing issues (e.g., if non-HS grad), then probably is being truthful with other questions.

3 - Changes in voice can indicate increased comfort or stress in P.

4 - When a non-verbal behavior changes (voice, body posture, etc.) listen closely a little while to find out why.

5 - If two Ps with friend, challenge friend to take CAST after P.

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

III. COMMUNICATION PATTERNS

OVERVIEW: R provides strategies to guide interview, relying on non-verbal behavior as guides. Softens impact of requests to P by using COM-AD, and FEBA-CON clauses

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q x I-C___ I-A x I-E x P-C___ Oth FEBA-CON

COMMON

PATTERNS: COM-AD

TECHNICAL RESULT OR OUTCOME

Softens impact of sensitive question.

("Do you realize you're a non-HS graduate and so...").

UNIQUE

PATTERNS: FEBA-CON with
SUB-T, MO, SRV,
C-LINK

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

Softens effect of request and presupposes
future action.

13(3,7)

AND (what I want to do now)

BEFORE (future action - "I tell of")

I would like to do (present action)

TO find out in my mind

IF you're going to be qualified.

REPORT TYPE: PCW
I.D.: Coder 1 S E SEQ 4 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

RULE:

6 - R should delay enlistment if P can complete education requirements
that provide him better entry benefits.
7 - I can tell if P is concealing information by their eye gaze, and body
posture.
8 - Even if I feel P wants to enlist, I still check he is mentally,
morally and physically qualified.
9 - Keep P feeling part of the organization during time before enlistment
in reserves by little tasks (e.g., getting required forms) and activities
(e.g., sports team).

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 5 CROSS-REF 1E24

Purpose: Response to lesbian issue in Army

Cycle:	Pros	Rap	Qual	N&I	FEBA	Clo	H-O x	DEP	F-UP	M/A	Oth
--------	------	-----	------	-----	------	-----	-------	-----	------	-----	-----

Setting:

Range: BEG (p. 25 , para 7 , line) END (p. 27 , para 3 , line

II. COMMUNICATION STRATEGIES

BELIEF:1 - I'm an employment agency and I'm going to get people qualified to get in.

2 - I'm to help P on the steps to get the job he wants.

3 - The only people in Army with those tendencies, are those who concealed it -
otherwise they would have been disqualified.

RULE: 1 - I try to sell the Army Reserve as a business

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.	<u>N&I</u>	<u>Apprehension</u>	C/FS	Mild concern	
2.	<u>H-O</u>	<u>Mild concern</u>	C-EX	Relief	
3.	<u>Clo</u>	<u>Relief</u>	R/S	Acceptance	
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: R refutes negative impression of AR produced by TV interview. Steps P through a series of perspective changers in order to convince P that if problem exists it is small and no different than civilian sector.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E x P-C x Oth___

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	SRV	Emphasizes inability to deal with situation directly. ("and I had to sit there and tell the TV set he's a liar.")
	C/FS with C-LINK	Have problem be seen as small. ("yes...there are problems, not big major mass problems.. AR is like any other major corporation.")
	C-EX	Refutes truthfulness of person stating "fact" by showing screening procedures person must agree to during interview.")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

REPORT TYPE: PCW

I.D.: Coder 1 S E SEQ 5 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: R/S	Notes reality that if people lie, they can bypass screening. ("If you hide it, it's like any other major corporation, people will get through.")
NEG-COM	Phrases command to pace attitude of P. ("I can't tell you it's not there.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 6 CROSS-REF _____

Purpose: Beliefs about staying with prospect

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

Setting: _____

Range: BEG (p. 27, para 4, line _____) END (p. 28, para 5, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - I'll never let a person die.

2 - I'm going to find out why you say no, and then overcome those objections.

3 - They've either got to tell me absolutely no, or I won't give up.

RULE: 1 - I will not accept a no, unless P is disqualified some other way.

2 - I give priority to those Ps closer to enlisting.

3 - If P won't enlist right away, I will continue with him, but I'll put P on the back burner.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
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6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 7 CROSS-REF _____

Purpose: Beliefs useful for an unreceptive cold call

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 30, para 3, line) END (p. 30, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - There's only one way to win this battle, I've got to strike first.

RULE: 1 - I've got to catch the guy off guard before he can bolster up his ego in front of friends.

2 - I've got to grab him and get him concerned with what I'm saying.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 8 CROSS-REF _____

Purpose: Example of never giving up with caring

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 32, para 14, line) END (p. 34, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Always try to help P - even if he is not committed yet.

RULE: 1 - If a walk-in says he's in no hurry - than he must be putting up a barrier -
since he sought R out.

2 - Help P to get job even if he's uncommitted - to show concern.

3 - If you wait long enough, P will drop the facade of no need for AR.

4 - Keep in contact with local employers to know good places to canvass and where
the jobs are.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 9 CROSS-REF _____

Purpose: Rules which apply to Pre-qualification

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

Setting: _____

Range: BEG (p. 36, para 7, line _____) END (p. 37, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It's a waste of time to set up appointment for unqualified P.

2 - There are degrees of qualifications on the phone: 1) those who are truthful; and, 2) others who will fudge.

3 - I don't believe in making calls just to make a contact.

RULE: 1 - Put humor in conversation to find out height and weight.

2 - The goal of making an appointment is dependent upon thorough qualifying before P comes in.

3 - On cold call ask them to join Army and then let them tell you a thousand times no.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 10 CROSS-REF

Purpose: Strategies to prospect

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting:

Range: BEG (p. 37, para 6, line) END (p. 38, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF:1 - Be an advertising billboard.

RULE: 1 - When I ran, I had AR written all over me.

2 - I wanted people to see me every day, and I waved at the same people each day.

3 - I ran at certain hours, so I hit high prospecting areas with people out.

4 - When I cold call, I'll ask if they saw me jogging.

5 - Find time at beginning of each day to consider how best to approach people.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 11 CROSS-REF _____

Purpose: Rules about forming rules

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

Setting: _____

Range: BEG (p. 38, para 7, line _____) END (p. 40, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You have to use some common sense in deciding which is more important about rules - power or authority.

2 - You have to distinguish which is more important about rule - being appropriate or a priority.

3 - There are rules to be successful, rules to keep out of trouble, and rules of recruiting.

4 - All rules are subject to change upon a given situation or environment.

RULE: 1 - If it keeps working, I use it.

2 - If it worked once, it will work again.

3 - If it works and it gets the job done quickest, continue it, it must be right.

4 - If I'm attaining the goals I set, using my rules, and I'm getting what I want out of them - I'll work it to death.

5 - My number one rule is use it if it gets more success, quicker (e.g., telephone usage).

6 - If something starts to fail, I'm going to have to adjust that rule.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 12 CROSS-REF _____

Purpose: How to increase chances for success

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

Setting: _____

Range: BEG (p. 41, para 11, line _____) END (p. 43, para 2, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Personally follow up - not to rely on others to do my job.

2 - Not to believe you're not capable of doing anything or to attain your goals.

3 - Have more faith in your own abilities.

4 - Give yourself credit for your abilities regardless of chances for success.

5 - Every long range goal has got a thousand little ones to get to it.

6 - Nothing is impossible.

7 - You gotta work your way up the hill, but never accept no.

RULE: 1 - Ask yourself for long range goals, what do you want in the end, what is it you're working for.

2 - Follow up on your personal actions, whatever's happening, to make sure they're attainable.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 13 CROSS-REF _____

Purpose: How do you know if your good at job

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

Setting: _____

Range: BEG (p. 44 , para 4 , line _____) END (p. 44 , para 10 , line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It's easier to be successful, than to waste time avoiding work.

RULE: 1 - You can tell R is good by: 1) his badge; 2) conversation with them; 3) if they enjoy it; and, 4) longevity - if they last out here.

2 - R will be successful if: 1) he completes the basic course; 2) comes out with a positive attitude; and, 3) follows certain patterns I think are good.

3 - The unsuccessful R doesn't want to work - that's all.

4 - The successful R asks questions, the unsuccessful R states excuses.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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6.					

REPORT TYPE: PCW
I.D.: Coder 1 S E SEQ 13 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

RULE: 5 - You can evaluate a new R by: 1) listening to conversation on phone or
in interview; 2) see if he knows his product; and, 3) see if he's getting
truthful statements.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 14 CROSS-REF _____

Purpose: Telephone call strategies

Cycle: Pros Rap Qual x N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 46, para 2, line) END (p. 48, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - People prefer not to waste their time.

2 - People will answer qualification questions on the phone if rapport is maintained.

3 - On the phone, you can qualify P mentally, morally and physically if you ask the right questions.

RULE: 1 - To qualify mentally ask: 1) have they taken ASVAB; 2) have they taken similar tests (SAT, PSAT); 3) grades; 4) courses (chemistry, algebra, trig.); 5) interests - these are all indicators of mental ability.

2 - To qualify morally ask: 1) ask for violations; 2) determine if waiverable; 3) determine marital status and if dependents.

3 - Determine if P is not honest by: 1) is this a spontaneous reaction or is P holding back; 2) change in voice tone; 3) split second delay in answer.

4 - To qualify physically review list of medical problems or diseases.

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

REPORT TYPE: PCW
I.D.: Coder 1 S E SEQ 14 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

RULE:

5 - When calling off ASVAB list, rapport is letting them know how
qualified they are.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 15 CROSS-REF _____

Purpose: Referral system via DEPers

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 52, para 9, line) END (p. 52, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Don't ask DEPers for referral, tell him to give it.

RULE: 1 - Tell DEPer to bring someone to sports activity.

2 - Tell DEPer to identify people in yearbook for referral.

3 - Give DEPer short time frame to produce name and phone of potential referral.

4 - Emphasize to DEPer you expect him to go as an E2 and that means to produce referral.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
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6.					

III. COMMUNICATION PATTERNS

OVERVIEW: R requests referrals from DEPer. Combines a "sandwich" of positive-negative-positive commands.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E x P-C___ Oth___

PATTERN OPERATOR

COMMON

PATTERNS: NEG-COM

TECHNICAL RESULT OR OUTCOME

Phrase command in negative terms since paces difficulty of tasks in P's mind. Sandwiching the negatively phrased command between the positively phrased ones helps to leave positive commands in forefront of awareness.

("I want you to bring two people. I don't want you to say no. I can't find anybody, I want you to bring me two people, we need them on the team.")

PATTERN OPERATOR

UNIQUE

PATTERNS:

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 16 CROSS-REF _____

Purpose: Asking for referral over phone from disqualified prospect

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

Setting: _____

Range: BEG (p. 54, para 8, line _____) END (p. 55, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Be honest with prospect.

RULE: 1 - If on phone, tell P if disqualified and why.

2 - If disqualified, continue to build rapport, but stop talking about AR.

3 - Ask if any friends ever mentioned interest at service at all, does know anyone who might be interested in part-time job with AR.

4 - Contact referral, using disqualified P as source of contact.

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

III. COMMUNICATION PATTERNS

OVERVIEW: R requests referral from disqualified P. Uses PACE, P and C-LINK to keep rapport and soften request.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E x P-C___ Oth___ PF

COMMON	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
PATTERNS: PF with P, C-BREAK		Lead in to request for referral. "But" marks out important clause. ("You know you're not qualified, but I know that you have friends that are mentally qualified just like you that took this test.")
	C-LINK with UQ, C-POST	Request for referral, using softeners. ("And has any of them ever mentioned interest in the service at all. Do you know anybody that might be interested in a part-time job with AR?")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 17 CROSS-REF _____

Purpose: What is product of AR

Cycle: Pros Rap Qual N&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 56 , para 3 , line) END (p. 57 , para 2 , line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The part-time job provides a quick, easy way to make money.

2 - The AR provides a fun way to make money.

RULE: 1 - I sell a part-time job, number 1, and a change of pace, number 2.

2 - The AR provides money and a chance to get away from home for a while, and the thought of being military while in HS

3 - I'm selling a part-time job where they can make enough on that one weekend they don't have to work during the week.

4 - Compare AR to current job: 1) Are you working now?; 2) Full-time or part-time?; 3) What type of job is it; 4) How many hrs. a week do you work there?;

5) compare what they would have made 1 weekend at AR vs entire wk. at current job.

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

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 18 CROSS-REF _____

Purpose: Interview strategies to gain committment

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

Setting: _____

Range: BEG (p. 57, para 8, line _____) END (p. 58, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Most people have two or three training interest areas.

RULE: 1 - Strategy to sell AR: 1) get interest in part-time job via money; 2) ask what areas of training they have interest; 3) match P's interest with available areas of training; 4) if P's choice is not available, tell them that and try to lean towards another area.

2 - Stay in constant contact with the Active Station Technician (AST) to avoid having to wait to weekend for permission to enlist into unit.

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

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 19 CROSS-REF _____

Purpose: Interview strategies - moving P to another interest area

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

Setting: _____

Range: BEG (p. 58, para 11, line _____) END (p. 61, para 8, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - Move P's interest area by saying, "you can make same money with same excitement, working with same type of people as X".
2 - Equate preferred area by activity - so if wants infantry then choose alternative that is exciting and allows them to get dirty.
3 - If P just wants the GI Bill, then program P in areas you know are readily available.
4 - Once a training area is found talk about: 1) benefits of area; 2) the rapport of the unit; 3) what they have to do to get there.

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

REPORT TYPE: PCW
I.D.: Coder 1 S E SEQ 19 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

RULE:

5 - I will let them know all the benefits right away - but not systematically.

6 - P knows all his benefits before he goes to MEPS.

7 - I will give him two or three different areas to discuss with MEPS counselor.

III. COMMUNICATION PATTERNS

OVERVIEW: R is switching P to consider an alternative training area. Uses CD to bridge from P's preferred to available training areas.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R x I-Q___ I-C___ I-A___ I-E___ P-C___ Oth___

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: CD	Outcome is to have P feel that choice of new training area is no different. ("Same money, same excitement and same type of people.")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 20 CROSS-REF _____

Purpose: Guidelines to good recruiting

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-U? M/A x Oth

Setting: _____

Range: BEG (p. 61, para 10, line) END (p. 63, para 2, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - There is a certain percent of failure for every success you have.

2 - ARC teaches recruiting techniques in an ideal setting - the field will be different.

3 - Do the best you can to where you feel good - don't recruit to minimum standards.

4 - After you made your requirements, everything else is a lot easier to make.

5 - Do the best you can because normally the best is way above what's required.

RULE: 1 - Pay attention to detail in the school - even things that seem unimportant.

2 - Know where to look for things when you don't know the answer.

3 - If things don't go good in the interview, not to let it personally effect you

4 - When you make minimum standards, take a deep breath, feel relaxed, and then go in and exceed them.

5 - Do not give your respect and authority away in the field - don't be a private

6 - If your way of doing it works, go on with it.

7 - Set goals you want to accomplish, don't work towards goals.

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

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 21 CROSS-REF _____

Purpose: Working to best of one's ability

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

Setting: _____

Range: BEG (p. 63, para 4, line _____) END (p. 65, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You learn the basics and then adapt it to your personality.

2 - It takes time to figure out what's good and what's bad.

3 - People fall short of goals all the time.

RULE: 1 - Do it your way, so you're satisfied with yourself.

2 - Once recruiters become successful, they start taking shortcuts - they forget what they learned and they start putting themselves in a jam - then they fall behind.

3 - Trust yourself - check out what you do and choose the sales style that works.

4 - You've got to experiment until you come up with what you know is going to be successful.

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

REPORT TYPE: _____ PCW
I.D.: Coder 1 S E SEQ 21 CROSS-REF _____

BLOCK

DESCRIPTION

CONTINUATION

RULE:

5 - Set your goal higher than minimum standards, so that if you fall short
you still have met requirements.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 22 CROSS-REF _____

Purpose: Objection: College now, AR later

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

Setting: _____

Range: BEG (p. 66, para 14, line _____) END (p. 67, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: _____

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

III. COMMUNICATION PATTERNS

OVERVIEW: R shows P how outcome is achieved in new way. Uses contingency FEBA-CON as delivery form.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C x Oth FEBA-CON___

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: R/S	Pace reality of P. (IF join AR now, THEN will miss semester of school.)
M/W	Show how model of world can accomodate outcome through joining AR. ("AND you'll come back with same amount of college credits AS IF you'd gone to school, BECAUSE college credits are given for BASIC and AIT.")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS: FEBA-CON	IF (do x) THEN (not do y) AND (will have benefit of y) AS-IF (doing y) BECAUSE (strategy to get benefit) WHERE x = unfavored activity y = favored activity	22(14,1)

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 23 CROSS-REF _____

Purpose: Objection: BASIC is too tough for females

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 67, para 7, line) END (p. 68, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - BASIC is there to help you, not to break you.

RULE: 1 - Review all features of BASIC so there are no surprises.

2 - Note P will start out in small segments and work up to what is expected - and it will surprise you.

3 - BASIC is geared for females - you are not in competition with males.

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

III. COMMUNICATION PATTERNS

OVERVIEW: R changes perspective of female P toward BASIC. Uses a series of P-C patterns (RE-D, IN, A-OUT) as well as presuppositions about successful completion.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C x Oth_____

COMMON	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
PATTERNS: RE-D with IN	A-OUT with P	<p>Redefine BASIC from hard work to fitness spa.</p> <p>("If you can meet standards to go in, you're going to go through a physical training program most ladies would pay money for to get in shape - and we'll keep you on a program that you won't break.</p> <p>Provide another outcome of BASIC.</p> <p>("When you come out, you'll have a whole different outlook because you're going to be in best physical shape ever.")</p>

UNIQUE	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 24 CROSS-REF 1E5

Purpose: Objection: Lesbian in Army and males in BASIC

Cycle: Pros ___ Rap ___ Qual ___ N&I ___ FEBA ___ Clo ___ H-O x DEP ___ F-UP ___ M/A ___ Oth ___

Setting: _____

Range: BEG (p. 68, para 5, line) END (p. 71, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF:1 - There shouldn't be any objections since AR will really help you.

2 - P is stupid if he doesn't grab benefits of AR.

RULE: 1 - As I describe BASIC to P, I imagine the before and after effects on P.

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

III. COMMUNICATION PATTERNS

OVERVIEW: R handles objections related to males in BASIC and females encountering lesbians. Uses P-C challenges to widen perspective of Ps and to present strategies to deal with situation in future.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q x I-C___ I-A x I-E___ P-C x Oth_____

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: LP with P

Use comparison operator and presupposition to paint picture of result of BASIC.

("...the only thing that's the same is your name, you're going to get a lot more respect, more acknowledgement... I guarantee that is a great feeling.")

R/S with A-OUT

Describes reality of BASIC followed by another outcome.

("It's not a piece of cake...there's a lot of physical training...it all sounds like torture...get you in great shape...there's excitement...best shape ever...we pay you.")

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

REPORT TYPE: PCW

I.D.: Coder 1 S E SEQ 24 CROSS-REF

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: AS with C/FS

Asks female P if she isn't capable of dealing with lesbian issue if encountered. Also gives strategy and changes frame to equate Army and civilian world..

("Are you grown up enough, or are you intelligent enough to recognize it when you see it out there? And if you see it, avoid it. Doesn't matter where you're at, in the Army or a fast food restaurant, avoid it. And then go on with your goals.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S E SEQ 25 CROSS-REF 1E5, 1E24

Purpose: Generation of reply to objection

Cycle: Pros ___ Rap ___ Qual ___ N&I ___ FEBA ___ Clo ___ H-O x ___ DEP ___ F-UP ___ M/A ___ Oth ___

Setting: _____

Range: BEG (p. 71, para 3, line) END (p. 74, para 2, line)

II. COMMUNICATION STRATEGIES

BELIEF:1 - I convince myself at same time I convince P.

RULE: 1 - In my mind, I say that is not a valid excuse - not an objection.

2 - All I have to do is tell P why I don't think it's a valid excuse.

3 - I imagine how P came to this conclusion (hearsay) and I've got to make P realize you don't generalize on hearsay.

4 - I imagine how actual situation occurred and how it became hearsay, so I can explain it to P.

5 - I recommend P take the same action in response to event P would do in civilian world.

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

PROTOCOL LOG

Coder: 1

Subject: F

[illegible]

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 1 CROSS-REF _____

Purpose: Rules for prospecting

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 4, para 8, line) END (p. 8, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Just because a guy has seen another service doesn't mean he's sold on it.

2 - Anyone I talk to is mine.

3 - I'd rather lose a few that are turned off and get the many who aren't.

4 - Always be on the offense.

5 - The only time to give up on someone is when they have a scholarship to college.

RULE: 1 - You have to constantly resell what you have, so P won't go somewhere else.

2 - Always go back and recontact these people who initially didn't want to go.

3 - You can identify the ultimate buying motive by body motions, facial expressions, little smile, etc.

4 - You want to get your point across before he says anything - eliminates many unimportant questions in P's mind.

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

REPORT TYPE: PCW
I.D.: Coder 1 S F SEQ 1 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

RULE:

5 - For many Ps, basic training = basic fear - overcome that fear by
ignoring it too a point and then come back, ease his mind ("Isn't all that
difficult", tell facts about it).
6 - Just keep persisting even though a guy's going to give you a negative
response.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 2 CROSS-REF _____

Purpose: Communication at level of P

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 8, para 5, line) END (p. 10, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You have to speak at their level so they find out you're a human being,
interested in them.

RULE: 1 - I communicate with these kids, bring it down to their level.
2 - You get to be quick, don't give them time to change their minds.
3 - If you get a commitment, you get them up there as soon as possible.

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

III. COMMUNICATION PATTERNS

OVERVIEW: R is talking to resistant P who steals from parents. Uses NEG-COM to have P know under what conditions (emotional state) to contact R.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q x I-C___ I-A x I-E x P-C___ Oth___

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: UQ	Emphasizes statements - forces situation into either/or. ("everything for you, all these years, all you do.")
NEG-COM with FP	Sets condition under which P will contact R. ("Never call me again, and I don't want nothing to do with you because I don't want you in Army. When you're ready to grow up, call me.")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

REPORT TYPE: PCW

I.D.: Coder 1 S F SEQ 2 CROSS-REF

PATTERN OPERATOR

COMMON

PATTERNS: P with
T-LINK

TECHNICAL RESULT OR OUTCOME

Presupposes action of revisiting R is related to negative
comment given earlier.

("I guess that you come in to join the Army, since you
came in to see me.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 3 CROSS-REF _____

Purpose: How do you know when in rapport

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 10 , para 3 , line) END (p. 10 , para 5 , line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Communication goes along with rapport - to be effective you need both.

2 - There's always a way to get rapport.

3 - Ps will change their behavior if you ask them sincerely (vis a vis opening up).

RULE: 1 - When in rapport, P will talk more and maintain eye contact longer.

2 - If not in rapport, find a way around it, don't give up.

3 - Use humor to get rapport.

4 - As a backup strategy, tell P what you are observing (e.g., "you don't talk much") and what you want from P (e.g., "you gotta talk to me") - and P will start opening up.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.	N&I	Hesitation	MF	Confusion	
2.	FEBA	Confusion	IN	Understanding	
3.	Clo	Understanding	AIF	Acceptance	P talks
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: R is moving P from low rapport, low dialogue, to opening up to R. R dissociates P from sales interview to having P think about his surroundings. R then moves P through sequence of P-Cs until P can give himself permission to dialogue with R.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ i-E___ P-C x Oth CON, AIF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: MF with P	Moves P's focus outside of R's questions onto P's behavior. ("You don't talk very much, you gotta talk to me.")
IN with S-CON	R states his positive intention for asking P to talk. ("Once I find out what's going on, then I can plan a program for you. Unless you talk to me, I'm not going to know these things.")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

REPORT TYPE: PCW

I.D.: Coder 1 S F SEQ 3 CROSS-REF

PATTERN OPERATOR

COMMON

PATTERNS: R/S

AIF

TECHNICAL RESULT OR OUTCOME

R attempts to move P to state where he will talk by referencing a natural experience for P.

("You're not like this at home, are you? What does Mom do at home to get you out of this shell? You can talk to me, can't you?")

R creates a situation where P can pretend it's okay to talk with R.

("Well, you can talk to me. Just pretend I'm your older brother...pretend I am though.")

Note: P had no older brother.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 4 CROSS-REF _____

Purpose: _____

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

Setting: Caring for P

Range: BEG (p. 12, para 9, line _____) END (p. 13, para 9, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A R has got to show that he cares for P.

2 - A P wants R to like him - everybody wants to be liked.

3 - I want P to write from BASIC, I want to see what they're doing.

4 - It's important to care for P, it breeds success.

RULE: 1 - If R cares, then P knows he's not just a number.

2 - If P thinks he is a number to R, he won't join.

3 - Once you show P you care, he's going to do a lot more things for you.

4 - I treat Ps just like I treat anybody else.

5 - I spend time with Ps, take them to movies or restaurant, find out what's happening on home front, offer advice from my own experiences.

6 - I tell Ps, if they don't write me from BASIC, I'll wonder if they survived.

7 - I contact their parents when P is gone, see how P is doing.

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

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 5 CROSS-REF _____

Purpose: How know when have done a good job

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 14, para 3, line) END (p. 17, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - I'm going to get the most [awards] out of a job.

2 - I'm greedy. I love to get everything I possibly can get - Awards.

3 - I have to have excitement constantly.

4 - Satisfaction comes when you've won - or at least made a tying effort.

5 - You will have a tough time if you let the job get to you.

RULE: 1 - If I get the most of a job, then it gives me satisfaction of knowing I did a good job.

2 - I get mad whenever anybody beats me out for an award.

3 - I know I'm doing good if the parents come in and thank me for putting their sons in the Army, saying they changed 100%.

4 - I know I've done a good job when I overproduce each month.

5 - If you don't do nothing and you don't care to, then you will be a loser.

6 - If you've done your job and try everything and fail - that's a tying effort.

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

PCW

Code r

1

2

F

SEQ

5

CROSS-REF

DESCRIPTION

CONTINUATION

7 - Don't be afraid to admit when you're wrong - nobody's perfect.

8 - If you strive for perfection all the time, you won't be happy.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 6 CROSS-REF _____

Purpose: How know if other R is good

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

Setting: _____

Range: BEG (p. 19, para 7, line _____) END (p. 21, para 2, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You become number one through the efforts of all the individuals involved.
2 - R has got to be consistent to be good.

RULE: 1 - R is good if he does his share of work - puts in mission and over produces.
2 - R is bad if he doesn't care about team or is insecure - leads to holding back on people.
3 - R is good if he's got good rapport live and on phone, and has a low rate of losing people on floor.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.	N&I	Apathy	C-POST	Concern	
2.	Clo	Concern	CONS	Desire	
3.	FEBA	Desire	R/S	Conviction	P enlists
4.					
5.					
6.					

III. COMMUNICATION PATTERNS

OVERVIEW: R provides rationale for P to join even though financially well off. R pre-supposes that Army will prepare P to handle money (or goals) as well as father - and that P desires this. Uses C-POST to draw P into feelings, then follows by reframing the negative consequence of not joining followed by the "realistic" benefit of enlistment.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q x I-C___ I-A___ I-E x P-C x Oth___

COMMON	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
PATTERNS: C-POST with MO, CONS, OR		R uses C-POST to put P into feelings and then completes feelings with consequence of not joining.
R/S		("Don't you feel your Dad went through all this, don't you feel that you should go through same experience or do you want to sponge off him.")
		R challenges P as to his ability to be effective without Army.
		("Are you going to know how to keep it? You made it, you don't know how to keep it?")

UNIQUE PATTERNS:	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 7 CROSS-REF _____

Purpose: Importance of experimenting to develop sales style

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

Setting: _____

Range: BEG (p. 21, para 6, line _____) END (p. 21, para 10, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Don't be afraid to do anything.

RULE: 1 - You've got to make errors to find out what's effective - trial and error.
2 - A guy's foolish if he repeats a mistake twice.
3 - The school interview techniques can make you successful.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 8 CROSS-REF _____

Purpose: Making appointment by phone

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 21, para 14, line) END (p. 22, para 9, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Any R who spends over 4 minutes on phone is ineffective.

2 - Your main priority on phone is to get the appointment.

3 - R initial goal is to get face-to-face contact.

4 - P may be qualified, but think he isn't medically.

5 - More time on phone, the more boring it gets.

6 - The challenge is in face-to-face contact.

RULE: 1 - Pre-qualify face-to-face -- allows you to talk to P about Army even if he's not qualified.

2 - Make 3 or 4 appointments in same area in case one is not qualified.

3 - If P thinks he isn't medically qualified - check it out with doctor first.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 9 CROSS-REF _____

Purpose: What does R sell?

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

Setting: _____

Range: BEG (p. 23, para 1, line _____) END (p. 23, para 7, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - I'd sell P anything that interests him because he's going to end up liking it anyway.

RULE: 1 - You sell them programs - money, college fund, etc.

2 - I sell college money - my area is poor.

3 - Get P what he wants first, he will like Army eventually because that's a means to his goal.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 10 CROSS-REF _____

Purpose: Selling by CAT level

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 25, para 3, line) END (p. 27, para 4, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You're always truthful with them when you're pushing for a committment.

2 - I treat them all as human beings.

3 - Everybody has something good in him.

RULE: 1 - If P has a high QT I use the entire SMAATTRESS since he has many Army options open to him.

2 - I use my DEPers to prescreen the LRLs for who's smart - and they know who's in the top of the class.

3 - I treat 3As different from 3Bs or 4s since I can get them more.

4 - A kid may be smart but act and dress differently because he's never been taught right - keep that window of judgement open.

5 - Just because P is sloppy, doesn't mean he doesn't care.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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4.					
5.					
6.					

REPORT TYPE: PCW
I.D.: Coder 1 S F SEQ 10 CROSS-REF

BLOCK DESCRIPTION	CONTINUATION
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RULE: 6 - Any kid can be effective in the Army if he can use his own way of
doing things.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 11 CROSS-REF _____

Purpose: Determining the DBM

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

Setting: _____

Range: BEG (p. 28, para 3, line _____) END (p. 28, para 7, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The DBM is always there - waiting to be discovered.

2 - You gotta find the DBM - do it - you can find it - it's easy.

3 - A part of rapport is being honest.

RULE: 1 - Discover the DBM by keep asking questions - over and over in different areas - find out where he really shows the most interest.

2 - I go over the hows and whys three times in the same area, then I go on to something else.

3 - You keep going (asking questions) till you find the DBM.

4 - If a kid comes into station he should go, but he's waiting for that certain click (DBM).

5 - Sometimes you can be direct in identifying the DBM ("what do you want?")

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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6.					

REPORT TYPE: PCW
I.D.: Coder 1 S F SEQ 11 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

RULE:

6 - Tell P what you can get him, and what you can't, and why - in order to
maintain rapport.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 12 CROSS-REF _____

Purpose: Attitude to be successful

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 30, para 5, line) END (p. 31, para 9, line)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - To be successful: a) honest; b) communicate effectively; c) don't be afraid to experiment; and d) care.
2 - Don't worry about things you can't change - just move on with what you're supposed to be doing.
3 - These are linked: If honest and caring then will communicate well then you'll constantly follow-up - and if things go wrong forget it and move on (FIDO). -
4 - Tell P everything he wants to know, tell him about it, tell him that when he goes up he doesn't have to contract.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 13 CROSS-REF _____

Purpose: Preparing P for BASIC

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 31, para 13, line) END (p. 32, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If a kid tries he will make it through BASIC.

2 - If a kid quits BASIC, he will be a loser his whole life.

3 - Be honest with kid about life in BASIC.

RULE: 1 - Give P a strategy to succeed in Army (e.g., expect to be told what to do, volunteer for leadership position, always do your best, etc.).

2 - Let P know that quitting BASIC is a choice which will be with him his whole life.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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III. COMMUNICATION PATTERNS

OVERVIEW: R is preparing P for realities of BASIC. Uses a string of IF-THEN contingencies to presuppose the implications of success in Army versus failure in BASIC (due to lack of effort).

PREDICATE: Vis Aud Kin Olf-Gus Uns Specific

SYNTAX/

SEMANTIC: I-R x I-Q I-C I-A x I-E P-C Oth FP-CON

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: CD with P	Emphasizes intensity of statement with CD, then removes stress by presupposing success. ("...most difficult period he's ever going to adjust to.")
APV	Moves current lifestyle into passive and future Army life into active.. ("Your used to waking up...used to going to bed when feel like...someone's going to be telling when to wake up... what you gotta do.")

<div> <div>UNIQUE PATTERNS:</div> <div>PATTERN OPERATOR</div> </div>	<div>TECHNICAL RESULT OR OUTCOME</div>	<div>EXAMPLE</div>

REPORT TYPE: PCW

I.D.: Coder 1 S F SEQ 13 CROSS-REF

PATTERN OPERATOR

COMMON

PATTERNS: FP-CON with P

TECHNICAL RESULT OR OUTCOME

A series of contingent statements that presuppose benefit or not of actions. As P agrees, he moves into strong commitment to Army. Assume high rapport between R and P.

("If you're not prepared to do that, you're not ready for the service.")

("If you don't try, then for rest of life will regret it. You're going to say, 'why did I give up?'")

("If you quit, I don't have no time for you.")

("If you quit the service, you're going to be a loser the rest of your life.")

("If you try and you know you tried, at least you gave it your best shot.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 14 CROSS-REF _____

Purpose: Importance of referrals

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 34, para 5, line) END (p. 34, para 15, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Rs avoid the phone due to fear of rejection.

2 - Rejection is part of the job.

RULE: 1 - 90% of my prospecting is based on referrals.

2 - In prospecting, hit the telephone, don't be afraid of it.

3 - If you're not getting some rejection, you're not doing your job.

4 - If R is effective, another service won't enlist someone he's talking to.

5 - If R is effective, then R gets interested in what kid is doing.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 15 CROSS-REF _____

Purpose: Definition of an objection

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

Setting: _____

Range: BEG (p. 35, para 1, line _____) END (p. 38, para 7, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - An objection is a stopping point where a guy might not want to go into the service because he's got a fear of something or he's not quite sure of something.
2 - An objection is based on fear - when he objects to the military altogether.
3 - Most times people have confusions, they're not sure of something.

RULE: 1 - If you overcome that fear then you're going to get him.
2 - If he keeps coming up with objections, he doesn't want to go in service, so you say "well good luck to you - when you grow up a little bit more, come in and and see me."
3 - Basic training is probably the biggest - and it's easy to overcome. Just tell them the truth about basic and then appeal to their manhood.
4 - An objection is a point in the sales interview that wasn't covered clearly.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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REPORT TYPE:

PCW

I.D.: Coder 1 S F SEQ 15 CROSS-REF

DESCRIPTION

RULE:

5 - It's easy to overcome objections/confusions because all you do is go over it in detail.

III. COMMUNICATION PATTERNS

OVERVIEW: R is responding to objections from P and redefining the situation to ease P's
comfort level. R applies redefinition to remove the barrier of an "objection"
and replaces it with a "natural" confusion - a stopping point. As a backup R
uses future-pacing to set up conditions for objections he cannot handle
immediately.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C___ Oth FP-CON___

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: FP-CON with AD

Sets up future criteria so P will know when to feel it's
time to recontact R.

("When you grow up a little bit more, come in and see
me.")

("See me when you grow up.")

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

REPORT TYPE: PCW

I.D.: Coder 1 S F SEQ 15 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERN: Re-D, P	Redefines P's objection from big barrier to little confusion. ("What are you confused on? You got any questions?") ("Well, I know I'm confusing you. Let me explain this further in detail to you.") ("Now do you have any further things that you're confused about?")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 16 CROSS-REF _____

Purpose: Closing techniques

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 38, para 9, line) END (p. 40, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Nine times of ten, your assumptions in closing are correct.

2 - I like to take a chance.

3 - You may lose some battles, but you win the war if you leave here with 3 sapphires and a gold badge - if you get the ring you take the world.

RULE: 1 - I close when all questions are answered, his confusions are no longer confused.

2 - After I answer P's questions, I insure his going by giving him permission to call me at home if he thinks of anything else.

3 - In closing, I assume he's joining, I don't even ask that, I tell him (e.g., "when your ready to go?")

4 - My closing assumptions are based upon what P says he wants (e.g., college money).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 17 CROSS-REF _____

Purpose: MEPS GC

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 41, para 7, line) END (p. 42, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The MEPS GC is there to help me out.

2 - P is more cooperative with MEPS GC if he is given permission to not sign up if P doesn't like job offered.

RULE: 1 - If I sometimes miss something, the MEPS GC can cover me.

2 - I keep good rapport with MEPS GC.

3 - I talk to them once a week to keep current of USAREC position changes.

4 - I try to help out MEPS GC with little things (photo-copy, coffee, etc.).

5 - I tell P to cooperate with MEPS GC, listen to him and work with him to find a good job - if he tries to force something you don't want then leave and see me.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S F SEQ 18 CROSS-REF _____

Purpose: Motivation of R

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 42, para 5, line) END (p. 42, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - R has got to motivate himself.

2 - If R doesn't want to do that, he's not going to.

RULE: 1 - I motivate new Rs by flashing an award I've achieved that they haven't.

2 - If an R doesn't want to be here and he's going to do the lousiest and he's determined to do it, there's nothing going to change him.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL LOG

Coder: 1

Subject: G

[illegible]

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 1 CROSS-REF _____

Purpose: How know if good job as R

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 1, para 1, line) END (p. 1, para 10, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Satisfaction and challenge are what make a job worth doing.

2 - Challenge helps you to grow, makes you more knowledgeable about a job, which gives more confidence, which allows you to react on the job smarter than a non-confident person.

RULE: 1 - I know I've done a good job when: 1) my critics tell me; 2) people come back and state their appreciation; and, 3) mission accomplishment.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 2 CROSS-REF _____

Purpose: What is rapport

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 3, para 3, line) END (p. 3, para 7, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Rapport is the establishment of credibility so P will believe in you.

2 - Rapport is communication.

3 - The establishment of rapport is the primary reason people enlist.

RULE: 1 - If P believes in you, 9 out of 10 times you can sell your bill of goods.

2 - You establish rapport by setting an example through your actions.

3 - If you have rapport with P, then P is willing to communicate with you - orally, visually and symbolically.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 3 CROSS-REF _____

Purpose: How know if R is good at job

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

Setting: _____

Range: BEG (p. 9, para 7, line _____) END (p. 11, para 5, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - This is a job where you can't change your attitude and be effective.

RULE: 1 - R can be judged as good based on: 1) how R carries himself; 2) amount of appointments being made; 3) amount of professionalism displayed during appointments; 4) how they talk about the Army; and 5) how they perceive the Army.

2 - I can tell through a brief discussion by things that you say and things that you do.

3 - I can see the rapport by the exchange of information between the R and the P - a lot of questions, a lot of answers and good facial expressions.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 4 CROSS-REF _____

Purpose: Guidelines to achieve excellence

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

Setting: _____

Range: BEG (p. 13, para 3, line _____) END (p. 15, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A successful R has the proper attitude and motivation.

2 - A R needs a sound attitude - the attitude of wanting to put somebody in the Army, of wanting to tell them about the Army, and the career opportunities that it's got.

RULE: 1 - To be successful as R: 1) always be military; 2) don't ever compromise their integrity; 3) have polished telephone and interview techniques; 4) expect no two interviews to be the same; 5) adjust your attitude based on the attitude of people you're dealing with; 6) develop that particular gut feeling of when to change attitudes when interviewing; and, 7) product knowledge.

2 - To be "military" means a person who lays out the military in such a way that somebody else wouldn't mind being a part of it.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 5 CROSS-REF _____

Purpose: Desire to win and setting standards

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

Setting: _____

Range: BEG (p. 16, para 4, line _____) END (p. 17, para 8, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Accomplishment comes from a desire to do what had never been done with it
before - exceeding every area of objective I was given.

2 - Competitive is just doing what's required.

3 - Standards are established by each individual - to be set and broken as you
move toward your ultimate capacity.

4 - Desire to be first.

RULE: 1 - Accomplishment requires planning and real hard work.

2 - I like to see how far I can go (in accomplishing).

3 - People show you respect when you perform at ultimate capacity.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: R uses metaphor to describe advantage of taking the lead in setting personal performance standards.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C x Oth_____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	M-4	Metaphor to convey advantage of taking lead in performance standards. ("I feel better if I'm leading the parade than I do if I'm just a regular band member. See, because I can do a lot with that band if I'm leading it, where I would have to conform if I was in the ranks. So it's personal satisfaction that I get from being able to perform at that level. And the drum major instinct can be used in many ways in your job, my job or any job.")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 6 CROSS-REF _____

Purpose: Manipulation and selling - the referral system cycle

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 18, para 1, line) END (p. 19, para 7, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Manipulation is when you're using the system to benefit you.

2 - Helpful attitude is when you're helping someone else resolve a problem or a need.

3 - Success is based on keeping the referral cycle going..

4 - Recruiting is a long term sales cycle.

RULE: 1 - The type of image a R portrays to an individual is what's going to go out and generate another referral or another person's interest in Army.

2 - Technically you could recruit without a helpful attitude (i.e., manipulate), but that will produce an enlistment without any feeling and no referrals.

3 - The R has got to have that willingness to bring out everything that he can offer to that individual - for P to go out, pass the word on and keep the referral cycle going.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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6.					

REPORT TYPE: _____ PCW
I.D.: Coder 1 S G SEQ 6 CROSS-REF _____

BLOCK
DESCRIPTION

CONTINUATION

RULE:

4 - What you go through and do with an applicant today, you better believe
will be out there in the community tomorrow.

5 - A helpful R will go the extra step to tailor a program for the P.

III. COMMUNICATION PATTERNS

OVERVIEW: R tells metaphor to illustrate how helping someone is compatible with doing your job.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C x Oth___

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	M-4	Metaphor for providing a helpful service to people who keep getting stuck. ("My car was stopping three times a week on the interstate. I said, I'll check on it because it runs hot, right? You're stranded on the side of the road, okay. You go down to a service station, you tell him what your problem is. Yes, I understand what your problem is and I want to help so that you won't be stranded on the side of the road. I'm on the side of the road 3 days out of the wk., okay. I want to put you a new thermostat in your car so you'll operate safely. Okay, is that helping you? That is helping you.")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 7 CROSS-REF _____

Purpose: Objectives versus goals - objectives have criteria & time frames

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

Setting: _____

Range: BEG (p. 19, para 11, line _____) END (p. 20, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A goal is something that's thrown against the wall with no hope, or no set standard to go for that particular achievement.

2 - Objectives have specific standards for accomplishment and a time frame to complete them in.

RULE: 1 - People get objectives and goals confused.

2 - You need to set objectives along with goals.

3 - For example, a goal is "I will quit smoking in 1986", but the objective might be, "I'll quit smoking in 25 months."

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 8 CROSS-REF _____

Purpose: Adjusting style of selling - example of a backup selling strategy

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

Setting: _____

Range: BEG (p. 20, para 13, line _____) END (p. 22, para 5, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - An exchange with people will generate a feeling which will let you know what to do, what style to adopt.

RULE: 1 - The importance of adjusting your style is to match the attitude of the people around you (e.g., liberal, pragmatic, etc.) on the premise that gasoline and water don't mix.

2 - You know you have the right style by the feelings, by exchange, by communicating based on what those people say, how they sit up, how they respond to your questions, how you respond to theirs.

3 - If R has a bad feeling then be very pragmatic, a course line interview, straight to the point, no room for deviation or fluctuation.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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6.					

REPORT TYPE: _____ PCW
I.D.: Coder 1 S G SEQ 8 CROSS-REF _____

BLOCK

DESCRIPTION

CONTINUATION

RULE:

4 - R must learn to adjust along with P throughout the interview -
changing styles one, two, three or more times.

5 - R learns when to use different styles by trial and error - finds an
opening, interjects it, and finds out or waits on the feedback from that
person.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 9 CROSS-REF _____

Purpose: Making appointments, rules on closing

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 25, para 5, line) END (p. 26, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - At whatever time I can close, I will close.

2 - It's easy to close the sale.

RULE: 1 - Call referrals the afternoon following school.

2 - Lock up the appointment - close the appointment up.

3 - Call back one hour before the appointment.

4 - At home appointment, first tell parents real reason why you are there, (e.g., so P can have information about Army and how it can benefit him).

5 - Do your prequalification over the phone prior to appointment.

6 - Use sales book to uncover needs & interests - and do a summary on each one.

7 - I want to be sure to do at least one closing during course of the interview.

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

III. COMMUNICATION PATTERNS

OVERVIEW: R illustrates a way to close P without directly asking to join US Army. R demonstrates two forms of EM-Q used as closing statements on P. Also has example of stating positive intention of visit to bypass resistance to hom appointment.

PREDICATE: Vis__ Aud__ Kin__ Olf-Gus__ Uns__ Specific__

SYNTAX/

SEMANTIC: I-R__ I-Q x I-C__ I-A__ I-E x P-C x Oth__

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON	
PATTERNS: EM-Q with OR	Form useful to close an appointment - indirectly suggest purpose of meeting and directly confirms choice of time. . ("Now, what I would like to do is get an appointment for you sometime tomorrow. Would 3:50 or 4:50 be better for you?")
IN with AD, P	States positive intention of visit (i.e., information not recruitment. ("This is so P can have some information about US Army and how he can benefit from joining the US Army.")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE		
PATTERNS:		

REPORT TYPE: PCW

I.D.: Coder 1 S G SEQ 9 CROSS-REF

PATTERN OPERATOR

COMMON

PATTERNS: EM-Q with MO

TECHNICAL RESULT OR OUTCOME

Softens indirect question even further through addition of "not" to MO. Makes it unclear if question to be answered is the negative form (e.g., not be nice) or the colloquial form (e.g., be nice - deleting not).

("P, wouldn't it be nice to be a member of the US Army? [If nods yes then], Well I'm going to make you a good member...I'll show you how to be good.")

("P, wouldn't you like to have this lump of money in your pocket right now? Five to six hundred dollars would come in handy right now, wouldn't it?")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 10 CROSS-REF _____

Purpose: Flexibility of style: Interested P won't talk

Cycle: Pros__ Rap__ Qual__ N&I x FEBA__ Clo x H-O__ DEP__ F-UP__ M/A__ Oth__

Setting: _____

Range: BEG (p. 26, para 3, line _____) END (p. 27, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - Determine communication tactic of P - verbal, non-verbal or symbolic.
2 - When you find out you have to do communicating, you really have to direct it.
3 - If you're having to do all the talking & there are no questions asked, you have to take control and direct that.
4 - In directing, make such statements as: 1) I would like to see you...; 2) will you be able to make it...; 3) do you know where it is...; 4) when you come in ask for...; 5) if you know you'll be late, call me; etc.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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REPORT TYPE: PCW
I.D.: Coder 1 S G SEQ 10 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

RULE: 5 - A sign you need to direct conversation explicitly is if there are no
questions and no real objections.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 11 CROSS-REF _____

Purpose: Flexibility of style: Talkative P, MEPs walk-through

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

Setting: _____

Range: BEG (p. 27, para 5, line _____) END (p. 29, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Adjust your style to expectations of P.

RULE: 1 - If P knows he wants to join then R's attitude should be to direct himself and his people to get P exactly what he wants.

2 - If P wants to join, do interview stroking P's expectations about Army (cf: interview summary on pp. 28(3) - 29(1)).

3 - Following walk-through of MEPs, do a close, shake hands and reaffirm sale.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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III. COMMUNICATION PATTERNS

OVERVIEW: R walks P through the MEPs processing cycle. Demonstrates various forms of asking indirect questions and/or presupposing internal process of P.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R x I-Q___ I-C___ I-A x I-E x P-C x Oth___

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	AWARE	Brings awareness of persupposition described into forefront of mind. ("Now, you realize that you'll be going into Army.")
	IN with EM-Q, P	Sets positive intention of R, while presupposing enlistment. ("Now, what I'd like to do is take you through a course of events that's going to transpire between now and the time you complete AIT.")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

REPORT TYPE: PCW

I.D.: Coder 1 S G SEQ 11 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	P	Presupposes how P will perceive events at MEPs. ("They will request that job you are so concerned about in...") ("It's not going to be long, because you're actually getting what you want.")
	TAG	TAG adds ambiguity to what is being asked and so softens impact of direct question. ("You do want to enlist in the medical field, don't you?")
	COM-AD with CD	Thank-me-for-you form of making person feel good about their judgement to see R. ("I do appreciate you taking the opportunity to find out how you can better yourself.")
	P with CD	("I don't think you can make a better decision than the one you're making right now.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 12 CROSS-REF _____

Purpose: Preparing for BASIC, rules to keep a perspective

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP x M/A Oth

Setting: _____

Range: BEG (p. 29, para 9, line) END (p. 31, para 16, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Prepare P better for future if you generate a picture of P doing it in your mind.

RULE: 1 - When painting a picture, see it from your own eyes - as if there.
2 - Inside picture, observe what is happening to P and others around P.
3 - Paint pictures in your mind to generate experiences as P will have them.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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III. COMMUNICATION PATTERNS

OVERVIEW: R walks P through basic training. Begins and ends with benefit of BASIC.
Mainly use P-C frames to have P form expectations about BASIC. Note use of
tense change from front to back of dialogue.

PREDICATE: Vis x Aud Kin Olf-Gus Uns Specific

SYNTAX/

SEMANTIC: I-R I-Q I-C I-A x I-E P-C x Oth

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	IN	<p>States positive intent of BASIC. Note active-passive tense change from statement at beginning of dialogue to one given at end.</p> <p>("The benefit to you is actually going to develop yourself and your endurance to a level you probably never thought existed.")</p> <p>("You actually did something that you never thought you could do.")</p>

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

REPORT TYPE: PCW

I.D.: Coder 1 S G SEQ 12 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: RE-D	Redefines experience in BASIC from negative to positive via access of past experience. ("You're going to be in the field. Now, this is part most people don't like. But you can look at it as a true adventure. Have you been camping before? Just look at it as a camping trip.")
P with CON	Combines presupposition that event will occur with command of how P perceives event. ("You're going to put yourself in frame of mind that you can accomplish this and accomplish it with the greatest of ease.")
AWARE	Makes P aware of presupposition as if P has generated it. ("...then you realize all your efforts were not in vain. You actually did something you thought you could never do.")
APV	Changes tense near end of passage from active (events to be done and attitude to have) to passive (accomplishments and rewards achieved). Gives illusion to P that the future has already been accomplished. ("You are going to...", "You actually did...")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 13 CROSS-REF _____

Purpose: Reframe: From (stay with parents), To (leave to protect parents)

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 33, para 4, line) END (p. 34, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: _____

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u> A-222	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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III. COMMUNICATION PATTERNS

OVERVIEW: R paints picture for P who wanted to do something, but had no sense of direction. Reframes trigger of parents crying from deserting them to being proud their son is protecting them. Also changes tense from future oriented (actions to occur) in beginning to present oriented (accomplishment as soldier and decision to enlist).

PREDICATE: Vis___ Aud___ Kin x Olf-Gus___ Uns___ Specific x

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C x Oth_____

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: A-OUT

Provides another outcome for joining Army.

("I understand they don't want you to leave home. But look at the fact that you're going to be doing something vitally important. You're going to be protecting your parents by serving your country.")

AWARE with P

Softens presupposition by pacing awareness of P.

("I realize you don't want to leave home, but I want to tell you something that's really going to help you out.")

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

REPORT TYPE: PCW

I.D.: Coder 1 S G SEQ 13 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: COM-AD	Presupposes through commentary that decision will be made. ("Just think, you're making a decision right now that's going to be very important to you as well as your parents.")
MR with P	Presupposes thoughts of P's parents to a decision to enlist. ("Your parents love you...and you will be separated... however they know that you're doing something vitally important, you're going to serve your country.")
CONS	Consequence of deciding to join Army ("You're going to be touched, because you're making the first step in the right direction to build a foundation for your life.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 14 CROSS-REF _____

Purpose: What do you sell - Army as a whole

Cycle: Pros Rap Qual N&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 35, para 7, line) END (p. 36, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Military is not a place to be a civilian.

2 - When you start selling jobs, you're misleading people and they get the wrong conception about US Army.

3 - P is much more thankful when you tell them whole picture of Army and they're much more capable of adapting to it.

4 - It's a waste of the taxpayer's money to not prepare P fully for Army life, resulting in an attrition.

RULE: 1 - If sell Army solely to learn job, then these people get bitter taste in their mouth the first time they stand in foxhole with mud in the rain.

2 - I sell the Army as a whole. I lay everything on the table.

3 - I let P know what Army consists of from BASIC until they get to unit.

4 - R should give P a full shot of what he deserves by properly stressing what P's expectations should be of US Army

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 15 CROSS-REF _____

Purpose: Selling CAT levels - pacing decision strategy of CAT I

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 36, para 7, line) END (p. 38, para 10, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - CAT level can be estimated by P's actions.

RULE: 1 - I normally sell college fund or GI bill to the upper category (3As+).

2 - 3Bs and 4s want a job and security.

3 - The upper category is a little harder to sell, but once they make a decision they stick to it.

4 - The upper categories are more difficult because they don't make hasty decisions.

5 - CAT level can be guessed at based on: a) speech and articulation, b) dress; c) grooming; and d) math course in last two years of H.S.

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

REPORT TYPE: _____ PCW
I.D.: Coder 1 S G SEQ 15 CROSS-REF _____

BLOCK

DESCRIPTION

CONTINUATION

RULE:

6 - In judging speech, listen for: clear articulation, without slurring;
and reasonable speed in talking.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 16 CROSS-REF _____

Purpose: Establishing rapport with hostile groups

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 41, para 3, line) END (p. 42, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If Ps are out there - I go for it, regardless of the community attitude.

2 - I'm American first and this is America - if you can't do it here, you can't do it anywhere.

3 - A R is here doing a service for you, I don't want to be treated any less for doing that service for you.

4 - If you have the ability to communicate with someone else and show them that you're really trying to help them or aid them in doing what they want to do, they'll accept you.

RULE: 1 - To communicate with anyone, you need to know their lifestyle.

2 - You earn respect by being courteous.

3 - I present the Army as a development company - somebody is going to have this or become more proficient in whatever he desires to do.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
4.					
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6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 17 CROSS-REF _____

Purpose: Telephone prequalification

Cycle: Pros Rap Qual x N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 44 , para 11 , line) END (p. 47 , para 16 , line)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: _____

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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III. COMMUNICATION PATTERNS

OVERVIEW: R demonstrates how a cold call and prequalification dialogue is conducted over the telephone.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R x I-Q x I-C___ I-A x I-E___ P-C x Oth 2Q-1A

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: TAG with AD, C-BREAK	Places central question as last clause following two statements P is compelled to agree with implicitly. AD and C-BREAK soften "criticisms" of R about calling. ("I know P that it probably sounds kind of rude and abrupt, BUT if you don't mind telling me, are you working now?")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS: 2Q-1A	R presents first question (explicitly or implied) which directly relates to enlistment, appointment or another sensitive area. He then presents a second question, usually of an emotional attachment nature (e.g., loyalty to family) before P can respond. As P replies to second question he implicitly agrees to first. R then continues pre-supposition in conversation and schedules appointment, or whatever outcome of question 1 is.	45(3,1) 45(1,1)

REPORT TYPE: PCW

I.D.: Coder 1 S G SEQ 17 CROSS-REF

PATTERN OPERATOR

COMMON

PATTERNS: P with RE-D

IN with TAG,
2Q-1A

ORD-#

TECHNICAL RESULT OR OUTCOME

R presupposes that P accepts criteria for joining Army as validated by P's life.

("And, a lot of people take farmers for granted. Now aren't you glad that you are where you are right now and that you are really playing an important role in the future of this country?")

Paces P's negative intention of R, states his positive intention, and then asks for yes to meeting through second question (unrelated).

("I understand that and I'm not here to take you away from helping your father because he needs all the help he can get at this time of the year...Now, the only thing I want to do is share about 10 min. of my time with you to show you some valuable programs in the US Army that could possibly benefit you and put you in a position where you can better help your father later on. You do want to help your father later on, don't you?")

Request choice of two times to meet, using each to focus onto a specific time..

("Do you think I could get with you maybe around supper-time, right before supertime this afternoon?")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 18 CROSS-REF

Purpose: Probing style - criteria ladder

Cycle: Pros Rap Qual N&I x FEBA Clo H-O DEP F-UP M/A Oth

Setting:

Range: BEG (p. 49 , para 12 , line) END (p. 51 , para 1 , line)

II. COMMUNICATION STRATEGIES

BELIEF:1 - A lot of time they hide their real need and throw a false lead out there.

2 - P's buy motive may not be the one R wants or accepts.

3 - People buy because of a need, desire, or because a salesman sells it to them.

RULE: 1 - I probe, I continually probe.

2 - I challenge needs in a series of questions: a) what do you want; b) what would you do with it; c) what is the real reason you would do that; d) can you tell me what the real reason is.

3 - R should be satisfied P has stated his real reason when P buys, when P agrees to contract.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.					
2.					
3.					
4.					
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 19 CROSS-REF _____

Purpose: Future pace P for a hostile audience (peers of P)

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

Setting: _____

Range: BEG (p. 51, para 5, line _____) END (p. 52, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - R must emphasize and instill in P importance of joining the Army.

2 - You have a whole bunch of people out there trying to recruit P back where he was.

RULE: 1 - If P understands importance of Army, P will stay motivated to join.

2 - Prepare P before he leaves station with resources to handle objections from others (see example dialogue, p. 51(8) - 52(1)).

3 - Give strategy to P of: a) feel good about importance of serving; b) know you're a bit more man for serving; c) ask them what they are doing; and, d) if they really want more information have them call R - just to get them off you.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 20 CROSS-REF _____

Purpose: Defines objection

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 52, para 3, line) END (p. 53, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - An objection is a person seeking more information.

2 - An objection is something R didn't clarify.

3 - During the interview, you're going to have an objection, some form of objection.

RULE: 1 - The objection may be just a regular standard question form or not until the end of the sale - but you are going to have it.

2 - See example of dialogue to handle objection of mother to son serving.
(pp. 52(10) - 53(1)).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: R handles objection of mother to son serving. Uses various P-Cs to convince her Army is okay to consider.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C x Oth S-CON, 2Q-1A

PATTERN OPERATOR

COMMON

PATTERNS: CONS with S-CON

TECHNICAL RESULT OR OUTCOME

States consequence if no men served in Army to her son's life.

("If all men in US Army felt that way, you wouldn't be experiencing your freedom right now. They are allowing your son to at least get his H.S. diploma.")

AS

Applies fairness criteria of mother to herself.

("What about next son who wants to get an education, or is he too good to allow somebody that opportunity?")

PATTERN OPERATOR

UNIQUE

PATTERNS:

TECHNICAL RESULT OR OUTCOME

EXAMPLE

REPORT TYPE: PCW

I.D.: Coder 1 S G SEQ 20 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: RE-D	Redefines reason son should serve - to continue helping country. ("There's enough people out there that he don't have to join...but your country runs on the backbones of sons just like yours...will you reconsider just letting us talk with him, and explain our programs to him.")
R/S with 2Q-1A	State reality of what US Army does. ("We're in the peace business, not the killing business. They can take that label and burn it because it doesn't apply to us anymore. We haven't been involved in major conflict since Viet Nam in 1972. Does that give you the general idea we're out to destroy somebody like your son? No, it doesn't, but I still don't want him to join the Army!")
IN	The intention of Army toward enlistment. ("Now, it's going to be up to him to make that decision of whether or not he wants to enlist. We can't force him in under duress. That's not the way. We want him to enlist of his own free will and we're not forcing you to sign any papers for him to do that. You make your own decision.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 21 CROSS-REF _____

Purpose: DEP meeting - formats, functions, purpose

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: _____

Range: BEG (p. 54, para 3, line) END (p. 57, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You can't tolerate DEP loss from DEPers.

2 - You speak to DEPers from the heart.

3 - Always do something training wise to make that transition from civilian life to military life.

4 - Don't ever allow DEPers to get personal.

5 - No matter what you do, you let them know you're the boss.

RULE: 1 - Let DEPers know they can drop out only for a medical reason or something like that.

2 - DEPers need to know, you are the Sargeant, they are the Privates.

3 - R need to make DEPers realize the importance of what they're doing.

4 - Tell DEPers their responsibilities and who is in charge (see 54(9)).

5 - Tell DEPers: a) R is boss; b) R demands DEPers call him; c) they're important; d) P supplies referrals; e) participate in field trainings; f) maintain discipline in adressing each other.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 1 S G SEQ 21 CROSS-REF

BLOCK DESCRIPTION	CONTINUATION
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RULE: 6 - If DEPer fails to report (phone) in then find out reason why the next day.

7 - Give DEPers sense of purpose by allowing them to help refine referral lists.

8 - Remind them they're in Army by always maintaining military addressing conventions.

III. COMMUNICATION PATTERNS

OVERVIEW: R addresses DEPers for first time. Uses DB to convey presupposition that they are already in Army and he is the boss.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth DBF___

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: DBF

Presupposes no way to leave DEP.

("Ain't nobody quitting. The only way somebody leaves is somebody gets fired. I ain't firing nobody.")

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 22 CROSS-REF _____

Purpose: HSGC - Don'ts

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 57, para 9, line) END (p. 58, para 7, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - There's not a G.C. out there that cannot be communicated with if it's done properly.

2 - Most Rs make mistake of doing directly what H.S.G.C. doesn't like.

3 - HSGC have a deep sense that they are in control of the school, even though they are not the principal.

4 - HSGC feel that everything going on at school that's education or future education, is in their hands.

5 - It's a waste of time to conduct appointments at school.

RULE: 1 - You have to treat HSGC very delicately when you talk with them. .

2 - R must have good personal hygiene when he enters school.

3 - R must respect that a kid is in school for one purpose, and that's to learn - not to be recruited.

4 - R should get name, telephone and address of kid at school, and then contact him after school.

5 - R should contact kid in school to make appointment, not to conduct appointment.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 1 S G SEQ 22 CROSS-REF

BLOCK	
DESCRIPTION	CONTINUATION

6 - R should conduct appointment on his own turf where he can be

effective.

REPORT TYPE: _____ PCW
I.D.: Coder 1 S G SEQ 26 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

RULE: 8 - Don't schedule appointments too close together.
9 - Plan three schedules: daily, monthly (high school visits, promotions),
and long range (ASVAB testing).
10 - Keep your planning guide neat if you're out, other R can cover for
you.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 23 CROSS-REF _____

Purpose: HSGC - Things to do

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 59, para 2, line) END (p. 60, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Once you implement H.S.G.C. in your total school work, the total process, the HSGC will be very cooperative in assisting you. .

2 - Always include the H.S.G.C.

RULE: 1 - Give a gift to HSGC at beginning and end of school as a momento of being so helpful.

2 - Call back HSGC promptly whenever they call you.

3 - If transitioning, have old R introduce new R to H.S.G.C.

4 - Always check in with HSGC when go to school before doing anything. .

5 - Always notify HSGC if you have an individual process for enlistment (i.e., P will be out of school).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 24 CROSS-REF _____

Purpose: Preparing P for MEPS GC

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 60, para 13, line) END (p. 61, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - MEPS GC is P's link to success or failure.

RULE: 1 - Always tell P to respect MEPS GC and to be friendly to him.

2 - If MEPS GC asks you for a favor - do it.

3 - Tell P MEPS GC role: a) ask P questions about his interest; b) place your scores and qualifications on computer; c) request the type of job you want; d) going to help you.

4 - P's role toward MEPS GC: a) be open; b) be honest; c) don't let him force anything on you that you don't want.

5 - If P runs into any problem with MEPS GC then he should call R from MEPS.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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REPORT TYPE: PCW
I.D.: Coder 1 S G SEQ 24 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

RULE:

6 - Transfer rapport from R to MEPS GC (e.g., "your going to see the MEPS GC, and he's a guy like myself").

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 25 CROSS-REF _____

Purpose: Why enlistees keep in touch with R

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP x M/A Oth

Setting: _____

Range: BEG (p. 62, para 11, line) END (p. 64, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - I don't feel guilty when I enlist P - I didn't push their arm back to make them enlist.

2 - You have to give P direction and guidance.

RULE: 1 - When I enlist P, he's grateful to me.

2 - If I don't get a letter from a person I've enlisted once or twice a week, I don't feel I've been doing my job.

3 - When that enlistee comes back, he's going to be a benefit to me - even if he's back four or five minutes.

4 - Let P know he's expected to keep in touch (see p. 63(10)).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: R prepares P for the proper attitude to BASIC and the expectation to write to R. Uses future pacing.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C___ Oth___

COMMON

PATTERNS: FP

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

Prepares P for desire to write to R.

("P, it's not going to be easy, but nobody likes a failure. You got some difficult days ahead of you... I expect to hear some good things about you and I expect to hear some good things from you. Now, when you go to basic training you strive to do your best.")

UNIQUE
PATTERNS:

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S G SEQ 26 CROSS-REF _____

Purpose: Time Management

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 65, para 6, line) END (p. 67, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It's important to have a good time management schedule.

2 - If you stick to your management program, you will have time tomorrow.

3 - The station commander helps you on a daily basis to manage your problems.

4 - You can plan on being divorced, if you don't plan time for your family.

RULE: 1 - You stick to that program irregardless of how much you attempted to do.

2 - Call your appointments at least the day before and one hour before the scheduled time to ensure they are there.

3 - Plan enough time to interface with your station commander.

4 - Plan time for yourself and your family.

5 - Let P know if you'll be late for appointment.

6 - Do area canvassing between appointments.

7 - Cluster appointments in far away locations.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL LOG

Coder: 1

Subject: H

P#	REF	CYCLE	TOPIC
1	!1(1)	!M/A	!How know when good job/what's important
2	!3(8)	!F-UP	!Importance of follow-up and caring for P
3	!5(5)	!Qual	!Who should be enlisted
4	!8(3)	!DEP	!Importance of maintaining military respect in DEPers
5	!12(7)	!DEP	!DEP activities, benefits in BASIC to DEPers
6	!17(5)	!Pros	!Area canvassing techniques
7	!22(5)	!M/A	!What do you recruit for in a P
8	!32(5)	!Clo	!ABC - Always Be Closing
9	!35(3)	!Clo	!Second appointment with P
10	!37(3)	!FEBA	!What do you sell
11	!38(5)	!N&I	!Probing style
12	!40(8)	!Pros	!Initial phone contact - college students
13	!41(7)	!Rap	!How know if rapport
14	!45(3)	!Clo	!Closing hints
15	!50(9)	!H-O	!Checking out P's honesty before MEPS
16	!55(7)	!Rap	!Preparing P for MEPS procedures
17	!56(3)	!Rap	!Preparing P for MEPS GC
18	!58(9)	!DEP	!Initial talk after MEPS
19	!59(3)	!DEP	!P's role in DEP
20	!62(9)	!M/A	!Increase chances for success
21	!66(7)	!M/A	!Importance of using your own style
22	!70(3)	!M/A	!How know other R is good at job
23	!74(6)	!Rap	!H.S. interviews - how much and outcome
24	!82(4)	!M/A	!Talk at ARC - Part I (attitude and appearance)
25	!85(3)	!M/A	!Talk at ARC - Part II (building rapport and caring for P)
26	!89(4)	!M/A	!Talk at ARC-Part III (self confidence & using own style)
27	!94(1)	!Pros	!Talk at ARC - Part IV (keeping up on product knowledge)
28	!95(3)	!M/A	!Talk at ARC - Part V (motivation and appearance)
29	!98(17)	!Pros	!Telephone prospecting and rapport
30	!102(10)	!H-O	!Defines objection
31	!104(7)	!F-UP	!Salesmanship and service after the sale
32	!107(13)	!F-UP	!Asking parents for referral
33	!108(7)	!Pros	!H.S.G.C.
34	!113(3)	!M/A	!Time management
	!	!	!
	!	!	!

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 1 CROSS-REF _____

Purpose: How know when good job/ what's important

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 1, para 1, line) END (p. 3, para 6, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - I really like talking to people.

2 - Doing a good job leads to peace of mind and satisfaction.

RULE: 1 - I know if good job by: 1) the numbers: 2) a phone call saying I did a good job or 3) by my efforts.

2 - I feel good if I've done everything I can to make my numbers (i.e., prospect, put people on floor of MEPs, etc.).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 2 CROSS-REF _____

Purpose: Importance of follow-up and caring for P

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

Setting: _____

Range: BEG (p. 3, para 8, line _____) END (p. 5, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Service after the sale is critical to good recruiting.

2 - Doing a good job means remember your enlistees after the sale.

3 - Ps will refer friends if you show you care for them..

4 - People who enlist will come back to community sometime and tell somebody about Army

RULE: 1 - 90% of my people walk back into recruiting station after enlistment because I tell them to.

2 - After P goes into Army, the only contact I have with him is to call Mom and Dad - and I do.

3 - I give permission to all my Ps to call me collect day or night for any reason.

4 - I help out Ps and enlistees, and they keep referring people to me.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: R prepares P to return to station after enlistment. Uses Double Bind to have P assume he will have to visit station for one reason or another..

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth___ DBF___

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON		
PATTERNS:	DBF	Gives choice to P, either of which presupposes P will return to station. ("When you come back from basic training, you got 2 things you can do. You can come in and shake my hand and say thanks for doing it, or you can punch me in the face if I screwed up your life. And I haven't had anyone punch me in the face and I've put in almost 100 people in a year and a half.")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE			
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 3 CROSS-REF _____

Purpose: Who should be enlisted

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

Setting: _____

Range: BEG (p. 5, para 5, line _____) END (p. 8, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A R can build an Army, the way he'd like to see it.

2 - I might have to serve with the Ps I put in, and I have to be in charge of them and there's not a person I wouldn't want to work with that I've put in.

3 - I believe in honesty.

4 - I do it by integrity first.

RULE: 1 - I tell a person in the initial appointment - "I wont lie to you if you don't lie to me" - and if I catch a kid in a lie, I will never talk to him again.

2 - If you tell P not to mention a medical problem at MEPS, it's going to catch up with you.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: _____ PCW
I.D.: Coder 1 S H SEQ 5 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

RULE: 4 - For DEPers that excell, R should write letter of appreciation with the
company stamp on it - tell DEPer to have it put in official file at BASIC.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 6 CROSS-REF _____

Purpose: Area canvassing techniques

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 17, para 5, line) END (p. 20, para 2, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - I try to do something every week that I haven't done before.

2 - I have a good time communicating

RULE: 1 - I advertise myself by wearing my dress greens or blues whenever I go out.

2 - When I leave a tip at a restaurant, I leave my business card with a message (e.g., "want an \$8,000 cash bonus, call me").

3 - Leaving a business card may work once in 500 times, but that's what they are for.

4 - I leave business cards all over the place - when I buy a fishing pole, pack of gum -even accidently drop it on a counter because somebody may pick it up and keep it.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 4 CROSS-REF _____

Purpose: Importance of maintaining military respect in DEPers

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

Setting: _____

Range: BEG (p. 8, para 3, line _____) END (p. 10, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF:1 - My DEPers respect me, I earn their respect.

RULE: 1 - I tell my DEPers they can call me by my first name, but they never do - they respect me, as I respect them as privates.

2 - When you build rapport in the initial appointment, you've got to build a sense of trust in that kid.

3 - The R is the best person to show the Army means honesty and trust - the R has to do that by word of mouth, respect in the community, respect with peers.

4 - I treat my DEPers like privates, in terms of how I address them.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
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REPORT TYPE: _____ PCW
I.D.: Coder 1 S H SEQ 4 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

RULE: 5 - I give them a taste of BASIC, I march them and assign them tasks to
help out around the station.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 5 CROSS-REF _____

Purpose: DEP activities. Benefits in BASIC to DEPers.

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: _____

Range: BEG (p. 12, para 7, line) END (p. 15, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - It's easier for Ps to learn in DEP because it's a relaxed atmosphere..

RULE: 1 - I keep my DEPers involved in outside formal activities by: 1) sports
(basketball) 2) go by their house & stop in: 3) go to school, get them out of
class & talk to them: 4) let them learn military procedures at station
(e.g., posting regulations).

2 - I teach them everything from salute to parade rest, to marching to running, to
facing and at BASIC they te'll me it's a big help.

3 - My DEPers have an easier time at BASIC because they go in two weeks advanced.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
1.					
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REPORT TYPE: PCW
I.D.: Coder 1 S H SEQ 6 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

RULE:

5 - On a nice day, I walk up and down the street, go into a few shops,
talk to the owners - all for exposure.

6 - I do a lot of housecalls in the outlying areas.

7 - I always carry gym clothes to play in local, pick up basketball
games - it's exposure.

8 - I will have coffee in a coffee shop I've never been in before, meet
some people, and then drive around for an hour.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 7 CROSS-REF _____

Purpose: What do you recruit for in a P

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 22, para 5, line) END (p. 24, para 8, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The points and awards will come if you don't think about them.

2 - R is gold in the Army - R is developing the Army of tomorrow.

3 - I'd rather miss an award than jeopardize my integrity.

4 - They're not going to make it in BASIC with a negative attitude.

RULE: 1 - I prefer to not put a guy in the last day of the month, and make sure his paper work is all in and proper.

2 - I recruit for the most educated and most dedicated.

3 - I never lie to them and I don't expect them ever to lie to me.

4 - My Ps are motivated, with a positive attitude toward the Army and BASIC.

5 - I tell them when they ship out, "Don't let the bastards get you down, roll with the punches, and take it with a grain of salt".

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 8 CROSS-REF _____

Purpose: ABC - Always Be Closing

Cycle: Pros Rap Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 32, para 5, line) END (p. 32, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - I always ask them to buy the product.
2 - I have a theory. ABC them - Always Be Closing them.
3 - I'm always asking people, "When you gonna join, when you gonna join, when you gonna join?"
4 - Usually, I start an appointment with, "What'd be more convenient for you, to join today or tomorrow?"

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 9 CROSS-REF

Purpose: Second appointment with P who wants to "think on it".

Cycle: Pros Rep Qual N&I FEPA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 35, para 3, line) END (p. 37, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF:1 - Recruiters need to ask "why" more often - don't just accept a reply like "I'm going to college."

RULE: 1 - Three days after initial appointment I call up to see how it's going. I won't ask anything about Army, except at end with "have you thought anymore about the the service?" Then I tell him I'll give a call back.

2 - The second call back is about two days later and I'll go for the kill then.

3 - For kids that are hard sales, I contact them every two weeks just to make sure. I congratulate them on whatever choice they've made.

4 - When I talk to a kid outside the station, I leave something out so I can call him back to come into the station.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 10 CROSS-REF _____

Purpose: What do you sell

Cycle: Pros Rap Qual N&I FEBA x Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 37, para 3, line) END (p. 38, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - I sell the Army, the total Army.

2 - All P's are interested in service to country.

RULE: 1 - I never talk to a kid about a job or joining for a number of years - I talk about 2, 3 or 4 year programs.

2 - I tell about the benefits, educational opportunities, and basic GI bill.

3 - I work with P for him to realize that sometime during his life he has considered service to country - or he wouldn't have kept the appointment.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: R probes P for attitude toward service to country. Uses AS and IN frames in conjunction with "evidence" of keeping appointment to have P convince himself it must be true.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R x I-Q x I-C___ I-A x I-E___ P-C x Oth___

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: TAG with AS	Creates ambiguity as to meaning of "yes" or "no" within sentence. ("You're interested in serving your country, aren't you, otherwise you wouldn't have made the appointment and come in.")
IN with C-BREAK	Provides positive intention to P, for action of keeping appointment. ("A lot of kids will make appointment and get the hell off the phone so they can go back to seeing Suzie. But, you know you've been thinking about serving your country.")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

REPORT TYPE: PCW

I.D.: Coder 1 S H SEQ 10 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	P	<p>Presupposes P has considered service to country in elicitation. Ends with conclusion R wants. Doesn't pause for P to respond to end of statements.</p> <p>("Have you thought about...well you must have thought about it...what have you thought about it...well you had to think about it because you wouldn't have walked in this door if you hadn't.")</p>

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 11 CROSS-REF _____

Purpose: Probing style

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

Setting: _____

Range: BEG (p. 38, para 5, line _____) END (p. 39, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - My Ps know they're joining when they go down to the MEPs.

RULE: 1 - Once I've sold P, I'll stop right there and do the paperwork.
 2 - When you start paperwork, kids will either continue or ask questions.
 3 - If P asks more questions during paperwork, then stop, and return to interview, until you got a commitment out of him.
 4 - While I do paperwork, I'm constantly talking to P, filling him in on tidbits about the Army - same thing when I'm driving P somewhere.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: R prepares P to discover a motivation to enlist. Uses AS-IF and CONS frames to move through P's decision making strategy.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C x Oth AS-IF, 2Q-1A

COMMON	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
PATTERNS: AIF with CONS, 2Q-1A		<p>R sets up hypothetical situation and uses consequence as motivation to enlist now. Note critical question #5. Uses the 2Q-1A style - is it join Army or not be in infantry?</p> <p>1 - If we went to war tomorrow would you go? 2 - Why would you go to war now? 3 - If there was a draft tomorrow you'd be drafted, right? 4 - Why don't you join Army for what you want to...for that computer field or whatever you want to do, otherwise would you rather be drafted as an infantry man? 5 - What would you rather do? 6 - Well then, let's do the paperwork.</p>

UNIQUE	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
PATTERNS:			

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S h SEQ 12 CROSS-REF _____

Purpose: Initial phone contact - college students

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 40, para 8, line) END (p. 41, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - I talk to every kid different.

RULE: 1 - If I talk to college kids, they know I'm a recruiter. I say ("I'm Mr. A. I represent the Army's high graduate program. How you doing...are you planning on continuing your education...well do you know...")

2 - On the phone, I ask "yes-no" questions.

3 - I keep phone conversations short, sweet and to the point.

4 - I always save something to tell them at the office.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 13 CROSS-REF _____

Purpose: How know if rapport

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 41, para 7, line) END (p. 42, para 13, line)

II. COMMUNICATION STRATEGIES

BELIEF: _____

- RULE: 1 - I never get up when a person comes in. I wait till they're standing inside. I say, "Can I help you?" When they say they're here to see me, I get right up, shake his hand. establish rapport.
2 - Rapport on the phone is known if P answers your questions quick and is responsive.
3 - You can tell P's perking up to you by changes in his voice pitches and he talks a little louder.
4 - When rapport is there, P may sound more motivated, be more motivated.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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REPORT TYPE: PCW
I.D.: Coder 1 S H SEQ 13 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

RULE:

5 - When rapport is there, P may want to hear better on phone (i.e., tell others to be quiet, turns down radio, etc.).

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 14 CROSS-REF _____

Purpose: Closing hints

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

Setting: _____

Range: BEG (p. 45, para 3, line _____) END (p. 48, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - Don't test people just to test them - test them if committed to join.
 2 - Always get something before P leaves, (e.g., social security card, school I.D.) - so if P changes mind he has to return to station.
 3 - If P comes back for document of his (e.g., school I.D.), 9 out of 10 times you can resell P on enlisting.
 4 - On initial contact with P, especially P's peers, you can get him to answer questions about future (e.g., job satisfaction) by putting P on the spot - (i.e., is he smart enough to answer).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 1 S H SEQ 14 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

RULE:

5 - Respond to objection that Army is no fun by analogy: in life you can't party at work, you choose between when to party and when to work. In Army same choice, between partying and soldiering, (see dialogue p. 46(3)).

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 15 CROSS-REF _____

Purpose: Checking out P's honesty before MEPS

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 50, para 9, line) END (p. 55, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: _____

- RULE: 1 - I tell P everything positive and negative about Army.
- 2 - I make notes on what to brief P on way to MEPS, (e.g., while wart is stated on file, it's not a reason for disqualification).
- 3 - Tell P only to mention ailments only if he knows for sure or was told by doctor - if not sure, then see doctor before MEPS.
- 4 - Check out honesty of P by saying, "Another source told me you do X, why didn't you tell me?" - Always let him know why you did this.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: _____ PCW
I.D.: Coder 1 S H SEQ 15 CROSS-REF _____

BLOCK

DESCRIPTION

CONTINUATION

RULE:

5 - If possible, have another R brief P on MEPs, and try to get additional information from P.

6 - Tell P there's a "cost" to be paid if he lied to R as he enters MEPs - (e.g., R will be mad, P will have to walk home, etc.)

7 - Tell them about ITNAC and the fines for lying, and tell P he better tell you now if lying, instead of getting fined later.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 16 CROSS-REF _____

Purpose: Preparing P for MEPS procedures

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 55, para 7, line) END (p. 56, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You gotta roll with the punches at MEPS

2 - It's a long day, in the long run it's all worth it because your getting what you want.

RULE: 1 - Tell them everything that will happen and how they will feel (e.g., strip to underwear, sit on cold wood bench, shivering & freezing).

2 - Take P on mental walk-through: 1) initial briefing; 2) strip-down; 3) medical exam; 4) lunch; 5) see guidance counselor; 6) hurry up and wait.

3 - Prepare P for temporary rejection - ("If they find something wrong, don't get mad you couldn't join that day, you'll be able to join later on.")

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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III. COMMUNICATION PATTERNS

OVERVIEW: Prepares P for possible delay at MEPS due to medical problem. Uses future pacing to take away surprises of "how to act".

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C___ Oth___

COMMON

PATTERNS: FP

TECHNICAL RESULT OR OUTCOME

Prepares kid for how to handle detection of problem at MEPS.

("Don't be surprised if you got to come up there the next day, if something is wrong with you, if they find something wrong with your knee or something, you got to come back. Don't cop an attitude and you'll be pissed off you couldn't join that day because you'll be able to join later on").

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

**UNIQUE
PATTERNS:**

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 17 CROSS-REF _____

Purpose: Preparing P for MEP's GC

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 56 , para 3 , line) END (p. 58 , para 5 , line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - MEPS GCs are good guys, but they got a job and they're under a lot of pressure because they have much to do in such a short period of time.

2 - I would rather have you not join the Army, then to join the Army in something you don't want to do.

3 - All my Ps have always joined - for something they wanted..

4 - MEPS GC will do everything he can to get you what you want.

RULE: 1 - You gotta roll with the MEPS GC..

2 - If MEPS GC whip up something you don't like, you just tell them.

3 - A lot of Ps have gone through a lot of jobs on that computer, finally said, that's what I'll do.

4 - P should tell GC what he wants to do in the Army, else GC will tell P what GC wants P to do.

5 - MEPS GC will tell P to fill out forms, only explain things once because he aint got no time - with 20-30 people per day to process.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: R provides P with permission to not join Army under certain conditions. Uses contingency (FP-CON) pattern with presupposition (P) that trigger will not occur.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C___ Oth FP-CON___

PATTERN OPERATOR

COMMON

PATTERNS: FP-CON with P

TECHNICAL RESULT OR OUTCOME

Provides choice to not join Army at MEPs, then presupposes triggering event for choice will not occur.

("If they whip up something there that you don't like, you just tell them. I would rather have you not join the Army then to join in something you don't want to do. But, I've never had the problem, all mine have always joined.")

PATTERN OPERATOR

UNIQUE

PATTERNS:

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 18 CROSS-REF _____

Purpose: Initial talk after MEPs

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: _____

Range: BEG (p. 58, para 9, line) END (p. 59, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - Talk to P about the Army and how good the job they went into is.
2 - Act surprised at how lucky P is to get all those features.
3 - Take P out to relax (e.g., McDonald's).
4 - Ask P, "Are you sure you're happy?" Ask 2 or 3 times.
5 - Let P know that "there's no looking back, you're going into the Army."
6 - Explain what P's got to do in DEP (e.g., get in shape, DEP functions, etc.).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 19 CROSS-REF _____

Purpose: P's role in DEP

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

Setting: _____

Range: BEG (p. 59, para 3, line _____) END (p. 62, para 7, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - DEP invite letters make DEP functions appear more official to Ps.

2 - I prefer DEP group meetings to encourage promotions via referrals that join.

RULE: 1 - P has to get promoted - by providing 2 friends to join the Army.

2 - If P gets into law violations, calls R as soon as possible - home or work.

3 - P must call R at least twice a month to check in.

4 - Constantly ask P, "When will you be getting promoted?"

5 - At DEP meeting, highlight Ps who have gotten promoted and make other Ps feel challenged to prove they can do it also.

6 - Notify Ps of DEP function through an "official" letter inviting them, stating time, activities, and RSVP information.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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BLOCK

DESCRIPTION

CONTINUATION

RULE:

7 - In DEP letter, say that P is "directed to bring at least one friend who might qualify as a potential Army applicant. Feel free to bring more than one."

8 - Provide time either during or after the DEP meeting for individual gripes or private concerns.

III. COMMUNICATION PATTERNS

OVERVIEW: R demonstrates ways to prepare P for future demands that will be expected of him, as well as what it will take to meet them. R uses presupposition and complex equivalence, and future pacing.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q x I-C___ I-A x I-E___ P-C___ Oth___

**COMMON
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

P with CEQ

Presupposes P will exceed task through specification of numbers of referrals provided. Gives permission to exceed standard.
("I don't care how many people you give me, but I need at least two of your friends to join the Army. Now you can bring me as many as 20 or 50, but two have gotta join to get you promoted.")

**UNIQUE
PATTERNS:**

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

REPORT TYPE: PCW

I.D.: Coder 1 S H SEQ 19 CROSS-REF

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: FP

R prepares P for his calling for referrals at later time,
as well as P's probable response.

("I'm going to be calling you up for referrals. I'm going
to be calling you up out of the clear blue sky, and say I
need one person by tomorrow. I know you probably won't
give it to me, but try to come up with a name.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 20 CROSS-REF _____

Purpose: How increase chances for success

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

Setting: _____

Range: BEG (p. 62, para 9, line _____) END (p. 66, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Dedication and Duty - doing your job the best you can every day. Doing to the best of your abilities.

2 - Do things the way I do them. If I do something wrong to a P and he doesn't buy the product, than I know next time I can't do it to that guy, or a guy with similar needs and interests.

3 - Everybody who walks in that door is different.

4 - Believe in yourself, that I am the Army, that I can sell the Army.

RULE: 1 - You get your own style by practicing different styles till you get one that works.

2 - When P is with other players who have influence (e.g., parents, peers, etc.), decide who you are selling to and stick with that person.

3 - Fine tune my style adjustments to P's needs, to fit his needs and go from there.

4 - Talk to the community and word of mouth will increase success in recruiting.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 21 CROSS-REF _____

Purpose: Importance of using your own style

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

Setting: _____

Range: BEG (p. 66, para 7, line _____) END (p. 67, para 2, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Initially as R, I was successful, but not as successful as I should be.

2 - Do your own style, to each his own.

RULE: 1 - I went kind of unmilitary - I act like Ps, relax, lean back in chair, have a good time.

2 - Acting like P, I went from 3-4 a month, to writing 6-7 a month.

3 - I very seldom address myself as Sargeant X. They know you're a Sargeant, you're wearing the uniform. I say, "This is X, I represent the Army."

4 - I experiment with my phone style by having someone listen and give me feedback on how it sounded (e.g., stop being rah-rah, try being polite, nicer).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 22 CROSS-REF _____

Purpose: How know if other R is good at job

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

Setting: _____

Range: BEG (p. 70, para 3, line _____) END (p. 73, para 10, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Tell a kid everything he needs to know about the Army - on phone or in person.

2 - The P's mind can be changed, if the right person can change them, show them something they're interested in.

3 - Take interest in P and you will find something of interest for them.

4 - P can feel when the R is not telling them the whole story.

RULE: 1 - You know someone else is good by talking to them - numbers don't mean a thing.

2 - Evaluate R's by what they say to their applicants prior to the tests.

3 - A bad style is when R beats around the bush getting to a question - P feels, "if you can't tell me on the phone, why should I come in for appointment?"

4 - Listen for whether R is sincere - is he really taking that kid's problem and telling him from the heart.

5 - Listen for whether R remembers to take time to get rapport on phone.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 1 S H SEQ 22 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

RULE:

6 - Ps often thought they knew what they would do and then changed their
minds - don't assume a decision is absolute.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 23 CROSS-REF _____

Purpose: HS interviews- How much and outcome

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 74, para 6, line) END (p. 75, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF:1 - It's rough on a kid to have an interview in HS, and the lack of privacy makes him feel uncomfortable.

RULE: 1 - I don't do interviews in HS .

2 - In a HS, you don't have a lot of time. .

3 - In a HS you get a lot of pressure, people in and out, listening in.

4 - I do prequalification and basic needs-and-interests clarification at a HS appointment (about 20 minutes).

5 - I make an agreement with P ahead of time, that if I do 20 minutes now, P will meet with me later outside of HS for a fuller presentation.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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III. COMMUNICATION PATTERNS

OVERVIEW: R sets up agreement with P that R will do interview if P will meet outside H.S. later on. R uses agreement frame to act as-if there is really a linkage to interview in HS and one later on. .

PRLDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A___ I-E___ P-C___ Oth___ AF___

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: AF

R sets up agreement with P as condition to doing HS . interview.

("John, what I want to do is take about 20 -30 min. of your time, I know we got 40 min. for class, but I only want to take about 20 of it. And just tell you briefly, overall, a little bit about the Army, okay. But then, John I want you to have the common courtesy to do me one thing. 'What's that Sarge?' John, two days from today, or today after school, I'll meet you out here in the parking lot and we'll go to your house, or I'll come to your house, and then I'll tell you the whole Army picture, okay.")

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 24 CROSS-REF _____

Purpose: ARC talk - Part I (Attitude and appearance)

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

Setting: _____

Range: BEG (p. 82, para 4, line _____) END (p. 85, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Roll with the punches - recruiting is a demanding job and yet rewarding.

2 - Confidence in yourself - there are times when only you can motivate yourself.

3 - You have to do your own style, what works for you best - this job is not like regular Army.

4 - Tomorrow never comes - if you delay putting a P in who wants to join Army, you give him a chance to change his mind, and he's going to change his mind.

5 - The family guys have got to have a lot of support from the wives.

6 - You can't hesitate with these kids.

RULE: 1 - You gotta believe the Army is the best thing going - because in this town, you are the Army.

2 - Don't sandbag - if you've got a guy ready to join today, put him in today.

3 - Appearance - you have to look, act, and be sharp every day.

4 - If you hesitate with Ps, you're going to lose them - "you snooze, you lose".

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 25 CROSS-REF _____

Purpose: ARC talk - Part II (Building rapport and caring for P)

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 85, para 3, line) END (p. 88, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Be caring and understanding toward P.

2 - Take care of P and he will make you successful.

3 - I drill P on an Army subject, because that might be the most important to him.

RULE: 1 - Take the time to build rapport with people or businesses when area canvassing, so they'll remember you and refer to you.

2 - R must care about applicant - imagine P selling you something - would you buy?

3 - Show you're personally involved with your people - they will refer other people, get other people interested to help you be successful.

4 - Because I care for P, I don't pressure anybody or nag them on the phone.

5 - I explain a little bit more to them, so that they fully understand what I have to offer.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 26 CROSS-REF _____

Purpose: ARC talk - Part III (Self-confidence and using own style)

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 89, para 4, line) END (p. 93, para 6, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Have confidence in yourself and believe in your product.

2 - Roll with the punches, take everything with a grain of salt.

3 - If I'm relaxed and P's relaxed, there's a good chance he's going into the Army.

RULE: 1 - Confidence is asking someone of 17 or 32 to join the Army and not be afraid when the guy says no.

2 - You get confidence over a period of time by basically doing your own style to see what works for you.

3 - I put my own personal touch in to show I care about what they're doing.

4 - You get your own style by hit or miss, trial and error, by just doing it.

5 - You know what works by the reaction on the applicant.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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6.					

REPORT TYPE: PCW
I.D.: Coder 1 S H SEQ 26 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

RULE:

6 - You adopt your style and stop hit or miss when your style is working
more than hit or miss - comes right down to putting people in.
7 - Never take the job home, get hit and let it bounce off.
8 - It's not good to hold the job in, it shows when you're talking to
someone.
9 - I show the personal touch by finding out a tidbit about P before I see
him from school, e.g. from DEPers, school paper, etc. It helps to get
rapport and relax P.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 27 CROSS-REF

Purpose: ARC talk - Part IV (Keeping up on product knowledge)

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 94, para 1, line) END (p. 95, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF:1 - R has to do his homework, he's got to read in other books other than the regulations - and that information may be the difference between P joining or not.

RULE: 1 - I read pamphlets, magazines, anything else about Army.

2 - I read everything that comes out every week.

3 - I might not retain everything, but if a P mentions it I can find it.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 28 CROSS-REF _____

Purpose: ARC talk - Part V (Motivation and appearance)

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 95 , para 3 , line) END (p 97 , para 12 , line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Always be motivated, you gotta stay motivated (on your own).

2 - If you don't listen to P, it hurts R, because P's got a million friends out there.

3 - Being neat is important to your success - kids care about it.

RULE: 1 - Command can help by telling you when you do a good job and by providing positive counseling.

2 - If you're not motivated then you lose rapport, understanding & caring.

3 - If not motivated, you're not hearing P, you hear what you want to tell him.

4 - If I go to a kid's house, I shave and put on a clean shirt.

5 - I keep neat by shining my belt buckle, getting a haircut every 2 weeks, always wearing tie, etc.

6 - I found the right appearance by trial and error, and then listening to comments from town people.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
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REPORT TYPE: _____ PCW
I.D.: Coder 1 S H SEQ 28 CROSS-REF _____

BLOCK
DESCRIPTION CONTINUATION

RULE: 6 - I found the right appearance by trial and error, and then listening to
comments from town people.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 29 CROSS-REF

Purpose: Telephone prospecting and rapport

Cycle:	Pros	x	Rap	Qual	N&I	FEBA	Clo	H-O	DEP	F-UP	M/A	Oth
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Setting:

Range: BEC (p. 98 , para 17 , line) END (p. 102 , para 8 , line)

II. COMMUNICATION STRATEGIES

BELIEF:1 - Act like an architect with P, dig out how he will get his plans accomplished.

2 - P will lose interest on phone if too much is covered or asked.

3 - Catch the big stuff on the phone, don't worry about the minor stuff.

RULE: 1 - You can sense when rapport is present by P's voice.

2 - Ask P questions to discover how he plans to succeed - what will you do, and why.

3 - If P resists answering because it relates to a personal problem, bypass it by simply telling him the Army solution (feature) which solves the need (e.g., for college).

4 - Get P interested in the Army before doing prequalification.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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REPORT TYPE: PCW
I.D.: Coder 1 S H SEQ 29 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

RULE: 5 - For prequalification purposes, have P rate himself on 1-10 for
physical health.
6 - Usually, if P plays sports he's in good health.
7 - Always confirm at end of conversation, the meeting time and place.
8 - Ask for referrals after P shows up for appointment - it shows he has
real interest in Army.
9 - I ask them just enough on phone to get them interested. I just drop a
seed and then eventually the seed is planted and it grows.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 30 CROSS-REF _____

Purpose: Defines objection

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

Setting: _____

Range: BEG (p. 102, para 10, line _____) END (p. 103, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - An objection is something that is thrown at you, where he is resisting a
committment.

RULE: 1 - One way P will resist a decision is not to make a decision.

SEQUENCE:	<u>SALFS</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
1.					
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 31 CROSS-REF _____

Purpose: Salesmanship and service after the sale

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

Setting: _____

Range: BEG (p. 104, para 7, line _____) END (p. 107, para 11, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Salesmanship begins when the customer says no.

2 - Salesmanship falls back down to service after the sale and common courtesy.

3 - I'm proud of everybody I've put in, I'd serve with all of them.

RULE: 1 - Everybody I sold the Army to is happy they got the best deal they could.

2 - For service after the sale I: 1) take them out to dinner; 2) call them up and just talk about anything but the Army.

3 - I write a letter to them after their first couple of weeks at BASIC, in which I: 1) tell them what's happening in town; and 2) everything that's good.

4 - I end letter to enlistee with, "P.S. you won't write me back so good luck at BASIC" - they usually write me back to prove me wrong.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
3.					
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REPORT TYPE: PCW
I.D.: Coder 1 S H SEQ 31 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

RULE:

5 - I usually call Mom and Dad after a week to get P's address at BASIC
and then periodically to see how P is doing.
6 - I know I'm doing a good job when the parents ask me to come after
their other kids or relatives.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 32 CROSS-REF _____

Purpose: Asking parents for referrals

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

Setting: _____

Range: BEG (p. 107, para 13, line _____) END (p. 108, para 5, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Don't hurt to ask parents because they cannot say no, they can't say no.

RULE: 1 - Ask parents for referrals the same way you asked P - plain and simple.

2 - Ask by saying, "Who do you know is interested in joining? Seems P is having a good time. You gotta know somebody else, a neighbor or something, that might be interested to have the same good time."

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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6.					

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 33 CROSS-REF _____

Purpose: High school guidance counselors

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 108, para 7, line) END (p. 109, para 3, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Without HSGC, R is nothing.

RULE: 1 - I entertain them - lunches, tours, etc.

2 - I give the HSGC a certificate for helping me and have my colonel present it to them or have him send a nice letter - just a way of saying thanks.

3 - They love the freebie stuff - pointers, coffee cups, pencils, etc.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.					
2.					
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S H SEQ 34 CROSS-REF _____

Purpose: Time management

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 113, para 3, line) END (p. 116, para 4, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - There's a lot of wasted time in the day - unless you plan well.

2 - I plan on everything, including haircut, driving time, family time, etc.

3 - If you don't follow your plan, you don't get nothing done - wasted day.

4 - In recruiting, Ps don't come to you, you've got to go to them.

RULE: 1 - Effective time management is when you can plan your time, look at your schedule, and know that you've accomplished something.

2 - R should plan in at least 3 nights a week to be home with the wife and kids by 6pm.

3 - I wish Rs made an appointment in morning and one in afternoon, with prospecting in between - instead of drinking coffee at office.

4 - I go minute by minute - I put everything in that planning guide.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.					
2.					
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PROTOCOL LOG

Coder: 1

Subject: I

[illegible]

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 1 CROSS-REF _____

Purpose: Referral system after enlistment

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

Setting: _____

Range: BEG (p. 1, para 2, line _____) END (p. 2, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - When you give P something to benefit him the rest of his life, he wants his friends to do it.

2 - Keep contact with enlistees as much as possible throughout their tour.

RULE: 1 - Our DEPers come in to station whenever they want & normally they bring in people I can conduct interviews with.

2 - By helping P, he will sell friends by telling them what he has received and making them want a piece of the action.

3 - R can get up to seven enlistments from one satisfied P.

4 - We give each enlistee 5 self-addressed envelopes so he can write back.

5 - We keep in touch with parents to see how they are doing.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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6.					

REPORT TYPE: PCW
I.D.: Coder 1 S I SEQ 1 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

RULE: 6 - When enlistee returns to town, we have him come in uniform and walk
around town with us.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 2 CROSS-REF _____

Purpose: Objection: Older women not competitive in BASIC

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

Setting: _____

Range: BEG (p. 3, para 2, line _____) END (p. 3, para 6, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Females of 17 or 18 years old who have never been away from Mom and Dad, find themselves unable to ask them for advice.

RULE: 1 - Females normally call R for advice on problems at BASIC, and I tell them, "take your time, work on it or work hard with it."

2 - Every person I put in, I know exactly where they're stationed.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.	H-O	Frustration	C/FS	Hope	
2.	Clo	Hope	CON	Persevere	
3.					
4.					
5.					
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III. COMMUNICATION PATTERNS

OVERVIEW: R removes objection of enlistee that she cannot complete BASIC. R changes her criteria of success and then contingently presupposes that her being older means she must tough it out and succeed.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q x I-C___ I-A___ I-E___ P-C x Oth PF, JC-CON

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: PF with C/FS,CEQ

R paces reality of P, then changes the frame size she operates under for success (from 100% to 75% achievement).

("Look, you're older than most of the girls that are there, but you gotta realize that if you do even 3/4s as as all those younger girls were doing, you're still competative with them.")

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

UNIQUE

PATTERNS:

REPORT TYPE: PCW

I.D.: Coder 1 S I SEQ 2 CROSS-REF

PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

COMMON

PATTERNS: JC-CON with P

R sets up strategy to succeed via contingency that pre-supposes that since older, than must stay tough.

("Because your body is not as young as it used to be, you know you just have to hang in there and stay tough with it and things will work out for you.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 3 CROSS-REF _____

Purpose: Selling delayed college benefits to CAT I

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

Setting: _____

Range: BEG (p. 5, para 5, line _____) END (p. 6, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - CAT Is are normally looking for college.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: R illustrates to P the long term benefit of delaying full time attendance at college. Changes P's perspective through consequence clarification and uses softeners to present Army features.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E x P-C x Oth_____

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	CONS	<p>R paces reality of what P's plans will lead to - the consequence.</p> <p>("...One of the key reasons people don't do as well in school is that...very smart people sometime cannot finance college...they go to school full time...they work full time when school is out to pay for college. That takes away from studies.")</p>

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

REPORT TYPE: PCW

I.D.: Coder 1 S I SEQ 3 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	C-POST with AWARE	R uses softeners to make P aware of benefit of 2-year enlistment. ("And what happens is that during this 2-year enlistment a lot of people are not aware that they can get college credits from BASIC. And I don't know if you were aware of that yourself.")
	C-LINK	R links together two phrases with the same meaning as if they were different. ("We stress that you might shy away from taking a full college load and you're allowed to go to school as a part-time student where you can work towards your college degree.")
	CONS	R completes previous CONS by showing how P can be that better student with the Army strategy. ("And that way the funds are there and you can dedicate all your time towards your schoolwork. It's going to make you a better student.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 4 CROSS-REF _____

Purpose: Selling second DBM and delaying primary DBM

Cycle: Pros Rap Qual N&I FEBA x Clo H-O DEP F-UP M/A Otn

Setting: _____

Range: BEG (p. 6, para 9, line) END (p. 8, para 7, line)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - When I get an objection that reflects a conflict between working full-time or college full-time, I stress dual learning.
2 - I find out if there's any area P is interested in that the Army can supply him training in (e.g., communications).
3 - I stress that P can get 2 years worth of experience in field choice #2, while he does college part-time for choice #1 now.
4 - After Army, P can complete college for choice #1 full-time and have a back up career if choice #1 has no job market openings.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
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6.					

REPORT TYPE: PCW
I.D.: Coder 1 S I SEQ 4 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

Rule:

5 - You know P is sold by body language - eyes, faster voice, leaning forward.

6 - Once we know we have possibly met his needs and interests, that's when we close ("If we can do all those things for you, would you enlist?")

7 - If P will not enlist, there is something else to cover.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 5 CROSS-REF _____

Purpose: Define objection

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 8, para 9, line) END (p. 9, para 7, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Objection is a cop out, an indirect way of saying "I need more information."

2 - The purpose of the objection is to make sure there's no doubt in the individual's mind about what he's going to be doing.

3 - People leave the Army or DEP because of objections that surface that were not covered in the interview.

RULE: 1 - If you cover objections in the initial interviews, P shouldn't have any reason for wanting to get out.

2 - If you don't cover an objection, it can later come back to haunt you.

3 - If an objection is pushed aside, the P continues to process it. When it surfaces later, you lose control over what P will do.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 6 CROSS-REF _____

Purpose: Objection: Color green is ugly uniform

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

Setting: _____

Range: BEG (p. 9, para 9, line _____) END (p. 10, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: _____

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
1.					
2.					
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III. COMMUNICATION PATTERNS

OVERVIEW: R deals with objections related to color of Army uniform and getting hair cut.
 Uses perspective changers to convince P.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C x Oth___

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	RE-D	R redefines green from ugly to patriotic and money. ("...my favorite color is green. You're dealing with George Washington and Abe Lincoln, on dollar bills and things.")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

REPORT TYPE: PCW

I.D.: Coder 1 S I SEQ 6 CROSS-REF

PATTERN OPERATOR

COMMON

PATTERNS: C-EX with C-LINK

M-4 with IN

TECHNICAL RESULT OR OUTCOME

R uses counter example linked to presupposition that uniform color does not make the person.

("Between the Air Force and the Army, Air Force utility uniforms are green also, so what's the difference. And, the color of the uniform does not make the individual, you gotta look at what you want to do, and the uniform shouldn't make a difference.")

R shows objection to hair cut is not restricted to Army, and then shows positive intention of Army.

("If you're working with any major corporation, they follow certain dress codes. If you're working with IBM or Xerox, you're not going to work with earrings in your ears and hair all down your back...you have an image you must portray and that's basically the same thing we do. The uniform, your appearance does not make the individual. It's what's between your ears. That's what it's all about and that's what we stress.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 7 CROSS-REF _____

Purpose: Objection: Marines same as Army (car comparison)

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 11, para 3, line) END (p. 11, para 5, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - The Army offers better options than the other services.

RULE: 1 - Ask P which car she would buy if both at same prices - the stripped down version at dealer A or the fully loaded one at B.

2 - Point out that the difference that makes difference between the services are the options they offer.

3 - Recommend P decide on the options that suit her best.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: R provides P with strategy to make decision. Uses contingency that presupposes acceptance of conditions, ie., P will be compelled to follow strategy.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q x I-C___ I-A x I-E___ P-C___ Oth S-CON

COMMON
PATTERNS: PATTERN OPERATOR
S-CON with
C-LINK, TAG

TECHNICAL RESULT OR OUTCOME
R provides strategy to decide between services in form of contingency.

("That's what you got to look at when your dealing with us ...you look at the options that the different branch of service is going to give you and then you make the decision from that, whether or not you get it.")

UNIQUE
PATTERNS: PATTERN OPERATOR

TECHNICAL RESULT OR OUTCOME

EXAMPLE

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 8 CROSS-REF _____

Purpose: Follow-up after P says "no" to enlistment

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 13, para 2, line) END (p. 13, para 6, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Don't harass a person because that can work against you.

2 - Be smart when you call back a P who doesn't want to join.

RULE: 1 - I keep a file on each P, birthday, graduation date, etc.

2 - I try to keep in touch with P once a month or so.

3 - If P says no constantly, we call back in three months and ask him how his decision (e.g., job in town) is working out. If P okay, congratulate him on good choice, if not, open up possibility of Army.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 9 CROSS-REF _____

Purpose: Strategy to handle objections

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

Setting: _____

Range: BEG (p. 13, para 2, line) END (p. 14, para 6, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - There are thousands of objections out there, and the way you overcome them is
left strictly up to the individual.

2 - When you get an objection, you have to individualize the problem.

RULE: 1 - I try to handle things like the way I would want them to be told to me, what I want to hear from R, how I would want it to be told to me, and that's how I try to portray it to the individual.

2 - I try to make the P feel that it's left entirely up to you how you deal with
basic training.

3 - You don't want to say something will be easy (eg., BASIC) and then the kid finds out it's difficult - that's when people say R's are big liars.

SEQUENCE:	SALES CYCLE	DECISION STATE ENTER	PRIMARY PATTERN	DECISION STATE EXIT	TEST
1.					
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III. COMMUNICATION PATTERNS

OVERVIEW: R deals with objection that BASIC is difficult. He moves focus of difficult from physical endurance to mental attitude.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R x I-Q___ I-C___ I-A x I-E___ P-C___ OthYB-CON, S-CON

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS: YB-CON with FP	R uses contingency to present strategy to succeed in BASIC followed by C-BREAK to presuppose it can be done. ("If your mind and attitude is in the right place, if you want to go in there and handle it, it's going to be difficult, but you have enough initiative that when you're set to do it, you can do it.")

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS: YB-CON	YB-CON (X, BUT Y), where, X = negative feature Y = positive resource to overcome X ("It will be hard, But if right attitude then can overcome it.") Advantage is instead of denying X, R gives P access to strategy or resource to bypass it, i.e., makes X a challenge which can be overcome.	14 (5,12) 14 (5,22)

REPORT TYPE: PCW

I.D.: Coder 1 S I SEQ 9 CROSS-REF

PATTERN OPERATOR

COMMON

PATTERNS: M-4 with C-BREAK,
S-CON, TENSE

TECHNICAL RESULT OR OUTCOME

R uses analogy to give feeling of BASIC.

("It's going to be hard, but if you've got the right mind to do it, you can overcome it. It's like going to school for a period of 12 yrs. That was difficult, but if you had the motivation to stay in there and stick with it and do your very best, now you have a high school diploma.")

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 10 CROSS-REF _____

Purpose: Generating responses to objections to BASIC

Cycle: Pros Rap Qual N&I FEBA Clo H-O x DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 16, para 2, line) END (p. 19, para 8, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - I couldn't possibly tell a kid what BASIC was like for me - it's changed too much.

- RULE: 1 - First, you have to find out how that individual perceives basic training.
2 - I keep current on BASIC through my enlistees.
3 - If P has never participated in sports, it's going to be a little bit difficult for P - that's where you stress the condition of the mind is what's going to carry you through BASIC.
4 - I imagine I'm watching P at BASIC, hearing and seeing everything going on as if I'm standing next to P (see dialogue, 19(8)).
5 - I feel what happens and then make P see and feel it also.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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III. COMMUNICATION PATTERNS

OVERVIEW: R illustrates various methods of having P understand what BASIC entails.

PREDICATE: Vis___ Aud___ Kin x Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E x P-C x Oth PF, JC-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	P	"Trend is everyone is stressing fitness - that's what Army is for. Army wants mentally qualified & physically qualified"
	PF	"A lot of people see BASIC as exercise."
	C-EX	"Keep in mind, 65% of time in BASIC is classroom."
	IN	"We don't expect a super jock - blazing shoes. We build you up to Army standards. That's what BASIC is."
	YB-CON	"Yes, it will be hard for you, but if right attitude and motivation..."

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:			

REPORT TYPE: PCW

I.D.: Coder 1 S I SEQ 10 CROSS-REF

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	M-4	"BASIC is same as playing basketball, when give ball, they depend on you for crucial shot, you take it. You miss it, you just try harder, but, if you make it, you are such a happy person. Right or wrong?"
	PF with C-LINK	"Once graduation rolls around...and meet requirements... walk across field...and recieve word you graduated..."
	C-E	"That will make you feel you accomplished something on your own because you had a mind to..."
	EM-COM	"I guarantee...one of the proudest moments in my life."
	M-4 with JC-COM	"An old man DI, who told you what to do, has tears because of attachment to you...especially if you had difficulty in BASIC...then he has special bond with you, right there."
	C-E with AWARE, C-LINK	"It makes you feel good...knowing he has brought you though and you have the will power to take yourself though."

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 11 CROSS-REF _____

Purpose: Initial appointment

Cycle: Pros x Rap Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 20, para 3, line) END (p. 22, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - A kid will tell you exactly what he wants in order to go into the Army.

2 - Stress the DBM because that's what's going to sell P.

3 - Our job is to get P familiar with job opportunities and to qualify him mentally, morally and physically.

RULE: 1 - I try to make first appointment at P's house, that way you can talk to P, Mom and Dad at same time.

2 - The first thing I ask is, on a scale of 1-10, where do you stand as far as joining. Then I say, "what would it take to make it a 10."

3 - I stress the guaranteed training of choice for his DBM.

4 - P must still go over the tangibles with P (pay, vacation, etc.) - but don't stress those as much as DBM.

5 - Next check that P qualifies mentally and morally.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 1 S I SEQ 11 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

RULE:

6 - Send P for physical after mental and moral qualification.

7 - Finally, P sees MEP's GC.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 12 CROSS-REF _____

Purpose: Preparing P for enlistment following MEPs.

Cycle: Pros__ Rap__ Qual__ N&I__ FEBA__ Clo__ H-O__ DEP x F-UP x M/A__ Oth__

Setting: _____

Range: BEG (p. 22, para 2, line _____) END (p. 23, para 12, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - We get our insight on what happens in BASIC training by the people we put in.

RULE: 1 - After MEPs, take P & resell his decision to join: a) go over job and make sure he's satisfied; b) let him know he's required to stop in every 2 weeks (in DEP); and c) congratulate him on joining the US Army.

2 - Prior to shipping we give P self-addressed envelopes to keep in touch & get a picture for our board so P knows we are happy with him.

3 - In BASIC, we try to keep in touch to make sure that what we said to him is actually happening & everything is going smooth.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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REPORT TYPE: PCW
I.D.: Coder 1 S I SEQ 12 CROSS-REF

BLOCK
DESCRIPTION CONTINUATION

RULE: 4 - We ask P to let us know if there are any problems, so we can know how
to talk with other people.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 13 CROSS-REF _____

Purpose: Reselling after P enlists for unexpected job.

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

Setting: _____

Range: BEG (p. 25, para 4, line _____) END (p. 26, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - R can make P feel a little better about it by showing how first choice is still within reach.

RULE: 1 - R must let P know that while he didn't get job he wanted, job he got is equally well.

2 - Let P know that by utilizing what service can offer it's still within reach to get something in that first choice area (e.g., via college education in service).

3 - Advise to continue working toward a degree in that area & work toward it.

4 - Emphasize that P can use experience in his Army area to find himself a decent job - a backup career if first choice is still very important to him (see dialogue p. 26 (3)).

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 14 CROSS-REF _____

Purpose: Preparing P for shipping out and writing to R.

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP x M/A Oth

Setting: _____

Range: BEG (p. 26, para 5, line) END (p. 27, para 4, line)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - We go over what s going to happen at MEPs: a) height and weight check;
b) briefing on travel route; and c) briefing on reception station.
2 - We ask P to write us even though the letter may be negative or positive, just
to let R know how things are going.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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OVERVIEW: R provides P with strategy and criteria to write R. Combines an obligation frame with R's positive intention.

SEMANTIC: I-R I-Q I-C I-A x I-E P-C x Oth FP-CON, PF

<u>PATTERN OPERATOR</u>		<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	PF	"There's very little time for you to do writing your first couple of weeks in BASIC training."
	FP-CON with OR	"We've already given you envelopes. Postage is already paid. Only thing you have to do is just drop a line and say, 'Sargeant, I made it, everything is fine' or 'Sargeant, I hate your guts, why did you put me here.' and you are safe."
	IN	"Anything just to write me, let me know you are there and you are safe."

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:		

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 15 CROSS-REF _____

Purpose: Preparing P for MEPS GC

Cycle: Pros Rap x Qual N&I FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 27, para 8, line) END (p. 29, para 1, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Counselors are good guys. They're not there to screw P, they're there to help P out.

- RULE: 1 - Tell P to be open-minded because the MEPS GC may offer job that P likes more than anticipated & R cannot know what jobs are available on a given day.
- 2 - A MEPS GC is just like a school counselor.
- 3 - MEPS GC will sit down with P, go over list of jobs P qualifies for, and show P a video of job.
- 4 - Tell P to make sure all questions are asked prior to your signing contract.
- 5 - Tell P the counselor's primary job to make sure P gets exactly what he wants.
- 6 - If P doesn't like his counselor, others are available.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 16 CROSS-REF _____

Purpose: How know when do a good job

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP F-UP M/A x Oth

Setting: _____

Range: BEG (p. 34, para 3, line) END (p. 34, para 7, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - I go out and talk. I go out and communicate.

2 - You know you do good by how community accepts you.

RULE: 1 - On a month to month basis, you're doing good when you put in the required people your supposed to - in certain categories.

2 - We do good by putting in a big proportion of the community.

3 - We're doing something right because the people we put in are sound with their decision and they come back to the community and spread our name around.

4 - When I ride or walk down streets, people go, "how you doing Sergeant," or "what's happening today."

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 17 CROSS-REF _____

Purpose: How to increase chances for success

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

Setting: _____

Range: BEG (p. 39, para 4, line _____) END (p. 40, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Anytime a kid has got problems or wants to talk, he should be able to see R so problem doesn't grow.

2 - When I retire I'm looking to these enlistees for my protection, so you want to put in high caliber people.

RULE: 1 - More phone calls - it increases your rate because you talk to more people.

2 - We give P's an open invitation to come in whenever they want.

3 - Maintain a fantastic referral program.

4 - We don't treat Ps as just numbers in Army..

5 - We show P we are proud to have him in US Army, we roll out red carpet, make them feel they are wanted.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 18 CROSS-REF _____

Purpose: Difference that made difference in closing

Cycle: Pros Rep Qual N&I FEBA Clo x H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 41, para 6, line) END (p. 42, para 4, line)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Considering and actually doing is completely different.

RULE: 1 - Over the year I changed how I got a committment from P - from asking for
consideration to asking for doing it.

2 - Initially I would ask P "If I can do this would you think about joining the US
Army" - kids will think about it for years.

3 - Now I say "Will you join." - I just narrowed it down and became more direct.

SEQUENCE:	<u>SALES</u> <u>CYCLE</u>	<u>DECISION</u> <u>STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION</u> <u>STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 19 CROSS-REF _____

Purpose: Time management

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

Setting: _____

Range: BEG (p. 43, para 3, line _____) END (p. 44, para 5, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If you don't schedule things you can be unsuccessful.

RULE: 1 - We normally just put in the key things: a) station commander interface;
b) telephone time; c) appointments.

2 - The most important thing about time management is sticking to it - since in recruiting your schedule can change at the blink of an eye.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 20 CROSS-REF _____

Purpose: How know if someone else good as R

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

Setting: _____

Range: BEG (p. 44, para 7, line _____) END (p. 46, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - If P brings referrals he feels R is good guy - did him right.

2 - If P doesn't bring referrals, he feels he got screwed.

3 - A lot of older people are key to some of the younger people going into the Army - they are very influential.

RULE: 1 - The badges and awards show the quality of people you're putting in.

2 - A low processing ratio is sign of good P.

3 - If R puts P in, and P doesn't bring in anyone else to go in, R is doing something wrong.

4 - You can expect more referrals from Ps well known in school, than quiet Ps.

5 - If R is out there mingling with community and talking with people, people know him - he's doing something right.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 21 CROSS-REF _____

Purpose: ARC talk - Part I (community involvement and referrals)

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

Setting: _____

Range: BEG (p. 46, para 7, line _____) END (p. 48, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - Treat individuals like individuals.

2 - Community involvement is the process of generating a referral system.

3 - I figure if you put one person in and this person introduces the Army program to another person, and so on, people just start flowing in.

4 - Referrals are better than telephone power because the new P already has trust in his friends and so in R - so now P is more likely to show for initial appointment.

RULE: 1 - Have Ps come in any time they want, bring friends and talk to P and his friends.

2 - Referrals act like a chain reaction which gets you more face to face with a lot of people.

SEQUENCE:	<u>SALES CYCLE</u>	<u>DECISION STATE ENTER</u>	<u>PRIMARY PATTERN</u>	<u>DECISION STATE EXIT</u>	<u>TEST</u>
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PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 22 CROSS-REF _____

Purpose: ARC Talk - Part II (Attitude, style and pacing P)

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

Setting: _____

Range: BEG (p. 48, para 3, line _____) END (p. 51, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You're trying to get this person in to hopefully better that individual's
life.

2 - It's important to stray from the book to see what works best in your
community.

RULE: 1 - If you put a person in just to make mission, you don't put all you can into
the interview.

2 - If you put a person in and enjoy it then: a) it's easier; b) you work less;
and c) people start working for you now instead of you working for them.

3 - If you put off the sales interview till after you've taken time to talk to P
like a person, both of you are relaxed, you can communicate a lot better - the
communication barrier is broken.

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

REPORT TYPE: PCW
I.D.: Coder 1 S I SEQ 22 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

RULE:

4 - Adjust to new communities by determining what they want to get, make changes in what you offer, maybe portray a different image.

5 - Stop straying from the book when you start rolling zeros.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 23 CROSS-REF _____

Purpose: ARC Talk - Part III (prospecting)

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

Setting: _____

Range: BEG (p. 51, para 7, line _____) END (p. 53, para 7, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - You need to know what actually happens within that community.
2 - Participate in community: a) PTA; b) church; c) coaching - meet a lot of parents.
3 - Start prospecting in new area by: a) meeting people and business at a certain time every other day; b) telephone calls to meet kids; & c) establish referral program and work it.
4 - Before I go to HS, I call the counselor and tell him what I plan to do. .

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

REPORT TYPE: _____ PCW
I.D.: Coder 1 S I SEQ 23 CROSS-REF _____

BLOCK

DESCRIPTION

CONTINUATION

RULE:

5 - Never interview in HS, it's the most dangerous since a lot of peer pressure.

6 - At HS, tell P enough to make him want to come to station for a fuller interview - also safer since all R source material is at station.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 24 CROSS-REF _____

Purpose: Predicting test passage

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

Setting: _____

Range: BEG (p. 58, para 3, line _____) END (p. 58, para 7, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - You can pick up a lot through conversation about whether P can pass the test -
the way an individual talks.

RULE: 1 - P can normally pass the test if he has had a years worth of alegabra - whether
or not he passed it.

2 - P will normally not pass the test if he just had basic mathematics or the math
taught in vocational school.

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

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 25 CROSS-REF _____

Purpose: Objection: Girlfriend doesn't want P to enlist

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

Setting: _____

Range: BEG (p. 60, para 6, line _____) END (p. 61, para 1, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - I play on the girlfriend's sincerity.

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

III. COMMUNICATION PATTERNS

OVERVIEW: R talks to girlfriend of P about giving permission for him to go into Army.
Uses new types of CON formations as well as metaphors.

PREDICATE: Vis___ Aud___ Kin___ Olf-Gus___ Uns___ Specific___

SYNTAX/

SEMANTIC: I-R___ I-Q___ I-C___ I-A x I-E___ P-C x Oth YB-CON,N-CON

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>
COMMON PATTERNS:	M-4 with OR, IN	R presents analogy to civilian sector and asks girlfriend if objection is still present. ("Let's say boyfriend has now graduated from H.S. He has just found him a job out an Texas where a corporation offers him a job for one yr. at \$75,000. Are you going to stop him, or are you going to let him go? ...That's basically the same thing the Army is doing, except we are not going to pay him that much money...")

	<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS:	YB-CON	YB-CON (Yes-But-If-Then-YBIT) Yes (I can't A), A = feature desired But (I can B), B = feature offered And IF (are sincere about X), X = focus of sincerity Then (will want to do Y), Y = activity related to enlisting. ("We are not paying him that much money, but we have a guaranteed job for him, and if you love him, you'r not going to stop his decision.")	61(1,6)

REPORT TYPE: PCW

I.D.: Coder 1 S I SEQ 25 CROSS-REF

<u>PATTERN OPERATOR</u>	<u>TECHNICAL RESULT OR OUTCOME</u>	<u>EXAMPLE</u>
UNIQUE PATTERNS: N-CONS with R/S CONS	N-CON [R/S (IF X then Y) CONS (IF NOT-Z, NOT X) where, X = desired goal for couple Y = activity which might occur as result of Army Z = activity to demonstrate sincerity to X ("If you all get married, you might be separated... If you are not willing to wait for him until he returns, the marriage couldn't have worked in the first place.")	61(1,16)

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 26 CROSS-REF _____

Purpose: What do you sell

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

Setting: _____

Range: BEG (p. 61, para 3, line _____) END (p. 62, para 3, line _____)

II. COMMUNICATION STRATEGIES

BELIEF: 1 - R must utilize all means necessary to get you what you want.

2 - Our purpose is to try to open doors for you.

3 - You can be anything you want to be in the US Army if you are motivated enough.

RULE: 1 - We help P by getting him: a) training that will benefit him in civilian sector; b) education while in Army; and c) money to continue education to achieve your future.

2 - What we sell is - utilize us as stepping stone to get exactly where you want to be.

3 - We sell them on the US Army and how to use it to get what they want.

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

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 27 CROSS-REF _____

Purpose: Managment and motivation of DEPers

Cycle: Pros Rap Qual N&I FEBA Clo H-O DEP x F-UP M/A Oth

Setting: _____

Range: BEG (p. 62, para 7, line) END (p. 64, para 8, line)

II. COMMUNICATION STRATEGIES

BELIEF: _____

RULE: 1 - We let DEPers know anything that's major in Army Times that we feel they should know about - we'll stress that with them.
2 - At DEP functions we prepare them a little bit for BASIC by teaching them marching, rank structure, etc.
3 - Since our DEPers know most of it before they go to BASIC, they have some more choice over how to spend their free time.
4 - I know our DEP training works the only way I can know - by talking to the people that come back.

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

REPORT TYPE: PCW
I.D.: Coder 1 S I SEQ 27 CROSS-REF

BLOCK
DESCRIPTION

CONTINUATION

RULE:

5 - We prefer group DEP meetings - allows DEPers to get to know each other
and establish bonds now, in case they are in same platoon.

6 - Our DEP meetings are pretty loose, but they're very cooperative and
they hear exactly what we put out.

7 - We use the newspaper to announce a new enlistment (name, H/S, job
option, ship date) or a home town recruiter coming in.

PROTOCOL CODING WORKSHEET

I. BACKGROUND INFORMATION

I.D.: Coder 1 S I SEQ 28 CROSS-REF _____

Purpose: Importance of bettering P's life

Cycle: Pros Rap Qual N&I x FEBA Clo H-O DEP F-UP M/A Oth

Setting: _____

Range: BEG (p. 65, para 2, line) END (p. 66, para 3, line)

II. COMMUNICATION STRATEGIES

- BELIEF: 1 - One thing that opens the door is when the family is for you.
2 - In sales, all you're doing is taking what he has told you, adding yours into it, and then giving it right back to him to make him shake his head yes. And that's it.
3 - You listen effectively you pick up a lot. If you don't listen, you don't pick up a thing.
4 - A lot of parents condition kids to think they want to go to college after HS .

- RULE: 1 - A lot of families appreciate that you're trying to show your kids a way to work towards getting exactly what they want out of life.
2 - You know the benefits are best for that person because you ask the individual, you get that from the individual.
3 - A lot of kids don't care about college and the R has to try to find out exactly what they want and work out a program for them.

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

PRIMARY COMMUNICATION SKILL REPORT-1

I. COMMUNICATION SKILL

A. BACKGROUND INFORMATION

I.D.: Coder 1 S(s)D,E,F,I SEQ 1 CROSS-REF PCSR (3)
OUTCOME: Turn an objection into a reason to agree with R.
CYCLE: PROS RAP QUAL N&I x FEBA x CLO x H-O x DEP F-UP M/A OTH
LOCATION: STA x H.S. CLG HOM x FOOD STRT MAL CIV MEPS BAS OTH
CONTRACT: FACE x TELE x LTR SPCH RPI OTH
PLAYER: PROS x PRNT x DEP x NLST CIV-LDR HSGC MPGC FRND x REF x OTH

B. OVERVIEW

RECRUITER

- ADVANTAGE: 1 - The R will have the skill to turn an objection into an opportunity to expand P's perspective in a direction conducive to agreement or decision making.
- 2 - The R will gain insight into the styles used by P to either reach agreements or make decisions quickly.
- 3 - The R will have the flexibility to use various semantic challenge formats to focus P's thinking in a specific direction.

SALES SKILL

- DESCRIPTION: 1 - Determine focus of objection based on content of discussion (i.e., R asking for agreement or decision).
- 2 - Determine P's style used within each focus.
- 3 - Expand P's perspective by applying appropriate PC to another point of view.
- 4 - Verify change has occurred.

II. COMMUNICATION PATTERN

A. PATTERN

- DESCRIPTION: The pattern is used when R needs to turn around a belief of P in order to get agreement or a decision.
- 1 - The resistance of P is classified as related to either making an agreement or a decision.
- 2 - The personal style of P is identified within either the Agreement (logical, emotional) or Decision (internal, external) focus.
- 3 - R matches the appropriate Perspective-Changer (PC) to expand P's perspective.

REPORT TYPE: PCSR
I.D.: Coder 1 SD,E,F,I SEQ 1 CROSS-REF PCSR (3)

BLOCK
DESCRIPTION

CONTINUATION

PATTERN

4 - Procedure is verified thru probes, close or presupposition.

DESCRIPTION

B. BLUEPRINT

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
1	Determine focus of objection.	Is focus of conversation on P agreeing with (accepting) what R has proposed (i.e., the usefulness of feature or benefit)? OR Is focus on P making a decision to demonstrate commitment (e.g., CAST, testing, enlistment, referrals, etc.).	
2	Determine style of P	Determine P's focus for either reaching Agreement or a Decision. IF Agreement focus notice if P agrees more based on logic and facts (LOGICAL) or by feelings, e.g., adventure, thrills, challenge, etc. (EMOTIONAL).	
3	Match PC to P's style and expand P's perspective (i.e., create choice)	Use Perspective-Changeers to move P from current belief to new perspective. IF AGREEMENT FOCUS: a) If P is EMOTIONAL use M-4 or C/FS to paint picture which gives P the feeling of the topic; b) If P is LOGICAL use C-EX, R/S or M/W to provide the information P requires to change or complete his decision making. IF DECISION FOCUS: a) If INTERNAL use IN to state R's positive intention or P's negative intention; b) If EXTERNAL point out the consequences (CONS) of P's actions or the reality (R/S) of why it is not as beneficial of Army. c) If MIXED (emotional and/or logical) then either redefine issue from a negative to a positive for enlisting (RE-D) or change P's focus by talking "outside" the topic (e.g., comment on P's dress or attitude if discussing college fund).	M-4, C/FS C-EX, R/S, M/W IN CONS, R/S RE-D, MF
4	Verify PC has caused belief change.	Probe, close, or ask for agreement in order to check that P has accepted action or belief desired by R. R may also presuppose that belief change has occurred and give statement to that effect, i.e., ask P to do something that requires acceptance of new belief.	

PRIMARY COMMUNICATION SKILL REPORT-2

I. COMMUNICATION SKILL

A. BACKGROUND INFORMATION

I.D.: Coder 1 S(s)A,C,D,E,F,... SEQ 2 CROSS-REF _____
OUTCOME: Turn P's hesitancy into a commitment to enlist.
CYCLE: PROS__ RAP__ QUAL__ N&I__ FEBA x CLO x H-O x DEP__ F-UP x M/A__ OTH__
LOCATION: STA x H.S.__ CLG__ HOM x FOOD__ STRT__ MAL__ CIV__ MEPS__ BAS__ OTH__
CONTRACT: FACE x TELE x LTR__ SPCH__ RPI__ OTH__
PLAYER: PROS x PRNT__ DEP__ NLST__ CIV-LDR__ HSGC__ MPGC__ FRND__ REF__ OTH__

B. OVERVIEW

RECRUITER

ADVANTAGE: 1 - The R will have the skill to build an attitude in P supportive of enlistment given prior agreement on features and benefits for P.
2 - The R will gain insight into the attitudes used by P to either prevent or support a commitment to enlist.
3 - The R will have the flexibility to package information agreed to by the P in a number of highly impactful formats in order to create high levels of understanding in P.

SALES SKILL

DESCRIPTION: 1 - Identify P's limiting attitude toward situation (i.e., insecure, fearful, or suspicious).
2 - Match appropriate CON strategy format with limiting attitude.
3 - Apply CON format (i.e., YB-CON, FP-CON, JC-CON or FEBA CON).
4 - Verify outcome of CON thru change in P's attitude.

II. COMMUNICATION PATTERN

A. PATTERN

DESCRIPTION: The pattern is used when R and P have agreed on features and benefits but commitment is not reached due to P's limiting attitude.
1 - Identify limiting attitude of P by classifying his attitude into insecure (can't do), fearful (can't decide), or suspicious (R not justified in comments).
2 - R matches the appropriate CON format to P's attitude. The CONs act in different ways: YB-CON deletes negative information, replacing it with positive; FP-CON provides decision guidance by either giving

REPORT TYPE: PCSR
I.D.: Coder 1 S..G,H,I SEQ 2 CROSS-REF _____

BLOCK
DESCRIPTION

CONTINUATION

PATTERN

DESCRIPTION

2 (cont) - future conditions under which to make decisions or asking for decisions now, as-if the future has occurred; JC-CON provides cause-effect justifications for the importance of an action; and FEBA-CON consolidates feature and benefit information into a single communication effort.

3 - The effect of the CON is verified thru P's attitude change: can't do to resourceful; can't decide to prepared to decide now; and, not justified to reason to do.

B. BLUEPRINT

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #															
1	Identify P's limiting attitude toward situation.	Assume at this point that P has already accepted various points made by R (i.e., features, benefits, consequences, etc.). Yet P is still reluctant to move into the situation proposed by R or to agree to it - the ladder is there but he will not step onto it. What is needed is a packaging or "LINKING" of the rungs of the ladder into one powerful reason to do it. Identify P's attitude as: a) INSECURE about ability - can't do b) FEARFUL of wrong choices - can't decide c) SUSPICIOUS of R's logic - not justified																
2	Match solution strategy CON format with P's attitude	<table><tr><th>P's attitude</th><th>Solution</th><th>CON Pattern</th></tr><tr><td>INSECURE</td><td>Resource to succeed</td><td>YB-CON</td></tr><tr><td>FEARFUL</td><td>Decision to do</td><td>FP-CON</td></tr><tr><td>SUSPICIOUS</td><td>Reason to do</td><td>JC-CON, FEBA-CON</td></tr></table>	P's attitude	Solution	CON Pattern	INSECURE	Resource to succeed	YB-CON	FEARFUL	Decision to do	FP-CON	SUSPICIOUS	Reason to do	JC-CON, FEBA-CON	<table><tr><td>YB-CON</td></tr><tr><td>FP-CON</td></tr><tr><td>JC-CON, FEBA-CON</td></tr></table>	YB-CON	FP-CON	JC-CON, FEBA-CON
P's attitude	Solution	CON Pattern																
INSECURE	Resource to succeed	YB-CON																
FEARFUL	Decision to do	FP-CON																
SUSPICIOUS	Reason to do	JC-CON, FEBA-CON																
YB-CON																		
FP-CON																		
JC-CON, FEBA-CON																		
3	Apply CON format.	YB-CON FORMATS a) YES (negative feeling) BUT (leads to positive feeling, positive benefit) b) IF (possibility) BUT (motivation to do possibility) c) WHEN (your objective) THEN (positive action of other) BUT (your role or obligation) d) IF (want it) THEN (difficult) BUT (you have X, WHEN time, can do it) e) YES (I can't A) BUT (I can B) IF (sincere about X) THEN (will want to do Y)	YB-CON															

SEE CONTINUATION

REPORT TYPE: PCSR

I.D.: Coder 1 S(s) SEQ 2 CROSS-REF

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
3		FP-CON FORMATS	
		a) IF (no X) THEN (do Y) AND (my positive intention - "I will do") IF (that's what you decide to do)	FP-CON
		b) WHEN (X occurs) THEN (do Y)	
		c) IF (no like) THEN (no join) BUT (never "no like")	
		d) I already (given X) You only (need do Y) Choose (do Y in form of A or B)	
		e) IF (X) THEN (Y occurs) WILL (do Z)	
		f) Once (X) THEN (Y occurs) UNLESS (Z is there)	
		JC-CON and FEBA-CON FORMATS	
		a) IF (action) BECAUSE (benefit) THEN (consequence)	JC-CON
		b) YOU KNOW (you're X) YOU'RE EITHER (Best X or Worst X) BECAUSE (of Y)	
		c) BECAUSE (of X) THEN (you must do Y) AND (be successful)	
		d) Can you not-X, if Y? IF Y and not-X, THEN not-Z.	FEBA-CON
		SEE CONTINUATION	

REPORT TYPE: PCSR

I.D.: Coder 1 S(s) _____ SEQ 2 CROSS-REF _____

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
3		<p>FEBA-CON continued</p> <p>e) Frame Goal</p> <ul style="list-style-type: none">Feature 1Feature 2WHILE IN ARMYBenefit 2Benefit 1 <p>Frame Outcome</p> <p>f) IF X (given Y which presupposes X)</p> <ul style="list-style-type: none">IF not-XTHEN not-Z <p>(unstated, implied that "THEN Z")</p> <p>g) AND (what want now)</p> <ul style="list-style-type: none">BEFORE (future action)I WOULD (like to do present action)TO (find out in my mind)IF (you're going to be qualified for action) <p>h) IF (do X)</p> <ul style="list-style-type: none">THEN (not-Y) <p>AND (will have benefit of Y)</p> <p>AS-IF (doing Y)</p> <p>BECAUSE (strategy to get outcome and/or benefit)</p> <p>SEE CONTINUATION</p>	FEBA-CON

REPORT TYPE: PCSR

I.D.: Coder 1 S(s) _____ SEQ 2 CROSS-REF _____

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)			P.O. TYPE OR #
4	Verify outcome of CON thru change in P's attitude.	If CON was effective then P's comments should now reflect the new attitude column of chart.			
		<u>P's OLD ATTITUDE</u>	<u>LINKER PATTERN</u>	<u>P'S NEW ATTITUDE</u>	
		Can't Do	YB-CON	Believe in my ability	
		Can't Decide	FP-CON	Prepared to make decision now	
		Not Justified	JC-CON, FEBA-CON	I understand R's logic and/or positive intention of R for me	
		The new attitude may be confirmed directly by probing or indirectly thru presuppositions or a close.			

PRIMARY COMMUNICATION SKILL REPORT-3

I. COMMUNICATION SKILL

A. BACKGROUND INFORMATION

I.D.: Coder 1 S(s) A,D,G,H,I SEQ 3 CROSS-REF PCSR (1)
OUTCOME: Turn an objection into a reason to enlist.
CYCLE: PROS RAP QUAL N&I x FEBA x CLO H-O x DEP F-UP M/A OTH
LOCATION: STA x H.S. CLG HOM FOOD STRT MAL CIV MEPS BAS OTH
CONTRACT: FACE x TELE x LTR SPCH RPI OTH
PLAYER: PROS x PRNT DEP x NLST CIV-LDR HSGC MPGC FRND REF x OTH

B. OVERVIEW

RECRUITER

- ADVANTAGE: 1 - The R will have the skill to turn P's question or objection into a reason for P to want particular features or benefits proposed by R.
2 - The R will gain insight into the questioning strategies used by P and how to simplify the many to one.
3 - The R will have the flexibility to use various semantic formats in order to fine tune his response to P's questioning strategy.

SALES SKILL

- DESCRIPTION: 1 - Determine if P is questioning the feature/facts or benefit/implications of R's statements.
2 - Match PC reply to P's feature/fact (RE-D, M-4, C-EX, R/S, M/W) or benefit/implication (IN, CONS, RE-D, AS, M-4) question.
3 - Verify P's understanding of feature/facts or benefit/implications has changed.

II. COMMUNICATION PATTERN

A. PATTERN

- DESCRIPTION: This pattern is used when P questions or objects to either a feature/fact or benefit/implication raised by the R.
1 - Determine questioning strategy of P by linking it to a SPLITTER related to facts (RE-D, M-4, C-EX, R/S, M/W) or implications (IN, CONS, RE-D, AS, M-4).
2 - Reply to P with the matched PC format to P's question. This has the effect of providing P with new information and choices, in a linguistics-
(continued)

REPORT TYPE: PCSR

I.D.: Coder 1 S 3 SEQ 3 CROSS-REF PCSR (1)

BLOCK

DESCRIPTION

CONTINUATION

PATTERN

DESCRIPTION

2 (cont) - guistic format P implicitly accepts and understands. That is,

a format which P uses to represent information in.

3 - The effect is verified thru P's acceptance of new choices now avail-

able to him generally, and specifically by P's adoption of R's

position.

B. BLUEPRINT

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #																																				
1	Determine if P is questioning the feature facts or benefit implications	<p>When P raises a question or objection, probe to determine whether his focus is on the facts related to the features or to the benefits and/or their implications. Usually the content of the question will determine the classification.</p> <p>QUESTIONS WHICH INDICATE FEATURE-FACTS</p> <table><thead><tr><th><u>P'S QUESTION</u></th><th><u>PC RESPONSE</u></th><th></th></tr></thead><tbody><tr><td>Doesn't like feature.</td><td>RE-D</td><td>RE-D</td></tr><tr><td>Doesn't have experience to understand importance of feature.</td><td>M-4</td><td>M-4</td></tr><tr><td>Wrong facts.</td><td>C-EX</td><td>C-EX</td></tr><tr><td>Not considered reality of situation.</td><td>R/S</td><td>R/S</td></tr><tr><td>Assumed ideal model of world.</td><td>M/W</td><td>M/W</td></tr></tbody></table> <p>QUESTIONS WHICH INDICATE BENEFIT-IMPLICATIONS</p> <table><thead><tr><th><u>P'S QUESTION</u></th><th><u>PC RESPONSE</u></th><th></th></tr></thead><tbody><tr><td>No trust R.</td><td>IN</td><td>IN</td></tr><tr><td>No trust outcome.</td><td>CONS</td><td>CONS</td></tr><tr><td>Doesn't like process.</td><td>RE-D</td><td>RE-D</td></tr><tr><td>Applies value inconsistently.</td><td>AS</td><td>AS</td></tr><tr><td>Doesn't have experience to understand.</td><td>M-4</td><td>M-4</td></tr></tbody></table>	<u>P'S QUESTION</u>	<u>PC RESPONSE</u>		Doesn't like feature.	RE-D	RE-D	Doesn't have experience to understand importance of feature.	M-4	M-4	Wrong facts.	C-EX	C-EX	Not considered reality of situation.	R/S	R/S	Assumed ideal model of world.	M/W	M/W	<u>P'S QUESTION</u>	<u>PC RESPONSE</u>		No trust R.	IN	IN	No trust outcome.	CONS	CONS	Doesn't like process.	RE-D	RE-D	Applies value inconsistently.	AS	AS	Doesn't have experience to understand.	M-4	M-4	
<u>P'S QUESTION</u>	<u>PC RESPONSE</u>																																						
Doesn't like feature.	RE-D	RE-D																																					
Doesn't have experience to understand importance of feature.	M-4	M-4																																					
Wrong facts.	C-EX	C-EX																																					
Not considered reality of situation.	R/S	R/S																																					
Assumed ideal model of world.	M/W	M/W																																					
<u>P'S QUESTION</u>	<u>PC RESPONSE</u>																																						
No trust R.	IN	IN																																					
No trust outcome.	CONS	CONS																																					
Doesn't like process.	RE-D	RE-D																																					
Applies value inconsistently.	AS	AS																																					
Doesn't have experience to understand.	M-4	M-4																																					
		SEE CONTINUATION																																					

REPORT TYPE: PCSR

I.D.: Coder 1 S(s) SEQ 3 CROSS-REF PCSR (1)

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
2	Match PC reply to to P's feature/fact or benefit/implication question.	R REPLY EXAMPLE (FACTS)	PC OPERATOR
		Redefine an aspect of feature into something P likes ("It's hard work, but rewarding.")	RE-D
		Paint a picture of P enjoying feature.	M-4
		Provide counter examples ("Are you aware...").	C-EX
		Provide realistic expectations ("Given X, is it reasonable to expect Y to happen for sure...")	R/S
		Question the source of P's understanding of how events occur ("How do you know that X will happen, even if all facts are true?")	M/W
		R REPLY EXAMPLE (BENEFITS)	PC OPERATOR
		State either R's positive intention for P or P's negative intention.	IN
		State either R's positive consequence or P's negative one - resulting from feature-facts.	CONS
		Redefine an aspect of benefit into something P likes.	RE-D
		Question value of P's criteria of a good benefit ("what would happen if you followed your own rule in...")	AS
		Paint a picture of P enjoying benefit thru feature accomplishment.	M-4
		Verify P has moved from his original question to R's position by direct probing, presupposing the new position and/or closing.	
3	Verify P's understanding of feature-facts or benefits-implications has changed.		

PRIMARY COMMUNICATION SKILL REPORT-4

I. COMMUNICATION SKILL

A. BACKGROUND INFORMATION

I.D.: Coder 1 S(s)A,D,E,F,G,I SEQ 4 CROSS-REF _____
OUTCOME: Soften the impact of sensitive information or questions asked of P.
CYCLE: PROS RAP QUAL x N&I x FEBA CLO H-O DEP F-UP M/A OTH
LOCATION: STA x H.S. CLG HOM FOOD STRT MAL CIV MEPS BAS OTH
CONTRACT: FACE x TELE x LTR SPCH RPI OTH
PLAYER: PROS x PRNT x DEP NLST CIV-LDR HSGC MPGC FRND REF x OTH

B. OVERVIEW

RECRUITER

- ADVANTAGE: 1 - The R will have the skill to present sensitive information to P and maintain rapport.
- 2 - The R will gain insight into the difference between how a person receives information or questions and their reaction to it.
- 3 - The R will have the flexibility to use over seven linguistic pattern operators to directly or indirectly soften the impact of sensitive information.

SALES SKILL

- DESCRIPTION: 1 - When to use softeners.
- 2 - Softening is directly modifying/defining the nature of an event, using either undefined comparisons (CD) or undefined modifiers (AD).
- 3 - Softening indirectly by distracting P's awareness from the topic at hand using AWARE, COM-AD, C-POST, EM-Q, or TAG operators.
- 4 - Verify softening effect by P's acceptance of sensitive information and R's ability to maintain support.

II. COMMUNICATION PATTERN

A. PATTERN

- DESCRIPTION: This pattern is used whenever R is presenting information which P may react towards negatively.
- 1 - Soften directly by defining the scope and intensity of an event (action, feature, benefit, etc.) by prefacing the event with undefined comparison operators (CD) or adjective/adverb modifiers. This gives P "permission" to picture or represent the event in that manner.
- 2 - Soften indirectly by distracting P's awareness: a) stating or questioning P's prior level of awareness; b) prefacing statement with a

REPORT TYPE: PCSR

I.D.: Coder 1 S SEQ 4 CROSS-REF

BLOCK

DESCRIPTION

CONTINUATION

PATTERN

DESCRIPTION

2 (cont) - conclusion about P's level of awareness; c) embedding an awareness comment within a statement about event; d) phrasing question about event as if it were a statement; and, e) sentence clause that requires a shift in awareness to understand.

3 - Verify softening effect by R's ability present sensitive information and maintain rapport.

B. BLUEPRINT

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
1	When to use softeners.	Use of this skill is advised whenever information is presented to P which he may react towards negatively. The operators presented here will soften the impact of such information by either modifying/defining its implications or distracting P's attention.	
2	Softening by directly modifying/ defining the nature of an event.	<p><u>Softening by use of undefined comparisons</u></p> <p>Use of comparison words (such as good- better-best, more-less, most-least, same-different, etc.) define for P the scope or intensity of an event.</p> <p>("Make a better decision than...", "more receptive", "same money, "same excitement as..." , etc.)</p> <p><u>Softening by use of undefined modifiers</u></p> <p>Use of activity or event modifiers can also define for P the scope or intensity of an event. These modifiers define characteristics of the event or activity.</p> <p>("little hesitant, little scared", "BASIC will pass quickly", "this can be the easiest decision of your life", "How curious are you about the Army and how quickly will you be curious after we speak?")</p>	CD AD
3	Softening indirectly by distracting P's awareness from the topic at hand.	<p>At any time P can focus either on the topic at hand (e.g., BASIC is hard) or on his awareness about the topic (e.g., how do I know BASIC is hard.) By shifting P's level of awareness from one pole to the other we effectively distract him and so soften the impact of the information being presented.</p> <p><u>Softening by defining the nature of P's awareness about the event or topic.</u></p> <p>A. Stating or questioning P's prior level of awareness, using words such as "know", "realize", "notice", etc.</p> <p>(Do you realize that...", "Now, you realize...", "makes you feel good knowing..")</p>	- AWARE

SEE CONTINUATION

REPORT TYPE: PCSR

I.D.: Coder 1 S(s) SEQ 4 CROSS-REF

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
3	continuation	<p>B. Prefacing statement with a conclusion based on P's level of awareness using words such as "fortunately", "luckily", "happily", "necessarily", etc.</p> <p>("Just think, you're making a...", "At least, you respected...", "Happily, it will all lead to...")</p> <p>C. Stating question about awareness within statement about event</p> <p>("And what happens is that...", "I don't know if you're ready...", "Do you know who can help you the most...", "Don't you think it will help...")</p> <p>D. Phrasing question about event as-if it were a statement being considered.</p> <p>("Wouldn't it be nice to...", "Wouldn't you like to...", "I wonder when you will join...", "It may be possible that...")</p> <p>E. Using a sentence clause that requires a shift in awareness to understand, e.g., by being out of sequence.</p> <p>("You want it, do you not?", "Feel free to call me, if that's what you want", "You're interested in X, aren't you?", "If you don't mind telling me, are you working now?")</p>	<p>COM-AD</p> <p>C-POST</p> <p>EM-Q</p> <p>TAG</p>
4	Verify softening effect.	Softeners are generally verified by R's ability to present sensitive information and maintain rapport. Specifically, R must have a baseline reaction for each P in order to gauge the softening effect.	

PRIMARY COMMUNICATION SKILL REPORT-5

I. COMMUNICATION SKILL

A. BACKGROUND INFORMATION

I.D.: Coder 1 S(s) A,F,G,H SEQ 5 CROSS-REF _____
OUTCOME: Bypass superficial resistance in P.
CYCLE: PROS RAP x QUAL N&I FEBA CLO x H-O DEP x F-UP x M/A OTH
LOCATION: STA x H.S. CLG HOM x FOOD STRT MAL CIV MEPS BAS OTH
CONTRACT: FACE x TELE x LTR SPCH RPI OTH
PLAYER: PROS x PRNT DEP NLST CIV-LDR HSGC MPGC FRND REF OTH

B. OVERVIEW

RECRUITER

- ADVANTAGE: 1 - The R will have the skill to bypass superficial resistance from P by
implying agreement without explicitly saying it.
2 - The R will gain insight into how much faster an interview can proceed
when agreement or acceptance of issues is presupposed.
3 - The R will have the flexibility to use presuppositions as a tool to obtain
immediate agreement or as a device to instruct P on what decisions to make
under specific conditions in the future (e.g, at MEPS, BASIC, around
peers, etc.).

SALES SKILL

- DESCRIPTION: 1 - Use of presuppositions.
2 - Presuppositions used to obtain agreement by P in the present.
3 - Presuppositions used to prepare P for future decisions.

II. COMMUNICATION PATTERN

A. PATTERN

- DESCRIPTION: This pattern is used to bypass potential superficial resistance by P assum-
ing P has already agreed to the situation or commitment.
1 - Steps to obtain agreement by P in the present are: a) determine topic
area; b) determine general phrasing of presupposition; c) gain trust
(rapport) from P by matching his language; d) verify R has rapport
thru leading the conversation; e) insert presupposition into the con-
versation; and f) verify acceptance thru P's agreement to some action

I.D.: Coder 1 S SEQ 5 CROSS-REF

DESCRIPTION

CONTINUATION

2 - Steps to prepare P for future decisions: a) determine area of decision

making to be encountered by P in the future; b) structure phrasing to be used to tell P when and what to do in future; c) follow steps 1c, 1d, 1e above; and d) verify acceptance of future pacing by observing how P decides in future.

B. BLUEPRINT

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
1	Use of presuppositions.	<p>Presuppositions are the parts of a sentence that are implied, but not necessarily explicitly stated. For example, the sentence "what is your favorite kind of exercise?" presumes you take the time to exercise. Presuppositions are a useful and quick method to bypass superficial resistance from P. The R assumes P is already agreed to the situation and phrases language accordingly. If P really disagrees he will tell R so, if it is superficial resistance the P will usually accept the presupposition.</p> <p>Presuppositions may be used to assume current acceptance by P or to prepare P for decisions to make in the future.</p>	
2	Presuppositions used to obtain agreement by P in the present.	<p><u>Steps to use presuppositions in the present.</u></p> <p>A. Determine the topic area to be assumed (e.g., P is scared to enlist, P agrees to enlist).</p> <p>B. Determine general phrasing to be used</p> <ol style="list-style-type: none"> 1) "I wonder if you're scared... all Ps are a little scared...that's good... makes you a little hesitant...a little curious...and insures you get everything in writing before you enlist." (Assumes "scared" is normal and leads to "curious" and results in enlistment.) 2) "On a scale of 1-10, how soon will you join? How can we make it a 10 today?" (Assumes P will join soon and possibly today.) <p>C. Gain trust from P by matching P's language pattern both verbally and non-verbally.</p> <ol style="list-style-type: none"> 1) Verbally, find a common interest area and talk with P about it, using words of a similar vocabulary level. 2) Non-verbally, speak to P at the same speed and volume of speech P is using. 	<p>P</p> <p>-</p> <p>PF</p>
SEE CONTINUATION			

REPORT TYPE: Primary Communication Skill Report

I.D.: Coder 1 S(s) _____ SEQ 5 CROSS-REF _____

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
2	continuation	<p>D. Verify R is controlling conversation by either leading P into a topic area new to P or by changing the non-verbal aspects of the current topic (e.g., R speaks slower than P and then P responds in kind.)</p> <p>1) If R is not controlling then return to matching.</p> <p>E. Insert presupposition into conversation in at least two different sentences and continue talking about topic.</p> <p>F. Verify acceptance of presupposition by asking P for agreement on the issue or commitment to some action which the presupposition supports (e.g., P wishes to know what can be put in writing, or P wishes to know how long it takes to enlist).</p>	<p>PF</p> <p>P</p>
3	Presuppositions used to prepare P for future decisions.	<p><u>Steps to use presuppositions in the future.</u></p> <p>A. Determine the area of decision making to be encountered by P in the future (e.g., being asked for referrals or completing BASIC).</p> <p>B. Determine general phrasing to be used:</p> <p>1) "I'm calling you...out of the clear blue sky...and say I need one person by tomorrow...I know you probably won't give it to me, but try to come up with a name". (Prepares P that R will call for referrals and assumes P will help R.)</p> <p>2) "Everyone is stressing fitness, that's what Army is for... a lot of people see BASIC as exercise... it will make you feel you accomplished something... I guarantee one of the proudest moments in your life...graduated...walk across field...and receive word you graduated."</p> <p>SEE CONTINUATION</p>	<p>P, FP</p> <p>P, FP</p>

REPORT TYPE: PCSR

I.D.: Coder 1 S(s) SEQ 5 CROSS-REF

B. BLUEPRINT (continued)

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
3	continuation	<p>(Assumes BASIC is "just" exercise, P will graduate and will feel proud about it.)</p> <p>3) Note the structure of the phrasing is to 1) tell P under what conditions these instructions apply (e.g., when I call, arrival at BASIC); and 2) tell P what he will do under these conditions specifically (e.g., provide referrals, accomplish and feel proud); and 3) presuppose throughout that P agrees with the future pacing of events.</p> <p>C. Follow steps 2c, 2d, 2e above.</p> <p>D. Verify acceptance of future pacing directly by observing how P decides when future situation arises. Verify indirectly by method in step 2f above.</p>	

I. COMMUNICATION SKILL

A. BACKGROUND INFORMATION

I.D.: Coder 1 S(s) A,D,F,G SEQ 6 CROSS-REF _____
 OUTCOME: Provide P with positive feelings toward a future event.
 CYCLE: PROS RAP QUAL N&I x FEBA x CLO H-O x DEP F-UP M/A OTH
 LOCATION: STA x H.S. CLG HOM x FOOD STRT MAL CIV MEPS BAS OTH
 CONTRACT: FACE x TELE x LTR SPCH RPI OTH
 PLAYER: PROS x PRNT DEP x NLST CIV-LDR HSGC MPGC FRND x REF x OTH

B. OVERVIEW

RECRUITER

- ADVANTAGE: 1 - The R will have the skill to change P's orientation to a future event from negative to positive feelings.
 2 - The R will gain insight into how P generates expectancies and feelings for events which have not yet occurred.
 3 - The R will have the flexibility to change P's experience of the future by separating out feelings, providing a sense of control, or generating a new experience of the future.

SALES SKILL

- DESCRIPTION: 1 - Use of orientation changers.
 2 - Separating feelings about future events from those events.
 3 - Changing P's perspective on his ability to control the future event.
 4 - Giving P new experience from which to generate feelings.

II. COMMUNICATION PATTERN

A. PATTERN

- DESCRIPTION: This pattern is used whenever it is useful to move P into (involved) or out of (detached) feelings in order to provide a perspective on how manageable and/or enjoyable the future is.
 1 - Separate out feelings from future events by associating a specific tense form with an aspect of the future event (e.g., accomplishment - past; feelings - present; difficulty - future).
 2 - Move P gently from low to high control in future event by consistent use of passive and active verb forms respectively.

I.D.: Coder 1 S SEQ 6 CROSS-REF

DESCRIPTION

CONTINUATION

3 - Transition P into a new experience to generate feelings by shifting

P's role position when painting a picture. Move P from detached (seeing himself with event) to involved (seeing event from his own eyes).

B. BLUEPRINT

ST #	OUTCOME	PROCEDURE (What to Do, When to Stop)	P.O. TYPE OR #
1	Use of orientation changers.	Orientation changers move the person from one level of experience to another, i.e., from detachment to involvement or the reverse. They are useful to have P deal with a future event that he is willing to do, but scared of in some way by either detaching P from his feelings (TENSE), changing his perspective on what is required (APV), or giving a new experience in terms of feelings (EM).	
2	Separating feelings about future events from those events.	<p>The three tenses of time (past, present and future) may be used to "mark out" or compartmentalize aspects of a person's experience. Specifically, R can parcel out P's accomplishments in the future (past tense), P's feelings of success in future (present tense), and P's anticipation of difficulties (future tense). This procedure allows P to feel good now, about future accomplishments he has "already" completed, so why worry about the fact those difficulties are coming up in the future.</p> <p>(Having succeeded at BASIC, doesn't it feel good, now, that you'll be going to BASIC soon.")</p> <p>Verify procedure by asking how P feels now about future event.</p> <p>This technique can be used to compartmentalize any three distinct areas of a person's life. R must simply practice control over consistent tense usage.</p>	TENSE
3	Changing P's perspective on his ability to control the future event.	<p>The two aspects of "voice" (active and passive) may be used to move P gently into or out of a sense of self-control over a situation. This procedure allows P the experience of moving safely from a position of low to high control through consistent use of passive and active verb forms.</p> <p>("They might groom you to... then they start grooming you, helping you, providing you with everything needed to succeed.")</p> <p>("Now, things are done for you...friends help, parents help... soon you'll have the satisfaction of doing things by yourself... making your own accomplishment...and feeling proudly.")</p> <p>SEE CONTINUATION</p>	APV

I.D.: Coder 1 S(s) SEQ 6 CROSS-REF

B. BLUEPRINT (continued)

#	OUTCOME	PROCEDURE (What to Do, When to Stop)	TYPE OR #
3		<p>Verify procedure by probing P for what he now feels is his ability to succeed at future event.</p> <p>This technique may be used to shift between any two areas of a person's life on the issue of low to high control. R must take a little time to master consistent APV usage.</p>	
4	Giving P a new experience from which to generate feelings.	<p>Experience modifiers (predicates) may be used to paint a picture for P which provides a new perspective on what events will occur and his ability to succeed at them.</p> <p>The transition to the experience of the picture can be softened by carefully changing P's role position from detachment to involved.</p> <p>A role position is determined by P's method of imagining the picture being painted. If detached from feelings, P is usually seeing himself in the picture and/or watching it like on a movie screen in a theatre. If involved, P experiences the picture by seeing it from his own eyes, i.e., as if he were actually there.</p> <p>("Can you see X, I can see X now, where are you?...")</p> <p>("One day you're imagining BASIC from a distance, and the next you're looking at your men, noticing the shine on your boots, their uniforms and badges...")</p> <p>Verify procedure by probing P for how he now experiences the future event, i.e., does it end up feeling good now.</p> <p>This technique may be used to transition anyone into or out of feelings related to any imaginable event.</p>	EM

Appendix C
Sales Cycle Strategy Reports

TABLE C-1A

Sales Cycle Strategy Report:
Prospecting Strategies for High School

AREA	REASON	ACTION
High School Guidance Counselor	<ol style="list-style-type: none"> Without HSGC, R is nothing. You need a good relationship with HSGC so you can get into school (and get exposure). It's important to get out there and work with HS counselors. Counselors like to be stroked - "What do you have for me?" When you start to give a person a lot, they start to feel that they owe you. It's hard for them to say no. As you establish rapport, your questions can become more direct. Most counselors realize your time is important because you are in a business. If you respect their time, they'll respect yours. HSGC wants small favors. There's not a GC out there that cannot be communicated with if it's done properly. Most Rs make mistake of doing directly what HSGC doesn't like. HSGCs have a deep sense that they are in control of the school, even though they are not the principal. HSGCs feel that everything going on at school that's education or future education is in their hands. Once you implement HSGC in your total school work, the total process, the HSGC will be very cooperative in assisting you. Always include the HSGC. 	<ol style="list-style-type: none"> I find out HSGC rules and regulations, how he wants me to act in school. I help HSGC anyway I can personally (e.g., class presentation, ASVAB set-up). I'll ask a counselor directly, is there any set time you would like me to come out? For the first couple of visits, only talk to the counselor. Each time you see counselor, bring him something (e.g., book cover, planner). On 3rd or 4th visit, ask counselor if okay to see student in school. When talking to HSGC about their students, always mention the reason the P is doing it - in order to keep rapport. I entertain them - lunches, tours, etc. I give the HSGC a certificate for helping me and have my colonel present it to them or have him send a nice letter - just a way of saying thanks. They love the freebie stuff - pointers, coffee cups, pencils, etc. Give a gift to HSGC at beginning and end of school as a memento of being so helpful. If I give HSGC book covers, he feels obligated to me. If R has lead in school, it's easier to make contact if first speak with HSGC. You have to treat HSGC very delicately when you talk with them. If transitioning, have old R introduce new R to HSGC.

TABLE C-1A (continued)

Sales Cycle Strategy Report:

Prospecting Strategies for High School

AREA	REASON	ACTION
High School Guidance Counselor (continued)	<p>16. R needs to educate HSGC on Army benefits [so he can refer to R].</p> <p>17. Counselors come across people who need education, money, but academically won't get a scholarship.</p>	<p>16. Call back HSGC promptly whenever they call you.</p> <p>17. Before I go to HS, I call the counselor and tell him what I plan to do.</p> <p>18. Call counselor a day ahead of time.</p> <p>19. Always check in with HSGC when go to school before doing anything.</p> <p>20. Always notify HSGC if you have an individual process for enlistment (i.e., P will be out of school).</p>
Interviews	<p>18. R must respect that a kid is in school for one purpose, and that's to learn - not to be recruited.</p> <p>19. Never interview in HS, it's the most dangerous since a lot of peer pressure.</p> <p>20. It's a waste of time to conduct appointments at school.</p> <p>21. R should conduct appointment on his own turf where he can be effective.</p> <p>22. Avoid conducting appointments in HS since a) not enough time and b) peer pressure.</p> <p>23. It's rough on a kid to have an interview in HS, and the lack of privacy makes him feel uncomfortable.</p> <p>24. In a HS, you don't have a lot of time.</p> <p>25. In a HS, you get a lot of pressure, people in and out, listening in.</p>	<p>21. R should get name, telephone and address of kid at school, and then contact him after school.</p> <p>22. R should contact kid in school to make appointment, not to conduct appointment.</p> <p>23. I don't do interviews in HS.</p> <p>24. I do prequalification and basic needs-and-interests clarification at a HS appointment (about 20 minutes).</p> <p>25. I make an agreement with P ahead of time, that if I do 20 minutes now, P will meet with me later outside of HS for a fuller presentation.</p> <p>26. At HS, tell P enough to make him want to come to station for a fuller interview - also safer since all R source material is at station.</p>

TABLE C-1A (continued)

Sales Cycle Strategy Report:

Prospecting Strategies for High School

AREA	REASON	ACTION
General Rules	26. An effective ASVAB program saves the R time -tells who is qualified.	27. R must have good personal hygiene when he enters school.
	27. The key students in HS are a little easier to talk to because they don't want anyone to think they're afraid to talk to a R.	28. Prospect through teachers by giving small speeches in classroom.
	28. The key high school students (e.g., class president) are useful because everyone is hung up on peer group pressure and they're going to want to do what this guy does.	29. Have lunch with teachers and sit around and joke.
		30. Show students that purpose of ASVAB is to help them for that guidance in career that you want to get into because it shows aptitudes.
		31. In a new HS, start with a class president as a key person who can help you.

TABLE C-1B

Sales Cycle Strategy Report:

Prospecting Strategies for Telephone

AREA	REASON	ACTION
Approach	<p>29. Be honest with prospect.</p> <p>30. Do your own style, to each his own.</p> <p>31. If R takes negative attitude, he will not get appointment anyway - so why call?</p> <p>32. If R opens cold call with, "I'm a R...", he's already trying.</p> <p>33. 90% of my prospecting is based on referrals.</p> <p>34. In prospecting, hit the telephone, don't be afraid of it.</p> <p>35. If you're not getting some rejection, you're not doing your job.</p> <p>36. Rs avoid the phone due to fear of rejection.</p> <p>37. Rejection is part of the job.</p> <p>38. Cold calls generate a lot more interest [beyond P].</p> <p>39. Cold calls plant a seed for the future if P's situation changes.</p> <p>40. On cold call ask them to join Army and then let them tell you a thousand times no.</p>	<p>32. I talk to every kid different.</p> <p>33. I experiment with my phone style by having someone listen and give me feedback on how it sounded (e.g., stop being rah-rah, try being polite, nicer).</p> <p>34. I went kind of unimilitary - I act like Ps, relax, lean back in chair, have a good time.</p> <p>35. Acting like P, I went from 3-4 a month, to writing 6-7 a month.</p> <p>36. On cold call, I'll play the title down.</p> <p>37. If I talk to college kids, they know I'm a recruiter. I say ("I'm Mr. A. I represent the Army's high graduate program. How you doing... are you planning on continuing you education... well, do you know...").</p>
Priorities	<p>41. I don't believe in making calls just to make a contact.</p> <p>42. Your main priority on phone is to get the appointment.</p> <p>43. R initial goal is to get face-to-face contact.</p> <p>44. Act like an architect with P, dig out how he will get his plans accomplished.</p> <p>45. P will lose interest on phone if too much is covered or asked.</p> <p>46. Catch the big stuff on the phone, don't worry about the minor stuff.</p>	<p>38. I call to see what kind of plans they made for when they graduate.</p> <p>39. Ask P questions to discover how he plans to succeed - what will you do, and why.</p> <p>40. If P has no plans, I ask, "have you ever thought about the military?"</p> <p>41. If P resents answering because it relates to a personal problem, bypass it by simply telling him the Army solution (feature) which solves the need (e.g., for college).</p> <p>42. Get P interested in the Army before doing prequalification.</p>

TABLE C-1B (continued)

Sales Cycle Strategy Report:

Prospecting Strategies for Telephone

AREA	REASON	ACTION
Priorities (continued)	<p>47. Any R who spends over 4 minutes on the phone is ineffective.</p> <p>48. More time on phone, the more boring it gets.</p>	<p>43. Always confirm at end of conversation, the meeting time and place.</p> <p>44. On the phone, I ask "yes-no" questions.</p> <p>45. I keep conversations short, sweet and to the point.</p> <p>46. I always save something to tell them at the office.</p> <p>47. I ask them just enough on phone to get them interested. I just drop a seed and then eventually the seed is planted and it grows.</p> <p>48. Ask for referrals after P shows up for appointment - it shows he has real interest in Army.</p> <p>49. If on phone, tell P if disqualified and why.</p> <p>50. If disqualified, continue to build rapport, but stop talking about Army.</p> <p>51. Ask if any friends ever mentioned interest at service at all, does know anyone who might be interested in being in Army.</p> <p>52. Contact referral, using disqualified P as source of contact.</p>

TABLE C-1C

Sales Cycle Strategy Report:
Prospecting Strategies for Generating Leads

AREA	REASON	ACTION
Making Contact	<p>48. In recruiting, Ps don't come to you, you've got to go to them.</p> <p>49. Canvassing: It's nothing that's magic except you just gotta talk.</p> <p>50. I'm doing my job and at the same time I'm helping him - makes the job easier.</p> <p>51. A lot of people are afraid of rejection.</p> <p>52. You have to take a lot of abuse, but don't sweat the small stuff.</p> <p>53. Don't be afraid to get a no.</p> <p>54. The more people you talk to, the more likely to receive a "yes".</p> <p>55. You can have a large volume of people who are worthless to you.</p> <p>56. Build a good working volume (e.g., pre-qualified volume).</p> <p>57. It's important to maintain an even flow of what I'm doing and how I'm accomplishing it - and I can keep track of it.</p> <p>58. In the long run, it pays off to talk with Ps not ready to enlist - however, don't spend all your time with them (e.g., sophomores).</p> <p>59. Attention span of high school seniors/graduates is very short (they don't remember past 3 or 4 day span).</p> <p>60. Just because a guy has seen another service doesn't mean he's sold on it.</p> <p>61. Anyone I talk to is mine.</p> <p>62. I'd rather lose a few that are turned off and get the many who aren't.</p> <p>63. Always be on the offense.</p>	<p>53. You have to constantly resell what you have, so P won't go somewhere else.</p> <p>54. Always go back and recontact these people who initially didn't want to go.</p> <p>55. Talk to a lot of people - talk to the right people.</p> <p>56. Follow-up on them (HS seniors/grads).</p> <p>57. People with no sense of urgency are worthless now (but later on will be).</p> <p>58. Put yourself in the job market category that can move now (e.g., HS seniors).</p> <p>59. Select Ps who have the ability to make decisions before too terribly long (about their future).</p> <p>60. Meet P where he spends time after school - even if on fence lot on farm.</p> <p>61. I very seldom address myself as Sergeant X.</p> <p>62. They know you're a Sergeant, you're wearing the uniform. I say, "This is X, I represent the Army".</p> <p>63. Always start with one person in group to talk to.</p> <p>64. Address something specific to that person based on their clothing (e.g., HS jacket) or knowledge of community goings on (e.g., "are you on the football team?").</p> <p>65. Allow P to lead you (e.g., "what's uniform for?"), give P control.</p> <p>66. Avoid general greetings that don't give P room for a specific answer that can lead into a conversation (e.g., "Hi, guys, how you doing?").</p>

TABLE C-1C (continued)

Sales Cycle Strategy Report:

Prospecting Strategies for Generating Leads

AREA	REASON	ACTION
Making Contact (continued)	64. The only time to give up on someone is when they have a scholarship to college.	67. You can identify the ultimate buying motive by body motions, facial expressions, little smile, etc. 68. You want to get your point across before he says anything - eliminates many unimportant questions in P's mind.
Advertising	65. Let people realize recruiters exist. 66. Be an advertising billboard. 67. If you treat a P right, the kid has only good to say about the Army - that's advertising. 68. R has to do his homework, he's got to read in other books other than the regulations - and that information may be the difference between P joining or not. 69. Nine times out of ten, if show up consistently, that guy will either hold that prospect there to talk to you or get is phone number and name for you.	69. I read pamphlets, magazines, anything else about Army. 70. I read everything that comes out every week. 71. I might not retain everything, but if a P mentions it I can find it. 72. Keep in contact with local employers to where the jobs are. 73. I advertise myself by wearing my dress greens or blues whenever I go out. 74. When I leave a tip at a restaurant, I leave my business card with a message (e.g., "want an \$8,000 cash bonus, call me"). 75. Leaving a business card may work once in 500 times, but that's what they are for. 76. I leave business cards all over the place - when I buy a fishing pole, pack of gum - even accidentally drop it on a counter because somebody may pick it up and keep it. 77. When I ran, I had AR written all over me. 78. I wanted people to see me every day, and I waved at the same people each day. I ran at certain hours, so I hit high prospecting areas with people out. 79. When I cold call, I'll ask if they saw me jogging.

TABLE C-1C (continued)

Sales Cycle Strategy Report:

Prospecting Strategies for Generating Leads

AREA	REASON	ACTION
Advertising (continued)		<p>80. Find time at beginning of each day to consider how best to approach people.</p> <p>81. I do a lot of housecalls in the outlying areas.</p> <p>82. I always carry gym clothes to play in local, pick-up basketball games - it's exposure.</p> <p>83. You need to know what actually happens within that community.</p> <p>84. Participate in community: a) PTA; b) church; c) coaching - meet a lot of parents.</p> <p>85. When joining civic organization, let them know your time is limited.</p> <p>86. Don't ever disgrace yourself in community - that's the quickest way to lose everything.</p> <p>87. Start prospecting in new area by: a) meeting people and business at a certain time every other day; b) telephone calls to meet kids; and c) establish referral program and work it.</p> <p>88. Get out of the office, get out there, and meet people.</p> <p>89. Get people used to seeing you around the same day and time.</p> <p>90. Hang out at local establishments where Ps are or their parents are (e.g., cages, lodges, etc.).</p> <p>91. I will have coffee in a coffee shop I've never been in before, meet some people, and then drive around for an hour.</p> <p>92. On a nice day, I walk up and down the street, go into a few shops, talk to the owners - all for exposure.</p>

TABLE C-1C (continued)

Sales Cycle Strategy Report:

Prospecting Strategies for Generating Leads

AREA	REASON	ACTION
Advertising (continued)		<p>93. Get out and area canvass, post the area, stop and meet people, pass business cards out, hand up posters in barber shops, in the malls, wherever you can do it. And then they will be successful.</p> <p>94. Split your day up: call grads in morning, testers in afternoon, area canvass in late afternoon.</p> <p>95. Use newspaper, radio to advertise presence.</p>
Back on Track	<p>70. Do something different.</p> <p>71. Best thinking you do is away from environment.</p> <p>72. I try to do something every week that I haven't done before.</p> <p>73. If I'm on the right track, I'm constantly using different things.</p> <p>74. We have to be listeners - we have to listen to people.</p> <p>75. I have a good time communicating.</p> <p>76. Success breeds success.</p> <p>77. Whenever you limit somebody on something, you're hurting his motivation - putting him in a frame of defeat.</p>	<p>96. Adjust to new communities by determining what they want to get, make changes in what you offer, maybe portray a different image.</p> <p>97. Stop straying from the track when you start rolling zeros.</p> <p>98. If you get off onto wrong track, you find yourself doing meaningless things (i.e., that do not help accomplish mission).</p> <p>99. When on right track you can look at what you've done and say that's what I need to be doing.</p> <p>100. To generate new prospecting methods: (a) define (a) define objectives (e.g, leads, close, etc.); b) define current situation for prospecting; c) define limitations of barriers; d) generate possibilities by visiting different environments and seeing how recruitment could occur there successfully; (e) test out best possibility - do it!</p>

TABLE C-1C (continued)

Sales Cycle Strategy Report:
Prospecting Strategies for Generating Leads

AREA	REASON	ACTION
Back on Track (continued)		<p>101. As mission comes, gradually put more emphasis on market to cover other bases - don't let other sources drop off because they don't fit current mission needs.</p> <p>102. If I've got irons in the fire (radio, newspaper, other long term lead sources) plus I'm prospecting, something's got to give (me leads).</p>

TABLE C-2A

Sales Cycle Strategy Report:
Rapport Strategies for Establishing Rapport

AREA	REASON	ACTION
Establishing Rapport	<p>78. A P wants R to like him - everybody wants to be liked.</p> <p>79. The establishment of rapport is the primary reason people enlist.</p> <p>80. There's always a way to get rapport.</p> <p>81. An exchange with people will generate a feeling which will let you know what to do, what style to adopt.</p> <p>82. Rapport is communication.</p> <p>83. Communication goes along with rapport - to be effective you need both.</p> <p>84. Rapport is the establishment of credibility so P will believe in you.</p> <p>85. R has to key himself and talk at his person's level.</p> <p>86. You have to speak at their level so they find out you're a human being, interested in them.</p> <p>87. R has to be himself no matter if P is brain-child or just above dirt.</p> <p>88. If you're not motivated then you lose rapport, understanding and caring.</p> <p>89. If not motivated, you're not hearing P, you hear what you want to tell him.</p> <p>90. Being neat is important to your success - kids care about it.</p> <p>91. Kids are going to go by what they see.</p> <p>92. If you have the ability to communicate with someone else and show them that you're really trying to help them or aid them in doing what they want to do, they'll accept you.</p> <p>93. Always try to help P - even if he is not committed yet.</p>	<p>103. Establish rapport before doing the interview.</p> <p>104. If not in rapport, find a way around it, don't give up.</p> <p>105. First step with P is to sit down and just talk to him - listen and find out what he does.</p> <p>106. Probe a little to get P started.</p> <p>107. Start talking on what P says a little.</p> <p>108. I communicate with these kids, bring it down to their level.</p> <p>109. To communicate with anyone, you need to know their lifestyle.</p> <p>110. You earn respect by being courteous.</p> <p>111. Use humor to get rapport.</p> <p>112. Ways to open up a quiet kid are: a) tell him to talk to R; b) buy him something (e.g., a coke); c) get him out of office into familiar environment; d) use information about P gathered from friends.</p> <p>113. As a backup strategy, tell P what you are observing (e.g., "you don't talk much") and what you want from P (e.g., "you gotta talk to me") - and P will start opening up.</p> <p>114. Let P talk as long as he wants, and eventually he will be ready to make the commitment or appointment.</p> <p>115. If P sits in R's seat at desk, he feels more confident, like P is in power.</p> <p>116. If P uses JOHN keyboard, he feels more confident, like he is in control.</p> <p>117. If P flips pages of salesbook, he feels more in control.</p>

TABLE C-2A (continued)

Sales Cycle Strategy Report:

Rapport Strategies for Establishing Rapport

AREA	REASON	ACTION
Establishing Rapport (continued)	94. Everything has got to be geared towards caring.	118. The importance of adjusting your style is to match the attitude of the people around you (e.g., liberal, pragmatic, etc.) on the premise that gasoline and water don't mix.
	95. R has to be himself and treat everybody as a human being.	119. You know you have the right style by the feelings, by exchange, by communicating based on what those people say, how they sit up, how they respond to your questions, how you respond to theirs.
	96. It's degrading to walk into an office and immediately be pre-qualified.	120. If R has a bad feeling then be very pragmatic, a course line interview, straight to the point, no room for deviation or fluctuation.
	97. Rapport will make the P want to answer questions fully - because you have trust.	121. R must learn to adjust along with P throughout the interview - changing styles one, two, three or more times.
	98. If you wait long enough, P will drop the facade of no need for Army.	122. R learns when to use different styles by trial and error - finds an opening, interjects it, and finds out or waits on the feedback from that person.
	99. If a walk-in says he's in no hurry - then he must be putting up a barrier - since he sought R out.	123. Determine communication tactic of P - verbal, non-verbal or symbolic.
	100. Ps will change their behavior if you ask them sincerely (vis a vis opening up).	124. When you find out you have to do communicating, you really have to direct it.
	101. When P feels confident, he will tell you more than he normally would.	125. If you're having to do all the talking and there are no questions asked, you have to take control and direct that.
	102. If P believes in you, 9 out of 10 times you can sell your bill of goods.	126. In directing, make such statements as: 1) I would like to see you...; 2) Will you be able to make it...; 3) do you know where it is...; 4) when you come in ask for...; 5) if you know you'll be late, call me; etc.
	103. When P feels in control, he's giving out the information he wants to give out, but really giving you everything you need.	127. A sign you need to direct conversation explicitly is if there are no questions and no real objections.

TABLE C-2A (continued)

Sales Cycle Strategy Report:

Rapport Strategies for Establishing Rapport

AREA	REASON	ACTION
Establishing Rapport (continued)		128. You establish rapport by setting an example through your actions.
		129. I never get up when a person comes in. I wait till they're standing inside. I say, "Can I help you?" When they say they're here to see me, I get right up, shake his hand, establish rapport.
		130. I don't use my title until DEP since it can put P on guard being so professional.
		131. If I go to a kid's house, I shave and put on a clean shirt.
		132. I keep neat by shining my belt buckle, getting a haircut every 2 weeks, always wearing tie, etc.
		133. I found the right appearance by trial and error, and then listening to comments from town people.
		134. If P is not qualified, take the time to tell him why and he will appreciate that.
		135. Help P to get a local job even if he's uncommitted - to show concern.
		136. Rs forget that civilians need everything explained to them - such as JOIN machine.
		137. R should delay enlistment if P can complete education requirements that provide him better entry benefits.

TABLE C-2B

Sales Cycle Strategy Report:
Rapport Strategies for Recognizing Rapport

AREA	REASON	ACTION
Recognizing Rapport	<p>104. Rapport will get you honest answers and save you time later on.</p> <p>105. Rapport is there when P trusts R.</p> <p>106. Watch the body language to gauge rapport.</p> <p>107. If you don't listen to P, it hurts R, because P's got a million friends out there.</p> <p>108. You can sense when rapport is present by P's voice.</p>	<p>138. If P gives an honest answer, then he trusts R.</p> <p>139. Rapport is present when the body language of P and R are in sync (e.g., if R leans forward, P leans forward).</p> <p>140. Rapport on the phone is known if P answers your questions quick and is responsive.</p> <p>141. You can tell P's perking up to you by changes in his voice pitches and he talks a little louder.</p> <p>142. When rapport is there, P may sound more motivated, be more motivated.</p> <p>143. When rapport is there, P may want to hear better on phone (i.e., tell others to be quiet, turns down radio, etc.).</p> <p>144. If rapport is beginning, P will elaborate on things, i.e., feel comfortable talking.</p> <p>145. When in rapport, P will talk more and maintain eye contact longer.</p> <p>146. When calling off ASVAB list, rapport is letting them know how qualified they are.</p> <p>147. If you have rapport with P, then P is willing to communicate with you - orally, visually, and symbolically.</p> <p>148. Establish rapport with P to where he will open up to you like he's known you all his life.</p>

TABLE C-3A

Sales Cycle Strategy Report:

Qualification Strategies for Process Steps

AREA	REASON	ACTION
Approach	<p>109. People prefer not to waste their time.</p> <p>110. People will answer qualification questions on the phone if rapport is maintained.</p> <p>111. I can recognize right away if a person's going to go in - pending they are qualified.</p> <p>112. It's a waste of time to set up appointment for unqualified P.</p> <p>113. The challenge is in face-to-face contact.</p>	<p>149. I get them prequalified real quick - right at the beginning.</p> <p>150. I've got to talk to them - for a few minutes - to tell if they want to go in.</p> <p>151. When I talk to them I can tell if they have the right attitude.</p> <p>152. 50% of the time, when I make an appointment, I can have them come in with their documents.</p> <p>153. The goal of making an appointment is dependent upon thorough qualifying before P comes in.</p> <p>154. Pre-qualify face-to-face - allows you to talk to P about Army even if he's not qualified.</p>
Judgements	<p>114. On the phone, you can qualify P mentally, morally and physically if you ask the right questions.</p> <p>115. You can pick up a lot through conversation about whether P can pass the test - the way an individual talks.</p> <p>116. CAT level can be estimated by P's actions.</p> <p>117. P may be qualified, but think he isn't medically.</p>	<p>155. To qualify physically review list of medical problems or diseases.</p> <p>156. If P thinks he isn't medically qualified - check it out with doctor first.</p> <p>157. For prequalification purposes, have P rate himself on 1-10 for physical health.</p> <p>usually, if P plays sports he's in good health.</p> <p>158. Put humor in conversation to find out height and weight.</p> <p>159. To qualify morally ask: 1) ask for violations; 2) determine if waiverable; 3) determine marital status and if dependents.</p> <p>160. If P has violations, leave it to P as to what to tell his parents.</p> <p>161. CAT level can be guessed at based on: a) speech and articulation; b) dress; c) grooming; and d) math course in last two years of HS.</p>

TABLE C-3A (continued)

Sales Cycle Strategy Report:

Qualification Strategies for Process Steps

AREA	REASON	ACTION
Verifying honesty	118. If P is lying, R will be labeled a liar.	162. To qualify mentally ask: 1) have they taken ASVAB; 2) have they taken similar tests (SAT, PSAT); 3) grades; 4) courses (chemistry, algebra, trig.); 5) interests - these are all indicators of mental ability.
	119. When P lies and R doesn't catch it, it comes back to P and R.	163. In judging speech, listen for: clear articulation, without slurring; and reasonable speed in talking. 164. P can normally pass the test if he has had a years worth of algebra - whether or not he passed it. 165. P will normally not pass the test if he just had basic mathematics or the math taught in vocational school. 166. CAT is smart and expect to be catered to. R should ask, "what will you give me [to provide challenge]?" 167. If P knows name and social security numbers, usually is 38 or higher. 168. If P has had Algebra, usually is 38+. 169. If P listens more than talks, usually will do well on test. 170. If P has had English, can understand what he reads, and remembers it, will do well on test. 171. Good grades in HS indicate P is mentally qualified.
		172. Determine if P is not honest by: 1) is this a spontaneous reaction or is P holding back; 2) change in voice tone; 3) split second delay in answer. 173. If P is honest with embarrassing issues (e.g., if non-HS grad), then probably is being truthful with other questions.

TABLE C-3A (continued)

Sales Cycle Strategy Report:
Qualification Strategies for Process Steps

AREA	REASON	ACTION
Verifying honesty (continued)		<p>174. Changes in voice can indicate increased comfort or stress in P.</p> <p>175. When a non-verbal behavior changes (voice, body posture, etc.) listen closely a little while to find out why.</p> <p>176. I can tell if P is concealing information by their eye gaze, and body posture.</p> <p>177. Even if I feel P wants to enlist, I still check he is mentally, morally and physically qualified.</p>

TABLE C-4A

Sales Cycle Strategy Report:
Needs and Interests Strategies for Uncovering Needs

AREA	REASON	ACTION
Determining Dominant Buying Motive	<p>120. If P comes through station door, then he has interests in Army.</p> <p>121. The DEM is always there - waiting to be discovered.</p> <p>122. You gotta find the DEM - do it - you can find it - it's easy.</p> <p>123. A lot of time they hide their real need and throw a false lead out there.</p> <p>124. P's buy motive may not be the one R wants or accepts.</p> <p>125. People buy because of a need, desire, or because a salesman sells it to them.</p> <p>126. If a kid comes into station he should go, but he's waiting for that certain click (DEM).</p> <p>127. Most Ps that walk-in have something they are hiding.</p> <p>128. A lot of parents condition kids to think they want to go to college after HS.</p>	<p>178. Recruiters need to ask "why" more often - don't just accept a reply like "I'm going to college".</p> <p>179. Discover the DEM by keep asking questions - over and over in different areas - find out where he really shows the most interest.</p> <p>180. I go over the hows and whys three times in the same area, then I go on to something else.</p> <p>181. You keep going (asking questions) till you find the DEM.</p> <p>182. On initial contact with P, especially P's peers, you can get him to answer questions about future (e.g., job satisfaction) by putting P on the spot - (i.e., is he smart enough to answer).</p> <p>183. Sometimes you can be direct in identifying the DEM ("what do you want?").</p> <p>184. Tell P what you can get him, and what you can't, and why - in order to maintain rapport.</p> <p>185. I probe, I continually probe.</p> <p>186. I challenge needs in a series of questions: a) what do you want; b) what would you do with it; c) what is the real reason you would do that; d) can you tell me what the real reason is.</p> <p>187. R should be satisfied P has stated his real reason when P buys, when P agrees to contract.</p>
Active Listening and Active Looking	<p>129. In sales, all you're doing is taking what he has told you, adding yours into it, and then giving it right back to him to make him shake his head yes. And that's it.</p>	<p>188. If P uses the word "discipline" and enjoyed being a soldier, then accomplishment is important to him.</p>

TABLE C-4A (continued)

Sales Cycle Strategy Report:
Needs and Interests Strategies for Uncovering Needs

AREA	REASON	ACTION
Active Listening and Active Looking (continued)	130. You listen effectively you pick up a lot. If you don't listen, you don't pick up a thing.	189. Just because P is sloppy doesn't mean he doesn't care.
	131. A person who likes (military) discipline also wants advancement and satisfaction.	190. Any kid can be effective in the Army if he can use his own way of doing things.
	132. You have to really listen to P to know what his words mean..	191. You know the benefits are best for that person because you ask the individual, you get that from the individual.
		192. A lot of kids don't care about college and the R has to try to find out exactly what they want and work out a program for them.

TABLE C-4B

Sales Cycle Strategy Report:

Needs and Interests Strategies for Presentation Approach

AREA	REASON	ACTION
Presentation Approach	<p>133. A part of rapport is being honest.</p> <p>134. You're always truthful with them when you're pushing for a commitment.</p> <p>135. I treat them all as human beings.</p> <p>136. Everybody has something good in him.</p> <p>137. A young kid has no concept about what a job is, he's looking at benefits.</p> <p>138. CAT is easier to sell because they get whatever they want.</p> <p>139. One thing that opens the door is when the family is for you.</p>	<p>193. Married guys are usually looking for security.</p> <p>194. If P is married, save some information that will interest her (e.g., housing, family benefits, etc.).</p> <p>195. When selling a skill, have P pick a group of 5 different things. The chances of one of those being on the computer is extremely good.</p> <p>196. You never want to crack another service, if other family members have served then you blew it.</p> <p>197. If P wants another service, let him know the Army guarantee is strong and requires the minimum time to serve.</p> <p>198. R should help P obtain maximum benefits when enlisting (e.g., by completing HS).</p> <p>199. CAT IVs want a job they can do, IIs want further education, CAT Is want top challenge.</p> <p>200. For a CAT I, usually they want adventure more than anything or anybody else.</p> <p>201. CAT Is are normally looking for college.</p> <p>202. CAT Is and CAT IIs usually have more experience in life, especially outside the home environment.</p> <p>203. If P has a high QT I use the entire SMAATRESS since he has many Army options open to him.</p> <p>204. For a CAT 3A, usually their DBM is education.</p> <p>205. I treat 3As different from 3Bs or 4s since I can get them more.</p> <p>206. 3Bs and 4s want a job and security.</p> <p>207. A kid may be smart but act and dress differently because he's never been taught right - keep that window of judgement open.</p>

TABLE C-4B

Sales Cycle Strategy Report:

Needs and Interests Strategies for Presentation Approach

AREA	REASON	ACTION
Presentation Approach (continued)		<p>208. I use my DEPers to prescreen the LRLs for who's smart - and they know who's in the top of the class.</p> <p>209. A lot of families appreciate that you're trying to show your kids a way to work towards getting exactly what they want out of life.</p>

TABLE C-5A

Sales Cycle Strategy Report:

FEBA Strategies for Interviewing

AREA	REASON	ACTION
Moving P to Another Interest Area	<p>140. Most people have two or three training interest areas.</p> <p>141. Half of these kids don't know what they want to do in the Army.</p> <p>142. Adjust your style to expectations of P.</p> <p>143. A kid will tell you exactly what he wants in order to go into the Army.</p> <p>144. Stress the DEM because that's what's going to sell P.</p> <p>145. Our job is to get P familiar with job opportunities and to qualify him mentally, morally and physically.</p> <p>146. It's important to review for P, so that P understands everything that's available to him.</p> <p>147. Very few people want one thing out of the Army. I drill P on an Army subject, because that might be the most important to him.</p>	<p>210. If you don't know everything about it, put out the effort to find out before you sell it - otherwise it will come back and bite you.</p> <p>211. Move P's interest area by saying, "you can make some money with same excitement, working with same type of people as X".</p> <p>212. Equate preferred area by activity - so if want infantry then choose alternative that is exciting and allows them to get dirty.</p> <p>213. If P just wants the GI Bill, then program P in areas you know are readily available.</p> <p>214. Once a training area is found talk about: 1) benefits of area; 2) the rapport of the unit; 3) what they have to do to get there.</p> <p>215. I will let them know all the benefits right away - but not systematically.</p> <p>216. P knows all his benefits before he goes to the MEPS.</p> <p>217. I will give him two or three different areas to discuss with MEPS counselor.</p> <p>218. If P knows he wants to join then R's attitude should be to direct himself and his people to get exactly what he wants.</p> <p>219. If P wants to join, do interview stroking P's expectations about Army.</p> <p>220. Following walk-through of MEPS, do a close, shake hands and reaffirm sale.</p> <p>221. I try to make first appointment at P's house, that way you can talk to P, Mom and Dad at same time.</p> <p>222. The first thing I ask is, on a scale of 1-10, where do you stand as far as joining. Then I say, "what would it take to make it a 10."</p>

TABLE C-5A (continued)

Sales Cycle Strategy Report:

FEBA Strategies for Interviewing

AREA	REASON	ACTION
Moving P to Another Interest Area (continued)		<p>223. I stress the guaranteed training of choice for his DEM.</p> <p>224. R must still go over the tangibles with P (pay, vacation, etc.) - but don't stress those as much as DEM.</p> <p>225. Next check that P qualifies mentally and morally. Reiterate everything that's available to him.</p> <p>226. Let him know about the different benefits and options unrelated to DEM.</p>
Painting Pictures	<p>148. If you paint the complete picture so that he can visualize it in his mind, it's much easier to get him to understand.</p> <p>149. Generate pictures through your own experiences.</p> <p>150. If P feels like a R, then he will be in the mode of giving referrals.</p> <p>151. Prepare P better for future if you generate a picture of P doing it in your mind.</p> <p>152. Use picture painting to focus P on the benefit so that he will remember it later on in the job (e.g., new truck is benefit of bonus to join Infantry).</p>	<p>227. To generate pictures: a) take a positive military situation; b) take yourself out of the picture; c) put P in picture; d) see P from own eyes as if a "mouse in the corner".</p> <p>228. Make P be the recruiter by asking him to imagine himself sitting behind R's desk 6 years from now, talking to someone like himself.</p> <p>229. Paint two pictures: a) one from past to show he can make it in military environment; and b) one in future to show him achieving goals in life via military.</p> <p>230. When painting a picture, see it from your own eyes - as if there.</p> <p>231. Inside picture, observe what is happening to P and others around P.</p> <p>232. Paint pictures in your mind to generate experiences as P will have them.</p>

Sales Cycle Strategy Report:

FEBA Strategies for Interviewing

AREA	REASON	ACTION
Unselling	<p>153. If R oversells P, you're wasting P's time and he's going to get impatient.</p> <p>154. Chances are, if R oversells, R will lose the sale.</p> <p>155. There's a difference between selling a P and going into an information mode.</p>	<p>233. R can unsell by spending time going over and over and over things P doesn't want to hear - turns P negative.</p> <p>234. R can unsell by giving P too much information.</p> <p>235. If 3 DMs give P information from lesser two, which supports primary DM.</p> <p>236. You can unsell a P by: a) boredom through too many details; b) promising the moon and then retracting your statements (i.e., inconsistency); c) confusion through too much information.</p> <p>237. You'll confuse a kld if you open up everything and he doesn't know what he wants to do.</p> <p>238. You can get the P to the point where he is away from the objective of the R.</p> <p>239. When P is with other players who have influence (e.g., parents, peers, etc.), decide who you are selling to and stick with that person.</p>

TABLE C-5B

SALES CYCLE STRATEGY REPORT:

FEBA Strategies for Selling Approaches

AREA	REASON	ACTION
FEBA	<p>156. I'm an employment agency and I'm going to people qualified to get in.</p> <p>157. I'm to help P on the steps to get the job he wants.</p> <p>158. R must utilize all means necessary to get you what you want.</p> <p>159. Our purpose is to try to open doors for you.</p> <p>160. You can be anything you want to be in the US Army if you are motivated enough.</p> <p>161. Get P what he wants first, he will like Army eventually because that's a means to his goal.</p> <p>162. I'd sell P anything that interests him; he's going to end up liking it anyway.</p>	<p>240. I try to sell the Army as a business.</p> <p>241. What we sell is - utilize us as stepping stone to get exactly where you want to be.</p> <p>242. We sell them on the US Army and how to use to get what they want.</p> <p>243. We help P by getting him: a) training that will benefit him in civilian sector; b) education while in Army; and c) money to continue education to achieve your future.</p> <p>244. You sell them programs - money, college fund, etc.</p> <p>245. I sell college money - my area is poor.</p> <p>246. I never talk to a kid about a job or joining for a number of years - I talk about 2, 3, or 4 year programs.</p> <p>247. I tell about the benefits, educational opportunities and basic GI bill.</p>
Expectations	<p>163. Military is not a place to be a civilian.</p> <p>164. When you start selling jobs, you're misleading people and they get the wrong conception about US Army.</p> <p>165. P is much more thankful when you tell them whole picture of Army and they're much more capable of adapting to it.</p> <p>166. It's a waste of the taxpayer's money to not prepare P fully for Army life, resulting in an attrition.</p> <p>167. If sell Army solely to learn job, then these people get bitter taste in their mouths the first time they stand in foxhole with mud in the rain.</p> <p>168. I sell the Army, the total Army.</p> <p>169. All Ps are interested in service to country.</p>	<p>248. I tell P everything positive and negative about Army.</p> <p>249. I sell the Army as a whole. I lay everything on the table.</p> <p>250. I present the Army as a development company - somebody is going to have this or become more proficient in whatever he desires to do.</p> <p>251. I let P know what Army consists of from BASIC until they get to unit.</p> <p>252. R should give P a full shot of what he deserves by properly stressing what P's expectations should be of US Army.</p> <p>253. I work with P for him to realize that sometime during his life he has considered service to country - or he wouldn't have kept the appointment.</p>

TABLE C-5B (continued)

SALES CYCLE STRATEGY REPORT:

FEBA Strategies for Selling Approaches

AREA	REASON	ACTION
Issues (Parents, BASIC, Army Reserve)	<p>170. Parents are looking at the welfare of their kid.</p> <p>171. People that have money, didn't get it by squandering their money.</p> <p>172. Most people, if you approach them right, and talk to them right, will probably be more receptive to you.</p> <p>173. Being in DEP does nothing more for a HS senior than force him to finish school - we're making it easier for him.</p> <p>174. BASIC is there to help you, not to break you.</p> <p>175. If a kid tries he will make it through BASIC.</p> <p>176. If a kid quits BASIC, he will be a loser his whole life.</p> <p>177. Be honest with kid about life in BASIC.</p> <p>178. The part-time job provides a quick, easy way to make money.</p>	<p>254. You gotta instill in Mom and Dad, that this is a stepping stone for P to further himself.</p> <p>255. At home appointment, first tell parents real reason why you are there (e.g., so P can have information about Army and how it can benefit him).</p> <p>256. Do your prequalification over the phone prior to appointment.</p> <p>257. Use sales book to uncover needs and interests - and do a summary on each one.</p> <p>258. Emphasize P will get resources to accomplish his life goals through combination of money, tuition assistance, education centers, discipline and maturity.</p> <p>259. The advantage of BASIC is that it will change his attitude of I can't do it, because he will do it.</p> <p>260. The advantage of three years in service is that when he makes it through that, he is not going to give up on anything, he will continue his goals.</p> <p>261. The advantage of having P earn own money for college is that maybe P would like to do it on his own - like Mom and Dad did.</p> <p>262. Review all features of BASIC so there are no surprises.</p> <p>263. Note P will start out in small segments and work up to what is expected - and it will surprise you.</p> <p>264. BASIC is geared for females - you are not in competition with males.</p> <p>265. Give P a strategy to succeed in Army (e.g., expect to be told what to do, volunteer for leadership position, always do your best, etc.).</p> <p>266. Let P know that quitting BASIC is a choice which will be with him his whole life.</p>

TABLE C-5B (continued)

SALES CYCLE STRATEGY REPORT:

FEBA Strategies for Selling Approaches

AREA	REASON	ACTION
Issues (Parents, BASIC, Army Reserve) (continued)		<p>267. I sell a part-time job, number 1, and a change of pace, number 2.</p> <p>268. The AR provides money and a chance to get away from home for a while, and the thought of being military while in HS.</p> <p>269. I'm selling a part-time job where they can make enough on that one weekend they don't have to work during the week.</p> <p>270. Compare AR to current job: 1) Are you working now?; 2) Full-time or part-time?; 3) What type of job is it?; 4) How many hours a week do you work there?; 5) compare what they would have made 1 weekend at AR vs. entire week at current job.</p>

TABLE C-6A

Sales Cycle Strategy Report:

Closing Strategies for Commitment

Commitment	REASON		ACTION
	179. If R has not asked for commitment prior to MEPS, he will have large QNEs.		271. The objective of recruiting is to: a) talk to people; b) get a commitment; and, c) enlist them in Army - not to see how good I am with JOIN or salesbook.
	180. Most Rs lose because they don't ask for a commitment.		272. Don't test people just to test them - test them if committed to join.
	181. Recruiters need to ask for commitment from P.		273. You got to be quick, don't give them time to change their minds.
	182. Considering and actually doing is completely different.		274. If you get a commitment, you get them up there as soon as possible.
	183. If the P feels the decision to join is his at MEPS, it precludes second thoughts.		275. If you can get commitment from the bare minimum, you do it - but it's got to be solid.
	184. My Ps know they're joining when they go down to the MEPS.		276. Over the year I changed how I got a commitment from P - from asking for consideration to asking for doing it.
	185. P must be committed to join if what he wants is available.		277. Initially I would ask P "If I can do this would you think about joining the US Army" - kids will think about it for years.
	186. You've got to be open because P will ask about it, and if he finds out it's not true, you've lost the contract.		278. Now I say "Will you join?" - I just narrowed it down and became more direct.
	187. P will feel obligated to R, if you take the time to describe the Army honestly.		279. After I answer P's questions, I insure his going by giving him permission to call at home if he things of anything else.
			280. It's a waste of my time to do a packet on a P I haven't got a commitment from.
			281. In most cases, I want a commitment right off the bat, unless there's parents involved.
			282. Get P committed to enlisting by establishing a goal that benefits P.
			283. Find P's commitment by constantly asking through the sales process, "Is that what you want?"
			284. To establish why the Army is the best alternative, you have to tell P, you have to paint a picture.

TABLE C-6A (continued)

Sales Cycle Strategy Report:

Closing Strategies for Commitment

AREA	REASON	ACTION
Commitment (continued)		<p>285. Always get something before P leaves, (e.g., social security card, school ID) - so if P changes mind he has to return to station.</p> <p>286. If P comes back for document of his (e.g., school ID), 9 out of 10 times you can resell P on enlisting.</p> <p>287.</p> <ol style="list-style-type: none"> Keep the initial contact low-key to relax P. Talk about what P wants to talk about - make him part of the conversation. Once P is relaxed, ask him if he will join - since P has been expecting this question. Expect P to say "no" to joining, and suggest that while deciding, R checks to see if P is qualified for programs P is interested in. After CAST, congratulate P on score and then re-sell in areas of high interest. Don't lie to P during resell. Instead let P know it's not a option (FIDO). Ask P to join, and suggest that while deciding, R continues the next processing steps. Just prior to P going for physical, get commitment to join, if MEPS GC offers job and and program of interest (else refuse to send P down). Re-sell everything that Army offers - including areas of low interest at this time. By selling decision to join in contingent terms (IF this, THEN join), P feels decision is his to make. If P has agreed to contingent terms and R fulfills his and P does not join, THEN P will feel guilty and you'll hear from him in a couple of days.

TABLE C-6B

Sales Cycle Strategy Report:

Closing Strategies for Asking for Close

AREA	REASON	ACTION
Doing It	<p>188. You can't hesitate with these kids.</p> <p>189. R needs to determine what makes P tick.</p> <p>190. You know when to ask for a close when you're really listening to P.</p> <p>191. There is no set time limit on when to close (i.e., any point in cycle.).</p> <p>192. Nine times of ten, your assumptions in closing are correct.</p> <p>193. At whatever time I can close, I will close.</p> <p>194. It's easy to close the sale.</p> <p>195. I like to take a chance.</p>	<p>288. Tomorrow never comes - If you delay putting a P in who wants to join Army, you give him a chance to change his mind, and he's going to change his mind.</p> <p>289. In closing, prepare closes for P who is: a) ready to join, b) hesitant; c) procrastinating; d) want choices to feel in control.</p> <p>290. I want to be sure to do at least one closing during course of the interview.</p> <p>291. You go for a close whenever you feel you want to - there's no set time.</p> <p>292. To know when to close, you gotta know your applicant, you gotta feel what he's feeling through his speech and body language.</p> <p>293. I have a theory. ABC them - Always Be Closing them.</p> <p>294. I'm always asking people, "When you gonna join, when you gonna join, when you gonna join?"</p> <p>295. Usually, I start an appointment with, "What'd be more convenient for you, to join today or tomorrow?"</p> <p>296. R needs to keep control by directing the P to consider joining whenever his interest is there (i.e., a closing statement).</p> <p>297. The majority of the time, you need to challenge P to make a decision.</p> <p>298. When closing, ask a direct question.</p> <p>299. In closing, assume P is already agreed to join (e.g., "welcome aboard" and shake hands).</p> <p>300. In closing, I assume he's joining, I don't even ask that, I tell him (e.g., "when you're ready to go?").</p>

TABLE C-6B (continued)

Sales Cycle Strategy Report:

Closing Strategies for Asking for Close

AREA	REASON	ACTION
Doing It (continued)		<p>301. My closing assumptions are based upon what P says he wants (e.g., college money).</p> <p>302. I always ask them to buy the product.</p> <p>303. I close when all questions are answered, his confusions are no longer confused.</p> <p>304. Once we know we have possibly met his needs and interests, that's when we close ("If we can do all those things for you, would you enlist?").</p> <p>305. In order to close the sale, the R must first close the presentation of information.</p> <p>306. If you open-and an interview, all P gets is more information on top of more information.</p> <p>307. If parents are involved, I first sell the P, get him pumped up, and then see the parents.</p> <p>308. If P is sold, he will preprogram Mom and Dad before I get there.</p> <p>309. I'd rather sell the kid first because he's going to help me, he's going to work on Mom and Dad before I get there.</p> <p>310. When I sell the parents, I sell them on the same program that P wants.</p> <p>311. I'm not going to waste my time selling a maybe kid with parents.</p> <p>312. If you close out at beginning of month, you can really take chances with Ps.</p> <p>313. I really work the guys that are ready to go, the others I put off.</p>

TABLE C-6C

Sales Cycle Strategy Report:

Closing Strategies for Pre/Post Close

AREA	REASON	ACTION
Pre/Post Close	<p>196. If R is up about it, P will buy it.</p> <p>197. We have to make applicants feel good about themselves.</p> <p>198. Kids will want to be part of the Army, once they find out all their friends are.</p> <p>199. Every P has different needs.</p> <p>200. Enlisting is scary, because it's "we're not civilian anymore."</p> <p>201. From P's view, meeting an R can be one of the most frightening experiences in the world.</p> <p>202. As P relaxes, he will realize that soldiers are individuals.</p> <p>203. If R has done job of relaxing P, he will have a hard time saying "no" to enlisting.</p> <p>204. The Army can usually help P achieve his goals a lot easier than the civilian way he has in mind.</p> <p>205. Using yourself as an example really helps to motivate the P.</p> <p>206. If I've done the best I can and I've handled all the objections, there still are times when you're gonna get a no.</p> <p>207. Each "no" is a challenge to R to find out what R has missed.</p> <p>208. I'll never let a person die.</p> <p>209. I'm going to find out why you say no, and then overcome those objections.</p> <p>210. They've either got to tell me absolutely no, or I won't give up.</p>	<p>314. I know P has no more questions because I ask him directly ("you got anymore?", "are you sure?").</p> <p>315. Once I've sold P, I'll stop right there and do the paperwork.</p> <p>316. When you start paperwork, kids will either continue or ask questions.</p> <p>317. If P asks more questions during paperwork, then stop, and return to interview, until you got a commitment out of him.</p> <p>318. While I do paperwork, I'm constantly talking to P, filling him in tidbits about the Army - same thing when I'm driving P somewhere.</p> <p>319. Some features and benefits you save - you don't throw all your aces out at once.</p> <p>320. When I talk to a kid outside the station, I leave something out so I can call him back to come into the station.</p> <p>321. Three days after initial appointment I call up to see how it's going. I won't ask anything about Army, except at end with "have you thought anymore about the service?" Then I tell him I'll give him a call back.</p> <p>322. The second call back is about two days later and I'll go for the kill then.</p> <p>323. For kids that are hard sales, I contact them every two weeks just to make sure. I congratulate them on whatever choice they've made.</p> <p>324. The upper category is a little harder to sell, but once they make a decision they stick to it.</p> <p>325. The upper categories are more difficult because they don't make hasty decision.</p> <p>326. I give priority to those Ps closer to enlisting.</p>

TABLE C-6C (continued)

Sales Cycle Strategy Report:

Closing Strategies for Pre/Post Close

AREA	REASON	ACTION
Pre/Post Close (continued)		327. If P won't enlist right away, I will continue with him, but I'll put P on the back burner.
		328. I will not accept a no, unless P is disqualified some other way.
		329. The worst effect of close is a "no" or hesitation from P - just means that P is not ready.
		330. If P will not enlist, there is something else to cover.
		331. If two Ps together, split them up and give separate interviews in order to tailor a program for each one.
		332. Unify two Ps together by selling them jointly on the Army - not jobs, options or anything like that.
		333. If P asks about a job, tell him I'm not even going to talk about jobs.
		334. You know P is sold by body language - eyes, faster voice, leaning forward.

TABLE C-6D

Sales Cycle Strategy Report:

Closing Strategies for MEPS Guidance Counselor Preparation

AREA	REASON	ACTION
R's Role to MEPS GC	<p>211. The MEPS GC is nothing more than an extension of the good service and the good rapport established.</p> <p>212. The MEPS GC is there to help me out.</p> <p>213. You should always build up the MEPS GC.</p>	<p>335. If MEPS GC asks you for a favor - do it.</p> <p>336. Maintain communication lines with MEPS GC.</p> <p>337. MEPS GC must be made part of the "good guy" team.</p> <p>338. Let MEPS GC know if a hard sale is coming.</p> <p>339. If I sometimes miss something, the MEPS GC can cover me.</p> <p>340. I keep good rapport with MEPS GC.</p> <p>341. I talk to them once a week to keep current of USAREC position changes.</p> <p>342. I try to help out MEPS GC with little things (photo-copy, coffee, etc.).</p> <p>343. Transfer rapport from R to MEPS GC (e.g., "you're going to see the MEPS GC, and he's a guy like myself.").</p>
MEPS GC Role to P	<p>214. Counselors are good guys. They're not there to screw P, they're there to help P out.</p> <p>215. MEPS GCs are good guys, but they got a job and they're under a lot of pressure because they have so much to do in such a short period of time.</p>	<p>344. Tell P MEPS GC role: a) ask P questions about his interests; b) place your scores and qualifications on computer; c) request the type of job you want; d) going to help you.</p> <p>345. MEPS GC will tell P to fill out forms, only explain things once because ain't got no time - with 20-30 people per day to process.</p> <p>346. A MEPS GC is just like a school counselor.</p> <p>347. MEPS GC will sit down with P, go over list of jobs P qualifies for, and show P a video of job.</p> <p>348. MEPS GC will do everything he can to get you what you want.</p> <p>349. Tell P the counselor's primary job is to make sure P gets exactly what he wants.</p>

TABLE C-6D (continued)

Sales Cycle Strategy Report:

Closing Strategies for MEPS Guidance Counselor Preparation

AREA	REASON	ACTION
P's Role to MEPS GC	216. MEPS GC is P's link to success or failure.	
	217. The P must know his role at MEPS or he may not enlist due to negative surprises.	350. Tell them everything that will happen and how they will feel (e.g., strip to underwear, sit on cold wood bench, shivering and freezing).
	218. P is more cooperative with MEPS GC if he is given permission to not sign up if P doesn't like job offered.	351. Take P on mental walk-through: 1) initial briefing; 2) strip-down; 3) medical exam; 4) lunch; 5) see guidance counselor; 6) hurry up and wait.
	219. You gotta roll with the punches at MEPS.	352. You have to tell P about the MEPS GC to prep him and about P's role (e.g., waiting, understanding MEPS GC time frames, etc.).
	220. It's a long day, in the long run it's all worth it because you're getting what you want.	353. I tell P to cooperate with MEPS GC, listen to him and work with him to find a good job - if he tries to force something you don't want then leave and see me.
		354. Always tell P to respect MEPS GC and to be friendly to him.
		355. Tell P to be open-minded because the MEPS GC may offer job that P likes more than anticipated and R cannot know what jobs are available on a given day.
		356. Tell P to make sure all questions are asked prior to your signing contract.
		357. P's role toward MEPS GC: a) be open; b) be honest; c) don't let him force anything on you that you don't want.
		358. If P runs into any problem with MEPS GC then he should call R from MEPS.
		359. If P doesn't like his counselor, others are available.
		360. Prepare P for temporary rejection - ("If they find something wrong, don't get mad you couldn't join that day, you'll be able to join later on.").
		361. I would rather have you not join the Army, than to join the Army in something you don't want to do.

TABLE C-6D (continued)

Sales Cycle Strategy Report:

Closing Strategies for MEPS Guidance Counselor Preparation

AREA	REASON	ACTION
P's Role to MEPS GC (continued)		<p>362. All my Ps have always joined - for something they wanted.</p> <p>363. You gotta roll with the MEPS GC.</p> <p>364. If MEPS GC whip up something you don't like, you just tell them.</p> <p>365. A lot of Ps have gone through a lot of jobs on that computer, finally said, that's what I'll do.</p> <p>366. P should tell GC what he wants to do in the Army, else GC will tell P what GC wants P to do.</p> <p>367. I make notes on what to brief P on way to MEPS, (e.g., while wait is stated on file, it's not a reason for disqualification).</p> <p>368. Tell P only to mention ailments only if he knows for sure or was told by doctor - if not sure, then see doctor before MEPS.</p> <p>369. Check out honesty of P by saying "Another source told me you do X, why didn't you tell me?" - Always let him know why you did this.</p> <p>370. If possible, have another R brief P on MEPS, and try to get additional information from P.</p> <p>371. Tell P there's a "cost" to be paid if he lied to R as he enters MEPS - (e.g., R will be mad, P will have to walk home, etc.).</p> <p>372. Tell them about ITNAC and the fines for lying, and tell P he better tell you now if lying, instead of getting fined later.</p>

TABLE C-7A

Sales Cycle Strategy Report:
Handling Objections Strategies for Definitions

AREA	REASON	ACTION
Definitions	<p>221. Salesmanship begins when the customer says no.</p> <p>222. During the interview, you're going to have an objection, some form of objection.</p> <p>223. There's a hundred and one different objections.</p> <p>224. The objection may be just a regular standard question form or not until the end of the sale - but you are going to have it.</p> <p>225. An objection is a stopping point where a guy might not want to go into the service because he's got a fear of something or he's not quite sure of something.</p> <p>226. An objection is based on fear - when he objects to the military altogether.</p> <p>227. Objections are P's way of saying, "I need more information".</p> <p>228. An objection is a person seeking more information.</p> <p>229. An objection is something R didn't clarify.</p> <p>230. An objection is something that is thrown at you, where he is resisting a commitment.</p> <p>231. Objection is a cop out, an indirect way of saying, "I need more information."</p> <p>232. Objection is a request for information or procrastination.</p> <p>233. An objection is a way for P to request needed information.</p> <p>234. The purpose of the objection is to make sure there's not doubt in the individual's mind about what he's going to be doing.</p> <p>235. An objection is a point in the sales interview that wasn't covered clearly.</p> <p>236. If you leave something out, P's going to tell you indirectly.</p> <p>237. If they have questions, P will throw objections at you.</p>	

TABLE C-7B

Sales Cycle Strategy Report:

Handling Objections Strategies for Responding

AREA	REASON	ACTION
Approach		
241.	You gotta think fast...because an objection comes fast.	373. Take the objection lightly.
242.	People leave the Army or DEP because of objections that surface that were not covered in the interview.	374. Handle objections by really thinking them out and putting them in perspective for P.
243.	Unless you confront the problem, find the objection out, you might not ever know the [true objection].	375. If you cover objections in the initial interviews, P shouldn't have any reason for wanting to get out.
244.	Ps often thought they knew what they would do and then changed their minds - don't assume a decision is absolute.	376. If you don't cover an objection, it can later come back to haunt you.
245.	One way P will resist a decision is not to make a decision.	377. If an objection is pushed aside, the P continues to process it. When it surfaces later, you lose control over what P will do.
246.	There are thousands of objections out there, and the way you overcome them is left strictly up to the individual.	378. Just keep persisting even though a guy's going to give you a negative response.
247.	When you get an objection, you have to individualize the problem.	379. If you overcome that fear then you're going to get him.
248.	R must key P to talk and listen.	380. If P says, "yes, I would..., But..." this means there is another reason to probe for.
249.	I couldn't possibly tell a kid what BASIC was like for me - it's changed too much.	381. Id the real objection by asking, "what if not there". If real, P will agree to join if....
250.	The R has to think about what he is saying (e.g., don't sell features P may not qualify for).	382. If objection, then keep asking questions to find out why.
251.	I convince myself at same time I convince P.	383. If ask question of P, they eventually tell you why they won't join.
252.	Manipulation occurs when a person has no choice.	384. If objection, clarify it in order to think of a way to handle it.
253.	R gives information and lets you make your own mind up - this provides choices.	385. Test the objection with "what if", even if can't do it (e.g., keep hair long) - but admit it immediately.
		386. It's easy to overcome objections/confusions because all you do is go over it in detail.
		387. If objection is procrastination, then probe more to open him up.
		388. If objection is request for information, then elaborate.

TABLE C-7B (continued)

Sales Cycle Strategy Report:

Handling Objections, Strategies for Responding

AREA	REASON	ACTION
Approach (continued)		<p>389. I try to handle these things like the way I would want them to be told to me, what I want to hear from R, how I would want it to be told to me, and that's how I try to portray it to the individual.</p> <p>390. Image the activity in P's objection as a positive activity, then restate objection and describe how activity has positive benefits.</p> <p>391. In my mind, I say that is not a valid excuse - not an objection.</p> <p>392. All I have to do is tell P why I don't think it's a valid excuse.</p> <p>393. I imagine how P came to this conclusion (hearsay) and I've got to make P realize you don't generalize on hearsay.</p> <p>394. I imagine how actual situation occurred and how it became hearsay, so I can explain it to P.</p> <p>395. I recommend P take the same action in response to event P would do in civilian world.</p> <p>396. I imagine I'm watching P at BASIC, hearing and seeing everything going on as if I'm standing next to P.</p> <p>397. I feel what happens and then make P see and feel it also.</p> <p>398. As I describe BASIC to P, I imagine the before and after effects on P.</p> <p>399. If can't solve objection in interview, then think of other solutions afterwards and get back to P.</p> <p>400. Test out proposed solution by seeing yourself in imaged solution and paying attention to feelings.</p> <p>401. Ask yourself, "will P feel this way from his perspective".</p>

TABLE C-7B (continued)

Sales Cycle Strategy Report:

Handling Objections Strategies for Responding

AREA	REASON	ACTION
Control	<p>254. Back off an objection when P is nervous about being challenged.</p> <p>255. If you keep running at P and don't give him breathing room, chances are he won't follow-up on his agreement.</p> <p>256. If you keep the interview light, but serious, the kid is more willing to talk to you.</p> <p>257. Applicants like to be in control of the sales interview.</p> <p>258. R must be in control of interviews, but make P feel he is in control, too.</p> <p>259. Sometimes in interviews the obvious solution doesn't hit you because you're trying to control [too hard].</p>	<p>402. If P is challenged on an objection and he tries to justify his own objection - instead of elaborating on it - then P is nervous.</p> <p>403. If P is nervous, go over the processing cycle to remove fear of the unknown.</p> <p>404. Have P feel he is in control by giving him options or choices.</p> <p>405. When giving P options, give him a few minutes to consider them - so he feels in control.</p> <p>406. Let P know you will call him back, let him know to expect it.</p> <p>407. I try to make the P feel that it's left entirely up to you how you deal with basic training.</p> <p>408. For Ps who do not join - badger them to a degree - in a way that they feel like it's still up to me [the decision].</p>
Specific Issues (BASIC, Spouse, 2nd Choice at MEPS, etc.)	<p>260. There shouldn't be any objections since Army will really help you.</p> <p>261. The Army offers better options than the other services.</p> <p>262. P is stupid if he doesn't grab benefits of Army.</p> <p>263. The main reason people object is because they are scared.</p> <p>264. Everybody has a "scared factor" about joining the Army.</p> <p>265. They're not going to make it in BASIC with a negative attitude.</p> <p>266. A spouse can sometimes be the deciding factor - whether P is 17 or 25.</p> <p>267. 9 out of 10 times the girlfriend or wife will support P - so it's worth seeing them.</p> <p>268. If married P is sincere, he will let R meet with him and wife.</p>	<p>409. First, you have to find out how that individual perceives basic training.</p> <p>410. I keep current on BASIC through my enlistees.</p> <p>411. For many Ps, basic training = basic fear - overcome that fear by ignoring it to a point and then come back, ease his mind ("I ain't all that difficult", tell facts about it).</p> <p>412. If P has never participated in sports, it's going to be a little bit difficult for P - that's where you stress the condition of the mind is what's going to carry you through BASIC.</p> <p>413. Basic training is probably the biggest - and it's easiest to overcome. Just tell them the truth about BASIC and then appeal to their manhood.</p> <p>414. If P has a girlfriend or wife - the decision to enlist must be joint decision.</p> <p>415. If P needs to discuss with wife, ask to meet with F and wife together.</p>

TABLE C-7B (continued)

Sales Cycle Strategy Report:

Handling Objections Strategies for Responding

AREA	REASON	ACTION
Specific Issues (BASIC, Spouse, 2nd Choice at MEPS, etc.) (continued)	<p>269. If family is not with P, that can cause problems.</p> <p>270. The wife of P should know what her husband will be doing.</p> <p>271. The wife will listen to R, since in uniform and the professional.</p> <p>272. R can make P feel a little better about [not getting] it by showing how first choice is still within reach.</p>	<p>416. Act as an in-between, the expert who knows the program.</p> <p>417. Take the extra effort to get current information on fort facilities where P and wife will be stationed.</p> <p>418. Have R's wife provide her perspective to P and his wife (e.g., post life, what's available of post, what they can do, babysitting facilities, etc.).</p> <p>419. P needs to be educated that sometimes you cannot do what you want because of clearly defined rules (e.g., in Army), and sometimes because you feel you will lose too much security, money or responsibility (e.g., in civilian jobs). Either way, to do what you want can limit other choices regardless of whether job is military or civilian.</p> <p>420. R must let P know that while he didn't get job he wanted, job he got is equally well.</p> <p>421. Let P know that by utilizing what service can offer it's still within reach to get something in that first choice area (e.g., via college education in service).</p> <p>422. Advise to continue working toward a degree in that area and work toward it.</p> <p>423. Emphasize that P can use experience in his Army area to find himself a decent job - a backup career if first choice is still very important to him.</p> <p>424. When I get an objection that reflects a conflict between working full-time or college full-time, I stress dual learning.</p> <p>425. I find out if there's any area P is interested in that Army can supply him training in.</p> <p>426. I stress that P can get 2 years worth of experience in field choice #2, while he does college part-time for choice #1 now.</p>

TABLE C-7B (continued)

Sales Cycle Strategy Report:

Handling Objections Strategies for Responding

AREA	REASON	ACTION
Specific Issues (BASIC, Spouse, 2nd Choice at MEPS, etc.) (continued)		<p>427. After Army, P can complete college for choice #1 full-time and have a back up career if choice #1 has no job market openings.</p> <p>428. R "manipulates" only in the way that teachers or parents do.</p> <p>429. R "manipulates" in way when you want shirt and go to store, the salesman gives you information to decide on which shirt to buy.</p> <p>430. Respond to objection that Army is no fun by analogy; in life you can't party at work, you choose between when to party and when to work. In Army same choice, between partying and soldiering.</p> <p>431. Ask P which car she would buy if both at same prices - the stripped down version at dealer A or the fully loaded one at B.</p> <p>432. Point out that the difference that makes difference between the services are the options they offer.</p> <p>433. Recommend P decide on the options that suit her best.</p> <p>434. Question dissatisfied enlistee to determine what specifically happened and what specific benefits are in new position.</p> <p>435. 2-step strategy to defuse bad reputation: a) have P see himself differently from enlistee [who is dissatisfied]; b) have P affirm he can meet requirements he agrees to.</p> <p>436. If he keeps coming up with objections, he doesn't want to go in service, so you say "well, good luck to you - when you grow up a little bit more, come in and see me."</p>

TABLE C-8A

Sales Cycle Strategy Report:

Delayed Entry Program Strategies for Attitude to DEPer

AREA	REASON	ACTION
Attitude to DEPer	<p>273. No matter what you do, you let them know you're the boss.</p> <p>274. People accept you for what you are and that you are willing to go the nine yards for them.</p> <p>275. My DEPers respect me, I earn their respect.</p> <p>276. Rapport in DEP comes from making DEPers feel part of the Army already.</p> <p>277. Rapport in DEP is just caring for DEPers.</p> <p>278. You speak to DEPers from the heart.</p> <p>279. Don't ever allow DEPers to get personal.</p> <p>280. A R is responsible for motivating DEPers.</p> <p>281. To motivate DEPers, you need to maintain contact with them.</p> <p>282. You can't tolerate DEP loss from DEPers.</p> <p>283. DEP loss is the worst thing in the world for a R.</p> <p>284. DEP loss usually occurs because R doesn't do follow-up.</p>	<p>437. When you build rapport in the initial appointment, you've got to build a sense of trust in that kid.</p> <p>438. The R is the best person to show the Army means honesty and trust - the R has to do that by word of mouth, respect in the community, respect with peers.</p> <p>439. If rapport is superficial - just to get an enlistment - you're leaving yourself wide open for DEP loss by not following up or taking an interest in P after he's in DEP.</p> <p>440. A R who waits until the last minute to do something about a DEP problem, experiences DEP loss. He's destroyed his whole month.</p> <p>441. DEPers need to know, you are the Sergeant, they are the privates.</p> <p>442. R need to make DEPers realize the importance of what they're doing.</p> <p>443. Let DEPers know they can drop out only for a medical reason or something like that.</p> <p>444. Tell DEPers their responsibilities and who is in charge.</p> <p>445. Tell DEPers: a) R is boss; b) R demands DEPers call him; c) they're important; d) P supplies referrals; e) participate in field training; f) maintain discipline in addressing each other.</p> <p>446. Remind them they're in Army by always maintaining military addressing conventions.</p> <p>447. I treat my DEPers like privates, in terms of how I address them.</p> <p>448. I tell my DEPers they can call me by my first name, but they never do - they respect me, as I respect them as in DEPers privates.</p> <p>449. Treat DEPers as a friend or as a co-worker.</p> <p>450. If DEPers see you fired up, they're going to be the same way - they get their motivation from you.</p>

TABLE C-8A (continued)

Sales Cycle Strategy Report:

Delayed Entry Preogram Strategies for Attitude to DEPer

AREA	REASON	ACTION
Attitude to DEPer (continued)		<p>451. Constantly paint picture for DEPer of achieving once in Army.</p> <p>452. Paint future pictures for DEPer in sequence of achieving rank structure (i.e., E2, E3, E4, E5, etc.).</p> <p>453. At DEP functions, P should feel sense of accomplishment by being recognized by R.</p> <p>454. Give DEPers an incentive to work for (e.g., promotion, T-shirt, etc.).</p> <p>455. Provide DEPers with opportunity to achieve (e.g., referral, promotion, contests).</p> <p>456. Tell DEPers that they will be achieving awards now and when they are in service.</p> <p>457. For DEPers that excel, R should write letter of appreciation with the company stamp on it - tell DEPer to have it put in official file at BASIC.</p>

TABLE C-8B

Sales Cycle Strategy Report:

DEP Strategies for Cementing Commitment

AREA	REASON	ACTION
Involving P	<p>285. It's important to see DEPer's.</p> <p>286. R should go out and work with DEPer's.</p> <p>287. All DEPer's want to achieve their full potential in the Army.</p> <p>288. By just following-up on DEPer's, let's them know you care.</p> <p>289. You gotta give the DEPer a sense they're in the military or else you're not preparing him for BASIC.</p> <p>290. DEP invite letters make DEP functions appear more official to Ps.</p> <p>291. I prefer DEP group meetings to encourage promotions via referrals that join.</p> <p>292. It's easier to Ps to learn in DEP because it's a relaxed atmosphere.</p> <p>293. Always do something training wise to make that transition from civilian life to military life.</p>	<p>458. Spend a lot of time with DEPer's and you will stay on top of their situation.</p> <p>459. Maintain contact with DEPer's via meetings, outside trips, etc.</p> <p>460. Take them out, just to go out and do things with them.</p> <p>461. Involve DEPer's every way you can - one-on-one, groups, DEP functions, helping out R in office or with referrals.</p> <p>462. Keep P feeling part of the organization during time before enlistment in reserves by little task (e.g., getting required forms) and activities (e.g., sports team).</p> <p>463. I keep my DEPer's involved in outside formal activities by: 1) sports (basketball); 2) go by their house and stop in; 3) go to school, get them out of class and talk to them; 4) let them learn military procedures at station (e.g., posting regulations).</p> <p>464. I spend time with Ps, take them to movies or restaurant, find out what's happening on home front, offer advice from my own experiences.</p> <p>465. I give permission to all my Ps to call me collect day or night for any reason.</p> <p>466. Call them on the phone and say, "This is R, I'm just calling to see if you're all right."</p> <p>467. P must call R at least twice a month to check in.</p> <p>468. If P gets into law violations, calls R as soon as possible - home or work.</p> <p>469. Maintain contact with parents after DEPer enlists - and when his friends find out they will know you care about P.</p> <p>470. I keep contact with the family, finding out through the family how enlistee is doing.</p>

TABLE C-8B (continued)

Sales Cycle Strategy Report:
DEP Strategies for Cementing Commitment

AREA	REASON	ACTION
Involving P (continued)		<p>471. If DEPer fails to report (phone) in then find out reason why the next day.</p> <p>472. Notify Ps of DEP function through an "official" letter inviting them, stating time, activities, and RSVP information.</p> <p>473. We prefer group DEP meetings - allows DEPers to get to know each other and establish bonds now, in case they are in same platoon.</p> <p>474. Our DEP meetings are pretty loose, but they're very cooperative and they hear exactly what we put out.</p> <p>475. We use the newspaper to announce a new enlistment (name, HS, job option, ship date) or a home town recruiter coming in.</p> <p>476. Provide time either during or after the DEP meeting for individual gripes or private concerns.</p> <p>477. We let DEPers know anything that's major in Army</p> <p>478. Times that we feel they should now about - we'll stress that with them.</p> <p>479. Keep DEPers current on Army policy relevant to enlistees or Army generally.</p> <p>480. At DEP functions, DEPers meet each other and are taught about the military.</p> <p>481. At DEP functions we prepare them a little bit for BASIC by teaching them marching, rank structure, etc.</p> <p>482. I give them a taste of BASIC, I march them and assign them tasks to help out around the station.</p> <p>483. I teach them everything from salute to parade rest, to marching to running, to facing and at BASIC they tell me it's a big help.</p> <p>484. My DEPers have an easier time at BASIC because they go in two weeks advanced.</p>

TABLE C-8B (continued)

Sales Cycle Strategy Report:

DEP Strategies for Cementing Commitment

AREA	REASON	ACTION
Involving P (continued)		<p>485. Since our DEPers know most of it before they go to BASIC, they have some more choice over how to spend their free time.</p> <p>486. I know our DEP training works the only way I can know - by talking to the people that come back.</p>
Obtaining Referrals from DEPers	<p>294. Don't ask DEPers for referral, tell him to give it.</p> <p>295. DEP is the time when R needs to work P the most to get him ready to go and to get referrals.</p> <p>296. If enlistee is not happy, then he will put the bad word out on R who put him in.</p> <p>297. People get curious when they see R with DEPers in public.</p> <p>298. DEPers can help R get referrals.</p>	<p>487. Emphasize to DEPPer you expect him to go as an E2 and that means to produce referral.</p> <p>488. When asking for referrals, tell DEPers flat out - this helps both of us.</p> <p>489. Start telling DEPers what to do [like in BASIC], "I want you to have two referrals by this time and date because we're going to get you promoted".</p> <p>490. At DEP meeting, highlight Ps who have gotten promoted and make other Ps feel challenged to prove they can do it also.</p> <p>491. Constantly ask P, "When will you be getting promoted?"</p> <p>492. P has to get promoted - by providing 2 friends to join the Army.</p> <p>493. Tell DEPPer to bring someone to sports activity.</p> <p>494. Tell DEPPer to identify people in yearbook for referral.</p> <p>495. In DEP letter, say that P is "directed to bring at least one friend who might qualify as a potential Army applicant. Feel free to bring more than one [to DEP meeting]".</p> <p>496. Have DEPers make some of the phone calls, have them refine HS list.</p> <p>497. Give DEPers sense of purpose by allowing them to help refine referral lists.</p> <p>498. Give DEPPer short time frame to produce name and phone of potential referral.</p>

TABLE C-9A

Sales Cycle Strategy Report:

Follow Up Strategies for Referral System

AREA	REASON	ACTION
Referral System	<p>299. Recruiting is a long terms sales cycle.</p> <p>300. Referrals act like a chain reaction which gets you more face to face with a lot of people.</p> <p>301. I figure if you put one person in and this person introduces the Army program to another person, and so on, people just start flowing in.</p> <p>302. Referrals are better than telephone power because the new P already has trust in his friends and so in R - so now P is more likely to show for initial appointment.</p> <p>303. The R has got to have that willingness to bring out everything that he can offer to that individual - for P to go out, pass the word on and keep the referral cycle going.</p> <p>304. The type of image a R portrays to an individual is what's going to go out and generate another referral or another person's interest in Army.</p> <p>305. If P brings referrals he feels R is good guy - did him right.</p> <p>306. If P doesn't bring referrals, he feels he got screwed.</p> <p>307. If P is treated right, he will bring all his friends in.</p> <p>308. Ps will refer friends if you show you care for them.</p>	<p>499. I help out Ps and enlistees, and they keep referring people to me.</p> <p>500. Leave P with good taste - even if not join - and they're going to tell someone who needs something about Army.</p> <p>501. To get referrals, P must feel: a) rapport; b) sense of urgency to bring someone in; c) Army is best thing - i.e., want to tell buddies about it.</p> <p>502. By helping P, he will sell friends by telling them what he has received and making them want a piece of the action.</p> <p>503. R can get up to seven enlistments from one satisfied P.</p> <p>504. Talk to a lot of Ps now - who will not join now - so that further down the road when they need something, they remember R and what R said.</p> <p>505. If you treat CAT 4s right, you can get 3A referrals - so treat people as people.</p> <p>506. Our DEPs come in to station whenever they want and normally they bring in people I can conduct interviews with.</p> <p>507. You can expect more referrals from Ps well known in school, than quiet Ps.</p> <p>508. Call referrals the afternoon following school.</p> <p>509. Lock up the appointment - close the appointment up.</p>

TABLE C-9A (continued)

Sales Cycle Strategy Report:

Follow Up Strategies for Referral System

AREA	REASON	ACTION
Referral System (continued)		
	309. When you give P something to benefit him the rest of his life, he wants his friends to do it.	510. Call back one hour before the appointment.
	310. Community involvement is the process of generating a referral system.	511. Take the time to build rapport with people or businesses when area canvassing, so they'll remember you and refer to you.
	311. A lot of older people are key to some of the younger people going into the Army - they are very influential.	512. Ask parents for referrals the same way you asked P - plain and simple.
	312. Don't hurt to ask parents because they cannot say no, they can't say no.	513. Ask by saying, "Who do you know is interested in joining? Seems P is having a good time. You gotta know somebody else, a neighbor or something, that might be interested to have the same good time."
	313. Follow up on P's relatives (Mom, Dad, wife, etc.) in area to let them know you're still concerned about P - ask for P to call you collect.	514. When enlistee returns to town, we have him come in uniform and walk around town with us.

TABLE C-9B

Sales Cycle Strategy Report:

Follow Up Strategies for Service After the Sale

AREA	REASON	ACTION
Reselling After MEPS	<p>314. You have to give P direction and guidance.</p> <p>315. R must emphasize and instill in P importance of joining the Army.</p> <p>316. You have a whole bunch of people out there trying to recruit P back where he was.</p> <p>317. If P understands importance of Army, P will stay motivated to join.</p> <p>318. I don't feel guilty when I enlist P - I didn't push their arm back to make them enlist.</p>	<p>515. When I enlist P, he's grateful to me.</p> <p>516. For service after the sale I: 1) take them out to dinner; 2) call them up and just talk about anything but the Army.</p> <p>517. Everybody I sold the Army to is happy they got the best deal they could.</p> <p>518. I want P to remember everything.</p> <p>519. Leave P with a little mystery.</p> <p>520. Prepare P before he leaves station with resources to handle objections from others.</p> <p>521. Give strategy to P of: a) feel good about importance of serving; b) know you're a bit more man for serving; c) ask them what they are doing; and, d) if they really want more information have them call R - just to get them off you.</p> <p>522. After MEPS, take P and resell his decision to join: a) go over job and make sure he's satisfied; b) let him know he's required to stop in every 2 weeks (in DEP); and c) congratulate him on joining the US Army.</p> <p>523. Talk to P about the Army and how good the job they went into is.</p> <p>524. Act surprised at how lucky P is to get all those features.</p> <p>525. Take P out to relax (e.g., McDonald's).</p> <p>526. Ask P, "Are you sure you're happy?" Ask two or three times.</p> <p>527. Let P know that "there's no looking back, you're going into the Army".</p> <p>528. Explain what P's got to do in DEP (e.g., get in shape, DEP functions, etc.).</p> <p>529. We go over what's going to happen at shipping: a) height and weight check; b) briefing on travel route; and c) briefing on reception station.</p>

TABLE C-9B (continued)

Sales Cycle Strategy Report:

Follow Up Strategies for Service After the Sale

AREA	REASON	ACTION
Keeping Contact	<p>319. Salesmanship falls back down to service after the sale and common courtesy.</p> <p>320. Service after the sale is critical to good recruiting.</p> <p>321. Doing a good job means remember your enlistees after the sale.</p> <p>322. Don't be afraid to admit when you're wrong - nobody's perfect.</p> <p>323. Keep contact with enlistees as much as possible throughout their tour.</p> <p>324. When that enlistee comes back, he's going to be a benefit to me - even if he's back four or five minutes.</p> <p>325. We get our insight on what happens in BASIC training by the people we put in.</p> <p>326. I want P to write from BASIC, I want to see what they're doing.</p> <p>327. Females of 17 or 18 years old who have never been away from Mom and Dad, find themselves unable to ask them for advice [they ask R].</p> <p>328. You're going to blow it in the community if you don't help enlistees.</p> <p>329. The trick is making sure the enlistee gets what was contracted for - otherwise, you're just another living recruiter [in the community].</p> <p>330. I am genuinely concerned about what I do out here, because of the closed loop that happens [in the community].</p> <p>331. People who enlist will come back to community sometime and tell somebody about Army.</p> <p>332. There are so many different things you can experience in the military, good and bad, that you'll never cover them all with the guy.</p>	<p>530. Don't be surprised if enlistee comes back and tells you about something you left out - that you didn't think of as important at the time.</p> <p>531. Keep current on the Army experience, by following-up on enlistees.</p> <p>532. If you follow-up with P after enlists, other Ps will see R as genuinely concerned.</p> <p>533. Let P know he's expected to keep in touch.</p> <p>534. 90% of my people walk back into recruiting station after enlistment because I tell them to.</p> <p>535. We ask P to let us know if there are any problems, so we can know how to talk with other people.</p> <p>536. In BASIC, we try to keep in touch to make sure that what we said to him is actually happening and everything is going smooth.</p> <p>537. Females normally call R for advice on problems at BASIC, and I tell them, "take your time, work on it or work hard with it."</p> <p>538. If enlistee calls for help, no matter how nasty P is, R should smile and say, "I can help you, somehow".</p> <p>539. Every person I put in, I know exactly where they're stationed.</p> <p>540. Prior to shipping we give P self-addressed envelopes to keep in touch and get a picture for our board so P knows we are happy with him.</p> <p>541. We ask P to write us even though the letter may be negative or positive, just to let R know how things are going.</p> <p>542. We give each enlistee 5 self-addressed envelopes so he can write back.</p> <p>543. I tell Ps, if they don't write me from BASIC, I'll wonder if they survived.</p> <p>544. I write a letter to them after their first couple of weeks at BASIC, in which I: 1) tell them what's happening in town; and 2) everything that's good.</p>

Sales Cycle Strategy Report:

Follow Up Strategies for Service After the Sale

AREA	REASON	ACTION
Keeping Contact (continued)		<p data-bbox="300 188 381 895">545. I end letter to enlistees with, "P.S. you won't write me back so good luck at BASIC" - they usually write me back to prove me wrong.</p> <p data-bbox="389 188 446 895">546. It's good to follow-up with the parents as well as kids.</p> <p data-bbox="454 188 511 895">547. After P goes into Army, the only contact I have with him is to call Mom and Dad - and I do.</p> <p data-bbox="519 188 576 895">548. We keep in touch with parents to see how they are doing.</p> <p data-bbox="584 188 673 895">549. I usually call Mom and Dad after a week to get P's address at BASIC and then periodically to see how P is doing.</p> <p data-bbox="682 188 738 895">550. I contact their parents when P is gone, see how P is doing.</p>

TABLE C-10A

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Success - Do's and Don'ts

AREA	REASON	ACTION
Success - Do		
333.	I believe in honesty.	551. I go out and talk. I go out and communicate.
334.	I do it by integrity first.	552. Maintain a fantastic referral program.
335.	Desire to be first.	553. Success is based on keeping the referral cycle going.
336.	If you're doing all the things to make yourself successful, you cannot fail.	554. To be successful as R: 1) always be military;
337.	As long as I know I'm good, there ain't nothing I can't do.	2) don't ever compromise their integrity; 3) have polished telephone and interview techniques;
338.	There's nobody in USAREC that doesn't have the smarts to do it.	4) expect no two interviews to be the same;
339.	Nothing is impossible.	5) adjust your attitude based on the attitude of people you're dealing with; 6) develop that particular gut feeling of when to change attitudes when interviewing; and, 7) product knowledge.
340.	Believe in yourself, that I am the Army, that I can sell the Army.	555. To be "military" means a person who lays out the military in such a way that somebody else wouldn't mind being a part of it.
341.	Have confidence in yourself and believe in your product.	556. Appearance - you have to look, act, and be sharp every day.
342.	Do the best you can because normally the best is way above what's required.	557. You gotta believe the Army is the best thing going - because in this town, you are the Army.
343.	Be the best out there.	558. To be successful: a) honest; b) communicate effectively; c) don't be afraid to experiment; and d) care.
344.	Dedication and Duty - doing your job the best you can every day. Doing to the best of your abilities.	559. R will be successful if: 1) he completes the basic course; 2) comes out with a positive attitude; and 3) follows certain patterns I think are good.
345.	R has to be consistent to be good.	560. The basic process to be successful is: a) know your objective and set plans; b) know your resources (territory, business, civic associations, time available, etc.); c) have a way to measure which approach is successful (e.g., productivity, referrals, leads, good-will, etc.); and, d) set up referral beds for future use (e.g., see personnel manager, public library, boys' club, etc.).
346.	Accomplishment comes from a desire to do what had never been done with it before - exceeding every area of objective I was given.	
347.	Competitive is just doing what's required.	
348.	Standards are established by each individual - to be set and broken as you move toward your ultimate capacity.	
349.	Human communications - it works for recruiters, it works for applicants, it works for you and me.	
350.	A successful R has the proper attitude and motivation.	

TABLE C-10A (continued)

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Success - Do's and Don'ts

AREA	REASON	ACTION
Success - Do (continued)	<p>351. A R needs a sound attitude - the attitude of wanting to put somebody in the Army, of wanting to tell them about the Army and the career opportunities that it's got.</p> <p>352. Always be motivated, you gotta stay motivated (on your own).</p> <p>353. R has got to motivate himself.</p> <p>354. Confidence in yourself - there are times when only you can motivate yourself.</p> <p>355. Have more faith in your own abilities.</p> <p>356. Give yourself credit for your abilities regardless of chances for success.</p> <p>357. Roll with the punches, take everything with a grain of salt.</p> <p>358. Roll with the punches - recruiting is a demanding job and yet rewarding.</p> <p>359. I really like talking to people.</p>	<p>561. R should be innovative - think of different things to do, meet everybody you can, communicate with everybody you can.</p> <p>562. R should be communicating - talk with people, be outward, be proud, believe in what you are doing, believe in your product.</p> <p>563. R should be flexible - use your ideas, put them to work, see the accomplishments.</p> <p>564. R should be open-minded - have the ability to accept challenges and look at them as goals for a sense of achievement.</p> <p>565. Fine tune my style adjustments to P's needs, to fit his needs and go from there.</p> <p>566. Talk to the community and word of mouth will increase success in recruiting.</p> <p>567. The school interview techniques can make you successful.</p> <p>568. Pay attention to detail in the school - even things that seem unimportant.</p> <p>569. Know where to look for things when you don't know the answer.</p> <p>570. Set your goal higher than minimum standards, so that if you fall short you still have met requirements.</p> <p>571. When you make minimum standards, take a deep breath, feel relaxed, and then go in and exceed them.</p> <p>572. I recruit for the most educated and most dedicated.</p> <p>573. What recruits CAT levels is not stereotyping, but consistency in recruiting - i.e., constant prospecting and constant follow-up.</p> <p>574. More phone calls - it increases your rate because you talk to more people.</p>

TABLE C-10A (continued)

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Success - Do's and Don'ts

AREA	REASON	ACTION
Success - Don't	<p>360. Personally follow up - not to rely on others to do my job.</p> <p>361. This is a job where you can't change your attitude and be effective.</p> <p>362. If R doesn't want to do that, he's not going to.</p> <p>363. Not to believe you're not capable of doing anything or to attain your goals.</p>	<p>575. A successful person will become unsuccessful if he stops being innovative (i.e., stereotypes).</p> <p>576. If you don't schedule things you can be unsuccessful.</p> <p>577. When you stereotype your approach to a CAT level, you use a canned approach, and you're going to can yourself.</p> <p>578. If you put a person in just to make a mission, you don't put all you can into the interview.</p> <p>579. Set goals you want to accomplish, don't work towards goals.</p> <p>580. Do not give your respect and authority away in the field - don't be a private.</p> <p>581. If things don't go good in the interview, not to let it personally effect you.</p> <p>582. If you strive for perfection all the time, you won't be happy.</p> <p>583. Don't worry about things you can't change - just move on with what you're supposed to be doing.</p> <p>584. Never take the job home, get hit and let it bounce off.</p> <p>585. It's not good to hold the job in, it shows when you're talking to someone.</p> <p>586. If an R doesn't want to be here and he's going to do the lousiest and he's determined to do it, there's nothing going to change him.</p> <p>587. Don't ever tell an R he is no good, screwed up, and then leave the guy.</p> <p>588. The unsuccessful R doesn't want to work - that's all.</p>

TABLE C-10B

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Back-on-Track

AREA	REASON	ACTION
Back-on-Track	<p>364. No matter how good a R is, there's going to come a time when nothing will happen.</p> <p>365. Everybody, at some time, needs some type of help or guidance.</p> <p>366. You become number one through the efforts of all the individuals involved.</p> <p>367. People fall short of goals all the time.</p> <p>368. You can beat a guy up so much before he just doesn't care.</p> <p>369. There is a certain percent of failure for every success you have.</p> <p>370. Satisfaction and challenge are what make a job worth doing.</p> <p>371. Challenge helps you to grow, makes you more knowledgeable about a job, which gives more confidence, which allows you to react on the job smarter than a non-confident person.</p> <p>372. When something doesn't work find an alternative way to make it work.</p> <p>373. You gotta believe that something will happen - even if it's not there yet.</p> <p>374. R needs to be innovative to be effective.</p> <p>375. Innovation is the development of a new technique to alter things, to make them different.</p> <p>376. People are scared of innovation because they hate rejection.</p> <p>377. Don't be afraid to do anything.</p> <p>378. To help a R, you need to look through the superficial stuff to see what makes him tick.</p> <p>379. Train Rs to work own style - because other styles may not work for him.</p> <p>380. You never want to make R in your own image - everybody's different.</p> <p>381. You have to use your own style, what works for you best - this job is not like regular Army.</p>	<p>589. Don't be afraid to seek assistance, if enlistments are down and you're not sure why.</p> <p>590. If you have questions, then you need to look at how you talk to people.</p> <p>591. Somebody else will have another idea or can show me what I'm doing wrong.</p> <p>592. Getting information from others gives me different ideas, so I try somebody else's brain for a second.</p> <p>593. I need help if nothing is clicking, even if I've accomplished the work plan and challenged myself to perform.</p> <p>594. If something starts to fail, I'm going to have to adjust that rule.</p> <p>595. Old rules work back in old time, new ones have got to be created for new situations.</p> <p>596. If they're not getting the job done by the present rules, the rules are out dated.</p> <p>597. Before providing solutions, find out why R is having problem (e.g., is he scared, insecure, not used to civilians, needs more OJT, etc.).</p> <p>598. You help R out of slump by: a) taking time to open him up and identify the problem; and b) providing positive instruction or feedback to him.</p> <p>599. Generate solutions to help Rs by finding out as much as you can about people. What makes them turn on, turn off, why they feel like this.</p> <p>600. Analyze the situation with R and provide ideas, but let him develop it.</p> <p>601. Think of something you can do to get out of the ordinary patterns (in order to generate new ideas).</p> <p>602. You prime Rs to be innovative by putting little things in their heads about little things we've done over the ages.</p>

TABLE C-10B (continued)

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Back-on-Track

AREA	REASON	ACTION
Back-on-Track (continued)		
382.	It's important to stray from the book to see what works best in your community.	603. You've got to experiment until you come up with what you know is going to be successful.
383.	The important thing is the R finding something that works for him. The same thing doesn't work for everybody.	604. You've got to make errors to find out what's effective - trial and error.
384.	You learn the basics and then adapt it to your personality.	605. A guy's foolish if he repeats a mistake twice.
385.	It takes time to figure out what's good and what's bad.	606. You play percentages - and when you play percentages put odds in your favor.
386.	You gotta work your way up the hill, but never accept no.	607. Increase chances by providing new challenges, being innovative and having open communication.
387.	You have to use some common sense in deciding which is more important about rules - power or authority.	608. If you make a guy feel that this might be advantageous, he will do it ("If I'm in a rut and I can do something different, let's do it").
388.	You have to distinguish which is more important about rule - being appropriate or a priority.	610. I motivate new Rs by flashing an award I've achieved that they haven't.
389.	There are rules to be successful, rules to keep out of trouble, and rules of recruiting.	611. You gotta build R into that unique individual that works for self accomplishment.
390.	All rules are subject to change upon a given situation or environment.	612. If you tell a guy he must do it, chances are he will say this is just another requirement.
391.	You cannot recruit for R, they have to do it. R will increase his ability only if he learns to develop ideas into actions on his own.	613. If R is doing nothing, before jumping on him, find out why he is not doing anything - find out where he was going.
392.	It can be too late if you wait for somebody to tell you.	614. You can show R what works for you, but the whole crux is for him to innovative.
393.	I don't want to get to the point where I've got to get somebody sent down to help me.	615. Do it your way, so you're satisfied with yourself.
394.	If I need help, I can realize that myself.	616. If your way of doing it works, go on with it.
395.	The help I need may be just to have someone else remove the doubt I have and reassure me that I'm doing everything all right.	617. You get your own style by practicing different styles till you get one that works.
396.	A R teaches recruiting techniques in an ideal setting - the field will be different.	618. Trust yourself - check out what you do and choose the sales style that works.
		619. You get your own style by hit or miss, trial and error, by just doing it.
		620. You know what works by the reaction on the applicant.

TABLE C-10B (continued)

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Back-on-Track

AREA	REASON	ACTION
Back-on-Track (continued)	<p>397. The family guys have got to have a lot of support from the wives.</p> <p>398. Command can help by telling you when you do a good job and by providing positive counseling.</p>	<p>621. You adopt your own style and stop hit or miss when your style is working more than hit or miss - comes right down to putting people in.</p> <p>622. You get confidence over a period of time by basically doing your own style to see what works for you.</p> <p>623. It if keeps working, I use it.</p> <p>624. If it worked once, it will work again.</p> <p>625. If it works and it gets the job done quickest, continue it, it must be right.</p> <p>626. If I'm attaining the goals I set, using my rules, and I'm getting what I want out of them - I'll work it to death.</p> <p>627. My number one rule is to use it if it gets more success, quicker (e.g., telephone usage).</p> <p>628. There's two types of education - formal and street - and you gotta have both to be good.</p>

TABLE C-10C

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Attitude to Prospect

AREA	REASON	ACTION
Honesty	399. Always be honest with P.	629. R should be honest and upfront.
	400. Tell a kid everything he needs to know about the Army - on phone or in person.	630. I never lie to them and I don't expect them ever to lie to me.
	401. Handle the objection with honesty and integrity - a blatant lie will always come back to you.	631. I tell a person in the initial appointment - "I won't lie to you if you don't lie to me" - and if
	402. If honest, P is more open with you and more agreeable to the processing cycle.	632. I catch a kid in a lie, I will never talk to him again.
	403. Ps respect honesty, even if it reflects poorly on them (e.g., can't make decision).	633. If you tell P not to mention a medical problem at MEFS, it's going to catch up with you.
	404. I'd rather be honest with P, since it's going to come back to me.	634. Tell P everything he wants to know, tell him about it, tell him that when he goes up he doesn't have to contract.
	405. Enlistees who do not qualify for contracted job understand why (i.e., it is a reflection of them, not the Army).	635. I tell them when they ship out, "Don't let the bastards get you down, roll with the punches, and take it with a grain of salt".
	406. All enlistees eventually come back on leave and the first question they answer is "what's it like?"	636. Tell kid that Army recruiter is biggest liar in world, then back out of it.
		637. If enlistee can say "the Recruiter told me the best that he could" to his friends, it works to advantage of Recruiter.
		638. You don't want to say something will be easy (e.g., BASIC) and then the kid finds out it's difficult - that's when people say Rs are big liars.
Caring	407. A R has got to show that he cares for P.	639. I won't deny the fact that the P didn't get the job [he expected].
	408. It's important to care for P, it breeds success.	640. Remember the mission number, but these guys are more important first - take care of them.
	409. R must care about applicant - imagine P selling you something - would you buy?	641. I show the personal touch by finding out a tidbit about P before I see him from school, e.g., from DEPers, school paper, etc. It helps to get rapport and relax P.
	410. Manipulation is when you're using the system to benefit you.	642. I put my personal touch in to show I care about what they're doing.
	411. Helpful attitude is when you're helping someone else resolve a problem or a need.	643. I prefer to not put a guy in the last day of the month, and make sure his paper work is all in and proper.
	412. R is gold in the Army - R is developing the Army of tomorrow.	

TABLE C-10C (continued)

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Attitude to Prospect

AREA	REASON	ACTION
Caring (continued)	<p>413. A R can build an Army, the way he'd like to see it.</p> <p>414. I'm proud of everybody I've put in, I'd serve with all of them.</p> <p>415. I might have to serve with the Ps I put in, and I have to be in charge of them and there's not a person I wouldn't want to work with that I've put in.</p> <p>416. When I retire I'm looking to these enlistees for my protection, so you want to put in high caliber people.</p> <p>417. Treat individuals like individuals.</p> <p>418. Be caring and understanding toward P.</p> <p>419. Take care of P and he will make you successful.</p> <p>420. You're trying to get this person in to hope - fully better that individual's life.</p> <p>421. If I'm relaxed and P's relaxed, there's a good chance he's going into the Army.</p> <p>422. Anytime a kid has got problems or wants to talk, he should be able to see R so problem doesn't grow.</p> <p>423. If I do something wrong to a P and he doesn't buy the product, then I know next time I can't do it to that guy, or a guy with similar needs and interests.</p> <p>424. Everybody who walks in that door is different.</p> <p>425. You should offer everybody the same regardless of CAT levels - what differs is the approach.</p> <p>426. The way you're going to talk to a guy, is going to be the way he presents himself to you.</p> <p>427. You might appeal to a different aspect of each person - but that has to do with listening.</p> <p>428. The more you find out about an individual, the easier it is to sell him.</p>	<p>644. If you put off the sales interview till after you've taken time to talk to P like person, both of you are relaxed, you can communicate a lot better - the communication barrier is broken.</p> <p>645. Show you're personally involved with your people - they will refer other people, get other people interested to help you be successful.</p> <p>646. Because I care for P, I don't pressure anybody or nag them on the phone.</p> <p>647. I explain a little bit more to them, so that they fully understand what I have to offer.</p> <p>648. We don't treat Ps as just numbers in Army.</p> <p>649. We show P we are proud to have him in US Army, we roll out red carpet, make them feel they are wanted.</p> <p>650. If R cares, the P knows he's not just a number.</p> <p>651. If P thinks he is a number to R, he won't join.</p> <p>652. Once you show P you care, he's going to do a lot more things for you.</p> <p>653. I treat Ps just like I treat anybody else.</p> <p>654. We give Ps an open invitation to come in whenever they want.</p> <p>655. Have Ps come in anytime they want, bring friends and talk to P and his friends.</p> <p>656. What you go through and do with an applicant today, you better believe will be out there in the community tomorrow.</p> <p>657. A helpful R will go the extra step to tailor a program for the P.</p>

TABLE C-10C (continued)

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Attitude to Prospect

AREA	REASON	ACTION
Caring (continued)	<p>429. We know certain things turn on certain groups, but just to arbitrarily stereotype can get you in trouble after awhile - but why not find out about it individually?</p> <p>430. The P's mind can be changed, if the right person can change them, show them something they're interested in.</p> <p>431. Take interest in P and you will find something of interest for them.</p> <p>432. P can feel when the R is not telling them the whole story.</p> <p>433. Don't harass a person because that can work against you.</p> <p>434. Be smart when you call back a P who doesn't want to join.</p> <p>435. You gotta treat prospects with kid gloves - no grab and slam into the Army.</p>	

TABLE C-10D

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Performance Feedback

AREA	REASON	ACTION
Signs of Good Performance	<p>436. Best Rs can work a referral system.</p> <p>437. Do the best you can to where you feel good - don't recruit to minimum standards.</p> <p>438. After you made your requirements, everything else is a lot easier to make.</p> <p>439. Doing a good job leads to peace of mind and satisfaction.</p> <p>440. You know you do good by how community accepts you.</p> <p>441. The points and awards will come if you don't think about them.</p> <p>442. I'd rather miss an award than jeopardize my integrity.</p> <p>443. You may lose some battles, but you win the war if you leave here with 3 sapphires and a gold badge - If you get the ring you take the world.</p>	<p>658. I know I'm doing a good job when the parents ask me to come after their other kids or relatives.</p> <p>659. I'll work slow, but when a guy goes to MEPS, it's all over with, he's in.</p> <p>660. R is good if he's got good rapport live and on phone, and has a low rate of losing people on floor.</p> <p>661. If R is effective, another service won't enlist someone he's talking to.</p> <p>662. If R is effective, then R gets interested in what kid is doing.</p> <p>663. I know I've done a good job when: 1) my critics tell me; 2) people come back and state their appreciation; and, 3) mission accomplishment.</p> <p>664. R can be judged as good based on: 1) how R carries himself; 2) amount of appointments being made; 3) amount of professionalism displayed during appointments; 4) how they talk about the Army; and 5) how they perceive the Army.</p> <p>665. I can tell through a brief discussion by things that you say and things that you do.</p> <p>666. The successful R asks questions, the unsuccessful R states excuses.</p> <p>667. You can evaluate a new R by: 1) listening to conversation on phone or in interview; 2) see if he knows his product; and 3) see if he's getting truthful statements.</p> <p>668. R is good if he does his share of work - puts in mission and over produces.</p> <p>669. You can tell R is good by: 1) his badge; 2) conversation with them; 3) if they enjoy it; and, 4) longevity - if they last out there.</p> <p>670. Confidence is asking someone of 17 or 32 to join the Army and not be afraid when they guy says no.</p> <p>671. My Ps are motivated, with a positive attitude toward the Army and BASIC.</p>

TABLE C-10D (continued)

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Performance Feedback

AREA	REASON	ACTION
Signs of Good Performance (continued)		
		672. If R is out there mingling with community and talking with people, people know him - he's doing something right.
		673. I can see the rapport by the exchange of information between the R and the P - a lot of questions, a lot of answers and good facial expressions.
		674. I know if good job by: 1) the numbers; 2) a phone call saying I did a good job or 3) by my efforts.
		675. I feel good if I've done everything I can to make my numbers (i.e., prospect, put people on floor of MEPS, etc.).
		676. You know someone else is good by talking to them - numbers don't mean a thing.
		677. Evaluate Rs by what they say to their applicants prior to the tests.
		678. Listen for whether R remembers to take time to get rapport on phone.
		679. On a month to month basis, you're doing good when you put in the required people you're supposed to - in certain categories.
		680. We do good by putting in a big proportion of the community.
		681. We're doing something right because the people we put in are sound with their decision and they come back to the community and spread our name around.
		682. When I ride or walk down streets, people go, "how you doing Sergeant," or "what's happening today?"
		683. The badges and awards show the quality of people you're putting in.
		684. A low processing ratio is sign of good P.
		685. If you're producing, then you can set your own hours of work.
		686. If you're successful, people will leave you alone to keep getting your numbers.

TABLE C-10D (continued)

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Performance Feedback

AREA	REASON	ACTION
Signs of Good Performance (continued)		<p>687. If a R worries about his community, his people, then he worries so much about people he talks to them and mission falls in there.</p> <p>688. If you put person in and enjoy it then: a) it's easier; b) you work less; and c) people start working for you now instead of you working for them.</p> <p>689. These are linked: If honest and caring then will communicate well then you'll constantly follow-up - and if things go wrong forget it and move on (FIDO).</p>
Signs of Bad Performance		<p>690. If a R worries about mission, he will work crisis management all the time.</p> <p>691. Don't sandbag - If you've got a guy ready to join today, put him in today.</p> <p>692. Technically you could recruit without a helpful attitude (i.e., manipulation), but that will produce an enlistment without any feeling and no referrals.</p> <p>693. If R puts P in, and P doesn't bring in anyone else to go in, R is doing something wrong.</p> <p>694. If I don't get a letter from a person I've enlisted once or twice a week, I don't feel I've been doing my job.</p> <p>695. A bad style is when R beats around the bush getting to a question - P feels, "If you can't tell me on the phone, why should I come in for appointment?"</p> <p>696. If you hesitate with Ps, you're going to lose them - "you snooze, you lose".</p> <p>697. R is bad if he doesn't care about team or is insecure - leads to holding back on people.</p>

TABLE C-10D (continued)

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Performance Feedback

AREA	REASON	ACTION
Signs of Bad Performance (continued)		<p>698. Once recruiters become successful, they start taking shortcuts - they forget what they learned and they start putting themselves in a jam - then they fall behind.</p> <p>699. Burnout occurs when either the job stops being a challenge and/or the R starts stereotyping.</p>

TABLE C-10E

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Time Management

AREA	REASON	ACTION
Time Management	<p>444. Every long range goal has got a thousand little ones to get to it.</p> <p>445. It's easier to be successful, than to waste time avoiding work.</p> <p>446. The only way to set your own hours is to be successful.</p> <p>447. If you work on a constant basis, and continually keep working, mission will be made before you get to the end of the month.</p> <p>448. If I continue to work [in sequence], I'm going to make mission.</p> <p>449. If I keep moving along at the pace I'm comfortable with, I know that mission is going to come.</p> <p>450. If you get caught up in that one number [mission], you stop worrying about whether you are helping the applicants.</p> <p>451. A goal is something that's thrown against the wall with no hope, or no set standard to go for that particular achievement.</p> <p>452. Objectives have specific standards for accomplishment and a time frame to complete them in.</p> <p>453. It's important to have a good time management schedule.</p> <p>454. If you stick to your management program, you will have time tomorrow.</p> <p>455. The station commander helps you on a daily basis to manage your problems.</p> <p>456. You can plan on being divorced, if you don't plan time for your family.</p>	<p>700. The most important thing about time management is sticking to it - since in recruiting your schedule can change at the blink of an eye.</p> <p>701. Follow up on your personal actions, whatever's happening, to make sure they're attainable.</p> <p>702. You stick to that program regardless of how much you attempted to do.</p> <p>703. Effective time management is when you can plan your time, look at your schedule, and know that you've accomplished something.</p> <p>704. Accomplishment requires planning and real hard work.</p> <p>705. I like to see how far I can go (in accomplishing).</p> <p>706. People show you respect when you perform at ultimate capacity.</p> <p>707. People get objectives and goals confused.</p> <p>708. You need to set objectives along with goals.</p> <p>709. For example, a goal is "I will quit smoking in 1986", but an objective might be, "I'll quit smoking in 25 months."</p> <p>710. I wish Rs made an appointment in morning and one in afternoon, with prospecting in between - instead of drinking coffee at office.</p> <p>711. I go minute by minute - I put everything in that planning guide.</p> <p>712. We normally just put in the key things: a) station commander interface; b) telephone time; and c) appointments.</p> <p>713. Plan enough time to interface with your station commander.</p>

TABLE C-10E (continued)

Sales Cycle Strategy Report:

Motivation/Attitude Strategies for Time Management

AREA	REASON	ACTION
Time Management (continued)	<p>457. There's a lot of wasted time in the day - unless you plan well.</p> <p>458. I plan on everything, including haircut, driving time, family time, etc.</p> <p>459. If you don't follow your plan, you don't get nothing done - wasted day.</p>	<p>714. Plan three schedules: daily, monthly (high school visits, promotions), and long range (ASVAB testing).</p> <p>715. Keep your planning guide neat if you're out, other R can cover for you.</p> <p>716. Ask yourself for long range goals, what do you want in the end, what is it you're working for.</p> <p>717. R should plan in at least 3 nights a week to be home with the wife and kids by 6 p.m.</p> <p>718. Plan time for yourself and your family.</p> <p>719. Let P know if you'll be late for appointment.</p> <p>720. Call your appointments at least the day before and one hour before the scheduled time to ensure they are there.</p> <p>721. Do area car-assing between appointments.</p> <p>722. Make 3 or 4 appointments in same area in case one is not qualified.</p> <p>723. Cluster appointments in far away locations.</p> <p>724. Don't schedule appointments too close together.</p> <p>725. I keep a file on each P, birthday, graduation date, etc.</p> <p>726. I try to keep in touch with P once a month or so.</p> <p>727. If P says no constantly, we call back in three months and ask him how his decision (e.g., job in town) is working out. If P okay, congratulate him on good choice, if not, open up possibility of Army.</p>