

Training

Recruiter Salesmanship

This UPDATE publishes a revised USAREC Pam 350-7. Because of the extensive changes made, no attempt has been made to highlight changes from the earlier pamphlet.

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Summary. This pamphlet is the sales doctrine of the United States Army Recruiting Command.

phlet does not contain information that affects the New Manning System.

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Applicability. This pamphlet is applicable to all recruiters assigned to the United States Army Recruiting Command.

Suggested improvements. The proponent agency of this pamphlet is the Office of the Director of Training and Plans. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to

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Impact on New Manning System. This pam-

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Glossary

Chapter 1

Introduction

1-1. Objective

a. This pamphlet is the sales doctrine of the United States Army Recruiting Command (USAREC). The objective is to help Army recruiters become effective salesmen through an understanding of sales and related activities necessary to find and enlist people in the Army

through examination of the basic principles and techniques of sales as they are applied to recruiting.

b. Salesmanship is centered on the recruiting process and around the five tasks each recruiter must perform to achieve his or her recruiting mission box. They are: Prospecting, conducting sales presentations, processing applicants, managing Delayed Entry Program (DEP) enlistees, and following up on all aspects of the recruiting process.

c. Five basic skills are used to persuade people to accept your product. They are: Establishing rapport, determining needs and interests, presenting features and benefits, closing and handling objections, and determining qualifications. Each sales skill is applicable to each critical recruiter task (see fig 1-1). How that is done is the purpose and objective of this pamphlet.

1-2. References

- a. Related publications.
 - (1) USAREC Reg 350-6 (Recruiter Production Management System).
 - (2) USAREC Pam 601-8 (Recruiter Sales Book).
- b. Related forms.
 - (1) USAREC Fm 200-C (Prospect Data Record).
 - (2) USAREC Fm 539 (Lead Refinement List).

1-3. Explanation of abbreviations

Abbreviations used in this pamphlet are explained in the glossary.

*This pamphlet supersedes USAREC Pamphlet 350-7, 27 June 1989.

SUCCESSFUL SELLING

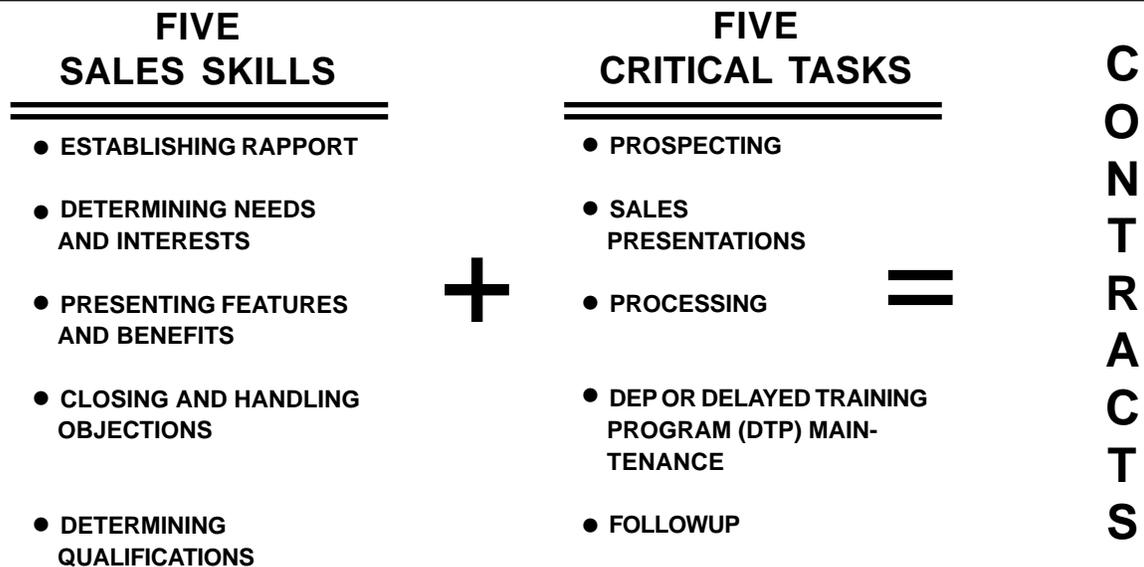


Figure 1-1. Successful selling

Chapter 2 The Army Salesman

2-1. The Army recruiter

a. There is no other job in the Army that has more influence on the quality of the Army than recruiting. The USAREC mission is to provide the strength of the Army, and you, the recruiter, are the means by which that mission is accomplished. You are doing an extremely important job for the Army. Be proud that you are an Army recruiter.

b. You are the best advertisement for the Army. You have found satisfaction in an Army career. You may live and work far from any military installation and may often be the only contact the community has with the Army. In the eyes of the community you are the Army. The impressions people have of the Army will often be formed by their association with you. As a representative of the Army, you must display the highest standards of military bearing, professionalism, and conduct. At all times, strive to create a positive Army image within the community. Stand tall, look sharp, and assume an attitude that says to your community, "Here I am, your Army recruiter. Focus on me."

(1) The community will expect you to be knowledgeable about everything in the Army. Although such expectations may be unrealistic, you must have a basic knowledge of the organization and mission of the Army, the Army history in defense of the nation, Army skill clusters, the locations where soldiers may be stationed, and how the Army operates. You must know every aspect of recruiting.

(2) You must display a high degree of motivation. Nothing can compare to the feeling of satisfaction gained from enlisting a young person into the Army. You can take pride in the fact that he or she is an important part of "Providing the Strength" for the defense of America and its way of life. As a recruiter, take pride in the fact that you have a direct effect on the lives and careers of hundreds of people. This is a serious responsibility and must always be considered when selling the Army. Seeing the changes that have taken place in a person when he or she stops in the recruiting station (RS) after basic training or advanced individual training will be a reward in itself.

(3) The roles of the recruiter. You fulfill several roles in both the Army and the community in which you work. Your mission as a recruiter is to create an interest in the Army within the community and subsequently enlist highly qualified people. In order to accomplish your mission there are several roles you must assume:

(a) Communicator. You play the role of communicator by presenting the merits of the Army to prospects and members of the community.

(b) Planner. Planning provides the base upon which you can systematically accomplish your recruiting activities effectively and efficiently. A recruiter without a plan is a recruiter planned for failure. Manage your time and plan.

(c) Public relations specialist. You will also function as a public relations specialist in dealing with the community, through appearances at community events (e.g., high school (HS) sports functions) or by speeches about the Army to civic organizations (e.g., Veterans of Foreign Wars or

a local parent-teachers' organization). Portions of this will involve you, not only as a recruiter, but also as a teacher.

(d) Market expert. You must know your community so you can increase your opportunities for successful recruiting. This includes information such as the average income, transportation systems, the locations of HS, factories, recreation centers, business and residential areas, as well as the general makeup and distribution of the population. These factors play an important role in the way you conduct recruiting activities.

(e) Student counselor. You'll act as a counselor for students who want to drop out of HS (the Army emphasizes a stay in school policy). Also, you will be a career and job counselor in your role as an Army salesman.

2-2. The Army recruiter and the community

Your field of operations is the community and your success will be in direct proportion to the success of your community relations efforts.

a. Each community has its own characteristics, its own problems, and its own influence on the young men and women of your market. By studying your community, by analyzing its characteristics, and by planning a sound program to fit your community, you can get the community to work for you. The commitment of community members to common objectives and common interests requires a continuous two-way flow of communications between its members.

b. When you are assigned to an Army unit, you become a part of that unit. You work with it, eat with it, and play with it. Its problems are your

problems. Its achievements are your achievements. It is the same with the community in which you work. You have to become a part of the community just as you were a part of your unit. The problems of the community are important to you. The achievements of the community should be your pride. You must be completely identified as part of the community. To accomplish this:

(1) Make friends. Your neighbors can be your friends and can be valuable aids in widening your circle of friends. The same is true of the businessmen who are your neighbors at the office. The business community is the prime source for centers of influence (COI). It's like dropping a stone in the water to make a wide circle of ripples. If you make your initial contacts properly, your circle of friends will constantly grow. As a recruiter, you have an initial advantage; the people in the community are prepared to like you and give you their friendship. All you have to do is be friendly, be natural, and sell yourself.

(2) Join in community activities. It is obvious that you can't join everything; there just aren't enough hours in the week. You should join any activity to which you can give enough time to make you a worthwhile community member and which you can use to further your recruiting efforts. Religion plays an important part in the life of every community. Attend the church of your choice regularly. Participate in the meetings of your church group whenever possible. By attending church, you can better understand the religious life of your town. If you have a child in school, join the school's parent-teachers' association. This association will help to

put you in touch with the educational life of your community and with its educational leaders. If you have the time to do a good job of it, work with boys clubs, the Young Men's Christian Association or Young Women's Christian Association, or the Boy or Girl Scouts. This opens a number of doors to you. If you belong to a fraternal organization, affiliate with its community chapter. If possible, join a luncheon club and one of the civic clubs. Help with United Fund drives, cleanup campaigns, special celebrations, and other annual community projects. You will know best how to help out in these community campaigns. In short, demonstrate to the community that it is your home and you intend to become a part of it by participating in its activities.

(3) Talk about the Army to everyone you meet. Take every opportunity to tell people, individually, about the Army. You can do it in casual conversations at restaurants, in the bank, in the post office, at church, or wherever you meet and talk to people. For instance, in the rural areas, almost everybody is interested in the uniform you wear, knows something about the service it represents, and may ask you questions about it. Don't brush them off with short answers. A great deal of information about the Army, both accurate and inaccurate, gets around by word of mouth. Help spread accurate information.

2-3. Summary

The Army recruiter has many images and must get involved in many activities. You are the Army in the community. Your actions represent what the Army is to your community.

Chapter 3 The Market

3-1. Your market

You hear the term market very often in our recruiting efforts, but what is a market? A market is a particular group of potential buyers. Your target market is the segment of the population between the ages of 17 and 34. You must concentrate your recruiting effort on the critical and quality portion of the market which is high school diploma graduates and high school seniors (HSSR) in test score category (TSC) I-III A (GSA), 17 to 21 years old; however, don't neglect otherwise qualified individuals in lower TSC. Each market segment has particular key attitudes and values that you must know and address when conducting your sales presentations. A prospect is a member of the critical market segment when he or she possesses the following characteristics:

- a. Age: Between the ages of 17 and 21.
- b. Education: High school diploma graduates or HSSR.
- c. Scholastic Aptitude Test (SAT), Preliminary Scholastic Aptitude Test (PSAT), or American College Test scores: Normally SAT verbal scores above 400 (40 on the PSAT) and SAT math scores above 450 (45 on the PSAT) or an American College Test score above 18 indicates a GSA.
- d. Grades: Most of the time, a high "B" average indicates a GSA. This may not always be the case. The GSA student may not feel challenged in school and as a result, may have lower grades.

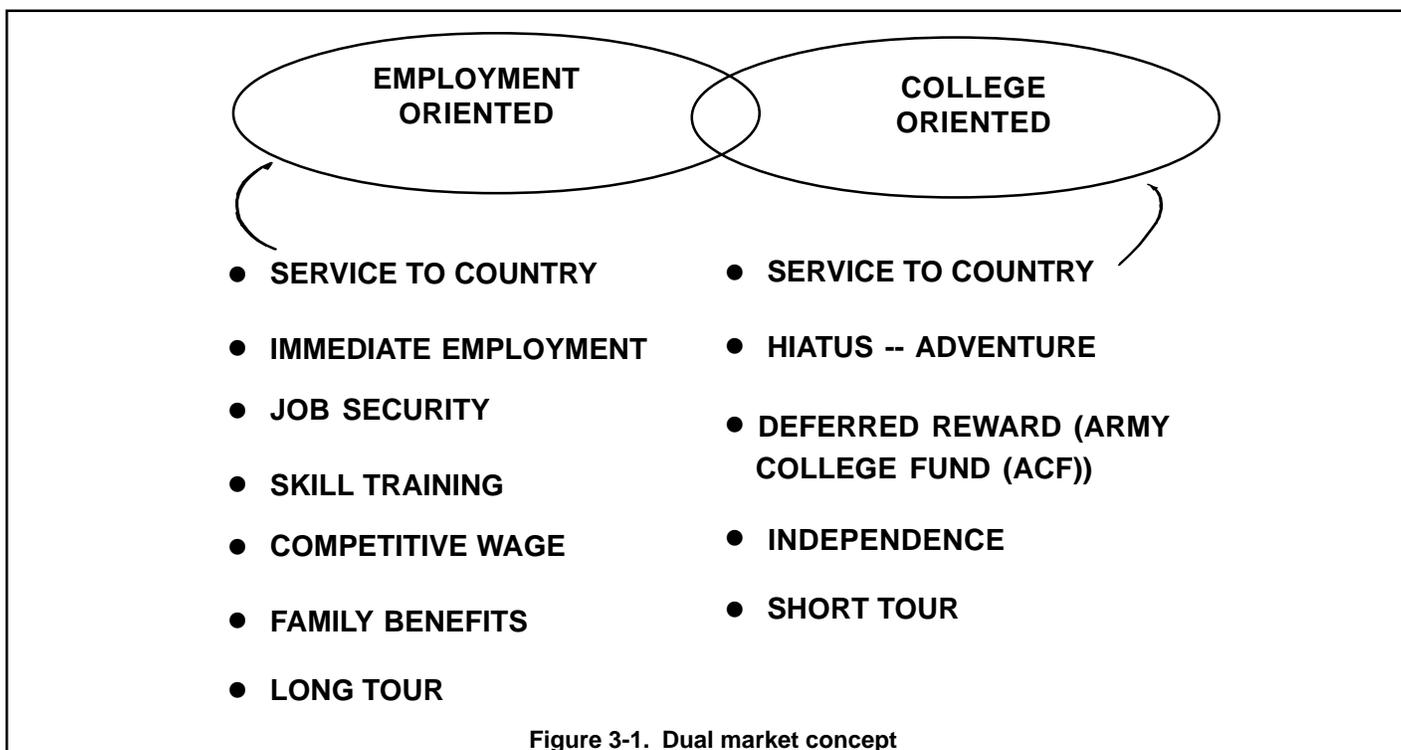


Figure 3-1. Dual market concept

3-2. Prospect's goals

Keep in mind that our prospects have certain goals that they want to accomplish.

a. Goals vary depending on the prospect, but generally can be broken down into two categories:

(1) The prospect who wants to attend college or continue education.

(2) The prospect who wants to get a job. USAREC calls this division of goals the dual market segmentation (see fig 3-1).

b. When we talk with prospects we must recognize that most prospects have specific goals. They will be either college and education oriented or work oriented. Some prospects will be undecided. Keep the prospect's goals in mind when you are determining needs and interests and later presenting features and benefits. Not everyone has the means of accomplishing their goals, and an enlistment in the Army may be the vehicle to do just that.

(1) The college and education oriented prospect's needs may be satisfied by using the GI Bill for going to college, serving the country, taking a hiatus from college for a short life adventure, or independence for the price of a short period of military service.

(2) The work oriented prospect's needs may be satisfied by using the educational assistance incentives to finance vocational schooling, serving the country, getting immediate employment, and obtaining job security, skill training, competitive wage, and family benefits for the price of a longer enlistment.

Chapter 4 The Product

4-1. The Army

A product is defined as any physical object or service designed to satisfy a consumer need. People buy the Army to satisfy a goal, need, want, or desire. The Army is a product which can be sold. Consider the many features and options which can be offered to your market. Each feature and option (or combinations of both) virtually represent different product lines which appeal to different people. Our advertising, for example, is designed to represent a desirable idea which will appeal to our market, as well as present the image we want people to have of the Army. That image is one of a high-tech, modern, dynamic Army.

4-2. Product knowledge

You must know your product. You must be able to approach an individual from your market, accurately assess his or her perceptions of the Army and present those features and options that can be tailored to satisfy his or her goals, needs, wants, and desires. To do this you must know your product and its many features and benefits. In the communities where you live and work you are the Army. What you say is often taken as absolute fact. While it is not necessary to know what every Army job entails or what every military post is like, you do have to know where to find that information. Do not

guess. Several tools are at your disposal to help answer questions and present features about the Army. Among these are the Joint Optical Information Network (JOIN), USAREC Pam 601-8, and recruiting publicity items (RPI).

4-3. What the Army offers

As an Army salesman your knowledge and use of the specialized product information about the available entitlements and benefits is critical to your credibility and success. The following is a short synopsis of Army product knowledge.

a. Training. The Army offers training in more than 250 entry level jobs. Many of these skills are transferable directly into civilian occupations. Through the Army Apprenticeship Program individuals can earn credit toward their journey-worker status in many of the trades. The Army offers training in skills which are not usually available in the civilian sector. Army training develops leadership, management skills, and self-discipline which are qualities sought by all civilian employers. It is recognized as some of the most exacting and up-to-date training available, and is guaranteed as a part of the enlistment contract.

b. Education. The Army offers its soldiers many opportunities to further their education. Military service affords individuals the opportunity to enroll in the GI Bill. Those highly qualified people that participate in the GI Bill may also take advantage of the current Army educational assistance programs, which will add thousands of dollars to their educational fund. Individuals may receive College Level Examination Program test credit, and some colleges award credits for military experience through the Army Continuing Education System. Soldiers may take advantage of college programs available through Army education centers. These programs are available through the cooperation of the Army and various colleges.

c. Adventure. The Army offers adventure and challenge to young men and women. This may be trying something newer and harder than the person has ever done, like joining the elite Special Forces or Rangers. It's an opportunity to experience some adventure, an adventure that will be remembered for a lifetime. The definition of an adventure may differ from person-to-person. Whatever the adventure or challenge, the Army can offer it.

d. Money (pay, allowances, and benefits). The Army has two types of pay. There is the actual pay (the pay that the individual receives at the end of each pay period) and deferred pay (the retirement benefits that accumulate for the individual after 20 or 30 years of service). Normally, most young prospects are not interested in deferred pay. They are interested in the present—now! This does not mean that you should avoid discussing deferred pay with them. It is important! For some it will be the deciding factor as to whether they join the Army or not. You must be able to explain to the prospect in detail what comprises the actual pay

of an individual in the Army. Use the Potential Benefits Summary Sheet from the JOIN or sales book to show evidence of Army pay and benefits. You must be able to tell him or her that his or her pay will not be used for clothing and equipment, medical care, food, or retirement, expenses that are normal to civilian living. The various services available to the individual soldier are related to pay and benefits. For instance, you should discuss legal assistance, the exchange system, club and commissary benefits, 30 days annual vacation, and survivor's benefits. These are all important and help make the soldier a first-class citizen in every community.

e. Service to country. The Army way of life is an exacting but exciting way of life. It encompasses all the aspects of civilian life superimposed with the desirable advantages of the Army organization. This means more than merely becoming a member. It is a sense of belonging, of being an important part of an important whole with a mission of defending the nation. There is a singleness of purpose toward accomplishing the Army mission that develops an unparalleled spirit of closeness and cooperation. This is one of the largest fraternal organizations in the world. With this background, he or she will have friends all over the country. In the Army we always have the feeling of belonging with mutual interests and a common purpose, that of serving the country.

f. Other areas that a prospect could be interested in include travel, achievement, advancement, recreation, job satisfaction, and job security. The key thing to remember is that they all fall under the other categories listed above. Achievement, advancement, and security are money issues while recreation and travel could be included with adventure. It's not important to probe these areas separately.

4-4. The sharp edge

The Army has a lot to offer today's young men and women. The amount and caliber of Army features and programs gives you, the Army recruiter, a sharp edge over the other Services. Thorough knowledge of the Army product will enhance your ability to attract and enlist more highly qualified people. Practice talking about your product! Be confident you have the best product! Know your product!

Chapter 5 Sales Skills

5-1. Salesmanship

Salesmanship is defined as the art and science of persuading people to accept an idea, service, or product. Most people consciously or unconsciously engage in selling several times each day by attempting to cause a change within their life by getting ideas accepted and implemented.

5-2. The pitfalls of selling

It has been said that 20 percent of the world's salesmen sell 80 percent of the world's products. Why? Because the majority of salesmen make basic, common mistakes that keep them from

being successful. These mistakes usually fall into six areas:

a. Salesmen fail to sell themselves. Nobody wants to buy from someone they either don't trust or don't like. Corrective action: Develop confidence in your product and yourself.

b. Salesmen try to sell products without first determining exactly what the customer's goals and needs are. Corrective action: Listen!

c. Salesmen show all the features of their product, but fail to show the customer a benefit or how the product can satisfy his or her needs. Salesmen use the shotgun approach and oversell. Corrective action: Listen for needs and sell benefits which satisfy those needs.

d. Even though a salesman delivers a perfect sales presentation, he or she misses buying signals from the customer and asks for the order at the wrong time. Some salesmen, out of fear of rejection, never ask for the order at all. Corrective action: Listen, use trial closes, and always ask the prospect to enlist.

e. Customers will always find reasons not to buy. This is a normal occurrence. Many salesmen are terrified of a customer's objections and are, in many cases, ready to move on to the next customer instead of handling the objection. Corrective action: Ensure you know the true objection. Handle the objection and be positive. Practice handling objections in your mind so you are ready for any objection.

5-3. Putting salesmanship to work

We are salesmen in every sense of the word. Our mistakes are exactly the same as those made by salesmen everywhere. There are certain techniques and skills that you must use to ensure that you don't find yourself an unsuccessful salesman. These skills are used by everyone associated with the recruiting process. Let's go a little deeper into those sales skills.

a. Establishing rapport and credibility. As an Army salesman you must sell yourself. An honest, friendly, and outgoing personality will help you establish trust, confidence, credibility, and maintain rapport with your prospect and other people you talk with in your community, those who are associated with your market in other capacities (i.e., school officials, COI, law enforcement personnel, etc.). Establishing rapport and credibility can be described as gaining respect, gaining trust, and putting someone at ease. Keeping good rapport is a continuous process from initial contact to contract to shipment for training. Show a genuine concern for each person you talk with. People can tell when you really are interested in them and when you are after your quota only. Here are some ideas to help you establish and maintain rapport:

(1) Mystery. Know something about someone without them knowing how the information was obtained. This can be information about an individual that was obtained from a yearbook, newspaper, or DEP member. This arouses cu-

riosity and it makes them want to listen.

(2) Referral. Quote the opinions or comments of an acquaintance of the individual you're talking with to confirm what you are saying. If an acquaintance thinks it is important, then it must be.

(3) Appeal to a need. Show a genuine interest in the needs of the individual. The more information you know about someone beforehand, the easier it will be to get them talking about themselves and their needs.

(4) Compliment. Compliments are well received when they are sincere and honest. Compliment actions and accomplishments as opposed to complimenting the appearance and other obvious things.

(5) Exhibit. A visual aid that helps to start the conversation such as an RPI poster, the portable JOIN, or a display.

(6) Startling statement. Use a statement or question that startles someone to the point of undivided attention.

(7) Idea. Bring up a new idea when someone is obviously open to new ways to accomplish their goals.

(8) Name. People like to hear their name in conversation or using someone else's name to add credibility. Use your prospect's name as much as you feel comfortable with.

(9) Gift. It can be as simple as offering a business card, a chair, or a soda. Remember this about rapport and credibility: Hard to gain and easy to lose.

b. Determining needs and interests. Everyone has goals and needs. What they buy is usually determined by those goals and needs. People do not buy because of your needs or what you imagine the buyer's needs to be. The most efficient way to find a buyer's goals, needs, and desires is simply ask and listen. You must ask probing questions that will get the greatest amount of information. These questions must be open-ended and fact-finding. Questions should focus on what, how, and why. Information that is gathered in this way will be used later to present options and benefits which will satisfy those goals, needs, and desires. It is not necessary to probe every possible area. Sometimes one good question will allow the prospect to provide you with all the information you may need to determine if that need or interest is important or not. Probing needs and interests should be comfortable for both you and the prospect. Ask intelligent questions. Don't drill the prospect. When uncovering needs and interests, it is imperative that you not only determine what goals, needs, and interests are important to the prospect, but why they are important. Go beyond simple questions (e.g., "What does.....mean to you?"). Why a prospect has a particular need or interest is important for you to know. This why is what you must be able to satisfy when later presenting features and benefits. A good salesman has to have the ability to find out the why tactfully without offending the prospect. Sometimes asking why puts the prospect on the defensive or makes him or her

justify what is important to him or her. When you are probing and you find a buying signal a tactful question to ask is, "How do you mean?" Key words such as these can get the prospect to talk about an area of interest in more detail without offending him or her. Remember there is more to just asking questions. You must listen to the response.

c. Presenting features and benefits. You must focus on Army features, options, and programs that have a direct bearing on the prospect's goals, needs, wants, and desires. To sell a prospect you must show him or her how Army opportunities can meet his or her goals, needs, wants, and desires. Your ability to do this is critical to a successful sales close. Sensitivity to a college and education goal or work oriented goal is critical. The key to success in selling Army features and programs is using the sales tools you have (i.e., JOIN, USAREC Pam 601-8, and RPI) to reinforce your credibility and prove how these programs can benefit your prospect.

d. Closing. Closing is asking for what you want. If you ask someone to enlist in the Army, that's a close. If you ask a principal for an HS list, or a prospect for an appointment, that is also a close; however, if you close on a prospect to take the Armed Services Vocational Aptitude Battery (ASVAB) test without a commitment to enlist, do not be surprised later when that prospect does not enlist. You must attempt to close every time you talk to a prospect. Remember: He or she who doesn't ask, doesn't get! There are many closing techniques. Here are a few:

(1) Two-choice close. Give the prospect a choice. You can offer him or her a choice of two different days or times to schedule an appointment. This technique gives the person who is deciding a feeling of having some control of the situation. You should not care which day the prospect picks, as long as you obtain the appointment.

(2) The single-question close. Simply ask the prospect to enlist. This question gets right to the point. The answer to this question is supposed to bring about a final decision (e.g., "Mr. Smith, will you provide me with a list of HSSR?" or "John, will you enlist on Tuesday?").

(3) The already enlisted close. This close must start at the beginning of your presentation because you assume all the way through that your prospect has already enlisted. From the very beginning you talk about your (the prospect's) Army. You personalize everything you say. Subconsciously, it will be easier for your prospect to imagine himself or herself actually gaining the advantages you are talking about if you make him or her feel a part of it right from the beginning. Therefore, it is easier to get a yes when you ask him or her to sign on the dotted line.

(4) The challenge close. This closing method works best with younger men. You must be careful how you use this one. You must be on friendly terms with your prospect or this may backfire. It works like this: When you find

difficulty in closing, particularly when your prospect's interest seems to be waning, challenge his ego by suggesting that basic training may be too difficult for him and that he might not be able to pass it. Then, if he accepts your challenge you will be a giant step closer to getting him to enlist.

(5) The weighted close. This close involves the buyer weighing the pros and cons of an enlistment, then making a decision based upon the outcome. In this technique placing the pros and cons on a piece of paper so the prospect can visually compare may help.

(6) There are many other closes but the preceding are the most common. Regardless of what closing method you use, it is important to recognize that knowing when to close is as equally important as the close itself. Watch for buying signals from the customer. A customer talking about himself or herself as if he or she had already bought your product is a positive buying signal. If you see through a prospect's behavior that there is extreme excitement about an Army program, that is also a positive buying signal.

e. Handling objections. It is only natural for people to resist making a commitment. Objections are often an indication that there are questions or that more information is needed. Objections normally occur when you are trying to close. Real objections can never really be overcome; they must be handled in a way that makes them seem less important to the prospect in relationship to all they stand to gain by buying the product. There is a basic procedure for handling objections.

(1) Objections should be restated to ensure they were correctly heard.

(2) A real objection must be found. Objections that don't exist cannot be handled.

(3) Once the real objection is found, answer clearly but briefly (sell).

(4) Objections are not to be argued over, just explained (sell as you listen).

(5) Stress benefits over objections (sell).

(6) Keep on selling and listening.

f. Determining qualifications. It is important for you to prequalify prospects to ensure they are eligible to enlist. Be careful when you ask prequalifying questions. If you ask them too soon you could possibly destroy what rapport you may have already established. Imagine what you would do if, when out looking for a new car, the car dealer asked you if you had a bank account before he or she showed you the car. You would walk out. The same is true with your prospects. Make sure you have established enough rapport and confidence to ask prequalifying questions. Carefully listen to the responses.

g. Always close or terminate a sales interview on a positive note. The prospect who has rejected your product must feel comfortable to buy from you again. Make these key points work for you:

(1) Know when to listen and when to sell.

(2) Continually reinforce your credibility.

(3) Always keep your prospect's goals and needs in mind.

(4) Keep positive no matter what. Everyone must be a satisfied customer, sold or not.

Chapter 6 **Applying Sales Skills to Critical Tasks**

Section I **Prospecting**

6-1. What is prospecting?

You have spent long hours with COI, school officials, and other lead sources to obtain the names of members of your quality market. Now begins the most vital, dynamic, and difficult step in recruiting—prospecting. Prospecting is face-to-face or telephonic contact with the primary purpose of creating an interest in the Army and securing an appointment for a sales presentation.

a. Prospecting is a continuous activity. To provide for a reasonable opportunity for success you must ensure that sufficient numbers of people listen to the Army story and make a commitment to enlist. When you prospect, it is the first time you discuss Army opportunities with people. At this point of the recruiting process, you must generate enough interest in an Army feature or benefit for the prospect to want to hear more. You are selling an appointment.

b. To obtain good, solid appointments, use the selling skills previously discussed: Establishing rapport, determining needs and interests, presenting features and benefits, closing and handling objections, and determining qualifications. Once again these are the procedures that you will use in each step of the recruiting process.

6-2. Prospecting methods

There are two ways for you to prospect. How you prospect is governed by your mission and assigned recruiting area. Before you begin prospecting, refine your lead list (e.g., you may ask a lead source to help with the refinement process by having them point out to you those on the list who have obvious disqualifications for service). Prospecting will continue the lead refinement process. The two methods of prospecting are telephone and face-to-face. Using the telephone is the most cost effective and efficient means for reaching a large segment of your market in a short amount of time. Face-to-face prospecting is an equally important method of a prospecting program to help in generating new leads and meeting new prospects. Of course, obtaining referrals is an intricate part of both forms of prospecting. Let's talk first about telephone prospecting.

6-3. Telephone prospecting

The telephone is the most efficient and cost effective of the two prospecting methods. The telephone saves you time and gives you the ability to contact more prospects in your market. However, knowing when and when not to prospect is a problem.

a. The proper time to conduct telephone prospecting must be tailored based upon your

geographic location and the market you are trying to reach. Analyzing lead refinement list contact success is one means of determining the best times to call grads and seniors. Once your best prospecting time is established use it for prospecting. Do not reduce your chances for success by conducting other business when you should be on the telephone.

b. Before you pick up the telephone and start dialing, you must be sure to have a good precall plan, the proper steps to an effective precall plan are addressed in the following paragraphs.

c. Prepare your sales message. Jot down a few questions in reference to determining your lead's desires, needs, and goals. This is much easier to do if, through your research, you have discovered something pertaining to your lead's future plans (e.g., a coach or teacher told you that your lead wanted to go to college; however, financially he or she cannot afford the tuition). If no research information is available on your lead, prepare two or three open-ended questions to gain information upon which to base your sales message. Open-ended questions are those that cannot be answered by yes or no and must be given a more lengthy and informative response.

d. Prepare your request for appointment. Analyze your daily workplan for the timeframes which you have available for appointments. The best place to conduct an appointment is in your office, but this may not always be practical. You should be equally prepared to conduct the appointment at a place other than your office.

e. You should always give your prospect two choices of time, date, and location. Remember you are the one who has to make the call, so why not make it easier on yourself by having a good precall plan. It can be much more rewarding spending that extra effort preplanning in order to make more appointments in less time, than to have no plan at all and spend countless hours on the telephone with little or no results. Here are some tips you should use that will make your actual telephone call more effective and professional:

(1) Take a deep breath, relax, and be yourself.

(2) Put on a telephone smile.

(3) Be enthusiastic.

(4) Sound fresh.

(5) Don't just settle for information; seek the appointment.

(6) Don't get upset if you don't get the appointment.

(7) Leave every call on a positive note.

(8) Use a vocabulary common in your area.

(9) Set realistic goals.

(10) Listen.

6-4. Steps of the call

a. Identify yourself and the Army. When was the last time you were working on a project at home and all of a sudden the telephone rang, you answered, and someone on the other end rattled off about 10 questions before you got a word in edgewise? The natural response is to hang up. This can happen to you if you are

not careful. Always keep in mind that your calls are not anticipated; therefore, your calls will be interruptions. As a professional sales representative you owe your prospects the courtesy of letting them know up front who you are and what you represent. There is no established way to identify yourself and the Army. The best way for you is the way in which you feel the most comfortable as long as you remember to use a professional sales vocabulary. How you say something is just as important as what you say. You want each and every prospect to feel that they are the first and only person you have called today.

b. Establish and maintain rapport. Webster defines rapport as building a harmonious relationship. This can be difficult when using the telephone; however, rapport is very critical. In order to communicate effectively with your prospect you must be able to build a harmonious friendship and relationship on the telephone.

(1) Keep in mind that when you have a lead, you will know something about the person even if it's only the fact that the person is an HSSR. Here is an example of how you might establish rapport with a prospect if the only thing you know about him is that he is an HSSR: "Bob, I understand that you are a senior at Lawrence HS; let me be among the first to congratulate you on your upcoming graduation." Looking at this example, there are three important aspects of rapport to remember: First, people like to be complimented on their accomplishments. Second, someone has taken the time to research something about them. Third, people like to hear their name mentioned, so try to do this often. You should remember that rapport is a continuous process not just an opening remark.

(2) If you have used your prospect research information properly while establishing rapport you should have made an interest creating comment. What you have done is created a mystery in your prospect's mind making him or her wonder: "How did this person know this information?" The mystery creates the desire in your prospect to hear more, tells him or her that there is someone who has taken a personal interest in him or her. You should try to create interest by making a comment relative to the prospect's community, school, current events, athletic events, or anything you may know that your prospect is personally associated with.

c. Uncover needs and interests by asking fact-finding questions.

(1) Now that you have established rapport and have put your prospect at ease this will enable you to gain more information, such as future plans, goals, and desires. We do this by asking open-ended, fact-finding questions. If you don't understand your prospect's response, restate it or ask another question. Once you have a solid picture of what your prospect wants to do, take the time to compliment their choice of future plans. Always show concern and relay the thought that you have a personal interest in your

prospect. This reinforces your rapport. When you probe on the telephone you are searching for information necessary to put together an effective sales message. Not everyone you talk to will be trying to further their education, so don't assume it is a prospect's buying motive. Make sure you probe for the right ones. A statement such as, "What plans have you made for your future?" may be a good lead-in to open up a discussion about your prospect's future. Regardless of the response, probe until you feel you have all the necessary information you need for an effective sales message, and above all listen and analyze what your prospect is saying.

(2) Let's suppose that your prospect wanted to go to college after HS. To probe effectively you should try to find out more information which will help you create a sales message such as:

(a) What college he or she would like or plans to attend? This tells you if the person is staying in the area or not.

(b) What major does he or she have in mind? This will help you paint a word picture or relate the Army educational program.

(c) When does he or she plan to attend? This will let you know if your prospect is financially in a position to attend now or does your prospect in fact have to delay schooling. How your prospect plans to pay for his or her education may identify for you which program to offer. If the person is currently enrolled and only needs partial tuition assistance, then your sales message should be based on Army Reserve programs. On the other hand if the person has no money for college and has yet to enroll, then your sales message would be based on either a Regular Army program or Reserve Officers' Training Corps programs and scholarships. In order to properly deliver a sales message you must probe to the extent that you have a full understanding of what your prospect wants and let your prospect know some of what the Army offers.

d. Telephone prequalification of prospects. Asking personal questions of someone you don't know is very intimidating. On the other hand, having an individual show up for an appointment who is obviously disqualified could be a waste of your valuable time, as well as his or hers, not to mention the possibility of building false hopes in an individual that is unquestionably disqualified. It is up to you to decide the minimum amount of prequalification that is needed when scheduling appointments (e.g., if it were necessary to drive a great distance to conduct your appointment you would in all likelihood prequalify to a greater extent than normal). As you become a more experienced recruiter you will develop ways to phrase questions so they will not be as intimidating (e.g., "Sarah, is there any reason you can think of that would keep you from joining the Army?" This is obviously better than, "Sarah, what law violations do you have?").

e. Deliver your sales message. To deliver a sales message you must offer a feature of the Army which will have a direct bearing on the prospect's needs and interests.

(1) The purpose of the telephone call is to

create enough interest that it makes your prospect want to hear more, thus obtaining an appointment. Do not sell the Army over the telephone, sell the appointment. If you find yourself explaining a feature in too much detail, then you may have talked yourself out of that appointment because now your prospect has no reason to seek additional information.

(2) Your sales message should always stress a benefit over the feature. Let's assume that your prospect needed \$13,000 for college, that he or she wanted to attend Purdue University, and he or she wanted a degree in Business Management because of the security offered in that field. Your sales message might sound like this, "Bob, today's Army offers qualified individuals an educational program called the ACF which could provide you as much as \$25,000 for school. This money will more than meet your financial needs at Purdue University. The benefit to you is that you can get your degree in Business Management and ultimately have the security offered in that field." Using this approach you have delivered a sales message using professional sales vocabulary which was precise and to the point. This message did not go into detail, but stressed the benefit over the feature which created interest. Your prospect must be able to picture what you are talking about so do not confuse him or her with military terminology and jargon, and by all means avoid misconceptions. Avoid using acronyms such as AIT, MOS, DEP, etc.; you will be better off not having to define such terms over the telephone.

f. Close by asking for the appointment. Now that you have delivered your sales message by using a feature of the Army to create interest, ask for the appointment. On the telephone, close the appointment; in the office, close on the Army. There are many details involved in Army programs that can confuse the prospect when discussed on the telephone, so ask for an appointment to explain further. You planned this call; however, your prospect was not expecting it. Therefore, when you ask for the appointment you must be flexible because your prospect will be reluctant to agree to an appointment. Using your planning guide, always offer the prospect a choice of date, time, and location. When you offer a choice you allow your prospect to have some say in the decision. As a common courtesy offer transportation or offer to meet the prospect at a location of his or her choice, such as his or her home or school. How you ask for an appointment might sound like this, "Bob, when would you like to discuss your future plans in more depth? Today in my office at 4:45 or tomorrow in your home at 5:15?" (Two-choice close.) Remember, as a salesman your time is just as important as that of your prospect. You should try to get the appointment to fit your plans but be flexible. As you can see planning the location will be as important as planning the time of the appointment. Before you make your calls check your planning guide to see when appointments may be scheduled. Evaluate what you have already planned around the

allotted time you have set aside for appointments (i.e., will the JOIN be in use, will there be heavy traffic in the office, scheduled training, or travel time if necessary, etc.). You want the best conditions possible when conducting your presentation, so take a good look at all factors prior to asking for the appointment. Be prepared to conduct your appointments out of the office as well as in the office. Not all of your prospects will be able to come to you for various reasons. If you have done your homework and made the appropriate plans, it will make no difference where you conduct the appointment.

g. Handling objections.

(1) When you ask for the appointment, people will tend to be reluctant to give you a positive answer. Objections can occur anytime! It may not be that they don't want to talk to an Army recruiter, it just may be that they have unanswered questions. Objections are usually the prospect's way of asking for more information. You may have to ask more than one question to find the real objection. There is no gain when you attempt to handle objections that don't exist, and you are spending unnecessary time on the telephone. Once you understand the real objection, answer it clearly and briefly. Don't argue! Objections are more likely to come out when you ask for an appointment; however, an objection may occur at any time during the telephone call. If you are prepared to handle questions at any time, you will sound and be more professional.

(2) There are several methods to use when trying to handle objections. These methods are fully explained in paragraph 6-12. Regardless of the method you use, do not confuse answering a question with selling the Army. Often salesmen try to sell their programs in depth to handle objections. This will only create more questions, when in fact the original question was never resolved.

(3) The telephone is not a tool used for selling, but is used to create interest to obtain an appointment. If you don't get the appointment you should thank the person for their time, ask for a referral, and try to establish a followup date for a future call back. It is important that you remember to allow your prospect to feel good about your calling even if you don't get the appointment. Should your prospect later change his or her mind and wish to obtain information about the Army, your prospect will not have second thoughts about calling you. Once you have answered the question you must ask for the appointment again, restating the benefit, followed by giving the prospect choices of date, time, and location.

h. Confirm the appointment. Throughout the duration of the conversation it is easy to forget the date and time which was agreed upon; therefore, it is important to confirm the specifics of the appointment. When confirming the appointment restate the time, date, and location. Also restate your name and have the prospect take down your telephone number. Now that you have gained the appointment you should ask for a referral. Ask the prospect, "Who do you

know that might be interested in the Army programs we have just talked about? If you ask, "Do you know anyone....?" then it is real easy for the person on the other end of the call to say, "No." Use the user; most everyone has friends. Not only do they have friends but sometimes it helps to build their confidence when they refer a friend to you. Regardless of the outcome of the call, always express thanks for the time you have taken to talk to your prospect.

i. Document the call. When you have hung up the telephone, document the call. If you got the appointment, initiate USAREC Fm 200-C (Prospect Data Record) in accordance with USAREC Reg 350-6. You must also indicate the appointment in your planning guide and document USAREC Fm 539 (Lead Refinement List). If you didn't obtain an appointment you still have to document USAREC Fm 539 and plan for a future contact. People who don't desire an appointment today may change their mind in the future based on unforeseen circumstances. For this reason you should always end your calls with a positive impression.

6-5. Precall plan

a. Precall plan.

- (1) Develop a list of prospects.
- (2) Prepare an opening statement.
- (3) Prepare your sales message.
- (4) Prepare your close to get the appointment.

b. Telephone calling tips.

- (1) Sell only the appointment.
- (2) Make the conversation interesting.
- (3) Don't give too much information.
- (4) Be positive.
- (5) Avoid interruptions.
- (6) Use the person's name frequently.
- (7) Don't get discouraged.

c. The telephone call.

- (1) Identify yourself and the Army.
- (2) Establish rapport.
- (3) Ask fact-finding questions.
- (4) Deliver your sales message.
- (5) Ask for the appointment.
- (6) Handle objections.
- (7) Confirm the appointment.
- (8) Document the call.

6-6. Face-to-face prospecting

a. Face-to-face prospecting is no more than coming eye-to-eye with your market for the first contact. Face-to-face prospecting happens on a daily basis. For this type of prospecting to be most productive, you must go where members of your market congregate (e.g., football games, recreation centers, basketball courts, fast food restaurants, etc.). One of the single most important locations for you to face-to-face prospect is at the HS. Although you may not be able to conduct a complete appointment you can schedule one for a later time without becoming a hindrance to the student or school officials. Develop a technique that you can use to break the ice with people in your market which is comfortable and suc-

cessful for you. Knowing the habits of individuals in your market will greatly assist you in your effort. When you are out in your area, talk to everyone you come in contact with. Be forward. Let people in your community know who you are and where you can be found. Give your business cards to everyone you can. Make friends with store owners, for they can provide referrals. Visit the Army Reserve Centers and National Guard Armories as the Active Guard Reserve members attached to those units have normally been members of their community and can provide a variety of referrals. When you stop for gasoline on your way home, talk to the attendant. When you are getting your hair cut, talk to the barber and ask him or her who he or she might know who is interested in an Army program. The key is to make friends with as many people as possible. Remember that face-to-face prospecting has to be done with a plan.

b. House calls are also an important part of face-to-face prospecting and should be planned on a regular basis, just as you plan telephone prospecting. When you cannot contact a prospect by telephone, take the opportunity to stop by his or her house. You may find information about the prospect you can use later by talking to other members of the household. Parents are the prospect's number one influencers. You can use the same aforementioned sales skills to sell parents, relatives, and friends on the Army. By selling the prospect's parents on the idea of an Army enlistment, you will have more success with your prospect. Prospect's also have brothers and sisters that you may be able to sell an Army enlistment to as well.

c. Whether your face-to-face prospecting plans include being in different parts of the community, involved with the public, or conducting planned house calls, you should plan on visiting your DEP or DTP members that reside in that area. Use them in obtaining referrals, as this is probably one of the best sources for referrals. They know where leads congregate as well as where their friends live. Take a DEP or DTP member with you when face-to-face prospecting as this may help break the ice with someone you've never met before or may provide you more credibility within the community.

d. Listed below are steps that should be taken when asking face-to-face contacts. The processes and principles discussed previously about telephone prospecting are essentially applicable during face-to-face prospecting as well.

(1) Preprospecting plan.

- (a) Plan your itinerary.
- (b) Go where your market is.
- (c) Blueprint as much information as possible.
- (d) Be prepared to conduct a complete sales presentation at any time using the sales book.

(2) Prospecting tips.

- (a) Be forward and aggressive.
- (b) Have a good icebreaker. Practice your opening statement.

- (c) Always carry business cards and RPI.

- (3) Face-to-face prospecting.
 - (a) Identify yourself and the Army.
 - (b) Establish rapport and credibility.
 - (c) Uncover needs and interests.
 - (d) Present features and benefits.
 - (e) Close and handle objections.
 - (f) Determine the prospect's qualifications.
 - (g) Confirm any followup appointments.
 - (h) Document the meeting.

Section II

The Sales Presentation

6-7. General

a. You have done a lot of work to get this far in the recruiting process. However, the actual sales presentation is the most important part of recruiting. The sales presentation focuses on the five recruiting sales skills that we have emphasized from the beginning. Experience has shown that an orderly and professional approach to selling will inevitably cause more products to be sold. Recruiting is no different.

b. Most sales organizations find it necessary to reinforce their sales presentation through some sort of visual portrayal of their product or service. This often takes the form of a sales book or video presentation. You, as an Army recruiter, can support your sales presentations with one of two separate sales tools. They are:

(1) USAREC Pam 601-8. This pamphlet is a pictorial representation of the Army and helps to generate discussion as well as provide visual evidence in support of your sales message. The pamphlet is structured in such a way as to follow the flow of the recruiter sales presentation, acting as a guide for you as well as visual stimulation for your prospect. Videocassette tapes have been provided to each RS so that they can be used with the sales book in a home that has a VHS player. The video segments are the same as those found on the JOIN video disc segments.

(2) JOIN. JOIN is a computer-interactive application of high technology to recruiting. It provides the recruiter with accurate video displays of the features offered by the Army. Video segments can be shown to each prospect based upon their expressed needs, interests, and goals. JOIN automates portions of the sales presentation enabling you to tailor a program for your prospect quickly and efficiently. JOIN also provides you with an automated Potential Benefits Summary Sheet that explains the monetary value of the Army enlistment based on the prospect's qualifications and desires.

c. The aforementioned sales tools are just that—tools! You must lend your own personality and techniques to make them work. Most important: Listen, then sell.

6-8. Establishing rapport and credibility

a. You have generated leads and prospected diligently. Now comes the moment of truth. The prospect has agreed to an appointment. The whole point of establishing rapport, and doing it from the beginning, is to put the prospect at ease and to gain his or her trust and confidence as well

as establishing your credibility. It is only natural for a young person to become somewhat apprehensive when sitting down face-to-face with an Army recruiter. By showing a genuine interest in the prospect you will start to sell yourself and the Army.

b. You probably already have a certain amount of information about the prospect including his or her name, address, and telephone number. If prospecting from the HS list you also know the prospect's education level and possibly his or her TSC. Additional information gathered through other means (e.g., school officials, friends, members of the DEP, or even from the prospect) may also be used during the sales presentation. This information is known as blue-printing or prospect research information and should be thoroughly reviewed prior to your presentation. Use any or all of this information to help establish and maintain rapport. Furthermore, much of the information you obtain will assist you when probing goals, needs, and interests. Finding out that your prospect intends to go to college for an engineering degree can formulate your approach to the questions you ask when probing and allow you to be more flexible in your approach to determining his or her needs and interests.

(1) The first thing a prospect usually sees is the RS and you, the Army recruiter. First impressions last. It is of the utmost importance for your prospect to see a clean, professional appearing workplace and you in an immaculate Army uniform. This is a critical part of rapport building, the selling of yourself and the Army.

(2) You should offer a firm handshake (no one likes to shake a hand that feels like a wet dish towel) and a smile. This helps create the impression that you are someone with whom the prospect would like to do business, someone who is not afraid of the world and is confident in what you do. The prospect who is not greeted courteously and by name, when appropriate, forms the impression that he or she is only considered as a possible enlistment, a quota, not a person. That destroys rapport in a hurry.

(3) Rapport and credibility must be maintained throughout the entire time the prospect or applicant is within your realm of responsibility. This is the pride of ownership, a sense of responsibility that you have for your prospect right from the beginning. The application of ownership is one of the critical factors in helping the prospect, applicant, or soldier be satisfied with their choice.

(4) After you greet the prospect, you should seat him or her at your desk (there are obvious differences if you are in the prospect's home). You should offer coffee or soft drinks if available.

(5) You should be using the rapport building elements that were previously discussed to assist in gaining the prospect's attention.

(6) You should address the prospect by name. How often you use the prospect's name depends on you, the prospect, and the situation. The nicest sound any person can hear is their name. It is an important sound. A general rule

of thumb is to use a person's name during the presentation as often as you would in a normal conversation.

(7) One of the measurable tasks in establishing rapport is maintaining eye contact. A word of caution about eye contact. Maintaining eye contact does not mean that you have to fix the prospect with a steely stare at the beginning of the conversation and not let up until the end of the conversation. That kind of eye contact can be intimidating and can diminish the rapport you are attempting to establish. While maintaining eye contact is important, it should not be a dominant element in the interview.

(8) Once you have established rapport, you must maintain it for the balance of the sales presentation. That means using the elements described above throughout the course of the entire interview. If, for whatever reason, you feel the prospect is losing interest in the conversation you might have to reestablish rapport. This can be done by checking out your perception with the prospect (e.g., a direct question such as, "I have a feeling I have lost you in our conversation somewhere. Is that true, and where did we lose touch?").

c. How can USAREC Pam 601-8 and JOIN assist you in establishing rapport?

(1) The pamphlet's overall professional appearance lends itself to establishing rapport. Personalize the sales book to fit your technique of establishing rapport. Perhaps you can have your business card in front of the sales book to remind you to offer it to the prospect at the beginning of the presentation.

(2) The JOIN system is visible high technology. It establishes a favorable concept as to what today's Army is really all about. The JOIN system, when used in conjunction with the sales interview, displays a personalized message for the prospect to read. A short motivational video that is an accurate portrayal of the Army is available to generate interest and enthusiasm. This video enhances our goal of accurately structuring the prospect's expectations about the Army from the very beginning. Structuring the prospect's expectation better prepares him or her for Army life and lessens the chance that they will become a loss after entering active duty (AD).

6-9. Determining goals, needs, and interests

a. Having established good rapport with your prospect, you are ready to move on to the next skill used in the sales presentation. You must seek out the prospect's buying motives and find out which one is the dominant buying motive (DBM). You must also determine how he or she will benefit from an enlistment in the Army when satisfying each buying motive. The DBM is that need, interest, or goal that is most important to your prospect. You should probe for all the prospect's buying motives by asking open-ended, fact-finding questions (i.e., what, why, and how). These types of questions get the most useful responses. This is an important part of the sales presentation, for what you attempt to sell later in your presentation is totally contingent

upon what you uncover in your probe.

b. While you are probing to find the needs, wants, and desires of your prospect, listen carefully. You should be more of a listener than a talker. Let your prospect do the talking to give you information you can use later to show him or her how an enlistment can benefit him or her. Avoid selling Army features while you probe, you'll have many opportunities later. Determining your prospect's goals, needs, and interests is a sales skill you must do well. Practice asking the right questions and listening. Above all, listen effectively.

c. How thoroughly must you probe needs and interests? You must probe enough to accomplish three things:

(1) To determine a prospect's goals, how he or she intends to accomplish them or whether a specific need or interest is important.

(2) To gather enough information to deliver the sales message later during the presentation of features and benefits.

(3) To find out exactly how an Army enlistment can benefit the prospect. You should probe sufficiently to ensure that you don't miss a buying signal. If your prospect tells you adventure is important don't stop there and start selling Army adventure because he or she may not want adventure at all (e.g., a prospect that is currently involved in many adventurous activities, therefore, adventure would be important).

d. To start selling adventure prematurely may inhibit you from determining what the prospect's real needs and interests are. You cannot sell something that the prospect has plenty of or has no need to be fulfilled. He or she may have a real need for job security and you would be attempting to sell him or her on the wrong feature. Although the following are examples of good open-ended, fact-finding questions you could use to probe, they are not the only way to ask probing questions.

(1) What are your plans after graduation?

(2) In what way, if any, does training fit into your future?

(3) What plans, if any, do you have for furthering your education?

(4) What is your idea of an adventure?

(5) What does money mean to you?

(6) How do you feel about serving your country?

(7) Now, or in the future, what does job and personal security mean to you?

Of course, if the above questions receive a positive response, you are obligated to probe deeper to seek out the buying motives. One way to do this is to simply ask the prospect, "How do you mean?" Sometimes by asking a question like "Why?" makes the prospect defend what is really important to him or her.

e. Once the probe is done, you must identify and confirm with the prospect the needs and interests that are most important. These are the main buying motives. The most important one of the two should truly be buying motives. Try to find two buying motives. Why two? Experience has shown that the successful sales interview contains at least two buying motives which the

salesman is able to satisfy. However, a prospect may have more than two buying motives but rarely less.

f. USAREC Pam 601-8 and the JOIN system assist you and the prospect in the probe by giving visual stimulus for needs and interests.

g. Remember the dual market concept. Is your prospect work or college oriented? Knowing this early in the sales presentation allows you to key on critical goals and needs early. Be sensitive to your prospects goals to aid you in refining your probing for needs and interests (see fig 3-1).

6-10. Presenting features and benefits

Once you have determined your prospect's buying motives, you must now move to the actual selling portion of the sales presentation. You, up to this point, should have been in a listening mode and should not have tried to sell the prospect anything.

a. At this time you conduct a short review of the prospect's buying motives to ensure the buying motives are correct and that you know the correct order of importance from the least important to the most important, the DBM. In other words, save the best for last.

b. You will use the information uncovered in probing needs and interests to present Army features and benefits and to design an Army program based upon your prospect's needs. Here is a brief explanation of a good technique to present Army facts, features, and benefits:

(1) Facts. Facts or features are nothing more than things the Army offers (e.g., pay, free medical, leave, etc.). Just because something is a fact does not mean it is a benefit (e.g., dependent medical care does not benefit a soldier who has no dependents). So be aware of the difference between a fact and benefit (see (3) below).

(2) Evidence. People want to be shown proof that something is true. In recruiting, the proof that an Army feature does exist can take many forms. The most common form of evidence you will use in all probability, is your own personal testimony; however, it is impossible for you to know everything about the Army. Because of this, your knowledge and personal experience are augmented by USAREC Pam 601-8, video-cassettes, the JOIN system, RPI, as well as any additional printed information, which may act as evidence of what you are saying. Such additional information can be a pay chart, an Army regulation, circular, pamphlet, etc.

(3) Benefit. The recruiter turns a fact or feature about the Army into a potential benefit by explaining to the prospect how that feature can satisfy his or her needs, wants, and goals. This is best done by you explaining to the prospect how he or she will actually benefit from this feature followed by you creating a word picture of the feature being used by the prospect based upon the prospect's need.

(4) Agreement. You have stated a fact about the Army, given credible evidence to support it, and have shown the prospect how that fact will benefit him or her. Ask your prospect if he or she

agrees that this fact will be a benefit. If you have listened to the prospect and met his or her needs exactly, there will be agreement.

c. The following is a sample dialogue of how to present features and benefits:

(1) Need (buying motive).

Recruiter: "Bill, you told me that your part-time job just didn't pay you enough to attend college full-time, let alone save money for that new stereo you told me about. You need a better paying job, don't you Bill?"

Bill: "You're right about that."

(2) The fact.

Recruiter: "Bill, the fact is that the Army has the ACF. Not only do you receive money for college, but you can attend classes through the Tuition Assistance Program."

(3) Our evidence.

Recruiter: "As you can see in this Army brochure, the amount of money you can receive monthly for college is much higher than you are receiving now at your part-time job. And if you'll look in this other column you will see the additional allowances you'll receive that I told you about."

(4) His benefit.

Recruiter: "The benefit to you is that you'll have the money to help you attend college; and the real benefit to you is that you'll have the opportunity to save more money for those things you really want, like that stereo you spoke of. Just imagine yourself Bill, going into the music store and plunking down the money to purchase that stereo and then sitting back with your girlfriend enjoying the great sound."

(5) Obtaining the agreement.

Recruiter: "And Bill, you did say this was important, didn't you?"

6-11. Trial close

Knowing when to close is just as important as closing itself. A technique you can use to determine whether or not your prospect is ready to make a commitment to enlist is called a trial close. A trial close is not a close that didn't work. A trial close helps you know when the time is right to ask for the order. It is nothing more than a temperature check; asking for an opinion or feeling about the Army or a specific Army program and analyzing the reaction. It makes good recruiting sense to give some trial closes throughout the interview to check the temperature (in fact, asking for an agreement is a type of trial close).

a. Here are some examples of a trial close:

(1) "Bill, are you ready to Be All You Can Be?" (Can be used after JOIN introduction or early in the sales presentation.)

(2) "Bill, in your opinion do you feel that the Army pay and allowances could help a person such as yourself meet their financial obligations?"

(3) "Bill, can you see yourself wearing an Army uniform?"

(4) "Bill, in your opinion do you feel that being paid to learn a skill is a benefit to you?"

(5) "Bill, in your opinion do you feel that the

educational incentives available to you are more than sufficient to get that degree you're interested in?"

b. A trial close performs some very important functions:

(1) It prepares the prospect to make a decision.

(2) Positive answers to a trial close will increase your confidence about when to ask for the enlistment.

(3) Most important of all, trial closes will help you determine where the prospect is in terms of a commitment to process for enlistment.

c. You should guard against passing the point of close, because overselling can be as bad as underselling. Watch for buying signals. A trial close is a sure way to find out if your prospect is ready for a commitment.

(1) Some positive buying signals are:

(a) Prospect talking about himself or herself as if he or she were already in the Army.

(b) Prospect touching the merchandise. An example of this may be touching or pointing to USAREC Pam 601-8.

(c) Prospect showing enthusiasm, sitting forward in chair, or eyes sparkling.

(d) Prospect grabbing chin as if thinking.

(2) Some negative buying signals are:

(a) Prospect acting nervous or looking at the clock.

(b) Prospect touching their nose (indicates skepticism) or scratching their head (indicates confusion).

(c) Prospect's arms folded in front of him or her or moving back in his or her chair (indicates a barrier).

6-12. Closing and handling objections

Regardless of how well you establish rapport, uncover needs and interests, present features and benefits, or prequalify, the prospect will not enlist unless you ask him or her to. The close was described in paragraph 5-3d as asking for what you want. In the case of the sales presentation asking for what you want is synonymous with asking for a commitment for enlistment. Closing is critical to the sale for it is here that the commitment to enlist is asked for and hopefully obtained.

a. Some recruiters will give a perfect sales presentation and then ruin it by forgetting to ask for the order or ask for the commitment at the wrong time. The effective use of trial closes and the recognition of buying signals are the keys to successful closing. Common closing techniques were discussed in chapter 5. There is, in reality, no closing technique that can be considered the best. Whichever technique is used to obtain a commitment to enlist is the best at that particular time. The most important consideration in closing is timing, asking for the order when the time is right. The actual closing technique is up to you. Use whatever works best for you or whatever method appears to be appropriate for that particular prospect.

b. The close formalizes the decision the prospect has been making throughout the sales

presentation. The close informs the prospect that for the Army programs just discussed to help satisfy his or her needs, wants, and goals he or she must make a commitment to enlist. Do not fall into the trap of disguising enlistment processing under another name (e.g., "Bill, how about taking a trip to the Military Entrance Processing Station (MEPS) to see the Army guidance counselor?" or "Sarah, when would you like to take your test and physical?"). You must actually say the magic words—words that leave no doubt in the prospect's mind as to why he or she is going to the MEPS, seeing a guidance counselor, and taking a test and physical (e.g., "John, in consideration of all that we have discussed, when would you like to set up an appointment at the MEPS to process for an enlistment in the Army; would Thursday or Friday be better for you?").

c. There is no set time during the sales presentation for the close. You may ask at anytime during the sales interview when the buying signals given by your prospect appear to be right (e.g., you may get the enlistment commitment after you presented your first feature and benefit when a trial close lets you know the prospect is ready to buy). In any event, if the prospect does make a commitment prior to the completion of the interview, you may want to continue the presentation, showing the prospect how an Army enlistment is going to fulfill the remainder of his or her needs, wants, and goals. The tone of the interview must change to one of already bought and providing information rather than selling. Be careful; once your prospect has agreed to enlist don't talk him or her out of his or her decision by trying to oversell.

d. During a sales presentation almost every prospect will surface objections to buying. Do not be alarmed at this or consider an objection to be a rejection. Objections are usually nothing more than the prospect's way of asking for more information; meaning the prospect does not understand or needs more proof. You must welcome objections, they give you the chance to keep on selling.

e. Regardless of what is being sold, whether it be a car, a blender, or an Army enlistment, the customer is likely to have some objections during the course of a sales presentation. Your job, as a recruiter, is to handle those objections. Objections are usually expressed verbally, but can be expressed nonverbally in some cases. Some examples of nonverbal objections are: Fidgeting, arms crossed over chest, or clock watching.

f. Objections can surface at any point in the sales presentation. Whenever an objection surfaces it should be handled immediately. Objections usually come up when the prospect is asked to make a commitment.

g. Objections may be real concerns or they may be smokescreens. Prospects use smokescreens when they are trying to buy time or are frightened about making a decision. First, you must determine whether an objection is real or just a smokescreen, masking a real objection. Experience has proven that restating the objection and then using the obviously you and just

suppose technique is the surest way to uncover the real objection. Once the objection has been identified there are a number of ways to handle it. The following is a simplified dialogue of the obviously you and just suppose technique as it is used to uncover and handle a real objection:
Recruiter: "Bob, in your opinion do you feel that the Army's numerous educational programs could assist you in obtaining your educational goals?" What's really happening: Trial close (asking for an opinion).

Bob: "Well, maybe, but I don't think I'm quite ready to join the Army or anything like that." What's really happening: Here is an objection.

Recruiter: "Obviously you have a reason for saying that. Do you mind if I ask you what it is?" What's really happening: Preparing to find the objection ("obviously you. . .").

Bob: "No, I don't mind."

Recruiter: "What is it?" What's really happening: Asking for the objection.

Bob: "Well, I don't think my parents would want me to go into the service." What's really happening: Objection.

Recruiter: "So what you're telling me is that you feel your parents would be against you joining the Army?" What's really happening: Thinking time and restating objection.

Bob: "Yeah, that's it."

Recruiter: "Bob, just suppose for the moment, that your parents were all for you going in the Army, would you enlist then?" What's really happening: "Just suppose" eliminates the objection if it's not the real one.

Bob: "No, I don't think so." What's really happening: It was a smokescreen. There is another objection.

Recruiter: "Well, then obviously you have another reason for not wanting to enlist in the Army. Do you mind if I ask you what it is?" What's really happening: Seeking real objection ("obviously you . . ." again).

Bob: "I can't leave home right now, my dad was injured on the job and will be laid up for about a month. My mom needs me to help around the farm until dad is back on his feet. I just can't leave her to do all the farm work by herself." What's really happening: Objection.

Recruiter: "What you're telling me is that you really can't leave for the Army because your father is ill and you really can't leave your mother to do all the farm work?" What's really happening: Thinking time and restating objection.

Bob: "Yes, that's about it." What's really happening: Prospect confirms the objection.

Recruiter: "Bob, just suppose for the moment that you didn't have to leave right away, then would you enlist in the Army?" What's really happening: "Just suppose" eliminates the objection if it's not the real one.

Bob: "Yes, I would." What's really happening: Recruiter has found true objection.

Recruiter: "I understand your problem and so does the Army. Bob, that brings up a question, and the question is, will you have to leave for the Army right away or can you postpone leaving and still have all these programs guaran-

ted now? Is that the question Bob?" What's really happening: Empathy cushions, letting the prospect know that you understand. Turns objection to a question. Questions are easier to answer than objections.

Bob: "Yes, that's the question."

Recruiter: "Bob, the Army has answered your question by designing the DEP for people just like you. What this means is that you can enlist now for all the programs we've talked about, have them guaranteed, and schedule your leaving for the Army sometime in the future. What this means to you is that you can schedule your leaving for training until your father is well again and you won't have to worry about your mother needing help around the farm." What's really happening: Answer the objection (question) by presenting an Army feature. That lessens the importance of the objection.

Bob: "I didn't know I could do something like that."

Recruiter: "With all this in mind, when would you prefer to process for an Army enlistment and the DEP, Thursday or would Friday work out better?" What's really happening: Two-choice close.

Bob: "Friday sounds good." What's really happening: Commitment.

h. The preceding dialogue was a simplified example of uncovering and handling an objection. In uncovering objections there may not always be a smokescreen or hidden objection, the first objection may be real. Then again there may be more than one hidden objection. All we're doing is showing you a logical way to identify objections. In our example, once the recruiter found the real objection he or she handled it by stressing an Army feature over the effect of the objection, in this case the DEP.

i. Objections give you the opportunity to present the Army story in greater detail and will allow the prospect the ability to make an informed and positive enlistment decision.

j. An idea to consider is creating a book for your RS that allows each recruiter to write objections that have been given by prospects. This allows you to become familiar with objections peculiar to your RS and you can practice handling objections. You will become more confident and comfortable in handling objections.

6-13. Determining qualifications

a. Now that you have sold your prospect on the idea of an Army enlistment and received a commitment from the prospect you must now determine if your prospect is qualified to buy your product. You must determine if the prospect is qualified to continue processing.

b. Before any personal or family information is recorded provide the prospect with a copy of the Privacy Act Statement. You are obligated to explain that any information which is gathered during the remainder of the sales presentation is strictly confidential and that it will only be used in determining the prospect's eligibility.

c. The pictures in USAREC Pam 601-8 and the questions displayed on the JOIN system act as additional prompts for you and the prospect

as well. You are not limited to the questions portrayed by JOIN, especially when there is doubt as to the prospect's status or honesty.

d. Prequalification of the prospect should not be taken lightly. If you fail to uncover something during prequalification and find out later that the prospect is not qualified or is being sold something for which he or she is not qualified, you have wasted your valuable time and that of the prospect. Having a prospect drop out of processing at a later time because of a disqualification not uncovered earlier can cause you extreme embarrassment and disappointment.

e. What happens if you determine that the prospect is disqualified for Army service. Here are some avenues that might be taken during the interview:

(1) Inform the prospect that he or she is disqualified and why. You may support the reason with the appropriate Army regulation. Thank the individuals for their time and interest in the Army. Ask the individuals if they know of friends or acquaintances that might benefit from an Army enlistment.

(2) If you have done your job establishing rapport and have shown a genuine interest in the prospect, that person may be willing to become a COI for you. Explain that there are other important ways he or she can help the Army. One way is to find and talk to others that may be interested in hearing the Army story. The nature of the prospect's disqualification may be a determining factor in the decision for you to turn a disqualified prospect into a COI.

(3) If during prequalification you uncover a disqualification that is waivable under current regulations, then the prospect should be informed immediately of this fact. You should then ask the prospect, if he or she should decide to enter the Army, would he or she be willing to go through the extra administrative actions that submitting a waiver entails. If the prospect is agreeable, continue the presentation.

f. When determining the enlistment eligibility of prospects there are a number of things, at a minimum, that you must find out. They are:

(1) Age. Ask for the prospect's age and place of birth. There are upper and lower age restrictions for military service. Additionally, applicants below the age of 18 require parental consent. This is also the time for you to ask for the prospect's place of birth.

(2) Prior service. Determine if there is any prior experience in the Armed Forces to include Reserve Components. Probe any involvement in the Reserve Officers' Training Corps, Junior Reserve Officers' Training Corps, or similar programs such as Sea Cadets and Civil Air Patrol. Participation in these programs may mean advanced promotion should the prospect decide to enlist.

(3) Physical. Ascertain if the prospect is now or has ever been under the care of a doctor. This should also include childhood illnesses or injuries that the parents may have told the prospect about. Query the prospect concerning the use of any medication now or in the past. Involvement

may be a medical disqualification, this is also a good time to ask about the use of drugs.

(4) Law violations. Determine if the prospect has ever been arrested, charged, cited, held, or convicted of any offense either as an adult or a juvenile to include traffic violations regardless of whether the charges were subsequently dropped or expunged from the record. Determine if the prospect is presently undergoing any court action or under civil restraint, probation, or supervision of any type.

(5) Education. Determine the level of education reached by the prospect. In the case of an HSSR ask if he or she is planning on graduating with his or her class.

(6) Marital status. Ask about the prospect's current marital status (i.e., single, married, separated, divorced, etc.) and also if there are any planned changes in marital status in the near future.

(7) Dependents. Find out if the prospect has anyone legally or financially dependent on him or her for support such as a spouse, parents, and/or children (even if a divorce decree is final and custody has been awarded to the former spouse).

(8) Testing. This concerns an actual or predicted score on the ASVAB. From this point on in the recruiting process the TSC (i.e., I-III A, IIIB, IV) will become increasingly important to you. Probe for previous military testing to include the Student ASVAB Program and any enlistment screening test or computerized adaptive screening test taken. If the prospect has no prior testing experience, administer the computerized adaptive screening test or the enlistment screening test. The importance of estimating a prospect's TSC cannot be overstressed. The features that you will present the prospect later in the sales presentation are dependent upon the prospect's actual or predicted TSC. Throughout prequalification, continue to maintain rapport and credibility.

Section III DEP Management and Followup

6-14. Purpose of DEP management

You have responsibilities that do not end with enlisting people into the Army. You must effectively maintain those enlistees in the DEP until their accession. When we say maintain we are speaking primarily of keeping the new enlistee interested and up for his or her new Army adventure, keeping him or her qualified for Army service, and enlisting his or her help in referring his or her friends to talk to you about Army opportunities.

6-15. DEP loss

DEP loss is a problem throughout the command. Sometimes it can't be helped if an enlistee drops out of the DEP, but most of the time it can. The exact reasons people drop out of the DEP are varied, but generally fall into two categories: Apathy or disqualified.

a. Keeping a person qualified for military service is in many instances hard for you to control. Sudden

illness, injury, or other unforeseen things can happen. You must stress to your DEP members the importance of remaining qualified physically and morally. This should be a topic of discussion during your scheduled DEP functions.

b. Apathy is a different story. You can control apathy through an effective DEP management program. An effective DEP management program begins with constant followup. There is a minimum time schedule that you must follow in contacting your DEP members. Motivation is the most effective control for apathy. You must keep your enlistees interested, excited, and looking forward to their departure for training. Teach your DEP members soldiering skills. At this stage they know little about the Army, and this can result in apprehension. Their anxiety will be relieved by teaching them as much about the Army as possible before they leave for AD, and you will send a better prepared soldier to basic training. Have your DEP members invite their friends to the training sessions. You might just pick up some referrals this way.

c. Buyer's remorse. Once the applicant has bought your product, or enlisted into the Army, buyer's remorse can and probably will set in. Buyer's remorse is just having second thoughts about the merchandise the buyer invested in. Each of us has experienced buyer's remorse in some way in our lifetime. Maybe after the purchase of a new car. Subconsciously you ask yourself the question, "Did I really need this new car?" or "Can I really afford to make those car payments?" And this always comes after the purchase. Applicants are no different. They ask similar questions. "Will I get just what the recruiter said I would?" or "Did I make the right decision?" It's a natural symptom and reaction that must be addressed by every recruiter. It is important that each time we enlist that young man or woman into the Army we followup on that same enlistment ensuring that the new enlistee does not have those second thoughts about the decisions they made. We are merely reinforcing the sale and the enlistment option. To accomplish this task, simply refer back to the JOIN or USAREC Pam 601-8 to reinforce what the applicant bought and why he or she bought it. Showing him or her just what a smart decision he or she did make by joining the Army. And remember, you are required to give a DEP or DTP orientation utilizing the JOIN within 3 days of the contract. It is best not to give the orientation the same day of the contract. In most cases the DEP or DTP member will be fatigued and won't be able to fully appreciate and comprehend the orientation.

d. Hold regular DEP functions. People enjoy meeting people who have things in common. In this case it's the Army. Give your people a chance to meet each other. People in the Army DEP are often faced with peer pressure from friends who haven't taken advantage of all the Army has to offer. Allow your DEP members to form a peer group of their own. Through the support they give each other, they will lessen those external pressures that go along with waiting to go on AD.

e. Involve your DEP members in your recruiting efforts. Make them feel important. Allow them to attend special events with you to help promote the Army within the community. Remember the policy of ownership in working with your DEP members. A DEP member can be a valuable asset to you. Make the most of it!

f. Recruiters will strive to ensure each DEP member achieves some sort of DEP referral award prior to shipment. The sales skills of determining needs and interests will be applied when motivating DEP members to submit referrals. As many DEP members achieve E-2 promotion without producing referrals, emphasis will be placed on motivations of each individual DEP member based upon their situation.

g. Ensure that your DEP member understands his or her obligation to remain qualified for Army service, this means mentally, morally, and physically. It is imperative they your DEP members report any change in their status to you immediately in order for you to take the necessary action such as a waiver, renegotiation of contract, or discharge from the DEP. You should weigh DEP members that are close to being overweight or underweight during a face-to-face followup. This shows that you care and might be that motivating factor for the DEP member to keep within prescribed weight limits.

h. DEP and DTP transfers. It is the incoming recruiter's responsibility to assume total responsibility for the current DEP and DTP pool of his or her assigned zone on the first day of positive mission recruit ship month, unless the first clearly indicates the potential for DEP loss. The key to a smooth DEP and DTP transfer lies in the recruiter's hands. Use your newly learned sales skills and knowledge with your DEP and DTP transfers. The first thing is to contact that DEP member and establish rapport during a face-to-face interview. Ensure your DEP member is still qualified for accession, and handle any objections which might surface. You should also reinforce the referral program and obtain referrals if possible. Find out if the DEP member has any problems that need to be taken care of immediately and report them to the RS commander. Answer any questions the DEP member may have about his or her enlistment option. Let him or her know that you will be the person taking care of any needs he or she may have while in the DEP. And remember, you'll receive the incentive award points for those members that depart for basic training.

6-16. Successful DEP management

Maintaining a successful DEP management program is the key to continued success in recruiting. It is much simpler to prevent a DEP member's loss through a good sound relationship with your DEP member, than it is to make up a DEP loss. Use those recruiting skills we've been talking about right up to the time your enlistee goes on AD. Maintain rapport, keep them motivated, interested, and qualified. Constantly reinforce their decision to join the Army team.

6-17. Importance of followup

A good, disciplined followup plan is essential to success. More sales are lost as a result of the salesman failing to followup than for any other reason. Followup is a term used loosely in recruiting, but whether you're recontacting a COI and/or very important person to obtain a lead, calling a prospect who was a no-show, or checking on a doctor's letter, you are in fact following up. Adequate followups must be made to ensure that all recruiter tasks (i.e., lead generation, prospecting, sales presentations, processing, and DEP and DTP maintenance) are accomplished. Timely followup is of the utmost importance. A general rule of thumb is to accomplish the initial followup within 72 hours of conducting the appointment. Common sense should be applied to all other followups. Good followup will result in:

- a. More leads generated.
- b. More prospects.
- c. More sales presentations.
- d. More applicants.
- e. More enlistments.
- f. Less DEP loss.
- g. Success!

Glossary

ACF

Army College Fund

AD

active duty

ASVAB

Armed Services Vocational Aptitude Battery

COI

centers of influence

DBM

dominant buying motive

DEP

Delayed Entry Program

DTP

Delayed Training Program

GSA

grad senior, I-III A

HS

high school

HSSR

high school senior

JOIN

Joint Optical Information Network

MEPS

Military Entrance Processing Station

PSAT

Preliminary Scholastic Aptitude Test

RPI

recruiting publicity item

RS

recruiting station

SAT

Scholastic Aptitude Test

TSC

test score category

USAREC

United States Army Recruiting Command