

# Navy Personnel Research and Development Center

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## Navy Recruiting Comprehensive Stress Management Program: I. The Stress of Recruiting Duty

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Herbert George Baker

July 1990

**Navy Recruiting Comprehensive Stress Management Program:  
I. The Stress of Recruiting Duty**

Herbert George Baker

Reviewed by  
CDR M. M. O'Malley, USN  
Navy Recruiting Command

Jules I. Borack  
Navy Personnel Research and Development Center



Approved and released by  
Richard C. Sorenson  
Associate Technical Director

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## **FOREWORD**

The Navy Recruiting Comprehensive Stress Management Program was initiated by the Commander, Navy Recruiting Command (CNRC) as part of a larger program to increase the quality of life of Navy recruiters and enhance the performance and productivity of the recruiting force. The research was funded by CNRC through O&M(N) funds, funding document N6671590WR02004.

This report is the first in a series. It documents the presence of stress and stressors in recruiting, and recommends actions that will lead to implementation of a comprehensive stress management program throughout the Navy Recruiting Command.

**JULES I. BORACK**  
Director, Personnel Systems Department

## **SUMMARY**

### **Problem**

Job stress has become a pervasive problem in Navy recruiting, affecting personnel at all levels of the organization. While stress has many positive aspects, excessive job stress or an inept response to it is inimical to quality of personal and family life, individual and work unit performance, and organizational productivity. Ultimately, the effects will become manifest in military readiness.

As part of a wide-ranging program to improve quality of work and family life and the performance of the Navy Recruiting Command (NAVCRUITCOM) in the marketplace, the Commander, Navy Recruiting Command (COMNAVCRUITCOM) has undertaken to develop a comprehensive stress management program for use throughout the command. The research reported here was undertaken by the Navy Personnel Research and Development Center (NAVPERSRANDCEN) at the request of the COMNAVCRUITCOM.

### **Objectives**

The objectives of the work reported herein were to document the presence of inordinate job stress and to identify stressors within NAVCRUITCOM and extract relevant implications for the design and development of a comprehensive stress management program that could be implemented throughout the Navy's recruiting organization.

### **Approach**

Information was drawn from the following sources: (1) an informal survey of health practitioners by the Naval Medical Command, (2) a summary report to COMNAVCRUITCOM by the Naval Inspector General, (3) the No-Fault Transfer Log maintained by NAVCRUITCOM, (4) interviews with recruiters and recruiting managers, and (5) a survey of all Navy production recruiters.

### **Findings**

Findings drawn from the five sources document the problems caused by stress in the areas of health and quality of personal and family life.

1. Job stress is pervasive in Navy recruiting, a fact borne out by health services data as well as by the perceptions of recruiters and their leaders.
2. Stress is caused by problems involving personnel selection, training, organizational structure and development, and administration and performance management.
3. A stress management program of sufficient comprehensiveness is needed to address the many sources of stress and the ways in which they relate to one another.
4. Any stress management program intended for use in Navy recruiting should be developed using a team approach involving subject matter experts and Navy recruiting personnel.

## **Recommendations**

1. That NAVCRUITCOM identify personnel at the recruiter and the recruiting management level to serve as consultants for the development of a comprehensive stress management program.
2. That NAVPERSRANDCEN:
  - a. Develop a model of a comprehensive stress management program tailored to NAVCRUITCOM.
  - b. Upon approval of the program design, develop, and implement the program.
  - c. Evaluate the effects of the program on Navy recruiting in terms of morale, quality of work life, and costs and benefits.

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## **INTRODUCTION**

### **Problem**

Job stress has become a pervasive problem in Navy recruiting, affecting personnel at all levels of the organization. While stress has many positive aspects, excessive job stress or an inept response to it is inimical to quality of personal and family life, individual and work unit performance, and organizational productivity. Ultimately, the effects will become manifest in military readiness.

### **Objectives**

The objectives of the work reported herein were to document the presence of excessive job stress and stressors within the Navy Recruiting Command (NAVCRUITCOM) and extract relevant implications for the design and development of a comprehensive stress management program that could be implemented throughout the Navy's recruiting organization.

### **Background**

Recruiting is becoming increasingly difficult for a variety of reasons ranging from a decreasing pool of likely applicants to a lack of fiscal and personnel resources. Projections show a continued decline in the number of military qualified youth, which may lead to increased competition between the Navy and other Armed Services, and between the Navy and private employers and educational institutions.

Private sector employers are intensifying their recruiting efforts targeted at the entry-level youth market. Educational institutions, too, are actively courting members of the same personnel pool. In addition, military work in general, and Navy work in particular, are not viewed by educators and school counselors as desirable career options, resulting in fewer youth considering that route into the job market (Baker, 1985).

Although there are several efforts underway to increase the number of youth exposed to military career information, they are only beginning to have their effects. Meanwhile, general unemployment rates remain low, and civilian jobs are relatively plentiful in most areas of the nation.

Exacerbating the difficulties that stem from unfavorable market conditions is the low level of resources applied to Navy recruiting (Lerro & Barnes, 1987). By dint of great effort, the Navy recruiting force usually has been able to achieve its goals relative to both the quantity of accessions and quality of recruits. However, this has not been without its costs. One cost has been a decrement in recruiter quality of life, specifically in the creation of excessive job stress.

As part of a wide-ranging program to improve quality of work and family life and the performance of NAVCRUITCOM in the marketplace, the Commander, Navy Recruiting Command (COMNAVCRUITCOM) has undertaken to develop a comprehensive stress management program for use throughout the command. The work reported herein is in support of that program.

This report is the first in a series and documents the existence of job stress and stressors in the Navy recruiting occupational arena, primarily from the perspective of its negative effects. The focus is on the medical and personal/social impacts. Subsequent reports will review the relevant literature and delineate a model and specifications for a comprehensive program, which, if developed and implemented, will enable COMNAVCRUITCOM to manage stress at all levels of the command.

## **APPROACH**

Information contained in this report was drawn from the following sources:

- An informal survey of health practitioners by the Naval Medical Command.
- A summary report to COMNAVCRUITCOM by the Naval Inspector General.
- The No-Fault Transfer Log maintained by NAVCRUITCOM.
- Interviews with recruiters and recruiting managers.
- A survey of all Navy production recruiters.

There are several limitations to this study:

- This study sought to document the presence of stress and stressors, not assess their levels within the command or its subordinate units.
- Although stress is probably pervasive at all command levels, adequate documentation was available only for recruiters and their immediate supervisors. Evidence for stress at managerial and executive levels is anecdotal at best. Therefore, the information contained in this report refers only to enlisted recruiters.
- The evidence cited in this report is time-bound. Navy recruiting is in an extremely fluxional state as this report is being written. Furthermore, COMNAVCRUITCOM has already taken action to address some of the things which directly or indirectly conduce to unwarranted stress among members of his command. More changes are either on the way or under consideration, one of which is this program of stress management.

## **FINDINGS**

### **The MEDCOM Survey**

In 1988, the Naval Medical Command (MEDCOM) conducted an informal survey using a brief questionnaire of some 200 health practitioners (psychologists, social workers, psychiatrists) (Navy Recruiting Command, 1988a). The survey was in response to a request by COMNAVCRUITCOM for assistance in determining why many recruiters were being diagnosed as unable to successfully cope with the stresses and pressures of recruiting duty.

Results from the survey must be accepted with some reservations. The survey was very brief and elicited information on both Navy and Marine Corps recruiters, with no provision for a breakdown of responses according to branch of service. No definite time period was specified, leaving one to speculate on the time frame from which the responses were drawn. Furthermore, statistical sampling techniques were not used.

Nevertheless, the survey results provide at least some evidence that stress and certain behaviors which are often positively correlated with stress are problems among recruiters to such an extent that there are medical implications. The Navy medical community is involved more than occasionally in personnel evaluation and/or treatment. Therefore, the results are of some benefit to this study, and selected item responses are discussed below.

More than half (58.1%) of the respondents reported having "seen a Navy or Marine Corps recruiter for stress or other psychological problems." In all, 309 recruiters had been evaluated by the respondents for continuance in their jobs versus transfer to a non-recruiting type of duty. Two hundred and seven recruiters had received treatment.

Of those who had treated a recruiter, 21.9 percent also had treated a spouse or other member of the recruiter's family. The most common diagnoses for recruiters are listed in Table 1.

**Table 1**  
**Most Common Diagnoses of Recruiters Seen  
for Stress or Other Psychological Problems**

|                          |       |
|--------------------------|-------|
| Marital Dysfunction      | 34.1% |
| Stress/Depression        | 31.8% |
| Adjustment Disorder      | 15.9% |
| Alcohol and Drug Abuse   | 15.9% |
| Mixed Emotional Feelings | 2.3%  |

Of those respondents who had treated a recruiter and/or spouse, 14.4 percent reported having included child abuse and 18.8 percent reported having included spouse abuse in the diagnoses. Furthermore, a number of abusive or addictive behaviors often associated with stress were incidental to the diagnoses. These are reflected in Table 2.

The survey also solicited narrative responses. A review of these responses shows that a number of the health practitioners who had evaluated a recruiter for stress-related problems considered much of the non-medical etiology of the problem to reside in suboptimal person-job match (i.e., individuals being assigned to recruiting who were not suited to the job). A number of respondents recommended enhancement of the recruiter selection process in order to improve the fit between the individual characteristics of those assigned to recruiting and the characteristics and demands of the recruiter's job.

**Table 2**  
**Abusive or Addictive Behaviors Noted**

|          |       |
|----------|-------|
| Alcohol  | 38.8% |
| Drug     | 12.2% |
| Food     | 8.8%  |
| Gambling | 6.6%  |

Subsequent to the survey, MEDCOM and NAVCRUITCOM staffs together discussed field-generated input on such things as training to handle rejection, team building, positive versus negative reinforcement by supervisors, and stress-related aspects of the incentive and performance monitoring systems. The consensus was that: "Apparently, all psychologists agree that the stress recruiters face/experience is far greater/much more intense than shipboard environment" (Navy Recruiting Command, 1988a). Other conclusions were drawn:

- Stress management training is needed at all levels of the NAVCRUITCOM organization.
- An instrument that measures individual characteristics against the known factors of the recruiting job and its environment should be identified (or developed) and used in recruiter selection.
- Consideration should be given to hiring a full-time subject matter expert in the area of stress management to serve as a field trainer, an organizational "pulse-taker," and an advisor to COMNAVCRUITCOM.

COMNAVCRUITCOM later endorsed those conclusions. Furthermore, he stated his intention to pursue stress training "for all of Navy Recruiting Command and their spouses" (Navy Recruiting Command, 1988b).<sup>1</sup>

#### **Naval Inspector General's (IG) Summary Report to COMNAVCRUITCOM**

The IG conducted an inspection of Headquarters, CRUITCOM during the period 22 August through 15 September 1988. In a summary report (QUICKLOOK) (Naval Inspector General, 1988), the IG commented on the quality of life for Navy recruiters, and "noted with concern the overriding emphasis within NAVCRUITCOM on meeting goal every 30 days which often resulted in inadequate command focus on human requirements of individual recruiters and their families."

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<sup>1</sup>A NAVCRUITCOM intra-command survey, which requested information for the period January 1987 through May 1988. Although the survey was incomplete, even partial results indicate the problem. For example, three of the reporting recruiting districts had personnel under treatment for stress-related medical problems: 7, 15, and 36 individuals, respectively (personal communication, CDR M. M. O'Malley, NAVCRUITCOM, Code 11).

The report also spoke to: (1) the burdens borne by families, many of which had to live in areas which were high cost and/or remote from military support groups and facilities, and (2) the high stress of the work environment as contributor to a quality of life among Navy recruiters that was significantly lower than that of "their peers assigned to other types of shore duty."

The IG cited the following as factors negatively affecting the work environment:

- Constant pressure month after month to achieve goal.
- Long working hours with leave and liberty as uncertainties.
- Intolerance of failure to achieve production goals.
- Lack of support from supervisors.
- Reduction of tools (i.e., advertising, etc.) from the Navy to support "sales" efforts.
- Reduced resources, occasionally forcing a cap on some operating expenses.

The IG's report described the work climate as "primarily one of extreme personal pressure, long working hours, and remoteness from Military Support Systems." Specific recommendations followed, many of which have been implemented.

#### **No-Fault Transfers**

Under the incentive and tracking system for recruiters, individuals who, through no fault of their own, cannot become successful (i.e., productive) recruiters may be transferred out of recruiting. This is called a "no-fault" transfer, which is not supposed to exert a negative impact on the transferee's career. Typical reasons for no-fault transfers are: medical, lack of salesmanship, and lack of fluency in spoken English. Stress and stress-related problems are also valid reasons.

As evidenced by the No-Fault Transfer Log maintained by NAVCRUITCOM (personal communication, CDR O'Malley, August 1989), there were 45 no-fault transfers during the period 1 October 1988 through 30 June 1989. Of these, many were for conditions often considered stress-related; 14 of them actually used the word "stress" in the "reason for transfer."

#### **Interviews with Navy Recruiters and Recruiting Managers**

In February 1989, researcher teams from the Navy Personnel Research and Development Center (NAVPERSRANDCEN) interviewed 150 recruiters (from a population of 3500), plus a number of supervisory personnel in the field (Zone Supervisors) and managerial personnel (Chief Recruiters, Enlisted Programs Officers, Executive Officers--and, in some cases, Commanding Officers) at several Navy Recruiting District (NRD) headquarters (Robertson, 1989). The interviews had several purposes: (1) to identify problems and issues at the recruiter level, (2) to obtain information with which to develop a survey of recruiters, (3) to develop a recruiter work stress model, and (4) to suggest improvements in recruiting methods, operating procedures, and policies.

Interviewers were guided by a semi-structured interview protocol intended to focus responses on key target areas, although the interviewers also elicited and recorded general comments. Districts to be visited were selected by NAVCRUITCOM based on their representativeness in terms of: (1) rural-urban, (2) ethnic population of the area served, (3) large or small geographical territories covered, and (4) "easy" versus "hard" recruiting markets for the Navy. In all, interviews were conducted with recruiters at 29 Recruiting Stations and with managers at 11 NRDs.

Stress and pressures of the job and their adverse effects on personal and family life were noted over and over again in the comments made to the interviewers. Examples are:

- "Even the guys that are good, it takes all their time."
- "Whether you're a star or a dirtbag, you're under a lot of stress."
- "My wife hates it! She's ready to walk out. Working hours on ship were a lot better."
- "Two out of six at this station are going through divorce because of the working hours and pressure."
- "Too much anxiety--no energy left for people."
- "An emotional roller coaster."
- "The stress out on the flight deck was nothing compared to recruiting."
- "Sea duty is a vacation after recruiting."

It was apparent to the interviewers that stress was endemic among the Navy recruiting personnel.

In some cases it led to difficulty:

Some of the ensuing stress-related ailments are severe. In one district which has usually been at or near the top of making goals during recent years, casualties included two heart attacks, two referred for alcohol rehabilitation, two referred for being over eight, four referred for counseling, and two cases of family problems. One researcher observed that several recruiters described symptoms resembling those of combat fatigue stress disorders--dreaming about numbers and talking or yelling in their sleep. (Robertson, 1989, p. 9)

Relevant conclusions from the interviews include:

- Recruiter selection processes permit too many individuals who are not suited to the tasks comprising the recruiter's job to be assigned to recruiting duty. "Recruiters who are suffering most acutely from stress--regardless of whether or not they are making goal--said they were not suited for the job and should not have been selected."

- Potent stressors include extremely long work hours due to the pressure to meet monthly goals and having to deal with uncertainties regarding sales ability, rejection by the prospect, attrition of individuals they had recruited from the Delayed Entry Program (DEP) or from recruit training (boot camp), etc.

- The selection system should be enhanced, in this case, by assessment of the ability of a candidate to deal with uncertainty.

- Stress management and related training should be implemented at the recruiter school and in refresher training courses.

- The Military Entrance Processing Station (MEPS) is a source of stress for recruiters, in that they perceive an almost adversarial relationship between themselves and MEPS staff and have a concern that prospects will be lost because of their experiences while undergoing processing at the MEPS.

- Stress may also, in part, be caused by onerous paperwork requirements, which should be minimized.

- Some job stress has its origins in the incentive and awards system and in the no-fault transfers that are incorporated within it; the recruiters feel that even a no-fault transfer adversely affects their Navy career.

Taken together, the results of the field interviews reveal systemic causes of job stress. These transcend any one area of recruiting duty and include suboptimal personnel screening and selection procedures, inadequate training time devoted to preparation for the "real world" of Navy recruiting, in general, and to stress management, in particular, and a number of built-in organizational stress generators.

Based on the information contained in the interviews, Robertson (1989) developed a work stress model that posits a "chain reaction" whereby intense pressure to make goal, plus a number of elements outside the recruiter's control, lead to: (1) a sense of failure, (2) stress-related ailments, and (3) reduced productivity. The conceptual model is reproduced as Figure 1.

### **The 1989 Recruiter Survey**

A survey of all production recruiters was conducted by NAVPERSRANDCEN at the request of the Recruiting Long-Range Plan Study Group (RLRPSG), which had undertaken to examine all aspects of Navy recruiting operations. The researchers found additional confirmation that the job of the Navy recruiter is a stressful one, and that a multitude of potential stressors pervade the recruiting job and its occupational milieu (Baker, Somer, & Murphy, 1989; Blankenship, Murphy, Somer, & Baker, 1989).

Actually, the survey was, in fact, a census, in that all "production" recruiters were targeted ( $N = 3,498$ ) and the census enjoyed a return rate of almost 95 percent (responses = 3,315, of which 3,252 were used in data analysis). Consequently, information derived may be taken to accurately reflect the realities of recruiting duty from the recruiter's perspective.

## Quality of Work Life of Navy Recruiters

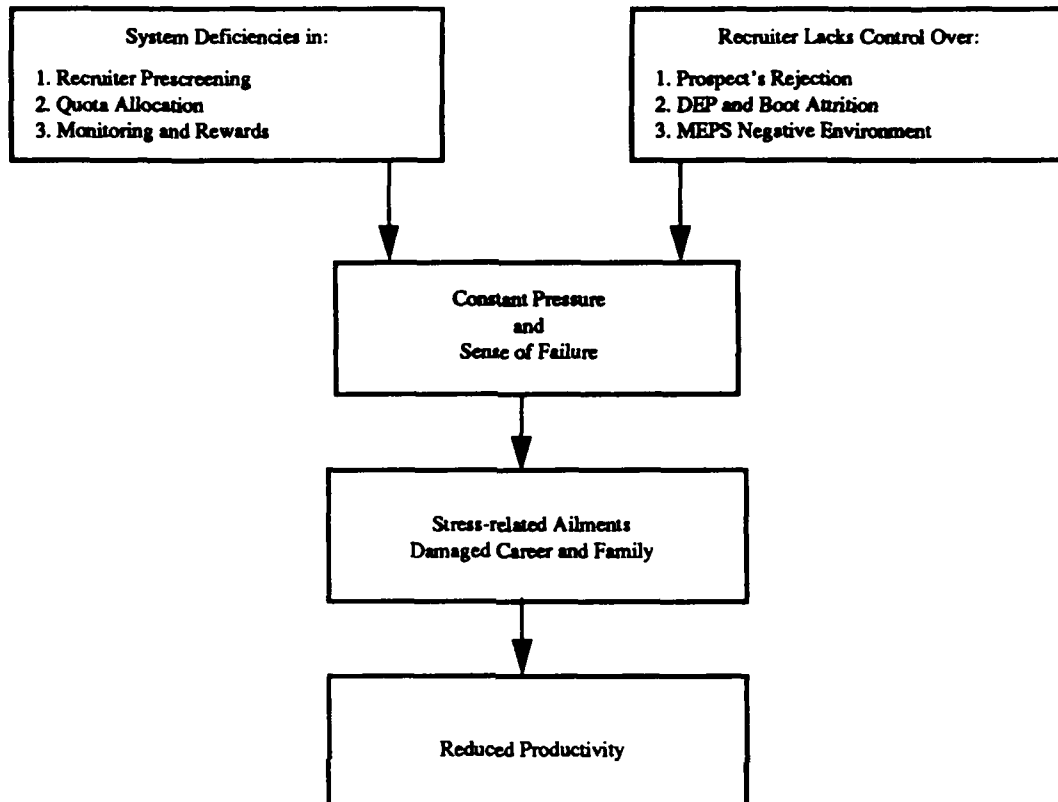


**Figure 1. Conceptual recruiter work stress model  
(from Robertson, 1989)**

While the data hold a wealth of information, it would be inappropriate to explore them in this report. The interested reader is referred to the sources cited above. In this report, only information relevant to job stress is summarized.

Several remarkable facts may be cited as a prelude to a consideration of more general results. These are shown in Tables 3 and 4, having to do, respectively, with the number of hours worked per week and the number of days leave taken in the past year. These two factors, making for continued and largely unrelieved pressures on the job, are reflected in many of the recruiters' responses.

The pressures of the job leave little time for family or friends, little time for study for advancement in rating, and little time for taking care of personal business. And, given the 30-day goaling cycle, there is no letup--finish one month and begin immediately on the next. For the recruiter who avoids transfer because of inability or other reasons, this translates into 3 years of intense, sustained pressure; or, as one recruiter termed the situation, "Thirty-six one-month tours."

**Table 3**

**Hours Worked in a Typical Work Week**  
(from RLRPSG, 1989)

C18 Question: How many hours do you work in a typical work week?

|               | Frequency | Percent |
|---------------|-----------|---------|
| 40 through 49 | 71        | 2.2     |
| 50 through 59 | 384       | 11.8    |
| 60 through 69 | 1,177     | 36.2    |
| 70 through 79 | 1,033     | 31.8    |
| 80 through 89 | 323       | 9.9     |
| 90 and above  | 107       | 3.3     |
| No response   | 157       | 4.8     |
| Total         | 3,252     | 100.0   |

|                      |
|----------------------|
| 70 hours or more 47% |
| 60 hours or more 85% |

**Table 4**

**Days of Leave Taken During the Past Year**  
(from RLRPSG, 1989)

C19 Question: How many days of leave did you take during the past year?

|                   | Frequency | Percent           |
|-------------------|-----------|-------------------|
| No leave taken    | 735       | 22.6              |
| 1-5 days          | 397       | 12.2              |
| 6-10 days         | 595       | 18.3              |
| 11-15 days        | 648       | 19.9              |
| 16-20 days        | 258       | 7.9               |
| More than 20 days | 582       | 17.9              |
| No response       | 37        | 1.1               |
| Total             | 3,252     | 1.00 <sup>a</sup> |

|                    |
|--------------------|
| 5 days or less 35% |
|--------------------|

<sup>a</sup>Rounded.

Recruiter responses to the survey provide evidence of potential contributors to occupational stress in almost every area of the job:

- People unsuited for sales work are selected, or people with personal or family problems that can only be exacerbated by recruiting duty. Stress-coping abilities are not considered in the screening and selection processes.
- Previews of the job are inadequate, resulting in erroneous expectations on the part of an entrant.
- Insufficient training time and resources are directed to stress awareness and stress management at the recruiter school and on the job.
- Performance management systems (supervisory techniques, goaling methods, performance monitoring and incentive plans, etc.) are being used that increase pressure on the recruiter but do not appear to the recruiter to support his or her job.
- Provisions for individual career development for recruiters are inadequate.
- Resources to support the work of the field recruiter are too low.

#### **Analysis of Recruiter Survey Items Related to Stress**

Holt (1982) has developed a taxonomy of types of stress which serve as independent variables in occupational stress research. There are two major categories, Objectively Defined (i.e., empirically evidential) and Subjectively Defined (dependent on individual opinion). The types and their subcategories are shown in Table 5 (note the additional category and five subcategories developed for this project). A second taxonomy developed by Holt deals with the products of stress; again, there are two major categories--Strains and Illnesses and Mortality. Table 6 shows the categories and subcategories of the products of stress.

Selye (1956) developed a dichotomy, Causes (or stressors) and Effects (or stress). The first includes job demands or situations that may produce stress, while the second incorporates signs and symptoms of stress.

Survey items related to stress were identified, and the responses those items received were tabulated. In Table 7, elements of stress, as embraced by the survey items, have been placed within the appropriate categories of Holt's schema. In addition, each element is marked with a D or an S, indicating whether, according to Selye's schema, it is a job demand or a sign or symptom of stress. Obviously, many elements could easily fall under multiple categories. Furthermore, in many cases a product of stress can easily serve as a cause of even more stress. The recruiter survey did not directly target illness and mortality, so most of the elements in Table 7 are of the type which Holt would place in the Strains category, although a few can be placed in the Illnesses and Mortality category.

**Table 5**  
**Categories of Stress**  
(adapted from Holt, 1982, pp. 422-423)

| I. Objectively Defined                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | II. Subjectively Defined                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A. Physical properties of the working environment</p> <ol style="list-style-type: none"> <li>1. Physical hazards, chronic dangers</li> <li>2. Pollution, less immediate dangers</li> <li>3. Extremes of heat, cold, humidity, pressure, etc.</li> <li>4. Noise</li> <li>5. Bad man-machine design</li> <li>*6. Inadequate equipment and resources</li> </ol> <p>B. Time variables</p> <ol style="list-style-type: none"> <li>1. Change in time zone or length of workday</li> <li>2. Nonstandard working hours (shift work)</li> <li>3. Deadlines</li> <li>4. Time pressure</li> </ol> <p>C. Social and organizational properties of work and its setting</p> <ol style="list-style-type: none"> <li>1. Machine pacing</li> <li>2. Organizational or administrative irrationality, red tape</li> <li>3. Work load, overload</li> <li>4. Responsibility load</li> <li>5. Monotony</li> <li>6. Participation</li> <li>7. Availability of intrinsic rewards</li> <li>8. Availability of extrinsic rewards (pay scale, prestige)</li> <li>9. Piecework versus hourly pay</li> <li>10. Poor labor-management relations</li> </ol> <p>D. Changes in job</p> <ol style="list-style-type: none"> <li>1. Loss of job (unemployment)</li> <li>2. Demotion</li> <li>3. Qualitative changes in job</li> <li>4. Overpromotion</li> </ol> | <p>A. Role related</p> <ol style="list-style-type: none"> <li>1. Role ambiguity versus clarity</li> <li>2. Role conflict</li> <li>3. Role strain</li> <li>4. Degree of control over work processes</li> <li>5. Responsibility for people</li> <li>6. Responsibility for things</li> <li>7. Participation</li> <li>8. Feedback and communication problems</li> <li>*9. Inadequate training and preparation</li> </ol> <p>B. Miscellaneous</p> <ol style="list-style-type: none"> <li>1. Job complexity, qualitative load</li> <li>2. Quantitative overload or underload</li> <li>3. Relationship to supervisor</li> <li>4. Inadequate support from, or performance by, supervisors</li> <li>5. Relationship to, or isolation from, co-workers</li> <li>6. Conflict with, or inadequate performance by, subordinates</li> <li>7. Conflict with, or pressure from, customers and/or community</li> <li>8. Ambiguity about future, job insecurity</li> <li>9. Monotony</li> </ol> |

\*Added categories.

**Table 5 (Continued)**

---

|                                      |                                                                        |
|--------------------------------------|------------------------------------------------------------------------|
| 5. Transfer of job locus             | 10. Inequality of pay                                                  |
| 6. Change in shift pattern           | 11. Underutilization of abilities                                      |
| 7. Null changes (nonevents)          | 12. Quantity-quality conflict                                          |
| *8. Changes in standards/measurement | *13. Inadequate support from<br>organizational systems<br>and programs |
| <br>*E. Miscellaneous                | <br>C. Person-environment (job) fit                                    |
| *1. Inadequate support and resources | 1. Role ambiguity                                                      |
|                                      | 2. Responsibility for people                                           |
|                                      | 3. Responsibility for things                                           |
|                                      | 4. Quantitative work load                                              |
|                                      | 5. Job complexity,<br>qualitative work load                            |
|                                      | 6. Degree of control over<br>work processes                            |
|                                      | 7. Participation                                                       |
|                                      | 8. Opportunity for<br>advancement                                      |
|                                      | <br>D. Off-job stress                                                  |
|                                      | 1. Disturbed life pattern of<br>miscellaneous stresses                 |
|                                      | 2. Stressful life events                                               |
|                                      | 3. Demands of husband and<br>children on working<br>women              |

---

\*Added categories.

**Table 6**

**Products of Stress**  
(adapted from Holt, 1982, pp. 428-429)

| <b>Strains</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Illnesses and mortality</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Physiological psychosomatic)</b></p> <ul style="list-style-type: none"> <li>Pulse rate, blood pressure</li> <li>Erythrocyte sedimentation rate, protein-bound iodine, serum iron</li> <li>Serum cholesterol, high- and low-density lipoproteins</li> <li>Serum cortisol, thyroid hormones, serum glucose, serum uric acid</li> <li>Catecholamine excretion</li> <li>Electrocardiogram</li> <li>Lung function tests</li> <li>Disrupted sleep, bowel function, or eating habits</li> <li>Somatic complaints</li> </ul>                                                                                                                                                                                               | <p><b>Somatic-physiological (including</b></p> <ul style="list-style-type: none"> <li>Heart disease</li> <li>Hypertension</li> <li>Cerebral accident (stroke)</li> <li>Peptic ulcer</li> <li>Arthritis</li> <li>Headache</li> <li>Respiratory illness (bronchitis, asthma, cough, phlegm)</li> <li>Dermatitis, other skin afflictions</li> <li>Diabetes melitus</li> <li>General, diffuse sickness</li> <li>Total rate of illness</li> <li>Frequency of visits to doctor or dispensary</li> <li>Mortality rates</li> </ul> |
| <p><b>Psychological</b></p> <ul style="list-style-type: none"> <li>Job dissatisfaction</li> <li>Boredom, anxiety, depression, irritation</li> <li>Self-esteem: occupational or general</li> <li>Alienation from, or confidence in, organization</li> <li>Tension, experienced conflict</li> <li>Fatigue</li> <li>Satisfaction with life</li> <li>Sexual maladjustment</li> </ul>                                                                                                                                                                                                                                                                                                                                         | <p><b>Psychological</b></p> <ul style="list-style-type: none"> <li>Mental health versus mental illness</li> <li>Visits to community mental health center</li> <li>Depression</li> <li>Alcoholism, drug abuse</li> <li>Neurotic symptoms reported on questionnaire</li> <li>Neurosis, character disorder, etc., diagnosed clinically</li> <li>Mass psychogenic illness</li> </ul>                                                                                                                                           |
| <p><b>Behavioral and Social</b></p> <ul style="list-style-type: none"> <li>Authoritarian punitiveness</li> <li>Strikes</li> <li>Early retirement, changing jobs</li> <li>Burnout</li> <li>Rate of smoking, caffeine intake</li> <li>Use of drugs or alcohol on the job</li> <li>Counterproductive behaviors (spreading rumors; doing inferior work on purpose; stealing from employer; damaging property, equipment, or product on purpose; damaging property accidentally but not reporting it)</li> <li>Absenteeism</li> <li>Disrupted performance of social role as spouse and parent</li> <li>Disrupted performance of social role as citizen</li> <li>Interference with friendships, socializing, dating</li> </ul> | <p><b>Behavioral and social</b></p> <ul style="list-style-type: none"> <li>Violence</li> <li>Other antisocial acting out (e.g., white-collar crime)</li> <li>Delinquency of worker's children</li> <li>Impaired interpersonal relations</li> <li>Accidents and errors, with harm to self</li> <li>Accidents and errors, with harm to others</li> <li>Suicide</li> </ul>                                                                                                                                                    |

Table 7

**Elements of Stress in Recruiting**  
(adapted from RLRPSG Briefing, 1989)

|                                 | Item No. | Item <sup>a</sup>                                  | Percent Agreement <sup>b</sup> | Category Holt | Selye |
|---------------------------------|----------|----------------------------------------------------|--------------------------------|---------------|-------|
| <u>Personal Life</u>            | 18       | Prepared for stress and pressure                   | 62.2 <sup>c</sup>              | II.A.3        | D     |
|                                 | 129      | Job pressures keep from studying                   | 57.3                           | II.D.1        | D     |
|                                 | 133      | Enough time for personal life                      | 80.3 <sup>c</sup>              | II.D.1        | D     |
|                                 | 134      | Job responsibilities allow for personal life       | 76.7 <sup>c</sup>              | II.D1         | D     |
|                                 | 135      | Time to take care of personal business             | 62.8 <sup>c</sup>              | II.D.1        | D     |
|                                 | 141      | Often think of work at home                        | 78.1                           | II.D.1        | S     |
|                                 | 143      | VHA is adequate                                    | 63.5 <sup>c</sup>              | II.B.4        | D     |
|                                 | 144      | OPE is sufficient                                  | 48.2 <sup>c</sup>              | II.B.4        | D     |
|                                 | 146      | Spouse received information packet                 | 57.7 <sup>c</sup>              | II.B.4        | D     |
|                                 | 147      | Good quality counseling available                  | 51.5 <sup>c</sup>              | II.B.4        | D     |
|                                 | 148      | Adequate assistance with medical/CHAMPUS           | 35.8 <sup>c</sup>              | II.B.4        | D     |
|                                 |          |                                                    |                                |               |       |
|                                 |          |                                                    |                                |               |       |
| <u>Interpersonal</u>            | 142      | Treat family/friends poorly                        | 56.4                           | II.D.1        | S     |
| <u>Organizational Structure</u> | 16       | Problem in getting training in rating              | 62.7                           | II.B.8        | D     |
|                                 | 21       | Need for more "show and tell" training             | 51.4                           | II.C.1        | D     |
|                                 | 24       | Selective service leads not worthwhile             | 34.9                           | II.B.4        | D     |
|                                 | 26       | Navy advertising--amount not adequate              | 47.8                           | II.B.4        | D     |
|                                 | 27       | Can get RADS and promotional items                 | 68.3 <sup>c</sup>              | II.B.4        | D     |
|                                 | 28       | List of potential high school applicants available | 48.3 <sup>c</sup>              | II.B.4        | D     |
|                                 | 29       | List of selective service individuals available    | 47.9 <sup>c</sup>              | II.B.4        | D     |
|                                 | 30       | Selective service lists are helpful                | 33.0 <sup>c</sup>              | II.B.4        | D     |
|                                 |          |                                                    |                                |               |       |

<sup>a</sup>Refer to the appendix for complete wording of items.

<sup>b</sup>Combined "strongly disagree" and "moderately disagree" or combined "strongly agree" and "generally agree."

<sup>c</sup>Disagreement.

Table 7 (Continued)

|                                                | Item No. | Item <sup>a</sup>                                                     | Percent Agreement <sup>b</sup> | Holt   | Category Selye |
|------------------------------------------------|----------|-----------------------------------------------------------------------|--------------------------------|--------|----------------|
| <u>Organizational Structure</u><br>(Continued) | 37       | Freeman plan awards can be earned                                     | 53.7 <sup>c</sup>              | I.C.8  | D              |
|                                                | 38       | Opportunity to succeed under Freeman                                  | 55.4 <sup>c</sup>              | I.C.8  | D              |
|                                                | 41       | Personal recognition                                                  | 45.7 <sup>c</sup>              | I.C.8  | D              |
|                                                | 42       | One month goal period is too short                                    | 39.1                           | I.B.4  | D              |
|                                                | 50       | Activity analysis system is helpful                                   | 30.2 <sup>c</sup>              | II.B.4 | D              |
|                                                | 51       | "Tabs" will be used as punishment                                     | 65.0                           | II.B.8 | D              |
|                                                | 59       | Need aggressive advertising program                                   | 82.0                           | II.B.4 | D              |
|                                                | 61       | Pressure to recruit after meeting goal                                | 73.8                           | I.C.4  | D              |
| <u>Environment</u>                             | 102      | Adequate photocopy/FAX equipment                                      | 53.3 <sup>c</sup>              | II.B.4 | D              |
| <u>General</u>                                 | 130      | Feel stress in my job                                                 | 64.4                           | II.A.3 | S              |
| <u>Perceived</u>                               | 131      | More stress than other Navy jobs                                      | 80.8                           | II.A.3 | S              |
| <u>Stress</u>                                  | 138      | Quality of life on par with other service recruiters                  | 43.2 <sup>c</sup>              | II.A.3 | S              |
| <u>Job Ambiguity and Role Conflict</u>         | 5        | Selected for personality and motivation                               | 45.3 <sup>c</sup>              | II.A.1 | D              |
|                                                | 6        | Accurate idea of recruiting duty                                      | 46.8 <sup>c</sup>              | II.A.1 | D              |
|                                                | 9        | Sponsored by experienced recruiter                                    | 45.2 <sup>c</sup>              | II.A.1 | D              |
|                                                | 11       | People graduate from ENRO who should not                              | 45.7                           | II.A.1 | D              |
|                                                | 55       | Pressures to meet goal reduce time working high school seniors market | 59.2                           | I.B.4  | D              |
| <u>Supervision</u>                             | 77       | Fear and intimidation by zone sups                                    | 51.4                           | II.B.4 | D              |
|                                                | 78       | Fear and intimidation by chief recruiters                             | 50.2                           | II.B.4 | D              |

<sup>a</sup>Refer to the appendix for complete wording of items.

<sup>b</sup>Combined "strongly disagree" and "moderately disagree" or combined "strongly agree" and "generally agree."

<sup>c</sup>Disagreement.

### **Analysis of Free Response Data Related to Stress**

The recruiter survey also provided an opportunity for recruiters to respond freely about their duties and their quality of life. A majority of the survey respondents (60.2%,  $n = 1,996$ ) completed the free-response write-in section. Of those submitted, 1,935 (97%) were subjected to a content analysis (Aunins, Sander, Giannetto, & Wilson, 1990).

Content analysis of the free-response data revealed that stress ranked seventh in a list of the 10 most common dissatisfiers. Three hundred sixteen recruiters made negative comments about psychological stress, and 50 about physiological stress. Comments indicating the presence of family conflict were made by 357 respondents. Ten recruiters mentioned suicide.

Other variables identified in the content analysis also contribute to job stress for the recruiter--goaling pressures, excessive working hours, and inept or unresponsive supervision. Negative comments about working hours ranked number one in the list of the 10 most common dissatisfiers, with global comments about goals ranking third, and comments about "hammer management" by supervisors coming in fifth.

Written comments replicated objective item response with respect to Tables 5 and 6 and included items which would register under Illnesses and Mortality (e.g., peptic ulcer, impaired interpersonal relations, and suicide).

The reader is referred to the complete report for further details on the content analysis. However, the stress aspects of the recruiter's job are poignantly revealed here through a few sample written responses:

- "Quality of life sucks--if I had the (word deleted), I'd kill myself."
- "Recruiters can't function with the hammer effect hanging over them."
- "Recruiting and quality of life are not things that blend well together. As long as the demands and pressures of this job are around, quality of life will remain non-existent. In order to perform well, morale must be high. This becomes very hard to accomplish when most work days you are being pressured to 'GET THAT BODY'."
- "Please don't discount this narrative as whining. Call it, rather, a drowning man screaming for help in an open ocean, where he knows no one will hear him."
- "I have been trying since Christmas to put a wreath on my parents' graves. It is now March."

### **Summary**

The survey results make it readily apparent that stress and stressors are present on the job and support a contention that recruiting is a stress-filled occupation. This is not to say that all recruiters suffer from all the stressors, nor that any particular recruiter suffers from any of them. Certainly, it does not mean that all Navy recruiters exhibit all the symptoms of stress. One person's stressor is another person's incentive, no doubt.

Furthermore, few stressors are universal. For example, not getting along with one's supervisor may safely be assumed to serve as a stressor for many people; however, there are those persons for whom such a situation is normal, even expected.

Nevertheless, while the survey cannot indicate which recruiters are suffering from which stressors or to what degree, the presence within recruiting of so large a number of known stressors compellingly substantiates the assertion that recruiting is a high stress job. The responses to three items from the objective portion of the recruiter survey graphically communicate this message:

- Over 89 percent agreed with the statement, "My job as a recruiter is more stressful relative to other Navy jobs."
- More than 81 percent agreed with the statement, "I feel much stress in my job."
- Sixty-two percent of the recruiters agreed with the statement, "Job stress is a problem for me."

## DISCUSSION

The evidence for the presence of high stress in Navy recruiting is far from uniform in quality. However, the various pieces of evidence are complementary and do not contradict one another in any way.

Tough market conditions with no draft to induce enlistments have been characteristic of recent years. In the absence of severe economic downturn nationally or national mobilization, adverse market conditions are almost certain to continue for the next few years. Clearly, the situation is fraught with implications for sustained and even increased recruiting difficulties.

Just as clearly, the evidence cited in this report, all of it dating within the past 3 years, points to an already high, perhaps dangerously high, level of stress extant throughout NAVCRUITCOM, a condition unlikely to change for the better without insightful, decisive, and timely intervention by the Navy in general and COMNAVCRUITCOM in particular.

There are a number of things that could be done to gather further evidence of stress and its effects. For medical evidence, the Naval Health Research Center could be requested to determine the number of instances of medical treatments delivered to Navy recruiters whose symptoms were diagnosed as stress-related. This would provide more scientifically defensible estimates of the health costs of stress in recruiting.

Additional individual perceptual indices of job stress could be obtained through surveys of the spouses of recruiters, and surveys of recruiting supervisors, managers, and support staff. Job satisfaction questionnaires and similar instruments might also provide additional evidence, if such evidence were needed. However, it is not needed. There is more than adequate support for the assertion that stress is a pervasive problem for NAVCRUITCOM, and that it is having some deleterious effects on performance and, hence, productivity, even if the extent of those effects has not been precisely measured.

Sufficient medical evidence exists already to point to the health concerns; the number of no-fault transfers attributable to stress also speaks forcefully to the issue. Individually perceived stress is telling in its overwhelming presence in the recruiter interviews and survey. Recruiters feel the stress, and people are being lost due to stress.

Finally, senior Navy managers have, through their own observations, reached the conclusion that the time has come to put stress under control. Adding to the urgency of that task are the views of the House Appropriations Committee. In its report on the defense appropriations bill, the Committee urged the services to relax goal-oriented recruiter evaluations somewhat, and in general, improve their quality of life, morale, and well-being. The Committee sees a link between the stress and pressures of the recruiter job and various forms of recruiter malpractice. With that, the Congress has acknowledged recruiting to be one of the "most stressful and difficult" jobs in the military ("House Panel Wants Less Stress," 21 August 1989). More than enough evidence is in hand to both impel and guide the development of a sound program of stress management. It is time to get underway.

Although several steps have already been taken to address stress and its effects, a carefully planned, coordinated attack is needed that takes into account the mission, the human and other resources, the working conditions of Navy recruiting, and the connections between the many stress factors. Bold decisions are needed to create a suitable stress management program which COMNAVCRUITCOM can implement throughout NAVCRUITCOM to better support his personnel as they move forward to accomplish the Navy recruiting mission in the difficult years ahead.

## CONCLUSIONS

1. The evidence drawn from diverse sources is in concordance:
  - a. Job stress is pervasive in Navy recruiting, a fact borne out by health services data as well by the perceptions of recruiters and their leaders.
  - b. Causes of stress stem from nearly all areas of psychological and managerial concern: personnel selection, training, organizational structure and development, and administration and performance management.
2. A stress management program of sufficient comprehensiveness will have to address all or most of the areas in which stressors exist, because of their interrelatedness.
3. Any stress management program intended for use in Navy recruiting should be developed using a team approach involving subject matter experts and Navy recruiting personnel.

## RECOMMENDATIONS

1. That NAVCRUITCOM identify personnel at the recruiter and the recruiting management level to serve as consultants for the development of a comprehensive stress management program.
2. That NAVPERSRANDCEN:
  - a. Develop a model of a comprehensive stress management program tailored to NAVCRUITCOM.
  - b. Upon approval of the program design, develop, and implement the program.
  - c. Evaluate the effects of the program on Navy recruiting in terms of morale, quality of work life, and costs and benefits.

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**APPENDIX**  
**PART I. NAVY RECRUITER SURVEY**

## I. RECRUITING LIFE

Please give us your impression of the quality of recruiting life as it is right now. Mark your answer by **CIRCLING** the number to the right that comes closest to describing your opinion.

|     |                                                                                                               | Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Neither Agree<br>nor Disagree | Slightly<br>Agree | Generally<br>Agree | Strongly<br>Agree |
|-----|---------------------------------------------------------------------------------------------------------------|----------------------|------------------------|----------------------|-------------------------------|-------------------|--------------------|-------------------|
| 1.  | Recruiting duty was my first choice assignment prior to leaving my last command.                              | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 2.  | I didn't want to become a recruiter.                                                                          | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 3.  | The location to which I am assigned is the one I wanted.                                                      | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 4.  | I am happy with the location to which I am assigned.                                                          | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 5.  | Sailors with the proper personality and motivation are being selected for recruiting duty.                    | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 6.  | I had an accurate idea of what recruiting duty would be like before I reached my station.                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 7.  | Sailors with financial problems or family medical problems are being assigned to recruiting.                  | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 8.  | Recruiters are assigned to stations without any consideration of the overall experience level of the station. | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 9.  | As a new recruiter I was sponsored by an experienced recruiter who helped me learn the system.                | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 10. | Training at ENRO prepared me for "real world" recruiting.                                                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 11. | People graduate from ENRO who should not.                                                                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 12. | There is enough hands-on training <u>after</u> ENRO before recruiters start production.                       | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 13. | I have received the specified RQS training.                                                                   | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 14. | The education specialists are really important to my success.                                                 | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |

|     |                                                                                                    | Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Neither Agree<br>nor Disagree | Slightly<br>Agree | Generally<br>Agree | Strongly<br>Agree |
|-----|----------------------------------------------------------------------------------------------------|----------------------|------------------------|----------------------|-------------------------------|-------------------|--------------------|-------------------|
| 15. | My RINC provides adequate OJT on a regular basis.                                                  | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 16. | I anticipate a problem in getting training in my rating before returning to the fleet.             | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 17. | My recruiting district provides adequate OJT and formal training.                                  | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 18. | I was prepared for the stress and pressure of recruiting duty.                                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 19. | I receive refresher training on a regular basis throughout the year.                               | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 20. | The Recruiter Mobile Training Team (RMTT) is helpful.                                              | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 21. | There is a need for more "show and tell" training throughout the year.                             | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 22. | My district has a comprehensive training and development program for all recruiters.               | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 23. | The national leads program is adequate.                                                            | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 24. | Selective service leads are not really worthwhile.                                                 | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 25. | Local advertising produces many valuable leads.                                                    | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 26. | The amount of Navy advertising at the national level makes it difficult for me to sell the Navy.   | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 27. | I can get all of the RADS and promotional items I need to do my job.                               | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 28. | Lists of potential applicants from the local high school(s) are available as soon as I need them.  | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 29. | Lists of individuals who have registered with the selective service are available to use as leads. | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 30. | The lists available from the selective service are helpful.                                        | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |

|     |                                                                                                                                 | Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Neither Agree<br>nor Disagree | Slightly<br>Agree | Generally<br>Agree | Strongly<br>Agree |
|-----|---------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------|----------------------|-------------------------------|-------------------|--------------------|-------------------|
| 31. | The Hometown Area Recruiting Program (HARP) is valuable in producing leads.                                                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 32. | I lose a significant number of applicants to the other Services because they believe the other Services offer a better product. | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 33. | Potential applicants have the same knowledge about the Navy as they have of other Services.                                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 34. | Navy has a good image among potential recruits.                                                                                 | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 35. | Navy recruiting programs offer potential applicants incentives that are competitive with those of the other Services.           | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 36. | My local command's fiscal year awards program is inconsistent and ineffective.                                                  | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 37. | The top awards in the Freeman Plan can be earned by any hardworking recruiter.                                                  | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 38. | All recruiters have the same opportunity to succeed under the Freeman Plan.                                                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 39. | The Freeman Plan is more of a threat than an incentive.                                                                         | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 40. | Performance evaluations focus too much on recent failures and fail to take into account previous successes(Hero to Zero).       | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 41. | I get more personal recognition for recruiting duty than I get in the fleet.                                                    | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 42. | The one month goal period is too short.                                                                                         | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 43. | The awards that can be earned by recruiters (e.g., certificates, plaques, letters of commendation) help sailors advance.        | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 44. | I fully understand the district's competition system.                                                                           | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |

|     |                                                                                                                                | Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Neither Agree<br>nor Disagree | Slightly<br>Agree | Generally<br>Agree | Strongly<br>Agree |
|-----|--------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------|----------------------|-------------------------------|-------------------|--------------------|-------------------|
| 45. | The district competition system stresses quantity over quality.                                                                | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 46. | Army recruiter incentives are more fairly awarded than the Navy's.                                                             | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 47. | More emphasis and time should be placed on permitting recruiters to work the out-month DEP rather than current month shipping. | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 48. | I am allowed to use my best method of recruiting as determined by the Activity Analysis System.                                | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 49. | The Activity Analysis System is used as part of my OJT.                                                                        | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 50. | The Activity Analysis System helps me make goal.                                                                               | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 51. | I feel my "tabs" will be used to punish me.                                                                                    | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 52. | I feel the goaling system in my district is fair and I receive my goal based on my share of the qualified market.              | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 53. | The district and my zone supervisor do an excellent job of periodically reviewing my zone boundaries and market.               | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 54. | It is appropriate to delete points from my performance if my enlistee washes out of boot camp.                                 | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 55. | The pressures of meeting monthly accession goals has kept me from really working my high school seniors market.                | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 56. | I believe goals are allocated to recruiters in an objective manner.                                                            | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 57. | My monthly goal is primarily for new contracts.                                                                                | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 58. | My monthly goal is primarily for accessions.                                                                                   | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |

|     |                                                                                                                           | Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Neither Agree<br>nor Disagree | Slightly<br>Agree | Generally<br>Agree | Strongly<br>Agree |
|-----|---------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------|----------------------|-------------------------------|-------------------|--------------------|-------------------|
| 59. | A more aggressive Navy Advertising Program would make recruiting easier.                                                  | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 60. | Many things that determine if I make goal are out of my direct control.                                                   | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 61. | I feel pressure from management to continue to recruit even after achieving my goal.                                      | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 62. | I generally receive recognition for good job performance.                                                                 | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 63. | My ability to meet goal is about the same as the other Service's recruiters who work the same market.                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 64. | The Special Duty Assignment (SDA) pay for recruiting duty is widely known to sailors who are considering recruiting duty. | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 65. | The SDA pay is the best thing about recruiting.                                                                           | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 66. | The Navy recruiters at this station work together as a team.                                                              | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 67. | There is a real feeling of teamwork in my zone.                                                                           | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 68. | There is a real feeling of teamwork in my district.                                                                       | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 69. | As a recruiter, I am trusted and respected by my chain-of-command.                                                        | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 70. | There is good communication from the top down in my chain-of-command.                                                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 71. | CRF people in my district don't understand the pressures of being a recruiter in the field.                               | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 72. | I feel good about being a recruiter because I feel I have helped people by getting them into the Navy.                    | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 73. | Experienced recruiters are selected to be station RINC.                                                                   | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |

|     |                                                                                                      | Strongly<br>Disagree | Modemly<br>Disagree | Slightly<br>Disagree | Neither Agree<br>nor Disagree | Slightly<br>Agree | Generally<br>Agree | Strongly<br>Agree |
|-----|------------------------------------------------------------------------------------------------------|----------------------|---------------------|----------------------|-------------------------------|-------------------|--------------------|-------------------|
| 74. | Supervisors need more training as supervisors.                                                       | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 75. | There should be formal schooling (two to four weeks) for those selected as zone supervisors.         | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 76. | Pressures from the district and above prevent my supervisor from providing me adequate training.     | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 77. | Zone sups rely too much on fear and intimidation instead of positively motivating recruiters.        | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 78. | Chief Recruiters rely too much on fear and intimidation instead of positively motivating recruiters. | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 79. | RINC's and zone sups are rotated too frequently.                                                     | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 80. | My immediate supervisor demonstrates professionalism and strong leadership ability.                  | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 81. | I get along well with my immediate supervisor.                                                       | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 82. | The recruiting area staff really support me in helping me to meet my goals and objectives.           | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 83. | Preparation for SAT inspections detracts significantly from my recruiting activities.                | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 84. | MEPS personnel provide inadequate support.                                                           | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 85. | My recruiting district provides timely assistance with pay and disbursing problems.                  | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 86. | My recruiting district has a good sponsorship program.                                               | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 87. | My recruiting district provides stress management training.                                          | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 88. | The chain-of-command works effectively in my district.                                               | [1]                  | [2]                 | [3]                  | [4]                           | [5]               | [6]                | [7]               |

|      |                                                                                                                                     | Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Neither Agree<br>nor Disagree | Slightly<br>Agree | Generally<br>Agree | Strongly<br>Agree |
|------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------|----------------------|-------------------------------|-------------------|--------------------|-------------------|
| 89.  | Navy installations actively support recruiting in my district.                                                                      | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 90.  | Navy associated organizations (e.g., The Navy League and The Fleet Reserve Association) actively support recruiting in my district. | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 91.  | The paperwork demands in my job are reasonable.                                                                                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 92.  | My recruiting district delivers out-of-pocket expense checks promptly.                                                              | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 93.  | From my observation, I am as well prepared and supported as recruiters from the other Services.                                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 94.  | My recruiting district delivers awards and incentives promptly.                                                                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 95.  | The location/visibility of this recruiting station is good.                                                                         | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 96.  | I am located in office space with recruiters from the other Services.                                                               | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 97.  | Co-locating all Service recruiters in the same office building is a good idea.                                                      | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 98.  | The hours/days of operation of this recruiting station match the prospective recruit traffic.                                       | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 99.  | I am concerned about personal safety at my recruiting station.                                                                      | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 100. | It is easy to find parking near my recruiting station.                                                                              | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 101. | Parking near my recruiting station is adequately secure.                                                                            | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 102. | Our recruiting station has adequate photocopy/FAX equipment.                                                                        | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 103. | Our recruiting station has adequate audio/visual equipment.                                                                         | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |

|      |                                                                                                                                                               | Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Neither Agree<br>nor Disagree | Slightly<br>Agree | Generally<br>Agree | Strongly<br>Agree |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------|----------------------|-------------------------------|-------------------|--------------------|-------------------|
| 104. | I am satisfied with the interior appearance of my recruiting station.                                                                                         | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 105. | There is adequate telephone service at my station for me to do my job.                                                                                        | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 106. | I have adequate supplies to do my job.                                                                                                                        | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 107. | A vehicle is always available when I need it.                                                                                                                 | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 108. | Compared to other shore duty available for people in my rating, recruiting is better for my career.                                                           | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 109. | Because of my experiences as a recruiter, I do not intend to continue my career in the Navy beyond this assignment.                                           | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 110. | Being a recruiter will help me advance in the Navy.                                                                                                           | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 111. | Being a recruiter has a "make or break" effect on one's Navy career -- if I make goal, it will help my career; if I do not make goal, it will hurt my career. | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 112. | Because I am working out of my rating, being a recruiter will hurt my chances for advancement within my rating.                                               | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7] [N/A]         |
| 113. | Recruiters should have more career development opportunities within recruiting after they have demonstrated their abilities as a production recruiter.        | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 114. | I would be willing to be a member of an OCS or Nurse recruiter team made up of seasoned enlisted recruiters.                                                  | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 115. | I would be willing to be a guidance counselor/classifier at the MEPS.                                                                                         | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 116. | If selected for the Career Recruiter Force, I would accept.                                                                                                   | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |
| 117. | Being a successful recruiter will make me a more understanding leader back in the fleet.                                                                      | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |

|      |                                                                                                                       | Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Neither Agree<br>nor Disagree | Slightly<br>Agree | Generally<br>Agree | Strongly<br>Agree |       |
|------|-----------------------------------------------------------------------------------------------------------------------|----------------------|------------------------|----------------------|-------------------------------|-------------------|--------------------|-------------------|-------|
| 118. | I have learned many valuable skills while being a recruiter.                                                          | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 119. | If I obtain a "no-fault" or "Freeman T" transfer it will hurt my career.                                              | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 120. | I am given the necessary time and appropriate materials to study for advancement exams while on recruiting duty.      | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 121. | I would rather return to sea duty than finish my tour as a recruiter.                                                 | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 122. | My evaluations as a recruiter are lower than before I was assigned to recruiting duty.                                | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               | [N/A] |
| 123. | I would take another recruiting tour if it were offered to me.                                                        | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 124. | My evaluations while on recruiting duty reflect the effort I put into the job.                                        | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               | [N/A] |
| 125. | I enjoy the challenge of recruiting duty.                                                                             | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 126. | In this recruiting zone, prospects perceive that the benefits of enlisting in the Navy are better than civilian jobs. | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 127. | Job stress is a problem for me.                                                                                       | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 128. | Job pressures have kept me from taking leave when I wanted to.                                                        | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 129. | Job pressures have kept me from studying for exams when I needed to.                                                  | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 130. | I feel much stress in my job.                                                                                         | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 131. | My job as a recruiter is more stressful relative to other Navy jobs.                                                  | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 132. | I have to spend too much time in my car ("windshield time").                                                          | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |

|      |                                                                                                                       | Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Neither Agree<br>nor Disagree | Slightly<br>Agree | Generally<br>Agree | Strongly<br>Agree |       |
|------|-----------------------------------------------------------------------------------------------------------------------|----------------------|------------------------|----------------------|-------------------------------|-------------------|--------------------|-------------------|-------|
| 133. | My working hours leave me enough time for my personal life.                                                           | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 134. | My job responsibilities still allow me to plan my personal life.                                                      | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 135. | My work schedule still leaves me enough time to take care of personal business such as banking, car maintenance, etc. | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 136. | I feel that the quality of life issues are being addressed.                                                           | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 137. | I am compensated for working holidays and extra hours.                                                                | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 138. | My quality of life is on a par with the other Service recruiters I associate with in my area.                         | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 139. | Former recruiters advised me not to take a recruiting assignment.                                                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 140. | I would advise my friends to consider recruiting duty.                                                                | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 141. | I often think about problems from work while I am at home.                                                            | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 142. | I sometimes treat my family or friends poorly because of problems from work.                                          | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 143. | The Variable Housing Allowance (VHA) is adequate to cover my living expenses in this area.                            | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 144. | The Out-of-Pocket Expense allowance (OPE) is sufficient to cover the cost of dealing with prospective applicants.     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 145. | My spouse/girlfriend/boyfriend understands how much pressure I have on the job.                                       | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               | [N/A] |
| 146. | My spouse received an information packet explaining the new duty before arriving at this recruiting station.          | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               | [N/A] |

|      |                                                                                                                                             | Strongly<br>Disagree | Moderately<br>Disagree | Slightly<br>Disagree | Neither Agree<br>nor Disagree | Slightly<br>Agree | Generally<br>Agree | Strongly<br>Agree |       |
|------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------|----------------------|-------------------------------|-------------------|--------------------|-------------------|-------|
| 147. | My recruiting district provides good quality counseling services related to personal and family problems.                                   | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 148. | My recruiting district provides adequate assistance with medical/CHAMPUS problems.                                                          | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 149. | My recruiting district provides good quality financial counseling.                                                                          | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 150. | Getting medical care for <u>myself</u> is a problem at this location.                                                                       | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 151. | Getting <u>family</u> medical care is a problem at this location.                                                                           | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 152. | I have trouble finding doctors who will accept CHAMPUS.                                                                                     | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               | [N/A] |
| 153. | Because of late CHAMPUS payment, I am having financial difficulties.                                                                        | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               | [N/A] |
| 154. | The family ombudsman program works well here.                                                                                               | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               | [N/A] |
| 155. | The lack of opportunity to make contact with other Navy spouses at this location has caused a problem for my spouse.                        | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               | [N/A] |
| 156. | It would improve my quality of life if government leased housing was available at this location.                                            | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               | [N/A] |
| 157. | The shortage or high cost of housing in this area often causes recruiters to leave their families behind and become "geographic bachelors." | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               |       |
| 158. | Military family housing was available in my locality, but the waiting list was too long for me to consider it as an option.                 | [1]                  | [2]                    | [3]                  | [4]                           | [5]               | [6]                | [7]               | [N/A] |

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