

Profiling Potential Recruits

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Project Goals

- To Profile Potential Military Recruits
 - Students who said they probably won't serve the military
- Discover key differences between potential recruits and other recruit groups
- Develop recommendations for recruiting strategies for potential recruits
- Develop recommendations for promotional messages for potential recruits

Dataset Overview

- Data pulled from the 2016 Monitoring the Future survey through Institute for Social Research at University of Michigan
 - Survey was given to high schools seniors across U.S.
 - Survey was funded by National Institute on Drug Abuse
 - Big focus on drug, alcohol, and tobacco use

Primary Variables

- Demographic characteristics
- Students' values (that is, what they consider to be important in life)
- Satisfaction with various life domains
- Student trustworthiness and fairness
- Student relationship with government
- Student ability to follow rules

Questions to be Answered

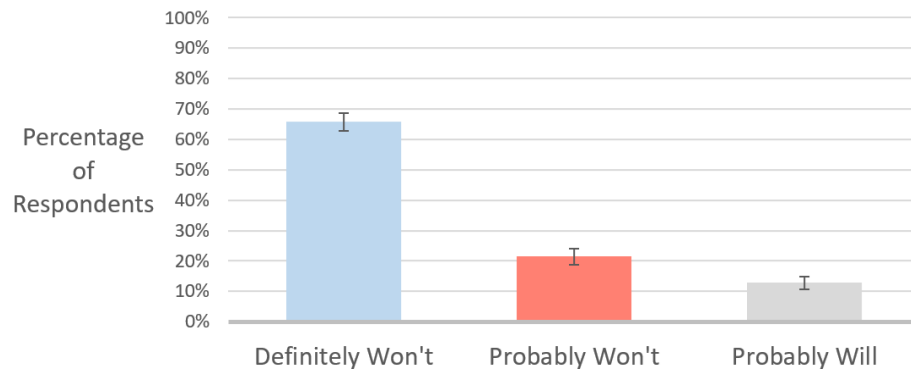
1. How big is the pool of potential recruits in the U.S. population of high school seniors?
2. What are the demographic characteristics of potential recruits?
3. In terms of the primary variables listed above, how do potential recruits differ from the other two groups in the sample? In what ways do they not differ?
4. Within the potential recruit group, are there gender differences in the variables studied?
5. Within the potential recruit group, are there racial differences (white vs non-white) in the variables studied?

How big is the pool of potential recruits in the U.S. population of high school seniors?

Size of Potential Recruit Pool

The potential recruit pool were students who stated that they probably will not served in the armed forces after high school.

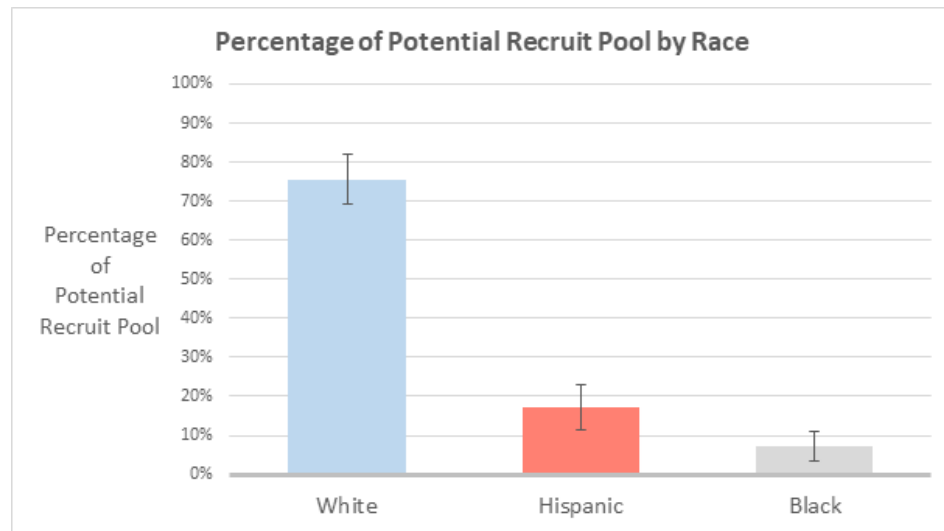
Percentage of Respondents Indicating How Likely They Will Serve in the Armed Forces after High School



What are the demographic characteristics
of potential recruits?

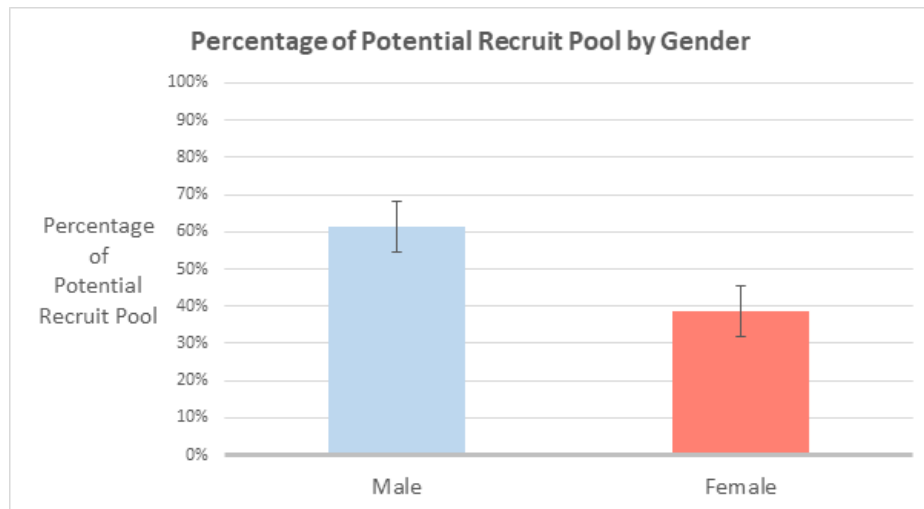
Race of Potential Recruits

The race breakdown of the potential recruit group was 75.6% white, 17.2% hispanic, and 7.2% black.



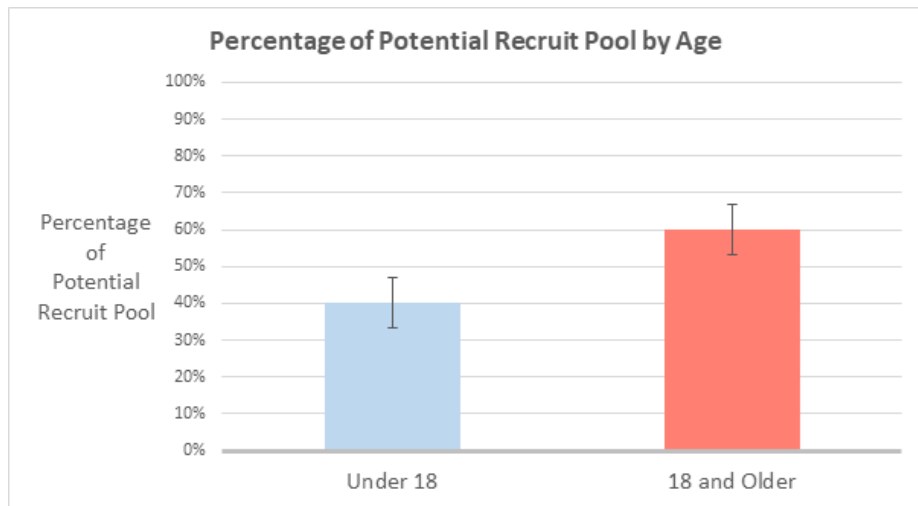
Gender of Potential Recruits

The gender breakdown of the potential recruit group was 61.5% male and 38.5% female.



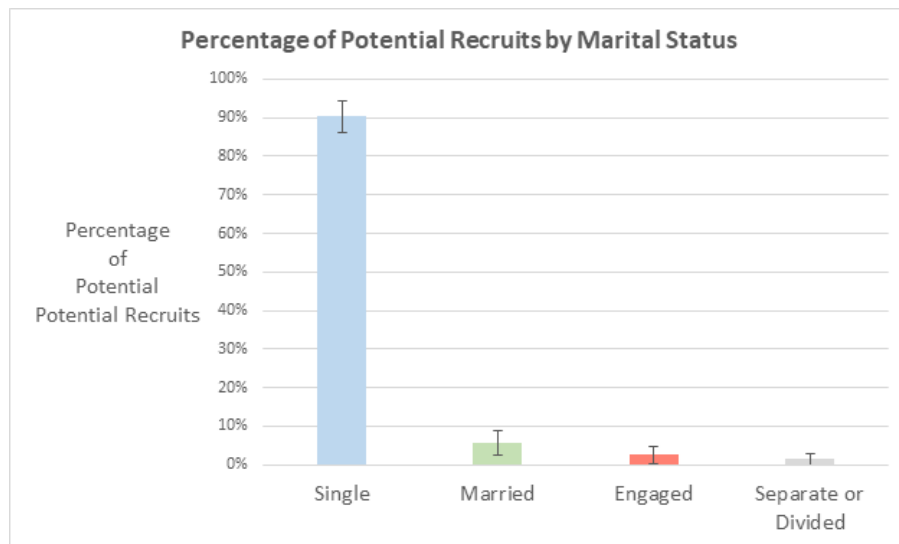
Age of Potential Recruits

The age breakdown of the potential recruit group was 40.1% under 18 years old and 59.9% 18 years or older.



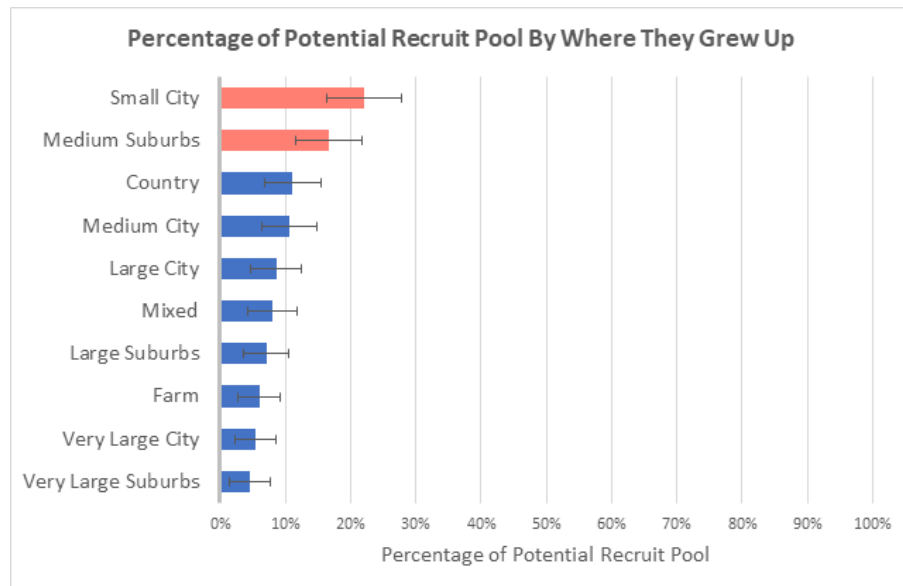
Marital Status of Potential Recruits

The marital status breakdown of the potential recruit group was 90.4% single, 5.5% married, 2.6% engaged, and 1.4% separated or divided.



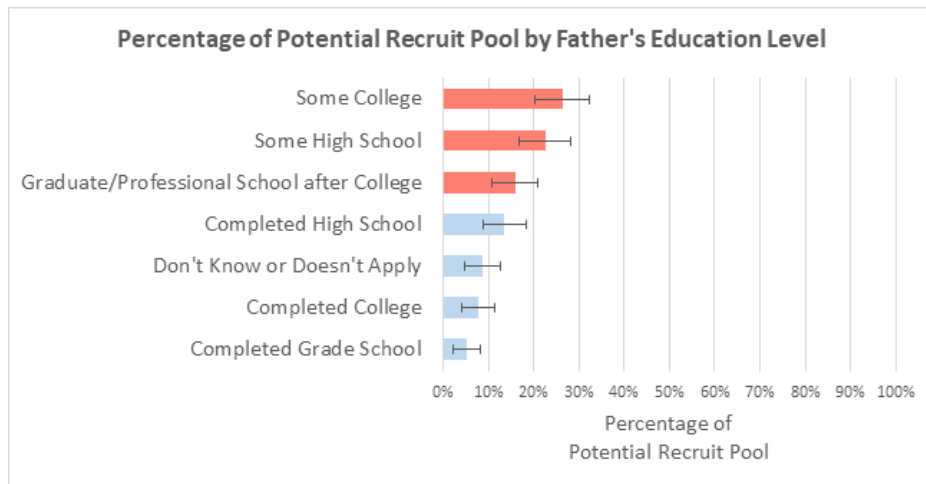
Area where Potential Recruits Grew Up

The breakdown of where the potential recruit group grew up is shown below in the graph.



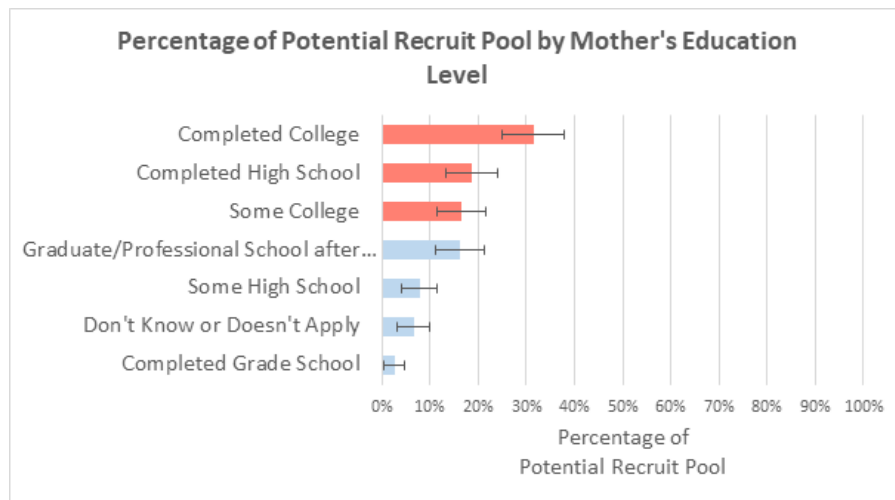
Father Education Level of Potential Recruits

The breakdown of father's highest education level for the potential recruit group is shown below in the graph.



Mother Education Level of Potential Recruits

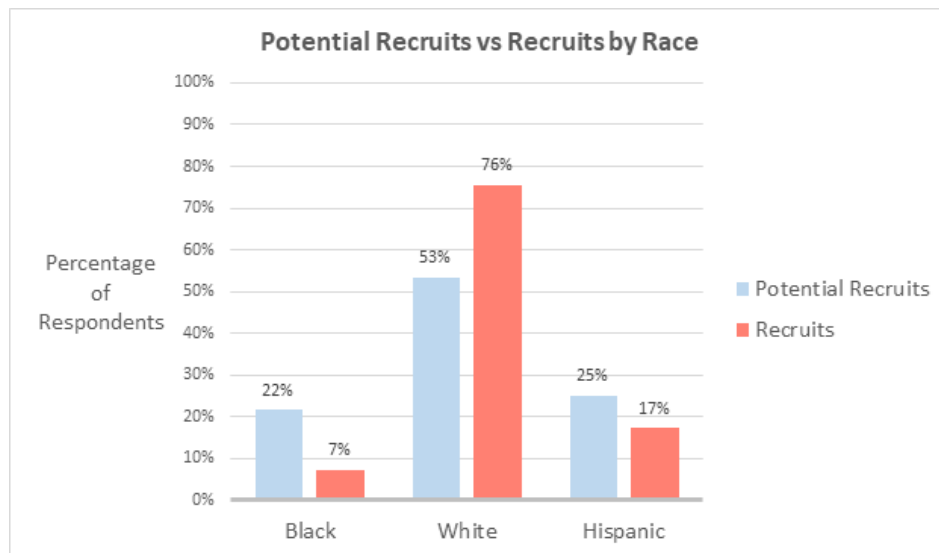
The breakdown of mother's highest education level for the potential recruit group is shown below in the graph.



In terms of the primary variables listed above, how do potential recruits differ from the other two groups in the sample?

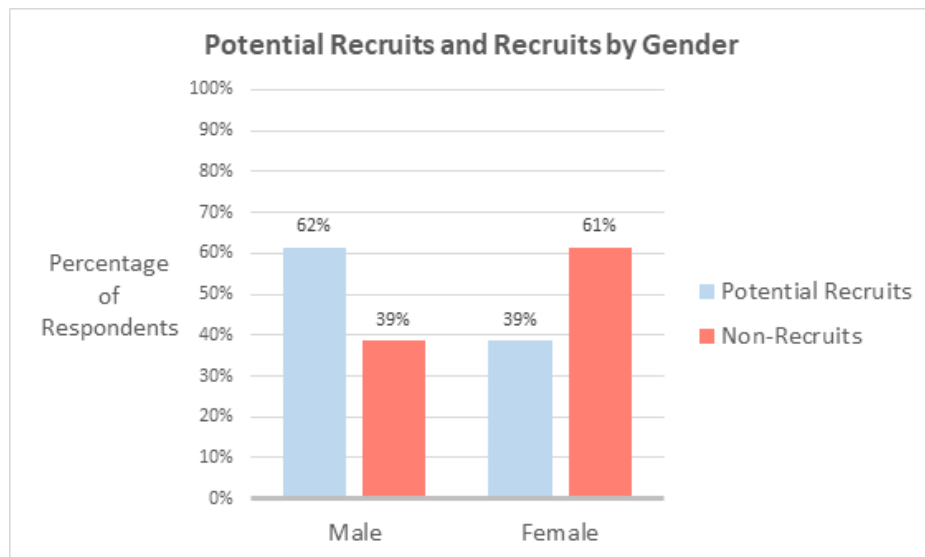
Race of potential recruits versus race of other students

The breakdown of race in the potential recruit group versus the breakdown of race of other students is seen in the graph below:



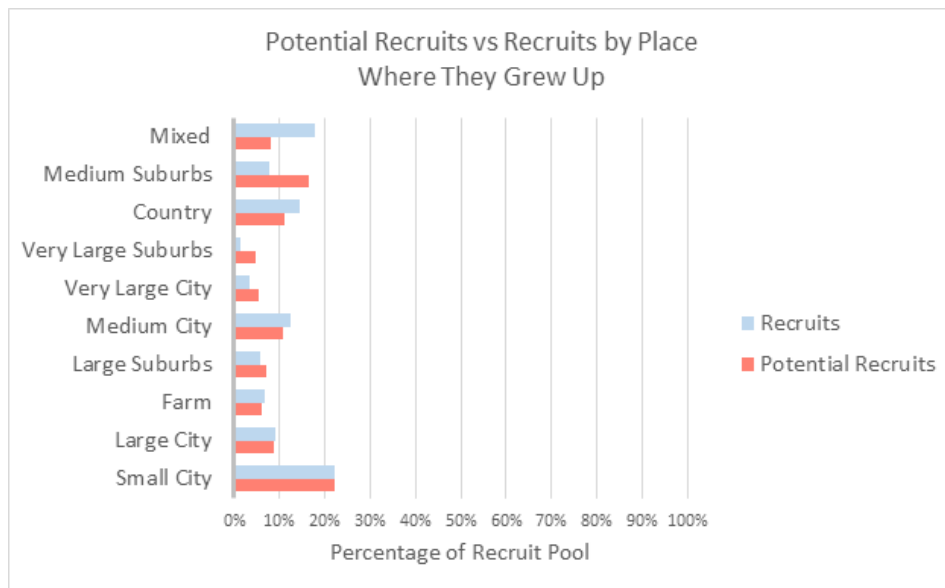
Gender of potential recruits versus other students

The breakdown of gender in the potential recruit group versus the breakdown of gender of other students is seen in the graph below:



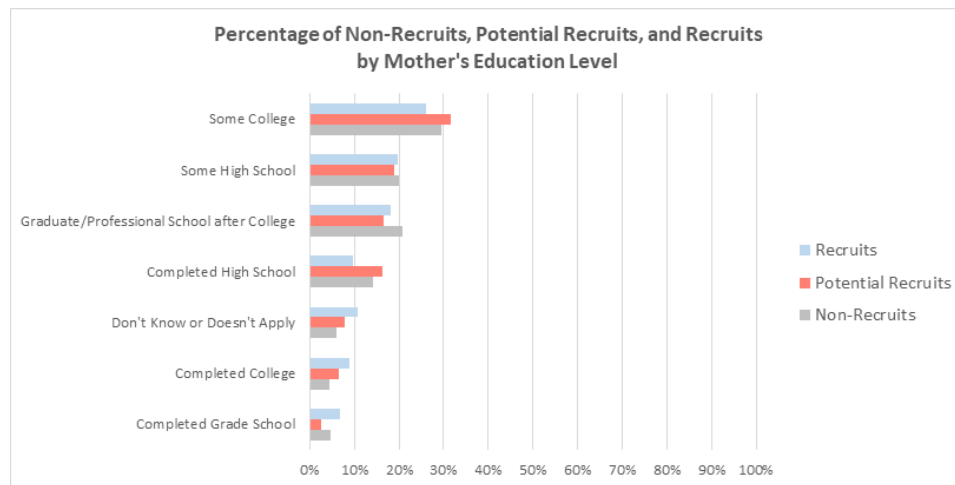
Place of origin of potential recruits versus other students

The breakdown of place of origin in the potential recruit group versus the breakdown of place of origin in the other students is seen in the graph below:



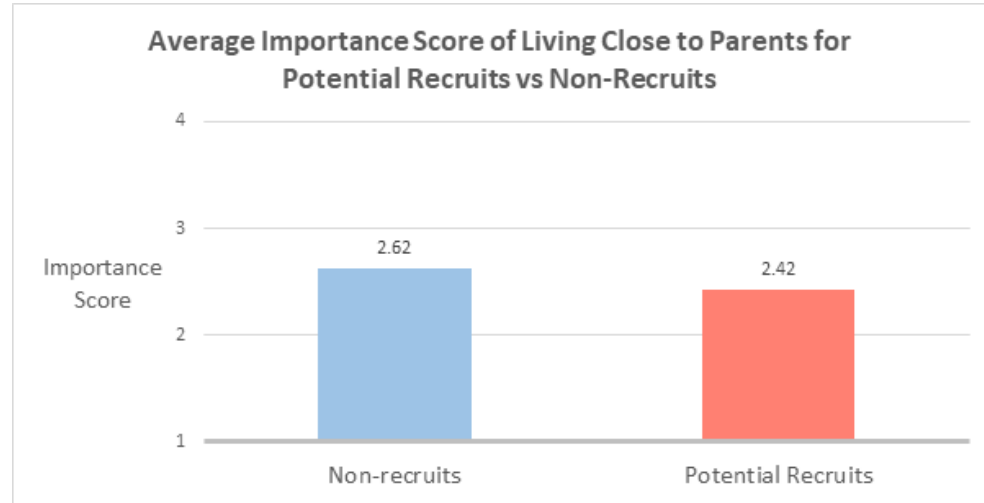
Mother's education level of potential recruits versus other students

The breakdown of mother's education level in the potential recruit group versus the breakdown of mother's education level in the other students is seen in the graph below:



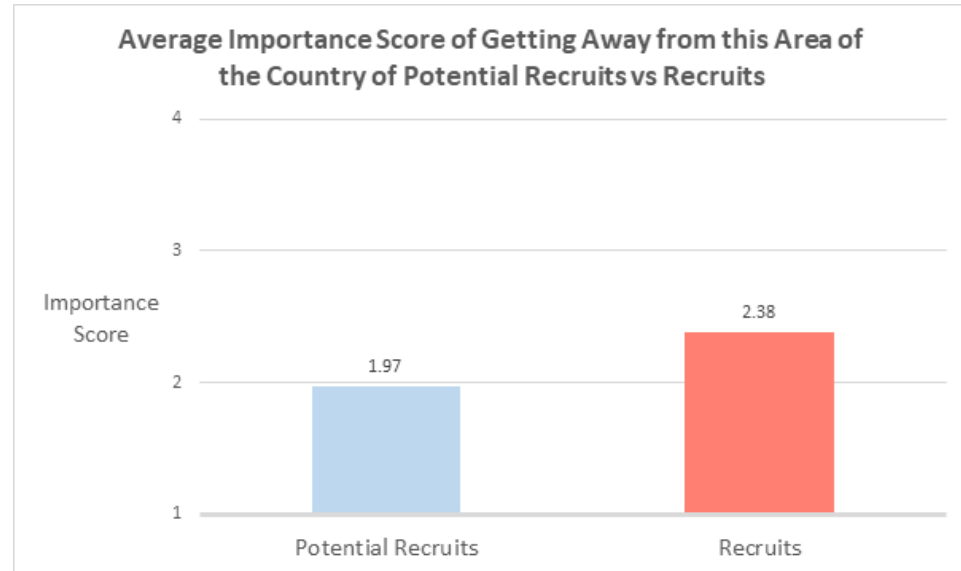
Importance of living close to parents for potential recruits versus other students

The breakdown of how important students found living close to parents differ between the potential recruit group and other students. The breakdown can be seen in the graph below:



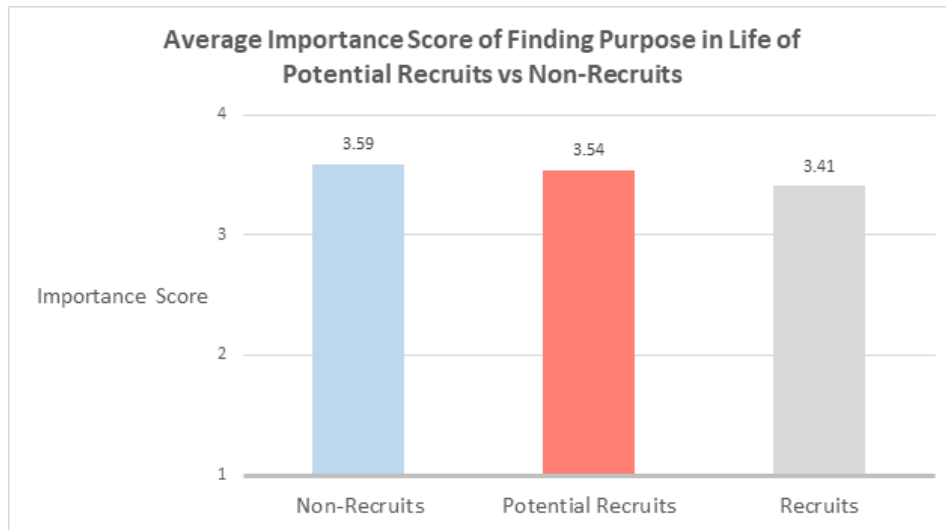
Importance of getting away from this area of the country for potential recruits versus other students

The breakdown of how important students found getting away from this area of the country differ between the potential recruit group and other students. The breakdown can be seen in the graph below:



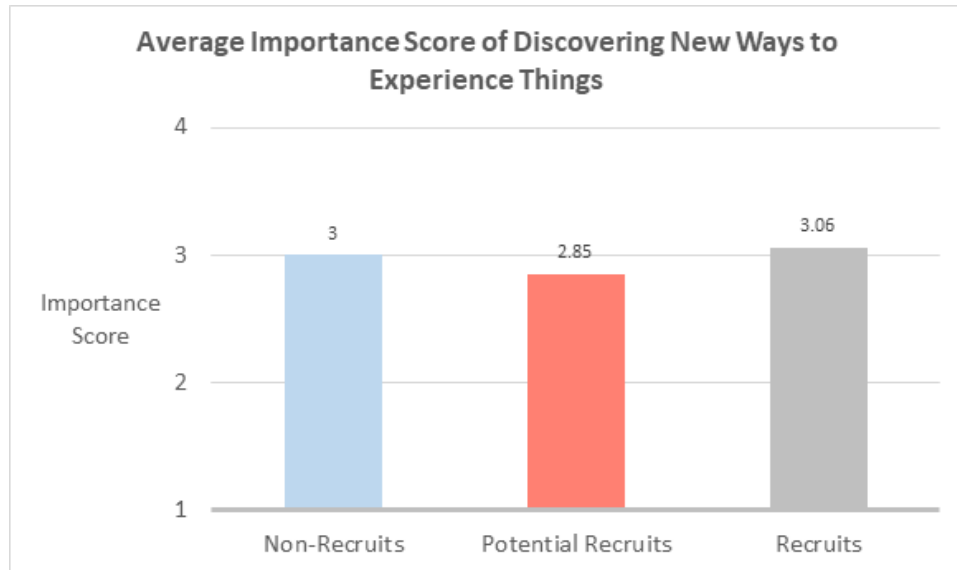
Importance of finding purpose in life for potential recruits versus other students

The breakdown of how important students found finding purpose in life differ between the potential recruit group and other students. The breakdown can be seen in the graph below:



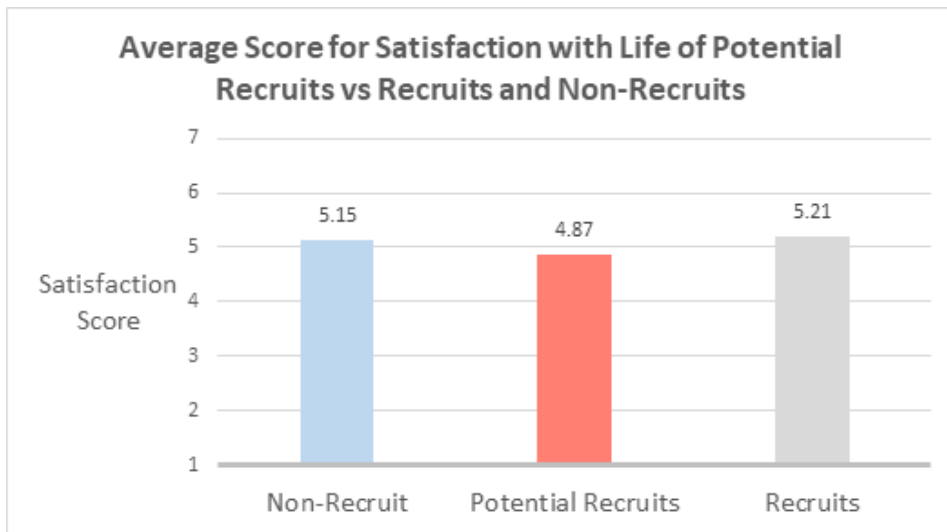
Importance of discovering new ways to experience things for potential recruits versus other students

The breakdown of how important students found discovering new ways to experience things differ between the potential recruit group and other students. The breakdown can be seen in the graph below:



Satisfaction with life for potential recruits versus other students

The breakdown of how satisfied students were with life differ between the potential recruit group and other students. The breakdown can be seen in the graph below:



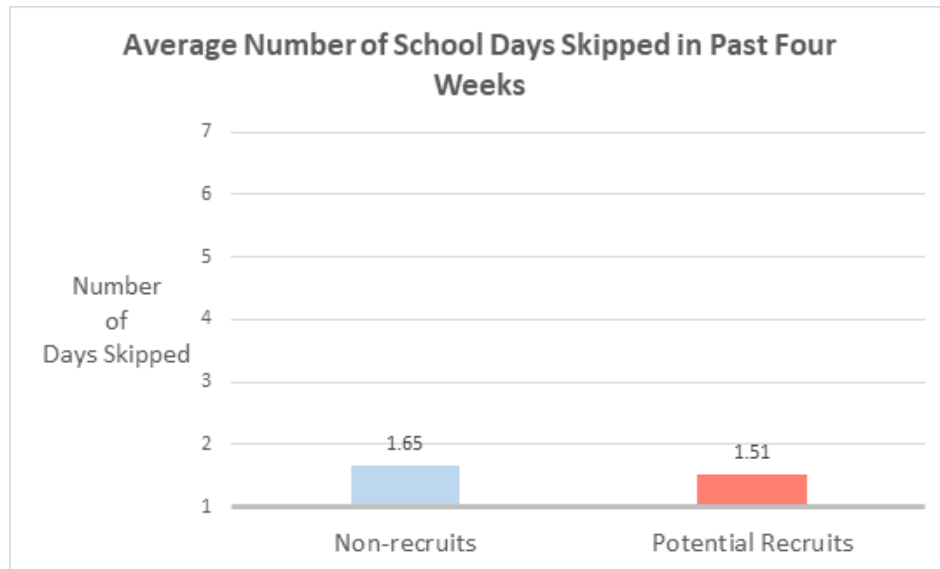
Satisfaction with current job for potential recruits versus other students

The breakdown of how satisfied students were with their current job differ between the potential recruit group and other students. The breakdown can be seen in the graph below:



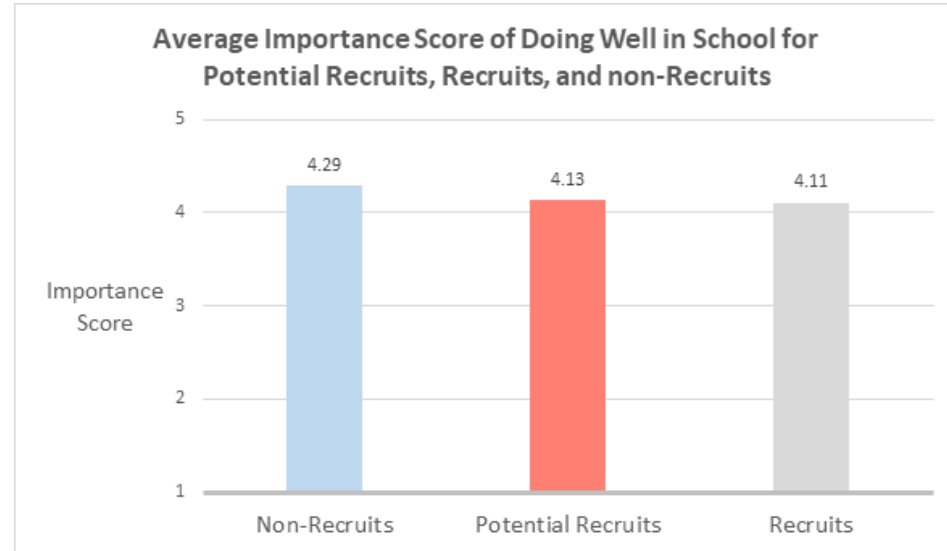
Number of days that students skipped school in the past four weeks for potential recruits versus other students

The breakdown of how many days students skipped school in the past four weeks differ between the potential recruit group and other students. The breakdown can be seen in the graph below:



How much students thought doing well in school was important broken down by potential recruits versus other students

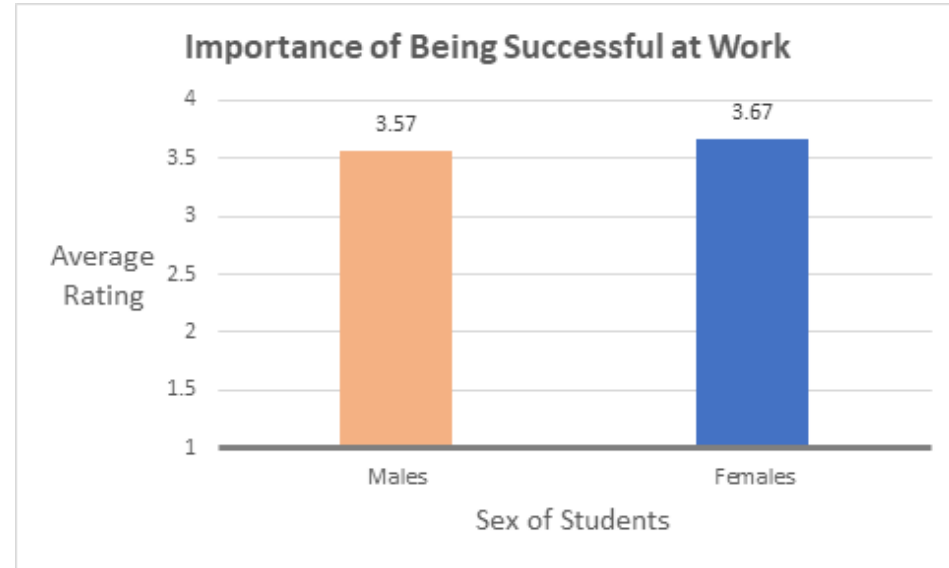
The breakdown of how much students thought doing well in school was important was different between the potential recruit group and other students. The breakdown can be seen in the graph below:



Within the recruit group, were there gender differences in the variables studied?

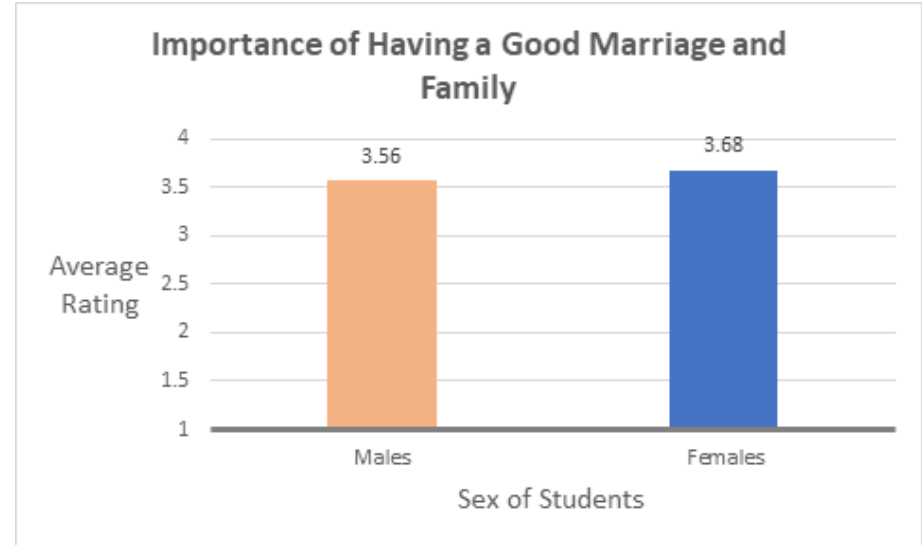
Importance of Being Successful at Work

Males on average thought it was more important to be successful at work than females did



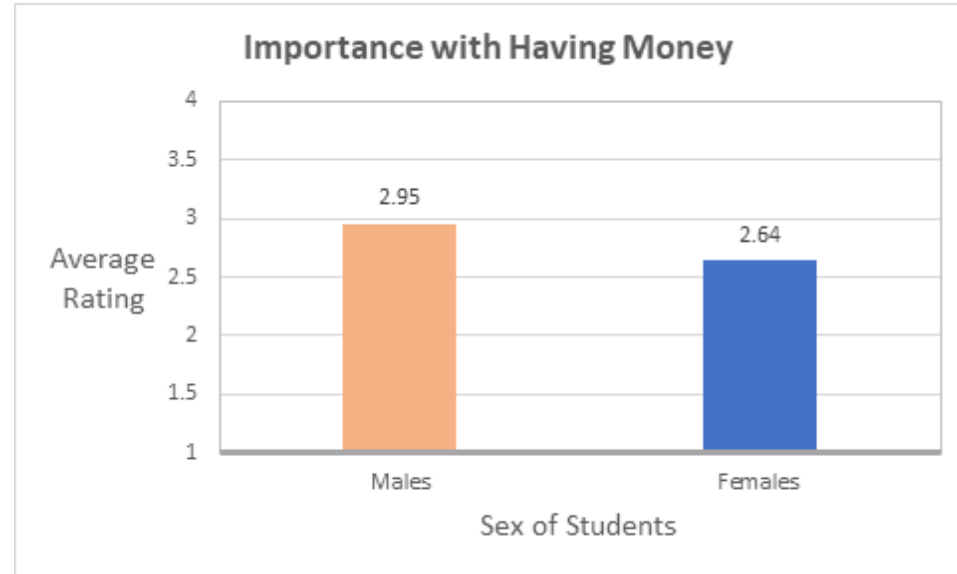
Importance of Having Good Marriage and Relationship with Family

Females on average thought it was more important to have a good marriage and family than males did



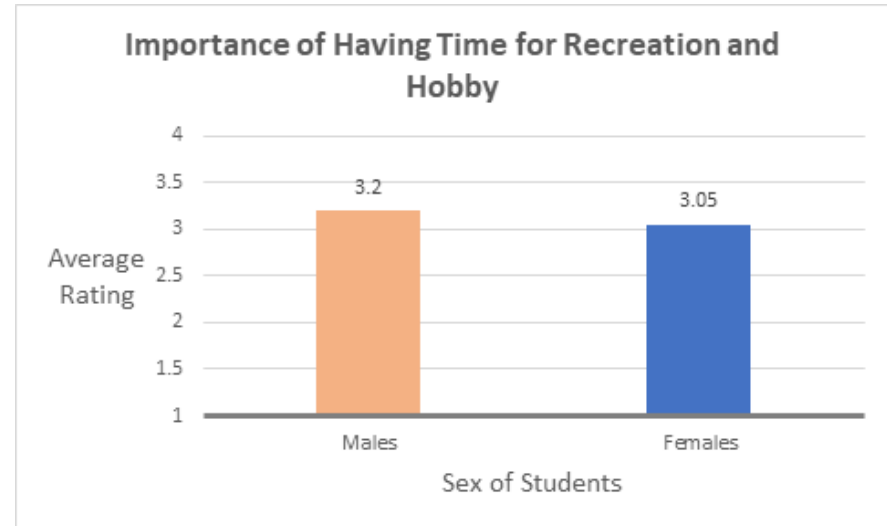
Importance of Having Lots of Money

Males on average thought it was more important to have lots of money compared to females.



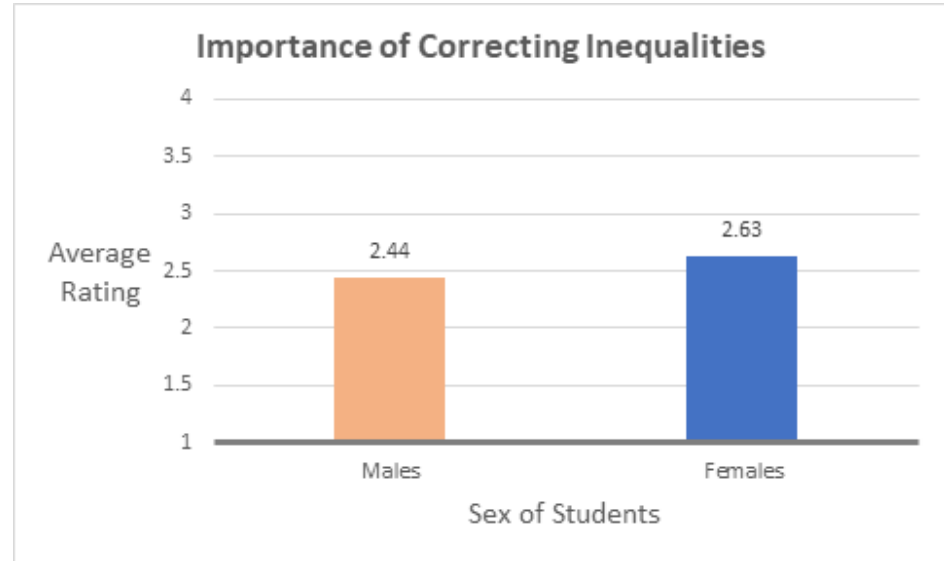
Importance of Getting Away from this Area of the Country

Females on average thought it was more important than males to get away from this area of the country.



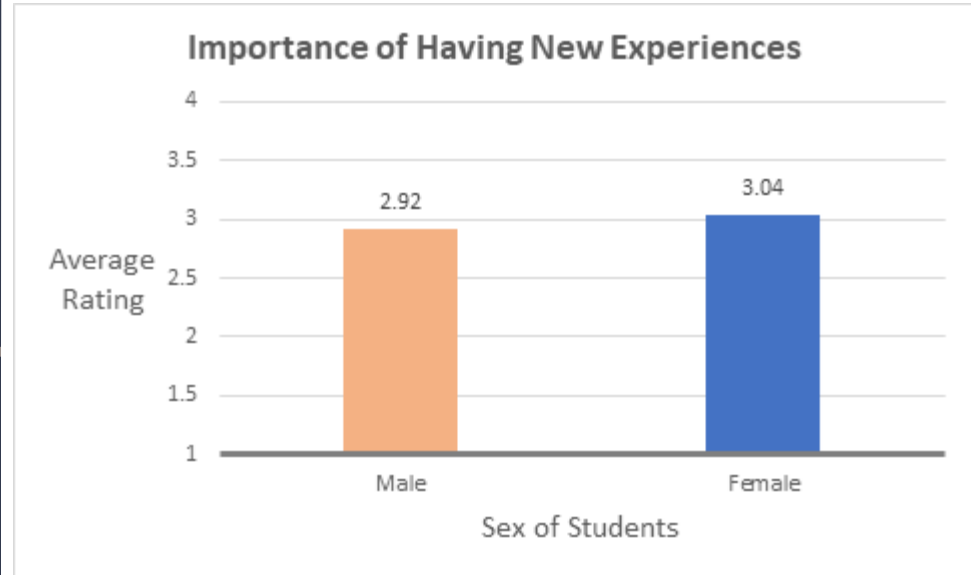
Importance of Correcting Inequalities

Females on average thought it was more important to correct inequalities than males did. .



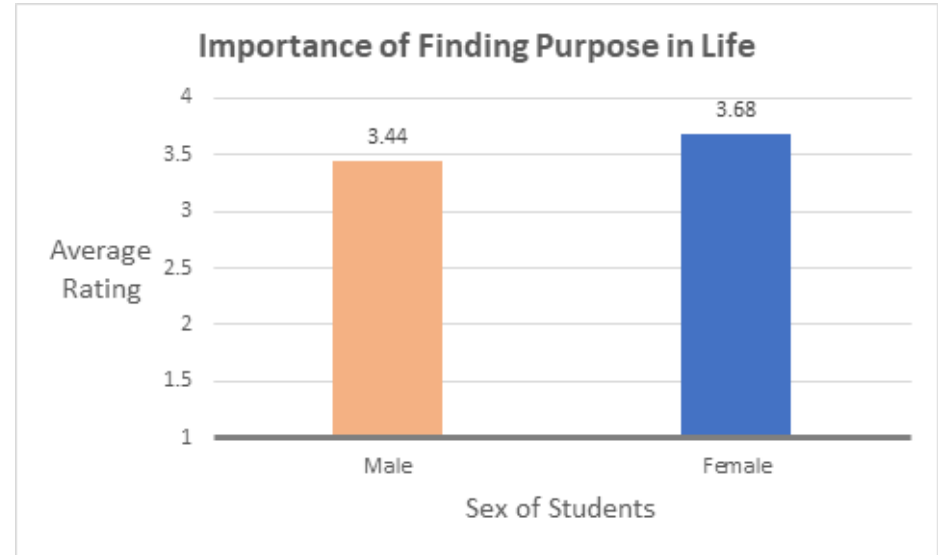
Importance of Having New Experiences

Females on average thought it was more important to have new experiences than males did. .



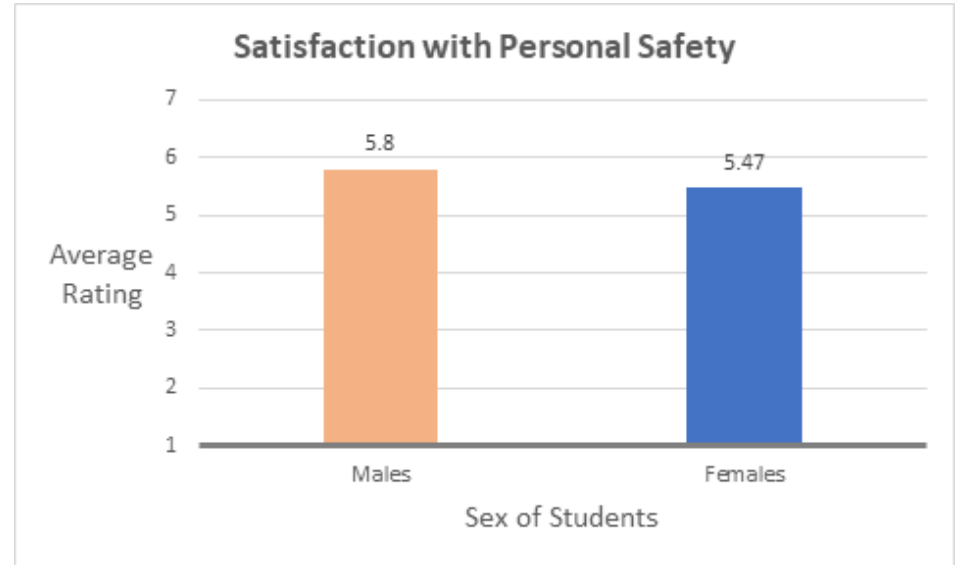
Importance of Finding Purpose in Life

Females on average thought it was more important to find purpose in life than males did. .



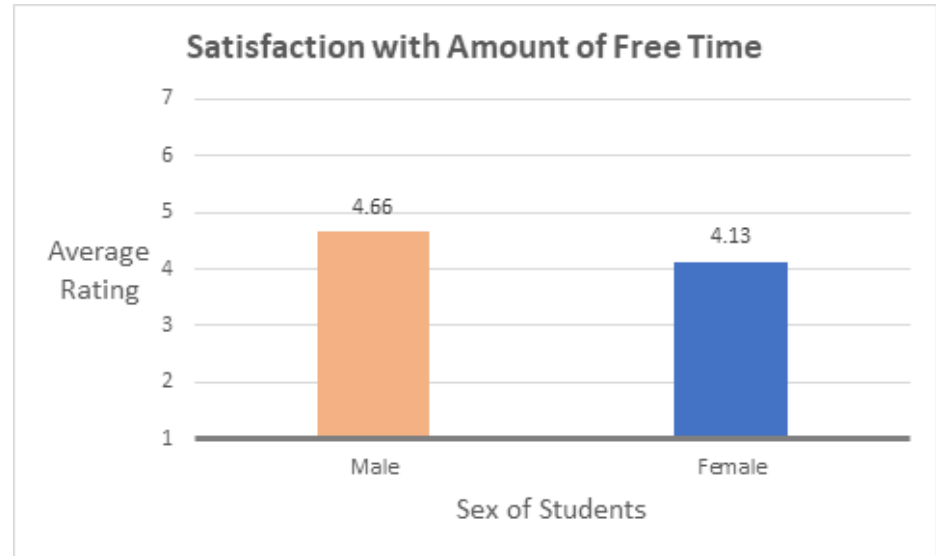
Satisfaction with Personal Safety

Males on average were more satisfied with their personal safety than females were.



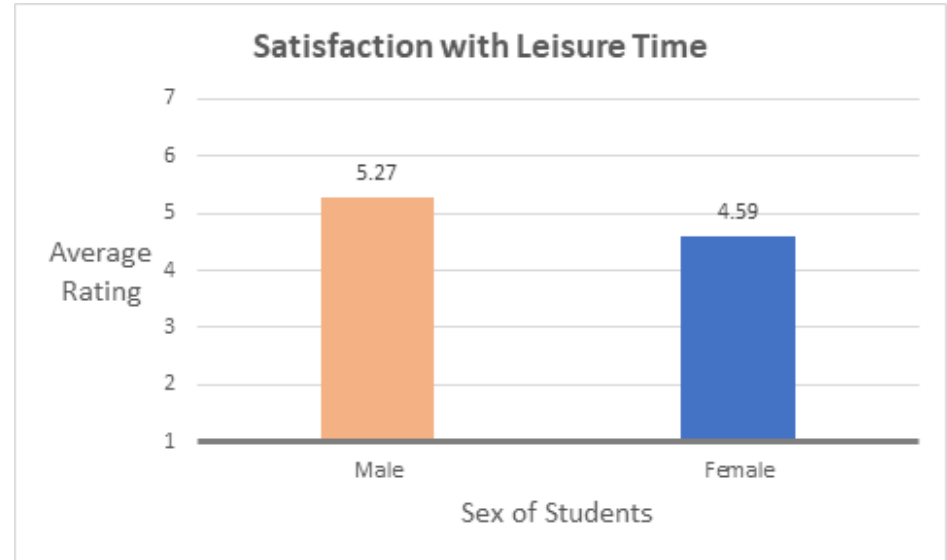
Satisfaction with Amount of Free Time

Males on average were more satisfied with their amount of free time than females were.



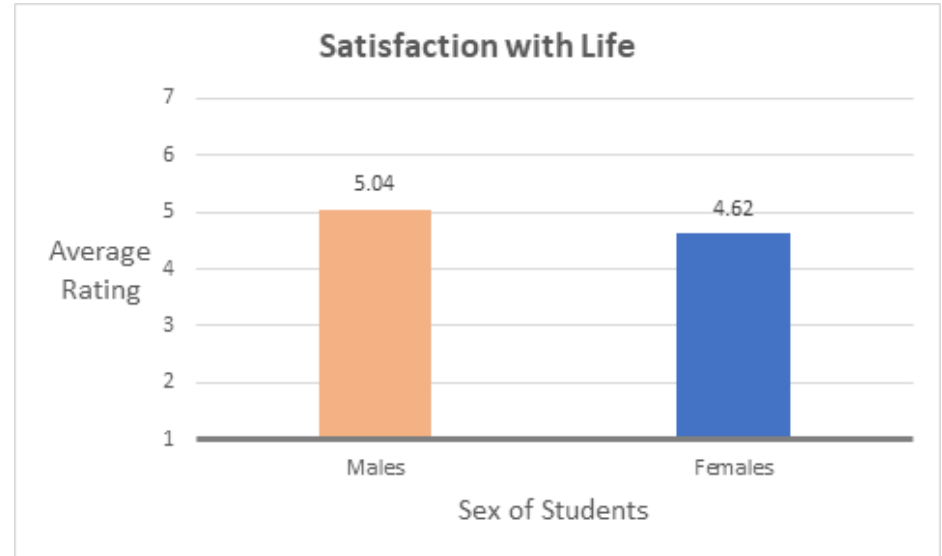
Satisfaction with Leisure Time

Males on average were more satisfied with how they spent their leisure time than females were.



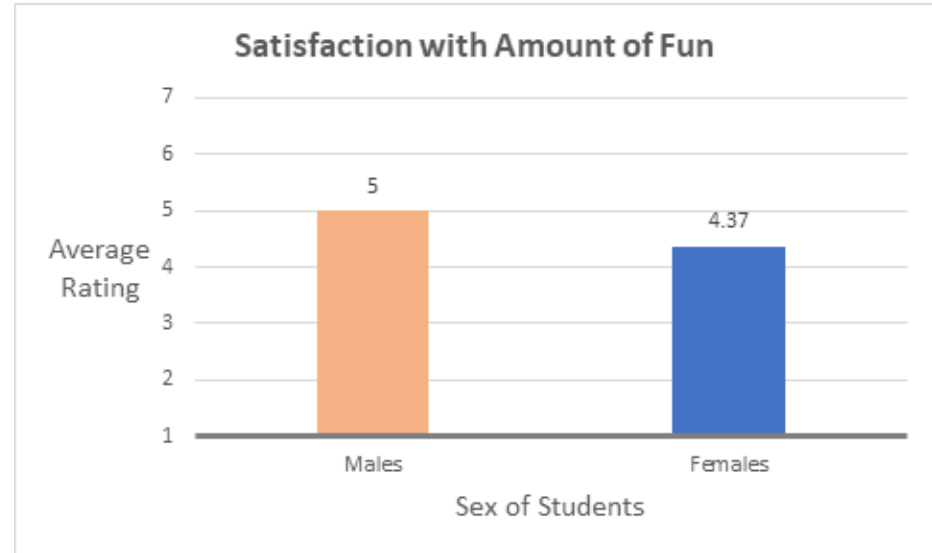
Satisfaction with Life

Males on average were more satisfied with life as a whole than females were.



Satisfaction with Amount of Fun

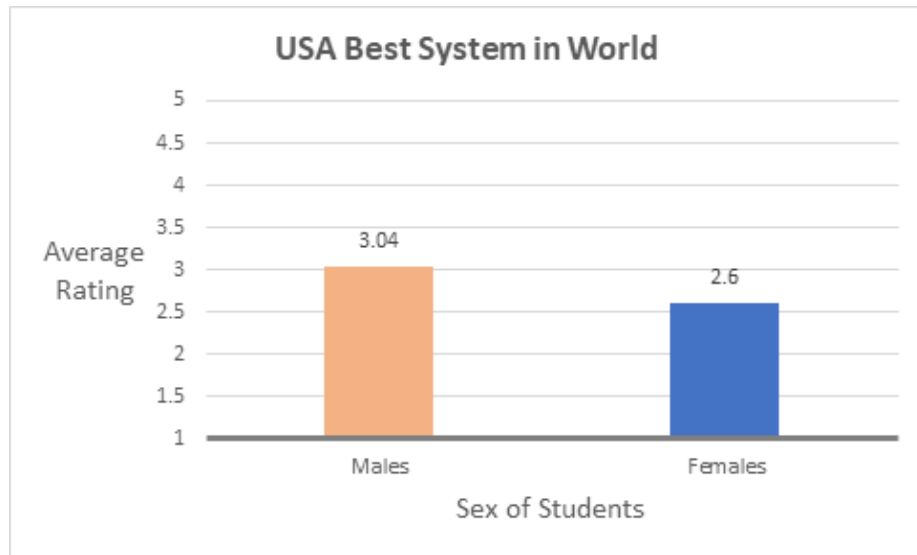
Males on average were more satisfied with the amount of fun they have than females were.



Agreement with the Statement:

“Our system is the best in the world”

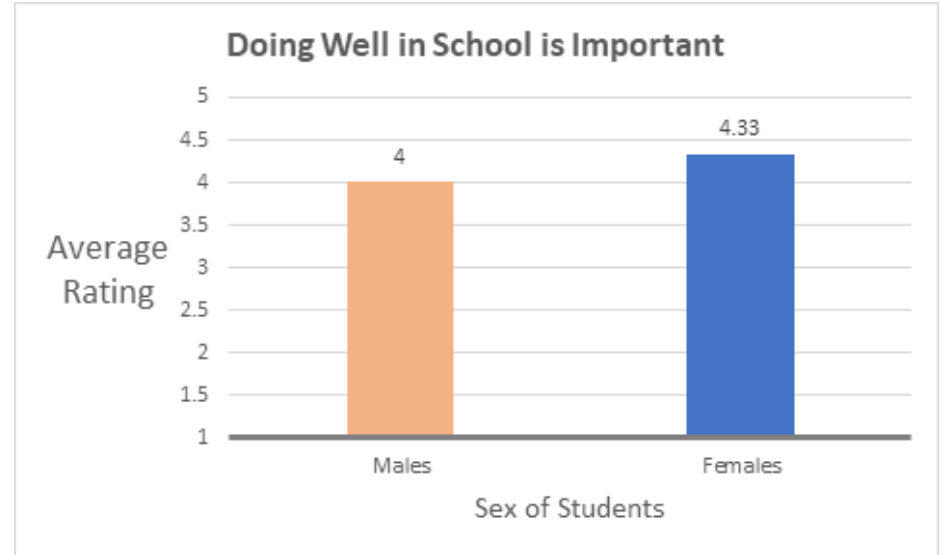
Males on average agreed more that our system is the best in the world compared to females.



Agreement with the Idea that:

“Doing well in school is important”

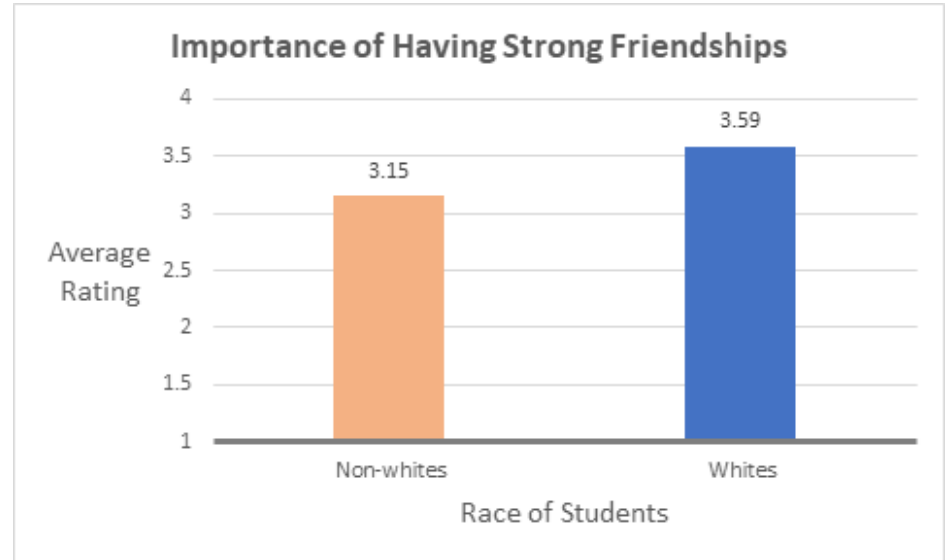
Females on average thought more strongly that doing well in school is important than males did.



Within the recruit group, were there racial differences in the variables studied?

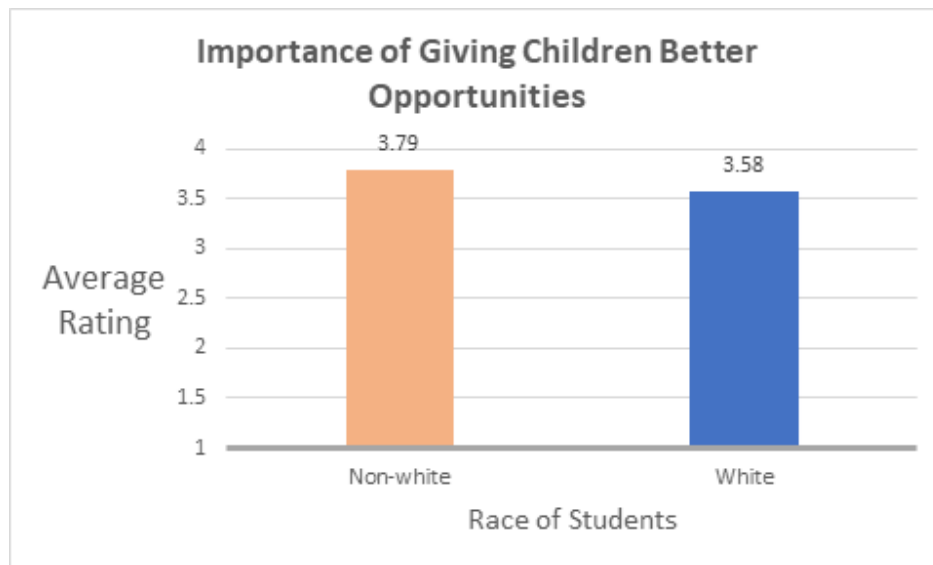
Importance of Having Strong Friendships

On average, whites thought it was more important to have strong friendships than non-whites did.



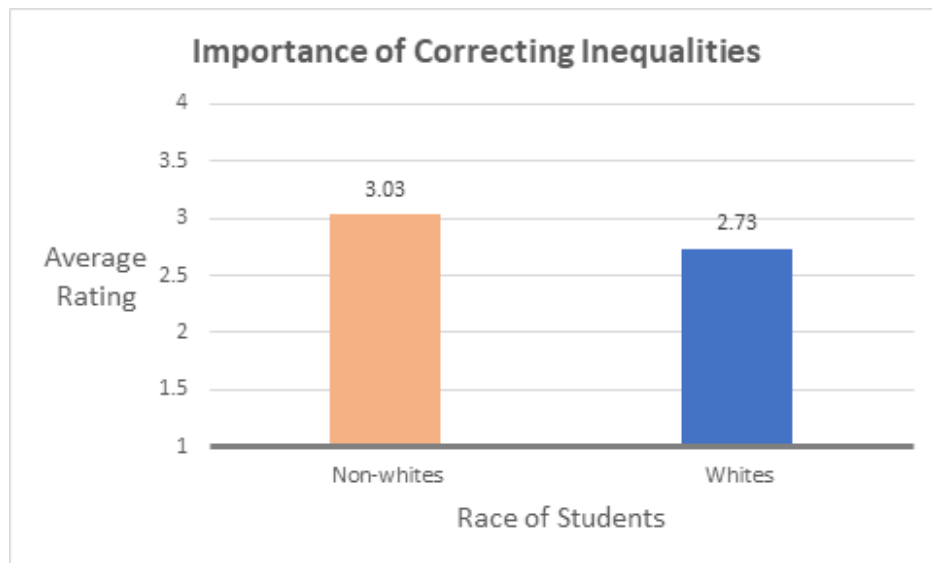
Importance of Giving Children Better Opportunities

On average, non-whites thought it was more important to be able to give their children better opportunities than whites did.



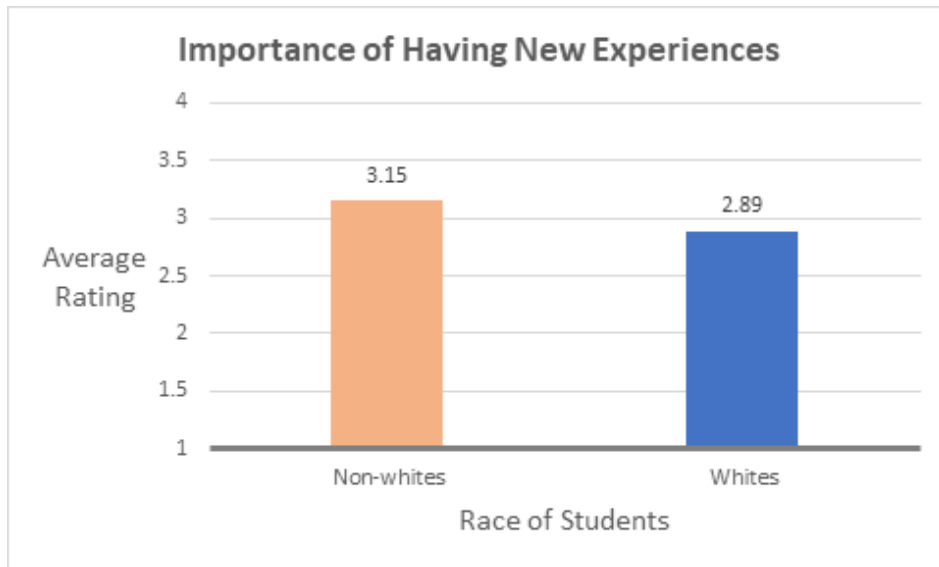
Importance of Correcting Inequalities

On average, non-whites thought it was more important to correct inequalities than whites did.



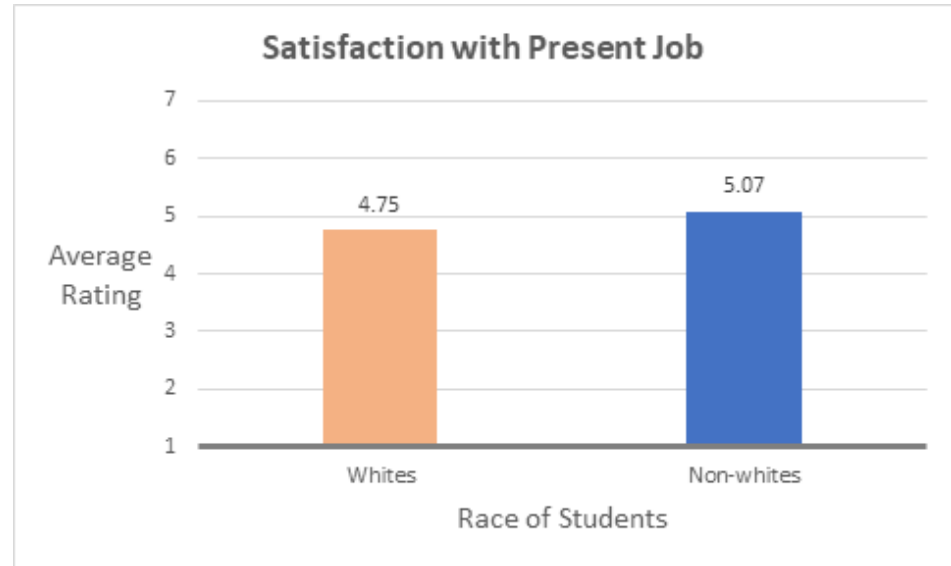
Importance of Having New Experiences

On average, non-whites thought it was more important to have new experiences than whites did.



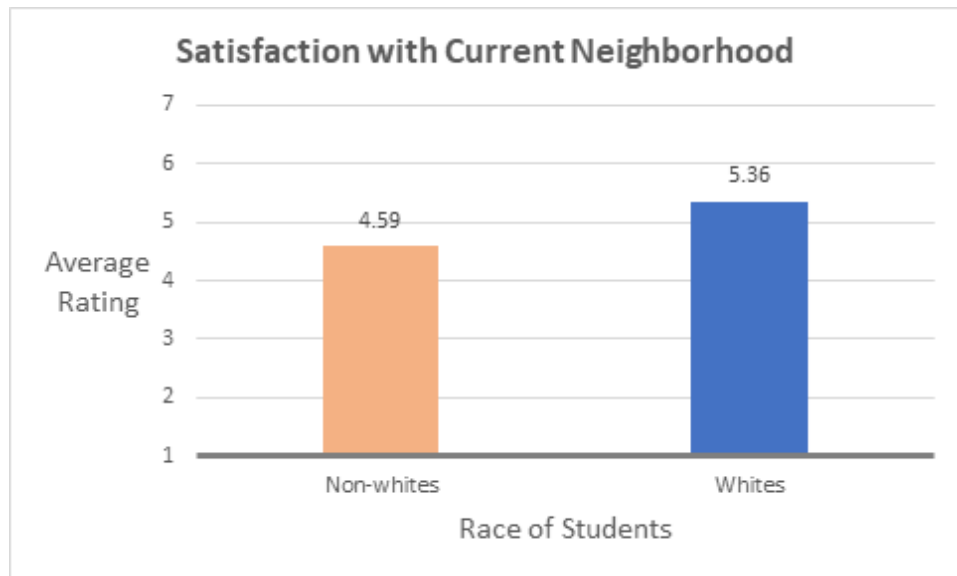
Satisfaction with Present Job

On average, whites were more satisfied with their present jobs than non-whites were.



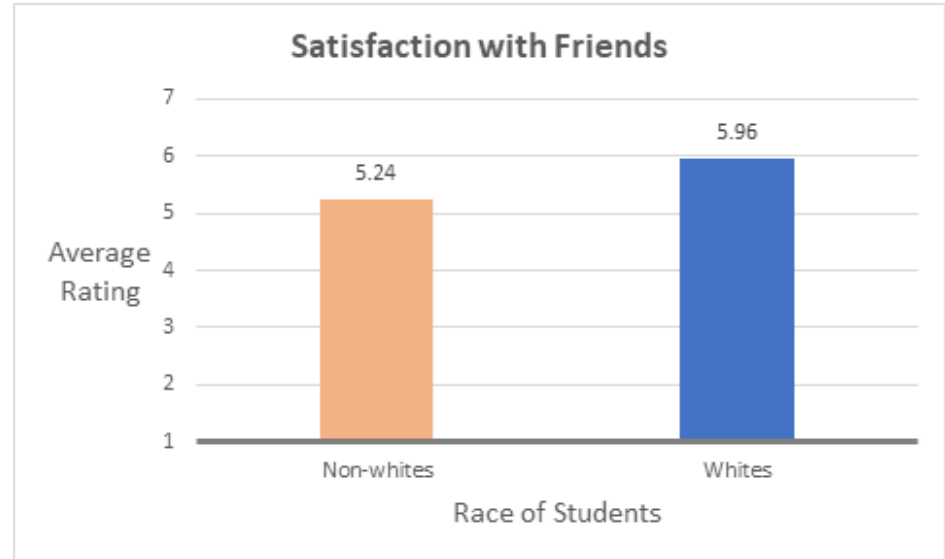
Satisfaction with Current Neighborhood

On average, whites were more satisfied with their current neighborhood than non-whites were.



Satisfaction with Friends

On average, whites were more satisfied with their friends than non-whites were.



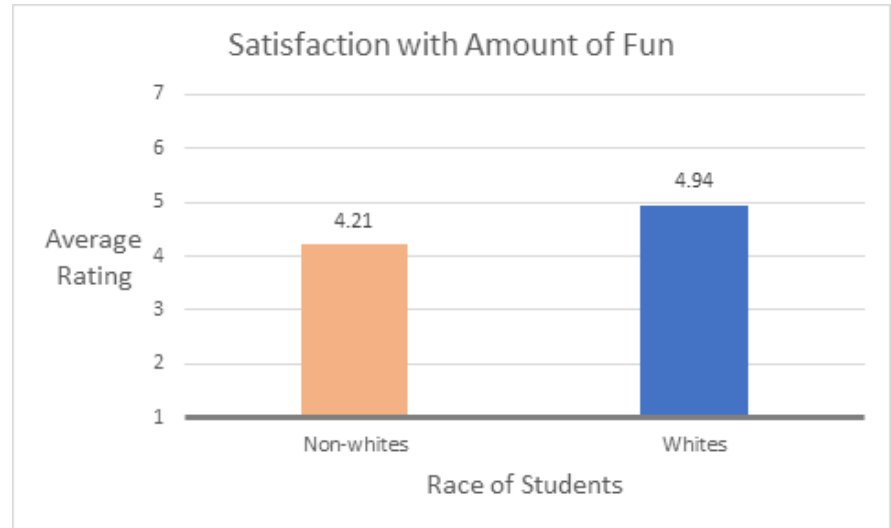
Satisfaction with Standard of Living

On average, whites were more satisfied with their standard of living than non-whites were.



Satisfaction with Amount of Fun

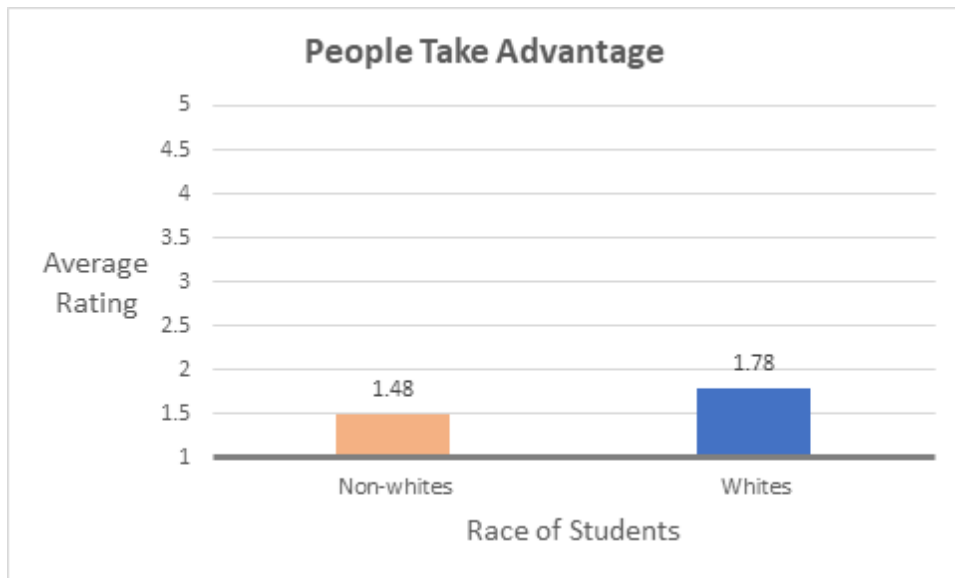
On average, whites were more satisfied with their amount of fun than non-whites were.



Agreement with the Statement that:

“People will take advantage if given the opportunity”

On average, whites thought more strongly that people will take advantage of others if given the opportunity.



Recommendations for Recruiting Strategies

- Commercials showing travel, financial benefits, and strong bonds being formed through enlisting
 - Really hitting on the fun experiences that can be had while being in the military and the friendships made
- Presentations at the schools about how joining better one's life and gives purpose
- Messages that highlight diversity will attract the potential recruit group
- Promotional materials should demonstrate the benefits of getting outside of one's comfort zone

Recommendations for Promotional Messages

- Targeting white males will be critical in getting a large number to join the armed forces from the potential recruit group
- To target males in the potential recruit group, focus on country pride, financial benefits, and spending free time with fellow military members
- To target females in the potential recruit group, focus on travel experiences and having a life full of purpose through enlisting
- To target whites, focus on strong friendships that will be formed
- To target non-whites, focus on them getting to meet new friends with trustworthy individuals and getting out of their current neighborhoods
- To target the potential recruit group as a whole, it will be key to display ways that joining can make life better