

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Positioning

Lesson Title: The Role of Social Proof in Recruiting (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio “The Role of Social Proof in Recruiting.”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To define the meaning of Social Proof.
2. To identify and discuss some ways recruiters can position themselves as a form of Social Proof.
3. To identify and discuss the rungs on the “loyalty ladder.”
4. To identify and discuss methods for requesting endorsement letters.
5. To identify what differentiates a good testimonial letter from a poor one.
6. To discuss the importance of properly maintaining testimonial letters.
7. To discuss the best methods for getting satisfied unit members together with leads and applicants.
8. To discuss the purpose and expectations of allowing leads and applicants to “experience” the Air Force Reserve lifestyle.
9. To identify claims a recruiter can make for the Air Force Reserve and the source for proving those claims.
10. To identify three Reservists recruiters can ask to provide a testimonial letter.

Lesson Outline:

1. Define Social Proof: “People are more likely to believe what someone else says about us than what we say about ourselves.”
2. Identify and discuss some ways recruiters can position themselves as a form of social proof.
 - a. Creating a blog on their organization’s website.
 - b. Writing articles for school and military base newspapers and magazines.
 - c. Earning certification as an IMPACT Selling System Professional.
 - d. Publicizing award-winning achievements in the base and local newspapers.
 - e. Volunteering to speak at schools and other community organization meetings.
3. Identify and discuss the rungs on the loyalty ladder.
 - a. Lead
 - b. Qualified lead
 - c. Applicant
 - d. Qualified applicant
 - e. Unit member
 - f. Advocate
 - g. Zealot
4. Identify and discuss methods for requesting endorsement letters.
 - a. Contact unit members you recruited via written notes, emails, calls or personal visits.
 - b. Be sure the unit member is absolutely 100% satisfied being in the Air Force Reserve
5. Identify what differentiates a good testimonial letter from a poor one.
 - a. Good letters state positive things about the recruiter, the Reserve and present a professional appearance – usually typed.
 - b. Poor letters don’t provide strong words of endorsement, and/or they contain multiple spelling and grammatical errors. In short, they don’t look professional.
6. Discuss the importance of properly maintaining testimonial letters.
 - a. Treat the letters with dignity and respect; after all, they represent the recruiter.
 - b. Store the letters in plastic covers or frames to keep them as clean and professional looking as possible.

LAST NAME - FIRST NAME - MIDDLE INITIAL

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7. Discuss the best methods for getting satisfied unit members together with leads and applicants.
 - a. Tell the unit members you will rotate them off the contact list regularly.
 - b. Advise the unit member when they can expect to be contacted.
 - c. Encourage the unit member to be open and honest about their experiences in the Air Force Reserve and in working with you.

8. Discuss the purpose and expectations of allowing leads and applicants to “experience” the Air Force Reserve lifestyle.
 - a. People like to take small steps before they take big ones.
 - b. Ensure unit visits are neatly planned and monitored.
 - c. Agree on expected “outcomes” before the visit.
 - d. Following justification by the unit visit, expect the applicant to commit.

9. Using the Sales Success Worksheet, participants were asked to identify some claims they make for the Reserve and to identify the source of proof for those claims.

10. On the Sales Success Worksheet, participants were asked to list the names of three Reservists they can ask to provide a testimonial letter.

LAST NAME - FIRST NAME - MIDDLE INITIAL