

Recruiter Handbook

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Headquarters

United States Army Recruiting Command

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Recruiter Handbook

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Preface

USAREC Manual 3-01 is a “how to think” manual for recruiting center team members. The manual’s primary goal is to describe the duties and responsibilities of each team member and how they work together to achieve the mission.

PURPOSE

USAREC Manual 3-01 is the recruiter’s guide for planning and executing recruiting operations. This handbook uses practical examples to explain each operation and thoroughly describes the recruiting environment. It also provides an in-depth discussion of each recruiting function, and communication and counseling techniques that work. This handbook describe each team member’s individual duties and responsibilities and how team members interface within the center.

SCOPE

This handbook also discusses recruiting fundamentals and concepts as well as providing the most successful recruiting tactics and practices. This handbook discusses the eight recruiting functions; decisive, shaping, and sustaining operations; as well as recruiting tools and techniques.

INTRODUCTION

The contents of this manual are not regulatory. They are a compilation of strategies and field proven techniques that thoroughly explain the what, why, and how of recruiting functions at the team member level. The methods detailed are not the remedy for every situation, but they do provide recruiting team members a doctrinal starting point from which to formulate and execute their operation plans.

APPLICABILITY

This manual applies to all recruiting center team members.

ADMINISTRATIVE INFORMATION

The proponent for this manual is Headquarters, United States Army Recruiting Command (HQ USAREC), Assistant Chief of Staff, Recruiting and Retention School–Forward. Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to HQ USAREC, ATTN: RCRRS-D, 1307 3rd Avenue, Fort Knox, KY 40121-2725; or by e-mail to doctrine@usarec.army.mil.

PART ONE

Recruiting Unit Duties and Responsibilities

Part One defines the duties and responsibilities of the recruiting support team, engagement team, and Future Soldier leader. Each team member's duties are graphically depicted on a flow chart showing how team members interface and where in the process hand-offs take place.

Chapter 1 Defines the recruiting support team member's duties and responsibilities.

Chapter 2 Defines the engagement team member's duties and responsibilities.

Chapter 3 Defines the Future Soldier leader's duties and responsibilities.

The recruiting center is the basic recruiting unit. Part One discusses how the ET, the RST, and the FSL work together under the center commander's leadership to achieve the mission. (USAREC Manual 3-06 discusses how the center commander and the assistant center commander lead and manage the teams.) The teams carry out specific recruiting functions. Mission success demands that the teams and all members work together. Each member depends on the other to accomplish the mission.

Figures throughout Part One clearly show the array of teams in the recruiting center structure.

Chapter 1

Recruiting Support Team Duties and Responsibilities

1-1. The recruiting support team (RST) is the operational backbone of the recruiting unit. This team of professional recruiters must handle a wide range of operational and administrative tasks. The fast-paced work environment demands quick thinking, strong organizational skills, and a keen ability to make sound decisions and solve problems. RSTs interact daily with Soldiers, Future Soldiers, prospects, applicants, and centers of influence (COIs). RSTs handle highly-sensitive personal information and use high-dollar-value equipment. These Soldiers conduct most prospecting operations, all applicant processing, and office administration.

1-2. The list of duties found in figure 1-1 is not meant to be all-inclusive. The figure simply provides the RST's primary and associated responsibilities. RSTs, as all members of the center, regardless of their primary duties and responsibilities, can be temporarily redirected by the recruiting unit commander.

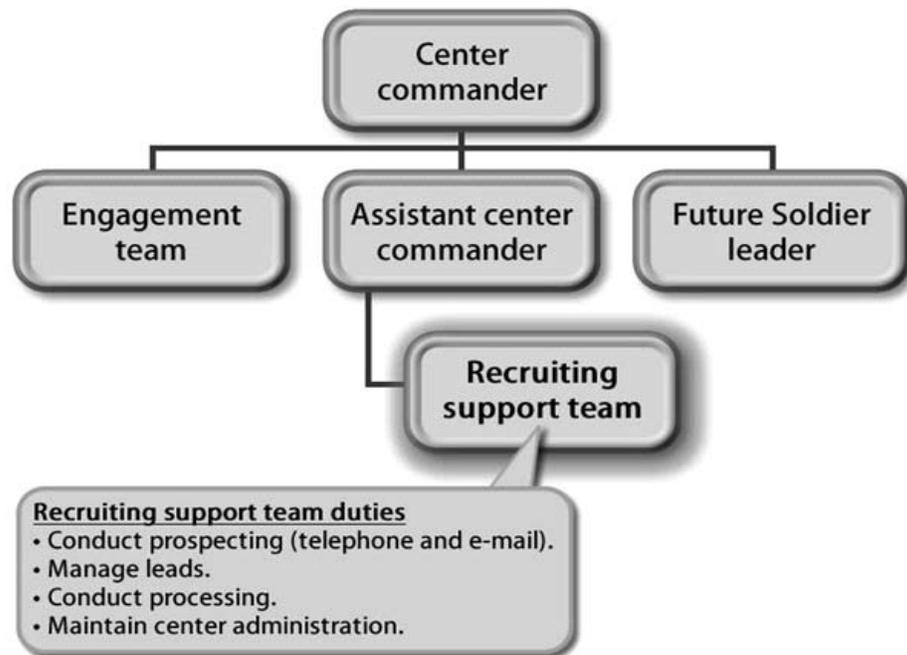


Figure 1-1. Recruiting support team duties

PROSPECTING AND LEADS MANAGEMENT

1-3. The RST conducts prospecting activities using the telephone, texting, and virtual methods. The RST manages and refines leads, gathers blueprint information, conducts prospecting activities, follow-up and all related activities.

1-4. When a lead agrees to an appointment, he or she becomes a prospect. The RST checks the calendars of the engagement team (ET) members to see who is available to conduct the interview. The next step is to hand the new prospect off to the ET. The hand-off must be smooth and reassuring to the individual. The

RST must provide the prospect with the ET's name and background and give them a positive endorsement. This practice will lessen the individual's natural fear of meeting an ET for the first time.

PROCESSING

1-5. The RST handles all processing. A prospect becomes an applicant the moment they agree to process for enlistment. The ET then hands the applicant back to the RST with a positive endorsement of that particular RST who will complete their processing. Now the ET starts the enlistment packet and collects the applicant's source documents. Processing includes collecting and validating source documents, performing a biometric scan, scanning documents into electronic records management (ERM), scheduling testing and military entrance processing station (MEPS) processing, transporting applicants to and from mobile examining team (MET) sites, MEPS, shipping locations (airport, train station, bus terminal), and so on.

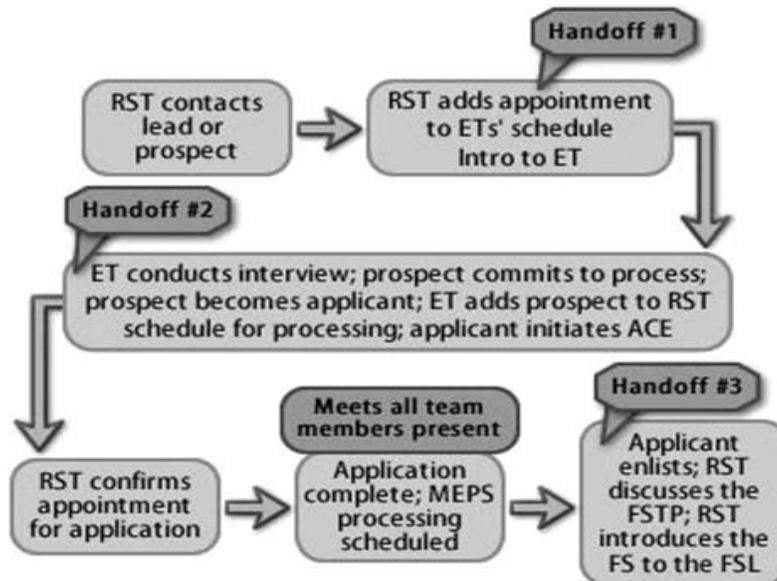


Figure 1-2. RST workflow model

1-6. The RST is responsible for all processing activities—to include MEPS processing—and any additional administrative work that may arise during the Future Soldier's time in the DEP/DTP (medical and conduct waivers, for example). The applicant becomes a Future Soldier when they take the oath of enlistment into the delayed enlisted program (DEP) or the delayed training program (DTP). Now the RST hands off the new Future Soldier to the Future Soldier leader (FSL). The hand-off should follow the same procedures discussed earlier. The RST introduces the new Soldier to the FSL. Figure 1-2 shows an example of a workflow model for the RST.

ADMINISTRATION

1-7. The RST is responsible for managing the Government-owned vehicles (GOV), voter registration and the key control program. The RST is also responsible for

maintaining applicant drug and alcohol test logs and postage stamp logs, and for ordering recruiting publicity items (RPI) and personal presentation items (PPI).

1-8. RSTs are also responsible for providing intelligence to the recruiting unit commander, as are all other team members. It should be noted that this is not how-to information, but simply the best business practices as we know them today. Many responsibilities are combined and shared where possible and when necessary. It is imperative the RST, ET, and FSL work together for the good of the recruiting unit. See appendix A for a working example of the entire enlistment process and workflow model.

Chapter 2

Engagement Team Duties Responsibilities

2-1. ET members assume the roles of leader, communicator, planner, public relations representative, marketing analyst and counselor. The ET must be of strong moral character and embody the Army values. The ET is an ambassador of the Army—self-disciplined and professional. The ET is the face and voice of the Army and recruiting unit.

2-2. The list of duties shown in figure 2-1 is not meant to be all-inclusive. The figure simply shows the ET's primary duties. The recruiting unit commander can temporarily redirect ETs and any other member of the unit, regardless of their primary duties and responsibilities, to support mission objectives.

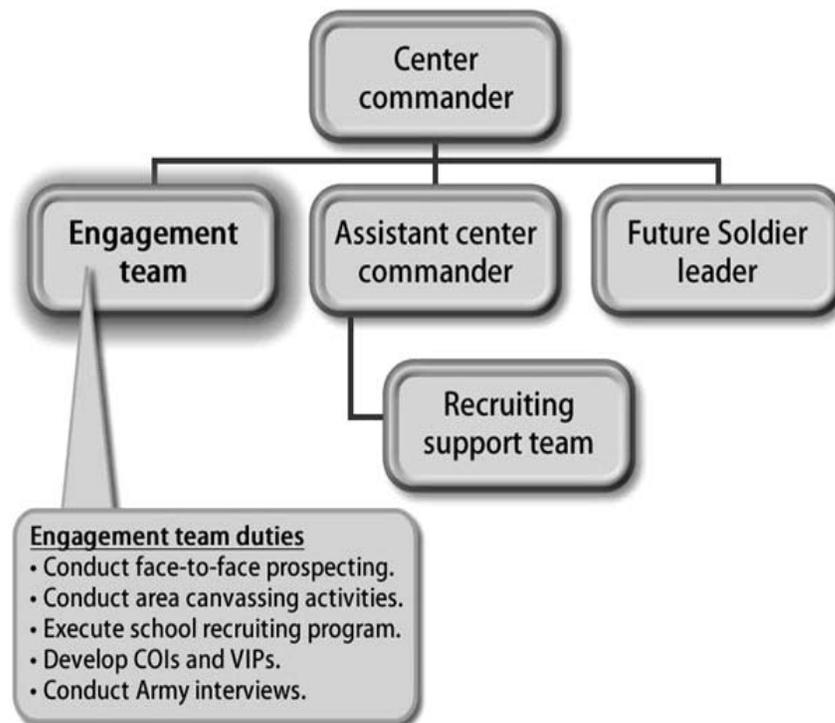


Figure 2-1. Engagement team duties

PROSPECTING

2-3. The ET conducts face-to-face prospecting in accordance with the recruiting unit's recruiting operation plan (ROP). Face-to-face prospecting ideally should be carried out in the recruiting unit's target areas to coincide with telephone prospecting activities. Face-to-face prospecting should not be confused with area canvassing. Face-to-face prospecting is trying to contact a lead in person. The expanded areas of many recruiting units require leaders to focus prospecting efforts in specific areas to maximize resources.

AREA CANVASSING

2-4. Area canvassing includes such activities as visiting popular hangouts, executing the school recruiting program (SRP) through school visits, posting businesses, and developing COIs and VIPs. Leaders should focus area canvassing activities in prospecting areas designated by the center's ROP. By focusing these activities in the designated prospecting areas, the ETs position themselves to conduct interviews made via telephone prospecting. Recruiting unit commanders should direct their teams to make the most of the ET's mobility. ETs can and should assist with processing by running police checks and collecting school letters and other document during area canvassing activities.

INTERVIEWING

2-5. When the RST schedules an appointment, the ET must immediately contact the prospect to establish rapport and confirm the appointment. This technique continues the hand-off process and reassures the prospect they are dealing with a professional team and organization. This hand-off is critical to the rest of the recruiting process. The team concept must be embraced by the ET to ensure a smooth hand-off back to the RST, FSL and unit leaders. Figure 2-2 is an example of a workflow model for the ET.

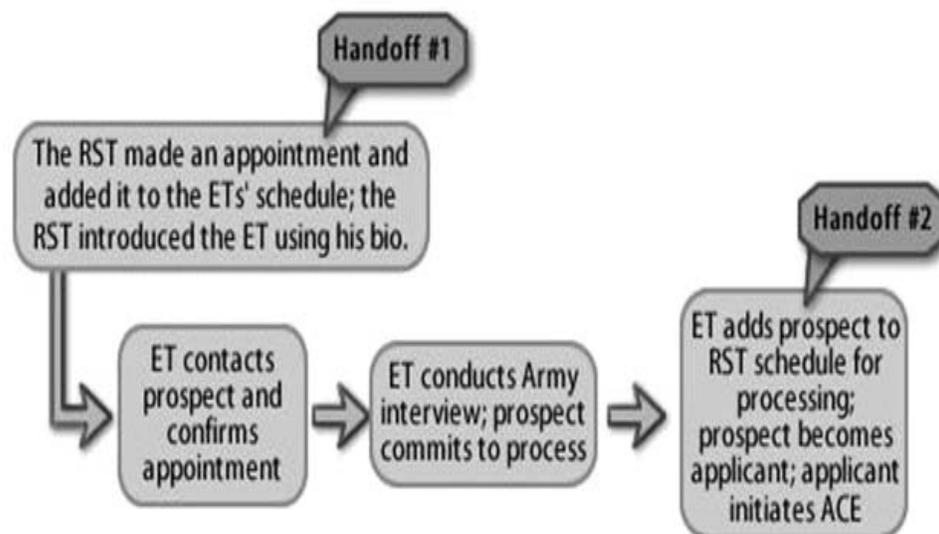


Figure 2-2. ET Workflow Model

2-6. The ET, in addition to their primary duties, must also provide intelligence to the center. ETs share this responsibility with all other team members. This is not how-to information, but simply the best business practices as we know them today. Many responsibilities are combined and shared where possible and when necessary. The ET, RST, and FSL must work together for the good of the center. Appendix A includes an example of the enlistment process and workflow model.

Chapter 3

Future Soldier Leader Duties and Responsibilities

3-1. The FSL provides the leadership, mentoring, training, and guidance to recruiting center's Future Soldiers. The FSL must be a proven leader who thoroughly understands the recruiting process. The FSL must be of strong moral character and embody the Army values. Since the FSL in most cases will have the most interaction with the unit's Future Soldiers, they should be among the most experienced members of the team.

3-2. The FSL will execute their duties as discussed in USAREC Regulation 601-95 and the unit's ROP. Figure 3-1 shows the FSL's primary responsibilities—the list is not all-inclusive. The recruiting unit commander may temporarily redirect the FSL, regardless of their primary duties and responsibilities to support mission objectives.



Figure 3 1. FSL duties

3-3. The FSL missions Future Soldiers for referrals. The FSL also supports SRP events, sporting events, and community events. Future Soldiers are valuable COIs and part of the center team. The FSL should work closely with the ETs and RSTs supporting prospecting, events, and lead generation activities whenever possible. The Future Soldier is also a good intelligence and blueprint information provider for prospecting activities. Future Soldiers can be an asset or a liability. The impact Future Soldiers have on the unit will reflect the leadership and guidance they get from the FSL and other Soldiers in the unit.

3-4. The FSL is responsible for all Future Soldier activities, to include gathering documents and completing paperwork required for shipping. Documents may include such items as diplomas, transcripts, marriage certificates, and promo-

tion orders. The FSL should work closely with RSTs to complete any additional paperwork that may arise during the Future Soldier's time in the DEP/DTP, such as waivers, marriage certificates, and dependent birth certificates. Figure 3-2 is an example of a workflow model for the FSL.

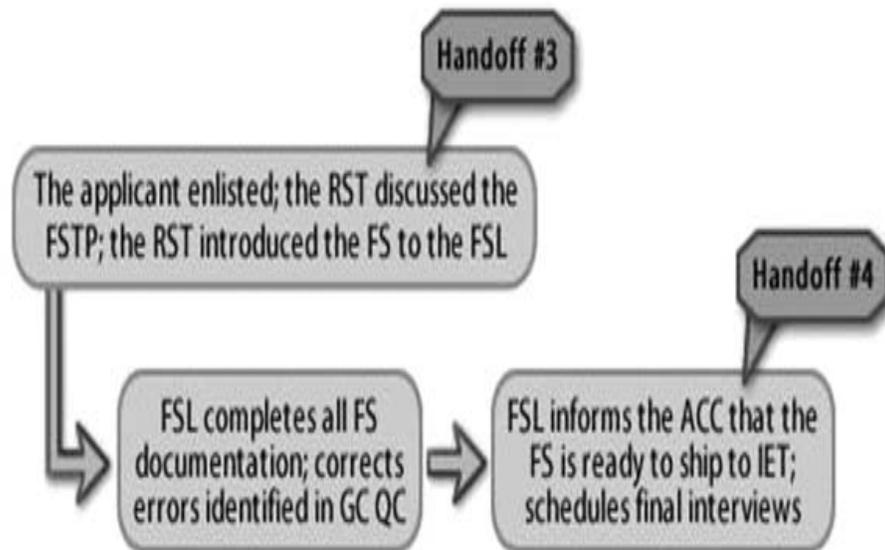


Figure 3 2. FSL workflow model

3-5. The FSL, in addition to their primary responsibilities, are also responsible for providing intelligence to the recruiting unit. It should be noted that this is not how-to information, but simply the best business practices as we know them today. Many responsibilities are combined and shared where possible and when necessary. The ET, RST and FSL must work together for the good of the unit. Appendix A includes an example of the enlistment process and workflow model.

PART TWO

Recruiting Environment

Part Two discusses the team member and recruiting unit's operating environment, network-centric recruiting, SRP, recruiting operations, and the recruiting operation plan.

Chapter 4 Discusses the recruiting unit's operating environment.

Chapter 5 Discusses the recruiting unit's network-centric recruiting environment.

Chapter 6 Discusses the SRP.

Chapter 7 Discusses recruiting operations.

Chapter 8 Discusses the recruiting operation plan.

Chapter 4

The Operating Environment

INTRODUCTION

4-1. The recruiting unit's operating environment is unlike any you may have experienced during your career. Soldiers assigned to recruiting duty operate in small towns and metropolitan areas, far from military installations, and the Soldier and Family support services they offer.

4-2. USAREC is responsible for initiating the transition of volunteers from civilian to Soldier and acts as the Army's liaison with the American people. USAREC provides command, control, and staff support for the recruiting force.

RECRUITING MISSION

4-3. The recruiting mission is based on the Army's projected loss rate. The Department of the Army assigns a yearly accession mission to meet its end strength goals and to cover normal attrition. The accession mission is broken down into very specific categories. Major categories include the following:

- Regular Army (RA) and Army Reserve (AR) enlistments.
- Army Medical Department commissions.
- Officer Candidate School.
- Technical warrant officer.
- Warrant Officer Flight Training.
- Chaplain commissions.
- Band.
- Special Forces officer and enlisted.
- 160th Special Operations Aviation Regiment.

4-4. The Department of the Army accession mission is converted to an adjusted contract mission at HQ USAREC. The adjusted contract mission equals the accession mission plus a percentage (about 10 percent) to cover potential losses from Future Soldier pool. In a perfect world, every enlistment contract would result in a new Soldier reporting for duty. In the real world, however, Future Soldier losses do occur. Losses occur for many reasons—medical or conduct disqualifications and failure to graduate, for example. For this reason, the USAREC G2 adjusts the mission to offset losses. The adjusted mission is then distributed to the brigades for further distribution down to recruiting unit level.

4-5. The mission assignment process is both art and science and combines years of experience with actual performance data. Analysts and marketing experts dissect and examine historical data, demographic models, target-market surveys, and many other intelligence sources to provide equitable and achievable mission assignments.

ROLES IN THE COMMUNITY

4-6. Members of a recruiting unit must demonstrate Army values, live the Warrior Ethos, and do so in full view of the community in which they serve. These team members are responsible for initiating the transition of volunteers from civilian to Soldier and act as the Army's liaison with the American people.

4-7. Each team member is expected to assume various roles. These roles range from developing trust and credibility within the community to determining best marketing techniques to producing leads and ultimately the enlisting of Future Soldiers. Team members assume the roles of leader, communicator, planner, public relations expert, marketing expert, and counselor.

4-8. **Leader.** As a leader or team member, you will be called upon to demonstrate your leadership skills. Your ability to lead, inspire, and involve yourself in your community, could be the difference between recruiting success and failure. Your actions on and off-duty are closely watched by members of your community. You must lead by example.

4-9. **Communicator.** As a leader or team member, you must understand that communication is your center of gravity. Communication is the key for successful execution of all recruiting operations. All team members must communicate the Army story to all members of the community in which they live and work.

4-10. **Planner.** As a leader or team member, executing recruiting operations (decisive, shaping, and sustaining) will lead to mission success, but only if you have a sound plan. It is important to spend your time where it will do the most good. Planning is one of the most important things you will do as a leader or team member. The mission depends on it.

4-11. **Public relations specialist.** As a leader or team member you must establish and promote a favorable relationship between you and the community. Team members must participate in public events such as high school sports functions or Army-sponsored events. You should volunteer to give presentations about Army programs to civic organizations such as the Veterans of Foreign Wars or local parent-teacher organizations. This type of involvement will demonstrate your willingness to be a viable part of the community.

4-12. **Marketing specialist.** As a leader or team member you should know the general makeup and distribution of your community's population. Understanding these marketing principles will help you tailor your recruiting plan so you can be in the right place, at the right time, with the right message.

4-13. **Counselor.** This is the role you will automatically assume when recruiting, processing or leading Future Soldiers. The techniques you used to counsel your Soldiers are the same ones you will use to guide and lead prospective and Future Soldiers. Your wise counsel based on experience and Army values will positively affect the lives of all those you talk to, whether they join the Army or not.

Chapter 5

Network-Centric Recruiting

5-1. The network-centric environment consists of both an internal and external information network. The internal network is your connection to USAREC's integrated information systems, staff elements, other recruiting leaders, recruiting units, Future Soldiers, and team members. The external network includes the community, businesses, schools, clubs, and other outside organizations.

5-2. A recruiting unit is essential to both the internal and external information networks. The internal network exists so you can conduct operations with as little distraction and wasted effort as possible. The external network, while an integral part of your recruiting network, exists and flourishes as a result of your recruiting efforts.

5-3. Combined, these two information networks make available the leadership, support, and information the team needs to advance recruiting efforts. These networks can supply market intelligence (internal) or an invitation to address the local chamber of commerce to discuss Army opportunities (external). These networks give the leader a tactical advantage for mission success.

RECRUITING MISSION

5-4. The internal network connects a recruiting unit to staff elements within the organization that provide time-critical intelligence, analysis, and a wide range of other vital support functions. Market analysis, leads distribution, advice, interpretation of policy, or mentoring can all be found on the internal network. The primary purpose of the internal network is to provide all the tools and information necessary to accomplish the mission.

5-5. The internal network provides information in a variety of ways to accomplish three basic objectives: Reach and engage people effectively, boost recruiting efficiency and focus, and develop a common operating picture. The internal network ensures all levels of command are synchronized, headed in the same direction, and sharing the same intelligence information. A recruiting unit is the major provider of real-time market and operational data that feeds the system. This data must be timely and accurate.

5-6. The internal network ties directly to a recruiter's ability to conduct operations. The knowledge of available resources determines the quality of service you can provide to the community and Future Soldiers. You are the recruiting subject matter expert in the community and require firsthand and timely information. The internal network is your source for all changes, updates, options, and information.

5-7. The science of recruiting requires a great deal of data gathering, interpretation, and analysis. Without accurate and timely operational data, recruiters would just be shooting in the dark. Recruiters who know how to access and use their market intelligence can effectively focus their prospecting efforts.

5-8. Recruiting is a team effort. Mission accomplishment and the success of the command depend heavily on the collective effort of all its members. One of the most underrated assets at your disposal is the experience and knowledge of fellow recruiters. Leaders are encouraged to facilitate and support peer networking. Company and battalion functions nearly always include social events that allow team members to sharpen their networking techniques and share their insight and experience.

5-9. One of the best places to actively engage with other team members is the Recruiting ProNet forum. Recruiting ProNet is USAREC's collaboration site that connects all recruiting personnel, recruiting leaders, and command staff. The forum allows recruiting personnel to openly voice their opinions, give advice, ask questions, and share knowledge. To join Recruiting ProNet, visit the forum's Web address: <https://forums.army.mil/secure/communitybrowser.aspx?id=51486>.

UNDERSTAND

5-10. External networking activities occur at all levels of the command and focus on synchronizing recruiting efforts with events and the rhythm of the surrounding civilian community. While networking with high school counselors and local business owners, the company commander may be supporting recruiting unit's efforts by establishing relationships with school boards and community leaders. External networking occurs at all levels. USAREC networks with state and federal lawmakers, industry leaders, and so on. While USAREC establishes and nurtures these relationships nationally, battalions and companies network regionally, and recruiting units and recruiters locally.

5-11. Social networks such as Facebook, MySpace, Twitter, and YouTube are now an accepted means of communication for Soldiers and Army civilians. These sites can be useful for presenting Army and recruiting information and interacting with the target market and with influencers, COIs, VIPs, and the local populace.

5-12. Local businesses, civic organizations, as well as religious and educational institutions are linked through shared interests and like needs. These local networks are the heart and soul of every community. Networking within these organizations and institutions can open doors that may otherwise be closed to recruiting efforts.

5-13. Many influencers such as COIs and VIPs are military veterans themselves. Many influencers have served during war and are fully aware of freedom's price. Others may never have served, but strongly support the military nonetheless. Veterans and nonveterans alike can be great allies. They want to help.

5-14. Working with COIs involves a great deal of detailed planning and lots of follow-up. Community influencers will be more inclined to cooperate with you once you have established a good working relationship with them. You must go the extra mile to build their trust.

5-15. Businesses are an important part of the community network. With this in mind, the smallest efforts to support local businesses can go a long way. The next

time you stop for gas in your area of operation (AO); go inside for a cup of coffee or soft drink. Patronizing local businesses will help you become the face of the Army in your community.

Note: Recruiters must not officially endorse or give preferential treatment to businesses.

5-16. Good relationships with businesses in the community make it easier for recruiters to help high school students, recent graduates, and Future Soldiers pending accession find temporary jobs. Future Soldiers provide employers with talented, bright, and drug-free employees. Thus, networking efforts can help students, Future Soldiers, and the community. These working relationships help the business community to see you as a trusted ally to whom they will provide referrals.

5-17. No other segment of the community network has as much impact on recruiting as schools. The SRP is based on the trust and credibility established with educators, students, and parents. Even a well planned SRP will fall on its face without the support of these key influencers.

5-18. Think of the SRP as a long-term investment. You will find that establishing trust and credibility with students—even seventh- and eighth-graders—can positively impact high school and postsecondary school recruiting efforts. Students who already know you as a respected and trusted member of the community will also see you as someone they can emulate and fearlessly approach to discuss their career options. A successful SRP requires great patience, persistence, and tactical savvy. You must be seen, be trusted, and above all be available for students at every level of education.

5-19. You probably won't have much success in your schools if you ignore the major influencers. Teachers, principals, counselors, school secretaries, and even parent-teacher organization members fall into this category. If you have established yourself as a friend to the educational community who can provide a valuable service, you will find great levels of access and support.

5-20. Another point of entry into the community is parents, veterans, and community leaders who are members of local Army Reserve or National Guard units. These contacts can be valuable allies who can help you gain access to schools and community organizations. They can also help establish good working relationships within the reserve community which can assist your recruiting efforts.

5-21. A recruiting unit needs the willing support and cooperation of community and school influencers. Without such support, recruiting units cannot hope to succeed. Tapping into the community network requires recruiters to give something of value. You must actively and visibly commit time and energy to the community in which you recruit. You can choose to be a tolerated outsider or a welcomed participant.

5-22. Recruiting unit leaders and team members should get to know local community officials and influencers, such as—

- Mayors.
- Chiefs of police and sheriffs.
- School superintendents and principals.
- Members of the city council and county board of supervisors.
- College presidents and deans.

5-23. People who hold those positions can positively or negatively influence recruiting efforts. Recruiters and leaders must get to know these people before they ask them for something. You must avoid being labeled as “takers”—someone who comes around only when they need something. You must be proactive. You must introduce yourself and fellow team members and use the opportunity to make people aware of Army opportunities. If you will follow this simple advice, you and your teammates will gain respect and be viewed, not as transient outsiders, but as valuable members of the community.

RECRUITING UNIT NETWORK

5-24. Figure 5-1 illustrates the recruiting unit’s network and how information and support intersect with the unit’s sphere of influence.

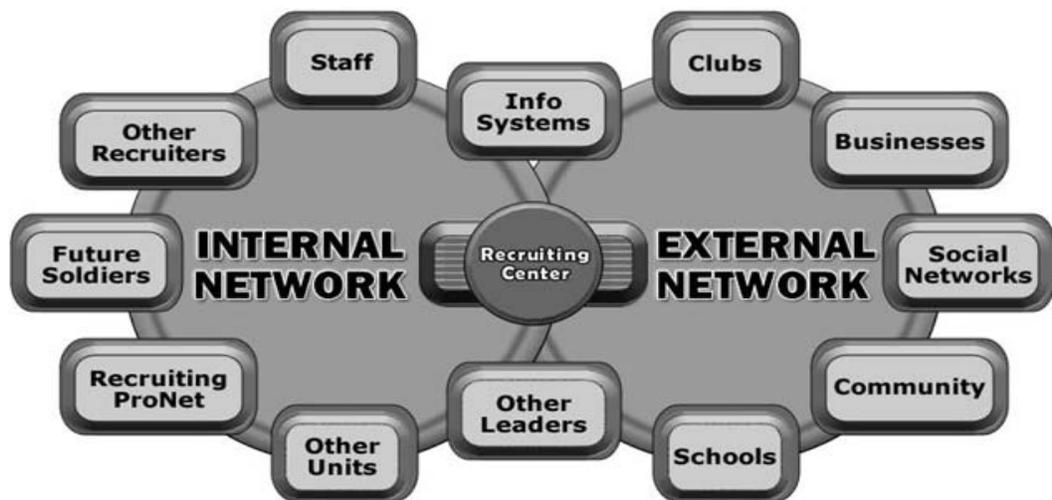


Figure 5-1. Recruiting center network

Chapter 6

School Recruiting Program

6-1. The SRP is the cornerstone of Army recruiting. It was designed to create awareness and interest in available Army programs among students, parents, educators, and school officials. Without a strong secondary school program, there cannot be a strong grad recruiting program.

HIGH SCHOOL RELATIONS

6-2. The SRP is outlined in USAREC Pamphlet 350-13 and USAREC Regulation 601-104. The digital School Zone (SZ)—part of Recruiter Zone—is a Web-based tool that allows leaders and recruiters to build and maintain effective school programs. Inside SZ, real-time data populates to secondary and postsecondary school folders. School folders combine operational (FSTP) goals with a comprehensive outline and calendar of events that help the recruiting unit execute effective school programs. The intent of the SRP is to promote enlistments in the secondary and postsecondary school markets.

6-3. The best school plans and goals rest on your ability to establish good working relationships with key school influencers. You are the key ingredient to successful school programs. School officials (especially guidance counselors) typically are wary of military recruiters. Many view the military as a choice only for the student who is not college or trade school bound. Some may not favor the military in general. It is your job to educate these educators and explain how the Army can help students achieve their goals. Dealing with educators is like dealing with prospects: they may hold uninformed opinions of the Army and simply need information. You must assume the roles of counselor, mentor, and coach to educate the educators and positively affect their opinions.

6-4. At the start of a new school year (SY), faculty and staff are generally very busy and may resent an early “invasion” by recruiters. Before the SY starts, you should find out when the staff will be available. Speak with the administrator responsible for school rules and regulations as early as possible. You must be careful to keep relationships with students on a professional level. Students tend not to respect recruiters who try to become their buddies. Careless remarks—commenting on other students’ ASVAB scores, negative remarks about other services, or (even worse) expressing negative opinions about school officials—will quickly sour relationships.

6-5. Schools are autonomous, and every school’s organizational climate and structure is different. You must keep this in mind and be flexible when dealing with staff and faculty. Also be sensitive to administration changes—a new principal or school board member, for example. You should ask a school administrator or staff member to introduce you to the new official. This will make them aware of the Army’s presence in the school and let you know where they stand in regard to the military.

6-6. You should be proactive and not wait around to see if a new official will negatively affect the SRP. It is far easier to influence someone before they make the rules than it is to change them after they're made. Knowing and following the school's ground rules for general access and school visits can make or break your SRP. Successful recruiters fully understand the rules and stay abreast of changes that occur during the SY.

6-7. Always keep school staff (especially counselors) informed when processing one of their students for enlistment. If another recruiter absolutely must schedule an appointment with a senior during school time, have the responsible recruiter clear it with school officials as far in advance as possible. Never react negatively to a school's refusal to do something you have asked. Always maintain composure and present a positive image to school officials. Try to find alternative ways to obtain the information you need. If there is a problem with your school that you or your unit leader can't resolve, ask the chain of command for assistance.

6-8. Never lose sight of the fact that you represent the Army in the school and community. So be the Army in every way by demonstrating absolute professionalism and integrity. Be indispensable to school administration, counselors, faculty, and students. Attend as many school activities as possible. Offer Army training and experience, and personal knowledge of sports or hobbies as a resource to the school. Always attend events in uniform; of course, if you are coaching a sport or working in a shop, you should dress accordingly. Be helpful and so entrenched in the school scene that the Army is in constant demand. When you are successful in these things, you will generally be the first person they call when students have questions about military service.

THINGS TO AVOID

6-9. Never rely on guidance counselors alone as a school's COI. Cultivate coaches, librarians, administrative staff (especially school secretaries), and teachers whose subjects correlate with Army programs or your MOS. By directing your efforts toward other faculty members, additional ways may be found to obtain information and effectively communicate with students.

6-10. Don't discuss civilian life or jobs negatively with school officials or students. Above all, don't make salary comparisons between Soldiers and school personnel. Even if your income exceeds that of the counselors and faculty, it's not necessary to tell everyone. Remember these are the people you are trying to win over. Your professionalism and program knowledge will demonstrate that the Army has a lot to offer.

6-11. Always introduce new recruiters to school officials. Explain how the recruiting unit supports and assists their school and provide them with information about the Army. This is an important step when getting the school to become comfortable with you as a recruiter. As a rule, school officials prefer to have only one representative from each service on campus. If it's necessary to have another recruiter visit the school, be sure to call them in advance to request permission and let them know who the new recruiter will be. The following vignette is an example of proper school protocol.

Small unit leadership: School recruiting program

The Armadillo center commander has just finished his weekly planning meeting. During the meeting, SGT Jones (an ET) reminded everyone that he would begin his leave on Thursday. The center commander, SFC Brown, thanked SGT Jones for the reminder and then informed all team members that SGT Jones will be on leave for 14 days. He then had everyone refer to their planning schedule.

SFC Brown has always done a great job of introducing new team members to the center's schools during in-processing. He also understands the importance of having an alternate ET to fill in during a primary ET's absence.

SFC Brown asks the assistant center commander how SGT Jones's leave will affect the RST's planning for the week. The assistant center commander's prospecting plan has the RSTs calling two of SGT Jones's assigned high schools. The schools are priority schools, and one is scheduled to administer the ASVAB next week. Additionally, the prospecting plan would require someone to conduct interviews for graduates and seniors from this Wednesday to next Monday.

SFC Brown checks the remaining ET's schedules for their availability to handle interviews and the ASVAB scheduled for next week. SFC Brown directs the RSTs to continue with their prospecting plan. He also directs SGT Jones to inform the high school POC that SGT Graham, an RST, will assist during the school's ASVAB and represent the Army during SGT Jones's absence.

6-12. Never end a school visit without asking school officials what the Army can do for them and their students. You do not want to be perceived by faculty and staff as someone who only visits when they need something. Always give back to the schools whether it's teaching a class, providing a color guard for special events, or just working as an usher at a basketball game. If you want more cooperation from a school, volunteering your services and time could very likely open that door.

SCHOOL PROFILE

6-13. Each school has its own profile or distinctive claim to fame. One school may place a premium on its music program, one on its athletic program, and yet another on its academic scholarship program. This information will enable you to tailor a program that will fit each school. Study school folders from previous years. Plan activities and set objectives for each school. Don't reinvent the wheel. Look for things which were used or tried in the past that worked. Seek out important details about a school such as school colors, mascot, and whether or not they give the ASVAB during school hours and for which grades. Often, you can use Total Army Involvement in Recruiting (TAIR) activities or COI events in conjunction with activities going on in your particular schools. This will give you and the Army the positive exposure you need.

INFLUENCERS

6-14. Like parents and faculty members, student influencers can play an important role in the SRP. Students who stand out as leaders among their peers are typically student influencers. Know who the student influencers are. Students such as class officers, newspaper and yearbook editors, and athletes can help build interest in the Army among the student body. Keep them informed. Tell them about the excellent educational benefits and the opportunities available in America's Army. Some influential students such as the student body president or the captain of the football team may not enlist; however, they can and will refer other students who will.

6-15. Never pass up the opportunity to address a parent-teacher association meeting. Many educators, parents, and business leaders are unaware of the multifaceted opportunities the Army can offer young people. Provide them with information on the benefits of an Army enlistment. Informed members of the community can provide guidance to young people and serve as positive Army influencers.

DECISION POINTS

6-16. A senior's plans can, and will, change throughout their senior year. Plans to go directly into the workplace or attend college will change as the student confronts reality. Work-bound students may find they lack the training and experience to land a good paying job. College-bound students who planned on continuing their education will discover the realities of tuition and book fees. Recruiting unit leaders must develop a prospecting plan that will identify and capitalize on these decision points as they occur.

6-17. Contacting students in the summer between their junior and senior year will plant the seed of Army opportunities. Contact them again during the first quarter and encourage them to take the ASVAB, if it's offered, to help them prepare for postsecondary school or the job market. Ask them what their plans and goals are after graduation. Contact them again in the early spring. At this point students will know if they are going to graduate and should know about college acceptance and financial aid arrangements. For some students it is clear that college is not an option, at least for now. Let them know how the Army can help them fulfill their college aspirations. This is a key decision point and one that must be pursued without fail. Typically, the first to contact will be the first to contract.

STUDENT ASVAB

6-18. At the beginning of each SY, each MEPS provides a list of Army-assigned schools for the ASVAB. You must contact your schools and market the test. Schools that traditionally test have already been scheduled prior to the SY. You should concentrate on both scheduling those schools that do not have a test date and encouraging all schools to test class-wide. This information must be given to your recruiting unit leader so they can notify the chain of command about your schools' ASVAB status.

6-19. When you market the ASVAB, you must know who the key decision makers are and the school's policies regarding military testing. The school guidance counselor is usually responsible for student testing and career development, but the principal is the key decision maker. However, in some schools the policy on testing may be established by the superintendent or the school board. Once you know who makes the decision, arrange a meeting with them to discuss the benefits of the ASVAB. If you would like professional assistance contact your chain of command or the education services specialist.

6-20. The ASVAB can help establish, maintain, or improve school relations. The ASVAB is a nationally recognized career exploration program. A benefit to the school is that there is no cost. The ASVAB is designed to help guidance counselors direct students toward career fields they are qualified for. In addition to helping the school, the ASVAB provides your recruiting unit with academically prequalified leads.

6-21. The MEPS compiles and distributes ASVAB results. The results provide information not available from any other source. It provides the students' AFQT scores, military aptitude composites, and career goals. The list also identifies the best potential prospects to contact and provides the most current contact information for each student. The information is important when initially discussing careers and educational incentives with potential applicants.

6-22. An Army recruiter should be present during testing sessions, even if another service is responsible for the test. Volunteer as a test proctor whenever possible. ASVAB testing is a great opportunity to interact not only with the students, but with school officials as well. You must always abide by school-imposed restrictions on the use of ASVAB lists to contact students. Offer to help schools interpret ASVAB results. Unless the school has imposed restrictions, call each student on the list and offer to interpret their test scores. This is an excellent way to get one-on-one with the market.

POSTSECONDARY SCHOOLS

6-23. The postsecondary market is an excellent source of potential Army enlistments due to the high percentage of students who drop out of college, particularly during the first two years. Routinely reassure college officials the Army is interested only in recruiting former students who have dropped out and students who are about to graduate. Avoid giving the impression the Army is on campus to cause students to drop out of school.

6-24. Coordinate with school officials the best time (monthly) and place (student center) to set up an information table. You may not get to speak with many students initially, but as the semester progresses more students will talk to you about their future and what the Army has to offer. Establish a schedule and location on campus where you can to interview interested students. Your first choice should be the Reserve Officers' Training Corps (ROTC) department. If there is no ROTC program in the school, any agreed upon location by you and the school will be fine.

6-25. Develop a working relationship with as many school officials as possible. Suggested officials would include: Director of student affairs, career placement officer, college registrar, financial aid officer, dean of students, director of student housing, veterans affairs officer, professor of military science, Concurrent Admissions Program (ConAP) officer, department chairpersons, and professors who may be helpful in making presentations or communicating Army opportunities.

6-26. Stop-Out Cycle (Decision Points). There are certain times during every semester, students will likely drop out. The first is usually about 6 weeks into the semester when a student can withdraw with no academic penalty and still receive a refund. The second is about 11 weeks into the semester when a student can still withdraw with no academic penalty but does not receive a refund. The third is after the semester ends, grades are received, and tuition must be paid for the next semester. Generally, attrition during the first year of college is higher than in subsequent years. Students drop out during this time because they are homesick, have to work, are out of money, or are in academic difficulty. The freshman class should be your primary focus because they will have the highest dropout rate. They often lack both the direction and funds to fully pursue their education.

Chapter 7

Recruiting Operations

7-1. Recruiting success is a matter of engaging the current market while preparing for future operations. Recruiting operations are central to the tactical plan and fall into three categories: decisive, shaping, and sustaining.

DECISIVE

7-2. Decisive operations refer to direct actions that accomplish the mission, such as prospecting, processing, and the leading Future Soldiers.

SHAPING

7-3. Shaping operations create conditions that make it possible to conduct effective decisive operations. Recruiting operations are shaped through school programs, the gathering and managing of leads, market analysis and community involvement, school visits and COI development, TAIR events, and the student ASVAB.

SUSTAINING

7-4. Sustaining operations provide support for all decisive and shaping operations ensuring freedom of action, extended operational reach, and prolonged endurance of decisive and shaping operations. Examples of sustaining operations are training, vehicle maintenance, tending to personal and Family issues, and physical fitness.

ROP

7-5. Recruiting operations typically have three phases: Planning, preparing, and executing. In a recruiting unit, the first phase is planning how and when to contact the most productive markets while considering the near- and long-term benefits. The second phase—preparing—would be preparing an appropriate message for the targeted market. Finally, execute the plan and document the results.

7-6. Shaping operations can become decisive operations and vice versa. If, for example, you are out posting your area (shaping operation) and happen to encounter a prospect who wants to hear the Army story (decisive operation), the shaping operation changes into a decisive operation.

7-7. Recruiting operations are similar to combat operations in that a recruiting unit must act decisively, shape the environment, and manage their ability to sustain the fight. Planning, preparation, and execution are all about timing and economy of force. This thought process will enable team members to execute their unit's short-term operations while positively affecting long-term objectives.

FIVE AREAS OF EMPHASIS

7-8. Successful recruiting rests on a foundation called the five areas of emphasis. All daily recruiting activities fall within one or more of these areas: prospecting, interviewing, processing, the Future Soldier Training Program (FSTP), and follow-up. The team's success or failure relates directly to the mastery of all five. Training assistance is provided by the unit commander, ACC, first sergeant, and battalion master trainers; however, recruiters are required to seek individual training via distributed learning on the Learning Management System and commercially available publications.

RECRUITING FUNCTIONS

7-9. The recruiting functions—intelligence, prospecting, interviewing, processing, FSTP, training, sustainment, and mission command—represent the execution, support, and control of recruiting operations. Figure 7-1 shows the operational picture of recruiting. The following paragraphs briefly define the eight recruiting functions



Figure 7-1. Recruiting functions

7-10. **Intelligence** gathering provides market data for the planning of recruiting operations. It gives team members a historical and current demographic view of the market as well as political, education and business information.

7-11. **Prospecting** identifies interested people who agree to hear your Army story. Your mission success is relative to your prospecting success.

7-12. The **Army interview** is the art of recruiting. During the interview, the recruiter must determine the person's goals and passions, devise a career plan, and ask them to join the Army.

7-13. **Processing** ensures only qualified applicants become Soldiers. Processing matches an applicant's qualifications and desires with the needs of the Army.

7-14. The **FSTP** reinforces the Future Soldier's commitment, prepares them for basic training (BT), and reduces the personal and family anxiety often associated with joining the Army. The FSTP also supports your recruiting efforts by providing quality referrals and market intelligence.

7-15. **Training** is the leader's domain and is necessary to sustain one's recruiting proficiency. However, it is each Soldier's responsibility to master the art and science of recruiting.

7-16. **Sustainment** is the military, civilian, and contracted support that provides the physical means for team members to work and accomplish the mission.

7-17. **Mission command** enables leaders to make informed decisions, assign responsibilities, and synchronize functions. It helps leaders adjust plans for future operations while maintaining focus on the current operation.

Chapter 8

Planning

INTRODUCTION

8-1. In recruiting, sustained mission accomplishment requires a tactical mindset that for many is a new way of thinking. Time management is a critical and essential element in the successful completion of all assigned tasks in recruiting. Planning is the key to success in mission accomplishment of the recruiting unit. Team members adjust their plan to meet daily events required to support the ROP and in the normal conduct of recruiting operations. This is the most important part of all the administrative recruiting tasks, as all planning within the unit are nested with each other. That is, they support each other and reflect the interaction of the team throughout daily recruiting operations. An overview of planning will show how various team member activities support the ROP and the mission.

PLANNING OVERVIEW

8-2. All team members must be familiar with what a ROP is before they begin planning individual recruiting operation activities. Recruiting success is a matter of design. The ROP is the recruiting unit's big picture strategy—it defines the time, place, and actions required to dominate the market. A well thought-out and highly detailed plan will set in motion the actions necessary to accomplish the recruiting mission. The ROP is the unit's near-term tactical plan. Simply stated, the ROP is what executes the mission strategy. Team member plans represent the short, mid and long-term activities in the planning and execution phases, which support the ROP.

8-3. The recruiting unit's ROP is a plan to maximize efforts and achieve success. The unit commander adjusts the ROP for each phase line and uses the recruiting functions to formulate its tactical road map. The ROP is market driven, but is also nested in the company's plan and adjusted to accommodate any market changes or command directives. The ROP is the unit's daily plan that covers the current phase line. Likewise, team member plans must reflect critical mission tasks and all known future events which support the unit's ROP. Team members place recruiting operation activities in the Recruiter Zone (RZ) calendar, which then becomes their individual plan. See examples in appendix A of linked team members' plans.

8-4. The unit's ROP identifies recruiting high payoff targets and locations, such as highly productive schools, gathering places, or economic trends within the community. The ROP identifies school and seasonal community events, which have positive effects on prospecting. This information will direct prospecting efforts to high payoff zones and events taking place during the phase line. These directed prospecting efforts maximize the use of time and increase effectiveness. Proper time management by team members results in sufficient time to execute mission related tasks.

8-5. Prospecting is the key to mission success and the unit commander gives it considerable thought during the planning phase. The unit commander carefully considers the intelligence, prospecting analysis, and conversion data. The ROP then includes time for prospecting activities. Commander's intent and simultaneous market penetration are part of the considerations when developing the ROP. Team members annotate these detailed prospecting activities in their daily section of the RZ calendar. Together, all of the team member's plans roll up to form the prospecting plan of the ROP. There will be other tasks, which will consume a portion of your time not directly related to lead generation or prospecting. However, intelligent prospecting will maximize efforts and the use of time.

8-6. Applicant processing, although not initially scheduled, is anticipated and is the result a good Army interview. The unit's ROP as well as team member's plans must be flexible enough to accommodate this important activity. Unit commanders and ACCs review team member plans throughout the day and direct or redirect applicant processing as required. This is execution of mission command and the efficient use of available resources.

8-7. The ROP also includes Future Soldier training. The unit commander plans funded and unfunded Future Soldier training events. Team member support activities—such as helping during FS training events—should be annotated in the RZ calendar. The FSL coordinates with the unit commander and ACC for team member support. All planned events must take place. Future Soldiers are also valuable COIs who refer prospects, provide valuable intelligence, and promote Army awareness in the community. Proper planning and execution of these types of events increase referrals and prospecting results. This is an example of efficiency in time management during the execution phase.

8-8. Sustainment and shaping operations should be annotated in the unit's ROP. These events must be coordinated in advance and nested in team members' plans. Sustainment such as logistical, military, and facility support should be considered when scheduling shaping operations such as TAIR events, adventure van, rock climbing wall, or the guest speaker program. The unit commander annotates these events on the synchronization (or "synch") matrix to ensure higher command support. All planned events must state the date, time, and location. (See the example in Figure 8-1).

Toddville Recruiting Center																								
EVENT DATE	EVENT	LOCATION	ADOS-RC	HRAP	COI events	ASB	TAIR	SRAP	Future Soldier training	Battalion asset event	Company CDR presence	Battalion CDR presence	RPI / PPI	RS presentation / booth	APA news release	APA print ad	APA radio ad	APA flyers	Estimated attendance	Train-up required	Type of training required	Rehearsal date	Estimated cost	NOTES
July																								
7/4	Independence Dayparade	Main Street		X		X			X	X			X				X		10K	Y	Color Guard	7/2 1400		HMMV scheduled
7/29	FSTP function (funded)	Ai's Pizza							X		X								60	Y	Mandatory	7/14 1500	\$900	USAR drill sergeant
August																								
8/10	Company mega FSTP fundon	San Juan St Park			X			X	X		X			X	X				20					Transport FS to and from park
September																								
9/15	USDC soccer game	USDC Complex					X		X					X					300					
9/23	FSTP function (unfunded)	Recruiting Center							X										20	Y	Diagnostic APFT	9/22 1300		

Figure 8-1. Sample of a recruiting center synchronization matrix

PART THREE

Part Three discusses in detail the eight recruiting functions that comprise the recruiting process. Unit commanders use the functions as a template to assess, plan, prepare, and execute recruiting operations.

Chapter 9 Describes team member intelligence gathering at the recruiting center.

Chapter 10 Describes in detail the methods of prospecting and lead generation.

Chapter 11 Discusses the Army interview in detail.

Chapter 12 Discusses processing activities.

Chapter 13 Discusses the FSTP.

Chapter 14 Briefly discusses training, sustainment and mission command.

Chapter 15 Discusses follow-up (an area of emphasis) which is used throughout the recruiting process.

Chapter 9

Intelligence

INTRODUCTION

9-1. Intelligence is a key ingredient in the planning and execution of successful recruiting operations. World, national and local events, employment opportunities, and economic trends, can directly or indirectly affect the local population, and more importantly, the target market's view of the military. This important information must be considered before planning and executing recruiting operations. It is every team member's responsibility to collect and provide timely information to the unit commander.

9-2. The Army defines intelligence as the collection, processing, integration, evaluation, analysis, and interpretation of available information. This information affects elements or areas of actual or potential operations. Higher echelons provide some intelligence, such as market capabilities, local economy, demographics, past production, and military competition. However, intelligence gathered at unit and team member level provides commanders with the best picture of their current operating environment.

ROLE OF INTELLIGENCE

9-3. Commanders at all levels must consider the recruiting environment via awareness and assessment assets, before executing operations. This information helps commanders understand and visualize their AO, organize their forces, and control operations to achieve their objectives. Awareness and assessment assets support the mission by alerting commanders to potential obstacles and threats that may affect mission success. For example, the company commander needs to know that a local college changed their access policy for recruiting personnel. This example of awareness directly affects any college recruiting operation and is a key consideration during mission planning.

9-4. Intelligence preparation of the environment (IPE) is the systematic, continuous process of analyzing a recruiting unit's market and recruiting environment. The process gauges the unit's performance and spots markets of opportunity. It provides the basis for current and future operations, drives the military decision-making process, and supports targeting. Staffs conduct IPE, and team members provide awareness and assessment information that further defines the environment. Some key environmental indicators include schools, traffic flow, shopping malls, competition, colleges, industry, DOD locations, income levels, education levels, economy, and types of employment. Awareness and assessment information assists recruiting unit commanders to correctly identifying high payoff targets.

SENSORS AND THE INTELLIGENCE RECRUITING FUNCTION

9-5. The Army learned many lessons during our war on terrorism. One especially important lesson is that we need to share information from the individual

on the ground to higher echelons. Every day during combat operations, Soldiers exit the wire on patrols or convoys and engage the local populace. In doing so, Soldiers collect more vital information than any piece of technology in the Army's inventory. Recognizing this, the Army has coined the phrase "every Soldier is a sensor." The same is true for recruiting operations. Whenever team members are in their AO making contact with people, they are performing as information awareness and assessment assets. Every team member is a sensor.

9-6. Sensors must be able to understand and describe the local recruiting environment. They must understand their market's lifestyle trends, cultural and social values, and how they view military service. Sensors must constantly be aware of their surroundings especially during recruiting activities. Market awareness is especially important when team members engage in—

- Prospecting by phone or face-to-face.
- Area canvassing.
- Leading Future Soldiers.
- Visiting schools.
- Army interviews.

9-7. Intelligence in recruiting is derived from activities and systems that provide information and understanding of the recruiting environment. This recruiting function relies on awareness and assessment assets that continually report information to the unit commander. Intelligence is more than just data collection—it is a continuous process of gathering and analyzing information from all sources. Team members constantly gather information while traveling within the local recruiting area, and during route planning for individual or unit events. Intelligence at unit level requires team members to support situational understanding, targeting, and the collection of information.

9-8. Gathering and reporting intelligence facilitates the unit commander's understanding and visualization of the center's AO. This provides the unit commander with predictive intelligence and the ability to anticipate market shifts, key events, or obstacles that can affect the unit's ROP. Most of the time, recruiting tasks and intelligence gathering are interactive and often occur simultaneously. For example, while conducting a Future Soldier follow-up, you may learn that another recruiting service has scheduled presentations with all of the history classes at a high school. This is an important detail to know when the unit commander and team members plan school visits and classroom presentations.

OPEN-SOURCE INTELLIGENCE

9-9. Recruiters collect information through observation, research, academic study, and open-source intelligence. Open-source intelligence is publicly available information collected and disseminated in a timely manner. It is relevant information that generates from the collection, processing, and analysis of public information. Team members (sensors) and higher recruiting echelons perform these activities. Open-source and publicly available information can be further defined as follows:

- Open source is any person or group that provides information without

the expectation of privacy. Public disclosure does not protect the information, the individuals, or both.

- Publicly available information is data, facts, instructions, or other material published or broadcast for general public consumption; available on request to a member of the general public; lawfully seen or heard by any casual observer; or made available at a meeting open to the public.

PROCESS OF INTELLIGENCE GATHERING

9-10. Each echelon of command uses the same four-step process to gather information—

- Define the local recruiting environment.
- Describe the recruiting environment.
- Evaluate the market.
- Synchronize efforts to high payoff areas and organizations.

9-11. Commanders need situational understanding for the planning and execution of recruiting operations. They depend on staff and team members to provide them with information that will deepen their understanding. Upon receipt of the mission and during mission analysis, commanders focus on the mission variables: mission, enemy, terrain and weather, troops and support available, time available and civil considerations (METT-TC). Commander use METT-TC to visualize, describe their intent, and then provide direction toward the mission. During this time, information provided by team members becomes critical.

9-12. The transfer of intelligence information is continuous. Team members report their information throughout the day and during their interface with the unit commander or ACC. The unit commander communicates this intelligence to higher echelons for consideration. The team shares and discusses this information during daily IPR and weekly or event driven AARs. This sharing leads to situational awareness for the team, adjusted application of recruiting tasks, or a change in directives.

9-13. Team members (sensors) aid the unit commander in understanding civil considerations. Civil considerations encompass manmade infrastructure, institutions, attitudes and activities of the community leaders, population, and organizations. Team members use the memory tool ASCOPE—area, structures, capabilities, organizations, people, and events—to gather and transfer awareness and assessment information through the center commander to higher echelons. The local commander analyzes this data to understand civil considerations that may affect operations. No standard product results from this analysis. Civil considerations include—

- **Geographical area.**
 - Social, political, or religious culture.
 - Streets, highways, and railroads.
 - Commercial zones.
 - County and city boundaries.
- **Structures.**
 - Government centers and schools.
 - Television and radio stations.

- Military facilities.
- Trade centers.
- **Capabilities.**
 - Health centers.
 - Technology.
 - Transportation.
 - Communication.
- **Organizations.**
 - Churches.
 - Fraternal organizations.
 - Patriotic or service organizations.
 - Labor unions.
- **People.**
 - Perceptions.
 - Religious beliefs.
- **Events.**
 - County fairs.
 - Elections.
 - School activities.
 - Job fairs.
 - Community events; air shows and festivals.

Chapter 10

Prospecting

INTRODUCTION

10-1. Prospecting is the foundation of recruiting. Purposeful, focused, and vigorous prospecting leads to success. Prospecting is any action a team member takes to contact a lead. A lead is simply a name with contact information—physical address, phone number, or e-mail address—for someone who may agree to an Army interview. Prospecting can be executed by telephone, face-to-face contact, and through virtual methods (e-mail, Facebook and Twitter, for example). Prospecting operations should consume most of the unit's time and become a way of life. Individual prospecting efforts are an important part of the unit and company's prospecting picture. Leaders must be fully aware of all recruiting efforts. Unit commanders must provide guidance and detailed information regarding team members' prospecting plans.

10-2. Leads enable prospecting. Even though USAREC supplies leads through the recruiter workstation (RWS), it is still good practice and a requirement to ask school officials for a student directory. Most schools will release a student directory or list to comply with the No Child Left Behind Act of 2001, but if they don't, team members may have to use a little creativity. Consider, for example, contacting the companies that produce the senior photos or class rings. Team members should task Future Soldiers to review school yearbooks and get phone numbers and e-mail addresses for their classmates. Use the phone book. This kind of information gathering can establish contact with an otherwise hard to find lead. Future Soldiers and COIs can be very helpful filling the gaps in your lead lists.

ROP

10-3. Soldiers don't go into combat without a plan or the right equipment. Similarly, prospecting should not be attempted without a solid plan. A well thought-out plan based on the unit's ROP will optimize prospecting time and effort. Prospecting without a plan is nothing more than a waste of time.

10-4. The unit's ROP should include a great deal of insight and keen situational awareness. No single prospecting method is best. All prospecting methods should be exploited to take advantage of every prospecting opportunity. Close analysis of the market will help direct prospecting efforts where they will most likely be effective.

10-5. A number of resources can help determine when, where, and how to prospect most effectively. One such resource is conversion data. Conversion data can be found in "Reports" in RZ. It shows conversion ratios for each step of the recruiting process from appointment made to contract. If ten people agree to an interview and two enlist, the conversion data is 5 to 1 (10 divided by 2). That is, if five prospects are interviewed, one should enlist. This information

shows how much prospecting should be conducted to achieve mission.

10-6. Prospecting analysis, found in Leader Zone, will help determine the unit's best prospecting method. It will reveal which method is the most effective. The unit may have a conversion rate of 5 to 1 in face-to-face prospecting and a conversion rate of 25 to 1 in telephone prospecting. Which prospecting technique is going to be the most productive for the unit, and which prospecting method needs a little fine-tuning? The unit commander should also look at the time required for travel to conduct face-to-face prospecting. Prospecting analysis coupled with conversion data provides solid intelligence to build a successful prospecting plan.

10-7. Once conversion data is understood, along with the most effective lead source and prospecting method, the unit commander is ready to develop the center's ROP.

PROSPECTING

10-8. **Pre-prospecting plan.** Define the prospecting target. Determine the mission category the unit is attempting to enlist. For example, if trying to enlist a high school senior, test score category I-III A, then contact seniors from a high school that historically produces I-III A caliber students. Filter the list by where the contacts reside in a specific ZIP Code or community area. The list can be further refined by eliminating leads that were previously attempted but weren't at home during the planned prospecting time. Use opportunities such as holidays, snow days, and school and local events to leverage prospecting efforts.

10-9. **Blueprinting.** Blueprint all leads prior to any prospecting operations. Blueprinting is nothing more than obtaining specific or personal information about the people to be contacted. Blueprint information can usually be obtained from COIs, VIPs, parents, school officials, and Future Soldiers. Information may not always be available, but the more one knows about a person, the more receptive they will be to the Army message.

10-10. **Tracking.** The RZ calendar automatically tracks prospecting attempts, contacts, and appointments. As team members make attempts, contacts, and appointments, they can clearly see the results of their work. It could look something like this: Attempts: 25, contacts: 5, appointments: 1. Contacts are only counted if a recruiter speaks with the intended person. Prospecting data is used by leaders to identify and address training shortfalls.

10-11. **Callback plan.** What happens during the contact attempt will determine the callback plan. If there was no answer, schedule the follow-up for a different time. If the individual was not home find out the best time to call them. By recording detailed notes of attempts such as time called and information received from family members, adjustments can be made regarding time and message. Care should be taken to ensure follow-ups are evenly distributed to avoid overbooking the daily plan.

10-12. The telephone, amidst all of today's technology, still remains the unit commander's tool of choice for prospecting. A text message to a cell phone is

considered a telephone attempt. Some prospects have a text-only digital plan or limited voice capability, but no home number listed. Voice mail and caller identification have somewhat reduced the effectiveness of the telephone. Even so, the phone remains the most efficient way to rapidly contact a large number of leads.

10-13. **Prospecting steps.** Once a solid prospecting plan has been established, it's time to put it into action. The art of recruiting begins with that first contact—the first phone call, the first handshake, the first virtual response. Regardless of the prospecting method, team members are the ones responsible for taking the first step. Don't allow distractions to interfere with established prospecting goals. Even though the steps of telephone prospecting are linear, team members must remain flexible to accommodate any questions the prospect may have.

10-14. The team's objective during any prospecting operation is getting the person to agree to an appointment. The following paragraphs represent the steps of the phone call.

- **Identify yourself and the Army.** This cannot be overstated. Be excited! Be proud of our profession and the service it provides to both the individual and the Nation. Initiate communication by using a scripted opening statement. (See appendix B for introductory scripts.) For example, "Hello, I'm Sergeant Jones with the Army recruiting office here in town. Is John home?"
- **Establish trust and credibility.** First impressions are everything. Remember, when calling prospects at home it will more than likely be an interruption to them. The person was not expecting a call, especially from an Army representative, and may be in the middle of a meal, doing homework, or getting ready to leave the house. A telephone call can make it difficult to convey a sincere interest in the person. Therefore, it is essential the team member communicates their role as a counselor. This can be done by briefly describing Army training or educational programs and how the Army can assist them realize their career goals. Remember, establishing trust and credibility on the telephone may take a little time. Be patient and show a genuine interest in the individual's aspirations, dreams, and goals. Ask questions and most of all listen.
- **State the reason for the call.** The intention of the call is to explain how the Army can help them identify their goals and develop strategies to achieve them. It is important team members communicate to the prospect their ability to provide such a service. Using a scripted and well rehearsed introduction, one might say something like, "John, this is SGT Jones, your local Army representative. The reason I'm calling is to talk with you about the Army, and how the Army can help you realize your career goals. Would you mind spending a few minutes with me?" Present a simple Army story whenever the opportunity presents itself and relate that story to your role as a counselor. Sometimes, simply being an adult who is willing to listen has a tremendous impact.
- **Identify the need for a plan to achieve their goals.** Use counseling techniques to uncover not only the person's goals, but also their true passions. A person may tell you their goal is to attend college, earn a business degree, and own their own business. Their passion may be

having something they can be proud of, something they have dreamed of for years. Never confuse the two. Perhaps the person knows what they want, but aren't really sure how to get it. Perhaps they know how to get what they want, but don't have the means. Either situation presents an outstanding opportunity for you to reiterate your ability to assist them.

- **Establish your value to the contact.** It is not unusual to meet people who have no goals at all. These people often try to hide the fact that they haven't thought about life goals or don't see how they could achieve any goals even if they had them. They might be embarrassed to talk about their situation, especially with a stranger. Others have a laundry list of goals with no set plans to achieve them. In either case, skilled counseling techniques (see appendix B) will make them see the value of speaking with a recruiter.
- **Respect their goals.** The recruiter must ask open-ended, fact finding questions and avoid questions that ask for a yes or no answer. The questions should avoid giving the impression of an interrogation. For example, "John, what plans have you made to continue your education following high school?" This sort of question can only be answered with a good bit of thought. The questions should help the prospect understand that the recruiter wants to help. The interview should open their eyes. The recruiter must be patient and flexible while trying to uncover needs that will require the recruiter's help.
- **Identify facts and eliminate assumptions.** During phone conversations, misunderstandings may occur. The recruiter should never assume the intent of the prospect. When necessary, the recruiter should ask follow-on questions and restate what the prospect has said. The recruiter must seek to clearly understand the prospect's goals and passions. By listening closely to the prospect's answers, the recruiter will convey sincerity and an ability to counsel professionally.
- **Engender a commitment.** Once the recruiter has identified goals and passions, it's time to ask for the appointment. The recruiter must explain that a personal meeting is necessary to show how the Army can help them achieve their goals. People often think if they agree to an appointment, they have to join the Army. In order to calm their fears, the recruiter must make clear that they have the prospect's interests at heart.

Note: Field Manual (FM) 6-22, Army Leadership, outlines three approaches to the problem-solving process that can be used to overcome most obstacles. The recruiter must remain empathetic. They should let the person know they understand their hesitation and work through obstacles as they arise. Not every prospecting call will result in an appointment. Even if the prospect says no, the recruiter should end the conversation on a high note. A sincere, low pressure approach will leave the door open and make it easy for the person to approach the recruiter later. (See appendix B.)

- **Ask for a referral.** The recruiter should always ask for a referral. A referral has the highest probability of becoming an enlistment. When a person offers a referral, very likely the referred person is someone they know is interested in military service. The recruiter should use a light and comfortable approach—for example, "John, whom do you know who could use some help in planning for their future?" or "John, is there anyone you can think of who'd benefit from what we talked about today?"

FACE-TO-FACE PROSPECTING

10-15. Face-to-face is the most direct form of prospecting. It gives you an opportunity to physically meet with people rather than talk with them on the phone. When you cannot contact a lead by phone, the next best thing is to stop by their house.

10-16. Face-to-face prospecting should be a part of the unit's ROP just as the telephone and virtual methods. Plan your face-to-face prospecting activities by selecting leads living in the same general area. Select a time based on their status, such as, seniors in the late afternoon and grads in the morning. Always be prepared to interview someone, and make sure you have a good supply of recruiting publicity items (RPIs) and business cards. Always leave an RPI and a business card whether you've talked to someone or not.

10-17. Keep in mind face-to-face prospecting is a hit and miss type of activity. Your goal is to talk to the person, but if they're not at home, you can usually get valuable blueprint information from parents, family members, and even neighbors. They will usually let you know a good time to stop back. They may also supply you with additional contact information such as a cell phone number, e-mail address, or other location where the person can be reached.

10-18. If you are fortunate enough to talk with a parent, you can usually learn their child's career plans. This will give you an opportunity to share with parents how the Army can help their son or daughter, achieve their plans. Your personal visit could also find a brother, sister, or even parent who may be interested in hearing the Army story. Uncovering new leads is a common by-product of face-to-face prospecting, but one you'll never experience until you do it.

10-19. Even though face-to-face isn't the most efficient means of prospecting, it is the most effective if excessive travel is not required. With the lowest contact to contract ratio, face-to-face prospecting should be your method of choice when you need a quick contract. Simply make a list of people you haven't been able to contact, grab some RPIs, and knock on some doors.

VIRTUAL PROSPECTING

10-20. One of the newest tools in the recruiting arsenal is the Internet. The Internet helps team members communicate via e-mail and can be seen as a very efficient and cost effective tool for contacting large numbers of prospects. Team members must keep in mind that virtual contact can never be as personal or captivating as a telephone or face-to-face conversation. It is impossible to personally meet every person in your market. E-mail and social media sites can be used to initiate contact, pique interest, and get the message out. Unit commanders must appoint one or more team members to maintain the unit's social media sites. All team members should leverage social media sites to gather blueprint information and generate leads.

10-21. While virtual prospecting can be a great tool for contacting large numbers of leads, recruiters must not appear as mere mass-marketers. Send a single

prospecting e-mail message to no more than 20 people. If the “To” line contains more than twenty addresses, many e-mail systems will flag the mail as spam. Many Internet service providers filter such e-mail traffic as a service to their clients.

10-22. USAREC provides guidance on social media communication and site set-up. Recruiting systems provide a number of templates for e-mail prospecting. In fact, use of the templates is required for all e-mail prospecting. E-mail templates are designed to synchronize with other messages going out through other media. Messages sent from RZ will be personal, professional, and on track with current command initiatives. USAREC e-mail templates are updated regularly and include the following mandatory items:

- The sender’s full name, address, telephone number, and a removal clause.
- Links to www.goarmy.com A link to the virtual recruiting chat room, <http://www.goarmy.com/talk-with-us/chat.html>, can be added if desired.
- The removal clause: “If you do not wish to receive e-mail about new Army offers and information, please respond to this e-mail with the word ‘Remove’ in the subject line and I will remove your name from my mailing list.”

10-23. The Internet can be a highly productive recruiting tool. Recruiters must use caution, however, when contacting schools and students. Recruiters must never jeopardize the Army’s positive relationship with the school or its students. The Army’s entire Internet domain can be denied or blocked if team members violate this guidance. The following are examples of templates provided by USAREC. These templates can be found in RZ.

- College Market.
- General Market Opt-In.
- Influencer.
- Student Loan Repayment.
- Grad Workforce.
- Local Event.
- High School Market.
- Special Bonus Upgrade.

10-24. The following are examples of social networking guidance and procedures located on the G7/9 social networking page in the command intranet:

- Posting events.
- Adding favorites.
- Creating a discussion tab.
- USAREC Social Media SOP.

LEAD-GENERATION ACTIVITIES

10-25. **Referrals.** Getting referrals demonstrates the power of the center’s external network. Every person in your community is a potential lead source. When your neighbors, COIs, school officials, and Future Soldiers accept you as a respected member of the community, they will refer their friends and family members. Remember, when a person refers someone, they are in effect telling

that individual they trust you. More importantly, the referrer's honor and integrity transfer to you. Therefore, referred leads are more comfortable and open to what you have to say. That's why you should always ask for a referral.

10-26. Don't sit around and wait for referrals to come to you, though some will. Get out in the community and ask for them. Give your Future Soldiers a monthly referral mission and explain how referrals can help them get promoted. Remember, referrals convert to enlistments much more frequently than leads from any other source.

10-27. **Area canvassing.** Area canvassing is not only the fastest and easiest way to gain exposure to your market it is also an excellent source of leads. Canvassing activities allow you to develop and nurture a solid community network. Time spent in the community allows you to develop COIs and VIPs. It enables you to identify high traffic areas and hotspots (places where people hang out). You can also use canvassing activities to target strategic locations for free advertising, such as posters and RPIs.

10-28. Area canvassing can be very time consuming, so you must have a solid and predictable plan. Unit leaders should synchronize efforts between team members while creating their supporting plan. Team members should create their plans so people will know where they will be at given time during the week. The more time spent in the community, the more the recruiter will understand where to be and when to be there. These high payoff locations should be discussed during the IPR. Knowing the habits of people in the market will greatly assist the team in their efforts.

10-29. All team members should attend high school athletic events; they should visit strip malls, shopping centers, hangouts, and restaurants. One of the most important locations for recruiters is their high schools. The purpose of the visit should be to obtain leads without being a hindrance to students or school officials. Recruiters should take advantage of every opportunity to visit their schools. Table days, lunch time visits, and classroom presentations should be standard parts of any SRP.

10-30. In general, recruiters are more likely to find an enlistment by meeting people face-to-face than by talking on the phone. While out in the community, recruiters should talk to everyone they meet. They should develop comfortable and friendly techniques to break the ice with people. Team members should give business cards to everyone they meet. Store owners and employees can provide referrals. Reserve centers and National Guard armories are always a good source of leads. When team members stop for gas, get a haircut, or check out at the grocery store, they should ask for a referral. The key is to make as many friends as possible.

Chapter 11

The Army Interview

INTRODUCTION

11-1. The Army story is as old as the Army itself. It's about a bridge in Concord, Massachusetts, an amphibious landing on Omaha Beach, and crossing the Euphrates into Baghdad. The Army story began during our Nation's birth, and for more than two centuries the Army has supported and defended America's way of life.

11-2. Your chapter of the Army story continues today as you share your personal experiences with young men and women who are considering their own Army story. It all starts with the Army interview—a more or less formal conversation between you and a prospective Future Soldier. The Army interview uses the developmental counseling approach to determine the individual's needs, wants, and desires.

11-3. Your Army story is critical to your success. Your story should include the reason you joined, the benefits you received, your experiences as a Soldier and leader, the places you've been, and Army life in general. You must be flexible and able to adapt your Army story to any situation. You should tailor your story to the audience, whether it is potential Soldiers, parents, teachers, or community influencers. Even people who are not eligible know someone who is, and they will refer them to you if you ask. Use every opportunity to tell your Army story.

11-4. Your Army story, combined with your counseling experience and leadership ability is what motivates a person to enlist. The interview itself is nothing more than a form of developmental counseling, something you should already be familiar with. You've probably counseled Soldiers and most assuredly have been counseled yourself sometime during your career. Those same counseling skills, along with your Army story, will now be used to show potential Soldiers how they can realize their life goals through an Army enlistment.

ADAPTIVE APPROACHES TO COUNSELING

11-5. To be an effective recruiter, you must learn to treat each prospect as an individual. Different people and different situations require different counseling approaches. FM 6-22 discusses three approaches to counseling: nondirective, directive, and combined. The nondirective approach encourages maturity, open communication, and personal responsibility. The directive approach is good for prospects that need clear, concise direction. The directive approach allows the counselor to use their own experiences to guide the prospect. The combined approach encourages maturity, open communication, and allows the counselor to use their own experiences.

11-6. The Army interview is not a platform for Soldiers to share war stories. The Army interview is a developmental counseling session where the recruiter

leads the prospect to a decision to become a Soldier. Most Soldiers on recruiting duty have counseled other Soldiers. At the very least, they have received counseling from a military or civilian supervisor. It should be easy to transfer that experience with counseling and adapt those skills to the Army interview. Table 11-1 shows the close relationship between developmental counseling and the Army interview.

Table 11-1.
Correlation between the Army interview and developmental counseling

Developmental Counseling	The Army Interview
<i>Purpose:</i> Clearly define the purpose of the counseling	The recruiter explains to the prospect the importance of mapping out their future and how the Army can fit into those plans.
<i>Flexibility:</i> Fit the counseling style to the character of each subordinate and to the relationship desired.	The recruiter must learn as much as possible about the prospect and tailor the interview to the individual.
<i>Respect:</i> View subordinates as unique, complex individuals, each with a distinct set of values, beliefs, and attitudes.	The recruiter must gain the prospect's respect by establishing credibility, and trust. Likewise, the recruiter must always respect the prospect's values, beliefs, and attitudes and show how Army values complement and support them.
<i>Communication:</i> establish open, two-way communication with subordinates using spoken language, nonverbal actions, gestures, and body language. Effective counselors listen more than they speak.	Army interviews require open, two-way communication between the recruiter and the prospect. The recruiter must actively listen to what the prospect has to say.
<i>Support:</i> Encourage subordinates through actions while guiding them through their problems.	The recruiter skillfully guides and leads the prospect toward a plan of action that will help them achieve their goals and solve their career problems.

11-7. Leading someone through the decision making process relies heavily on your ability to use all three counseling approaches. You must be sensitive to the responses you receive during the interview so you can make on-the-fly adjustments. Some prospects start out timid and slowly gain confidence as you build their self-esteem. You could very well use all three approaches in the same interview.

11-8. In addition to the counseling approaches, you must also be able to inspire and intellectually stimulate your prospect. Inspirational motivation provides your prospect with challenges and reasons to achieve their goals by tak-

ing action. One way to inspire your prospect is to help them reflect on their past goals and what it took to achieve them. Intellectual stimulation helps your prospect question assumptions they've made about their future. This will help them generate realistic and achievable goals. Individualized consideration is the most important part of the interview. It allows you to coach and mentor each prospect one-on-one. A successful interview should inspire the prospect to emulate you.

HOW TO COUNSEL EFFECTIVELY

11-9. There are no easy answers or guides that can prepare you for the many different leadership and counseling challenges you will encounter. You must rely on the leadership competencies and behaviors you've learned throughout your Army career. The Army's leadership competencies and behaviors are outlined in FM 6-22.

11-10. You must be a leader with strong moral character and embody the Army values. You serve a public that sees you as an ambassador of the Army: self-disciplined, professional, and socially upstanding. You cannot allow a negative stereotype of your profession to be confirmed. If you live the Soldier's creed, you will create mutual trust with the community and enhance your mission success.

11-11. You will earn trust and gain credibility with your community and prospective Future Soldiers by being honest and consistent in your statements and actions. This can be as simple as showing up on time for an appointment or by just keeping your word. Trust and credibility form the foundation of your relationship with the community and ultimately your target market. By successfully establishing trust and credibility, you will increase the likelihood of prospects who will seek your career guidance.

11-12. Since our country is one of the most culturally diverse in the world, understanding the beliefs, values, and norms of the ethnic groups in your community is a must. Do research, contact the local chamber of commerce, visit veteran and civic organizations, and actively listen when talking with prospects. This information gathering will help you appreciate what is important to the people you are counseling and make you more effective.

11-13. Self-awareness means knowing your personal strengths and vulnerabilities. Remember, every person is unique and may interpret your words and actions in ways you never intended. You must be aware that ideas, plans, or goals communicated to you by your prospects are very personal, regardless of how you perceive them, and they must be respected. During the interview you must develop alternatives designed to help the person achieve their goals. If you encounter someone who has no set goals, empathize with them. Help them establish some goals and then proceed with the interview. Never minimize a person's needs, wants, and desires. Trivializing their goals and replacing them with your own will negatively impact your relationship. The interview will become one-sided and your role as counselor will degrade to that of a salesperson.

11-14. Empathy is an important skill you must acquire if you expect to be a good counselor. You must be understanding and sensitive to the experiences, feelings, and thoughts of your prospect to the degree that you can almost experience or feel them yourself. Putting yourself in your prospect's shoes will help you understand their needs, wants, and desires. It is a way to validate the other person's reality, perspective, and point of view. This insight plays an important part in your influence now and later to reinforce their commitment as a Future Soldier.

COUNSELING SKILLS

11-15. You should continuously develop your counseling skills and techniques. You can accomplish this through active listening, studying human behavior, sharpening your communication techniques, becoming self-aware, and developing valuable interpersonal skills. Each interview will vary depending on the individual, but the skills you use will remain constant. The basic skill you must master is active listening.

11-16. Active listening is an intent to "listen for meaning," in which the listener checks with the speaker to see that a statement has been correctly heard and understood. The goal of active listening is to improve mutual understanding and encourage people to communicate more openly and freely. Active listening has many components, including body language (nodding, eye contact, open posture, body and facial expressions) and verbal techniques (reflective listening, paraphrasing, asking clarifying questions, and understanding the message behind the message).

11-17. Body language interpretation is very useful, but can be difficult if you are unfamiliar with your audience. The following examples will apply in most cases. Arms crossed on the chest can denote defensiveness or closed mindedness. Stroking the chin could be a sign the person is trying to make a decision. Placing the hand on the cheek could mean the prospect is evaluating and thinking about what has been said. Touching or slightly rubbing the nose can mean there is doubt, rejection, or distrust about what has been said. Leaning forward could mean the person you are speaking with is very interested in what is being said. You should be aware of subtle changes in your prospect's body position, eye contact, and hand gestures. For the same reason, you should recognize the signals you are sending through your own body language. The practice and study of non-verbal communication is necessary to effectively communicate with your audience.

11-18. Reflective listening is crucial. It is simply repeating back to the prospect exactly what you heard them say, using their words. This technique will increase your understanding of the person's intent. It can help the person clarify their thoughts. It can also reassure them you understand their point of view and that you sincerely want to help.

11-19. Paraphrasing is repeating to the person what you heard them say by summarizing it and putting it into your own words. When the person senses you truly understand what they are saying, your credibility will be enhanced.

11-20. Clarifying questions are asked in an effort to gain a deeper and more accurate understanding of what the person is trying to say. Clarifying questions

lessen the possibility of any misunderstanding on your part. When you are able to uncover the hidden message that lies beneath what is actually said, your effectiveness in providing meaningful counsel is greatly enhanced.

COUNSELING PITFALLS

11-21. Here are some counseling pitfalls to avoid:

- Personal bias—An unfair preference or opinion based on your background, culture, or previous experience.
- Rash judgments—Jumping to conclusions with incomplete information.
- Stereotyping—Categorizing individuals or groups according to a preconceived image or idea.
- Loss of emotional control—Getting angry and allowing personal distractions to influence the outcome of the interview.
- Inflexibility—An uncompromising, one size fits all counseling method.
- Failure to follow up—Failing to re-contact the prospect within a reasonable amount of time.
- Premature interview termination—Failing to tell the Army story to prospects who are permanently or temporarily disqualified (see note 1 and 2 below). Always ask for a referral, even if the person cannot join the Army.

Note 1: If the prospect is permanently disqualified, continue with an abbreviated interview so they are generally knowledgeable of Army programs and options. Keep them in your network. They will help you spread the Army word within your community and bring you referrals.

Note 2: If the applicant is temporarily disqualified, do not spend excessive time discussing their disqualification. Continue with the interview and try to get their commitment to join. Once they have agreed to join, then you can fully explain what they must do to become qualified.

COUNSELING PROCESS

11-22. You will encounter people from all walks of life. You must be able to adapt the interview to any situation. While this chapter addresses interview techniques as it applies to a prospect, you must also be able to adapt them to all aspects of recruiting, such as COI and VIP development.

11-23. The Army interview is a universal model that applies to all mission categories, to include medical and chaplain recruiting. During the interview, you must get to know the person, counsel them regarding their career plans, and attempt to lead them to an enlistment or commission decision. The principles and concepts that comprise the interview can be applied to any mission category or life situation. Your mission success can be directly attributed to your understanding and practice of the concepts in this model.

11-24. Since you spend most of your time looking for people who will agree to an appointment, it only makes good sense to give them your very best during the interview. Practice, rehearse, and listen to other team members. Develop your own personal style, but stay flexible so you can adjust to the individual's

needs, wants, and desires. For more information on developmental counseling see FM 6-22, appendix B.

PREPARE FOR COUNSELING

11-25. Preparation is the key to successful counseling. You can never predict the outcome of an interview, but you can take steps to increase the prospect's likelihood of joining the Army.

11-26. Blueprint. Review blueprint information gathered prior to prospecting and during contact with the individual as well as information received from third parties (friends, parents, school officials, Future Soldiers). It is important to review this information before the interview. You will need this information to help establish and maintain trust and credibility, determine needs and interests, and identify goals. This information will help you lead the person through the process and determine their best COA.

11-27. Create a good appearance. Your appearance (including your office, equipment, and professional conduct) represents the Army as a whole. You are probably the first Soldier your prospect, their family, and friends have ever met. The people the Army serves have high expectations of Soldiers, you must exceed their expectations. Your office and GOV must be neat, clean, and present a professional appearance. First impressions are lasting impressions. Remember, the people in the communities where you work and live observe everything you do.

11-28. Choose a suitable location. You can interview a prospect anywhere. However, you should choose a location that minimizes interruptions and is free from distracting sights and sounds. Consider the comfort zone of your prospect. Let them decide if the office, their own home, or another location will be best. When your prospect is comfortable, they will be more apt to open up and talk freely and honestly. The ideal location is the prospect's living room or around the dining room table with their family present.

11-29. Select a suitable time. When scheduling an appointment, you should allow time for a complete Army interview. A complete interview has the potential to take more than two hours, even without distractions. Allow enough time to give your prospects the attention they deserve. Never overbook your schedule. The prospect's time is just as valuable as yours. Arrive on or just before the agreed upon time, and then use the time wisely.

11-30. Invite influencers. You enter a win-win situation by discovering who will influence your prospect's decision-making process. Include these influencers in the interview (see blueprinting). If your prospect is married, involved in a relationship, relies heavily on the advice of friends, or is seventeen years of age and needs parental consent, schedule the appointment so these influential people can be present. This approach will eliminate obstacles early on, allowing you to gain a commitment without the prospect changing their mind later. Don't forget, influencers can also refer even more leads.

11-31. Get organized. Review any blueprint information you've gathered to assist you during the interview. Identify topics to explore. You should ask yourself, Did I make the appointments based on ASVAB score? Is this person interested in

airborne training? What are my prospect's goals? Identify potential obstacles: A parent who served in the Armed Forces and had a bad experience; a significant other who may not want to endure a separation; obstacles that surfaced during the initial contact. Develop a plan to counter these potential problems so they do not become obstacles.

11-32. Write it all down. Outline the counseling session components. By using the information obtained from the prospect and outside sources, you can create a foundation to work from during the interview. You can then formulate COAs before encountering them face-to-face. You must be ready for anything and everything. Remain flexible, but focus on the desired outcome.

11-33. Plan your counseling strategy. While there are many approaches to counseling, FM 6-22, appendix B addresses three avenues of approach that can be effective: Directive, nondirective, and combined. You must be adept at reading the situation and your prospect's personality. You may start the interview in the nondirective approach—soliciting input to uncover their goals and aspirations—then move into the combined approach to solidify plans of action and engender the commitment to enlist. You might take the directive approach as you schedule enlistment processing.

11-34. Establish the right atmosphere. Make the prospect feel as comfortable and relaxed as possible. If the interview will take place in the recruiting center, make sure there is something to drink (bottled water, coffee, and soda), and that there's enough seating for everyone. Attention to detail goes a long way.

CONDUCT COUNSELING—THE ARMY INTERVIEW

11-35. The Army interview is a nonlinear process. However, there is a logical sequence of steps that will be discussed later in the chapter (see "Steps of the Army Interview"). You will rely upon your training, experience, intuition, and the fundamentals of effective counseling to move through the interview. Regardless of what you encounter, you must adapt, adjust, and stay on course. You may retrace earlier discussions or jump ahead depending on the situation and the prospect. You should not be confined by a lock-step process. By paying close attention to what is occurring during the interview, you can help the prospect identify their goals and formulate a plan to achieve them.

TEMPERATURE CHECK

11-36. Knowing when to ask someone to join is just as important as asking them to join. Timing is everything. A technique you can use to determine whether or not your prospect is ready to make a commitment is called a temperature check. A temperature check helps you know when the time is right to ask for a commitment. It is nothing more than asking the prospect for an opinion or a feeling about the Army or a specific program and then analyzing their reaction. It makes good recruiting sense to do temperature checks throughout the interview.

11-37. Asking a person to join does not have to occur during the last step of the interview. You can ask the question at any time. For example, after telling your Army story and your experiences as a tanker, you perceive you've touched the

applicant's hot button. Follow up with a question such as, "So, John, does that sound like something you'd like to do?" This simple temperature check will get you a yes or no response. If the answer is no or I'm not sure, don't be alarmed. The prospect is simply telling you they need more information. You might respond by saying something like, "That's okay, John—not everyone wants to drive a tank," and continue with the interview.

11-38. However, if the prospect responds by saying yes, start treating them as though they've already committed to join the Army. The interview will go a lot smoother because the big question has already been answered. Now you can show them how the Army can fulfill their goals and passions. Continue to reinforce their commitment by taking more temperature checks during the course of the interview. As such questions as, "John, doesn't it feel good to know you have your future all mapped out?" Use your imagination and treat the prospect like a Soldier. After all, they told you the Army is something they want to be a part of.

11-39. Don't let agreement opportunities slip by. Early agreement diminishes anxiety and promotes open dialog. Periodic temperature checks throughout the course of the interview will also help establish a pattern of agreement from the prospect such as, "John, wouldn't you agree that the Army can help you achieve your educational goals?" After agreeing to your questions throughout the interview it will be a lot easier for the individual to say yes when you ask them to enlist. (See examples in appendix B.)

STEPS OF THE ARMY INTERVIEW

TRUST AND CREDIBILITY

11-40. **Opening and introduction.** In most cases, you've already talked with your prospect either by telephone or face-to-face. You must be mindful of the initial trust and credibility that was established and build upon it during the opening of the interview. Even when you are interviewing a walk-in you must build trust and credibility. Just because someone walks through the door of your office does not mean that they are going to enlist. Most prospects feel uneasy during their first interview. They will experience fear, doubt, intimidation, distrust, and anxiety as they face the unknown. You should assume these feelings exist and take deliberate action to put your prospects at ease and make them feel comfortable.

11-41. The best approach you can use to break the ice is to be honest and direct. It's all right for you to say something like, "John, I know you may feel a little apprehensive about talking to me today. The first time I spoke with my Army representative, I didn't know what to expect either. Just remember, I'm here to help you. If you have any questions about what we talk about today, feel free to ask them at any time, okay?" You might even say, "John, in case you were wondering, you cannot join the Army today, but if you should decide to enlist, I will do my best to make that happen, is that okay?" Your prospect's agreement with your ice breaking statement will set the tone for further agreement during the interview. Inform the prospect up front that you understand their fears and concerns. There is always initial anxiety when encountering the unknown. You must help

them overcome their anxiety and remove any psychological barriers that may obstruct the two-way communication channel.

11-42. **State the reason for the interview.** The Army interview begins as you state the purpose of the meeting and establish the role of the prospect during the interview. For example, you might say, “John, the reason we’re here is to develop a plan that will help you accomplish your goals. If you haven’t established any goals or are undecided, we will work together to determine what’s best for you. I will help you discover a variety of ways you can achieve your goals.” Let the prospect know you’re working for them.

11-43. **Tell an Army story.** While each story is personal, it is universal in its impact on the audience when told with honesty and conviction. This is your opportunity to present details of your own experiences. Avoid bragging about your experiences. By telling your Army story up front, the task of establishing credibility and trust becomes easier. You will build self-confidence early in the counseling process. Confidence leads to enthusiasm and enthusiasm is contagious.

11-44. Your Army story may include your initial enlistment experience and subsequent assignments. By discussing promotions, awards, campaigns, and assignment locations you will begin the process of educating your prospect so they can picture themselves in the Army. Your personalized Army story should be well rehearsed and supported by some form of testimony or personal scrapbook. You can customize your scrapbook by using the PowerPoint presentation template located on USAREC’s Recruiting Multimedia DVD.

11-45. **Tell the Army story.** Recall that at the start of the interview, you told your personal Army story. You told the prospect why you joined the Army, and you mentioned your accomplishments and adventures. At this point, you want to shift the focus to the Army. By telling the Army story, you open the world of the Army to the prospective Future Soldier. This will help your prospects see the Army through your eyes, showing them with word pictures some of the things they will do when they become a Soldier. The multimedia presentations on the RWS can help bring your Army story to life.

11-46. **Ask your prospect what they know about the Army.** This can serve as a starting point to build your Army story. By understanding the prospect’s point of view, you also gain insight about the person. You will talk about the history of the Army, the Army values you live by, and the Soldier’s creed.

PREQUALIFICATION

11-47. Recruiting is a human resources function. Always qualify the prospect. You should approach the Army interview as if you are the Army’s human resources representative. You must ask general questions to establish control of the interview as you work to qualify the prospect. There are no standard questions. You may ask such things as, Do you believe you are qualified to be a Soldier? What can you offer the Army? What do you expect from the Army? What do you know about the Army?

11-48. Treat the Army interview just as you would any job interview. You are responsible to determine if the prospect is medically qualified and meets the administrative and conduct qualifications outlined in AR 601-210. You will learn to gather most of the required prequalification information during the body of the interview. As a general guideline, you should determine the prospect's qualifications before you develop a plan of action. This ensures you present the prospect with the right options and information.

11-49. **Determining eligibility.** Once you have uncovered the prospect's passions and goals you must explain that Army programs are contingent on their eligibility to join. This important step is classified as prequalification. The best way to determine the prospect's qualifications is to use the acronym APPLEMDT as a guide: A = age, P = physical, P = prior service, L = law violations, E = education, M = marital status, D = dependents, and T = testing. The guide will help you uncover most disqualifications. This step should not be taken lightly. Failure to uncover information that could make the prospect unqualified for an option or enlistment could result in losing the prospect and tarnishing your trust and credibility within the community.

11-50. When determining eligibility, it's important to ask the right questions. The following examples are designed to uncover the information you need to prequalify the prospect:

- Age. "What is your date of birth?" "Where were you born?" "What is your SSN?" "Are you registered to vote?" "Do you know your selective service number?"
- Physical. "Are you now or have you ever been under the care of a doctor to include any childhood illnesses or injuries?"

Note: This question could be asked as follows: "Please tell me about all the illnesses you've had. What is the first one, when did you have it, and what medications did you use?" "When was the last time you used marijuana or any other drugs?" "How tall are you and how much do you weigh?" "Do you have any tattoos or piercings?"

- Prior service. "Are you now or have you ever been a member of or processed for any branch of the Armed Forces, to include the National Guard or Reserve?" "Have you ever been a member of any youth organization such as ROTC, JROTC, Naval Sea Cadets, Air Force Civil Air Patrol, National Defense Cadets Corp, or the Boy Scouts (or Girl Scouts)? If so what awards did you receive?"
- Law violations. "Please list all your law violations to include tickets. This list must include all violations from any law enforcement agency to include military police. I will need anything that happened when you were a juvenile as well. I will also need the disposition of these cases."
- Education. "Did you graduate from high school or college?" "What grade are you in?" "What school did you attend?" "How many college credits did you earn?"
- Marital status. "Have you ever been married?" "Are you planning to get married or divorced in the near future?" "Is your spouse in the military now?"
- Dependents. "Is anyone morally, legally, or financially dependent upon you for support?"
- Testing. "Have you ever taken the ASVAB? What was your score and when did you take it?"

Note 1: If the prospect doesn't know about the ASVAB, explain that it measures their trainability and can help determine a career path that would best set them up for success.

Note 2: If the prospect has never taken the ASVAB, took it more than two years ago, or if you cannot validate their scores, have them take the Enlistment Screening Test (EST). Use the time they're taking the test to do a little more research so you can develop RA and AR plans for them.

IDENTIFY AND ESTABLISH GOALS

11-51. **Present facts using the memory aid SOLDIER.** You must be conscious of the methods you use to uncover your prospect's goals. Do not bombard your prospect with questions and never give the impression you are interrogating them. Take your time and make sure you uncover all their goals and motives. This will effectively remove most potential obstacles down the road. You must cover the following areas when discussing Army opportunities:

- Service to country. Tradition, history, and Army values.
- Occupational and career enhancement. Practical work experience and marketable job skill, college education, and emerging technology.
- Leadership. Management development.
- Diversity. Cultural (travel) and organizational.
- Income. Financial stability and security.
- Excitement. Challenge, adventure, and recreation.
- Respect. Pride of service, public opinion, and sense of self-worth.

11-52. **Solicit prospect's plan.** After you've uncovered your prospect's goals and aspirations, ask the prospect how they intend to accomplish them. In most cases you'll find they really haven't given it much thought, so your plan will be their best option. Now present all the features and benefits the Army can provide. While presenting these features and benefits, you should continue questioning the prospect about their qualifications for enlisting. These questions should be transparent to your prospect but provide you with valuable insight about their qualifications for special programs and options. You must be the subject matter expert on all programs, options, and benefits for both RA and AR enlistments. You must be able to explain the options and benefits in detail and tailor them to meet the prospect's specific goals.

11-53. **Eliminate assumptions.** A fact is a piece of information about circumstances that exist or events that have occurred. An assumption is a statement that is assumed to be true and from which a conclusion can be drawn. It is vital to your mission to base your counsel and career guidance on facts, not assumptions. Uncovering facts during the interview is tedious and time-consuming, but necessary to become an effective counselor. Don't take shortcuts.

11-54. **Identify short- and long-range goals.** The next step in establishing the prospect's plan is to identify the desired outcome. Your goal is to gain a commitment from your prospect to join the Army. But, you cannot afford to lose sight of the fact that you are there for the prospect; to outline how the Army can help them achieve their personal goals and aspirations. During the initial part of the

interview you will take on the roles of counselor, mentor, and coach as you lead the prospect through the mental process of identifying their needs, wants, and desires.

11-55. To identify your prospect's goals and motives, you must actively listen and understand what they are telling you. Some prospects may not have put a lot of thought into the goal-setting process prior to meeting with you. In other cases, your prospect may have a laundry list of goals they are trying to fulfill. Regardless of the situation, using skillful questioning and active listening techniques, you must draw from your prospect as much information as possible to correctly identify their goals.

11-56. Questions to help generate goal-orientated thoughts might include, "Where do you see yourself in five years?" "Now that you are a senior in high school, what kind of plans have you made?" "What kind of career move are you looking for?" "How do you see the Army benefiting you in the future?"

11-57. A prospect who responds by telling you they were thinking of attending the local community college because their friends are or it's what their parents want, has only given you a glimpse of their world. Well thought-out, follow-on questions are necessary to help you uncover and get a complete understanding of their desires such as, "What do you want to do, John?" "What's important to you?" "What's your passion in life?"

11-58. Active listening and open, two-way communication are the foundations of the interview. It is important for your personal biases to take a backseat. You must remain objective during the counseling session. You need to look beyond the face value of any statement and try to understand what your prospect is really saying and feeling. You must listen to what they say and observe how they say it. You should work with the facts presented to you, but continue to ask and expand the prospect's responses by asking follow-on questions.

11-59. Misunderstanding your prospect's motivation could lead you to a COA that will not help them achieve their true goals. Even when you think you understand their goals, ask follow-on questions to make sure. The only way you can effectively lead and guide the prospect is to identify their true passion. For instance, if your prospect tells you they want to attend the local technical college, you may start to outline a plan that involves the Post-9/11 GI Bill. By asking additional questions, though, you may learn your prospect wants to open their own business. Armed with all the information about your prospect's goals, aspirations, and true passion, you can effectively generate a plan consisting of options and alternatives specifically tailored for them. The plan you develop for the prospect must identify the Army as the primary means to realize their passions and reach their goals.

GENERATE AND COMPARE ALTERNATIVES

11-60. **Create alternatives.** Every person has different goals. As a leader, you must assist in generating specific COAs tailored to the goals of the person you are counseling. You must tap into their true passion and communicate the proposed alternatives as a life plan, not just a career plan.

11-61. Engage the individual's emotional side; get them enthusiastic, motivated, and involved. Present several comprehensive alternatives. Have an in-depth understanding of all potential alternatives and present them as a viable and relevant COA. Do not mention specific incentives such as the Army College Fund or a specific military occupational specialty (MOS) until you determine the person's qualifications. This will help maintain the prospect's self-esteem and save you the embarrassment of explaining why they're not qualified for the COA you presented.

11-62. The intangible benefits (leadership skills, self-discipline, self-awareness) must be included when developing alternatives. While a person can receive a cash bonus or hands-on training to take care of their short-term goals, you must effectively convey the merits of loyalty, duty, respect, service, honor, integrity, and personal courage. You must convey how they will affect your prospect's future endeavors. An Army enlistment may not be the prospect's only alternative. You must be prepared to address all alternatives that may fall outside of your lane such as college enrollment or referring to local job placement centers. The point is you must aggressively address the person's goals.

11-63. **Analyze alternatives.** Your prospect might feel overwhelmed when presented with all their career goal alternatives. The Army Recruiting Compensation Advantage (ARCA) system will help them weigh their choices. ARCA uses current school and occupational data for their area of interest and helps them see the very best path. It is crucial that you use the ARCA system when dissecting and comparing alternatives. Providing alternatives using real-time data will greatly enhance their decision-making. Considering their needs, ask the individual what they think would be their best plan of action and have them explain how they arrived at their conclusion. Once the alternatives are addressed and your prospect has an understanding of how the Army will help them achieve their goals, the next step is asking them to join.

THE DECISION-MAKING PROCESS

11-64. Lead the prospect through the decision-making process. You should now be able to point out alternatives the individual can choose to reach their career goals. The experienced leader will allow the final decision to reside with the person who will be affected the most, the prospect. You will suggest, recommend, and advise about each COA available. Then you must act decisively, by asking for a decision. The wording of the question should be direct enough to ensure there is no question in the prospect's mind that you are expecting a decision to be made. "John, which of these alternatives do you feel will best support your goals?" At this point you are asking the prospect to decide on the best COA, which will always be the Army. Once the prospect selects the best COA, the next step is to engender their commitment to join the Army.

WORKING THROUGH OBSTACLES

11-65. Find the hidden obstacle. You can encounter obstacles at any time during the interview, but they most often appear when you ask for a decision. When an obstacle appears, deal with it right away. Let's face facts: You are asking your prospect to make a significant decision. Let them know you understand how difficult it can be to make a big decision and that you only have their best interests in mind. Remember your prospect does not have your leadership experience or training. Therefore, you must lead them.

11-66. Even if you've just given the best interview of your life and successfully mapped out your prospect's future, there may still be some obstacles to address before they will agree to enlist (see examples in appendix B). Treat all obstacles for what they really are: requests for more information. View obstacles as an opportunity to get more detailed in those areas that may concern your prospect. More information will dispel any misgivings that hindered the person's ability to make a positive enlistment decision.

11-67. Overcoming obstacles is the same as solving any problem. FM 5-0, The Operations Process, outlines seven steps to solving a problem. However, at this point you and your prospect have already discussed most of the information you will need to overcome the obstacle. This fact allows us to reduce the seven steps to just three: Identify the problem, gather facts and assumptions, and generate alternatives or solutions. (See appendix B.)

11-68. The first step is to identify the real obstacle. You need to know what is causing your prospect to balk at making a decision. Tactfully bring the root cause of the obstacle to the surface and resolve it. Ask thoughtful questions, such as, "Jane, what is it that's causing you to hesitate about making a decision?" or "John, it appears you're really not sure which direction to go. What is it that's causing you concern?" It is important to identify the true obstacle and not be distracted by smokescreens. A smokescreen merely hides what is truly causing their hesitation. Your prospect may not state their true concerns for many reasons, including biases, personal values, even embarrassment.

11-69. This second step is to identify the facts and assumptions. Follow-on questions will uncover the prospect's real concerns. Be sure when you move into the next step you are providing information that will calm their concerns. "Jane, isn't it true the Post-9/11 GI Bill and Loan Repayment Program will enable you to obtain your bachelor's degree as a full-time student?" or "John, isn't it true the Army will provide you with a secure job and benefits, so you can support your family?" (See appendix B.)

11-70. The third step is to generate, analyze, and compare alternatives. You must be adept at active listening and skilled questioning in order to successfully address obstacles and provide practical solutions. As in the examples cited above, Jane may understand she would be able to achieve her goals by enlisting in the AR. She is reluctant to join because she perceives BT would be too rigorous an ordeal (the true obstacle). John reveals that while he is enthusiastic about having a steady source of income, he is also concerned about being separated from

his family for long periods of time. With this knowledge, you can now help the person work through the obstacle.

11-71. By offering insight through experience and providing your prospect choices to solve their own problem, you continue to build trust and credibility. Whether addressing emotional needs or material facts, you must help your prospect weigh the pros and cons and compare the alternatives.

ENGENDER THE COMMITMENT AND EXECUTE THE DECISION

11-72. After working through all obstacles, you must ask for the commitment. You must ask the prospect to join the Army. There are many closing questions that you can use (see appendix B). Choose one that best fits the interview you are conducting. For example, “Jane, don’t you agree that enduring the rigors of basic training and getting in shape is a small price to pay to realize your dreams?” When would you like to take your physical and join the Army Reserve —Tuesday or Thursday?” If the prospect picks a day, then it’s time to find them a job using the Future Soldier Remote Reservation System (FSR2S). At this time you should also discuss the ASVAB, the application, the physical exam, and the enlistment process. You might also touch on the FSTP. Above all, ask for a referral.

11-73. If you’ve overcome every obstacle and the prospect still decides not to join, or if they’re unqualified, be supportive and respectful. Regardless of the outcome, you must get them to agree that even though the Army wasn’t their choice, it was their best alternative. Make sure you provide them with a copy of the ARCA alternative comparison sheet so they can look at it again and share it with their family and friends. Now is a good time to ask for a referral—someone the prospect knows who could benefit by joining the Army. Even though they didn’t join, they are now very knowledgeable of Army programs and can become a valuable COI.

FOLLOW-UP

11-74. Leave the communication door open and ask if you can call them periodically to see how they’re doing. Once the pressure is off, they will be receptive to your follow-up plan. Keeping in touch will reinforce the prospect’s trust in you and keep the Army alternative at the forefront, should their plans change. Not every interview results in an immediate enlistment, but timely follow-up and proper reinforcement make it more likely the prospect will enlist later.

Chapter 12

Processing

12-1. Processing starts when a prospect agrees to enlist. This agreement normally happens during the Army interview, but can occur during a follow-up or even after testing. In any event, once the prospect says yes, processing begins.

12-2. The first task is to verify the applicant's basic eligibility. This is done by reviewing official documents that verify the applicant's age, citizenship, education, marital status, dependents, and any other required documentation. The recruiter must also thoroughly screen the applicant to uncover any medical condition or law violation that could disqualify them or require additional documentation.

12-3. Applicant processing can test a recruiter's character and integrity. A recruiter must never compromise their integrity to gain an enlistment. Recruiters should never hesitate to ask tough, honest questions regarding the applicant's eligibility. Under no circumstances will anyone ever conceal or conspire to conceal any information that might disqualify the applicant. The goal is to enlist Future Soldiers whom the recruiter would proudly welcome as a member of their own squad or platoon. If ever faced with a choice between mission accomplishment and integrity, the recruiter must always choose integrity.

12-4. The completed application receives a quality assurance (QA) check by the ACC before the recruiter projects the applicant for further processing. The recruiter must ensure applicants understand they will undergo an in-depth QA interview with the center commander before they are allowed to process for enlistment at the MEPS. The applicant must also understand the MEPS experience will include a thorough medical examination to determine their physical qualifications. Once the applicant is mentally, morally, and physically qualified, the guidance counselor will verify the job reserved through FSR2S or match their abilities and desires with the needs of the Army. Next the applicant will meet with a security interviewer. The last step is to take the oath of enlistment.

12-5. A day at the MEPS is a long and trying experience. The applicant will have to answer question after question and endure long periods of waiting. The physical examination will present its own special challenges. Your applicant will be prepared if you tell them exactly what to expect. Assure your applicant that the Army guidance counselors have their best interests at heart and will take good care of them.

12-6. The recruiter's ability to create a projection is essential to the processing cycle. Projecting an applicant can mean the difference between a smooth transition at the MEPS or having to sit and wait while the guidance counselor manually inputs the applicant's data. Projecting also ensures the recruiting center receives the applicant's test, physical, and enlistment data. Projecting an applicant's record is like sending a brief résumé on that person. Other information submitted includes the type of test, physical, and processing the recruiting center is requesting.

12-7. Recruiting personnel often underestimate the value of solid organizational skills. Unit leaders provide direction and approve the recruiter's plans and schedule for processing of applicants. Recruiters schedule applicant processing and movements through the unit leaders to capitalize on team coordinating efforts, resulting in increased team efficiency. This means that one team member could run applicants to the MET site while another team member picks them up at the test's conclusion. Recruiters planning a trip to the local county courthouse to conduct records checks should find out whether another team member needs records checks from the same location.

12-8. Prospects who agree to process for enlistment must pass the ASVAB. Applicants whose scores are no longer valid must retest. Testing can take place prior to or in conjunction with their physical processing at the MEPS. The ASVAB comprises eight subtests (see table 12-1). Test results make up the overall Armed Forces Qualification Test (AFQT) score. The AFQT is a percentile score used to determine minimum military mental qualifications and specific enlistment options.

Table 12-1.
ASVAB sub-tests

Subtest	Minutes	Questions	Description
General Science	11	25	Measures knowledge of life science, earth and space science, and physical science.
Arithmetic Reasoning	36	30	Measures ability to solve basic arithmetic word problems.
Word Knowledge	11	35	Measures ability to understand the meaning of words through synonyms.
Paragraph Comprehension	13	15	Measures ability to obtain information from written material.
Auto and Shop Information	11	25	Measures knowledge of automotive maintenance and repair, wood and metal shop practices.
Mathematics Knowledge	24	25	Measures knowledge of high school mathematics principles.
Mechanical Comprehension	19	25	Measures knowledge of the principles of mechanical devices, structural support, and properties of materials.
Electronics Information	9	20	Tests knowledge of electrical current, circuits, devices and electronic systems.

12-9. Jobs offered to an applicant are based upon groupings of scores referred to as line scores (see Table 12-2). These 10 scores will be indicated on the applicant's test record. The AFQT determines an applicant's eligibility to enlist, while line scores match the applicant's abilities to specific job offerings. For example, an applicant may have a 56 AFQT. This applicant is qualified for enlistment. However, this applicant may desire to enlist in one of several medical MOSs that require a high score in the ST (Skilled Technical) category.

Table 12-2.
ASVAB line scores

CL	Clerical
CO	Combat
EL	Electronics
FA	Field Artillery
GM	General Maintenance
GT	General Technical
MM	Mechanical Maintenance
OF	Operators and Food
SC	Surveillance and Communications
ST	Skilled Technical

12-10. Recruiters initially determine prequalification and then further qualify applicants both medically and morally before scheduling them for the ASVAB. Testing an applicant who is not eligible to enlist is a waste of the team and applicant's valuable time and effort. Medical prequalification means having a frank and open discussion with the applicant about their medical history. These discussions often touch on very personal, sensitive matters. All team members should be professional and discreet, but thorough. At minimum, recruiters must ask the applicant to complete the required medical prescreening form (DD Form 2807-2, Medical Prescreen of Medical History Report).

12-11. The prescreening may uncover a condition that requires copies of the applicant's medical records. Unit leaders may direct recruiters to call the MEPS "Dial-a-Medic" line for advice. Recruiters may need to send medical records to the chief medical officer for evaluation before scheduling the physical. It may also be a good idea to discuss the applicant's medical history with their parents.

12-12. Moral prequalification entails another honest discussion. The applicant must declare any involvement with the legal system, to include juvenile offenses. When the recruiter is satisfied that the applicant is ready, they can schedule the applicant for testing. The recruiter sends basic information (name, Social Security number, and date of birth) to the Army guidance counselor through an RWS. The recruiter may also need to schedule lodging and special tests, such as the Officer Candidate Test or a language aptitude test. The data initiates the applicant's MEPS record and is used for all further processing.

MEDICAL PROCESSING

12-13. The processing cycle is a challenge for applicant and recruiting center team members alike. The medical qualification process can prove the most taxing of all. Close coordination between the team members, unit leaders, applicant, and the MEPS can help make this phase of the enlistment process

professional and relatively painless. The unit commander's final QA check prior to the applicant going to the MEPS is the check and balance in the process. The check ensures the applicant is qualified and committed to enlist.

12-14. Discharges based on preexisting medical conditions cost the Army approximately \$15,000 per applicant. The Army loses approximately 6,000 applicants a year, which equates to a yearly loss of nearly 90 million dollars. The team member who was the primary point of contact during processing and knows the most about the applicant-- it is their responsibility to conduct a thorough medical screening.

12-15. Some applicants may not receive a qualifying AFQT or may be disqualified during the physical examination. These can be sensitive issues for your applicant. Explain the disqualification carefully and be sensitive to potential embarrassment. Consider the next step carefully. Should the applicant retest? Did the chief medical officer recommend a medical waiver? Consult with the center commander. If an applicant is clearly not eligible to enlist, further processing should professionally and tactfully end. However, failing the ASVAB or the medical examination does not necessarily mean ending the relationship. Even a disqualified person can be a rich source of referrals.

RECRUITING TEAM'S OBLIGATION

12-16. The leadership and counseling process does not end when the prospect agrees to join the Army—it's just getting started. The team's inherent obligation to take care of Soldiers provides the Army with a more dedicated and determined Soldier. Future Soldiers will remember their relationship with the recruiting team members, whether positive or negative. Let that memory be a positive one.

Chapter 13

Lead a Future Soldier

13-1. Future Soldiers are the result of recruiting efforts. Recruiters have been entrusted with the crucial mission of providing quality manpower for our Army. The hard fought efforts continue to produce high quality, motivated Soldiers who are among the best in the world. Coaching, mentoring, and leadership make these young men and women what they are. That is why Future Soldiers deserve our very best.

13-2. Future Soldiers require a great deal of mentoring, guidance, and care, just like Soldiers in the operational Army. While Future Soldiers deserve care and attention, it would be just as true to say that, in the recruiter's role as a noncommissioned officer, Future Soldiers have a right to demand excellent leadership.

FUTURE SOLDIER FOLLOW-UP

13-3. Every Future Soldier's commitment to enlist required a great deal of faith in the recruiter and the organization. Even so, it must be expected that immediately following their enlistment, the Future Soldier will suffer varying levels of something known as buyer's remorse. They may ask themselves questions such as, "What have I done?" or "Did I make a mistake?" These doubts—sometimes created by friends and family—can creep into a Future Soldier's thoughts even months after enlisting. This is where solid leadership is most vital.

13-4. All Future Soldiers must receive their orientation briefing within 3-10 days following their enlistment. Future Soldiers who join the AR require the recruiter to notify their unit of assignment within 3 days of enlistment and escort the Future Soldier to the unit within 10 days. The purpose of the notification is to coordinate the Future Soldier's appointment for sponsorship and in-processing by unit personnel. The recruiter must ensure the Future Soldier has all necessary documents to guarantee a smooth in-processing experience.

13-5. Recruiter follow-up assures Future Soldiers that the Army is interested in them and always accessible. Enroll all interested Future Soldiers in the CONAP during their orientation. Regulations require specific contact, of course, but give thought to the quality of the follow-up. Make the most of Future Soldier follow-up and let them know how much the Army genuinely cares about them.

13-6. Recruiters will use follow-up to address Future Soldiers' eligibility status. Offer to sit with their key influencers—such as parents, spouses, or even close friends—to discuss their decision to enlist. This will calm any fears or apprehensions on their part and help reinforce the Future Soldier's decision.

13-7. Follow-up is an excellent opportunity to involve Future Soldiers in the recruiting center's network. Future Soldiers are excellent sources of market intelligence, blueprint information, and—more importantly—referrals. By involving Future Soldiers in recruiting activities, recruiters give them an opportunity

to serve their country even before shipping to initial entry training. A key result of great follow-up is a motivated Future Soldier.

FUTURE SOLDIER LOSS MANAGEMENT

13-8. Future Soldier losses are a fact of life. It is the rare recruiter who has never lost a recruit. Future Soldiers who enlisted as high school seniors may fail to graduate. Others get in trouble with the law or fall victim to illness or injury. Recruiters cannot control every aspect of a Future Soldier's thoughts and behavior. However, members of the recruiting team can do much to prevent losses.

13-9. Recruiters should apply their skills: counseling, mentoring, coaching, and above all-leadership. Recruiters prevent losses by staying fully engaged with their Future Soldiers and by keeping their Future Soldiers actively involved in the FSTP. The alert leader can see a loss well before it happens and take immediate action to prevent it.

13-10. Staying engaged with the Future Soldier means much more than simply making the required weekly or bi-weekly follow-up phone call. Recruiters must remain constantly alert to any sign of trouble. Falling grades and repeated absences can point to trouble in school (result: failure to graduate). The recruit who misses formations, fails to return calls, or won't look their leader in the eye may be losing their commitment to the Army.

13-11. Future Soldiers who stay active in the FSTP typically are too busy to get distracted. Steady, rigorous engagement in training helps the Future Soldier stay focused and connected. When the recruiter picks up any hint of trouble, they should start simply by counseling the Future Soldier. Counseling can uncover the source of the problem. Perhaps the Future Soldier has found what they feel is a great job opportunity. Perhaps they have enrolled in a college or vocational training program.

13-12. Recruiters need to know the people who influence the Future Soldier's thinking and actions. Girlfriends, boyfriends, spouses, parents, teachers, and clergy often hold powerful sway over a young man or woman. The recruiter who fails to connect with these influencers lacks real influence over the Future Soldier. If the recruiter has never met Pvt. Smith's girlfriend, and if that girlfriend has talked Smith out of shipping, the recruiter has little chance of reversing that decision. Such losses result from poor follow-up and an ineffective FSTP.

13-13. Almost all Future Soldier losses for apathy can be avoided with a strong FSTP. The FSTP comprises, in itself, required training, physical fitness training, and Future Soldier administrative actions and assessments (see USAREC Reg 601-95). A vital ingredient of the FSTP is the time-proven ability of the recruiter to anticipate and address Soldier concerns and issues. Future Soldiers, just like every other Soldier in the Army, require leaders who are insightful and mature.

13-14. Future Soldier sustainment should not fall solely on the recruiter's shoulders. Every member of the team who has helped lead a recruit to enlist shares responsibility for training and sustaining the Future Soldier. Small-unit recruiting requires teamwork—it is not a mere “assembly line.” From time to time, team members may confront a Future Soldier challenge that appears unsolvable. The recruiter who first interviewed the young person and met with the parents in the home may have the rapport needed to restore the Future Soldier's commitment.

13-15. A Future Soldier—like any other Soldier—will respond to good leadership. Future Soldiers will fulfill their commitment when they trust and respect the members of the recruiting team.

HOMETOWN SHIPPING

13-16. Hometown shipping allows the recruiting center to complete the enlistment process and provide Future Soldiers with transportation to their initial entry training location. Hometown shipping minimizes windshield time for team members and Future Soldiers alike. During hometown shipping, the recruiter and the unit commander ensure all requirements normally conducted at the MEPS are completed. (See USAREC Reg 601-96.)

POST-ACCESSION DUTIES

13-17. Team members have put forth a great deal of effort in supporting and validating the Future Soldier's commitment to serve. Prior to a Future Soldier's departure to an initial entry training location, the recruiter and unit commander must sit with them and conduct a thorough out-brief. This is the last opportunity to answer their questions and explain what to expect at the MEPS, recruiting center (hometown shippers), and at the training base. Red-carpet treatment is essential to a successful FSTP.

13-18. The recruiter's involvement in a new Soldier's life doesn't end when the plane leaves. Many other people played a vital role in the Future Soldier's decision. The recruiter must not forget them. They must continue to contact family members and loved ones over the course of their Soldier's initial entry training.

13-19. Parents may be concerned about contacting their Soldier. A spouse may have questions regarding the Defense Enrollment Eligibility Reporting System (DEERS), housing allowances, or what to expect should their Soldier be assigned overseas. School administrators may want to know that their Soldier was an honor graduate, finished jump school, is on their way to Europe, or has enrolled in a college program.

Chapter 14

Training, Sustainment, and Mission Command

TRAINING

14-1. Training is the recruiting function that develops self-aware and adaptive Soldiers capable of responding to the ever-changing recruiting environment. The Recruiter Development Program (RDP) and Advanced Training Program (ATP) (outlined in USAREC Regulation 350-1 Training and Leader Development) provide the advanced and sustainment training necessary for skill proficiency and are administered by the center commander. Refer to the Soldier Training Publication (STP) (Soldier's and Trainer's Guide Recruiter MOS 79R Skill Level 3/4/5) for specific tasks, conditions, and standards.

14-2. Learning development is continuous and progressive throughout a Soldier's career. Recruiting leaders develop and hone their team member's skills and knowledge through the three training domains: institutional (schools), operational (unit training), and self-development. The Army develops competent and confident leaders through a combination of all of the domains. Self development training, however, is the responsibility of each individual Soldier, regardless of their rank or position. Effective training begins with the study of doctrine and the current recruiting policies and practices.

14-3. The goals of training are to increase knowledge, improve technical skills and proficiency and enable career development. Training should focus on tasks directly related to the unit's METL, coupled with an understanding of future requirements based on the cyclic nature of recruiting.

14-4. The training systems consist of things that make sure every unit is at the highest readiness level. It is crucial that Soldiers learn and improve their skills with each completed task and action, using proper metrics and after-action reviews (AAR).

SUSTAINMENT

14-5. Sustainment focuses resources to support the commander's intent and the concept of operations and maximizes freedom of action. Without proper employment of sustainment operations, decisive and shaping operations cannot go forward successfully.

14-6. Sustainment uses military, civilian, and contracted resources to provide the physical means for recruiting teams to work. The sustainment recruiting function includes human resources, intelligence gathering, operational support, facilities and logistics, marketing, educational support, Family support, and much more. USAREC Manual 3-0 discusses sustainment in more detail.

MISSION COMMAND

14-7. Mission command is fundamental to both the art and science of recruiting. Each recruiting function relies on it for the integration and synchronization

of recruiting operations. Commanders combine the art of command and the science of control to accomplish their mission. It includes those tasks associated with acquiring information, managing relevant information, and directing and leading subordinates. Team members support mission command by preparing themselves to function as effective team members and execute command policies and procedures. The FSL executes mission command by ensuring Future Soldiers follow policies and procedures and prepare for basic training. USAREC Manual 3-0 and USAREC Manual 3-06 discuss mission command in detail.

Chapter 15

Follow-up

15-1. Recruiting veterans say persistence accounts for more recruiting success than any other single factor. More enlistments are lost for lack of follow-up than for any other single reason. Ask any successful team member their secret to success, and they'll tell you it's the result of persistent and well-planned follow-up.

FOLLOW-UP

15-2. Follow-up is defined as something done to reinforce an initial action. Typical follow-up can include: Contacting a COI to obtain a lead, contacting a prospect met at a school event to arrange an interview, or contacting a prospect already interviewed who wanted some time to think before making a decision. Persistent, well planned, and faithfully executed follow-up will result in more leads, prospects, interviews, and enlistments. Simply stated, timely, creative, and purposeful follow-up will result in recruiting success.

CREATIVE, PURPOSEFUL FOLLOW-UP

15-3. The first step in creative, purposeful follow-up is to do it. Good intentions don't produce appointments or enlistments. During initial contact with a prospect or family member, ask them what would be a good day and time to call back. Annotate the information in the RZ calendar and make sure to follow through. Don't be afraid of negative responses—there will be a lot of “no” and “not now” responses before a “yes.” To be successful, one must be willing to persevere through the follow-up process. Remember: Each contact with a prospect or lead strengthens the relationship. It may not always appear that way, but they will be aware of who their recruiting representative is and what they represent. Here are a few helpful thoughts on follow-up—

- Know the prospect or lead's emotional hot buttons and consider these when constructing a follow-up plan.
- Present new information relevant to the prospect or lead every time they are contacted.
- Be creative in style and manner.
- Be direct. Beating around the bush will only frustrate the prospect or lead.
- Be honest. People don't trust anyone they don't respect.
- When in doubt, stick to the contact's motivations.
- Don't be afraid to ask for a commitment or decision.
- Use humor. People love to laugh. Making the prospect laugh is a great way to establish common ground and rapport.
- Be sincere about being of value to the prospect. Think of the prospect's needs first, last, and always.
- Be persistent, but don't be a pest.

15-4. Some team members feel they are pestering a prospect when they do their follow-up. It could be the result of one or more of the following reasons:

- Team members haven't established enough rapport and the prospect isn't opening up to them.
- Follow-up is perceived as selling and the prospect doesn't see the team member as sincere about helping them with their future.
- The team member lacks a strong conviction about the value of Army service.

15-5. Follow-up is not perceived as pestering if the team member has something new, creative, or entertaining to say. Keep calls short and to the point. Droning on and on about things already discussed or boasting of one's importance are counterproductive. If the team member is creative, sincere, and helpful, the prospect will not perceive them as a typical pushy "salesman."

CONDUCT FOLLOW-UP ACTIVITIES (FREQUENCY)

15-6. The goal of follow-up is to sustain relationships with the recruiting center's network and to facilitate further processing with prospects. Regular follow-up should be maintained with prospects, applicants, Future Soldiers, school or college faculty members, and other COIs and VIPs. The frequency of follow-up will vary based on the type of follow-up and its importance to the mission.

LEADS

15-7. Follow-up with all the leads team members have been unable to contact—high school students and graduates. Recruiters should use every available means of communication, to include social media, e-mail, text messaging, and conventional phone calls. When calling, vary the times and days of the week for the call. Leave messages on answering machines and gather contact information from family members who answer the phone. If a lead cannot be contacted electronically, follow up with a visit to the home if you have a physical address.

PROSPECTS

15-8. Follow up with prospects as necessary, especially those who seem to be losing interest. For new prospects scheduled for an interview outside a 72-hour window, ensure there is a follow-up to confirm the appointment.

15-9. Follow up with all individuals who were no-shows or rescheduled their appointments. Assume the prospect has a valid reason for not being able to meet with the team member to discuss Army service.

15-10. Follow up with high school seniors and college freshmen during key decision points. High school seniors should be contacted at the beginning of their first semester, during their second semester, after graduation, and at the end of summer. College freshmen should be contacted at the end of the first semester and the end of their freshmen year.

Note: Follow-up for prospects can include an invitation to sit and discuss alternate (other than Army) COAs.

APPLICANTS

15-11. Follow up with applicants as agreed to during the interview. Call when the team member said they would call. If there was not a time agreed upon for follow-up, plan and conduct a follow-up with the applicant. Follow up within 72 hours of the first interview to schedule processing, discuss test or physical results, and answer questions the applicant is likely to have raised since the interview.

FUTURE SOLDIERS

15-12. Future Soldiers put a great deal of trust in your role as mentor and counselor. After the required Future Soldier orientation, be sure to follow up regularly with Future Soldiers to keep them abreast of Army news. Inform them of any changes that may affect their enlistment. Speak (and listen) to all Future Soldiers to ensure awareness of any changes in their lives that may affect their enlistment. Offer assistance and counsel regarding life, school, job, and so on. Show an interest in their lives. Seek opportunities to discuss the Future Soldier's decision to enlist with key influencers, such as parents or other loved ones. Of course, follow up with all Future Soldiers is a requirement, but it's really more than that. These recruits are the future of the Army. Take good care of them. They deserve it.

COIS AND VIPS

15-13. Follow-up with COIs and VIPs is the key to the city. Contact influencers and important persons every day to establish a solid relationship and to gather intelligence. Social media sites are a good way to establish new contacts and maintain existing relationships. In very short order, team members will know more about their recruiting AO than they know about their own hometown. Be involved. Offer community service. Demonstrate personal interest. Discuss Army activities, coming events, COI functions, and educator tours. Call all COIs and VIPs to discuss or update the status of leads they provided. The COI or VIP who provided a lead has a vested interest in the individual and should be informed of their progress. Diligent follow-up communicates a respect for the influencer. Never be afraid to ask COIs and VIPs for leads.

CONDUCT FOLLOW-UP ACTIVITIES (EXECUTE)

15-14. All team members now know how often follow-up should occur. The follow-up is a persistent desire to stay in touch, to show interest, and to offer the recruiting unit's participation. You must understand that other service recruiters are in the recruiting unit's AO. First to contact and best at follow-up usually get the commitment for enlistment. Be the first, own the AO, and follow up.

15-15. Plan all follow-up activities. Document the name(s) and place(s) for all face-to-face follow-up. Document phone call or text message follow-up and determine the best time to call. Plan and document virtual follow-up for social media sites.

15-16. When making follow-up attempts, use blueprint information to establish or reestablish trust and credibility. Cover all planned points of discussion. In the discussion, remember one of the goals is to form and maintain professional relationships. This is a good opportunity to demonstrate the role of counselor by educating leads and prospects about Army opportunities, and as public affairs specialist by offering assistance with community and civic events.

15-17. There are few hard-set requirements as to the end goal of follow-up. This is the opportunity to put a finger on the pulse of the community and to weave recruiting team members into the fabric of the community and target market. This is also the opportunity to facilitate a prospect's understanding of the obvious. If the prospect is truly interested in military service and has learned to trust and respect counsel, they will be inclined to follow the advice. They know and trust the recruiting team member. The team member has spoken to them on a number of occasions. The prospect won't join the Army for just anybody. This is the true value of follow-up.

15-18. Finally, never end a conversation with a prospect, applicant, or Future Soldier without establishing a time and date for the next follow-up. Let the contact know when to expect the next call or visit. Not only does this communicate respect for the contact's time, it also affirms a sense of professionalism in the team member's business conduct.

Appendix A

The Enlistment Process (Scenario)

A-1. The scenario illustrates the enlistment process from planning through shipping. It demonstrates how each team member's duties and responsibilities are applied and synchronized during the enlistment process. This scenario was designed to provide unit commanders with an example of what right looks like and represents current best business practices.

SCENARIO

A-2. The following scenario depicts a fully staffed recruiting center and a prospect who is fully qualified and committed to enlist. The screenshots in this scenario (figures A-1 through A-7) have been altered to show the detailed linkage of team members' activities during the enlistment process. The altered screenshots also illustrate the nesting of team members' plans into the center's ROP. For instructional purposes only, all gray boxes reflect applicant or activity information pertaining to the applicant "Bishop." User guides contain detailed instruction for adding activities and events in the RZ calendar.

PLANNING

A-3. It's Monday morning. The weekly planning meeting has ended, and all team members have their operation plan. Prospecting plans are in place, and all team members have current individual calendars and schedules. The center commander has directed a mass of forces in a specific area of the center's AO this week.

PROSPECTING

A-4. RSTs check the schedules of all ETs and note the days and times they are available to conduct interviews. The center commander's focus this week is on high school diploma graduates. The RSTs prepare their pre-call plan to contact graduates in the same areas the ETs will be in conducting school visits, door knocks, and area-canvassing activities.

A-5. During telephone prospecting, an RST makes contact with a diploma graduate who agrees to an appointment (see fig A-1). The RST checks the calendars to see which ET is available to conduct the interview. The RST prequalifies the prospect and sets the appointment. The RST tells the prospect a little about the Soldier who will conduct the interview.

FIRST HAND-OFF

A-6. The RST must spend enough time introducing the ET to eliminate any fears the prospect may have at this point. A good practice is for RSTs to have biographies of the ETs on their workstation. The RST then documents the prospect's goals and motives and any other available blueprinting information on the prospect's record. The ET will refer to this information before making the first contact.

Monday	Tuesday	Wednesday	Thursday	Friday
06:00 <u>PT</u> Physical Fitness Training	09:15 <u>Team IPR</u> Other	06:00 <u>PT</u> Physical Fitness Training	09:15 <u>Team IPR</u> Other	06:00 <u>PT</u> Physical Fitness Training
09:00 <u>wkly planning meeting</u> Other	10:15 <u>complete waiver/scan docs (Doub)</u> Other	09:15 <u>Team IPR</u> Other	10:30 <u>PU court documents</u> Other	09:15 <u>Team IPR</u> Other
10:00 <u>Activity</u> TELEPHONE CALL	11:15 <u>Run police checks</u> Other	10:00 <u>Social media admin/prospecting</u> Other	13:00 <u>Embry Riddle list (Cinema van prep) calls</u> Other	10:00 <u>center vehicle admin</u> Other
11:00 <u>Activity AM Bishop</u> EMAIL	13:30 <u>Activity</u> TELEPHONE CALL	11:15 <u>Court checks</u> Other	16:00 <u>complete packet (Thomas)</u> Other	10:45 <u>Social media admin/prospecting</u> Other

Figure A-1. Appointment made on RST's calendar (highlighting added for illustration purposes).

ARMY INTERVIEW

A-7. The RST and the prospect discuss the time and location for the appointment. The prospect agrees to an interview at their home today at 1215. The RST opens the ET's schedule and documents the prospect's name, address, and the appointment time. The RST confirms the location and gets directions for the ET. Finally, the RST thanks the prospect, asks for a referral, and ends the call. The RST immediately updates the ALRL and informs the ACC that an appointment was made. The ACC checks the details and verifies the appointment as valid. The RST contacts the ET, who is already out in the area, and informs them of the appointment. The ET acknowledges the appointment and annotates their calendar. (See figure A-2.)

Monday	Tuesday	Wednesday	Thursday	Friday
06:00 <u>PT</u> Physical Fitness Training	09:15 <u>Team IPR</u> Other	06:00 <u>PT</u> Physical Fitness Training	08:00 <u>CHERRY CREEK HIGH SCHOOL (JROTC)</u> School Activity	06:00 <u>PT</u> Physical Fitness Training
09:00 <u>wkly planning meeting</u> Other	10:00 <u>travel to Colorado technical University</u> Other	09:15 <u>Team IPR</u> Other	09:30 <u>CHERRY CREEK HIGH SCHOOL (ASVAB list) Jacobs, Allan, Phillips, Brunson</u> Attempts in Person	09:15 <u>Team IPR</u> Other
10:30 <u>GRADS- Jones, Loomes, Rivers, Randall, Weaver</u> Attempts in Person	11:15 <u>COLORADO TECHNICAL UNIVERSITY (DENVER) (CLASSROOM PRESENTATION)</u> School Activity	10:30 <u>EAGLECREST HIGH SCHOOL (PU docs/Thomas)</u> School Activity	11:30 <u>CHERRY CREEK HIGH SCHOOL (TABLE SETUP)</u> School Activity	10:30 <u>Army interview (Moore)</u> Other
13:00 <u>Area Canvass (Fallon district area)</u> Other	12:15 <u>Army interview (Bishop)</u> Other	11:00 <u>Seniors - Francis, Dawson, Myers</u> Attempts in Person	13:00 <u>Grads- Wyman, Peters, Carlson, Evans</u>	12:45 <u>GRADS -Tyler, Olson, Cole, Boqgs, Brown</u> Attempts in Person
		12:30		15:30

Figure A-2. Interview appointment made on ET's calendar (highlighting added for illustration).

A-8. The ET contacts the prospect to confirm the appointment. When the prospect answers the phone, the ET introduces himself and mentions the RST who made the appointment. This practice will continue a smooth transition from the RST to ET. The ET then confirms the time and location and identifies any influencers who may be present during the interview. The ET reviews the prospect's goals and motives, uncovered by the RST, asks for a referral and ends the call.

A-9. The ET arrives at 1210 and conducts the interview. The prospect agrees to process for enlistment (the prospect now becomes an applicant). The ET administers the screening test and asks detailed prequalifying questions.

A-10. The applicant receives a qualifying score on the screening test. The ET congratulates the prospect on their decision to enlist, then explains the details of processing: testing, application, physical, enlistment, and the FSTP.

A-11. The ET checks the RST's calendar and schedules the applicant for the ASVAB and completion of their enlistment application. The ET explains how to fill out an application on-line using the Army Career Explorer (ACE), completes any required documentation, and introduces the applicant to the recruiting

center’s Facebook page. The applicant agrees to the appointment and will drive himself to the recruiting center.

SECOND HAND-OFF

A-12. The ET gives the applicant some background information about the RST who will be completing their processing. (ETs should have the RSTs’ biographies and pictures on their communications device for this purpose). The ET must ensure the applicant’s record has their current goals, motives, and blueprint information. The RST will refer to this information prior to making the follow-on contact.

A-13. The ET explains the application process within the recruiting center. The ET verifies what documentation the applicant has and provides him with a list of what documents are still required. The ET asks for a referral and departs. The ET immediately contacts the RST or ACC to confirm the applicant’s appointment to process and executes the hand off. The RST confirms the appointment and informs the ACC. The RST then projects the applicant for testing. (See fig A-3.)

Monday	Tuesday	Wednesday	Thursday	Friday
06:00 <u>PT</u> Physical Fitness Training	09:15 <u>Team IPR</u> Other	06:00 <u>PT</u> Physical Fitness Training	09:15 <u>Team IPR</u> Other	06:00 <u>PT</u> Physical Fitness Training
09:00 <u>wkly planning meeting</u> Other	10:15 <u>complete waiver/scan docs (Doub)</u> Other	0900 ASVAB Testing (Bishop) Other	10:30 <u>PU court documents</u> Other	09:15 <u>Team IPR</u> Other
10:00 <u>Activity</u> TELEPHONE CALL	11:15 <u>Run police checks</u> Other	10:00 <u>Social media admin/prospecting</u> Other	13:00 <u>Embry Riddle list (Cinema van prep) calls</u> Other	10:00 <u>center vehicle admin</u> Other
11:00 <u>Activity AM Bishop</u> EMAIL	13:30 <u>Activity</u> TELEPHONE CALL	11:15 <u>Court checks</u> Other	16:00 <u>complete packet (Thomas)</u> Other	10:45 <u>Social media admin/prospecting</u> Other
11:30 <u>Activity</u> TELEPHONE CALL	15:15 <u>transport shippers to Hotel</u> Other	13:15 <u>Activity</u> TELEPHONE CALL		15:30 <u>end of wk AAR</u> After Action Review
12:30 <u>Packet Prep/Documents scan (Sims)</u> Other	16:00 <u>College Class</u> Professional Development	14:15 <u>complete packet (Bishop)</u> Other		16:00 <u>Center Training</u> Training

Figure A-3. Test and processing on RST’s calendar (highlighting added for illustration purposes).

PROCESSING

A-14. The RST reviews his next day’s schedule with the ACC and blocks off time for transporting the applicant to the test site. The test is at 0900 tomorrow—the RST calls the applicant to confirm the time and what documents they

are to bring with them. The ACC verifies the projection and updates the center commander at the end of day AAR.

A-15. Following morning the applicant arrives at the recruiting center with their documents. If necessary, the RST performs a biometric scan on the applicant. If the results are favorable, the RST drives the applicant to the test site.

A-16. While the applicant is taking the ASVAB, the RST scans their source documents into the system and determines they are valid for enlistment. The RST picks up the applicant from the test site and notes that they received a passing score for enlistment.

Note: The RST is responsible for completing required administrative actions and forms. The RST can coordinate with other center personnel to get documents from out-lying areas.

A-17. The RST congratulates the applicant for his qualifying test scores, and together they complete the application. The RST helps the prospect select a date for the physical exam and enlistment at the MEPS. Now, the RST introduces the applicant to the ACC. The ACC reviews the application with the applicant and confirms the information. He determines the applicant is eligible to continue processing. Next, the applicant meets the center commander, who performs a quality assurance check (also known as a “hot seat”). The center commander was aware of the processing that day and was available to meet the applicant. The center commander does not find any information that would prevent further processing. The center commander authorizes the RST to project the applicant for enlistment processing. (See fig A-4 and A-5.)

Monday	Tuesday	Wednesday	Thursday	Friday
06:00 PT Physical Fitness Training	09:00 <u>ARISS projections review</u> Other	06:00 PT Physical Fitness Training	09:00 <u>ARISS projections review</u> Other	06:00 PT Physical Fitness Training
09:00 <u>Weekly planning meeting</u> Other	09:15 <u>Team IPR</u> Other	09:00 <u>ARISS projections review</u> Other	09:15 <u>Team IPR</u> Other	09:00 <u>ARISS projections review</u> Other
10:00 <u>ARISS projections review</u> Other	12:00 <u>waiver pkt review (Doub)</u> Other	09:15 <u>Team IPR</u> Other	10:00 <u>enl pkt review (Bishop)</u> Other	09:15 <u>Team IPR</u> Other

Figure A-4. Packet review on ACC’s calendar (highlighting added for illustration purposes).

A-18. The applicant selects Monday the following week, and the RST projects the rest of the processing. The RST discusses transportation to the MEPS and

adds it to his schedule. The RST returns the source documents to the applicant and instructs the applicant to bring the documents with them on the day they process. The RST again congratulates the applicant on his decision to enlist.

Monday	Tuesday	Wednesday	Thursday	Friday
06:00 PT Physical Fitness Training	09:15 <u>Team IPR</u> Other	06:00 PT Physical Fitness Training	09:15 <u>Team IPR</u> Other	06:00 PT Physical Fitness Training
09:00 <u>wkly planning meeting</u> Other	09:45 <u>IPR w/Company</u> Other	09:15 <u>Team IPR</u> Other	09:30 <u>school visit and training w/ET</u> Other	09:15 <u>Team IPR</u> Other
10:00 <u>IPR w/Company</u> Other	10:00 <u>FS status review with FSL</u> After Action Review	09:45 <u>IPR w/Company</u> Other	13:00 <u>APL,TNE,FS logs</u> Other	09:45 <u>IPR w/Company</u> Other
14:30 <u>Enl Hotseat (Wheeler & Bishop)</u> Other	14:00 <u>Hotseat (Shippers)</u> Other	14:00 <u>FS training program review</u> After Action Review	15:00 <u>IPR w/Company</u> Other	10:30 <u>Army interview (Moore) w/ET</u> Other

Figure A-5. 'Hot-seat' on center commander's calendar (highlighting added for illustration).

A-19. The RST transports the applicant to the MEPS, and the applicant enlists. The RST transports the applicant back from the MEPS.

Note: If any issues arise on the floor, the RST and ACC are responsible for troubleshooting.

THIRD HAND-OFF

A-20. The RST introduces the applicant to the FSL (either in person or through their bio). If the FSL is not present, the RST will check the FSL's calendar, and let the Future Soldier select a date and time for the orientation. The FSL will refer to the Future Soldier's record to learn why they enlisted and to review the details of the enlistment contract. The ACC will identify any additional testing or processing the Future Soldier may be required to do and schedule them for it. The FSL and the ACC annotate their recruiting systems with the enlistment information.

FUTURE SOLDIER TRAINING PROGRAM

A-21. The FSL follows up with the Future Soldier prior to the scheduled orientation and discusses transportation to the center.

Note: The FSL is responsible for transportation and may coordinate with the RST or ET to pick up the Future Soldier if they are already in their area.

A-22. The FSL should encourage the Future Soldier and his family or significant other to participate in the initial orientation. By involving influencers from the beginning, the FSL can head off problems that may lead to losses. (See fig A-6, A-7.)

Monday	Tuesday	Wednesday	Thursday	Friday
06:00 PT Physical Fitness Training	09:15 <u>Team IPR</u> Other	06:00 PT Physical Fitness Training	09:15 <u>Team IPR</u> Other	06:00 PT Physical Fitness Training
09:00 <u>Wkly planning meeting</u> Leave	10:00 <u>FS status review with CC</u> After Action Review	09:15 <u>Team IPR</u> Other	10:00 <u>LMS classes</u> Professional Development	09:15 <u>Team IPR</u> Other
10:00 <u>Center Facebook (FS) discussion - Col. Tech. U</u> Other	10:45 <u>FS FU (Baldwin, Smith, Jenkins)</u> Attempts in Person	10:00 <u>Final document review - shippers</u> Other	11:30 <u>FS prospecting (Cherry Creek HS)</u> Other	10:30 <u>(Wheeler & Bishop) orientation</u> Future Soldier Training

Figure A-6. Future Soldier orientation on FSL's calendar (highlighting added for illustration).

Monday	Tuesday	Wednesday	Thursday	Friday
06:00 PT Physical Fitness Training	09:15 <u>Team IPR</u> Other	06:00 PT Physical Fitness Training	09:15 <u>Team IPR</u> Other	06:00 PT Physical Fitness Training
09:00 <u>wkly planning meeting</u> Other	09:45 <u>IPR w/Company</u> Other	09:15 <u>Team IPR</u> Other	09:30 <u>school visit and training w/ET</u> Other	09:15 <u>Team IPR</u> Other
10:00 <u>IPR w/Company</u> Other	10:00 <u>FS status review with FSL</u> After Action Review	09:45 <u>IPR w/Company</u> Other	13:00 <u>APL,TNE,FS logs</u> Other	09:45 <u>IPR w/Company</u> Other
14:30 <u>Enl Hotseat (Wheeler & Bishop)</u> Other	14:00 <u>Hotseat (Shippers)</u> Other	14:00 <u>FS training program review</u> After Action Review	15:00 <u>IPR w/Company</u> Other	10:30 <u>Army interview (Moore) w/ET</u> Other
15:30 <u>Orientation (Stephens)</u> Future Soldier Training	15:00 <u>APL,TNE,FS logs</u> Other	15:00 <u>APL,TNE,FS logs</u> Other	16:00 <u>FS PT session w/FSL</u> Physical Fitness Training	11:30 <u>Orientation (Wheeler & Bishop)</u> Future Soldier Training

Figure A-7. Future Soldier orientation on center commander's calendar (highlighting added).

A-23. The FSL is directly responsible for Future Soldiers as long as they remain in the FSTP. The FSL conducts all follow-up; the ACC conducts it in his absence. The ACC manages all scheduled Future Soldier processing and coordinates with the FSL for transportation. The center commander gives direction to the FSL, as required.

FOURTH HAND-OFF

A-24. The FSL verifies the Future Soldier has satisfied all FSTP requirements, and discusses transportation for shipping with the Future Soldier. The FSL then hands off the Future Soldier to the ACC who conducts final QC and pre-shipment review of the Future Soldier's record. The FSL and ACC confirm the Future Soldier is ready for shipping prior to the actual ship day. The ACC then informs the center commander, who bears ultimate responsibility for clearing the Future Soldier to ship.

SHIPPING

A-25. The center commander reviews the Future Soldier's records and schedules the final DEP-out interview. If the Future Soldier is a hometown shipper, the FSL ensures that all requirements are satisfied. He then informs the ACC, who verifies the enlistment packet and confirms arrangements for meals and travel. The center commander conducts the final DEP-out interview and authorizes transportation. The ACC manages the final process and informs the center commander when complete. If the Future Soldier is a hometown shipper, the center commander confirms with the chain of command when the Future Soldier has shipped. Figure 16-8 is an example of a workflow model for a recruiting center. The figure shows the synchronization of effort during the enlistment process and provides the outline for this scenario.

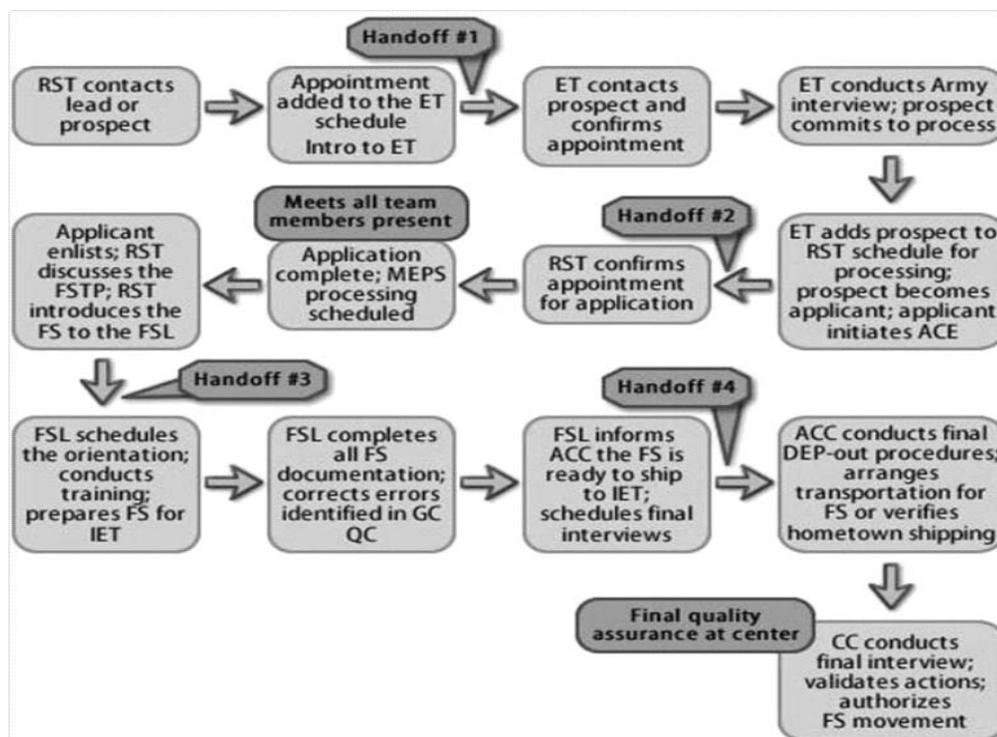


Figure A-8. Recruiting center workflow model.

Appendix B

Tool Box

B-1. The toolbox is a collection of proven tactics, techniques, and procedures that can help you establish and refine critical areas such as telephone introductions, establishing rapport, how to use fact-finding and open-ended questions, overcoming obstacles, and trial closes. The examples may be similar to what you use now, but this appendix will also explain the psychology behind why we use them. Memorizing scripts is good, but it's equally important to understand how they affect your audience.

B-2. You don't need a degree in psychology to understand human nature. All you need to understand is what makes people feel good. Generally speaking, people react favorably when you show them respect by addressing them by name, complimenting them on their achievements, or showing them special favor or treatment. Basically, if you treat people the way you want to be treated you will always be received favorably. Remember, a first impression is a lasting impression, whether it be face-to-face or on the telephone. The examples used in this appendix are time tested and should be customized to fit your personality and market.

INTRODUCTORY SCRIPTS

B-3. Your introduction should be pleasant, upbeat, and delivered with a telephone smile. How you say something is just as important as what you say. You want every prospect to feel like they're the only person you've called today. Keep in mind that your phone call was not anticipated and is an interruption. It's just common courtesy to let the person know up front who you are and what you represent. A good standard opening line is, "Good afternoon. I'm SGT Ring, and I represent the US Army. May I speak with John, please?"

B-4. Once you get your lead on the phone, it's important to establish rapport. Establishing rapport on the telephone is a little more difficult than in person, but can be done by asking the proper questions. Remember, rapport is nothing more than trying to create an atmosphere of mutual understanding, trust, and agreement between you and the prospect. To do that you must first "break the ice" by initiating the conversation with a simple statement such as, "John, I'm glad I caught you at home. I understand you recently graduated from West Undershirt High School, is that right?" Once you receive their response, follow up with a statement such as, "Well, on behalf of myself and the US Army, congratulations on a job well done." This simple introduction established the fact that you know something about the person and you are proud of their achievement. It puts them at ease and makes it easier to ask fact-finding questions such as, "So John, what have you been doing since graduation?"

B-5. Now that you see how this works, study the examples on the following pages.

Examples of prospecting phone calls

“Good afternoon. I’m SGT Ring and I represent the U.S. Army. May I speak with John, please? Hi John, how are you today? I understand you’re a senior at West Undershirt High School.”

“Good morning. I’m SGT Ring and I represent the U.S. Army. May I speak with John, please? Hi, John. This is SGT Ring with the U.S. Army. I understand you recently graduated from West Undershirt High School.”

“Good evening. I’m SGT Ring, and I represent the U.S. Army. May I speak with John, please? Hi John. This is SGT Ring with the U.S. Army—how are you today? John, the reason I’m calling is I just received the results of the ASVAB test you took in school and noticed you’re planning to serve in the military. That’s great! Let me be the first to congratulate you on your decision.”

“Good afternoon. I’m SGT Ring, and I represent the U.S. Army. May I speak with John, please? Hi, John. This is SGT Ring with the U.S. Army—how are you today? John, I understand you’re a freshman at State University.”

“Good evening. I’m SGT Ring, and I represent the U.S. Army. May I speak with John, please? Hi, John. This is SGT Ring with the U.S. Army—how are you today? I was recently talking with Mrs. Black, your guidance counselor, and she said you might be interested in some of the programs offered by the Army.”

“Good afternoon. I’m SGT Ring, and I represent the U.S. Army. May I speak with John, please? Hi, John—this is SGT Ring with the U.S. Army. How are you today? John, I just received the results of the ASVAB test you recently took at your school, and would like to congratulate you on your score. I understand you are planning to attend college. Is that still true?”

“Good afternoon. I’m SGT Ring, and I represent the U.S. Army. May I speak with John, please? Hi, John—this is SGT Ring with the U.S. Army. How are you today? John, I just received the results of the ASVAB test you took at school. I was wondering if anyone from your high school has offered to discuss your scores?”

B-6. Once you’ve introduced yourself and established rapport, it’s time to ask some open-ended, fact-finding questions. For example: “So, John, what are your plans after graduation?”

The phone call: Questions and responses

- Lead response: I'm interested in joining the military.

"John, I applaud you for the decision you made to serve our country. I'm sure you have a military branch in mind, but I'd suggest you check out other services before making your final decision. I'd like to show you what the Army can offer. Can we get together on _____ or would _____ be better for you."

"That's great, John! Exactly what is it you want to do in the military? Did you know the Army has over 180 different jobs to choose from? Some of the jobs come with a substantial cash bonus and money for college. I would like to discuss these opportunities with you in more detail. Can we get together on _____ or would _____ be better for you."

- Lead response: I'm looking for skill training.

"John, the Army has some dynamic programs that offer guaranteed skill training and educational assistance for college. I would like to meet with you to discuss how these programs can help you reach your goals. How about meeting with me at _____ or _____? Which would be better for you?"

"John, the Army is one of the most trusted and respected organizations in this country. Our skill training, education, and incentives are the best of any service, and have helped many achieve their education and career goals. I'd like an opportunity to show how the Army can help you achieve yours. Would _____ or _____ be better for you?"

- Lead response: I need money for my education.

"John, the U.S. Army has a program called the GI Bill which can offer you up to \$_____ for college. This program, combined with other educational programs the Army offers, will allow you to pursue your educational goals. I would like to discuss these programs in detail with you and show how you can obtain your degree at little or no cost. May I see you at _____ or would _____ be better?"

"John, the Army offers the GI Bill which will guarantee you up to \$_____, plus numerous other education programs that will allow you to attend college with little or no cost to you. I would like to meet with you to discuss these programs in greater detail. Can we meet on _____ or would _____ be better?"

- Lead response: I want to be a leader.

"John, I understand you contacted the Army's Web site, and are interested in becoming a leader. The Army has many challenging leadership opportunities along with the training you need to become a problem-solver, teacher,

Questions and responses (continued)

and leader of the team. I would like to discuss this with you in more detail. Can we get together on _____ or _____? Which would be better for you?”

- Lead response: I need income and security.

“John, the Army offers employment in over 180 different and exciting jobs that will provide you with the security and financial stability you’re looking for. In addition, the Army provides excellent health care benefits for you and your family. I’d like to sit down with you and show how the Army can benefit you and your family. Would _____ or _____ be better for you?”

“John, the Army is definitely an option you should consider. It has a competitive starting salary, full benefit package, educational and cash incentives, and unmatched skill training. I would like to show you how the Army can help you achieve your career goals. Would _____ or _____ be better for you?”

- Lead response: I want to do something exciting and different.

“John, the Army is an adventure in itself and offers a wide range of exciting jobs plus the opportunity for worldwide travel. I’d like to visit with you and discuss the many adventurous opportunities available. Would _____ or _____ be better for an appointment?”

“John, did you know the Army is a diverse organization that offers worldwide traveling opportunities? The Army has bases in many countries and gives you the opportunity to experience their cultures and languages first hand. I would like to discuss these opportunities with you in more detail and show you how they may be your passport to the world. Would _____ or _____ be better for you?”

B-7. Now that you’ve contacted the lead, established rapport, and discovered their area of interest, it’s time to ask for the appointment. Remember, this person was not expecting your call and may hesitate to agree to an appointment, so it’s good to use the two-choice close. Offer a choice of date, time, and location to give them some say in the decision. “John, I’d like to show how the Army can help you achieve your career goals. Could we get together Tuesday at 4:30, or would Wednesday at 3:30 be better for you?” When the person chooses a date, let them also determine the location by asking, “John, would you like to meet at your house, or would the recruiting center be better?”

B-8. Obstacles can appear at any time during a telephone conversation, but are most likely to come up when you ask for the appointment. People are normally reluctant to agree on anything during a short telephone conversation. They may

create obstacles to simply slow down the process or get more information. In either case once you understand their real objection, make sure you answer it clearly and as briefly as possible. Check to see if the obstacle is a smokescreen — use the techniques discussed in chapter 11, Army Interview. Never argue with or attack anyone you've called or their family members, regardless of the topic. Anger and sarcasm, even if justified, can give you and the Army a bad name. Even if you win the argument, you will lose the appointment and any referrals you might have obtained.

B-9. Use the telephone to contact leads, create interest, and get an appointment. You cannot enlist anyone on the telephone, so keep the conversation brief. Don't try to convince someone who has made it quite clear they are not interested. Politely thank them for their time, ask for a referral, and try to establish a follow-up date. Make sure you end all your calls on a positive note. If the prospect should change their mind —as they often do—they will feel more comfortable speaking with you. The following are examples of obstacles and how to overcome them.

- Obstacle: Call me later.

“John, I understand you're busy right now and can appreciate your full schedule. Rather than me calling you back, let's schedule a time to meet. Would _____ or _____ be better?”

“John, I would be glad to call you back at a later time. Should I call back at _____ or would _____ be better?”

- Obstacle: Mail me the information.

“John, I would be happy to send you information. However, the Army offers such a variety of opportunities, it would be impossible for me to personalize the information. Besides, John, you will certainly have questions that I could answer much better in person. Can we get together on _____ or would _____ be more convenient for you?”

- Obstacle: Family or friends had a bad military experience.

“John, I think you will agree that all people will experience some difficulties in life. Difficulties come whether you're in the Army or a member of the civilian workforce. What some people perceive as a bad experience, others perceive as a challenge or an opportunity. There are a lot of successful people in business today who got their start in the Army. It's okay to listen to your family and friends, but we're talking about your future John, not theirs. Don't make a decision based on someone else's good or bad experiences. Make your own informed decision. When can we sit down and discuss what the Army can do for you. Would _____ be good or would _____ be better?”

- Obstacle: You're wasting your time.

“John, what makes you think talking with you about your future would be a waste of my time?” (Response) “I realize the Army is not for everyone, but you should be aware of Army opportunities before you discount the Army as an option. Besides, helping someone plan for their future is never a waste of my time. Can we meet

on _____ or would _____ be better?”

- Obstacle: I already have a good job.
“John, it sounds like you have a great job; but have you given any thought to long-term opportunities? Do you have job security, with unlimited advancement and educational assistance? You know, today’s job market is extremely competitive and volatile. Without specialized training or education the chances of finding and keeping a good paying job are not in your favor. I would like to discuss with you how the Army can provide the training, experience, and educational assistance that will help you compete in today’s work environment. Can we get together on _____ or would _____ be better?”
- Obstacle: I’m not interested.
“John, you must have a good reason for saying you’re not interested; would you mind telling me what it is?” (Response) “John, that’s exactly why I’m calling you today. Most people are unaware of Army opportunities and feel the Army has nothing to offer them. I’ll bet you can’t think of another organization that will provide you with state of the art skill training and unmatched education assistance. If after meeting with me, you’re still not interested, at least you’ll be making an informed decision. We can meet on _____ or would _____ be better for you?”
- Obstacle: I’m going to college.
“John, that’s great. What are you going to major in?” (Response) “Have you decided on a college or university yet?” (Response) “I’m sure you’re aware of the rising cost of a college education, even in state schools. Have you thought about how you’re going to pay for your education? John, I’m glad I called. The Army has educational assistance programs that can virtually pay for your college education. That means no student loans to pay back after you graduate. That may not seem important now, but it will when you start paying it back. In fact I will show you how you can attend college while you’re in the Army and receive college credits for your military training and experience. When can we get together to further discuss these and other programs? Would _____ or _____ be better for you?”
- Obstacle: Anti-military.
“John, I can understand your feelings toward the Army and military service. What is it exactly that makes you feel the way you do?” (Response) “Well, John, I understand how you feel. I’ve talked with other people who’ve felt the very same way, but after explaining to them how the Army has changed, particularly in the area of educational assistance and guaranteed training, they came away with a different point of view. John, I would like to meet with you and explain how these programs can help you achieve your career goals. I can meet with you on _____ or would _____ be better?”

- Obstacle: Interested in another service.
“John, I’m happy to hear you’re interested in military service. The branch you’re considering is a good one, but you should look into all the branches before making your final decision. As you know all services are not alike, and that includes what they can offer you in the form of training, incentives, and education programs. It would be to your advantage to choose the service that can benefit you the most. The Army, for instance, offers guaranteed skill training, shorter enlistment periods, and an unmatched education assistance program. I believe the Army can help you reach your career and education goals. I would like to meet with you to discuss these programs in greater detail. Would _____ be good or would _____ be better?”
- Obstacle: Too much discipline.
“John, what is it about discipline that concerns you the most?”
(Response) “It’s true the Army maintains a high degree of discipline, but the nature of its mission makes it necessary to maintain order and control. Really, the Army isn’t any different than an employer who has rules their employees must follow. The experience you get working in a disciplined environment such as the Army, will make you more marketable when seeking employment. But John, there’s more to the Army than discipline. The Army also offers guaranteed skill training, shorter enlistment periods, and unmatched education assistance programs. I would like to meet with you to discuss how these programs can help you achieve your career goals. Can we meet on _____ or would _____ be better for you?”
- Obstacle: I’m too busy.
“John, I understand your time is valuable, but I believe planning for your future will be time well spent. I know you’re very busy this time of year, but now is the time to look at all your options and decide on a career plan. I would like to visit with you to discuss your plans and show how the Army can help you achieve your goals. I have some time available on _____ or would _____ be better?”
- Obstacle: I don’t believe in war.
“John, I can understand how you feel. I don’t think anyone in this Nation believes in war. However, the events of September 11, 2001, made it necessary for our leaders to wage war against terrorism and the countries that support it. Soldiers don’t want to go to war, but it’s our job to protect the United States and guard the freedoms we all enjoy. John, I’m not calling to change the way you feel about war, I’m only calling to make you aware of the many opportunities offered by the Army and how they can help you achieve your career goals. I would like to show you what the Army has to offer. I can see you on _____ or would _____ be better?”

- Obstacle: Prospect is not home, and a parent answers the phone.
“Ma’am, I’m SGT Ring, John’s Army representative. The reason I’m calling is to discuss the many opportunities available to John in today’s Army. Ma’am, do you happen to know what John’s planning to do after graduation?” (Response) “Ma’am, that’s exactly why I’m calling. The Army offers guaranteed state-of-the-art skill training that will help him get a good job and education programs that can pay for his college education. I think it would be worth John’s time to hear what the Army has to offer, wouldn’t you agree? Ma’am when would be a good time to catch John at home?”
- Obstacle: No answer—the call goes to voice-mail or an answering machine.
“Hi, my name is SGT Ring, your local Army representative. I’m calling for John to discuss the many opportunities, such as skill training and education assistance, the Army can offer him. I can be reached on my cell phone at *[phone number]*. I’m looking forward to meeting with you.”

PREQUALIFYING PROSPECTS

B-10. Once a lead has agreed to an appointment, you must determine if they are mentally, medically, and morally qualified. Use care when asking qualifying questions. If you ask them too soon, it could destroy the rapport you’ve established. Asking personal questions of someone you don’t know can be somewhat intimidating. On the other hand, making an appointment with a person who can’t qualify to enlist can waste valuable time and even embarrass the prospect. You must decide how far to go with prequalification when scheduling appointments. For instance, if you’re driving a long distance to conduct the appointment, it may be necessary to do a more thorough prequalification than you would if the applicant lived close by.

B-11. Usually a good time to introduce the question is when the prospect has agreed to an appointment. “So, John, when would you like to meet—Tuesday at 3:30 or Wednesday at 5:00?” (Response) “Great, John— Wednesday at 5:00 it is. Would you like to meet at your house or at the recruiting center?” (Response) “Okay— Wednesday, 5 o’clock at the recruiting center...got it. John, before we hang up, could I ask you just one more question?” (Response) “John, to the best of your knowledge, do you have any medical condition or law violation that you think might disqualify you for military service?” If you ask the question without hesitation right after you verify the appointment, it will be more natural and less intimidating for both you and the prospect.

B-12. As you gain more experience, you’ll find ways to ask questions that are less intimidating. For example, you can ask, “John is there anything you can think of that would prevent you from joining the Army?” This is obviously better than, “John, what law violations do you have?” or “Do you have any serious medical conditions?” Remember, your question could reveal an embarrassing police record or medical condition. If the record or condition is a disqualification, you must tactfully tell the prospect they are not eligible to enlist. End the conver-

sation by asking for a referral. “John, I’m sorry to disappoint you, but the fact that you have epilepsy disqualifies you for military service. Do you know anyone who might be interested in Army opportunities?” Always keep in mind that people know people, and referrals are your best lead source.

INTERVIEW TECHNIQUES

B-13. All prospecting and lead generation efforts are directed toward the Army interview. Telling the Army story and mapping out career plans through the use of developmental counseling is what recruiting is all about. There is an art and a science to the Army interview. The science is devising a plan that will help a person achieve their goals and passions. The art is telling a convincing Army story, knowing when and how to use the trial close, overcoming obstacles, and knowing when and how to ask for the commitment.

TRIAL CLOSE

B-14. A trial close is not a close that didn’t work. It’s nothing more than a temperature check; asking for an opinion or feeling about the Army or a specific program, then analyzing the reaction. In the trial close, “John, are you ready to be Army strong?” The ET is simply checking to see how the person will answer. If they answer yes, they’re ready to join the Army. If they answer no, it means they have not committed yet and need more information. A trial close is about asking questions that will help you determine the right time to ask the person to join the Army.

B-15. Trial closes perform some very important functions. They prepare the prospect to make a decision and the positive feedback builds your confidence to ask them to join the Army. Take full advantage of every opportunity to ask questions that assuredly will get a positive response. It makes good recruiting sense to do trial closes throughout the interview to determine the prospect’s interest level. Asking the prospect for any kind of agreement is a type of trial close (temperature check). Here are some examples—

- “John, do you think the Army can help you meet your financial obligations?”
- “John, can you see yourself wearing an Army uniform?”
- “John, do you feel that being paid to learn a skill is a benefit to you?”
- “John, do you think the Army’s education programs can help you get your degree?”

OVERCOME OBSTACLES (INTERVIEW)

B-16. Obstacles are a good thing. When a prospect raises an objection, you know he or she has been listening and cares about what you’re saying. It’s also a sign you’re getting close to the reason the prospect agreed to the appointment in the first place. Obstacles can be the result of what a prospect might have heard from friends, family, influencers, and the media. They can also stem from the prospect’s personal, religious, or political beliefs.

B-17. Most prospects want what the Army has to offer, but may be wary of the commitment, the Army lifestyle, or both. If you treat all obstacles as requests

for information, you will be able to act more as a coach and mentor through the interview process. After all, who can better answer their questions than you? Welcome the objections—they are a sure sign that your prospect is seriously considering the Army. Your skill in overcoming obstacles will determine your success as an ET.

B-18. In those rare cases where you don't encounter any obstacles, either the prospect has already decided to join or isn't seriously considering it at all. If the prospect doesn't present any obstacles, don't try to create them. "John, don't you have any questions about the physical and emotional demands of basic training?" Such a question only brings up something that may not have been the prospect's concern. Now it could become the reason they decide not to join. Avoid creating obstacles at all costs.

B-19. The following example shows step-by-step how to identify and overcome obstacles. The scenario is an interview with a married man who has just learned he'll have to be separated from his wife for a few months while he's at training.

Handling obstacles in the interview

- Step one. Obviously you.

Prospect: "It all sounds good, but I can't be gone that long."

ET: "Obviously, John, you have a good reason for saying that. Do you mind if I ask what it is?"

- Step two. Repeat the obstacle as a question.

Prospect: "I don't want to be separated from my wife during training."

ET: "You don't want to be separated from your wife during training?"

Note: By restating the obstacle you are gaining time to think of an appropriate response.

- Step three. Check for smokescreen.

ET: "Well, John, if you didn't have to be separated from your wife while you're at training, would you join the Army?" If the prospect answers yes, proceed to step four. If the answer is no, go back to step one to find the real objection.

- Step four. Show emotion.

ET: "I understand how you feel, John. Many people in your situation have felt the same way. What we have found is the time away from your family is a small price to pay for the investment you are about to make for your future and theirs."

- Step five. Use logic.

ET: "John, suppose you were offered a civilian job that guaranteed skill training in the field of your choice, a cash bonus, education assistance, including free medical, dental, and life insurance, but separated you from your wife for a few months. Wouldn't you take it?" (Response) "Sure you would, but John, the only organization I know that can make you that kind of offer is the Army."

CLOSING TECHNIQUES

B-20. No matter how good your interview, the prospect will not agree to join the Army until you ask. Closing is critical to the Army interview because it's where the commitment is asked for and hopefully obtained. The effective use of trial closes and reading of body language are keys to successful closing. You may have a favorite, but there is no one best closing technique. Whichever technique you use to obtain a commitment is the best one at that particular time.

B-21. The close formalizes the decision the prospect has been considering throughout the interview. The close simply summarizes the prospect's career goals and passions, and shows how an Army enlistment can fulfill them. Don't try to disguise the close using vague statements such as, "Well, John, the next thing to do is see what jobs are available at the MEPS." or "When do you want to take a trip to the MEPS for your physical?" Don't evade the issue. You must actually say the words that leave no doubt in the prospect's mind. "So, John, taking into consideration all that we've discussed, when do you want to process for enlistment? Would Wednesday or Friday be better for you?"

CLOSES

B-22. The following are some closes you can use.

- Single-question close.

John, are you ready to join the Army? It could be the best decision you've ever made.

Use caution with single-question closes. You are forcing the prospect to make a decision, and the answer may be no. Use this close only if you are absolutely sure the prospect will say yes.

- Two-choice close.

John, which day would you prefer, Wednesday or Thursday, to take your physical and enlist?

This close gives the prospect a sense of control, because you are allowing them to choose the day. If the first two days are rejected, try two more. If the applicant still won't commit, determine what the objection is and try again.

- Minor point close.

John, would you rather go to basic training in September or October?

The minor point close is used when you don't want the prospect to feel they are being forced to make a decision. This type of close gets the prospect to agree on a minor point that presumes they have already made the decision to join the Army. When they pick a month, they in fact have decided to join the Army.

- Contingent close.

John, I realize this is an important decision in your life and you would like to discuss it with your parents. I would like to be there with you to answer any questions they might have. Suppose they agree that this is a good idea. Will you be ready to take your physi-

cal amd enlist this week?

This makes their decision to enlist contingent on something else happening. In this case, the contingency is getting their parents' approval.

- Conditional close (facts, evidence, benefit, agreement).
As you can see, John, the Army can provide you with the skill training and education assistance that you want. The benefit to you is that you will have the training to get a good paying job and finish your degree in computer science. That is what you wanted, isn't it? John, if I can guarantee you all of the things we've just talked about here today, will you join the Army?"
This close simply says, I can do what you want. Will you do what I want?
- Third-person close.
This close requires the assistance of another team member, but is very effective. With a prearranged signal, hand-off the interview to another team member. Briefly explain the prospect's career plans and the programs you have outlined, asking your partner for their views. Your partner goes right on with the interview, often repeating the same points you made. Because the other is a disinterested third party, this lends support to what you said, verifying the information in the prospect's mind.
- Challenge close.
John, I really don't know if you're ready for the kind of challenge basic training will give you. This close challenges the prospect's ego by telling them they probably couldn't make it through BT or jump school anyway. The danger here is they may agree with you. This close should not be used with someone who has voiced a concern about BT.
- Service to country close.
This close works on a prospect's sense of obligation or pride.
John, there are other reasons for joining the Army besides the training and education. By serving in the Army you will be protecting America's freedoms at home and abroad, securing our homeland, and defending democracy worldwide. Your decision to join the Army will put you in the elite company of those brave men and women who've served to protect the freedoms that you, your family, and friends enjoy. John, are you ready to be Army strong?
- Already enlisted close.
This is a frog-in-the-pot kind of close. At some point during the interview, based on positive responses to your trial closes, start using phrases that presume the prospect has already decided to enlist.
John, when you get to the MEPS, the first thing you'll do is check in with the Army guidance counselor or John, if you like to play sports, you're gonna love basic training!

- Ben Franklin close.
This is an excellent technique for a follow-up interview when the prospect needs time to make a decision. Give the prospect a piece of paper. Have them draw a vertical line down the center and write, “Reasons to join today” on the right side and “Ideas opposed” on the left. Have the prospect list all the “Ideas opposed” first. Most prospects can only come up with two or three. These are their objections, remember them. Have the prospect list all the “Reasons to join today” they can think of. Add to that all the remaining benefits of an enlistment you can think of. The reasons to join will always outnumber the reasons opposed. Tell them to take the sheet, along with the ARCA worksheet, home to consider and share the information with their parents or spouse. Set a time to get back with them to discuss their conclusions. Maintain a high level of rapport with them throughout the process. When they leave, immediately write down their objections and develop a plan to overcome them.
- Scarcity principal close.
This close adds value to your product and moves prospects through the processing cycle.
John, this is absolutely the best time of year for a senior to select a job. Why don't we schedule you for your physical so you can select your job before all the other seniors in the Nation do? or John, the career field you're looking for isn't always open. I think there are a few slots left. Why don't we schedule you for your physical on Thursday or Friday?
- Contrast principle close.
Discuss a 4-year enlistment first, then move on to the 2-year enlistment. Use this close to help make the prospect's decision to enlist easier. This contrast adds value to the 2-year enlistment and the cost in time is more reasonable to the prospect.
- Complete the application close.
After you have completed the interview (without asking the person to join), begin filling out the application.
John, there are a few forms that we need to fill out before I can schedule you to take your physical and enlist in the Army.
This can be effective if you were receiving positive responses during the interview.
- Doorknob close.
If you've tried everything you can think of to get a commitment and are about to leave, try the doorknob close. Just before you leave, when the pressure is off, say, *John, before I go could you just answer one question? What's the real reason you decided against joining the Army today?* This close gives you one more shot at the prospect and may surface an unspoken obstacle you can overcome.

Glossary

Section I. Abbreviations

ACC	assistant center commander
ACE	Army Career Explorer
ACS	assistant chief of staff
AD	active duty
ADOS-RC	active duty for operational support-reserve component
AFQT	Armed Forces Qualification Test
AGR	Active Guard Reserve
AO	area of operations
AR	Army Reserve or Army Regulation
ARC	Army Recruiter Course
ARCA	Army Recruiting Compensation Advantage
ARISS	Army Recruiting Information Support System
ARNG	Army National Guard
ASB	Accessions Support Brigade
ASVAB	Armed Services Vocational Aptitude Battery
ATP	Advanced Training Program
BCT	basic combat training
CAST	Computerized Adaptive Screening Test
CG	commanding general
COA	course of action
COE	US Army Corps of Engineers
COI	center of influence
ConAP	Concurrent Admissions Program
DEP	Delayed Entry Program

DIME	demographic, income, military service, education (report)
DTP	Delayed Training Program
ERM	electronic records management
EST	Enlistment Screening Test
ET	engagement team
FAZR	Force Aligment ZIP Code Registration
FEC	forward engagement center
FSL	Future Soldier leader
FSR2S	Future Soldier Remote Reservation System
FSTP	Future Soldier Training Program
GAMAT	Graphical Accessions Mapping Analysis Tool
G2	Assistant Chief of Staff, G2--Market Intelligence and Mission Analysis
HQ USAREC	Headquarters, U.S. Army Recruiting Command
HRAP	Hometown Recruiter Assistanc Program
IADT	initial active duty for training
IET	initial entry training
IMT	initial military training
IPR	inprocess review
LZ	Leader Zone
MEPS	military entrance processing station
MET	mobile examining team
RMZ	Report Management Zone
ROP	recruiting operation plan
RPI	recruiting publicity item
RRS	Recruiting and Retention School
RST	recruiting support team
SRP	school recruiting program

SWOT	strengths, weaknesses, opportunities, and threats
SY	school year
SZ	School Zone
TAIR	Total Army Involvement in Recruiting
USAREC	U.S. Army Recruiting Command
VIP	very important person

Section II. Terms

Advanced Training Program

Part of the Recruiter Development Program. The ATP begins upon completion of phase III; evaluates the new recruiter's skills and provides refresher training where necessary.

applicant

A prospect who has agreed to process for enlistment or commissioning.

area canvassing

An activity in a public area within the recruiting area of operations which involves posting of the area and seeking new leads, COIs, and VIPs.

Armed Services Vocational Aptitude Battery

A battery of subtests designed under Department of Defense sponsorship, to measure potential for training in general occupational and aptitudinal qualification for enlistment. The battery is structured in production and student (school) forms. The production forms are administered by military entrance processing stations and mobile examining team sites for selection and classification purposes. The student form is provided at no cost to high schools and postsecondary institutions by the Department of Defense. It may be used as an enlistment qualifying battery and also provide leads on potential applicants for recruiters. It may be used as a career exploration tool by students and their counselors.

Army interview

A formal meeting between an Army recruiter and a prospect for the purpose of telling the Army story and counseling the prospect on the benefits of an Army enlistment or commission.

assistant center commander

The operations noncommissioned officer for a recruiting center. The assistant center commander directly supervises operation planning, daily work activities, and training; supervises and directs the recruiting support team; commands the center during the absence of the center commander.

battle rhythm

A deliberate daily cycle of command, staff, and unit activities intended to synchronize current and future operations.

blueprinting

Any action to obtain specific information about leads, COIs, VIPs, or other persons.

center commander

A noncommissioned officer, typically a sergeant first class, who leads a recruiting center. The center commander is responsible for recruiting operations, training, and the welfare of the Soldiers and civilian employees assigned to the center; directly supervises the assistant center commander, the Future Soldier leader, and the engagement team.

Computerized Adaptive Screening Test

A computerized test that predicts an applicant's performance on the Armed Forces Qualification Test.

Delayed Entry Program

An RA enlistment program which allows an applicant to delay their entry onto AD for a period of time. This program is subject to controls, as determined by the Commanding General, USAREC.

Delayed Training Program

The time from AR enlistment to departure for IADT to an MOS-producing school.

DEP-out

The final processing conducted to access a Future Soldier to IADT.

electronic records management

Efficient and systematic control of the creation, receipt, maintenance, use and disposition of records, including the processes for capturing and maintaining evidence of and information about business activities and transactions in the form of records.

engagement team

A team of two or more Soldiers who engage with the public. Members of the ET conduct Army interviews and execute the SRP.

face-to-face prospecting

A prospecting activity where the recruiter goes to the known location of a lead with the intent to communicate in person and schedule an Army interview.

follow-up

Any action taken to reinforce an initial action. Typical follow-up can include: Contacting a COI to obtain a lead, contacting a prospect met at a school event to arrange an interview, or contacting a prospect already interviewed who wanted some time to think before making a decision.

forward engagement center

The physical location and facility that supports the operations of the forward engagement team. Intended for administrative support only, not for direct engagement with the public. Where possible, FECs are placed in existing Government facilities, to include reserve centers and/or National Guard armories.

forward engagement team

A subset of a recruiting center's engagement team; comprises two or more ETs. FET members are assigned to a recruiting center with duty at another location to conduct forward operations. Members act as liaison between applicants and the RST.

Future Soldier

A person who has enlisted into the DEP, DTP, or delayed status and has not shipped to the training base.

Future Soldier leader

A noncommissioned officer and cadre recruiter who supervises, trains, and mentors the Future Soldier pool in a recruiting center.

Future Soldier Remote Reservation System

The application that recruiters use to start the processing of an applicant outside the MEPS. The recruiter, using the RWS, can work with an applicant in the applicant's home with the parents or spouse present. The recruiter temporarily reserves a training seat for the MOS of the applicant's choosing. The applicant must then travel to the MEPS to fully qualify for enlistment, take the oath of enlistment, and thus make the reservation permanent.

Future Soldier Training Program

The program of training that prepares new recruits for Army life and sustains their commitment to the Army until they depart for the training base. Training begins with enlistment into the DEP or DTP.

Future Soldier Training System

An online system for the delivery of training for Future Soldiers. The training cycle and training tasks appear on USAREC Form 1137, section III.

Graphical Accessions Mapping Analysis Tool

A Web-based data-mapping tool that visually displays data on specially designed maps based on recruiting unit boundaries. The data displayed includes (but is not limited to) leads, enlistments, schools, and market share data.

hot seat

The final screening interview conducted by a designated leader prior to sending the applicant to complete the processing for enlistment or commissioning.

lead

A name with an address, telephone number, or e-mail address and for whom no appointment has been made for an Army interview; a name with contact information that a recruiter can use in prospecting operations.

Leader Zone

A single login access through the USAREC Enterprise Portal, where recruiting leaders manage leads and monitor applicant processing.

market share

Unit accomplishments in ZIP Codes measured against the total percentage or proportion of the available recruiting area, or market by categories.

MET site

A location outside the MEPS used for the administration of the ASVAB. It may be staffed by either military or Federal civilian employees.

military entrance processing station

The joint service facility which conducts final physical examinations and final aptitude tests of all selective service registrants and service applicants, effects induction or enlistment processing, and ships such accessions to appropriate reception battalions or duty stations.

mobile examining team

One or more persons who administer the Armed Services Vocational Aptitude Battery at locations away from the parent military entrance processing station.

phase line

The end of a phase or process used to control and coordinate operations.

Pinnacle

Recruiting model based on the division of labor, specialization of skills, and teamwork that optimizes recruiter time for engaging the public and less time on administrative support functions.

processing

An activity that assesses an applicant's qualifications and matches a qualified applicant with the needs of the Army. Processing begins when the prospect agrees to process for enlistment or commissioning.

prospect

A person who has agreed to meet with an Army recruiter, or a person who has been interviewed but who has not committed to process for enlistment.

prospecting

An activity to contact leads and engage them in conversation with the intent to schedule an Army interview.

quality assurance

Any activity that seeks to ensure that an applicant or Future Soldier is ready to proceed to the next stage of processing for enlistment or commissioning.

quality control

Any activity that ensures an applicant or Future Soldier's record is complete and accurate.

Recruiter Zone

A single login access through the USAAC Enterprise Portal where recruiting personnel view, contact and manage all applicant records.

RZ calendar

The recruiter's digital planning tool built into the RZ; also referred to as the electronic planning guide or "e-planner."

recruiting center

A recruiting facility comprised of Soldier teams trained and equipped to handle specific recruiting tasks.

recruiting operation plan

A leader's plan for conducting recruiting operations.

recruiting station

A permanent location, within a facility, authorized by the tables of distribution and allowances which is manned on a full-time basis by no more than three recruiters for the purpose of conducting recruiting operations in outlying areas. It may be either leased or rent-free space.

recruiting support team

The planning, prospecting, and processing arm of a recruiting center. As many as six Soldiers comprise the team.

referral

A lead furnished to a recruiter by a prospect, applicant, Future Soldier, COI, VIP or other person with the intent that a recruiter will contact the lead to schedule an initial interview or follow-up for processing.

Report Management Zone

A single login access through the USAAC Enterprise Portal that enables the user to access multiple data sources within the ARISS architecture through the Hyperion™ query, analysis and reporting tool.

school recruiting program

A program designed to assist recruiters in evaluating school markets and directing their recruiting efforts toward specific tasks and goals in order to obtain the maximum number of quality enlistments possible.

School Zone

A single login access through the USAAC Enterprise Portal where recruiting personnel view and manage all activities relating to the SRP.

sensor

USAREC Soldiers who by observing their area of operations collect information and provide it to the commander as part of recruiting intelligence gathering. This activity conforms with the intent of the Army's "Every Soldier a Sensor" (ES2) program.

social media

Web-based applications that promote the creation and exchange of user-generated content. Prominent examples include Facebook, YouTube, Twitter, Flickr, and MySpace.

student ASVAB

The ASVAB when administered in a school. The results may be used for enlistment.

SWOT

A strategic planning analysis method used to evaluate the strengths, weaknesses, opportunities, and threats involved in a project or operations.

virtual prospecting

An activity where the recruiter contacts leads and engages them through email, internet and social media sites, with the intent to schedule an Army interview.

References

Section I

Required Publications

These documents must be available to intended users of this publication.

USAREC Reg 601-107

Operational Management Systems. 27 November 2006.

USAREC Manual 3-0

Recruiting Operations. 24 September 2009.

Section II

Related Publication

These sources contain relevant supplemental information.

AR 601-210

Army and Army Reserve Enlistment Program. 8 February 2011.

FM 2-0

Intelligence. 23 March 2010.

FM 2-01.3

Intelligence Preparation of the Battlefield/Battlespace (incl C1 and C2). 15 October 2009.

FM 3-0

Operations. 27 February 2008.

FM 5-0

The Operations Process. 26 March 2010.

FM 6-0

Mission Command: Command and Control of Army Forces. 11 August 2003.

FM 6-22

Army Leadership. 12 October 2006.

USAREC Reg 350-1

Training and Leader Development. 6 January 2011.

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