

Summary Report for Individual Task
805K-79R-3004
Implement a School Recruiting Program
Status: Approved

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

Foreign Disclosure: FD5 - This product/publication has been reviewed by the product developers in coordination with the RRS Fort Knox, Ky foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

Condition: You are a new recruiter and have been directed to implement a newly developed school recruiting program for your assigned schools. You have access to: Recruiter Work Station (RWS), Market Intelligence Information, School Zone (SZ), USAREC Manual 3-01 The Recruiter Handbook, USAREC Regulation 350-13 School Recruiting Program and RPI/PPI. Standard MOPP 4 conditions do not exist for this task. See the MOPP 4 statement for specific conditions.

Standard: Complete school folders for assigned secondary and postsecondary school within School Zone; develop a penetration plan for each school; coordinate ASVAB CEP scheduling in Army assigned schools to include proper coordination, proctoring, and interpretations to students; and promote ConAp to schools in accordance with USAREC Regulation 350-13, Chapters 1-9.

Special Condition: None

Safety Risk: Low

MOPP 4: N/A

Task Statements

Cue: None

DANGER
None

WARNING
None

CAUTION
None

Remarks: None

Notes: All references can be accessed at the following link: <https://sites.google.com/a/goarmy.com/publications-library/home>

Performance Steps

1. Verify and update all school information using SZ:

- a. Access Recruiter Zone (RZ).
- b. Under the "My Work Zone" tab select "School Zone".
- c. Select RSID and then select "School Folder".
- d. Assigned schools will load.
- e. Select school to verify information.
- f. Verify the following tabs are complete.

(1) School information.

(2) Faculty/students.

(3) Activities.

(4) Evaluation.

(5) School Events Calendar.

2. Develop a plan for each school:

a. Determine recruiting activities to conduct on campus and schedule appointments with applicable POCs. Request resources/support from higher headquarters.

b. Examine the school's web-site and save useful information.

c. Schedule visits to the campus, classroom presentations, career fairs, and all other events throughout the year.

d. Annotate all scheduled events in the SZ, School Events Calendar (these events will not carry over to the RZ calendar).

e. Events that will become prospecting events need to be changed from "Event" to "Activity" in SZ, to populate the RZ calendar.

Note: Be sure to update school visit after each prospecting event.

f. Review USAREC Pamphlet 350-13 for specific guidance in developing a plan for each school.

g. Receive production guidance and expectations for the school from the center commander.

3. Evaluate past and present performance.

a. Determine if enlistments from this period are equal to, or greater than, current SY goals and past performance.

b. Determine if contacts from this period are equal to, or greater than, contact milestone requirements.

c. Determine if involvement in school activities (coaching, teaching, volunteering, etc...) are greater than past involvement.

4. Conduct school penetration activities.

a. Work closely with school community. Such as:

- (1) Assist the marching band.
- (2) Act as an assistant coach in a sports program.
- (3) Volunteer for club activities such as, key club, booster club, etc.

b. Establish centers of influence (COI)/(VIP) other than guidance counselors. Such as:

- (1) Teachers.
- (2) Influential students.
- (3) Registrar.
- (4) Administrators.
- (5) Any other school employee who may assist in recruiting efforts such as school secretaries, and custodians.

c. Initiate contact and establish rapport with people in the following post secondary departments for the purposes indicated:

(1) Reserve Officer Training Corps (ROTC):

(a) Use cooperative ROTC department personnel, regardless of military branch, to assist in penetrating both host and extension colleges.

(b) Work closely with the ROTC department to gain insight and orientation to the campus and to plan joint activities.

(c) Schedule joint visits at hard-to-penetrate schools with an Army ROTC representative and present officer and enlisted career opportunities.

(d) Request stop-out lists from ROTC quarterly.

(2) Office of admissions:

(a) Confirm their understanding of the "Student Right to Know Act" of 1990 that allows removal of stop-outs that enlist in the military from the school's attrition figures.

(b) Offer the Concurrent Admissions Program (CONAP) as a potential source of new students when initiating and maintaining contact with this office.

(3) Registrars:

(a) Discuss class schedules and registration dates.

(b) Request stop-out cycle (students dropping out of school).

(c) Discuss official transcripts.

(d) Request student directory information (Solomon Amendment).

(4) Financial aid office:

(a) Solicit advisors to visit high schools as a joint effort to inform parents and students about various financial aid options available for post-secondary education. Ensure financial aid booklets reflect the full spectrum of Army education options/benefits.

(b) Present Army opportunities at entrance/exit briefings for students who receive financial aid.

(c) Offer the Loan Repayment Program (LRP) to potentially lower the school's student loan default rate.

(d) Obtain a stop-out list

(5) Career planning/placement office:

(a) Post USAR job vacancies list.

(b) Initiate scheduling of table days.

(c) Initiate scheduling of table days.

(d) Obtain career fair information.

(e) Verify Recruiting Publicity Items (RPI) rack placement.

(f) Locate space to conduct Army interviews on campus.

(g) Obtain permission to post Army information to school's website.

(6) Office of advisement/counseling: Discuss how closely the college counseling office works with HS counselors.

(7) Student affairs office:

(a) Check to see if bookstore sells a campus student directory (list).

(b) Obtain information about campus-based clubs and organizations.

(c) Establish table days.

(d) Discussed the rules and regulations for posting RPIs.

(8) Public information/public affairs:

(a) Determine newspaper ad rates and obtain interviews or articles on veterans, etc. forward information to Battalion Advertising and Public Affairs (A&PA).

(b) Contact radio and TV stations to place public service announcements and A&PA approved interviews.

(9) Veterans affairs (VA) office:

- (a) Establish contact with veterans (students and faculty).
- (b) Obtain information on supportive faculty/administrators.
- (c) Prospect for potential prior service enlistments.
- (d) Post Army opportunity information to school's VA website.

(10) Athletic department:

- (a) Discuss the World Class Athlete Program.
- (b) Obtain a list of athlete stop-outs.
- (c) Scholar Athlete Award.
- (d) Coaching/mentorship opportunities.

5. Attend school activities: Such as.

- a. Sporting events.
- b. School plays.
- c. Fund raisers.
- d. Weekend trips (as a chaperone).
- e. Any other activities that put you in touch with students and faculty on a regular basis.

6. Conduct lead generation activities.

- a. Contact students using trimester approach and according to current milestones.
- b. Research employment opportunities for the school and provide information to students during critical decision making periods.
- c. Assist students with applications to ROTC, West Point and the preparatory academy.
- d. Conduct presentations in class using films or videos.
- e. Canvass the campus (when officials permit) to introduce yourself to seniors and lower classmen and add leads to your advanced lead refinement list (ALRL) database.
- f. Attend as many after school events to become a part of their community.
- g. Use questionnaires, information cards, or similar tools to gather lead information during class presentations.
- h. Participate in cafeteria table days (or similar activities) that generate additions to your RZ leads data.

i. Sponsor competitions or events such as free throw competitions at sporting events.

7. Present the School ASVAB.

a. Confirm that schools are scheduled for ASVAB.

b. Use the battalion's Education Services Specialist (ESS) to provide guidance for those schools that do not wish to administer the test.

c. Set a follow-up meeting with guidance counselor, principal, or school superintendent on the benefits of ASVAB testing.

d. Promote ASVAB testing with students during class presentations, telephone prospecting, and general conversations.

e. Coordinate ASVAB test and interpretation.

f. Contact ASVAB qualified applicants according to current Command guidelines.

g. Inform school of March2Success.com website as a benefit for SAT/ACT and ASVAB study guide.

8. Conduct Shaping Operations for School Penetration.

a. Encourage those students who are looking for a part-time job, or graduating to consider joining the Army by conducting the following:

(1) Place literature (RPIs, posters, etc.) and requesting adequate advertising through the battalion staff.

(2) Participate in campus career days and job fairs.

(3) Coordinate mailings to students about Army opportunities.

(4) Make presentations to student clubs, fraternities, sororities, and other groups.

b. Become familiar in the use of college and high school terms.

c. Invite college administrators to give a presentation about their school at a company training event.

d. Promote college attendance by military personnel (Future Soldier, Recruiters, TPU members, Military spouses, etc.).

e. Conduct activities designed to foster a long-term relationship with the administration and faculty such as:

(1) Visiting them in their office.

(2) Conduct COI functions on-campus.

(3) Inviting staff and faculty on Educator Tours.

(4) Conduct Concurrent Admissions Program (CONAP), Future Soldier Training Program (FSTP) functions on campus.

f. Conduct activities at career days and fairs that bring students and recruiters together:

- (1) Practice school specific lead-generating techniques.
- (2) Get to know the audience. Each campus has its own culture and characteristics.
- (3) Ask the right questions (know the school curriculum and typical academic/financial challenges faced by students).
- (4) Provide correct literature in sufficient quantity.
- (5) Ensure equipment used works properly (the more high-tech the better).
- (6) Pass out personal presentation items (PPI) that link the student with the Army.
- (7) Aggressively follow-up with leads.

g. Coordinate activities with the Career Planning/Placement Office that normally offers career information workshops for students. (Participating as presenters or panelists in events, enhances the Army's image with students and administrators.

h. Promote Army awareness through involvement with faculty members and student organizations that often seek appropriate speakers for their interest areas. Provide a list of potential Army speakers to include:

- (1) General officer alumni.
- (2) RA and USAR experts in their area.
- (3) Recruiters or other members of the recruiting force.

(Asterisks indicates a leader performance step.)

Evaluation Guidance: Score the Soldier GO if all performance measures are passed (P). Score the Soldier NO GO if any performance measure is failed (F). If the Soldier scores NO GO, show the Soldier what was done wrong and how to do it correctly.

Evaluation Preparation: This task may be evaluated by using the evaluation guide and/or administering the performance test. Evaluation Guide. If the task is performed on the job, use the materials listed in the CONDITIONS statement above. This task can be evaluated by using the evaluation guide.

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Verified and updated all school information using SZ:			
a. Accessed Recruiter Zone (RZ).			
b. Under the "My Work Zone" tab selected "School Zone".			
c. Selected RSID and then selected "School Folder".			
d. Assigned schools loaded.			
e. Selected school to verify information.			
f. Verified the following tabs were complete.			
(1) School information.			
(2) Faculty/students.			
(3) Activities.			
(4) Evaluation.			
(5) School Events Calendar.			
2. Developed a plan for each school:			
a. Determined recruiting activities to conduct on campus and scheduled appointments with applicable POCs. Requested resources/support from higher headquarters.			
b. Examined the school's web-site and saved useful information.			
c. Scheduled visits to the campus, classroom presentations, career fairs, and all other events throughout the year.			
d. Annotated all scheduled events in the SZ, School Events Calendar.			
e. Events that will become prospecting events were changed from "Event" to "Activity" in SZ.			
f. Received production guidance and expectations for the school from the station commander.			
3. Evaluated past and presented performance.			
a. Determined if enlistments from this period are equal to, or greater than, current SY goals and past performance.			
b. Determined if contacts from this period are equal to, or greater than, contact milestone requirements.			
c. Determined if involvement in school activities (coaching, teaching, volunteering, etc...) are greater than past involvement.			
4. Conducted activities.			
a. Worked closely with school community.			
(1) Assisted the marching band.			
(2) Acted as an assistant coach in a sports program.			
(3) Volunteered for club activities such as, key club, booster club, etc.			
b. Established centers of influence (COI)/(VIP) other than guidance counselors. Such as:			
(1) Teachers.			
(2) Influential students.			
(3) Registrar.			
(4) Administrators.			
(5) Any other school employee who may assist in recruiting efforts such as school secretaries, and custodians.			
c. Initiated contact and establish rapport with people in the following post secondary departments for the purposes indicated:			
(1) Reserve Officer Training Corps (ROTC):			
(a) Used cooperative ROTC department personnel, regardless of military branch, to assist in penetrating both host and extension colleges.			
(b) Worked closely with the ROTC department to gain insight and orientation to the campus and to plan joint activities.			
(c) Scheduled joint visits at hard-to-penetrate schools with an Army ROTC representative and presented officer and enlisted career opportunities.			
(d) Requested stop-out lists from ROTC quarterly.			

(2) Office of admissions:			
(a) Confirmed their understanding of the "Student Right to Know Act" of 1990 that allows removal of stop-outs that enlist in the military from the school's attrition figures.			
(b) Offered the Concurrent Admissions Program (CONAP) as a potential source of new students when initiating and maintaining contact with this office.			
(3) Registrars:			
(a) Discussed class schedules and registration dates.			
(b) Requested stop-out cycle (students dropping out of school).			
(c) Discussed official transcripts.			
(d) Requested student directory information (Solomon Amendment).			
(4) Financial aid office:			
(a) Solicited advisors to visit high schools as a joint effort to inform parents and students about various financial aid options available for post-secondary education. Ensure financial aid booklets reflect the full spectrum of Army education options/benefits.			
(b) Presented Army opportunities at entrance/exit briefings for students who receive financial aid.			
(c) Offered the Loan Repayment Program (LRP) to potentially lower the school's student loan default rate.			
(d) Obtained a stop-out list.			
(5) Career planning/placement office:			
(a) Posted USAR job vacancies list.			
(b) Initiated scheduling of table days.			
(c) Initiated scheduling of table days.			
(d) Obtained career fair information.			
(e) Verified Recruiting Publicity Items (RPI) rack placement.			
(f) Located space to conduct Army interviews on campus.			
(g) Obtained permission to post Army information to school's website.			
(6) Office of advisement/counseling: Discussed how closely the college counseling office works with HS counselors.			
(7) Student affairs office:			
(a) Checked to see if bookstore sells a campus student directory (list).			
(b) Obtained information about campus-based clubs and organizations.			
(c) Established table days.			
(d) Discussed the rules and regulations for posting RPIs.			
(8) Public information/public affairs:			
(a) Determined newspaper ad rates and obtain interviews or articles on veterans, etc. forward information to Battalion Advertising and Public Affairs (A&PA).			
(b) Contacted radio and TV stations to place public service announcements and A&PA approved interviews.			
(9) Veterans affairs (VA) office:			
(a) Established contact with veterans (students and faculty).			
(b) Obtained information on supportive faculty/administrators.			
(c) Prospected for potential prior service enlistments.			
(d) Posted Army opportunity information to school's VA website.			
(10) Athletic department:			
(a) Discussed the World Class Athlete Program.			
(b) Obtained a list of athlete stop-outs.			
(c) Discussed the Scholar Athlete Award.			
(d) Discussed coaching/mentorship opportunities.			
5. Attended school activities: Such as.			
a. Sporting events.			
b. School plays.			

c. Fund raisers.			
d. Weekend trips (as a chaperone).			
e. Any other activities that put you in touch with students and faculty on a regular basis.			
6. Conducted lead generation activities.			
a. Contacted students using trimester approach and according to current milestones.			
b. Researched employment opportunities for the school and provide information to students during critical decision making periods.			
c. Assisted students with applications to ROTC, West Point and the preparatory academy.			
d. Conducted presentations in class using films or videos.			
e. Canvassed the campus (when officials permit) to introduce yourself to seniors and lower classmen and add leads to your advanced lead refinement list (ALRL) database.			
f. Attended as many after school events to become a part of their community.			
g. Used questionnaires, information cards, or similar tools to gather lead information during class presentations.			
h. Participated in cafeteria table days (or similar activities) that generate additions to your RZ leads data.			
i. Sponsored competitions or events such as free throw competitions at sporting events.			
7. Presented the School ASVAB.			
a. Confirmed that schools are scheduled for ASVAB.			
b. Used the battalion's Education Services Specialist (ESS) to provide guidance for those schools that do not wish to administer the test.			
c. Set a follow-up meeting with guidance counselor, principal, or school superintendent on the benefits of ASVAB testing.			
d. Promoted ASVAB testing with students during class presentations, telephone prospecting, and general conversations.			
e. Coordinated ASVAB test and interpretation.			
f. Contacted ASVAB qualified applicants according to current Command guidelines.			
g. Informed school of March2Success.com website as a benefit for SAT/ACT and ASVAB study guide.			
8. Implemented a strategy for developing the recruiting effort in schools:			
a. Encouraged those students who are looking for a part-time job, or graduating to consider joining the Army by conducting the following:			
(1) Placed literature (RPIs, posters, etc.) and requesting adequate advertising through the battalion staff.			
(2) Participated in campus career days and job fairs.			
(3) Coordinated mailings to students about Army opportunities.			
(4) Made presentations to student clubs, fraternities, sororities, and other groups.			
b. Became familiar in the use of college and high school terms.			
c. Invited college administrators to give a presentation about their school at a company training event.			
d. Promoted college attendance by military personnel (Future Soldier, Recruiters, TPU members, Military spouses, etc.).			
e. Conducted activities designed to foster a long-term relationship with the administration and faculty such as:			
(1) Visiting them in their office.			
(2) Conduct COI functions on-campus.			
(3) Inviting staff and faculty on Educator Tours.			
(4) Conducting Concurrent Admissions Program (CONAP), Future Soldier Training Program (FSTP) functions on campus.			

f. Conducted activities at career days and fairs that bring students and recruiters together:			
(1) Practiced school specific lead-generating techniques.			
(2) Got to know the audience.			
(3) Asked the right questions (know the school curriculum and typical academic/financial challenges faced by students).			
(4) Provided correct literature in sufficient quantity.			
(5) Ensured equipment used works properly (the more high-tech the better).			
(6) Passed out personal presentation items (PPI) that link the student with the Army.			
(7) Aggressively followed-up with leads.			
g. Coordinated activities with the Career Planning/Placement Office that normally offers career information workshops for students. (Participating as presenters or panelists in events, enhances the Army's image with students and administrators.			
h. Promoted Army awareness through involvement with faculty members and student organizations that often seek appropriate speakers for their interest areas. Provide a list of potential Army speakers to include:			
(1) General officer alumni.			
(2) RA and USAR experts in their area.			
(3) Recruiters or other members of the recruiting force.			

Supporting Reference(s):

Step Number	Reference ID	Reference Name	Required	Primary
	USAREC MANUAL 3-0	Recruiting Operations	Yes	No
	USAREC MANUAL 3-01	The Recruiter Handbook	Yes	Yes

Environment: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT.

Safety: In a training environment, leaders must perform a risk assessment in accordance with ATP 5-19, Risk Management. Leaders will complete the current Deliberate Risk Assessment Worksheet in accordance with the TRADOC Safety Officer during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, Multiservice Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical (NBC) Protection, FM 3-11.5, Multiservice Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, and Nuclear Decontamination. "Everyone is responsible for safety. A thorough risk assessment must be completed prior to every mission or operation."

Prerequisite Individual Tasks : None

Supporting Individual Tasks : None

Supported Individual Tasks : None

Supported Collective Tasks : None