STP 12-79R35-SM-TG

SOLDIER'S MANUAL and TRAINER'S GUIDE

RECRUITER

MOS 79R

Skill Levels 3, 4 and 5

OCTOBER 2003

DISTRIBUTION RESTRICTION: Approved for public release; distribution is unlimited.

HEADQUARTERS, DEPARTMENT OF THE ARMY

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Subject Area 6: AMEDD Recruiter

Skill Level 4

Subject Area 2: Station Commander

PREFACE

This publication is for skill level (SL) 3/4/5 soldiers holding Military Occupational Specialty (MOS) 79R to include US Army Reserve (USAR) 79R personnel performing duties within the US Army Recruiting Command (USAREC), their trainers and first-line supervisors. It contains standardized training objectives in the form of task summaries. Leaders will use these objectives to train and evaluate soldiers on critical tasks which support their unit mission.

Soldiers holding MOS 79R SL 3/4/5 must have access to this publication. It should be made available in the soldier's work area, in the unit's learning center and libraries. Commanders will ensure that an adequate supply of this manual has been ordered from US Army Publications Distribution Center(USAPDC) under pinpoint distribution procedures. The quantity ordered should be based on the authorized MOS strength of the units TDA, TOE, or MTOE.

This manual applies to both Active and Reserve component soldiers.

Users of this publication are encouraged to recommend changes to improve it. Link all comments to the specific page, paragraph, and line of the text in which the change is recommended. Provide reasons for each comment to ensure understanding and complete evaluation. Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, US Army Soldier Support Institute, ATTN: ATSG-RR, Fort Jackson, SC. 29207-7065.

Unless this publication states otherwise, masculine nouns and pronouns do not refer exclusively to men.

CHAPTER 1

Introduction

CHAPTER 1
OVERVIEW

1-1.   GENERAL.   The soldier training publication (STP) identifies the individual military occupational specialty (MOS) and area of concentration (AOC) training requirements for soldiers in various specialties, for example, MOSs 11BCHM, infantry skill levels 2-4. Another source of STP task data is the General Dennis J. Reimer Training and Doctrine Digital Library at http://www.adtdl.army.mil/atdls.htm. Commanders, trainers, and soldiers should use the STP to plan, conduct, and evaluate individual training in units. The STP is the primary MOS/AOC reference to support the self-development and training of every soldier in the unit. It is used with the Soldier's Manual of Common Tasks, Army training and evaluation programs (ARTEPs), and FM 7-0, *Training the Force*, to establish effective training plans and programs that integrate soldier, leader, and collective tasks. This chapter explains how to use the STP in establishing an effective individual training program. It includes doctrinal principles and implications outlined in FM 7-0. Based on these guidelines, commanders and unit trainers must tailor the information to meet the requirements for their specific unit.

1-2.   TRAINING REQUIREMENT. Every soldier, noncommissioned officer (NCO), warrant officer, and officer has one primary mission -- to be trained and ready to fight and win our nation's wars. Success in battle does not happen by accident; it is a direct result of tough, realistic, and challenging training.

     a.   Operational Environment

(1)   Commanders and leaders at all levels must conduct training with respect to a wide variety of operational missions across the full spectrum of operations; See below, these operations may include combined arms, joint, multinational, and interagency considerations, and span the entire breadth of terrain and environmental possibilities. Commanders must strive to set the daily training conditions as closely as possible to those expected for actual operations.

(2)   The operational missions of the Army include not only war, but also military operations other than war (MOOTW). Operations may be conducted as major combat operations, a small-scale contingency, or a peacetime military engagement. Offensive and defensive operations normally dominate military operations in war along with some small-scale contingencies. Stability operations and support operations dominate in MOOTW. Commanders at all echelons may combine different types of operations simultaneously and sequentially to accomplish missions in war and MOOTW. These missions require training since future conflict will likely involve a mix of combat and MOOTW, often concurrently. The range of possible missions complicates training. Army forces cannot train for every possible mission; they train for war and prepare for specific missions as time and circumstances permit.

(3)   Our forces today use a train-alert-deploy sequence. We cannot count on the time or opportunity to correct or make up training deficiencies after deployment. Maintaining forces that are ready now, places increased emphasis on training and the priority of training. This concept is a key link between operational and training doctrine.

(4)   Units train to be ready for war based on the requirements of a precise and specific mission; in the process they develop a foundation of combat skills that can be refined based on the requirements of the assigned mission. Upon alert, commanders assess and refine from this foundation of skills. In the train-alert-deploy process, commanders use whatever time the alert cycle provides to continue refinement of mission-focused training. Training continues during time available between alert notification and deployment, between deployment and employment, and even during employment as units adapt to the specific battlefield environment and assimilate combat replacements.

b.   How the Army Trains the Army

(1)   Training is a team effort and the entire Army -- Department of the Army, major commands (MACOMs), the institutional training base, units, the combat training centers (CTCs), each individual soldier and the civilian workforce -- has a role that contributes to force readiness. Department of the Army and MACOMs are responsible for resourcing the Army to train. The Institutional Army, including schools, training centers, and NCO academies, for example, train soldiers and leaders to take their place in units in the Army by teaching the doctrine and tactics, techniques, and procedures (TTP). Units, leaders, and individuals train to standard on their assigned critical individual tasks. The unit trains first as an organic unit and then as an integrated component of a team. Before the unit can be trained to function as a team, each soldier must be trained to perform their individual supporting tasks to standard. Operational deployments and major training opportunities, such as major training exercises, CTCs, and ARTEPs provide rigorous, realistic, and stressful training and operational experience

under actual or simulated combat and operational conditions to enhance unit readiness and produce bold, innovative leaders. The result of this Army-wide team effort is a training and leader development system that is unrivaled in the world. Effective training produces the force -- soldiers, leaders, and units -- that can successfully execute any assigned mission.

(2)   The Army Training and Leader Development Model (Figure 1-1) centers on developing trained and ready units led by competent and confident leaders. The model depicts an important dynamic that creates a lifelong learning process. The three core domains that shape the critical learning experiences throughout soldier's and leader's time span are the operational, institutional, and self-development domains. Together, these domains interact using feedback and assessment from various sources and methods to maximize warfighting readiness. Each domain has specific, measurable actions that must occur to develop our leaders.

- The operational domain includes home station training, CTC rotations, and joint training exercises and deployments that satisfy national objectives. Each of these actions provides foundational experiences for soldier, leader, and unit development.
- The institutional domain focuses on educating and training soldiers and leaders on the key knowledge, skills and attributes required for operating in any environment. It includes individual, unit and joint schools, and advanced education.
- The self-development domain, both structured and informal, focuses on taking those actions necessary to reduce or eliminate the gap between operational and institutional experiences.

(3)   Throughout this lifelong learning and experience process, there is formal and informal assessment and feedback of performance to prepare leaders and soldiers for their next level of responsibility. Assessment is the method used to determine the proficiency and potential of leaders against a known standard. Feedback must be clear, formative guidance directly related to the outcome of training events measured against standards.

Figure 1-1. Army Training and Leader Development Model

FIGURE 1-1

c. Leader Training and Leader Development

(1) Competent and confident leaders are a prerequisite to the successful training of units. It is important to understand that leader training and leader development are integral parts of unit readiness. Leaders are inherently soldiers first and should be technically and tactically proficient in basic soldier skills. They are also adaptive, capable of sensing their environment, adjusting the plan when appropriate, and properly applying the proficiency acquired through training.

(2) Leader training is an expansion of these skills that qualifies them to lead other soldiers. As such, doctrine and principles of training require the same level of attention of senior commanders. Leader training occurs in the Institutional Army, the unit, the CTCs, and through self-development. Leader training is just one portion of leader development.

(3) Leader development is the deliberate, continuous, sequential, and progressive process, grounded in Army values, that grows soldiers and civilians into competent and confident leaders capable of decisive action. Leader development is achieved through the life-long synthesis of the knowledge, skills, and experiences gained through institutional training and education, organizational training, operational experience, and self-development. Commanders play the key roll in leader development that ideally produces tactically and technically competent, confident, and adaptive leaders who act with boldness and initiative in dynamic, complex situations to execute mission-type orders achieving the commander's intent.

d. Training Responsibility. Soldier and leader training and development continue in the unit. Using the institutional foundation, training in organizations and units focuses and hones individual and team skills and knowledge.

(1) Commander Responsibility

(a) The unit commander is responsible for the wartime readiness of all elements in the formation. The commander is, therefore, the primary trainer of the organization and is responsible for ensuring that all training is conducted in accordance with the STP to the Army standard.

(b) Commanders ensure STP standards are met during all training. If a soldier fails to meet established standards for identified MOS tasks, the soldier must retrain until the tasks are performed to standard. Training to standard on MOS tasks is more important than completion of a unit training event such as an ARTEP. The objective is to focus on sustaining MOS proficiency -- this is the critical factor commanders must adhere to when training individual soldiers units.

(2) NCO Responsibility

(a)   A great strength of the US Army is its professional NCO Corps who takes pride in being responsible for the individual training of soldiers, crews, and small teams.   The NCO support channel parallels and complements the chain of command. It is a channel of communication and supervision from the Command Sergeant Major (CSM) to the First Sergeants (1SGs) and then to other NCOs and enlisted personnel. NCOs train soldiers to the non-negotiable standards published in STPs. Commanders delegate authority to NCOs in the support channel as the primary trainers of individual, crew, and small team training. Commanders hold NCOs responsible for conducting standards-based, performance-oriented, battle-focused training and providing feedback on individual, crew, and team proficiency. Commanders define responsibilities and authority of their NCOs to their staffs and subordinates.

(b)   NCOs continue the soldierization process of newly assigned enlisted soldiers and begin their professional development. NCOs are responsible for conducting standards-based, performance-oriented, and battle-focused training.   They identify specific individual, crew and small team tasks that support the unit's collective mission essential tasks; plan, prepare, rehearse, and execute training; and evaluate training through conducting after action reviews (AARs) to provide feedback to the commander on individual, crew, and small team proficiency. Senior NCOs coach junior NCOs to master a wide range of individual tasks.

(3)   Soldier Responsibility.   Each soldier is responsible for performing individual tasks identified by the first-line supervisor based on the unit's mission essential task list (METL). Soldiers must perform tasks to the standards included in the task summary. If soldiers have questions about tasks or which tasks in this manual they must perform, they are responsible for asking their first-line supervisor for clarification, assistance, and guidance. First-line supervisors know how to perform each task or can direct soldiers to appropriate training materials, including current field manuals, technical manuals, and Army regulations. Soldiers are responsible for using these materials to maintain performance. They are also responsible for maintaining standard performance levels of all Soldiers' Manual of Common Tasks at their current skill level and below. Periodically, soldiers should ask their supervisor or another soldier to check their performance to ensure that they can perform the tasks.

1-3.   BATTLE-FOCUSED TRAINING. Battle focus is a concept used to derive peacetime training requirements from assigned and anticipated missions. The priority of training in units is to train to standard on the wartime mission. Battle focus guides the planning, preparation, execution and assessment of each organization's training program to ensure its members train as they are going to fight. Battle focus is critical throughout the entire training process and is used by commanders to allocate resources for training based on wartime and operational mission requirements. Battle focus enables commanders and staffs at all echelons to structure a training program that copes with non-mission-related requirements while focusing on mission essential training activities. It is recognized that a unit cannot attain proficiency to standard on every task whether due to time or other resource constraints. However, unit commanders can achieve a successful training program by consciously focusing on a reduced number of METL tasks that are essential to mission accomplishment.

a.   Linkage Between METL and STP. A critical aspect of the battle focus concept is to understand the responsibility for and the linkage between the collective mission essential tasks

and the individual tasks that support them. For example, the commander and the CSM/1SG must jointly coordinate the collective mission essential tasks and supporting individual tasks on which the unit will concentrate its efforts during a given period. This task hierarchy is provided in the task database at the Reimer Digital Library. The CSM/1SG must select the specific individual tasks that support each collective task to be trained. Although NCOs have the primary role in training and sustaining individual soldier skills, officers at every echelon remain responsible for training to established standards during both individual and collective training. Battle focus is applied to all missions across the full spectrum of operations.

b. Relationship of STPs to Battle-focused Training. The two key components of any STP are the soldier's manual (SM) and training guide (TG). Each gives leaders important information to help implement the battle-focused training process. The training guide relates soldier and leader tasks in the MOS and skill level to duty positions and equipment. It states where the task is trained, how often training should occur to sustain proficiency, and who in the unit should be trained. As leaders assess and plan training, they should rely on the training guide to help identify training needs.

(1) Leaders conduct and evaluate training based on Army-wide training objectives and on the task standards published in the soldier's manual task summaries or in the Reimer Digital Library. The task summaries ensure that --

- Trainers in every unit and location define task standards the same way
- Trainers evaluate all soldiers to the same standards

(2) Figure 1-2 shows how battle-focused training relates to the training guide and soldier's manual:

- The left column shows the steps involved in training soldiers
- The right column shows how the STP supports each of these steps

BATTLE-FOCUS PROCESS	STP SUPPORT PROCESS
Select supporting soldier tasks	Use TG to relate tasks to METL
Conduct training assessment	Use TG to define what soldier tasks to assess
rw10Determine training objectives	Use TG to set objectives
Determine strategy; plan for training	Use TG to relate soldier tasks to strategy
Conduct pre-execution checks	Use SM task summary as source for task performance
Execute training; conduct after action review	Use SM task summary as source for task performance
Evaluate training against established standards	Use SM task summary as standard for evaluation

Figure 1-2. Relationship of Battle-focused Training and STP

1-4.   TASK SUMMARY FORMAT.   Task summaries outline the wartime performance requirements of each critical task in the SM. They provide the soldier and the trainer with the information necessary to prepare, conduct, and evaluate critical task training. As a minimum, task summaries include information the soldier must know and the skills that he must perform to standard for each task. The format of the task summaries included in this SM is as follows:

     a.   Task Number. A 10-digit number identifies each task or skill. This task number, along with the task title, must be included in any correspondence pertaining to the task.

     b.   Task Title. The task title identifies the action to be performed.

     c.   Conditions. The task conditions identify all the equipment, tools, references, job aids, and supporting personnel that the soldier needs to use to perform the task in wartime. This section identifies any environmental conditions that can alter task performance, such as visibility, temperature, or wind. This section also identifies any specific cues or events that trigger task performance, such as a chemical attack or identification of a threat vehicle.

     d.   Standards. The task standard describes how well and to what level the task must be performed under wartime conditions. Standards are typically described in terms of accuracy, completeness, and/or speed.

     e.   Training and Evaluation. The training evaluation section identifies specific actions, known as performance steps, that the soldier must do to successfully complete the task. These actions are in the evaluation guide section of the task summary and are listed in a pass/fail format for easy evaluation. For some tasks, the training and evaluation section may also include detailed training information in a training information outline and an evaluation preparation section. The evaluation preparation section indicates necessary modifications to task performance in order to train and evaluate a task that cannot be trained to the wartime conditions. It may also include special training and evaluation preparation instructions to accommodate these modifications, and any instructions that should be given to the soldier before evaluation.

     f.   References. This section identifies references that provide more detailed and thorough explanations of task performance requirements than those given in the task summary description.

     g.   Warnings. Warnings alert users to the possibility of immediate personal injury or damage to equipment.

     h.   Notes. Notes provide a supportive explanation or hint that relates to the performance standards.

1-5.   TRAINING EXECUTION.   All good training, regardless of the specific collective, leader, and individual tasks being executed, must comply with certain common requirements. These include adequate preparation, effective presentation and practice, and thorough evaluation. The execution of training includes preparation for training, conduct of training, and recovery from training.

a.	Preparation for Training. Formal near-term planning for training culminates with the publication of the unit training schedule. Informal planning, detailed coordination, and preparation for executing the training continue until the training is performed. Commanders and other trainers use training meetings to assign responsibility for preparation of all scheduled training. Preparation for training includes selecting tasks to be trained, planning the conduct of the training, training the trainers, reconnaissance of the site, issuing the training execution plan, and conducting rehearsals and pre-execution checks. Pre-execution checks are preliminary actions commanders and trainers use to identify responsibility for these and other training support tasks. They are used to monitor preparation activities and to follow up to ensure planned training is conducted to standard. Pre-execution checks are a critical portion of any training meeting. During preparation for training, battalion and company commanders identify and eliminate potential training distracters that develop within their own organizations. They also stress personnel accountability to ensure maximum attendance at training.

(1)	Subordinate leaders, as a result of the bottom-up feed from internal training meetings, identify and select the individual tasks necessary to support the identified training objectives. Commanders develop the tentative plan to include requirements for preparatory training, concurrent training, and training resources. At a minimum, the training plan should include confirmation of training areas and locations, training ammunition allocations, training simulations and simulators availability, transportation requirements, soldier support items, a risk management analysis, assignment of responsibility for the training, designation of trainers responsible for approved training, and final coordination. The time and other necessary resources for retraining must also be an integral part of the original training plan.

(2)	Leaders, trainers, and evaluators are identified, trained to standard, and rehearsed prior to the conduct of the training. Leaders and trainers are coached on how to train, given time to prepare, and rehearsed so that training will be challenging and doctrinally correct. Commanders ensure that trainers and evaluators are not only tactically and technically competent on their training tasks, but also understand how the training relates to the organization's METL. Properly prepared trainers, evaluators, and leaders project confidence and enthusiasm to those being trained. Trainer and leader training is a critical event in the preparation phase of training. These individuals must demonstrate proficiency on the selected tasks prior to the conduct of training.

(3)	Commanders, with their subordinate leaders and trainers, conduct site reconnaissance, identify additional training support requirements, and refine and issue the training execution plan. The training plan should identify all those elements necessary to ensure the conduct of training to standard. Rehearsals are essential to the execution of good training. Realistic, standards-based, performance-oriented training requires rehearsals for trainers, support personnel, and evaluators. Preparing for training in Reserve Component (RC) organizations can require complex pre-execution checks. RC trainers must often conduct detailed coordination to obtain equipment, training support system products and ammunition from distant locations. In addition, RC pre-execution checks may be required to coordinate Active Component assistance from the numbered CONUSA, training support divisions, and directed training affiliations.

b.   Conduct of Training. Ideally, training is executed using the crawl-walk-run approach. This allows and promotes an objective, standards-based approach to training. Training starts at the basic level. Crawl events are relatively simple to conduct and require minimum support from the unit. After the crawl stage, training becomes incrementally more difficult, requiring more resources from the unit and home station, and increasing the level of realism. At the run stage, the level of difficulty for the training event intensifies. Run stage training requires optimum resources and ideally approaches the level of realism expected in combat. Progression from the walk to the run stage for a particular task may occur during a one-day training exercise or may require a succession of training periods over time. Achievement of the Army standard determines progression between stages.

(1)   In crawl-walk-run training, the tasks and the standards remain the same; however, the conditions under which they are trained change. Commanders may change the conditions, for example, by increasing the difficulty of the conditions under which the task is being performed, increasing the tempo of the task training, increasing the number of tasks being trained, or by increasing the number of personnel involved in the training. Whichever approach is used, it is important that all leaders and soldiers involved understand in which stage they are currently training and understand the Army standard.

(2)   An AAR is immediately conducted and may result in the need for additional training. Any task that was not conducted to standard should be retrained. Retraining should be conducted at the earliest opportunity. Commanders should program time and other resources for retraining as an integral part of their training plan. Training is incomplete until the task is trained to standard. Soldiers will remember the standard enforced, not the one discussed.

c.   Recovery From Training. The recovery process is an extension of training, and once completed, it signifies the end of the training event. At a minimum, recovery includes conduct of maintenance training, turn-in of training support items, and the conduct of AARs that review the overall effectiveness of the training just completed.

(1)   Maintenance training is the conduct of post-operations preventive maintenance checks and services, accountability of organizational and individual equipment, and final inspections. Class IV, Class V, TADSS and other support items are maintained, accounted for, and turned-in, and training sites and facilities are closed out.

(2)   AARs conducted during recovery focus on collective, leader, and individual task performance, and on the planning, preparation and conduct of the training just completed. Unit AARs focus on individual and collective task performance, and identify shortcomings and the training required to correct deficiencies. AARs with leaders focus on tactical judgment. These AARs contribute to leader learning and provide opportunities for leader development. AARs with trainers and evaluators provide additional opportunities for leader development.

1-6.   TRAINING ASSESSMENT. Assessment is the commander's responsibility. It is the commander's judgment of the organization's ability to accomplish its wartime operational mission. Assessment is a continuous process that includes evaluating individual training,

conducting an organizational assessment, and preparing a training assessment. The commander uses his experience, feedback from training evaluations, and other evaluations and reports to arrive at his assessment. Assessment is both the end and the beginning of the training management process. Training assessment is more than just training evaluation, and encompasses a wide variety of inputs. Assessments include such diverse systems as training, force integration, logistics, and personnel. It provides the link between the unit's performance and the Army's standard. Evaluation of training is, however, a major component of assessment. Training evaluations provide the commander with feedback on the demonstrated training proficiency of soldiers, leaders, battle staffs, and units. Commanders cannot personally observe all training in their organization and, therefore, gather feedback from their senior staff officers and NCOs.

a.   Evaluation of Training. Training evaluations are a critical component of any training assessment. Evaluation measures the demonstrated ability of soldiers, commanders, leaders, battle staffs and units against the Army standard. Evaluation of training is integral to standards-based training and is the cornerstone of leader training and leader development. STPs describe standards that must be met for each soldier task.

(1)   All training must be evaluated to measure performance levels against the established Army standard. The evaluation can be as fundamental as an informal, internal evaluation performed by the leader conducting the training. Evaluation is conducted specifically to enable the individual undergoing the training to know whether the training standard has been achieved. Commanders must establish a climate that encourages candid and accurate feedback for the purpose of developing leaders and trained soldiers.

(2)   Evaluation of training is not a test; it is not used to find reasons to punish leaders and soldiers. Evaluation tells soldiers whether or not they achieved the Army standard and, therefore, assists them in determining the overall effectiveness of their training plans. Evaluation produces disciplined soldiers, leaders and units. Training without evaluation is a waste of time and resources.

(3)   Leaders use evaluations as an opportunity to coach and mentor soldiers. A key element in developing leaders is immediate, positive feedback that coaches and leads subordinate leaders to achieve the Army standard. This is a tested and proven path to develop competent, confident adaptive leaders.

b.   Evaluators. Commanders must plan for formal evaluation and must ensure the evaluators are trained. These evaluators must also be trained as facilitators to conduct AARs that elicit maximum participation from those being trained. External evaluators will be certified in the tasks they are evaluating and normally will not be dual slotted as a participant in the training being executed.

c.   Role of Commanders and Leaders. Commanders ensure that evaluations take place at each echelon in the organization. Commanders use this feedback to teach, coach, and mentor their subordinates. They ensure that every training event is evaluated as part of training execution and that every trainer conducts evaluations. Commanders use evaluations to focus

command attention by requiring evaluation of specific mission essential and battle tasks. They also take advantage of evaluation information to develop appropriate lessons learned for distribution throughout their commands.

        d.   After Action Review. The AAR, whether formal or informal, provides feedback for all training. It is a structured review process that allows participating soldiers, leaders, and units to discover for themselves what happened during the training, why it happened, and how it can be done better. The AAR is a professional discussion that requires the active participation of those being trained. FM 7-1 provides detailed instructions for conducting an AAR and detailed guidance on coaching and critiquing during training.

1-7.   TRAINING SUPPORT. References have been identified for each task to assist in planning and conducting training. A consolidated list of references identified by type, publication number, and title and a comprehensive glossary of acronyms, abbreviations, and definitions are included in this STP.

1-8.   FEEDBACK. Recommendations for improvement of this STP are requested. Feedback will help to ensure that this STP answers the training needs of units in the field. There is a questionnaire at the end of this STP to make it easier to send recommendations and comments.

CHAPTER 2

Training Guide

2-1. GENERAL.

a. The TG identifies the essential components of a unit training plan for individual training. Units have different training needs and requirements based on differences in environment, location, equipment, dispersion, and similar factors. Therefore, the TG is a guide used for conducting unit training and is not considered to be a rigid standard.

b. The TG provides the following information necessary for planing training requirements for the MOS:

(1) Identifies subject areas in which to train soldiers.

(2) Identifies the critical tasks for each subject area.

(3) Specifies how soldiers are trained to standard on each task.

(4) Recommends how often to train soldiers on each task to sustain proficiency.

(5) Recommends a strategy for cross-training.

(6) Recommends a strategy for training soldiers to perform higher level tasks.

2-2. BATTLE-FOCUSED TRAINING.

a. As described in FM 7-0, Training the Force, and FM 25-101, Battle Focused Training, the commander must define the Mission-Essential Task List (METL) as the basis for unit training.

b. Unit leaders use the METL to identify the collective, leader, and soldier task which support accomplishing the task in the METL.

c. Unit leaders then assess the status of the training, lay out the training objectives, and make a plan for accomplishing needed training. After preparing the long- and short-range plans, they then conduct and evaluate training. The unit's training preparedness is then re assessed, and the training management cycle begins again. This process ensures that the unit has identified the following:

(1) The kind of training that is important for the wartime mission.

(2) That the training focus is applied to the necessary training.

(3) That the training meets the established objectives and standards.

2-3. RELATIONSHIP OF SOLDIER TRAINING PUBLICATIONS (STPs) TO BATTLE-FOCUSED TRAINING.

a. The two key components of enlisted STPs are the Training Guide (TG) and Soldier's Manual (SM). They give leaders important information which helps them develop battle-focused training.

b. The TG relates soldier and leader tasks in the MOS and SL to duty positions and equipment. As leaders go through the assessment and planning stages, they should use the TG as an important tool in identifying WHAT needs to be trained.

c. Leaders conducting and evaluating soldier and leader training should rely on the Army-wide training objectives and standards in the SM. The SM ensures that soldiers in any unit or location have the same definition of task performance and that trainers evaluate the soldiers to the same standard.

2-4. TRAINER'S RESPONSIBILITIES. Training soldier and leader tasks to standard and relating this training to collective mission essential tasks are the NCO trainer's responsibilities. Trainers use the following steps to plan and evaluate training:

a. Identify soldier and leader training requirements. Using the commander's training guidance, the NCO determines which tasks soldiers need to train on. The unit's METL is the source for helping the trainer define the individual training needs.

b. Plan the training. Training for specific tasks can usually be integrated or conducted concurrently with other training or during "slack periods." The unit's ARTEP can help identify the soldier and leader tasks that can be trained and evaluated concurrently with collective task training and evaluation.

c. Gather the training references and materials. The SM lists all references which can help the trainer prepare for the training of that task.

d. Determine risk assessment and identify safety concerns. Trainers must analyze the risk involved in training a specific task under the current conditions at the time of the scheduled training. They must ensure that their training preparation takes into account those cautions, warnings, and dangers associated with each task.

e. Train each soldier. Trainers must show each soldier how a task is done to standard, explain step-by-step how to do the task, and give each soldier one chance to do the task step-by-step.

f. Check each soldier. Training must evaluate how well each soldier performs the tasks in this manual. They conduct these evaluations during individual training sessions or while evaluating soldier proficiency during the conduct of unit collective tasks. This manual provides an evaluation guide for each task to enhance the trainer's ability to conduct year-round, hands-on evaluations of tasks critical to the unit's mission.

g. Record the results. The leader book referred to in FM 25-101, Appendix B, is used to record task performance. It gives the leader total flexibility on the method of recording training. The trainer may use DA Form 5164-R (Hands-On Evaluation) as part of the leader book. This form is optional and locally reproducible.

h. Retain and evaluate. Trainers must work with each soldier until the soldier can perform the task to specific SM standards.

2-5 EVALUATION.

a. Evaluation guide. This manual contains an evaluation guide for each task. Trainers use the evaluation guide year-round to determine if soldiers can perform their critical tasks to SM standards. Each evaluation guide contains one or more performance measures. These measures identify what the trainer needs to observe to score a soldier's performance. Each step is clearly identified by a "GO" and "NO GO" located under the "Results" column on each evaluation guide. Some tasks involve a process which the trainer must observe as the soldier performs the task. For other tasks, the trainer must evaluate an "end product" that results from doing the task. The following are some general points about using the evaluation guide to evaluate soldiers:

(1) Review the guide to become familiar with the information on which the soldier will be scored.

(2) Ensure that the necessary safety equipment and clothing needed for proper performance of the job are on hand at the training site.

(3) Prepare the test site according to the conditions section of the task summary. Some tasks contain special evaluation preparation instructions. These instructions tell the trainer what modifications must be made to the job conditions to evaluate the task. To ensure that conditions are the same for each soldier, the trainer must reestablish the test site to the original requirements after evaluating each soldier.

(4) Score each soldier according to the performance measures and feedback section in the evaluation guide.

(5) Record the date and task performance ("GO" or "NO GO") in the leader book.

2-6 TRAINING TIPS FOR THE TRAINER.

   a. Prepare yourself.

(1) Get training guidance from your chain of command on when to train, which soldiers to train, availability of resources, and a training site.

(2) Get the training objective (task, conditions, and standards) from the task summary in this manual.

(3) Ensure that you can do the task. Review the task summary and the references in the reference section. Practice doing the task or, if necessary, have someone train you on the task.

(4) Choose a training method. Some tasks provide recommended training methods in the feedback section of the task summary.

(5) Prepare a training outline consisting of informal notes on what you want to cover during your training session.

(6) Practice your training presentation.

   b. Prepare the resources.

(1) Obtain the required resources identified in the conditions statement for each task.

(2) Gather equipment and ensure that it is operational.

(3) Ensure that the necessary training aids and devices are on hand.

(4) Prepare the training site according to the conditions statement and evaluation preparation section of the task summary.

   c. Prepare the soldier.

(1) Tell the soldier what task to do and how well it must be done. Refer to the standard statement and evaluation preparation section for each task.

(2) Caution soldiers about safety, environment, and security.

(3) Provide any necessary training on basic skills that soldiers must have before they can be trained on the task.

(4) Pretest each soldier to determine who needs training in what areas by having the soldier perform the task. Use DA form 5164-R and the evaluation guide in each task summary to make this determination.

d. Train the soldiers who failed the pretest.

(1) Demonstrate how to do the task or the specific performance steps to those soldiers who could not perform to SM standards.

(2) Have soldiers study the appropriate training materials.

(3) Have soldiers practice the task until they can perform it to SM standards.

(4) Evaluate each soldier using the evaluation guide.

(5) Provide feedback to those soldiers who fail to perform to SM standards and have them continue to practice until they can perform to SM standards.

e. Record all results in the leader book.

2-1. <u>General</u>. The MOS Training Plan (MTP) identifies the essential components of a unit training plan for individual training. Units have different training needs and requirements based on differences in environment, location, equipment, dispersion, and similar factors. Therefore, the MTP should be used as a guide for conducting unit training and not a rigid standard. The MTP consists of two parts. Each part is designed to assist the commander in preparing a unit training plan which satisfies integration, cross training, training up, and sustainment training requirements for soldiers in this MOS.

Part One of the MTP shows the relationship of an MOS skill level between duty position and critical tasks. These critical tasks are grouped by task commonality into subject areas.

Section I lists subject area numbers and titles used throughout the MTP. These subject areas are used to define the training requirements for each duty position within an MOS.

Section II identifies the total training requirement for each duty position within an MOS and provides a recommendation for cross training and train-up/merger training.

- **Duty Position Column**. This column lists the duty positions of the MOS, by skill level, which have different training requirements.

- **Subject Area Column**. This column lists, by numerical key (see Section I), the subject areas a soldier must be proficient in to perform in that duty position.

- **Cross Train Column**. This column lists the recommended duty position for which soldiers should be cross trained.

- **Train-up/Merger Column**. This column lists the corresponding duty position for the next higher skill level or MOSC the soldier will merge into on promotion.

Part Two lists, by general subject areas, the critical tasks to be trained in an MOS and the type of training required (resident, integration, or sustainment).

- **Subject Area Column**. This column lists the subject area number and title in the same order as Section I, Part One of the MTP.

- **Task Number Column**. This column lists the task numbers for all tasks included in the subject area.

- **Title Column**. This column lists the task title for each task in the subject area.

- **Training Location Column**. This column identifies the training location where the task is first trained to soldier training publications standards. If the task is first trained to standard in the unit, the word "Unit" will be in this column. If the task is first trained to standard in the training base, it will identify, by brevity code (ANCOC, BNCOC, etc.), the resident course where the task was taught. Figure 2-1 contains a list of training locations and their corresponding brevity codes.

ARC	Army Recruiter Course

Figure 2-1. Training Locations

- **Sustainment Training Frequency Column**. This column indicates the recommended frequency at which the tasks should be trained to ensure soldiers maintain task proficiency. Figure 2-2 identifies the frequency codes used in this column.

BA	-	Biannually
AN	-	Annually
SA	-	Semiannually
QT	-	Quarterly
MO	-	Monthly
BW	-	Biweekly
WK	-	Weekly

Figure 2-2. Sustainment Training Frequency Codes

- **Sustainment Training Skill Level Column**. This column lists the skill levels of the MOS for which soldiers must receive sustainment training to ensure they maintain proficiency to soldier's manual standards.

2-2. Subject Area Codes.

Skill Level 3
    1   Recruiter
    6   AMEDD Recruiter

Skill Level 4
    2   Station Commander
    4   Guidance Counselor
    5   Operations NCO
    7   AMEDD Station Commander

Skill Level 5
    3   Recruiting First Sergeant
    8   AMEDD Detachment NCO

2-3. <u>Duty Position Training Requirements</u>.

2-4. Critical Tasks List.

MOS TRAINING PLAN
79R35

CRITICAL TASKS

Task Number	Title	Training Location	Sust Tng Freq	Sust Tng SL
Skill Level 3				
Subject Area 1. Recruiter				
805B-79R-3501	Analyze a Recruiting Zone	ARC	AN	2-5
805B-79R-3504	Analyze Conversion Data	ARC	SA	3-5
805B-79R-3507	Develop a Planning Strategy		SA	
805B-79R-3510	Develop a School Penetration Plan	ARC	SA	3-5
805B-79R-3513	Develop a College Recruiting Program			
805B-79R-3516	Maintain TPU Relations	ARC	SA	3-5
805B-79R-3519	Prospect by Telephone	ARC	SA	3-5
805B-79R-3522	Conduct Face-to-Face Prospecting			
805B-79R-3525	Conduct Referral Prospecting	ARC	SA	3-5
805B-79R-3528	Prospect Using the Internet	ARC	SA	3-5
805B-79R-3531	Conduct Follow Up Activities			
805B-79R-3534	Conduct Area Canvass			
805B-79R-3537	Conduct Sales Presentation		SA	
805B-79R-3543	Determine Enlistment Eligibility		SA	
805B-79R-3546	Develop Contract Force Multipliers		SA	
805B-79R-3549	Develop a DEP/DTP Program		SA	
805B-79R-3555	Process National Guard Transfer			
805B-79R-3558	Process a Waiver		SA	
805B-79R-3561	Create an Automated Applicant Record	ARC	SA	3-4
805B-79R-3564	Maintain Automated Lead Refinement List			
805B-79R-3567	Use Microsoft Office			
805B-79R-3570	Perform Replication			
Subject Area 6. AMEDD Recruiter				
805B-79R-4401	Analyze an AMEDD Recruiting Zone		SA	
805B-79R-4402	Develop an AMEDD Planning Strategy		SA	
805B-79R-4403	Maintain TPU Relations with AMEDD Units		SA	
805B-79R-4404	Implement a Working Health Care Professional Market Penetration Plan		SA	
805B-79R-4405	Implement a College Penetration Plan for AMEDD Recruiting		SA	
805B-79R-4406	Conduct Telephone Prospecting for an AMEDD Applicant		SA	
805B-79R-4407	Conduct Face-to-Face Prospecting for an AMEDD Applicant		SA	
805B-79R-4408	Conduct Referral Prospecting for an AMEDD Applicant		SA	
805B-79R-4409	Conduct Internet Prospecting for an AMEDD Applicant		SA	

CRITICAL TASKS

Task Number	Title	Training Location	Sust Tng Freq	Sust Tng SL
805B-79R-4410	Conduct Follow Up Activities as an AMEDD Recruiter		SA	
805B-79R-4411	Perform Area Canvassing Techniques to Enhance an AMEDD Recruiting Zone		SA	
805B-79R-4412	Conduct an AMEDD Sales Presentation		SA	
805B-79R-4413	Determine AMEDD Applicant Eligibility		SA	
805B-79R-4414	Prepare an AMEDD Application Packet		SA	
805B-79R-4416	Perform Sustainment of AMEDD Selects			
805B-79R-4417	Create an AMEDD Automated Applicant Record		SA	
805B-79R-4418	Perform Replication as an AMEDD Recruiter		SA	
805B-79R-4419	Maintain AMEDD Automated Lead Refinement list		SA	
Skill Level 4				
Subject Area 2. Station Commander				
805B-79R-4501	Evaluate a Recruiter's Planning Strategy			
805B-79R-4504	Evaluate Recruiter's High School Penetration Plan			
805B-79R-4507	Evaluate Recruiter's College Penetration Plan			
805B-79R-4510	Analyze ASRPT/DSRPT			
805B-79R-4513	Analyze USAR Territory Summary			
805B-79R-4516	Analyze DIME Report			
805B-79R-4519	Analyze Operation and Analysis (O&A) Board			
805B-79R-4520	Maintain an Incentive Awards Program			
805B-79R-4522	Analyze Station Top Of the System (TOS) Reports			
805B-79R-4525	Conduct a Production Meeting			
805B-79R-4528	Conduct a Station Briefing			
805B-79R-4531	Direct Contract Multipliers			
805B-79R-4534	Conduct Daily Performance Review			
805B-79R-4543	Perform QC of Enlistment Packet			
805B-79R-4546	Conduct Reception and Integration Counseling			
805B-79R-4547	Conduct Professional Growth/Development Counseling			
805B-79R-4552	Conduct a Performance Oriented Counseling Session			
805B-79R-4555	Develop a Station Training Plan			
805B-79R-4561	Evaluate a Sales Presentation			
805B-79R-4564	Evaluate Telephone Prospecting			
805B-79R-4567	Evaluate Face-to-Face Prospecting			
805B-79R-4570	Evaluate Referral Prospecting	ARC		
805B-79R-4573	Evaluate Prospecting Using the Internet			
805B-79R-4576	Evaluate a Recruiter's Area Canvass Techniques			
805B-79R-4579	Conduct Unit Training			
805B-79R-4582	Conduct Individual Training			
805B-79R-4585	Maintain a Station Centralized Prospect Data Record File System			
805B-79R-4588	Maintain a Recruiting Station DEP/DTP Program			

CRITICAL TASKS

Task Number	Title	Training Location	Sust Tng Freq	Sust Tng SL
805B-79R-4591	Utilize Station Level Leads and Reports System			
Subject Area 4. Guidance Counselor				
805B-79R-4601	Open an Army Liaison Office			
805B-79R-4603	Close an Army Liaison Office			
805B-79R-4605	Perform DEP-IN Procedures			
805B-79R-4607	Perform ENTNAC Procedures			
805B-79R-4609	Perform Pre-Enlistment QC			
805B-79R-4611	Perform Before-Ship Packet Check			
805B-79R-4613	Validate Processing List			
805B-79R-4615	Perform USAR Accession Procedures			
805B-79R-4617	Process a DEP-OUT			
805B-79R-4619	Ship a USAR Applicant			
805B-79R-4623	Operate MIRS System			
805B-79R-4625	Operate Request System			
Subject Area 5. Operations NCO				
805B-79R-4651	Performing Missioning Procedures			
805B-79R-4653	Process Special Missions			
805B-79R-4657	Close an Army Recruiting Operations Office			
805B-79R-4659	Maintain ENTNAC Program			
805B-79R-4661	Perform QC Procedures			
805B-79R-4663	Process a Waiver			
805B-79R-4665	Verify Prior Service Data			
805B-79R-4667	Process Renegotiation Request			
805B-79R-4669	Operate MPA System			
805B-79R-4671	Operate the ARISS Force Structure Address and ZIP Code Realignment (FAZR) Sub-System			
Subject Area 7. AMEDD Station Commander				
805B-79R-4421	Confirm Implementation of a Working Health Care Professional Market Penetration Plan			
805B-79R-4422	Confirm Implementation of a College Penetration Plan for AMEDD Recruiting			
805B-79R-4423	Analyze AMEDD Operations and Analysis Board			
805B-79R-4424	Analyze AMEDD TOS Reports			
805B-79R-4425	Conduct a Health Care Recruiting Brief			
805B-79R-4426	Develop an AMEDD Station Mission Planning Strategy	SA		
805B-79R-4427	Conduct an AMEDD Performance Review			
805B-79R-4428	Maintain Station Level TPU Relations with AMEDD Units			
805B-79R-4429	Perform Quaility Control of an AMEDD Application			
805B-79R-4430	Conduct Reception and Integration Counseling			
805B-79R-4431	Maintain an AMEDD Detachment Awards Program			
805B-79R-4432	Conduct Performance Oriented Counseling			

CRITICAL TASKS

Task Number	Title	Training Location	Sust Tng Freq	Sust Tng SL
805B-79R-4433	Conduct Event-Oriented Counseling			
805B-79R-4434	Conduct AMEDD Unit Training			
805B-79R-4435	Conduct Individual Training with an AMEDD Recruiter			
805B-79R-4436	Evaluate an AMEDD Sales Presentation			
805B-79R-4437	Evaluate Phone Prospecting for AMEDD Applicants			
805B-79R-4438	Evaluate Face-to-Face Prospecting for AMEDD Applicants			
805B-79R-4439	Evaluate Referral Prospecting for AMEDD Applicants			
805B-79R-4440	Evaluate Internet Prospecting for AMEDD Applicants			
805B-79R-4441	Evaluate a Recruiter's Area Canvass Techniques for an AMEDD Recruiter			
805B-79R-4442	Supervise Sustainment of AMEDD Selects			
Skill Level 5				
Subject Area 3. Recruiting First Sergeant				
805B-79R-5501	Analyze Company Productivity			
805B-79R-5507	Analyze Battalion Reports			
805B-79R-5510	Analyze Battalion Top Of the System (TOS) Reports			
805B-79R-5516	Develop a Company Planning Strategy			
805B-79R-5519	Maintain Company/Battalion PMS			
805B-79R-5522	Conduct a Company Level Daily Performance Review			
805B-79R-5525	Conduct Company Briefing			
805B-79R-5531	Evaluate a Waiver			
805B-79R-5534	Conduct a Company After Action Review			
805B-79R-5537	Conduct a Professional Development Program			
805B-79R-5540	Execute Company Level Personnel Integration Program			
805B-79R-5543	Maintain Personnel Strength and Accountability			
805B-79R-5546	Maintain Awards Program			
805B-79R-5549	Advise on Legal and Administrative Actions			
805B-79R-5552	Develop a Company Training Program			
805B-79R-5555	Develop a Battalion Training Program			
805B-79R-5558	Evaluate Station Training			
805B-79R-5561	Manage New Recruiter Program			
805B-79R-5564	Maintain a Company DEP/DTP Program			
805B-79R-5567	Maintain Battalion Residual			
805B-79R-5570	Maintain TPU Relations Within the Company Area			
805B-79R-5573	Utilize Company Level Leads and Reports System			
Subject Area 8. AMEDD Detachment NCO				
805B-79R-4443	Analyze AMEDD Detachment Productivity			
805B-79R-4444	Analyze AMEDD Detachment Top Of the System (TOS) Reports			
805B-79R-4446	Conduct a HCRT Level Performance Review			

CRITICAL TASKS

Task Number	Title	Training Location	Sust Tng Freq	Sust Tng SL
805B-79R-4447	Conduct an AMEDD Detachment AAR			
805B-79R-4448	Monitor Personnel Strength and Accountability			
805B-79R-4449	Manage Detachment Level Personnel Integration Program			
805B-79R-4451	Evaluate AMEDD Station Training Programs			

CHAPTER 3

MOS/Skill Level Tasks

Skill Level 3

Subject Area 1: Recruiter

Analyze a Recruiting Zone
805B-79R-3501

Conditions: During a station production meeting, your station commander directed you to analyze your recruiting zone of responsibility and develop a plan to enhance or maintain Army take of DOD contracts. You have access to:

a. Top of the System Reports (TOS)
b. USAREC Reg 350-6
c. Planning tool
d. Recruiter Workstation (RWS) preloaded with Leads and Reports System software.
e. Standard office supplies and equipment

Standards: Analyzed the recruiting zone and develop a plan, approved by the station commander, that maximized markets with untapped potential for Army enlistments.

Performance Steps

1. Analyze the detailed station report to determine average production (over a three year period)
    a. Determine average number of ARMY GSA contracts each zip code assigned to a recruiter produced in a year
    b. Determine average number of GSA contracts DOD produced in a year in each zip code
    c. Determine the average share of all DOD GSA contracts the Army achieved in a three year for each zip code
    d. Repeat steps a. through c. above for volume contracts
Note the following for planning:
        (1) All zip codes in the recruiter's zone that historically produce the majority of Army contracts (GSA/VOL). Use this information to maintain your recruiting focus
        (2) All zip codes in the recruiter's zone producing more contracts for the other services than they are for the Army. Use the information to reallocate a portion of your recruiting energy
        (3) Any significant differences between GRAD/SR populations, compared to production, to determine possible markets of opportunity (Example: Zone A has a total GRAD/SR population of 1000 and produces an average of 6.3 GSA contracts and 15 volume per year. Zone B has a GRAD/SR population of 1150 and produces only 3.6 GSA contracts and 7.8 volume. This may indicate that Zone B has the potential to out produce Zone A if given increased attention)

2. Review lead source analysis data for the following:
    a. Determine most productive lead source(s) that resulted in the most enlistment(s) and invested the necessary prospecting energy to sustain or improve production
    b. Determine most effective lead sources (sources with the lowest conversion rates) and invested the necessary prospecting energy to increase productivity
    c. Determine least productive/untapped lead source(s) and develop a detailed plan to increase prospecting activities
    d. Determine individual training needs based on a through c. above and develop a self-study program to improve

Performance Steps
        e. Request necessary assistance and resources (TAIR, RSB assets, COI/VIP functions, HRAP, focused prospecting blitzes, ADSW,CLT involvement etc.)

  3. Analyze market share report for the following:
        a. Verify the dates on the report are correct for the analysis and understand the following:
           (1) Market share is based on gross contracts (DEP loses are not factored)
           (2) Market share is based on calendar month versus RSM
           (3) Changes to the RS structure (adding/deleting schools, zips etc.) are made automatically when input to the system is complete
        b. Determine the raw number of contracts each service has obtained and the percentage those contracts represent of all DOD production in the following categories:
           (1) GA
           (2) Seniors
           (3) Other
           (4) Vol
           (5) SA
           (6) GSA
           (7) Grads
           (8) Females
        c. Understand the following about market share:
           (1) The "Other" category is controlled by DEP constraints. Since not all services can enlist the same applicants, gauging Army penetration against other services in the "Other" category is immeasurable
           (2) Since volume encompasses all contracts, including capped categories controlled by DEP constraints, gauging Army penetration against the "Other" category is immeasurable
           (3) Since Grads include CAT IV contracts, this category can be easily inflated in the favor of whichever service has the highest allocation and can often be misleading information
           (4) Female data encompasses all female contracts, including HA, CAT IV, PS, NA, etc., and as such is a poor indicator of performance. However, any drop in female production should be compared with historical data to ensure that there has been no drop off in quality contracts from the female market
           (5) The only categories with a "level playing field" are GA, SA, and GSA. In order to compare the Army's effectiveness in the market against the other services, GSA contracts must be the primary focus of the evaluation

  4. Compare previous year(s) market share report to the same like period
        a. Check for any volumetric dips in production in any zip code, by category
        b. Check for any significant increase in one of the other services
        c. Check for any personal initiatives (such as senior blitzes) that are paying off in the zone
        d. Check for penetration of the market by zip code and category

  5. Compare market share report with the detailed station report
        a. Determine which zip codes are producing above, below or at the same as the potential indicated on the RMA and what must be done to sustain or improve contracts
        b. Determine which zip codes, based on HSSR population, had the largest opportunity to improve senior production and what was done to improve production
        c. Determine which zip code based, on total Grad population, had the largest opportunity to improve graduate production and what was done to improve production
        d. Determine which zip codes, based on assigned college(s), had the largest opportunity to improve graduate production and what was done to improve production

  6. Review planning tools and determine daily prospecting trends
        a. Review planning tool for a specified period of time (i.e. Month, Quarter, etc.)
        b. Confer with station commander and determine, from the USAREC Form 533, which day appointments were made on and identified "best days and times" to prospect.

Performance Steps

NOTE: "best day/time" should be identified for each market (i.e. HS Grads, HS Seniors, College students, etc.)

  7. Evaluate Top of the System data
      a. Determine if enlistments have increased or decreased

NOTE: Use " like time periods". If you are comparing quarterly data, use the same quarter for each year in comparison (i.e. 2QT FY00 will be compared to 2QT FY99)

      b. Determine whether recruiting zone boundaries have changed between the current mission period and the previous mission period
          (1) Increases in zone sizes should correspond to equal increases in production
          (2) Decreases in zone sizes may not necessarily trigger decreases in Army production. If the other services have dominated the market, it is possible to realize increases in production in a smaller market if the correct measures are taken to recapture Army share
      c. Determine differences in enlistments this FY compared to previous years such as:
          (1) Whether female production was lower compared to previous years and took the appropriate action to increase female prospecting
          (2) Whether I-III A production was lower than the market is capable of producing and modified the pre-call plans to add emphasis to I-III A prospecting
          (3) Whether Grad production was equal to or greater than previous years and took action to correct it
          (4) Conduct the same analysis for all other markets and took appropriate action
      d. Review ARISS data records to determine what was "selling" in the your market:
          (1) Pay particular attention to the remarks blocks if the MOS an applicant enlisted for didn't match training desires
          (2) Determine which programs (College Fund, Guaranteed Training, Cash Bonus, etc.) were the biggest sellers
          (3) Modify sales messages to include these programs

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures   **GO**   **NO GO**

  1. Analyzed the detailed station report to determine average production (over a 3   ——   ——
      year period)
      a. Determined average number of ARMY GSA contracts each zip code assigned to a recruiter produced in a year
      b. Determined average number of GSA contracts DOD produced in a year in each zip code
      c. Determined the average share of all DOD GSA contracts the Army achieved in a three year for each zip code
      d. Repeated steps a. through c. above for Volume contracts
Note the following for planning:
          (1) All zip codes in the recruiter's zone that historically produce the majority of Army contracts (GSA/VOL). Use this information to maintain your recruiting focus
          (2) All zip codes in the recruiter's zone producing more contracts for the other services than they are for the Army. Use the information to reallocate a portion of your recruiting energy

Performance Measures   **GO**   **NO GO**

      (3) Any significant differences between GRAD/SR populations, compared
         to production, to determine possible markets of opportunity (Example:
         Zone A has a total GRAD/SR population of 1000 and produces an
         average of 6.3 GSA contracts and 15 volume per year. Zone B has a
         GRAD/SR population of 1150 and produces only 3.6 GSA contracts
         and 7.8 volume. This may indicate that Zone B has the potential to out
         produce Zone A if given increased attention)

2. Reviewed lead source analysis data for the following: ____   ____
   a. Determined most productive lead source(s) that resulted in the most
      enlistment(s) and invested the necessary prospecting energy to sustain or
      improve production
   b. Determined most effective lead sources (sources with the lowest conversion
      rates) and invested the necessary prospecting energy to increase
      productivity.
   c. Determined least productive/untapped lead source(s) and developed a
      detailed plan to increase prospecting activities
   d. Determined individual training needs based on a through c. above and
      developed a self-study program to improve
   e. Requested necessary assistance and resources (TAIR, MSB assets,
      COI/VIP functions, HRAP, focused prospecting blitzes, ADSW,CLT
      involvement etc.)

3. Analyzed market share report for the following: ____   ____
   a. Verified the dates on the report were correct for the analysis and understood:
      (1) Market share is based on gross contracts (DEP loses are not factored)
      (2) Market share is based on calendar month versus RSM
      (3) Changes to the RS structure (adding/deleting schools, zips etc.) are
         made automatically when input to the system is complete
   b. Determined the raw numbers of contracts each service had obtained and the
      percentage those contracts represented of all DOD production in the
      following categories:
      (1) GA
      (2) Seniors
      (3) Other
      (4) Vol
      (5) SA
      (6) GSA
      (7) Grads
      (8) Females
   c. Understood the following about market share:
      (1) The "Other" category is controlled by DEP constraints. Since not all
         services can enlist the same applicants, gauging Army penetration
         against other services in the "Other" category is immeasurable
      (2) Since volume encompasses all contracts, including capped categories
         controlled by DEP
         constraints, gauging Army penetration against the "Other" category is
         immeasurable
      (3) Since Grads include CAT IV contracts, this category can be easily
         inflated in the favor of whichever service has the highest allocation and
         can often be misleading information

Performance Measures	**GO**	**NO GO**

(4) Female data encompasses all female contracts, including HA, CAT IV, PS, NA, etc., and as such is a poor indicator of performance. However, any drop in female production should be compared with historical data to ensure that there has been no drop off in quality contracts from the female market

(5) The only categories with a "level playing field" are GA, SA, and GSA. In order to compare the Army's effectiveness in the market against the other services, GSA contracts must be the primary focus of the evaluation

4. Compared previous year(s) market share report to the same like period   ——   ——
   a. Checked for any volumetric dips in production in any zip code, by category
   b. Checked for any significant increase in one of the other services
   c. Checked for any personal initiatives (such as senior blitzes) that are paying off in the zone
   d. Checked for penetration of the market by zip code and category

5. Compared market share report with the detailed station report and: ——   ——
   a. Determined which zip codes were producing above, below or at the same as the potential indicated on the RMA and what must be done to sustain or improve contracts
   b. Determined which zip codes, based on HSSR population, had the largest opportunity to improve senior production and what was done to improve production
   c. Determined which zip code, based on Total Grad population, had the largest opportunity to improve graduate production and what was done to improve production
   d. Determined which zip codes, based on assigned college(s), had the largest opportunity to improve graduate production and what was done to improve production

6. Reviewed planning tools and determined daily prospecting trends   ——   ——
   a. Reviewed planning tool for a specified period of time (i.e. Month, Quarter, etc.)
   b. Conferred with station commander and determined, from the USAREC Form 533, which day appointments were made on and identified "best days and times" to prospect
NOTE: "best day/time" should be identified for each market (i.e. HS Grads, HS Seniors, College students, etc.)

7. Evaluated Top Of the System data   ——   ——
   a. Determined if enlistments have increased or decreased.
NOTE: Use " like time periods". If you are comparing quarterly data, use the same quarter for each year in comparison (i.e. 2QT FY00 will be compared to 2QT FY99)
   b. Determined whether recruiting zone boundaries have changed between the current mission period and the previous mission period
     (1) Increases in zone sizes should correspond to equal increases in production
     (2) Decreases in zone sizes may not necessarily trigger decreases in Army production. If the other services have dominated the market, it is possible to realize increases in production in a smaller market if the correct measures are taken to recapture Army share
   c. Determined differences in enlistments this FY compared to previous years such as:
     (1) Whether female production was lower compared to previous years and took the appropriate action to increase female prospecting

Performance Measures   **GO**   **NO GO**

        (2) Whether I-III A production was lower than the market is capable of producing and modified the pre-call plans to add emphasis to I-III A prospecting

        (3) Whether Grad production was equal to or greater than previous years and took action to correct it

        (4) Conducted the same analysis for all other markets and took appropriate action

    d. Reviewed ARISS data records to determine what was "selling" in the market:

        (1) Compared remarks block entries to develop trends. (i.e. MOS enlisted for didn't match training desires)

        (2) Determined which programs (College Fund, Guaranteed Training, Cash Bonus, etc.) were the biggest sellers

        (3) Modified sales messages to include these programs

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 350-6

Analyze Conversion Data
805B-79R-3504

Conditions: Given a requirement to increase production and access to:

a. USAREC Reg 350-7
b. USAREC Reg 350-6
c. USAREC Pam 350-13
c. Recruiter Workstation with Leads and Reports System software

Standards: Analyze conversion data to determine training needs and adjustments necessary to increase production.

Performance Steps

1. Log onto the Leads and Reports System software.

2. Access the ARISS-RWS tab and then open the Reports tab.

3. Open the reports tab and select the Enlisted Conversion Data Chart tab.

4. Select the RSM for the desired analysis.

5. Analyze conversion data.
    a. Divide the number of appointments conducted (AC) by the number of appointments made (AM) to determine conversion rate (percent of AM that result in AC). Compute conversion rates for:
        (1) Each month of data on hand to determine seasonal factors, i.e., fluctuation in prospecting results apparently stemming from recurring annual or seasonal events, i.e., hunting season, Christmas, HS graduation, crop harvesting, etc.
        (2) YTD totals to establish recruiter/station YTD averages.
    b. Determine if training will improve the AM-AC rate (if less than 75%).
    c. Compute the conduct-to-test rate (AC-T). If less than the target of 36 percent, identify those recruiters with AC-T rates significantly below the station average and review the circumstances of each appointment they conducted during the preceding twelve months. Take appropriate training and/or leadership actions to bring their rate in line with the station average. Raise the station average by improving individual recruiter rates gradually over time.
    d. Compute the test-to-test pass rate (T-TP). If less than the target of 50 percent, follow the steps described above for improving the AC-T rate.
    e. Compute the test pass-to-floor rate (TP-F). If less than the target of 83 percent, follow the steps described above for improving the AC-T rate.
    f. Compute the floor-to-contract rate (F-C). If less than the target of 80 percent, follow the steps described above for improving the AC-T rate.

6. Determine choke points.
    a. Low conversion from AM to AC usually indicates a prospecting weakness. Check blueprinting, pre-prospecting power-up, product knowledge, appropriateness of sales message to the time and season (prospecting message should reflect the topics that most concern the prospect), location of initial interview, overselling, etc.
    b. Low conversion from AC to test usually indicates a sales weakness. Review information contained in the task(s) on conducting an effective multimedia sales/salesbook presentation.
    c. Low conversion from test to test pass usually indicates a blueprinting or pre-qualification inadequacy. Determine whether a developed thorough pre-call plan was developed (targeted the prime I-IIIA market) and ensure usage screening tests prior to processing.
    d. Low conversion from test pass to floor usually indicates a sales (prospect/influencer unsold) or follow-up deficiency. Determine quality of presentations by observing other recruiters conducting appointments in the American living room. Check frequency and method of follow-up.

Performance Steps

      e. Low conversion from floor to contract usually indicates a sales or pre-qualification problem. Determine whether overselling specific MOSs or options and review each QNE's during the preceding 12-months to identify possible trends. Check for sufficient blueprinting, effectiveness of "hot-seat" techniques, and pre-qualification (in the case of medical losses).

  7. Apply mid-course adjustments to the sales cycle based on the choke point information.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Logged onto the Leads and Reports System software.	——	——
2. Accessed the ARISS-RWS tab and opened the Report s tab.	——	——
3. Opened the reports tab and selected the Enlisted Conversion Data Chart tab.	——	——
4. Selected the RSM for the desired analysis.	——	——
5. Analyzed conversion data.	——	——

      a. Divided the number of appointments conducted (AC) by the number of appointments made (AM) to determine conversion rate (percent of AM that result in AC). Computed conversion rates for:
        (1) Each month of data on hand to determine seasonal factors, i.e., fluctuation in prospecting results apparently stemming from recurring annual or seasonal events, i.e., hunting season, Christmas, HS graduation, crop harvesting, etc.
        (2) YTD totals to establish recruiter YTD averages.
      b. Determined if training will improve the AM-AC rate (if less than 75%).
      c. Computed the conduct-to-test rate (AC-T). If less than the target of 36 percent, identified the circumstances of each appointment conducted during the preceding twelve months.
      d. Computed the test-to-test pass rate (T-TP). If less than the target of 50 percent, followed the steps described above for improving the AC-T rate.
      e. Computed the test pass-to-floor rate (TP-F). If less than the target of 83 percent, followed the steps described above for improving the AC-T rate.
      f. Computed the floor-to-contract rate (F-C). If less than the target of 80 percent, followed the steps described above for improving the AC-T rate.

6. Determined choke points.	——	——

      a. Low conversion from AM to AC usually indicates a prospecting weakness. Checked blueprinting, pre-prospecting power-up, product knowledge, appropriateness of sales message to the time and season (prospecting message should reflect the topics that most concern the prospect), location of initial interview, overselling, etc.
      b. Low conversion from AC to test usually indicates a sales weakness. Reviewed information contained in the task(s) on conducting an effective multimedia sales/salesbook presentation.
      c. Low conversion from test to test pass usually indicates a blueprinting or pre-qualification inadequacy. Determined whether a thorough pre-call plan was developed (targeted the prime I-IIIA market) and verified the usage of screening tests prior to processing.
      d. Low conversion from test pass to floor usually indicates a sales (prospect/influencer unsold) or follow-up deficiency. Determined quality of presentations by observing other recruiters conducting appointments in the American living room. Check frequency and method of follow-up.

Performance Measures   **GO**   **NO GO**

     e. Low conversion from floor to contract usually indicates a sales or pre-
       qualification problem. Determined if oversell specific MOSs or options and
       reviewed each QNE applicant during the preceding 12-months to identify
       possible trends. Checked for sufficient blueprinting, effectiveness of "hot-
       seat" techniques, and recruiter pre-qualification (in the case of medical
       losses).

  7. Applied mid-course adjustments to the sales cycle based on the choke point   ——   ——
     information.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC PAM 350-13
    USAREC REG 350-6
    USAREC REG 350-7

Develop a Planning Strategy
805B-79R-3507

Conditions: Given a mission and an assigned recruiting zone and access to:

a. A planning tool
b. USAREC Reg 350-6
c. USAREC Pam 350-7
d. FM 22-100.
e. Recruiter Work Station (RWS) with Lead and Reports System software installed

Standards: Develop a planning strategy in a planning tool that focuses on professional relationship-building, self-development, and supports the monthly, quarterly, and annual mission by category.

Performance Steps

1. Document the yearly section of the planning guide or yearly Outlook calendar.
    a. Identify seasonal activities that must be planned for and incorporated into the mid-range and short-range plans.
    b. Document and identify activities that may impact time and lead generation activities.

2. Document the monthly section of the planning guide or monthly Outlook calendar.
    a. Shift activities from the long-range plan to specific monthly dates.
    b. Document and identify activities that may impact time and lead generation activities.

3. Document the daily section of the planning tool to reflect two weeks worth of the following:
    a. Have a solid prospecting plan.
    b. Annotate finished prospecting activities and their results.
    c. Have prospecting routines appropriate to the season and the market.
    d. Plan school activities.
    e. Evenly distribute amounts of time for prospecting in all market areas (Simultaneous Market penetration).
    f. Have a Pre-call plan.
    g. Annotate DEP/DTP maintenance and follow-up measures.
    h. Show an aggressive follow-up plan for the execution of follow-up activities.

4. Develop a detailed two-week planning cycle.
    a. Document the upcoming month's calendar not later than T-2 in the monthly (mid-range) section of the planning tool with:
        (1) Holidays, time-off, training events, etc...
        (2) Plan school events, DEP functions, TAIR COI, and known Saturday processing events.
    b. Confirm the two-week plan with the station commander.

5. Refine the two-week planning cycle.
    a. Finalize the two-week plan between Friday afternoon and Monday morning (before work call) in the monthly and daily sections of the planning tool. Verify the following:
        (1) Number of hours available each day for prospecting.
        (2) Time for planning each prospecting session (pre-call plan construction).
        (3) Time for planning, reflection, and adjustment of next week's plan (two weeks in advance).
        (4) Initial and follow-up sales presentations scheduled for the upcoming week.
        (5) DEP/DTP tutorials and follow-up activities scheduled for the upcoming week.
        (6) MEPS run(s) and other testing/processing down time for the upcoming week.
        (7) School visits and COI activities scheduled (or changed) after initial completion of the two-week plan
        (8) Plan PT sessions and other known absences scheduled (or changed) after initial completion of the two-week plan

Performance Steps

        (9) That the refined weekly plan includes at least one session of the self-development and professional relationship building with the DEP/DTP, COI,VIP, and school/college officials or faculty members.

6. Gather all possible information from the previous year's (or previous recruiter's) planning tool and transfer information as necessary.

7. File the planning tool in the station filing system for reference on year's end.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**

1. Documented the yearly section of the planning guide or yearly Outlook calendar.
   a. Identified seasonal activities that must be planned for and incorporated into the mid-range and short-range plans.
   b. Documented and identified activities that may impact time and lead generation activities.
	——	——

2. Documented the monthly section of the planning guide or monthly Outlook calendar.
   a. Shifted activities from the long-range plan to specific monthly dates.
   b. Documented and identified activities that may impact time and lead generation activities.
	——	——

3. Documented the daily section of the planning tool to reflect two weeks worth of the following:
   a. Had a solid prospecting plan.
   b. Annotated finished prospecting activities and their results.
   c. Had prospecting routines appropriate to the season and the market.
   d. Planned school activities.
   e. Evenly distributed amounts of time for prospecting in all market areas (simultaneous market penetration).
   f. Had a pre-call plan.
   g. Annotated DEP/DTP maintenance and follow-up measures.
   h. Showed an aggressive follow-up plan for the execution of follow-up activities.
	——	——

4. Developed a detailed two-week planning cycle.
   a. Documented the upcoming month's calendar not later than T-2 in the monthly (mid-range) section of the planning tool with:
     (1) Holidays, time-off, training events, etc...
     (2) Planned school events, DEP functions, TAIR COI, and known Saturday processing events.
   b. Confirmed the two-week plan with the station commander.
	——	——

5. Refined the two-week planning cycle.
   a. Finalized the next two weeks plan between Friday afternoon and Monday morning (before work call) in the monthly and daily sections of the planning tool. Verified the following:
     (1) Number of hours available each day for prospecting.
     (2) Time for planning each prospecting session (pre-call plan construction).
     (3) Time for planning, reflection, and adjustment of next weeks' plan (two weeks in advance).
     (4) Initial and follow-up sales presentations scheduled for the upcoming week.
	——	——

Performance Measures	GO	NO GO

    (5) DEP/DTP tutorials and follow-up activities scheduled for the upcoming week.

    (6) MEPS run(s) and other testing/processing down time for the upcoming week.

    (7) School visits and COI activities scheduled (or changed) after initial completion of the two-week calendar.

    (8) Planned PT sessions and other known absences scheduled (or changed) after initial completion of the two-week calendar.

    (9) That the refined weekly plan includes at least one session of the self-development and professional relationship building with the DEP/DTP, COI,VIP, and school/college officials or faculty members.

6. Gathered all possible information from the previous year's (or previous recruiter's) planning tool and transferred information as necessary.   ——   ——

7. Filed the planning tool in the station filing system for reference on year's end.   ——   ——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

    Required   **Related**

    FM 22-100

    USAREC PAM 350-7

    USAREC REG 350-6

Develop a School Penetration Plan
805B-79R-3510

Conditions: Given a requirement to develop a school penetration plan to maximize the recruiting effort in an assigned school. You have access to:

a. USAREC Reg 350-7
b. USAREC Reg 350-6
c. USAREC Pam 350-13
d. USAREC Form 446
e. USAREC Form 636
f. FM 22-100
g. Recruiter Workstation with Leads and Reports System software installed
h. Planning tool
i. Market share report

Standards: Develop a school penetration plan that results in high visibility, access to students, and increases enlistments over historical averages

Performance Steps

1. Verify all school folder information.
    a. School populations.
    b. SASVAB.
    c. Directory information.
    d. Restrictions.
    e. School calender of events.
    f. School web address.
    g. Send letter introduce self to set date/time to meet faculty.
    h. Send letter to principal about last years enlistment and options received.

2. Evaluate past and present performance.
    a. Determine if enlistments this period are equal to, or greater than, current SY DEP/DTP goals and past performance.
    b. Determine if contacts this period are equal to or greater than regulatory milestones and past performance.
    c. Determine if involvement in school activities (coaching, teaching, volunteering, etc...) is greater than past involvement.

3. Plan penetration activities.
    a. Frequently participate in at least one regular school activity.
        (1) Assisting the marching band.
        (2) Acting as assistant coach in a sports program.
        (3) Volunteering in club activity (such as key club, booster club, etc..).
    b. Establish numerous COI's 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 effort.
    c. Identify all prior service faculty members and formulate close ties.
    d. Obtain or construct directory information.
    e. Establish a separate ALRL for junior and senior classes.
    f. Gather school information transfer directory and blueprinting data (as it becomes available throughout the SY) to the ALRL.

Performance Steps

        (1) School newspapers (clip and save useful information about all students including underclassmen).
        (2) Bulletins with activities and the names of the participants.
        (3) Flyers.
        (4) Local newspapers (weekly, county papers, civic organization, newsletters etc.).
        (5) Sporting event calendars.
        (6) Other sources (DEP/DTP, friendly students, school ring distributor, senior photographer, formal wear vendor, business directories etc.).

4. Attend school activities in uniform/army civilian attire.
    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.

5. Construct penetration plan on seasonality and contact milestone.
    a. Contact students using trimester approach.
    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. Regularly make presentations in class using films or videos.

6. Conduct lead generation activities.
    a. "Canvass" the campus (when officials permit) to introduce yourself to seniors and lower classmen and add leads to your ALRL database.
    b. Attend as many after school events to become a part of their community.
    c. Use questionnaires, information cards, or similar tools to gather lead information during class presentations.
    d. Participate in cafeteria table days (or similar activities) that generate additions to your ALRL/RWS contact database.

7. Properly use the school folder as a backward planning tool.
    a. Document a complete record of all school activities and a detailed description of the recruiter's participation in those activities.
    b. Carefully plan future activities.
    c. Identification of DEPs, key students, teachers and officials with a thorough record of individual contact.
    d. Using the school folder for comprehensive school information (ie; newspapers, flyers, programs directories, etc.).
    e. Proper filing when the school year ends (in a manner that protects all internal documents for future planning and reference).

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Verified all school folder information.	____	____

    a. School populations.
    b. SASVAB.
    c. Directory information.
    d. Restrictions.
    e. School calender of events.
    f. School web address.
    g. Send letter introduce self to set date/time to meet faculty.

Performance Measures GO NO GO

h. Send letter to principal about last years enlistment and options received.

2. Evaluated past and present performance. ____ ____
   a. Verified enlistments this period were equal to, or greater than, current SY DEP/DTP goals and past performance.
   b. Determined if contacts this period were equal to or greater than regulatory milestones and past performance.
   c. Determined if involvement in school activities (coaching, teaching, volunteering, etc..) was greater than past involvement.

3. Planned penetration activities. ____ ____
   a. Frequently participated in at least one regular school activity.
      (1) Assisted the marching band.
      (2) Acted as assistant coach in a sports program.
      (3) Volunteered in club activity (such as key club, booster club, etc..).
   b. Established numerous COI's other than guidance counselors.
      (1) Teachers.
      (2) Influential students.
      (3) Registrar.
      (4) Administrators.
      (5) Any other school employee who may assist.
   c. Identified all prior service faculty members and formulated close ties
   d. Obtained or constructed directory information
   e. Established a separate ALRL for junior and senior classes.
   f. Gathered school information transfer directory and blueprinted data (as it becomes available throughout the SY) to the ALRL.
      (1) School newspapers (clip and save useful information about all students including underclassmen).
      (2) Bulletins with activities and the names of the participants.
      (3) Flyers.
      (4) Local newspapers (weekly, county papers, civic organization, newsletters etc.).
      (5) Sporting event calendars.
      (6) Other sources (DEP/DTP, friendly students, school ring distributor, senior photographer, formal wear vendor, business directories etc.).

4. Attended school activities in uniform/army civilian attire. ____ ____
   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.

5. Based penetration plan on seasonality and contact milestone. ____ ____
   a. Contacted students using trimester approach.
   b. Researched employment opportunities for the school and provided information to students during critical decision making periods.
   c. Assisted students with applications to ROTC, West Point, and the preparatory academy.
   d. Regularly made presentations in class using films or videos.

6. Conducted lead generation activities. ____ ____
   a. "Canvassed" the campus (when officials permit), introduced self to seniors and lower classmen, and added leads to ALRL database.

Performance Measures   **GO**   **NO GO**

     b. Attended as many after school events as possible and became a part of their
        community.

     c. Used questionnaires, information cards, or similar tools to gather lead
        information during class presentations.

     d. Participated in cafeteria table days (or similar activities) that generated
        additions to ALRL/RWS contact database.

7. Properly used the school folder as a backward planning tool.   ____   ____

     a. Documented a complete record of all school activities and wrote a detailed
        description of the recruiter's participation in activities.

     b. Planned future activities.

     c. Identified DEPs, key students, teachers and officials with a thorough record
        of individual contact.

     d. Used the school folder for comprehensive school information (ie;
        newspapers, flyers, programs directories, etc..)

     e. Properly filed the school folder when the school year ends (in a manner that
        protects all internal documents for future planning and reference).

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   FM 22-100
   USAREC FORM 446
   USAREC FORM 636
   USAREC PAM 350-13
   USAREC REG 350-6
   USAREC REG 350-7

Develop a College Recruiting Program
805B-79R-3513

Conditions: Given a university or college with a requirement to develop a college recruiting program and access to:

a. USAREC Pam 350-7
b. USAREC Reg 350-6
c. USAREC Reg 350-7
d. USAREC Reg 601-104
e. USAREC Form 1199
f. USAREC Form 1201
g. USAREC Form 446
h. USAREC Form 636
i. Planning tool
j. Market share reports
k. Post secondary plan for recruiters

Standards: Develop a college recruiting program that increases enlistments, improves post-secondary recruiting skills, and establishes routine recruiter participation in college events.

Performance Steps

1. Initiate contact with people in the following departments for the purposes indicated:
    a. ROTC:
        (1) Use cooperative ROTC department personnel, regardless of military branch, to assist in penetrating both host and extension colleges.
        (2) Work closely with the ROTC department to gain insight and orientation to the campus and to plan joint activities.
        (3) Schedule joint visits at hard-to-penetrate high schools with an Army ROTC representative and present officer and enlisted career opportunities.
        (4) Obtain ROTC stop-out lists quarterly.
    b. Office of admissions:
        (1) 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.
        (2) Offer the Concurrent Admissions Program (CONAP) as a potential source of new students when initiating and maintaining contact with this office.
    c. Registrars:
        (1) Discuss class schedules and registration dates
        (2) Request stop-out cycle (students dropping out of school)
        (3) Discuss official transcripts.
        (4) Request student directory information (IAW the Solomon Amendment)
    d. Financial aid office:
        (1) Advisors visited high schools 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.
        (2) Present Army opportunities at entrance/exit briefings for students who receive financial aid
        (3) Offer the LRP as a means to potentially lower the school's student loan default rate.
    e. Career planning/placement office:
        (1) Post USAR job vacancies list.
        (2) Initiate scheduling of table days
        (3) Obtain career fair information
        (4) Verify RPI rack placement
        (5) Locate space to conduct sales presentations on campus
    f. Office of advisement/counseling:

Performance Steps

      (1) Cultivate faculty advisors as Centers of Influence (COI) to help communicate information about the Army.

      (2) Discuss how closely the college counseling office works with HS counselors

  g. Student affairs office:

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

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

      (3) Establish table days.

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

  h. Public information/public affairs:

      (1) Determine newspaper ad rates and obtain interviews or articles on veterans, etc.

      (2) Contact radio/TV to place public service announcements and planned/A&PA approved interviews.

  i. Veterans affairs office:

      (1) Establish contact with veterans (students and faculty).

      (2) Obtain information on supportive faculty/administrators.

      (3) Prospect for potential prior service enlistments.

  j. Athletic department:

      (1) Discuss the World Class Athlete Program

      (2) Obtain a list of athlete stop-outs.

  k.

  l.

2. Design and implement a strategy for developing the recruiting effort in post-secondary schools:

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

      (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 well versed in the use of college terms.

  c. Maintain a college folder (UF 446) with college catalogs, schedules, and newspapers.

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

  e. Promote college attendance by military personnel (DEP/DTP, recruiters, TPU members, military spouses, etc.).

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

      (1) Visiting them in their office.

      (2) Held COI functions on-campus.

      (3) Inviting them on Educator Tours.

      (4) Conducting CONAP DEP functions on campus.

  g. Direct activities at career days and fairs that bring students and recruiters together:

      (1) Practice college specific lead-generating techniques (This can be done at home, while driving, or use any down time that becomes available)

      (2) Get to know the audience. Each campus has its own culture and characteristics.

Performance Steps

        (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 (ARISS) works properly (the more high-tech the better).

        (6) Pass out "Give-Aways" that link the student with the Army

        (7) Aggressively follow-up with leads

    h. Direct activities with the career planning/placement office that normally offers workshops to provide career information to students. Participation in such events as presenters or panelists, enhances the Army's image with students and administrators.

    i. Direct recruiter involvement in faculty member 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.

3. Develop a plan for each school:

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

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

    c. Schedule visits to the campus.

    d. Establish production goals for the school.

4. Complete the requirements on UF1199 (Postsecondary School Recruiting Program Matrix) on time.

5.

6.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Initiated contact with people in the following departments for the purposes indicated:	——	——
a. ROTC:		
(1) Used cooperative ROTC department personnel, regardless of military branch, to assist in penetrating both host and extension colleges.		
(2) Worked closely with the ROTC department to gain insight and orientation to the campus and to plan joint activities.		
(3) Scheduled joint visits at hard-to-penetrate high schools with an Army ROTC representative and presented officer and enlisted career opportunities.		
(4) Obtained ROTC stop-out lists quarterly.		
b. Office of admissions:		

Performance Measures   **GO**   **NO GO**

       (1) 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.
       (2) Offered the Concurrent Admissions Program (CONAP) as a potential source of new students

  c. Registrars:
       (1) Discussed class schedules and registration dates
       (2) Requested stop-out cycle (students dropping out of school)
       (3) Discussed how to obtain official transcripts.
       (4) Requested student directory information (IAW the Solomon Amendment)

  d. Financial aid office:
       (1) Advisors visited high schools to inform parents and students about various financial aid options available for post-secondary education. Ensured financial aid booklets reflect the full spectrum of Army education options/benefits.
       (2) Presented Army opportunities at entrance/exit briefings for students who received financial aid
       (3) Offered the LRP as a means to potentially lower the school's student loan default rate.

  e. Career planning/placement office:
       (1) Posted USAR job vacancies list
       (2) Initiated scheduling of table days
       (3) Obtained career fair information
       (4) Verified RPI rack placement
       (5) Located space to conduct sales presentations on campus

  f. Office of advisement/counseling:
       (1) Cultivated faculty advisors as Centers of Influence (COI) to help communicate information about the Army.
       (2) Discussed how closely the college counseling office works with HS counselors

  g. Student affairs office:
       (1) Checked to see if bookstore sells a campus student directory (list).
       (2) Obtained information about campus-based clubs and organizations.
       (3) Established table days.
       (4) Discussed the rules and regulations for posting RPIs

  h. Public information/public affairs:
       (1) Determined newspaper ad rates and obtained interviews or articles on veterans, etc.
       (2) Contacted radio/TV to place public service announcements and planned/A&PA approved interviews.

  i. Veterans affairs office:
       (1) Established contact with veterans (students and faculty).
       (2) Obtained information on supportive faculty/administrators.
       (3) Prospected for potential prior service enlistments.

  j. Athletic department:
       (1) Discussed the World Class Athlete Program
       (2) Obtained a list of athlete stop-outs.

2. Designed and implemented a strategy for developing the recruiting effort in post-secondary schools: ——   ——
  a. Encouraged those students who are dropping out, looking for a part-time job, or graduating to consider joining the Army by:
       (1) Placed literature (RPIs, posters, etc.) and requested adequate advertising through the battalion staff

Performance Measures   **GO**   **NO GO**

          (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 well versed in the use of college terms.

  c. Maintained a college folder (UF 446) with college catalogs, schedules, and newspapers.

  d. Invited college administrators to give a presentation about their school at a company training event

  e. Promoted college attendance by military personnel (DEP/DTP, recruiters, TPU members, military spouses, etc.).

  f. Directed activities designed to foster a long-term relationship with the administration and faculty such as:
          (1) Visiting them in their office.
          (2) Held COI functions on-campus.
          (3) Inviting them on Educator Tours.
          (4) Conducting CONAP DEP functions on campus.

  g. Directed activities at career days and fairs that will bring students and recruiters together:
          (1) Practiced college specific lead-generating techniques
          (2) Got to know the audience
          (3) Asked the right questions
          (4) Provided correct literature in sufficient quantity.
          (5) Ensured equipment (ARISS) works properly (the more high-tech the better).
          (6) Passed out "Give-Aways" that linked the student with the Army.
          (7) Aggressively followed-up with leads

  h. Directed activities with the career planning/placement office that normally offered workshops to provide career information to students. Participated in such events as presenters or panelists and enhanced the Army's image with students and administrators.

  i. Directed recruiter involvement in faculty member and student organizations that often seek appropriate speakers for their interest areas. Provided 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.

3. Developed a plan for each school: ——   ——
  a. Determined what recruiting activities should be conducted on campus and scheduled appointments with applicable college POCs. Requested resources/support from higher headquarters
  b. Examined the school's web-site and saved useful information.
  c. Scheduled visits to the campus.
  d. Established production goals for the school.

4. Completed the requirements on UF1199 (Postsecondary School Recruiting   ——   ——
  Program Matrix) on time

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC FORM 446
    USAREC FORM 636
    USAREC PAM 350-7
    USAREC REG 350-6
    USAREC REG 350-7

Maintain TPU Relations
805B-79R-3516

Conditions: Given an assigned TPU within a recruiting station zone and access to:

1. USAREC Reg 601-95
2. Unit data Folder (USAREC Form 1149)
3. USAREC/FORSCOM Reg 140-1
4. USAREC Reg 350-6
5. AR 135-200
6. USAREC Reg 601-96 Appendix M
7. Telephone
8. Modem
9. Standard Office Supplies
10. USAREC Form 62-R
11. USAREC Manual 99-021

Standards: Maintain productive TPU relations within a recruiting zone while successfully utilizing all USAR support systems available.

Performance Steps

1. Create and maintain USAR data folder IAW UR 350-6 Appendix D

2. Establish and maintain USAR ownership program. (UR 601-95 2-2)
   a. Prepare UF 1149 for each TPU in your zone
   b. Maintain UF 1149 for each TPU in your zone
   c. Notify unit within 72 hours of new soldiers enlistment or transfer
   d. Arrange in-processing of newly assigned soldier's within 10 days after enlistment
   e. Have USAR TPU member complete USARC FM 62-R
   f. Return complete copy of USARC FM 62-R to USAR Operations upon completion of soldier in-processing

3. Conduct a Recruiter Partnership Council Meeting
   a. Resolve issues between TPU and local recruiting activity
   b. Conduct AAR on unit and recruiter strength, retention and recruiting
   c. Understand each party's role in the overall effort
   d. Develop a referral system in conjunction with recruiting events
   e. Maintain UF 1149 for each TPU in your zone

4. Coordinate with USAR TPU on shippers
   a. Process soldier promotions through TPU
   b. Coordinate shipping issues with TPU
   c. Coordinate soldier re-negotiations if necessary
   d. Ensure soldier is paid
   e. Coordinate AIT reservations
   f. Obtain MPRJ, clothing record, and medical records on SP2 shippers
   g. Prepare shippers for Phase I and II
   h. Process soldier separations and cancellations

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Created and maintained USAR data folder IAW UR 350-6 Appendix D	——	——

Performance Measures	**GO**	**NO GO**

2. Established and maintained USAR ownership program. (UR 601-95 2-2)   ——   ——
    a. Prepared UF 1149 for each TPU in your zone
    b. Maintained UF 1149 for each TPU in your zone
    c. Notified unit within 72 hours of new soldiers enlistment or transfer
    d. Arranged in-processing of newly assigned soldier's within 10 days after enlistment
    e. Had USAR TPU member complete USARC FM 62-R
    f. Returned complete copy of USARC FM 62-R to USAR Operations upon completion of soldier in-processing

3. Conducted a Recruiter Partnership Council Meeting   ——   ——
    a. Resolved issues between TPU and local recruiting activity
    b. Conducted AAR on unit and recruiter strength, retention and recruiting
    c. Understood each party's role in the overall effort
    d. Developed a referral system in conjunction with recruiting events
    e. Maintained UF 1149 for each TPU in your zone

4. Coordinated with USAR TPU on shippers   ——   ——
    a. Processed soldier promotions through TPU
    b. Coordinated shipping issues with TPU
    c. Coordinated soldier re-negotiations if necessary
    d. Ensured soldier is paid
    e. Coordinated AIT reservations
    f. Obtained MPRJ, clothing record, and medical records on SP2 shippers
    g. Prepared shippers for Phase I and II
    h. Processed soldier separations and cancellations

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 135-200
    USAREC REG 350-6
    USAREC REG 601-95
    USAREC REG 601-96

Prospect by Telephone
805B-79R-3519

Conditions: Given a requirement to prospect by telephone and access to:

a. AR 601-210.
b. USAREC Reg 350-6.
c. USAREC Pam 350-7.
d. A telephone.
e. Planning tool.
f. Recruiter Workstation with Leads and Reports System software installed

Standards: Obtain an appointment with a prospect using telephone techniques

Performance Steps

1. Perform planning and preparation for telephone prospecting
    a. Develop a pre-call plan that consists of qualified leads and blueprint information (if available)
        (1) Use blueprint information to establish an opening line
        (2) Prepare a sales message that targets the leads to be called
        (3) Prepare a closing statement for optimum chances of getting an appointment (2 choice close)
    b. Prioritize leads by known or suspected (SAVSVAB Results, blueprint information) mental categories
    c. Target prospects based on monthly, quarterly, and annual missioning requirements
    d. Apply a deliberate Power-Up technique to increase enthusiasm and excitement

2. Demonstrate opening comments, spontaneity, and rapport gaining techniques
    a. Identify self and the Army
    b. Establish rapport using the elements of MRACESING
    c. Attempt to gather some type of blueprinting information
    d. Handle hostile prospects and influencers (if necessary)
    e. Transition smoothly to determining needs and interests

3. Determine needs and interests using open-ended fact-finding questions
    a. Probe TEAMS until a Buying Motive (BM) is uncovered
    b. Identify the logical need (What) for the Buying Motive (BM) and then the two emotional needs (why) for the Buying Motive (BM)
    c. Show a genuine interest in the lead's plans and provide positive feedback and encouragement

4. Deliver an appropriate sales message
    a. Stress one or more features (Fact Statement) of an enlistment in an exciting and appealing manner
    b. Stress the benefits of an enlistment and repeat the leads "What", "Why", "Why"
    c. Avoid over selling and focus only on selling the appointment

5. Close by asking for an appointment
    a. Use an appropriate closing technique IAW UP 350-7
    b. Offer two choices of dates, times and locations

6. Attempt to handle objection
    a. Uncover true objection using the ORJ method ("Obviously you", "Restate", and "Just Suppose")
    b. Handle the objection using "Feel, Felt, Found" or "Fact-statement" techniques
    c. Close again by offering two choices of dates, times and locations
    d. Stay professional and avoid becoming confrontational or begging for the appointment

Performance Steps

       e. If the lead still refuses an appointment, refer lead to GoArmy.com and ask for their e-mail address to send them the link

       f. Ask for a referral

7. Prequalify prospect to uncover possible moral and medical disqualifications
    a. Avoid losing rapport by becoming unnecessarily invasive, demanding, intimidating, interrogative, etc.
    b. Determine prospect's prequalifying mental, physical, and moral status

8. Confirm the appointment
    a. Ask prospect to get a pen and paper
    b. Confirm or verify prospect's address (get directions if necessary)
    c. Give the prospect your name and the address/telephone number of the recruiting station
    d. Reconfirm the date, time and location of the appointment

9. Solicit referrals and gather blue print information on leads
    a. Ask questions like, " Who do you know.....
       (1) That might be interested in military service?
       (2) In a particular teacher's class studying traditional pre-college course subject(s)?
       (3) That plans to pursue a vocational technical degree?
       (4) In search of employment?
       (5) That will enroll for enrollment in a junior/community college because of financial limitations, but is academically ready for college or university-level course work?
    b. Annotate any obtained blueprint information into the ALRL

10. Document the telephone call
    a. Annotate the planning tool
    b. Enter the results of the call into the contact history tab in the Leads and Reports System (LRS)

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Performed planning and preparation for telephone prospecting	——	——

    a. Developed a pre-call plan that consisted of qualified leads and blueprint information (if available)
       (1) Used blueprint information to establish an opening line
       (2) Prepared a sales message that targeted the leads to be called
       (3) Prepared a closing statement for optimum chances of getting an appointment (2 choice close)
    b. Prioritized leads by known or suspected (SAVSVAB Results, blueprint information) mental categories
    c. Targeted prospects based on monthly, quarterly, and annual missioning requirements
    d. Applied a deliberate Power-Up technique that increased enthusiasm and excitement.

2. Demonstrated opening comments, spontaneity, and rapport gaining techniques.   ——   ——
    a. Identified self and the Army.
    b. Established rapport using the elements of MRACESING
    c. Attempted to gather some type of blueprinting information.
    d. Handled hostile prospects and influencers (if necessary)
    e. Transitioned smoothly to determining needs and interests

3. Determined needs and interests using open-ended fact-finding questions.   ——   ——
    a. Probed TEAMS until a Buying Motive (BM) was uncovered.

Performance Measures   <u>**GO**</u>   <u>**NO GO**</u>

    b. Identified the logical need (What) for the Buying Motive (BM) and then the
       two emotional needs (why) for the Buying Motive (BM).
    c. Showed a genuine interest in the lead's plans and provided positive
       feedback and encouragement.

4. Delivered an appropriate sales message.   ____   ____
    a. Stressed one or more features (Fact Statement) of an enlistment in an
       exciting and appealing manner.
    b. Stressed the benefits of an enlistment and repeat the leads "What", "Why",
       "Why".
    c. Avoided over selling and focused only on selling the appointment.

5. Closed by asking for an appointment.   ____   ____
    a. Used an appropriate closing technique IAW UP 350-7.
    b. Offered two choices of dates, times and locations.

6. Attempted to handle objection.   ____   ____
    a. Uncovered the true objection using the ORJ method ("Obviously you",
       "Restate", and "Just Suppose").
    b. Handled the objection using "Feel, Felt, Found" or "Fact-statement"
       techniques.
    c. Closed again by offering two choices of dates, times and locations.
    d. Stayed professional and avoided becoming confrontational or begging for
       the appointment
    e. If the lead still refused an appointment, referred the lead to GoArmy.com and
       ask for their e-mail address to send them the link.
    f. Asked for a referral

7. Prequalified prospect to uncover possible moral and medical disqualifications.   ____   ____
    a. Avoided losing rapport by becoming unnecessarily invasive, demanding,
       intimidating, interrogative, etc.
    b. Determined prospect's prequalifying mental, physical, and moral status.

8. Confirmed the appointment.   ____   ____
    a. Asked prospect to get a pen and paper
    b. Confirmed or verified prospect's address (get directions if necessary)
    c. Gave the prospect their name and the address/telephone number of the
       recruiting station
    d. Reconfirmed the date, time and location of the appointment

9. Solicited referrals and gathered blue print information on leads   ____   ____
    a. Asked questions like, " Who do you know.....
       (1) That might be interested in military service?
       (2) In a particular teacher's class studying traditional pre-college course
          subject(s)?
       (3) That plans to pursue a vocational technical degree?
       (4) In search of employment?
       (5) That will enroll for enrollment in a junior/community college because of
          financial limitations, but is academically ready for college or university-
          level course work?
    b. Annotated any obtained blueprint information into the ALRL

10. Documented the telephone call   ____   ____
    a. Annotated the planning tool
    b. Entered the results of the call into the contact history tab in the Leads and
       Reports System (LRS)

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	Related
AR 601-210	
USAREC PAM 350-7	
USAREC REG 350-6	

Conduct Face-to-Face Prospecting
805B-79R-3522

Conditions: Given a requirement to conduct face-to-face prospecting and access to:

a. USAREC Reg 350-6
b. USAREC Pam 350-7
c. FM 22-100
d. Automated Lead Refinement List
e. Planning tool
f. Government vehicle
g. Recruiter Workstation with Leads and Reports System software installed
h. General office supplies

Standards: Conduct Face-to-Face prospecting to make an appointment for a sales interview, generate interest in Army programs throughout the community, and generate leads for prospecting purposes.

Performance Steps

1. Perform pre-prospecting preparations.
    a. Identify areas within the station market to conduct prospecting that minimized travel time/distance between stops and allow for the seamless integration of other activities (record checks, college visits, trips to the test site, etc.).
    b. Identify leads for contact and group them by school or neighborhood (Those leads from contact database or LEADS with no phone) (hot-knocks or hot-stops at locations frequented by target-aged individuals)
    c. Formulate scripts based on seasonality, situation and purpose
        (1) Fall contact HS Juniors (introduction/blueprinting/appointment generation if possible USAR split-trainer)
        (2) Summer contact upcoming seniors (introduction/blueprinting/appointment generation if planning military)
        (3) Summer contact new HS grads (follow-up/appointment generation)
        (4) Fall contact HS Seniors (follow-up/blueprinting/appointment generation)
        (5) Fall contact returning college student (follow-up/blueprinting/appointment generation)
        (6) Other scripts, such as college graduate, vo-tech graduate, etc.
        (7) DEP/DTP members
    d. Target prospecting based on monthly, quarterly and annual mission considerations
    e. Attend to personal appearance, uniform, hygiene, etc.

2. Prepare an opening statement that demonstrates spontaneity, appropriate body language, and rapport-gaining techniques
    a. Use a scripted opening based on blueprinting information or the situation
    b. Prepare follow-on comments during the conversation (improvise, exercise flexibility, "think on your feet")
    c. Effectively attempt to create interest
    d. Handle hostile prospects and influencers (if necessary)
    e. Transition smoothly to probing needs and interests

3. Probe and uncover needs and interests of contact
    a. Probe all areas of TEAMS and identify a buying motive of enough significance to generate interest in an Army opportunity (if one exists)
    b. Ask open-ended fact-finding questions, which require the lead to give feedback
    c. Take interest in the lead's plans and provide positive feedback and encouragement
    d. Probe and identify the true Buying Motive (what) the prospect is interested in

Performance Steps

4. Deliver an appropriate sales message
   a. Stress one or more features of an enlistment
   b. Stress the benefits of an enlistment by putting the lead in the "picture" accomplishing the goals they described during the probing step
   c. Attempt to conduct an immediate presentation

5. Close by asking for an appointment
   a. Focus on selling an appointment rather than conducting an immediate sales presentation (unless near a conducive setting, i.e., the prospect's home or the RS)
   b. Use any appropriate technique to close
   c. Offer a choice of dates, times and locations

6. Handle any objections that occur
   a. Uncover true objection using the ORJ method ("Obviously you", "Restate", and "Just Suppose")
   b. Handle the objection using "Feel, Felt, Found" or "Fact statement" technique
   c. Close again by offering two choices of dates, times and locations
   d. Avoid becoming confrontational and begging for the appointment
   e. Refer lead to GoArmy.com and ask for their e-mail address to send them the link, if the lead still refused an appointment

7. Pre-qualify prospect if time and distance to the appointment are required
   a. Avoid becoming unnecessarily invasive, intimidating, interrogative, etc.
   b. Avoid appearing prematurely convinced that the prospect has made a decision to enlist, or that agreement to an appointment will automatically trigger completion of enlistment documents.

8. Solicit referrals and gather blueprint information on other potential leads by asking the prospect, "Who do you know....
   a. That might be interested in military service?
   b. In a particular teacher's class studying traditional pre-college course subject(s)?
   c. That plans to pursue a vocational technical degree?
   d. In search of employment?
   e. That signed up for enrollment in a junior/community college because of financial limitations, but is academically ready for college or university-level course work?

9. Conduct aggressive follow-ups.
   a. Make repeated attempts to re-contact prospects that warrant follow-up.
   b. Plan and execute follow-up as dictated by the trimester system of contact.
   c. Execute follow-up calls when the prospect is most likely to be at home (review the history of attempts and contacts in the LRL/RWS contact database together with information offered by the prospect and/or family members).
   d. Methodically refine the ALRL to gain phone numbers/addresses to ensure that everyone on the list is contacted

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Performed pre-prospecting preparations	——	——
a. Identified areas within the station market to conduct prospecting that minimized travel time/distance between stops and allowed for the seamless integration of other activities (record checks, college visits, trips to the test site, etc.).		

Performance Measures   **GO**   **NO GO**

    b. Identified leads for contact and grouped them by school or neighborhood (Those leads from contact database or LEADS with no phone) (hot-knocks or hot-stops at locations frequented by target-aged individuals)

    c. Formulated scripts based on seasonality, situation and purpose

        (1) Fall contact HS Juniors (introduction/blueprinting/appointment generation if possible USAR split-trainer)

        (2) Summer contact upcoming seniors (introduction/blueprinting/appointment generation if planning military)

        (3) Summer contact new HS grads (follow-up/appointment generation)

        (4) Fall contact HS Seniors (follow-up/blueprinting/appointment generation)

        (5) Fall contact returning college student (follow-up/blueprinting/appointment generation)

        (6) Other scripts, such as college graduate, vo-tech graduate, etc.

        (7) DEP/DTP members

    d. Targeted prospecting based on monthly, quarterly and annual mission considerations

    e. Attended to personal appearance, uniform, hygiene, etc.

2. Prepared an opening statement that demonstrated spontaneity, appropriate body   ——   ——
language, and rapport-gaining techniques

    a. Used a scripted opening based on blueprinting information or the situation

    b. Prepared follow-on comments during the conversation (improvise, exercise flexibility, "think on your feet")

    c. Effectively attempted to create interest

    d. Handled hostile prospects and influencers (if necessary

    e. Transitioned smoothly to probing needs and interests

3. Probed and uncovered needs and interests of contact   ——   ——

    a. Probed all areas of TEAMS and identified a buying motive of enough significance to generate interest in an Army opportunity (if one exists)

    b. Asked open-ended fact-finding questions, which required the lead to give feedback

    c. Took interest in the lead's plans and provided positive feedback and encouragement

    d. Probed and identified the true Buying Motive (what) the prospect was interested in

4. Delivered an appropriate sales message   ——   ——

    a. Stressed one or more features of an enlistment

    b. Stressed the benefits of an enlistment by putting the lead in the "picture" accomplishing the goals they described during the probing step

    c. Attempted to conduct an immediate presentation

5. Closed by asking for an appointment   ——   ——

    a. Focused on selling an appointment rather than conducting an immediate sales presentation (unless near a conducive setting, i.e., the prospect's home or the RS)

    b. Used any appropriate technique to close

    c. Offered a choice of dates, times and locations

6. Handled any objections that occur   ——   ——

    a. Uncovered true objection using the ORJ method ("Obviously you", "Restate", and "Just Suppose")

    b. Handled the objection using "Feel, Felt, Found" or "Fact statement" technique

    c. Closed again by offering two choices of dates, times and locations

Performance Measures   **GO**   **NO GO**
    d. Avoided becoming confrontational and begging for the appointment
    e. Referred lead to GoArmy.com and asked for their e-mail address to send
       them the link, if the lead still refused an appointment

  7. Pre-qualified prospect if time and distance to the appointment are required   ——   ——
    a. Avoided becoming unnecessarily invasive, intimidating, interrogative, etc.
    b. Avoided appearing prematurely convinced that the prospect has made a
       decision to enlist, or that agreement to an appointment will automatically
       trigger completion of enlistment documents.

  8. Solicited referrals and gathered blueprint information on other potential leads by   ——   ——
    asking the prospect, "Who do you know....
    a. That might be interested in military service?
    b. In a particular teacher's class studying traditional pre-college course
       subject(s)?
    c. That plans to pursue a vocational technical degree?
    d. In search of employment?
    e. That signed up for enrollment in a junior/community college because of
       financial limitations, but is academically ready for college or university-level
       course work?

  9. Conducted aggressive follow-ups.   ——   ——
    a. Made repeated attempts to re-contact prospects that warranted follow-up.
    b. Planned and executed follow-up as dictated by the trimester system of
       contact.
    c. Executed follow-up calls when the prospect is most likely to be at home
       (review the history of attempts and contacts in the LRL/RWS contact
       database together with information offered by the prospect and/or family
       members).
    d. Methodically refined the ALRL to gain phone numbers/addresses to ensure
       that everyone on the list was contacted

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                                      FM 22-100
                                                      USAREC PAM 350-7
                                                      USAREC REG 350-6

Conduct Referral Prospecting
805B-79R-3525

Conditions: Given a requirement to generate leads from influencers, COI/VIP's, DEP/DTP's, ADSW, and HRAP soldiers and access to:

a. USAREC Reg 350-6
b. USAREC Pam 350-7
c. FM 22-100
d. Recruiter Workstation with Leads and Reports System software installed
e. A government car

Standards: Generate referrals utilizing DEP/DTPs, COI's, VIP's, ADSW's, HRAP's, and influential members in the community while gaining their trust, confidence and support.

Performance Steps

1. Perform planning and pre-prospecting preparation.
    a. Identify individuals in a position to influence the prime market (counselors, teachers, coaches, business managers, human resource personnel, clergy, club sponsors or managers, influential students, prominent citizens, parents, DEP/DTP members, USAR/ARNG members, veterans etc.).
    b. Build a list of civic/social organizations within the community using directory information acquired locally (chamber of commerce, telephone book, welcome wagon, internet, etc).
    c. Join a group within the community or become active (making Army awareness presentations) in schools/civic organizations that key influencers frequent.
    d. Develop and execute a contact plan resulting in appointments.
    e. Devote sufficient time for these activities daily, weekly, and monthly.
     f. Blueprint influencers prior to contact.
        (1) Number of target-age people the influencer interacts with regularly.
        (2) Whether the influencer has prior military experience.
        (3) Whether the influencer has assisted in Army previously.
        (4) What service the Army might provide the influencer's organization to develop a partnership.
        (5) Personal information to establish and maintained rapport (schools attended, years in business/position, family make-up, vehicle(s) they own, hobbies, club memberships etc.).
    g. Prepare opening (scripted) remarks that appeal to the interests of the influencer (based on blueprinting information).

2. Perform prospecting techniques.
    a. Establish rapport by:
        (1) Use scripted (memorized), individualized openings based on blueprinting (or the situation).
        (2) Engage the influencer in a conversation that leads to or includes probing.
        (3) Gather leads and blueprinted information by asking the influencer,"Who they know that...
            (a) Attends Vo-tech.
            (b) Attends Junior/community College.
            (c) Takes advanced math or science classes in high school.
            (d) Sits next to them in biology lab, history, English etc (if the influencer is a student).
            (e) Has a passion for mechanics.
             (f) Works and goes to school.
            (g) Is talking about another military service.
            (h) Belongs to a club, fraternity, or other organization.
        (4) Ask for permission to contact referrals and obtained an address and/or phone number.

Performance Steps

          (5) Immediately take DEP/DTP members on house call and/or made phone calls for the referral list (if referral source is a DEP/DTP member).

  3. Document efforts.
     a. Transfer all lead information, including blueprinting data, to the appropriate ALRL.
     b. Document all contact with influencers, including blueprinting data, on COI/VIP database.

  4. Perform aggressive follow-up.
     a. Make repeated attempts to re-contact leads or COI's that warrant follow-up.
     b. Execute follow-up calls when the COI or prospect is most likely to be at home or available (reviews the history of attempts and contact in the ALRL/RWS contact database together with information offered by the COI, prospect and/or family members).

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Performed planning and pre-prospecting preparation.	——	——

     a. Identified individuals in a position to influence the prime market (counselors, teachers, coaches, business managers, human resource personnel, clergy, club sponsors or managers, influential students, prominent citizens, parents, DEP/DTP members, USAR/ARNG members, veterans etc.).
     b. Built a list of civic/social organizations within the community using directory information acquired locally (chamber of commerce, telephone book, welcome wagon, internet, etc).
     c. Joined a group within the community or become active (making Army awareness presentations) in schools/civic organizations that key influencers frequent.
     d. Developed and executed a contact plan resulting in appointments.
     e. Devoted sufficient time for these activities daily, weekly, and monthly.
     f. Blueprinted influencers prior to contact.
         (1) Number of target-age people the influencer interacts with regularly.
         (2) Whether the influencer has prior military experience.
         (3) Whether the influencer has assisted in Army previously.
         (4) What service the Army might provide the influencer's organization to develop a partnership.
         (5) Personal information to establish and maintained rapport (schools attended, years in business/position, family make-up, vehicle(s) they own, hobbies, club memberships etc.).
     g. Prepared opening (scripted) remarks that appeal to the interests of the influencer (based on blueprinting information).

2. Performed prospecting techniques.	——	——

     a. Established rapport by:
         (1) Used scripted (memorized), individualized openings based on blueprinting (or the situation).
         (2) Engaged the influencer in a conversation that leads to or includes probing.
         (3) Gathered leads and blueprinted information by asking the influencer,"Who they know that...
          (a) Attends Vo-tech.
          (b) Attends Junior/community College.
          (c) Takes advanced math or science classes in high school.

Performance Measures   **GO**   **NO GO**

      (d) Sits next to them in Biology lab, History, English etc (if the
          influencer is a student).
      (e) Has a passion for mechanics.
      (f) Works and goes to school.
      (g) Is talking about another military service.
      (h) Belongs to a club, fraternity, or other organization.
   (4) Asked for permission to contact referrals and obtained an address
     and/or phone number.
   (5) Immediately took DEP/DTP members on house call and/or made phone
     calls for the referral list (if referral source is a DEP/DTP member).

3. Documented efforts.   ____   ____
   a. Transferred all lead information, including blueprinting data, to the
     appropriate ALRL.
   b. Documented all contact with influencers, including blueprinting data, on
     COI/VIP database.

4. Performed aggressive follow-up.   ____   ____
   a. Made repeated attempts to re-contact leads or COI's that warrant follow-up.
   b. Executed follow-up calls when the COI or prospect is most likely to be at
     home or available (reviews the history of attempts and contact in the
     ALRL/RWS contact database together with information offered by the COI,
     prospect and/or family members).

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
                                        FM 22-100
                                        USAREC PAM 350-7
                                        USAREC REG 350-6

Prospect Using the Internet
805B-79R-3528

Conditions: Given a requirement to generate leads on the Internet within a local recruiting zone and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. ISP/UAN access
c. Modem
d. USAREC Reg 350-6
e. USAREC Pam 350-7
f. USAREC Pam 350-13
g. 3.5" 1.44MB diskette
h. A telephone line
i. An email account
j. Standard office supplies and equipment

Standards: Make an appointment using the Internet and increase Army awareness on the World Wide Web to increase contract production.

Performance Steps

1. Develop an Internet pre-prospecting plan.
    a. Search for these sites utilizing web browser and search engines:
        (1) Local home page.
        (2) Chat rooms.
        (3) Colleges.
        (4) High schools.
        (5) Social clubs.
        (6) Local chamber of commerce.
        (7) Online phone books.
        (8) City, State and government sites.
        (9) Map and locator sites.
        (10) Resume sites.
        (11) Student lists and email
NOTE: All of which should be in your local recruiting area.
    b. Save the above in the "bookmarks" folder of the web browser and on a backup disk or diskette.
    c. Develop a series of approved, attention-grabbing email responses to typical inquiries about Army enlistment options and saved them on a backup disk or diskette.
    d. Develop a series of approved email "invitations" to learn about Army programs and current enlistment incentives.

2. Send an appropriate email response to all email message traffic, including LEADS.

3. Generate appointments from email sources.
    a. Contact the lead immediately, by phone if possible (the preferred method).
    b. Establish a dialogue with prospects via email designed to create interest through the use of email packages that highlight specific areas of TEAMS.

4. Solicit referrals from email sources:
    a. That might be interested in military service.
    b. That are studying traditional pre-college course subjects.
    c. That plan to pursue a vocational technical degree.
    d. That are in search of employment.

Performance Steps

      e. That settled for enrollment in a junior/community college because of financial limitations, but are academically ready for university level studies.

  5. Place goarmy.com on other web sites within the recruiting zone.
      a. Colleges, Technical Colleges, and Universities.
          (1) Career placement office
          (2) Financial aid.
          (3) Student services.
          (4) ROTC.
          (5) VA.
          (6) Department web pages.
      b. High Schools.
          (1) Guidance office.
          (2) Computer lab.
          (3) Library.
      c. Clubs.
      d. Employment agencies.
          (1) State employment agencies.
          (2) Federal employment agencies.
          (3) Local job banks.
          (4) Online sites.
      e. Professional organizations.
      f. Local chamber of commerce.

  6. Prospect using online resumes.
      a. Got on sites with online resumes.
      b. Annotate blueprint information on prospect.
      c. Annotate email address on RWS.
      d. Determine best sales message and sent appropriate email.

  7. Prospect using Internet chat rooms.
      a. Determine high traffic times.
      b. Reference Army options while chatting.
      c. Create interest in Army options.
      d. Talk about Army.
      e. Reference goarmy.com.
      f. Ask for name, phone number and/or address (to include email address).

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Developed an Internet pre-prospecting plan.	___	___

      a. Searched for these sites utilizing web browser and search engines:
          (1) Local home page.
          (2) Chat rooms.
          (3) Colleges.
          (4) High schools.
          (5) Social clubs.
          (6) Local chamber of commerce.
          (7) Online phone books.
          (8) City, State and government sites.
          (9) Map and locator sites.
         (10) Resume sites.
         (11) Student lists and email.

Performance Measures   GO   NO GO

NOTE: All of which should be in your local recruiting area.
  b. Saved the above in the "bookmarks" folder of the web browser and on a backup disk or diskette.
  c. Developed a series of approved, attention-grabbing email responses to typical inquiries about Army enlistment options and saved them on a backup disk or diskette.
  d. Developed a series of approved email "invitations" to learn about Army programs and current enlistment incentives.

2. Sent an appropriate email response to all email message traffic, including LEADS.   ——   ——

3. Generated appointments from email sources.   ——   ——
  a. Contacted the lead immediately, by phone if possible (the preferred method).
  b. Established a dialogue with prospects via email designed to create interest through the use of email packages that highlight specific areas of TEAMS.

4. Solicited referrals from email sources: ——   ——
  a. That might be interested in military service.
  b. That are studying traditional pre-college course subjects.
  c. That plan to pursue a vocational technical degree.
  d. That are in search of employment.
  e. That settled for enrollment in a junior/community college because of financial limitations, but are academically ready for university level studies.

5. Placed goarmy.com on other web sites within the recruiting zone.   ——   ——
  a. Colleges, Technical Colleges, and Universities.
    (1) Placement office.
    (2) Financial aid.
    (3) Student services.
    (4) ROTC.
    (5) VA.
    (6) Department web pages.
  b. High Schools.
    (1) Guidance office.
    (2) Computer lab.
    (3) Library.
  c. Clubs.
  d. Employment agencies.
    (1) State employment agencies.
    (2) Federal employment agencies.
    (3) Local job banks.
    (4) On-line sites.
  e. Professional organizations.
  f. Local chamber of commerce.

6. Prospected using Online resumes.   ——   ——
  a. Got on sites with online resumes.
  b. Annotated blueprint information on prospect.
  c. Annotated email address on RWS.
  d. Determined best sales message and sent appropriate email.

7. Prospected using Internet chat rooms.   ——   ——
  a. Determined high traffic times.
  b. Referenced Army options while chatting.
  c. Created interest in Army options.
  d. Talked about Army.

Performance Measures   <u>GO</u>   <u>NO GO</u>

     e. Referenced goarmy.com.

     f. Asked for name, phone number and/or address (to include email address).

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
     Required   **Related**
     USAREC PAM 350-13
     USAREC PAM 350-7
     USAREC REG 350-6

Conduct Follow Up Activities
805B-79R-3531

Conditions: Given a requirement to develop a follow up plan and conduct follow up activities for your recruiting zone. You have access to the following:

a. USAREC Reg 350-6
b. USAREC Reg 601-37
c. USAREC Reg 350-7
d. USAREC Form 988
e. Planning Tool
f. Recruiting Publicity Items (RPI's)
g. Recruiter Workstation with Leads and Reports System software installed
h. Standard office supplies and equipment

Standards: Conduct effective follow ups on all planned activities

Performance Steps

1. Identify those requiring regular follow up.
    a. Centers of Influence/Very Important Person
    b. Prospects.
    c. Applicants.
    d. DEP/DTP.
    e. School/College.
    f. Civic Leaders.
    g. Community leaders.
    h. Athletic coaches.
    i. Parents.

2. Plan the frequency of follow ups for:
    a. COI/VIPs when status of referrals change.
    b. Prospects.
        (1) Results of contact that indicated the prospect is losing interest.
        (2) First follow up within 72 hours (previously scheduled and face to face) of initial interview.
        (3) follow up after a no show or rescheduled appointment.
        (4) follow ups with the senior class by semester (end of first semester, end of second semester, summer/beginning of first semester in college, etc..).
    c. Applicants.
        (1) follow up at time scheduled at close of the interview.
        (2) follow up within 72 hours of initial interview to accomplish the following.
        (3) Schedule next processing phase.
        (4) Test and physical completed and results.
        (5) Answer questions since the interview.
        (6) Set another date/time for face to face contact.
    d. DEP/DTP members (per task "DEVELOP A DEP/DTP PROGRAM").
        (1) Enlistment and options received.
        (2) Any other changes that the influencer might be interested in or might effect a more positive outcome with their additional involvement.
        (3) Set date/time to present programs to influencers (I.e. parents, spouse, significant others etc.).
        (4) Set date/time to provide additional information (a video, magazine, RPI, etc., which clarifies issues important to the prospect).

Performance Steps

3. Plan follow up using the recruiter planning tool.
    a. Document the date of all face to face follow up on the appropriate time block of the planning tool.
    b. Document telephone follow up by placing name, telephone number and time to call in the notes section of planning tool . Enter name and recall in hourly section of planning tool. Follow ups scheduled at the same time as programmed interviews can be done before the interview.

4. Perform follow up.
    a. Use blueprint information to reestablish rapport. Limited initial comments to light, personal conversation.
    b. Cover points planned for follow up.
    c. Establish a date/time for future follow up.
NOTE: Areas to cover during follow up activities include, but are not limited to: forming a professional relationship with the prospect or COI/VIP, explaining your role as an Army recruiter, opportunities available in the Army, offering your help with civic/community events, etc..

5. Document follow up.
    a. Turned on RWS.
    b. Log onto Windows NT operating system.
    c. Double click on leads and reports icon on the desktop.
    d. Enter appropriate user ID and password.
    e. Click file on the top toolbar.
     f. Select open from drop down menu (Note: If no activities scheduled appears click OK).
    g. Locate prospect name and double click to open record.
    h. Double click ARISS RWS button.
     i. Double click contact history box on the drop down menu.
     j. Update all appropriate boxes by clicking on drop down arrows.
    k. Type record of conversation in the remarks box.
     l. Enter next scheduled activity and time in appropriate boxes.
    m. Annotate next scheduled follow up in planning tool.
    n. Click save icon to save updated information.
    o. Exit Leads and Reports by selecting file then exit.

Evaluation Preparation: TUse the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Identified those requiring regular follow up.	___	___

    a. Centers of Influence/Very Important Person
    b. Prospects.
    c. Applicants.
    d. DEP/DTP.
    e. School/College.
    f. Civic Leaders.
    g. Community leaders.
    h. Athletic coaches.
    i. Parents.

2. Planned the frequency of follow ups for:	___	___

    a. COI/VIPs when status of referrals change.
    b. Prospects.
       (1) Results of contact that indicated the prospect is losing interest.

Performance Measures   **GO**   **NO GO**

        (2) First follow up within 72 hours (previously scheduled and face to face)
           of initial interview.

        (3) follow up after a no show or rescheduled appointment.

        (4) follow ups with the senior class by semester (end of first semester, end
           of second semester, summer/beginning of first semester in college,
           etc..).

  c. Applicants.

        (1) follow up at time scheduled at close of the interview.

        (2) follow up within 72 hours of initial interview to accomplish the following.

        (3) Schedule next processing phase.

        (4) Test and physical completed and results.

        (5) Answer questions since the interview.

        (6) Set another date/time for face to face contact.

  d. DEP/DTP members (per task "DEVELOP A DEP/DTP PROGRAM").

        (1) Enlistment and options received.

        (2) Any other changes that the influencer might be interested in or might
           effect a more positive outcome with their additional involvement.

        (3) Set date/time to present programs to influencers (I.e. parents, spouse,
           significant others etc.).

        (4) Set date/time to provide additional information (a video, magazine, RPI,
           etc., which clarifies issues important to the prospect).

3. Planned follow up using the recruiter planning tool.   ____   ____
  a. Document the date of all face to face follow up on the appropriate time block
     of the planning tool.

  b. Document telephone follow up by placing name, telephone number and time
     to call in the notes section of planning tool . Enter name and recall in hourly
     section of planning tool. Follow ups scheduled at the same time as
     programmed interviews can be done before the interview.

4. Performed follow up.   ____   ____
  a. Use blueprint information to reestablish rapport. Limited initial comments to
     light, personal conversation.

  b. Cover points planned for follow up.

  c. Establish a date/time for future follow up.

NOTE: Areas to cover during follow up activities include, but are not limited to: forming
a professional relationship with the prospect or COI/VIP, explaining your role as an
Army recruiter, opportunities available in the Army, offering your help with
civic/community events, etc..

5. Documented follow up.   ____   ____
  a. Turned on RWS.

  b. Log onto Windows NT operating system.

  c. Double click on leads and reports icon on the desktop.

  d. Enter appropriate user ID and password.

  e. Click file on the top toolbar.

  f. Select open from drop down menu (Note: If no activities scheduled appears
     click OK).

  g. Locate prospect name and double click to open record.

  h. Double click ARISS RWS button.

  i. Double click contact history box on the drop down menu.

  j. Update all appropriate boxes by clicking on drop down arrows.

  k. Type record of conversation in the remarks box.

  l. Enter next scheduled activity and time in appropriate boxes.

  m. Annotate next scheduled follow up in planning tool.

  n. Click save icon to save updated information.

Performance Measures   **GO**   **NO GO**

        o. Exit Leads and Reports by selecting file then exit.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC PAM 350-7
    USAREC REG 350-6
    USAREC REG 350-7
    USAREC REG 601-37

Conduct Area Canvass
805B-79R-3534

Conditions: Given a government vehicle and a recruiting zone with access to:

a. USAREC Reg 350-6
b. USAREC Pam 350-7
c. FM 22-100
d. Processing lists
e. High school folders
f. Recruiter publicity items
g. Map of recruiting zone
h. Planning tool
i. Business cards
j. General office supplies
k. Recruiter wokstation with Leads and Reports System software installed

Standards: Conduct area canvassing that generates leads and increases awareness of Army programs

Performance Steps

1. Plan a detailed canvassing strategy.
    a. Divide the market into multiple zones or areas to take advantage of canvassing in conjunction with prospecting and other recruiting activities.
    b. Gather information that reflects the area's historically popular enlistment options.
        (1) Current and previous high school folders.
        (2) Leads and Reports from DEP/DTP database.
        (3) Processing lists.
    c. Compile Recruiter Publicity Items (RPI) and posters that highlight and reinforce the area's popular enlistment options.
    d. Determine what areas lack a proportionate number of COI/VIPs and plot a contact strategy for each of the previously identified zones.
    e. Define service industry hiring practices, wages, turnover, employee profiles, shift, schedules, and volume of employment by type of business for each of the previously identified zones.

2. Conduct an organized canvassing effort.
    a. Place appropriate posters in high visibility areas.
        (1) Record location and date in the planning tool or locally prepared canvassing file.
        (2) Check posters periodically for condition and replace when necessary, or when new information indicates that a change in advertisement may produce better results.
    b. Stock high visibility locations with RPI that advertise the area's popular enlistment options.
        (1) Document RPI type, quantity placed, location and date.
        (2) Check RPI racks frequently to determine use (brochures) and replenish with new or different types as necessary.
        (3) Use the small (two or three page) RPI instead of the larger "brochure" type. The smaller RPI stimulate curiosity and generate calls to recruiters. (Use the large brochure type as evidence in the sales presentation or for use in providing information to COI/VIP during presentations).
    c. Explain the benefits of an Army enlistment to people of all ages, backgrounds, and occupations.
    d. Structure the canvassing effort to include contact with the potentially large volume of service industry employees that work at night.
    e. Establish a predictable canvassing pattern/routine to enhance lead generation, (I.E. He's usually here Tuesday afternoons at......).

Performance Steps

3. Make visits and provide business cards at all appropriate locations and begin COI/VIP development as indicated.
    a. Local business.
    b. Community clubs, groups, and civic organizations.
    c. Local government offices.
    d. Newspaper companies.
    e. Radio and television stations.
    f. Any other establishment with the potential to influence the market or provide referrals.

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

1. Planned a detailed canvassing strategy. ____ ____
    a. Divided the market into multiple zones or areas and took advantage of canvassing in conjunction with prospecting and other recruiting activities.
    b. Gathered information that reflects the area's historically popular enlistment options.
        (1) Current and previous high school folders.
        (2) Leads and Reports System database.
        (3) Processing lists.
    c. Compiled Recruiter Publicity Items (RPI) and posters that highlight and reinforce the area's popular enlistment options.
    d. Determined what areas lack a proportionate number of COI/VIPs and plotted a contact strategy for each of the previously identified zones.
    e. Defined service industry hiring practices, wages, turnover, employee profiles, shift, schedules, and volume of employment by type of business for each of the previously identified zones.

2. Conducted an organized canvassing effort. ____ ____
    a. Placed appropriate posters in high visibility areas.
        (1) Recorded location and date in the planning tool or locally prepared canvassing file.
        (2) Checked posters periodically for condition and replaced when necessary, or when new information indicates that a change in advertisement may produce better results.
    b. Stocked high visibility locations with RPI that advertised the area's popular enlistment options.
        (1) Documented RPI type, quantity placed, location and date.
        (2) Checked RPI racks frequently to determine use (which ones generate interest) and replenished with new or different types as necessary.
        (3) Used the small (two or three page) RPI instead of the larger "brochure" type. The smaller RPI stimulate curiosity and generate calls to recruiters. (Use the large brochure type as evidence in the sales presentation or for use in providing information to COI/VIP during presentations).
    c. Explained the benefits of an Army enlistment to people of all ages, backgrounds, and occupations.
    d. Structured the canvassing effort to include contact with the potentially large volume of service industry employees that work at night.
    e. Established a predictable canvassing pattern/routine to enhance lead generation (I.E. He's usually here Tuesday afternoons at.......).

Performance Measures   **GO**   **NO GO**

  3. Made visits and provided business cards at all appropriate locations and began   ——   ——
     COI/VIP development.
       a. Local business.
       b. Community clubs, groups, and civic organizations.
       c. Local government offices.
       d. Newspaper companies.
       e. Radio and television stations.
       f. Any other establishment with the potential to influence the market or provide
         referrals.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    FM 22-100
    USAREC PAM 350-7
    USAREC REG 350-6

Conduct Sales Presentation
805B-79R-3537

Conditions: Given a requirement to conduct a sales interview IAW USAREC Pam 350-7 and access to:
a. AR 601-210
b. USAREC Pam 350-7
c. USAREC Manual 100-5
d. UR 611-4
e. Standard office supplies and equipment
f. RPI
g. A prospect
h. Other sales aids as needed

Standards: Conduct a sales interview that results in an applicant deciding to enlist, further process with testing, or commit to a 72 hour face-to-face follow up.

Performance Steps

1. Perform pre-sales preparation steps.
    a. Use blueprint information from the RWS
    b. Analyze blueprint information to mentally prepare appropriate rapport-building compliments or comments
    c. Identify the prospect's possible needs and interests and formulate a sales strategy.
    d. Consider possible objections that might arise, and developed multiple approaches to handle them.
    e. Research prospect's interest areas (understands stated occupational goals, difficulty of college major, employment opportunities, etc.).
    f. Check personal appearance
    g. Refrain from smoking cigarettes prior to the interview.
    h. Refrain from gum chewing, use of oral tobacco products, etc.
    i. Identify the appropriate sales aids and packet preparation needs
        (1) Make available all TEAMS RPI's to react to any DBM or objection.
        (2) Carry interest-creating magazines that highlighted Army units/equipment and strong prospect testimonials.
        (3) Maintain common Army web site addresses that relate to prospects or typical questions, regulatory guidance and enlistment/processing documents.

2. Establish and maintain rapport and credibility to the extent that the applicant and recruiter are comfortable.
    a. Meet prospect with a personal introduction and a welcoming smile and a handshake (trial closed if appropriate).
    b. Use some or all elements of MRACESING (Mystery | Referral | Appeal to a need | Compliment | Exhibit | Startling statement | Idea | Name | Gift). Engaged in light conversation about the prospect (personal information obtained through blueprinting)
    c. Use the "Dual-Market Concept" to determine the direction of the interview.
    d. Introduce the Salesbook/Multimedia and describe its intended use.
    e. Transition from rapport to probing needs and interests.
        (1) Show the "What's the Army Really Like" video prior to probing TEAMS in a Multimedia interview.
        (2) Use the TEAMS pages or puzzle screen of the Salesbook/Multimedia to transition into the sales interview.

3. Determine the prospect's needs and interests.
    a. Probe all areas of TEAMST using open-ended fact-finding questions.
    b. Determine what Buying motives the prospect had. Find the underlying desires of logical needs (What) and two emotional needs (Why) (Why Else) for each BM.

Performance Steps

      c. Summarize and prioritize the BMs and then establish the number one (Dominant) DBM.
      d. Transition into determining qualification.
      e. Ask for a trial close (temperature check).

  4. Determine the prospect's qualifications.
      a. Introduce the Privacy Act Statement.
      b. Use the APPLESMDT pages or tabs of the Salesbook/Multimedia.
      c. Use questioning techniques for APPLESMDT to ascertain prospect's eligibility.
      d. Administer the Computerized Adaptive Screening Test (CAST) to the prospect unless they had a valid ASVAB score.
      e. Tell the prospect his/her eligibility, pay grade, and Waiver status if necessary.
      f. Review/summarize the buying motives in order from most important to least.

  5. Present appropriately tailored features and benefits.
      a. Present the prospect with a Fact statement about an Army program that matches their least important BM.
      b. Present evidence for the Fact that was just stated
         (1) RPI's.
         (2) Pay Charts
         (3) Multimedia video segment
         (4) Pictures
         (5) Other items that support the interview (pages from the sales book, personal materials like diplomas, etc.)
      c. Repeat the "True Benefits" back to the prospect. (Their What, Why, Why for this BM).
      d. Invite the prospect to relax and then created a visual word picture placing the prospect in a favorable situation using the Army to get their "What" for this BM.
      e. Ask if the prospect agreed that the Army's program (Fact) will get them their needs (What).

  6. Close by asking the prospect to enlist using any of a number of closing techniques.
      a. Single-question close.
      b. Two choice close.
      c. Already enlisted close.
      d. Challenge close.
      e. Contingency close.
      f. Other reasonable technique.
Note: Money will always be shown to the prospect during a sales interview prior to processing or scheduling. If money is not a BM, then it will be shown after selling the DBM and only the Fact and Evidence will be covered. If money is a BM, then sell money in the normal way with a complete FEBWA

  7. Attempted to handle objection.
      a. Uncover true objection using the ORJ method ("Obviously you", "Restate", and "Just Suppose").
      b. Handle the objection using "Feel, Felt, Found" or a complete "FEBWA" technique.
      c. Close again by asking the prospect to enlist using any of a number of closing techniques.
      d. Avoid becoming confrontational and begging for the commitment.
      e. If the prospect still refused to process, went to number one DBM and presented another FEBWA.
NOTE: If the prospect agreed to enlist on the first BM, then the only things that are covered will be the Fact and Evidence of the remaining BMs and Money if not already covered.

  8. Schedule follow up.
      a. If the prospect commits to process, immediately contact the station commander to introduce the prospect and create the opportunity for the station commander to reinforce prospects commitment and schedule processing.
      b. Use the MEPS processing pages in the salesbook.
      c. Obtain the prospect's source documents.

Performance Steps

       d. Clearly explain all processing procedures.

       e. If the prospect fail to commit to enlistment.

          (1) Set a firm date and time within 72 hours for a face-to-face follow-up to answer questions.

          (2) Create a reason to stop by if necessary. (Leave a magazine, VHS tape, book, catalog, etc., for the prospect's review).

          (3) Set a firm date and time to present additional information related to the prospect's interests.

  9. Solicit referrals and gather blueprinting information on other potential leads by asking the prospect, "who do they know...?"

       a. That might be interested in military service?

       b. In a particular teacher's class studying traditional pre-college course subject(s)?

       c. That plans to pursue a vocational technical degree?

       d. In search of employment?

       e. That settled for enrollment in a junior/community college because of financial limitations, but is academically ready for college or university-level course work?

  10. Record/enter all information obtained into the Recruiter Workstation (RWS) for review by the station commander.

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**
1. Performed pre-sales preparation steps	⎯⎯	⎯⎯

       a. Used blueprint information from the RWS

       b. Analyzed blueprint information to mentally prepare appropriate rapport-building compliments or comments

       c. Identified the prospect's possible needs and interests and formulated a sales strategy.

       d. Considered possible objections that might arise, and developed multiple approaches to handle them.

       e. Researched prospect's interest areas (understands stated occupational goals, difficulty of college major, employment opportunities, etc.)

       f. Checked personal appearance

       g. Refrained from smoking cigarettes prior to the interview.

       h. Refrained from gum chewing, use of oral tobacco products, etc.

       i. Identified the appropriate sales aids and packet preparation needs

          (1) Made available all TEAMS RPI's to react to any DBM or objection.

          (2) Carried interest-creating magazines that highlighted Army units/equipment and strong prospect testimonials.

          (3) Maintained common Army web site addresses that relate to prospects or typical questions, regulatory guidance and enlistment/processing documents.

2. Established and maintained rapport and credibility to the extent that the applicant and recruiter were comfortable.	⎯⎯	⎯⎯

       a. Met prospect with a personal introduction and a welcoming smile and a handshake (trial closed if appropriate).

       b. Used some or all elements of MRACESING (Mystery | Referral | Appeal to a need | Compliment | Exhibit | Startling statement | Idea | Name | Gift). Engaged in light conversation about the prospect (personal information obtained through blueprinting)

Performance Measures	**GO**	**NO GO**

    c. Used the "Dual-Market Concept" to determine the direction of the interview.

    d. Introduced the Salesbook/Multimedia and described its intended use.

    e. Transitioned from rapport to probing needs and interests.

       (1) Showed the "What's the Army Really Like" video prior to probing TEAMS in a Multimedia interview.

       (2) Used the TEAMS pages or puzzle screen of the Salesbook/Multimedia to transition into the sales interview.

3. Determined the prospect's needs and interests.   ————   ————

    a. Probed all areas of TEAMST using open-ended fact-finding questions.

    b. Determined what buying motives the prospect had. Found the underlying desires of logical needs (What) and two emotional needs (Why) (Why Else) for each BM.

    c. Summarized and prioritized the BMs and determined the number one (Dominant) DBM.

    d. Transitioned into determining qualification.

    e. Asked for a trial close (temperature check).

4. Determined the prospect's qualifications.   ————   ————

    a. Introduced the Privacy Act statement.

    b. Used the APPLESMDT pages or tabs of the Salesbook/Multimedia.

    c. Used questioning techniques for APPLESMDT to ascertain prospect's eligibility.

    d. Administered the Computerized Adaptive Screening Test (CAST) to the prospect unless they had a valid ASVAB score.

    e. Told the prospect his/her eligibility, pay grade, and waiver status if necessary.

    f. Reviewed/summarized the buying motives in order from most important to least.

5. Presented appropriately tailored features and benefits.   ————   ————

    a. Presented the prospect with a Fact statement about an Army program that matched their least important BM.

    b. Presented evidence for the Fact that was just stated

       (1) RPI's.

       (2) Pay Charts

       (3) Multimedia video segment

       (4) Pictures

       (5) Other items that support the interview (pages from the sales book, personal materials like diplomas, etc.)

    c. Repeated the "True Benefits" back to the prospect. (Their What, Why, Why for this BM).

    d. Invited the prospect to relax and then created a visual word picture placing the prospect in a favorable situation using the Army to get their "What" for this BM.

    e. Asked if the prospect agreed that the Army's program (Fact) will get them their needs (What).

6. Closed by asking the prospect to enlist using any of a number of closing techniques.   ————   ————

    a. Single-question close.

    b. Two choice close.

    c. Already enlisted close.

    d. Challenge close.

    e. Contingency close.

    f. Other reasonable technique.

Performance Measures   GO   NO GO

Note: Money will always be shown to the prospect during a sales interview prior to processing or scheduling . If money is not a BM, then it will be shown after selling the DBM and only the Fact and evidence will be covered. If money is a BM, then sell money in the normal way with a complete FEBWA

7. Attempted to handle objection.   ____   ____
    a. Uncovered true objection using the ORJ method ("Obviously you", "Restate", and "Just Suppose").
    b. Handled the objection using "Feel, Felt, Found" or a complete "FEBWA" technique.
    c. Closed again by asking the prospect to enlist using any of a number of closing techniques.
    d. Avoided becoming confrontational and begging for the commitment.
    e. If the prospect still refused to process, went ahead to number one DBM and presented another FEBWA.

NOTE: If the prospect agreed to enlist on the first BM, then the only things that are covered will be the Fact and Evidence of the remaining BMs and Money if not already covered.

8. Scheduled follow-up.   ____   ____
    a. If the prospect commits to process, immediately contacted the station commander to introduce the prospect and created the opportunity for the station commander to reinforce prospects commitment and scheduled processing.
    b. Used the MEPS processing pages in the salesbook.
    c. Obtained the prospect's source documents.
    d. Clearly explained all processing procedures.
    e. If the prospect failed to commit to enlistment.
        (1) Set a firm date and time within 72 hours for a face-to-face follow up to answer questions.
        (2) Created a reason to stop by if necessary. (Leave a magazine, VHS tape, book, catalog, etc., for the prospect's review).
        (3) Set a firm date and time to present additional information related to the prospect's interests.

9. Solicited referrals and gathered blueprinting information on other potential leads   ____   ____
    by asking the prospect who do they know:
    a. That might be interested in military service?
    b. In a particular teacher's class studying traditional pre-college course subject(s)?
    c. That plans to pursue a vocational technical degree?
    d. In search of employment?
    e. That settled for enrollment in a junior/community college because of financial limitations, but is academically ready for college or university-level course work?

10. Recorded/Entered all information obtained into the Recruiter Workstation (RWS)   ____   ____
    for review by the Station Commander.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	**Related**
AR 601-210	
USAREC MAN 100-5	
USAREC PAM 350-7	
USAREC REG 611-4	

Determine Enlistment Eligibility
805B-79R-3543

Conditions: Given an applicant for potential enlistment in the Army or Army Reserves and access to:

a. Recruiter Workstation preloaded with Leads and Reports System (LRS) Software.
b. AR 40-501
c. AR 601-210
d. USAREC Reg 600-25
e. USAREC Reg 601-101
f. USAREC Pam 40-3
g. A source document to verify applicant's birth
h. A source document to verify applicant's Social Security Number (SSN)
i. A source document to verify applicant's drivers license
j. A source document to verify applicant's high school diploma

Standards: Correctly determine an applicants enlistment eligibility through questioning and reviewing of documents.

Performance Steps

1. Determine the applicant's Age.
   a. Verify date and place of birth
   b. Verify citizenship
   c. Verify voter registration status
   d. Verify applicant's SSN
   e. Verify selective service registration (male applicant's)

2. Determine if the applicant had prior military service.
   a. Determine which service applicant was in
   b. Verify prior service
   c. Determine if the applicant has been in JROTC, Naval Sea Cadets, boy/girl scouts, or Civil Air Patrol

3. Determine the applicant's physical qualifications.
   a. Determine if the applicant has ever been or is currently under the care of a physician.
   b. Determine if the applicant has ever taken or is currently taking any medications.
   c. Determine if the applicant has ever used or experimented with illegal drugs.
   d. Determine if the applicant has a history of or been treated for a psychological disorder.
   e. Determine if the applicant has ever had a broken bone.
   f. Determine if the applicant smokes
   g. Determine if the applicant has ever been treated for alcohol/drug addiction use or abuse.

4. Determine if the applicant had any law violations
   a. Determine if the applicant has ever been arrested, cited, charged, held convicted or detained.
   b. Determine if the applicant has had any charges dropped, dismissed, expunged, sealed from the record, or was found not guilty.

5. Determine the applicant's education level.
   a. Determine the applicant's current grade level.
   b. Determine what school the applicant is enrolled in, If any
   c. Determine if the applicant has a high school diploma or a General Education Certificate (GED)
   d. Determine if the applicant posses a post secondary degree.
   e. Record the highest grade the applicant completed into ARISS

6. Determine the applicant's sole-survivor status.

Performance Steps
      a. Determine if the applicant was previously separated from any component of the US Armed Forces as a sole-surviving son or daughter. If so, Informed the applicant a waiver is required.
      b. Determine if the applicant was a son or daughter in a family which the father or mother or one of the sons or daughters have become:
          (1) Killed in action or died while serving in the Armed Forces from wounds, accidents or disease. Inform the applicant a waiver is required
          (2) Are in a captured or missing in action status. Inform the applicant a waiver is required
          (3) Have a permanent 100 percent disability Determine by the VA or the military services and are not gainfully employed because of the disability. Inform the applicant a waiver is required

   7. Determine the applicant's marital status
      a. Determine and verify if the applicant has ever been married
      b. Determine if the applicant was ever divorced, legally separated, annulled,or widowed.

   8. Determine the applicant's dependency status
      a. Determine if the applicant has anyone who is financially, legally, or morally dependant on them.

   9. Determine the applicant's test category
      a. Determine if the applicant has taken the ASVAB or SASVAB
      b. Determine if the applicant had a valid test score.
          (1) Ensure test is within the last two years
          (2) Applicant has a qualifying mental category
          (3) Eligible for re-test (Initial - 30 day - 30 day - 6 months there after)

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**
1. Determined the applicant's age.	____	____
a. Verified date and place of birth		
b. Verified citizenship		
c. Verified voter registration status		
d. Verified applicant's SSN		
e. Verified selective service registration (male applicant's)		
2. Determined if the applicant had prior military service.	____	____
a. Determined which service applicant was in		
b. Verified prior service		
c. Determined if the applicant had been in JROTC, Naval Sea Cadets, boy/girl scouts, or Civil Air Patrol		
3. Determined the applicant's physical qualifications.	____	____
a. Determined if the applicant has ever been or is currently under the care of a physician.		
b. Determined if the applicant has ever taken or is currently taking any medications.		
c. Determined if the applicant has ever used or experimented with illegal drugs.		
d. Determined if the applicant has a history of or been treated for a psychological disorder.		
e. Determined if the applicant has ever had a broken bone.		
f. Determined if the applicant smokes		
g. Determined if the applicant has ever been treated for alcohol/drug addiction use or abuse.		

Performance Measures	**GO**	**NO GO**

4. Determined if the applicant had any law violations   ____   ____
    a. Determined if the applicant has ever been arrested, cited, charged, held convicted or detained.
    b. Determined if the applicant has had any charges dropped, dismissed, expunged, sealed from the record, or was found not guilty.

5. Determined the applicant's education level.   ____   ____
    a. Determined the applicant's current grade level.
    b. Determined what school the applicant is enrolled in, If any
    c. Determined if the applicant has a high school diploma or a General Education Diploma (GED)
    d. Determined if the applicant posses a post secondary degree.
    e. Recorded the highest grade the applicant completed into ARISS

6. Determined the applicant's sole-survivor status.   ____   ____
    a. Determined if the applicant was previously separated from any component of the US Armed Forces as a sole-surviving son or daughter. If so, Informed the applicant a waiver is required.
    b. Determined if the applicant was a son or daughter in a family which the father or mother or one of the sons or daughters have become:
        (1) Killed in action or died while serving in the Armed Forces from wounds, accidents or disease. Informed the applicant a waiver is required
        (2) Are in a captured or missing in action status. Informed the applicant a waiver is required
        (3) Have a permanent 100 percent disability determined by the VA or the military services and are not gainfully employed because of the disability. Informed the applicant a waiver is required

7. Determined the applicant's marital status   ____   ____
    a. Determined and verified if the applicant had ever been married
    b. Determined if the applicant was ever divorced, legally separated, annulled,or widowed.

8. Determined the applicant's dependency status   ____   ____
    a. Determined if the applicant has anyone who is financially, legally, or morally dependant on them.

9. Determined the applicant's test category   ____   ____
    a. Determined if the applicant has taken the ASVAB or SASVAB
    b. Determined if the applicant had a valid test score.
        (1) Ensure test is within the last two years
        (2) Applicant has a qualifying mental category
        (3) Eligible for re-test (Initial - 30 day - 30 day - 6 months there after)

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 40-501
    AR 601-210
    USAREC PAM 40-3
    USAREC REG 600-25
    USAREC REG 601-101

Develop Contract Force Multipliers
805B-79R-3546

Conditions: Station commander has directed you to develop a plan to increase Army awareness within the community and obtain new leads. You have access to-

a. USAREC Reg 601-93
b. USAREC Reg 601-85
c. USAREC Reg 601-103
d. USAREC Pam 601-31
e. USAREC Reg 350-6
f.   FM 22-100
g. AR 135-200
h. Recruiter Workstation with Leads and Reports System software installed

Standards: Develop contract force multipliers within your recruiting zone that will increase Army awareness and create a positive working relationship with the community.

Performance Steps

1. Identify MSB/TAIR support available.
    a. Consult with the station commander to determine what Mission Support Battalion assets (I.E. Cinema Van, Adventure Van) are currently scheduled for the area.
    b. Identify what TAIR activities are available through the local Army installation (if applicable).
    c. Identify USAR/ARNG/RA units with potential Total Army Involvement in Recruiting (TAIR) value.
        (1) Static display equipment.
        (2) Personnel to provide demonstrations.

2. Analyze the market to support MSB/TAIR.
    a. Determine what is selling in your market (Adventure, Skill Training, High Tech, etc..) using school folders, enlisted cards etc..
    b. Determine which assets can be used to support what is selling.
        (1) Army Adventure Van for Adventure/High Tech selling areas.
        (2) TAIR Skill teams for classroom presentations.
        (3) High Tech equipment from TPUs that can be used in displays/demonstrations.
        (4) Any other activities that can be pinpointed to markets where they will have maximum.

3. Develop a plan to sell MSB/TAIR to assist in the recruiting effort.
    a. If using that asset in a high school, the number of students from the school that generally enter the work force.
    b. The number of students from the area interested in high tech training.
    c. The number of students in the area interested in adventure.

4. Present the information to decision makers (I.E. Principal, Superintendent, Etc.)
    a. Inform them of the number of people in the area that are interested in the CMF event available.
        (1) Explain the amount of missed school time/work hours that may be involved.
        (2) Explain the benefit of having the asset available.
            (a) Better informed staff.
            (b) Better informed student.
            (c) Safe and exciting environment.
    b. Determine the lead, appointment and enlistment goals you will use for each day the asset is in use.

5. Communicate with unit/MSB points of contact as necessary.
    a. Availability time of the asset.

Performance Steps

b. Requirements such as power, size of the asset (will it fit where it is planned to be set up), time for set up;, safety considerations etc.

c. Travel distance authorized between set-ups.

d. Any pertinent information/restrictions that might be of concern to the asset NCOIC and yourself.

6. Placement coordination.

a. Ensure adequate reminders are given to schools or other locations the support will be used.

b. Ensure advance preparation includes making sure that support equipment will fit in the proposed set up locations and have the necessary power resources.

c. Gather participation estimates frequently to ensure the asset is being utilized effectively (redirect assets if necessary).

d. Ensure sufficient support materials (RPI's, PPI's) are ordered/on hand.

e. Submit resource request through the station commander.

7. Broadcast information to target market to obtain maximum participation.

a. Request advertising of upcoming events (ie Cinema Van visits) through A&PA.

b. Advertise HRAP participant's activities (ie Hometown News Releases, school newspapers) through A&PA.

c. Post the area in and around the site with appropriate literature and displays.

8. Conduct MSB/TAIR activities.

a. Ensure your uniform is immaculate.

b. Conduct prospecting See Task: Conduct Face to Face Prospecting.

9. Conduct Follow-up Activities.

a. Follow up with all qualified leads within 72 hours.

b. Follow up with all leads with future potential (ie lower classmen) within 5 days.

c. Conduct all scheduled interviews within 72 hours.

d. Get feedback from the host.

(1) Their impression of the asset and usage.

(2) Suggestions for future assets.

(3) Referrals of those who they thought might be the most interested in what they saw/heard.

10. Utilize HRAP.

a. Request each DEP/DTP member for HRAP duty who have potential to refer others for enlistment.

(1) Complete the required 4187.

(2) Complete required OP1/USAREC Label 17.

(3) Watch for first term HRAP soldiers enroute to first assignment, they may have HRAP authority on DA-31

b. Formulate a strategy that puts the HRAP in contact with as many persons as possible.

(1) Have the HRAP identify on Leads Lists all those persons he/she knows well.

(a) Prioritize each by known expected mental category.

(b) If possible, perform house calls on each lead with the HRAP immediately.

(c) Assign a contact suspense for any not immediately contacted.

(d) Aggressively follow-up each lead until all have been contacted.

(e) Document all blueprinting information the HRAP provides during his/her screening of the Lead List.

(2) Have the HRAP identify on the lead list all those persons he is acquainted with and repeat steps (1a) through (1e) above.

(3) Have the HRAP identify all teachers and faculty members (COI) he knows well.

(a) Accompany the HRAP to the school to meet these COI.

(b) Have the HRAP explain their experiences.

(c) Solicit referrals and blueprinting information from the COI.

(d) Continue to work with the COI to further penetrate the school.

Performance Steps
　　　　　(4) Have the HRAP identify all business/community leaders (COI/VIP) they know and repeat
　　　　　　　steps (3a) through (3d) above.

11. Determine which DEP/DTP members share similar aspiration, buying motives, and anxieties as
　　　HRAP.
　　　a. Determine which DEP/DTP members are in the DEP/DTP pool that shared the same
　　　　　aspirations, similar buying motives, similar anxieties, etc. as the HRAP.
　　　　　(1) Schedule a meeting with the DEP/DTP member.
　　　　　(2) Explain to the HRAP the concerns of the DEP/DTP member and explain that their purpose
　　　　　　　is to allay fears or validate the opportunities presented are available.
　　　　　(3) Have the HRAP explain their experiences to the DEP/DTP member.
　　　b. Have HRAP give training; on subjects you have verified their knowledge of, during DEP/DTP
　　　　　functions, face to face tutorials, etc. (Note; DEP/DTP members will be motivated to see the
　　　　　abilities of the HRAP in such a short time in the Army. Additionally, this is a great opportunity
　　　　　for DEP/DTP members to express concerns with a peer that they may not express to you).

12. Utilize ADSW.
　　　a. Identify potential Active Duty Special Work (ADSW) program candidates in local Troop
　　　　　Program Units (TPU).
　　　　　(1) Attend Units (TPU).
　　　　　(2) Solicit leads from TPU administrators/leaders.
　　　　　(3) Post ADSW program information and points of contact in TPU offices/common areas.
　　　　　(4) Conduct ADSW presentations with TPU members.
　　　　　(5) Request funding through Recruiting Battalion.
　　　　　(6) Request ADSW orders through soldiers unit.
　　　　　(7) Utilize ADSW soldier to generate leads.
　　　　　(8) Assist with completion of UF Form 979.

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**
1. Identified MSB/TAIR support available.	____	____
a. Consulted with the station commander to determine what Mission Support Battalion assets (i.e. Cinema Van, Adventure Van) are currently scheduled for the area.		
b. Identified what TAIR activities are available through the local Army installation (if applicable).		
c. Identified USAR/ARNG/RA units with potential Total Army Involvement in Recruiting (TAIR) value.		
(1) Displayed static equipment.		
(2) Provided personnel for demonstrations.		
2. Analyzed the market to support MSB/TAIR.	____	____
a. Determined what is selling in your market (Adventure, Skill Training, High Tech, etc) using school folders, enlisted cards etc.		
b. Determined which assets can be used to support what is selling.		
(1) Army Adventure Van for Adventure/High Tech selling areas.		
(2) TAIR Skill teams for classroom presentations.		
(3) High Tech equipment from TPUs that can be used in displays/demonstrations.		
(4) Any other activities that can be pin-pointed to markets where they will have maximum.		

Performance Measures	**GO**	**NO GO**

3. Developed a plan to sell MSB/TAIR assets.   ____   ____
    a. If using that asset in a high school, determined the number of students from the school that generally enter the work force.
    b. Determined the number of students from the area interested in high tech training.
    c. Determined the number of students in the area interested in adventure.

4. Presented the information to decision makers (I.E. Principal, Superintendent, Etc.)   ____   ____
    a. Notified command with the number of people in the area that are interested in the CMF event available.
      (1) Explained the amount of missed school time/work hours that may be involved.
      (2) Explained the benefit of having the asset available.
        (a) Better informed staff.
        (b) Better informed student.
        (c) Safe and exciting environment.
    b. Determined the lead, appointment and enlistment goals that will be used for each day the asset is in use.

5. Communicated with unit/MSB points of contact as necessary.   ____   ____
    a. Confirmed available time of the asset.
    b. Ensured required items were present such as power, size of the asset (will it fit where it is planned to be set up), time for set up, safety considerations etc.
    c. Checked for authorized travel distance authorized between set-ups.
    d. Confirmed any pertinent information/restrictions that might be of concern to the asset NCOIC or self.

6. Coordinated placement.   ____   ____
    a. Ensured adequate reminders were given to schools or other locations the support will be used.
    b. Ensured advance preparation included making sure that support equipment will fit in the proposed set up locations and had the necessary power resources.
    c. Frequently gathered participative estimates as to ensure the asset is being utilized effectively (re-directed assets if necessary).
    d. Ensured sufficient support materials (RPI's, PPI's) were ordered or on-hand.
    e. Submitted resource request through the station commander.

7. Broadcasted information to target market and obtained maximum participation.   ____   ____
    a. Requested advertising of upcoming events (ie Cinema Van visits) through A&PA.
    b. Advertised HRAP participant's activities (ie Hometown News Releases, school newspapers) through A&PA.
    c. Posted the area in and around the site with appropriate literature and displays.

8. Conducted MSB/TAIR activities.   ____   ____
    a. Ensured uniform was immaculate.
    b. Conducted prospecting (See Task: Conduct Face to Face Prospecting).

9. Conducted Follow-up Activities.   ____   ____
    a. Followed up with all qualified leads within 72 hours.
    b. Followed up with all leads with future potential (ie lower classmen) within 5 days.
    c. Conducted all scheduled interviews within 72 hours.
    d. Got feedback from the host.

Performance Measures   **GO**   **NO GO**

        (1) Their impression of the asset and usage.
        (2) Suggestions for future assets.
        (3) Referrals of those who they thought might be the most interested in
            what they saw/heard.

10. Utilized HRAP.   ____   ____
    a. Requested each DEP/DTP member for HRAP duty that had the potential to
       refer others for enlistment.
       (1) Completed the required 4187.
       (2) Completed required OP1/USAREC Label 17.
       (3) Watched for first term HRAP soldiers enroute to first assignment, they
          may have HRAP authority on DA-31
    b. Formulated a strategy that put the HRAP in contact with as many people as
       possible.
       (1) Had the HRAP identify from the Leads Lists all those persons he/she
          knew well.
         (a) Prioritized each by known expected mental category.
         (b) If possible, performed house calls on each lead with the HRAP.
         (c) Assigned a contact suspense for any not immediately contacted.
         (d) Aggressively followed-up each lead until all have been contacted.
         (e) Documented all blueprinting information the HRAP provided during
            his/her screening of the Lead List.
       (2) Had the HRAP identify on the lead list all those persons he is
          acquainted with and repeat steps (1a) through (1e) above.
       (3) Had the HRAP identify all teachers and faculty members (COI) he knew
          well.
         (a) Accompanied the HRAP to the school to meet these COI.
         (b) Had the HRAP explain their experiences.
         (c) Solicited referrals and blueprinting information from the COI.
         (d) Continued to work with the COI to further penetrate the school.
       (4) Had the HRAP identify all business/community leaders (COI/VIP) they
          knew and repeated steps (3a) through (3d) above.

11. Determined which DEP/DTP members shared similar aspirations, buying motives,   ____   ____
    and anxieties as HRAP.
    a. Determined which DEP/DTP members were in the DEP/DTP pool that
       shared the same aspirations, similar buying motives, similar anxieties, etc as
       the HRAP.
       (1) Scheduled a meeting with the DEP/DTP member.
       (2) Explained to the HRAP the concerns of the DEP/DTP member and
          explained that their purpose is to allay fears or validate the
          opportunities presented are available.
       (3) Had the HRAP explain their experiences to the DEP/DTP member.
    b. Had HRAP give training on subjects you have verified their knowledge of,
       during DEP/DTP functions, face to face tutorials, etc. (Note; DEP/DTP
       members will be motivated to see the abilities of the HRAP in such a short
       time in the Army. Additionally, this is a great opportunity for DEP/DTP
       members to express concerns with a peer that they may not express to you).

12. Utilized ADSW.   ____   ____
    a. Identified potential Active Duty Special Work (ADSW) program candidates in
       local Troop Program Units (TPU).
       (1) Attended Units (TPU).
       (2) Solicited leads from TPU administrators/leaders.
       (3) Posted ADSW program information and points of contact in TPU
          offices/common areas.

Performance Measures   **GO**   **NO GO**

      (4) Conducted ADSW presentations with TPU members.

      (5) Requested funding through Recruiting Battalion.

      (6) Requested ADSW orders through soldiers unit.

      (7) Utilized ADSW soldier to generate leads.

      (8) Assisted with completion of UF Form 979.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

    Required   **Related**

    AR 135-200

    FM 22-100

    USAREC REG 350-6

    USAREC REG 601-103

    USAREC REG 601-85

    USAREC REG 601-93

Develop a DEP/DTP Program
805B-79R-3549

Conditions: Given a requirement to develop a DEP/DTP program and access to:

a. USAREC Reg 350-6
b. USAREC Reg 350-7
c. USAREC Reg 601-95
d. AR 601-210
e. FM 22-100
f. ARISS recruiter workstation
g. DEP/DTP soldiers
h. DEP/DTP board

Standards: Develop a DEP/DTP program that maintains a loss rate of less than 10%.

Performance Steps

1. Evaluate current and past DEP/DTP programs.
    a. Analyze loss rates for the current and past 2-years.
    b. Identify separation trends (fail to grad, apathy, DAT, etc.).
    c. Determine which recruiters (past or present) account for a disproportionate percentage of losses.
    d. Determine other trends, I.e., number of losses interviewed initially in the RS, number enlisted outside their interest area for combat arms, number of fail-to-grads from a particular school, weak follow up, etc.
    e. Determine number of current DEP/DTP members that share the same risk factors, as in a, b, and c above, and place them "amber" on the DEP log..
    f. Decide if immediate changes to management practices will reduce losses.
    g. Energize DEP functions.

2. Analyze DEP information from the DEP/DTP cards/contact database to further identify trends and realize improvements.
    a. Determine which mission categories historically separate at a higher rate and account for this when planning follow up action and tutorials.
    b. Weekly compare the current height/weight from the contact database to the entry weight/max weight figures recorded. Take appropriate action should the DEP/DTP member show signs of gaining (or losing) too much weight.
    c. Judge whether date of last DEP function attendance indicates DEP/DTP apathy or inattentiveness.
    d. Decide if the lack of referrals and promotion to PV2 signals DEP/DTP apathy about the Army or personal apathy toward a particular DEP/DTP member.
    e. Compare enlistment options with remarks made on the DEP/DTP card/contact databases. Closely monitor those DEP/DTP sold outside of their primary interest area (wanted MP's but enlisted for cook).
    f. Compare contract-to-ship dates. The larger the window, the more likely a loss will occur.

3. Energize the DEP/DTP Program.
    a. Conduct dynamic DEP/DTP orientations.
        (1) Plan the "who, what, when, where, and why(s)," prior to the orientation.
        (2) Who will conduct the briefing, who will attend from the station besides you, and who should attend with the DEP/DTP (person referring the DEP/DTP, parents, influencers, and/or significant others)?

Performance Steps

        (3) What pre-orientation research and resources should you accomplish/collect (RPIs, regulations, web site down loads, videos, etc.) and what topics must you cover (DEP/DTP enlistment agreement, options, incentives, the Guide for New Soldiers, and/or related Army programs)?

        (4) Where will you conduct the orientation (preferably at the DEP/DTP member's home)?

        (5) Provide a second, complete multimedia sales presentation during the 3-10 day orientation window (but not necessarily during the initial briefing), which points up many of the "hidden" benefits of Army service. As an example, for those DEP/DTP with education DBMs, "hidden" benefits might include:

         (a) Internet access at the post library.

         (b) The Green to Gold ROTC Scholarship Program for active duty personnel (http://147.248.153.211/scholarships/green/).

         (c) Admission to West Point (from AD enlisted status, www.usma.edu).

         (d) Dependent entitlement to use Army Education Centers.

         (e) DANTES Testing and College Credit for Skills (www.voled.doded.mil).

         (f) Distance Learning Courses.

         (g) Service members Opportunity Colleges (1200 private/public colleges and universities, http://www.voled.doded.mil/soc/what is.htm)

         (h) Army Continuing Education System (www.perscom.army.mil/tagd/aces/aces.htm).

         (i) Army/American Council on Education Registry Transcript System.

         (j) (http://leav-www.army.mil/aarts/).

         (k) Army Medical Department's Enlisted Commissioning Program (www.goarmy.com/med/ancsp.htm).

         (l) Tuition Assistance ($3500 annually).

Note: Re-probe each area of TEAMS and clearly tie the DEP/DTP's enlistment options to his/her stated wants, needs, goals and desires in a manner that appeals to the emotions. Secure the DEP/DTP member's complete agreement at this point. Watch for hesitation or signs of doubt. Prepare to answer more direct, candid questions in the orientation than the DEP/DTP asked during the initial interview.

        (6) When will you conduct the orientation? (The 3-10 day orientation window allows for proper planning, research, and preparation)

        (7) Gather and review resources and rehearse the briefing before the orientation.

    b. Provide the DEP/DTP member a "mission statement" that outlines their responsibilities for referrals, follow up, DEP function attendance, maintaining eligibility, reporting for AD, etc.

    c. Provide the DEP/DTP member with a chain of command briefing that includes putting their photo on the DEP board.

    d. Brief new soldiers on the use of the DEP/DTP ID card

    e. Review the RWS videos with the new soldier that corresponds to his/her options, MOS, assignment, and basic training/IET.

    f. Conclude the orientation by having the station commander jointly sign the Commitment to Excellence Certificate (furnish original to DEP/DTP).

  4. Conduct dynamic DEP/DTP follow up.

    a. Begin each follow up contact by addressing personal issues in the new soldier's life, such as school work, status of relationships, free time activities, plans for the upcoming week/weekend, and offered support or assistance when needed.

    b. Adhere to the follow up schedule contained in UR 601-95.

    c. Ensure a complete sales presentation is conducted with each parent, spouse, or significant other, covering the interest areas of the DEP/DTP as well as those of the influencer. For instance, if the DEP/DTP member enlisted for adventure and had no interest in education and the influencer had an interest in education, "sell" the influencer, nonetheless, on the Army's educational benefits during and after enlistment.

    d. Collect report cards at the end of each secondary school grading period.

    e. Conduct weekly weigh-ins for those DEP/DTP that exceeded screening table weight (needed body fat) at time of DEP-in.

Performance Steps

       f. Acknowledge birthdays, Christmas, graduation and other significant occasions with an appropriate greeting card.

       g. Continue to follow up with influencers after the DEP/DTP has shipped to training.

  5. Conduct dynamic DEP/DTP tutorials and relationship building activities.

       a. Uninterrupted tutorial time is set up exclusively for the DEP/DTP once each month.

       b. Each monthly tutorial is planned and combined with instruction on pre-BT tasks (UF1137), the DEP/DTP Correspondence Course Program, and quality relationship building.

       c. Structure each tutorial to incorporate the Army Values

       d. Include at least one leadership concept in each tutorial from FM 22-100.

       e. Highlight Army benefits not previously covered (Space A travel, outdoor recreation services, post-service VA benefits, etc.).

       f. Educate the DEP/DTP about Army facilities/programs: Gyms, craft shops, theaters, libraries, intramural sports, All Army Sports Teams, World Class Athlete Program, MWR services, etc.).

       g. Present the DEP/DTP with a "gift" during the tutorial that piques interest and leads to further mentoring, I.e., the origin and significance of U.S. and Branch "brass", Distinctive Unit Insignia, Regimental Unit Insignia, Marksmanship badges, the Army Service Ribbon, Airborne "wings," the Ranger Tab, etc.

       h. Understand new soldiers expectations from recruiter guidance in getting promoted to PV2 through the referral award system. Strive to see that each and every new soldier achieves some type of referral award prior to IET.

       i. Regularly attend/participate in school/club events that included DEP/DTP members (beyond the graduation ceremony) and become allies with the DEP/DTP member's teachers, coaches, friends, et al., strengthening the bond with the DEP/DTP while also expanding the circle of influence in the community.

  6. Conduct dynamic DEP/DTP functions and meetings.

       a. Make DEP functions physical, military and competitive.

       b. Plan functions well in advance and include topics such as land navigation, map reading, weapons familiarization, obstacle courses (skip hazardous obstacles), leader reaction courses (located typically at State ARNG centers), mini-APFT, push-up/pull-up contests, etc. (Complied with restrictions in UR 601-95.)

NOTE: Ensure that all DEP/DTP soldiers sign the USAREC Form 992 prior to physical training.

       c. Host competitions between squads during station meetings in a variety of training sessions, FM 22-100 knowledge quizzes, PT activities, etc., and award desirable prizes for achievements.

       d. Recognize DEP/DTP in the presence of their peers for academic, athletic, referral, and training achievements. Use UFs 1041, 995, 1136 and 1137.

       e. Become innovative and use the Explorer Program (through Boy Scouts of America) which welcomes voluntary DEP/DTP and recruiter memberships. Their programs have become mentally and physically challenging without the liability restrictions that apply to DEP functions.

  7. Document all activities/contacts with DEP/DTP members.

       a. Record all pertinent comments and interpretation of the conversations (I.e. did the DEP/DTP seem anxious, ask questions that might indicate reluctance to report for training, seem to be unhappy about enlistment commitment, etc.).

       b. Record upcoming events (school tests, athletic competitions, family activities, etc.) to discuss with the DEP/DTP during the next follow up.

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**

1. Evaluated current and past DEP/DTP programs: ____   ____
    a. Analyzed loss rates for the current and past 2-years:
    b. Identified separation trends (fail to grad, apathy, DAT, etc.)
    c. Determined which recruiters (past or present) account for a disproportionate
       percentage of losses
    d. Determined other trends, I.e., number of losses interviewed initially in the
       RS, number enlisted outside their interest area for combat arms, number of
       fail-to-grads from a particular school, weak follow up, etc.
    e. Determined number of current DEP/DTP members that share the same risk
       factors, as in a, b, and c above, and considered coding them "amber" on the
       DEP log.
    f. Decided if immediate changes to management practices will reduce losses:
    g. Decided if immediate changes to management practices will reduce losses:
    h. Energized DEP functions

2. Analyzed DEP information from the DEP/DTP cards/Contact Database to further   ____   ____
   identify trends and realized improvements as follows:
    a. Determined which mission categories historically separate at a higher rate
       and account for this when planning follow up action and tutorials.
    b. Weekly compared the current height/weight from the contact database to the
       entry weight/max weight figures recorded. Take appropriate action should
       the DEP/DTP member show signs of gaining (or losing) too much weight.
    c. Judged whether date of last DEP function attendance indicates DEP/DTP
       apathy or inattentiveness.
    d. Decided if the lack of referrals and promotion to PV2 signals DEP/DTP
       apathy about the Army or personal apathy toward a particular DEP/DTP
       member.
    e. Compared enlistment options with remarks made on the DEP/DTP
       card/contact databases. Closely monitor those DEP/DTP sold outside of
       their primary interest area (wanted MP's but enlisted for cook).
    f. Compared contract-to-ship dates. The larger the window, the more likely a
       loss will occur.

3. Energized the DEP/DTP Program.   ____   ____
    a. Conducted dynamic DEP/DTP orientations by focusing on the following.
        (1) Planned the "who, what, when, where, and why(s)," prior to the
            orientation
        (2) Who will conduct the briefing, who will attend from the station besides
            you, and who should attend with the DEP/DTP (person referring the
            DEP/DTP, parents, influencers, and/or significant others)?
        (3) What pre-orientation research and resources should you
            accomplish/collect (RPIs, regulations, web-site down loads, videos,
            etc.) and what topics must you cover (DEP/DTP enlistment agreement,
            options, incentives, the Guide for New Soldiers, and/or related Army
            programs)?
        (4) Where will you conduct the orientation (preferably at the DEP/DTP
            member's home)?
        (5) Provided a second, complete multimedia sales presentation during the
            3-10 day orientation window (but not necessarily during the initial
            briefing), which points up many of the "hidden" benefits of Army
            service. As an example, for those DEP/DTP with education DBMs,
            "hidden" benefits might include:
            (a) Internet access at the post library.
            (b) The Green to Gold ROTC Scholarship Program for active duty
                 personnel (http://147.248.153.211/scholarships/green/)

Performance Measures   **GO**   **NO GO**

        (c) Admission to West Point (from AD enlisted status, www.usma.edu)
        (d) Dependent entitlement to use Army Education Centers
        (e) DANTES Testing and College Credit for Skills
            (www.voled.doded.mil)
         (f) Distance Learning Courses
        (g) Service members Opportunity Colleges (1200 private/public
            colleges and universities, http://www.voled.doded.mil/soc/what
            is.htm)
        (h) Army Continuing Education System
            (www.perscom.army.mil/tagd/aces/aces.htm
        (i) Army/American Council on Education Registry Transcript System
        (j) (http://leav-www.army.mil/aarts/
        (k) Army Medical Department's Enlisted Commissioning Program
            (www.goarmy.com/med/ancsp.htm)
        (l) Tuition Assistance ($3500 annually)

Note: Re-probe each area of TEAMS and clearly tie the DEP/DTP's enlistment options to his/her stated wants, needs, goals and desires in a manner that appeals to the emotions. Secure the DEP/DTP member's complete agreement at this point. Watch for hesitation or signs of doubt. Was prepared to answer more direct, candid questions in the orientation than the DEP/DTP asked during the initial interview.

        (6) When will you conduct the orientation? (The 3-10 day orientation
            window allows for proper planning, research, and preparation)
        (7) Gathered and reviewed resources and rehearsed the briefing before
            the orientation.
  b. Provided the DEP/DTP member a "mission statement" that outlines their
    responsibilities for referrals, follow up, DEP function attendance, maintaining
    eligibility, reporting for AD, etc.
  c. Provided the DEP/DTP member with a chain of command briefing that
    includes putting their photo on the DEP board.
  d. Briefed the new soldier on the use of the DEP/DTP ID card
  e. Reviewed the RWS videos with the new soldier that corresponds to his/her
    options, MOS, assignment, and basic training/IET.
  f. Concluded the orientation by having the Station Commander jointly sign the
    Commitment to Excellence Certificate (furnish original to DEP/DTP).

  4. Conducted dynamic DEP/DTP follow up.   ____   ____
  a. Began each follow up contact by addressing personal issues in the new
    soldier's life, such as school work, status of relationships, free-time activities,
    plans for the upcoming week/weekend, and offered support or assistance
    when needed.
  b. Adhered to the follow up schedule contained in UR 601-95.
  c. A complete sales presentation was conducted with each parent, spouse, or
    significant other, covering the interest areas of the DEP/DTP as well as
    those of the influencer. For instance, if the DEP/DTP member enlisted for
    adventure and had no interest in education and the influencer had an
    interest in education, "sell" the influencer, nonetheless, on the Army's
    educational benefits during and after enlistment.
  d. Collected report cards at the end of each secondary school grading period.
  e. Conducted weekly weigh-ins for those DEP/DTP that exceeded screening
    table weight (needed body fat) at time of DEP-in.
  f. Acknowledged birthdays, Christmas, graduation and other significant
    occasions with an appropriate greeting card.
  g. Continued to follow up with influencers after the DEP/DTP has shipped to
    training.

Performance Measures   **GO**   **NO GO**

5. Conducted dynamic DEP/DTP tutorials and relationship-building activities by   ____   ____
   ensuring:
   a. Uninterrupted tutorial time was set up exclusively for the DEP/DTP once
      each month.
   b. Each monthly tutorial was planned and combined with instruction on pre-BT
      tasks (UF1137), the DEP/DTP Correspondence Course Program, and
      quality relationship building.
   c. Structured each tutorial to incorporate the Army Values
   d. Included at least one leadership concept in each tutorial from FM 22-100.
   e. Highlighted Army benefits not previously covered (Space A travel, outdoor
      recreation services, post-service VA benefits, etc.).
   f. Educated the DEP/DTP about Army facilities/programs: Gyms, craft shops,
      theaters, libraries, intramural sports, All Army Sports Teams, World Class
      Athlete Program, MWR services, etc.).
   g. Presented the DEP/DTP with a "gift" during the tutorial that piques interest
      and leads to further mentoring, I.e., the origin and significance of U.S. and
      Branch "brass", Distinctive Unit Insignia, Regimental Unit Insignia,
      Marksmanship badges, the Army Service Ribbon, Airborne "wings," the
      Ranger Tab, etc.
   h. Understood new soldiers expected recruiter guidance in getting promoted to
      PV2 through the referral award system. Strived to see that each and every
      new soldier achieves some type of referral award prior to IET.
   i. Regularly attended/participated in school/club events that included DEP/DTP
      members (beyond the graduation ceremony) and became allies with the
      DEP/DTP member's teachers, coaches, friends, et al., strengthening the
      bond with the DEP/DTP while also expanding the circle of influence in the
      community.

6. Conducted dynamic DEP/DTP functions and meetings.   ____   ____
   a. Made DEP functions physical, military and competitive.
   b. Planned functions well in advance and included topics such as land
      navigation, map reading, weapons familiarization, obstacle courses (skip
      hazardous obstacles), leader reaction courses (located typically at State
      ARNG centers), mini-APFT, push-up/pull-up contests, etc. (Complied with
      restrictions in UR 601-95).
NOTE: Ensure that all DEP/DTP soldiers sign the USAREC Form 992 prior to physical
training.
   c. Hosted competitions between squads during station meetings in a variety of
      training sessions, FM 22-100 knowledge quizzes, PT activities, etc., and
      awarded desirable prizes for achievements.
   d. Recognized DEP/DTP in the presence of their peers for academic, athletic,
      referral, and training achievements. Use UFs 1041, 995, 1136 and 1137.
   e. Became innovative and used the Explorer Program (through Boy Scouts of
      America) which welcomes voluntary DEP/DTP and recruiter memberships.
      Their programs have become mentally and physically challenging without
      the liability restrictions that apply to DEP functions.

7. Documented all activities/contacts with DEP/DTP members.   ____   ____
   a. Recorded all pertinent comments and interpretation of the conversations (
      I.e. did the DEP/DTP seem anxious, ask questions that might indicate
      reluctance to report for training, seem to be unhappy about enlistment
      commitment, etc.).
   b. Recorded upcoming events (school tests, athletic competitions, family
      activities, etc.) to discuss with the DEP/DTP during the next follow up.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	**Related**
AR 601-210	
FM 22-100	
USAREC REG 350-6	
USAREC REG 350-7	
USAREC REG 601-95	

Process National Guard Transfer
805B-79R-3555

Conditions: You are assigned a prior service mission. During prospecting, you come across a National Guard soldier who requests to transfer to the US Army Reserve. You have access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. AR 601-210
c. DD Form 4
d. DD Form 368
e. DA Form 3286-67
f. DA Form 3540-R
g. USAREC Form 794
h. USAREC Form 1104
i. USAREC Form 1107
j. USAREC Form 1127
k. Soldier's 201 File (MPRJ)
l. Telephone
m. Standard office supplies

Standards: Determine qualifications of soldier, complete all required forms and documents IAW AR 601-210, and transfer the soldier to a USAR TPU.

Performance Steps

1. Determine soldier's qualifications

2. Complete and submit DD form 368.
NOTE: DD Form 368 is only good for 60 days from the date of the commander's signature.

3. Secure source documents (MPRJ). (The following constitutes a complete MPRJ)
    a. DA Form 2-1
    b. DD Form 214
    c. Most recent DD Form 4
    d. SF 88 and 93 (if soldier exceeds weight standards, DA Form 5500R or 5501R is required)
    e. Soldier's last promotion orders
    f. DD Form 1966 and previous DD Form 398-2 or SF 86. If the SF 86 is not available, complete a new SF 86.
    g. Citizenship verified IAW AR 601-210, Chapter 3, Para 3-4
    h. In addition to all the above documents, USAREC Form 1104, 1127, and 1107 (supplements to DA Form 3286-67) along with DA Form 3286-67 will be completed on all ARNGUS enlistment's
    i. All documents will be assembled inside of USAREC Form 794
    j. All documents must be present to include all pages of the 1966 series. If any pages are missing then the individual requires full processing at the MEPS. (No exceptions granted)

4. Assemble documents in UF 794

5. Complete appropriate documents.

6. Submit (fax or hand carry) packet to battalion guidance shop.
NOTE: If documents are faxed, the original documents must be taken to the battalion guidance office 24 hours after enlistment.

7. Identify MOS and unit of assignment.

8. Coordinate enlistment with commissioned officer and guidance shop.

Performance Steps

9. Escort soldier to new unit of assignment within 3-10 days of enlistment.

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
1. Determined soldier's qualifications	——	——
2. Completed and submitted DD form 368.	——	——

NOTE: DD Form 368 is only good for 60 days from the date of the commander's signature.

	GO	NO GO
3. Secured source documents (MPRJ). (The following constitutes a complete MPRJ)	——	——

    a. DA Form 2-1
    b. DD Form 214
    c. Most recent DD Form 4
    d. SF 88 and 93 (if soldier exceeds weight standards, DA Form 5500R or 5501R is required)
    e. Soldier's last promotion orders
    f. DD Form 1966 and previous DD Form 398-2 or SF 86. If the SF 86 is not available, complete a new SF 86.
    g. Citizenship verified IAW AR 601-210, Chapter 3, Para 3-4
    h. In addition to all the above documents, USAREC Form 1104, 1127, and 1107 (supplements to DA Form 3286-67) along with DA Form 3286-67 will be completed on all ARNGUS enlistment's
    i. All documents will be assembled inside of USAREC Form 794
    j. All documents must be present to include all pages of the 1966 series. If any pages are missining then the individual requires full processing at the MEPS. (No exceptions granted)

	GO	NO GO
4. Assembled documents in UF 794	——	——
5. Completed appropriate documents.	——	——
6. Submitted (fax or hand carry) packet to battalion guidance shop.	——	——

NOTE: If documents were faxed, the original documents were taken to the battalion guidance office within 24 hours after enlistment.

	GO	NO GO
7. Identified MOS and unit of assignment.	——	——
8. Coordinated enlistment with commissioned officer and guidance shop.	——	——
9. Escorted soldier to new unit of assignment within 3-10 days of enlistment.	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 601-210
    DA FORM 3286
    DA FORM 3540-R

References
    Required   **Related**
    DD FORM 4
    USAREC FORM 794

Process a Waiver
805B-79R-3558

Conditions: During the screening process you have discovered that your applicant requires a waiver for enlistment and you have access to:

a. AR 601-210
b. USAREC Reg 350-6
c. USAREC Reg 601-56
d. Recruiter Workstation laptop with Leads and Reports System software installed
e. General office supplies and equipment
f. All source documents required from the applicant
g. Blank forms
f. Government automobile

Standards: Completely perform all performance steps, which will enable you to review the waiver for accuracy, and regulatory compliance before forwarding to waiver analyst for further processing.

Performance Steps

1. Determine type of waiver
    a. Moral
    b. Medical
    c. Administrative

2. Assemble a moral waiver (if necessary)
    a. QC'd packet for accuracy
    b. Identify/compile all necessary documents
        (1) Company commander's interview
        (2) DD Form 369 for city, county, state, for all addresses listed, to include where offense occurred (3 years prior to enlistment)
        (3) USAREC Form 1037
        (4) USAREC FL 41
        (5) USAREC Form 1118 (Letter of Reference) from employers one year prior to application
        (6) USAREC Form 1118 (Letter of Reference) from school three years prior to application
        (7) College transcripts (if applicable)
        (8) Applicant statement for each offense
        (9) DD Form 214 (if applicable)
        (10) DD Form 2807-1 and 2807-2
        (11) USMEPCOM 714 ADP with DAT results

3. Assemble a medical waiver (if necessary)
    a. QC'd packet for accuracy
    b. Identify/compile all necessary documents
        (1) Copy of DD Form 2807-1 and 2807-2
        (2) Copy of all medical records and supporting information pertaining to disqualification
        (3) USMEPCOM 714ADP
        (4) DD Form 214 (if applicable)

4. Assemble an administrative waiver (if necessary)
    a. QC'd packet for accuracy
    b. Identify/compile all necessary documents
        (1) Company commander interview
        (2) DA Form 3072-2
            (a) Dependency
            (b) Hardship

Performance Steps
  (c) Spouse of a Military Member
  (3) DD Form 214 (If applicable)
  (4) Statement from spouse or guardian/proof that hardship no longer exist
  (5) USAREC Form 1118 (Letter of Reference) from employers one year prior to application
  (6) USAREC Form 1118 (Letter of Reference) from school three years prior to application
  (7) USMEPCOM 714 ADP
  (8) DD Form 2807-1 and 2807-2

5. Assemble completed packet and forward to station commander for QC

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**

1. Determined type of waiver
  a. Moral
  b. Medical
  c. Administrative
	——	——

2. Assembled a moral waiver (if necessary)
  a. QC'd packet for accuracy
  b. Identified/compiled all necessary documents
    (1) Company commander's interview
    (2) DD Form 369 for city, county, state, for all addresses listed, to include where offense occurred (3 years prior to enlistment)
    (3) USAREC Form 1037
    (4) USAREC FL 41
    (5) USAREC Form 1118 (Letter of Reference) from employers one year prior to application
    (6) USAREC Form 1118 (Letter of Reference) from school three years prior to application
    (7) College transcripts (if applicable)
    (8) Applicant statement for each offense
    (9) DD Form 214 (if applicable)
    (10) DD Form 2807-1 and 2807-2
    (11) USMEPCOM 714 ADP with DAT results
	——	——

3. Assembled a medical waiver (if necessary)
  a. QC'd packet for accuracy
  b. Identified/compiled all necessary documents
    (1) Copy of DD Form 2807-1 and 2807-2
    (2) Copy of all medical records and supporting information pertaining to disqualification
    (3) USMEPCOM 714ADP
    (4) DD Form 214 (if applicable)
	——	——

4. Assembled an administrative waiver
  a. QC'd packet for accuracy
  b. Identified/compiled all necessary documents
    (1) Company commander interview
    (2) DA Form 3072-2
     (a) Dependency
     (b) Hardship
	——	——

Performance Measures   **GO**   **NO GO**

       (c) Spouse of a Military Member
     (3) DD Form 214 (If applicable)
     (4) Statement from spouse or guardian/proof that hardship no longer exist
     (5) USAREC Form 1118 (Letter of Reference) from employers one year
         prior to application
     (6) USAREC Form 1118 (Letter of Reference) from school three years
         prior to application
     (7) USMEPCOM 714 ADP
     (8) DD Form 2807-1 and 2807-2

  5. Assembled completed packet and forwarded to station commander for QC   ——   ——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 601-210
    USAREC REG 350-6
    USAREC REG 601-56

Create an Automated Applicant Record
805B-79R-3561

Conditions: Given an individual who is interested in the Army and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. Individual's personal information
c. Individual's Source documents for verifying eligibility
d. Standard office supplies and equipment
e. AR 601-210
f. USAREC Reg 350-6
g. USAREC Pam 350-7

Standards: Process and maintain information on each and every lead, prospect, applicant and DEP/DTP within an assigned recruiting area.

Performance Steps

1. Create a lead record.
    a. Turn on and log into the Recruiter Workstation.
    b. Open and log into the Leads and Reports System software.
    c. Create a new Lead Record.
NOTE: Once the LEAD SOURCE has been entered into the system it cannot be changed. Ensure the LEAD SOURCE is properly identified.
    d. Update the Contact History screen
    e. Close file and exit Leads and Reports System software.

2. Update the lead record and change it to a prospect record, once the lead agrees to an appointment.
    a. Turn on and log into the Recruiter Workstation.
    b. Open and log into the Leads and Reports System software.
    c. Open a lead record for prospecting efforts.
    d. Access the ARISS-RWS tab.
    e. Open the Administration tab and complete prequalification, contact history, and prospect record tabs.
    f. Complete the Sales Presentation tab once the interview is conducted.
    g. Complete the screening, personal, family, and military information tabs with information obtained during APPLESMDT.
    h. Update the Contact History screen
    i. Close file and exit Leads and Reports System software.

3. Update the prospect record and changed it to an applicant record once the prospect agreed to test, physical, or enlist.
    a. Turn on and log into the Recruiter Workstation.
    b. Open and log into the Leads and Reports System software.
    c. Open prospect record.
    d. Access the ARISS-RWS tab.
    e. Open Projection tab and Complete 714A and projections tabs for testers only.
    f. Complete administration tab.
    g. Complete screening tab.
    h. Complete personal tab.
    i. Complete background tab.
    j. Complete family tab.
    k. Complete military information tab.
    l. Complete waivers tab.
    m. Complete packet preparation tab.
    n. Update the Contact History screen

Performance Steps
        o. Close file and exit Leads and Reports System software.
NOTE: Complete tabs will have a red check sinifying passed edits.

    4. Print a complete enlistment document.
        a. Turn on and log into the Recruiter Workstation.
        b. Open and log into the Leads and Reports System software.
        c. Open applicant record to be printed.
        d. Access the ARISS-RWS tab.
        e. Access the packet preparation tab then Open the Forms and documents tab.
         f. Complete the Forms and Document tab and clicked on the print Icon. (Ensure the print radial
            button is clicked for a complete, filled in, packet..
        g. Have applicant sign the appropriate documents of the printed forms.
        h. Update the Contact History screen
         i. Close file and exit Leads and Reports System software.

    5. Schedule an applicant for processing.
        a. Turn on and log into the Recruiter Workstation.
        b. Open and log into the Leads and Reports System software.
        c. Open applicant record.
        d. Access the ARISS-RWS tab.
        e. Access the projection tab then Open and Complete the Projections tab.
         f. Access the EPSQ tab and Complete the EPSQ process of validation and create a disk to send
            with the Packet.
        g. Click on file and then click on Replicate/Project. (Follow on screen directions)
        h. Update the Contact History screen
         i. Close file and exit Leads and Reports System software.

Evaluation Preparation: Evaluation Guide. If the task is performed on the job, use the materials listed in
the CONDITIONS statement.

Performance Measures   **GO**   **NO GO**

    1. Created a lead record.   ____   ____
        a. Turned on and logged into the Recruiter Workstation.
        b. Opened and logged into the Leads and Reports System software.
        c. Created a new Lead Record.
NOTE: Once the LEAD SOURCE has been entered into the system it cannot be
changed. Ensure the LEAD SOURCE is properly identified.
        d. Updated the Contact History screen
        e. Closed file and exited Leads and Reports System software.

    2. Updated the lead record and changed it to a prospect record, once the lead   ____   ____
        agreed to an appointment.
        a. Turned on and logged into the Recruiter Workstation.
        b. Opened and logged into the Leads and Reports System software.
        c. Opened a lead record for prospecting efforts.
        d. Accessed the ARISS-RWS tab.
        e. Opened the Administration tab and completed prequalification, contact
           history, and prospect record tabs.
         f. Completed the Sales Presentation tab once the interview was conducted.
        g. Completed the screening, personal, family, and military information tabs with
           information obtained during APPLESMDT.
        h. Updated the Contact History screen
         i. Closed file and exited Leads and Reports System software.

Performance Measures   **GO   NO GO**

3. Updated the prospect record and changed it to an applicant record once the   ____   ____
   prospect agreed to test, physical, or enlist.
   a. Turned on and logged into the Recruiter Workstation.
   b. Opened and logged into the Leads and Reports System software.
   c. Opened prospect record.
   d. Accessed the ARISS-RWS tab.
   e. Opened Projection tab and complete 714A and projections tabs for testers
      only.
   f. Completed administration tab.
   g. Completed screening tab.
   h. Completed personal tab.
   i. Completed background tab.
   j. Completed family tab.
   k. Completed military information tab.
   l. Completed waivers tab.
   m. Completed packet preparation tab.
   n. Updated the Contact History screen
   o. Closed file and exited Leads and Reports System software.
NOTE: Completed tabs will have a red check sinifying passed edits.

4. Printed a complete enlistment document.   ____   ____
   a. Turned on and logged into the Recruiter Workstation.
   b. Opened and logged into the Leads and Reports System software.
   c. Opened applicant record to be printed.
   d. Accessed the ARISS-RWS tab.
   e. Accessed the packet preparation tab then Opened the Forms and
      documents tab.
   f. Completed the Forms and document tab and clicked on the print Icon.
      (Ensure the print radial button is clicked for a complete, filled in, packet..
   g. Had applicant sign the appropriate documents of the printed forms.
   h. Updated the Contact History screen
   i. Closed file and exited Leads and Reports System software.

5. Scheduled an applicant for processing.   ____   ____
   a. Turned on and logged into the Recruiter Workstation.
   b. Opened and logged into the Leads and Reports System software.
   c. Opened applicant record.
   d. Accessed the ARISS-RWS tab.
   e. Accessed the projection tab then Open and Complete the Projections tab.
   f. Accessed the EPSQ tab and Complete the EPSQ process of validation and
      create a disk to send with the Packet.
   g. Clicked on file and then clicked on Replicate/Project. (Followed on screen
      directions)
   h. Updated the Contact History screen
   i. Closed file and exited Leads and Reports System software.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   AR 601-210
   USAREC PAM 350-7

References
    Required   **Related**
       USAREC REG 350-6

Maintain Automated Lead Refinement List
805B-79R-3564

Conditions: During DPR the Station Commander directed you to update your ALRL with all information obtained after each prospecting activity. You have access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. General office supplies
c. USAREC Reg 350-6
d. USAREC Pam 350-7
e. USAREC Pam 350-13
f. USAREC Reg 601-104

Standards: Correctly construct and update an ALRL to maintain contact information and prospecting efforts.

Performance Steps

1. Log onto the Recruiter Workstation with user ID.

2. Open the Leads and Reports System software and log on with user ID.

3. Click on the ARISS-RWS tab.

4. Create a list by opening the miscellaneous tab.
    a. Open search for window and gain access to the appropriate type of LRL to be created, then click apply.
    b. Click yes to save query
    c. Select a type of list and name the list
NOTE: This function allows the user to select filter criteria. Ensure the filter is sorted by Grad Year and School name as a minimum.
    d. Double click on the name that is to be updated.
    e. Access the Administration tab and update the contact history tab for that individual.
    f. Close current record.
    g. Click on view, then view list, and continue to update leads on the current list.
    h. Close list by clicking the "x" in the top right side of the view list box.
    i. Close Leads and Reports System software.

5. Open the Leads and Reports System software and log on with user ID.
    a. Click on file then open
    b. Click list filter box to find the desired list and then click the find now button.
    c. Open a pre-existing ALRL and maintain the information on the leads as they are contacted
    d. Double click on the leads to update their information.
    e. Access the Administration tab and update the contact history tab for that individual.
    f. Close current record.
    g. Continue this process until all leads are updated.
    h. Close Leads and Reports System software.

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**
1. Logged onto the Recruiter Workstation with user ID.	——	——

Performance Measures	**GO**	**NO GO**

2. Opened the Leads and Reports System software and logged on with user ID. —— ——

3. Clicked on the ARISS-RWS tab. —— ——

4. Created a list by opening the miscellaneous tab. —— ——
    a. Opened search for window and gained access to the appropriate type of LRL to be created, then clicked apply.
    b. Clicked yes to save query.
    c. Selected a type of list and named the list.
NOTE: This function allows the user to select filter criteria. Ensured the filter was sorted by Grad Year and School name as a minimum.
    d. Double clicked on the name that is to be updated.
    e. Accessed the Administration tab and updated the contact history tab for that individual.
    f. Closed current record.
    g. Clicked on view, then view list, and continued to update leads on the current list.
    h. Closed list by clicking the "x" in the top right side of the view list box.
    i. Closed Leads and Reports System software.

5. Opened the Leads and Reports System software and log on with user ID. —— ——
    a. Clicked on file then open
    b. Clicked list filter box to find the desired list and then clicked the find now button.
    c. Opened a pre-existing ALRL and maintained the information on the leads as they are contacted
    d. Double clicked on the leads to update their information.
    e. Accessed the Administration tab and updated the contact history tab for current individual.
    f. Closed current record.
    g. Continued this process until all leads are updated.
    h. Closed Leads and Reports System software.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required

                                               Related
                                             USAREC PAM 350-7
                                            USAREC REG 350-6
                                            USAREC REG 601-104

Use Microsoft Office
805B-79R-3567

Conditions: Given a need to use the Microsoft office suite and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. A data line connection
c. Internet browser
d. Standard office supplies
e. Microsoft Office software installed

Standards: Become certified through Web-based training and receive a training certificate

Performance Steps

1. Complete Web-based training for Basic Word.

2. Complete Web-based training for Basic Power-Point.

3. Complete Web-based training for Basic Access.

4. Complete Web-based training for Basic Outlook.

5. Complete Web-based training for Basic Excel.

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
1. Completed Web-based training for Basic Word.	——	——
2. Completed Web-based training for Basic Power-Point.	——	——
3. Completed Web-based training for Basic Access.	——	——
4. Completed Web-based training for Basic Outlook.	——	——
5. Completed Web-based training for Basic Excel.	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

Perform Replication
805B-79R-3570

Conditions: Given requirement to replicate a minimum of twice a day and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Reg 350-6 (Appendix I)
c. Modem
d. Telephone line
e. PKI disk (Public Key Info-structure)
f. Access to USAREC Intranet

Standards: Complete replication process to ensure that all TOS reports are populated and complete.

Performance Steps

1. Turn on and log onto the Recruiter Workstation.

2. Click on Dial-up-Network icon.
    a. Click on on ISP.
    b. Insert PKI Disk and click Dial button.
    c. Enter user ID and Password and click OK.

3. Verify and secure tunnel through (VPN)
    a. Right click on "Permit/Client" icon at the bottom right screen toolbar.
    b. Click on the Disable button.
    c. Right click again on "Permit/Client" icon at the bottom right screen toolbar.
    d. Click on Login User button.
    e. Click on Browse button.
    f. Select "DOD ID Certificate".
    g. Enter password.
    h. Click on OK button.
    i. Verify secure tunnel by having a bordered "Permit/Client" icon.

4. Access the Leads and Reports System software

5. Replicate.
    a. Click on file.
    b. Click on Replicate/Project.
    c. Click on OK button after reading prompted message screen.
    d. Click on close button which will complete the replication process.

Evaluation Preparation: This task may be evaluated by using the evaluation guide and/or administering the performance test.
a. 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**
1. Turned on and logged into the Recruiter Workstation.	——	——
2. Clicked on Dial-up-Network icon.	——	——
a. Clicked on on ISP.		
b. Inserted PKI Disk and clicked Dial button.		
c. Entered user ID and Password and clicked OK.		
3. Verified and secured tunnel through (VPN)	——	——

Performance Measures   **GO**   **NO GO**

     a. Right clicked on "Permit/Client" icon at the bottom right screen toolbar.
     b. Clicked on the Disable button.
     c. Right clicked again on "Permit/Client" icon at the bottom right screen toolbar.
     d. Clicked on Login User button.
     e. Clicked on Browse button.
     f. Selected "DOD ID Certificate".
     g. Entered password.
     h. Clicked on OK button.
     i. Verified secure tunnel by having a bordered "Permit/Client" icon.

4. Accessed the Leads and Reports System software   ____   ____

5. Replicated.   ____   ____
     a. Clicked on file.
     b. Clicked on Replicate/Project.
     c. on OK button after reading prompted message screen.
     d. Clicked on close button which completed the replication process.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                           USAREC REG 350-6

Subject Area 6: AMEDD Recruiter

Analyze an AMEDD Recruiting Zone
805B-79R-4401

Conditions: During a Station Production Meeting, your Station Commander directed you to analyze your recruiting zone of responsibility and develop a plan to enhance mission accomplishment. You have access to:

a. USAREC Reg 350-6
b. USAREC Reg 350-7
c. USAREC Reg 601-37
d. Planning Tool
e. TOS
f. Last 3 Fiscal Year's USAREC Forms 711-7-A, 762-A, and 816-A.
g. Recruiter Workstation (RWS) preloaded with Leads and Reports System software.
h. Standard office supplies and equipment

Standards: Identify markets with untapped potential and productive markets that require sustained emphasis.

Performance Steps

1. Analyze contract placement by AOC for the past 3 Fiscal Years (FY).
    a. Determine number of student contracts by zip code.
    b. Determine number of working contracts by zip code.

2. Review lead source analysis data.
    a. Determine most productive lead source(s) that resulted in the most commissions and invest the necessary prospecting energy to sustain or improve production.
    b. Determine most effective lead source(s) (sources with the lowest conversion ratios) and invest the necessary prospecting energy to increase productivity.
    c. Determine least productive/untapped lead source(s) and develop a detailed plan to invigorate prospecting activities.
    d. Determine individual training needs based on sub-steps a-c above and develop a self-study program to improve.
    e. Request necessary assistance and resources (TAIR, COI/VIP functions, ADSW, HCLT involvement etc.

3. Review planning tools and determine daily prospecting trends.
    a. Review planning tool for a specified period of time (i.e. Month, Quarter, or FY).
    b. Review AMEDD Processing Lists (UF 533-A) with Station Commander and identify trends in prospecting efforts. NOTE: "Best day/time" should be identified for each market (i.e. working professionals and college students), as well as "best months" for specific AOCs.

4. Evaluate Top of the System data.
    a. Determine if commissions have increased or decreased. NOTE: Use hard-copy reports (UF 711-7-A) for time periods not in TOS database.
    b. Determine whether recruiting zone boundaries (or medical specialty school programs) have changed between the current mission period and the previous mission period.
    c. Determine differences in commissions this FY compared to previous FYs by AMEDD Corps or AOC.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO

1. Analyzed contract placement by AOC for the past 3 Fiscal Years (FY). —— ——
   a. Determined number of student contracts by zip code.
   b. Determined number of working contracts by zip code.

2. Reviewed lead source analysis data —— ——
   a. Determined most productive lead source(s) that resulted in the most commissions and invested the necessary prospecting energy to sustain or improve production.
   b. Determined most effective lead sources (sources with the lowest conversion ratios) and invested the necessary prospecting energy to increase productivity.
   c. Determined least productive/untapped lead source(s) and developed a detailed plan to invigorate prospecting activities
   d. Determined individual training needs based on sub-steps a-c above and developed a self-study program to improve.
   e. Requested necessary assistance and resources (TAIR, COI/VIP functions, ADSW, CLT involvement etc.)

3. Reviewed planning tools and determined daily prospecting trends —— ——
   a. Reviewed planning tool for a specified period of time (i.e. Month, Quarter, or FY).
   b. Reviewed AMEDD Processing Lists (UF 533-A) with Station Commander and identified trends in prospecting efforts. NOTE: "Best day/time" should be identified for each market (i.e. working professionals and college students), as sell as "best months" for specific AOCs.

4. Evaluated Top of the System data. —— ——
   a. Determined if commissions have increased or decreased.
   b. Determined whether recruiting zone boundaries (or medical specialty school programs) have changed between the current mission period and the previous mission period.
   c. Determined differences in commissions this FY compared to previous years by AMEDD Corps or AOC.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	**Related**
USAREC REG 350-6	
USAREC REG 350-7	
USAREC REG 601-37	

Develop an AMEDD Planning Strategy
805B-79R-4402

Conditions: You are a Health Care recruiter given a health care recruiting mission and an assigned recruiting zone with access to:

a. A Planning tool
b. USAREC Reg 350-6
c. USAREC Pam 350-7
d. FM 22-100
e. USAREC Reg 601-37
f. Automated Lead Refinement Lists
g. Recruiter Work Station (RWS) with Lead and Reports System software installed
h. Standard Office Supplies and Equipment

Standards: Develop a planning strategy that focuses on professional relationship-building, self-development and supports the annual missions by Area of Concentration (AOC).

Performance Steps

1. Review FM 22-100, para 5-41 to 5-49.

2. Document the yearly section of the planning guide or yearly Outlook calendar.
    a. Identify selection board dates for missioned AOCs, and set milestones for prospecting activities.
    b. Identify seasonal activities that must be planned for and incorporated into the mid-range and short-range plans. Also identify best times to perform TAIR events for each AOC as appropriate.
    c. Document and identify activities that may impact time and lead generation activities.
    d. Document major annual events such as Match Day and medical/dental school graduations.

3. Develop a detailed quarterly planning cycle.
    a. Document the upcoming quarter not later than two weeks prior to the end of the current quarter in the monthly (mid-range) section of the planning tool with:
        (1) Holidays, time-off, training Holidays events, etc.
        (2) Plan school events, TAIR events, and COI events.
        (3) Schedule appropriate mix of lead source prospecting.
NOTE: Activities should be planned an appropriate period prior to any deadlines to allow for processing time.
    b. Confirm the quarterly plan with the station commander.

4. Document the monthly section of the planning guide or monthly Outlook calendar.
    a. Shift activities from the long-range plan to specific monthly dates.
    b. Document and identify activities that may impact time and lead generation activities.

5. Document the daily section of the planning tool to reflect two weeks worth of the following:
    a. A solid prospecting plan.
    b. Annotate finished prospecting activities and their results.
    c. Prospecting routines appropriate to the season and the market.
    d. Plan activities for colleges, professional schools (i.e. medical/dental schools), and residency programs.
    e. Annotate sustainment and follow-up measures.
     f. Show an aggressive follow-up plan for the execution of follow-up activities.

6. Refine the two-week planning cycle.
    a. Finalize the next two weeks plan between Friday afternoon and Monday morning in the monthly and daily sections of the planning tool. Verify the following:

Performance Steps

        (1) Number of hours available each day for prospecting.

        (2) Time for planning each prospecting session

        (3) Time for planning, reflection, and adjustment of next weeks' plan (two weeks in advance).

        (4) Initial and follow-up sales presentations scheduled for the upcoming week

        (5) MEPS run(s) and other processing down time scheduled for the upcoming week.

        (6) School visits and COI activities scheduled (or changed) after initial completion of the two-week calendar.

        (7) Plan PT sessions and other known absences scheduled (or changed) after initial completion of the two-week calendar.

        (8) Refined weekly plan includes at least one session of the self-development and professional relationship building with the COI,VIP, and college/residency officials or faculty members.

7. Gather all possible information from the previous year's (or previous recruiter's) planning tool and transfer information as necessary.

8. File the planning tool in the station filing system for reference on year's end.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Reviewed FM 22-100, para 5-41thru 5-49.	——	——
2. Documented the yearly section of the planning guide or yearly Outlook calendar.	——	——
a. Identified seasonal activities that must be planned for and incorporated into the mid-range and short-range plans. Also identify best times to perform TAIR events for each AOC as appropriate.		
b. Documented and identified activities that may impact time and lead generation activities.		
c. Documented major annual events such as Match Day and medical/dental school graduations.		
3. Developed a detailed quarterly planning cycle.	——	——
a. Documented the upcoming quarter not later than two weeks prior to the end of the current quarter in the monthly (mid-range) section of the planning tool with:		
(1) Holidays, time-off, training events, etc.		
(2) School events, TAIR events, and COI events.		
(3) Scheduled appropriate mix of lead source prospecting.		
b. Confirmed the quarterly plan with the station commander.		
4. Documented the monthly section of the planning guide or monthly Outlook calendar.	——	——
a. Shifted activities from the long-range plan to specific monthly dates.		
b. Documented and identified activities that may impact time and lead generation activities.		
5. Documented the daily section of the planning tool to reflect two weeks worth of the following:	——	——
a. A solid prospecting plan.		
b. Annotated finished prospecting activities and their results.		
c. Prospecting routines appropriate to the season and the market.		
d. Planned activities for colleges, professional schools (i.e. medical/dental schools), and residency programs.		
e. Annotated sustainment and follow-up measures.		

Performance Measures   **GO**   **NO GO**

      f. An aggressive follow-up plan for the execution of follow-up activities.

  6. Refined the two-week planning cycle.   ‾‾‾‾   ‾‾‾‾
     a. Finalized the next two weeks plan between Friday afternoon and Monday
       morning in the monthly and daily sections of the planning tool. Verified the
       following:
        (1) Number of hours available each day for prospecting.
        (2) Time for planning each prospecting session
        (3) Time for planning, reflection, and adjustment of next weeks' plan (two
           weeks in advance).
        (4) Initial and follow-up sales presentations scheduled for the upcoming
           week.
        (5) MEPS run(s) and other processing down time scheduled for the
           upcoming week.
        (6) School visits and COI activities scheduled (or changed) after initial
           completion of the two-week calendar.
        (7) PT sessions and other known absences scheduled (or changed) after
           initial completion of the two-week calendar.
        (8) Refined weekly plan included at least one session of the self-
           development and professional relationship building with the COI,VIP,
           and college/residency officials or faculty members.

  7. Gathered all possible information from the previous year's (or previous recruiter's)   ‾‾‾‾   ‾‾‾‾
    planning tool and transfer information as necessary.

  8. Filed the planning tool in the station filing system for reference on year's end.   ‾‾‾‾   ‾‾‾‾

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO
GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction,
should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who
experience major difficulties in task performance.

References
    Required   **Related**
                                   FM 22-100
                                   USAREC FORM 817
                                   USAREC REG 601-37

Maintain TPU Relations with AMEDD Units
805B-79R-4403

Conditions: Given a requirement to establish and maintain working relationships with all AMEDD Troop Program Units (TPU) within the Health Care Recruiting Station boundaries and access to:

a. USAREC Reg 350-7
b. USAREC Reg 350-6
c. Recruiter Workstation
d. General Office supplies
e. USAREC Form 1149

Standards: Maintain a working relationship with all AMEDD TPU's within the Health Care Recruiting Station boundaries.

Performance Steps

1. Maintain USAR Unit Data Folder
    a. Record all pertinent unit data
        (1) AOCs authorized
        (2) Unit's primary mission
        (3) General information
        (4) Reserve Partnership Council (RPC) information
        (5) Last unit presentation
        (6) Annotate TPU drill dates
        (7) Annotate referrals on a separate sheet and place in folder
    b. Annotate with name, AOC, date of appointment and assignment of AMEDD Officers

2. Maintain USAR Ownership Program
    a. Ensure units are notified within 72 hours of applicant's commission and anticipated date of assignment
    b. Escort newly commissioned officer to first unit training assembly

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Maintained USAR Unit Data Folder	——	——
a. Recorded all pertinent unit data		
(1) AOCs authorized		
(2) Unit's primary mission		
(3) General information		
(4) Recruiting Partnership Council (RPC) information		
(5) Last unit presentation		
(6) Annotated TPU drill dates		
(7) Annotated referrals on a separate sheet and place in folder		
b. Annotated with name, AOC, date of appointment and assignment of AMEDD Officers		
2. Maintained USAR Ownership Program	——	——
a. Ensured units are notified within 72 hours of applicant's commission and anticipated date of assignment		
b. Escorted newly commissioned officer to first unit training assembly		

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                                                           USAREC REG 350-6
                                                                         USAREC REG 350-7

Implement a Working Health Care Professional Market Penetration Plan
805B-79R-4404

Conditions: Given a mission, an assigned recruiting zone, access to:

a. USAREC Reg 601-37
b. Recruiter Workstation with Leads and Reports System software installed
c. RPIs
d. PPIs
e. Standard office supplies

Standards: Implement a market penetration plan that results in referrals, lead generation, high visibility, and access to the working population that will ultimately lead to mission accomplishment.

Performance Steps

1. Identify markets of opportunity in your assigned recruiting area.
    a. Residency Programs
    b. Hospitals (VA and Civilian)
    c. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry, that are in final year of schooling).
    d. Private Practice Facilities
    e. Confinement facilities
    f. Job / Career Fairs / Conventions (local and national level)
    g. Military Medical Treatment Facilities (MTF's)
    h. Troop Program Units (TPU's)
    i. Retail Pharmacies
    j. Nursing Homes
    k. Public Health Facilities
    l. Unemployment and Temporary Employment Agencies
    m. Education Centers at military installations
    n. Professional Organizations and Associations
    o. Mailing list services (state licensing agencies)
    p. Veterans Organizations
    q. Internet
    r. Other Health Care Recruiting Services (Military and Civilian)

2. Establish Rapport with key personnel in your market
    a. Residency Programs (e.g. Chief Resident, Resident Program Manager, Residents)
    b. Hospitals (VA and Civilian) (e.g. Department Heads, etc…)
    c. Professional Schools (financial aid advisors, academic advisors of Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry students that are in final year of schooling)
    d. Private Practice Facilities (administrative assistants, practitioners, etc..)
    e. Confinement facilities (Clinicians, Human Resource Manager, etc…)
    f. Job / Career Fairs / Conventions (local and national level attendees and exhibitors)
    g. Military Medical Treatment Facilities (MTF's) (e.g. Hospital Commander, transition NCO, Department Heads, etc…)
    h. Troop Program Units (TPU's) (e.g. Unit Commander, transition/retention NCO, Unit Administrators (UA), etc…)
    i. Retail Pharmacies (Pharmacists)
    j. Nursing Homes (Director of Nursing, Human Resource Manager, etc….)
    k. Public Health Facilities (Human Resource Manager, Department Heads, etc...)
    l. Unemployment and Temporary Employment Agencies (Veterans representative, Case Workers, etc…)
    m. Education Centers at military installations (Counselors)
    n. Professional Organizations and Associations (Officers of the organization/association)

Performance Steps
- o. Mailing list services (administrative assistant at state licensing branch)
- p. Veterans Organizations (Members and Officers of the VFW, American Legion, etc…)
- q. Other Health Care Recruiting Services (Military and Civilian)

3. Develop Centers of Influence (COI) and Very Important Personnel (VIP)
   - a. Residency Programs (e.g. Chief Resident, Resident Program Manager)
   - b. Hospitals (VA and Civilian) (e.g. Department Heads, etc…)
   - c. Professional Schools (financial aid advisors, ROTC Professors of Military Science, advisors of Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry)
   - d. Private Practice Facilities (administrative assistants, practitioners, etc..)
   - e. Confinement facilities (Clinicians, Human Resource Manager, etc…)
   - f. Military Medical Treatment Facilities (MTF's) (e.g. Hospital Commander, transition NCO, Department Heads, etc…)
   - g. Troop Program Units (TPU's) (e.g. Unit Commander, transition/retention NCO, Unit Administrators (UA), etc…)
   - h. Nursing Homes (Director of Nursing, Human Resource Manager, etc….)
   - i. Public Health Facilities (Human Resource Manager, Department Heads, etc...)
   - j. Unemployment and Temporary Employment Agencies (Veterans representative, Case Workers, etc…)
   - k. Education Centers at military installations (Counselors)
   - l. Professional Organizations and Associations (Officers of the organization/association)
   - m. Veterans Organizations (Members and Officers of the VFW, American Legion, etc…)
   - n. Other Health Care Recruiting Services (Civilian)
   - o. Army program participants (active duty/Army Reserve obligors, LTHET, HPSP, etc…)

4. Obtain Personnel/Student Directories
   - a. Residency Programs
   - b. Hospitals (VA and Civilian)
   - c. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry, etc…)
   - d. Job / Career Fairs / Conventions (local and national level attendees)
   - e. Military Medical Treatment Facilities (MTF's) (REFRAD list)
   - f. Professional Organizations and Associations

5. Distribute Information
   - a. Mail-outs
     - (1) Working Professionals
     - (2) Students in final year of professional studies
   - b. Place mission related information in mail boxes (Email and physical mail boxes)
     - (1) Residents
     - (2) Faculty, staff, and final year students
     - (3) Hospital Department Heads/Chairs
   - c. Place Recruiting Publicity Items (RPI's), business cards and other mission related information in approved locations
     - (1) Residency Programs
     - (2) Hospitals (VA and Civilian)
     - (3) Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry)
     - (4) Private Practice Facilities
     - (5) Job / Career Fairs / Conventions (local and national level)
     - (6) Military Medical Treatment Facilities (MTF's)
     - (7) Troop Program Units (TPU's)
     - (8) Retail Pharmacies
     - (9) Nursing Homes
     - (10) Public Health Facilities
     - (11) Unemployment and Temporary Employment Agencies

Performance Steps

        (12) Education Centers at military installations
        (13) Professional Organizations and Associations
        (14) Veterans Organizations

6. Conduct AMEDD Presentations/Events
   a. Residency Programs
   b. Hospitals (VA and Civilian)
   c. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry)
   d. Job / Career Fairs / Conventions (local and national level)
   e. Military Medical Treatment Facilities (MTF's)
   f. Troop Program Units (TPU's)
   g. Professional Organizations and Associations

7. Obtain Referrals
   a. Residency Programs
   b. Hospitals (VA and Civilian)
   c. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry, that are in final year of schooling)
   d. Private Practice Facilities
   e. Confinement facilities
   f. Military Medical Treatment Facilities (MTF's)
   g. Troop Program Units (TPU's)
   h. Nursing Homes
   i. Public Health Facilities
   j. Unemployment and Temporary Employment Agencies
   k. Education Centers at military installations
   l. Professional Organizations and Associations
   m. Veterans Organizations
   n. Other Health Care Recruiting Services (Military and Civilian)
   o. Army program participants (AD and Reserve obligors)

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures   **GO**   **NO GO**

1. Identiflied markets of opportunity in assigned recruiting area.   ____   ____
   a. Residency Programs
   b. Hospitals (VA and Civilian)
   c. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry, that are in final year of schooling).
   d. Private Practice Facilities
   e. Confinement facilities
   f. Job / Career Fairs / Conventions (local and national level)
   g. Military Medical Treatment Facilities (MTF's)
   h. Troop Program Units (TPU's)
   i. Retail Pharmacies
   j. Nursing Homes
   k. Public Health Facilities
   l. Unemployment and Temporary Employment Agencies
   m. Education Centers at military installations
   n. Professional Organizations and Associations
   o. Mailing list services (state licensing agencies)
   p. Veterans Organizations
   q. Internet

Performance Measures	**GO**	**NO GO**

    r. Other Health Care Recruiting Services (Military and Civilian)

2. Established Rapport with key personnel in market   —— ——
   a. Residency Programs (e.g. Chief Resident, Resident Program Manager, Residents)
   b. Hospitals (VA and Civilian) (e.g. Department Heads, etc…)
   c. Professional Schools (financial aid advisors, academic advisors of Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry students that are in final year of schooling)
   d. Private Practice Facilities (administrative assistants, practitioners, etc..)
   e. Confinement facilities (Clinicians, Human Resource Manager, etc…)
   f. Job / Career Fairs / Conventions (local and national level attendees and exhibitors)
   g. Military Medical Treatment Facilities (MTF's) (e.g. Hospital Commander, transition NCO, Department Heads, etc…)
   h. Troop Program Units (TPU's) (e.g. Unit Commander, transition/retention NCO, Unit Administrators (UA), etc…)
   i. Retail Pharmacies (Pharmacists)
   j. Nursing Homes (Director of Nursing, Human Resource Manager, etc….)
   k. Public Health Facilities (Human Resource Manager, Department Heads, etc...)
   l. Unemployment and Temporary Employment Agencies (Veterans representative, Case Workers, etc…)
   m. Education Centers at military installations (Counselors)
   n. Professional Organizations and Associations (Officers of the organization/association)
   o. Mailing list services (administrative assistant at state licensing branch)
   p. Veterans Organizations (Members and Officers of the VFW, American Legion, etc…)
   q. Other Health Care Recruiting Services (Military and Civilian)

3. Developed Centers of Influence (COI) and Very Important Personnel (VIP)   —— ——
   a. Residency Programs (e.g. Chief Resident, Resident Program Manager)
   b. Hospitals (VA and Civilian) (e.g. Department Heads, etc…)
   c. Professional Schools (financial aid advisors, ROTC Professors of Military Science, advisors of Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry)
   d. Private Practice Facilities (administrative assistants, practitioners, etc..)
   e. Confinement facilities (Clinicians, Human Resource Manager, etc…)
   f. Military Medical Treatment Facilities (MTF's) (e.g. Hospital Commander, transition NCO, Department Heads, etc…)
   g. Troop Program Units (TPU's) (e.g. Unit Commander, transition/retention NCO, Unit Administrators (UA), etc…)
   h. Nursing Homes (Director of Nursing, Human Resource Manager, etc….)
   i. Public Health Facilities (Human Resource Manager, Department Heads, etc...)
   j. Unemployment and Temporary Employment Agencies (Veterans representative, Case Workers, etc…)
   k. Education Centers at military installations (Counselors)
   l. Professional Organizations and Associations (Officers of the organization/association)
   m. Veterans Organizations (Members and Officers of the VFW, American Legion, etc…)
   n. Other Health Care Recruiting Services (Civilian)

Performance Measures	**GO**	**NO GO**

    o. Army program participants (active duty/Army Reserve   obligors, LTHET, HPSP, etc…)

4. Obtained Personnel/Student Directories   ____   ____
    a. Residency Programs
    b. Hospitals (VA and Civilian)
    c. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry, etc…)
    d. Job / Career Fairs / Conventions (local and national level attendees)
    e. Military Medical Treatment Facilities (MTF's) (REFRAD list)
    f. Professional Organizations and Associations

5. Distributed Information   ____   ____
    a. Mailed Mail-outs
       (1) Working Professionals
       (2) Students in final year of professional studies
    b. Placed mission related information in mail boxes (Email and physical mail boxes)
       (1) Residents
       (2) Faculty, staff, and final year students
       (3) Hospital Department Heads/Chairs
    c. Placed Recruiting Publicity Items (RPI's), business cards and other mission related information in approved locations
       (1) Residency Programs
       (2) Hospitals (VA and Civilian)
       (3) Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry)
       (4) Private Practice Facilities
       (5) Job / Career Fairs / Conventions (local and national level)
       (6) Military Medical Treatment Facilities (MTF's)
       (7) Troop Program Units (TPU's)
       (8) Retail Pharmacies
       (9) Nursing Homes
       (10) Public Health Facilities
       (11) Unemployment and Temporary Employment Agencies
       (12) Education Centers at military installations
       (13) Professional Organizations and Associations
       (14) Veterans Organizations

6. Conducted AMEDD Presentations/Events   ____   ____
    a. Residency Programs
    b. Hospitals (VA and Civilian)
    c. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry)
    d. Job / Career Fairs / Conventions (local and national level)
    e. Military Medical Treatment Facilities (MTF's)
    f. Troop Program Units (TPU's)
    g. Professional Organizations and Associations

7. Obtained Referrals   ____   ____
    a. Residency Programs
    b. Hospitals (VA and Civilian)
    c. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry, that are in final year of schooling)
    d. Private Practice Facilities
    e. Confinement facilities

Performance Measures   **GO   NO GO**

      f. Military Medical Treatment Facilities (MTF's)
      g. Troop Program Units (TPU's)
      h. Nursing Homes
      i. Public Health Facilities
      j. Unemployment and Temporary Employment Agencies
      k. Education Centers at military installations
      l. Professional Organizations and Associations
     m. Veterans Organizations
      n. Other Health Care Recruiting Services (Military and Civilian)
      o. Army program participants (AD and reserve obligors)

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                                      USAREC REG 601-37

Implement a College Penetration Plan for AMEDD Recruiting
805B-79R-4405

Conditions: Given an AMEDD student mission, an assigned recruiting zone and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Reg 601-37
c. USAREC Reg 601-105
d. Board Schedule
e. Standard office supplies and equipment
f. Recruiting Publicity Items

Standards: Implement a college penetration plan that results in referrals, lead-generation, high visibility, and gains access to the student population leading to mission accomplishment.

Performance Steps

1. Identify areas of opportunity in your assigned recruiting area.
    a. Pre-professional schools (undergraduate schools - nursing and science departments)
    b. Professional schools (Medical, Dental, Veterinary, Optometry, Nurse Anesthesia, etc.)
    c. Graduate schools (Occupational Therapy and Dietetic Students, Entomology, Audiology, Social Work, Psychology, etc.)

2. Establish rapport with key personnel in your colleges.
    a. Pre-professional schools (undergraduate schools - registrars, placement directors, advisors, professors, chair persons, club officers, ROTC PMS, etc.)
    b. Professional schools (financial aid advisors, Deant of students and advisors of Medical, Dental, Veterinary, Optometry, etc.)
    c. Graduate schools (financial aid advisors, Deans of students and advisors of Occupational Therapy and Dietetic students, Entomology, audiology, Social Work, Psychology, club officers, LTHET students)

3. Develop key personnel into Centers of Influence (COI) and Very Important Personnel (VIP).

4. Obtain personnel/student directories from key personnel.

5. Distribute information.
    a. Send mail-outs to students.
    b. Place AMEDD program information in student mail boxes for school programs which fulfill mission AOC requirements (E-mail and physical mail boxes).
    c. Place Recruiting Publicity Items (RPIs), business cards and other mission related information in approved locations.

6. Conduct AMEDD Presentations/Events.
    a. Pre-professional schools (undergraduate schools - clubs, nursing and science departments, etc.)
    b. Professional schools (Medical, Dental, Veterinary, Optometry, Nurse Anesthesia, etc.)
    c. Graduate schools (Occupational Therapy and Dietetic students, Entomology, Audiology, Social Work, Psychology, etc.)

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Identified areas of opportunity in your assigned recruiting area.	——	——

Performance Measures   **GO**   **NO GO**

    a. Pre-professional schools (undergraduate schools - nursing and science departments).

    b. Professional schools (Medical, Dental, Veterinary, Psychology, Optometry, Nurse Anesthesia, etc.)

    c. Graduate schools (Occupational Therapy and Dietetic students, Entomology, Audiology, Social Work, Psychology, etc.)

2. Established rapport with key personnel in your colleges.   ——   ——

    a. Pre-professional schools (undergraduate schools - registrars, placement directors, advisors, professors, chair persons, club officers, ROTC PMS, etc.)

    b. Professional schools (financial aid advisors, Deans of students and advisors of Medical, Dental, Veterinary, Psychology, Optometry, etc.)

    c. Graduate schools (financial advisors, Deans of students and advisors of Occupational Therapy and Dietetic students, Entomology, Audiology, Social Work, Psychology, club officers, LTHET students)

3. Developed key personnel into Centers of Influence (COI) and Very Important Personnel (VIP)   ——   ——

4. Obtained personnel/student directories from key personnel.   ——   ——

5. Distributed information.   ——   ——

    a. Sent mail-outs to students.

    b. Placed AMEDD program information in student mail boxes for school programs which fulfill mission AOC requirements (Email and physical mail boxes).

    c. Placed Recruiting Publicity Items (RPI's), business cards and other mission related information in approved locations.

6. Conducted AMEDD Presentations/Events.   ——   ——

    a. Pre-professional schools (undergraduate schools - clubs, nursing and science departments, etc.)

    b. Professional schools (Medical, Dental, Veterinary, Psychology, Optometry, Nurse Anesthesia, etc.)

    c. Graduate schools (Occupational Therapy and Dietetic students, Entomology, Audiology, Social Work, Psychology, etc.)

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 601-105
    USAREC REG 601-37

Conduct Telephone Prospecting for an AMEDD Applicant
805B-79R-4406

Conditions: Given a requirement to prospect by telephone for AMEDD prospects and access to:

a. USAREC Reg 601-37
b. USAREC Reg 350-6
c. USAREC Pam 350-7
d. Telephone
e. Planning tool
f. Recruiter workstation with the Leads and Reports System software installed
g. Consolidated LEADS list obtained from TAIR/Presentation

Standards: Obtain an appointment with a prospect utilizing systematic telephone administrative and sales techniques.

Performance Steps

1. Perform planning and preparation for telephone prospecting.
    a. Develop a pre-call plan that consists of qualified leads and blueprint information (if available).
        (1) Prepare a sales message that targets the leads to be called.
        (2) Prepare a closing statement for optimum chances of getting an appointment.
    b. Prioritize leads by known interest and AOC (area of concentration).
    c. Target correct market based on annual mission requirements.

2. Demonstrate spontaneity and rapport gaining techniques in your opening comments.
    a. Identify yourself and Army Healthcare Recruiting.
    b. Establish rapport using lead's name and refer to initial contact i.e. convention or presentation.
    c. Attempt to gather some type of blueprint information (license status and/or education level), or confirm blueprint information from initial contact.
    d. Handle hostile call screeners i.e. receptionists or family members.
    e. Transition smoothly to determining needs and interests.

3. Determine needs and interests using open-ended fact-finding questions.
    a. Confirm area of interest from initial contact, or uncover interest area (TEAMS) if lead information is incomplete. (Training, Education, Autonomy, Money, Service to Country)
    b. Ask general question about future goals.
    c. Display a genuine interest in the lead's plans and provide positive feedback and encouragement.

4. Deliver appropriate sales message.

5. Close by asking for an appointment.
    a. Use an appropriate closing technique IAW UP 350-7.
    b. Offer two choices of dates, times and locations.

6. Handle objection.
    a. Determine lead's concerns that would prevent him/her from making an appointment.
    b. Handle the objection by clarifying misperception or meeting scheduling needs.
    c. Close again by offering two choices of dates, times and locations.
    d. Avoid becoming confrontational and begging for the appointment.
    e. If the lead still refuses an appointment, refer lead to appropriate branch page at GoArmy.com and ask for their e-mail address to send them the specific link.

7. Prequalify prospect to uncover possible moral and medical disqualifications.
    a. Avoid losing rapport by becoming unnecessarily invasive, demanding, intimidating, interrogative, etc.

Performance Steps
      b. Determine prospects prequalifying mental, physical, and moral status.

  8. Confirm the appointment.
      a. Ask prospect for e-mail address.
      b. Give the prospect your name and telephone number of the recruiting station or mobile phone.
      c. Reconfirm the date, time and location of the appointment and inform prospect that appointment confirmation will be e-mailed.

  9. Solicit referrals and gather blue print information on leads.

  10. Document the appointment and send e-mail.
      a. Document the appointment in Leads and Reports System and choose to "Save to Outlook."
      b. Open appointment in Outlook calendar and forward the appointment by e-mail to prospect.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**

1. Performed planning and preparation for telephone prospecting.
    a. Developed a pre-call plan that consists of qualified leads and blueprint information (if available).
      (1) Prepared a sales message that targets the leads to be called.
      (2) Prepared a closing statement for optimum chances of getting an appointment close).
    b. Prioritized leads by known interest and AOC (area of concentration).
    c. Targeted correct market based on annual mission requirements.
	——	——

2. Demonstrated spontaneity and rapport gaining techniques in your opening comments.
    a. Identified yourself and Army Healthcare Recruiting.
    b. Established rapport using lead's name or referred to initial contact.
    c. Attempted to gather some type of blueprint information (license status and/or education level), or confirm blueprint information from initial contact..
    d. Handled hostile call screeners i.e. receptionists or family members.
    e. Transitioned smoothly to determining needs and interests.
	——	——

3. Determined needs and interests using open-ended fact-finding questions.
    a. Confirmed area of interest from initial contact, or uncovered interest area (TEAMS) if lead information was incomplete. (Training, Education, Autonomy, Money, Service to Country)
    b. Displayed a genuine interest in the lead's plans and provide positive feedback and encouragement.
	——	——

4. Delivered appropriate sales message.	——	——

5. Closed by asking for an appointment.
    a. Used an appropriate closing technique IAW UP 350-7.
    b. Offered two choices of dates, times and locations.
	——	——

6. Handled objection.
    a. Determined lead's concerns that would prevent him/her from making an appointment.
    b. Handled the objection by clarifying misperception or met scheduling needs.
    c. Closed again by offering two choices of dates, times and locations.
    d. Avoided becoming confrontational and begging for the appointment.
	——	——

Performance Measures	**GO**	**NO GO**

      e. If the lead still refuses an appointment, refer lead to appropriate branch page at GoArmy.com and ask for their e-mail address to send them the specific link.

7. Prequalified prospect to uncover possible moral and medical disqualifications.   ——   ——
    a. Avoided losing rapport by becoming unnecessarily invasive, demanding, intimidating, interrogative, etc.
    b. Determined prospects prequalifying mental, physical, and moral status.

8. Confirmed the appointment.   ——   ——
    a. Asked prospect for e-mail address.
    b. Gave the prospect recruiter name and telephone number of the recruiting station or mobile phone.
    c. Reconfirmed the date, time and location of the appointment and informed prospect that appointment confirmation will be e-mailed.

9. Solicited referrals and gathered blue print information on leads.   ——   ——

10. Documented the appointment and sent e-mail.   ——   ——
    a. Documented the appointment in Leads and Reports System and chose "Save to Outlook."
    b. Opened appointment in Outlook calendar and forwarded the appointment by e-mail to prospect.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC PAM 350-7
    USAREC REG 350-6
    USAREC REG 601-37

Conduct Face-to-Face Prospecting for an AMEDD Applicant
805B-79R-4407

Conditions: Giver a requirement to conduct face-to-face prospecting for AMEDD and access to:

a. USAREC Reg 350-6
b. USAREC Pam 350-7
c. USAREC Reg. 601-37
d. Planning tool
e. Government vehicle
f. Recruiter Workstation with Leads and Reports System software installed
g. General office supplies

Standards: Generate interest in Army programs throughout your market and ultimately make appointments with individuals to conduct sales presentations.

Performance Steps

1. Perform pre-prospecting preparations.
    a. Focus prospecting towards mission box accomplishment.
    b. Identify hospitals, clinics, colleges and universities within the station area that minimized travel time/distance between stops and allow for the seamless integration of other activities
    c. Formulate scripts based on situation and purpose.
    d. Attend to personal appearance, uniform, hygiene, etc
    e. Prepare an opening statement that arouses interest in the Army and develops rapport.

2. Determine needs and interests.
    a. Experiences and Priorities
    b. Expectations

3. Deliver appropriate sales message.

4. Close by asking for an appointment, referral, and an opportunity to give a presentation (TAIR!!!!!!!)
    a. Use any appropriate technique.
    b. Offer a choice of dates, times and locations.

5. Gather appropriate information to document the appointment.

6. Conduct aggressive follow-ups.
    a. Re-contact prospects that demonstrated an interest in the Army.
    b. Contact all referrals obtained during face-to-face prospecting as soon as possible.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO

1. Performed pre-prospecting preparations.
    a. Focused prospecting towards mission box accomplishment.
    b. Identified hospitals, clinics, colleges and universities within the station area that minimized travel time/distance between stops and allow for the seamless integration of other activities
    c. Formulated scripts based on situation and purpose.
    d. Attended to personal appearance, uniform, hygiene, etc
    e. Prepared an opening statement that arouses interest in the Army and develops rapport.
	——	——

2. Determined needs and interests.	——	——

Performance Measures	**GO**	**NO GO**
a. Experiences and Priorities		
b. Expectations		
3. Delivered an appropriate sales message.	——	——
4. Closed by asking for an appointment, referral, and an opportunity to give a presentation (TAIR!!!!!!!)	——	——
a. Used any appropriate technique.		
b. Offered a choice of dates, times and locations		
5. Gathered appropriate information to document the appointment.	——	——
6. Conducted aggressive follow-ups.	——	——
a. Re-contacted prospects that demonstrated an interest in the Army.		
b. Contacted all referrals obtained during face-to-face prospecting as soon as possible		

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	**Related**
USAREC PAM 350-7	
USAREC REG 350-6	
USAREC REG 601-37	

Conduct Referral Prospecting for an AMEDD Applicant
805B-79R-4408

Conditions: You are assigned as a station commander in a recruiting station. You have instructed your recruiter to conduct referral prospecting. You accompany the recruiter for the purpose of evaluating his skills. You also have access to:

a. USAREC Reg 601-37
b. USAREC Reg 350-6
c. USAREC Pam 350-7
d. Recruiter workstation with the Leads and Reports System software installed

Standards: Gain the trust, confidence and support of military and civilian influencers, and motivate them to provide qualified referrals for possible appointment in AMEDD specialties.

Performance Steps

1. Evaluate referral planning and pre-prospecting preparation steps:
    a. Identifies individuals in a position to influence the prime market (Troop Cdrs, RCI and retention personnel, association directors, department heads, pre-med advisors, financial aid department directors, hospital COIs, sister service POCs, CME coordinators, residency directors, TPU VIPs, prison human resource department heads, other community COIs)
    b. Acquires a list: Of professional association members, within the region, from commercial purchase (or gratis); from the internet; from other health professionals
    c. Joins a group within the community or become active in organizations with health professional associations (e.g. ASDA)
    d. Develops and executes a contact plan resulting in referrals
    e. Devotes sufficient time for these activities monthly
    f. Blueprints influencers prior to contact, determining:
        (1) Number of people the influencer interacts with regularly that are within the mission market
        (2) Whether the influencer has prior military experience
        (3) Whether the influencer has assisted the Army previously
        (4) Any affiliations the influencer may have within the AMEDD
        (5) What services the Army might provide the influencer's organization to develop a partnership
        (6) Personal information to establish and maintain rapport (education level, business/position, family make-up, hobbies, club memberships, etc.)
    g. Prepares opening (scripted) remarks that appeal to the interests of the influencer (based on blueprinting information)

2. Evaluate prospecting techniques ensuring the recruiter:
    a. Establishes rapport by:
        (1) Using scripted (memorized), individualized openings based on blueprinting information (or the situation)
        (2) Engaging the prospect in a conversation that leads to or includes probing
    b. Gathers leads and blueprinting information by asking (if appropriate/applicable) the influencer:
        (1) For permission to present
        (2) For permission to post
        (3) For information regarding advertising in professional journals
        (4) If he or she is interested in AMEDD programs for him or her self.
        (5) Who is interested, or would benefit from, in AMEDD programs
        (6) For a list of students or professionals, or where one could be obtained
        (7) For e-mail access, or for permission to stuff mail boxes
    c. Asks for permission to contact these referrals and obtains an address and/or phone number, and/or to meet them in the audience of the influencer
    d. If appropriate, use ADSW and/or ADREP when conducting presentations

Performance Steps

3. Evaluate documentation efforts to ensure:
    a. Transfer of all lead information, including blueprinting data, to the appropriate ALRL or database only when referrals positively respond to contact attempts by a recruiter
    b. Documentation of all contact with influencers, including blueprinting data, on COI/VIP data base

4. Evaluate the recruiter's efforts to aggressively follow-up by:
    a. Making (an) attempt(s) to re-contact leads or COIs that warrant follow-up during the fiscal year
    b. Executing follow-up calls when the COI or prospect is most likely to be at home or available
    c. Understands that follow up attempts that can construed as overly aggressive and without tact can strain professional relationships and damage future referral prospecting with the influencer

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**

1. Evaluated referral planning and pre-prospecting preparation steps: ——   ——
    a. Identifies individuals in a position to influence the prime market (Troop Cdrs, RCI and retention personnel, association directors, department heads, pre-med advisors, financial aid department directors, hospital COIs, sister service POCs, CME coordinators, residency directors, TPU VIPs, prison human resource department heads, other community COIs)
    b. Acquires a list: Of professional association members, within the region, from commercial purchase (or gratis); from the internet; from other health professionals
    c. Joins a group within the community or become active in organizations with health professional associations (e.g. ASDA)
    d. Develops and executes a contact plan resulting in referrals
    e. Devoted sufficient time for these activities monthly
    f. Blueprints influencers prior to contact, determining:
        (1) Number of people the influencer interacts with regularly that are within the mission market
        (2) Whether the influencer has prior military experience
        (3) Whether the influencer has assisted the Army previously
        (4) Any affiliations the influencer may have within the AMEDD
        (5) What services the Army might provide the influencer's organization to develop a partnership
        (6) Personal information to establish and maintain rapport (education level, business/position, family make-up, hobbies, club memberships, etc.)
    g. Prepared opening (scripted) remarks that appeal to the interests of the influencer (based on blueprinting information)

2. Evaluated prospecting techniques ensuring the recruiter: ——   ——
    a. Established rapport by:
        (1) Established rapport by:
        (2) Engaged the prospect in a conversation that leads to or includes probing
    b. Gathers leads and blueprinting information by asking (if appropriate/applicable) the influencer:
        (1) For permission to present
        (2) For permission to post
        (3) For information regarding advertising in professional journals
        (4) If he or she is interested in AMEDD programs for him or her self.
        (5) Who is interested, or would benefit from, in AMEDD programs

Performance Measures	**GO**	**NO GO**
(6) For a list of students or professionals, or where one could be obtained		
(7) For e-mail access, or for permission to stuff mail boxes		

c. Asks for permission to contact these referrals and obtains an address and/or phone number, and/or to meet them in the audience of the influencer

d. If appropriate, use ADSW and/or ADREP when conducting presentations

3. Evaluate documentation efforts to ensure: ——   ——
   a. Transfer of all lead information, including blueprinting data, to the appropriate ALRL or database only when referrals positively respond to contact attempts by a recruiter
   b. Documentation of all contact with influencers, including blueprinting data, on COI/VIP data base

4. Evaluate the recruiter's efforts to aggressively follow-up by: ——   ——
   a. Making (an) attempt(s) to re-contact leads or COIs that warrant follow-up during the fiscal year
   b. Executing follow-up calls when the COI or prospect is most likely to be at home or available
   c. Understands that follow up attempts that can construed as overly aggressive and without tact can strain professional relationships and damage future referral prospecting with the influencer

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
                                                           USAREC PAM 350-7
                                                           USAREC REG 350-6
                                                           USAREC REG 601-37

Conduct Internet Prospecting for an AMEDD Applicant
805B-79R-4409

Conditions: Given a requirement to generate leads on the Internet within your local recruiting zone and access to:

a. Recruiter Workstation with the LEADS and Reports System software installed
b. Authorized internet access
c. USAREC Reg 350-6
d. USAREC Pam 350-7
e. USAREC Reg 601-37
f. E-mail Account
g. Standard office supplies and equipment

Standards: Increase awareness of Army Medical Department programs on the World Wide Web generating leads and appointments.

Performance Steps

1. Develop an Internet pre-prospecting plan.
    a. Search for these sites utilizing web browser and search engines:
        (1) Professional organization web sites(Convention/Conference Schedules)
        (2) Find-a-medical-professional web sites, designed for prospective patients, for a variety of specialties.
NOTE: Be aware of web site restrictions on use of site for the creation of directories.
        (3) Colleges.
        (4) Medical and dental schools.
        (5) Student clubs.
        (6) City, State and government sites.
        (7) Map and locator sites.
        (8) Resume sites.
        (9) Student lists and e-mail.
    b. Save the above in the "bookmarks" folder of the web browser and on a backup disk or diskette.
    c. Develop a series of approved, attention grabbing e-mail responses to typical inquiries about Army Medical Department options and save them on a backup disk or diskette.
    d. Develop a series of approved e-mail "invitations" to learn about Army programs and current incentives.

2. Send an appropriate e-mail response to all e-mail message traffic, including LEADS

3. Generate appointments from e-mail sources.
    a. Contact the lead immediately, by phone if possible (the preferred method).
    b. Establish a dialogue with prospects via e-mail designed to create interest through the use of e-mail packages that highlight specific areas of TEAMS.

4. Solicit referrals from e-mail sources:
    a. That might be interested in military service.
    b. That need money to continue their professional education.
    c. That plan to pursue a medical, dental, or allied health degree.
    d. That are in search of employment.

5. Request a healthcare.goarmy.com link be placed on web sites within the recruiting zone.
Note: Be sure that link is specific and takes user to a page tailored to the target audience such as http://healthcare.goarmy.com/sixcorps/mcorps/benefits.htm for information on HPSP or STRAP.
    a. Colleges and Universities.
    b. Student Clubs.
    c. Employment agencies.

Performance Steps
      d. Professional organizations

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Developed an Internet pre-prospecting plan.	――	――

    a. Searched for these sites utilizing web browser and search engines:
        (1) Professional organization web sites (conventions/conference schedules)
        (2) Find-a-medical-professional web sites, designed for prospective patients, for a variety of specialties
        (3) Colleges.
        (4) Medical and dental schools.
        (5) Student clubs.
        (6) City, State and government sites.
        (7) Map and locator sites.
        (8) Resume sites.
        (9) Student lists and e-mail.
    b. Saved the above in the "bookmarks" folder of the web browser and on a backup disk or diskette.
    c. Developed a series of approved, attention grabbing e-mail responses to typical inquiries about Army Medical Department options and save them on a backup disk or diskette.
    d. Developed a series of approved e-mail "invitations" to learn about Army programs and current incentives.

	GO	**NO GO**
2. Sent an appropriate e-mail response to all e-mail message traffic, including LEADS.	――	――
3. Generated appointments from e-mail sources.	――	――

    a. Contacted the lead immediately, by phone if possible (the preferred method).
    b. Established a dialogue with prospects via e-mail designed to create interest through the use of e-mail packages that highlight specific areas of TEAMS.

	GO	**NO GO**
4. Solicited referrals from e-mail sources:	――	――

    a. That might be interested in military service.
    b. That need money to continue their professional education.
    c. That plan to pursue a medical, dental, or allied health degree.
    d. That are in search of employment.

	GO	**NO GO**
5. Requested a healthcare.goarmy.com link be placed on web sites within the recruiting zone.	――	――

    a. Colleges and Universities.
    b. Student Clubs.
    c. Employment agencies.
    d. Professional organizations.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                                                             USAREC REG 350-6
                                                                              USAREC REG 350-7
                                                                              USAREC REG 601-37

Conduct Follow Up Activities as an AMEDD Recruiter
805B-79R-4410

Conditions: Given a directive to conduct follow-up activities for AMEDD recruiting and access to the following:

a. USAREC Reg 350-6
b. USAREC Reg 601-37
c. USAREC Reg 350-7
d. Planning Tool
e. Recruiting Publicity Items (RPI's)
f. Recruiter Workstation with Leads and Reports System software installed
g. Standard office supplies and equipment

Standards: Correctly perform follow-up activities.

Performance Steps

1. Identify those requiring regular follow-up.
    a. COI's/VIP's
    b. Prospects.
    c. Applicants.

2. Schedule follow-up.

3. Conduct follow-up.
    a. Use blueprint information to reestablish rapport
    b. Cover preplanned points (DBM, referrals, etc).

4. Document follow-up using the Recruiter Planning Tool.
    a. Document the date of all face to face follow-up on the appropriate time block of the planning tool.
    b. Document telephone follow-up by placing name, telephone number and time to call in the notes section of planning tool, entered name and recall in hourly section of planning tool Follow-ups scheduled at the same time as programmed interviews can be done before the interview.
       (1) Turn on RWS.
       (2) Log onto Windows NT operating system.
       (3) Double click on leads and reports Icon on the desktop.
       (4) Enter appropriate UserID and password.
       (5) Click File on top toolbar.
       (6) Select open from drop down menu (Note: If no activities scheduled appears click OK).
       (7) Locate prospect name and double click to open record.
       (8) Double click ARISS RWS button.
       (9) Double click contact history box on the drop down menu.
       (10) Update all appropriate boxes by clicking on drop down arrows.
       (11) Type record of conversation in the remarks box.
       (12) Enter next scheduled activity and time in appropriate boxes.
       (13) Annotate next scheduled follow-up in planning tool.
       (14) Click save Icon to save updated information.
       (15) Exit Leads and Reports by selecting File then exit.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Identified those requiring regular follow-up.	——	——

Performance Measures   **GO**   **NO GO**
      a. COI's/VIP's
      b. Prospects.
      c. Applicants.

  2. Scheduled follow-ups.   ____   ____

  3. Conducted follow-ups.   ____   ____
      a. Used blueprint information to reestablish rapport.
      b. Covered preplanned points (DBM, referrals, etc).

  4. Documented follow-ups using the Recruiter Planning Tool.   ____   ____
      a. Documented the date of all face to face follow-ups on the appropriate time block of the planning tool.
      b. Documented telephone follow-ups by placing name, telephone number and time to call in the notes section of planning tool, entered name and recall in hourly section of planning tool Follow-ups scheduled at the same time as programmed interviews can be done before the interview.
        (1) Turned on RWS.
        (2) Logged onto Windows NT operating system.
        (3) Double clicked on leads and reports Icon on the desktop.
        (4) Entered appropriate UserID and password.
        (5) Clicked File on top toolbar.
        (6) Selected open from drop down menu (Note: If no activities scheduled appears click OK).
        (7) Located prospects name and double clicked to open record.
        (8) Double clicked ARISS RWS button.
        (9) Double clicked contact history box on the drop down menu.
       (10) Updated all appropriate boxes by clicking on drop down arrows.
       (11) Typed record of conversation in the remarks box.
       (12) Entered next scheduled activity and time in appropriate boxes.
       (13) Annotated next scheduled follow-up in planning tool.
       (14) Clicked save Icon to save updated information.
       (15) Exited Leads and Reports by selecting File then exit.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                       USAREC PAM 350-7
                                       USAREC REG 350-6
                                       USAREC REG 601-37

Perform Area Canvassing Techniques to Enhance an AMEDD Recruiting Zone
805B-79R-4411

Conditions: Given a requirement to conduct area canvas operations for AMEDD recruiting and access to the following:

a. USAREC Reg 350-6
b. USAREC Pam 350-7
c. USAREC Reg 601-37
d. Processing lists
e. College Folders
f. Recruiter Publication Items
g. Map of Recruiting Area
h. Planning Tool
i. Business Cards
j. General office supplies
k. Recruiter Wokstation with Leads and Reports System software installed

Standards: Correctly perform all steps of an area canvas that will ultimately increase awareness of AMEDD programs.

Performance Steps

1. Plan a detailed canvassing strategy.
    a. Divide the market into multiple areas to take advantage of canvassing in conjunction with prospecting and other recruiting activities.
    b. Gather information that reflects the area's historically popular commissioning options.
        (1) Current and previous College Folders.
        (2) Current TPU Folders
    c. Compile Recruiter Publicity Items (RPI) and posters that highlight and reinforce the area's popular AMEDD options.
    d. Determine what areas lack a proportionate number of COI/VIPs and plot a contact strategy for each of the previously identified areas.
    e. Define area health care facilities hiring practices, wages, turnover, employee profiles, shift, schedules, and volume of employment by type of hospitals, clinics and colleges for each of the previously identified areas.

2. Conduct an organized canvassing effort.
    a. Place appropriate posters in high visibility areas.
        (1) Record location and date in the planning tool or locally prepared canvassing file.
        (2) Check posters periodically for condition and replace when necessary, or when new information indicates that a change in advertisement may produce better results.
    b. Stock high visibility locations with RPI that advertise the area's popular AMEDD options.
        (1) Document RPI type, quantity placed, location and date.
        (2) Check RPI racks frequently to determine use (brochures) and replenish with new or different types as necessary.
        (3) Use the small (two or three page) RPI instead of the larger "brochure" type. The smaller RPI stimulate curiosity and generate calls to recruiters. Use the large brochure type as evidence in the sales presentation or for use in providing information to COI/VIP during presentations.
    c. Explain the benefits of being an AMEDD officer to people of all ages, backgrounds, and occupations.
    d. Structure the canvassing effort to include the potentially large volume of shift workers in health care.
    e. Establish a predictable canvassing pattern/routine to enhance lead generation, (ie He's usually here Tuesday afternoons at......).

Performance Steps

   3. Make visits and provide business cards at all appropriate locations and begin COI/VIP development as indicated.
      a. Hospitals and health care clinics.
      b. Community clubs, groups, and civic organizations.
      c. Local government offices and CASAs.
      d. Dental and Veterinary clinics.
      e. Radio and television stations.
      f. Any other establishments with the potential to influence the marker or provide referrals.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Planned a detailed canvassing strategy.	____	____

      a. Divided the market into multiple areas to take advantage of canvassing in conjunction with prospecting and other recruiting activities.
      b. Gathered information that reflects the area's historically popular commissioning options.
        (1) Current and previous College Folders.
        (2) Current TPU Folders
      c. Compiled Recruiter Publicity Items (RPI) and posters that highlight and reinforce the area's popular AMEDD options.
      d. Determined what areas lack a proportionate number of COI/VIPs and plotted a contact strategy for each of the previously identified areas.
      e. Defined area health care facilities hiring practices, wages, turnover, employee profiles, shift, schedules, and volume of employment by type of hospitals, clinics and colleges for each of the previously identified areas.

2. Conducted an organized canvassing effort.	____	____

      a. Placed appropriate posters in high visibility areas.
        (1) Recorded location and date in the planning tool or locally prepared canvassing file.
        (2) Checked posters periodically for condition and replaced when necessary, or when new information indicates that a change in advertisement may produce better results.
      b. Stocked high visibility locations with RPI that advertise the area's popular AMEDD options.
        (1) Documented RPI type, quantity placed, location and date.
        (2) Checked RPI racks frequently to determine use (brochures) and replenished with new or different types as necessary.
        (3) Used the small (two or three page) RPI instead of the larger "brochure" type. The smaller RPI stimulate curiosity and generate calls to recruiters. Used the large brochure type as evidence in the sales presentation or for use in providing information to COI/VIP during presentations.
      c. Explained the benefits of being an AMEDD officer to people of all ages, backgrounds, and occupations.
      d. Structured the canvassing effort to include the potentially large volume of shift workers in health care.
      e. Established a predictable canvassing pattern/routine to enhance lead generation, (ie He's usually here Tuesday afternoons at......).

3. Made visits and provided business cards at all appropriate locations and began COI/VIP development as indicated.	____	____

Performance Measures   **GO**   **NO GO**
      a. Hospitals and health care clinics.
      b. Community clubs, groups, and civic organizations.
      c. Local government offices and CASAs.
      d. Dental and Veterinary clinics.
      e. Radio and television stations.
      f. Any other establishments with the potential to influence the marker or
         provide referrals.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                                  USAREC PAM 350-7
                                                USAREC REG 350-6
                                                USAREC REG 601-37

Conduct an AMEDD Sales Presentation
805B-79R-4412

Conditions: Given a requirement to conduct an AMEDD sales presentation and access to:

a. USAREC Reg 601-37
b. USAREC Pam 350-7
c. Recruiter workstation with Leads and Reports System and AMEDD Sales software installed, and CD set
d. Standard office supplies and equipment
e. Recruiter Publicity Items
f. Prospect

Standards: Correctly perform an AMEDD sales presentation.

Performance Steps

1. Perform pre-sales preparation steps.
    a. Use blueprint information from the RWS
    b. Analyze blueprint information to mentally prepare appropriate rapport-building compliments or comments
    c. Identify the prospect's possible needs and interests and formulate a sales strategy.
    d. Consider possible objections that might arise, and developed multiple approaches to handle them.
    e. Research prospect's interest areas.
    f. Check personal appearance
    g. Identify the appropriate sales aids and packet preparation needs
        (1) Make available all TEAMS RPI's to react to any DBM or objection.
        (2) Carry interest-creating magazines that highlighted Army units/equipment and strong prospect testimonials.
        (3) Maintain a list of common Army web site addresses

2. Establish and maintain rapport and credibility to the extent that the prospect and recruiter were comfortable.
    a. Meet prospect with a personal introduction and a welcoming smile.
    b. Use some or all elements of MRACESING (Mystery | Referral | Appeal To A Need | Compliment | Exhibit | Startling Statement | Idea | Name | Gift). Engaged in light conversation about the prospect (personal information obtained through blueprinting)
    c. Transition from rapport to probing needs and interests using the puzzle screen.

3. Determine the prospect's needs and interests.
    a. Confirm area of interest from initial contact.
    b. Determine specialty interest if applicable.
    c. Determine where prospect would like to serve or attend school.
    d. Determine prospect's future career goals.
    e. Determine additional buying motive, if any.
    f. Transition into Determining Qualification.

4. Determine the prospect's qualifications.
    a. Introduce the Privacy Act statement.
    b. Use questioning techniques for APPLESMMDT to ascertain prospect's eligibility.
    c. Tell the prospect his/her eligibility, minimum pay grade, and Waiver status if necessary.
    d. If disqualified, tactfully inform the prospect and ask for referrals.
    e. Review and summarize the buying motives in order from most important to least.

5. Present appropriately tailored features and benefits.

Performance Steps
    a. Present the prospect with a FACT statement about an Army AMEDD programs that match their buying motives.
    b. Present evidence for the FACT that was just stated
        (1) Multimedia video segment.
        (2) RPI's.
        (3) Pay Charts
        (4) Pictures
        (5) Other items that support the interview (personal materials like diplomas, tuition assistance forms, etc)
        (6) Invite the prospect to relax and then create a visual word picture placing the prospect in a favorable situation in the Army achieving their career goals.
        (7) Ask if the prospect agrees that the Army's AMEDD program (FACT) would help them achieve their goals (WHAT).

  6. Handle concerns or objections.
    a. Ask prospect what concerns would prevent submitting an application for appointment.
    b. Handle the concern or objection by clarifying misperception through presentation of facts.

  7. Close by asking the prospect to accept a commission in the Army Medical Department using any of a number of closing techniques.
    a. Single-question close.
    b. Two choice close.
    c. Already commissioned close.
    d. Contingency close.
    e. Other reasonable technique.
Note: Money will always be shown to the prospect during a sales presentation prior to processing or scheduling. If money is not a BM, then it will be shown after selling the DBM and only the FACT and Evidence will be covered. If money is a BM, then sell money in the normal way with a complete FEBWA

  8. Initiate Processing Procedures.
    a. Clearly explain all processing procedures/and required documents.
    b. Schedule MEPS Physical.

  9. Solicit referrals and schedule follow-up appointment.

  10. Record/Enter all information obtained into the Recruiter Workstation (RWS) for review by the Station Commander.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Performed pre-sales preparation steps.	___	___

    a. Used blueprint information from the RWS
    b. Analyzed blueprint information to mentally prepare appropriate rapport-building compliments or comments
    c. Identified the prospect's possible needs and interests and formulated a sales strategy.
    d. Considered possible objections that might arise, and developed multiple approaches to handle them.
    e. Researched prospect's interest areas.
    f. Checked personal appearance
    g. Identified the appropriate sales aids and packet preparation needs
        (1) Make available all TEAMS RPI's to react to any DBM or objection.
        (2) Carry interest-creating magazines that highlighted Army units/equipment and strong prospect testimonials.

Performance Measures	**GO**	**NO GO**

       (3) Maintain a list of common Army web site addresses.

2. Established and maintained rapport and credibility to the extent that the prospect   ――   ――
and recruiter were comfortable.
    a. Met prospect with a personal introduction and a welcoming smile.
    b. Used some or all elements of MRACESING (Mystery | Referral | Appeal To
       A Need | Compliment | Exhibit | Startling Statement | Idea | Name | Gift).
       Engaged in light conversation about the prospect (personal information
       obtained through blueprinting)
    c. Transitioned from rapport to probing needs and interests using the puzzle
       screen.

3. Determined the prospect's needs and interests.   ――   ――
    a. Confirmed area of interest from initial contact.
    b. Determined the specialty interest if applicable.
    c. Determined where prospect would like to serve or attend school.
    d. Determined prospect's future career goals.
    e. Determined additional buying motive.
    f. Transitioned into determining qualification.

4. Determined the prospect's qualifications.   ――   ――
    a. Introduced the Privacy Act statement.
    b. Used questioning techniques for APPLESMMDT to ascertain prospect's
       eligibility.
    c. Told the prospect his/her eligibility, minimum pay grade, and waiver status if
       necessary.
    d. If disqualified, tactfully informed the prospect and asked for referrals.
    e. Reviewed and summarized the buying motives in order from most important
       to least.

5. Presented appropriately tailored features and benefits.   ――   ――
    a. Presented the prospect with a FACT statements about Army AMEDD
       programs that matched their buying motives.
    b. Presented evidence for the FACT that was just stated
       (1) Multimedia video segment
       (2) RPI's.
       (3) Pay Charts
       (4) Pictures
       (5) Other items that support the interview (personal materials like diplomas,
          tuition assistance forms, etc)
    c. Invited the prospect to relax and then created a visual word picture placing
       the prospect in a favorable situation using the Army to get their "What" for
       this BM.
    d. Asked if the prospect agreed that the Army's AMEDD program (FACT) would
       help them achieve their goals (WHAT).

6. Handled conderns or objection.   ――   ――
    a. Asked prospect what concerns would prevent submitting an application for
       appointment.
    b. Handled the concern or objection by clarifying misperception through
       presentation of facts.

7. Closed by asking the prospect to accept a commission in the Army medical   ――   ――
department using any of a number of closing techniques.
    a. Single-question close.
    b. Two choice close.
    c. Already commissioned close.

Performance Measures   **GO**   **NO GO**

      d. Contingency close.

      e. Other reasonable technique.

Note: Money will always be shown to the prospect during a sales presentation prior to processing or scheduling. If money is not a BM, then it will be shown after selling the DBM and only the FACT and Evidence will be covered. If money is a BM, then sell money in the normal way with a complete FEBA

  8. Initiated processing procedures.   ——   ——

      a. Clearly explained all processing procedures/and required documents.

      b. Scheduled MEPS physical.

  9. Solicited referrals and scheduled follow-up appointment   ——   ——

  10. Recorded/entered all information obtained into the Recruiter Workstation (RWS)   ——   ——
      for review by the Station Commander.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                                    USAREC PAM 350-7
                                                  USAREC REG 601-37

Determine AMEDD Applicant Eligibility
805B-79R-4413

Conditions: You are an Army Health Care Recruiter assigned to a Health Care Recruiting Team. You are to determine the eligibility of an applicant based on his or her projected Area of Concentration (AOC), desired AMEDD program, and basic eligibility criteria. You have access to:

a. USAREC Reg 601-37
b. USAREC Reg 601-105
c. Source documents to verify the applicant's birth, citizenship, or prior service
d. Recruiter Workstation preloaded with Leads and Reports System (LRS) Software

Standards: Determine if a given applicant meets the requirements for appointment based on the following criteria: licensure, work experience, malpractice, age, law, physical qualifications, prior service and education.

Performance Steps

1. Determine the applicant's age.
    a. Verify applicant's citizenship via birth certificate or citizenship documents.
    b. Verify date and place of birth via birth certificate or citizenship documents

2. Determine if the applicant had Prior Military Service.
    a. Determine which service the applicant served in.
    b. Verify prior service using DD 214, NGB 22 (National Guard),or DD 215
    c. Request prior service records using SF 180
    d. Submit FL 142 if none of the above are available at initial process.

3. Determine the applicant's physical qualifications.
    a. Determine if the applicant has ever been or currently is under the care of a physician.
    b. Determine if the applicant has ever taken or is currently taking any medications.
    c. Determine if the applicant has ever used or experimented with illegal drugs
    d. Determine if the applicant has a history of or has ever been treated for a psychological disorder.
    e. Determine if the applicant has ever had a broken bone.
     f. Determine if the applicant has ever been treated for alcohol/drug addiction or abuse.
    g. Determine applicant's height and weight and his/her compliance with the standards in AR 600-9.
    h. Determine if the applicant has any tattoos.
     i. Determine if applicant has ever had any surgery
     j. Determine if the applicant has ever had asthma/allergies.

4. Determine if the applicant has committed any law violations.
    a. Determine if the applicant has ever been arrested, cited, charged, held, convicted or detained.
    b. Determine if the applicant has ever had any charges dropped, dismissed, expunged, sealed from the record, or has been found not guilty of a charge.

5. Determine the applicant's Education level.
    a. Determine what college the applicant is enrolled in, if any.
    b. Determine if the applicant possesses a post-secondary degree or multiple degrees.

6. Determine applicant's eligibility for specific AMEDD programs
    a. For direct accession applicants who are already fully qualified in their profession, to include applicants who are in their final year of studies, determine eligibility IAW USAREC Reg 601-37, Section V Eligibility, 5-16 - 5-26.
    b. For applicants interested in any Regular Army or Army Reserve Incentive programs, determine eligibility IAW USAREC Reg 601-37, AR 135-7.

Performance Steps
      c. For Health Professions Scholarship Program (HPSP) applicants, determine eligibility IAW USAREC Reg 601-105.

  7. Determined the applicant's age.
      a. Verified applicant's citizenship via birth certificate or citizenship documents
      b. Verified date and place of birth via birth certificate or citizenship documents

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**

1. Determined the applicant's age
    a. Verified applicant's citizenship via birth certificate or citizenship documents.
    b. Verified date and place of birth via birth certificate or citizenship documents
	——	——

2. Determined if the applicant had Prior Military Service
    a. Determined which service the applicant served in.
    b. Verified prior service using DD 214, NGB 22 (National Guard), DD 215 Requested prior service records using SF 180
    c. Submitted SF 142 if applicable.
	——	——

3. Determined the applicant's physical qualifications.
    a. Determined if the applicant has ever been or currently is under the care of a physician.
    b. Determined if the applicant has ever taken or is currently taking any medications.
    c. Determined if the applicant has ever used or experimented with illegal drugs
    d. Determined if the applicant has a history of or has ever been treated for a psychological disorder.
    e. Determined if the applicant has ever had a broken bone.
    f. Determined is the applicant has ever been treated for alcohol/drug addiction or abuse.
    g. Determined applicant's height and weight and his/her compliance with the standards in AR 600-9.
    h. Determined if the applicant has any tattoos.
    i. Determined if the applicant ever had surgery.
    j. Determined if the applicant has ever had or has asthma/allergies.
	——	——

4. Determined if the applicant has committed any law violations.
    a. Determined if the applicant has ever been arrested, cited, charged, held, convicted or detained.
    b. Determined if the applicant has ever had any charges dropped, dismissed, expunged, sealed from the record, or has been found not guilty of a charge.
	——	——

5. Determined the applicant's Education level.
    a. Determined what college the applicant is enrolled in, if any.
    b. Determined if the applicant possesses a post-secondary degree or multiple degrees.
	——	——

6. Determined applicant's eligibility for specific AMEDD programs	——	——

Performance Measures   **GO**   **NO GO**

   a. For direct accession applicants who are already fully qualified in their AOC,
      to include applicants who are in their final year of studies, determine
      eligibility IAW USAREC Reg 601-37, Section V Eligibility, 5-16 - 5-26. For
      applicants interested in incentive programs such as the Financial Assistance
      Program (FAP), Specialized Training Assistance Program (STRAP), Clinical
      Psychology Internship Program (CPIP), the U.S. Army Baylor University
      Program in Physical Therapy, the Occupational Therapy Internship, the
      Dietetic Internship, Long-term Health Education and Training Nurse
      Anesthesia Program.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
                                                    USAREC REG 601-105
                                                    USAREC REG 601-37

Prepare an AMEDD Application Packet
805B-79R-4414

Conditions: Given an applicant for appointment in the US Army Medical Department (AMEDD) with or without concurrent call to active duty and access to:

a. USAREC 601-37
b. USAREC 601-105
c. DA, DD, MEPCOM, SF and USAREC Forms
d. Standard office equipment and supplies
e. A recruiter work station with the Leads and Reports System software installed
f. Applicant source documents

Standards: Prepare an error free AMEDD application packet.

Performance Steps

1. Provide applicant with an application USAREC 658 worksheet.

2. Obtain appropriate source documents from the applicant IAW USAREC Regulation 601-37 and operational changes.

3. Perform prime-source verification of licensure, insurance, education completion and clinical privileges.

4. Request information from outside sources.
  a. Submit National Practitioner Databank Search (USAREC Fm 1119).
  b. Submit request for Prior Service Records (SF 180).
  c. Request Letters of Recommendation (USAREC Fm 195).

5. Update applicant record utilizing the AMEDD Application Worksheet (USAREC Fm 658-R-E) completed by the applicant.
  a. Turn on and log into the Recruiter Workstation.
  b. Open and log into the Leads and Reports System software.
  c. Open applicant record.
  d. Access the ARISS-RWS tab.
  e. Complete administration tab.
  f. Complete screening tab.
  g. Complete personal tab.
  h. Complete background tab.
  i. Complete family tab.
  j. Complete program tab.
  k. Complete professional tab.
  l. Complete military information tab.
  m. Access the EPSQ tab and complete the EPSQ process of validation, printing a security clearance application, and create a disk to send with the application packet.
  n. Print required documents IAW appropriate AMEDD Appointment Application Checklist (USAREC Fm 1213 thru 1219).
    (1) Access the ARISS-RWS tab.
    (2) Access the packet preparation tab then open the forms and documents tab.
    (3) Complete the forms and document tab and click on the print icon.
    (4) Close file and click on Replicate/Project (follow screen directions).
    (5) Exit Leads and Reports System software.

6. Prepare required documents IAW appropriate AMEDD Appointment Application Checklist (USAREC Fm 1213 thru 1219) that were not created by Leads and Reports System software.

Performance Steps

7. Review application with applicant.

8. Witness applicant signature on applicable forms.

9. Make required copies of application documents IAW appropriate AMEDD Appointment Application Checklist (USAREC Fm 1213 thru 1219).

10. Assemble documents IAW appropriate AMEDD Appointment Application Checklist (USAREC Fm 1213 thru 1219).

11. Place application in applicable Career Management Information File (CMIF).

12. Submit application to Station Commander for Quality Control (QC).

13. Receive application packet from Station Commander and make corrections as necessary.

14. Submit application to HQ, USAREC, ATTENTION: Health Services (Applicable Branch) 1307 Third Avenue, Fort Knox, KY 40121.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Provided applicant with an application USAREC 658 worksheet.	——	——
2. Obtained appropriate source documents from the applicant IAW USAREC Regulation 601-37 and operational changes.	——	——
3. Performed prime-source verification of licensure, insurance, education completion and clinical privileges.	——	——
4. Requested information from outside sources.	——	——

    a. Submitted National Practitioner Databank Search (USAREC Fm 1119).
    b. Submitted request for Prior Service Records (SF 180).
    c. Requested Letters of Recommendation (USAREC Fm 195).

5. Updated applicant record utilizing the AMEDD Application Worksheet (USAREC Fm 658-R-E) completed by the applicant.	——	——

    a. Turned on and logged into the Recruiter Workstation.
    b. Opened and logged into the Leads and Reports System software.
    c. Opened applicant record.
    d. Accessed the ARISS-RWS tab.
    e. Completed administration tab.
    f. Completed screening tab.
    g. Completed personal tab.
    h. Completed background tab.
    i. Completed family tab.
    j. Completed program tab.
    k. Completed professional tab.
    l. Completed military information tab.
    m. Accessed the EPSQ tab and completed the EPSQ process of validation, printed a security clearance application, and created a disk to send with the application packet.
    n. Printed required documents IAW appropriate AMEDD Appointment Application Checklist (USAREC Fm 1213 thru 1219).
      (1) Accessed the ARISS-RWS tab.

Performance Measures	**GO**	**NO GO**

    (2) Accessed the packet preparation tab then opened the forms and documents tab.

    (3) Completed the forms and document tab and clicked on the print icon.

    (4) Closed file and clicked on Replicate/Project.

    (5) Exited Leads and Reports System software.

6. Prepared required documents IAW appropriate AMEDD Appointment Application Checklist (USAREC Fm 1213 thru 1219) that were not created by Leads and Reports System software.   —— ——

7. Reviewed application with applicant.   —— ——

8. Witnessed applicant signature on applicable forms.   —— ——

9. Made required copies of application documents IAW appropriate AMEDD Appointment Application Checklist (USAREC Fm 1213 thru 1219).   —— ——

10. Assembled documents IAW appropriate AMEDD Appointment Application Checklist (USAREC Fm 1213 thru 1219).   —— ——

11. Placed application in applicable Career Management Information File (CMIF).   —— ——

12. Submitted application to Station Commander for Quality Control (QC).   —— ——

13. Received application packet from Station Commander and made corrections as necessary.   —— ——

14. Submitted application to HQ, USAREC, ATTENTION: Health Services (Applicable Branch) 1307 Third Avenue, Fort Knox, KY 40121.   —— ——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	**Related**
USAREC REG 601-105	
USAREC REG 601-37	

Perform Sustainment of AMEDD Selects
805B-79R-4416

Conditions: Given an AMEDD officer who has been selected for appointment and is pending accession and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Reg 601-37
c. Standard office supplies and equipment

Standards: Sustain AMEDD applicants from selection to accession.

Performance Steps

1. Determine sustainment procedures for the following:
    a. Directs - once every 30 days and twice a week 30 days prior to OBC attendance.
    b. Students - semi annually.
    c. Educational Delays - semi annually.
    d. Army Reserve - once a month until orders arrive, then HCR will take officer to first drill and provide Provider Credential File to TPU administrator.

2. Verify the AMEDD Officer is prepared for proceeding to unit of assignment.
    a. Schedules transportation briefing, uniform purchases, and OBC brief.
    b. Verify that the officer has all current licenses needed and a valid physical prior to departure for their duty station or OBC.
    c. Assist select in obtaining a military Identification Card
    d. Coordinate DEERS enrollment for the select.

3. Process an applicant who decides to decline.
    a. Re-sell applicant on his decision on joining the Army.
    b. Inform the chain of command of the declination.
    c. Forward the declination letter provided by the applicant.
    d. Inform the applicant that they have to wait one year before reapplying.

4. Prepare the AMEDD select for overseas assignment.
    a. Coordinate the place and date of processing at a stateside Army post.
    b. Coordinate the shipment of Household Goods and privately owned vehicles at the closest military installation.
    c. Coordinate with the closest military installation to process dependants for "no fee" passports.
    d. Assist select in obtaining a military Identification Card
    e. Coordinate DEERS enrollment for the select.

5. Prepare AMEDD selects for initial assignment to Fort Sam Houston.
    a. Inform the applicant that they will be on a non-TDY status.
    b. Provide the applicant phone number for the guesthouse.
    c. Inform applicant on the guidelines for house hunting that they will not be reimbursed for housing, food, etc., for the days prior to the OBC start date.

6. Identify Educational Delay and HPSP officers who are transferring to or from your area.
    a. Transfer sustainment responsibility for Education Delay and HPSP officers who are moving outside the recruiting station area by completing USAREC Form 991-A and forwarding to Detachment headquarters.
    b. Assume sustainment responsibility for Education Delay and HPSP officers who are moving into the recruiting station area.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures   **GO**   **NO GO**

   1. Determined sustainment procedures for the following: ——   ——
      a. Directs - once every 30 days and twice a week 30 days prior to OBC
         attendance.
      b. Students - semi annually.
      c. Educational Delays - semi annually.
      d. Army Reserve - once a month until orders arrive, then HCR will take officer
         to first drill and provide Provider Credential File to TPU administrator.

   2. Verified the AMEDD Officer is prepared for proceeding to unit of assignment.   ——   ——
      a. Schedules transportation briefing, uniform purchases, and OBC brief
      b. Verified that the officer has all current licenses needed and a valid physical
         prior to departure for their duty station or OBC.

   3. Processed an applicant who decides to decline.   ——   ——
      a. Re-sold applicant on his decision on joining the Army.
      b. Informed the chain of command of the declination.
      c. Forwarded the declination letter provided by the applicant.
      d. Informed the applicant that they have to wait one year before reapplying.

   4. Prepared the AMEDD select for overseas assignment.   ——   ——
      a. Coordinated the place and date of processing at a stateside Army post.
      b. Coordinated the shipment of Household Goods and privately owned vehicles
         at the closest military installation.
      c. Coordinated with the closest military installation to process dependants for
         "no fee" passports.
      d. Screened AMEDD selects for Exceptional Family Members

   5. Prepared AMEDD selects for initial assignment to Fort Sam Houston.   ——   ——
      a. Inform the applicant that they will be on a non-TDY status.
      b. Provided the applicant phone number for the guesthouse.
      c. Informed applicant on the guidelines for house hunting that they will not be
         reimbursed for housing, food, etc., for the days prior to the OBC start date.

   6. Identified Educational Delay and HPSP officers who are transferring to or from   ——   ——
      your area.
      a. Transfer sustainment responsibility for Education Delay and HPSP officers
         who are moving outside the recruiting station area by completing USAREC
         Form 991-A and forwarding to Detachment headquarters.
      b. Assumed sustainment responsibility for Education Delay and HPSP officers
         who are moving into the recruiting station area.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                        USAREC REG 601-37

Create an AMEDD Automated Applicant Record
805B-79R-4417

Conditions: Given a requirement to create a new AMEDD automated applicant record and access to:

a. USAREC Reg 350-6
b. USAREC Reg 601-37
c. USAREC Reg 601-105
d. Recruiter Workstation with ARISS-RWS Leads-Reports System software installed
e. Standard office supplies and equipment

Standards: Properly complete automated record of an individual utilizing the ARISS-RWS Leads-reports system.

Performance Steps

1. Create an AMEDD lead record.
    a. Turn on and log into the Recruiter Workstation.
    b. Open and log into the ARISS-RWS Leads-Reports System software.
    c. Utilize find screen to determine if record may already exist.
    d. Click File, New, AMEDD, Lead to open the Lead Record Screen.
    e. At a minimum enter the lead's Name, Address or Phone Number, and Lead Source. Save the record. (Click File, Save)
    f. Click on the ARISS-RWS tab and click the plus (+) next to the ADMINISTRATION folder.
    g. Select the Contact History tab and properly complete appropriate data. Status of individual must be as a Lead. Save the data.

2. Update the lead record once the lead is contacted.
    a. Complete steps a & b above as listed in 1 above.
    b. Utilize Find Screen to access applicant record.
    c. Click on the ARISS-RWS tab and click the plus (+) next to the ADMINISTRATION folder.
    d. Select Lead Record and complete any fields not completed.
    e. Select Prequalification tab and complete any fields not previously completed.
    f. Select the Contact History tab.
    g. Update the record to reflect the results of the contact and next action.
NOTE: Lead will automatically change to a prospect if the next action is initial interview.
    h. Save data and close record.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Created a lead record.	____	____
a. Turned on and logged into the Recruiter Workstation.		
b. Opened and logged into the Leads and Reports System software.		
c. Created a new Lead Record.		
d. Completed the contact history tab (located under the ARISS-RWS tab under the Administration tab).		
e. Completed the Prequalification tab.		
f. Closed and saved the new lead record.		
2. Updated the lead record once the lead was contacted.	____	____
a. Turned on and logged into the Recruiter Workstation Leads and Reports System software .		
b. Utilized find screen to access applicant record.		

Performance Measures   **GO**   **NO GO**

    c. Clicked on the ARISS-RWS tab and clicked the plus (+) next to the
       ADMINISTRATION folder.

    d. Selected Lead Record and completed any fields not previously completed.

    e. Selected Prequalification tab and completed any fields not previously
       completed.

    f. Selected the Contact History tab.

    g. Updated the record to reflect the results of the contact and next action.

    h. Saved the data and closed the record.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                                 USAREC REG 350-6
                                               USAREC REG 601-105
                                               USAREC REG 601-37

Perform Replication as an AMEDD Recruiter
805B-79R-4418

Conditions: Given a requirement to replicate a minimum of twice a day and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Reg 350-6 Appendix I
c. Modem
d. Telephone line
e. PKI disk (Public Key Info-structure)

Standards: Complete replication process IAW USAREC 350-6, Appendix I.

Performance Steps

1. Turn on and log onto the Recruiter Workstation.

2. Click on Dial-up-Network icon.
    a. Click on on ISP.
    b. Insert PKI Disk and click Dial button.
    c. Enter user ID and Password and click OK.

3. Verify and secure tunnel through (VPN)
    a. Right click on "Permit/Client" icon at the bottom right screen toolbar.
    b. Click on the Disable button.
    c. Right click again on "Permit/Client" icon at the bottom right screen toolbar.
    d. Click on Login User button
    e. Click on Browse button.
     f. Select "DOD ID Certificate".
    g. Enter password.
    h. Click on OK button.
     i. Verify secure tunnel by having a bordered "Permit/Client" icon.

4. Access the Leads and Reports System software

5. Replicate.
    a. Click on file.
    b. Click on Replicate/Project.
    c. Click on Replicate only button.
    d. Click on OK button after reading prompted message screen.
    e. Click on close button which will complete the replication process.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Turned on and logged into the Recruiter Workstation.	——	——
2. Clicked on Dial-up-Network icon.	——	——
a. Clicked on on ISP.		
b. Inserted PKI Disk and clicked Dial button.		
c. Entered user ID and Password and clicked OK.		
3. Verified and secured tunnel through (VPN)	——	——
a. Right clicked on "Permit/Client" icon at the bottom right screen toolbar.		
b. Clicked on the Disable button.		
c. Right clicked again on "Permit/Client" icon at the bottom right screen toolbar.		

Performance Measures   **GO**   **NO GO**

      d. Clicked on Login User button.
      e. Clicked on Browse button.
      f. Selected "DOD ID Certificate".
      g. Entered password.
      h. Clicked on OK button.
      i. Verified secure tunnel by having a bordered "Permit/Client" icon.

  4. Accessed the Leads and Reports System software   ____   ____

  5. Replicated.   ____   ____
      a. Clicked on file.
      b. Clicked on Replicate/Project.
      c. Clicked on Replicate only button.
      d. Clicked on OK button after reading prompted message screen.
      e. Clicked on OK button after reading prompted message screen.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                          USAREC REG 350-6

Maintain AMEDD Automated Lead Refinement list
805B-79R-4419

Conditions: Given a requirement to maintain an AMEDD Automated Lead Refinement List (ALRL) and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. General office supplies and equipment
c. USAREC Reg 350-6
d. USAREC Reg 601-37
e. USAREC Reg 601-104
f. USAREC Reg 601-105
g. ARISS User's Manual

Standards: Correctly construct and update an AMEDD Automated LeadRefinement List.

Performance Steps

1. Log onto the Recruiter Workstation with user ID.

2. Open the ARISS-RWS Leads-Reports System software and log on with user ID.

3. Click on the ARISS-RWS tab.

4. Click the Miscellaneous tab.
    a. Select Create List, then select AMEDD list type.
    b. Open Search For window and select those parameters required for the list that is being created.
    c. Define the parameter as needed then click on Apply.
    d. Repeat steps b & c until all parameters needed have been defined
    e. Once all parameters defined, click OK.
    f. In the next pop-up screen select a type of list and name the list (If college list, ensure the year of graduation is present in the name.) Select Save.
    g. In the next pop-up screen select a type of list and name the list (If college list, ensure the year of graduation is present in the name.) Select Save.
    h. Double click on the record that is to be updated.
    i. Click Ariss RWS tab, Access the Administration tab, and update the contact history tab for that individual.
    j. Save record
    k. Close current record by selecting File, Close Record.
    l. Click on View List icon, the list will return. Select the next record to be updated.
    m. Close list by clicking the "x" in the top right side of the view list box when completed updating records.

5. Update records with a list that is already created.
    a. Complete steps 3, 4, 4a, and 4b above.
    b. Select desired list from the Saved Lists drop down field
    c. List will appear. Continue as in steps 4h-4l above.
    d. Close Leads and Reports System software.

6. Update ALRL with new records.
    a. No manual update is required.
    b. Records that fit parameters of the saved list are automatically added.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**

1. Logged onto the Recruiter Workstation with their user ID.   ——   ——

2. Opened the ARISS-RWS Leads-Reports System software and log on with user ID.   ——   ——

3. Clicked on the ARISS-RWS tab.   ——   ——

4. Clicked the Miscellaneous tab.   ——   ——
    a. Selected Create List, then selected AMEDD list type.
    b. Opened Search For window and selected those parameters required for the list that is being created.
    c. Defined the parameter as needed then clicked on Apply.
    d. Repeated steps b & c until all parameters needed have been defined.
    e. Once all parameters defined, clicked OK.
    f. In the pop-up screen selected Yes.
    g. In the next pop-up screen selected a type of list and name the list (If college list, ensured the year of graduation is present in the name) and saved the list.
    h. Double clicked on the record that is to be updated.
    i. Clicked on Ariss RWS tab, Selected the Administration tab and updated the contact history tab for that record.
    j. Saved record
    k. Closed current record.
    l. Clicked on View List icon. Selected the next record to be updated.
    m. Closed list by clicking the "x" in the top right side of the view list box when completed updating records.

5. Update records with a list that is already created.   ——   ——
    a. Completed steps 3, 4, 4a, and 4b above.
    b. Selected desired list from the Saved Lists drop down field
    c. Continued with steps 4h-4l above.
    d. Close Leads and Reports System software.

6. Update ALRL with new records.   ——   ——
    a. Stated that no manual update is required.
    b. Stated that records that fit parameters of the saved list are automatically added.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                              USAREC REG 350-6
                                              USAREC REG 601-104
                                              USAREC REG 601-105
                                              USAREC REG 601-37

Skill Level 4

Subject Area 2: Station Commander

Evaluate a Recruiter's Planning Strategy
805B-79R-4501

Conditions: You are a station commander of a recruiting station. Your recruiter must be given guidance on his planning guide based on their mission and your desired result. You also have access to:

a. USAREC Reg 350-6
b. USAREC Reg 350-7
c. FM 22-100
d. Lead Refinement Lists
e. COI/VIP
f. Planning Guide (Outlook Calendars can be used in addition to paper planners)
g. Recruiter Work Station (RWS)
h. School Folders
i. DEP/DTP Cards
j. UF 711
k. UF 635-B/UF 635-B-1
l. UR 601-95

Standards: Correctly perform all performance steps which will allow you to evaluate a recruiter's planning guide to ensure that planning and execution remains focused on professional relationship-building, recruiter skills development, and efforts that support the monthly, quarterly and annual missions by category.

Performance Steps

1. Review FM 22-100, paragraphs 5-41 through 5-49

2. Evaluate the long-range plan depicted in the yearly section of the planning guide/Outlook calendar for:
    a. Seasonal activities the recruiter must plan for and eventually incorporate into the mid-range and short-range plans
    b. Identification of activities that may impact the recruiter's time and lead generation potentialities

3. Evaluate the mid-range plan depicted in the monthly section of the planning guide/Outlook calendar to ensure:
    a. Shift of activities from the long-range plan to specific monthly dates
    b. Proper documentation and identification of activities that may impact the recruiter's time and lead generation potentialities

4. Evaluate the short-range plan depicted in the daily section of the planning guide/Outlook calendar for:
    a. Solid prospecting plans
    b. Effective execution of prospecting activities
    c. Established prospecting routines appropriate to the season and the market
    d. Thoughtful planning of school activities
    e. Amount of time spent prospecting or conducting appointments in all markets (Simultaneous Market Penetration)
    f. Excessive "dead" time

Performance Steps
g. Sufficiency of COI/VIP development and sustenance actions
h. Record of sound pre-call plan construction
i. Sufficiency of planned DEP/DTP maintenance and follow-up measures
j. Aggressive follow-up plans and effective execution of follow-up activities
k. DPR is scheduled and planned with Station Commander

5. Verify that the recruiter uses a 6-week planning cycle by ensuring:
  a. Preparation of the upcoming month's calendar by T-2 in the monthly (mid-range) section of the planning guide/Outlook calendar. Check to see that the recruiter clearly documents the following:
    (1) Holidays, time-off, training events, etc.
    (2) Planned school events, DEP functions, TAIR, COI, and known processing events
    (3) Weekly MAP requirements (AM/AC) in the calendar margin
    (4) A proportionate mix of lead sources and prospecting methods (including names of LRLs) for each prospecting session prior to the start of T-2 (based on monthly, quarterly, and annual mission considerations)
    (5) Pre-planned prospecting sessions for each day of the upcoming RSM prior to the start of the RSM
  b. Confirm that the recruiter considers the 6-week plan a "contract" with the station commander.

6. Verify that the recruiter adjusts the 6-week plan before each week begins by ensuring:
  a. Finalization of the upcoming week's plan between Friday afternoon and Monday morning (before work call) in the monthly and daily sections of the planning guide/Outlook calendar. Check to see that the recruiter clearly documents the following:
    (1) Initial and follow-up sales presentations scheduled for the upcoming week
    (2) DEP/DTP tutorials and follow-up activities scheduled for the upcoming week
    (3) MEPS run(s) and other testing/processing down time for the upcoming week
    (4) School visits and COI activities scheduled or changed after initial completion of the 6-week calendar
    (5) Planned PT sessions and other known absences scheduled or changed after initial completion of the 6-week calendar
    (6) Number of hours available each day for prospecting
    (7) Time for planning each prospecting session (pre-call plan construction)
    (8) Time for planning, reflection, and adjustment of next week's plan (one week in advance)
  b. That the refined weekly plan includes at least one session of self-development and professional relationship-building with DEP/DTP, COI/VIP, and school/college officials or faculty members
  c. That the refined weekly plan calls for professional relationship-building with leads, prospects and applicants, and integrates previous MAP accomplishments from the bottom up (floor-to-appointment made) as follows:
    (1) Review RPMS/SPMS and build a list of all applicants that have "floored" but not yet contracted (last 24 months):
      (a) Map a follow-up/sales strategy
      (b) Record follow-up data in daily section of the planning guide/Outlook calendar
    (2) Review RPMS/SPMS and build a list of all prospects/applicants that have passed the ASVAB by scoring 50 or higher (SASVAB included) but have not yet "floored" or contracted (last 24 months):
      (a) Map a follow-up/sales strategy
      (b) Prepare mail-outs (as appropriate)
      (c) Determine appropriate/attainable number for potential follow-up during the upcoming week
      (d) Record follow-up data in daily section of the planning guide/Outlook calendar
    (3) Review RPMS/SPMS and build a list of all prospects/applicants that have tested but did not pass (last 24 months). Map a follow-up/sales strategy and record as appropriate

Performance Steps

          (4) Review RPMS/SPMS and build a list of all prospects that declined testing but received a full sales presentation (last 12 months). Map a follow-up/sales strategy and record as appropriate

          (5) Review RPMS/SPMS and build a list of all leads that agreed to an appointment but never received a full sales presentation (last 12 months). Map a follow-up/sales strategy and record as appropriate.

  7. Verify that the recruiter gathered all possible information from the previous year's or previous recruiter's planning guide/Outlook calendar(s) and transferred information as necessary .

  8. Verify that the planning guide is filed in the station filing system for future reference on year's end.

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**
1. Reviewed FM 22-100, paragraphs 5-41 through 5-49	——	——

2. Evaluated the long-range plan depicted in the yearly section of the planning guide/Outlook calendar for:
  a. Seasonal activities the recruiter must plan for and eventually incorporate into the mid-range and short-range plans
  b. Identification of activities that may impact the recruiter's time and lead generation potentialities
	——	——

3. Evaluated the mid-range plan depicted in the monthly section of the planning guide/Outlook calendar to ensure:
  a. Shift of activities from the long-range plan to specific monthly dates
  b. Proper documentation and identification of activities that may impact the recruiter's time and lead generation potentialities
	——	——

4. Evaluated the short-range plan depicted in the daily section of the planning guide/Outlook calendar for:
  a. Solid prospecting plans
  b. Effective execution of prospecting activities
  c. Established prospecting routines appropriate to the season and the market
  d. Thoughtful planning of school activities
  e. Amount of time spent prospecting or conducting appointments in all markets (Simultaneous Market Penetration)
  f. Excessive "dead" time
  g. Sufficiency of COI/VIP development and sustenance actions
  h. Record of sound pre-call plan construction
  i. Sufficiency of planned DEP/DTP maintenance and follow-up measures
  j. Aggressive follow-up plans and effective execution of follow-up activities
  k. DPR was scheduled and planned with Station Commander
	——	——

5. Verified that the recruiter uses a 6-week planning cycle by ensuring:
  a. Preparation of the upcoming month's calendar by T-2 in the monthly (mid-range) section of the planning guide/Outlook calendar. Check to see that the recruiter clearly documents the following:
    (1) Holidays, time-off, training events, etc.
    (2) Planned school events, DEP functions, TAIR, COI, and known processing events
    (3) Weekly MAP requirements (AM/AC) in the calendar margin
	——	——

Performance Measures   **GO**   **NO GO**

  (4) A proportionate mix of lead sources and prospecting methods
   (including names of LRLs) for each prospecting session prior to the
   start of T-2 (based on monthly, quarterly, and annual mission
   considerations)
  (5) Pre-planned prospecting sessions for each day of the upcoming RSM
   prior to the start of the RSM
 b. Confirmed that the recruiter considers the 6-week plan a "contract" with the
  station commander.

6. Verified that the recruiter adjusts the 6-week plan before each week begins by   —— ——
 ensuring:
 a. Finalization of the upcoming week's plan between Friday afternoon and
  Monday morning (before work call) in the monthly and daily sections of the
  planning guide/Outlook calendar. Check to see that the recruiter clearly
  documents the following:
  (1) Initial and follow-up sales presentations scheduled for the upcoming
   week
  (2) DEP/DTP tutorials and follow-up activities scheduled for the upcoming
   week
  (3) MEPS run(s) and other testing/processing down time for the upcoming
   week
  (4) School visits and COI activities scheduled or changed after initial
   completion of the 6-week calendar
  (5) Planned PT sessions and other known absences scheduled or changed
   after initial completion of the 6-week calendar
  (6) Number of hours available each day for prospecting
  (7) Time for planning each prospecting session (pre-call plan construction)
  (8) Time for planning, reflection, and adjustment of next week's plan (one
   week in advance)
 b. That the refined weekly plan includes at least one session of self-
  development and professional relationship-building with DEP/DTP, COI/VIP,
  and school/college officials or faculty members
 c. That the refined weekly plan calls for professional relationship-building with
  leads, prospects and applicants, and integrates previous MAP
  accomplishments from the bottom up (floor-to-appointment made) as follows:
  (1) Reviewed RPMS/SPMS and build a list of all applicants that have
   "floored" but not yet contracted (last 24 months):
   (a) Map a follow-up/sales strategy
   (b) Recorded follow-up data in daily section of the planning
    guide/Outlook calendar
  (2) Reviewed RPMS/SPMS and build a list of all prospects/applicants that
   have passed the ASVAB by scoring 50 or higher (SASVAB included)
   but have not yet "floored" or contracted (last 24 months):
   (a) Map a follow-up/sales strategy
   (b) Prepared mail-outs (as appropriate)
   (c) Determined appropriate/attainable number for potential follow-up
    during the upcoming week
   (d) Recorded follow-up data in daily section of the planning
    guide/Outlook calendar
  (3) Reviewed RPMS/SPMS and build a list of all prospects/applicants that
   have tested but did not pass (last 24 months). Map a follow-up/sales
   strategy and record as appropriate
  (4) Reviewed RPMS/SPMS and build a list of all prospects that declined
   testing but received a full sales presentation (last 12 months). Map a
   follow-up/sales strategy and record as appropriate

Performance Measures	**GO**	**NO GO**

      (5) Reviewed RPMS/SPMS and build a list of all leads that agreed to an appointment but never received a full sales presentation (last 12 months). Mapped a follow-up/sales strategy and recorded as appropriate.

7. Verified that the recruiter gathered all possible information from the previous year's or previous recruiter's planning guide/Outlook calendar(s) and transferred information as necessary .   ——   ——

8. Verified that the planning guide is filed in the station filing system for future reference on year's end.   ——   ——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    FM 22-100
    USAREC REG 350-6
    USAREC REG 350-7

Evaluate Recruiter's High School Penetration Plan
805B-79R-4504

Conditions: You are a station commander assigned to a recruiting station. You have a recruiter assigned who is responsible for one or more schools, and have a need to improve or maintain the level of activity in the school, foster a positive working relationship with students and educators, and increase enlistments. You also have access to:

a. USAREC Reg 350-7
b. USAREC Reg 350-6
c. USAREC Pam 350-13
d. UF 446
e. UF 636
f. FM 22-100
g. Top Of The System Reports (TOS)
h. Planning Tools
i. Market Share report

Standards: Analyze the recruiter's plan to ensure that it details a method to increase visibilty, enhance production, and establish rapport with faculty and students. Soldier must correctly perform all performance steps.

Performance Steps

1. Verify all information found in the school folder by contacting the school to randomly check data including:
    a. School populations
    b. SASVAB testing information
    c. Directory information
    d. Restrictions

2. Evaluate past and present performance to determine whether:
    a. Enlistments this period are equal to, or greater than, current SY DEP/DTP goals and past performance
    b. Contacts this period are equal to or greater than regulatory milestones and past performance
    c. Involvement in school activities (coaching, teaching, volunteering, etc.) is greater than past involvement

3. Evaluate penetration activities to ensure the recruiter:
    a. Frequently participates in at least one regular school activity such as:
        (1) Assisting the marching band
        (2) Acting as assistant coach in a sports program
        (3) Volunteering in club activity (such as key club, booster club, etc.)
    b. Establishes numerous COI's other than counselors such as:
        (1) Teachers
        (2) Influential students
        (3) Registrar
        (4) Any other cooperative/supportive school employees
    c. Identifies all prior service faculty members and works to formulate close ties
    d. Obtains or constructs directory information
    e. Gathers school information and transfers directory and blueprinting data (as it becomes available throughout the SY) to LRLs from sources such as:
        (1) School newspapers (clip and save useful information about all students including underclassmen)
        (2) Bulletins with activities and the names of the participants
        (3) Flyers

Performance Steps

    (4) Local newspapers (weeklies, county papers, civic organization newsletters, etc.)
    (5) Sporting event calendars
    (6) Other sources (DEP/DTP, friendly students, school ring distributor, senior photographer, formal wear vendor, business directories, etc.)
   f. Attends school activities in uniform and prospects regularly at:
    (1) Sporting events
    (2) School plays
    (3) Fund raisers
    (4) Weekend trips (as a chaperone)
    (5) Any other activities that put the recruiter in touch with students and faculty on a regular basis
   g. Bases penetration plan on seasonality and contact milestones:
    (1) Contacts students using trimester approach
    (2) Researches local employment opportunities for graduating seniors and provides information to students during critical decision-making periods
    (3) Assists students with applications to ROTC, West Point and the preparatory academy
   h. Regularly makes presentations in class using films or videos such as:
    (1) RWS sales and DEP/DTP videos (appropriate to the class/subject matter)
    (2) Voter Registration
    (3) Take Charge
    (4) General Powell Speaks to Kids
    (5) Tough Decisions
    (6) Planning for Life
    (7) Concurrent Admissions Program
    (8) Army Values
    (9) The All Volunteer Army
    (10) A Day in the Life of a Soldier
    (11) Who is Today's Army?
    (12) The Army
    (13) Force XXI
    (14) Symbols of Excellence
    (15) A Salute to Military Courtesy
    (16) Adventure Van Videos
    (17) Co-Eds
    (18) MTV Visits the Army
    (19) Better Parenting
    (20) Partners in Education
    (21) ASVAB Interpretation

4. Evaluate the recruiter's lead generation activities to ensure:
  a. Participae in cafeteria table days (or similar activities) that generate additions to their LRL/RWS contact database
  b. Recruiters "canvass" the campus (when officials permit) to introduce themselves to seniors and lower classmen and add leads to their LRL/database
  c. Use of questionnaires, information cards, or similar tools to gather lead information during class presentations
  d. Immediate contact of students new to the school (transfers, relocations, etc.) that lack a strong peer network

5. Evaluate the recruiter's ability to properly use the School Folder as a backward-planning tool by verifying the following:
  a. A complete record of all school activities and a detailed description of the recruiter's participation in those activities
  b. Carefully planned future activities

Performance Steps

     c. Identification of key students, teachers and officials, and a thorough record of contact with these individuals

     d. Use of the school folder as a depository for comprehensive school information including newspapers, flyers, programs, directories, etc.

     e. Proper filing when the school year ends (in a manner that protects all internal documents for future planning and reference)

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**

1. Verified all information found in the school folder by contacting the school to randomly check data including:
   a. School populations
   b. SASVAB testing information
   c. Directory information
   d. Restrictions
	——	——

2. Evaluated past and present performance to determine whether:
   a. Enlistments this period are equal to, or greater than, current SY DEP/DTP goals and past performance
   b. Contacts this period are equal to or greater than regulatory milestones and past performance
   c. Involvement in school activities (coaching, teaching, volunteering, etc.) is greater than past involvement
	——	——

3. Evaluated penetration activities to ensure the recruiter:
   a. Frequently participates in at least one regular school activity such as:
      (1) Assisting the marching band
      (2) Acting as assistant coach in a sports program
      (3) Volunteering in club activity (such as key club, booster club, etc.)
   b. Established numerous COI's other than counselors such as:
      (1) Teachers
      (2) Influential students
      (3) Registrar
      (4) Any other cooperative/supportive school employees
   c. Identified all prior service faculty members and works to formulate close ties
   d. Obtained or constructs directory information
   e. Gathered school information and transfers directory and blueprinting data (as it becomes available throughout the SY) to LRLs from sources such as:
      (1) School newspapers (clip and save useful information about all students including underclassmen)
      (2) Bulletins with activities and the names of the participants
      (3) Flyers
      (4) Local newspapers (weeklies, county papers, civic organization newsletters, etc.)
      (5) Sporting event calendars
      (6) Other sources (DEP/DTP, friendly students, school ring distributor, senior photographer, formal wear vendor, business directories, etc.)
   f. Attended school activities in uniform and prospects regularly at:
      (1) Sporting events
      (2) School plays
      (3) Fund raisers
	——	——

Performance Measures   **GO**   **NO GO**

      (4) Weekend trips (as a chaperone)

      (5) Any other activities that put the recruiter in touch with students and faculty on a regular basis

  g. Based penetration plan on seasonality and contact milestones:

      (1) Contacted students using trimester approach

      (2) Researcheed local employment opportunities for graduating seniors and provides information to students during critical decision-making periods

      (3) Assisted students with applications to ROTC, West Point and the preparatory academy

  h. Regularly made presentations in class using films or videos such as:

      (1) RWS sales and DEP/DTP videos (appropriate to the class/subject matter)

      (2) Voter Registration

      (3) Take Charge

      (4) General Powell Speaks to Kids

      (5) Tough Decisions

      (6) Planning for Life

      (7) Concurrent Admissions Program

      (8) Army Values

      (9) The All Volunteer Army

      (10) A Day in the Life of a Soldier

      (11) Who is Today's Army?

      (12) The Army

      (13) Force XXI

      (14) Symbols of Excellence

      (15) A Salute to Military Courtesy

      (16) Adventure Van Videos

      (17) Co-Eds

      (18) MTV Visits the Army

      (19) Better Parenting

      (20) Partners in Education

      (21) ASVAB Interpretation

4. Evaluated the recruiter's lead generation activities to ensure: ——   ——

  a. Participated in cafeteria table days (or similar activities) that generated additions to their LRL/RWS contact database

  b. Recruiters "canvass" the campus (when officials permit) to introduce themselves to seniors and lower classmen and add leads to their LRL/database

  c. Used questionnaires, information cards, or similar tools to gather lead information during class presentations

  d. Immediate contact of students new to the school (transfers, relocations, etc.) that lack a strong peer network

5. Evaluated the recruiter's ability to properly use the School Folder as a backward-   ——   ——
planning tool by verifying the following:

  a. A completed record of all school activities and a detailed description of the recruiter's participation in those activities

  b. Carefully planned future activities

  c. Identified key students, teachers and officials, and a thorough record of contact with these individuals

  d. Used the school folder as a depository for comprehensive school information including newspapers, flyers, programs, directories, etc.

Performance Measures   **GO**   **NO GO**

    e. Proper filing when the school year ends (in a manner that protects all internal
       documents for future planning and reference)

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO
GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction,
should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who
experience major difficulties in task performance.

References
    Required   **Related**
    FM 22-100
    USAREC REG 350-6
    USAREC REG 350-7

Evaluate Recruiter's College Penetration Plan
805B-79R-4507

Conditions: You are assigned as a station commander in a recruiting station. You have one or more post-secondary schools and must evaluate the recruiter's relationships with the staff and faculty. You have access to:

a. USAREC Pam 350-7
b. USAREC Reg 350-6
c. USAREC Reg 350-7
d. Post Secondary Penetration Plan for Recruiters
e. USAREC Form 446
f. USAREC Form 636
g. Market Share Reports
h. Recruiters Planning tool
i. USAREC Reg 601-104

Standards: Correctly perform all performance steps which will enable you to evaluate a college recruiting program that increases enlistments, improves post-secondary recruiting skills, establishes routine recruiter participation in college events, and forms the basis for a solid relationship with administrators and students.

Performance Steps

1. Evaluate the recruiters contact with people in the following departments for the purposes indicated:
    a. ROTC:
        (1) Uses cooperative ROTC department personnel, regardless of military branch, to assist in penetrating both host and extension colleges
        (2) Works closely with the ROTC department to gain insight and orientation to the campus and to plan joint activities
        (3) Schedules joint visits at hard-to-penetrate high schools with an Army ROTC representative and present officer and enlisted career opportunities
        (4) Obtains ROTC stop-out lists quarterly.
    b. Office of Admissions:
        (1) Confirms 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.
        (2) Offers the Concurrent Admissions Program (CONAP) as a potential source of new students when initiating and maintaining contact with this office
    c. Registrars:
        (1) Class schedules and registration process
        (2) Stop-out cycle (students dropping out of school)
        (3) Official transcripts
        (4) Student directory information IAW the Solomon Amendment
    d. Financial Aid Office:
        (1) Advisors visit high schools 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
        (2) Entrance/Exit briefing for students who receive financial aid provide an excellent opportunity to present Army opportunities, especially the loan repayment program
        (3) Offer the LRP as a means to potentially lower the school's student loan default rate
    e. Career Planning/Placement Office:
        (1) Post USAR job vacancies list
        (2) Initiation/scheduling of table days
        (3) Career fair information

Performance Steps
        (4) RPI rack placement
        (5) Space to conduct sales presentations on campus
   f. Office of Advisement/Counseling:
        (1) Cultivate faculty advisors as Centers of Influence (COI) to help communicate information about the Army
        (2) Counseling office works closely with HS Counselors
  g. Student Affairs Office:
        (1) Bookstore may sell a campus student directory (list)
        (2) Information about campus-based clubs and organizations
        (3) Table days
        (4) Rules and regulations for posting RPIs
  h. Public Information/Public Affairs:
        (1) Newspapers--ad rates, interviews, articles on veterans, etc.
        (2) Radio/TV--public service announcements and planned/A&PA approved interviews
   i. Veterans Affairs Office:
        (1) Establish contact with veterans (students and faculty)
        (2) Source of information on supportive faculty/administrators
        (3) Potential Prior Service enlistments
   j. Athletic Department:
        (1) Source of candidates for the World Class Athlete program
        (2) Athlete stop-outs

2. Evaluate recruiters strategy for developing the recruiting effort in post-secondary schools:
  a. Encourages those students who are dropping out, looking for a part-time job, or graduating to consider joining the Army by:
        (1) Placing literature (RPIs, posters, etc.) and requesting adequate advertising through the battalion staff
        (2) Participating in campus career days and job fairs
        (3) Coordinating mailings to students about Army opportunities
        (4) Making presentations to student clubs, fraternities, sororities, and other groups
  b. Becoming well-versed in the use of college terms
  c. Maintaining a college folder (UF 446), college catalog, schedules, and newspapers
  d. Inviting college administrators to give a presentation about their school at company training events
  e. Promoting college attendance by military personnel (DEP/DTP, recruiters, TPU members, military spouses, etc.)
   f. Direct activities designed to foster a long-term relationship with the administration and faculty such as:
        (1) Visiting them in their office
        (2) Holding COI functions on-campus
        (3) Inviting them on Educator Tours
        (4) Conducting CONAP DEP functions on campus
  g. Direct activities at career days and fairs that bring students and recruiters together:
        (1) Practice/hone college specific lead-generating techniques
        (2) 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 (ARISS) works properly (the more high-tech the better)
        (6) "Give Aways" that link the student with the Army
        (7) Aggressive follow-up
  h. Direct activities with the Career Planning/Placement office that normally offers workshops to provide career information to students. Participation in such events, as presenters or panelists, enhances the Army's image with students and administrators.

Performance Steps

      i. Direct recruiter involvement in faculty member 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

  3. Evaluate recruiters plan for each school:

      a. Determines what recruiting activities you wish to conduct on campus and schedule appointments with applicable college POCs. Request resources/support from higher headquarters

      b. Examines the school's web-site. Save useful information.

      c. Schedules visits to the campus

      d. Establishes production goals for the school

      e. Directs recruiter college visits for the following reasons:

         (1) July:

            (a) Update USAR job vacancy report/RA job announcements at college placement office

            (b) Obtain college catalog/schedule of events (admission/student services)

            (c) Contact admissions office for campus tour

            (d) Schedule TAIR asset

            (e) Offer assistance for registration/orientation (registrar/student services)

            (f) Plan COI event at college for fall term

            (g) Visit CONAP college representative

            (h) Establish college folder (collect information on campus)

         (2) August:

            (a) Update USAR job vacancy report/RA job announcements at college placement office

            (b) Offer assistance for special fall events (athletic, holiday, veteran's day, home coming, etc.)

            (c) Request student recruiting information (list from registrar)

            (d) Assist in registration/orientation activities (registrar/student services)

            (e) Provide LRP information to financial aid office/students

            (f) Plan/schedule college visitation/table days

            (g) Research/obtain campus media opportunities/information (ad rates, media outlets, web-page ads, etc.)

            (h) Enroll in a communications or speech course

            (i) Coordinate with student services/resident hall advisors for information briefs/procedures

            (j) Request non-returning freshmen lists (stop-outs) from registrar

         (3) September:

            (a) Update USAR job vacancy report/RA job announcements at college placement office

            (b) Follow-up on student information requests (list) with registrar

            (c) Identify high school/community programs on campus (school-to-work, tech rep, adult education, etc.)

            (d) Coordinate dates for career days/nights with placement office

            (e) Contact ROTC department for ROTC stop-out/campus information

            (f) Contact VA office for veterans/COIs

            (g) Provide LRP information to financial aid office/students

            (h) Prospect/identify off-campus student locations

            (i) Contact students off lists/directories

         (4) October:

            (a) Update USAR job vacancy report/RA job announcements at college placement office

            (b) Conduct class presentations

            (c) Identify potential educator/COI tour participants

            (d) Identify first stop-out cycle (registrar)

Performance Steps

   (e) Conduct student organization leaders/faculty advisor groups (vets club, fraternities, etc.)
   (f) Begin action on colleges that deny access/lists
   (g) Continue to contact students from college lists/directories
   (h) Place mid-term ads with media outlets
(5) November:
   (a) Update USAR job vacancy report/RA job announcements at college placement office
   (b) Continue to contact students from lists/directories
   (c) Contact placement office for mid-year graduate lists
   (d) Send documentation on colleges that do not allow access/lists under the Solomon Amendment to battalion headquarters.
   (e) Contact financial aid office for student exit brief information (LRP program)
   (f) Identify second stop-out cycle students (mid-term failures)
   (g) Assist with Veteran's Day activities(b)
(6) December:
   (a) Update USAR job vacancy report/RA job announcements at college placement office.
   (b) Continue to contact students from college lists/directories
   (c) Follow-up with COI event participants
   (d) Plan spring-term TAIR activities
   (e) Participate in financial aid exit briefs
   (f) Visit/request freshman stop-outs from registrar for pick-up in January
   (g) Contact mid-year graduates
(7) January:
   (a) Update USAR job vacancy report/RA job announcements at college placement office.
   (b) Contact mid-year graduates
   (c) Pick up freshmen stop-out list from registrar
   (d) Enroll in a communications, speech or English class.
   (e) Request student recruiting information (list) from registrar
   (f) Plan COI event for spring term
   (g) Coordinate with student services/residence hall advisors for information briefs/procedures
   (h) Contact ROTC department (stop-outs/campus information)
   (i) Continue to contact students from college lists/directories
(8) February:
   (a) Update USAR job vacancy report/RA job announcements at college placement office
   (b) Invite CONAP/college rep to DEP/DTP function
   (c) Identify first stop-out cycle (registrar)
   (d) Contact student organization leaders/faculty advisor groups (vets club, fraternities, etc.)
   (e) Offer assistance for special spring events (athletic, holiday, graduation, parent's weekend, etc.)
   (f) Continue to contact students from college lists/directories
(9) March:
   (a) Update USAR job vacancy report/RA job announcements at college placement office.
   (b) Conduct class presentations
   (c) Identify potential educator/COI tour participants
   (d) Send documentation on colleges that do not allow access/lists under the Solomon Amendment to battalion headquarters
   (e) Continue to contact students from college lists/directories
   (f) Place end-of-year ads with media (newspaper, radio, etc.)
(10) April:

Performance Steps
     (a) Update USAR job vacancy report/RA job announcements at college placement office.
     (b) Identify second stop-out cycle (mid-term failures)
     (c) Continue to contact students from college lists/directories
     (d) Contact placement office for end-of-year graduates list
     (e) Develop ideas for next school year's college penetration plan
     (f) Contact financial aid office for student exit brief information (LRP)
     (g) USAR activities/split option (summer employment/part time jobs)
   (11) May:
     (a) Update USAR job vacancy report/RA job announcements at college placement office
     (b) Continue to contact students from lists/directories
     (c) Follow-up with COI event participants
     (d) Participate in financial aid exit briefs
     (e) Contact year-end graduates
     (f) Identify summer campus activities for recruiter involvement opportunities
     (g) Conduct interviews with placement office (graduates)
   (12) June:
     (a) Update USAR job vacancy report/RA job announcements at college placement office.
     (b) Develop TAIR assets for next school year-solicit ideas on campus
     (c) Develop college penetration plan-solicit ideas on campus
     (d) Contact year-end graduates
     (e) Continue to contact students from college lists/directories
     (f) Direct recruiter/school partnership development:
     (g) Process all enlistees for admission to a CONAP participating college and hand-carry CONAP applications to the school
     (h) Present CONAP literature bearing the name of the college to local high schools
     (i) Provide assistance to colleges in contacting prior service members in the local community. Urge veterans to enroll in college and use their GI Bill benefits
     (j) Oversee the placement of college literature in Army Reserve Centers and serve as a COI for colleges.
     (k) Provide the Financial Aid Director, Veterans Program Administrator, and Career Planning/Placement Director with the current USAR Job Vacancy Report
     (l) Assist colleges in meeting their need for faculty members by referring local Troop Program Unit (TPU) members and active duty members. Military part-time faculty members expand their resume and promote Army service.

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**

1. Evaluated the recruiters contact with people in the following departments for the purposes indicated:
 a. ROTC:
  (1) Used cooperative ROTC department personnel, regardless of military branch, to assist in penetrating both host and extension colleges
  (2) Worked closely with the ROTC department to gain insight and orientation to the campus and to plan joint activities
  (3) Scheduled joint visits at hard-to-penetrate high schools with an Army ROTC representative and present officer and enlisted career opportunities
  (4) Obtained ROTC stop-out lists quarterly.
	——	——

Performance Measures   **GO   NO GO**

    b. Office of Admissions:
       (1) 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.
       (2) Offered the Concurrent Admissions Program (CONAP) as a potential
          source of new students when initiating and Maintained contact with this
          office
    c. Registrars:
       (1) Class schedules and registration process
       (2) Stop-out cycle (students dropping out of school)
       (3) Official transcripts
       (4) Student directory information IAW the Solomon Amendment
    d. Financial Aid Office:
       (1) Advisors visit high schools 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
       (2) Entrance/Exit briefing for students who receive financial aid provide an
          excellent opportunity to present Army opportunities, especially the loan
          repayment program
       (3) Offered the LRP as a means to potentially lower the school's student
          loan default rate
    e. Career Planning/Placement Office:
       (1) Posted USAR job vacancies list
       (2) Initiation/scheduling of table days
       (3) Career fair information
       (4) RPI rack placement
       (5) Space to Conducted sales presentations on campus
    f. Office of Advisement/Counseling:
       (1) Cultivated faculty advisors as Centers of Influence (COI) to help
          communicate information about the Army
       (2) Counseling office works closely with HS Counselors
    g. Student Affairs Office:
       (1) Bookstore may sell a campus student directory (list)
       (2) Information about campus-based clubs and organizations
       (3) Table days
       (4) Rules and regulations for posting RPIs
    h. Public Information/Public Affairs:
       (1) Newspapers--ad rates, interviews, articles on veterans, etc.
       (2) Radio/TV--public service announcements and planned/A&PA approved
          interviews
    i. Veterans Affairs Office:
       (1) Established contact with veterans (students and faculty)
       (2) Source of information on supportive faculty/administrators
       (3) Potential Prior Service enlistments
    j. Athletic Department:
       (1) Source of candidates for the World Class Athlete program
       (2) Athlete stop-outs

2. Evaluated recruiters strategy for developing the recruiting effort in post-secondary   ——   ——
   schools:
    a. Encouraged those students who are dropping out, looking for a part-time job,
      or graduating to consider joining the Army by:
       (1) Placed literature (RPIs, posters, etc.) and requesting adequate
          advertising through the battalion staff

Performance Measures   GO   NO GO
      (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 well-versed in the use of college terms
  c. Maintained a college folder (UF 446), college catalog, schedules, and newspapers
  d. Invited college administrators to give a presentation about their school at company training events
  e. Promoted college attendance by military personnel (DEP/DTP, recruiters, TPU members, military spouses, etc.)
  f. Directed activities designed to foster a long-term relationship with the administration and faculty such as:
      (1) Visited them in their office
      (2) Held COI functions on-campus
      (3) Invited them on Educator Tours
      (4) conducted CONAP DEP functions on campus
  g. Directed activities at career days and fairs that bring students and recruiters together:
      (1) Practice/hone college specific lead-generating techniques
      (2) 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 (ARISS) works properly (the more high-tech the better)
      (6) "Give Aways" that link the student with the Army
      (7) Aggressive follow-up
  h. Directed activities with the Career Planning/Placement office that normally offers workshops to provide career information to students. Participation in such events, as presenters or panelists, enhances the Army's image with students and administrators.
  i. Directed recruiter involvement in faculty member and student organizations that often seek appropriate speakers for their interest areas. Provided 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

 3. Evaluated recruiters plan for each school: ____   ____
  a. Determined what recruiting activities you wish to Conducted on campus and schedule appointments with applicable college POCs. Request resources/support from higher headquarters
  b. Examined the school's web-site. Save useful information.
  c. Scheduled visits to the campus
  d. Established production goals for the school
  e. Directed recruiter college visits for the following reasons:
      (1) July:
         (a) Updated USAR job vacancy report/RA job announcements at college placement office
         (b) Obtained college catalog/schedule of events (admission/student services)
         (c) Contacted admissions office for campus tour
         (d) Scheduled TAIR asset

Performance Measures   **GO   NO GO**

        (e) Offer assistance for registration/orientation (registrar/student
           services)
        (f) Planned COI event at college for fall term
        (g) Visit CONAP college representative
        (h) Establish college folder (collect information on campus)
    (2) August:
        (a) Updated USAR job vacancy report/RA job announcements at
           college placement office
        (b) Offered assistance for special fall events (athletic, holiday,
           veteran's day, home coming, etc.)
        (c) Requested student recruiting information (list from registrar)
        (d) Assisted in registration/orientation activities (registrar/student
           services)
        (e) Provided LRP information to financial aid office/students
        (f) Planned/scheduled college visitation/table days
        (g) Re searched/obtained campus media opportunities/information (ad
           rates, media outlets, web-page ads, etc.)
        (h) Enrolled in a communications or speech course
        (i) Coordinated with student services/resident hall advisors for
           information briefs/procedures
        (j) Requested non-returning freshmen lists (stop-outs) from registrar
    (3) September:
        (a) Updated USAR job vacancy report/RA job announcements at
           college placement office
        (b) Follow-up on student information requests (list) with registrar
        (c) Identified high school/community programs on campus (school-to-
           work, tech rep, adult education, etc.)
        (d) Coordinated dates for career days/nights with placement office
        (e) Contacted ROTC department for ROTC stop-out/campus
           information
        (f) Contacted VA office for veterans/COIs
        (g) Provided LRP information to financial aid office/students
        (h) Prospected/identified off-campus student locations
        (i) Contacted students off lists/directories
    (4) October:
        (a) Updated USAR job vacancy report/RA job announcements at
           college placement office
        (b) Conducted class presentations
        (c) Identified potential educator/COI tour participants
        (d) Identified first stop-out cycle (registrar)
        (e) Conducted student organization leaders/faculty advisor groups
           (vets club, fraternities, etc.)
        (f) Begin action on colleges that deny access/lists
        (g) Continued to contact students from college lists/directories
        (h) Placed mid-term ads with media outlets
    (5) November:
        (a) Updated USAR job vacancy report/RA job announcements at
           college placement office
        (b) Continued to contact students from lists/directories
        (c) Contacted placement office for mid-year graduate lists
        (d) Sent documentation on colleges that do not allow access/lists
           under the Solomon Amendment to battalion headquarters.
        (e) Contacted financial aid office for student exit brief information
           (LRP program)
        (f) Identified second stop-out cycle students (mid-term failures)

Performance Measures   **GO**   **NO GO**

        (g) Assisted with Veteran's Day activities(b)
    (6) December:
        (a) Updated USAR job vacancy report/RA job announcements at
            college placement office.
        (b) Continued to contact students from college lists/directories
        (c) follow-up with COI event participants
        (d) Planned spring-term TAIR activities
        (e) Participated in financial aid exit briefs
        (f) Visited/requested freshman stop-outs from registrar for pick-up in
            January
        (g) Contacted mid-year graduates
    (7) January:
        (a) Updated USAR job vacancy report/RA job announcements at
            college placement office.
        (b) Contacted mid-year graduates
        (c) Picked up freshmen stop-out list from registrar
        (d) Enrolled in a communications, speech or English class.
        (e) Requested student recruiting information (list) from registrar
        (f) Planned COI event for spring term
        (g) Coordinated with student services/residence hall advisors for
            information briefs/procedures
        (h) Contacted ROTC department (stop-outs/campus information)
        (i) Continued to contact students from college lists/directories
    (8) February:
        (a) Updated USAR job vacancy report/RA job announcements at
            college placement office
        (b) Invited CONAP/college rep to DEP/DTP function
        (c) Identified first stop-out cycle (registrar)
        (d) Contacted student organization leaders/faculty advisor groups
            (vets club, fraternities, etc.)
        (e) Offered assistance for special spring events (athletic, holiday,
            graduation, parent's weekend, etc.)
        (f) Continued to contact students from college lists/directories
    (9) March:
        (a) Updated USAR job vacancy report/RA job announcements at
            college placement office.
        (b) conducted class presentations
        (c) Identified potential educator/COI tour participants
        (d) Sent documentation on colleges that do not allow access/lists
            under the Solomon Amendment to battalion headquarters
        (e) Continued to contact students from college lists/directories
        (f) Placed end-of-year ads with media (newspaper, radio, etc.)
    (10) April:
        (a) Updated USAR job vacancy report/RA job announcements at
            college placement office.
        (b) Identified second stop-out cycle (mid-term failures)
        (c) Continued to contact students from college lists/directories
        (d) Contacted placement office for end-of-year graduates list
        (e) Developed ideas for next school year's college penetration plan
        (f) Contacted financial aid office for student exit brief information
            (LRP)
        (g) USAR activities/split option (summer employment/part time jobs)
    (11) May:
        (a) Updated USAR job vacancy report/RA job announcements at
            college placement office

Performance Measures   **GO   NO GO**

  (b) Continued to contact students from lists/directories
  (c) Followed-up with COI event participants
  (d) Participated in financial aid exit briefs
  (e) Contacted year-end graduates
  (f) identified summer campus activities for recruiter involvement
        opportunities
  (g) Conducted interviews with placement office (graduates)
(12) June:
  (a) Updated USAR job vacancy report/RA job announcements at
        college placement office.
  (b) Develop TAIR assets for next school year-solicit ideas on campus
  (c) Developed college penetration plan-solicit ideas on campus
  (d) Contacted year-end graduates
  (e) Continued to contact students from college lists/directories
  (f) Directed recruiter/school partnership development:
  (g) Process all enlistees for admission to a CONAP participating
        college and hand-carry CONAP applications to the school
  (h) Presented CONAP literature bearing the name of the college to
        local high schools
  (i) Provided assistance to colleges in contacting prior service
        members in the local community. Urge veterans to enroll in
        college and use their GI Bill benefits
  (j) Overseen the placement of college literature in Army Reserve
        Centers and serve as a COI for colleges.
  (k) Provided the Financial Aid Director, Veterans Program
        Administrator, and Career Planning/Placement Director with the
        current USAR Job Vacancy Report
  (l) Assisted colleges in meeting their need for faculty members by
        referring local Troop Program Unit (TPU) members and active duty
        members. Military part-time faculty members expand their resume
        and promote Army service.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
  Required   **Related**
  USAREC PAM 350-7
  USAREC REG 350-6
  USAREC REG 350-7

Analyze ASRPT/DSRPT
805B-79R-4510

Conditions: You are assigned as a station commander of a recruiting station. You have been informed by the Company First Sergeant that you must penetrate all markets, properly position recruiters, and properly assign recruiting assets. You also have access to:

a. Recruiter Workstation with Leads and Reports System Software Installed
b. USAREC Reg 601-87
c. USAREC Reg 350-7
d. FM 22-100
e. Top Of The System Reports (TOS)

Standards: Analyze an Average Station Report and Detailed Station Report to determine:

- if proper resources are available to accomplish the mission
- if resources are properly placed
- a plan that will increase production

Performance Steps

1. Analyze the Average Station Report to:
   a. Determine whether the station is authorized an LPSC (identified by a number 1)
   b. Determine the number of OPRA authorized
   c. Determine the number of AGR recruiters authorized
   d. Determine whether any GS7 USAR recruiters are authorized
   e. Determine the number of total USAR recruiters authorized
   f. Determine the number of total recruiters authorized
   g. Determine market averages (Information presented is an average, by recruiter zone (OPRA), over a 3 year period)
   h. Determine the average number of senior males
   i. Determine the average number of grad males
   j. Determine the estimated current 17-21 year old population
   k. Determine the projected 17-21 year old population
   l. Determine the average number of GSA Contracts each zone produced in a year for the Army
   m. Determine the average number of GSA contracts each zone produced in a year for DOD
   n. Determine the average GSA share of DOD contracts each zone produced in a year for the Army
   o. Determine the average volume contracts each zone produced in a year for the Army
   p. Determine the average volume contracts each zone produced in a year for DOD
   q. Determine the average volume share of DOD contracts each zone produced in a year for the Army
   r. Determine the number of recruiters recommended for the station based on DOD production

2. Analyze the Detailed Station Report:
   a. Compare zip codes listed against those posted on the Operations and Analysis Board and makes necessary changes to the board.
   b. Identify whether any assigned zip code is split between stations (Indicated by a percentage, rather than a whole number, under "Zip Split" column)
      (1) Analyze split zip codes to determine the geographical area (boundary)of the zip code
      (2) Determine which schools serve as "feeders" to the zip code

Performance Steps

    (3) Determine the assignment of the feeder schools to the appropriate zips (Example: If a zip code is split equally (.5 under split zip) between stations (A and B), both stations are credited and missioned for ½ of the production in the zip code. If station B has none of the schools within the zip code, they are missioned against a senior zone they cannot recruit for. Additionally, in this scenario zone A might be missioned for less than it's senior potential since half of all contracts from the assigned school production is credited to another RS)

  c. Determine whether all schools assigned to the station are listed on the DSRPT. If not, immediately notifies the battalion Operations for corrections.

  d. Determine that all schools listed belong to his RS. Discrepancies are immediately identified and the CLT is notified for correction.

  e. Determine if any assigned schools are split between stations

  f. Determine average (over a 3 year period) market make-up and production:

    (1) Average Senior males and females for each school

    (2) Average number of grads maintained on LRLs

    (3) Average current 17-21 year old population

    (4) Projected 17-21 year old population

    (5) Notes major changes between current and projected 17-21 year old population

    (6) Determine which colleges are assigned to the RS (takes immediate action to add any missing schools by notifying the battalion operations)

    (7) Determine average number of ARMY GSA contracts each zip code produced in a year

    (8) Determines average number of GSA contracts DOD produced in a year in each zip

    (9) Determine the average share of all DOD GSA contracts the Army achieved in a year for each zip

    (10) Determine average number of ARMY volume contracts each zip code produce in a year

    (11) Determine average number of DOD volume contracts produced in a year in each zip

    (12) Determine the average share of all DOD volume contracts the Army achieved in a year for each zip

    (13) Determine the recommended OPRA for each zip assigned to the RS

    (14) Note the following for planning:

      (a) All zips which historically produce the majority of contracts (GSA/VOL) for the RS (uses information to maintain recruiter/station focus)

      (b) All zips producing more contracts for the other services than they are for the Army (uses the information to reallocate resources)

      (c) All significance between senior/grad populations compared to production to determine possible markets of opportunity (Example: Zip code A has a total GRAD/SR population of 1000 and produces an average of 6.3 GSA contracts and 15 volume per year. Zone B has a GRAD/SR population of 1150 and produces only 3.6 GSA contracts and 7.8 volume. This might be an indicator that zone B has the potential to out produce zone A if given increased activity)

Performance Measures   **GO**   **NO GO**

 1. Analyzed the Average Station Report to: ___   ___

  a. Determined whether the station is authorized an LPSC (identified by a number 1)

  b. Determined the number of OPRA authorized

  c. Determined the number of AGR recruiters authorized

  d. Determined whether any GS7 USAR recruiters are authorized

  e. Determined the number of total USAR recruiters authorized

  f. Determined the number of total recruiters authorized

  g. Determined market averages (Information presented is an average, by recruiter zone (OPRA), over a 3 year period)

  h. Determined the average number of senior males

  i. Determined the average number of grad males

Performance Measures   **GO**   **NO GO**

    j. Determined the estimated current 17-21 year old population
    k. Determined the projected 17-21 year old population
    l. Determined the average number of GSA Contracts each zone produced in a year for the Army
    m. Determined the average number of GSA contracts each zone produced in a year for DOD
    n. Determined the average GSA share of DOD contracts each zone produced in a year for the Army
    o. Determined the average volume contracts each zone produced in a year for the Army
    p. Determined the average volume contracts each zone produced in a year for DOD
    q. Determined the average volume share of DOD contracts each zone produced in a year for the Army
    r. Determined the number of recruiters recommended for the station based on DOD production

2. Analyzed the Detailed Station Report: ____   ____
    a. Compared zip codes listed against those posted on the Operations and Analysis Board and makes necessary changes to the board.
    b. Identified whether any assigned zip code is split between stations (Indicated by a percentage, rather than a whole number, under "Zip Split" column)
        (1) Analyzed split zip codes to Determined the geographical area (boundary)of the zip code
        (2) Determined which schools serve as "feeders" to the zip code
        (3) Determined the assignment of the feeder schools to the appropriate zips (Example: If a zip code is split equally (.5 under split zip) between stations (A and B), both stations are credited and missioned for ½ of the production in the zip code. If station B has none of the schools within the zip code, they are missioned against a senior zone they cannot recruit for. Additionally, in this scenario zone A might be missioned for less than it's senior potential since half of all contracts from the assigned school production is credited to another RS)
    c. Determined whether all schools assigned to the station are listed on the DSRPT. If not, immediately notifies the battalion Operations for corrections.
    d. Determined that all schools listed belong to his RS. Discrepancies are immediately identified and the CLT is notified for correction.
    e. Determined if any assigned schools are split between stations
    f. Determined average (over a 3 year period) market make-up and production:
        (1) Average Senior males and females for each school
        (2) Average number of grads maintained on LRLs
        (3) Average current 17-21 year old population
        (4) Projected 17-21 year old population
        (5) Notes major changes between current and projected 17-21 year old population
        (6) Determined which colleges are assigned to the RS (takes immediate action to add any missing schools by notifying the battalion operations)
        (7) Determined average number of ARMY GSA contracts each zip code produced in a year
        (8) Determineds average number of GSA contracts DOD produced in a year in each zip
        (9) Determined the average share of all DOD GSA contracts the Army achieved in a year for each zip
        (10) Determined average number of ARMY volume contracts each zip code produce in a year

Performance Measures   **GO**   **NO GO**

      (11) Determined average number of DOD volume contracts produced in a
           year in each zip

      (12) Determined the average share of all DOD volume contracts the Army
           achieved in a year for each zip

      (13) Determined the recommended OPRA for each zip assigned to the RS

      (14) Note the following for planning:

        (a) All zips which historically produce the majority of contracts
             (GSA/VOL) for the RS (uses information to maintain
             recruiter/station focus)

        (b) All zips producing more contracts for the other services than they
             are for the Army (uses the information to re-allocate resources)

        (c) All significance between senior/grad populations compared to
             production to Determine possible markets of opportunity
             (Example: Zip code A has a total GRAD/SR population of 1000
             and produces an average of 6.3 GSA contracts and 15 volume per
             year. Zone B has a GRAD/SR population of 1150 and produces
             only 3.6 GSA contracts and 7.8 volume. This might be an
             indicator that zone B has the potential to out produce zone A if
             given increased activity)

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	**Related**
USAREC REG 601-87	FM 22-100
	USAREC REG 350-7

Analyze USAR Territory Summary
805B-79R-4513

Conditions: You are assigned as a station commander of a recruiting station. You currently have 2 USAR recruiters assigned. You must identify how to penetrate all markets, properly position recruiters, and properly assign recruiting assets. You also have access to:

a. Top Of The System Reports (TOS)
b. USAREC Reg. 601-87
c. USAREC Reg. 350-7
d. FM 22-100

Standards: Analyze a USAR Territory Summary Report and a Detailed USAR Summary Report to determine if proper resources are available to accomplish the mission, whether those resources are properly placed, and develop a plan that will increase production.

Performance Steps

1. Analyze the USAR Territory Report:
   a. Determine whether the RS is authorized USAR recruiters
   b. Determine the number of AGR/GS7 reserve recruiters authorized
   c. Determine which other stations are supported by the USAR recruiter assigned to his/her station
   d. Determine the Reserve units/location the RS supports
   e. Determine the number of vacancies available in the USAR unit

2. Analyze the Detailed USAR Territory Report (3 year average per OPAGR zone in the RS)
   a. Determine the current/projected 17-29 year old population
   b. Determine the average NPS, PS, and volume production
   c. Determine the distributed vacancies (Note: Distributed Vacancies are the reserve vacancies reported by a TPU. For instance, if zip code 12345 is within 50 miles of a TPU, and the TPU has 10 vacancies, then the 10 vacancies are divided by the available population (22-29) within the entire 50-mile radius to determine how many vacancies are distributed to this each zip code. If zip code 12345 falls within the 50 mile radius of 3 TPUs, then the same formula applies except that the available population is first divided by 3 to ensure that zip code 12345 doesn't report 3 times the market it actually has available)

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**

1. Analyzed the USAR Territory Report: ____   ____
   a. Determined whether the RS is authorized USAR recruiters
   b. Determined the number of AGR/GS7 reserve recruiters authorized
   c. Determined which other stations are supported by the USAR recruiter
      assigned to his/her station
   d. Determined the Reserve units/location the RS supports
   e. Determined the number of vacancies available in the USAR unit

Performance Measures   **GO**   **NO GO**

   2. Analyzed the Detailed USAR Territory Report (3 year average per OPAGR zone   ⎯⎯   ⎯⎯
      in the RS)
       a. Determined the current/projected 17-29 year old population
       b. Determined the average NPS, PS, and volume production
       c. Determined the distributed vacancies (Note: Distributed Vacancies are the
          reserve vacancies reported by a TPU. For instance, if zip code 12345 is
          within 50 miles of a TPU, and the TPU has 10 vacancies, then the 10
          vacancies are divided by the available population (22-29) within the entire
          50-mile radius to Determined how many vacancies are distributed to this
          each zip code. If zip code 12345 falls within the 50 mile radius of 3 TPUs,
          then the same formula applies except that the available population is first
          divided by 3 to ensure that zip code 12345 doesn't report 3 times the market
          it actually has available)

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   USAREC REG 601-87   FM 22-100
                                  USAREC REG 350-7

Analyze DIME Report
805B-79R-4516

Conditions: You are assigned as a station commander of a recruiting station. You must identify how to penetrate all markets, properly position recruiters, and properly assign recruiting assets. You also have access to:

a. Recruiter Workstation
b. Top Of the System Reports (TOS)
c. USAREC Reg. 350-7
d. USAREC Reg. 601-87
e. FM 22-100

Standards: Analyze reports to determine the make up of the population and to aid in developing market penetration strategies.

Performance Steps

1. Analyze Demographic/Income/Military Service/Education Status Report (DIME) report:
     a. Determine growth potential in assigned zone compared to that of the battalion at large for the total population, 17-21 year old population and number of households:
     b. Compare the station to the battalion at large in percentage of:
         (1) Total population male/female
         (2) Ethnic make-up considering white, black, Asian/Pacific Islander, and Hispanic
         (3) Population of Active Duty Armed Forces
         (4) School enrollment by preschool, public elementary/HS, Private Elementary/HS, Enrolled in college, and the number of High School Seniors.
     c. Compare the station to the battalion at large in percentage of:
         (1) Population 25 years or older with less than HS diploma
         (2) Population 25 years or older with HS diploma only
     d. Population 25 years or older with greater than HS diploma
     e. Compare the station to the battalion at large in percentage of:
         (1) Households in urban areas
         (2) Households in rural areas
      f. Compare the station to the battalion at large in percentage of:
         (1) Average travel time to work in minutes
         (2) Median Rent
         (3) Median property value
     g. Compare the station to the battalion at large in percentage of:
         (1) Average household income
         (2) Median household income
         (3) Per capita income

2. Analyze the Labor Report to:
     a. Compare the station to the battalion at large in:
         (1) Current year estimated percentage of unemployment
         (2) 1990 estimated percentage of white collar workers
         (3) 1990 estimated percentage of blue collar workers
     b. Compare the station to the battalion at large in workers by category:
         (1) Admin and management
         (2) Professional and specialty
         (3) Technical support
         (4) Sales

Performance Steps
       (5) Admin and clerical
       (6) Private Hh occupation
       (7) Protective services
       (8) Other services
       (9) Farming, forestry and fishing
      (10) Precision craftsman and repair
      (11) Operators and assemblers
      (12) Transport and moving
      (13) Help laborers

3. Analyze the Detailed Population Report to:
    a. Determine population make up in the zone
    b. Determine household make up in the zone

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**
1. Analyzed Demographic/Income/Military Service/Education Status Report (DIME) report:	——	——

    a. Determined growth potential in assigned zone Comparedd to that of the battalion at large for the total population, 17-21 year old population and number of households:
    b. Compared the station to the battalion at large in percentage of:
       (1) Total population male/female
       (2) Ethnic make-up considering white, black, Asian/Pacific Islander, and Hispanic
       (3) Population of Active Duty Armed Forces
       (4) School enrollment by preschool, public elementary/HS, Private Elementary/HS, Enrolled in college, and the number of High School Seniors.
    c. Compared the station to the battalion at large in percentage of:
       (1) Population 25 years or older with less than HS diploma
       (2) Population 25 years or older with HS diploma only
    d. Population 25 years or older with greater than HS diploma
    e. Compared the station to the battalion at large in percentage of:
       (1) Households in urban areas
       (2) Households in rural areas
    f. Compared the station to the battalion at large in percentage of:
       (1) Average travel time to work in minutes
       (2) Median Rent
       (3) Median property value
    g. Compared the station to the battalion at large in percentage of:
       (1) Average household income
       (2) Median household income
       (3) Per capita income

	GO	**NO GO**
2. Analyzed the Labor Report to:	——	——

    a. Compared the station to the battalion at large in:
       (1) Current year estimated percentage of unemployment
       (2) 1990 estimated percentage of white collar workers
       (3) 1990 estimated percentage of blue collar workers
    b. Compared the station to the battalion at large in workers by category:

Performance Measures   **GO**   **NO GO**

         (1) Admin and management
         (2) Professional and specialty
         (3) Technical support
         (4) Sales
         (5) Admin and clerical
         (6) Private Hh occupation
         (7) Protective services
         (8) Other services
         (9) Farming, forestry and fishing
      (10) Precision craftsman and repair
      (11) Operators and assemblers
      (12) Transport and moving
      (13) Help laborers

  3. Analyzed the Detailed Population Report to: ____   ____
     a. Determined population make up in the zone
     b. Determined household make up in the zone

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	**Related**
USAREC REG 601-87	FM 22-100
	USAREC REG 350-7

Analyze Operation and Analysis (O&A) Board
805B-79R-4519

Conditions: As the station commander in a recruiting station, You must identify and adapt to changing market/recruiting conditions, and you have access to:

a. USAREC Reg 350-7
b. Recruiting Station Operations and Market Analysis (O & A) Board
c. Market Data (ASRPT, DSRPT, Share Reports, Detailed Population Report, etc.)
d. Station LRLs
e. RS Station Management Production System (SPMS) binder
f. Recruiter Production Management System (RPMS)

Standards: Analyze the O & A board to facilitate the identification of changing conditions in the recruiting environment and develop corresponding adaptations to market expansion activities that yield real growth in enlistments.

Performance Steps

1. Analyze the resources of the Recruiting Station (RS):
    a. Determine the number of recruiters actually present for duty compared to TDA authorizations and total DOD recruiter strength (during the period under review)
    b. Use the following formula to estimate other DOD service personnel strength levels when other DOD service zones do not match Army RS zones:
        (1) Divide the number of recruiters in a competing DOD station by the number of RA zones/recruiter areas of operation that that branch covers (perform separate calculations for each competing DOD service branch)
        (2) Multiply the answer in (1) above by the number of RA zones/recruiter areas of operation in the Army RS
    c. Brief each recruiter on the competition and consider relative Army recruiter strength when gauging market share/penetration capacities.

2. Analyze RS Market Data.
    a. Compare current market share with like periods during previous fiscal years.
    b. Review trends during the previous FY to duplicate success and avoid shortfalls.
    c. Develop a plan to improve market share by changing the focus and intensity of the station's prospecting effort in zip codes that account for less than 45 percent Army share.

3. Analyze School Data
    a. Determine the number of schools that deny recruiter access and initiate alternative means to contact students pending school policy changes
    b. Compare the number of JROTC cadets to the number contacted on senior LRLs
    c. Correlate the volume of SROTC referrals with the number of continuing education (CE) annotations on HS senior LRLs and make adjustments to the station's SROTC marketing effort (expand the market by offering prospects a "total" Army package)
    d. Compare number of LRL contacts to like periods during the previous FY and map an over-arching strategy to exceed previous accomplishments
    e. Compare the number of contacts to contact milestones and initiate action to meet or exceed standards
    f. Construct a workable plan to obtain missing high school junior directory information
    g. Apply the tenets of the task on Develop a School Penetration Plan to revitalize the station's school recruiting program.

4. Analyze Recruiter Support (FYTD) Data:
    a. Develop a strategy to interview and hire ADSW members from any supported USAR unit

Performance Steps
      b. Judge the value of past COI/VIP functions in garnering needed support from influencers in the community. Make needed adjustments to the frequency and type of upcoming events.
      c. Compute the conversion rate from "Leads" to "Leads Conducted" in each area of support compared to rates on the station LSA. Re-contact/regenerate leads from sources that lag behind the station average conversion rate.
      d. List the most productive areas of support and expand these activities/events accordingly.
      e. Construct a list of support activities/events for the upcoming year.

   5. Analyze Mission-Related Data (FYTD)
      a. Compare the current DEP loss rate to the USAREC Standard and the previous year's rate. Exercise the steps of the task Maintain a Recruiting Station DEP/DTP Program to raise retention
      b. Compute the YTD DEP/DTP referral-to-contract conversion rate and cross check against the station LSA and last year's conversion rate
      c. Compare the station DEP/DTP referral-to-contract conversion rate to each assigned recruiter's conversion rate. Train as necessary.
      d. Compare the number of hi-grad enlistments, number of college students, and YTD grad enlistments. Adjust grad prospecting schedules/techniques to improve hi-grad enlistments.

   6. Analyze the RS operations and market map.
      a. Determine which zone/recruiter area of operation produces the most contracts compared to the previous FY.
      b. Determine which zone/recruiter area of operation produces the most contracts in each mission category (GA, SA, OTH, Female, Grad, Senior, Volume, etc.) compared to the previous FY.
      c. Determine the least productive zone/recruiter area of operation.
      d. Determine dominant service in each zone/area of operation, how they prospect, who "buys" their product, and what it will take to re-establish Army presence.
      e. Determine focus of work effort in zones that have a higher-than-average volume of out-of-area contracts.

   7. Analyze RS production and shortfalls using USAREC Fm 711-3
      a. Compare monthly accomplishments with accomplishments during previous FYs.
      b. Compare quarterly accomplishments with those during previous FYs.

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**

   1. Analyzed the resources of the Recruiting Station (RS):   ____   ____
      a. Determined the number of recruiters actually present for duty Compared to TDA authorizations and total DOD recruiter strength (during the period under review)
      b. Used the following formula to estimate other DOD service personnel strength levels when other DOD service zones do not match Army RS zones:
         (1) Divided the number of recruiters in a competing DOD station by the number of RA zones/recruiter areas of operation that that branch covers (perform separate calculations for each competing DOD service branch)
         (2) Multiplied the answer in (1) above by the number of RA zones/recruiter areas of operation in the Army RS
      c. Briefed each recruiter on the competition and consider relative Army recruiter strength when gauging market share/penetration capacities.

Performance Measures	**GO**	**NO GO**

2. Analyzed RS Market Data.   ——   ——
   a. Compared current market share with like periods during previous fiscal years.
   b. Reviewed trends during the previous FY to duplicate success and avoid shortfalls.
   c. Develop a plan to improve market share by changing the focus and intensity of the station's prospecting effort in zip codes that account for less than 45 percent Army share.

3. Analyzed School Data   ——   ——
   a. Determined the number of schools that deny recruiter access and initiate alternative means to contact students pending school policy changes
   b. Compared the number of JROTC cadets to the number contacted on senior LRLs
   c. Correlated the volume of SROTC referrals with the number of continuing education (CE) annotations on HS senior LRLs and make adjustments to the station's SROTC marketing effort (expand the market by offering prospects a "total" Army package)
   d. Compared number of LRL contacts to like periods during the previous FY and map an over-arching strategy to exceed previous accomplishments
   e. Compared the number of contacts to contact milestones and initiate action to meet or exceed standards
   f. Constructed a workable plan to obtain missing high school junior directory information
   g. Apply the tenets of the task on Develop a School Penetration Plan to revitalize the station's school recruiting program.

4. Analyzed Recruiter Support (FYTD) Data: ——   ——
   a. Developed a strategy to interview and hire ADSW members from any supported USAR unit
   b. Judged the value of past COI/VIP functions in garnering needed support from influencers in the community. Make needed adjustments to the frequency and type of upcoming events.
   c. Computed the conversion rate from "Leads" to "Leads Conducted" in each area of support Compared to rates on the station LSA. Re-contact/regenerate leads from sources that lag behind the station average conversion rate.
   d. List the most productive areas of support and expand these activities/events accordingly.
   e. Constructed a list of support activities/events for the upcoming year.

5. Analyzed Mission-Related Data (FYTD)   ——   ——
   a. Compared the current DEP loss rate to the USAREC Standard and the previous year's rate. Exercise the steps of the task Maintain a Recruiting Station DEP/DTP Program to raise retention
   b. Computed the YTD DEP/DTP referral-to-contract conversion rate and cross check against the station LSA and last year's conversion rate
   c. Compared the station DEP/DTP referral-to-contract conversion rate to each assigned recruiter's conversion rate. Train as necessary.
   d. Compared the number of hi-grad enlistments, number of college students, and YTD grad enlistments. Adjust grad prospecting schedules/techniques to improve hi-grad enlistments.

6. Analyzed the RS operations and market map.   ——   ——

Performance Measures   **GO**   **NO GO**

    a. Determined which zone/recruiter area of operation produces the most
       contracts Compared to the previous FY.
    b. Determined which zone/recruiter area of operation produces the most
       contracts in each mission category (GA, SA, OTH, Female, Grad, Senior,
       Volume, etc.) Compared to the previous FY.
    c. Determined the least productive zone/recruiter area of operation.
    d. Determined dominant service in each zone/area of operation, how they
       prospect, who "buys" their product, and what it will take to re-establish Army
       presence.
    e. Determined focus of work effort in zones that have a higher-than-average
       volume of out-of-area contracts.

 7. Analyzed RS production and shortfalls using USAREC Fm 711-3   ——   ——
    a. Compared monthly accomplishments with accomplishments during previous
       FYs.
    b. Compared quarterly accomplishments with those during previous FYs.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO
GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction,
should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who
experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 350-7

Maintain an Incentive Awards Program
805B-79R-4520

Conditions: Given. A requirement to maintain an incentive awards program and access to:
a. USAREC Reg 350-10
b. USAREC Reg 672-10
c. USAREC Reg 601-73
d. USAREC Reg 672-13
e. Battalion monthly production statistics
f. Standard office supplies and equipment.

Standards: Maintain an incentive awards program IAW USAREC Reg 672-10.

Performance Steps

1. Monitor production accomplishment and update the production report for those personnel eligible to participate for incentive awards.

2. Keep the battalion commander/SGM informed of awards status of personnel in the unit.

3. Initiate and forward a request for an award when a person becomes eligible.

4. Ensure that all awards are completed as soon as possible after eligibility.

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
1. Monitored production accomplishment and updated the production report for those personnel eligible to participate for incentive awards.	——	——
2. Kept the battalion commander/SGM informed of awards status of personnel in the unit.	——	——
3. Initiated and forwarded a request for an award when a person became eligible.	——	——
4. Ensured that all awards are completed as soon as possible after eligibility.	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
 Required   **Related**
 USAREC REG 350-10
 USAREC REG 601-73
 USAREC REG 672-10
 USAREC REG 672-13

Analyze Station Top Of the System (TOS) Reports
805B-79R-4522

Conditions: You are the Recruiting Station Commander. You are given a daily requirement to access the Top Of the System (TOS) Reorts and analyze the available reports and you have access to the following:

a. Recruiter Workstation with Leads and Reports Sytem software installed
b. USAREC Reg 350-7
c. Access to a data line
d. General office equipment

Standards: Analyze the Top Of the System (TOS) reports to prepare yourself for DPR with your recruiters.

Performance Steps

1. Analyze the applicant processing list
    a. Check to see if recruiter prospects in both male and female markets.
    b. Check and verify that the recruiter has a variety of Lead sources.
    c. Check to see if appointments are being conducted within 72hrs of original scheduled time.
    d. Check to see if the appointments are being conducted and immediately terminated.
    e. Verify if there are any problems with too many DQ's, QNE's, Medical Disqualifications, or test failures.
    f. Check that the recruiter's follow-up dates are proactive and if not direct them to be.
    g. Ensure your own directives are measurable, achievable, and aggressive.

2. Analyze the Lead Source Analysis
    a. Check the volume of appointments conducted and compare with contracts obtained. This indicates the efficiency in converting prospects of a particular market segment.
    b. Look for the absence of or low volume of appointments conducted and contracts obtained in a given market segment. This indicates the potential for increased production by directing activity into the appropriate market.
    c. Look for a low volume of contracts obtained in relation to appointments conducted in a particular market segment. This indicates difficulty in converting appointments to contracts and must be resolved through sales training provided to recruiters by the RS commander, recruiter training noncommissioned officer, and CLT.
    d. Regardless of the conversion ratio (i.e., 13:1, 4:1), ensure that the appointments conducted that did not convert to contracts are not lost and adequate follow-up guidance is given.
    e. Review your recruiters' ALSA data in a face-to-face tutorial with the recruiters. Teach them how to analyze their own ALSA data by asking them questions about each lead source. Make sure your recruiters understand their strengths and weaknesses, and know how to improve in both.

3. Analyze The Military Entrance Testing (MET Log) Processing list
    a. Use the MET Processing Log to review testing volume daily.
    b. Check for an abnormally large number of unqualified testers. This may indicate prospecting in restricted market segments, rather than in the entire market place.
    c. Check for Low-test scores. This may indicate a need to examine lead source mixes of the RS and/or for individual recruiter.
    d. Look for consistently high scores by the applicants of a single recruiter. This may indicate the potential for prospecting tips that should be shared with other recruiters.
    e. Review "MET passed" volume. This can be used to accurately predict contract volume in the following week.

Performance Steps

      f. Look for and analyze low testing volume. Work ethic and sales training issues must be addressed as possible solutions for low testing volume.

  4. Analyze Military Entrance Processing Station (MEPS) Processing list
      a. Check the MEPs Processing List from previous RSMs to ensure the following are given another opportunity to enlist:
         (1) QNE
         (2) Temporary Medical Disqualifications
         (3) Over Weights

  5. Analyze DEP/DTP Tracking Log
      a. Looked for periods where a small number of DEP promotions occurred. This may indicate the need for greater emphasis on training and leadership focused on increasing referrals.
      b. Verified attendance to the DEP Functions. Follow-up closely with no-shows.
      c. During periods of a large DEP and DTP pool (typically the summer months), directed recruiters to increase number of DEP/DTP referrals to take advantage of the situation.
      d. Directed to the amount of time management spent in effective DEP and DTP maintenance to prevent an increase in DEP loss and DTP reservation cancellations.
      e. Checked time management issues. Recruiters' efforts expended in follow-up increase. This will reduce the amount of attention for each DEP or DTP member.
      f. Checked for referrals. Larger pools increase the potential for referrals.

  6. Analyze DEP Separation Log
      a. Check to see if there are any trends. (IE.Over-weights, erroneous enlistments, etc.)
      b. Check to see if there are any possible re-contract possiblities
      c. Verify early identification problems. Should be identified 45 days out.
      d. Check to see if the number of USAR recruits are excessive.

  7. Analyze Conversion Data
      a. Telephone prospecting. Trouble making appointments.
         (1) Not establishing rapport. Find out as much as you can prior to calling (i.e., Ask DEP members for current and past yearbooks, sports, and other school activities; talk to other people who might know the individual and can give you information).
         (2) Not creating enough interest. You must ask fact-finding, open-ended questions. This will assist you in uncovering the prospect's buying motive.
         (3) Not using the buying motive as a reason for asking for an appointment. Don't forget you must sell the appointment not the Army.
         (4) Not asking for the appointment, just flat not asking: "John, would Monday at 4:00 p.m. be good or Tuesday at 6:00 p.m. be better for you to talk about your buying motive? I'll see you at 4:00 p.m., if you have a friend bring him or her with you."
         (5) Not prospecting or prospecting at the wrong time (i.e., calling from your senior LRL during school hours).
      b. Appointment made to conducted. Trouble with no-shows.
         (1) Not enough interest created during prospecting. (See trouble making appointments.)
         (2) Too much time between appointment made and conduct. (More than 72 hours increases no-show rate.) Follow-up 24 hours before appointment to confirm.
         (3) Overselling on the telephone. Telling the lead everything over the telephone will leave little to talk about during the interview.
         (4) Making the appointment just for the sake of satisfying a requirement. (Not making a good appointment.) You know this person will be a no-show, remember you have to follow-up on this person (time management).
         (5) Failure to confirm the time and place of appointment.
         (6) Failure to confirm the prospect's mode of transportation to the place of appointment.
         (7) Failure to use effective listening when speaking with the prospect(s).
      c. Appointment conducted to test. Low conversion from appointment conducted to test.
         (1) Did you get a commitment from the applicant? Did you ask the applicant to enlist?

Performance Steps

          (2) Did you present features and benefits for all the applicant's buying motives?

          (3) Did you sell the Army and present facts, evidence, benefits, and attempt to obtain an agreement for all the applicant's buying motives?

          (4) Did you have a dominant buying motive to present facts, evidence, benefits, and agreement (FEBA) or did you just assume what your applicant wanted?

          (5) Did you paint word pictures and put the prospect in the pictures?

          (6) Did you ask a second and third time for the commitment?

          (7) Did you schedule a follow-up appointment if you could not close the first time?

          (8) Did you use all the recruiting tools available to you (i.e., your sales book, recruiting publicity items, other members of your recruiting team, etc.?

          (9) Did you provide the prospect with a benefits summary sheet?

     d. Trouble getting applicants to pass the ASVAB.

          (1) Did you WINCAST or EST the applicant?

          (2) Are you administering the WINCAST or EST properly?

          (3) Are you using the probability tables for the WINCAST and EST?

          (4) Are you prospecting in a quality market or just calling anyone to make an appointment?

          (5) Did you ask if the applicant was taking college preparatory courses or general studies in school?

          (6) Did you ask if the applicant took the Scholastic Aptitude Test or the American College Test?

          (7) Did you ask has the applicant previously taken the ASVAB/SASVAB?

     e. Physical to physically qualified. Trouble getting applicants to pass the physical.

          (1) Did you properly prescreen the applicant using DD Form 2807-2 (Applicant Medical Prescreening Form)?

          (2) Did you have medical documentation for all cases where an individual was hospitalized or received treatment from a doctor?

          (3) Did you check with parents to clear up any questions about physical problems the applicant might have had?

          (4) Did you advise applicant about MEPS processing procedures (i.e., consults, blood pressure, high protein, bring glasses, refraction, etc.)?

          (5) Did you check thoroughly for drug and/or alcohol abuse?

          (6) Did you send an applicant you knew wasn't qualified to physical?

          (7) Did you use Dial-A-Medic for questionable cases? (Dial-A-Medic is a telephone contact at each MEPS that reaches the medical section. It is designed to provide guidance to recruiters pertaining to medical questions.)

    f. . Physically qualified to enlisted. Trouble getting applicants from physically qualified to enlisted.

          (1) Did you close the sale? (Was the applicant ready to enlist)?

          (2) Did you sell specific options the applicant might not be qualified for (i.e., mechanics to a person who could be colorblind)?

          (3) Did you oversell your applicant (i.e., Loan Repayment Program, ACF, MOS, and unit of assignment)?

          (4) Did you send your applicant to MEPS to let the GC close the sale?

          (5) Did you explain MEPS processing procedures to your applicant (i.e., long day and to be patient)?

          (6) Did you fail to determine your applicant's real buying motives?

          (7) Did you present features and benefits to satisfy your applicant's real needs, wants, and desires?

          (8) Did you uncover the emotional reason for buying?

     g. Ship. Are you having DEP losses?

          (1) Have you kept in contact with your DEP members as per USAREC Reg 601-95?

          (2) Do you have monthly DEP functions and do your DEP members bring referrals?

          (3) Are your DEP functions fun and informative and do you vary the content or do the same thing every time?

          (4) Do you explain to the parents how important the DEP member's contract is?

          (5) Do you properly train, motivate, and prepare your DEP members for AD?

Performance Steps
        (6) Do you tell your DEP members what an important job, etc., he or she enlisted for although it may not have been their first choice?
        (7) Do you constantly reinforce the sale with your DEP members-after the sale?
        (8) Do you give your DEP members the same amount of attention and interest as you did before they enlisted?

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**

1. Analyzed the applicant processing list   ___   ___
   a. Check to see if recruiter prospected in both male and female markets.
   b. Check and verified that the recruiter has a variety of Lead sources.
   c. Check to see if appointments are being conducted within 72hrs of original scheduled time.
   d. Check to see if the appointments are being conducted and then immediately terminated.
   e. Verify if there are any problems with too many DQ's, QNE's, Medical Disqualifications, or test failures.
   f. Check that the recruiter's follow-up dates are proactive and if not directed them to be.
   g. Ensure your own directives are measurable, achievable, and aggressive.

2. Analyze the Lead Source Analysis   ___   ___
   a. Check the volume of appointments conducted and compared with contracts obtained. This indicates the efficiency in converting prospects of a particular market segment.
   b. Look for the absence of or low volume of appointments conducted and contracts obtained in a given market segment. This indicates the potential for increased production by directing activity into the appropriate market.
   c. Look for a low volume of contracts obtained in relation to appointments conducted in a particular market segment. This indicates difficulty in converting appointments to contracts and must be resolved through sales training provided to recruiters by the RS commander, recruiter training noncommissioned officer, and CLT.
   d. Regardless of the conversion ratio (i.e., 13:1, 4:1), ensured that the appointments conducted that did not convert to contracts are not lost and adequate follow-up guidance is given.
   e. Reviewed your recruiters' ALSA data in a face-to-face tutorial with the recruiters. Teach them how to analyze their own ALSA data by asking them questions about each lead source. Make sure your recruiters understand their strengths and weaknesses, and know how to improve in both.

3. Analyzed The Military Entrance Testing (MET Log) Processing list   ___   ___
   a. Use the MET Processing Log to review testing volume daily.
   b. Check for an abnormally large number of unqualified testers. This may indicate prospecting in restricted market segments, rather than in the entire market place.
   c. Check for Low-test scores. This may indicate a need to examine lead source mixes of the RS and/or for individual recruiter.
   d. Look for consistently high scores by the applicants of a single recruiter. This may indicate the potential for prospecting tips that should be shared with other recruiters.

Performance Measures	**GO**	**NO GO**

    e. Review "MET passed" volume. This can be used to accurately predict contract volume in the following week.

    f. Look for and analyzed low testing volume. Work ethic and sales training issues must be addressed as possible solutions for low testing volume.

4. Analyzed Military Entrance Processing Station (MEPS) Processing list   ____   ____

    a. Check the MEPs Processing List from previous RSMs to ensure the following are given another opportunity to enlist:

        (1) QNE

        (2) Temporary Medical Disqualifications

        (3) Over Weights

5. Analyzed DEP/DTP Tracking Log   ____   ____

    a. Look for periods where a small number of DEP promotions occurred. This may indicate the need for greater emphasis on training and leadership focused on increasing referrals.

    b. Verify attendance to the DEP Functions. Follow-up closely with no-shows.

    c. During periods of a large DEP and DTP pool (typically the summer months), directed recruiters to increase number of DEP/DTP referrals to take advantage of the situation.

    d. Direct to the amount of time management spent in effective DEP and DTP maintenance to prevent an increase in DEP loss and DTP reservation cancellations.

    e. Check time management issues. Recruiters' efforts expended in follow-up increase. This will reduce the amount of attention for each DEP or DTP member.

    f. Checked for referrals. Larger pools increase the potential for referrals.

6. Analyzed DEP Separation Log   ____   ____

    a. Check to see if there are any trends. (IE.Over-weights, erroneous enlistments, etc.)

    b. Check to see if there are any possible re-contract possiblities

    c. Verify early identification problems. Should be identified 45 days out.

    d. Check to see if the number of USAR recruits are excessive.

7. Analyzed Conversion Data   ____   ____

    a. Telephone prospecting. Trouble making appointments.

        (1) Not establishing rapport. Find out as much as you can prior to calling (i.e., Ask DEP members for current and past yearbooks, sports, and other school activities; talk to other people who might know the individual and can give you information).

        (2) Not creating enough interest. You must ask fact-finding, open-ended questions. This will assist you in uncovering the prospect's buying motive.

        (3) Not using the buying motive as a reason for asking for an appointment. Don't forget you must sell the appointment not the Army.

        (4) Not asking for the appointment, just flat not asking: "John, would Monday at 4:00 p.m. be good or Tuesday at 6:00 p.m. be better for you to talk about your buying motive? I'll see you at 4:00 p.m., if you have a friend bring him or her with you."

        (5) Not prospecting or prospecting at the wrong time (i.e., calling from your senior LRL during school hours).

    b. Appointment made to conducted. Trouble with no-shows.

        (1) Not enough interest created during prospecting. (See trouble making appointments.)

Performance Measures   **GO**   **NO GO**

        (2) Too much time between appointment made and conduct. (More than 72 hours increases no-show rate.) Follow-up 24 hours before appointment to confirm.

        (3) Overselling on the telephone. Telling the lead everything over the telephone will leave little to talk about during the interview.

        (4) Making the appointment just for the sake of satisfying a requirement. (Not making a good appointment.) You know this person will be a no-show, remember you have to follow-up on this person (time management).

        (5) Failure to confirm the time and place of appointment.

        (6) Failure to confirm the prospect's mode of transportation to the place of appointment.

        (7) Failure to use effective listening when speaking with the prospect(s).

  c. Appointment conducted to test. Low conversion from appointment conducted to test.

        (1) Did you get a commitment from the applicant? Did you ask the applicant to enlist?

        (2) Did you present features and benefits for all the applicant's buying motives?

        (3) Did you sell the Army and present facts, evidence, benefits, and attempt to obtain an agreement for all the applicant's buying motives?

        (4) Did you have a dominant buying motive to present facts, evidence, benefits, and agreement (FEBA) or did you just assume what your applicant wanted?

        (5) Did you paint word pictures and put the prospect in the pictures?

        (6) Did you ask a second and third time for the commitment?

        (7) Did you schedule a follow-up appointment if you could not close the first time?

        (8) Did you use all the recruiting tools available to you (i.e., your sales book, recruiting publicity items, other members of your recruiting team, etc.?

        (9) Did you provide the prospect with a benefits summary sheet?

  d. Trouble getting applicants to pass the ASVAB.

        (1) Did you WINCAST or EST the applicant?

        (2) Are you administering the WINCAST or EST properly?

        (3) Are you using the probability tables for the WINCAST and EST?

        (4) Are you prospecting in a quality market or just calling anyone to make an appointment?

        (5) Did you ask if the applicant was taking college preparatory courses or general studies in school?

        (6) Did you ask if the applicant took the Scholastic Aptitude Test or the American College Test?

        (7) Did you ask has the applicant previously taken the ASVAB/SASVAB?

  e. Physical to physically qualified. Trouble getting applicants to pass the physical.

        (1) Did you properly prescreen the applicant using DD Form 2807-2 (Applicant Medical Prescreening Form)?

        (2) Did you have medical documentation for all cases where an individual was hospitalized or received treatment from a doctor?

        (3) Did you check with parents to clear up any questions about physical problems the applicant might have had?

        (4) Did you advise applicant about MEPS processing procedures (i.e., consults, blood pressure, high protein, bring glasses, refraction, etc.)?

        (5) Did you check thoroughly for drug and/or alcohol abuse?

        (6) Did you send an applicant you knew wasn't qualified to physical?

Performance Measures   **GO   NO GO**

        (7) Did you use Dial-A-Medic for questionable cases? (Dial-A-Medic is a telephone contact at each MEPS that reaches the medical section. It is designed to provide guidance to recruiters pertaining to medical questions.)

  f. . Physically qualified to enlisted. Trouble getting applicants from physically qualified to enlisted.

        (1) Did you close the sale? (Was the applicant ready to enlist)?

        (2) Did you sell specific options the applicant might not be qualified for (i.e., mechanics to a person who could be colorblind)?

        (3) Did you oversell your applicant (i.e., Loan Repayment Program, ACF, MOS, and unit of assignment)?

        (4) Did you send your applicant to MEPS to let the GC close the sale?

        (5) Did you explain MEPS processing procedures to your applicant (i.e., long day and to be patient)?

        (6) Did you fail to determine your applicant's real buying motives?

        (7) Did you present features and benefits to satisfy your applicant's real needs, wants, and desires?

        (8) Did you uncover the emotional reason for buying?

  g. Ship. Are you having DEP losses?

        (1) Have you kept in contact with your DEP members as per USAREC Reg 601-95?

        (2) Do you have monthly DEP functions and do your DEP members bring referrals?

        (3) Are your DEP functions fun and informative and do you vary the content or do the same thing every time?

        (4) Do you explain to the parents how important the DEP member's contract is?

        (5) Do you properly train, motivate, and prepare your DEP members for AD?

        (6) Do you tell your DEP members what an important job, etc., he or she enlisted for although it may not have been their first choice?

        (7) Do you constantly reinforce the sale with your DEP members-after the sale?

        (8) Do you give your DEP members the same amount of attention and interest as you did before they enlisted?

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 350-7

Conduct a Production Meeting
805B-79R-4525

Conditions: Given a recruiting station and it's recruiters with access to:

a. USAREC Reg 350-7
b. USAREC Reg 350-6
c. Operations and Analysis Board
d. School folders
e. FM 22-100

Standards: Conduct a station meeting that:

- Focuses on production
- Remains positive
- Gets all recruiters involved in the station mission
- Increases station awareness and productivity level

Performance Steps

1. Brief recruiters on the station mission and accomplishments for the current month.

2. Brief recruiters on the YTD operational (production) posture of the station and the projected accomplishments for the current month using the Operations and Analysis board. Addressing the following:
   a. Monthly contract mission (and/or goal) including progress in satisfying YTD shortfalls.
   b. Monthly Lead Refinement List contact goals/milestones.
   c. Monthly lead generation goals (school lists, new entries to general LRLs, etc).
   d. Monthly market share goals and known accomplishments of the other services. Ensure that:
      (1) Recruiters understand the competition from each service by market segment, ie, GA, SA, Female, Grad, Senior, Volume.
      (2) Recruiters know the dominant service in each area (zip code), how they prospect, who "buys" their product, and what it will take to reestablish Army presence and gain eventual market dominance.
   e. Pending/Projected Contract Multiplier (CM) activities.

3. Brief recruiters on personnel status and realign responsibilities and taskings to compensate for upcoming leaves, TDY, known absences, distracters, etc.

4. Require recruiters to brief their previous week's work effort/results including:
   a. Prospecting accomplishments versus planned/required prospecting (telephone, face-to-face, referrals, internet, etc) using the processing list.
   b. Lead generation accomplished (number of new leads generated).
   c. Results of COI/VIP development activities compared to expected/planned outcomes.

5. Direct recruiters to compare the results of last week's school penetration activities to expected/planned outcomes using their High School folders.

6. Instruct recruiters to outline the upshot of their Contract Multiplier (CM) activities versus expected/planned CM results.

7. Require recruiters to brief their mission accomplishment posture including.
   a. Monthly contract mission (or personal production goal) and accomplishments, and progress in making up any YTD shortfalls.
   b. Monthly LRL contact achievements compared to goals/milestones using their planning tool.
   c. Monthly lead generation achievements compared to their negotiated requirements for lead generation.

Performance Steps

        d. A byname synopsis of all applicants in the processing cycle, their current status, and plans to continue/conclude their processing.

  8. Require recruiters to brief their upcoming week's plan including:
        a. Prospecting plan (telephone, face to face, referral, internet, etc.) by lead source.
        b. Processing requirements (trips to the MET site, MEPs, documentation runs, etc).
        c. Weekly lead generation activities.
        d. Weekly COI/VIP development actions.
        e. SASVAB schedule and support required.
        f. Weekly school penetration strategy.
        g. Contract Multiplier schedule.
        h. Applicant and prospect follow-up requirements.

  9. Orchestrate common tasks to avoid duplication of effort (multiple recruiters running checks at the same agencies, traveling to the MET site or MEPS at the same time, etc).

 10. Brief recruiter on the station commander's anticipated absences (meetings, leave, training sessions, etc.).

 11. Schedule assisted house calls for new and struggling recruiters.

 12. Advise recruiters on the upcoming weekly training event(s) and ensure they block out the training periods in their planning tool.

 13. Redirect recruiter activities as needed to maximize recruiting efforts using the methods and techniques to influence performance described in FM 22-100.

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**
1. Briefed recruiters on the station mission and accomplishments for the current month.	——	——
2. Briefed recruiters on the YTD operational (production) posture of the station and the projected accomplishments for the current month using the Operations and Analysis board. Addressed the following:	——	——

        a. Monthly contract mission (and/or goal) including progress in satisfying YTD shortfalls.
        b. Monthly Lead Refinement List contact goals/milestones.
        c. Monthly lead generation goals (school lists, new entries to general LRLs, etc).
        d. Monthly market share goals and known accomplishments of the other services. Ensure that:
          (1) Recruiters understood the competition from each service by market segment, ie, GA, SA, Female, Grad, Senior, Volume.
          (2) Recruiters knew the dominant service in each area (zip code), how to prospect, who "buys" their product, and what it will take to reestablish Army presence and gain eventual market dominance.
        e. Pending/Projected Contract Multiplier (CM) activities.

3. Briefed recruiters on personnel status and realigned responsibilities and taskings to compensate for upcoming leaves, TDY, known absences, distracters, etc.	——	——
4. Required recruiters to brief their previous week's work effort/results including:	——	——

Performance Measures   GO   NO GO
     a. Prospecting accomplishments versus planned/required prospecting
       (telephone, face-to-face, referrals, internet, etc) using the processing list.
     b. Lead generation accomplished (number of new leads generated).
     c. Results of COI/VIP development activities compared to expected/planned
       outcomes.

5. Directed recruiters to compare the results of last week's school penetration   ——   ——
   activities to expected/planned outcomes using their High School folders.

6. Instructed recruiters to outline the upshot of their Contract Multiplier (CM)   ——   ——
   activities versus expected/planned CM results.

7. Required recruiters to brief their mission accomplishment posture including.   ——   ——
     a. Monthly contract mission (or personal production goal) and
       accomplishments, and progress in making up any YTD shortfalls.
     b. Monthly LRL contact achievements compared to goals/milestones using their
       planning tool.
     c. Monthly lead generation achievements compared to their negotiated
       requirements for lead generation.
     d. A byname synopsis of all applicants in the processing cycle, their current
       status, and plans to continue/conclude their processing.

8. Required recruiters to brief their upcoming week's plan including: ——   ——
     a. Prospecting plan (telephone, face to face, referral, internet, etc.) by lead
       source.
     b. Processing requirements (trips to the MET site, MEPs, documentation runs,
       etc).
     c. Weekly lead generation activities.
     d. Weekly COI/VIP development actions.
     e. SASVAB schedule and support required.
     f. Weekly school penetration strategy.
     g. Contract Multiplier schedule.
     h. Applicant and prospect follow-up requirements.

9. Orchestrated common tasks to avoid duplication of effort (multiple recruiters   ——   ——
   running checks at the same agencies, traveling to the MET site or MEPS at the
   same time, etc).

10. Briefed recruiter on the station commander's anticipated absences (meetings,   ——   ——
   leave, training sessions, etc.).

11. Scheduled assisted house calls for new and struggling recruiters.   ——   ——

12. Advised recruiters on the upcoming weekly training event(s) and ensured they   ——   ——
   block out the training periods in their planning tool.

13. Re-directed recruiter activities as needed to maximize recruiting efforts using the   ——   ——
   methods and techniques to influence performance described in FM 22-100.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                             FM 22-100
                                           USAREC REG 350-6

References

    Required   **Related**

                                                              USAREC REG 350-7

Conduct a Station Briefing
805B-79R-4528

Conditions: Given a requirement to conduct a station briefing and access to:

a. USAREC Reg 350-7
b. Recruiting Station and Market Analysis Board
c. An individual to be briefed
d. Information pertaining to the subject of the briefing
e. Standard office supplies and equipment
f. USAREC Form 1117.

Standards: Conduct a station briefing that provides detailed information about the recruiting station's operational posture and mission effectiveness.

Performance Steps

1. Gather, select, and organize the information to be presented IAW USAREC Reg 350-7.

2. Conduct briefing IAW USAREC REG 350-7.

3. Determine the desired length of the briefing.

4. Use the information on the Market Analysis Board.

5. Prepare the briefing in the following format:
   a. Introduction.
   b. Body.
   c. Close.

6. Rehearse the briefing.

7. Make a final check of all materials.

8. Inspect the Market Analysis Board and all information prior to the briefing to ensure that they are ready.

9. Open the briefing by the audience and make the necessary introductions.

10. State the purpose, goal, or objective of the briefing.

11. Brief by starting with the left side of the board to the right side.

12. Ask for and answer all questions during and at the end of the briefing.

13. Make corrections or update information as necessary.

Evaluation Preparation: This task can be evaluated by use of the evaluation guide. Evaluation Guide. Perform the task on the job using the materials listed in the CONDITIONS statement above. Evaluate the soldier, using the evaluation guide.

Performance Measures	GO	NO GO
1. Gathered, select, and organize the information to be presented IAW USAREC Reg 350-7.	——	——
2. Conducted briefing IAW USAREC REG 350-7.	——	——
3. Determined the desired length of the briefing.	——	——

Performance Measures	**<u>GO</u>**	**<u>NO GO</u>**
4. Used the information on the Market Analysis Board.	——	——

5. Prepared the briefing in the following format:
   a. Introduction.
   b. Body.
   c. Close
	——	——

6. Rehearsed the briefing.	——	——
7. Made a final check of all materials.	——	——
8. Inspected the Market Analysis Board and all information prior to the briefing to ensure that they are ready.	——	——
9. Opened the briefing by the audience and make the necessary introductions.	——	——
10. Stated the purpose, goal, or objective of the briefing.	——	——
11. Briefed by starting with the left side of the board to the right side.	——	——
12. Asked for and answer all questions during and at the end of the briefing.	——	——
13. Made corrections or update information as necessary.	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

Direct Contract Multipliers
805B-79R-4531

Conditions: You are a station commander newly assigned to a recruiting station. You have one or more recruiters, and you must effectively coordinate and synchronize the use of outside recruiting assets in support of the mission, ensure proper placement of those assets for maximum visibility and effect. You also have access to:

a. USAREC Reg 601-93
b. USAREC Reg 601-85
c. USAREC Reg 601-103
d. USAREC Pam 601-31
e. USAREC Reg 350-6
f. FM 22-100
g. USAREC Reg 601-95
h. AR 135-200 (ADSW)

Standards: Direct a contract multiplier plan that matches assets with the known interests of specific market segments and strategically place assets in locations that generate leads and expand Army visibility.

Performance Steps

1. Coordinate use of Recruiting Support Brigade (RSB) and Total Army Involvement In Recruiting (TAIR) Assets:
   a. Identify and request RSB/TAIR support 90-180 days before the planned school or community event takes place:
      (1) Obtain the current RSB touring schedule
      (2) Identify TAIR activities available locally or nationally such as teams specializing in:
         (a) Journalism, photojournalism, and broadcast journalism
         (b) Vehicle, helicopter, tank, and fixed-wing aircraft mechanics
         (c) Combat Arms, Airborne, Air Assault, Ranger, Sniper, Special Forces/Ops, Rappelling, Marksmanship (AMU)
         (d) Explosive Ordinance Disposal
         (e) Military Police and K-9
         (f) Military Intelligence and Linguistics
         (g) Culinary Arts
         (h) Music (Band)
         (i) Medical and Pharmacy
         (j) Communications and Electronic Equipment Repair
         (k) Aviation
      (3) Identify local USAR/ARNG units with potential TAIR value:
         (a) Static display vehicles and equipment
         (b) Personnel to provide demonstrations
   b. Analyze the market:
      (1) Determine popular enlistment options in the recruiting station zone (adventure, skill training, high-tech, etc.) using school folders, enlisted cards, and data from DAMASCUS II reflecting the history of CA, CS, and CSS enlistments by gender, race, and test category
      (2) Determine likely audience based on type of event (sports, community, school, etc.) and the lifestyle segmentation attributes and historical enlistment profiles (DAMASCUS) of each target group.
      (3) Select assets that support what "sells:"

Performance Steps

(a) Army adventure vans, combat arms/special ops teams for audiences predisposed to adventure

(b) TAIR skill teams for classroom presentations that appeal to the interests of the class. For example, if the target audience consists primarily of Hispanic males from three station zip codes, determine what MOSs, options, and incentives Hispanic males from those specific zips have enlisted for in the past (3 years), and match the TAIR asset, RPIs, HRAP, and recruiters (if possible) to the audience. If training of choice in electronics/communications and the cash bonus represent the target group's most common historical enlistment pattern, select TAIR assets and RPI that highlight those opportunities more so than other Army options.

(c) High tech equipment from Troop Program Units (TPUs) for displays and demonstrations.

c. Market national RSB/TAIR in non-supportive or reluctant schools by:

(1) Identifying that portion of the school population with likely interest in the presentation (review DAMASCUS, enlistment trends, post-high school employment patterns, go-to-college rates, etc.).

(2) Developing and delivering a persuasive presentation to school decision-makers that illustrates the benefit of the asset, i.e., better informed staff/students, assistance to those not planning college or those exploring specific occupational fields, a break from the traditional classroom routine, and an exciting/enriching learning experience.

d. Establish challenging lead generation, appointment and COI development objectives for each day the asset resides in the station zone.

e. Ensure recruiters communicate with unit/RSB points of contact (van drivers, exhibitors, and skill team NCOICs) to confirm:

(1) Availability time/preparedness of the asset

(2) Power requirements, size of the asset (will it fit in planned location), set-up time, safety considerations, etc.

(3) Travel distance authorized between set-ups when itineraries call for multiple presentation sites.

(4) Asset NCOIC understands site-specific restrictions on noise, collection of student information, potential scheduling conflicts, etc.

f. Oversee placement coordination:

(1) Site-visit to ensure support equipment will fit in the proposed set-up location

(2) Timely pre-event follow-up with hosts

(3) Frequent participation estimates to ensure effective use of the asset (re-direct if necessary)

(4) Sufficient support materials (RPIs, PPIs) on hand or on order.

g. Focus advertising on target markets to maximize participation:

(1) Request advertising of upcoming events through A&PA.

(2) Announce HRAP participation through A&PA in hometown news releases and school newspapers

(3) Post the area in and around the site with appropriate literature/displays

h. Manage the conduct of RSB/TAIR activities:

(1) Designate appropriate recruiter uniforms and inspect prior to the event

(2) Direct prospecting IAW instructions in prospecting tasks in this STP

(3) Brief and rehearse recruiters on their specific actions/responsibilities once on-site (where to stand, what "scripted" messages to share with leads during prospecting, their role in formally introducing subject matter/team members to the audience, etc.).

i. Stimulate aggressive follow-up activities by requiring recruiters to:

(1) Account for and follow-up with all qualified leads within 72 hours

(2) Follow-up with all lower classmen within 5 days.

(3) Post LRLs with all blueprinting gathered within 24 hours.

(4) Solicit feedback from the host:

(a) Impressions of the asset and its use.

(b) Suggestions for future assets.

Performance Steps

(c) Referral of other schools/groups that might benefit from similar presentations in the future

2. Oversee the use of HRAP:
   a. Request each DEP/DTP member for HRAP duty that has the potential to refer others for enlistment.
   b. Require recruiters to develop strategies that put the HRAP and recruiter in contact with as many people as possible:
      (1) Direct HRAPs to screen station LRLs/databases and yearbooks:
         (a) Prioritize each lead by known/suspected mental category
         (b) If feasible, accompany the HRAP on immediate house calls.
         (c) Assign an aggressive follow-up suspense for each lead not contacted.
         (d) Actively work each lead until face-to-face contact occurs.
         (e) Document all blueprinting information the HRAP provides
      (2) Ask the HRAP to identify all teachers and faculty members (COI) he/she knows and:
         (a) Accompany the HRAP to the school to meet them.
         (b) Prompt the HRAP to share their Army experiences.
         (c) Solicit referrals and blueprinting information.
         (d) Maintain contact with the COI to further penetrate the school.
      (3) Ask the HRAP to identify all business/community leaders (COI/VIP) they know and repeat steps (2) (a) through (2) (d) above
      (4) Determine which DEP/DTP members share the same aspirations, buying motives, and anxieties as the HRAP did/does, and:
         (a) Schedule a meeting with the DEP/DTP member.
         (b) Explain the DEP/DTP member's concerns to the HRAP.
         (c) Allow the HRAP to share their experiences with the DEP/DTP member to allay fears or validate opportunities.
      (5) Allow HRAPs to give training (rehearse beforehand) during DEP/DTP meetings and functions to demonstrate the range and proficiency of the HRAP's skill after only a short period of active duty. This also provides an opportunity for DEP/DTP members to express concerns with HRAP (peers) they may not express to you.

3. Oversee use of ADSW:
   a. Direct recruiters to identify potential Active Duty Special Work (ADSW) program candidates in local Troop Program Units (TPU):
      (1) Identify MOSs in the TPU that appeal to the market.
      (2) Attend drills, express needs to the unit leadership, and solicit referrals.
      (3) Identify TPU members that meet requirements and request their participation through the unit.
      (4) Post ADSW program information with business cards attached in TPU offices/common areas.
   b. Follow the same lead generation activities described in for HRAP use.

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
1. Coordinated use of Recruiting Support Brigade (RSB) and Total Army Involvement In Recruiting (TAIR) Assets:	——	——
a. Identified and request RSB/TAIR support 90-180 days before the planned school or community event takes place:		
(1) Obtained the current RSB touring schedule		

Performance Measures   **GO**   **NO GO**

        (2) Identified TAIR activities available locally or nationally such as teams specializing in:
           (a) Journalism, photojournalism, and broadcast journalism
           (b) Vehicle, helicopter, tank, and fixed-wing aircraft mechanics
           (c) Combat Arms, Airborne, Air Assault, Ranger, Sniper, Special Forces/Ops, Rappelling, Marksmanship (AMU)
           (d) Explosive Ordinance Disposal
           (e) Military Police and K-9
           (f) Military Intelligence and Linguistics
           (g) Culinary Arts
           (h) Music (Band)
           (i) Medical and Pharmacy
           (j) Communications and Electronic Equipment Repair
           (k) Aviation
        (3) Identified local USAR/ARNG units with potential TAIR value:
           (a) Static display vehicles and equipment
           (b) Personnel to provide demonstrations
    b. Analyzed the market:
        (1) Determined popular enlistment options in the recruiting station zone (adventure, skill training, high-tech, etc.) using school folders, enlisted cards, and data from DAMASCUS II reflecting the history of CA, CS, and CSS enlistments by gender, race, and test category
        (2) Determined likely audience based on type of event (sports, community, school, etc.) and the lifestyle segmentation attributes and historical enlistment profiles (DAMASCUS) of each target group.
        (3) Selected assets that support what "sells:"
           (a) Army adventure vans, combat arms/special ops teams for audiences predisposed to adventure
           (b) TAIR skill teams for classroom presentations that appeal to the interests of the class. For example, if the target audience consists primarily of Hispanic males from three station zip codes, determine what MOSs, options, and incentives Hispanic males from those specific zips have enlisted for in the past (3 years), and match the TAIR asset, RPIs, HRAP, and recruiters (if possible) to the audience. If training of choice in electronics/communications and the cash bonus represent the target group's most common historical enlistment pattern, select TAIR assets and RPI that highlight those opportunities more so than other Army options.
           (c) High tech equipment from Troop Program Units (TPUs) for displays and demonstrations.
    c. Marketed national RSB/TAIR in non-supportive or reluctant schools by:
        (1) Identified that portion of the school population with likely interest in the presentation (review DAMASCUS, enlistment trends, post-high school employment patterns, go-to-college rates, etc.).
        (2) Developed and delivered a persuasive presentation to school decision-makers that illustrates the benefit of the asset, i.e., better informed staff/students, assistance to those not planning college or those exploring specific occupational fields, a break from the traditional classroom routine, and an exciting/enriching learning experience.
    d. Established challenging lead generation, appointment and COI development objectives for each day the asset resides in the station zone.
    e. Ensured recruiters communicate with unit/RSB points of contact (van drivers, exhibitors, and skill team NCOICs) to confirm:
        (1) Availability time/preparedness of the asset

Performance Measures   **GO**   **NO GO**

       (2) Power requirements, size of the asset (will it fit in planned location), set-up time, safety considerations, etc.

       (3) Travel distance authorized between set-ups when itineraries call for multiple presentation sites.

       (4) Asset NCOIC understands site-specific restrictions on noise, collection of student information, potential scheduling conflicts, etc.

  f. Overseen placement coordination:

       (1) Site-visit to ensure support equipment will fit in the proposed set-up location

       (2) Timely pre-event follow-up with hosts

       (3) Frequent participation estimates to ensure effective use of the asset (re-direct if necessary)

       (4) Sufficient support materials (RPIs, PPIs) on hand or on order.

  g. Focused advertising on target markets to maximize participation:

       (1) Requested advertising of upcoming events through A&PA.

       (2) Announce HRAP participation through A&PA in hometown news releases and school newspapers

       (3) Posted the area in and around the site with appropriate literature/displays

  h. Managed the conduct of RSB/TAIR activities:

       (1) Designated appropriate recruiter uniforms and inspect prior to the event

       (2) Directed prospecting IAW instructions in prospecting tasks in this STP

       (3) Briefed and rehearsed recruiters on their specific actions/responsibilities once on-site (where to stand, what "scripted" messages to share with leads during prospecting, their role in formally introducing subject matter/team members to the audience, etc.).

  i. Stimulated aggressive follow-up activities by requiring recruiters to:

       (1) Accounted for and follow-up with all qualified leads within 72 hours

       (2) Follow-up with all lower classmen within 5 days.

       (3) Posted LRLs with all blueprinting gathered within 24 hours.

       (4) Solicit feedback from the host:

         (a) Impressions of the asset and its use.

         (b) Suggestions for future assets.

         (c) Referral of other schools/groups that might benefit from similar presentations in the future

2. Overseen the use of HRAP: ___   ___

  a. Requested each DEP/DTP member for HRAP duty that has the potential to refer others for enlistment.

  b. Required recruiters to develop strategies that put the HRAP and recruiter in contact with as many people as possible:

       (1) Directed HRAPs to screen station LRLs/databases and yearbooks:

         (a) Prioritized each lead by known/suspected mental category

         (b) If feasible, accompany the HRAP on immediate house calls.

         (c) Assigned an aggressive follow-up suspense for each lead not contacted.

         (d) Actively worked each lead until face-to-face contact occurs.

         (e) Documented all blueprinting information the HRAP provides

       (2) Asked the HRAP to Identified all teachers and faculty members (COI) he/she knows and:

         (a) Accompany the HRAP to the school to meet them.

         (b) Prompted the HRAP to share their Army experiences.

         (c) Solicit referrals and blueprinting information.

         (d) Maintained contact with the COI to further penetrate the school.

Performance Measures   **GO**   **NO GO**

   (3) Asked the HRAP to Identified all business/community leaders (COI/VIP)
    they know and repeat steps (2) (a) through (2) (d) above
   (4) Determined which DEP/DTP members share the same aspirations,
    buying motives, and anxieties as the HRAP did/does, and:
    (a) Scheduled a meeting with the DEP/DTP member.
    (b) Explained the DEP/DTP member's concerns to the HRAP.
    (c) Allowed the HRAP to share their experiences with the DEP/DTP
     member to allay fears or validate opportunities.
   (5) Allow HRAPs to give training (rehearse beforehand) during DEP/DTP
    meetings and functions to demonstrate the range and proficiency of the
    HRAP's skill after only a short period of active duty. This also provides
    an opportunity for DEP/DTP members to express concerns with HRAP
    (peers) they may not express to you.

 3. Overseen use of ADSW: ____   ____
  a. Directed recruiters to Identified potential Active Duty Special Work (ADSW)
   program candidates in local Troop Program Units (TPU):
   (1) Identified MOSs in the TPU that appeal to the market.
   (2) Attended drills, express needs to the unit leadership, and solicit
    referrals.
   (3) Identified TPU members that meet requirements and request their
    participation through the unit.
   (4) Posted ADSW program information with business cards attached in
    TPU offices/common areas.
  b. Followed the same lead generation activities described in for HRAP use.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	**Related**
AR 135-200	FM 22-100
USAREC REG 601-85	USAREC REG 350-6
USAREC REG 601-93	
USAREC REG 601-95	

Conduct Daily Performance Review
805B-79R-4534

Conditions: You are a station commander in a recruiting station. You have one or more recruiters with wide variances in sales and administrative skill levels. You have the requirement to maintain standards, identify training needs, and improve production. You also have access to:

a. USAREC Reg 350-7
b. USAREC Reg 350-6
c. USAREC Reg 600-22
d. ARMY Reg 670-1
e. FM 22-100
f. Recruiter Workstation
g. Planning Tools
h. School folders
i. USAR Unit folders
j. Additional tools as required (New Recruiter Program Handbook, Market Share Reports, Volume II extracts, etc)

Standards: Conduct a daily performance review that focuses on mission, sharpens administrative/management skills, and causes real growth in production by prescribing specific follow-on actions for prospects/applicants at various stages in the sales/prospecting cycle.

Performance Steps

1. Inspect the recruiter's appearance and direct/take appropriate action

2. Review planning tool
    a. Inspect for execution of previously planned events
        (1) Discuss reasons for non-fulfillment of plan and ways to recoup lost effort and results
        (2) Determine frequency of prospecting and verify that the recruiter:
            (a) Accomplished desired prospecting goals in designated categories by lead source
            (b) Solicited referrals and executed plans to aggressively follow-up on leads, prospects, applicants, etc
            (c) Conducted planned school activities
            (d) Spent the majority of the day prospecting and conducting sales presentations
        (3) Determine the adeqauacy of the prospecting plan and the effectiveness of execution by assessing whether the recruiter prospected:
            (a) In the right place
            (b) At the right time
            (c) Enough to meet requirements (number of approaches/attempts)
            (d) In the right market
            (e) Using a well-constructed pre-call plan
    b. Verify other activities (school visits, follow-ups, networking etc.) ensuring related documents reflect these activities (close-the-loop).
    c. Review future planning by verifying that:
        (1) Long-range plans reflect activities that maximize recruiter visibility, relationship-building and self-development that may require consideration during construction of the mid-range plan
        (2) Mid-range plans integrate elements of the long-range plan and any other mid-range activities that may impact short-range planning
        (3) Short-range plans follow 2-week continous
            (a) Lead sources (including the LRL name) identified for each prospecting session
            (b) Will capture every task that consumes a recruiter's time (ie Travel time, prospecting, ACA data)

Performance Steps

3. Conduct a review of the contact database
   a. Logon to RWS using station commander profile information
   b. Review applicable contact database(s) for accuracy by performing the following sequence:
      (1) Click Administration folder plus sign
      (2) Click Contact History
      (3) Review
      (4) Completed
      (5) Accept yes/no
      (6) Input remarks
   c. Ensure sales interview screen and contact history tab accurately reflect all information gleaned from the applicany including;
      (1) Interest areas
      (2) Long range goals (DEP/DTP)
      (3) Ojections raised
      (4) Hobbies
      (5) Extra-curricular activities
      (6) Other personal information revealed such as the type car they drive, girlfriend/boyfriend, favorite teacher, favorite class, current employer, etc
   d. Discuss prospect/applicant status, and status changes, for all programmed Station Commander follow-up Cover:
      (1) Last action taken and by who
      (2) Date, time and location of the next action to be taken and the intended approach
      (3) Detailed explanation as to why the prospect/applicant has not taken the next step
      (4) Require the recruiter to give complete feedback about each new sales presentation conducted, including the:
         (a) Results of probing
         (b) Re-presentation of FEBAs used to secure the prospect's agreement
         (c) Results of trial closes
         (d) Prospect's objection(s) and the recruiter responses
   e. Analyze non-productive sales interviews or disinterested prospect and consider:
      (1) Reassigning the prospect/applicant to another recruiter
      (2) Providing personal attention/assistance with hard-to-move prospects
      (3) Weight of prospect's production value/likelihood of enlistment (suspense/terminate accordingly)
   f. Take appropriate, proactive steps to compress the processing cycle by:
      (1) Personally contacting the prospect/applicant
      (2) Directing changes to the next action and monitoring execution closely
      (3) Assisting with personal follow-up responsibility
      (4) Assisting the recruiter with sales involving reluctant parents/influencers
      (5) Providing detailed guidance
   g. Annotate approval/disapproval of recruiter activities/entries
   h. Discuss approval/disapproval with the recruiter
   i. Review and validate all conducted appointments, interviews, and follow-ups, and record information on UF 533 or 533-B
   j. Ensure recruiter properly documents his/her planning tool to reflect station commander-directed actions.
      (1) Discuss and give guidance concerning DEP/DTP functions, referrals, commitment to ship etc
      (2) Schedule frequent station commander follow-ups to validate DEP/DTP status and reinforce commitments

4. Maintain recruiter focus by ensuring;
   a. Evidence of proactive planning appears throughout the planning tool, school folder(s), RWS, Leads and Reports System and other management tools (close-the-loop)

Performance Steps

      b. ALRL/Contact Database entries receive constant scrutiny:
         (1) Blueprinting takes place continuously
         (2) Compliance with contact milestones
         (3) Constant addition of new leads
      c. Regular inspection of school folders. Provide guidance concerning school penetration activities and ensure school folders reflect what has and what will occur.
      d. Review of lead source analysis data:
         (1) Determine most productive lead sources (sources that result in the most enlistments) and provide guidance to sustain or improve production
         (2) Determine most efficient lead sources (sources with the lowest conversion rates) and provide guidance and training to increase productivity.
         (3) Determine least productive/untapped areas and provide detailed guidance or training to stimulate prospecting activities (if the area's potential warrants)
           (a) Determine training needs
           (b) Offer necessary assistance and resources (Contract Force Multipliers, focused prospecting blitzes and CLT involvement etc)

   5. Apply the tenets of "Influencing, Operating, and Improving," contained in FM 22-100 to change performance and increase operational effectiveness.

   6. Conclude the performance review by scheduling the next performance review event on both the station commander and recruiter planning tool.

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**
1. Inspected the recruiter's appearance and direct/take appropriate action	――	――
2. Reviewed planning tool	――	――

      a. Inspect for execution of previously planned events
         (1) Discuss reasons for non-fulfillment of plan and ways to recoup lost effort
         (2) Determine frequency of prospecting and verify that the recruiter:
           (a) Accomplished desired prospecting goals in designated categories by lead source
           (b) Solicited referrals and executed plans to aggressively follow-up on leads, prospects, applicants, etc
           (c) Conducted planned school activities
           (d) Spent the majority of the day prospecting and conducting sales presentations
         (3) Determine the adeqauacy of the prospecting plan and the effectiveness of execution by assessing whether the recruiter prospected:
           (a) In the right place
           (b) At the right time
           (c) Enough to meet requirements (number of approaches/attempts)
           (d) In the right market
           (e) Using a well-constructed pre-call plan
      b. Verify other activities (school visits, follow-ups, networking etc.) ensuring related documents reflect these activities (close-the-loop).
      c. Review future planning by verifying that:

Performance Measures   **GO**   **NO GO**

       (1) Long-range plans reflect activities that maximize recruiter visibility, relationship-building and self-development that may require consideration during construction of the mid-range plan
       (2) Mid-range plans integrate elements of the long-range plan and any other mid-range activities that may impact short-range planning
       (3) Short-range plans follow 2-week continous
         (a) Lead sources (including the LRL name) identified for each prospecting session
         (b) Will capture every task that consumes a recruiter's time (ie Travel time, prospecting, ACA data)

  3. Conducted a review of the contact database   ____   ____
    a. Logon to RWS using station commander profile information
    b. Review applicable contact database(s) for accuracy by performing the following sequence:
      (1) Click Administration folder plus sign
      (2) Click Contact History
      (3) Review
      (4) Completed
      (5) Accept yes/no
      (6) Input remarks
    c. Ensure sales interview screen and contact history tab accurately reflect all information gleaned from the applicany including;
      (1) Interest areas
      (2) Long range goals (DEP/DTP)
      (3) Ojections raised
      (4) Hobbies
      (5) Extra-curricular activities
      (6) Other personal information revealed such as the type car they drive, girlfriend/boyfriend, favorite teacher, favorite class, current employer, etc
    d. Discuss prospect/applicant status, and status changes, for all programmed Station Commander follow-up Cover:
      (1) Last action taken and by who
      (2) Date, time and location of the next action to be taken and the intended approach
      (3) Detailed explanation as to why the prospect/applicant has not taken the next step
      (4) Require the recruiter to give complete feedback about each new sales presentation conducted, including the:
        (a) Results of probing
        (b) Re-presentation of FEBAs used to secure the prospect's agreement
        (c) Results of trial closes
        (d) Prospect's objection(s) and the recruiter responses
    e. Analyze non-productive sales interviews or disinterested prospect and consider:
      (1) Reassigning the prospect/applicant to another recruiter
      (2) Providing personal attention/assistance with hard-to-move prospects
      (3) Weight of prospect's production value/likelihood of enlistment (suspense/terminate accordingly)
    f. Take appropriate, proactive steps to compress the processing cycle by:
      (1) Personally contacting the prospect/applicant
      (2) Directing changes to the next action and monitoring execution closely
      (3) Assisting with personal follow-up responsibility

Performance Measures   **GO**   **NO GO**

       (4) Assisting the recruiter with sales involving reluctant parents/influencers
       (5) Providing detailed guidance
  g. Annotate approval/disapproval of recruiter activities/entries
  h. Discuss approval/disapproval with the recruiter
   i. Review and validate all conducted appointments, interviews, and follow-ups, and record information on UF 533 or 533-B
   j. Ensure recruiter properly documents his/her planning tool to reflect station commander-directed actions.
       (1) Discuss and give guidance concerning DEP/DTP functions, referrals, commitment to ship etc
       (2) Schedule frequent station commander follow-ups to validate DEP/DTP status and reinforce commitments

4. Maintained recruiter focus by ensuring;   _____   _____
  a. Evidence of proactive planning appears throughout the planning tool, school folder(s), RWS, Leads and Reports System and other management tools (close-the-loop)
  b. ALRL/Contact Database entries receive constant scrutiny:
       (1) Blueprinting takes place continuously
       (2) Compliance with contact milestones
       (3) Constant addition of new leads
  c. Regular inspection of school folders. Provide guidance concerning school penetration activities and ensure school folders reflect what has and what will occur.
  d. Review of lead source analysis data:
       (1) Determine most productive lead sources (sources that result in the most enlistments) and provide guidance to sustain or improve production
       (2) Determine most efficient lead sources (sources with the lowest conversion rates) and provide guidance and training to increase productivity.
       (3) Determine least productive/untapped areas and provide detailed guidance or training to stimulate prospecting activities (if the area's potential warrants)
         (a) Determine training needs
         (b) Offer necessary assistance and resources (Contract Force Multipliers, focused prospecting blitzes and CLT involvement etc)

5. Applied the tenets of "Influencing, Operating, and Improving," contained in FM 22-   _____   _____
100 to change performance and increase operational effectiveness.

6. Concluded the performance review by scheduling the next performance review   _____   _____
event on both the station commander and recruiter planning tool.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	Related
USAREC REG 350-6	AR 670-1
USAREC REG 350-7	FM 22-100
	USAREC REG 600-22

Perform QC of Enlistment Packet
805B-79R-4543

Conditions: Given a recruiter who has informed you that the enlistment packet on an applicant has been prepared to be forwarded to the Military Entrance Processing Station (MEPS). You also have access to:

a. AR 601-210
b. USAREC Reg 350-7
c. USAREC Reg 600-22
d. USAREC Reg 601-45
e. USAREC Reg 601-97
f. A competed packet
g. Other forms and documents
h. Recruiter Workstation with Leads and Reports System software installed

Standards: Perform Quality Check of a completed enlistment packet, identifying all errors, directing corrections of those errors, and submitting a fully completed, error free packet to the MEPS.

Performance Steps

1. Gather all source documents and verify their validity

2. Crosscheck the prospect record against the source documents

3. Check each page of the enlistment packet for completeness and accuracy.

4. Review a waiver packet if necessary
   a. Review a moral waiver.
      (1) Verify all necessary documents
         (a) Commander's interview
         (b) DD Form 369 for city, county, state, for all addresses listed, to include where offense ocurred.
         (c) USAREC Form 1037
         (d) USAREC FL 41.
         (e) USAREC Form 1118 (Letter of Reference) from employers one year prior to application
         (f) USAREC Form 1118 (Letter of Reference) from school three years prior to application
         (g) Applicant statement
         (h) DD Form 214 (if applicable).
         (i) SF 88/93.
         (j) USMEPCOM 714 ADP.
      (2) QC'd packet for accuracy.
   b. Review a medical waiver.
      (1) QC'd packet for accuracy
      (2) Verified all necessary documents
         (a) Copy of SF 88/93
         (b) Copy of all medical records and supporting information pertaining to disqualification
         (c) USMEPCOM 714ADP
         (d) DD Form 214 (if applicable)
   c. Review an administrative waiver.
      (1) QC'd packet for accuracy
      (2) Recruiting BN Commander/XO interview.
      (3) Verify all necessary documents
         (a) DA Form 3072-2(Dependency, Hardship, or Spouse of a Military Member)
         (b) DD Form 214 (If applicable).

Performance Steps

    (c) Statement from spouse or guardian/proof that hardship no longer exist.
    (d) USAREC Form 1118 (Letter of Reference) from employers one year prior to application
    (e) USAREC Form 1118 (Letter of Reference) from school three years prior to
    (f) USMEPCOM 714ADP
    (g) SF 88/93.

5. Ensure that the EPSQ validation sheet states that it has no deficiencies.
   a. EPSQ disk is present
   b. Applicant has past edit for projection

6. Return the packet to recruiter to correct deficiencies (if applicable)

7. Ensure the USAREC Fm 794 (Enlistment Packet Worksheet) has been initiated and completed.

8. Sign and date USAREC Fm 794

9. Conduct an interview with the applicant to:
   a. Verify the reason for processing (Shop or enlist)
   b. Adequately structure the applicant's expectations concerning processing/enlistment procedures
   c. Re-verify qualifications (Hot Seat) and uncover any items missed or misrepresented by the recuriter.

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**
1. Gathered all source documents and verified their validity.	——	——
2. Crosschecked the prospect record against the source documents.	——	——
3. Checked each page of the enlistment packet for completeness and accuracy.	——	——
4. Reviewed packet for waiver if necessary.	——	——

   a. Reviewed a moral waiver.
     (1) Verified all necessary documents.
       (a) Commander's interview.
       (b) DD Form 369 for city, county, state, for all addresses listed, to include where offense ocurred.
       (c) USAREC Form 1037.
       (d) USAREC FL 41.
       (e) USAREC Form 1118 (Letter of Reference) from employers one year prior to application.
       (f) USAREC Form 1118 (Letter of Reference) from school three years prior to application.
       (g) Applicant statement.
       (h) DD Form 214 (if applicable).
       (i) SF 88/93.
       (j) USMEPCOM 714 ADP.
     (2) QC'd packet for accuracy.
   b. Reviewed a medical waiver.
     (1) QC'd packet for accuracy.
     (2) Verified all necessary documents.
       (a) Copy of SF 88/93.

Performance Measures GO NO GO

          (b) Copy of all medical records and supporting information pertaining
              to disqualification.
          (c) USMEPCOM 714ADP.
          (d) DD Form 214 (if applicable).
    c. Reviewed an administrative waiver.
      (1) QC'd packet for accuracy.
      (2) Recruiting BN Commander/XO interview.
      (3) Verified all necessary documents.
         (a) DA Form 3072-2(Dependency, Hardship, or Spouse of a Military
            Member).
         (b) DD Form 214 (If applicable).
         (c) Statement from spouse or guardian/proof that hardship no longer
            exist.
         (d) USAREC Form 1118 (Letter of Reference) from employers one
            year prior to application.
         (e) USAREC Form 1118 (Letter of Reference) from school three years
            prior to application.
         (f) USMEPCOM 714ADP.
         (g) SF 88/93.

5. Ensured that the EPSQ validation sheet states that it has no deficiencies. —— ——
    a. EPSQ disk is present.
    b. Applicant has passed edits for projection.

6. Returned the packet to recruiter to correct deficiencies (if applicable). —— ——

7. Ensured the USAREC Fm 794 (Enlistment Packet Worksheet) has been initiated —— ——
   and completed.

8. Signed and dated USAREC Fm 794. —— ——

9. Conducted an interview with the applicant. —— ——
    a. Verified the reason for processing (Shop or enlist).
    b. Adequately structured the applicant's expectations concerning
       processing/enlistment procedures.
    c. Re-verified qualifications (Hot Seat) and uncover any items missed or
       misrepresented by the recuriter.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                            AR 601-210
                                            USAREC REG 350-7
                                            USAREC REG 600-22
                                            USAREC REG 601-45
                                            USAREC REG 601-56

Conduct Reception and Integration Counseling
805B-79R-4546

Conditions: You are assigned as a station commander to a recruiting station. You have 4 newly assigned recruiters with or without previous recruiting experience, with and without accompanied dependents, and some are stationed away from a military installation for the first time. You also have access to:

a. USAREC Reg. 350-7
b. USAREC Pam 350-2
c. FM 22-100
d. Unit Standard Operating Procedures (SOP)
e. Army Family Team Building (AFTB)

Standards: Conduct reception and integration of newly assigned personnel to identify and help fix any problems the soldiier may have while ensuring the new soldier knows the organizational standards and how they fit into the team.

Performance Steps

1. Assign a sponsor to newly assigned personnel immediately following confirmed assignment who:
      a. Is of equal or higher in grade.
      b. Is of the same gender, marital status and when feasible.
      c. Is not within 60 days of PCS.
      d. Is not (normally) the person being replaced by the incoming soldier.

2. Sponsors will:
      a. Forward a welcome letter within 10 calendar days of appointment.
      b. Telephone the new soldier, if possible.
      c. Provide the new soldier with telephone numbers where they can be reached.
      d. Be encouraged to provide their home address/phone number.
      e. Include all information previously requested by the new soldier on DA Form 5634.

3. Oversee the search for adequate housing by providing:
      a. Detailed information on neighborhoods within the station boundary (including crime rates, housing/utility costs, insurance premiums, closest medical facilities accepting government-sponsored health insurance, etc.).
      b. Detailed information on school systems (average GPA in each district, availability of after school care, school schedule, etc.).
      c. Commute times during peak traffic periods to and from the RS.
      d. Location of recommended stores, banks, day-care, etc.
      e. Introductions to key members of the unit, i.e. company and battalion Family. Support Group leaders/representatives, spouses of recruiters in the RS, etc.
       f. Sufficient time and assistance for the new recruiter to settle personal affairs prior to reporting to work.
      g. A listing of all support services and contact procedures, i.e. legal services, chaplain, etc.

4. Escort the recruiter (when feasible) to the battalion for in-processing and ensure:
      a. All financial matters are resolved or are being handled in an expeditiously.
      b. The recruiter receives their New Recruiter Handbook.
      c. The recruiter meets key staff personnel, i.e., Operations, S-1, Budget, Supply, etc.
      d. The recruiter has all necessary publications.

Performance Steps

5. Provide a map and tour to the new recruiter of his or her assigned area of operations (AO) and point out/have the recruiter document:
    a. Established "flag stops."
    b. Established face-to-face prospecting sites.
    c. All assigned schools.
    d. Local newspapers, radio and television stations.
    e. All locations where police/court/civil records are obtained, i.e., police checks, marriage licenses, birth certificates, divorce decrees, etc.

6. Introduce the new recruiter to key personnel:
    a. School officials (counselors, teachers, principals, registrars, veterans representatives, etc.
    b. COI/VIPs.
    c. Court clerks, record clerks, etc.

7. Give the newly assigned recruiter a briefing using the Operations and Market Analysis board (O & A board) covering:
    a. A brief history of the recruiting station
    b. Production history of assigned AO
    c. Competition within the AO

8. Provide the new recruiter with:
    a. A copy of the Company and RS SOP.
    b. A calendar of upcoming events (Annual Training Conference (ATC), company training dates, upcoming school ASVAB dates, etc.).
    c. A MEPS Standard Operating Procedure and calendar (testing days, consult availability schedule, etc.).

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**

1. Assigned a sponsor to newly assigned personnel immediately following confirmed assignment who:
    a. Is of equal or higher in grade.
    b. Is of the same gender, marital status and when feasible.
    c. Is not within 60 days of PCS.
    d. Is not (normally) the person being replaced by the incoming soldier.
	——	——

2. Sponsor did:
    a. Forward a welcome letter within 10 calendar days of appointment.
    b. Telephoned the new soldier, if possible.
    c. Provided the new soldier with telephone numbers where they can be reached.
    d. Be encouraged to provide their home address/phone number.
    e. Included all information previously requested by the new soldier on DA Form 5634.
	——	——

3. Overseen the search for adequate housing by providing:
    a. Detailed information on neighborhoods within the station boundary (including crime rates, housing/utility costs, insurance premiums, closest medical facilities accepting government-sponsored health insurance, etc.).
    b. Detailed information on school systems (average GPA in each district, availability of after school care, school schedule, etc.).
	——	——

Performance Measures   **GO**   **NO GO**

    c. Commuted times during peak traffic periods to and from the RS.
    d. Location of recommended stores, banks, day-care, etc.
    e. Introduced key members of the unit, i.e. company and battalion Family.
       Support Group leaders/representatives, spouses of recruiters in the RS, etc.
    f. Sufficient time and assistance for the new recruiter to settle personal affairs
      prior to reporting to work.
    g. A listing of all support services and contact procedures, i.e. legal services,
      chaplain, etc.

4. Escorted the recruiter (when feasible) to the battalion for in-processing and   ——   ——
  ensure:
    a. All financial matters are resolved or are being handled expeditiously.
    b. The recruiter receives their New Recruiter Handbook.
    c. The recruiter meets key staff personnel, i.e., Operations, S-1, Budget,
      Supply, etc.
    d. The recruiter has all necessary publications.

5. Provided a map and tour to the new recruiter of his or her assigned area of   ——   ——
  operations (AO) and point out/have the recruiter document:
    a. Established "flag stops."
    b. Established face-to-face prospecting sites.
    c. All assigned schools.
    d. Local newspapers, radio and television stations.
    e. All locations where police/court/civil records are obtained, i.e., police checks,
      marriage licenses, birth certificates, divorce decrees, etc.

6. Introduced the new recruiter to key personnel: ——   ——
    a. School officials (counselors, teachers, principals, registrars, veterans
      representatives, etc.
    b. COI/VIPs.
    c. Court clerks, record clerks, etc.

7. Gave the newly assigned recruiter a briefing using the Operations and Market   ——   ——
  Analysis board (O & A board) covering:
    a. A brief history of the recruiting station
    b. Production history of assigned AO
    c. Competition within the AO

8. Provided the new recruiter with: ——   ——
    a. A copy of the Company and RS SOP.
    b. A calendar of upcoming events (Annual Training Conference (ATC),
      company training dates, upcoming school ASVAB dates, etc.).
    c. A MEPS Standard Operating Procedure and calendar (testing days, consult
      availability schedule, etc.).

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    FM 22-100
    USAREC PAM 350-2
    USAREC REG 350-7

Conduct Professional Growth/Development Counseling
805B-79R-4547

Conditions: As a station commander, you will need to counsel your soldiers on their professional or personal growth. You have access to:

a. AR 623-205
b. FM 22-100
c. FM 4856-E
d. DA FM 2166
e. DA Fm 2166-7-1

Standards: Identify and discuss the subordinate's strengths and weaknesses and create a plan of action to build upon strengths and overcome weaknesses.

Performance Steps

1. Review FM 22-100, appendices B and C.

2. Identify the need for event-oriented counseling
    a. Superior duty performance
    b. Substandard duty performance
    c. Reception and integration of new team members
    d. Crisis counseling
    e. Referral counseling (to outside agency or appropriate resource)
    f. Promotion counseling for all specialists and sergeants eligible for advancement without waivers but not recommended for promotion to the next higher grade.
    g. Adverse separation counseling (involves informing the soldier of the administrative actions available to the commander and the potential consequences of those actions, in the event substandard performance continues).
NOTE: Developmental counseling may not apply when an indiviual has engaged in serious acts of misconduct. In those situations, you should refer the matter to the commander or the staff judge advocate

3. Demonstrate the leader qualities needed for effective counseling
    a. Respect for subordinates
    b. Self and cultural awareness
    c. Credibility
    d. Empathy

4. Demonstrate the leader skills needed for effective counseling
    a. Active listening
        (1) Eye contact
        (2) Body posture
        (3) Head nods
        (4) Facial expressions
        (5) Verbal and nonverbal expressions
    b. Responding (verbally and non-verbally)
        (1) Communicate that you understand the subordinate
        (2) Check your understanding: clarify and confirm what has been said
        (3) Summarize and interpret the subordinate's message
        (4) Eye contact and head nods
    c. Questioning:
        (1) Ask open-ended questions to evoke more than a "yes" or "no" answer

Performance Steps

    (2) Pose questions to help verify understanding, encourage further explanation, or help the subordinate move through the stages of the counseling session

  5. Avoid the following common mistakes of counseling
    a. Personal Bias
    b. Rash judgements
    c. Stereotyping
    d. Losing emotional control
    e. Inflexible counseling methods
    f. Improper follow-up

  6. Prepare for counseling
    a. Select a suitable place that minimizes distracting sights and sounds
    b. Schedule the time
    c. Notify the subordinate well in advance to allow them to prepare for the session. The subordinate should know when, where, and why the counseling will take place
    d. Organize information for the counseling
    e. Outline the components of the counseling session
    f. Choose a counseling strategy that suits your subordinate and the situation;
      (1) Directive Approach
        (a) Quickest method
        (b) Good for people who need clear, concise direction
        (c) Allows counselors to actively use their experience
        (d) Doesn't encourage subordinates to become part of the solution
        (e) Tends to treat symptoms, not problems
        (f) Tends to discourage subordinates from talking freely
        (g) Solution is the counselor's, not the subordinate's
      (2) Nondirective Approach
        (a) Encourages maturity
        (b) Encourages open communication
        (c) Develops personal responsibility
        (d) More time-consuming
        (e) Requires greatest counselor skill
      (3) Combined Approach
        (a) Moderately quick
        (b) Encourages maturity
        (c) Encourages open communication
        (d) Allows counselors to actively use their experience
        (e) May take too much time for some situations
    g. Chose an appropriate counseling technique
      (1) Suggesting alternatives
      (2) Recommending
      (3) Persuading
      (4) Advising
      (5) Corrective Training
      (6) Commanding
    h. Establish the right atmosphere
      (1) Informal:
        (a) Promotes two-way communication between a leader and subordinate
        (b) Allows for a relaxed yet professional atmosphere
      (2) Formal
        (a) Used mostly to correct substandard performance
        (b) Where specific guidance is given
        (c) Reinforces the leader's rank, position in the chain of command, and authority.

  7. Conduct the counseling session

Performance Steps

    a. Open the session
        (1) Establish a subordinate-centered setting
        (2) State the purpose of the counseling session
    b. Discuss the issues
    c. Develop a plan of action
        (1) Identify a method for achieving desires results
        (2) Specify what the subordinate must do to reach the set goals
        (3) Show the subordinate exactly how to modify or maintain their behavior
        (4) Use concrete and direct terms
    d. Record and close the session
        (1) Record the session on DA Form 4856-E (normally)
        (2) Close the session by summarizing its key points and asking the subordinate if they understand the plan of action.

  8. Follow-up and assess the plan of action
    a. Support subordinates during implementation of the plan of action:
        (1) Teach
        (2) Coach
        (3) Provide time and resources
        (4) Make referrals
        (5) Inform the chain of command
    b. Evaluate the results and conduct follow-up counseling

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**
1. Reviewed FM 22-100, appendices B and C.	——	——
2. Identified the need for event-oriented counseling	——	——

    a. Superior duty performance
    b. Substandard duty performance
    c. Reception and integration of new team members
    d. Crisis counseling
    e. Referral counseling (to outside agency or appropriate resource)
    f. Promotion counseling for all specialists and sergeants eligible for advancement without waivers but not recommended for promotion to the next higher grade.
    g. Adverse separation counseling (involves informing the soldier of the administrative actions available to the commander and the potential consequences of those actions, in the event substandard performance continues).
NOTE: Developmental counseling may not apply when an indiviual has engaged in serious acts of misconduct. In those situations, you should refer the matter to the commander or the staff judge advocate

3. Demonstrated the leader qualities needed for effective counseling	——	——

    a. Respect for subordinates
    b. Self and cultural awareness
    c. Credibility
    d. Empathy

4. Demonstrated the leader skills needed for effective counseling	——	——

Performance Measures   **GO**   **NO GO**

    a. Active listening
        (1) Eye contact
        (2) Body posture
        (3) Head nods
        (4) Facial expressions
        (5) Verbal and nonverbal expressions
    b. Responding (verbally and non-verbally
        (1) Communicate that you understand the subordinate
        (2) Check your understanding: clarify and confirm what has been said
        (3) Summarize and interpret the subordinate's message
        (4) Eye contact and head nods
    c. Questioning:
        (1) Ask open-ended questions to evoke more than a "yes" or "no" answer
        (2) Pose questions to help verify understanding, encourage further explanation, or help the subordinate move through the stages of the counseling session

5. Avoided the following common mistakes of counseling   ____   ____
    a. Personal Bias
    b. Rash judgements
    c. Stereotyping
    d. Losing emotional control
    e. Inflexible counseling methods
    f. Improper follow-up

6. Prepared for counseling   ____   ____
    a. Select a suitable place that minimizes distracting sights and sounds
    b. Schedule the time
    c. Notify the subordinate well in advance to allow them to prepare for the session. The subordinate should know when, where, and why the counseling will take place
    d. Organize information for the counseling
    e. Outline the components of the counseling session
    f. Choose a counseling strategy that suits your subordinate and the situation;
        (1) Directive Approach
            (a) Quickest method
            (b) Good for people who need clear, concise direction
            (c) Allows counselors to actively use their experience
            (d) Doesn't encourage subordinates to become part of the solution
            (e) Tends to treat symptoms, not problems
            (f) Tends to discourage subordinates from talking freely
            (g) Solution is the counselor's, not the subordinate's
        (2) Nondirective Approach
            (a) Encourages maturity
            (b) Encourages open communication
            (c) Develops personal responsibility
            (d) More time-consuming
            (e) Requires greatest counselor skill
        (3) Combined Approach
            (a) Moderately quick
            (b) Encourages maturity
            (c) Encourages open communication
            (d) Allows counselors to actively use their experience
            (e) May take too much time for some situations
    g. Chose an appropriate counseling technique

Performance Measures   **GO**   **NO GO**
        (1) Suggesting alternatives
        (2) Recommending
        (3) Persuading
        (4) Advising
        (5) Corrective Training
        (6) Commanding
    h. Establish the right atmosphere
        (1) Informal:
           (a) Promotes two-way communication between a leader and
               subordinate
           (b) Allows for a relaxed yet professional atmosphere
        (2) Formal
           (a) Used mostly to correct substandard performance
           (b) Where specific guidance is given
           (c) Reinforces the leader's rank, position in the chain of command,
               and authority.

  7. Conducted the counseling session   ____   ____
    a. Open the session
        (1) Establish a subordinate-centered setting
        (2) State the purpose of the counseling session
    b. Discuss the issues
    c. Develop a plan of action
        (1) Identify a method for achieving desires results
        (2) Specify what the subordinate must do to reach the set goals
        (3) Show the subordinate exactly how to modify or maintain their behavior
        (4) Use concrete and direct terms
    d. Record and close the session
        (1) Record the session on DA Form 4856-E (normally)
        (2) Close the session by summarizing its key points and asking the
            subordinate if they understand the plan of action.

  8. Followed-up and assessed the plan of action   ____   ____
    a. Support subordinates during implementation of the plan of action:
        (1) Teach
        (2) Coach
        (3) Provide time and resources
        (4) Make referrals
        (5) Inform the chain of command
    b. Evaluate the results and conduct follow-up counseling

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 623-205
    FM 22-100

Conduct a Performance Oriented Counseling Session
805B-79R-4552

Conditions: You are assigned as a station commander in a recruiting station. You have a soldier and the need to conduct counseling that reviews duty performance over a specified period of time, establishes objectives and standards for the next period, or counseling that plans for the accomplishment of individual and professional goals and access to:

a. FM 22-100
b. AR 623-205
c. DA Form 4856-E
d. DA Form 2166
e. DA Form 2166-7-1

Standards: Establish performance objectives and standards Jointly with counselee for the next period while focusing on the subordinate's strengths, areas needing improvement, and potential.

Performance Steps

1. Reviewing FM 22-100, appendix C

2. Identify the need for performance counseling
   a. Initial NCOER counseling
   b. Quarterly NCOER counseling

3. Assess the soldier's performance and potential based on the following leadership dimensions.
   a. Values
      (1) Loyalty. Bears true faith and allegiance in the correct order to the constitution, the Army, and the organization.
      (2) Duty. Fulfills professional, legal, and moral obligations. Carries out mission requirements. Meets professional standards. Sets the example. Complies with policies and directive. Continually pursues excellence.
      (3) Respect. Treats people as they should be treated. Creates a climate of fairness and equal opportunity. Exercises discretion and tact when correcting or questioning others. Remains courteous. Doen't take advantage when holding positions of authority.
      (4) Selfless Service. Puts the welfare of the nation, the Army, and subordinates before personal welfare. Sustains team morale. Shares subordinate's hardships. Gives credit for successes to others and accepts personal responsibility for failures
      (5) Honor. Does what is legally and morally right. Possesser high personal moral standards. Remains honest in word and deed. Shows consistently good moral judgement and behavior. Puts being right ahead of being popular
      (6) Personal Courage. Shows physical and moral bravery. Takes responsibility for decisions and actions. Accept responsibility for mistakes and shortcomings.
   b. Attributes:
      (1) Mental
         (a) Possesses and displays will, self-discipline, initiative, judgement, self-confidence, intelligence, common sense, and cultural awareness.
         (b) Thinks and acts quickly and logically, even when there are no clear instructions or the plan falls apart.
         (c) Analyzes situations.
         (d) Combines complex ideas to generate feasible courses of action.
         (e) Balances resolve and flexibility
         (f) Shows a desire to succeed. Does not quit in the face of adversity.
         (g) Absorbs fair share of the load
         (h) Balances competing demands
         (i) Embraces and uses the talents of all members to build team cohesion

Performance Steps

    (2) Physical:
        (a) Maintains an appropriate level of physical fitness and military bearing
        (b) Presents a neat and professional appearance
        (c) Meets established norms of personal hygiene, grooming and cleanliness.
        (d) Maintains Army height and weight standards
        (e) Renders appropriate military and civilian courtesies
        (f) Demonstrates nonverbal expressions and gestures appropriate to the situation.
        (g) Copes with hardship
        (h) Completes physically demanding endeavors
        (i) Continues to function under adverse conditions
        (j) Leads by example in performance, fitness, appearnce
    (3) Emotional:
        (a) Shows self-confidence
        (b) Remains calm during conditions of stress, chaos, and rapid change
        (c) Exercises self-control, balance, and stability
        (d) Maintains a positive attitude
        (e) Demonstrates mature, responsible behavior that inspires trust and earns respect.

c. Skills
    (1) Interpersonal
        (a) Coaches, teaches, counsels, motivates and empowers subordinates. Readily
            interacts with others.
        (b) Earns trust and respect.
        (c) Actively contributes to problem solving and decision making. Sought out by peers for
            expertise and counsel.
    (2) Conceptual
        (a) Reasons critically and ethically. Thinks creatively
        (b) Anticipates requirements and contingencies. Improvises within the commander's
            intent. Uses appropriate reference material.
        (c) Pays attention to details
    (3) Technical
        (a) Possesses or develops the expertise necessary to accomplish all assigned tasks and
            function. Knows standards for task accomplishment
        (b) Knows recruiting tactics, techniques, and procedures
        (c) Masters prospecting and sales skills.
    (4) Tactical
        (a) Knows how to apply recruiting doctrine within the commander's intent. Applies
            professional knowledge, judgment, and recruiting skill at the appropriate leadership
            level
        (b) Combines and applies skill with people, ideas, and things to accomplish short-term
            missions
        (c) Applies skill with peoper, ideas, and things to train for, plan, prepare, execute and
            assess market penetration actions.

d. Actions:
    (1) Influencing.
        (a) Uses appropriate methods to reach goals while operating and improving. Motivates
            subordinates to accomplish assigned tasks and missions. Sets the example by
            demonstrating enthusiasm for, and methods of accomplishing assigned tasks.
        (b) Assists peers and subordinates and shares information. Encourages subordinates
            and peers to express candid opinions. Actively listens to feedback and acts
            appropriately. Mediates peer conflicts and disagreements. Tactfully confronts and
            corrects others when necessary.
        (c) Earns respect and obtains the willing cooperation of subordinates, peers, and
            superiors.
            Challenges others to match their personal example. Takes care of subordinates and
            their families. Prudently rallies peer pressure against peers when required.

Performance Steps

        (d) Provides a team vision for the future. Shapes the station climate by setting, sustaining, and ensuring a values-based environment.

    (2) Communicating.

        (a) Displays good oral, written, and listening skills

        (b) Persuades others. Expresses thoughts and ideas clearly to individuals and groups. Speaks clearly and concisely. Speaks enthusiastically and maintains the listener's interest and involvement. Makes appropriate eye contact when speaking. Uses gestures that are appropriate but not distracting.

        (c) Conveys ideas, feelings, sincerity and conviction. Expresses well-thought-out and well organized ideas. Uses grammatically and dotriinally correct terms and phrases. Uses appropriate visual aids.

        (d) Acts to determine, recognize and resolve misunderstandings. Listens and watches attentively; makes appropriate notes; conveys the essence of what was said or done to others.

        (e) Reacts appropriately to verbal and nonverbal feedback. Keeps conversations on track. Understands in a single rapid reading.

        (f) Uses correct grammar, spelling, and punctuation. Has legible handwriting. Puts the bottom line up front.' Uses the active voice. Uses an appropriate format, clear organization, and a reasonably simple writing style. Uses essential acronyms and spells out those used. Stays on topic. Correctly uses facts and data.

    (3) Decision-making

        (a) Employs sound judgement and logical reasoning. Gathers and analyzes relevant information about changing situations to recognize and define emerging problems. Makes logical assumptions in the absence of facts.

        (b) Uncovers critical issues to use as a guide on both making decisions and taking advantage of opportunities. Keeps informed about developments and policy changes inside and outside the station.

        (c) Recognizes and generates innovative solutions. Develops alternative courses of action and chooses the best course of action based on analysis of their relative costs and benefits.

        (d) Anticipates needs for action. Relates and compares information from different sources to identify possible cause-and effect relationships.

        (e) Considers the impact and implications of decisions on others and on situations.

        (f) Involves others in decisions and keeps them informed of consequences that effect them.

        (g) Takes charge when in charge. Defines intent. Considers contingencies and their consequences. Remain decisive after discovering a mistake.

        (h) Acts in the absence of guidance. Improvises within commander's intent; handles a fluid environment.

    (4) Motivating

        (a) Inspires, encourages, and guides others toward mission accomplishment. Doesn't show, discouragement when facing setbacks.

        (b) Attempts to satisfy subordinates's needs. Provides subordinates with the reason for tasks. Provides accurate, timely, and (where appropriate) positive feedback. Actively listens for feedback from subordinates. Uses feedback to modify duties, tasks, requirements, and goals when appropriate.

        (c) Recognizes individual and team accomplishments and rewards them appropriately. Recognizes poor performance and addresses it appropriately. Justly applies disciplinary measures.

        (d) Keeps subordinates informed. Clearly articulates expectations. Considers duty positions, capabilities, and developmental needs when assigning tasks. Provides early warning to subordinate leaders of tasks they will be responsible for. Defines requirements by issuing clear and concise orders or guidance. Allocates as much time as possible for task completion.

Performance Steps

        (e) Accepts responsibility for station performance. Credits subordinates for good performance. Takes responsibility for and corrects poor performance.

    (5) Operating

        (a) Accomplishes short-term missions.

        (b) Demonstrates tactical and technical competency appropriate to rank and position. Completes individual and station tasks to standard, on time, and within the commander's intent.

    (6) Planning and preparing

        (a) Develops feasible and acceptable plans for themselves and others that accommplish the mission while expending minimum resources and posturing the organization for future mission success.

        (b) Uses forward planning to ensure each course of action achieves the desired outcome. Uses reverse planning and ensure that all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correct sequence.

        (c) Determines specified and implied tasks and restates the higher headquarters mission in terms appropriate to the organization

        (d) Incorporates adequate controls such as time phasing; ensures others understand when actions should begin or end. Allocates time to prepare and conduct rehearsals.

        (e) Ensures all courses of action accomplish the mission within the commander's intent. Allocates available resources to competing demands by setting task priorities based on the relative importance of each task.

        (f) Addresses likely contingencies. Remains flexible.

        (g) Personally arrives on time and meets deadlines; requires subordinates and their organizations to accomplish tasks on time. Delegates all tasks except those they are required to do personally.

        (h) Schedules activities so the station meets all commitments in critical performance areas. Recognizes and resolves scheduling conflicts. Notifies peers and subordinates as far in advance as possible when their support is required.

        (i) Uses some form of a personal planning calendar to organize requirements.

    (7) Executing

        (a) Uses technical and tactical skills to meet mission standards, takes care of people, and accomplishes the mission with available resources.

        (b) Performs individual and collective tasks to standard. Executes plans, adjusting when necessary, to accomplish the mission. Encourages initiative.

        (c) Keeps higher and lower headquarters, superiors, and subordinates informed. Keeps track of people and equipment. Makes necessary on-the-spot corrections.

        (d) Adapts to and handles fluid environments. Negotiates obstacles, difficulites, and hardships to accomplish the mission. Keeps track of task assignments and suspenses; adjust assignment, if necessary; follows-up.

    (8) Assessing

        (a) Uses assessment techniques and evaluation tools (especially AARs) to identify lessons learned and facilitate consistent improvements.

        (b) Establishes and employs procedures for monitoring, coordinating, and regulating subordinates, actions and activities.

        (c) Conducts initial assessments when beginning a new task or assuming a new position. Conduct IPRs. Analyzes activities to determine how desired end states are achieved or affected.

        (d) Seeks sustainment in areas when the station meets the standard. Observes and assess actions in progress without over supervising.

        (e) Judges results based on standards. Sorts out important actual and potential problems. Conducts and facilitates AARs; identifies lessons.

        (f) Determines causes, effects, and contributing factors for problem. Analyzes activities to determine how desired end stated can be achieved ethically.

Performance Steps
    (9) Improving
        (a) Sustains skills and actions that benefit them and each of their people for the future
        (b) Sustains and renews the station for the future by managing change and exploiting individual and institutional learning capabilities.
        (c) Creates and sustains an environment where all leaders, subordinates and organizations can reach their full potential.
    (10) Developing
        (a) Strives to improve themselves, subordinates, and the station. Mentors by investing adequate time and effort in counseling, coaching, and teaching individual subordinates and subordinate leaders.
        (b) Sets the example by displaying high standards of duty performance, personal appearance, military and professional bearing, and ethics.
        (c) Creates a climate that expects good performance, recognizes superior performance, and doesn't accept poor performance. Designs tasks to provide practice in areas of subordinate leader's weakness.
        (d) Clearly articulate tasks and expectations and sets realistic standards. Guides subordinate leaders in thinking problems for themselves
        (e) Anticipates mistakes and freely offer assistance without becoming overbearing
        (f) Observes, assesses, counsels, coaches, and evaluates subordinate leaders. Motivates subordinates to develop themselves. Arranges training opportunities that help subordinates achieve insight, self-awareness, self-esteem, and effectiveness.
        (g) Balances the station's tasks, goals, and objective with subordinates' personal and professional needs. Develops subordinate leaders who demonstrate respect for natural resources and the environment.
        (h) Acts to expand and enhance subordinate's competence and self-confidence. Encourages initiatives. Creates and contributes to a positive organizational climate.
        (i) Builds on successes. Improves weaknesses.
    (11) Building.
        (a) Spends time and resources improving the station. Fosters a healthy ethical climate. Acts to improve the station's collective performance. Complies with and supports the company's goals.
        (b) Encourages people to work effectively with each other. Promotes teamwork and team achievement. Offers suggestions, but properly executes decisions of the chain of command and NCO support channel-even unpopular ones-as if they were their own.
        (c) Accepts and acts on assigned tasks. Volunteers in useful ways. Remains positive when the situation becomes confused or changes. Uses the chain of command and NCO support channel to solve problems
        (d) Supports equal opportunity. Prevents sexual harassment. Paricipates in organizational activities and functions. Participates in team tasks and missions without being requested to do so.
        (e) Establishes a climate that demonstrates respect for the environment and stewardship for natural resources.
    (12) Learning
        (a) Seeks self-improvement in weak areas
        (b) Encourages station growth. Envisions, adapts, and leads change. Acts to expand and enhance personal and station knowledge and capabilities
        (c) Applies lessons learned. Asks incisive questions. Envisions ways to improve.
        (d) Endeavors to broaden understanding. Transforms experiences into knowledge and use it to improve future performance. Makes knowledge accessible to the entire station.
        (e) Exhibits reasonable self-awareness. Takes time off to grow and recreate. Embraces and manages change; adopts a future orientation
        (f) Uses experience to improve themselves and the station

Performance Steps

4. Employ the qualities, leader skills, preparatory steps, techniques, and follow-up measures for effective counseling outlined in the task for conducting event-driven counseling sessions.

5. Against the backdrop of leader values, attributes, skills, and actions, communicate what the soldier has done well this period and what needs improvement. Focus on potential.

6. Jointly establish performance objectives and standards for the next period.

7. Record key points on DA Forms 2166-7-1 and 4856-E.

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
1. Reviewed FM 22-100, appendix C	——	——

2. Identified the need for performance counseling
    a. Initial NCOER counseling
    b. Quarterly NCOER counseling
	——	——

3. Assessed the soldier's performance and potential based on the following leadership dimensions.	——	——

    a. Values
        (1) Loyalty. Bears true faith and allegiance in the correct order to the constitution, the Army, and the organization.
        (2) Duty. Fulfills professional, legal, and moral obligations. Carries out mission requirements. Meets professional standards. Sets the example. Complies with policies and directive. Continually pursues excellence.
        (3) Respect. Treats people as they should be treated. Creates a climate of fairness and equal opportunity. Exercises discretion and tact when correcting or questioning others. Remains courteous. Doen't take advantage when holding positions of authority.
        (4) Selfless Service. Puts the welfare of the nation, the Army, and subordinates before personal welfare. Sustains team morale. Shares subordinate's hardships. Gives credit for successes to others and accepts personal responsibility for failures
        (5) Honor. Does what is legally and morally right. Possesser high personal moral standards. Remains honest in word and deed. Shows consistently good moral judgement and behavior. Puts being right ahead of being popular
        (6) Personal Courage. Shows physical and moral bravery. Takes responsibility for decisions and actions. Accept responsibility for mistakes and shortcomings.
    b. Attributes:
        (1) Mental
            (a) Possesses and displays will, self-discipline, initiative, judgement, self-confidence, intelligence, common sense, and cultural awareness.
            (b) Thinks and acts quickly and logically, even when there are no clear instructions or the plan falls apart.
            (c) Analyzes situations.
            (d) Combines complex ideas to generate feasible courses of action.

Performance Measures   **GO**   **NO GO**

       (e) Balances resolve and flexibility

        (f) Shows a desire to succeed. Does not quit in the face of adversity.

       (g) Absorbs fair share of the load

       (h) Balances competing demands

        (i) Embraces and uses the talents of all members to build team cohesion

    (2) Physical:

       (a) Maintains an appropriate level of physical fitness and military bearing

       (b) Presents a neat and professional appearance

       (c) Meets established norms of personal hygiene, grooming and cleanliness.

       (d) Maintains Army height and weight standards

       (e) Renders appropriate military and civilian courtesies

        (f) Demonstrates nonverbal expressions and gestures appropriate to the situation.

       (g) Copes with hardship

       (h) Completes physically demanding endeavors

        (i) Continues to function under adverse conditions

        (j) Leads by example in performance, fitness, appearnce

    (3) Emotional:

       (a) Shows self-confidence

       (b) Remains calm during conditions of stress, chaos, and rapid change

       (c) Exercises self-control, balance, and stability

       (d) Maintains a positive attitude

       (e) Demonstrates mature, responsible behavior that inspires trust and earns respect.

  c. Skills

    (1) Interpersonal

       (a) Coaches, teaches, counsels, motivates and empowers subordinates. Readily interacts with others.

       (b) Earns trust and respect.

       (c) Actively contributes to problem solving and decision making. Sought out by peers for expertise and counsel.

    (2) Conceptual

       (a) Reasons critically and ethically. Thinks creatively

       (b) Anticipates requirements and contingencies. Improvises within the commander's intent. Uses appropriate reference material.

       (c) Pays attention to details

    (3) Technical

       (a) Possesses or develops the expertise necessary to accomplish all assigned tasks and function. Knows standards for task accomplishment

       (b) Knows recruiting tactics, techniques, and procedures

       (c) Masters prospecting and sales skills.

    (4) Tactical

       (a) Knows how to apply recruiting doctrine within the commander's intent. Applies professional knowledge, judgment, and recruiting skill at the appropriate leadership level

       (b) Combines and applies skill with people, ideas, and things to accomplish short-term missions

       (c) Applies skill with peoper, ideas, and things to train for, plan, prepare, execute and assess market penetration actions.

  d. Actions:

Performance Measures   GO   NO GO

    (1) Influencing.
        (a) Uses appropriate methods to reach goals while operating and improving. Motivates subordinates to accomplish assigned tasks and missions. Sets the example by demonstrating enthusiasm for, and methods of accomplishing assigned tasks.
        (b) Assists peers and subordinates and shares information. Encourages subordinates and peers to express candid opinions. Actively listens to feedback and acts appropriately. Mediates peer conflicts and disagreements. Tactfully confronts and corrects others when necessary.
        (c) Earns respect and obtains the willing cooperation of subordinates, peers, and superiors.
Challenges others to match their personal example. Takes care of subordinates and their families. Prudently rallies peer pressure against peers when required.
        (d) Provides a team vision for the future. Shapes the station climate by setting, sustaining, and ensuring a values-based environment.
    (2) Communicating.
        (a) Displays good oral, written, and listening skills
        (b) Persuades others. Expresses thoughts and ideas clearly to individuals and groups. Speaks clearly and concisely. Speaks enthusiastically and maintains the listener's
interest and involvement. Makes appropriate eye contact when speaking. Uses gestures that are appropriate but not distracting.
        (c) Conveys ideas, feelings, sincerity and conviction. Expresses well-thought-out and well organized ideas. Uses grammatically and dotriinally correct terms and phrases. Uses appropriate visual aids.
        (d) Acts to determine, recognize and resolve misunderstandings. Listens and watches attentively; makes appropriate notes; conveys the essence of what was said or done to others.
        (e) Reacts appropriately to verbal and nonverbal feedback. Keeps conversations on track. Understands in a single rapid reading.
        (f) Uses correct grammar, spelling, and punctuation. Has legible handwriting. Puts the bottom line up front.' Uses the active voice. Uses an appropriate format, clear organization, and a reasonably simple writing style. Uses essential acronyms and spells out those used. Stays on topic. Correctly uses facts and data.
    (3) Decision-making
        (a) Employs sound judgement and logical reasoning. Gathers and analyzes relevant information about changing situations to recognize and define emerging problems. Makes logical assumptions in the absence of facts.
        (b) Uncovers critical issues to use as a guide on both making decisions and taking advantage of opportunities. Keeps informed about developments and policy changes inside and outside the station.
        (c) Recognizes and generates innovative solutions. Develops alternative courses of action and chooses the best course of action based on analysis of their relative costs and benefits.
        (d) Anticipates needs for action. Relates and compares information from different sources to identify possible cause-and effect relationships.
        (e) Considers the impact and implications of decisions on others and on situations.

Performance Measures   **GO**   **NO GO**

      (f) Involves others in decisions and keeps them informed of
           consequences that effect them.
      (g) Takes charge when in charge. Defines intent. Considers
           contingencies and their consequences. Remain decisive after
           discovering a mistake.
      (h) Acts in the absence of guidance. Improvises within commander's
           intent; handles a fluid environment.

  (4) Motivating
      (a) Inspires, encourages, and guides others toward mission
           accomplishment. Doesn't show, discouragement when facing
           setbacks.
      (b) Attempts to satisfy subordinates's needs. Provides subordinates
           with the reason for tasks. Provides accurate, timely, and (where
           appropriate) positive feedback. Actively listens for feedback from
           subordinates. Uses feedback to modify duties, tasks,
           requirements, and goals when appropriate.
      (c) Recognizes individual and team accomplishments and rewards
           them appropriately. Recognizes poor performance and addresses
           it appropriately. Justly applies disciplinary measures.
      (d) Keeps subordinates informed. Clearly articulates expectations.
           Considers duty positions, capabilities, and developmental needs
           when assigning tasks. Provides early warning to subordinate
           leaders of tasks they will be responsible for. Defines requirements
           by issuing clear and concise orders or guidance. Allocates as
           much time as possible for task completion.
      (e) Accepts responsibility for station performance. Credits
           subordinates for good performance. Takes responsibility for and
           corrects poor performance.

  (5) Operating
      (a) Accomplishes short-term missions.
      (b) Demonstrates tactical and technical competency appropriate to
           rank and position. Completes individual and station tasks to
           standard, on time, and within the commander's intent.

  (6) Planning and preparing
      (a) Develops feasible and acceptable plans for themselves and others
           that accommplish the mission while expending minimum
           resources and posturing the organization for future mission
           success.
      (b) Uses forward planning to ensure each course of action achieves
           the desired outcome. Uses reverse planning and ensure that all
           tasks can be executed in the time available and that tasks
           depending on other tasks are executed in the correct sequence.
      (c) Determines specified and implied tasks and restates the higher
           headquarters mission in terms appropriate to the organization
      (d) Incorporates adequate controls such as time phasing; ensures
           others understand when actions should begin or end. Allocates
           time to prepare and conduct rehearsals.
      (e) Ensures all courses of action accomplish the mission within the
           commander's intent. Allocates available resources to competing
           demands by setting task priorities based on the relative
           importance of each task.
      (f) Addresses likely contingencies. Remains flexible.

Performance Measures   **GO**   **NO GO**

      (g) Personally arrives on time and meets deadlines; requires
          subordinates and their organizations to accomplish tasks on time.
          Delegates all tasks except those they are required to do
          personally.
      (h) Schedules activities so the station meets all commitments in
          critical performance areas. Recognizes and resolves scheduling
          conflicts. Notifies peers and subordinates as far in advance as
          possible when their support is required.
       (i) Uses some form of a personal planning calendar to organize
          requirements.

   (7) Executing
      (a) Uses technical and tactical skills to meet mission standards, takes
          care of people, and accomplishes the mission with available
          resources.
      (b) Performs individual and collective tasks to standard. Executes
          plans, adjusting when necessary, to accomplish the mission.
          Encourages initiative.
      (c) Keeps higher and lower headquarters, superiors, and
          subordinates informed. Keeps track of people and equipment.
          Makes necessary on-the-spot corrections.
      (d) Adapts to and handles fluid environments. Negotiates obstacles,
          difficulites, and hardships to accomplish the mission. Keeps track
          of task assignments and suspenses; adjust assignment, if
          necessary; follows-up.

   (8) Assessing
      (a) Uses assessment techniques and evaluation tools (especially
          AARs) to identify lessons learned and facilitate consistent
          improvements.
      (b) Establishes and employs procedures for monitoring, coordinating,
          and regulating subordinates, actions and activities.
      (c) Conducts initial assessments when beginning a new task or
          assuming a new position. Conduct IPRs. Analyzes activities to
          determine how desired end states are achieved or affected.
      (d) Seeks sustainment in areas when the station meets the standard.
          Observes and assess actions in progress without over
          supervising.
      (e) Judges results based on standards. Sorts out important actual
          and potential problems. Conducts and facilitates AARs; identifies
          lessons.
       (f) Determines causes, effects, and contributing factors for problem.
          Analyzes activities to determine how desired end stated can be
          achieved ethically.

   (9) Improving
      (a) Sustains skills and actions that benefit them and each of their
          people for the future
      (b) Sustains and renews the station for the future by managing
          change and exploiting individual and institutional learning
          capabilities.
      (c) Creates and sustains an environment where all leaders,
          subordinates and organizations can reach their full potential.

  (10) Developing
      (a) Strives to improve themselves, subordinates, and the station.
          Mentors by investing adequate time and effort in counseling,
          coaching, and teaching individual subordinates and subordinate
          leaders.

Performance Measures   **GO   NO GO**

   (b) Sets the example by displaying high standards of duty
     performance, personal appearance, military and professional
     bearing, and ethics.
   (c) Creates a climate that expects good performance, recognizes
     superior performance, and doesn't accept poor performance.
     Designs tasks to provide practice in areas of subordinate leader's
     weakness.
   (d) Clearly articulate tasks and expectations and sets realistic
     standards. Guides subordinate leaders in thinking problems for
     themselves
   (e) Anticipates mistakes and freely offer assistance without becoming
     overbearing
   (f) Observes, assesses, counsels, coaches, and evaluates
     subordinate leaders. Motivates subordinates to develop
     themselves. Arranges training opportunities that help
     subordinates achieve insight, self-awareness, self-esteem, and
     effectiveness.
   (g) Balances the station's tasks, goals, and objective with
     subordinates' personal and professional needs. Develops
     subordinate leaders who demonstrate respect for natural
     resources and the environment.
   (h) Acts to expand and enhance subordinate's competence and self-
     confidence. Encourages initiatives. Creates and contributes to a
     positive organizational climate.
   (i) Builds on successes. Improves weaknesses.
  (11) Building.
   (a) Spends time and resources improving the station. Fosters a
     healthy ethical climate. Acts to improve the station's collective
     performance. Complies with and supports the company's goals.
   (b) Encourages people to work effectively with each other. Promotes
     teamwork and team achievement. Offers suggestions, but
     properly executes decisions of the chain of command and NCO
     support channel-even unpopular ones-as if they were their own.
   (c) Accepts and acts on assigned tasks. Volunteers in useful ways.
     Remains positive when the situation becomes confused or
     changes. Uses the chain of command and NCO support channel
     to solve problems
   (d) Supports equal opportunity. Prevents sexual harassment.
     Paricipates in organizational activities and functions. Participates
     in team tasks and missions without being requested to do so.
   (e) Establishes a climate that demonstrates respect for the
     environment and stewardship for natural resources.
  (12) Learning
   (a) Seeks self-improvement in weak areas
   (b) Encourages station growth. Envisions, adapts, and leads change.
     Acts to expand and enhance personal and station knowledge and
     capabilities
   (c) Applies lessons learned. Asks incisive questions. Envisions ways
     to improve.
   (d) Endeavors to broaden understanding. Transforms experiences
     into knowledge and use it to improve future performance. Makes
     knowledge accessible to the entire station.
   (e) Exhibits reasonable self-awareness. Takes time off to grow and
     recreate. Embraces and manages change; adopts a future
     orientation

Performance Measures	**GO**	**NO GO**
(f) Uses experience to improve themselves and the station		
4. Employed the qualities, leader skills, preparatory steps, techniques, and follow-up measures for effective counseling outlined in the task for conducting event-driven counseling sessions.	——	——
5. Against the backdrop of leader values, attributes, skills, and actions, communicated what the soldier has done well this period and what needs improvement. Focus on potential.	——	——
6. Jointly established performance objectives and standards for the next period.	——	——
7. Recorded key points on DA Forms 2166-7-1 and 4856-E.	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	**Related**
FM 22-100	AR 623-205
FM 22-101	

Develop a Station Training Plan
805B-79R-4555

Conditions: Given your recruiter's historical data and access to:

a. USAREC Reg 350-6
b. USAREC Reg 350-7
c. FM 22-100
d. USAREC Manual 25-100
e. Recruiter Workstation with Leads and Reports System software installed
f. Market data (ASRPT, DSRPT, Share Reports, Detailed Population Reports, Zip code Reports)
g. Recruiter Handbook (If necessary)
h. General office supplies
i. USAREC Form 967
j. Planning tool

Standards: Develop a station training program that addresses the needs of every recruiter within the station

Performance Steps

1. Pinpoint and quantify production-related training needs by assessing the amount, type, and results of prospecting and selling activity at recruiter and station level:
    a. Review contract accomplishments against assigned mission using UF 711.
    b. Examine roll-up of type (P1, 2, 3, and 4), and amount (attempts, contacts, appointments made, conducted, etc.) of prospecting activity monthly and quarterly.
    c. Identify "choke points" by evaluating recruiter and station management systems.
        (1) Compare number of telephonic contacts to appointments made.
        (2) Compare face-to-face time/approaches to appointments made.
        (3) Compare appointments made to number conducted to determine if the recruiter:
            (a) Establishes sufficient interest and rapport.
            (b) Uncovers needs, goals, and desires.
            (c) Simply works to meet a "numbers" requirement.
        (4) Evaluate conduct-to-test and conduct-to-floor rates to gauge training needs in the following areas:
            (a) Pre-sales presentation research of the prospect's interest areas to enhance recruiter credibility and stimulate meaningful conversation. Research the prospect's stated occupational goals (what does a "mechanical engineer" do everyday), educational intentions (what, where, and how much does his/her college of choice cost), and recreational pursuits before the sales presentation.
            (b) Preparation of an appealing sales strategy before the sales presentation.
            (c) Knowledge about the current recruiting environment and the results of youth surveys.
            (d) Establishing and maintaining rapport and credibility.
            (e) Establishing "true" buying motives and addressing these motives accordingly.
            (f) Asking for a commitment.
            (g) Quickly scheduling processing.
            (h) Effectiveness of follow-up strategy.
        (5) Reviews trends in archived station conversion data comparing conversion efficiency with company, battalion, and USAREC conversion average.

2. Identifies leadership training needs through constant observation and effective interaction and counseling with subordinates.

3. Formulates the training plan:
    a. Publishes and maintains the long-range training calendar, reflecting:

Performance Steps

          (1) Commander's training guidance.
          (2) Station training needs.
          (3) Resource constraints.
          (4) Major training events hosted by higher headquarters.
     b. Publishes and maintains the short-range training calendar(s) that supports long-range goals and reflects changing station needs.
     c. Plans training events and identifies resources.
          (1) Time.
          (2) Location.
          (3) Key players and outside subject matter experts.
          (4) Supplies.
          (5) Publishes and distributes training schedule.
          (6) Provides details to higher headquarters.
          (7) Provides details to recruiters.

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**
1. Pinpointed and quantified production-related training needs by assessing the amount, type, and results of prospecting and selling activity at recruiter and station level.	——	——

     a. Reviewed contract accomplishments against assigned mission using UF 711.
     b. Examined roll-up of type (P1, 2, 3, and 4), and amount (attempts, contacts, appointments made, conducted, etc.) of prospecting activity monthly and quarterly.
     c. Identifyied "choke points" by evaluating recruiter and station management systems.
          (1) Compared number of telephonic contacts to appointments made.
          (2) Compared face-to-face time/approaches to appointments made.
          (3) Compared appointments made to number conducted to determine if the recruiter:
            (a) Establishes sufficient interest and rapport.
            (b) Uncovers needs, goals, and desires.
            (c) Simply works to meet a "numbers" requirement.
          (4) Evaluated conduct-to-test and conduct-to-floor rates to gauge training needs in the following areas:
            (a) Pre-sales presentation research of the prospect's interest areas to enhance recruiter credibility and stimulate meaningful conversation. Research the prospect's stated occupational goals (what does a "mechanical engineer" do everyday), educational intentions (what, where, and how much does his/her college of choice cost), and recreational pursuits before the sales presentation.
            (b) Preparation of an appealing sales strategy before the sales presentation.
            (c) Knowledge about the current recruiting environment and the results of youth surveys.
            (d) Establishing and maintaining rapport and credibility.
            (e) Establishing "true" buying motives and addressing these motives accordingly.

Performance Measures   **GO**   **NO GO**
    (f) Asking for a commitment.
    (g) Quickly scheduling processing.
    (h) Effectiveness of follow-up strategy.
   (5) Reviewed trends in archived station conversion data comparing
    conversion efficiency with company, battalion, and USAREC
    conversion average.

2. Identified leadership training needs through constant observation and effective —— ——
  interaction and counseling with subordinates.

3. Formulated the training plan.   —— ——
  a. Published and maintained the long-range training calendar.
   (1) Commander's training guidance.
   (2) Station training needs.
   (3) Resource constraints.
   (4) Major training events hosted by higher headquarters.
  b. Published and maintained the short-range training calendar(s) that supports
   long-range goals and reflects changing station needs.
  c. Planned training events and identified resources.
   (1) Time.
   (2) Location.
   (3) Key players and outside subject matter experts.
   (4) Supplies.
   (5) Published and distributed training schedule.
   (6) Provided details to higher headquarters.
   (7) Provided details to recruiters.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
  Required   **Related**
  USAREC REG 350-7   FM 22-100
                 USAREC REG 350-6

Evaluate a Sales Presentation
805B-79R-4561

Conditions: Given a recruiter doing a sales presentation and access to:

a. AR 601-210
b. USAREC Reg 350-6
c. USAREC Pam 350-7
d. USAREC Reg 601-8-1
e. Salesbook
f. A prospect
g. Other sales aids as needed
h. Standard office supplies and equipment
i. Recruiter Workstation with Leads and Reports System software installed

Standards: Evaluate a recruiter's sales presentation to identify training needs

Performance Steps

1. Evaluate pre-sales preparation steps to ensure the recruiter
    a. Uses blueprint information from the RWS.
    b. Analyzes blueprint information to mentally prepare appropriate rapport-building compliments or comments.
    c. Identifies the prospect's possible needs and interests and formulates a sales strategy.
    d. Considers possible objections that might arise and multiple approaches to handle them.
    e. Researches prospect interest areas (understands stated occupational goals, comparative difficulty of college major, employment opportunities after college graduation, etc.)
    f. Attends to appearance requirements.
        (1) Refrains from smoking cigarettes prior to the interview.
        (2) Ensures his/her uniform is immaculate.
        (3) Refrains from gum chewing, use of oral tobacco products, etc.

2. Evaluate the recruiter's ability to initiate the correct software packages in preparation for the appointment.

3. Evaluate the recruiter's ability to identify appropriate sales/packet preparation aids as follows:
    a. Limit RPIs to those few that pertain to the prospect's buying motives or anticipated objections.
    b. Select interest-creating magazines or articles that highlight Army units/high-tech equipment and strong testimonials from current soldiers that enlisted from the prospect's school or community.
    c. Maintain common Army web site addresses that relate to the prospect's interests or answer typical questions about Army entitlements and programs.
    d. Regulatory guidance and enlistment processing documents.

4. Evaluate the recruiter's preparation of the RWS or salesbook (preferably before contact with the prospect) demonstrated by:
    a. Placing applicable CD-ROM disc into drive for multimedia.
    b. Properly initializing the Multimedia Sales Presentation (MSP).
    c. Entering the prospect's name when prompted.
    d. Inserting appropriate RPIs into the salesbook pockets.
    e. Placing the salesbook or RWS in a location that the prospect and any influencers present can view the screen.

5. Evaluate how the recruiter establishes and maintains rapport.
    a. Greets prospect with a personal introduction and welcome (trial close when appropriate).

Performance Steps

    b. Uses some or all elements of MRACESING (Mystery | Referral | Appeal To A Need | Compliment | Exhibit | Startling Statement | Idea | Name | Gift). Engages in light conversation about the prospect (personal information obtained through blueprinting)

    c. Introduces laptop or salesbook and describes its intended use.

    d. Plays introduction video from the introduction screen for a multimedia presentation.

6. Evaluate the recruiter's transition from rapport to probing needs and interests.

    a. Introduces "Puzzle Screen" on the multimedia or "TEAMS" page in the salesbook.

7. Evaluate how well the recruiter determines the prospect's needs and interests.

    a. Determine the recruiter's understanding of the following dynamics of probing:

        (1) To fully understand the prospect's motives, recruiters must refine and polish their technique for determining needs and underlying desires. Especially those needs the prospect is not conscious of. A thorough exploration of logical needs,(WHAT) "I need money to buy a car," and two emotional needs,(WHY,WHY ELSE) "I want to attract attention from the opposite sex," "I really like a fast car", forms the cornerstone of success later in the presentation.

        (2) The recruiter's objective during the "uncovering needs" stage of the sales presentation is learning for themselves if and why enlisting represents a more advantageous course of action to the prospect than choosing other options. Questions must reflect the recruiter's genuine interest in helping the prospect while also satisfying the people that influence the prospect's choices most often..

    b. Verify the recruiter's understanding of the following Prospect Barriers:

        (1) Prospects are reluctant to candidly discuss personal issues with a recruiter and often will not share their real needs. This reluctance stems from the premium our society places on privacy and the tendency many people have to view "needs" as "weaknesses." Admitting a need hampers the image of independence most young people seek desperately to project.

        (2) Prospects camouflage their real needs, goals, and desires by automatically rendering responses palatable to the adults that influence them. Many say they don't have specific goals. Others realize the Army can meet their needs, but will not admit it because they fear losing control of the conversation, or want to avoid choices involving personal sacrifice.

    c. Evaluate the recruiter's ability to develop a sound questioning technique that incorporates the following concepts:

        (1) Nonverbal communication carries far more importance than verbal communication. Experts say nonverbal communication accounts for 60-80 percent of what the prospect "hears." In other words, it's not exactly what a recruiter says; it's exactly how they say it. This points up the need for well constructed, rehearsed, personalized scripts. Scripts that include fundamental questions and spontaneous follow-ons to likely prospect responses.

        (2) In broad terms, the recruiter's questions should address the past, present, and future. Most should be open-ended. Flow is important and should be natural. Awkward pauses can cause uneasiness. Preparation remains the key.

        (3) By addressing the past, present, and future, the recruiter is far more likely to remove communication barriers, maintain focus, see things from the prospect's point of view, and gain a complete picture of the prospect's needs. Applied in a relaxed style, strong questioning skills will elicit responses central to the effective portrayal of Army options.

        (4) Recruiters should ask themselves, "what would it take to sway the prospect, on a purely emotional level?" Because buying decisions are largely emotional, what the prospect wants pales in comparison to why he/she wants it.

        (5) Developing a sound questioning technique includes the recruiter's ability to smoothly and inoffensively determine if a prospect chose junior or community college for academic or financial reasons. Further, what impact did a girl/boyfriend have on their choice? How do his/her parents feel? What would he/she do if the junior/community college didn't exist?

Performance Steps

    d. Evaluate the recruiter's listening techniques and understanding of the following tenets of interpersonal communication:

      (1) Listening shows concern and builds trust. It sends a positive message that the recruiter wants to help the prospect achieve important personal objectives. The recruiter must pay particular attention to nonverbal expressions of interest:

        (a) Face the prospect and lean slightly forward (shows openness).

        (b) Nod, smile, and acknowledge (shows approval).

        (c) Do not fold arms across the body (shows anxiety).

        (d) Do not lean forward with elbows on knees (too intent).

        (e) Do not slouch (too relaxed).

        (f) Do not lean back and cross legs with ankles on knee (shows disinterest).

        (g) Sit up straight, but not rigidly.

        (h) Maintain eye contact (5-10 seconds at a time), but don't stare.

        (i) Pause before replying (shows thoughtfulness).

        (j) Do not close hands or hold something continuously (open palms are a sign of having nothing to hide)

        (k) Ensure facial expressions reflect attentiveness.

      (2) When prospects tell the recruiter about their interests, goals, and desires, the recruiter should agree that they're good ones and should compliment them. The recruiter should never argue with the prospect or pass judgement.

        (a) The recruiter should look for indications that the prospect is dissatisfied with some aspect of his or her life. It may be family, school, work, or a relationship, and might prove a powerful buying motive.

        (b) The recruiter should never ask the prospect what they "think" about something, it forces the prospect to make a value judgement. Instead, they should ask, "How do you feel about . . . ?" Or, "In your opinion do you feel . . . ?"

        (c) The recruiter should never directly ask why. Asking "why" is an unwelcome challenge that places the prospect on the defensive.

        (d) The recruiter should never interrupt.

        (e) Recruiters should resist the temptation to sell as they are in the listening mode at this point in the presentation.

      (3) Unspoken buying motives:

        (a) Desire for self-improvement. A recent survey shows new recruits cite self-betterment as a big reason for enlisting.

        (b) Independence

        (c) Self-discipline and direction.

        (d) An authority figure to make decisions. Some young people simply need someone to tell them what to do.

        (e) Personal growth, perspective, and maturity.

        (f) Change. A need to escape boring routines, people, and places.

        (g) Acceptance. A sense of belonging that comes from status as a valued team member.

    e. Evaluate the recruiter's ability to summarize and prioritize buying motives and determine the most important (dominant) buying motives as follows:

      (1) Recites, nearly verbatim, the prospect's "What, Why, and Why else" statements about each of the prospects Buying Motives of TEAMS. Demonstrating to the prospect the importance of what they said to the recruiter.

      (2) Specifies the order of precedence for buying motives (from the recruiter's standpoint) and adjusts the order if the prospect states they are incorrect.

  8. Evaluate the recruiter's ability to determine a prospect's qualifications, ensuring they:

    a. Introduce the Privacy Act statement.

    b. Open the APPLESMDT screen or turn to page in salesbook.

    c. Use elements of APPLESMDT to ascertain eligibility.

    d. Use onscreen prompts to supplement screening questions.

Performance Steps

    e. Use WinCAST for all prospects without a previous ASVAB score:

    f. Tell the prospect his/her eligibility, pay grade, and Waiver status if necessary.

    g. Review/summarize the buying motives in order from most important to least.

NOTE: If the prospect is disqualified, the recruiter should cover the FACTS and Evidence of the prospects Buying Motives and attempt to solicit referrals. The recruiter should make a genuine attempt to create a COI/VIP from this situation.

  9. Evaluate the recruiter's ability to present appropriately tailored features and benefits.

Note: During the remainder of the sales presentation the recruiter can access supplementary information. (Additional benefits, Army locations, basic training, etc.).

    a. Present the prospect with a FACT statement about an Army program that matches their least important BM.

    b. Present evidence for the FACT that was just stated.

      (1) RWS videos

      (2) RPI's

      (3) Pay Charts (printable)

      (4) Education benefits (printable charts)

      (5) Other items that support the interview (pages from the sales book, personal materials like diplomas, etc)

    c. Evaluate the recruiter's explanation of how Army programs (facts) will benefit the prospect by:

      (1) Repeat the "True Benefits" back to the prospect. (Their What, Why, Why for this BM).

      (2) Invite the prospect to relax and then created a visual word picture placing the prospect in a favorable situation using the Army to get their "What" for this BM.

    d. Ask if the prospect agreed that the Army's program (FACT) will get them their Needs(WHAT).

  10. Evaluate the recruiter's ability to obtain the prospect's agreement that Army program(s) will benefit them through the use of appropriate trial closes, understanding that:

    a. Trial closes are buying temperature checks. Recruiters should watch for positive buying signals.

    b. Trial closes should address feelings and emotions rather than require the prospect to think or make a value judgement, i.e., "How do you feel" . . . versus.... "What do you think"

    c. Asking the prospect how they feel about what the recruiter said is non-threatening and will reveal how far along they are in the decision process. It also ensures that the prospect understands how the Army will provide the benefit(s) they need.

    d. A positive response to a trial close can set the stage for the recruiter's actual close.

    e. Recruiters should use trial closes frequently, ask for an opinion before asking for a decision.

    f. Satisfying the least important buying motives will rarely motivate a prospect to enlist.

  11. Evaluate how well the recruiter closes and handles objections by asking the prospect to enlist using any of a number of closing techniques such as:

    a. Single-question close

    b. Two choice close

    c. Already enlisted close

    d. Challenge Close

    e. Contingency close

    f. Other reasonable techniques

  12. Evaluate the recruiter's ability to handle objections:

    a. Uncover true objection using the ORJ method ("Obviously you", "Restate", and "Just Suppose").

    b. Handle the objection using "Feel, Felt, Found" or a complete "FEBWA" technique.

    c. Close again by asking the prospect to enlist using any of a number of closing techniques.

    d. Avoid becoming confrontational and begging for the commitment.

    e. If the prospect still refused to process, went to number one DBM and presented another FEBWA.

Performance Steps
NOTE: If the prospect agreed to enlist on the first BM, then the only things that are covered will be the Fact and Evidence of the remaining BMs and Money if not already covered.

13. Evaluate the recruiter's ability to schedule follow-up:
    a. If the prospect committed to processing, immediately phone the station commander to introduce the prospect and create the opportunity for the station commander to reinforce the prospect's commitment and schedule processing.
       (1) Clicks "MEPS" button or turns to MEPs page in the salesbook.
       (2) Review MEPS components to clarify processing procedures.
    b. If the prospect did not commit to enlistment:
       (1) Set a firm date and time within 72 hours for a face-to-face follow-up to answer questions.
       (2) Create a reason to stop by if necessary. (Leave a magazine, VHS tape, book, catalog, etc., for the prospect's review).
       (3) Sets a firm date and time to present additional information related to the prospect's interests.

14. Evaluate the recruiter's ability to solicit referrals and gather blueprinting information on other potential leads by asking the prospect who they know:
    a. That might be interested in military service
    b. In a particular teacher's class studying traditional pre-college course subject(s)
    c. That plans to pursue a vocational technical degree
    d. In search of employment
    e. That settled for enrollment in a junior/community college because of financial limitations, but is academically ready for college or university-level course work.

15. Verify proper logoff/exit procedures for multimedia presentation.
    a. Ensure recruiter concludes sales presentation, regardless of the outcome, on a positive note.
    b. Click ! Button on FEBA screen navbar to launch "Army Values" screen.
Note: When evaluating a recruiter's presentation, consider experience and training levels to ensure that each recruiter is constantly raising his/her level of proficiency. Smooth transitioning between screens will give a good indication of the recruiter's knowledge of the system.

16. Verify the recruiter enters and records all information obtained into the Recruiter Workstation (RWS) for review by the station commander.

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**

1. Evaluated the recruiter's ability to perfrom pre-sales preparation steps.   ——   ——
    a. Used blueprint information from the RWS.
    b. Analyzed blueprint information to mentally prepare appropriate rapport-building compliments or comments.
    c. Identified the prospect's possible needs and interests and formulated a sales strategy.
    d. Considered possible objections that might arise and multiple approaches to handle them.
    e. Researched prospect interest areas (understands stated occupational goals, comparative difficulty of college major, employment opportunities after college graduation, etc.)
    f. Attended to appearance requirements.
       (1) Refrained from smoking cigarettes prior to the interview.
       (2) Ensured his/her uniform was immaculate.

Performance Measures   **GO**   **NO GO**

       (3) Refrained from gum chewing, use of oral tobacco products, etc.

2. Evaluated the recruiter's ability to initiate the correct software packages in preparation for the appointment.   ——   ——

3. Evaluated the recruiter's ability to identify appropriate sales/packet preparation aids.   ——   ——
    a. Limited RPIs to those few that pertain to the prospect's buying motives or anticipated objections.
    b. Selected interest-creating magazines or articles that highlight Army units/high-tech equipment and strong testimonials from current soldiers that enlisted from the prospect's school or community.
    c. Maintained common Army web site addresses that related to the prospect's interests or answered typical questions about Army entitlements and programs.
    d. Made available regulatory guidance and enlistment processing documents.

4. Evaluated the recruiter's preparation of the RWS or salesbook (preferably before contact with the prospect).   ——   ——
    a. Placed applicable CD-ROM disc into drive for multimedia.
    b. Properly initialized the Multimedia Sales Presentation (MSP).
    c. Entered the prospect's name when prompted.
    d. Inserted appropriate RPIs into the salesbook pockets.
    e. Placed the salesbook or RWS in a location that the prospect and any influencers present can view the screen.

5. Evaluated how the recruiter established and maintained rapport.   ——   ——
    a. Greeted prospect with a personal introduction and welcome (trial closed when appropriate).
    b. Used some or all elements of MRACESING (Mystery | Referral | Appeal To A Need | Compliment | Exhibit | Startling Statement | Idea | Name | Gift). Engages in light conversation about the prospect (personal information obtained through blueprinting)
    c. Introduced laptop or salesbook and described its intended use.
    d. Played introduction video from the introduction screen for a multimedia presentation.

6. Evaluated the recruiter's transition from rapport to probing needs and interests.   ——   ——
    a. Introduced "Puzzle Screen" on the multimedia or "TEAMS" page in the salesbook.

7. Evaluated how well the recruiter determined the prospect's needs and interests.   ——   ——
    a. Determined the recruiter's understanding of the following dynamics of probing:
        (1) To fully understand the prospect's motives, recruiters must refine and polish their technique for determining needs and underlying desires. Especially those needs the prospect is not conscious of. A thorough exploration of logical needs,(WHAT) "I need money to buy a car," and two emotional needs,(WHY,WHY ELSE) "I want to attract attention from the opposite sex," "I really like a fast car", forms the cornerstone of success later in the presentation.
        (2) The recruiter's objective during the "uncovering needs" stage of the sales presentation is learning for themselves if and why enlisting represents a more advantageous course of action to the prospect than choosing other options. Questions must reflect the recruiter's genuine interest in helping the prospect while also satisfying the people that influence the prospect's choices most often..

Performance Measures   **GO**   **NO GO**

b. Verified the recruiter's understanding of the following Prospect Barriers:

    (1) Prospects are reluctant to candidly discuss personal issues with a recruiter and often will not share their real needs. This reluctance stems from the premium our society places on privacy and the tendency many people have to view "needs" as "weaknesses." Admitting a need hampers the image of independence most young people seek desperately to project.

    (2) Prospects camouflage their real needs, goals, and desires by automatically rendering responses palatable to the adults that influence them. Many say they don't have specific goals. Others realize the Army can meet their needs, but will not admit it because they fear losing control of the conversation, or want to avoid choices involving personal sacrifice.

c. Evaluated the recruiter's ability to develop a sound questioning technique that incorporated the following concepts:

    (1) Nonverbal communication carries far more importance than verbal communication. Experts say nonverbal communication accounts for 60-80 percent of what the prospect "hears." In other words, it's not exactly what a recruiter says; it's exactly how they say it. This points up the need for well constructed, rehearsed, personalized scripts. Scripts that include fundamental questions and spontaneous follow-ons to likely prospect responses.

    (2) In broad terms, the recruiter's questions should address the past, present, and future. Most should be open-ended. Flow is important and should be natural. Awkward pauses can cause uneasiness. Preparation remains the key.

    (3) By addressing the past, present, and future, the recruiter is far more likely to remove communication barriers, maintain focus, see things from the prospect's point of view, and gain a complete picture of the prospect's needs. Applied in a relaxed style, strong questioning skills will elicit responses central to the effective portrayal of Army options.

    (4) Recruiters should ask themselves, "what would it take to sway the prospect, on a purely emotional level?" Because buying decisions are largely emotional, what the prospect wants pales in comparison to why he/she wants it.

    (5) Developing a sound questioning technique includes the recruiter's ability to smoothly and inoffensively determine if a prospect chose junior or community college for academic or financial reasons. Further, what impact did a girl/boyfriend have on their choice? How do his/her parents feel? What would he/she do if the junior/community college didn't exist?

d. Evaluated the recruiter's listening techniques and understanding of the following tenets of interpersonal communication:

    (1) Listening shows concern and builds trust. It sends a positive message that the recruiter wants to help the prospect achieve important personal objectives. The recruiter must pay particular attention to nonverbal expressions of interest:

        (a) Face the prospect and lean slightly forward (shows openness).

        (b) Nod, smile, and acknowledge (shows approval).

        (c) Do not fold arms across the body (shows anxiety).

        (d) Do not lean forward with elbows on knees (too intent).

        (e) Do not slouch (too relaxed).

        (f) Do not lean back and cross legs with ankles on knee (shows disinterest).

        (g) Sit up straight, but not rigidly.

Performance Measures   **GO**   **NO GO**

         (h) Maintain eye contact (5-10 seconds at a time), but don't stare.
         (i) Pause before replying (shows thoughtfulness).
         (j) Do not close hands or hold something continuously (open palms are a sign of having nothing to hide)
         (k) Ensure facial expressions reflect attentiveness.
     (2) When prospects tell the recruiter about their interests, goals, and desires, the recruiter should agree that they're good ones and should compliment them. The recruiter should never argue with the prospect or pass judgement.
         (a) The recruiter should look for indications that the prospect is dissatisfied with some aspect of his or her life. It may be family, school, work, or a relationship, and might prove a powerful buying motive.
         (b) The recruiter should never ask the prospect what they "think" about something, it forces the prospect to make a value judgement. Instead, they should ask, "How do you feel about . . . ?" Or, "In your opinion do you feel . . . ?"
         (c) The recruiter should never directly ask why. Asking "why" is an unwelcome challenge that places the prospect on the defensive.
         (d) The recruiter should never interrupt.
         (e) Recruiters should resist the temptation to sell as they are in the listening mode at this point in the presentation.
     (3) Unspoken buying motives:
         (a) Desire for self-improvement. A recent survey shows new recruits cite self-betterment as a big reason for enlisting.
         (b) Independence
         (c) Self-discipline and direction.
         (d) An authority figure to make decisions. Some young people simply need someone to tell them what to do.
         (e) Personal growth, perspective, and maturity.
         (f) Change. A need to escape boring routines, people, and places.
         (g) Acceptance. A sense of belonging that comes from status as a valued team member.
  e. Evaluated the recruiter's ability to summarize and prioritize buying motives and determined the most important (dominant) buying motives as follows:
     (1) Recited, nearly verbatim, the prospect's "What, Why, and Why else" statements about each of the prospects Buying Motives of TEAMS. Demonstrated to the prospect the importance of what they said to the recruiter.
     (2) Specified the order of precedence for buying motives (from the recruiter's standpoint) and adjusted the order if the prospect states they are incorrect.

8. Evaluated the recruiter's ability to determine a prospect's qualifications.   ____   ____
  a. Introduced the Privacy Act statement.
  b. Opened the APPLESMDT screen or turn to page in salesbook.
  c. Used elements of APPLESMDT to ascertain eligibility.
  d. Used onscreen prompts to supplement screening questions.
  e. Used WinCAST for all prospects without a previous ASVAB score:
  f. Told the prospect his/her eligibility, pay grade, and Waiver status if necessary.
  g. Reviewed/summarized the buying motives in order from most important to least.

Performance Measures   **GO**   **NO GO**

NOTE: If the prospect is disqualified, the recruiter should cover the FACTS and
Evidence of the prospects Buying Motives and attempt to solicit referrals. The recruiter
should make a genuine attempt to create a COI/VIP from this situation.

  9. Evaluated the recruiter's ability to present appropriately tailored features and   ____   ____
     benefits.

Note: During the remainder of the sales presentation the recruiter can access
supplementary information. (Additional benefits, Army locations, basic training, videos,
pictures, diplomas, etc.).

     a. Presented the prospect with a FACT statement about an Army program that
       matched their least important BM.
     b. Presented evidence for the FACT that was just stated.
       (1) RWS videos
       (2) RPI's
       (3) Pay Charts (printable)
       (4) Education benefits (printable charts)
       (5) Other items that support the interview (pages from the sales book,
          personal materials like diplomas, etc)
     c. Evaluated the recruiter's explanation of how Army programs (facts) will
       benefit the prospect.
       (1) Repeated the "True Benefits" back to the prospect. (Their What, Why,
          Why for this BM).
       (2) Invited the prospect to relax and then created a visual word picture
          placing the prospect in a favorable situation using the Army to get their
          "What" for this BM.
     d. Asked if the prospect agreed that the Army's program (FACT) will get them
       their Needs(WHAT).

 10. Evaluated the recruiter's ability to obtain the prospect's agreement that Army   ____   ____
     program(s) will benefit them through the use of appropriate trial closes,
     understanding that:
     a. Trial closes are buying temperature checks. Recruiter watched for positive
       buying signals.
     b. Trial closes addressed feelings and emotions rather than require the
       prospect to think or make a value judgement, i.e., "How do you feel" . . .
       versus.... "What do you think"
     c. Asked the prospect how they felt about what the recruiter said and revealed
       how far along they are in the decision making process. Also ensured that
       the prospect understood how the Army will provide the benefit(s) they need.
     d. Got a positive response to a trial close.
     e. Recruiter used trial closes frequently, asked for an opinion before asking for
       a decision.

 11. Evaluated how well the recruiter closed and handled objections by asking the   ____   ____
     prospect to enlist using any of a number of closing techniques.
     a. Single-question close
     b. Two choice close
     c. Already enlisted close
     d. Challenge Close
     e. Contingency close
     f. Other reasonable techniques

 12. Evaluated the recruiter's ability to handle objections.   ____   ____
     a. Uncovered the true objection using the ORJ method ("Obviously you",
       "Restate", and "Just Suppose").

Performance Measures **GO** **NO GO**

    b. Handled the objection using "Feel, Felt, Found" or a complete "FEBWA" technique.

    c. Closed again by asking the prospect to enlist using any of a number of closing techniques.

    d. Avoided becoming confrontational and begging for the commitment.

    e. If the prospect still refused to process, went to number one DBM and presented another FEBWA.

NOTE: If the propsect agreed to enlist on the first BM, then the only things that were covered will be the Fact and Evidence of the remaining BMs and Money if not already covered.

13. Evaluated the recruiter's ability to schedule follow-up.   ——   ——

    a. If the prospect committed to processing, immediately phoned the station commander to introduce the prospect and create the opportunity for the station commander to reinforce the prospect's commitment and schedule processing.

      (1) Clicked "MEPS" button or turned to MEPs page in the salesbook.

      (2) Reviewed MEPS components to clarify processing procedures.

    b. If the prospect did not commit to enlistment:

      (1) Set a firm date and time within 72 hours for a face-to-face follow-up to answer questions.

      (2) Created a reason to stop by if necessary. (Leave a magazine, VHS tape, book, catalog, etc., for the prospect's review).

      (3) Set a firm date and time to present additional information related to the prospect's interests.

14. Evaluated the recruiter's ability to solicit referrals and gather blueprinting   ——   ——
information on other potential leads by asking the prospect who they know:

    a. That might be interested in military service

    b. In a particular teacher's class studying traditional pre-college course subject(s)

    c. That plans to pursue a vocational technical degree

    d. In search of employment

    e. That settled for enrollment in a junior/community college because of financial limitations, but is academically ready for college or university-level course work.

15. Verified proper log off/exit procedures for multimedia presentation.   ——   ——

    a. Verified recruiter concluded sales presentation, regardless of the outcome, on a positive note.

    b. Clicked button on FEBA screen to launch "Army Values" screen.

Note: When evaluating a recruiter's presentation, consider experience and training levels to ensure that each recruiter is constantly raising his/her level of proficiency. Smooth transitioning between screens will give a good indication of the recruiter's knowledge of the system.

16. Verified the recruiter entered and recorded all information obtained into the   ——   ——
Recruiter Workstation (RWS) for review by the station commander.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 601-210   USAREC PAM 601-8
    USAREC PAM 350-7   USAREC REG 350-6
    USAREC PAM 601-8-1

Evaluate Telephone Prospecting
805B-79R-4564

Conditions: You are the station commander of a recruiting station. You have instructed your recruiter to conduct telephone prospecting to increase the amount of appointments made for the week. You also have access to:

a. USAREC Reg 350-6
b. USAREC Pam 350-7
c. A telephone
d. An Automated Lead list
e. FM 22-100
f. Planning tool

Standards: Evaluate a recruiter's ability to identify, contact, follow-up, and make appointments with potential enlistees and influencers

Performance Steps

1. Evaluate a recruiter's pre-call planning and preparation steps:
    a. Identifies leads for contact/pre-call plan
    b. Prioritizes by known/suspected mental categories
    c. Thoroughly blueprints each lead
    d. Formulates scripts based on seasonality, situation and purpose such as:
        (1) Summer contact new HS grads (follow-up/appointment generation regardless of plans)
        (2) Fall contact returning HS Seniors (follow-up/blueprinting/appointment generation regardless of plans)
        (3) Fall contact returning college student (follow-up/blueprinting/appointment generation regardless of plans)
        (4) Fall contact HS Juniors (introduction/blueprinting/appointment generation with possible USAR split-trainer candidates)
        (5) Other scripts, such as current students, college grads, votech grads, etc
    e. Targets correct market based on monthly, quarterly, and annual mission considerations

2. Evaluate the recruiter's opening comments, spontaneity, and rapport-gaining technique(s)
    a. Identify yourself and the Army
    b. Applies deliberate techniques enthusiasticly, etc
    c. Develops a scripted opening based on available blueprinting information
    d. Effectively attempts to create interest
    e. Mentally prepares follow-on comments during the conversation (improvises, exercises flexibility, "thinks on his/her feet")
    f. Easily handles hostile prospects and influencers
    g. Transitions smoothly to probing needs and interests

3. Evaluate recruiter's ability to uncover needs and interests by ensuring they:
    a. Probe all areas of TEAMS and identify a buying motive of enough significance to generate interest in an Army opportunity (if one exists)
    b. Ask open-ended questions that require the prospect to give feedback
    c. Take interest in the prospect's plans and provide positive feedback and encouragement
    d. Identify the true reason (why) the area is of interest to the prospect without asking "why" directly

4. Evaluate the recruiter's ability to deliver an appropriate sales message that:
    a. Stresses one or more features of an enlistment in an exciting and appealing manner

Performance Steps

   b. Stresses the benefits of an enlistment explained in such a way that puts the lead in the "picture" accomplishing the goals he/she described during the probing step
   c. Focuses on selling an appointment and not conducting a sales presentation over the phone
   d. Uses an individualized, scripted (memorized) message, that does not appear rehearsed, tailored to the:
      (1) Inner-city high school senior
      (2) Rural high school senior
      (3) Metro or Suburbia high school senior
      (4) Freshman junior/community college student
      (5) Freshman 4-year college student
      (6) 1st year vocational technical school student
      (7) 2nd year junior/community college student
      (8) Graduating 2-year or 4-year college student

5. Evaluate a recruiter's ability to close by asking for an appointment:
   a. Using any appropriate technique
   b. Offering a choice of two dates, times and locations
   c. Refer to goarmy.com and ask for e-mail. Send applicant link via e-mail

6. Evaluate a recruiter's ability to handle objections:
   a. Clarifying (re-stating) the objection
   b. Using any appropriate technique
   c. Without becoming confrontational

7. Evaluate a recruiter's ability to pre-qualify (if required by time and distance to the appointment, or the high frequency of disqualified prospects in a particular market):
   a. Without losing rapport by becoming unnecessarily invasive, demanding,and intimidating
   b. interrogative, etc.
   c. Without appearing prematurely convinced that the prospect has made a decision to enlist, or that agreement to an appointment will automatically trigger completion of enlistment documents

8. Evaluate a recruiter's ability to solicit referrals and gather blueprinting information on other potential leads by asking the prospect who they know:
   a. That might be interested in military service
   b. In a particular teacher's class studying traditional pre-college course subject(s)
   c. That plans to pursue a vocational technical degree
   d. In search of employment
   e. That settled for enrollment in a junior/community college because of financial limitations, but is academically ready for college or university-level course work

9. Evaluate a recruiter's efforts to aggressively follow-up by:
   a. Making repeated attempts to re-contact prospects that warrant follow-up
   b. Planning and executing follow-up as dictated by the trimester system of contact
   c. Placing follow-up calls when the prospect is most likely to be at home (reviews the history of attempts and contacts in the LRL/RWS contact database together with information offered by the prospect and/or family members)
   d. Methodically refining the LRL to gain phone numbers/addresses and contacting everyone on the list

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**

   1. Evaluated a recruiter's pre-call planning and preparation steps: ____   ____

Performance Measures   **GO**   **NO GO**
   a. Identified leads for contact/pre-call plan
   b. Prioritized by known/suspected mental categories
   c. Thoroughly blueprinted each lead
   d. Formulated scripts based on seasonality, situation and purpose such as:
      (1) Summer contact new HS grads (follow-up/appointment generation
          regardless of plans)
      (2) Fall contact returning HS Seniors (follow-up/blueprinting/appointment
          generation regardless of plans)
      (3) Fall contact returning college student (follow-
          up/blueprinting/appointment generation regardless of plans)
      (4) Fall contact HS Juniors (introduction/blueprinting/appointment
          generation with possible USAR split-trainer candidates)
      (5) Other scripts, such as current students, college grads, votech grads,
          etc
   e. Targets correct market based on monthly, quarterly, and annual mission
      considerations

2. Evaluated the recruiter's opening comments, spontaneity, and rapport-gaining   ____   ____
   technique(s)
   a. Identified yourself and the Army
   b. Applied deliberate techniques enthusiasticly, etc
   c. Developed a scripted opening based on available blueprinting information
   d. Effectively attempted to create interest
   e. Mentally prepared follow-on comments during the conversation (improvises,
      exercises flexibility, "thinks on his/her feet")
   f. Easily handled hostile prospects and influencers
   g. Transitions smoothly to probing needs and interests

3. Evaluated recruiter's ability to uncover needs and interests by ensuring they: ____   ____
   a. Probed all areas of TEAMS and identify a buying motive of enough
      significance to generate interest in an Army opportunity (if one exists)
   b. Asked open-ended questions that require the prospect to give feedback
   c. Took interest in the prospect's plans and provide positive feedback and
      encouragement
   d. Identified the true reason (why) the area is of interest to the prospect without
      asking "why" directly

4. Evaluated the recruiter's ability to deliver an appropriate sales message that: ____   ____
   a. Stressed one or more features of an enlistment in an exciting and appealing
      manner
   b. Stressed the benefits of an enlistment explained in such a way that puts the
      lead in the "picture" accomplishing the goals he/she described during the
      probing step
   c. Focused on selling an appointment and not conducting a sales presentation
      over the phone
   d. Used an individualized, scripted (memorized) message, that does not appear
      rehearsed, tailored to the:
      (1) Inner-city high school senior
      (2) Rural high school senior
      (3) Metro or Suburbia high school senior
      (4) Freshman junior/community college student
      (5) Freshman 4-year college student
      (6) 1st year vocational technical school student
      (7) 2nd year junior/community college student
      (8) Graduating 2-year or 4-year college student

Performance Measures	**GO**	**NO GO**

5. Evaluated a recruiter's ability to close by asking for an appointment: ____   ____
    a. Used any appropriate technique
    b. Offered a choice of two dates, times and locations
    c. Referred to goarmy.com and ask for e-mail. Send applicant link via e-mail

6. Evaluated a recruiter's ability to handle objections: ____   ____
    a. Clarified (re-stating) the objection
    b. Used any appropriate technique
    c. Without becoming confrontational

7. Evaluated a recruiter's ability to pre-qualify (if required by time and distance to the   ____   ____
    appointment, or the high frequency of disqualified prospects in a particular
    market):
    a. Without losing rapport by becoming unnecessarily invasive, demanding,and
       intimidating
    b. interrogative, etc.
    c. Without appearing prematurely convinced that the prospect has made a
       decision to enlist, or that agreement to an appointment will automatically
       trigger completion of enlistment documents

8. Evaluated a recruiter's ability to solicit referrals and gather blueprinting   ____   ____
    information on other potential leads by asking the prospect who they know:
    a. That might be interested in military service
    b. In a particular teacher's class studying traditional pre-college course
       subject(s)
    c. That plans to pursue a vocational technical degree
    d. In search of employment
    e. That settled for enrollment in a junior/community college because of financial
       limitations, but is academically ready for college or university-level course
       work

9. Evaluated a recruiter's efforts to aggressively follow-up by: ____   ____
    a. Made repeated attempts to re-contact prospects that warrant follow-up
    b. Planned and executing follow-up as dictated by the trimester system of
       contact
    c. Placed follow-up calls when the prospect is most likely to be at home
       (reviews the history of attempts and contacts in the LRL/RWS contact
       database together with information offered by the prospect and/or family
       members)
    d. Methodically refining the LRL to gain phone numbers/addresses and
       contacting everyone on the list

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    FM 22-100
    USAREC PAM 350-7

Evaluate Face-to-Face Prospecting
805B-79R-4567

Conditions: You are the station commander of a recruiting station. You have a recruiter that is going to conduct face to face prospecting and you accompany the recruiter. You also have access to:

a. USAREC Reg 350-6
b. USAREC Reg 350-7
c. FM 22-100
d. Recruiter Work Station (RWS)
e. Automated Lead Refinement List

Standards: Evaluate a recruiter performing Face-to-face prospecting to ensure that they are making appointments and creating interest in the Army withing the community.

Performance Steps

1. Evaluate face to face planning and pre-prospecting preparation steps:
    a. Identifies areas within the station market to conduct prospecting that minimize travel time/distance between stops and allow for the seamless integration of other activities (record checks, college visits, trips to the MET site, etc.)
    b. Identifies leads for contact, grouping them by school or neighborhood (hot knocks or hot stops at locations frequented by target-aged individuals)
    c. Thoroughly blueprints each lead (if possible) and maintains a list of telephonic "uncontactables" by school or neighborhood
    d. Formulates scripts based on seasonality, situation and purpose
    e. Targets prospecting based on monthly, quarterly and annual mission considerations
    f. Checks personal appearance, uniform, hygiene, etc., before beginning to prospect
    g. Accounts for the potentially high volume of service industry employees that work at night

2. Evaluate the recruiter's opening comments, spontaneity, body language, and rapport-gaining technique(s):
    a. Uses a scripted opening based on blueprinting information or the situation
    b. Mentally prepares follow-on comments during the conversation (improvises, exercises flexibility, "thinks on his/her feet")
    c. Effectively attempts to create interest
    d. Easily handles hostile prospects and influencers
    e. Transitions smoothly to probing needs and interests

3. Evaluate recruiter's ability to uncover needs and interests by ensuring they:
    a. Probe all areas of TEAMS and identify a buying motive of enough significance to generate interest in an Army opportunity (if one exists)
    b. Ask open-ended questions that require the lead to give feedback
    c. Take interest in the lead's plans and provide positive feedback and encouragement
    d. Identify the true reason (why) the area is of interest to the prospect without asking "why"

4. Evaluate the recruiter's ability to deliver an appropriate sales message that:
    a. Stresses one or more features of an enlistment
    b. Stresses the benefits of an enlistment explained in such a way that puts the lead in the "picture" accomplishing the goals he/she described during the uncover needs and interests
    c. Focus on selling an appointment rather than conducting an immediate sales presentation (unless a conducive setting exists, ie., the prospect's home or the RS)

5. Evaluate a recruiter's ability to close by asking for an appointment:
    a. Attempts to set an immediate presentation
    b. Using any appropriate technique

Performance Steps
      c. Offering a choice of dates, times and locations

  6. Evaluate a recruiter's ability to handle objections by:
      a. Clarifying (re-stating) the objection
      b. Using any appropriate technique
      c. without becoming confrontational

  7. Evaluate a recruiter's ability to prequalify (if required by time and distance to the appointment or the high frequency of disqualified prospects in a particular market):
      a. Without losing rapport by becoming unnecessarily invasive, intimidating, interrogative, etc.
      b. Without appearing prematurely convinced that the prospect has made a decision to enlist, or that agreement to an appointment will automatically trigger completion of enlistment documents

  8. Evaluate a recruiter's ability to solicit referrals and gather blueprinting information on other potential leads by asking the prospect who they know:
      a. That might be interested in military service
      b. In a particular teacher's class studying traditional pre-college course subject(s)
      c. That plans to pursue a vocational technical degree
      d. In search of employment
      e. That settled for enrollment in a junior/community college because of financial limitations, but is academically ready for college or university-level course work

  9. Evaluate a recruiter's efforts to aggressively follow-up by:
      a. Making repeated attempts to re-contact prospects that warrant follow-up
      b. Planning and executing follow-up as dictated by the trimester system of contact
      c. Executing follow-up calls when the prospect is most likely to be at home (reviews the history of attempts and contacts in the LRL/RWS contact database together with information offered by the prospect and/or family members)
      d. Methodically refining the LRL to gain phone numbers/addresses and contacting everyone on the list

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**

  1. Evaluated face to face planning and pre-prospecting preparation steps: ——   ——
      a. Identified areas within the station market to conduct prospecting that minimize travel time/distance between stops and allow for the seamless integration of other activities (record checks, college visits, trips to the MET site, etc.)
      b. Identified leads for contact, grouping them by school or neighborhood (hot knocks or hot stops at locations frequented by target-aged individuals)
      c. Thoroughly blueprinted each lead (if possible) and maintains a list of telephonic "uncontactables" by school or neighborhood
      d. Formulated scripts based on seasonality, situation and purpose
      e. Targeted prospecting based on monthly, quarterly and annual mission considerations
      f. Checked personal appearance, uniform, hygiene, etc., before beginning to prospect
      g. Accounted for the potentially high volume of service industry employees that work at night

  2. Evaluated the recruiter's opening comments, spontaneity, body language, and   ——   ——
      rapport-gaining technique(s):

Performance Measures   **GO**   **NO GO**
   a. Used a scripted opening based on blueprinting information or the situation
   b. Mentally prepares follow-on comments during the conversation (improvises, exercises flexibility, "thinks on his/her feet")
   c. Effectively attempted to create interest
   d. Easily handled hostile prospects and influencers
   e. Transitioned smoothly to probing needs and interests

3. Evaluated recruiter's ability to uncover needs and interests by ensuring they: ——   ——
   a. Probed all areas of TEAMS and identify a buying motive of enough significance to generate interest in an Army opportunity (if one exists)
   b. Asked open-ended questions that require the lead to give feedback
   c. Take interest in the lead's plans and provide positive feedback and encouragement
   d. Identified the true reason (why) the area is of interest to the prospect without asking "why"

4. Evaluated the recruiter's ability to deliver an appropriate sales message that: ——   ——
   a. Stressed one or more features of an enlistment
   b. Stressed the benefits of an enlistment explained in such a way that puts the lead in the "picture" accomplishing the goals he/she described during the uncover needs and interests
   c. Focused on selling an appointment rather than conducting an immediate sales presentation (unless a conducive setting exists, ie., the prospect's home or the RS)

5. Evaluated a recruiter's ability to close by asking for an appointment: ——   ——
   a. Attempted to set an immediate presentation
   b. Used any appropriate technique
   c. Offered a choice of dates, times and locations

6. Evaluated a recruiter's ability to handle objections by: ——   ——
   a. Clarified (restating) the objection
   b. Using any appropriate technique
   c. without becoming confrontational

7. Evaluated a recruiter's ability to prequalify (if required by time and distance to the ——   ——
appointment or the high frequency of disqualified prospects in a particular market):
   a. Without losing rapport by becoming unnecessarily invasive, intimidating, interrogative, etc.
   b. Without appearing prematurely convinced that the prospect has made a decision to enlist, or that agreement to an appointment will automatically trigger completion of enlistment documents

8. Evaluated a recruiter's ability to solicit referrals and gather blueprinting   ——   ——
information on other potential leads by asking the prospect who they know:
   a. That might be interested in military service
   b. In a particular teacher's class studying traditional pre-college course subject(s)
   c. That plans to pursue a vocational technical degree
   d. In search of employment
   e. That settled for enrollment in a junior/community college because of financial limitations, but is academically ready for college or university-level course work

9. Evaluated a recruiter's efforts to aggressively follow-up by: ——   ——
   a. Made repeated attempts to re-contact prospects that warrant follow-up

Performance Measures   **GO**   **NO GO**

      b. Planned and executing follow-up as dictated by the trimester system of
         contact
      c. Executed follow-up calls when the prospect is most likely to be at home
         (reviews the history of attempts and contacts in the LRL/RWS contact
         database together with information offered by the prospect and/or family
         members)
      d. Methodically refining the LRL to gain phone numbers/addresses and
         contacting everyone on the list

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    FM 22-100
    USAREC PAM 350-7
    USAREC REG 350-6

Evaluate Referral Prospecting
805B-79R-4570

Conditions: You are assigned as a station commander in a recruiting station. You have instructed your recruiter to conduct referral prospecting. You also have access to:

a. USAREC Reg 350-6
b. USAREC Pam 350-7
c. Prospect Record and/or Leads Database
d. COI/VIP Database
e. FM 22-100
f. Recruiter Workstation (RWS)

Standards: Evaluate the recruiter's ability to gain the trust, confidence and support of military and civilian influencers while motivating them to provide qualified referrals for possible enlistment.

Performance Steps

1. Evaluate referral planning and pre-prospecting preparation steps:
    a. Identifies individuals in a position to influence the prime market (counselors, teachers, coaches, business managers, human resource personnel, clergy, club sponsors or managers, influential students, prominent citizens, parents, DEP/DTP members, USAR/ARNG members, veterans, etc.)
    b. Builds a list of civic/social organizations within the community using directory information acquired locally (chamber of commerce, telephone book, welcome wagon, Internet, etc.)
    c. Joins a group within the community or become active in schools/civic organizations
    d. Develops and executes a contact plan resulting in appointments
    e. Devotes sufficient time for these activities daily, weekly and monthly
    f. Blueprints influencers prior to contact, determining:
        (1) Number of target-age people the influencer interacts with regularly
        (2) Whether the influencer has prior military experience
        (3) Whether the influencer has assisted the Army previously
        (4) What services the Army might provide the influencer's organization to develop a partnership
        (5) Personal information to establish and maintain rapport (education level, business/position, family make-up, hobbies, club memberships, etc.)
    g. Prepares opening (scripted) remarks that appeal to the interests of the influencer (based on blueprinting information)

2. Evaluate prospecting techniques ensuring the recruiter:
    a. Establishes rapport by:
        (1) Using scripted (memorized), individualized openings based on blueprinting information (or the situation)
        (2) Engaging the prospect in a conversation that leads to or includes probing
    b. Gathers leads and blueprinting information by asking (if appropriate/applicable) the influencer who they know that:
        (1) Attends Votech/universities
        (2) Attends junior/community college
        (3) Takes advanced math or science classes in high school
        (4) Sits next to them in biology lab, History, English, etc. (if the influencer is a student)
        (5) Has a passion for mechanics
        (6) Works and goes to school
        (7) Seeking Information on military services

Performance Steps

        (8) Member of a, fraternity, or other organization
    c. Asks for permission to contact these referrals and obtains an address and/or phone number
    d. Immediately takes DEP/DTP members on house calls or makes phone calls from the referral list (if referral source is a DEP/DTP member)

  3. Evaluate documentation efforts to ensure:
    a. Transfer of all lead information, including blueprinting data, to the appropriate ALRL
    b. Documentation of all contact with influencers, including blueprinting data, on COI/VIP data base

  4. Evaluate the recruiter's efforts to aggressively follow-up by:
    a. Making repeated attempts to re-contact leads or COIs that warrant follow-up
    b. Executing follow-up calls when the COI or prospect is most likely to be at home or available (reviews the history of attempts and contacts on COI/VIP data base or ALRL/RWS contact database together with information offered by the COI, prospect and/or family members)

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**
1. Evaluated referral planning and pre-prospecting preparation steps:	——	——

    a. Identified individuals in a position to influence the prime market (counselors, teachers, coaches, business managers, human resource personnel, clergy, club sponsors or managers, influential students, prominent citizens, parents, DEP/DTP members, USAR/ARNG members, veterans, etc.)
    b. Built a list of civic/social organizations within the community using directory information acquired locally (chamber of commerce, telephone book, welcome wagon, Internet, etc.)
    c. Joined a group within the community or become active in schools/civic organizations
    d. Developed and executes a contact plan resulting in appointments
    e. Devoted sufficient time for these activities daily, weekly and monthly
    f. Blueprinted influencers prior to contact, determining:
        (1) Number of target-age people the influencer interacts with regularly
        (2) Whether the influencer has prior military experience
        (3) Whether the influencer has assisted the Army previously
        (4) What services the Army might provide the influencer's organization to develop a partnership
        (5) Personal information to establish and maintain rapport (education level, business/position, family make-up, hobbies, club memberships, etc.)
    g. Prepared opening (scripted) remarks that appeal to the interests of the influencer (based on blueprinting information)

2. Evaluated prospecting techniques ensuring the recruiter:	——	——

    a. Established rapport by:
        (1) Used scripted (memorized), individualized openings based on blueprinting information (or the situation)
        (2) Engaged the prospect in a conversation that leads to or includes probing
    b. Gathered leads and blueprinting information by asking (if appropriate/applicable) the influencer who they know that:
        (1) Attended Votech/universities
        (2) Attended junior/community college

Performance Measures   **GO**   **NO GO**

      (3) Took advanced math or science classes in high school
      (4) Sat next to them in biology lab, History, English, etc. (if the influencer is
         a student)
      (5) Had a passion for mechanics
      (6) Worked and goes to school
      (7) Seeked Information on military services
      (8) Member of a, fraternity, or other organization
   c. Asked for permission to contact these referrals and obtains an address
     and/or phone number
   d. Immediately takes DEP/DTP members on house calls or makes phone calls
     from the referral list (if referral source is a DEP/DTP member)

3. Evaluated documentation efforts to ensure: ____   ____
   a. Transferred of all lead information, including blueprinting data, to the
     appropriate ALRL
   b. Documented of all contact with influencers, including blueprinting data, on
     COI/VIP data base

4. Evaluated the recruiter's efforts to aggressively follow-up by: ____   ____
   a. Made repeated attempts to re-contact leads or COIs that warrant follow-up
   b. Executed follow-up calls when the COI or prospect is most likely to be at
     home or available (reviews the history of attempts and contacts on COI/VIP
     data base or ALRL/RWS contact database together with information offered
     by the COI, prospect and/or family members)

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   FM 22-100
   USAREC PAM 350-7
   USAREC REG 350-6

Evaluate Prospecting Using the Internet
805B-79R-4573

Conditions: You are the station commander of a recruiting station. One of your recruiters has planned Internet Prospecting. You have access to:

a. Recruiter Workstation
b. ISP/UAN Access
c. Modem
d. USAREC Reg. 350-6
e. USAREC Pam 350-7
f. USAREC Pam 350-13
g. 3.5" 1.44MB diskette
h. A Telephone Line
i. An Email Account
j. Standard office supplies and equipment
k. Recruiter

Standards: Evaluate a recruiter's Internet prospecting to verify it creates Army awareness within the Internet community and ultimately produces an increase in lead generation.

Performance Steps

1. Evaluate Internet planning and pre-prospecting preparation steps:
    a. Compiles a list of news groups, local home pages, colleges, high schools, clubs and other important web sites
    b. Maintains these sites in "favorites" and on a backup disk
    c. Constructs and maintains on backup disk a series of approved, "attention-grabbing" e-mail responses to typical inquiries about Army enlistment opportunities
    d. Constructs and maintains on backup disk a series of approved e-mail "invitations" to learn about Army programs and current enlistment incentives
    e. Constructs and maintains on backup disk a series of approved e-mail multimedia "packages" that highlight Army opportunities in each area of TEAMS

2. Evaluate that an appropriate response is made to all e-mail message traffic, including LEADS

3. Evaluate a recruiter's ability to make appointments from e-mail sources by ensuring that the recruiter:
    a. Contacts the lead immediately by phone if possible (preferred method)
    b. Follows the techniques set forth in the task on Telephone Prospecting
    c. Establishes a dialog with prospects via e-mail designed to create interest through the use of e-mail multimedia "packages" that highlight each area of TEAMS

4. Evaluate a recruiter's ability to solicit referrals via e-mail and gather blueprinting information on other potential leads by asking the prospect who they know:
    a. That might be interested in military service
    b. Studying traditional pre-college course subjects
    c. That plans to pursue a vocational technical degree
    d. In search of employment
    e. That settled for enrollment in a junior/community college because of financial limitations, but is academically ready for college or university-level course work
    f. With a particularly sophisticated web site

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**

  1. Evaluated Internet planning and pre-prospecting preparation steps: —— ——
     a. Compiled a list of news groups, local home pages, colleges, high schools, clubs and other important web sites
     b. Maintained these sites in "favorites" and on a backup disk
     c. Constructed and maintained on backup disk a series of approved, "attention-grabbing" e-mail responses to typical inquiries about Army enlistment opportunities
     d. Constructed and maintained on backup disk a series of approved e-mail "invitations" to learn about Army programs and current enlistment incentives
     e. Constructed and maintained on backup disk a series of approved e-mail multimedia "packages" that highlight Army opportunities in each area of TEAMS

  2. Evaluated that an appropriate response is made to all e-mail message traffic, including LEADS —— ——

  3. Evaluated a recruiter's ability to make appointments from e-mail sources by ensuring that the recruiter: —— ——
     a. Contacted the lead immediately by phone if possible (preferred method)
     b. Followed the techniques set forth in the task on Telephone Prospecting
     c. Established a dialog with prospects via e-mail designed to create interest through the use of e-mail multimedia "packages" that highlight each area of TEAMS

  4. Evaluated a recruiter's ability to solicit referrals via e-mail and gather blueprinting information on other potential leads by asking the prospect who they know: —— ——
     a. That might be interested in military service
     b. Studying traditional pre-college course subjects
     c. That plans to pursue a vocational technical degree
     d. In search of employment
     e. That settled for enrollment in a junior/community college because of financial limitations, but is academically ready for college or university-level course work
     f. With a particularly sophisticated web site

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
  Required   **Related**
  USAREC PAM 350-7
  USAREC REG 350-6

Evaluate a Recruiter's Area Canvass Techniques
805B-79R-4576

Conditions: Given a recruiter doing area canvassing and access to:

a. USAREC Reg 350-6
b. USAREC Pam 350-7
c. FM 22-100
d. Planning tool
e. Recruiter Workstation with Leads and Reports System software installed
f. Processing lists
g. Automated Lead Refinement List (ALRL)
h. School folders
i. Recruiting Publicity Items
j. Map of the Recruiting Zone

Standards: Evaluate a recruiter's area canvassing technique to ensure that it focuses on lead generation and creating interest in the Army within the community.

Performance Steps

1. Plan the canvassing strategy.
    a. Dividing the market into multiple zones or areas to simplify the planning and execution of canvassing in conjunction with prospecting and other recruiting activities.
    b. Gathering information that reflects the area's historically popular enlistment options.
        (1) Current and previous HS Folders.
        (2) DEP/DTP Prospect Data Records.
        (3) Processing Lists.
        (4) DAMASCUS Reports (maintained on MapInfo database at battalion).
    c. Compiling Recruiter Publicity Items (RPI) and posters that highlight and reinforce the area's popular enlistment options.
    d. Determining what areas lack a proportionate number of COI/VIPs and plotting a contact strategy for each of the previously identified zones.
    e. Defining service industry hiring practices, wages, turnover, employee profiles, shift schedules, and volume of employment by type of business for each of the previously identified zones.

2. Conduct canvassing.
    a. Place appropriate posters in high visibility areas.
        (1) Record location and date in the planning guide or locally prepared canvassing file.
        (2) Check posters periodically for condition and replace when necessary, or when new information indicates that a change in advertisement may produce better results.
    b. Stock high visibility locations with RPIs that advertise the area's popular enlistment options.
        (1) Document RPI type, quantity placed, location and date.
        (2) Check RPI racks frequently to determine use (which ones generate interest) and replenish with new or different types as necessary.
        (3) Use the small (two or three page) RPI instead of the larger "brochure" type. The smaller RPI stimulate curiosity and generate calls to recruiters. Use the large brochure type as evidence in the sales presentation or for use in providing information to COI/VIP during presentations.
    c. Explain the benefits of an Army enlistment to people of all ages, backgrounds, and occupations.
    d. Structure the canvassing effort to include contact with the potentially large volume of service industry employees that work at night.
    e. Establish a predictable canvassing pattern/routine to enhance lead generation, i.e., "He's usually here Tuesday afternoons at . . . . "

Performance Steps

f. Make visits and provide business cards at some of the following types of establishments to introduce yourself and begin COI/VIP development.
   (1) Local businesses.
   (2) Community clubs, groups, and civic organizations.
   (3) Local government offices.
   (4) Newspaper companies.
   (5) Radio and television stations.
   (6) Any other establishments with the potential to influence the market or provide referrals.

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**

1. Planned the canvassing strategy.   ___   ___
   a. Divided the market into multiple zones or areas to simplify the planning and execution of canvassing in conjunction with prospecting and other recruiting activities.
   b. Gathered information that reflects the area's historically popular enlistment options.
      (1) Current and previous HS Folders.
      (2) DEP/DTP Prospect Data Records.
      (3) Processing Lists.
      (4) DAMASCUS Reports (maintained on MapInfo database at battalion).
   c. Compiled Recruiter Publicity Items (RPI) and posters that highlight and reinforce the area's popular enlistment options.
   d. Determined what area(s) lack a proportionate number of COI/VIPs and plotted a contact strategy for each of the previously identified zones.
   e. Defined service industry hiring practices, wages, turnover, employee profiles, shift schedules, and volume of employment by type of business for each of the previously identified zones.

2. Conducted canvassing.   ___   ___
   a. Placed appropriate posters in high visibility areas.
      (1) Recorded location and date in the planning guide or locally prepared canvassing file.
      (2) Checked posters periodically for condition and replaced when necessary, or when new information indicates that a change in advertisement may produce better results.
   b. Stocked high visibility locations with RPIs that advertised the area's popular enlistment options.
      (1) Documented RPI type, quantity placed, location and date.
      (2) Checked RPI racks frequently to determine use (which ones generate interest) and replenished with new or different types as necessary.
      (3) Used the smaller (two or three page) RPIs instead of the larger "brochure" type. The smaller RPI stimulate curiosity and generate calls to recruiters. Used the large brochure type as evidence in the sales presentation or for use in providing information to COI/VIP during presentations.
   c. Explained the benefits of an Army enlistment to people of all ages, backgrounds, and occupations.
   d. Structured the canvassing effort to include contact with the potentially large volume of service industry employees that work at night.

Performance Measures   <u>GO</u>   <u>NO GO</u>

    e. Established a predictable canvassing pattern/routine to enhance lead
      generation, i.e., "He's usually here Tuesday afternoons at . . . . "
    f. Made visits and provided business cards to establishments and introduced
      self and began COI/VIP development within:
      (1) Local businesses.
      (2) Community clubs, groups, and civic organizations.
      (3) Local government offices.
      (4) Newspaper companies.
      (5) Radio and television stations.
      (6) Any other establishments with the potential to influence the market or
        provide referrals.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
  Required   **Related**
  USAREC PAM 350-7   FM 22-100
  USAREC REG 350-6

Conduct Unit Training
805B-79R-4579

Conditions: You are a recruiting station commander. You have identified training needs for your entire station. You have recruiters with or without experience and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Form 967
c. Planning guide
d. USAREC Reg 350-7
e. USAREC Reg 350-6
f. USAREC Pam 350-7
g. USAREC Manual 25-100

Standards: Conduct Unit Training that is effective, analyzed, and needs based

Performance Steps

1. Ensure training is conducted based on the station training plan.

2. Ensure the training session is properly prepared for
    a. Ensure all prerequisite tasks are learned
    b. Compile all necessary documents and regulations
    c. Ensure trainer is tactically and technically proficient on task that is to be trained

3. Present and practice the task prior to the training event
    a. Exploit 21st Century Technology (Internet, Multimedia, ETC.)

4. Ensure training is accurate IAW current regulatory guidance.

5. Ensure the training event is well-structured and organized

6. Ensure the training is done to maximize efficiency and get the greatest training impact from the resources expended

7. Ensure training is realistic and provide on-the-spot corrections as needed

8. Ensure training remains safe

9. Solicit feedback

10. Document results
    a. Annotate the planning tool with task trained
    b. Complete a USAREC Form 967

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
1. Ensured training is conducted based on the station training plan.	——	——

2. Ensured the training session is properly prepared for
    a. Ensured all prerequisite tasks are learned
    b. Compiled all necessary documents and regulations
    c. Ensured trainer is tactically and technically proficient on task that is to be trained
	——	——

Performance Measures	**GO**	**NO GO**
3. Presented and practiced the task prior to the training event a. Exploited 21st Century Technology (Internet, Multimedia, ETC.)	——	——
4. Ensured training is accurate IAW current regulatory guidance.	——	——
5. Ensured the training event is well-structured and organized	——	——
6. Ensured the training is done to maximize efficiency and get the greatest training impact from the resources expended	——	——
7. Ensured training is realistic and provided on-the-spot corrections as needed	——	——
8. Ensured training remains safe	——	——
9. Solicited feedback	——	——

10. Documented results
    a. Annotated the planning tool with task trained
    b. Completed a USAREC Form 967
	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC PAM 350-7
    USAREC REG 350-6
    USAREC REG 350-7

Conduct Individual Training
805B-79R-4582

Conditions: You are a Recruitibg Station Commander. You have a recruiter with or without experience and you have identified a weakness in training. You have access to:

a. USAREC Reg 350-7
b. Recruiter Worstation with Leads and Reporst System software installed
c. General office supplies.
d. Planning tool
e. USAREC Form 967

Standards: Conduct individual training that is effective, analyzed and needs based

Performance Steps

1. Ensure the training session is properly prepared for.
    a. Ensure all necessary prerequisites are completed prior to the execution of the training event.
    b. Compile all necessary documents, regulations, and equipment
    c. Ensure you are technically and tactically proficient on task

2. Present and practice the task prior to the training event.

3. Ensure training is accurate and complies with current Army and recruiting doctrine and is technically correct.

4. Ensure the training event is well-structured and contains a mixture of initial and sustainment training.

5. Ensure the training is done at maximum efficiency to get the greatest training impact from the resources expended.

6. Ensure that training is realistic and the tasks are performed as close to the way they are in real-life. Ensure realistic training integrates all available elements of a highly trained sales force to replicate the stresses and conditions of the market environment.

7. Ensure training remains safe by performing the task to it's established technical standard. Ensure that safety is an integral aspect of the planning, executing and evaluating phases of training.

8. Ensure that the training is effective. Effective training builds proficiency, teamwork, confidence and cohesiveness.

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**
1. Ensured the training session is properly prepared for.	——	——
a. Ensured all necessary prerequisites are completed prior to the execution of the training event.		
b. Compiled all necessary documents, regulations, and equipment		
c. Ensured you are technically and tactically proficient on task		
2. Presented and practiced the task prior to the training event.	——	——
3. Ensured training is accurate and complies with current Army and recruiting doctrine and is technically correct.	——	——

Performance Measures	**GO**	**NO GO**
4. Ensured the training event is well-structured and contains a mixture of initial and sustainment training.	——	——
5. Ensured the training is done at maximum efficiency to get the greatest training impact from the resources expended.	——	——
6. Ensured that training is realistic and the tasks are performed as close to the way they are in real-life. Ensured realistic training integrates all available elements of a highly trained sales force to replicate the stresses and conditions of the market environment.	——	——
7. Ensured training remains safe by performing the task to it's established technical standard. Ensured that safety is an integral aspect of the planning, executing and evaluating phases of training.	——	——
8. Ensured that the training is effective. Effective training builds proficiency, teamwork, confidence and cohesiveness.	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	**Related**
USAREC REG 350-7	

Maintain a Station Centralized Prospect Data Record File System
805B-79R-4585

Conditions: You are a newly assigned station commander of a recruiting station. During your initial review of the recruiting station files you determine that the contralized prospect data records file system ae in need of repair. You also have access to:

a. USAREC Reg 350-7
b. USAREC Reg 350-6
c. USAPAM Pam 350-7

Standards: Correctly perform all performance steps which will enable you to maintain a Centralized Prospect Data Records File System to be used as a historical record, prior service lead source and enlistment quality control tool.

Performance Steps

1. Maintain Enlisted file as follows
    a. Archive both RA and USAR PDRs
    b. Organize by fiscal year and month.

    NOTE: The enlisted file will always contain 8 years (the length of military service obligations (MSO) of data
    c. File by FY and month of expiration term of service (ETS)
       (1) File USAR PDRs by termination date of MSO
       (2) File Regular Army PDRs by expected month/year of End Tour of Service (ETS) date.
    d. Destroy PDRs of no verified follow-up value 3 months following scheduled ETS (RA) or 3 months following completion of MSO (for USAR applicants enlisting for 8X0 option.).
    e. Prior to destruction, review all PDRs for RA/USAR PS enlistment potential.

2. Maintain Terminated files as follows
    a. Separate cards using A-Z tabs and organize alphabetically by last name
    b. Verify disqualification prior to termination and clearly state the disqualification.
    c. Screen recruiter recommended processing termination
    d. Document in red, on the upper right corner of the PDR, the date of termination and reason
    e. Close-the-loop to ensure LRLs were also appropriately documented
     f. Maintain terminated PDRs for a minimum of six months.
       (1) After 6 months, PDRs may be destroyed

       NOTE: PDR's contain sensitive personal information. Destruction must be accomplished accordingly.
       (2) Prior to destruction, document appropriate LRL with "PDR destroyed," reason for termination and date terminated.
       (3) Screen PDRs for follow-up potential prior to destruction

Evaluation Preparation: This task may be evaluated by using the evaluation guide .
Evaluation Guide. If the task is performed on the job, perform the task using the materials listed in the CONDITIONS statement above. This task can be evaluated by using the evaluation guide.

Performance Measures	**GO**	**NO GO**
1. Maintained Enlisted file as follows	___	___
a. Archive both RA and USAR PDRs		

Performance Measures   **GO**   **NO GO**

    b. Organize by fiscal year and month.

        NOTE: The enlisted file will always contain 8 years (the length of military service obligations (MSO) of data

    c. File by FY and month of expiration term of service (ETS)

       (1) File USAR PDRs by termination date of MSO

       (2) File Regular Army PDRs by expected month/year of End Tour of Service (ETS) date.

    d. Destroy PDRs of no verified follow-up value 3 months following scheduled ETS (RA) or 3 months following completion of MSO (for USAR applicants enlisting for 8X0 option.).

    e. Prior to destruction, review all PDRs for RA/YUSAR PS enlistment potential.

  2. Maintained Terminated files as follows   ____   ____

    a. Separate cards using A-Z tabs and organize alphabetically by last name

    b. Verify disqualification prior to termination and clearly state the disqualification.

    c. Screen recruiter recommended processing termination

    d. Document in red, on the upper right corner of the PDR, the date of termination and reason

    e. Close-the-loop to ensure LRLs were also appropriately documented

    f. Maintain terminated PDRs for a minimum of six months.

       (1) After 6 months, PDRs may be destroyed

        NOTE: PDR's contain sensitive personal information. Destruction must be accomplished accordingly.

       (2) Prior to destruction, document appropriate LRL with "PDR destroyed," reason for termination and date terminated.

       (3) Screen PDRs for follow-up potential prior to destruction

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
  Required   **Related**
                                        USAREC PAM 350-7
                                        USAREC REG 350-6
                                        USAREC REG 350-7

Maintain a Recruiting Station DEP/DTP Program
805B-79R-4588

Conditions: Given a recruiting station DEP/DTP program and access to:

a. USAREC Reg 350-7
b. USAREC Reg 601-95
c. USAREC Reg 601-96
d. AR 601-210
e. FM 22-100
f. ARISS Recruiter Workstation (RWS)

Standards: Maintain a station DEP/DTP program that accomplishes the following:

 - Reduce attrition
 - Increase referrals and promotions
 - Provides effective training for new soldiers
 - Improves participation in DEP/DTP functions
 - Increases enrollment in the Concurrent Admissions Program.

Performance Steps

1. Evaluate current and past DEP/DTP programs:
    a. Analyze loss rates for the current and past 2-years:
        (1) Identify separation trends (fail to grad, apathy, DAT, etc.)
        (2) Determine which recruiters (past or present) account for a disproportionate number of losses
        (3) Determine other trends, i.e., number of losses interviewed initially in the RS, number enlisted outside their interest area for combat arms, number of fail-to-grads from a particular school, weak follow-up, etc.
        (4) Determine number of current DEP/DTP members that share the same risk factors, as in (3) above, and consider coding them "amber" on the DEP log.
    b. Decide if immediate changes to station DEP/DTP management practices will reduce losses:
        (1) Increased telephone and face to face follow-up
        (2) Energizing DEP functions
        (3) Closer station commander interaction with all applicants processed by recruiters with higher-than-average loss rates
        (4) More station commander involvement at the guidance shop with "hard sells".

2. Analyze DEP log (UF611) data to further identify trends and realize improvements as follows:
    a. Determine which recruiter(s) has the highest current DEP loss rate, and consider this data when updating the status block on UF611.
    b. Determine which mission categories historically separate at a higher rate and account for this when planning follow-up action and tutorials.
    c. Compare contract-to-ship dates. The larger the window, the more likely a loss will occur.
    d. Compare enlistment options with remarks made on the 200 card/contact database. Closely monitor those DEP/DTP sold outside of their primary interest area (wanted MP's but enlisted for cook).
    e. Decide if the lack of referrals and promotion to PV2 signals DEP/DTP apathy about the Army or recruiter apathy toward a particular DEP/DTP member.
    f. Judge whether date of last DEP function attendance indicates DEP/DTP apathy or recruiter inattentiveness.
    g. Determine potential obstacles to performing the station commander's 30-60 day follow-up (spring break, summer vacation, Christmas holidays, etc.) and adjust to accomplish follow-up ahead of schedule.

Performance Steps

    h. Constantly compare the current height/weight from the contact database to the entry weight/max weight figures recorded. Take appropriate action should the DEP/DTP member show signs of gaining (or losing) too much weight.

  3. Energize the DEP/DTP Program:

    a. Conduct informative DEP/DTP orientations by focusing the recruiter on the following:

      (1) Planning the "who, what, when, where, and why(s)," prior to the orientation:

        (a) Who will conduct the briefing, who will attend from the station besides the recruiter, and who should attend with the DEP/DTP (person referring the DEP/DTP, parents, influencers, and/or significant others)?

        (b) What pre-orientation research and resources should the recruiter accomplish/collect (RPIs, regulations, web-site down loads, videos, etc.) and what topics must the recruiter cover (DEP/DTP enlistment agreement, options, incentives, the Guide for New Soldiers, and/or related Army programs)?

        (c) Where will the recruiter conduct the orientation (preferably at the DEP/DTP member's home)?

        (d) When will the recruiter conduct the orientation? (The 3-10 day orientation window allows for proper planning, research, and preparation.)

      (2) Gather and review resources and rehearse the briefing before the orientation.

      (3) Provide a second, complete multimedia sales presentation during the 3-10 day orientation window (but not necessarily during the initial briefing), that points up many of the "hidden" benefits of Army service. As an example, for those DEP/DTP with education DBMs, "hidden" benefits might include:

        (a) Internet access at the post library.

        (b) The Green to Gold ROTC Scholarship Program for active duty personnel (http://147.248.153.211/scholarships/green/)

        (c) Admission to West Point (from AD enlisted status, www.usma.edu)

        (d) Dependent entitlement to use Army Education Centers

        (e) DANTES Testing and College Credit for Skills (www.voled.doded.mil)

        (f) Distance Learning Courses

        (g) Service members Opportunity Colleges (1200 private/public colleges and universities, http://www.voled.doded.mil/soc/what is.htm)

        (h) Army Continuing Education System (www.perscom.army.mil/tagd/aces/aces.htm)

        (i) Army/American Council on Education Registry Transcript System (http://leav-www.army.mil/aarts/

        (j) Army Medical Department's Enlisted Commissioning Program (www.goarmy.com/med/ancsp.htm)

        (k) Tuition Assistance ($3500 annually)

Note: Re-probe each area of TEAMS and clearly tie the DEP/DTP's enlistment options to his/her stated wants, needs, goals and desires in a manner that appeals to the emotions. Secure the DEP/DTP member's complete agreement at this point. Watch for hesitation or signs of doubt. Preferably, the Station Commander or 1SG should conduct this interview. Prepare to answer more direct, candid questions in the orientation than the DEP/DTP asked during the initial interview.

      (4) Provide the DEP/DTP member a "mission statement" that outlines their responsibilities for referrals, follow-up, DEP function attendance, maintaining eligibility, reporting for AD, etc.

      (5) Provide the DEP/DTP member with a chain of command briefing that includes putting their photo on the DEP board.

      (6) Brief the new soldier on the use of the DEP/DTP ID card and issue metal "dog tags."

      (7) Review the RWS videos with the new soldier that correspond to his/her options, MOS, assignment, and basic training/IET.

      (8) Conclude the orientation by jointly signing the Commitment to Excellence Certificate (furnish original to DEP/DTP).

    b. Conduct personalized DEP/DTP follow-up by ensuring the recruiter:

Performance Steps

        (1) Begins each follow-up contact by addressing personal issues in the new soldier's life, such as school work, status of relationships, free-time activities, plans for the upcoming week/weekend, and an offer of support or assistance when needed.

        (2) Adheres to the follow-up schedule contained in UR 601-95.

        (3) Has conducted a complete sales presentation with each parent, spouse, or significant other, covering the interest areas of the DEP/DTP as well as those of the influencer. For instance, if the DEP/DTP member enlisted for adventure and had no interest in education, "sell" the influencer, nonetheless, on the Army's educational benefits during and after enlistment.

        (4) Collects report cards at the end of each secondary school grading period.

        (5) Conducts weekly weigh-ins for those DEP/DTP that exceeded screening table weight (needed body fat) at time of DEP-in.

        (6) Acknowledges birthdays, Christmas, graduation and other significant occasions with an appropriate greeting card. (non-reimbursable)

        (7) Continues to follow-up with influencers after the DEP/DTP has shipped to training.

  c. Conduct dynamic DEP/DTP tutorials and relationship-building activities by ensuring the recruiter:

        (1) Sets aside uninterrupted tutorial time exclusively for the DEP/DTP once each month.

        (2) Carefully plans each monthly tutorial, combining instruction on pre-BT tasks (UF1137) with the DEP/DTP Correspondence Course Program, and quality relationship building.

        (3) Structures each tutorial to allay fears of basic training.

        (4) Includes at least one leadership concept in each tutorial from FM 22-100.

        (5) Highlights Army benefits not previously covered (Space A travel, outdoor recreation services, post-service VA benefits, etc.).

        (6) Educates the DEP/DTP about Army facilities/programs: Gyms, craft shops, theaters, libraries, intramural sports, All Army Sports Teams, World Class Athlete Program, MWR services, etc.).

        (7) Presents the DEP/DTP with a "gift" during the tutorial that piques interest and leads to further mentoring, i.e., the origin and significance of U.S. and Branch "brass", Distinctive Unit Insignia, Regimental Unit Insignia, Marksmanship badges, the Army Service Ribbon, Airborne "wings," the Ranger Tab, etc.

        (8) Understands new soldiers expect recruiter guidance in getting promoted to PV2 through the referral award system. Strives to see that each and every new soldier achieves some type of referral award prior to IET.

        (9) Regularly attends/participates in school/club events that include DEP/DTP members (beyond the graduation ceremony) and becomes allies with the DEP/DTP member's teachers, coaches, friends, etc, strengthening the bond with the DEP/DTP while also expanding the recruiter's circle of influence in the community.

  d. Conduct dynamic DEP/DTP functions and meetings:

        (1) Make DEP functions physical, military and competitive.

        (2) Plan functions well in advance and include topics such as land navigation, map reading, weapons familiarization, obstacle courses (skip hazardous obstacles), leader reaction courses (located typically at State ARNG centers), mini-APFT, push-up/pull-up contests, etc. (Comply with restrictions in UR 601-95.)

        (3) Host competitions between squads during station meetings in a variety of training sessions, FM 22-100 vignette quizzes, PT activities, etc., and award desirable prizes for achievements.

        (4) Recognize DEP/DTP in the presence of their peers for academic, athletic, referral, and training achievements. Use UFs 1041, 995, and 1136.

        (5) Become innovative. The Explorer Program (through Boy Scouts of America) welcomes voluntary DEP/DTP and recruiter memberships. Their programs have become mentally and physically challenging without the liability restrictions that apply to DEP functions.

4. Maintain DEP/DTP Tracking Log by RSM:

  a. Update after each enlistment.

Performance Steps

    b. Create by RSW during peak ship months

    c. Ensure completeness and accuracy by paying particular attention to the following:

        (1) Annotate period covered using dates from the USAREC calendar

        (2) Enter necessary remarks, i.e., guidance to specific recruiters, reason for absence(s) from DEP/DTP functions, reasons for amber/red status, etc.

        (3) Record follow-up dates (block 12) that reflect the next recruiter/station commander interaction (not next recruiter follow-up with DEP/DTP member)

        (4) Indicate "Shipped" for members that have departed for IET. (Immediately initiate a second record for Alternate Training Program members (Split Trainers) reflecting phase II suspense's).

        (5) Indicate "Loss" for DEP/DTP separations

        (6) Indicate "Renegotiated" as appropriate. (Immediately create a new log entry, reflecting changes unless shipping within the same RSM. For same-RSM ship dates, sim

          (a) Indicate "Cancellation" for all cancelled DTP reservations.

          (b) Line out all DEP/DTP loss entries in red ink

          (c) Update the RWS with all changes in DEP/DTP status

        (7) Inform the CLT of DEP/DTP status and impending DEP loss. Solicit their involvement in DEP/DTP follow-up and relationship-building activities.

  5. Ensure completed DEP Log is archived at the end of the RSM

    a. Retain in active files, General Reference Files, 601-210i for fifteen months.

    b. Store in inactive files for the following one-year before destroy

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.None

Performance Measures	**GO**	**NO GO**
1. Evaluated current and past DEP/DTP programs:	——	——

    a. Analyzed loss rates for the current and past 2-years:

        (1) Identified separation trends (fail to grad, apathy, DAT, etc.)

        (2) Determined which recruiters (past or present) account for a disproportionate number of losses

        (3) Determined other trends, i.e., number of losses interviewed initially in the RS, number enlisted outside their interest area for combat arms, number of fail-to-grads from a particular school, weak follow-up, etc.

        (4) Determined number of current DEP/DTP members that share the same risk factors, as in (3) above, and consider coding them "amber" on the DEP log.

    b. Decided if immediate changes to station DEP/DTP management practices will reduce losses:

        (1) Increased telephone and face to face follow-up

        (2) Energized DEP functions

        (3) Closer station commander interaction with all applicants processed by recruiters with higher-than-average loss rates

        (4) More station commander involvement at the guidance shop with "hard sells".

2. Analyzed DEP log (UF611) data to further identify trends and realize   ——   ——
improvements as follows:

    a. Determined which recruiter(s) has the highest current DEP loss rate, and consider this data when updating the status block on UF611.

    b. Determined which mission categories historically separate at a higher rate and account for this when planning follow-up action and tutorials.

Performance Measures   **GO**   **NO GO**

    c. Compared contract-to-ship dates. The larger the window, the more likely a loss will occur.

    d. Compared enlistment options with remarks made on the 200 card/contact database. Monitored those DEP/DTP sold outside of their primary interest area (wanted MP's but enlisted for cook).

    e. Decided if the lack of referrals and promotion to PV2 signals DEP/DTP apathy about the Army or recruiter apathy toward a particular DEP/DTP member.

    f. Judged whether date of last DEP function attendance indicates DEP/DTP apathy or recruiter inattentiveness.

    g. Determined potential obstacles to performing the station commander's 30-60 day follow-up (spring break, summer vacation, Christmas holidays, etc.) and adjust to accomplish follow-up ahead of schedule.

    h. Constantly compared the current height/weight from the contact database to the entry weight/max weight figures recorded. Take appropriate action should the DEP/DTP member show signs of gaining (or losing) too much weight.

3. Energized the DEP/DTP Program: ____   ____

    a. Conducted informative DEP/DTP orientations by focusing the recruiter on the following:

      (1) Planned the "who, what, when, where, and why(s)," prior to the orientation:

        (a) Who will conduct the briefing, who will attend from the station besides the recruiter, and who should attend with the DEP/DTP (person referring the DEP/DTP, parents, influencers, and/or significant others)?

        (b) What pre-orientation research and resources should the recruiter accomplish/collect (RPIs, regulations, web-site down loads, videos, etc.) and what topics must the recruiter cover (DEP/DTP enlistment agreement, options, incentives, the Guide for New Soldiers, and/or related Army programs)?

        (c) Where will the recruiter conduct the orientation (preferably at the DEP/DTP member's home)?

        (d) When will the recruiter conduct the orientation? (The 3-10 day orientation window allows for proper planning, research, and preparation.)

      (2) Gathered and review resources and rehearse the briefing before the orientation.

      (3) Provided a second, complete multimedia sales presentation during the 3-10 day orientation window (but not necessarily during the initial briefing), that points up many of the "hidden" benefits of Army service. As an example, for those DEP/DTP with education DBMs, "hidden" benefits might include:

        (a) Internet access at the post library.

        (b) The Green to Gold ROTC Scholarship Program for active duty personnel (http://147.248.153.211/scholarships/green/)

        (c) Admission to West Point (from AD enlisted status, www.usma.edu)

        (d) Dependent entitlement to use Army Education Centers

        (e) DANTES Testing and College Credit for Skills (www.voled.doded.mil)

        (f) Distance Learning Courses

        (g) Service members Opportunity Colleges (1200 private/public colleges and universities, http://www.voled.doded.mil/soc/what is.htm)

Performance Measures   **GO**   **NO GO**

        (h) Army Continuing Education System
            (www.perscom.army.mil/tagd/aces/aces.htm)
         (i) Army/American Council on Education Registry Transcript System
             (http://leav-www.army.mil/aarts/
         (j) Army Medical Department's Enlisted Commissioning Program
            (www.goarmy.com/med/ancsp.htm)
         (k) Tuition Assistance ($3500 annually)

Note: Re-probe each area of TEAMS and clearly tie the DEP/DTP's enlistment options to his/her stated wants, needs, goals and desires in a manner that appeals to the emotions. Secure the DEP/DTP member's complete agreement at this point. Watch for hesitation or signs of doubt. Preferably, the Station Commander or 1SG should conduct this interview. Prepare to answer more direct, candid questions in the orientation than the DEP/DTP asked during the initial interview.

      (4) Provided the DEP/DTP member a "mission statement" that outlines their responsibilities for referrals, follow-up, DEP function attendance, maintaining eligibility, reporting for AD, etc.

      (5) Provided the DEP/DTP member with a chain of command briefing that includes putting their photo on the DEP board.

      (6) Briefed the new soldier on the use of the DEP/DTP ID card and issue metal "dog tags."

      (7) Reviewed the RWS videos with the new soldier that correspond to his/her options, MOS, assignment, and basic training/IET.

      (8) Concluded the orientation by jointly signing the Commitment to Excellence Certificate (furnish original to DEP/DTP).

  b. Conducted personalized DEP/DTP follow-up by ensuring the recruiter:

      (1) Begined each follow-up contact by addressing personal issues in the new soldier's life, such as school work, status of relationships, free-time activities, plans for the upcoming week/weekend, and an offer of support or assistance when needed.

      (2) Adhered to the follow-up schedule contained in UR 601-95.

      (3) Conducted a complete sales presentation with each parent, spouse, or significant other, covering the interest areas of the DEP/DTP as well as those of the influencer. For instance, if the DEP/DTP member enlisted for adventure and had no interest in education, "sell" the influencer, nonetheless, on the Army's educational benefits during and after enlistment.

      (4) Collected report cards at the end of each secondary school grading period.

      (5) Conducted weekly weigh-ins for those DEP/DTP that exceeded screening table weight (needed body fat) at time of DEP-in.

      (6) Acknowledged birthdays, Christmas, graduation and other significant occasions with an appropriate greeting card. (non-reimbursable)

      (7) Continued to follow-up with influencers after the DEP/DTP has shipped to training.

  c. Conducted dynamic DEP/DTP tutorials and relationship-building activities by ensuring the recruiter:

      (1) Set aside uninterrupted tutorial time exclusively for the DEP/DTP once each month.

      (2) Carefully planned each monthly tutorial, combining instruction on pre-BT tasks (UF1137) with the DEP/DTP Correspondence Course Program, and quality relationship building.

      (3) Structured each tutorial to allay fears of basic training.

      (4) Included at least one leadership concept in each tutorial from FM 22-100.

Performance Measures   **GO**   **NO GO**

      (5) Highlighted Army benefits not previously covered (Space A travel,
           outdoor recreation services, post-service VA benefits, etc.).

      (6) Educated the DEP/DTP about Army facilities/programs: Gyms, craft
           shops, theaters, libraries, intramural sports, All Army Sports Teams,
           World Class Athlete Program, MWR services, etc.).

      (7) Presented the DEP/DTP with a "gift" during the tutorial that piques
           interest and leads to further mentoring, i.e., the origin and significance
           of U.S. and Branch "brass", Distinctive Unit Insignia, Regimental Unit
           Insignia, Marksmanship badges, the Army Service Ribbon, Airborne
           "wings," the Ranger Tab, etc.

      (8) Understands new soldiers expect recruiter guidance in getting
           promoted to PV2 through the referral award system. Strives to see that
           each and every new soldier achieves some type of referral award prior
           to IET.

      (9) Regularly attends/participates in school/club events that include
           DEP/DTP members (beyond the graduation ceremony) and becomes
           allies with the DEP/DTP member's teachers, coaches, friends, etc,
           strengthening the bond with the DEP/DTP while also expanding the
           recruiter's circle of influence in the community.

  d. Conducted dynamic DEP/DTP functions and meetings:

      (1) Made DEP functions physical, military and competitive.

      (2) Planned functions well in advance and include topics such as land
           navigation, map reading, weapons familiarization, obstacle courses
           (skip hazardous obstacles), leader reaction courses (located typically at
           State ARNG centers), mini-APFT, push-up/pull-up contests, etc.
           (Comply with restrictions in UR 601-95.)

      (3) Hosted competitions between squads during station meetings in a
           variety of training sessions, FM 22-100 vignette quizzes, PT activities,
           etc., and award desirable prizes for achievements.

      (4) Recognized DEP/DTP in the presence of their peers for academic,
           athletic, referral, and training achievements. Use UFs 1041, 995, and
           1136.

      (5) Became innovative. The Explorer Program (through Boy Scouts of
           America) welcomes voluntary DEP/DTP and recruiter memberships.
           Their programs have become mentally and physically challenging
           without the liability restrictions that apply to DEP functions.

4. Maintained DEP/DTP Tracking Log by RSM: ___   ___

  a. Updated after each enlistment.

  b. Created by RSW during peak ship months

  c. Ensured completeness and accuracy by paying particular attention to the
    following:

      (1) Annotated period covered using dates from the USAREC calendar

      (2) Entered necessary remarks, i.e., guidance to specific recruiters, reason
           for absence(s) from DEP/DTP functions, reasons for amber/red status,
           etc.

      (3) Recorded follow-up dates (block 12) that reflect the next
           recruiter/station commander interaction (not next recruiter follow-up
           with DEP/DTP member)

      (4) Indicated "Shipped" for members that have departed for IET.
           (Immediately initiate a second record for Alternate Training Program
           members (Split Trainers) reflecting phase II suspense's).

      (5) Indicated "Loss" for DEP/DTP separations

Performance Measures   **GO**   **NO GO**

        (6) Indicated "Renegotiated" as appropriate. (Immediately create a new
           log entry, reflecting changes unless shipping within the same RSM. For
           same-RSM ship dates, sim
          (a) Indicated "Cancellation" for all cancelled DTP reservations.
          (b) Lined out all DEP/DTP loss entries in red ink
          (c) Updated the RWS with all changes in DEP/DTP status
        (7) Informed the CLT of DEP/DTP status and impending DEP loss. Solicit
           their involvement in DEP/DTP follow-up and relationship-building
           activities.

  5. Ensured completed DEP Log is archived at the end of the RSM   ⎯⎯   ⎯⎯
     a. Retained in active files, General Reference Files, 601-210i for fifteen
       months.
     b. Stored in inactive files for the following one-year before destroy

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	**Related**
AR 601-210	FM 22-100
USAREC REG 601-95	USAREC REG 350-7
	USAREC REG 601-96

Utilize Station Level Leads and Reports System
805B-79R-4591

Conditions: You are a recruiting station commander. You have a daily requirement to access the Leads and Reports System and analyze the available data. You have recruiters with or without experience and access to:

a. Recruiter Workstation with Leads and Reports System Software Installed.
b. USAREC Reg 350-7
c. Access to a Data line
b. Standard office supplies

Standards: Access the Leads and Reports System software and generate reports needed to analyze station productivity

Performance Steps

1. Connect to ISP
    a. Click Dial - Networking
    b. Enter Password
    c. Click OK
    d. Right Click on Permit Client Icon
    e. Click disable on the Permit Client menu

2. Login User
    a. Click Permit Client program icon
    b. Click login user
    c. Insert PKI disk then click Browse
    d. Click DOD ID PKI Certificate and then enter password
    e. Click OK

3. Extended Authentication
    a. Click OK

4. Access and log onto ARISS
    a. Click bookmarks
    b. Click Top Of the System West (East if necessary)
    c. Enter Username (NT Username)
    d. Enter User password (NT Password)

5. Set Station Distribution Parameters
    a. Click a Recruiter
    b. Click a school
    c. Click assign UP Arrow
    d. Click Zip Code
    e. Click a Recruiter
    f. Click assign UP Arrow
    g. Click Assigned to view Zip code
    h. Click Unassigned to view school

6. View Missions
    a. Click Mission
    b. Select and click
    c. Click Retrieve

7. Generate reports
    a. Click Reports to view Report

Performance Steps
    b. Click folder
    c. Select Folder and click
    d. Click Generate report
    e. Click RSID window drop-down arrow
    f. Enter RSID
    g. Click Report Level then Select and click
    h. Input year
    i. Click OK to generate report

  8. Continued process to get all needed reports

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**
1. Connected to ISP	――	――
a. Clicked Dial - Networking		
b. Entered Password		
c. Clicked OK		
d. Right Clicked on Permit Client Icon		
e. Clicked disable on the Permit Client menu		
2. Logged in as User	――	――
a. Clicked Permit Client program icon		
b. Clicked login user		
c. Inserted PKI disk then clicked Browse		
d. Clicked DOD ID PKI Certificate and then entered password		
e. Clicked OK		
3. Established Extended Authentication	――	――
a. Clicked OK		
4. Accessed and logged onto ARISS	――	――
a. Clicked bookmarks		
b. Clicked Top Of the System West (East if necessary)		
c. Entered Username (NT Username)		
d. Entered User password (NT Password)		
5. Set Station Distribution Parameters	――	――
a. Clicked a Recruiter		
b. Clicked a school		
c. Clicked assign UP Arrow		
d. Clicked Zip Code		
e. Clicked a Recruiter		
f. Clicked assign UP Arrow		
g. Clicked Assigned to view Zip code		
h. Clicked Unassigned to view school		
6. Viewed Missions	――	――
a. Clicked Mission		
b. Selected and clicked		
c. Clicked Retrieve		
7. Generated reports	――	――

Performance Measures   **GO   NO GO**
    a. Clicked Reports to view Report
    b. Clicked folder
    c. Selected Folder and clicked
    d. Clicked Generate report
    e. Clicked RSID window drop-down arrow
    f. Entered RSID
    g. Clicked Report Level then Select and clicked
    h. Input year
    i. Clicked OK to generate report

   8. Continued process to get all needed reports   ——   ——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 350-7

Subject Area 4: Guidance Counselor

Open an Army Liaison Office
805B-79R-4601

Conditions: You are a Guidance Counselor assigned to the Army Liaison at a Military Entrance Processing Station tasked with starting procedures for the duty day. You have access to:

a. Appropriate automation equipment
b. Supplies
c. AR 601-210
d. USAREC REG 601-96
d. MEPCOM SOP
e. All current messages and updates
f. UF 727 (Processing List)

Standards: Receive applicants for appropriate MEPS processing and reconcile UF 727, Processing List for the duty day. Provide results of initial processing list reconciliation to the Recruiting Battalion Operations.

Performance Steps

1. Power up and Login to Guidance Counselor Work Station

2. Login to MIRS Computer System

3. Verify ASVAB test scores from previous night's test

4. Conduct applicant Check-in
    a. Provide proper documentation to applicant for processing
    b. Direct applicant to the proper processing location within the MEPS
    c. Schedule on MIRS processing list and check-in walk-in applicants
    d. Update 727 / PL as actions occur

5. Update Battalion Operations with applicant arrivals, No-Shows, test score status, positive DAT/HIV results

6. Update GCR System

7. Inform Senior Guidance Counselor of morning activities

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
1. Powered up and Login to Guidance Counselor Work Station	——	——
2. Logged-in to MIRS Computer System	——	——
3. Verified ASVAB test scores from previous night's test	——	——

4. Conducted applicant Check-in
    a. Provided proper documentation to applicant for processing
    b. Directed applicant to the proper processing location within the MEPS
    c. Scheduled on MIRS processing list and check-in walk-in applicants
	——	——

Performance Measures	**GO**	**NO GO**
d. Updated 727 / PL as actions occur		
5. Updated Battalion Operations with applicant arrivals, No-Shows, test score status, positive DAT/HIV results	——	——
6. Updated GCR System	——	——
7. Informed Senior Guidance Counselor of morning activities	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	**Related**
AR 601-210	
USAREC REG 601-96	

Close an Army Liaison Office
805B-79R-4603

Conditions: You are a Guidance Counselor assigned to an Army Liaison Office within a Military Entrance Processing Station (MEPS) and must closeout at the completion of the duty day.

Given
a. Standard Office Equipment
b. Guidance Counselor Work Station
c. MIRS System
d. UR 601-96
e. Applicable messages and command guidance.

Standards: Receive applicants for appropriate MEPS processing and reconcile UF 727, Processing List for the duty day. Provide results of initial processing list reconciliation to the Recruiting Battalion Operations.

Performance Steps

1. Ensure all enlistments/accessions are confirmed

2. Verify REQUEST has no pending swear in / shippers

3. Ensure all operating systems are logged off

4. Forward required reports/residuals to battalion operations

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
1. Ensured all enlistments/accessions are confirmed	——	——
2. Verified REQUEST has no pending swear in / shippers	——	——
3. Ensured all operating systems are logged off	——	——
4. Forwarded required reports/residuals to Battalion Operations	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

Perform DEP-IN Procedures
805B-79R-4605

Conditions: Given a complete Guidance Counselor Workstation with the REQUEST Operating System, GC Sales Operating System, a complete Enlistment Packet and an Applicant.

Given:

a. AR 601-210
b. UR 601-96
c. UR 621-1
d. USAREC Messages

Standards: Enlist an applicant into the Delayed Entry Program / Delayed Status and complete all required enlistment forms and annexes.

Performance Steps
Note: Steps 1 through 10 must be completed in sequence

1. Review ERM "Go" status

2. Update build in GCR and transfer data to REQUEST

3. Update REQUEST build

4. Establish rapport with applicant

5. Verify pre-qualification eligibility

6. Conduct "Search" or "Look-up"

7. Present Benefits / Options to applicant

8. Show MOS Video / Description

9. Make reservation into "REQUEST".

10. Congratulate applicant

11. Print reservation with QUALS

12. Complete dynamic annex

13. Prepare and print DEP documents

14. Submit proper ENTNAC path

15. Annotate submission on ENTNAC document

16. Update GCR DEP-in data

17. Make necessary copies

18. Provide applicant with enlistment packet and send to senior guidance counselor for further processing.

19. Construct residual packet

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**
Note: Steps 1 through 10 must be completed in sequence		
1. Reviewed Enlistment Packet to ensure "Go" status	——	——
2. Updated build in GCR and transferred data to REQUEST	——	——
3. Updated REQUEST build	——	——
4. Established rapport with applicant	——	——
5. Verified pre-qualification eligibility	——	——
6. Conducted "Search" or "Look-up"	——	——
7. Presented Benefits / Options to applicant	——	——
8. Showed MOS Video / Description	——	——
9. Made reservation into "REQUEST"	——	——
10. Congratulated applicant	——	——
11. Printed reservation with QUALS	——	——
12. Completed dynamic annexes	——	——
13. Prepared and printed DEP documents	——	——
14. Submitted proper ENTNAC path	——	——
15. Annotated submission on ENTNAC document	——	——
16. Updated GCR	——	——
17. Made necessary copies	——	——
18. Provided applicant with enlistment packet and send to senior guidance counselor for further processing	——	——
19. Constructed residual packet	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	Related
AR 601-210	
USAREC REG 601-96	
USAREC REG 621-1	

Perform ENTNAC Procedures
805B-79R-4607

Conditions: Given an applicant, a REQUEST Reservation, a completed Enlistment Packet and access to:

a) UR 601-96, Appendix J.
b) AR 601-210
c) QUALS
d) All applicable messages and updates.

Standards: Verify and submit ENTNAC to ensure proper level of security clearance (TECH-CHECK / NACLAC) is requested. Post ENTNAC results.

Performance Steps

1. Verfiy information provided on the EPSQ (SF86) with applicant

2. Determine appropriate ENTNAC submission type

3. Ensure EPSQ (SF 86), page 1 reflect proper Investigating Agency as outlined in current policy to include coversheet.

4. Ensure "Tech Check" submitted on every applicant and ZHM003 is attached to SF 86.

5. Verify MOS / Assignment requiring "NACLAC" submissions:
   a. Complete required forms.
   b. Ensure fingerprints are done through MEPS
   c. Forward investigation application to appropriate investigative agency.

6. Post "Favorable" ENTNAC results on UF 794 and DD Form 1966 (Remarks Section), and file accordingly

7. Refer to current command guidance for positive matches

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
1. Verfied information provided on the EPSQ (SF86) with applicant.	——	——
2. Determined appropriate ENTNAC submission type	——	——
3. Ensured EPSQ (SF 86), page 1 reflect proper Investigating Agency as outlined in current policy to include coversheet.	——	——
4. Ensured "Tech Check" submitted on every applicant and ZHM003 is attached to SF 86.	——	——
5. Verified MOS / Assignment requiring "NACLAC" submissions: a. Completed required forms b. Ensured fingerprints are done through MEPS c. Forwarded investigation application to appropriate investigative agency	——	——

Performance Measures	**GO**	**NO GO**
6. Posted "Favorable" ENTNAC results on UF 794 and DD Form 1966 (Remarks Section), and filed accordingly	——	——
7. Refered to current command guidance for positive matches	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	**Related**
AR 601-210	
USAREC REG 601-96	

Perform Pre-Enlistment QC
805B-79R-4609

Conditions: Given a Guidance Counselor section, an enlistment packet and access to:

1) AR 601-210.
2) UR 601-96.
3) USMEPCOM Form 714A
4) USMEPCOM Form 714ADP
5) USAREC Form 794.
6) All applicable enlistment forms and documents.
7) All applicable messages and updates.

Standards: Verify enlistment packet for completeness and information elements verification.

Performance Steps

1. Ensure enlistment packet is logged in on UF 1053.

2. Review UF 794 for completeness

3. Verify source documents for "Original" or "Certified Copy".
   a. Age.
   b. Citizenship.
   c. Education eligibility. (Cross reference against DD Form 1966-1).
   d. Name.
   e. Social Security Number.
   f. Dependents.
   g. Marital status.
   h. Prior service.
   i. Recruiter of credit.

4. Review DD Form 1966 series for completeness and accuracy

5. Record discrepencies on UF 794.

6. Notify CLT of packet status.

7. Annotate packet status on UF 1053.

8. Make a copy of UF 794 and forward to battalion operations.

9. File enlistment packet in enlistment pending file

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
1. Ensured enlistment packet is logged in on UF 1053.	——	——
2. Reviewed UF 794 for completeness.	——	——
3. Verified source documents for "Original" or "Certified Copy".	——	——

Performance Measures	**GO**	**NO GO**
4. Reviewed DD Form 1966 series for completeness and accuracy.	——	——
5. Recorded discrepencies on UF 794.	——	——
6. Notified CLT of packet status.	——	——
7. Annotated packet status on UF 1053.	——	——
8. Made a copy of UF 794 and forward to battalion operations.	——	——
9. Filed enlistment packet in enlistment pending file	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	**Related**
AR 601-210	
USAREC REG 601-96	

Perform Before-Ship Packet Check
805B-79R-4611

Conditions: Given a completed enlistment packet of an applicant that is schedulded to ship within 7-30 days and access to:

a. AR 601-210
b. UR 601-96
c. USAREC Messages

Standards: Review enlistment packet for errors and make necessary corrections

Performance Steps

1. Review UF794 for completeness

2. Identify any required paperwork/documents in the "remarks" block of UF794

3. Verify "Source Documents" used at DEP/DTP in.

4. Verify applicant is qualified for MOS held. (Including medical qualifications)

5. Verify "ENTNAC" and DAT/HIV results have been received and annotate UF794.

6. Identify any additional documentation required for MOS. (I e.. Transcripts for algebra, chemistry, drivers license etc.)

7. Complete all DEP-out annexes

8. Annotate deficiencies on UF794 "Remarks" and notify CLT

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
1. Reviewed UF794 for completeness	——	——
2. Identified any required paperwork/documents in the "remarks" block of UF794,	——	——
3. Verified "Source Documents" used at DEP/DTP in.	——	——
4. Verified applicant is qualified for MOS held. (Including medical qualifications)	——	——
5. Verified "ENTNAC" results have been received and annotated UF794.	——	——
6. Identified any additional documentation required for MOS. (I.e. Transcripts for algebra, chemistry, drivers license etc.)	——	——
7. Completed all DEP-out annexes	——	——
8. Annotated deficiencies on UF794 "Remarks" and notify CLT.	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 601-210
    USAREC REG 601-96

Validate Processing List
805B-79R-4613

Conditions: Given appropriate applicant scheduling information from leadership team/automated scheduling equipment.

a. AR 601-210.
b. UR 601-96.
c. "GC Sales" System.
d. "MIRS" Operating System.

Standards: Confirm accuracy of processing list at MEPS to ensure proper resources are available to accomplish the necessary administrative and enlistment processing for the following days applicants.

Performance Steps

1. Log on to GCR System.
    a. Open workflows
    b. Sort by processing date

2. Log on to MIRS System.
    a. Select "Data" from menu bar.
    b. Select "Print"
    c. Print 727 press "Shift" and "F6"
    d. Input applicant data
    e. Commit applicant data press "Control" and "F7".
    f. Press "Shift" and "F6" buttons simultaneously to print.

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
1. Logged on to GCR System	——	——
a. Opened workflows		
b. Sorted by processing date		
2. Logged on to MIRS System	——	——
a. Selected "Data" from menu bar		
b. Selected "Print"		
c. Printed 727 press "Shift" and "F6"		
d. Inputted applicant data		
e. Committed applicant data press "Control" and "F7".		
f. Pressed "Shift" and "F6" buttons simultaneously to print.		

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	**Related**
AR 601-210	
USAREC REG 601-96	

Perform USAR Accession Procedures
805B-79R-4615

Conditions: Given a guidance counselor Workstation, applicant enlistment packet and 714ADP with access to:

a. AR 601-210
b. UR 601-96
c. USAREC Messages
d. Update 23

Standards: Process applicant for USAR enlistment IAW AR 601-210, applicable messages, and Update 23.

Performance Steps

1. Review enlistment packet to ensure "GO" status

2. Update GCR build and transfer to REQUEST

3. Update REQUEST build

4. Establish rapport with applicant

5. Verify pre-qualification eligibility

6. Conduct "Search" or "Look-up"

7. Present benefits / programs to applicant

8. Show MOS video / description

9. Make reservation

10. Congratulate applicant

11. Print reservation and QUALS

12. Complete dynamic annex

13. Prepare and print DD Form 1966-1

14. Submit proper ENTNAC path

15. Annotate submission on ENTNAC document

16. Annotate UF 794 DTP-In

17. Make necessary copies

18. Provide applicant with enlistment packet to senior guidance counselor for further processing

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**
1. Reviewed enlistment packet to ensure "GO" status	——	——
2. Updated GCR build and transferred to REQUEST	——	——
3. Updated REQUEST build	——	——
4. Established rapport with applicant.	——	——
5. Verified pre-qualification eligibility	——	——
6. Conducted "Search" or "Look-up"	——	——
7. Presented benefits / programs to applicant	——	——
8. Showed MOS video / description	——	——
9. Made reservation	——	——
10. Congratulated applicant	——	——
11. Printed reservation and QUALS	——	——
12. Completed dynamic annexes	——	——
13. Prepared and print DD Form 1966-1	——	——
14. Submitted proper ENTNAC path	——	——
15. Annotated submission on ENTNAC document	——	——
16. Annotated UF 794 DTP-In	——	——
17. Made necessary copies	——	——
18. Provided applicant with enlistment packet to senior guidance counselor for further processing	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	**Related**
AR 601-210	
USAREC REG 601-96	

Process a DEP-OUT
805B-79R-4617

Conditions: Given a regular Army Delayed Entry Program (DEP) member, an enlistment packet and access to:

a. AR 601-210.
b. UR 01-96.
c. UR 621-1
d. All applicable messages and updates.

Standards: Process a DEP member for enlistment into the regular Army without error.

Performance Steps

1. Check enlistment packet for completeness and accuracy.
   a. Verify ENTNAC RESULTS
   b. Verify DAT Results
   c. Verify physical results
   d. Verify enlistment eligibility

2. Interview applicant for any changes that occurred in DEP

3. Take corrective action within established regulations / messages.

4. Obtain required documents.
   a. Verify personal data
   b. Verify education record
   c. Verify marital status
   d. Verify dependents status

5. Annotate any changes during DEP status in recertification block of DD Form 1966 series.

6. Update and code DD Form 1966-1 with accession data and changes.

7. Complete DEP-Out annexes as required.

8. Annotate USAREC 794 (Initial front cover of USAREC 794 (DEP out)
   sign rear cover of USAREC 794 (Ship Guidance Counselor)

9. Congratulate the applicant and send them to the senior guidance counselor (with packet)

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

1. Checked enlistment packet for completeness and accuracy
  a. Verified ENTNAC RESULTS
  b. Verified DAT Results
  c. Verified physical results
  d. Verified enlistment eligibility
	——	——

2. Interviewed applicant for any changes that occurred in DEP	——	——

Performance Measures	**GO**	**NO GO**
3. Took corrective action within established regulations / messages	——	——
4. Obtained required documents	——	——

  a. Verified personal data
  b. Verified education record
  c. Verified marital status
  d. Verified dependents status

	GO	**NO GO**
5. Annotated any changes during DEP status in re-certification block of DD Form 1966 series	——	——
6. Updated and code DD Form 1966-1 with accession data and changes	——	——
7. Completed DEP-Out annexes as required	——	——
8. Annotated USAREC 794 (Initialed front cover of USAREC 794 (DEP out) or signed rear cover of USAREC 794 (Ship Guidance Counselor)	——	——
9. Congratulated the applicant and sent them to the senior guidance counselor (with packet)	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
  Required   **Related**
  AR 601-210
  USAREC REG 601-96
  USAREC REG 621-1

Ship a USAR Applicant
805B-79R-4619

Conditions: Given a USAR Delayed Training Program (DTP) member, an Enlistment Packet and access to:

a. AR 601-210
b. UR 601-96
c. UR 621-1
d. All applicable messages and updates
e. Update 23

Standards: Process a DTP member for entry onto Initial Active Duty for Training without error

Performance Steps

1. Check enlistment packet for completeness and accuracy
   a. Verify ENTNAC results
   b. Verify DAT Results
   c. Verify Physical results
   d. Verify enlistment eligibility

2. Interview applicant for any changes that occurred in DTP

3. If required, take corrective action within established regulations / messages

4. Obtain required documents
   a. Standard Training Program/Alternate Training Program phase one:
      (1) Personal data
      (2) Education record
      (3) Marital status
      (4) Dependents status
      (5) Direct deposit form
      (6) Promotion documents
   b. Alternate Training Program phase two:
      (1) Personal data
      (2) Education record
      (3) Marital status
      (4) Dependents status
      (5) Direct deposit form
      (6) Promotion documents
      (7) Complete initial issue
      (8) Complete MPRJ
      (9) Clothing records
      (10) Medical/Dental records
      (11) Security clearance verification

5. Annotate USAREC 794 sign rear cover of USAREC 794 (ship guidance counselor)

6. Assemble packet for shipment

7. Congratulate applicant and send to MEPS

8. Forward ship residual packet to operations

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

1. Checked enlistment packet for completeness and accuracy.
    a. Verified ENTNAC results
    b. Verified DAT results
    c. Verified physical results
    d. Verified enlistment eligibility
	――	――

2. Interviewed applicant for any changes that occurred in DTP	――	――
3. If required, took corrective action within established regulations / messages.	――	――

4. Obtained required documents.
    a. Standard Training Program/Alternate Training Program phase one:
        (1) Personal data
        (2) Education record
        (3) Marital status
        (4) Dependents status
        (5) Direct deposit form
        (6) Promotion documents
    b. Alternate Training Program phase two:
        (1) Personal data
        (2) Education record
        (3) Marital status
        (4) Dependents status
        (5) Direct deposit form
        (6) Promotion documents
        (7) Complete initial issue
        (8) Complete MPRJ
        (9) Clothing records
      (10) Medical/Dental records
      (11) Security clearance verification
	――	――

5. Annotated USAREC 794 sign rear cover of USAREC 794 (ship guidance counselor)	――	――
6. Assembled packet for shipment	――	――
7. Congratulated applicant and sent to MEPS	――	――
8. Forwarded ship residual packet to operations	――	――

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	Related
AR 601-210	
UPDATE 23	
USAREC REG 601-96	
USAREC REG 621-1	

Operate MIRS System
805B-79R-4623

Conditions: You are a guidance counselor assigned as an Army liaison at a Military Entrance Processing Station with access to a MEPCOM Integrated Reporting System (MIRS)

Standards: Obtain HIV, DAT, ENTNAC, ASVAB, and medical data

Performance Steps

1. Log into MIRS using authorized user name and password

2. Select service option

3. Select process results - Testing/Medical/Operations
   a. Verify date of activity
   b. Select either "DAR" or "DAV" and items you need results from and then press enter to preview print
      (1) 18 - HIV Results
      (2) 19 - DAT Results
      (3) 20 - ENTNAC Results
   c. Review the results
   d. Select "Shift" and "F6" and print results
   e. Select "Shift" and "F9" to return to main menu
   f. Forward copy to user

4. Print USMEPCOM 714ADP
   a. Access main menu
   b. Select "O" from bottom menu
   c. Type in applicant's SSN (keystroke or scan)
   d. Select print from top menu bar
   e. Select "Shift" and "F9" to return to main menu
   f. Forward copy to user

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
1. Logged into MIRS using authorized user name and password	――	――
2. Selected service option	――	――
3. Selected process results- Testing/Medical/Operations	――	――

   a. Verified date of activity
   b. Selected either "DAR" or "DAV" and items you needed results from and then pressed enter to preview print
      (1) 18 - HIV results
      (2) 19 - DAT results
      (3) 20 - ENTNAC results
   c. Reviewed the results
   d. Selected "Shift" and "F6" and print results
   e. Selected "Shift" and "F9" to return to main menu
   f. Forwarded copy to user

Performance Measures   **GO**   **NO GO**

   4. Printed USMEPCOM 714ADP   ___   ___
       a. Accessed main menu
       b. Selected "O" from bottom menu
       c. Typed in applicant's SSN (keystroke or scan)
       d. Selected print from top menu bar
       e. Selected "Shift" and "F9" to return to main menu
       f. Forwarded copy to user

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

Operate Request System
805B-79R-4625

Conditions: You are a guidance counselor assigned to the Army liaison at a Military Entrance Processing Station with access to:

a. Operational guidance counselor workstation
b. AR 601-210
c. UR 601-96
d. Appropriate messages and updates
e. REQUEST operator's manual
f. REQUEST operating system.

Standards: Identify and access required reports, build and update applicant records, perform MOS Sales, and complete training or vacancy searches as required

Performance Steps

1. Enter user name and password
    a. Enter user name and password
    b. Select REQUEST manager tab
    c. Select "reservation processing".

2. Enter new applicant information
    a. Select reservation processing tab
    b. Select new applicant tab
    c. Enter all applicant Information as required

3. Process RA reservation
    a. Select reservation processing tab
    b. Select RA tab
    c. Select desired processing tab
    d. Select applicant.

4. Process USAR reservation
    a. Select reservation processing tab
    b. Select USAR applicant
    c. Select applicant

5. Process reports
    a. Select ARRIVAL; retrieve enlisted arrivals for a particular reception station
    b. Enter required information
    c. Select AVAILABLE VACANCIES; retrieve USAR vacancy area for a selected ZIP Code
    d. Enter required information
    e. Select FROZEN; retrieve listing of frozen MOS
    f. Enter required information
    g. Select JOB QUALIFICATION POLICIES; retrieve MOS qualification listing
    h. Enter required information
    i. Select KWIKSALE REPORT; retrieve listing of available training for selected MOS
    j. Enter required information
    k. Select OPTION REPORT; retrieve listing of available option for a selected MOS
    l. Enter required information

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**

1. Enterded user name and password   ——   ——
   a. Entered user name and password
   b. Selected REQUEST manager tab
   c. Selected "reservation processing".

2. Entered new applicant information   ——   ——
   a. Selected reservation processing tab
   b. Selected new applicant tab
   c. Entered all applicant information as required

3. Processed RA reservation   ——   ——
   a. Selected reservation processing tab
   b. Selected RA tab
   c. Selected desired processing tab
   d. Selected applicant.

4. Processed USAR reservation   ——   ——
   a. Selected reservation processing tab
   b. Selected USAR applicant
   c. Selected applicant

5. Processed reports   ——   ——
   a. Selected ARRIVAL; retrieved Enlisted Arrivals for a particular reception station
   b. Entered required information
   c. Selected AVAILABLE VACANCIES; retrieved USAR Vacancy area for a selected ZIP Code
   d. Entered required information
   e. Selected FROZEN; retrieved listing of frozen MOS
   f. Entered required information
   g. Selected JOB QUALIFICATION POLICIES; retrieved MOS qualification listing
   h. Entered required information
   i. Selected KWIKSALE REPORT; retrieved listing of available training for selected MOS
   j. Entered required information
   k. Selected OPTION REPORT; retrieved listing of available option for a selected MOS
   l. Entered required information

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   AR 601-210
   USAREC REG 601-96

Subject Area 5: Operations NCO

Performing Missioning Procedures
805B-79R-4651

Conditions: Given monthly mission splits from PAE (Program Analysis and Evaluation) down to station level, operations module and personnel strength reports. Utilizing reports from Recruiting Market Analysis databases (GRUMP, MAP information and ATAS).

a. UR 601-73
b. Operations workstation

Standards: Analyze and adjust station mission in a fair and equitable manor prior to T-2 of RSQ (Recruiting Ship Quarter) and within plus or minus 15% of PAE recommendation.

Performance Steps

1. Receive station level mission splits from PAE.

2. Contact S-1 and Company Leadership Teams (CLT) to determine projected station strength (consider TDY, in-bounds, out-bounds, leave, etc.).

3. Determine stations needing mission relief due to projected absences. Keep changes within plus or minus 15% when possible.

4. Obtain approval to make changes from Battalion Leadership Team (BLT).

5. Complete mission memorandum and notify stations of changes (gaining or losing).

6. Load quarterly mission down to station level on Mission, Program, and Awards (MPA) prior to T-2 of the RSQ.

7. Load monthly mission on ARCSWEB prior to T-2 of each Recruiting Ship Month (RSM).

8. Contact CLT prior to T-2 of each RSM to determine if cross leveling of next month is necessary.

9. Prepare mission memorandums reflecting all changes.

10. Make changes in ARCSWEB prior to T-2.

11. Contact brigade PAE to make changes on MPA.

12. Maintain signed copies of USAREC Form 711 (Monthly and Quarterly Mission Box)/mission memorandum in battalion files.

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
1. Received station level mission splits from PAE	——	——
2. Contacted S-1 and Company Leadership Teams (CLT) to determine projected station strength (considered TDY, in-bounds, out-bounds, leave, etc.)	——	——

Performance Measures   **GO**   **NO GO**

3. Determined stations needing mission relief due to projected absences. Kept   ——   ——
   changes within plus or minus 15% when possible

4. Obtained approval to make changes from Battalion Leadership Team (BLT)   ——   ——

5. Completed mission memorandum and notified stations of changes (gaining or   ——   ——
   losing)

6. Loaded quarterly mission down to station level on Mission, Program, and Awards   ——   ——
   (MPA) prior to T-2 of the RSQ

7. Loaded monthly mission on ARCSWEB prior to T-2 of each Recruiting Ship   ——   ——
   Month (RSM)

8. Contacted CLT prior to T-2 of each RSM to determine if cross leveling of next   ——   ——
   month is necessary

9. Prepared mission memorandums reflecting all changes   ——   ——

10. Made changes in ARCSWEB prior to T-2   ——   ——

11. Contacted brigade PAE to make changes on MPA   ——   ——

12. Maintained signed copies of USAREC Form 711 (Monthly and Quarterly Mission   ——   ——
    Box)/mission memorandum in battalion files

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 601-73

Process Special Missions
805B-79R-4653

Conditions: Given a Recruiting Battalion Operations and a completed Special Mission packet with access to:

a. UR 601-91
b. All applicable USAREC messages
c. AR 601-210
d. AR 135-100
e. AR 350-5
f. AR 611-85
g. Operations Workstation

Standards: Validate a Special Mission packet for further processing as an OCS (Officer Candidate School)/WOFT (Warrant Officer Flight Training) candidate.

Performance Steps

1. Receive completed OCS/WOFT packet from a recruiting station

2. Conduct QC (Quality Control) of packet to ensure accuracy and completeness

3. Schedule the applicant for the battalion special mission examining board and notify the CLT

4. Ensure the board is conducted and advise the candidate, along with the CLT, of the board results

5. Advise of alternative enlistment programs if candidate is not recommended

6. Forward the packet, board evaluation sheets and battalion memorandum electronically to headquarters, USAREC if candidate is recommended

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**
1. Received completed OCS/WOFT packet from a recruiting station	——	——
2. Conducted QC (Quality Control) of packet to ensure accuracy and completeness	——	——
3. Scheduled the applicant for the battalion special mission examining board and notified the CLT	——	——
4. Ensured the board was conducted and advised the candidate, along with the CLT, of the board results	——	——
5. Advised of alternative enlistment programs if candidate was not recommended	——	——
6. Forwarded the packet, board evaluation sheets and battalion memorandum electronically to headquarters, USAREC if candidate was recommended	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 135-100
    AR 350-41
    AR 601-210
    AR 611-85
    USAREC REG 601-91

Close an Army Recruiting Operations Office
805B-79R-4657

Conditions: You are an operations non-commissioned officer tasked with ending operations procedures for the duty day. Given:

a. Appropriate automation equipment and supplies
b. AR 601-210
c. UR 601-96
d. UR 350-10
e. Current messages
f. UF 727 (Processing List)

Standards: Contact Guidance Counselor at MEPS to reconcile processing list for the duty day and provide results of initial processing list reconciliation to Command Group and higher Headquarters

Performance Steps

1. Receive disposition from the senior guidance counselor

2. Annotate USMEPCOM 727 (Processing List) of the current day's processing and next day projections

3. Print all required reports

4. Compare all required reports against USMEPCOM 727

5. Sign and date reports

6. Provide BLT with current day's processing results

7. Provide next higher headquarters with current day's processing results

8. File reports

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

1. Received disposition from the senior guidance counselor
      a. Received finalized processing list from senior guidance counselor
      b. Verified processing results
	——	——

2. Annotated USMEPCOM 727 (Processing List) of the current day's processing and next day projections	——	——
3. Printed all required reports	——	——
4. Compared all required reports against USMEPCOM 727	——	——
5. Signed and dated reports	——	——
6. Provided BLT with current day's processing results	——	——
7. Provided next higher headquarters with current day's processing results	——	——

Performance Measures	**GO**	**NO GO**
8. Filed reports	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	**Related**
AR 601-210	
USAREC REG 350-10	
USAREC REG 601-96	

Maintain ENTNAC Program
805B-79R-4659

Conditions: Given an operations section, monitor an applicant's audit trail for ENTNAC investigation.

a. All applicable USAREC messages
b. AR 601-210
c. UR 601-94
d. UR 601-96
e. Operations' Workstation

Standards: Ensure proper ENTNAC submission procedures are being followed at the Army guidance office and make recommendations to the next higher headquarters on unfavorable investigations.

Performance Steps

1. Verify correct ENTNAC submission for MOS (Military Occupational Specialty) and option based on enlistment report from REQUEST (Recruit Quota System)

2. Receive matches and log in USAREC Form 1054 (Possible Match Log)
    a. Notify CLT (Company Leadership Team) and/or TPU (Troop Program Unit) of match. Direct CLT to acquire required police/court checks in accordance with current policies.
    b. Schedule S-3 interview with Delayed Entry Program (DEP)/Delayed Training Program (DTP) member once all police/court checks are completed.
    c. Determine retainability based on interview.
    d. Contact battalion commander/TPU commander with S-3 recommendation.
    e. Obtain memorandum from battalion commander recommending approval/disapproval.
    f. Submit completed fraudulent retention packet to approval authority for final determination, if applicable.
    g. Receive retain/non-retain memorandum from proper approval authority.
    h. File memorandum in residual file and forward copy to CLT and senior guidance counselor for appropriate action.

3. NACLAC submissions:
    a. Receive a copy of agency use information form from Army guidance office verifying submission to investigating agency.
    b. Forward a copy of investigation scheduled notice from the investigating agency, to the Army guidance office ENTNAC manager upon receipt
    c. Post a copy to the battalion residual file.
    d. Contact investigating agency to verify investigation status If scheduling notice has not been received after 21 days. Based on the investigation status, follow current regulatory guidelines for resubmission or shipping.

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
1. Verifyied correct ENTNAC submission for MOS (Military Occupational Specialty) and option based on enlistment report from REQUEST (Recruit Quota System)	——	——
2. Received matches and logged them on a USAREC Form 1054 (Possible Match Log)	——	——

Performance Measures   **GO**   **NO GO**

    a. Notified CLT (Company Leadership Team) and/or TPU (Troop Program Unit) of match and informed CLT/TPU to acquire required police/court checks in accordance with current policies
    b. Scheduled S-3 interview with Delayed Entry Program (DEP)/Delayed Training Program (DTP) member once all police/court checks were completed
    c. Determined retainability based on interview
    d. Contacted battalion commander/TPU commander with S-3 recommendation.
    e. Obtained memorandum from battalion commander recommending approval/disapproval.
    f. Submitted a completed fraudulent retention packet to approval authority for final determination, if applicable
    g. Received retain/non-retain memorandum from proper approval authority
    h. Filed memorandum in residual file and forwarded a copy to CLT and senior guidance counselor for appropriate action.

  3. NACLAC submissions: ____   ____
    a. Received a copy of agency use information form from Army guidance office verifying submission to investigating agency
    b. Forwarded a copy of investigation scheduled notice from the investigating agency, to the Army guidance office ENTNAC manager upon receipt
    c. Posted a copy to the battalion residual file
    d. Contacted investigating agency to verify investigation status if scheduling notice has not been received after 21 days. Based on the investigation status, followed current regulatory guidelines for resubmission or shipping

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 601-210
    USAREC REG 350-10
    USAREC REG 601-96

Perform QC Procedures
805B-79R-4661

Conditions: You are guidance counselor with the requirement to Quality Check an application and you have access to:

a. All applicable USAREC messages
b. AR 601-210
c. UR 601-96
d. UR 601-56
e. UR 601-94
f. UR 600-22
g. Battalion education Tier list/CORPA (Commission on Recognition of Post Secondary Accreditation) book
h. Standard office equipment

Standards: Verify DEP-in and ship residual files for completeness and contact the appropriate agencies with any discrepancies.

Performance Steps

1. Verify accuracy and completeness of Dep-In/Ship residuals received from the Army guidance counselors
   a. Enlistment annexes and addendum forms
   b. Source documents
   c. MOS (Military Occupational Specialty)/option eligibility
   d. Physical data
   e. ENTNAC submission
   f. Annotate UF 794 (Enlistment Processing Worksheet)

2. Contact senior guidance counselor with discrepancies for correction of the enlistment packet if errors exist

3. File residual packet in accordance with MARKS (Modern Army Records Keeping System)

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**
1. Verified accuracy and completeness of Dep-In/Ship residuals received from the Army guidance counselors a. Enlistment annexes and addendum forms b. Source documents c. MOS (Military Occupational Specialty)/option eligibility d. Physical data e. ENTNAC submission f. Annotate UF 794 (Enlistment Processing Worksheet)	——	——
2. Contacted the senior guidance counselor with discrepancies for correction of the enlistment packet if errors existed	——	——
3. Filed residual packet in accordance with MARKS (Modern Army Records Keeping System)	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 601-210
    USAREC REG 600-22
    USAREC REG 601-56
    USAREC REG 601-94
    USAREC REG 601-96

Process a Waiver
805B-79R-4663

Conditions: You are an operations sergeant (V7 qualified) assigned to a battalion or brigade S-3. A disqualified enlistment application and access to:

a. Standard office equipment
b. AR 601-210
c. UR 601-56
d. UR 601-94
e. UR 601-96
f. AR 40-501
g. Applicable messages and updates

Standards: Verify waiver applications for completeness and accuracy and forward to the appropriate command for approval or disapproval.

Performance Steps

1. Process moral waiver
    a. Receive documents for waiver from CLT
    b. Log packet on UF 671
    c. Validate completeness of waiver packet and ensure all documents to determine enlistment eligibility are present.
    d. Notify CLT of any deficiencies for corrective actions
    e. Complete UF 670 (Make recommendations for approval / disapproval)
    f. Forward UF 670 to reviewing NCO and action officer for endorsement
    g. Schedule applicant for interview with the battalion commander, if applicable
    h. Obtain endorsement for approval / disapproval, if applicable
    i. Prepare recommendation for approving authority
    j. Notify CLT of battalion commander's decision
    k. If necessary, forward waiver to approving authority
    l. Log waiver status on UF 671
    m. Maintain copy of waiver packet for file

2. Process administrative waiver
    a. Receive documents for waiver from CLT
    b. Log packet on UF 671
    c. Validate completeness of waiver packet and ensure all documents to determine enlistment eligibility are present
    d. Notify CLT of any deficiencies for corrective actions
    e. Complete UF 670 (Make recommendations for approval / disapproval)
    f. Forward UF 670 to reviewing NCO and action officer for endorsement
    g. Schedule applicant for interview with the battalion commander, if applicable
    h. Obtain endorsement for approval / disapproval, if applicable
    i. Prepare recommendation for approving authority
    j. Notify CLT of battalion commander's decision
    k. If necessary, forward waiver to approving authority
    l. Log waiver status on UF 671
    m. Maintain copy of waiver packet for file

3. Process medical waiver
    a. Receive documents for waiver from the Army liaison office
    b. Log applicant information on UF 671
    c. Consolidate required waiver documents

Performance Steps

       d. Forward required documentation to recruiting operations, waivers division

       e. Annotate UF 671 with approval / disapproval

       f. Notify CLT of results

       g. Maintain copy of waiver packet for file

  4. Process exceptions

       a. Identify exception to regulatory guidance

       b. Acquire required documents for the exception

       c. Prepare a general exception form

       d. Forward exception with supporting documentation to the next higher headquarters

       e. Forward approval / disapproval to the Army liaison office

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**
1. Processed moral waiver	——	——
a. Received documents for waiver from CLT		
b. Logged packet on UF 671		
c. Validated completeness of waiver packet and ensured all documents to determine enlistment eligibility were present		
d. Notified CLT of any deficiencies for corrective actions		
e. Completed UF 670 (Make recommendations for approval / disapproval)		
f. Forwarded UF 670 to reviewing NCO and action officer for endorsement.		
g. Scheduled applicant for interview with the battalion commander, if applicable		
h. Obtained endorsement for approval / disapproval, if applicable		
i. Prepared recommendation for approving authority		
j. Notified CLT of battalion commander's decision		
k. Forwarded waiver to approving authority, if necessary		
l. Logged waiver status on UF 671		
m. Maintained copy of waiver packet for file		
2. Processed administrative waiver	——	——
a. Received documents for waiver from CLT		
b. Logged packet on UF 671		
c. Validated completeness of waiver packet and ensured all documents to determine enlistment eligibility are present		
d. Notified CLT of any deficiencies for corrective actions		
e. Completed UF 670 (Make recommendations for approval / disapproval)		
f. Forwarded UF 670 to reviewing NCO and action officer for endorsement		
g. Scheduled applicant for interview with the battalion commander, if applicable		
h. Obtained endorsement for approval / disapproval, if applicable		
i. Prepared recommendation for approving authority		
j. Notified CLT of battalion commander's decision		
k. Forwarded waiver to approving authority, if necessary		
l. Logged waiver status on UF 671		
m. Maintained copy of waiver packet for file		
3. Processed medical waiver	——	——
a. Received documents for waiver from the Army liaison office		
b. Logged applicant information on UF 671		
c. Consolidated required waiver documents		
d. Forwarded required documentation to recruiting operations waivers division		

Performance Measures   **GO**   **NO GO**
    e. Annotated UF 671 with approval / disapproval
    f. Notified CLT of results
    g. Maintained copy of waiver packet for file

  4. Processed exceptions   ____   ____
    a. Identified exception to regulatory guidance
    b. Acquired required documents for the exception
    c. Prepared a general exception form
    d. Forwarded exception with supporting documentation to the next higher
       headquarters
    e. Forwarded approval/disapproval to the Army liaison office

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 40-501
    AR 601-210
    USAREC REG 601-56
    USAREC REG 601-94
    USAREC REG 601-96

Verify Prior Service Data
805B-79R-4665

Conditions: Given a PS applicant and access to the following:

a. All applicable USAREC messages
b. AR 601-210
c. UR 601-96
d. UR 140-3
e. AR 140-10
f. Appropriate Users Manual/Help Screen
g. Standard Office Equipment

Standards: Correctly verify an applicant's Prior Service status

Performance Steps

1. Access PERNET
    a. Log on to operations workstation
    b. Open Netscape Communicator
    c. Open Legacy Gateway shortcut
    d. Open PERNET
        (1) Open AORS from within PERNET (main menu)
            (a) 931 Option - Discharge order history screen
            (b) 310 Option - Orders screen (view orders)
        (2) Open RDMS from within PERNET (main menu)
            (a) Q00 Option - Verify pertinent prior service Army data
            (b) N10 Option - Verify prior service Army history

2. Access ARCSWEB
    a. Enter appropriate user name/password
    b. Open NETSCAPE Communicator
    c. Open ARCSWEB and access D47 Option - Initial Enlistment Data

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**
1. Accessed PERNET	___	___
a. Logged on to operations workstation		
b. Opened Netscape Communicator		
c. Opened Legacy Gateway shortcut		
d. Opened PERNET		
(1) Opened AORS from within PERNET (main menu)		
(a) 931 Option - Discharge order history screen		
(b) 310 Option - Orders screen (view orders)		
(2) Opened RDMS from within PERNET (main menu)		
(a) Q00 Option - Verified pertinent prior service Army data		
(b) N10 Option - Verified prior service Army history		
2. Accessed ARCSWEB	___	___
a. Entered appropriate user name/password		

Performance Measures   <u>GO</u>   <u>NO GO</u>
     b. Opened NETSCAPE Communicator
     c. Opened ARCSWEB and accessed D47 Option - Initial Enlistment Data

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 140-10
    AR 601-210
    USAREC REG 140-3
    USAREC REG 601-96

Process Renegotiation Request
805B-79R-4667

Conditions: Given an Army applicant that has a need to be renogotiated and access to the following:

a. AR 40-501
b. AR 601-210
c. UR 601-56
d. UR 601-94
e. UR 601-96
f. REQUEST SYSTEM

Standards: Correctly process a renogotiation request by completing all required documentation, ensure proper eligibility of the DEP, and follow all automated guidance counselor procedures

Performance Steps

1. Ensure UF 1035 is filled out

2. Determine the validity for renegotiation request using supporting documents as required

3. Ensure applicant is qualified based on QUALS for the MOS, if new MOS is requested

4. Determine the Approving Authority IAW current command guidance

5. Enter data into Renegotiation Log

6. Forward UF 1035 to Approving Authority.
Note: If approving authority is higher than your current level, UF 1035 must have "Recommend Approval" box checked and signed by the unit commander/executive officer

7. Inform CLT and update renegotiation log with disposition and date received, upon final disposition

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**
1. Ensured UF 1035 is filled out	——	——
2. Determined the validity for renegotiation request using supporting documents as required	——	——
3. Ensured applicant is qualified based on QUALS for the MOS, if new MOS is requested	——	——
4. Determined the approving authority IAW current command guidance	——	——
5. Entered data into renegotiation log	——	——
6. Forwarded UF 1035 to approving authority.	——	——

Note: If approving authority is higher than current level, UF 1035 must have "Recommend Approval" box checked and signed by teh unit commander/executive officer

Performance Measures	**GO**	**NO GO**
7. Informed CLT and updated renegotiation log with disposition and date received upon final disposition	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	**Related**
AR 40-501	
AR 601-210	
USAREC REG 601-56	
USAREC REG 601-94	
USAREC REG 601-96	

Operate MPA System
805B-79R-4669

Conditions: Given a computer equipped with the ARISS MPA Sub-System and input data

Standards: Correctly complete log-on, access mission module, production module and awards module processes.

Performance Steps

1. Log On
    a. Double click on the MPA shortcut icon
    b. Enter User ID
    c. Enter password
    d. Select "OK" from the login status screen

2. Manage MPA Mission Module
    a. View a mission category
        (1) Click on the "+" box to expand the mission section
        (2) Click on the "Categories" icon
        (3) Select the "Mission Type" from the mission type drop down window
        (4) Select the "Component" by clicking on the radio button for Active or Reserve
        (5) Click on the "Retrieve" button
        (6) Select one of the listed categories from the "Mission Category Name"
    b. Add a Mission Category
        (1) Type the new category name in the mission category name box
        (2) Enter category description
        (3) Select the prior service, if desired
        (4) Select the education code
        (5) Select gender
        (6) Select the AFQT range
        (7) Select the ethnic group
        (8) Click on the save icon
    c. Update a mission category
        (1) Find the category to be updated
        (2) Select the desired field to be modified
        (3) Make the necessary changes
        (4) Click on the save icon
    d. Delete a mission category
        (1) Find the category to be deleted
        (2) Select the delete icon
    e. View Mission Groups
        (1) Click on the "+" box to expand the Mission section
        (2) Click on the "Groups" icon
        (3) Select the Mission Type from the Mission Type drop down box
        (4) Select the Component by clicking on the radio button for Active or Reserve
        (5) Click on "Retrieve"
    f. Add a Mission Group
        (1) Type the new Group Name in the Mission Group Name box
        (2) Tab to the Group Description and enter description
        (3) Use mouse to "drag and drop" the Categories to be included in the Group
            From the All Categories box to the Categories in the Group box
        (4) Click on the Save icon
    g. Update a Mission Group

Performance Steps

        (1) Find the Group to be updated

        (2) Use the mouse to "drag and drop" the desired categories. From the All Categories box to the Categories in the Group box or from the Categories in the Group box to the All categories box

        (3) Click on the Save icon

  h. Delete a Mission Group

        (1) Scan through the Mission Group Name list and find the Group to be deleted

        (2) Select the Delete icon

  i. View Mission Templates

        (1) Click on the "+" box to expand the Mission section

        (2) Click on the "Templates" icon

        (3) Select the Mission Type from the Mission Type drop down box

        (4) Select the Component by clicking on the radio button for Active or Reserve

        (5) Select the Categories or Groups radio button

        (6) Once you have made your selections click on the "Retrieve Button"

  j. Access the Assign Mission tab

        (1) Click on the "+" box to expand the Mission section

        (2) Select the radio buttons for Organization, Component, and Time Period radio Buttons

        (3) Select the Mission Type from the Mission Type drop down window

        (4) Select the Fiscal Year

        (5) Depending on your Time Period selection you will see different options for month / quarter selection. If a lower time period has been assigned, you will be prompted with a message to that fact

        (6) Select the desired RSID

        (7) If recruiter missions are desired, check the Retrieve Recruiters box

        (8) If the Retrieve Recruiters box is checked, select the correct recruiter

        (9) Click on the "Retrieve" button

  k. Access the Release Mission tab

        (1) To release missions select the Release radio button

        (2) Select the desired Quarter

        (3) Select the desired Release Date

        (4) Select the "Save" option

  l. Access the Freeze Mission tab

        (1) Select the Freeze radio button

        (2) Select the desired Quarter

        (3) Select the desired Release Date

        (4) Select the save option

  m. Access the Adjust Mission tab

        (1) Click on the "+" box to expand the Mission section.

        (2) Click on the "Adjustments" icon.

        (3) Select the Organization level.

        (4) Select the Component.

        (5) Select the Mission Type.

        (6) Select the Time Period.

        (7) Select the Fiscal Year.

        (8) Select the Month.

        (9) Select the RSID.

        (10) Click on the Retrieve Button.

        (11) Select the Categories/Group radio button for Group.

        (12) Select the Group to modify from the drop down list.

        (13) Select the Adjust through level.

        (14) GA Grad Alpha has been selected.

        (15) The production data will be displayed for the user to review.

        (16) If permissions allow the mission field will be white and available for update.

Performance Steps
          (17) If the user makes a change a comment must be added.

  3. Manage MPA Production Module
      a. Click on the "+" box to expand the Mission section
      b. Click on the "Adjustments" icon
      c. Select the Organization level
      d. Select the Component
      e. Select the Mission Type
      f. Select the Time Period
      g. Select the Fiscal Year
      h. Select the Month
      i. Select the RSID
      j. Click on the Retrieve Button
      k. Select the Categories/Group radio button for Category
      l. Select the Category to modify from the drop down list
      m. Select the Adjust through level

  4. Access and manage MPA Awards Module
      a. Update the Award Level Assignment
          (1) Click on the "+" box to expand the Awards section
          (2) Click on the "Award Level Assignment" icon
          (3) Select the Organization radio button
          (4) Select the RSID from the dropdown data window
          (5) Check the Retrieve Recruiters Check Box
          (6) Select desired recruiter to work with from the Drop Down Data Window
          (7) Click on the Retrieve Button
          (8) "Drag and Drop" the award to the "Awards Earned by Recruiter Box
      b. Update the Date Received Box
          (1) Select date from the drop down Calendar
          (2) Click on the "Save" icon

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**
1. Logged On	___	___
a. Double clicked on the MPA shortcut icon		
b. Entered User ID		
c. Entered password		
d. Selecteded "OK" from the Login Status screen		
2. Managed MPA Mission Module	___	___

   a. Viewed a Mission Category
      (1) Clickeded on the "+" box to expand the Mission section
      (2) Clicked on the "Categories" Icon
      (3) Selected the "Mission Type" from the Mission Type drop down window
      (4) Selected the "Component" by clicking on the radio button for Active or Reserve
      (5) Clicked on the "Retrieve" button
      (6) Selected one of the listed categories from the "Mission Category Name"
   b. Added a Mission Category
      (1) Typed the new Category Name in the Mission Category Name box
      (2) Entered Category Description

Performance Measures   <u>GO</u>   <u>NO GO</u>

        (3) Selected the prior service, if desired
        (4) Selected the Education Code
        (5) Selected Gender
        (6) Selected the AFQT Range
        (7) Selected the Ethnic Group
        (8) Clicked on the Save Icon
  c. Updated a Mission Category
        (1) Found the Category to be updated
        (2) Selected the desired field to be modified
        (3) Made the necessary changes
        (4) Clicked on the Save Icon
  d. Deleted a Mission Category
        (1) Found the Category to be deleted
        (2) Selected the Delete Icon
  e. Viewed Mission Groups
        (1) Clicked on the "+" box to expand the Mission section
        (2) Clicked on the "Groups" Icon
        (3) Selected the Mission Type from the Mission Type drop down box
        (4) Selected the Component by clicking on the radio button for Active or
            Reserve
        (5) Clicked on "Retrieve"
  f. Added a Mission Group
        (1) Typed the new Group Name in the Mission Group Name box
        (2) Tabed to the Group Description and entered description
        (3) Used mouse to "drag and drop" the Categories to be included in the
            Group
            From the All Categories box to the Categories in the Group box
        (4) Clicked on the Save Icon
  g. Updated a Mission Group
        (1) Found the Group to be updated
        (2) Used the mouse to "drag and drop" the desired categories. From the All
            Categories box to the Categories in the Group box or from the
            Categories in the Group box to the All categories box
        (3) Clicked on the Save Icon
  h. Deleted a Mission Group
        (1) Scanned through the Mission Group Name list and find the Group to be
            deleted
        (2) Selected the Delete Icon
  i. Viewed Mission Templates
        (1) Clicked on the "+" box to expand the Mission section
        (2) Clicked on the "Templates" Icon
        (3) Selected the Mission Type from the Mission Type drop down box
        (4) Selected the Component by clicking on the radio button for Active or
            Reserve
        (5) Selected the Categories or Groups radio button
        (6) Once you have made your selections, clicked on the "Retrieve Button"
  j. Accessed the Assign Mission tab
        (1) Clicked on the "+" box to expand the Mission section
        (2) Selected the radio buttons for Organization, Component, and Time
            Period radio
            Buttons
        (3) Selected the Mission Type from the Mission Type drop down window
        (4) Selected the Fiscal Year

Performance Measures   **GO**   **NO GO**

        (5) Depending on your Time Period selection you will see different options
             for month / quarter selection. If a lower time period has been assigned,
             you will be prompted with a message to that fact
        (6) Selected the desired RSID
        (7) If recruiter missions are desired, checked the Retrieve Recruiters box
        (8) If the Retrieve Recruiters box is checked, selected the correct recruiter
        (9) Clicked on the "Retrieve" button
     k. Accessed the Release Mission tab
        (1) To release missions select the Release radio button
        (2) Selected the desired Quarter
        (3) Selected the desired Release Date
        (4) Selected the "Save" option
     l. Accessed the Freeze Mission tab
        (1) Selected the Freeze radio button
        (2) Selected the desired Quarter
        (3) Selected the desired Release Date
        (4) Selected the save option
     m. Accessed the Adjust Mission tab
        (1) Clicked on the "+" box to expand the Mission section.
        (2) Clicked on the "Adjustments" Icon.
        (3) Selected the Organization level.
        (4) Selected the Component.
        (5) Selected the Mission Type.
        (6) Selected the Time Period.
        (7) Selected the Fiscal Year.
        (8) Selected the Month.
        (9) Selected the RSID.
        (10) Clicked on the Retrieve Button.
        (11) Selected the Categories/Group radio button for Group.
        (12) Selected the Group to modify from the drop down list.
        (13) Selected the Adjust through level.
        (14) GA Grad Alpha has been selected.
        (15) The production data will be displayed for the user to review.
        (16) If permissions allow the mission field will be white and available for
            update.
        (17) If the user makes a change a comment must be added.

  3. Managed MPA Production Module   ____   ____
    a. Clicked on the "+" box to expand the Mission section
    b. Clicked on the "Adjustments" Icon
    c. Selected the Organization level
    d. Selected the Component
    e. Selected the Mission Type
    f. Selected the Time Period
    g. Selected the Fiscal Year
    h. Selected the Month
    i. Selected the RSID
    j. Clicked on the Retrieve Button
    k. Selected the Categories/Group radio button for Category
    l. Selected the Category to modify from the drop down list
    m. Selected the Adjust through level

  4. Accessed and managed MPA Awards Module   ____   ____
    a. Updated the Award Level Assignment
        (1) Clicked on the "+" box to expand the Awards section

Performance Measures   <u>GO</u>   <u>NO GO</u>
        (2) Clicked on the "Award Level Assignment" Icon
        (3) Selected the Organization radio button
        (4) Selected the RSID from the dropdown data window
        (5) Checked the Retrieve Recruiters Check Box
        (6) Selected desired recruiter to work with from the Drop Down Data
             Window
        (7) Clicked on the Retrieve Button
        (8) "Drag and Drop" the award to the "Awards Earned by Recruiter Box
    b. Updated the Date Received Box
        (1) Selected date from the drop down Calendar
        (2) Clicked on the "Save" Icon

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

Operate the ARISS Force Structure Address and ZIP Code Realignment (FAZR) Sub-System
805B-79R-4671

Conditions: Given a computer equipped with the ARISS FAZR Sub-System, FAZR user manual and view data. All participants are assigned the FAZR "USAREC_READONLY" user role.

Standards: Complete log-on, data input/change, and produce report.

Performance Steps

1. Complete Log On
    a. Double click on the FAZR shortcut icon.
    b. Enter User Name.
    c. Enter password.
    d. Select "OK" from the Login Status screen.
    e. Select "OK" from the Government System Warning Screen.

2. RSID/Address Module, Viewing Addresses
NOTE: Initial Steps: Login to FAZR. Select the Actions Menu, the RSID Menu and the Maintenance menu item
    a. Search by RSID or UIC
        (1) Click on radial Button to select RSID or UIC search.
        (2) Type in the RSID or UIC.
        (3) Select one of the address types in the list box.
    b. Search Address by City or ZIP Code.
        (1) Select "Tools" from the Menu Bar.
        (2) Select "Search By".
        (3) Select "City" or "ZIP"
        (4) Enter the city name or ZIP Code for search

3. Reports Module - RSID Reports
NOTE: Initial Steps: Login to FAZR. Select the Actions Menu, the Reports Menu and select the Radio Icon for the RSID Reports
    a. Access Address Transactions Report
        (1) Select Address Transactions
        (2) Click on Report Criteria Tab
        (3) Select the range of RSIDs/UICs
        (4) Select a date range for the report
        (5) Select the type of address
        (6) Select RSID Type Group
        (7) Select Responsibility Group
        (8) Select Reports Results Tab
    b. Access Station Directory Report
        (1) Select Station Directory
        (2) Click on Report Criteria Tab
        (3) Select the range of RSIDs/UICs
        (4) Select an effective date
        (5) Select the type of address
        (6) Select RSID Type Group
        (7) Select the Responsibility Group
        (8) Select the Report Results Tab
    c. Access Address Labels (Avery Label 5260)
        (1) Select Address Labels
        (2) Click on Report Criteria Tab
        (3) Select the range of RSIDs/UICs

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Performance Steps
    (4) Select an effective date
    (5) Select the type of address
    (6) Select number of additional copies
    (7) Select the RSID Type Group
    (8) Select the Responsibility Group
    (9) Select Report Results Tab
   d. Access Labels (HQ, USAREC Label 22, Rev 1 Feb 98). This label is appropriate only for items
    being mailed or shipped using the HQ USAREC mailroom.
    (1) Select Labels (HQ, USAREC Label 22, Rev 1 Feb 98).
    (2) Click on Report Criteria Tab.
    (3) Select the range of RSIDs/UICs.
    (4) Select an effective date.
    (5) Select the RSID Type Group
    (6) Select Address Group.
NOTE: "Mailing" is the default selection.   The user can change by clicking the appropriate check box.
    (7) Select the Responsibility Group.
    (8) Select Report Results Tab.
   e. Access Summary of Historical RSID Changes.
    (1) Select Summary of Historical RSID Changes.
    (2) Click on Report Criteria Tab
    (3) Select a beginning date.
    (4) Select an ending date.
    (5) Select Report Results Tab.
   f. Prepare #10, 4 1/8 x 9 1/2.
    (1) Select Envelope #10, 4 1/8 x 9 1/2.
    (2) Click on Report Criteria Tab.
    (3) Select the range of RSIDs/UICs
    (4) Select an effective date
    (5) Select RSID Type Group.
    (6) Select the Address Group.
    (7) Select the Responsibility Group.
    (8) Select Report Results Tab.

 4. Access TDA Position BDE/BN Module.
NOTE: Initial Steps: Login to FAZR. Select the Actions Menu, the positions Menu and the Add Modify
Delete Menu.
   a. View TDA Position Information
    (1) Enter the RSID or UIC for desired organization
    (2) Move the cursor over the Position Paragraph
    (3) Move the cursor over the Position Line
   b. Planned and Inactive Station Report.
    (1) Select the Reports Menu
    (2) Select the Radio Icon for the Position Reports Menu.
    (3) Select Planned and Inactive Stations from the Report Selection Menu.
    (4) Click on Report Criteria Tab.
    (5) Select a UIC or range of RSIDs for the report.
    (6) Select and effective date for the report.
    (7) Select Reports Results Tab.
   c. Number of Operating Recruiting Stations by Size Report.
    (1) Select Number of Operating Recruiting Stations by Size from the Report Selection Menu.
    (2) Click on Report Criteria Tab.
    (3) Select RSID/UIC Group.
    (4) Select an effective date for the report.
    (5) Select Act/Mob Group
    (6) Select the Report Results Tab.

Performance Steps

    d. Access TAADS Transaction Summary Report.
        (1) Select TAADS Transaction Summary from the Report Selection Menu.
        (2) Click on Report Criteria Tab.
        (3) Select RSID/UIC Group.
        (4) Select an effective date for the report.
        (5) Select Act/Mob Group.
        (6) Select the Report Results Tab.

    e. Access Active 79R/Support Enlisted Authorizations Report.
        (1) Select Active 79R/Detail Enlisted Authorizations from the Report Selection Menu.
        (2) Click on Report Criteria Tab.
        (3) Select the RSID/UIC Group.
        (4) Select an effective date for the report from the Start Date Group Menu.
        (5) Select the report data from the Act/Mob Group Menu.
        (6) Select the Reports Results Tab.

    f. Access Reserve Enlisted Authorizations Report.
        (1) Select Reserve Enlisted Authorizations from the Report Selection Menu.
        (2) Click on Report Criteria Tab.
        (3) Select RSID/UIC Group.
        (4) Select an effective date for the report from the Start Date Group Menu.
        (5) Select report data from the Act/Mob Group Menu.
        (6) Select the Reports Results Tab.

    g. Access Officer Authorizations Report.
        (1) Select Officer Authorizations from the Report Selection Menu
        (2) Click on Report Criteria Tab
        (3) Select RSID/UIC Group
        (4) Select an effective date for the report from the Start Date Group Menu
        (5) Select the Reports Results Tab.

    h. Access Active Non-79R/Support Enlisted Authorizations Report.
        (1) Select Active Non-79R Support Enlisted Authorizations from the Report Selection Menu.
        (2) Click on Report Criteria Tab.
        (3) Select the RSID/UIC Group.
        (4) Select an effective date for the report from the Start Date Group Menu.
        (5) Select report data from the Act/Mob Group Menu.
        (6) Select the Reports Results Tab.

    i. Access Authorizations by Unit Report.
        (1) Select Authorizations by Unit from the Report Selection.
        (2) Click on Report Criteria Tab.
        (3) Select RSID/UIC Group.
        (4) Select an effective date for the report from the Start Date Group Menu.
        (5) Select report data from the Act/Mob Group Menu.
        (6) Select the Reports Results Tab.

    j. Access Army Medical Department Authorizations Report.
        (1) Select Army Medical Department Authorizations from the Report Selection Menu
        (2) Click on Report Criteria Tab.
        (3) Select RSID/UIC Group.
        (4) Select an effective date for the report from the Start Date Group Menu.
        (5) Select report data from the Act/Mob Group Menu.
        (6) Select the Reports Results Tab.

    k. Access Table of Distribution and Allowances (Personnel) Report.
        (1) Select Tables of Distribution and Allowances from the Report Selection Menu.
        (2) Click on Report Criteria Tab
        (3) Select RSID/UIC Group.
        (4) Enter the CC Num from the CC Num Menu.
        (5) Select an effective date for the report from the Start Date Group Menu
        (6) Select report data from the Act/Mob Group Menu.

Performance Steps

        (7) Select the Reports Results Tab.

    l. Access TDA Remarks Descriptions (Pers/Equip) Report.

        (1) Select TDA Remarks Descriptions from the Report Selection Menu.

        (2) Click on Report Criteria Tab.

        (3) Select RSID/UIC Group.

        (4) Select an effective date for the report from the Start Date Group Menu.

        (5) Select the Reports Results Tab.

   m. Access Authorizations by Paragraph Report.

        (1) Select Authorizations by Line from the Report Selection Menu.

        (2) Click on Report Criteria Tab.

        (3) Select RSID/UIC Group.

        (4) Select an effective date for the report from the Start Date Group Menu.

        (5) Select a "From" and "To" line number from the Position Line Group Menu.

        (6) Select report data from the Act/Mob Group Menu.

        (7) Select the Reports Results Tab.

   n. Access Table of Distribution and Allowances Extract Report.

        (1) Select Tables of Distribution and Allowances Extract from the Report Selection Menu.

        (2) Click on Report Criteria Tab.

        (3) Select RSID/UIC Group.

        (4) Enter the CC Num from the CC Num Menu.

        (5) Select an effective date for the report from the Start Date Group Menu.

        (6) Select report data from the Act/Mob Group Menu.

        (7) Select a specific Job Class Code from the Job Class Group Menu.

        (8) Select RSID from the RSID Type Group Menu.

        (9) Select a Position Line from the Position Line Group Menu.

       (10) Select report restrictions from the Category Group Menu

       (11) Select ID/Class from the ID/Class Group Menu.

       (12) Select the Reports Results Tab.

   o. Access Recruiting Field Force Changes Report

        (1) Select Recruiting Field Force Changes from the Report Selection Menu.

        (2) Click on Report Criteria Tab.

        (3) Select RSID/UIC Group.

        (4) Select a QRMA effective date for the report from the Start Date Group Menu.

        (5) Select the Reports Results Tab.

 5. Access TDA Equipment BDE/BN Module.

   a. Access View Equipment

        (1) Login to FAZR.

        (2) Select the Actions Menu.

        (3) Select the Equipment Menu.

        (4) Select the Add Modify Delete Menu.

        (5) Select the Search by RSID Menu and input the RSID.

        (6) Select the Equipment Paragraph Menu and enter the equipment paragraph number

        (7) Select the Mod Act Code from its Menu.

        (8) Select the Modification Date from its Menu.

        (9) Select an Equipment LIN from the Equipment LIN Menu.

       (10) Enter the Equipment Control Code from its Menu

       (11) Select the number required from the Required Menu

       (12) Select the number authorized from the Authorized Menu.

       (13) Select the Mod Act Code from its Menu.

       (14) Select the Modification Date from its Menu.

   b. Selected Items of Equipment Audit Trail Report.

        (1) Login to FAZR.

        (2) Select the Actions Menu.

        (3) Select the Reports Menu.

Performance Steps

        (4) Select the Equipment Menu.

        (5) Select Selected Items of Equipment Report Audit Trail from the Report Selection Menu.

        (6) Click on the Report Criteria Tab.

        (7) Select a range of RSIDs/UICs from the RSID/UIC Group Menu.

        (8) Select an effective date from the Start Date Group Menu.

        (9) Select component from the Component Group Menu.

      (10) Select the Mod Act Code from its Menu.

      (11) Select DA or USAREC controlled equipment from the Controlled Group Menu.

      (12) Select a Responsibility Group from its Menu.

      (13) Select a LIN or range of LINs from the Equipment LIN Group Menu.

      (14) Select the Reports Results Tab.

  c. Access Vehicle ACT/AGR Authorizations by Command Report.

        (1) Login to FAZR.

        (2) Select the Actions Menu.

        (3) Select the Reports Menu.

        (4) Select the Equipment Menu.

        (5) Select Vehicle Act/AGR Authorizations by Command Report from the Report Selection Menu.

        (6) Click on Report Criteria Tab.

        (7) Select RSID from the RSID/UIC Group Menu.

        (8) Select either "Active" or "Mobilization" from the Act/Mob Menu.

        (9) Enter optional document number into the CC Num Menu.

      (10) Select the Reports Results Tab.

  d. Access Table of Distribution and Allowances (Equipment) Report.

        (1) Login to FAZR.

        (2) Select the Actions Menu.

        (3) Select the Reports Menu.

        (4) Select the Equipment Menu.

        (5) Select Table of Distribution and Allowances (Equipment) Report from the Report Selection Menu.

        (6) Click on Report Criteria Tab.

        (7) Select RSID from the RSID/UIC Group Menu.

        (8) Enter optional document number into the CC Num Menu.

        (9) Select line number from the Equipment LIN Group Menu.

      (10) Select the Reports Results Tab.

  e. Access Force Structure Vehicles Report.

        (1) Login to FAZR.

        (2) Select the Actions Menu.

        (3) Select the Reports Menu.

        (4) Select the Equipment Menu.

        (5) Select Force Structure Vehicles Report from the Report Selection Menu.

        (6) Click on Report Criteria Tab.

        (7) Select a range of RSIDs/UICs from the RSID/UIC Group Menu.

        (8) Select an effective date from the Start Date Group Menu.

        (9) Select either "Active" or "Mobilization" from the Act/Mob Menu.

      (10) Select the Reports Results Tab.

6. Access Territory Update Module.

NOTE: Initial Steps: Login to FAZR. Select Actions Menu, the Territory Menu and ZIP Code Menu.

  a. View ZIP Code Associations to RSID.

        (1) Select the Add/Delete Tab.

        (2) Select the RSID from the list, or type the RSID in the search box, and hit the Tab key to execute the RSID search.

Performance Steps
            (3) Type the ZIP Code in the ZIP Code Search box, and hit the Tab key to bring the desired ZIP Code within view in the list box. Or, use the scroll bar to move the list box view down or back up.
NOTE: Initial Steps: Login to FAZR. Select Actions Menu, the Territory Menu and Schools Menu.
        b. View School Associations to RSID.
            (1) Select the Add/Delete Tab.
            (2) Type the RSID in the text box to execute the RSID search.
            (3) Use the scroll bar to move the list box view down or back up.
NOTE: Initial Steps: Login to FAZR. Select Actions Menu, the Reports Menu and then Territory Reports.
        c. Access ZIP Code/RSID Verifications Report.
            (1) Login to FAZR.
            (2) Select the Actions Menu.
            (3) Select the Reports Menu.
            (4) Select the Territory Menu
            (5) Select ZIP Code/RSID Verifications from the Report Selections Menu.
            (6) Click on the Report Criteria Tab.
            (7) Select the RSIDs/UIC from the RSID/UIC Group Menu.
            (8) Select an effective date from the Start Date Group Menu.
            (9) Enter the Responsibility Group.
          (10) Select the Reports Results Tab.
        d. Access ZIP Code Transactions Summary Report.
            (1) Login to FAZR.
            (2) Select the Actions Menu.
            (3) Select the Reports Menu.
            (4) Select the Territory Menu.
            (5) Select ZIP Code Transactions Summary from the Report Selection Menu.
            (6) Click on the Report Criteria Tab.
            (7) Select the RSIDs/UIC from the RSID/UIC Group Menu.
            (8) Select an effective date from the Start Date Group Menu.
            (9) Enter the Responsibility Group.
          (10) Select the Reports Results Tab.
        e. Access USPS ZIP Code Changes Report.
            (1) Login to FAZR.
            (2) Select the Actions Menu.
            (3) Select the Reports Menu.
            (4) Select the Territory Menu.
            (5) Select USPS ZIP Code Changes from the Report Selection Menu.
            (6) Select the Reports Results Tab.
       f. Access School/RSID Verifications Report.
            (1) Login to FAZR.
            (2) Select the Actions Menu.
            (3) Select the Reports Menu
            (4) Select the Territory Menu.
            (5) Select School/RSID Verifications from the Report Selection Menu.
            (6) Click on the Report Criteria Tab.
            (7) Select the RSIDs/UIC from the RSID/UIC Group Menu.
            (8) Select the Reports Results Tab.
        g. Access ATAS File Copy - Quarterly ZIP Code Errors Report.
            (1) Login to FAZR.
            (2) Select the Actions Menu.
            (3) Select the Reports Menu.
            (4) Select the Territory Menu.
            (5) Select ATAS File Copy - Quarterly ZIP Code Errors from the Report Selection Menu.
            (6) Click on the Report Criteria Tab.
            (7) Select a range of RSID(s) from the RSID/UIC Group Menu.

Performance Steps

        (8) Select an RMA Quarter from the Start Date Group Menu.

        (9) Enter the Responsibility Group.

        (10) Select either "RA/OMA" or "AGR/OMAR" from the Component Group Menu.

        (11) Select the Reports Results Tab.

    h. Access School Change Report/Inquiry.

        (1) Login to FAZR.

        (2) Select the Actions Menu.

        (3) Select the Reports Menu.

        (4) Select the Territory Menu.

        (5) Select School Change Report/Inquiry from the Report Selection Menu.

        (6) Click on the Report Criteria Tab.

        (7) Select a range of RSID(s) from the RSID/UIC Group Menu.

        (8) Select a date range from the Start Date Group Menu.

        (9) Enter the Responsibility Group.

        (10) Select the Reports Results Tab.

    i. Access School Transactions.

        (1) Login to FAZR.

        (2) Select the Actions Menu.

        (3) Select the Reports Menu.

        (4) Select the Territory Menu.

        (5) Select School Transactions from the Report Selection Menu.

        (6) Click on the Report Criteria Tab.

        (7) Select a beginning date and an end date from the From Date/To Date Menu.

        (8) Select the Reports Results Tab.

    j. RSIDs without Schools and Schools without RSIDs.

        (1) Login to FAZR.

        (2) Select the Actions Menu.

        (3) Select the Reports Menu.

        (4) Select the Territory Menu.

        (5) Select RSIDs without Schools and Schools without RSIDs from the Report Selection Menu.

        (6) Click on the Report Criteria Tab.

        (7) Select the RSIDs/UIC from the RSID/UIC Group Menu.

        (8) Select a date range from the Start Date Group Menu.

        (9) Select the Reports Results Tab.

    k. Access RSIDs without ZIP Codes and ZIP Codes without RSIDs Report.

        (1) Login to FAZR.

        (2) Select the Actions Menu.

        (3) Select the Reports Menu.

        (4) Select the Territory Menu.

        (5) Select RSIDs without ZIP Codes and ZIP Codes without RSIDs Report from the Report Selection Menu.

        (6) Select the Category Group from its Menu.

        (7) Select the Reports Results Tab.

  7. Access Lookup Table Maintenance Module (HQ USAREC Update User)

NOTE: Initial Steps: Login to FAZR. Select the Actions Menu, the Administration Menu and the Lookup Maintenance Menu.

    a. Lookup Table Maintenance by selecting table to update from the Select Table to Modify Menu.

    b. Access "Find" Feature for School Table. (The School Table contains the information about the individual Schools used in ARISS. The Territory Module - Schools contains the associations of the Schools to RSIDs

        (1) Select the School Table from the Select Table to Modify Menu.

        (2) Select the "Find" Icon.

          (a) Find Where.

Performance Steps
                  (b) Find What.
                  (c) Search (Up or Down).
                  (d) Match Case (Yes or No).
                  (e) Find Next.
    c. Access Horizontal Split Scrolling for School Table.
        (1) Select the School Table from the Select Table to Modify Menu.
        (2) Position Horizontal Split Scroll line from the Horizontal Split Scrolling Menu.

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**
1. Completed Log On	____	____

    a. Double clicked on the FAZR shortcut icon.
    b. Entereded User Name.
    c. Entereded password.
    d. Selected "OK" from the Login Status screen.
    e. Selected "OK" from the Government System Warning Screen.

2. Accessed RSID/Address Module, Viewing Addresses	____	____

NOTE: Initial Steps: Login to FAZR. Selected the Actions Menu, the RSID Menu and the Maintenance menu item
    a. Searched by RSID or UIC
        (1) Clicked on radial Button to select RSID or UIC search.
        (2) Typed in the RSID or UIC.
        (3) Selected one of the address types in the list box.
    b. Searched Address by City or ZIP Code.
        (1) Selected "Tools" from the Menu Bar.
        (2) Selected "Searched By".
        (3) Selected "City" or "ZIP"
        (4) Entered the city name or ZIP Code for search

3. Accessed Reports Module - RSID Reports	____	____

NOTE: Initial Steps: Login to FAZR. Selected the Actions Menu, the Reports Menu and select the Radio Icon for the RSID Reports
    a. Accessed Address Transactions Report
        (1) Selected Address Transactions
        (2) Clicked on Report Criteria Tab
        (3) Selected the range of RSIDs/UICs
        (4) Selected a date range for the report
        (5) Selected the type of address
        (6) Selected RSID Type Group
        (7) Selected Responsibility Group
        (8) Selected Reports Results Tab
    b. Accessed Station Directory Report
        (1) Selected Station Directory
        (2) Clicked on Report Criteria Tab
        (3) Selected the range of RSIDs/UICs
        (4) Selected an effective date
        (5) Selected the type of address
        (6) Selected RSID Type Group
        (7) Selected the Responsibility Group
        (8) Selected the Report Results Tab

Performance Measures   **GO**   **NO GO**

      c. Accessed Address Labels (Avery Label 5260)
         (1) Selected Address Labels
         (2) Clicked on Report Criteria Tab
         (3) Selected the range of RSIDs/UICs
         (4) Selected an effective date
         (5) Selected the type of address
         (6) Selected number of additional copies
         (7) Selected the RSID Type Group
         (8) Selected the Responsibility Group
         (9) Selected Report Results Tab
      d. Accessed Labels (HQ, USAREC Label 22, Rev 1 Feb 98). This label is
         appropriate only for items being mailed or shipped using the HQ USAREC
         mailroom.
         (1) Selected Labels (HQ, USAREC Label 22, Rev 1 Feb 98).
         (2) Clicked on Report Criteria Tab.
         (3) Selected the range of RSIDs/UICs.
         (4) Selected an effective date.
         (5) Selected the RSID Type Group
         (6) Selected Address Group.
NOTE: "Mailing" is the default selection.   The user can change by clicking the
appropriate check box.
         (7) Selected the Responsibility Group.
         (8) Selected Report Results Tab.
      e. Accessed Summary of Historical RSID Changes.
         (1) Selected Summary of Historical RSID Changes.
         (2) Clicked on Report Criteria Tab
         (3) Selected a beginning date.
         (4) Selected an ending date.
         (5) Selected Report Results Tab.
      f. Prepared #10, 4 1/8 x 9 1/2.
         (1) Selected Envelope #10, 4 1/8 x 9 1/2.
         (2) Clicked on Report Criteria Tab.
         (3) Selected the range of RSIDs/UICs
         (4) Selected an effective date
         (5) Selected RSID Type Group.
         (6) Selected the Address Group.
         (7) Selected the Responsibility Group.
         (8) Selected Report Results Tab.

   4. Accessed TDA Position BDE/BN Module.   ____   ____
NOTE: Initial Steps: Login to FAZR. Selected the Actions Menu, the positions Menu
and the Add Modify Delete Menu.
      a. Viewed TDA Position Information
         (1) Entered the RSID or UIC for desired organization
         (2) Moved the cursor over the Position Paragraph
         (3) Moved the cursor over the Position Line
      b. Accessed Planned and Inactive Station Report.
         (1) Selected the Reports Menu
         (2) Selected the Radio Icon for the Position Reports Menu.
         (3) Selected Planned and Inactive Stations from the Report Selectedion
             Menu.
         (4) Clicked on Report Criteria Tab.
         (5) Selected a UIC or range of RSIDs for the report.
         (6) Selected and effective date for the report.
         (7) Selected Reports Results Tab.

Performance Measures   **GO**   **NO GO**

      c. Accessed Number of Operating Recruiting Stations by Size Report.
          (1) Selected Number of Operating Recruiting Stations by Size from the Report Selectedion Menu.
          (2) Clicked on Report Criteria Tab.
          (3) Selected RSID/UIC Group.
          (4) Selected an effective date for the report.
          (5) Selected Act/Mob Group
          (6) Selected the Report Results Tab.
      d. Accessed TAADS Transaction Summary Report.
          (1) Selected TAADS Transaction Summary from the Report Selectedion Menu.
          (2) Clicked on Report Criteria Tab.
          (3) Selected RSID/UIC Group.
          (4) Selected an effective date for the report.
          (5) Selected Act/Mob Group.
          (6) Selected the Report Results Tab.
      e. Accessed Active 79R/Support Enlisted Authorizations Report.
          (1) Selected Active 79R/Detail Enlisted Authorizations from the Report Selectedion Menu.
          (2) Clicked on Report Criteria Tab.
          (3) Selected the RSID/UIC Group.
          (4) Selected an effective date for the report from the Start Date Group Menu.
          (5) Selected the report data from the Act/Mob Group Menu.
          (6) Selected the Reports Results Tab.
     f. Accessed Reserve Enlisted Authorizations Report.
          (1) Selected Reserve Enlisted Authorizations from the Report Selectedion Menu.
          (2) Clicked on Report Criteria Tab.
          (3) Selected RSID/UIC Group.
          (4) Selected an effective date for the report from the Start Date Group Menu.
          (5) Selected report data from the Act/Mob Group Menu.
          (6) Selected the Reports Results Tab.
      g. Accessed Officer Authorizations Report.
          (1) Selected Officer Authorizations from the Report Selectedion Menu
          (2) Clicked on Report Criteria Tab
          (3) Selected RSID/UIC Group
          (4) Selected an effective date for the report from the Start Date Group Menu
          (5) Selected the Reports Results Tab.
      h. Accessed Active Non-79R/Support Enlisted Authorizations Report.
          (1) Selected Active Non-79R Support Enlisted Authorizations from the Report Selectedion Menu.
          (2) Clicked on Report Criteria Tab.
          (3) Selected the RSID/UIC Group.
          (4) Selected an effective date for the report from the Start Date Group Menu.
          (5) Selected report data from the Act/Mob Group Menu.
          (6) Selected the Reports Results Tab.
     i. Accessed Authorizations by Unit Report.
          (1) Selected Authorizations by Unit from the Report Selectedion.
          (2) Clicked on Report Criteria Tab.
          (3) Selected RSID/UIC Group.

Performance Measures   **GO**   **NO GO**

      (4) Selected an effective date for the report from the Start Date Group
         Menu.

      (5) Selected report data from the Act/Mob Group Menu.

      (6) Selected the Reports Results Tab.

   j. Accessed Army Medical Department Authorizations Report.

      (1) Selected Army Medical Department Authorizations from the Report
         Selectedion Menu

      (2) Clicked on Report Criteria Tab.

      (3) Selected RSID/UIC Group.

      (4) Selected an effective date for the report from the Start Date Group
         Menu.

      (5) Selected report data from the Act/Mob Group Menu.

      (6) Selected the Reports Results Tab.

   k. Accessed Table of Distribution and Allowances (Personnel) Report.

      (1) Selected Tables of Distribution and Allowances from the Report
         Selectedion Menu.

      (2) Clicked on Report Criteria Tab

      (3) Selected RSID/UIC Group.

      (4) Entered the CC Num from the CC Num Menu.

      (5) Selected an effective date for the report from the Start Date Group
         Menu

      (6) Selected report data from the Act/Mob Group Menu.

      (7) Selected the Reports Results Tab.

   l. Accessed TDA Remarks Descriptions (Pers/Equip) Report.

      (1) Selected TDA Remarks Descriptions from the Report Selectedion
         Menu.

      (2) Clicked on Report Criteria Tab.

      (3) Selected RSID/UIC Group.

      (4) Selected an effective date for the report from the Start Date Group
         Menu.

      (5) Selected the Reports Results Tab.

  m. Accessed Authorizations by Paragraph Report.

      (1) Selected Authorizations by Line from the Report Selectedion Menu.

      (2) Clicked on Report Criteria Tab.

      (3) Selected RSID/UIC Group.

      (4) Selected an effective date for the report from the Start Date Group
         Menu.

      (5) Selected a "From" and "To" line number from the Position Line Group
         Menu.

      (6) Selected report data from the Act/Mob Group Menu.

      (7) Selected the Reports Results Tab.

  n. Accessed Table of Distribution and Allowances Extract Report.

      (1) Selected Tables of Distribution and Allowances Extract from the Report
         Selectedion Menu.

      (2) Clicked on Report Criteria Tab.

      (3) Selected RSID/UIC Group.

      (4) Entered the CC Num from the CC Num Menu.

      (5) Selected an effective date for the report from the Start Date Group
         Menu.

      (6) Selected report data from the Act/Mob Group Menu.

      (7) Selected a specific Job Class Code from the Job Class Group Menu.

      (8) Selected RSID from the RSID Type Group Menu.

      (9) Selected a Position Line from the Position Line Group Menu.

     (10) Selected report restrictions from the Category Group Menu

     (11) Selected ID/Class from the ID/Class Group Menu.

Performance Measures   **GO**   **NO GO**

      (12) Selected the Reports Results Tab.
   o. Accessed Recruiting Field Force Changes Report
      (1) Selected Recruiting Field Force Changes from the Report Selectedion
          Menu.
      (2) Clicked on Report Criteria Tab.
      (3) Selected RSID/UIC Group.
      (4) Selected a QRMA effective date for the report from the Start Date
          Group Menu.
      (5) Selected the Reports Results Tab.

  5. Accessed TDA Equipment BDE/BN Module.   ____   ____
   a. Accessed View Equipment
      (1) Logged in to FAZR.
      (2) Selected the Actions Menu.
      (3) Selected the Equipment Menu.
      (4) Selected the Add Modify Delete Menu.
      (5) Selected the Searched by RSID Menu and input the RSID.
      (6) Selected the Equipment Paragraph Menu and enter the equipment
          paragraph number
      (7) Selected the Mod Act Code from its Menu.
      (8) Selected the Modification Date from its Menu.
      (9) Selected an Equipment LIN from the Equipment LIN Menu.
     (10) Entered the Equipment Control Code from its Menu
     (11) Selected the number required from the Required Menu
     (12) Selected the number authorized from the Authorized Menu.
     (13) Selected the Mod Act Code from its Menu.
     (14) Selected the Modification Date from its Menu.
   b. Selecteded Items of Equipment Audit Trail Report.
      (1) Logged in to FAZR.
      (2) Selected the Actions Menu.
      (3) Selected the Reports Menu.
      (4) Selected the Equipment Menu.
      (5) Selected Selecteded Items of Equipment Report Audit Trail from the
          Report Selectedion Menu.
      (6) Clicked on the Report Criteria Tab.
      (7) Selected a range of RSIDs/UICs from the RSID/UIC Group Menu.
      (8) Selected an effective date from the Start Date Group Menu.
      (9) Selected component from the Component Group Menu.
     (10) Selected the Mod Act Code from its Menu.
     (11) Selected DA or USAREC controlled equipment from the Controlled
          Group Menu.
     (12) Selected a Responsibility Group from its Menu.
     (13) Selected a LIN or range of LINs from the Equipment LIN Group Menu.
     (14) Selected the Reports Results Tab.
   c. Accessed Vehicle ACT/AGR Authorizations by Command Report.
      (1) Logged in to FAZR.
      (2) Selected the Actions Menu.
      (3) Selected the Reports Menu.
      (4) Selected the Equipment Menu.
      (5) Selected Vehicle Act/AGR Authorizations by Command Report from the
          Report Selectedion Menu.
      (6) Clicked on Report Criteria Tab.
      (7) Selected RSID from the RSID/UIC Group Menu.
      (8) Selected either "Active" or "Mobilization" from the Act/Mob Menu.
      (9) Entered optional document number into the CC Num Menu.

Performance Measures   **GO   NO GO**

        (10) Selected the Reports Results Tab.
    d. Accessed Table of Distribution and Allowances (Equipment) Report.
        (1) Logged in to FAZR.
        (2) Selected the Actions Menu.
        (3) Selected the Reports Menu.
        (4) Selected the Equipment Menu.
        (5) Selected Table of Distribution and Allowances (Equipment) Report from the Report Selectedion Menu.
        (6) Clicked on Report Criteria Tab.
        (7) Selected RSID from the RSID/UIC Group Menu.
        (8) Entered optional document number into the CC Num Menu.
        (9) Selected line number from the Equipment LIN Group Menu.
        (10) Selected the Reports Results Tab.
    e. Accessed Force Structure Vehicles Report.
        (1) Logged in to FAZR.
        (2) Selected the Actions Menu.
        (3) Selected the Reports Menu.
        (4) Selected the Equipment Menu.
        (5) Selected Force Structure Vehicles Report from the Report Selectedion Menu.
        (6) Clicked on Report Criteria Tab.
        (7) Selected a range of RSIDs/UICs from the RSID/UIC Group Menu.
        (8) Selected an effective date from the Start Date Group Menu.
        (9) Selected either "Active" or "Mobilization" from the Act/Mob Menu.
        (10) Selected the Reports Results Tab.

  6. Accessed Territory Update Module.   ⎯⎯   ⎯⎯
NOTE: Initial Steps: Login to FAZR. Selected Actions Menu, the Territory Menu and ZIP Code Menu.
    a. Viewed ZIP Code Associations to RSID.
        (1) Selected the Add/Delete Tab.
        (2) Selected the RSID from the list, or typed the RSID in the search box, and hit the Tab key to execute the RSID search.
        (3) Typed the ZIP Code in the ZIP Code Searched box, and hit the Tab key to bring the desired ZIP Code within view in the list box. Or, used the scroll bar to move the list box view down or back up.
NOTE: Initial Steps: Login to FAZR. Selected Actions Menu, the Territory Menu and Schools Menu.
    b. Viewed School Associations to RSID.
        (1) Selected the Add/Delete Tab.
        (2) Typed the RSID in the text box to execute the RSID search.
        (3) Used the scroll bar to move the list box view down or back up.
NOTE: Initial Steps: Login to FAZR. Selected Actions Menu, the Reports Menu and then Territory Reports.
    c. Accessed ZIP Code/RSID Verifications Report.
        (1) Logged in to FAZR.
        (2) Selected the Actions Menu.
        (3) Selected the Reports Menu.
        (4) Selected the Territory Menu
        (5) Selected ZIP Code/RSID Verifications from the Report Selectedions Menu.
        (6) Clicked on the Report Criteria Tab.
        (7) Selected the RSIDs/UIC from the RSID/UIC Group Menu.
        (8) Selected an effective date from the Start Date Group Menu.
        (9) Entered the Responsibility Group.

Performance Measures   **GO** **NO GO**

    (10) Selected the Reports Results Tab.

  d. Accessed ZIP Code Transactions Summary Report.

    (1) Logged in to FAZR.

    (2) Selected the Actions Menu.

    (3) Selected the Reports Menu.

    (4) Selected the Territory Menu.

    (5) Selected ZIP Code Transactions Summary from the Report Selectedion Menu.

    (6) Clicked on the Report Criteria Tab.

    (7) Selected the RSIDs/UIC from the RSID/UIC Group Menu.

    (8) Selected an effective date from the Start Date Group Menu.

    (9) Entered the Responsibility Group.

    (10) Selected the Reports Results Tab.

  e. Accessed USPS ZIP Code Changes Report.

    (1) Logged in to FAZR.

    (2) Selected the Actions Menu.

    (3) Selected the Reports Menu.

    (4) Selected the Territory Menu.

    (5) Selected USPS ZIP Code Changes from the Report Selectedion Menu.

    (6) Selected the Reports Results Tab.

  f. Accessed School/RSID Verifications Report.

    (1) Logged in to FAZR.

    (2) Selected the Actions Menu.

    (3) Selected the Reports Menu

    (4) Selected the Territory Menu.

    (5) Selected School/RSID Verifications from the Report Selectedion Menu.

    (6) Clicked on the Report Criteria Tab.

    (7) Selected the RSIDs/UIC from the RSID/UIC Group Menu.

    (8) Selected the Reports Results Tab.

  g. Accessed ATAS File Copy - Quarterly ZIP Code Errors Report.

    (1) Logged in to FAZR.

    (2) Selected the Actions Menu.

    (3) Selected the Reports Menu.

    (4) Selected the Territory Menu.

    (5) Selected ATAS File Copy - Quarterly ZIP Code Errors from the Report Selectedion Menu.

    (6) Clicked on the Report Criteria Tab.

    (7) Selected a range of RSID(s) from the RSID/UIC Group Menu.

    (8) Selected an RMA Quarter from the Start Date Group Menu.

    (9) Entered the Responsibility Group.

    (10) Selected either "RA/OMA" or "AGR/OMAR" from the Component Group Menu.

    (11) Selected the Reports Results Tab.

  h. Accessed School Change Report/Inquiry.

    (1) Logged in to FAZR.

    (2) Selected the Actions Menu.

    (3) Selected the Reports Menu.

    (4) Selected the Territory Menu.

    (5) Selected School Change Report/Inquiry from the Report Selectedion Menu.

    (6) Clicked on the Report Criteria Tab.

    (7) Selected a range of RSID(s) from the RSID/UIC Group Menu.

    (8) Selected a date range from the Start Date Group Menu.

    (9) Entered the Responsibility Group.

    (10) Selected the Reports Results Tab.

Performance Measures   **GO**   **NO GO**

    i. Accessed School Transactions.
        (1) Logged in to FAZR.
        (2) Selected the Actions Menu.
        (3) Selected the Reports Menu.
        (4) Selected the Territory Menu.
        (5) Selected School Transactions from the Report Selectedion Menu.
        (6) Clicked on the Report Criteria Tab.
        (7) Selected a beginning date and an end date from the From Date/To
            Date Menu.
        (8) Selected the Reports Results Tab.
    j. Access RSIDs without Schools and Schools without RSIDs.
        (1) Logged in to FAZR.
        (2) Selected the Actions Menu.
        (3) Selected the Reports Menu.
        (4) Selected the Territory Menu.
        (5) Selected RSIDs without Schools and Schools without RSIDs from the
            Report Selectedion Menu.
        (6) Clicked on the Report Criteria Tab.
        (7) Selected the RSIDs/UIC from the RSID/UIC Group Menu.
        (8) Selected a date range from the Start Date Group Menu.
        (9) Selected the Reports Results Tab.
    k. Accessed RSIDs without ZIP Codes and ZIP Codes without RSIDs Report.
        (1) Logged in to FAZR.
        (2) Selected the Actions Menu.
        (3) Selected the Reports Menu.
        (4) Selected the Territory Menu.
        (5) Selected RSIDs without ZIP Codes and ZIP Codes without RSIDs
            Report from the Report Selectedion Menu.
        (6) Selected the Category Group from its Menu.
        (7) Selected the Reports Results Tab.

  7. Accessed Lookup Table Maintenance Module (HQ USAREC Update User)   ——   ——
NOTE: Initial Steps: Login to FAZR. Selected the Actions Menu, the Administration
Menu and the Lookup Maintenance Menu.
    a. Looked up Table Maintenance by selecting table to update from the
       Selected Table to Modify Menu.
    b. Accessed "Find" Feature for School Table. (The School Table contains the
       information about the individual Schools used in ARISS. The Territory
       Module - Schools contains the associations of the Schools to RSIDs
         (1) Selected the School Table from the Selected Table to Modify Menu.
        (2) Selected the "Find" Icon.
           (a) Find Where.
           (b) Find What.
           (c) Search (Up or Down).
           (d) Match Case (Yes or No).
           (e) Find Next.
    c. Accessed Horizontal Split Scrolling for School Table.
        (1) Selected the School Table from the Selected Table to Modify Menu.
        (2) Positioned Horizontal Split Scroll line from the Horizontal Split Scrolling
            Menu.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO
GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction,
should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who
experience major difficulties in task performance.

Subject Area 7: AMEDD Station Commander

Confirm Implementation of a Working Health Care Professional Market Penetration Plan
805B-79R-4421

Conditions: Given a working health care professional market penetration plan and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. Top of the System Reports
c. USAREC Reg 601-37
d. Board Schedule
e. Standard office supplies and equipment
f. Recruiting Publicity Items

Standards: Confirm implementation of a working health care professional market penetration plan that results in referrals, lead generation, high visibility, and access to the working population that leads to mission accomplishment.

Performance Steps

1. Ensure HCR identified markets of opportunity.

2. Ensure HCR established rapport with key personnel

3. Ensure HCR developed key personnel into Centers of Influence (COI) and Very Important Personnel (VIP)

4. Ensure HCR obtained Personnel/Student Directories

5. Ensure HCR distributed information

6. Ensure HCR conducted AMEDD Presentations/Events

7. Ensure HCR obtained referrals

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Ensured HCR identified markets of opportunity:	——	——

    a. Residency Programs
    b. Hospitals (VA and Civilian)
    c. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry, that are in final year of schooling)
    d. Private Practice Facilities
    e. Confinement facilities
    f. Job / Career Fairs / Conventions (local and national level)
    g. Military Medical Treatment Facilities (MTF's)
    h. Troop Program Units (TPU's)
    i. Retail Pharmacies
    j. Nursing Homes
    k. Public Health Facilities
    l. Unemployment offices and temporary employment agencies
    m. Education Centers at military installations
    n. Professional Organizations and Associations

Performance Measures   **GO**   **NO GO**

     o. Mailing list services (state licensing agencies)

     p. Veterans Organizations

     q. Other Health Care Recruiting Services (Military and Civilian)

2. Ensured HCR established rapport with key personnel: ____   ____

     a. Residency Programs (e.g. Chief Resident, Resident Program Manager, Residents)

     b. Hospitals (VA and Civilian) (e.g. Department Heads, etc…)

     c. Professional Schools (financial aid advisors, ROTC Professors of Military Science, advisors of Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry students that are in final year of schooling)

     d. Graduate schools (Department Chairs, professors of Entomology, Microbiology, Clinical Psychology, Physical Therapy students, etc…)

     e. Private Practice Facilities (administrative assistants, practitioners, etc..)

     f. Confinement facilities (Clinicians, Human Resource Manager, etc…)

     g. Job / Career Fairs / Conventions (local and national level attendees and exhibitors)

     h. Military Medical Treatment Facilities (MTF's) (e.g. Hospital Commander, transition NCO, Department Heads, etc…)

     i. Troop Program Units (TPU's) (e.g. Unit Commander, transition/retention NCO, Unit Administrators (UA), etc…)

     j. Retail Pharmacies (Pharmacists)

     k. Nursing Homes (Director of Nursing, Human Resource Manager, etc….)

     l. Public Health Facilities (Human Resource Manager, Department Heads, etc...)

     m. Unemployment offices and employment agencies (Veterans representative, Case Workers, etc…)

     n. Education Centers at military installations (Counselors)

     o. Professional Organizations and Associations (Officers of the organization/association)

     p. Mailing list services (administrative assistant at state licensing branch)

     q. Veterans Organizations (Members and Officers of the VFW, American Legion, etc…)

     r. Other Health Care Recruiting Services (Military and Civilian)

3. Ensured HCR developed key personnel into Centers of Influence (COI) and Very   ____   ____
Important Personnel (VIP)

     a. Residency Programs (e.g. Chief Resident, Resident Program Manager)

     b. Hospitals (VA and Civilian) (e.g. Department Heads, etc…)

     c. Professional Schools (financial aid advisors, ROTC Professors of Military Science, advisors of Medical, Dental, Veterinary, Psychology, Optometry, Pharmacy, Podiatry)

     d. Private Practice Facilities (administrative assistants, practitioners, etc..)

     e. Confinement facilities (Clinicians, Human Resource Manager, etc…)

     f. Military Medical Treatment Facilities (MTF's) (e.g. Hospital Commander, transition NCO, Department Heads, etc…)

     g. Troop Program Units (TPU's) (e.g. Unit Commander, transition/retention NCO, Unit Administrators (UA), etc…)

     h. Nursing Homes (Director of Nursing, Human Resource Manager, etc….)

     i. Public Health Facilities (Human Resource Manager, Department Heads, etc...)

     j. Unemployment offices and temporary employment agencies (Veterans representative, Case Workers, etc…)

     k. Education Centers at military installations (Counselors)

Performance Measures   **GO**   **NO GO**

    l. Professional Organizations and Associations (Officers of the
       organization/association)
    m. Veterans Organizations (Members and Officers of the VFW, American
       Legion, etc…)
    n. Other Health Care Recruiting Services (Civilian)
    o. Army program participants (active duty/Army Reserve obligors, LTHET,
       HPSP, etc…)

4. Ensured HCR obtained Personnel/Student Directories   ____   ____
    a. Residency Programs
    b. Hospitals (VA and Civilian)
    c. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry,
       Pharmacy, Podiatry, etc…)
    d. Job / Career Fairs / Conventions (local and national level attendees)
    e. Military Medical Treatment Facilities (MTF's) (REFRAD list)
    f. Professional Organizations and Associations

5. Ensured HCR distributed information   ____   ____
    a. Sent mail-outs
       (1) Working Professionals
       (2) Students in final year of professional studies
    b. Placed mission related information in mail boxes (Email and physical mail
       boxes)
       (1) Residents
       (2) Faculty, staff, graduate and final year students
       (3) Hospital Department Heads/Chairs
    c. Placed Recruiting Publicity Items (RPI's), business cards and other mission
       related information in approved locations
       (1) Residency Programs
       (2) Hospitals (VA and Civilian)
       (3) Professional Schools (Medical, Dental, Veterinary, Psychology,
          Optometry, Pharmacy, Podiatry)
       (4) Private Practice Facilities
       (5) Job / Career Fairs / Conventions (local and national level)
       (6) Military Medical Treatment Facilities (MTF's)
       (7) Troop Program Units (TPU's)
       (8) Retail Pharmacies
       (9) Nursing Homes
       (10) Public Health Facilities
       (11) Unemployment offices and temporary employment agencies
       (12) Education Centers at military installations
       (13) Professional Organizations and Associations
       (14) Veterans Organizations

6. Ensured HCR conducted AMEDD Presentations/Events   ____   ____
    a. Residency Programs
    b. Hospitals (VA and Civilian)
    c. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry,
       Pharmacy, Podiatry)
    d. Job / Career Fairs / Conventions (local and national level)
    e. Military Medical Treatment Facilities (MTF's)
    f. Troop Program Units (TPU's)
    g. Professional Organizations and Associations

7. Ensured HCR obtained referrals   ____   ____
    a. Residency Programs

Performance Measures   **GO**   **NO GO**

      b. Hospitals (VA and Civilian)
      c. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry,
         Pharmacy, Podiatry, that are in final year of schooling)
      d. Private Practice Facilities
      e. Confinement facilities
      f. Military Medical Treatment Facilities (MTF's)
      g. Troop Program Units (TPU's)
      h. Nursing Homes
      i. Public Health Facilities
      j. Unemployment and Temporary Employment Agencies
      k. Education Centers at military installations
      l. Professional Organizations and Associations
      m. Veterans Organizations
      n. Other Health Care Recruiting Services (Military and Civilian)
      o. Army program participants (AD and reserve obligors)

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   USAREC REG 601-37

Confirm Implementation of a College Penetration Plan for AMEDD Recruiting
805B-79R-4422

Conditions: Given a college penetration plan for AMEDD recruiting and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Reg 601-37
c. USAREC Reg 601-105
d. Board Schedule
e. Standard office supplies and equipment
f. Recruiting Publicity Items

Standards: Confirm that the college penetration plan results in referrals, lead-generation, high visibility, and access to the student population that leads to mission accomplishment.

Performance Steps

1. Ensure areas of opportunity have been identified in the HCR's plan.

2. Ensure HCR established rapport with key personnel.

3. Ensure HCR developed key personnel into Centers of Influence (COI) and Very Important Personnel (VIP)

4. Ensure HCR obtained Personnel/Student Directories From Key Personnel

5. Ensure information was distributed

6. Verify that AMEDD presentations/events were conducted

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO

1. Ensured areas of opportunity have been identified in the HCR's plan.
   a. Pre-Professional Schools (undergraduate schools)
   b. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry, Nurse Anesthesia, etc…)
   c. Graduate Schools (Occupational Therapy and Dietetic students, Entomology, Audiology, Social Work, Psychology, etc…)
	——	——

2. Ensured HCR established rapport with key personnel.
   a. Pre-Professional Schools (undergraduate schools) (registrars, placement directors, advisors, professors, chair persons, club officers, ROTC PMS, etc..)
   b. Professional Schools (financial aid advisors, Deans of students and advisors of Medical, Dental, Veterinary, Psychology, Optometry, etc…)
   c. Graduate Schools (financial advisors, Deans of students and advisors of Occupational Therapy and Dietetic students, Entomology, Audiology, Social Work, Psychology, club officers, etc…)
	——	——

3. Ensured HCR developed key personnel into Centers of Influence (COI) and Very Important Personnel (VIP)	——	——
4. Ensured HCR obtained Personnel/Student Directories From Key Personnel	——	——
5. Ensured information was distributed	——	——

Performance Measures   **GO**   **NO GO**
    a. Mail-outs were sent to students
    b. Placed mission related information in student mail boxes (Email and physical
       mail boxes)
    c. Placed Recruiting Publicity Items (RPI's), business cards and other mission
       related information in approved locations

  6. Verified that AMEDD presentations/events were conducted   ——   ——
    a. Pre-Professional Schools (undergraduate schools)(clubs, biology
       departments, etc…)
    b. Professional Schools (Medical, Dental, Veterinary, Psychology, Optometry,
       Nurse Anesthesia, etc…)
    c. Graduate Schools (Occupational Therapy and Dietetic students,
       Entomology, Audiology, Social Work, Psychology, etc…)

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 601-105
    USAREC REG 601-37

Analyze AMEDD Operations and Analysis Board
805B-79R-4423

Conditions: Given a requirement to analyze the Operations and Market Analysis Board and access to:

a. Recruiting Station Operations and Market Analysis Board
b. Market Data
c. Recruiter Production Management System (RPMS)
d. USAREC Reg 601-37

Standards: Correctly analyze the Operations and Market Analysis board to facilitate the identification of changing conditions in the recruiting environment and develop corresponding adaptations to market expansion activities that yield real growth in AMEDD commissions.

Performance Steps

1. Analyze the resources of the Recruiting Station (RS).

2. Analyze RS Market Data.

3. Analyze School Data.

4. Analyze Recruiting Activities Data (FYTD).

5. Analyze the RS operations and market map.

6. Analyze RS production and shortfalls using USAREC Fm 711-7-A.

7. Utilize station analysis in planning activities.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Analyzed the resources of the Recruiting Station.	——	——
2. Analyzed RS Market Data.	——	——
3. Analyzed School Data.	——	——
4. Analyzed Recruiting Activities Data (FYTD).	——	——

5. Analyzed the RS operations and market map.
  a. Determine which zone/recruiter area of operation produces the most contracts compared to the previous FY.
  b. Determine which zone/recruiter area of operation produces the most contracts in each mission category compared to the previous FY.
  c. Determine the least productive zone/recruiter area of operation.
	——	——

6. Analyzed RS production and shortfalls using USAREC Fm 711-7-A.	——	——
7. Utilized station analysis in planning activities.	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	**Related**
USAREC REG 601-37	

Analyze AMEDD TOS Reports
805B-79R-4424

Conditions: Given a requirement to analyze the Top of System (TOS) Reports with access to the following:

a. Recruiter Workstation with ARISS RWS Leads-Reports software installed
b. USAREC Reg 350-7
c. Telephone data line
d. General office equipment
e. Public Key Infra-structure (PKI) Disk

Standards: Correctly analyze the Top of System (TOS) reports.

Performance Steps

1. Analyze the applicant processing list
    a. Check to see if recruiter prospects in all mission markets.
    b. Check and verify that the recruiter has a variety of Lead sources.
    c. Check to see if appointments are being conducted within 72hrs of original scheduled time.
    d. Check to see if the appointments are being conducted and immediately terminated.
    e. Verify if there are any problems with too many DQ's, medical dis-qualifications and non-selects.
    f. Check that the recruiter's follow-up dates are proactive.
    g. Ensure your own directives are measurable, achievable, and aggressive.

2. Analyze the Lead Source Analysis
    a. Check the volume of appointments conducted and compare with contracts obtained. This indicates the efficiency in converting prospects of a particular market segment.
    b. Look for the absence of or low volume of appointments conducted and contracts obtained in a given market segment. This indicates the potential for increased production by directing activity into the appropriate market.
    c. Look for a low volume of contracts obtained in relation to high number of appointments conducted in a particular lead source. This indicates difficulty in converting appointments to contracts and must be resolved through sales training provided to recruiters by the RS commander, recruiter trainer noncommissioned officer, or HCRLT.
    d. Regardless of the conversion ratio (i.e., 13:1, 4:1), ensure that the appointments conducted that did not convert to contracts are not lost and adequate follow-up guidance is given.

3. Review Military Entrance Processing Station (MEPS) Processing list for accepted projections.

4. Review the QPA log to track orders and verify follow-up completion

5. Analyze production management report for regular Army or Army Reserve to verify glide-path achievement/shortfalls

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Analyzed the applicant processing list	___	___
a. Verified that the recruiter prospects in all assigned mission markets.		
b. Verify that the recruiter utilized a variety of Lead sources.		
c. Ensured appointments were being conducted within 72hrs of original scheduled time.		

Performance Measures   **GO**   **NO GO**

    d. Checked to see if the appointments were being conducted and immediately terminated.

    e. Verified if there are any problems with too many DQ's, medical dis-qualifications and non-selects.

    f. Checked that the recruiter's follow-up dates were proactive.

    g. Ensured that directives are measurable, achievable, and aggressive.

2. Analyzed the Lead Source Analysis   ____   ____

    a. Checked the volume of appointments conducted and compared with contracts obtained. This indicates the efficiency in converting prospects of a particular market segment.

    b. Looked for the absence of or low volume of appointments conducted and contracts obtained in a given market segment. This indicates the potential for increased production by directing activity into the appropriate market.

    c. Looked for a low volume of contracts obtained in relation to high number of appointments conducted in a particular lead source. This indicates difficulty in converting appointments to contracts and must be resolved through sales training provided to recruiters by the RS commander, recruiter trainer NCO, or HCRLT

    d. Ensured that the appointments conducted, which did not convert to contracts, were not lost and adequate follow-up guidance was given, regardless of the conversion ratio (i.e., 13:1, 4:1),

3. Reviewed Military Entrance Processing Station (MEPS) Processing list for   ____   ____
accepted projections.

4. Reviewed the Qualified Pending Accession log to track orders and verify follow-up   ____   ____
completion

5. Analyzed production management report for regular Army or Army Reserve to   ____   ____
verify glide-path achievement/shortfalls

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 350-7

Conduct a Health Care Recruiting Brief
805B-79R-4425

Conditions: You are a Station Commander/NCOIC with a requirement to give a Health Care Recruiting brief and access to the following:

a. USAREC Reg 601-37
b. USAREC Form 817-A
c. USAREC Form 711-7-A
d. Operations and market map with two overlays

Standards: Correctly perform a Health Care Recruiting Briefing

Performance Steps

1. Greet the official visitor(s) at the front door of the RS, introduce self and recruiters

2. Conduct a brief tour of the RS

3. Escort official visitor(s) to the location of the Operations and Market Analysis Board and perform brief.

4. Escort official visitor(s) to the door of the RS following the completion of the brief

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO

1. Greeted the official visitor(s) at the front door of the RS
   a. Employed standard military customs and courtesies.
   b. Introduced himself or herself to the official visitor(s), as appropriate
   c. Introduced RS personnel to the official visitor(s)
	——	——

2. Conducted a brief tour of the RS	——	——

3. Escorted official visitor(s) to the location of the RS Operations and Market Analysis Board and performed brief.
   a. Directed visitors' attention to the center section of the board (i.e. the Operations and Market Map).
   b. Identified RS boundaries and major points of interest, such as the locations of TPUs, substations, MTFs, and the major health care professional-producing programs.
   c. Briefed UF 817-A, commenting only on those entries that required an explanation or comment.
   d. Provided an overview of the UF 711-7-A
	——	——

4. Escorted official visitor(s) to the door of the RS following the completion of the brief	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC FORM 817

References
Required **Related**
USAREC REG 601-37

Develop an AMEDD Station Mission Planning Strategy
805B-79R-4426

Conditions: You are an AMEDD Recruiting Station Commander with a requirement to develop a planning strategy to achieve the assigned mission. You will also have access to:

a. USAREC Reg 350-7
b. FM 22-100
c. Recruiter workstation with the Leads and Reports System software installed
d. Station Production Management System
e. Planning tool

Standards: Correctly develop a station mission planning strategy.

Performance Steps

1. Gather mission planning strategy tools.

2. Review/Assess mission planning strategy tools.

3. Develop a planning strategy.

4. Publish a mission planning strategy (Yearly, Monthly, Weekly) Calendar.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Gathered mission planning strategy tools	——	——
a. FM 22-100, paragraphs 5-41 through 5-49		
b. Higher headquarters long-range and mid-range plans		
(1) National Conventions		
(2) USB's		
(3) ATC's		
(4) Advertising		
(5) Board Schedule		
c. Station mission memorandum.		
d. Training needs and requirements as identified in previous inspections (IGs, CIPs, and regulatory guidance).		
e. Available resources (personnel, money, equipment).		
f. Command guidance		
g. Operations and Market Analysis Board		
h. Station Training Assessment Review (STAR)		
2. Reviewed/Assessed mission planning strategy tools (1a-h).	——	——
3. Developed a planning strategy	——	——
a. Establish prospecting routines appropriate to the season and the market		
b. Planning of school activities/presentations		
c. Develop COI/VIP sustainment actions (Tours, RPC's, etc.)		
d. Plan training events		
e. Establish station glide-path		
f. Establish recruiter glide-path		
g. Establish contract placement		
h. Direct Recruiter Prospecting Requirements		

Performance Measures   <u>GO</u>   <u>NO GO</u>

  4. Published a mission planning strategy (Yearly, Monthly, Weekly) Calendar   ——   ——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    FM 22-100
    USAREC REG 350-7

Conduct an AMEDD Performance Review
805B-79R-4427

Conditions: Given the requirement to conduct an AMEDD performance review and access to:

a. USAREC Reg 350-7
b. USAREC Reg 350-6
c. USAREC Reg 600-22
d. ARMY Reg 670-1
e. FM 22-100
f. Recruiter workstation with the Leads and Reports System software installed
g. Planning Tools
h. School folders
i. USAR Unit folders
j. USAREC Reg 601-37

Standards: Correctly conduct a performance review.

Performance Steps

1. Inspect the recruiter's appearance and direct/take appropriate action

2. Initiate open forum to discuss family, financial and personal matters

3. Review planning tool

4. Review the recruiter's applicant and prospect status

5. Ensure recruiter properly documents their planning tool to reflect station commander-directed actions

6. Ensure the recruiter is maintaining mission focus

7. Apply the tenets of "Influencing, Operating, and Improving," contained in FM 22-100 to improve performance and increase operational effectiveness

8. Conclude the performance review by scheduling the next performance review

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Inspected the recruiter's appearance and direct/take appropriate action	——	——
2. Initiated open forum to discuss family, financial and personal matters	——	——
3. Reviewed planning tool	——	——

    a. Inspected for execution of previously planned events
       (1) Discuss reasons for non-fulfillment of plan and ways to recoup lost effort
       (2) Determined frequency of prospecting and verified that the recruiter:
          (a) Accomplished desired prospecting goals in designated categories by lead source
          (b) Solicited referrals and executed plans to aggressively follow-up on leads, prospects, applicants, etc
          (c) Conducted planned school activities
          (d) Spent the majority of the week prospecting and conducting sales presentations

Performance Measures   **GO   NO GO**

        (3) Determine the adequacy of the prospecting plan and the effectiveness
            of execution by assessing whether the recruiter prospected:
            (a) In the right place
            (b) At the right time
            (c) Enough to meet requirements (number of approaches/attempts)
            (d) In the right market
            (e) Using a well-constructed pre-call plan
    b. Verified other activities (school visits, follow-ups, networking etc.) ensuring
       related documents reflect these activities (close-the-loop).
    c. Reviewed future planning and verify that:
        (1) Long-range plans reflect activities that maximize recruiter visibility,
            relationship-building and self-development that may require
            consideration during construction of the mid-range plan
        (2) Mid-range plans integrate elements of the long-range plan and any
            other mid-range activities that may impact short-range planning
        (3) Short-range plans: (2-weeks)
            (a) Lead sources (including the ALRL name) identified for each
               prospecting session
            (b) Capture activities that consume recruiter's time (i.e. Travel time,
               prospecting, ACA data, PT)

  4. Reviewed applicant and prospect status   ____   ____
    a. Logon to ARISS RWS Leads-Reports using station commander profile
       information
    b. Create list using following parameter
        (1) Filter date of last action by using date of last PR through today's date
        (2) Filter status by applicant, prospect, and AMEDD sustainment program
            (ASP a.k.a. QPA)
    c. Select desired record
    d. Click Ariss RWS tab then select Administration folder plus sign
    e. Click and review Contact History.
    f. Select Yes or No radial button. Explain in remarks the reason for approval
       or disapproval.
    g. Annotate Remarks block with adequate information to drive production.
    h. Save the record
NOTE: click "Yes" when error message occurs
    i. Review other appropriate modules (i.e., Prequalification, Sales Interview,
       Prospect Record, etc.) and ensure the record accurately reflects all
       information gleaned from the applicant including:
        (1) Interest areas
        (2) Long range goals
        (3) Objections raised
        (4) Hobbies
        (5) Extra-curricular activities
        (6) Other personal information

  5. Ensured recruiter properly documents their planning tool to reflect station   ____   ____
    commander-directed actions.
    a. Discuss and give guidance concerning COI functions, referrals, commitment
       to access, etc
    b. Schedule frequent station commander follow-ups to validate QPA status and
       reinforce commitments

  6. Maintained recruiter focus by ensuring   ____   ____

Performance Measures   **GO**   **NO GO**

    a. Evidence of proactive planning appears throughout the planning tool, school folder(s), ARISS RWS Leads-Reports System and other management tools (close-the-loop)

    b. ALRL/Contact Database entries receive constant scrutiny:

        (1) Blueprinting takes place continuously

        (2) Compliance with contact milestones

        (3) Constant addition of new leads

    c. Regular inspection of school folders. Provide guidance concerning school penetration activities and ensure school folders reflect what has and what will occur.

    d. Review of lead source analysis data:

        (1) Determine most productive lead sources (sources that result in the most commissions) and provide guidance to sustain or improve production

        (2) Determine most efficient lead sources (sources with the lowest conversion rates) and provide guidance and training to increase productivity.

        (3) Determine least productive/untapped areas and provide detailed guidance or training to stimulate prospecting activities (if the area's potential warrants)

          (a) Determine training needs

          (b) Offer necessary assistance and resources (Contract Force Multipliers, focused prospecting blitzes and CLT involvement etc)

7. Applied the tenets of "Influencing, Operating, and Improving," contained in FM 22-100 to improve performance and increase operational effectiveness.   ——   ——

8. Concluded the performance review by scheduling the next performance review.   ——   ——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	**Related**
FM 22-100	AR 670-1
USAREC REG 350-6	USAREC PAM 350-2
USAREC REG 350-7	
USAREC REG 600-22	

Maintain Station Level TPU Relations with AMEDD Units
805B-79R-4428

Conditions: Given a requirement to maintain working relationships with all AMEDD TPUs within the station's boundaries and access to:

a. USAREC Reg 350-7
b. USAREC Reg 350-6
c. Recruiter Workstation
d. General office supplies and equipment
e. USAREC Form 1149

Standards: Maintain a working relationship with all TPUs within the Recruiting Station boundaries.

Performance Steps

1. Ensure the USAR Unit Data Folder is maintained

2. Ensure the USAR Ownership Program is maintained

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Ensured the USAR Unit Data Folder was maintained	——	——
a. Ensured all pertinent unit data was recorded		
(1) AOCs authorized		
(2) Unit's primary mission		
(3) General information		
(4) Reserve Partnership Council information		
(5) Last unit presentation		
(6) Annotated TPU drill dates		
(7) Annotated referrals on a separate sheet and place in folder		
b. Ensured that the name, AOC, date of appointment and assignment of AMEDD Officers was annotated		
2. Ensured the USAR Ownership Program was maintained	——	——
a. Verified units are notified within 72 hours of applicant's commission and anticipated date of assignment		
b. Ensured newly commissioned officers are escorted to their first unit training assembly		

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   USAREC REG 350-6
   USAREC REG 350-7

Perform Quaility Control of an AMEDD Application
805B-79R-4429

Conditions: Given a completed AMEDD application and access to:

a. Check List specific to that AOC (UF's 1213,1214,1215,1216,1217,1218, and 1219)
b. USAREC REG 601-37
c. USAREC FORM 1178
d. USAREC REG 601-105

Standards: Identify errors in an AMEDD application utilizing the Quality Assurance Packet Checklist

Performance Steps

1. Confirm that the applicable AMEDD Appointment Application Checklist has been utilized.

2. Review the AMEDD Appointment Application Checklist to ensure that all required forms are included in the application, with the correct number of copies and originals.

3. Utilize the Quality Assurance Packet Checklist to verify the information in the AMEDD application and placing an "x", check mark or n/a " in the blank next to each item when you have verified that it is completed and correct

4. When the Quality Assurance Packet Checklist has been completed, return application to recruiter for correction of identified errors, if any. Review the application again for completeness and accuracy.

5. Sign and date the AMEDD Appointment Application Checklist "Verified By" line at the end of QC process.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Confirmed that the applicable AMEDD Appointment Application Checklist has been utilized.	――	――
2. Reviewed the AMEDD Appointment Application Checklist and ensured that all required forms were included in the application, with the correct number of copies and originals.	――	――
3. Utilized the Quality Assurance Packet Checklist to verify the information in the AMEDD application and placed an "x", check mark or n/a " in the blank next to each item when verified that it is completed and correct.	――	――
4. When the Quality Assurance Packet Checklist was completed, returned application to recruiter for correction of identified errors, if any. Reviewed the application again for completeness and accuracy.	――	――
5. Signed and dated the AMEDD Appointment Application Checklist "Verified By" line at the end of QC process.	――	――

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 601-105
    USAREC REG 601-37

Conduct Reception and Integration Counseling
805B-79R-4430

Conditions: You are assigned as an AMEDD station commander to an AMEDD recruiting station. You have a newly assigned AMEDD recruiter. You have access to:

a. USAREC Reg. 350-7
b. USAREC Pam 350-2
c. FM 22-100
d. Unit Standard Operating Procedures (SOP)
e. Army Family Team Building (AFTB)

Standards: Correctly conduct reception and integration of newly assigned personnel to the AMEDD recruiting station

Performance Steps

1. Assign a sponsor to newly assigned AMEDD personnel immediately following confirmed assignment

2. Sponsors will
    a. Forward a welcome letter within 10 calendar days of sponsor appointment.
    b. Contact the new soldier.

3. Assist in the search for adequate housing

4. Coordinate new AMEDD recruiter in-processing at the Detachment HQ's

5. Provide a map and tour to the new recruiter of his or her assigned area of operations (AO)

6. Introduce the new recruiter to key personnel

7. Give the newly assigned AMEDD recruiter a briefing using the Operations and Market Analysis board (OMA board)

8. Provide the new recruiter with a copy of the AMEDD Recruiting Station SOP and a calendar of upcoming events (Annual Training Conference (ATC), team training dates, convention dates etc.).

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO

1. Assigned a AMEDD sponsor to newly assigned AMEDD personnel immediately following confirmed assignment who:
    a. Is of equal or higher in grade.
    b. Is of the same gender and marital status when feasible.
    c. Is not within 60 days of PCS.
    d. Is not (normally) the person being replaced by the incoming soldier.
	——	——

2. Sponsor did:
    a. Forward a welcome letter within 10 calendar days of appointment.
    b. Contact new soldier.
	——	——

3. Assist in the search for adequate housing by providing: a. Detailed information on neighborhoods within the station boundary (including crime rates, housing/utility costs, insurance premiums, closest medical facilities accepting government sponsored health insurance, etc.).	——	——

Performance Measures   **GO**   **NO GO**

    b. Detailed information on school systems (average GPA in each district, availability of after school care, school schedule, etc.).

    c. Commuted times during peak traffic periods to and from the RS.

    d. Location of recommended stores, banks, daycare, etc.

    e. Introduced key members of the team, detachment and battalion Family. Support Group leaders/representatives, spouses of recruiters in the RS, etc.

    f. Sufficient time and assistance for the new recruiter to settle personal affairs prior to reporting to work.

    g. A listing of all support services and contact procedures, i.e. legal services, chaplain, etc.

4. Coordinated in-processing of the new AMEDD recruiter at the detachment   ——   ——
headquarters and ensured:

    a. All financial matters are resolved or are being handled expeditiously.

    b. The recruiter receives their New Recruiter Handbook.

    c. The recruiter meets key staff personnel, i.e., Operations, S-1, Budget, Supply, etc.

    d. The recruiter has all necessary publications.

5. Provided a map and tour to the new recruiter of his or her assigned area of   ——   ——
operations (AO) and point out/have the recruiter document:

    a. Established face-to-face prospecting sites

    b. All assigned schools

    c. Local newspapers, radio and television stations

    d. All locations where police/court/civil records are obtained, i.e., police checks, marriage licenses, birth certificates, divorce decrees, etc.

6. Introduced the new AMEDD recruiter to key personnel: ——   ——

    a. School officials (counselors, professors, deans, registrars, veterans representatives, etc.

    b. COI/VIPs.

    c. Court clerks, record clerks, etc.

7. Briefed the newly assigned AMEDD recruiter using the Operations and Market   ——   ——
Analysis board (O M A board) covering:

    a. A brief history of the recruiting station

    b. Production history of assigned AO

    c. Competition within the AO

8. Provided the new AMEDD recruiter with: ——   ——

    a. A copy of the Detachment, Team and RS SOP

    b. A calendar of upcoming events (Annual Training Conference (ATC), company training dates, upcoming conventions, etc.)

    c. A MEPS Standard Operating Procedure, MEPS Tour, and calendar (testing days, consult availability schedule, etc.)

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    FM 22-100
    USAREC PAM 350-2
    USAREC REG 350-7

Maintain an AMEDD Detachment Awards Program
805B-79R-4431

Conditions: You are the detachment operations NCO with a requirement to maintain an AMEDD detachment awards program. You also have access to:

a. TOS Reports
b. MPA Reports
c. USAREC Reg 672-13
d. USAREC Reg 672-10
e. Recruiter Workstation with Leads and Reports System software installed
f. General office supplies and equipment

Standards: Maintain an awards program that correctly identifies award recipients and ensures the awards are presented on time.

Performance Steps

1. Supervise daily duties of the awards analyst
    a. Directs - once every 30 days and twice a week 30 days prior to OBC attendance.
    b. Students - semi annually.
    c. Educational Delays - semi annually.
    d. Army Reserve - once a month until orders arrive, then HCR will take officer to first drill and provide Provider Credential File to TPU administrator.

2. Manage local awards program

3. Manage physical fitness awards program

4. Manage annual awards program

5. Maintain awareness of higher headquarters awards/incentive programs

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Supervised daily duty of the awards analyst	——	——
a. Maintained accurate records on all AMEDD recruiters and station commanders		
b. Ensured complete BOARDS edits		
c. Prepared awards/certificates in a timely manner		
d. Maintained auditing trail for recruiter rings and morale awards		
e. Coordinated with USAREC Headquarters for distribution		
f. Performed duties of awards analyst in his/her absence		
2. Managed awards program	——	——
a. Procured detachment authorized awards		
b. Maintained accountability of detachment awards		
c. Briefed detachment leadership team on award recipients		
d. Was aware of prohibitions		
3. Managed physical fitness awards program	——	——
a. Procurement		
b. Accountability		
c. Authorized recipients		

Performance Measures	**GO**	**NO GO**

4. Managed annual awards program   ⎯⎯   ⎯⎯
    a. Coordinated with detachment master trainer
    b. Procured awards
    c. Coordinated events

5. Maintained awareness of higher headquarters awards/incentive programs   ⎯⎯   ⎯⎯
    a. Ensured field is informed
    b. Tracked and monitored substitution rules
    c. Ensured distribution and coordination of awards with higher headquarters

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 672-10
    USAREC REG 672-13

Conduct Performance Oriented Counseling
805B-79R-4432

Conditions: You are assigned as an AMEDD station commander. You have a soldier and the need to conduct performance-oriented counseling and access to:

a. FM 22-100
b. AR 623-205
c. DA Form 4856-E
d. DA Form 2166
e. DA Form 2166-8-1

Standards: Correctly conduct a performance counseling session

Performance Steps

1. Review FM 22-100, appendix C

2. Identify the need for performance counseling

3. Assess the soldier's performance and potential

4. Employ the qualities, leader skills, preparatory steps, techniques, and follow-up measures for effective counseling outlined in the task for conducting event-driven counseling sessions

5. Against the backdrop of leader values, attributes, skills, and actions, communicate what the soldier has done well this period and what needs improvement. Focus on potential

6. Jointly establish performance objectives and standards for the next period

7. Record key points on DA Forms 2166-8-1 and 4856-E

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Reviewed FM 22-100, appendix C	——	——

2. Identified the need for performance counseling
    a. Initial NCOER counseling
    b. Quarterly NCOER counseling
	——	——

3. Assessed the soldier's performance and potential based on the following leadership dimensions:
    a. Values
        (1) Loyalty. Bears true faith and allegiance in the correct order to the constitution, the Army, and the organization.
        (2) Duty. Fulfills professional, legal, and moral obligations. Carries out mission requirements. Meets professional standards. Sets the example. Complies with policies and directive. Continually pursues excellence.
        (3) Respect. Treats people as they should be treated. Creates a climate of fairness and equal opportunity. Exercises discretion and tact when correcting or questioning others. Remains courteous. Doesn't take advantage when holding positions of authority.
	——	——

Performance Measures   <u>GO</u>   <u>NO GO</u>

      (4) Selfless Service. Puts the welfare of the nation, the Army, and
          subordinates before personal welfare. Sustains team morale. Shares
          subordinate's hardships. Gives credit for successes to others and
          accepts personal responsibility for failures
      (5) Honor. Does what is legally and morally right. Possesses high
          personal moral standards. Remains honest in word and deed. Shows
          consistently good moral judgment and behavior. Puts being right
          ahead of being popular
      (6) Personal Courage. Shows physical and moral bravery. Takes
          responsibility for decisions and actions. Accept responsibility for
          mistakes and shortcomings.
   b. Attributes:
      (1) Mental
        (a) Possesses and displays will, self-discipline, initiative, judgment,
           self-confidence, intelligence, common sense, and cultural
           awareness.
        (b) Thinks and acts quickly and logically, even when there are no
           clear instructions or the plan falls apart.
        (c) Analyzes situations.
        (d) Combines complex ideas to generate feasible courses of action.
        (e) Balances resolve and flexibility
         (f) Shows a desire to succeed. Does not quit in the face of adversity.
        (g) Absorbs fair share of the load
        (h) Balances competing demands
         (i) Embraces and uses the talents of all members to build team
           cohesion
      (2) Physical:
        (a) Maintains an appropriate level of physical fitness and military
           bearing
        (b) Presents a neat and professional appearance
        (c) Meets established norms of personal hygiene, grooming and
           cleanliness.
        (d) Maintains Army height and weight standards
        (e) Renders appropriate military and civilian courtesies
         (f) Demonstrates nonverbal expressions and gestures appropriate to
           the situation.
        (g) Copes with hardship
        (h) Completes physically demanding endeavors
         (i) Continues to function under adverse conditions
         (j) Leads by example in performance, fitness, appearance
      (3) Emotional:
        (a) Shows self-confidence
        (b) Remains calm during conditions of stress, chaos, and rapid
           change
        (c) Exercises self-control, balance, and stability
        (d) Maintains a positive attitude
        (e) Demonstrates mature, responsible behavior that inspires trust and
           earns respect
   c. Skills
      (1) Interpersonal
        (a) Coaches, teaches, counsels, motivates and empowers
           subordinates. Readily interacts with others.
        (b) Earns trust and respect.
        (c) Actively contributes to problem solving and decision making.
           Sought out by peers for expertise and counsel.

Performance Measures   **GO**   **NO GO**

    (2) Conceptual
        (a) Reasons critically and ethically. Thinks creatively
        (b) Anticipates requirements and contingencies. Improvises within the
            commander's intent. Uses appropriate reference material.
        (c) Pays attention to details
    (3) Technical
        (a) Possesses or develops the expertise necessary to accomplish all
            assigned tasks and function. Knows standards for task
            accomplishment
        (b) Knows recruiting tactics, techniques, and procedures
        (c) Masters prospecting and sales skills.
    (4) Tactical
        (a) Knows how to apply recruiting doctrine within the commander's
            intent. Applies professional knowledge, judgment, and recruiting
            skill at the appropriate leadership level
        (b) Combines and applies skill with people, ideas, and things to
            accomplish short-term missions
        (c) Applies skill with people, ideas, and things to train for, plan,
            prepare, execute and assess market penetration actions
  d. Actions:
    (1) Influencing
        (a) Uses appropriate methods to reach goals while operating and
            improving. Motivates subordinates to accomplish assigned tasks
            and missions. Sets the example by demonstrating enthusiasm for,
            and methods of accomplishing assigned tasks.
        (b) Assists peers and subordinates and shares information.
            Encourages subordinates and peers to express candid opinions.
            Actively listens to feedback and acts appropriately. Mediates peer
            conflicts and disagreements. Tactfully confronts and corrects
            others when necessary.
        (c) Earns respect and obtains the willing cooperation of subordinates,
            peers, and superiors. Challenges others to match their personal
            example. Takes care of subordinates and their families.
            Prudently rallies peer pressure against peers when required.
        (d) Provides a team vision for the future. Shapes the station climate
            by setting, sustaining, and ensuring a values-based environment.
    (2) Communicating
        (a) Displays good oral, written, and listening skills
        (b) Persuades others. Expresses thoughts and ideas clearly to
            individuals and groups. Speaks clearly and concisely. Speaks
            enthusiastically and maintains the listener'sinterest and
            involvement. Makes appropriate eye contact when speaking.
            Uses gestures that are appropriate but not distracting.
        (c) Conveys ideas, feelings, sincerity and conviction. Expresses well
            thought out and well organized ideas. Uses grammatically and
            doctrinally correct terms and phrases. Uses appropriate visual
            aids.
        (d) Acts to determine, recognize and resolve misunderstandings.
            Listens and watches attentively; makes appropriate notes;
            conveys the essence of what was said or done to others.
        (e) Reacts appropriately to verbal and nonverbal feedback. Keep
            conversations on track. Understands in a single rapid reading.

Performance Measures   **GO**   **NO GO**

         (f) Uses correct grammar, spelling, and punctuation. Has legible
            handwriting. Puts the bottom line up front.' Uses the active voice.
            Uses an appropriate format, clear organization, and a reasonably
            simple writing style. Uses essential acronyms and spells out those
            used. Stays on topic. Correctly uses facts and data.

   (3) Decision-making
         (a) Employs sound judgment and logical reasoning. Gathers and
            analyzes relevant information about changing situations to
            recognize and define emerging problems. Make logical
            assumptions in the absence of facts.
         (b) Uncovers critical issues to use as a guide on both making
            decisions and taking advantage of opportunities. Keeps informed
            about developments and policy changes inside and outside the
            station.
         (c) Recognizes and generates innovative solutions. Develops
            alternative courses of action and chooses the best course of
            action based on analysis of their relative costs and benefits.
         (d) Anticipates needs for action. Relates and compares information
            from different sources to identify possible cause-and effect
            relationships.
         (e) Considers the impact and implications of decisions on others and
            on situations.
         (f) Involves others in decisions and keeps them informed of
            consequences that effect them.
         (g) Takes charge when in charge. Defines intent. Considers
            contingencies and their consequences. Remain decisive after
            discovering a mistake.
         (h) Acts in the absence of guidance. Improvises within commander's
            intent; handles a fluid environment.

   (4) Motivating
         (a) Inspires, encourages, and guides others toward mission
            accomplishment. Doesn't show, discouragement when facing
            setbacks.
         (b) Attempts to satisfy subordinate's needs. Provides subordinates
            with the reason for tasks. Provides accurate, timely, and (where
            appropriate) positive feedback. Actively listens for feedback from
            subordinates. Uses feedback to modify duties, tasks,
            requirements, and goals when appropriate.
         (c) Recognizes individual and team accomplishments and rewards
            them appropriately. Recognizes poor performance and addresses
            it appropriately. Justly applies disciplinary measures.
         (d) Keep subordinates informed. Clearly articulates expectations.
            Considers duty positions, capabilities, and developmental needs
            when assigning tasks. Provides early warning to subordinate
            leaders of tasks they will be responsible for. Defines requirements
            by issuing clear and concise orders or guidance. Allocates as
            much time as possible for task completion.
         (e) Accepts responsibility for station performance. Credits
            subordinates for good performance. Takes responsibility for and
            corrects poor performance.

   (5) Operating
         (a) Accomplishes short-term missions.
         (b) Demonstrates tactical and technical competency appropriate to
            rank and position. Completes individual and station tasks to
            standard, on time, and within the commander's intent.

Performance Measures   **GO   NO GO**

    (6) Planning and preparing

       (a) Develops feasible and acceptable plans for themselves and others that accomplish the mission while expending minimum resources and posturing the organization for future mission success.

       (b) Uses forward planning to ensure each course of action achieves the desired outcome. Uses reverse planning and ensure that all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correct sequence.

       (c) Determines specified and implied tasks and restates the higher headquarters mission in terms appropriate to the organization

       (d) Incorporates adequate controls such as time phasing; ensures others understand when actions should begin or end. Allocates time to prepare and conduct rehearsals.

       (e) Ensures all courses of action accomplish the mission within the commander's intent. Allocates available resources to competing demands by setting task priorities based on the relative importance of each task.

       (f) Addresses likely contingencies. Remains flexible.

       (g) Personally arrives on time and meets deadlines; requires subordinates and their organizations to accomplish tasks on time. Delegates all tasks except those they are required to do personally.

       (h) Schedules activities so the station meets all commitments in critical performance areas. Recognizes and resolves scheduling conflicts. Notifies peers and subordinates, as far in advance as possible when their support is required.

       (i) Uses some form of a personal planning calendar to organize requirements.

    (7) Executing

       (a) Uses technical and tactical skills to meet mission standards, takes care of people, and accomplishes the mission with available resources.

       (b) Performs individual and collective tasks to standard. Executes plans, adjusting when necessary, to accomplish the mission. Encourages initiative.

       (c) Keeps higher and lower headquarters, superiors, and subordinates informed. Keeps track of people and equipment. Makes a necessary on-the-spot correction.

       (d) Adapts to and handles fluid environments. Negotiates obstacles, difficulties, and hardships to accomplish the mission. Keeps track of task assignments and suspenses; adjust assignment, if necessary; follows-up.

    (8) Assessing

       (a) Uses assessment techniques and evaluation tools (especially AARs) to identify lessons learned and facilitate consistent improvements.

       (b) Establishes and employs procedures for monitoring, coordinating, and regulating subordinates, actions and activities.

       (c) Conducts initial assessments when beginning a new task or assuming a new position. Conduct IPRs. Analyzes activities to determine how desired end states are achieved or affected.

       (d) Seeks sustainment in areas when the station meets the standard. Observes and assess actions in progress without over supervising.

Performance Measures   **GO   NO GO**

       (e) Judges results based on standards. Sorts out important actual and potential problems. Conducts and facilitates AARs; identifies lessons.

       (f) Determines causes, effects, and contributing factors for problem. Analyzes activities to determine how desired end stated can be achieved ethically

    (9) Improving

       (a) Sustains skills and actions that benefit them and each of their people for the future

       (b) Sustains and renews the station for the future by managing change and exploiting individual and institutional learning capabilities.

       (c) Creates and sustains an environment where all leaders, subordinates and organizations can reach their full potential.

  (10) Developing

       (a) Strives to improve themselves, subordinates, and the station. Mentors by investing adequate time and effort in counseling, coaching, and teaching individual subordinates and subordinate leaders.

       (b) Sets the example by displaying high standards of duty performance, personal appearance, military and professional bearing, and ethics.

       (c) Creates a climate that expects good performance, recognizes superior performance, and doesn't accept poor performance. Designs tasks to provide practice in areas of subordinate leader's weakness.

       (d) Clearly articulate tasks and expectations and sets realistic standards. Guides subordinate leaders in thinking problems for themselves

       (e) Anticipates mistakes and freely offer assistance without becoming overbearing

       (f) Observes, assesses, counsels, coaches, and evaluates subordinate leaders. Motivates subordinates to develop themselves. Arranges training opportunities that help subordinates achieve insight, self-awareness, self-esteem, and effectiveness.

       (g) Balances the station's tasks, goals, and objective with subordinates' personal and professional needs. Develops subordinate leaders who demonstrate respect for natural resources and the environment.

       (h) Acts to expand and enhance subordinate's competence and self-confidence. Encourages initiatives. Creates and contributes to a positive organizational climate.

       (i) Builds on successes. Improves weaknesses.

  (11) Building

       (a) Spends time and resources improving the station. Fosters a healthy ethical climate. Acts to improve the station's collective performance. Complies with and supports the company's goals.

       (b) Encourages people to work effectively with each other. Promotes teamwork and team achievement. Offers suggestions, but properly executes decisions of the chain of command and NCO support channel-even unpopular ones-as if they were their own.

Performance Measures   **GO**   **NO GO**

        (c) Accepts and acts on assigned tasks. Volunteers in useful ways.
            Remains positive when the situation becomes confused or
            changes. Uses the chain of command and NCO support channel
            to solve problems
        (d) Supports equal opportunity. Prevents sexual harassment.
            Participates in organizational activities and functions. Participates
            in team tasks and missions without being requested to do so.
        (e) Establishes a climate that demonstrates respect for the
            environment and stewardship for natural resources.
     (12) Learning
        (a) Seeks self-improvement in weak areas
        (b) Encourages station growth. Envisions, adapts, and leads change.
            Acts to expand and enhance personal and station knowledge and
            capabilities
        (c) Applies lessons learned. Asks incisive questions. Envisions ways
            to improve.
        (d) Endeavors to broaden understanding. Transform experiences into
            knowledge and use it to improve future performance. Makes
            knowledge accessible to the entire station.
        (e) Exhibits reasonable self-awareness. Takes time off to grow and
            recreate. Embraces and manages change; adopts a future
            orientation
         (f) Uses experience to improve themselves and the station

4. Employed the qualities, leader skills, preparatory steps, techniques, and follow-up   ——   ——
   measures for effective counseling outlined in the task for conducting event-driven
   counseling sessions.

5. Against the backdrop of leader values, attributes, skills, and actions,   ——   ——
   communicated what the soldier has done well this period and what needed
   improvement. Focused on potential.

6. Jointly established performance objectives and standards for the next period.   ——   ——

7. Recorded key points on DA Forms 2166-8-1 and 4856-E.   ——   ——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   AR 623-205
   DA FORM 2166-8
   DA FORM 2166-8-1
   DA FORM 4856
   FM 22-100

Conduct Event-Oriented Counseling
805B-79R-4433

Conditions: You are an AMEDD station commander with the requirement to counsel your soldiers on either substandard or superior duty performance. You have access to:

a. AR 623-205
b. FM 22-100
c. FM 4856-E
d. DA FM 2166
e. DA Fm 2166-8-1

Standards: Correctly conduct event-oriented counseling session.

Performance Steps

1. Review FM 22-100, appendices B and C.

2. Identify the need for event-oriented counseling

3. Demonstrate the leader qualities needed for effective counseling

4. Demonstrate the leader skills needed for effective counseling

5. Avoid common mistakes of counseling

6. Prepare for counseling

7. Conduct the counseling session

8. Follow-up and assess the plan of action

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Reviewed FM 22-100, appendices B and C.	——	——
2. Identified the need for event-oriented counseling	——	——

    a. Superior duty performance
    b. Substandard duty performance
    c. Reception and integration of new team members
    d. Crisis counseling
    e. Referral counseling (to outside agency or appropriate resource)
    f. Promotion counseling for all specialists and sergeants eligible for advancement without waivers but not recommended for promotion to the next higher grade.
    g. Adverse separation counseling (involves informing the soldier of the administrative actions available to the commander and the potential consequences of those actions, in the event substandard performance continues).

NOTE: Developmental counseling may not apply when an individual has engaged in serious acts of misconduct. In those situations, you should refer the matter to the commander or the staff judge advocate

3. Demonstrated the leader qualities needed for effective counseling	——	——

Performance Measures   **GO**   **NO GO**
   a. Respect for subordinates
   b. Self and cultural awareness
   c. Credibility
   d. Empathy

4. Demonstrated the leader skills needed for effective counseling   ____   ____
   a. Active listening
      (1) Eye contact
      (2) Body posture
      (3) Head nods
      (4) Facial expressions
      (5) Verbal and nonverbal expressions
   b. Responding (verbally and non-verbally)
      (1) Communicate that you understand the subordinate
      (2) Check your understanding: clarify and confirm what has been said
      (3) Summarize and interpret the subordinate's message
      (4) Eye contact and head nods
   c. Questioning:
      (1) Ask open-ended questions to evoke more than a "yes" or "no" answer
      (2) Pose questions to help verify understanding, encourage further
          explanation, or help the subordinate move through the stages of the
          counseling session

5. Avoided the following common mistakes of counseling   ____   ____
   a. Personal Bias
   b. Rash judgments
   c. Stereotyping
   d. Losing emotional control
   e. Inflexible counseling methods
   f. Improper follow-up

6. Prepared for counseling   ____   ____
   a. Select a suitable place that minimizes distracting sights and sounds
   b. Schedule the time
   c. Notify the subordinate well in advance to allow them to prepare for the
      session. The subordinate should know when, where, and why the
      counseling will take place
   d. Organize information for the counseling
   e. Outline the components of the counseling session
   f. Choose a counseling strategy that suits your subordinate and the situation;
      (1) Directive Approach
         (a) Quickest method
         (b) Good for people who need clear, concise direction
         (c) Allows counselors to actively use their experience
         (d) Doesn't encourage subordinates to become part of the solution
         (e) Tends to treat symptoms, not problems
         (f) Tends to discourage subordinates from talking freely
         (g) Solution is the counselor's, not the subordinate's
      (2) Nondirective Approach
         (a) Encourages maturity
         (b) Encourages open communication
         (c) Develops personal responsibility
         (d) More time-consuming
         (e) Requires greatest counselor skill
      (3) Combined Approach
         (a) Moderately quick

Performance Measures   **GO**   **NO GO**
        (b) Encourages maturity
        (c) Encourages open communication
        (d) Allows counselors to actively use their experience
        (e) May take too much time for some situations
   g. Chose an appropriate counseling technique
     (1) Suggesting alternatives
     (2) Recommending
     (3) Persuading
     (4) Advising
     (5) Corrective Training
     (6) Commanding
   h. Established the right atmosphere
     (1) Informal
        (a) Promotes two-way communication between a leader and
           subordinate
        (b) Allows for a relaxed yet professional atmosphere
     (2) Formal
        (a) Used mostly to correct substandard performance
        (b) Where specific guidance is given
        (c) Reinforces the leader's rank, position in the chain of command,
           and authority.

  7. Conducted the counseling session   ____   ____
    a. Opened the session
      (1) Establish a subordinate-centered setting
      (2) State the purpose of the counseling session
    b. Discussed the issues
    c. Developed a plan of action
      (1) Identify a method for achieving desires results
      (2) Specify what the subordinate must do to reach the set goals
      (3) Show the subordinate exactly how to modify or maintain their behavior
      (4) Use concrete and direct terms
    d. Recorded and closed the session
      (1) Record the session on DA Form 4856-E (normally)
      (2) Close the session by summarizing its key points and asking the
         subordinate if they understand the plan of action.

  8. Followed-up and assessed the plan of action   ____   ____
    a. Supported subordinates during implementation of the plan of action:
      (1) Teach
      (2) Coach
      (3) Provide time and resources
      (4) Make referrals
      (5) Inform the chain of command
    b. Evaluated the results and conducted follow-up counseling

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   AR 623-205
   DA FORM 2166-8

References
  Required   **Related**
  DA FORM 2166-8-1
  DA FORM 4856
  FM 22-100

Conduct AMEDD Unit Training
805B-79R-4434

Conditions: You are a AMEDD Station Commander. You have identified training needs for your entire station. You have recruiters with or without experience and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Form 967
c. Planning tool
d. USAREC Reg. 350-7
e. USAREC Reg. 350-6
f. USAREC Pam 350-7
g. USAREC Manual 25-100
h. USAREC Reg. 601-37

Standards: Conduct unit training that is planned, needs based, effective, and analyzed.

Performance Steps

1. Ensure training is conducted based on the station training plan

2. Ensure the training session is properly prepared for

3. Present and practice the task prior to the training event

4. Ensure training reflects current regulatory guidance.

5. Ensure the training event is well-structured and organized

6. Ensure the training is done to maximize efficiency and get the greatest training impact from the resources expended

7. Ensure training is realistic and provide on-the-spot corrections as needed

8. Ensure training is safe

9. Solicit feedback

10. Document results

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Ensured training was conducted based on the station training plan.	——	——

2. Ensured the training session was properly prepared
   a. Ensured all prerequisite tasks are learned
   b. Compiled all necessary documents and regulations
   c. Ensured trainer was tactically and technically proficient on task that was trained
	——	——

3. Presented and practiced the task prior to the training event and exploited 21st Century Technology (Internet, Multimedia, ETC.)	——	——
4. Ensured training reflected current regulatory guidance.	——	——
5. Ensured the training event was well-structured and organized	——	——

Performance Measures	**GO**	**NO GO**
6. Ensured the training was done to maximize efficiency and get the greatest training impact from the resources expended	——	——
7. Ensured training was realistic and provided on-the-spot corrections as needed	——	——
8. Ensured training was safe	——	——
9. Solicited feedback	——	——
10. Documented results	——	——

      a. Annotated the planning tool with task trained
      b. Completed a USAREC Form 967

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC MAN 25-100
    USAREC PAM 350-7
    USAREC REG 350-6
    USAREC REG 350-7
    USAREC REG 601-37

Conduct Individual Training with an AMEDD Recruiter
805B-79R-4435

Conditions: You are an AMEDD Recruiting Station Commander. You have an AMEDD recruiter with or without experience and you have identified a weakness in training. You have access to:

a. USAREC Reg 350-7
b. AMEDD Recruiter Workstation with Leads and Reports System software installed
c. General office supplies.
d. Planning tool
e. USAREC Form 967

Standards: Perform individual training that is planned, needs based, effective, and analyzed

Performance Steps

1. Ensure the training session is properly prepared for

2. Present and practice the task prior to the training event

3. Ensure training is accurate and complies with current Army and recruiting doctrine and is technically correct

4. Ensure the training event is well structured and contains a mixture of initial and sustainment training

5. Ensure the training is done at maximum efficiency to get the greatest training impact from the resources expended

6. Ensure that training is realistic and the tasks are performed as close to the way they are in real-life. Ensure realistic training integrates all available elements of a highly trained sales force to replicate the stresses and conditions of the market environment

7. Ensure training remains safe by performing the task to its established technical standard. Ensure that safety is an integral aspect of the planning, executing and evaluating phases of training

8. Ensure that the training is effective. Effective training builds proficiency, teamwork, confidence and cohesiveness

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO

1. Ensured the training session was properly prepared for.
    a. Ensured all necessary prerequisites were completed prior to the execution of the training event
    b. Compiled all necessary documents, regulations, and equipment
    c. Made sure you were technically and tactically proficient on task
	——	——

2. Presented and practiced the task prior to the training event	——	——
3. Ensured training was accurate and complied with current Army and recruiting doctrine and was technically correct	——	——
4. Ensured the training event was well-structured and contained a mixture of initial and sustainment training	——	——
5. Ensured the training was done at maximum efficiency to get the greatest training impact from the resources expended	——	——

Performance Measures	**GO**	**NO GO**
6. Ensured that training was realistic and the tasks were performed as close to the way they are in real-life. Ensured realistic training was integrated with all available elements of a highly trained sales force to replicate the stresses and conditions of the market environment	——	——
7. Ensured training remained safe by performing the task to it's established technical standard. Ensured that safety was an integral aspect of the planning, executing and evaluating phases of training	——	——
8. Ensured that the training was effective. Effective training builds proficiency, teamwork, confidence and cohesiveness	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	**Related**
USAREC REG 350-7	

Evaluate an AMEDD Sales Presentation
805B-79R-4436

Conditions: Given a requirement to evaluate an AMEDD recruiter sales presentation with access to:
a. USAREC Reg 601-37
b. USAREC Pam 350-7
c. Recruiter workstation with the Leads and Reports System and AMEDD Sales software installed, and CD set
d. Standard office supplies and equipment
e. Recruiting Publicity Items
e. Prospect

Standards: Correctly evaluate an AMEDD sales presentation.

Performance Steps

1. Verify the recruiter performed pre-sales preparation steps.

2. Verify that the recruiter established and maintained rapport and credibility to the extent that the applicant and recruiter were comfortable.

3. Verify the recruiter determined the prospect's needs and interests.

4. Verify the recruiter determined the prospect's qualifications.

5. Verify the recruiter presented appropriately tailored features and benefits.

6. Verify the recruiter attempted to handle concern or objection.

7. Verify the recruiter closed by asking the prospect to accept a commission in the Army medical department using any of a number of closing techniques.

8. Verify the recruiter initiated processing procedures.

9. Verify the recruiter solicited referrals and scheduled follow-up.

10. Verify the recruiter recorded/entered all information obtained into the Recruiter Workstation (RWS) for review by the Station Commander.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Verified the recruiter performed pre-sales preparation steps.	——	——

   a. Recruiter used blueprint information from the RWS
   b. Recruiter analyzed blueprint information to mentally prepare appropriate rapport-building compliments or comments
   c. Recruiter identified the prospect's possible needs and interests and formulated a sales strategy.
   d. Recruiter considered possible objections that might arise and developed multiple approaches to handle them.
   e. Recruiter researched prospect's interest areas.
   f. Recruiter checked personal appearance
   g. Recruiter identified the appropriate sales aids and packet preparation needs
      (1) Had available all TEAMS RPI's to react to any DBM or objection
      (2) Carried interest-creating magazines that highlighted Army units/equipment and strong prospect testimonials
      (3) Maintained a list of common Army web site addresses

Performance Measures   **GO**   **NO GO**

2. Verified that the recruiter established and maintained rapport and credibility to the   ——   ——
   extent that the applicant and recruiter were comfortable.
   a. Recruiter met prospect with a personal introduction and a welcoming smile
      (trial closed if appropriate).
   b. Recruiter used some or all elements of MRACESING (Mystery | Referral |
      Appeal To A Need | Compliment | Exhibit | Startling Statement | Idea | Name
      | Gift). Engaged in light conversation about the prospect (personal
      information obtained through blueprinting)
   c. Recruiter transitioned from rapport to probing needs and interests using the
      puzzle screen.

3. Verified the recruiter determined the prospect's needs and interests.   ——   ——
   a. Recruiter confirmed area of interest from initial contact.
   b. Recruiter determined the specialty interest if applicable.
   c. Recruiter determined where prospect would like to serve or attend school.
   d. Recruiter determined prospect's future career goals.
   e. Recruiter determined additional buying motive.
   f. Recruiter transitioned into determining qualification.

4. Verified the recruiter determined the prospect's qualifications.   ——   ——
   a. Recruiter introduced the Privacy Act statement.
   b. Recruiter used questioning techniques for APPLESMMDT to ascertain
      prospect's eligibility.
   c. Recruiter informed the prospect of his/her eligibility, minimum pay grade, and
      Waiver status if necessary.
   d. If disqualified, recruiter tactfully informed the prospect and asked for
      referrals.
   e. Recruiter reviewed and summarized the buying motives in order from most
      important to least.

5. Verified the recruiter presented appropriately tailored features and benefits.   ——   ——
   a. Recruiter presented the prospect with a FACT statement about an Army
      program that matched their buying motives.
   b. Recruiter presented evidence for the FACT that was just stated
      (1) Multimedia video segment
      (2) RPI's.
      (3) Pay Charts
      (4) Pictures
      (5) Other items that support the interview (personal materials like diplomas,
          tuition assistance forms, etc)
   c. Recruiter invited the prospect to relax and then created a visual word picture
      placing the prospect in a favorable situation using the Army to get their
      "What" for this BM.
   d. Recruiter asked if the prospect agreed that the Army's program (FACT)
      would get them their Needs (WHAT).

6. Verified the recruiter attempted to handle concern or objection.   ——   ——
   a. Recruiter asked prospect what concerns would prevent submitting an
      application for appointment.
   b. Recruiter handled the concern or objection by clarifying misperception
      through presentation of facts.

7. Verified the recruiter closed by asking the prospect to accept a commission in the   ——   ——
   Army medical department using any of a number of closing techniques.
   a. Single-question close.
   b. Two choice close.

Performance Measures   **GO**   **NO GO**

      c. Already commissioned close.
      d. Contingency close.
      e. Other reasonable technique.
Note: Money will always be shown to the prospect during a sales presentation prior to
processing or scheduling. If money is not a BM, then it will be shown after selling the
DBM and only the FACT and Evidence will be covered. If money is a BM, then sell
money in the normal way with a complete FEBWA

  8. Verified the recruiter initiated processing procedures.   ——   ——
      a. Recruiter clearly explained all processing procedures/and required
         documents.
      b. Recruiter scheduled MEPS Physical.

  9. Verified the recruiter solicited referrals and scheduled follow-up.   ——   ——

  10. Verified the recruiter recorded/entered all information obtained into the Recruiter   ——   ——
      Workstation (RWS) for review by the Station Commander.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO
GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction,
should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who
experience major difficulties in task performance.

References
    Required   **Related**
    USAREC PAM 350-7
    USAREC REG 601-37

Evaluate Phone Prospecting for AMEDD Applicants
805B-79R-4437

Conditions: Given a requirement to evaluate an AMEDD recruiter prospecting by telephone and access to:

a. AR 601-37
b. USAREC Reg 350-6
c. USAREC Pam 350-7
d. USAREC Reg 350-7
e. Standard office supplies and equipment
f. Planning tool
g. Recruiter Workstation with Leads and Reports System software installed
h. Consolidated leads list obtained from TAIR/Presentation

Standards: Obtain an appointment with a prospect using telephone techniques.

Performance Steps

1. Verify the recruiter performed planning and preparation for telephone prospecting.

2. Verify the recruiter demonstrated spontaneity and rapport gaining techniques in your opening comments.

3. Verify the recruiter determine needs and interests using open-ended fact-finding questions.

4. Verify the recruiter delivered appropriate sales message.

5. Verify the recruiter closed by asking for an appointment.

6. Verify the recruiter handled objection.

7. Verify the recruiter prequalified prospect to uncover possible moral and medical disqualifications.

8. Verify the recruiter confirmed the appointment.

9. Verify the recruiter solicited referrals and gather blue print information on leads.

10. Verify the recruiter documented the appointment and sent e-mail.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Verified the recruiter performed planning and preparation for telephone prospecting.	——	——
a. Developed a pre-call plan that consists of qualified leads and blueprint information (if available).		
(1) Prepared a sales message that targets the leads to be called.		
(2) Prepared a closing statement for optimum chances of getting an appointment close).		
b. Prioritized leads by known interest and AOC (area of concentration).		
c. Targeted correct market based on annual mission requirements.		
2. Verified the recruiter demonstrated spontaneity and rapport gaining techniques in opening comments.	——	——
a. Recruiter identified self and the Army.		
b. Established Rapport using one element of MRACESING acronym.		

Performance Measures	**GO**	**NO GO**

      c. Attempted to gather some type of blueprinting information.

      d. Handled hostile prospects and influencers.

      e. Transitioned smoothly to determining needs and interests.

3. Verified the recruiter determined needs and interests using open-ended fact-finding questions.   ——   ——

      a. Confirmed area of interest from initial contact, or uncovered interest area (TEAMS) if lead information is incomplete.

NOTE: T- Training, E-Education, A-Autonomy, M-Money, S-Service to Country

      b. Ask general question about future goals.

      c. Displayed a genuine interest in the lead's plans and provide positive feedback and encouragement.

4. Verified the recruiter delivered appropriate sales message.   ——   ——

5. Verified the recruiter closed by asking for an appointment.   ——   ——

      a. Used an appropriate closing technique IAW UP 350-7.

      b. Offered two choices of dates, times and locations.

6. Verified the recruiter handled objection.   ——   ——

      a. Determined the lead's concerns that would prevent him/her from amaking an appointment.

      b. Handled the objection by clarifying misperception or meeting scheduling needs.

      c. Closed again by offering two choices of dates, times and locations.

      d. Avoided becoming confrontational and begging for the appointment.

      e. If the lead still refuses an appointment, refer lead to appropriate branch page at GoArmy.com and ask for their e-mail address to send them the specific link.

7. Verified the recruiter prequalified prospect to uncover possible moral and medical disqualifications.   ——   ——

      a. Avoided losing rapport by becoming unnecessarily invasive, demanding, intimidating, interrogative, etc.

      b. Determined prospects prequalifying mental, physical, and moral status.

8. Verified the recruiter confirmed the appointment.   ——   ——

      a. Asked prospect for e-mail address.

      b. Gave the prospect, name, address and telephone number of the recruiting station or mobile phone.

      c. Reconfirmed the date, time and location of the appointment and informed prospect that appointment confirmation will be e-mailed.

9. Verified the recruiter solicited referrals and gather blue print information on leads.   ——   ——

10. Verified the recruiter documented the appointment and sent e-mail.   ——   ——

      a. Documented the appointment in Leads and Reports System and choose to "Save to Outlook."

      b. Opened appointment in Outlook calendar and forwarded the appointment by e-mail to prospect.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC PAM 350-7
    USAREC REG 350-6
    USAREC REG 350-7
    USAREC REG 601-37

Evaluate Face-to-Face Prospecting for AMEDD Applicants
805B-79R-4438

Conditions: You are the station commander of an AMEDD recruiting station. You have instructed your recruiter to conduct face to face prospecting to increase the number of appointments made for the week. You accompany the recruiter while face-to-face prospecting. You also have access to:

a. USAREC Reg 350-6
b. USAREC Pam 350-7
c. USAREC Reg 601-37
c. FM 22-100
d. Recruiter Work Station (RWS) with Leads and Reports System installed
e. General office supplies and equipment

Standards: Evaluate a recruiter's ability to generate interest in Army Medical Department (AMEDD) programs, and to ultimately make appointments with individuals to conduct sales presentations.

Performance Steps

1. Evaluate face to face planning and pre-prospecting preparation steps

2. Evaluate the recruiter's opening comments for arousing interest in the Army and rapport-gaining technique(s)

3. Evaluate recruiter's ability to determine needs and interests by ensuring they

4. Evaluate the recruiter's ability to deliver an appropriate sales message that

5. Evaluate a recruiter's ability to close

6. Evaluate recruiter's ability to gather appropriate information in order to document the appointment

7. Evaluate a recruiter's efforts to conduct follow-up

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO

1. Evaluated face to face planning and pre-prospecting preparation steps
   a. Prospecting plan focused on mission box accomplishment.
   b. Identified hospitals, clinics, colleges and universities within the station area to conduct prospecting that minimized travel time/distance between stops and allowed for the seamless integration of other activities
   c. Formulated scripts based on situation and purpose
   d. Checked personal appearance, uniform, hygiene, etc., before beginning to prospect
   e. Accounted for the potentially high volume of health care professionals that may work shiftwork
	——	——

2. Evaluated the recruiter's opening comments for arousing interest in the Army and rapport-gaining technique(s):	——	——

3. Evaluated recruiter's ability to determine needs and interests by ensuring they:
   a. Probed all areas of TEAMS and identify a buying motive of enough significance to generate interest in an Army opportunity (if one exists)
   b. Asked open-ended questions that require the lead to give feedback
   c. Took interest in the lead's experiences, priorities, plans and expectations.
	——	——

Performance Measures   **GO**   **NO GO**

4. Evaluated the recruiter's ability to deliver an appropriate sales message that: ——   ——
   a. Stressed one or more features of being an AMEDD Officer
   b. Stressed the benefits of being an AMEDD Officer explained in such a way
      that put the lead in the "picture" accomplishing the goals he/she described
      during the uncover needs and interests
   c. Focus on selling an appointment rather than conducting an immediate sales
      presentation (unless a conducive setting exists, i.e., the prospect's home or
      the RS)

5. Evaluated a recruiter's ability to close.   ——   ——
   a. Asked for an appointment offering a choice of dates, times and locations
   b. Attempted to set an immediate presentation (TAIR)
   c. Using any appropriate technique

6. Evaluated recruiter's ability to gather appropriate information in order to document   ——   ——
   the appointment.

7. Evaluated a recruiter's efforts to conduct follow-up by: ——   ——
   a. Re-contacted prospects that demonstrated interest in the Army
   b. Contacted all referrals obtained during face-to-face prospecting as soon as
      possible.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   FM 22-100
   USAREC PAM 350-7
   USAREC REG 350-6
   USAREC REG 350-7
   USAREC REG 601-37

Evaluate Referral Prospecting for AMEDD Applicants
805B-79R-4439

Conditions: Given a requirement to evaluate a recruiter's referral prospecting techniques for AMEDD applicants and access to:

a. USAREC Reg 601-37
b. USAREC Pam 350-7
c. USAREC Reg 350-6
d. Recruiter Workstation with Leads and Reports System software installed
e. Standard Office Equipment and Supplies

Standards: Evaluate a recruiter's referral prospecting techniques to ensure they can gain the trust, confidence and support of influencers by motivating them to provide qualified referrals for possible commissioning.

Performance Steps

1. Evaluate planning and pre-prospecting preparation.
    a. Ensure the recruiter identified individuals in a position to influence the prime market.
    b. Verify the recruiter built a list of medical professional organizations within the recruiters area of responsibility (AOR) using directory information acquired locally (internet, information from TPU members and active duty service members, etc).
    c. Ensure that the recruiter became active (making Army awareness presentations) in schools/ medical professional organizations/ Army Reserve units that key influencers frequent.
    d. Verify the recruiter developed and executed a contact plan resulting in appointments
    e. Verify the recruiter devoted sufficient time for these activities daily, weekly, and monthly.
    f. Ensure the recruiter attempted to blueprint influencers prior to contact by:
        (1) Number of target-age people the influencer interacts with regularly.
        (2) Whether the influencer has prior military experience.
        (3) Whether the influencer has assisted the Army previously.
        (4) What service the Army might provide the influencer's organization to develop a partnership.
        (5) Personal information to establish and maintained rapport (schools attended, years in business/position, family make-up, vehicle(s) they own, hobbies, club memberships etc.).
    g. Verify the recruiter prepared opening (scripted) remarks that appeal to the interests of the influencer (based on blueprinting information).

2. Evaluate the recruiter performing prospecting techniques.
    a. Verify the recruiter established rapport
        (1) Used scripted (memorized), individualized openings based on blueprinting (or the situation).
        (2) Engaged the influencer in a conversation that led to or included probing.
        (3) Gathered leads and blueprinted information by asking the influencer who they knew that:
            (a) Is talking about another military service
            (b) Needs money to continue their education.
            (c) Has substantial student loans and would be interested in the Army's loan repayment program
            (d) Is not very happy with their current employment
            (e) Would be interested in serving their country as an Army medical professional
        (4) Asked for permission to contact referrals and obtained an address and/or phone number and/or e-mail.
        (5) Immediately contacted the referrals via phone, e-mail, or visit

3. Verify the recruiter documented their efforts.
    a. Verify the recruiter transferred all lead information, including blueprinting data, to the ALRL.

Performance Steps
   b. Verify the recruiter documented all contact with influencers, including blueprinting data, on COI/VIP database.

   4. Evaluate a recruiter to ensure they perform aggressive follow-up procedures.
      a. Verify the recruiter made repeated attempts to re-contact leads or COI's that warrant follow-up.
      b. Verify the recruiter executed follow-up calls when the COI or prospect is most likely to be at home or available (reviews the history of attempts and contact in the LRL/RWS contact database together with information offered by the COI, prospect and/or family members).

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Evaluated planning and pre-prospecting preparation.	――	――

   a. Ensured the recruiter identified individuals in a position to influence the prime market.
   b. Verified the recruiter built a list of medical professional organizations within the recruiters area of responsibility (AOR) using directory information acquired locally (internet, information from TPU members and active duty service members, etc).
   c. Ensured that the recruiter became active (making Army awareness presentations) in schools/ medical professional organizations/ Army Reserve units that key influencers frequent.
   d. Verified the recruiter developed and executed a contact plan resulting in appointments.
   e. Verified the recruiter devoted sufficient time for these activities daily, weekly, and monthly
   f. Ensured the recruiter attempted to blueprint influencers prior to contact by:
      (1) Number of target-age people the influencer interacts with regularly.
      (2) Whether the influencer has prior military experience.
      (3) Whether the influencer has assisted the Army previously.
      (4) What service the Army might provide the influencer's organization to develop a partnership.
      (5) Personal information to establish and maintained rapport (schools attended, years in business/position, family make-up, vehicle(s) they own, hobbies, club memberships etc.).
   g. Verified the recruiter prepared opening (scripted) remarks that appeal to the interests of the influencer (based on blueprinting information).

	GO	**NO GO**
2. Evaluated the recruiter performing prospecting techniques.	――	――

   a. Verified the recruiter established rapport
      (1) Used scripted (memorized), individualized openings based on blueprinting (or the situation).
      (2) Engaged the influencer in a conversation that led to or included probing.
      (3) Gathered leads and blueprinted information by asking the influencer who they knew that:
         (a) Is talking about another military service
         (b) Needs money to continue their education.
         (c) Has substantial student loans and would be interested in the Army's loan repayment program
         (d) Is not very happy with their current employment
         (e) Would be interested in serving their country as an Army medical professional

Performance Measures	**GO**	**NO GO**

        (f) Asked for permission to contact referrals and obtained an address
           and/or phone number and/or e-mail.
        (g) Immediately contacted the referrals via phone, e-mail, or visit.

3. Verified the recruiter documented their efforts.   ____   ____
    a. Verified the recruiter transferred all lead information, including blueprinting
       data, to the ALRL.
    b. Verified the recruiter documented all contact with influencers, including
       blueprinting data, on COI/VIP database.

4. Evaluated a recruiter to ensure they perform aggressive follow-up procedures.   ____   ____
    a. Verified the recruiter made repeated attempts to re-contact leads or COI's
       that warrant follow-up.
    b. Verified the recruiter executed follow-up calls when the COI or prospect is
       most likely to be at home or available (reviews the history of attempts and
       contact in the LRL/RWS contact database together with information offered
       by the COI, prospect and/or family members).

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   USAREC REG 350-6
   USAREC REG 350-7
   USAREC REG 601-37

Evaluate Internet Prospecting for AMEDD Applicants
805B-79R-4440

Conditions: Given a requirement to evaluate a recruiter performing internet prospecting for AMEDD applicants and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. Authorized internet access
c. USAREC Reg 350-6
d. USAREC Pam 350-7
e. USAREC Pam 350-13
f. USAREC Reg 601-37
g. Email Account
h. Standard office supplies and equipment

Standards: Increased Army awareness on the World Wide Web to increase contract production and make appointments.

Performance Steps

1. Developed an Internet pre-prospecting plan.
    a. Searched for these sites utilizing web browser and search engines
        (1) Professional organization web sites(Convention/Conference Schedules)
        (2) Found-medical-professional web sites, designed for prospective patients, for a variety of specialties
        (3) Colleges.
        (4) Medical and dental schools.
        (5) Student clubs.
        (6) City, State and government sites.
        (7) Map and locator sites.
        (8) Resume sites.
        (9) Student lists and e-mail.
    b. Saved the above in the "bookmarks" folder of the web browser and on a backup disk or diskette.
    c. Developed a series of approved, attention-grabbing e-mail responses to typical inquiries about Army Medical Department options and save them on a backup disk or diskette.
    d. Developed a series of approved e-mail "invitations" to learn about Army programs and current incentives.

2. Sent an appropriate e-mail response to all e-mail message traffic, including LEADS.

3. Generated appointments from e-mail sources.
    a. Contacted the lead immediately, by phone if possible (the preferred method).
    b. Established a dialogue with prospects via e-mail designed to create interest through the use of e-mail packages that highlight specific areas of TEAMS.

4. Solicited referrals from e-mail sources:
    a. That might be interested in military service.
    b. That need money to continue their professional education.
    c. That plan to pursue a medical, dental, or allied health degree.
    d. That are in search of employment.

5. Requested a healthcare.goarmy.com link be placed on web sites within the recruiting zone.
NOTE: Be sure that link is specific and takes user to a page tailored to the target audience such as http://healthcare.goarmy.com/sixcorps/mcorps/benefits.htm for information on HPSP or STRAP.
    a. Colleges and Universities.
    b. Student Clubs

Performance Steps
       c. Employment agencies.
       d. Professional organizations.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**

1. Developed an Internet pre-prospecting plan.   ——   ——
   a. Searched for these sites utilizing web browser and search engines:
      (1) Professional organization web sites (conventions/conference schedules)
      (2) Found-medical-professional web sites, designed for prospective patients, for a variety of specialties
      (3) Colleges.
      (4) Medical and dental schools.
      (5) Student clubs.
      (6) City, State and government sites.
      (7) Map and locator sites.
      (8) Map and locator sites.
      (9) Student lists and e-mail.
      (10) Student lists and e-mail.
   b. Saved the above in the "bookmarks" folder of the web browser and on a backup disk or diskette.
   c. Developed a series of approved, attention-grabbing e-mail responses to typical inquiries about Army Medical Department options and save them on a backup disk or diskette.
   d. Developed a series of approved e-mail "invitations" to learn about Army programs and current incentives.

2. Sent an appropriate e-mail response to all e-mail message traffic, including   ——   ——
   LEADS.

3. Generated appointments from e-mail sources.   ——   ——
   a. Contacted the lead immediately, by using phone if possible (the preferred method).
   b. Established a dialogue with prospects via e-mail designed to create interest through the use of e-mail packages that highlight specific areas of TEAMS.

4. Solicited referrals from e-mail sources: ——   ——
   a. That might be interested in military service.
   b. That need money to continue their professional education.
   c. That plan to pursue a medical, dental, or allied health degree.
   d. That are in search of employment.

5. Requested a healthcare.goarmy.com link be placed on web sites within the   ——   ——
   recruiting zone.
   a. Colleges and Universities.
   b. Student Clubs.
   c. Employment agencies.
   d. Professional organizations.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	Related
USAREC PAM 350-13	
USAREC PAM 350-7	
USAREC REG 350-6	
USAREC REG 601-37	

Evaluate a Recruiter's Area Canvass Techniques for an AMEDD Recruiter
805B-79R-4441

Conditions: Given an AMEDD recruiter conducting area canvassing and access to:

a. USAREC Reg 350-6
b. USAREC Pam 350-7
c. USAREC Reg 601-37
d. FM 22-100
e. Planning tool
f. Recruiter Workstation with Leads and Reports System software installed
g. Processing lists
h. Automated Lead Refinement List (ALRL)
i. College folders
j. Recruiting Publicity Items
k. Map of Recruiting area
l. Standard Office supplies

Standards: Evaluate a recruiter's ability to correctly perform all steps of an area canvas.

Performance Steps

1. Evaluate the recruiter's canvassing strategy.
    a. Ensure the recruiter divides the market into multiple zones or areas to simplify the planning and execution of canvassing in conjunction with prospecting and other recruiting activities.
    b. Ensure the recruiter gatheres information that reflects the area's historically popular AMEDD programs and options.
        (1) Current and previous School Folders.
        (2) Current TPU Folders
    c. Ensure the recruiter compiles Recruiter Publicity Items (RPI) and posters that highlight and reinforce the area's popular AMEDD Programs and options.
    d. Ensure the recruiter determines what areas lack a proportionate number of COI/VIPs and plots a contact strategy for each of the previously identified zones.
    e. Ensure the recruiter defines health care hiring practices, wages, turnover, employee profiles, shift schedules, and volume of employment in all health care facilities, and colleges in each of the previously identified zones.

2. Evaluate the recruiter's canvassing efforts.
    a. Ensure the recruiter places appropriate posters in high visibility areas and:
        (1) Records location and date in the planning guide or locally prepared canvassing file.
        (2) Checks posters periodically for condition and replace when necessary, or when new information indicates that a change in advertisement may produce better results.
    b. Ensure the recruiter stocks high visibility locations with RPIs that advertise the area's popular AMEDD Programs and options and:
        (1) Documents RPI type, quantity placed, location and date.
        (2) Checks RPI racks frequently to determine use (which ones generate interest) and replenish with new or different types as necessary.
        (3) Uses the small (two or three page) RPI instead of the larger "brochure" type. The smaller RPI stimulate curiosity and generate calls to recruiters. Use the large brochure type as evidence in the sales presentation or for use in providing information to COI/VIP during presentations.
    c. Ensure the recruiter explains the benefits of being an AMEDD Officer to people of all ages, background and occupation.
    d. Ensure the recruiter structures the canvassing effort to include contact with the potentially large volume of shift workers in health care.

Performance Steps

    e. Ensure the recruiter establishes a predictable canvassing pattern/routine to enhance lead generation, i.e., "She or He is usually here Tuesday afternoons at . . .. "

    f. Ensure the recruiter makes visits and provides business cards at some of the following types of establishments to introduce himself/herself and begin COI/VIP development.

      (1) Hospitals and health care clinics.

      (2) Community clubs, groups, and civic organizations.

      (3) Local government offices.

      (4) Dental and Veterinary clinics.

      (5) Radio and television stations.

      (6) Any other establishments with the potential to influence the market or provide referrals.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**

1. Evaluated the recruiter's canvassing strategy.   ____   ____

    a. Ensured the recruiter divides the market into multiple zones or areas to simplify the planning and execution of canvassing in conjunction with prospecting and other recruiting activities.

    b. Ensured the recruiter gathered information that reflects the area's historically popular AMEDD programs and options.

      (1) Current and previous School Folders.

      (2) Current TPU Folders

    c. Ensured the recruiter compiles Recruiter Publicity Items (RPI) and posters that highlight and reinforce the area's popular AMEDD Programs and options.

    d. Ensured the recruiter determined what areas lack a proportionate number of COI/VIPs and plots a contact strategy for each of the previously identified zones.

    e. Ensured the recruiter defined health care hiring practices, wages, turnover, employee profiles, shift schedules, and volume of employment in all health care facilities, and colleges in each of the previously identified zones.

2. Evaluated the recruiter's canvassing efforts.   ____   ____

    a. Ensured the recruiter placed appropriate posters in high visibility areas and:

      (1) Recorded location and date in the planning guide or locally prepared canvassing file.

      (2) Checked posters periodically for condition and replaced when necessary, or when new information indicated that a change in advertisement may produce better results.

    b. Ensured the recruiter stocked high visibility locations with RPIs that advertised the area's popular AMEDD Programs and options and:

      (1) Documented RPI type, quantity placed, location and date.

      (2) Checked RPI racks frequently to determine use (which ones generate interest) and replenished with new or different types as necessary.

      (3) Used the small (two or three page) RPI instead of the larger "brochure" type. The smaller RPI stimulate curiosity and generate calls to recruiters. Used the large brochure type as evidence in the sales presentation or for use in providing information to COI/VIP during presentations.

    c. Ensured the recruiter explained the benefits of being an AMEDD Officer to people of all ages, background and occupation.

    d. Ensured the recruiter structured the canvassing effort to include contact with the potentially large volume of shift workers in health care.

Performance Measures   <u>GO</u>   <u>NO GO</u>

  e. Ensured the recruiter established a predictable canvassing pattern/routine to
   enhance lead generation, i.e., "She or He is usually here Tuesday
   afternoons at . . .. "
  f. Ensured the recruiter made visits and provided business cards at some of
   the following types of establishments to introduce himself/herself and began
   COI/VIP development.
    (1) Hospitals and health care clinics.
    (2) Community clubs, groups, and civic organizations.
    (3) Local government offices.
    (4) Dental and Veterinary clinics.
    (5) Radio and television stations.
    (6) Any other establishments with the potential to influence the market or
     provide referrals.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO
GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction,
should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who
experience major difficulties in task performance.

References
  Required   **Related**
  FM 22-100
  USAREC PAM 350-7
  USAREC REG 350-6
  USAREC REG 601-37

Supervise Sustainment of AMEDD Selects
805B-79R-4442

Conditions: Given the responsibility of supervising the sustainment of AMEDD selects and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. Top of the System Reports
c. UR 601-37
d. Standard office supplies and equipment

Standards: Supervise sustainment of AMEDD selects from selection to accession.

Performance Steps

1. Ensure the sustainment procedures are performed for the following
    a. Directs - once every 30 days and twice a week 30 days prior to OBC attendance.
    b. Students - semi annually.
    c. Educational Delays - semi annually.
    d. Army Reserve - once a month until orders arrive, then HCR will take officer to first drill and provide Provider Credential File to TPU administrator.

2. Re-verify that AMEDD officers are prepared for proceeding to unit of assignment.

3. Ensure the correct processing of declines is performed.

4. Ensure the HCR has prepared the AMEDD select for overseas assignment.

5. Ensure the HCR has prepared the AMEDD selects for initial assignment to Fort Sam Houston.

6. Supervise the transfer of Educational Delay and HPSP officers to or from your area.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO

1. Ensured that sustainment procedures were performed for the following:
    a. Directs - once every 30 days and twice a week 30 days prior to OBC attendance.
    b. Students - semi annually.
    c. Educational Delays - semi annually.
    d. Army Reserve - once a month until orders arrive, then HCR will take officer to first drill and provide Provider Credential File to TPU administrator.
	——	——

2. Confirmed that AMEDD officers were prepared for proceeding to unit of assignment.	——	——
3. Ensured processing of declines was performed.	——	——
4. Ensured the HCR prepared the AMEDD select for overseas assignment.	——	——
5. Ensured the HCR prepared the AMEDD selects for initial assignment to Fort Sam Houston.	——	——
6. Supervised the transfer of Educational Delay and HPSP officers.	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction,

should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
  Required   **Related**
  USAREC REG 601-37

Skill Level 5

Subject Area 3: Recruiting First Sergeant

Analyze Company Productivity
805B-79R-5501

Conditions: You are assigned as a Recruiting Compnay First Sergeant. Your leadership and knowledge on how to accomplish the mission is based upon analysis of contract accomplishment in relation to straight line glidepath. You have access to:

a. Planning Guide
b. ALRL's
c. High School Folders
d. Leads and Reports
e. Station management Binder (SPMS)
f. Recruiter Workstation (RWS)
g. USAREC Reg 350-7
h. USAREC Reg 350-9

Standards: Analyze company productivity reports to determine training needs and mission posture.

Performance Steps

1. Determine productivity based on the 5 Critical Tasks

2. Evaluate Prospecting
     a. Analyze daily prospecting plans/achievement
          (1) Planning Tool
          (2) ALRL
          (3) Leads
          (4) SASVAB List
     b. Check for evidence of guidance from Station Commander
          (1) Is recruiter aware of prospecting requirements
          (2) Does prospecting efforts coincide with requirements
     c. Analyze Lead Source Analysis for efficient/productive lead sources.
          (1) Which lead source is most productive
          (2) Which lead source is most efficient
     d. Analyze UF 533

3. Evaluate Sales Presentation
     a. Analyze UF 533 look for trends in the sale cycle

4. Evaluate Processing
     a. Analyze UF 533
          (1) Compare number of applicant conducted to Test
          (2) Number of Qualified not enlisted
          (3) Total days required from appointment made to contract (Flash to Bang)

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
1. Determined productivity based on the 5 Critical Tasks	——	——

Performance Measures	**GO**	**NO GO**
2. Evaluated Prospecting	⎯⎯	⎯⎯

    a. Analyzed daily prospecting plans/achievement
        (1) Planning Tool
        (2) ALRL
        (3) Leads
        (4) SASVAB List
    b. Checked for evidence of guidance from Station Commander
        (1) Is recruiter aware of prospecting requirements
        (2) Does prospecting efforts coincide with requirements
    c. Analyzed Lead Source Analysis for efficient/productive lead sources.
        (1) Which lead source is most productive
        (2) Which lead source is most efficient
    d. Analyzed UF 533

	GO	**NO GO**
3. Evaluated Sales Presentation	⎯⎯	⎯⎯

    a. Analyzed UF 533 look for trends in the sale cycle

	GO	**NO GO**
4. Evaluated Processing	⎯⎯	⎯⎯

    a. Analyzed UF 533
        (1) Compared number of applicant conducted to Test
        (2) Number of Qualified not enlisted
        (3) Total days required from appointment made to contract (Flash to Bang)

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                                  USAREC REG 350-7
                                                  USAREC REG 350-9

Analyze Battalion Reports
805B-79R-5507

Conditions: You are a battalion operations NCO. Your battalion leadership has directed you to analyze the Mission Production and Awards (MPA) report and the Force Alignment Zone Reports (FAZR) and formulate a battalion briefing. You have access to:

a. MPA Reports
b. FAZR Reports
c. Recruiter Workstation with Leads and Reports System software installed
d. USAREC Reg 350-9
e. USAREC Reg 350-10

Standards: Analyze the battalion reports so that you can advise the battalion leadership team on current market and production trends

Performance Steps

1. Access Reports through MPA/FAZR
    a. Analyze data to formulate an accurate briefing for key staff and battalion leadership team members (ie Analyze the Battalions Territory Information, School information and territory reports to ensure the battalion market is accurately captured.
    b. Validate information for accuracy, errors, and previous corrections
    c. Develop a briefing for key staff and battalion leadership team members utilizing territory information, school information and territory reports.

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
1. Accessed Reports through MPA/FAZR	⎯⎯	⎯⎯
a. Analyzed data to formulate an accurate briefing for key staff and battalion leadership team members (ie Analyze the Battalions Territory Information, School information and territory reports) to ensure the battalion market was accurately captured.		
b. Validated information for accuracy, errors, and previous corrections.		
c. Developed a briefing for key staff and battalion leadership team members by utilizing territory information, school information, and territory reports.		

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   USAREC REG 350-10
   USAREC REG 350-9

Analyze Battalion Top Of the System (TOS) Reports
805B-79R-5510

Conditions: You are a newly assigned recruiting company first sergeant and your company production is below acceptable standards. Using Top Of the System (TOS) reports complete your initial assessment. You have access to:

a. USAREC Form 1074
b. USAREC Form 612
c. USAREC Form 611
d. USAREC Reg 350-7
e. USAREC Reg 350-9
f. Market Share
g. Enlisted Recruiter Report Card
h. Band Report
i. MEPS Processing Report
j. BOARDS Report
k. Special Mission Report Card
l. Recruiter Achievement Point Values
m. Recruiter WorkStation (RWS)
n. Access to the Intranet

Standards: Analyze the TOS reports to determine strengths and weaknesses in market penetration, develop training needs, and increase production.

Performance Steps

1. Analyze Applicant Processing List
    a. Does recruiter prospect in both male/female markets?
    b. Does recruiter have a variety of lead sources?
    c. Are appointments being conducted?
    d. Are appointments being conducted and immediately terminated...if so why? (IE..Medical DQ's, Over-weights)
    e. Are suspension dates proactive or reactive?
    f. Are station commander directives measurable and follow-ups done aggressively?

2. Analyze Lead Source Analysis
    a. The volume of appointments conducted, when compared with contracts obtained, indicates efficiency in converting prospects of a particular lead source.
    b. The absence, or low volume, of appointments conducted and contracts obtained in a given market segment, indicates the potential for increased production by directing activity into the appropriate market.
    c. A low volume of contracts obtained, in relation to appointments made in a particular market segment, indicates difficulty in converting appointments to contracts, and must be resolved through sales training provided to recruiters by the RS commander and CLT.
    d. As with any other data gathered, this form only provides an indicator of strengths and weaknesses. Thorough analysis of tools at
        the recruiter level is necessary to confirm indicators and provide corrective action.

3. Analyze MET Processing Log
    a. Use of the log permits the CLT to review testing volume daily, permitting an assessment of meeting mission requirements.
    b. An abnormally large number of unqualified testers may indicate prospecting in restricted market segments, rather than in the entire market place

Performance Steps

     c. Low test scores may also indicate a need to examine lead source mixes of the RS and/or for individual recruiters.

     d. Consistently high scores by the applicants of a single recruiter, when accompanied by low deviations, may indicate the potential for prospecting tips that should be shared with other recruiters.

     e. It has been adequately demonstrated by analysis that "MET passed" volume can be used to accurately predict contract volume in the following week.

     f. The only acceptable methods of increasing testing volume are to either increase prospecting or to more effectively convert those prospects being processed to contracts. Work ethic and sales training issues must be addressed as possible solutions for low testing volume.

     g. The MET log is the pulse of production tools in the Rctg Co. It is the 1SG's PL and is used much as the RS commander uses the RS PL. After test qualifying, applicants will be tracked individually by the 1SG until a final disposition is determined.

     h. During DPR, ask RS commanders about the status of each MET qualified applicant. Using the ARISS systems remote performance review feature the CLT can check the status as well as the aggressiveness of follow-ups. There must be evidence of RS commander involvement on the station commander comments area of the PDR to show validation of attempts made to move test qualified applicants to enlistment as quickly as possible.

4. Analyze MEPS Processing List

     a. The CLT will conduct daily tracking of mission accomplishments by using the MEPS Processing List located at the TOS.

     b. The MEPS Processing List gives you a snapshot of how the Rctg Co, RS, and each of your recruiters are making progress toward mission accomplishment for the current month. This list, coupled with a daily/monthly/quarterly or YTD BOARDS production report, located at the TOS, will provide you an accurate production status of the Rctg Co and RS. It can easily be carried on the road and reviewed prior to visiting a Recruiting Station.

5. Analyze DEP/DTP Separation Log

     a. DEP/DTP report is reviewed by the CLT to determine if RS maintenance of the DEP and DTP pool is adequate, based on the incidence of DEP loss, and referrals being aggressively sought and obtained. The purpose of such analysis is to assist in formulating training and leadership actions designed to result in reduced DEP and DTP loss, and increased production as a result of referrals.

       (1) A small number of DEP and DTP promotions should alert the CLT to the need for greater emphasis on DEP and DTP follow-up activities. The CLT must train RS commanders to increase referrals gained by recruiters and more efficiently convert those referrals to contracts.

       (2) Information pertaining to special options may be reviewed to determine if emphasis is being placed on enlistment incentives during sales interviews.

6. Analyze Enlisted Recruiter Report Card

7. Analyze Enlisted Conversion Data chart

     a. Telephone prospecting. Trouble making appointments.

       (1) Not establishing rapport. Find out as much as you can prior to calling (i.e., Ask DEP members for current and past yearbooks, sports, and other school activities; talk to other people who might know the individual and can give you information).

       (2) Not creating enough interest. You must ask fact-finding, open-ended questions. This will assist you in uncovering the prospect's buying motive.

       (3) Not using the buying motive as a reason for asking for an appointment. Don't forget you must sell the appointment not the Army.

       (4) Not asking for the appointment, just flat not asking: "John, would Monday at 4:00 p.m. be good or Tuesday at 6:00 p.m. be better for you to talk about your buying motive? I'll see you at 4:00 p.m., if you have a friend bring him or her with you."

Performance Steps

        (5) Not prospecting or prospecting at the wrong time (i.e., calling from your senior LRL during school hours).

    b. Appointment made to conducted. (Trouble with no-shows)

        (1) Not enough interest created during prospecting. (See trouble making appointments.)

        (2) Too much time between appointment made and conduct. (More than 72 hours increases no-show rate.) Follow-up 24 hours before appointment to confirm.

        (3) Overselling on the telephone. Telling the lead everything over the telephone will leave little to talk about during the interview.

        (4) Making the appointment just for the sake of satisfying a requirement. (Not making a good appointment.) You know this person will be a no-show, remember you have to follow-up on this person (time management).

        (5) Failure to confirm the time and place of appointment.

        (6) Failure to confirm the prospect's mode of transportation to the place of appointment.

        (7) Failure to use effective listening when speaking with the prospect(s).

    c. Appointment conducted to test. Low conversion from appointment conducted to test.

        (1) Did you get a commitment from the applicant? Did you ask the applicant to enlist?

        (2) Did you present features and benefits for all the applicant's buying motives?

        (3) Did you sell the Army and present facts, evidence, benefits, and attempt to obtain an agreement for all the applicant's buying motives?

        (4) Did you have a dominant buying motive to present facts, evidence, benefits, and agreement (FEBA) or did you just assume what your applicant wanted?

        (5) Did you paint word pictures and put the prospect in the pictures?

        (6) Did you ask a second and third time for the commitment?

        (7) Did you schedule a follow-up appointment if you could not close the first time?

        (8) Did you use all the recruiting tools available to you (i.e., your sales book, recruiting publicity items, other members of your recruiting team, etc.?

        (9) Did you provide the prospect with a benefits summary sheet?

    d. Trouble getting applicants to pass the ASVAB

        (1) Did you WINCAST or EST the applicant?

        (2) Are you administering the WINCAST or EST properly?

        (3) Are you using the probability tables for the WINCAST and EST?

        (4) Are you prospecting in a quality market or just calling anyone to make an appointment?

        (5) Did you ask if the applicant was taking college preparatory courses or general studies in school?

        (6) Did you ask if the applicant took the Scholastic Aptitude Test or the American College Test?

        (7) Did you ask has the applicant previously taken the ASVAB/SASVAB?

    e. Test pass to physical. Trouble getting applicants from test pass to physical.

        (1) Did you just sell the test and hope the applicant would physical and enlist later?

        (2) Did you probe training, education, adventure, money, and service to country; or did you assume you knew what the applicant wanted?

        (3) Did you give the applicant a reason to physical and enlist (i.e., did you satisfy the applicant's dominant buying motive and properly FEBA it)?

        (4) Did you close the sale and ask for the enlistment or did you assume the applicant would physical and enlist? Did you get a commitment?

        (5) Did you fail to overcome the applicant's objection to physical and enlist?

        (6) Did you take too much time from the applicant's test date to physical? (Did you give the applicant too much time to think about his or her decision and change his or her mind)?

   f. Physical to physically qualified. Trouble getting applicants to pass the physical.

        (1) Did you properly pre-screen the applicant using DD Form 2807-2 (Applicant Medical Pre-screening Form)?

        (2) Did you have medical documentation for all cases where an individual was hospitalized or received treatment from a doctor?

        (3) Did you check with parents to clear up any questions about physical problems the applicant might have had?

Performance Steps

    (4) Did you advise applicant about MEPS processing procedures (i.e., consults, blood pressure, high protein, bring glasses, refraction, etc.)?
    (5) Did you check thoroughly for drug and/or alcohol abuse?
    (6) Did you send an applicant you knew wasn't qualified to physical?
    (7) Did you use Dial-A-Medic for questionable cases? (Dial-A-Medic is a telephone contact at each MEPS that reaches the medical section. It is designed to provide guidance to recruiters pertaining to medical questions.)
   g. Physically qualified to enlisted. Trouble getting applicants from physically qualified to enlisted.
    (1) Did you close the sale? (Was the applicant ready to enlist)?
    (2) Did you sell specific options the applicant might not be qualified for (i.e., mechanics to a person who could be color blind)?
    (3) Did you oversell your applicant (i.e., Loan Repayment Program, ACF, MOS, and unit of assignment)?
    (4) Did you send your applicant to MEPS to let the GC close the sale?
    (5) Did you explain MEPS processing procedures to your applicant (i.e., long day and to be patient)?
    (6) Did you fail to determine your applicant's real buying motives?
    (7) Did you present features and benefits to satisfy your applicant's real needs, wants, and desires?
    (8) Did you uncover the emotional reason for buying?
   h. Ship. Are you having DEP losses?
    (1) Have you kept in contact with your DEP members as per USAREC Reg 601-95?
    (2) Do you have monthly DEP functions and do your DEP members bring referrals?
    (3) Are your DEP functions fun and informative and do you vary the content or do the same thing every time?
    (4) Do you explain to the parents how important the DEP member's contract is?
    (5) Do you properly train, motivate, and prepare your DEP members for AD?
    (6) Do you tell your DEP members what an important job, etc., he or she enlisted for although it may not have been their first choice?
    (7) Do you constantly reinforce the sale with your DEP members-after the sale?
    (8) Do you give your DEP members the same amount of attention and interest as you did before they enlisted?

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	<u>**GO**</u>	<u>**NO GO**</u>
1. Analyzed Applicant Processing List	———	———
a. Does recruiter prospect in both male/female markets?		
b. Does recruiter have a variety of lead sources?		
c. Are appointments being conducted?		
d. Are appointments being conducted and immediately terminated...if so why? (IE..Medical DQ's, Over-weights)		
e. Are suspension dates proactive or reactive?		
f. Are station commander directives measurable and follow-ups done aggressively?		
2. Analyzed Lead Source Analysis	———	———
a. The volume of appointments conducted, when compared with contracts obtained, indicates efficiency in converting prospects of a particular lead source.		

Performance Measures   **GO**   **NO GO**

    b. The absence, or low volume, of appointments conducted and contracts
       obtained in a given market segment, indicates the potential for increased
       production by directing activity into the appropriate market.

    c. A low volume of contracts obtained, in relation to appointments made in a
       particular market segment, indicates difficulty in converting appointments to
       contracts, and must be resolved through sales training provided to recruiters
       by the RS commander and CLT.

    d. As with any other data gathered, this form only provides an indicator of
       strengths and weaknesses. Thorough analysis of tools at
       the recruiter level is necessary to confirm indicators and provide corrective
       action.

3. Analyzed MET Processing Log   ____   ____

    a. Use of the log permits the CLT to review testing volume daily, permitting an
       assessment of meeting mission requirements.

    b. An abnormally large number of unqualified testers may indicate prospecting
       in restricted market segments, rather than in the entire market place

    c. Low test scores may also indicate a need to examine lead source mixes of
       the RS and/or for individual recruiters.

    d. Consistently high scores by the applicants of a single recruiter, when
       accompanied by low deviations, may indicate the potential for prospecting
       tips that should be shared with other recruiters.

    e. It has been adequately demonstrated by analysis that "MET passed" volume
       can be used to accurately predict contract volume in the following week.

    f. The only acceptable methods of increasing testing volume are to either
       increase prospecting or to more effectively convert those prospects being
       processed to contracts. Work ethic and sales training issues must be
       addressed as possible solutions for low testing volume.

    g. The MET log is the pulse of production tools in the Rctg Co. It is the 1SG's
       PL and is used much as the RS commander uses the RS PL. After test
       qualifying, applicants will be tracked individually by the 1SG until a final
       disposition is determined.

    h. During DPR, ask RS commanders about the status of each MET qualified
       applicant. Using the ARISS systems remote performance review feature the
       CLT can check the status as well as the aggressiveness of follow-ups. There
       must be evidence of RS commander involvement on the station commander
       comments area of the PDR to show validation of attempts made to move test
       qualified applicants to enlistment as quickly as possible.

4. Analyzed MEPS Processing List   ____   ____

    a. The CLT will conduct daily tracking of mission accomplishments by using the
       MEPS Processing List located at the TOS.

    b. The MEPS Processing List gives you a snapshot of how the Rctg Co, RS,
       and each of your recruiters are making progress toward mission
       accomplishment for the current month. This list, coupled with a
       daily/monthly/quarterly or YTD BOARDS production
       report, located at the TOS, will provide you an accurate production status of
       the Rctg Co and RS. It can easily be carried on the road and reviewed prior
       to visiting a Recruiting Station.

5. Analyzed DEP/DTP Separation Log   ____   ____

Performance Measures   **GO   NO GO**

    a. DEP/DTP report is reviewed by the CLT to determine if RS maintenance of
       the DEP and DTP pool is adequate, based on the incidence of DEP loss,
       and referrals being aggressively sought and obtained. The purpose of such
       analysis is to assist in formulating training and leadership actions designed
       to result in reduced DEP and DTP loss, and increased production as a result
       of referrals.

       (1) A small number of DEP and DTP promotions should alert the CLT to
          the need for greater emphasis on DEP and DTP follow-up activities.
          The CLT must train RS commanders to increase referrals gained by
          recruiters and more efficiently convert those referrals to contracts.

       (2) Information pertaining to special options may be reviewed to determine
          if emphasis is being placed on enlistment incentives during sales
          interviews.

6. Analyzed Enlisted Recruiter Report Card   ____   ____

7. Analyzed Enlisted Conversion Data chart   ____   ____

    a. Telephone prospecting. Trouble making appointments.

       (1) Not establishing rapport. Find out as much as you can prior to calling
          (i.e., Ask DEP members for current and past yearbooks, sports, and
          other school activities; talk to other people who might know the
          individual and can give you information).

       (2) Not creating enough interest. You must ask fact-finding, open-ended
          questions. This will assist you in uncovering the prospect's buying
          motive.

       (3) Not using the buying motive as a reason for asking for an appointment.
          Don't forget you must sell the appointment not the Army.

       (4) Not asking for the appointment, just flat not asking: "John, would
          Monday at 4:00 p.m. be good or Tuesday at 6:00 p.m. be better for you
          to talk about your buying motive? I'll see you at 4:00 p.m., if you have a
          friend bring him or her with you."

       (5) Not prospecting or prospecting at the wrong time (i.e., calling from your
          senior LRL during school hours).

    b. Appointment made to conducted. Trouble with no-shows.

       (1) Not enough interest created during prospecting. (See trouble making
          appointments.)

       (2) Too much time between appointment made and conduct. (More than
          72 hours increases no-show rate.) Follow-up 24 hours before
          appointment to confirm.

       (3) Overselling on the telephone. Telling the lead everything over the
          telephone will leave little to talk about during the interview.

       (4) Making the appointment just for the sake of satisfying a requirement.
          (Not making a good appointment.) You know this person will be a no-
          show, remember you have to follow-up on this person (time
          management).

       (5) Failure to confirm the time and place of appointment.

       (6) Failure to confirm the prospect's mode of transportation to the place of
          appointment.

       (7) Failure to use effective listening when speaking with the prospect(s).

    c. Appointment conducted to test. Low conversion from appointment conducted
      to test.

       (1) Did you get a commitment from the applicant? Did you ask the
          applicant to enlist?

       (2) Did you present features and benefits for all the applicant's buying
          motives?

Performance Measures   **GO   NO GO**

     (3) Did you sell the Army and present facts, evidence, benefits, and
         attempt to obtain an agreement for all the applicant's buying motives?

     (4) Did you have a dominant buying motive to present facts, evidence,
         benefits, and agreement (FEBA) or did you just assume what your
         applicant wanted?

     (5) Did you paint word pictures and put the prospect in the pictures?

     (6) Did you ask a second and third time for the commitment?

     (7) Did you schedule a follow-up appointment if you could not close the first
         time?

     (8) Did you use all the recruiting tools available to you (i.e., your sales
         book, recruiting publicity items, other members of your recruiting team,
         etc.?

     (9) Did you provide the prospect with a benefits summary sheet?

d. Trouble getting applicants to pass the ASVAB

     (1) Did you WINCAST or EST the applicant?

     (2) Are you administering the WINCAST or EST properly?

     (3) Are you using the probability tables for the WINCAST and EST?

     (4) Are you prospecting in a quality market or just calling anyone to make
         an appointment?

     (5) Did you ask if the applicant was taking college preparatory courses or
         general studies in school?

     (6) Did you ask if the applicant took the Scholastic Aptitude Test or the
         American College Test?

     (7) Did you ask has the applicant previously taken the ASVAB/SASVAB?

e. Test pass to physical. Trouble getting applicants from test pass to physical.

     (1) Did you just sell the test and hope the applicant would physical and
         enlist later?

     (2) Did you probe training, education, adventure, money, and service to
         country; or did you assume you knew what the applicant wanted?

     (3) Did you give the applicant a reason to physical and enlist (i.e., did you
         satisfy the applicant's dominant buying motive and properly FEBA it)?

     (4) Did you close the sale and ask for the enlistment or did you assume the
         applicant would physical and enlist? Did you get a commitment?

     (5) Did you fail to overcome the applicant's objection to physical and enlist?

     (6) Did you take too much time from the applicant's test date to physical?
         (Did you give the applicant too much time to think about his or her
         decision and change his or her mind)?

f. Physical to physically qualified. Trouble getting applicants to pass the
   physical.

     (1) Did you properly pre-screen the applicant using DD Form 2807-2
         (Applicant Medical Pre-screening Form)?

     (2) Did you have medical documentation for all cases where an individual
         was hospitalized or received treatment from a doctor?

     (3) Did you check with parents to clear up any questions about physical
         problems the applicant might have had?

     (4) Did you advise applicant about MEPS processing procedures (i.e.,
         consults, blood pressure, high protein, bring glasses, refraction, etc.)?

     (5) Did you check thoroughly for drug and/or alcohol abuse?

     (6) Did you send an applicant you knew wasn't qualified to physical?

     (7) Did you use Dial-A-Medic for questionable cases? (Dial-A-Medic is a
         telephone contact at each MEPS that reaches the medical section. It is
         designed to provide guidance to recruiters pertaining to medical
         questions.)

g. Physically qualified to enlisted. Trouble getting applicants from physically
   qualified to enlisted.

Performance Measures   **<u>GO</u>**   **<u>NO GO</u>**

    (1) Did you close the sale? (Was the applicant ready to enlist)?
    (2) Did you sell specific options the applicant might not be qualified for (i.e., mechanics to a person who could be color blind)?
    (3) Did you oversell your applicant (i.e., Loan Repayment Program, ACF, MOS, and unit of assignment)?
    (4) Did you send your applicant to MEPS to let the GC close the sale?
    (5) Did you explain MEPS processing procedures to your applicant (i.e., long day and to be patient)?
    (6) Did you fail to determine your applicant's real buying motives?
    (7) Did you present features and benefits to satisfy your applicant's real needs, wants, and desires?
    (8) Did you uncover the emotional reason for buying?

h. Ship. Are you having DEP losses?

    (1) Have you kept in contact with your DEP members as per USAREC Reg 601-95?
    (2) Do you have monthly DEP functions and do your DEP members bring referrals?
    (3) Are your DEP functions fun and informative and do you vary the content or do the same thing every time?
    (4) Do you explain to the parents how important the DEP member's contract is?
    (5) Do you properly train, motivate, and prepare your DEP members for AD?
    (6) Do you tell your DEP members what an important job, etc., he or she enlisted for although it may not have been their first choice?
    (7) Do you constantly reinforce the sale with your DEP members-after the sale?
    (8) Do you give your DEP members the same amount of attention and interest as you did before they enlisted?

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                                    USAREC REG 350-7
                                                    USAREC REG 350-9

Develop a Company Planning Strategy
805B-79R-5516

Conditions: You are a recruiting company first sergeant assigned a recruiting mission. You also have access to:

a. USAREC Reg 350-7
b. USAREC Reg 350-9
c. FM 22-100
d. Market Share
e. Company Production Management System
f. Planning tool
g. Recruiter Workstation (RWS)
h. Access to USAREC Intranet

Standards: Develop a company planning strategy that focuses the company on penetrating all market segments, capturing the majority of DOD enlistments, and maintaining an aggressive work ethic.

Performance Steps

1. Review FM 22-100, paragraphs 5-41 through 5-49

2. Evaluate the long-range plan depicted in the yearly section of the planning tool.
   a. Seasonal activities the recruiter must plan for and eventually incorporate into the mid-range and short range plans
   b. Identification of activities that may impact the recruiter's time and lead generation potentialities

3. Evaluate the mid-range plan depicted in the monthly section of the planning tool.
   a. Shift of activities from the long-range plan to specific monthly dates
   b. Proper documentation and identification of activities that may impact the recruiter's time and lead generation potentialities

4. Evaluate the short-range plan depicted in the daily section of the planning tool
   a. Solid prospecting plans
   b. Effective execution of prospecting activities
   c. Established prospecting routines appropriate to the season and the market
   d. Thoughtful planning of school activities
   e. Amount of time spent prospecting or conducting appointments in all markets (Simultaneous Market Penetration)
   f. Excessive "dead" time
   g. Sufficiency of COI/VIP development and sustenance actions
   h. Record of sound pre-call plan construction
   i. Sufficiency of planned DEP/DTP maintenance and follow-up measures
   j. Aggressive follow-up plans and effective execution of follow-up activities

5. Verify that the recruiter uses a 6-week planning cycle by ensuring:
   a. Preparation of the upcoming month's calendar by T-2 in the monthly (mid-range) section of the planning tool. Check to see that the recruiter clearly documents the following:
      (1) Holidays, time-off, training events, leave etc
      (2) Planned school events, DEP functions, TAIR, COI, and known processing events
      (3) Weekly MAP requirements (AM/AC) in the calendar margin
      (4) A proportionate mix of lead sources prior to the start of T-2 (based on monthly, quarterly, annual mission considerations)
      (5) Pre-planned prospecting sessions for each day of the upcoming RSM prior to the start of the RSM
   b. Confirm that the recruiter considers the 6-week plan a "contract" with the station commander.

Performance Steps

6. Verify that the recruiter adjusts the 6-week plan before each week begins by ensuring:
   a. Finalization of the upcoming week's plan between Friday afternoon and Monday morning (before work call) in the monthly and daily sections of the planning tool. Check to see that the recruiter clearly documents the following:
      (1) Initial and follow-up sales presentations scheduled for the upcoming week
      (2) DEP/DTP tutorials and follow-up activities scheduled for the upcoming week
      (3) MEPS run(s) and other testing/processing downtime for the upcoming week
      (4) School visits and COI activities scheduled or changed after initial completion of the 6-week calendar
      (5) Planned PT sessions and other known absences scheduled or changed after initial completion of the 6-week calendar
      (6) Number of hours available each day for prospecting
      (7) Time for planning each prospecting session (pre-call plan construction)
      (8) Time for planning reflection, and adjustment of next week's plan (one week in advance)
   b. That the refined weekly plan includes at least one session of self-development and professional relationship-building with DEP/DTP, COI/VIP, and school/college officials or faculty members
   c. That the refined weekly plan calls for professional relationship-building with leads, prospects and applicants and integrates previous MAP accomplishments from the bottom up (floor-to-appointment made) as follows
      (1) Review RPMS/SPMS and build a list of all applicants that have "floored" but not yet contracted (last 24 months):
         (a) Map a follow-up/sales strategy
         (b) Record follow-up data in daily section of the planning tool
      (2) Review RPMS/SPMS and build a list of all prospects/applicants that have passed the ASVAB by scoring 50 or higher (SASVAB included) but have not yet "floored" or contracted
         (a) Map a follow-up/sales strategy
         (b) Prepare mail-outs (as appropriate)
         (c) Determine appropriate/attainable number of potential follow-up during the upcoming week
         (d) Record follow-up data in daily section of the planning tool.
      (3) Review RPMS/SPMS and build a list of all prospects/applicants that have tested but did not pass (last 24 months). Map a follow-up/sale strategy and record as appropriate
      (4) Review RPMS/SPMS and build a list of all prospects that declined testing but received a full sales presentation (last 12 months). Map a follow-up/sales strategy and record as appropriate
      (5) Review RPMS/SPMS and build a list of all leads that agreed to an appointment but never received a full sales presentation (last 12 months). Map a follow-up/sales strategy and record as appropriate.

7. Verify that the recruiter gathered all possible information from the previous year's or previous recruiter's planning tool and transferred information as necessary.

8. Verify that the planning tool is filed in the company filing system for future reference on year's end.

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**
1. Reviewed FM 22-100, paragraphs 5-41 through 5-49	——	——
2. Evaluated the long-range plan depicted in the yearly section of the planning tool.	——	——

Performance Measures   **GO**   **NO GO**

    a. Seasonal activities the recruiter must plan for and eventually incorporate into
       the mid-range and short range plans

    b. Identification of activities that may impact the recruiter's time and lead
       generation potentialities

3. Evaluated the mid-range plan depicted in the monthly section of the planning tool.   ——   ——
    a. Shift of activities from the long-range plan to specific monthly dates
    b. Proper documentation and identification of activities that may impact the
       recruiter's time and lead generation potentialities

4. Evaluated the short-range plan depicted in the daily section of the planning tool   ——   ——
    a. Solid prospecting plans
    b. Effective execution of prospecting activities
    c. Established prospecting routines appropriate to the season and the market
    d. Thoughtful planning of school activities
    e. Amount of time spent prospecting or conducting appointments in all markets
       (Simultaneous Market Penetration)
    f. Excessive "dead" time
    g. Sufficiency of COI/VIP development and sustenance actions
    h. Record of sound pre-call plan construction
    i. Sufficiency of planned DEP/DTP maintenance and follow-up measures
    j. Aggressive follow-up plans and effective execution of follow-up activities

5. Verified that the recruiter uses a 6-week planning cycle by ensuring: ——   ——
    a. Preparation of the upcoming month's calendar by T-2 in the monthly (mid-
       range) section of the planning tool. Check to see that the recruiter clearly
       documents the following:
       (1) Holidays, time-off, training events, leave etc
       (2) Planned school events, DEP functions, TAIR, COI, and known
           processing events
       (3) Weekly MAP requirements (AM/AC) in the calendar margin
       (4) A proportionate mix of lead sources prior to the start of T-2 (based on
           monthly, quarterly, annual mission considerations)
       (5) Pre-planned prospecting sessions for each day of the upcoming RSM
           prior to the start of the RSM
    b. Confirm that the recruiter considers the 6-week plan a "contract" with the
       station commander.

6. Verified that the recruiter adjusts the 6-week plan before each week begins by   ——   ——
   ensuring:
    a. Finalization of the upcoming week's plan between Friday afternoon and
       Monday morning (before work call) in the monthly and daily sections of the
       planning tool. Check to see that the recruiter clearly documents the
       following:
       (1) Initial and follow-up sales presentations scheduled for the upcoming
           week
       (2) DEP/DTP tutorials and follow-up activities scheduled for the upcoming
           week
       (3) MEPS run(s) and other testing/processing downtime for the upcoming
           week
       (4) School visits and COI activities scheduled or changed after initial
           completion of the 6-week calendar
       (5) Planned PT sessions and other known absences scheduled or changed
           after initial completion of the 6-week calendar
       (6) Number of hours available each day for prospecting
       (7) Time for planning each prospecting session (pre-call plan construction)

Performance Measures   **GO**   **NO GO**

       (8) Time for planning reflection, and adjustment of next week's plan (one week in advance)

    b. That the refined weekly plan includes at least one session of self-development and professional relationship-building with DEP/DTP, COI/VIP, and school/college officials or faculty members

    c. That the refined weekly plan calls for professional relationship-building with leads, prospects and applicants and integrates previous MAP accomplishments from the bottom up (floor-to-appointment made) as follows

       (1) Review RPMS/SPMS and build a list of all applicants that have "floored" but not yet contracted (last 24 months):

         (a) Map a follow-up/sales strategy

         (b) Record follow-up data in daily section of the planning tool

       (2) Review RPMS/SPMS and build a list of all prospects/applicants that have passed the ASVAB by scoring 50 or higher (SASVAB included) but have not yet "floored" or contracted

         (a) Map a follow-up/sales strategy

         (b) Prepare mail-outs (as appropriate)

         (c) Determine appropriate/attainable number of potential follow-up during the upcoming week

         (d) Record follow-up data in daily section of the planning tool.

       (3) Review RPMS/SPMS and build a list of all prospects/applicants that have tested but did not pass (last 24 months). Map a follow-up/sale strategy and record as appropriate

       (4) Review RPMS/SPMS and build a list of all prospects that declined testing but received a full sales presentation (last 12 months). Map a follow-up/sales strategy and record as appropriate

       (5) Review RPMS/SPMS and build a list of all leads that agreed to an appointment but never received a full sales presentation (last 12 months). Map a follow-up/sales strategy and record as appropriate.

7. Verified that the recruiter gathered all possible information from the previous year's or previous recruiter's planning tool and transferred information as necessary.   ——   ——

8. Verified that the planning tool is filed in the company filing system for future reference on year's end.   ——   ——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	Related
USAREC REG 350-7	FM 22-100
USAREC REG 350-9	

Maintain Company/Battalion PMS
805B-79R-5519

Conditions: You are a recruiting company first sergeant and you are tasked to collect your company PMS from the previous duty day and report the results to Battalion Operations. You have access to:

a. USAREC Reg 350-9
b. USAREC Reg 350-10
c. General office supplies and equipment

Standards: Maintain the company PMS to provide the following:

 - An indicator of sales training needs
 - A method to determine work requirements for recruiters and recruiting station mission box accomplishment
 - An early warning system to the chain of command to preclude failure.

Performance Steps

1. Collect and monitor each recruiting station daily accomplishment using USAREC Fm 635-G and USAREC Fm 635-H
    a. USAREC FM 635-G/H will be maintained on a weekly basis and updated daily.
    b. Grad can only be tracked from appointment made (AM) through test (T), as indicated by the non-shaded blocks, and GA con only be tracked from test pass (TP) through contract (C). The reason for this is a Grad prospect is considered a Grad up to test at test passed, the Grad becomes either a grad alpha (GA) or other (OTH), depending on the AFQT.
    c. Seniors (SR) are considered SR from AM through C; it will not change as a result of AFQT. However, 31 AFQT is considered TP for seniors. Others are considered anything that isn't a GA or SR that can go into the Army.
    d. GC and GCA for the USAR are handled the same as Grad and GA for the Regular Army

2. Combine all recruiting station data and forward to Battalion Leadership Team.

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**
1. Collected and monitored each recruiting station daily accomplishment using USAREC Fm 635-G and USAREC Fm 635-H	——	——
a. USAREC FM 635-G/H was maintained on a weekly basis and updated daily.		
b. Grads were only tracked from appointment made (AM) through test (T), as indicated by the non-shaded blocks, and GA were only tracked from test pass (TP) through contract (C). The reason for this is a Grad prospect is considered a Grad up to test at test passed, the Grad becomes either a grad alpha (GA) or other (OTH), depending on the AFQT.		
c. Seniors (SR) were considered SR from AM through C; it did not change as a result of AFQT. However, 31 AFQT is considered TP for seniors. Others were considered anything that isn't a GA or SR that can go into the Army.		
d. GC and GCA for the USAR were handled the same as Grad and GA for the Regular Army		

Performance Measures   **GO**   **NO GO**

  2. Combined all recruiting station data and forwarded it to Battalion Leadership   ——   ——
      Team.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 350-10
    USAREC REG 350-9

Conduct a Company Level Daily Performance Review
805B-79R-5522

Conditions: You are a recruiting company first sergeant. You have one or more station commanders with a wide variety of experience in sales and administrative skill levels. You also have access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Reg 350-9
c. USAREC Reg 350-7
d. USAREC Reg 350-6
e. USAREC Reg 600-22
f. AR 670-1
g. FM 22-100
h. Planning guide
i. Additional tools as required (New recruiter program handbook, SPMS Binder, market share reports, etc.)

Standards: Conduct a daily performance review that focuses the company on their mission, sharpens administrative/management skills, and causes real growth in production by prescribing specific follow-on actions for prospects/applicants at various stages in the sales/prospecting cycle.

Performance Steps

1. Establish Rapport
    a. Create a positive environment
    b. Determine recruiting station commander's attitude and motivation level.

2. Discuss recruiting personnel status
    a. Personnel accountability (leaves)
    b. Personnel issues
    c. End of tour awards, recruiter performance/production awards

3. Review Production/Floor activities
    a. Prospecting
        (1) Does station commander know his/her requirements to achieve mission
        (2) Is the recruiting station meeting prospecting goals? If not which recruiters are not meeting their goals, what is being done to train that recruiter Make appropriate changes in prospecting methods when necessary..
        (3) Assist station commander enforce standards
    b. Projections
        (1) Are all projections on ARISS, Have recruiters received a "Passed edit"
        (2) Are all packets complete and turned in to MEPS
        (3) Are all applicants "HOT SEATED" by the station commander
    c. MET Test Log
        (1) Update status of each MET qualified applicant, give station commander guidance
        (2) When are testers going to enlist, when is the next follow-up appointment scheduled
        (3) Is the station commander involved in the sales process or just collecting data.
    d. Waivers
        (1) Review outstanding waivers
        (2) Have all your waivers been sent to the approving authority
        (3) Status of waivers still being worked at the recruiting station
    e. Special Missions
        (1) Discuss WOFT, BAND, and ROTC referrals

4. Analyze DEP/DTP Management
    a. Are all DEP/DTP members ready to ship ro the next day, remainder of the week/month

Performance Steps
    b. Have all documents required for shipping been sent to the MEPS
    c. Graduation status on all high school seniors in the DEP/DTP
    d. Verity moral status; check for In-DEP waivers
    e. DEP/DTP functions attendance rate
    f. DEP/DTP referral rate

5. Review Leader Plan of Action
    a. Does the Leader Plan of Action support the USAREC Fm 660
    b. Review progress of Leader Plans of Action to sustain, enhance or improve previously identified areas of concern
    c. Give specific guidance and assistance to station commanders to increase effectiveness of the plan.

6. Review Training/Counseling
    a. Training
        (1) Review New Recruiter Training Program
        (2) Review training conducted by station commander
        (3) Provide individual performance orientated training to recruiters and station commander as needed
    b. Counseling
        (1) Counsel recruiters on performance as needed
        (2) Check station individual counseling records
        (3) Check Reception and Integration program
        (4) Check NCO-ER suspense
        (5) Counsel station commander on performance

7. Close Daily Performance Review
    a. Summarize by annotating inspection log and providing suspenses for areas of concern
    b. Identify training needs and plan training accordingly
    c. Close DPR session with a positive message

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**
1. Established Rapport	——	——
a. Create a positive environment		
b. Determine recruiting station commander's attitude and motivation level.		
2. Discussed recruiting personnel status	——	——
a. Personnel accountability (leaves)		
b. Personnel issues		
c. End of tour awards, recruiter performance/production awards		
3. Reviewed Production/Floor activities	——	——

    a. Prospecting
        (1) Does station commander know his/her requirements to achieve mission
        (2) Is the recruiting station meeting prospecting goals? If not which recruiters are not meeting their goals, what is being done to train that recruiter Make appropriate changes in prospecting methods when necessary..
        (3) Assist station commander enforce standards
    b. Projections
        (1) Are all projections on ARISS, Have recruiters received a "Passed edit"

Performance Measures   **GO**   **NO GO**

        (2) Are all packets complete and turned in to MEPS
        (3) Are all applicants "HOT SEATED" by the station commander
    c. MET Test Log
        (1) Update status of each MET qualified applicant, give station commander
            guidance
        (2) When are testers going to enlist, when is the next follow-up
            appointment scheduled
        (3) Is the station commander involved in the sales process or just collecting
            data.
    d. Waivers
        (1) Review outstanding waivers
        (2) Have all your waivers been sent to the approving authority
        (3) Status of waivers still being worked at the recruiting station
    e. Special Missions
        (1) Discuss WOFT, BAND, and ROTC referrals

  4. Analyzed DEP/DTP Management   ____   ____
    a. Are all DEP/DTP members ready to ship ro the next day, remainder of the
       week/month
    b. Have all documents required for shipping been sent to the MEPS
    c. Graduation status on all high school seniors in the DEP/DTP
    d. Verity moral status; check for In-DEP waivers
    e. DEP/DTP functions attendance rate
    f. DEP/DTP referral rate

  5. Reviewed Leader Plan of Action   ____   ____
    a. Does the Leader Plan of Action support the USAREC Fm 660
    b. Review progress of Leader Plans of Action to sustain, enhance or improve
       previously identified areas of concern
    c. Give specific guidance and assistance to station commanders to increase
       effectiveness of the plan.

  6. Reviewed Training/Counseling   ____   ____
    a. Training
        (1) Review New Recruiter Training Program
        (2) Review training conducted by station commander
        (3) Provide individual performance orientated training to recruiters and
            station commander as needed
    b. Counseling
        (1) Counsel recruiters on performance as needed
        (2) Check station individual counseling records
        (3) Check Reception and Integration program
        (4) Check NCO-ER suspense
        (5) Counsel station commander on performance

  7. Closed Daily Performance Review   ____   ____
    a. Summarize by annotating inspection log and providing suspenses for areas
       of concern
    b. Identify training needs and plan training accordingly
    c. Close DPR session with a positive message

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 670-1   USAREC REG 350-6
    FM 22-100
    USAREC REG 350-7
    USAREC REG 350-9
    USAREC REG 600-22

Conduct Company Briefing
805B-79R-5525

Conditions: You are a recruiting first sergeant with access to the following -

a. USAREC Reg 350-9
b. Company Production Management System
c. Market Share
d. BOARDS Report
e. TOS Reports from Recruiter Workstation

Standards: Conduct a professional company briefing that covers your market demographics, resources, production, and a plan to maximize strengths and manage weaknesses.

Performance Steps

1. Prepare for the briefing:
    a. Gather and lay out all information needed to conduct the briefing. At a minimum these items include
        (1) Company Production and Management System (CPMS) binder
        (2) Company inspection log
    b. Inspect the interior and exterior of the company headquarters for cleanliness
    c. Inspect the interior and exterior of all GOV's for cleanliness, serviceability, and an updated vehicle log.
    d. Prepare statements, as a proactive approach, for known strengths and weakness.
    e. Arrange seating in the area of the Operations and Market Analysis Board (O&A board), that allow the briefer to face visitor as much as possible, while giving the visitor a clear view of the O&A board.

2. Greet the visitor at the front door of the company headquarters and render the proper military courtesy.

3. Introduce themselves by name and title to the visitor.

4. Present the visitor or his/her representative with the company inspection log.

5. Introduce everyone in the company headquarters.

6. Give the visitor a tour of the company headquarters to include:
    a. Adjoining rooms (if applicable) where other recruiting activities may take place.

7. Direct the visitor to the O&A board and his/her designated seat.

8. Begin briefing at the center of the board (operations and market map) with an orientation to the visitor that includes;
    a. The location of the company
    b. The company boundaries showing stations
    c. All high schools and colleges
    d. Major industries
    e. USAR Units
    f. Other major points of interest pertaining to demographic market influencers.

9. Direct the visitor's attention to the UF 816-A (Recruiting Station/Company Assets Form) on the left side of the board.

10. Brief from the top or UF 816-A using the following guidelines:
    a. Do not read the form to visitor
    b. Cover each major heading with emphasis on the variables that impact the market most.

Performance Steps

      c. Highlight strengths and weaknesses.

      d. Describe the company's plan to maximize strengths and manage weaknesses.

      e. Recognize the correlation that exists between data on UF 816 and company management systems. (Shortfalls will likely result in the inspector analyzing individual tools to verify data and offer corrective suggestions/measures.)

11. Direct the visitor's attention to the right side of the board and UF 711-3 (Regular Army and Army Reserve Production Sheet).

12. Give an overview of the 711-3 using the following guidelines:

      a. Do not read the form to the visitor

      b. Highlight areas exceeding standards with a detailed explanation of what is working

      c. Highlight areas with shortfalls, offering, planned, workable solutions

13. Ask the inspector for questions

14. Present reports or documents the inspector wishes to see

15. Escort the visitor to the door and render the proper military courtesy.

16. Review and analyze comments on the visitor's log and establish a timeline to correct deficiencies.

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**

1. Prepared for the briefing:
  a. Gathered and lay out all information needed to conduct the briefing. At a minimum these items include
    (1) Company Production and Management System (CPMS) binder
    (2) Company inspection log
  b. Inspected the interior and exterior of the company headquarters for cleanliness
  c. Inspected the interior and exterior of all GOV's for cleanliness, serviceability, and an updated vehicle log.
  d. Prepared statements, as a proactive approach, for known strengths and weakness.
  e. Arranged seating in the area of the Operations and Market Analysis Board (O&A board), that allow the briefer to face visitor as much as possible, while giving the visitor a clear view of the O&A board.
	——	——

2. Greeted the visitor at the front door of the company headquarters and render the proper military courtesy.	——	——
3. Introduced themselves by name and title to the visitor.	——	——
4. Presented the visitor or his/her representative with the company inspection log.	——	——
5. Introduced everyone in the company headquarters.	——	——
6. Gave the visitor a tour of the company headquarters to include: a. Adjoining rooms (if applicable) where other recruiting activities may take place.	——	——
7. Directed the visitor to the O&A board and his/her designated seat.	——	——

Performance Measures	**GO**	**NO GO**

8. Began briefing at the center of the board (operations and market map) with an   ——   ——
orientation to the visitor that includes;
    a. The location of the company
    b. The company boundaries showing stations
    c. All high schools and colleges
    d. Major industries
    e. USAR Units
    f. Other major points of interest pertaining to demographic market influencers.

9. Directed the visitor's attention to the UF 816-A (Recruiting Station/Company   ——   ——
Assets Form) on the left side of the board.

10. Briefed from the top or UF 816-A using the following guidelines: ——   ——
    a. Did not read the form to visitor
    b. Covered each major heading with emphasis on the variables that impact the
       market most.
    c. Highlighted strengths and weaknesses.
    d. Described the company's plan to maximize strengths and manage
       weaknesses.
    e. Recognized the correlation that exists between data on UF 816 and
       company management systems. (Shortfalls will likely result in the inspector
       analyzing individual tools to verify data and offer corrective
       suggestions/measures.)

11. Directed the visitor's attention to the right side of the board and UF 711-3   ——   ——
(Regular Army and Army Reserve Production Sheet).

12. Gave an overview of the 711-3 using the following guidelines: ——   ——
    a. Do not read the form to the visitor
    b. Highlight areas exceeding standards with a detailed explanation of what is
       working
    c. Highlight areas with shortfalls, offering, planned, workable solutions

13. Asked the inspector for questions   ——   ——

14. Presented reports or documents the inspector wishes to see   ——   ——

15. Escorted the visitor to the door and render the proper military courtesy.   ——   ——

16. Reviewed and analyze comments on the visitor's log and establish a timeline to   ——   ——
correct deficiencies.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   USAREC REG 350-9

Evaluate a Waiver
805B-79R-5531

Conditions: You are assigned as a recruiting company first sergeant. You have access to:

a. USAREC Reg 350-9
b. USAREC Reg 350-7
c. USAREC Reg 601-56
d. AR 601-210
e. Recruiter Workstation with Leads and Reports System software installed
f. Access to USAREC Intranet

Standards: Evaluate a waiver packet to identify all errors, direct corrections of the errors, and submit an administratively correct waiver packet to the battalion for processing.

Performance Steps

1. Ensure recruiting personnel adhere to waiver processing procedures outlined in AR 601-210 and USAREC Reg 601-56
    a. Review moral waiver request for accuracy and regulatory compliance before forwarding it to the recruiting battalion operation section.
    b. Receive and maintain a monthly copy of the recruiting battalion USAREC FM 671 (Waiver log)

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**

1. Ensured recruiting personnel adhered to waiver processing procedures outlined in   ——   ——
    AR 601-210 and USAREC Reg 601-56
    a. Reviewed moral waiver request for accuracy and regulatory compliance
        before forwarding it to the recruiting battalion operation section.
    b. Received and maintained a monthly copy of the recruiting battalion USAREC
        FM 671 (Waiver log)

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   AR 601-210
   USAREC REG 350-7
   USAREC REG 350-9
   USAREC REG 601-56

Conduct a Company After Action Review
805B-79R-5534

Conditions: You are a recruiting company First Sergeant and need to conduct an AAR of an event to focus on performance standards and develop future training needs. You have access to-

a. FM 22-100
b. USAREC Manual 25-100
c. USAREC Reg 350-9
d. USAREC Reg 350-7
e. USAREC Reg 350-6

Standards: Conduct a company level after action review that is focused on enhancing performance and developing a team.

Performance Steps

1. Determine what happened (Evaluate what actually happened during the performance of the training task)

2. Determine what was right or wrong with what happened (Evaluate the strong and weak points of the performance task)

3. Determine how the task should be done differently the next time (Lead discussion on determining exactly how to perform the task differently next time)

4. Perform the task again (Perform the task again as soon as possible to translate observation and evaluation into corrective action)

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
1. Determined what happened (Evaluated what actually happened during the performance of the training task)	——	——
2. Determined what was right or wrong with what happened (Evaluated the strong and weak points of the performance task	——	——
3. Determined how the task should be done differently the next time (Lead discussion on determining exactly how to perform the task differently next time)	——	——
4. Performed the task again (Performed the task again as soon as possible to translate observation and evaluation into corrective action)	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	Related
	FM 22-100
	USAREC REG 350-6
	USAREC REG 350-7

References
    Required   **Related**
                                                        USAREC REG 350-9

Conduct a Professional Development Program
805B-79R-5537

Conditions: You are the recruiting company first sergeant. You have a soldier and the need to conduct counseling. You also have access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. FM 22-100
c. AR 623-205
d. DA Form 4856-E
e. DA Form 2166-8
f. DA From 2166-8-1

Standards: Conduct a professional developmental counseling session that reviews duty performance over a specified period of time, establishes objectives and standards for the next period, and plans for the accomplishment of individual and professional goals.

Performance Steps

1. Review FM 22-100, appendices B and C

2. Identify the need for event-oriented counseling
    a. Superior duty performance
    b. Substandard duty performance
    c. Reception and integration of new team members
    d. Crisis counseling
    e. Referral counseling (to outside agency or appropriate resource
    f. Promotion counseling for all specialists and sergeants eligible for advancement without waivers but not recommended for promotion to the next higher grade
    g. Adverse separation counseling (involves informing the soldier of the administrative actions available to the commander and the potential consequences of those actions, in the event substandard performance continues)
NOTE: Developmental counseling may not apply when an individual has engaged in serious acts of misconduct. In those situations, you should refer the matter to the commander or the staff judge advocate.

3. Demonstrate the leader qualities needed for effective counseling
    a. Respect for subordinates
    b. Self and cultural awareness
    c. Credibility
    d. Empathy

4. Demonstrate the leader skills needed for effective counseling
    a. Active listening
        (1) Eye contact
        (2) Body posture
        (3) Head nods
        (4) Facial expressions
        (5) Verbal and nonverbal expressions
    b. Responding (verbally and non-verbally
        (1) Communicate that you understand the subordinate
        (2) Check your understanding; clarify and confirm what has been said
        (3) Summarize and interpret the subordinate's message
        (4) Eye contact and head nods
    c. Questioning
        (1) Ask open-ended questions to evoke more than a "yes" or "no" answer

Performance Steps

        (2) Pose questions to help verify understanding, encourage further explanation, or help the subordinate move through the stages of the counseling session

5. Avoid the following common mistakes of counseling
    a. Personal Bias
    b. Rash judgements
    c. Stereotyping
    d. Losing emotional control
    e. Inflexible counseling methods
    f. Improper follow-up

6. Prepare for counseling
    a. Select a suitable place the minimizes distracting sights and sounds
    b. Schedule the time
    c. Notify the subordinate well in advance to allow them to prepare for the session. The subordinate should know when, where, and why the counseling will take place.
    d. Organize information for the counseling
    e. Outline the components of the counseling session
    f. Choose a counseling strategy that suits your subordinate and the situation:
        (1) Directive Approach
            (a) Quickest method
            (b) Good for people who need clear, concise direction
            (c) Allows counselors to actively use their experience
            (d) Doesn't encourage subordinates to become part of the solution
            (e) Tends to treat symptoms, not problems
            (f) Tends to discourage subordinates from talking freely
            (g) Solution is the counselor's, not the subordinate's
        (2) Nondirective Approach
            (a) Encourages maturity
            (b) Encourages open communication
            (c) Develops personal responsibility
            (d) More time-consuming
            (e) Requires greatest counselor skill
        (3) Combined Approach
            (a) Moderately quick
            (b) Encourages maturity
            (c) Encourages open communication
            (d) Allows counselors to actively use their experience
            (e) May take too much time for some situations
    g. Chose an appropriate counseling technique
        (1) Suggesting alternatives
        (2) Recommending
        (3) Persuading
        (4) Advising
        (5) Corrective Training
        (6) Commanding
    h. Establish the right atmosphere
        (1) Informal:
            (a) Promotes two-way communication between a leader and subordinate
            (b) Allows for a relaxed yet professional atmosphere
        (2) Formal
            (a) Used mostly to correct substandard performance
            (b) Where specific guidance is given
            (c) Reinforces the leader's rank, position in the chain of command, and authority.

7. Conduct the counseling session

Performance Steps
a. Open the session
 (1) Establish a subordinate-centered setting
 (2) State the purpose of the counseling session
b. Discuss the issues
c. Develop a plan of action
 (1) Identify a method for achieving desired results
 (2) Specify what the subordinate must to to reach the set goals
 (3) Show the subordinate exactly how to modify or maintain their behavior
 (4) Use concrete and direct terms
d. Record and close the session
 (1) Record the session on DA Form 4856-E (normally)
 (2) Close the session by summarizing its key points and asking the subordinate if they understand the plan of action

8. Follow-up and assess the plan of action
a. Support subordinates during implementation of the plan of action
 (1) Teach
 (2) Coach
 (3) Provide time and resources
 (4) Make referrals
 (5) Inform the chain of command
b. Evaluate the results and conduct follow-up counseling

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**
1. Reviewed FM 22-100, appendices B and C	——	——
2. Identified the need for event-oriented counseling	——	——

a. Superior duty performance
b. Substandard duty performance
c. Reception and integration of new team members
d. Crisis counseling
e. Referral counseling (to outside agency or appropriate resource
f. Promotion counseling for all specialists and sergeants eligible for advancement without waivers but not recommended for promotion to the next higher grade
g. Adverse separation counseling (involves informing the soldier of the administrative actions available to the commander and the potential consequences of those actions, in the event substandard performance continues)
NOTE: Developmental counseling may not apply when an individual has engaged in serious acts of misconduct. In those situations, you should refer the matter to the commander or the staff judge advocate.

3. Demonstrated the leader qualities needed for effective counseling	——	——

a. Respect for subordinates
b. Self and cultural awareness
c. Credibility
d. Empathy

4. Demonstrated the leader skills needed for effective counseling	——	——

Performance Measures   **GO**   **NO GO**

    a. Active listening
       (1) Eye contact
       (2) Body posture
       (3) Head nods
       (4) Facial expressions
       (5) Verbal and nonverbal expressions
    b. Responding (verbally and non-verbally
       (1) Communicate that you understand the subordinate
       (2) Check your understanding; clarify and confirm what has been said
       (3) Summarize and interpret the subordinate's message
       (4) Eye contact and head nods
    c. Questioning
       (1) Ask open-ended questions to evoke more than a "yes" or "no" answer
       (2) Pose questions to help verify understanding, encourage further explanation, or help the subordinate move through the stages of the counseling session

5. Avoided the following common mistakes of counseling   ____   ____
    a. Personal Bias
    b. Rash judgements
    c. Stereotyping
    d. Losing emotional control
    e. Inflexible counseling methods
    f. Improper follow-up

6. Prepared for counseling   ____   ____
    a. Select a suitable place the minimizes distracting sights and sounds
    b. Schedule the time
    c. Notify the subordinate well in advance to allow them to prepare for the session. The subordinate should know when, where, and why the counseling will take place.
    d. Organize information for the counseling
    e. Outline the components of the counseling session
    f. Choose a counseling strategy that suits your subordinate and the situation:
       (1) Directive Approach
         (a) Quickest method
         (b) Good for people who need clear, concise direction
         (c) Allows counselors to actively use their experience
         (d) Doesn't encourage subordinates to become part of the solution
         (e) Tends to treat symptoms, not problems
         (f) Tends to discourage subordinates from talking freely
         (g) Solution is the counselor's, not the subordinate's
       (2) Nondirective Approach
         (a) Encourages maturity
         (b) Encourages open communication
         (c) Develops personal responsibility
         (d) More time-consuming
         (e) Requires greatest counselor skill
       (3) Combined Approach
         (a) Moderately quick
         (b) Encourages maturity
         (c) Encourages open communication
         (d) Allows counselors to actively use their experience
         (e) May take too much time for some situations
    g. Chose an appropriate counseling technique

Performance Measures   **GO**   **NO GO**

       (1) Suggesting alternatives
       (2) Recommending
       (3) Persuading
       (4) Advising
       (5) Corrective Training
       (6) Commanding
    h. Establish the right atmosphere
       (1) Informal:
         (a) Promotes two-way communication between a leader and
           subordinate
         (b) Allows for a relaxed yet professional atmosphere
       (2) Formal
         (a) Used mostly to correct substandard performance
         (b) Where specific guidance is given
         (c) Reinforces the leader's rank, position in the chain of command,
           and authority.

  7. Conducted the counseling session   ____   ____
    a. Open the session
       (1) Establish a subordinate-centered setting
       (2) State the purpose of the counseling session
    b. Discuss the issues
    c. Develop a plan of action
       (1) Identify a method for achieving desired results
       (2) Specify what the subordinate must to to reach the set goals
       (3) Show the subordinate exactly how to modify or maintain their behavior
       (4) Use concrete and direct terms
    d. Record and close the session
       (1) Record the session on DA Form 4856-E (normally)
       (2) Close the session by summarizing its key points and asking the
         subordinate if they understand the plan of action

  8. Followed-up and assess the plan of action   ____   ____
    a. Support subordinates during implementation of the plan of action
       (1) Teach
       (2) Coach
       (3) Provide time and resources
       (4) Make referrals
       (5) Inform the chain of command
    b. Evaluate the results and conduct follow-up counseling

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO
GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction,
should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who
experience major difficulties in task performance.

References
   Required   **Related**
   AR 623-205
   DA FORM 2166-8
   DA FORM 2166-8-1
   DA FORM 4856
   FM 22-100

Execute Company Level Personnel Integration Program
805B-79R-5540

Conditions: You are a recruiting company first sergeant. You have 4 newly assigned recruiters with or without previous recruiting experience, with and without accompanied dependents, and some stationed away from a military installation for the first time. You also have access to:

a. USAREC Reg 350-9
b. USAREC Reg 350-7
c. Unit Standard Operating Procedures (SOP)
d. Counseling folder
e. General Office supplies and equipment
f. AR 623-205
g. FM 22-100

Standards: Conduct reception and integration of newly assigned personnel to the recruiting company with minimal turmoil to the soldier, dependents, and company operations.

Performance Steps

1. Receive a new recruiter
    a. Initial new recruiter program
    b. Review battalion and company SOP
    c. Give a brief history of recruiting company
    d. Establish relationship boundaries

2. Receive a new station commander
    a. Assign a sponsor to newly assigned personnel
    b. Establish relationship boundaries
    c. Review company SOP
    d. Conduct NCOER initial counseling
    e. Give a company briefing

3. Receive a new company commander
    a. Escort from Fort Jackson to company area
    b. Establish relationship boundaries
    c. Establish task list
    d. Review and turn over DEP Track Log
    e. Give company briefing to ensure commander knows company area and mission posture

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**
1. Received a new recruiter	――	――
a. Initialed new recruiter program		
b. Reviewed Battalion and Company SOP		
c. Gave a brief history of the recruiting company		
d. Established relationship boundaries		
2. Received a new station commander	――	――
a. Assigned a sponsor to newly assigned personnel		
b. Established relationship boundaries		
c. Reviewed company SOP		

Performance Measures   **GO**   **NO GO**
      d. Conducted NCOER initial counseling
      e. Gave a company briefing

  3. Received a new company commander   ____   ____
      a. Escorted from Fort Jackson to company area
      b. Established relationship boundaries
      c. Established task list
      d. Reviewed and turned over DEP Track Log
      e. Gave company briefing to ensure commander knows company area and
         mission posture

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 623-205
    FM 22-100
    USAREC REG 350-7
    USAREC REG 350-9

Maintain Personnel Strength and Accountability
805B-79R-5543

Conditions: You are a recruiting company first sergeant and you are tasked with reporting your daily recruiter status to the battalion headquarters. You have access to:

a. USAREC Reg 616-6
b. Top Of the System (TOS) Reports
c. USAREC Form 1006
d. Company Leave Log
e. Schools Order of Merit List
f. Awards Tracking System
g. NCOER Tracking System
h. CIMS Reports
i. Recruiter Workstation with Leads and Reports System software installed

Standards: Report recruiter and total personal strength, maintain an acceptable daily recruiter strength, and meet timeliness for award and NCOER processing.

Performance Steps

1. Identify personnel in the 6 months window of departure from unit
    a. Complete award recommendation
    b. Complete NCOER counseling and Evaluation
    c. Maintain awareness of the effect on mission

2. Maintain daily status report
    a. Personnel on Leave
    b. Quarters/Medical
    c. TDY
    d. AWOL
    e. Attending schools

3. Maintain operational readiness
    a. Be aware of personnel leaves to maintain strength that will support the recruiting mission.
    b. Ensure that the recruiting mission matches the personnel strength.

4. Identify company strength
    a. Inform battalion sergeant major of company vacancies
    b. Coordinate with the battalion sergeant major for replacements
    c. Request replacement that will most effectively support the recruiting mission (ie request by race or gender if needed).

5. Manage company leave roster (ensure no recruiter loses annual leave)

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
1. Identified personnel in the 6 month window of departure from unit	___	___
a. Complete award recommendation		
b. Complete NCOER counseling and evaluation		
c. Maintain awareness of the effect on mission		

Performance Measures	**GO**	**NO GO**
2. Maintained daily status report	——	——

      a. Personnel on leave
      b. Quarters/Medical
      c. TDY
      d. AWOL
      e. Attending schools

3. Maintained operational readiness	——	——

      a. Be aware of personnel leaves to maintain strength that will support the recruiting mission.
      b. Ensure that the recruiting mission matches the personnel strength.

4. Identified company strength	——	——

      a. Inform battalion sergeant major of company vacancies
      b. Coordinate with the battalion sergeant major for replacements
      c. Request replacement that will most effectively support the recruiting mission (ie request by race or gender if needed.

5. Managed company leave roster (ensure no recruiter loses annual leave)	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

Maintain Awards Program
805B-79R-5546

Conditions: You are the battalion operations NCO and your Battalion Leadership Team (BLT) has just came to you and informed you that the Battalion Awards Program needs improvement. You have access to:

a. TOS Reports
b. MPA Reports
c. USAREC Reg 672-13
d. USAREC Reg 672-10
e. Recruiter Workstation with Leads and Reports System software installed
f. General office supplies and equipment

Standards: Maintain an awards program that accurately identifies award recipients, presents awards on time, and is designed to create high moral within the unit

Performance Steps

1. Supervise daily duty of the awards analyst
   a. Maintain accurate records on all production recruiters and station commander
   b. Ensure complete BOARDS edits
   c. Prepare awards/certificates in a timely manner
   d. Maintain auditing trail for recruiter rings and morale awards
   e. Coordinate with USAREC Headquarters for distribution
   f. Perform duties of awards analyst in his/her absence.

2. Manage Awards Program
   a. Procure battalion authorized awards
   b. Maintain accountability of battalion awards
   c. Brief battalion leadership team on award recipients
   d. Be aware of prohibitions

3. Manage Physical Fitness Awards Program
   a. Procurement
   b. Accountability
   c. Authorized recipients

4. Manage Annual Awards Program
   a. Coordinate with battalion master trainer
   b. Procurement of awards
   c. Coordinate the event

5. Maintain awareness of higher headquarters awards/incentive program
   a. Ensure field is informed
   b. Track and monitor substitution
   c. Ensure distribution and coordination of awards with higher headquarters.

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**

1. Supervised daily duty of the awards analyst   ____   ____
    a. Maintain accurate records on all production recruiters and station commander
    b. Ensure complete BOARDS edits
    c. Prepare awards/certificates in a timely manner
    d. Maintain auditing trail for recruiter rings and morale awards
    e. Coordinate with USAREC Headquarters for distribution
    f. Perform duties of awards analyst in his/her absence.

2. Managed Awards Program   ____   ____
    a. Procure battalion authorized awards
    b. Maintain accountability of battalion awards
    c. Brief battalion leadership team on award recipients
    d. Be aware of prohibitions

3. Managed Physical Fitness Awards Program   ____   ____
    a. Procurement
    b. Accountability
    c. Authorized recipients

4. Managed Annual Awards Program   ____   ____
    a. Coordinate with battalion master trainer
    b. Procurement of awards
    c. Coordinate the event

5. Maintained awareness of higher headquarters awards/incentive programs   ____   ____
    a. Ensure field is informed
    b. Track and monitor substitution
    c. Ensure distribution and coordination of awards with higher headquarters.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 672-10
    USAREC REG 672-13

Advise on Legal and Administrative Actions
805B-79R-5549

Conditions: You are assigned as a recruiting company first sergeant. One of your soldiers is alleged or suspected to have engaged in a prohibited activity established by the U.S. Army recruiting command. You also have access to:

a. USAREC Reg 601-96
b. USAREC Reg 600-25
c. USAREC Reg 601-45
d. AR 600-9
e. FM 21-20
f. USAREC Reg 25-10
g. USAREC Reg 55-2
h. USAREC Reg 56-1
i. USAREC Reg 140-3
j. USAREC Reg 380-4
k. USAREC Reg 600-22
l. USAREC Reg 601-56
m. USAREC Reg 601-101
n. USAREC Reg 611-4
o. USAREC Reg 715-1

Standards: Advise soldiers on legal activities and administrative actions that could result from known or suspected violations while reporting all offenses to the first commissioned officer in the chain of command.

Performance Steps

1. Understands Reports of Investigation (Recruiting Improprieties), UR 601-45: The term "Report of Investigation" is used in USAREC to denote an investigation involving a recruiting impropriety as defined in UR 601-45, para 2-2 and 2-3. Recruiting impropriety investigations are monitored by the Recruiting Improprieties Branch at HQ, USAREC and are separate from other misconduct investigations. Detailed investigators should be experienced (UR 601-45, para 3-4c).

2. Understands Commander's Inquiries or Informal AR 15-6 Investigations: Commander's inquiries are similar to informal AR 15-6 investigations and are commonly used in USAREC to investigate other misconduct not involving recruiting improprieties. Typical commander's inquiries in USAREC include unauthorized relationship and other sexual misconduct cases (i.e. recruiter partying with or having sex with applicant), and misuse of government credit card, telephones, etc.

3. Understands the Investigation Process: USAREC Pamphlet 27-65 contains detailed guidance for investigating officers to use in investigating recruiting improprieties, other recruiter misconduct under UR 600-25, or any other matter for which an internal investigation has been directed. It is not a lengthy document and should be studied carefully before each investigation, whether the investigating officer is experienced or not. Consistent use of this valuable reference should result in quality investigations and eliminate commonly-encountered problems such as the following:
    a. Missing chronologies: The chronology frequently summarizes the key events and the essential factual basis of the matter under investigation better than any narrative description ever could. Constructing the chronology requires the author to establish which events are the key events, and to organize his or her thinking in the course of establishing the sequence. One key event sometimes missed is the precise complaint or event which led to the discovery of the allegations and the initiation of the investigation.

Performance Steps

    b. Inadequate analysis: Reports of investigation sometimes reach or state conclusions without an obvious analytical basis in the available documentary evidence. Investigators should remember that conclusions must be based on evidence "in the record," i.e., documentary evidence contained in the tabbed enclosures in the report. Investigators sometimes learn matters during interviews that are not reduced to writing, but later remembered during preparation of the report and included in the report in support of a conclusion or finding. In rare cases the analysis just doesn't make sense or assumes information not readily apparent to the reader. Consider the following rule of thumb: Never write the report so you can be understood; instead, write so that you can never be misunderstood.

    c. Resolve conflicting testimony: Particularly in sexual misconduct cases, and not infrequently in recruiting impropriety cases, the crucial issue involves only two witnesses - the applicant and the recruiter - telling mutually inconsistent stories without abundant external corroborating evidence. The outcome is going to depend to an extent on the investigator's assessment of the credibility of the witnesses. This assessment can, and indeed should, include the investigator's observations of the demeanor of the witnesses, such as body language clues to truthfulness, and other visual information that will not otherwise be available to commanders and reviewers unless reduced to writing in some fashion. While such information may not always be enough to support a finding by a preponderance, it is nonetheless important and useful information that the investigator is uniquely situated to obtain.

    d. Explain all investigatory steps taken. Occasionally, a report will fail to discuss an investigative avenue that seems to be suggested by other evidence, and which was in fact pursued without success. A negative result is often as useful and informative as a positive result, and a brief mention of the line of investigation and its results may forestall a request from a reviewer for this information, with the attendant delay.

    e. Illegible, or marginally legible, handwritten statements: Good penmanship is an acquired art, regrettably not acquired by everyone, including investigating officers. Writing that is hard or impossible to decipher adds an unnecessary burden for commanders and reviewers, and increases the chances that important information will be overlooked.

4. BJA Support: Supporting BJAs can provide legal advice at all stages of the investigation, to the IO and to the command. Their reviews can identify defects at an early stage and minimize the need for reinvestigation. At the same time, the BJAs have not been tasked with management of the RI investigation program, so they should not be relied upon to oversee and manage open investigations.

5. Understands reporting: Commanders must report certain misconduct "without delay" to Security Branch, HQ USAREC. See UR 380-4. THIS INCLUDES ALL ALLEGATIONS OF SEXUAL HARASSMENT AND SEXUAL MISCONDUCT, TO INCLUDE UNAUTHORIZED RELATIONSHIPS.

6. Understands Jurisdiction (UR 27-2)
    a. Knows Court-martial convening authorities are:
        (1) CG exercises general court-martial convening authority (GCMCA) for administrative purposes, but does not convene courts-martial.
        (2) GCMCA for courts-martial will be exercised by the respective supporting installation under AR 5-9.
        (3) Brigade commanders exercise special court-martial convening authority (SPCMCA).
        (4) Battalion commanders exercise summary court-martial convening authority (SCMCA).
        (5) 3d Brigade Commander is SPCMCA for HQ, USAREC and RSB (will change to Commander, Area Support Group)
        (6) Courts-martial action will not be initiated without prior coordination with SJA.
    b. Handles service connected incidents.
        (1) Soldier tried in civilian court ordinarily will not be tried by court-martial or punished under Article 15 for the same offense (AR 27-10, para 4-2).
        (2) Commanders will report felony-level offenses to the servicing Criminal Investigation Command office (see Table 2, UR 27-2 for list of offices).

Performance Steps

7. Understands Nonjudicial punishment (Article 15s)
    a. Formal proceedings.
        (1) Charges should be coordinated with BJA.
        (2) AGR personnel are ineligible for subsequent tours of duty if Article 15 is filed in their performance fiche. AR 135-18, para 2-4e.
        (3) AGR personnel in grade E6 and above cannot be reduced under Article 15.
        (4) RA personnel in grade E7 and above cannot be reduced under Article 15.
        (5) A copy of the Article 15 and all documentation must be sent to the BJA.
        (6) Only one Article 15 can be filed in the R-fiche for NCOs.
    b. Reservations of authority.
        (1) Only CG may impose Article 15 on officers, unless CG returns authority to subordinate commanders
        (2) Only field grade commanders may impose Article 15 on senior NCOs (E8 and E9).
        (3) Only brigade commanders may impose Article 15 for violations of UR 600-25, paras 2-1, 2-2, and 2-3 (sexual misconduct, fraternization, and sexual harassment).
        (4) Only field grade commanders may impose Article 15 for drug offenses, drunk driving offenses, and other violations of UR 600-25 not limited to brigade commanders.

8. Understands Written reprimands
    a. Written reprimands must allow soldier an opportunity to rebut. Reprimand must state that it is imposed as an administrative measure and not under Article 15, UCMJ.
    b. Reprimands can only be filed locally or in the OMPF. The MPRJ does not exist anymore.
    c. Only a general officer may file a written reprimand in a soldier's OMPF. All OMPF filings are in the performance fiche.
    d. Per AR 190-5, a general officer memorandum of reprimand (GOMOR) is required for all E-5s and above (and all E-4 corporals) involved in a drunk driving incident. In USAREC, the reprimand is issued by the deputy commanding general (DCG).

9. Is knowledgeable about Administrative reductions
    a. Mandatory reduction to E1 for civilian conviction and sentence to confinement in excess of one year
    b. Commanders have discretion in other civilian conviction cases.

10. Knows all drunk driving incidents must be reported on a serious incident report to USAREC Security Branch AND to the USAREC SJA office.

11. knows a completed USAREC Form 943, a copy of the police report (or other evidence) and a statement of duty performance should be forwarded to USAREC SJA office within 14 days. The SJA office will use the information to prepare a general officer reprimand for DCG signature.

12. Knows the Battalion Commander should ensure that all GOV driving privileges are immediately suspended when:
    a. Soldier is charged with drunk driving or driving under influence of drugs; or
    b. Soldier has a blood alcohol level of .05 percent or in violation of state law, whichever is lower, whether or not the soldier was charged; or
    c. A soldier refuses to take a lawfully requested chemical test; or
    d. The commander determines that the soldier drove while intoxicated, whether or not any charges are filed or dismissed.

13. knows the suspension of GOV driving privileges will be imposed whether or not the soldier's civilian driver's license was suspended.

14. Understands the suspension remains in effect until final disposition of the charges, return of any state driving privileges that were suspended or revoked, and the battalion commander determines that the soldier's driving presents no risk stemming from alcohol abuse.

Performance Steps

15. Ensured coordination with the supporting ADAPCP office for their assessment of the soldier or referral to a local program.

16. Knows the procedure: Battalion commander initiates relief ("involuntary reassignment") by notifying the soldier in writing of the intent to relieve. After the soldier is given an opportunity to rebut, the case is forwarded to the brigade for action.

17. knows the Brigade commander has the authority (subject to HQ, USAREC review) to approve the following relief actions:
    a. Unqualified.
    b. Ineffective.
    c. Ineffective new.
    d. Unsuitable reliefs except recruiting improprieties.

18. Knows that only the CG, USAREC may approve reliefs based on recruiting improprieties.

19. Understands that Commanders must properly support these actions with the documentary evidence required by the applicable provision of AR 601-1. Commanders must also ensure that the documentary evidence provided supports the basis cited for the relief.

20. Knows the Recruiter Administrative actions initial procedures.
    a. Normally, the recruiting battalion commander initiates administrative separation actions (unlike mainstream army where company level commander initiates action).
    b. CG, USAREC is the separation authority for all Ch. 14-12c(2) drug cases and all actions which authorize issuance of an other than honorable (OTH) discharge
    c. Soldiers with 6 or more years total service are entitled to a board hearing.
    d. A soldier may submit a conditional waiver of the board (i.e. "I waive my board in return for an honorable discharge"). It is up to the separation authority (usually the CG) to approve the waiver or refer the case to a board. Chain of command makes recommendations.
    e. Soldiers being chaptered under chapters 5-8 (parenthood), 5-13 (personality disorder), 5-17, (other designated physical or mental conditions) 11 (entry level), 13 (unsatisfactory performance), and 14-12a and b (pattern of misconduct), Ch 18 (failure to meet body fat standards) must have at least one DA Form 4856 (General Counseling Form) with the "1-16" language prior to the final act involved in the separation. "Sample" counseling language is as follows:
NOTE: If you continue your unsatisfactory conduct or performance, you may be separated from the Army under the provisions of AR 635-200 before the completion of your enlistment. Such separation can result in a characterization of service as Honorable, General (under honorable conditions), or under Other Than Honorable Conditions. If you receive a General or Under Other Than Honorable characterization of service, you may encounter substantial prejudice in civilian life and loss of veteran benefits. If you serve less than two years on active duty, you will receive no federal benefits based on being a veteran no matter what characterization of service you receive.

21. Knows Chapter 14 (Misconduct) and what to do
    a. 79R personnel relieved as unsuitable must be processed for separation under Ch. 14 prior to reclassification action being forwarded to DA.
    b. Soldiers being separated for a "pattern of misconduct" need counseling IAW AR 635-200, para 1-16.
    c. If an "other than honorable" discharge is warranted, CG is separation authority and board procedures must be used.
    d. Separation processing is required for all first time drug offenders with 3 or more years of service IAW AR 635-200, para 14-12c(2)(d).

22. Is familiar with the Standards of Conduct - Joint Ethics Regulation (JER) DOD Dir 5500.7-R
    a. Use of Government Vehicles - FOR OFFICIAL USE ONLY (UR 56-1).

Performance Steps
        (1) Domicile to Duty/Field Work discussed in UR 56-1, para 3-3. Do not do it without authorization!
        (2) GOV cannot be used within 8 hours after consuming alcohol (UR 56-1, para 3-5).
        (3) GOV operators liable for payment of parking and traffic tickets.
        (4) Operators are not liable to third parties for civil damages resulting from traffic accidents occurring in the scope of duty. May be liable for damage to GOV under a report of survey for one month's base pay. IMPORTANT: BATTALIONS MUST IMMEDIATELY REPORT ALL GOV ACCIDENTS TO THE NEAREST ARMY CLAIMS OFFICE.
        (5) Family members may not be passengers in GOVs unless issued invitational travel orders (UR 56-1, para 3-4).
    b. Use of government property and personnel.
        (1) AGR personnel may only be used in support of reserve component functions except routine, roster-type duties (USAREC Suppl to AR 600-200, para 5-10).
        (2) Government property (e.g. telephones, supplies, equipment) may only be used for official business.
        (3) Government charge/credit cards may only be used for official business expenses.
    c. Gratuities
        (1) Membership in frequent flyer programs is voluntary but encouraged.
        (2) Points accumulated through official travel may only be used in connection with official travel.
        (3) Personnel cannot accept gratuities for doing their official duties.
    d. Off-duty employment: Must be approved in advance.
    e. No solicitations: Superiors cannot solicit subordinates, either at work or off duty. This is misuse of your official position. Example: Selling AMWAY products, selling long-distance calling cards, etc.
    f. No unauthorized commitments - Only authorized contracting officials can bind the Army. Do not tell a vendor the Army will buy something

23. Understands Article 138 Complaints (AR 27-10, Chapter 20)
    a. If a commander receives a request for redress, he or she should fax it to the BJA immediately and make coordination for reply. Response must be made within 15 days.
    b. If a soldier is not satisfied with the response to the request for redress and submits an actual Article 138 complaint, it must be handled expeditiously

24. Aware of the procedures for Subpoenas
    a. Soldiers who are requested to testify or receive a subpoena should immediately notify their chain of command. Chain of command must notify BJA.
    b. If the testimony is related to a soldier's official duties (why was Sally disqualified, how much does an E1 make, etc.), he/she must have written authorization from the USAREC SJA to testify.
    c. Bottom line: Coordinate all subpoenas/witness requests through BJA.

25. Aware of the procedures for Jury Duty
    a. If a soldier is notified of selection to jury duty, he/she should notify chain of command.
    b. If serving on jury duty would be a problem, the command should notify the BJA to see if any state exemptions apply, or if an exemption applies under 10 USC 982 (see UR 27-2, Appendix E). Coordinate with BJA.

26. Aware of SEXUAL HARASSMENT/MISCONDUCT (AR 600-20 and UR 600-25)
    a. Mandatory reporting requirement: ALL sexual harassment/misconduct allegations (to include consensual unauthorized relationships) MUST be reported by serious incident report to the Security Branch, HQ, USAREC, within 24 hours.
    b. Felony level offenses will also be reported to the servicing CID office.
    c. Battalion commanders will appoint investigations/commander's inquiries into each known or suspected violation. Coordinate with BJA.

Performance Steps

      d. Authority to impose Article 15 for violations of UR 600-25, paras 2-1, 2-2, and 2-3 (Unauthorized relationships, fraternization, and sexual harassment) is limited to BRIGADE commanders.

      e. Sexual harassment information card (USAREC FM 1128) will be issued to all enlistees at time of entry in DEP/DTP status.

      f. Ethics card (USAREC FM 1130) will be distributed by each battalion to all members of the command. Every soldier and civilian recruiter is required to have this card in their possession at all times.

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**
1. Understood Reports of Investigation (Recruiting Improprieties), UR 601-45: The term "Report of Investigation" is used in USAREC to denote an investigation involving a recruiting impropriety as defined in UR 601-45, para 2-2 and 2-3. Recruiting impropriety investigations are monitored by the Recruiting Improprieties Branch at HQ, USAREC and are separate from other misconduct investigations. Detailed investigators should be experienced (UR 601-45, para 3-4c).	——	——
2. Understood Commander's Inquiries or Informal AR 15-6 Investigations: Commander's inquiries are similar to informal AR 15-6 investigations and are commonly used in USAREC to investigate other misconduct not involving recruiting improprieties. Typical commander's inquiries in USAREC include unauthorized relationship and other sexual misconduct cases (i.e. recruiter partying with or having sex with applicant), and misuse of government credit card, telephones, etc.	——	——
3. Understood the Investigation Process: USAREC Pamphlet 27-65 contains detailed guidance for investigating officers to use in investigating recruiting improprieties, other recruiter misconduct under UR 600-25, or any other matter for which an internal investigation has been directed. It is not a lengthy document and should be studied carefully before each investigation, whether the investigating officer is experienced or not. Consistent use of this valuable reference should result in quality investigations and eliminate commonly-encountered problems such as the following:	——	——

      a. Missing chronologies: The chronology frequently summarizes the key events and the essential factual basis of the matter under investigation better than any narrative description ever could. Constructing the chronology requires the author to establish which events are the key events, and to organize his or her thinking in the course of establishing the sequence. One key event sometimes missed is the precise complaint or event which led to the discovery of the allegations and the initiation of the investigation.

Performance Measures   GO   NO GO

    b. Inadequate analysis: Reports of investigation sometimes reach or state
      conclusions without an obvious analytical basis in the available documentary
      evidence. Investigators should remember that conclusions must be based
      on evidence "in the record," i.e., documentary evidence contained in the
      tabbed enclosures in the report. Investigators sometimes learn matters
      during interviews that are not reduced to writing, but later remembered
      during preparation of the report and included in the report in support of a
      conclusion or finding. In rare cases the analysis just doesn't make sense or
      assumes information not readily apparent to the reader. Consider the
      following rule of thumb: Never write the report so you can be understood;
      instead, write so that you can never be misunderstood.

    c. . Resolve conflicting testimony: Particularly in sexual misconduct cases,
      and not infrequently in recruiting impropriety cases, the crucial issue involves
      only two witnesses - the applicant and the recruiter - telling mutually
      inconsistent stories without abundant external corroborating evidence. The
      outcome is going to depend to an extent on the investigator's assessment of
      the credibility of the witnesses. This assessment can, and indeed should,
      include the investigator's observations of the demeanor of the witnesses,
      such as body language clues to truthfulness, and other visual information
      that will not otherwise be available to commanders and reviewers unless
      reduced to writing in some fashion. While such information may not always
      be enough to support a finding by a preponderance, it is nonetheless
      important and useful information that the investigator is uniquely situated to
      obtain.

    d. Explain all investigatory steps taken. Occasionally, a report will fail to
      discuss an investigative avenue that seems to be suggested by other
      evidence, and which was in fact pursued without success. A negative result
      is often as useful and informative as a positive result, and a brief mention of
      the line of investigation and its results may forestall a request from a
      reviewer for this information, with the attendant delay.

    e. Illegible, or marginally legible, handwritten statements: Good penmanship is
      an acquired art, regrettably not acquired by everyone, including investigating
      officers. Writing that is hard or impossible to decipher adds an unnecessary
      burden for commanders and reviewers, and increases the chances that
      important information will be overlooked.

4. Understood BJA Support: Supporting BJAs can provide legal advice at all stages   ——   ——
   of the investigation, to the IO and to the command. Their reviews can identify
   defects at an early stage and minimize the need for re-investigation. At the same
   time, the BJAs have not been tasked with management of the RI investigation
   program, so they should not be relied upon to oversee and manage open
   investigations.

5. Understood reporting: Commanders must report certain misconduct "without   ——   ——
   delay" to Security Branch, HQ USAREC. See UR 380-4. THIS INCLUDES ALL
   ALLEGATIONS OF SEXUAL HARASSMENT AND SEXUAL MISCONDUCT, TO
   INCLUDE UNAUTHORIZED RELATIONSHIPS.

6. Understood Jurisdiction (UR 27-2)   ——   ——
   a. Knew Court-martial convening authorities are:
      (1) CG exercises general court-martial convening authority (GCMCA) for
         administrative purposes, but does not convene courts-martial.
      (2) GCMCA for courts-martial will be exercised by the respective
         supporting installation under AR 5-9.
      (3) Brigade commanders exercise special court-martial convening authority
         (SPCMCA).

Performance Measures   **GO**   **NO GO**

      (4) Battalion commanders exercise summary court-martial convening
         authority (SCMCA).
      (5) 3d Brigade Commander is SPCMCA for HQ, USAREC and RSB (will
         change to Commander, Area Support Group)
      (6) Courts-martial action will not be initiated without prior coordination with
         SJA.
   b. Handled service connected incidents.
      (1) Soldier tried in civilian court ordinarily will not be tried by court-martial
         or punished under Article 15 for the same offense (AR 27-10, para 4-2).
      (2) Commanders will report felony-level offenses to the servicing Criminal
         Investigation Command office (see Table 2, UR 27-2 for list of offices).

7. Understood Nonjudicial punishment (Article 15s)   ____   ____
   a. Formal proceedings.
      (1) Charges should be coordinated with BJA.
      (2) AGR personnel are ineligible for subsequent tours of duty if Article 15 is
         filed in their performance fiche. AR 135-18, para 2-4e.
      (3) AGR personnel in grade E6 and above cannot be reduced under Article
         15.
      (4) RA personnel in grade E7 and above cannot be reduced under Article
         15.
      (5) A copy of the Article 15 and all documentation must be sent to the BJA.
      (6) Only one Article 15 can be filed in the R-fiche for NCOs.
   b. Reservations of authority.
      (1) Only CG may impose Article 15 on officers, unless CG returns authority
         to subordinate commanders
      (2) Only field grade commanders may impose Article 15 on senior NCOs
         (E8 and E9).
      (3) Only brigade commanders may impose Article 15 for violations of UR
         600-25, paras 2-1, 2-2, and 2-3 (sexual misconduct, fraternization, and
         sexual harassment).
      (4) Only field grade commanders may impose Article 15 for drug offenses,
         drunk driving offenses, and other violations of UR 600-25 not limited to
         brigade commanders.

8. Understood Written reprimands   ____   ____
   a. Written reprimands must allow soldier an opportunity to rebut. Reprimand
      must state that it is imposed as an administrative measure and not under
      Article 15, UCMJ.
   b. Reprimands can only be filed locally or in the OMPF. The MPRJ does not
      exist anymore.
   c. Only a general officer may file a written reprimand in a soldier's OMPF. All
      OMPF filings are in the performance fiche.
   d. Per AR 190-5, a general officer memorandum of reprimand (GOMOR) is
      required for all E-5s and above (and all E-4 corporals) involved in a drunk
      driving incident. In USAREC, the reprimand is issued by the deputy
      commanding general (DCG).

9. Is knowledgeable about Administrative reductions   ____   ____
   a. Mandatory reduction to E1 for civilian conviction and sentence to
      confinement in excess of one year
   b. Commanders have discretion in other civilian conviction cases.

10. Knew all drunk driving incidents must be reported on a serious incident report to   ____   ____
    USAREC Security Branch AND to the USAREC SJA office.

Performance Measures   **GO**   **NO GO**

11. knew a completed USAREC Form 943, a copy of the police report (or other evidence) and a statement of duty performance should be forwarded to USAREC SJA office within 14 days. The SJA office will use the information to prepare a general officer reprimand for DCG signature.   ——   ——

12. Knew the Battalion Commander should ensure that all GOV driving privileges are immediately suspended when: ——   ——
    a. Soldier is charged with drunk driving or driving under influence of drugs; or
    b. Soldier has a blood alcohol level of .05 percent or in violation of state law, whichever
       is lower, whether or not the soldier was charged; or
    c. A soldier refuses to take a lawfully requested chemical test; or
    d. The commander determines that the soldier drove while intoxicated, whether or not any charges are filed or dismissed.

13. knew the suspension of GOV driving privileges will be imposed whether or not the soldier's civilian driver's license was suspended.   ——   ——

14. Understood the suspension remains in effect until final disposition of the charges, return of any state driving privileges that were suspended or revoked, and the battalion commander determines that the soldier's driving presents no risk stemming from alcohol abuse.   ——   ——

15. Ensured coordination with the supporting ADAPCP office for their assessment of the soldier or referral to a local program.   ——   ——

16. Knew the procedure: Battalion commander initiates relief ("involuntary reassignment") by notifying the soldier in writing of the intent to relieve. After the soldier is given an opportunity to rebut, the case is forwarded to the brigade for action.   ——   ——

17. knew the Brigade commander has the authority (subject to HQ, USAREC review) to approve the following relief actions: ——   ——
    a. Unqualified.
    b. Ineffective.
    c. Ineffective new.
    d. Unsuitable reliefs except recruiting improprieties.

18. Knew that only the CG, USAREC may approve reliefs based on recruiting improprieties.   ——   ——

19. Understood that Commanders must properly support these actions with the documentary evidence required by the applicable provision of AR 601-1. Commanders must also ensure that the documentary evidence provided supports the basis cited for the relief.   ——   ——

20. Knew the Recruiter Administrative actions initial procedures.   ——   ——
    a. Normally, the recruiting battalion commander initiates administrative separation actions (unlike mainstream army where company level commander initiates action).
    b. CG, USAREC is the separation authority for all Ch. 14-12c(2) drug cases and all actions which authorize issuance of an other than honorable (OTH) discharge
    c. Soldiers with 6 or more years total service are entitled to a board hearing.

Performance Measures   **GO**   **NO GO**

    d. A soldier may submit a conditional waiver of the board (i.e. "I waive my
       board in return for an honorable discharge"). It is up to the separation
       authority (usually the CG) to approve the waiver or refer the case to a board.
       Chain of command makes recommendations.

    e. Soldiers being chaptered under chapters 5-8 (parenthood), 5-13 (
       personality disorder), 5-17, (other designated physical or mental conditions)
       11 (entry level), 13 (unsatisfactory performance), and 14-12a and b (pattern
       of misconduct), Ch 18 (failure to meet body fat standards) must have at least
       one DA Form 4856 (General Counseling Form) with the "1-16" language
       prior to the final act involved in the separation. "Sample" counseling
       language is as follows:

NOTE: If you continue your unsatisfactory conduct or performance, you may be
separated from the Army under the provisions of AR 635-200 before the completion of
your enlistment. Such separation can result in a characterization of service as
Honorable, General (under honorable conditions), or under Other Than Honorable
Conditions. If you receive a General or Under Other Than Honorable characterization
of service, you may encounter substantial prejudice in civilian life and loss of veteran
benefits. If you serve less than two years on active duty, you will receive no federal
benefits based on being a veteran no matter what characterization of service you
receive.

21. Knew Chapter 14 (Misconduct) and what to do   ____   ____
    a. 79R personnel relieved as unsuitable must be processed for separation
       under Ch. 14 prior to reclassification action being forwarded to DA.
    b. Soldiers being separated for a "pattern of misconduct" need counseling IAW
       AR 635-200, para 1-16.
    c. If an "other than honorable" discharge is warranted, CG is separation
       authority and board procedures must be used.
    d. Separation processing is required for all first time drug offenders with 3 or
       more years of service IAW AR 635-200, para 14-12c(2)(d).

22. Was familiar with the Standards of Conduct - Joint Ethics Regulation (JER) DOD   ____   ____
    Dir 5500.7-R
    a. Use of Government Vehicles - FOR OFFICIAL USE ONLY (UR 56-1).
       (1) Domicile to Duty/Field Work discussed in UR 56-1, para 3-3. Do not do
          it without authorization!
       (2) GOV cannot be used within 8 hours after consuming alcohol (UR 56-1,
          para 3-5).
       (3) GOV operators liable for payment of parking and traffic tickets.
       (4) Operators are not liable to third parties for civil damages resulting from
          traffic accidents occurring in the scope of duty. May be liable for
          damage to GOV under a report of survey for one month's base pay.
          IMPORTANT: BATTALIONS MUST IMMEDIATELY REPORT ALL
          GOV ACCIDENTS TO THE NEAREST ARMY CLAIMS OFFICE.
       (5) Family members may not be passengers in GOVs unless issued
          invitational travel orders (UR 56-1, para 3-4).
    b. Use of government property and personnel.
       (1) AGR personnel may only be used in support of reserve component
          functions except routine, roster-type duties (USAREC Suppl to AR 600-
          200, para 5-10).
       (2) Government property (e.g. telephones, supplies, equipment) may only
          be used for official business.
       (3) Government charge/credit cards may only be used for official business
          expenses.
    c. Gratuities

Performance Measures   **GO**   **NO GO**

      (1) Membership in frequent flyer programs is voluntary but encouraged.

      (2) Points accumulated through official travel may only be used in connection with official travel.

      (3) Personnel cannot accept gratuities for doing their official duties.

  d. Off-duty employment: Must be approved in advance.

  e. No solicitations: Superiors cannot solicit subordinates, either at work or off duty. This is misuse of your official position. Example: Selling AMWAY products, selling long-distance calling cards, etc.

  f. No unauthorized commitments - Only authorized contracting officials can bind the Army. Do not tell a vendor the Army will buy something

23. Understood Article 138 Complaints (AR 27-10, Chapter 20)   ____   ____

  a. If a commander receives a request for redress, he or she should fax it to the BJA immediately and make coordination for reply. Response must be made within 15 days.

  b. If a soldier is not satisfied with the response to the request for redress and submits an actual Article 138 complaint, it must be handled expeditiously

24. Was aware of the procedures for Subpoenas   ____   ____

  a. Soldiers who are requested to testify or receive a subpoena should immediately notify their chain of command. Chain of command must notify BJA.

  b. If the testimony is related to a soldier's official duties (why was Sally disqualified, how much does an E1 make, etc.), he/she must have written authorization from the USAREC SJA to testify.

  c. Bottom line: Coordinate all subpoenas/witness requests through BJA.

25. Was aware of the procedures for Jury Duty   ____   ____

  a. If a soldier is notified of selection to jury duty, he/she should notify chain of command.

  b. If serving on jury duty would be a problem, the command should notify the BJA to see if any state exemptions apply, or if an exemption applies under 10 USC 982 (see UR 27-2, Appendix E). Coordinate with BJA.

26. Was aware of SEXUAL HARASSMENT/MISCONDUCT (AR 600-20 and UR 600-   ____   ____
25)

  a. Mandatory reporting requirement: ALL sexual harassment/misconduct allegations (to include consensual unauthorized relationships) MUST be reported by serious incident report to the Security Branch, HQ, USAREC, within 24 hours.

  b. Felony level offenses will also be reported to the servicing CID office.

  c. Battalion commanders will appoint investigations/commander's inquiries into each known or suspected violation. Coordinate with BJA.

  d. Authority to impose Article 15 for violations of UR 600-25, paras 2-1, 2-2, and 2-3 (Unauthorized relationships, fraternization, and sexual harassment) is limited to BRIGADE commanders.

  e. Sexual harassment information card (USAREC FM 1128) will be issued to all enlistees at time of entry in DEP/DTP status.

  f. Ethics card (USAREC FM 1130) will be distributed by each battalion to all members of the command. Every soldier and civilian recruiter is required to have this card in their possession at all times.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References

Required	Related
	AR 600-9
	FM 21-20
	USAREC REG 140-3
	USAREC REG 25-10
	USAREC REG 380-4
	USAREC REG 55-2
	USAREC REG 56-1
	USAREC REG 600-22
	USAREC REG 600-25
	USAREC REG 601-101
	USAREC REG 601-45
	USAREC REG 601-56
	USAREC REG 601-96
	USAREC REG 611-4

Develop a Company Training Program
805B-79R-5552

Conditions: You are assigned as a recruiting company first sergeant. Your assigned personnel are at all levels of development, experience and success. You also have access to:

a. USAREC Reg 350-7
b. USAREC Reg 350-9
c. FM 22-100
d. USAREC Manual 25-101
e. USAREC Manual 25-100
f. Company Production Management System Binder (CPMS)
g. TOS Reports from Recruiter Worstation
h. Recruiter Handbook (UP 350-2)

Standards: Develop a company training program that focuses on prospecting and sales effectiveness while increasing recruiter confidence, skill, and production

Performance Steps

1. Pinpoint and quantify production-related training needs by assessing the amount, type, and results of prospecting and selling activity at recruiter and station level.
    a. Review contract accomplishments against assigned mission using UF711
    b. Examine roll-up of type P1,2,3, and 4) and amount (attempts, contacts, appointments made, conducted, etc) of prospecting activity monthly and quarterly
    c. Identify "choke points" by evaluating the station management systems
        (1) Compare number of telephonic contacts to appointment made
        (2) Compare face-to-face time/approaches to appointment made
        (3) Compare appointments made to number conducted to determine if the recruiter
            (a) Establishes sufficient interest and rapport
            (b) Uncovers needs, goals, and desires
            (c) Simply works to meet a "numbers" requirement
        (4) Evaluate conduct-to-test and conduct-to-floor rates to gauge training needs in the following areas:
            (a) Pre-Sales presentation research of the prospect's interest area to enhance recruiter credibility and stimulate meaningful conversation. Research the prospect's stated occupational goals (what does a "mechanical engineer" do everyday), educational intentions (what, where, and how much does his/her college of choice cost), and recreational pursuits before the sales presentation
            (b) Preparation of an appealing sales strategy before the sales presentation
            (c) Knowledge about the current recruiting environment and the results of youth surveys
            (d) Establishing and maintaining rapport and credibility
            (e) Establishing "true'" buying motives and addressing these motives accordingly
            (f) Asking for a commitment
            (g) Quickly scheduling processing
            (h) Effectiveness of follow-up strategy
        (5) Reviews trends in archived station Mission Accomplishment Plans (MAP), comparing contact-to-contract (flash-to-bang) times and conversion averages
        (6) Reviews station DEP/DTP loss data and identify common causative factors (Who fails to ship Why?)
        (7) Analyzes lead source data using UF 762:
            (a) Measures effort (time spent prospecting and conducting appointments) and results (contracts) for each lead source separately
            (b) Measures effort and results by prospecting method (P1,2,3, and 4)
            (c) Identifies overlooked lead sources or under-used prospecting methods

Performance Steps

        (8) Identifies training needs by analyzing market data
           (a) Understands the competition by zip code and market segment (GA,SA,Female, Senior, Grad etc)
           (b) Knows how competing services prospect and what they sell (programs, incentives, promotions, way of life, etc)
           (c) Established a cordial working relationship with recruiters from the other services
           (d) Targets prospecting by group (blitz) and individually in under-penetrated station market areas.

2. Identifies leadership training needs through constant observation and effective interaction/counseling with subordinates

3. Formulates the training plan:
    a. Publishes and maintains the long-range training calendar, reflecting
        (1) Commander's training guidance
        (2) Company training needs
        (3) Resource constraints
        (4) Major training events hosted by higher headquarters
    b. Publishes and maintains the short-range training calendar(s) that support long-range goals and reflects changing company needs
    c. Plans training events
        (1) Identifies resources
           (a) Time
           (b) Location
           (c) Key players and outside subject matter experts
           (d) Supplies
        (2) Publishes and distributes training schedule
           (a) Provides details to higher headquarters
           (b) Provide details to station commanders

4. Conducts training sessions
    a. Limits formal, collective training sessions to the improvement of prospecting, sales, leadership, and interpersonal skills
    b. Teams the company and sparks involvement from all company members
    c. Uses a format that begins with lecture/discussion followed by real-time application in the recruiting market as a company team (whenever subject matter permits immediate application)
    d. Makes training the culminating summary to previously assigned recruiter self-development activity in a given subject or series of subjects
    e. Includes pre- and post-tests (written, hands-on, or both)
    f. Exploits 21st century technologies (Internet, distance learning, multimedia, etc.)
    g. Solicits feedback at the conclusion of all training.
    h. Documents results of training and report finding as required

5. Sustains trained proficiency by continuously evaluating/re-evaluating results of training
    a. Conducts on-the-spot sustainment training as needs arise and document results on UF 967
    b. Encourage mentoring within the company
    c. Ensures that company training retains a single-subject focus i.e. face to face prospecting, until most assigned recruiters master the subject matter.

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**

1. Pinpointed and identified production-related training needs by assessing the   ——   ——
   amount, type, and results of prospecting and selling activity at recruiter and
   station level.
   a. Reviewed contract accomplishments against assigned mission using UF711
   b. Examined roll-up of type P1,2,3, and 4) and amount (attempts, contacts,
      appointments made, conducted, etc) of prospecting activity monthly and
      quarterly
   c. Identified "choke points" by evaluating the station management systems
      (1) Compared number of telephonic contacts to appointment made
      (2) Compared face-to-face time/approaches to appointment made
      (3) Compared appointments made to number conducted to determine if the
          recruiter
          (a) Established sufficient interest and rapport
          (b) Uncovered needs, goals, and desires
          (c) Simply worked to meet a "numbers" requirement
      (4) Evaluated conduct-to-test and conduct-to-floor rates to gauge training
          needs in the following areas:
          (a) Pre-Sales presentation research of the prospect's interest area to
               enhance recruiter credibility and stimulate meaningful
               conversation. Research the prospect's stated occupational goals
               (what does a "mechanical engineer" do everyday), educational
               intentions (what, where, and how much does his/her college of
               choice cost), and recreational pursuits before the sales
               presentation
          (b) Preparation of an appealing sales strategy before the sales
               presentation
          (c) Knowledge about the current recruiting environment and the
               results of youth surveys
          (d) Establishing and maintaining rapport and credibility
          (e) Establishing "true'" buying motives and addressing these motives
               accordingly
          (f) Asking for a commitment
          (g) Quickly scheduling processing
          (h) Effectiveness of follow-up strategy
      (5) Reviewed trends in archived station Mission Accomplishment Plans
          (MAP), comparing contact-to-contract (flash-to-bang) times and
          conversion averages
      (6) Reviewed station DEP/DTP loss data and identified common causative
          factors (Who fails to ship Why?)
      (7) Analyzed lead source data using UF 762:
          (a) Measured effort (time spent prospecting and conducting
               appointments) and results (contracts) for each lead source
               separately
          (b) Measured effort and results by prospecting method (P1,2,3, and 4)
          (c) Identified overlooked lead sources or under-used prospecting
               methods
      (8) Identified training needs by analyzing market data
          (a) Understood the competition by zip code and market segment
               (GA,SA,Female, Senior, Grad etc)
          (b) Knew how competing services prospect and what they sell
               (programs, incentives, promotions, way of life, etc)
          (c) Established a cordial working relationship with recruiters from the
               other services

Performance Measures	**GO**	**NO GO**
(d) Targeted prospecting,by group (blitz) and individually, in under-penetrated station market areas.		

2. Identified leadership training needs through constant observation and effective interaction/counseling with subordinates ____ ____

3. Formulated the training plan: ____ ____
    a. Published and maintained the long-range training calendar, reflecting
        (1) Commander's training guidance
        (2) Company training needs
        (3) Resource constraints
        (4) Major training events hosted by higher headquarters
    b. Published and maintained the short-range training calendar(s) that support long-range goals and reflected changing company needs
    c. Planned training events
        (1) Identified resources
            (a) Time
            (b) Location
            (c) Key players and outside subject matter experts
            (d) Supplies
        (2) Published and distributed training schedule
            (a) Provided details to higher headquarters
            (b) Provided details to station commanders

4. Conducted training sessions ____ ____
    a. Limited formal, collective training sessions to the improvement of prospecting, sales, leadership, and interpersonal skills
    b. Teamed the company and sparked involvement from all company members
    c. Used a format that began with lecture/discussion followed by real-time application in the recruiting market as a company team (whenever subject matter permits immediate application)
    d. Made training the culminating summary to previously assigned recruiter self-development activity in a given subject or series of subjects
    e. Included pre- and post-tests (written, hands-on, or both)
    f. Exploited 21st century technologies (Internet, distance learning, multimedia, etc.)
    g. Solicited feedback at the conclusion of all training.
    h. Documented results of training and reported findings as required

5. Sustained trained proficiency by continuously evaluating/re-evaluating results of training ____ ____
    a. Conducted on-the-spot sustainment training as needs arise and documented results on UF 967
    b. Encouraged mentoring within the company
    c. Ensured that company training retains a single-subject focus i.e. face to face prospecting, until most assigned recruiters master the subject matter.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                        FM 22-100
                                        USAREC REG 350-7

References
    Required   **Related**
                                                                          USAREC REG 350-9

Develop a Battalion Training Program
805B-79R-5555

Conditions: You are the master trainer for the recruiting battalion. You have recruiters, station commanders, and first sergeants with and without experience. You have access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Reg 350-10
c. USAREC Reg 350-9
d. USAREC Reg 350-7
e. USAREC Reg 350-6
f. USAREC Pam 350-7
g. General office equipment
h. USAREC Pam 350-2
i. USAREC Manual 25-100
j. AR 350-41

Standards: Develop a training plan to meet the battalion's mission posture and training needs

Performance Steps

1. Determine recruiters to be trained
    a. New Recruiters
    b. On-production recruiters
    c. AGR Specific training
    d. Station Commanders
    e. First Sergeants
    f. Staff Training
    g. Guidance Counselors and operation sergeants

2. Determine the tasks to be trained
    a. The five sales skills
    b. New equipment (ARISS)
    c. Management of systems
    d. Staff Training
    e. Annual Training Conference
    f. Army Physical Fitness Test
       (1) Maintain records IAW USAREC Suppl 1 to AR 350-41

3. Maintain Training Schedule
    a. Long-Range Planning Calendar
    b. Short-Range Planning Calendar
    c. Near-Term Planning Calendar

4. Evaluate STAR Folders

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

1. Determined recruiters to be trained
    a. New Recruiters
    b. On-production recruiters
	____	____

Performance Measures	**GO**	**NO GO**
c. AGR Specific training		
d. Station Commanders		
e. First Sergeants		
f. Staff Training		
g. Guidance Counselors and operation sergeants		

2. Determined the tasks to be trained   ____   ____
    a. The five sales skills
    b. New equipment (ARISS)
    c. Management of systems
    d. Staff Training
    e. Annual Training Conference
    f. Army Physical Fitness Test
      (1) Maintain records IAW USAREC Suppl 1 to AR 350-41

3. Maintained Training Schedule   ____   ____
    a. Long-Range Planning Calendar
    b. Short-Range Planning Calendar
    c. Near-Term Planning Calendar

4. Evaluated STAR Folders   ____   ____

Evaluation Guidance: AVScore the soldiers GO if soldier passes (P) all performance measures. Score NO GO if soldier fails (F) any performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. You may direct self-study or SOJT for soldiers who experience major problems in task performance.

References

Required	**Related**
USAREC REG 350-10	AR 350-41
USAREC REG 350-6	USAREC MAN 25-100
USAREC REG 350-7	USAREC PAM 350-2
USAREC REG 350-9	USAREC PAM 350-7

Evaluate Station Training
805B-79R-5558

Conditions: You are a recruiting company first sergeant. You have both OPSC and LPSC stations within your company. You have access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Reg 350-9
c. USAREC Reg 350-7
d. USAREC Reg 350-6
e. USAREC Pam 350-7
f. General office supplies and equipment

Standards: Evaluate all station training being conducted within your company to ensure training is needs based, analyzed, and effective

Performance Steps

1. Verify that the station commander reviewed market penetration, mission accomplishment and market expansion weekly during station production meeting/AAR process.

2. Verify that the station commander tailored training based on the changing market environment as well as the identified training needs of the recruiter to ensure mission box accomplishment .

3. Verify that station commanders conducted training on new policies and procedures or when a systemic problem is identified.
   a. Command policy
   b. Conversion data
   c. Common task testing summary report
   d. Inspector General findings
   e. Observation during DPR
   f. Market analysis
   g. USAREC Fm 660 (Recruiting Station Evaluation Checklist)

4. Verify the station commander maintains a brown folder on each recruiter that is assigned to the recruiting station.
   a. Personal Data Form
   b. PT Card and any profiles
   c. Additional duty orders
   d. DA Form 2166-7-1, blank copy of NCOER, working copy of NCOER, last completed NCOER
   e. Monthly counseling statement, UF 1165, USAREC/schools/training folder

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
1. Verified that the station commander reviewed market penetration, mission accomplishment and market expansion weekly during station production meeting/AAR process.	——	——
2. Verified that the station commander tailored training based on the changing market environment as well as the identified training needs of the recruiter to ensure mission box accomplishment .	——	——

Performance Measures	GO	NO GO

3. Verified that station commanders conducted training on new policies and procedures or when a systemic problem is identified. —— ——
   a. Command policy
   b. Conversion data
   c. Common task testing summary report
   d. Inspector General findings
   e. Observation during DPR
   f. Market analysis
   g. USAREC Fm 660 (Recruiting Station Evaluation Checklist)

4. Verified the station commander maintained a brown folder on each recruiter that is assigned to the recruiting station. —— ——
   a. Personal Data Form
   b. PT Card and any profiles
   c. Additional duty orders
   d. DA Form 2166-7-1, blank copy of NCOER, working copy of NCOER, last completed NCOER
   e. Monthly counseling statement, UF 1165, USAREC/schools/training folder

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	**Related**
USAREC PAM 350-7	
USAREC REG 350-6	
USAREC REG 350-7	
USAREC REG 350-9	

Manage New Recruiter Program
805B-79R-5561

Conditions: You are a recruiting company first sergeant with a requirement to maintain a new reruiter program. You have access to:

a. USAREC REG 350-9
b. USAREC REG 350-6
c. USAREC PAM 350-7
d. USAREC PAM 350-2
e. Recruiter Workstation with Leads and Reports System software installed

Standards: Manage the New Recruiter Program so that all new recruiters assigned to your recruiting company are being properly trained, mentored and coached.

Performance Steps

1. Initiate new recruiter program.
    a. First Sergeant will initiate the 9-month program on the first day of the calendar month after the recruiter reports to the recruiting company.
    b. Ensure that Appendix B of USAREC Pam 350-2 is completed not later than 30 days after recruiter reports to the recruiting company..
    c. Maintain UF 1006 (Recruiter Handbook Tracking Log)

2. Review USAREC Pam 350-2 monthly.

3. Conduct refresher training during the third and fourth months.

4. Conduct the fifth month evaluation.
    a. Start and complete the fifth month evaluation
    b. Establish refresher dates through the recruiting station commander for any area found to need training.

5. Conduct refresher training during the sixth and seventh months

6. Review USAREC Pam 350-2 during eight month for completion and accuracy and forward to recruiting battalion operations section for board scheduling.

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

1. Initiated new recruiter program.
     a. First Sergeant initiated the 9-month program on the first day of the calendar
       month after the recruiter reports to the recruiting company.
     b. Ensured that Appendix B of USAREC Pam 350-2 was completed not later
       than 30 days after recruiter reported to the Recruiting Company..
     c. Maintained UF 1006 (Recruiter Handbook Tracking Log)
	____	____

2. Reviewed USAREC Pam 350-2 monthly.	____	____
3. Conducted refresher training during the third and fourth months.	____	____
4. Conducted the fifth month evaluation. a. Started and completed the fifth month evaluation	____	____

Performance Measures   **GO**   **NO GO**
    b. Established refresher dates through the recruiting station commander for any
       area found to need training.

  5. Conducted refresher training during the sixth and seventh months   ——   ——

  6. Reviewed USAREC Pam 350-2 during eight month for completion and accuracy   ——   ——
     and forwarded it to recruiting battalion operations section for board scheduling.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

Maintain a Company DEP/DTP Program
805B-79R-5564

Conditions: You are a newly assigned first sergeant to a recruiting company. You have access to:

a. USAREC Reg 350-9
b. USAREC Reg 601-95
c. AR 601-210
d. FM 22-100
e. USAREC Reg 350-7
f. USAREC Reg 350-6

Standards: Maintain a company DEP/DTP program that:

 - reduces attrition
 - increases referrals through promotions
 - evaluates effective training for new soldiers
 - improves participation in DEP/DTP functions
 - increases participation in the Concurrent Admissions Program

Performance Steps

1. Evaluate current and past DEP/DTP programs
    a. Analyze loss rates for the current and past 2-years
        (1) Identify separation trends (fail to grad, apathy, DAT etc)
        (2) Determine which stations (past or present) account for a disproportionate number of losses
        (3) Determine other trends, i.e., number of losses interviewed initially in the RS, number of fail-to-grad from a particular school, overweight, failure to attend DEP/DTP functions etc.
        (4) Determine number of current DEP/DTP members that share the same risk factors, as in (3) above, and consider coding them "amber" on the DEP log.
    b. Decide if immediate changes to the company DEP/DTP management practices will reduce losses:
        (1) Increased telephone and face to face follow-up
        (2) Energizing DEP functions
        (3) Closer Company Leadership Team interaction with all DEP/DTPs processed by stations with higher-than-average loss rates
        (4) More company leadership involvement at the guidance shop with "hard sells"
        (5) Stress Pre-Basic training task lists to increase promotions.
        (6) Increased DEP/DTP referrals to increase promotions
        (7) Ensure concurrent admissions is encouraged

2. Analyze DEP log (UF 611) data to further identify trends and realize improvements as follows:
    a. Determine which stations has the highest current DEP loss rate, and consider this data when updating the status block on UF 611
    b. Determine which mission categories historically separate at a higher rate and account for this when planning follow-up action and tutorials.
    c. Compare contract-to-ship dates. The larger the window, the more likely a loss will occur.

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**

  1. Evaluated current and past DEP/DTP programs   ___   ___
     a. Analyzed loss rates for the current and past 2-years
       (1) Identified separation trends (fail to grad, apathy, DAT etc)
       (2) Determined which stations (past or present) account for a
          disproportionate number of losses
       (3) Determined other trends, i.e., number of losses interviewed initially in
          the RS, number of fail-to-grad from a particular school, overweight,
          failure to attend DEP/DTP functions etc.
       (4) Determined number of current DEP/DTP members that share the same
          risk factors as in (3) above and considered coding them "amber" on the
          DEP log.
     b. Decided if immediate changes to the company DEP/DTP management
       practices will reduce losses:
       (1) Increased telephone and face to face follow-up
       (2) Energized DEP functions
       (3) Received closer Company Leadership Team interaction with all
          DEP/DTPs processed by stations with higher-than-average loss rates
       (4) Pushed for more Company Leadership Team involvement at the
          guidance shop with "hard sells"
       (5) Stressed Pre-Basic training task lists to increase promotions.
       (6) Increased DEP/DTP referrals to increase promotions
       (7) Ensured concurrent admissions was encouraged

  2. Analyzed DEP log (UF 611) data to further identify trends and realize   ___   ___
     improvements as follows:
     a. Determined which stations had the highest current DEP loss rate and
       considered this data when updating the status block on UF 611
     b. Determined which mission categories historically separate at a higher rate
       and accounted for this when planning follow-up action and tutorials.
     c. Compared contract-to-ship dates. The larger the window, the more likely a
       loss will occur.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
                                           AR 601-210
                                          FM 22-100
                                          USAREC REG 350-6
                                          USAREC REG 350-7
                                          USAREC REG 350-9
                                          USAREC REG 601-95

Maintain Battalion Residual
805B-79R-5567

Conditions: You have just been assigned as the senior operations NCO. You have access to:

a. AR 601-210
b. USAREC Reg 601-96
c. USAREC Reg 601-56
d. USAREC Reg 601-94
e. Recruiter Workstation with Leads and Reporst System software installed

Standards: Maintain the battalion residual file to ensure that each record is accurately completed and filed

Performance Steps

1. Check all residual files for accuracy and completeness.
    a. Front of USAREC FM 794
    b. DD Form 1966 Series
    c. Original DD Form 369 (Police Record Checks)
    d. SF 86 (Questionnaire for National Security Position
    e. USAREC FM 1104 (Regular Army Enlistment DA Form 4187 if applicable)
    f. USAREC FM 978 (For Prior Service Enlistments)
    g. REQUEST reservation
    h. DA Form 3286-59 (Statement of enlistment)
    i. DD Form 4
    j. SF 88 (Report of Medical Examination
    k. USMEPCON PCN 714ADP
    l. Copies of all supporting documents

2. Sign USAREC FM 794 in space provided

3. Maintain residual file in the current files area for 1 year and cutoff at the end of the FY. Transfer to inactive files to remain for a period of 3 years and then destroy.
    a. Active Duty residual files will be filed based on Active Duty Date
    b. Reservist residual files will be filed based on Accession date.

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
1. Checked all residual files for accuracy and completeness.	____	____

    a. Front of USAREC FM 794
    b. DD Form 1966 Series
    c. Original DD Form 369 (Police Record Checks)
    d. SF 86 (Questionnaire for National Security Position
    e. USAREC FM 1104 (Regular Army Enlistment DA Form 4187 if applicable)
    f. USAREC FM 978 (For Prior Service Enlistments)
    g. REQUEST reservation
    h. DA Form 3286-59 (Statement of enlistment)
    i. DD Form 4
    j. SF 88 (Report of Medical Examination

Performance Measures   **GO**   **NO GO**
     k. USMEPCON PCN 714ADP
     l. Copies of all supporting documents

  2. Maintained residual file in the current files area for 1 year and cutoff at the end of   ——   ——
     the FY. Transferred to inactive files to remain for a period of 3 years and then
     destroy.
       a. Active Duty residual files will be filed based on Active Duty Date
       b. Reservist residual files will be filed based on Accession date.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 601-96   AR 601-210
                                       USAREC REG 601-56
                                     USAREC REG 601-94

Maintain TPU Relations Within the Company Area
805B-79R-5570

Conditions: You are a Recruiting Company First Sergeant. You have Troop Program Units (TPUs) within your recruiting company zone and a responsibility to establish and maintain a working operational relationship with them. You have access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Reg 350-10
c. USAREC Reg 350-9
d. USAREC Reg 350-7
e. USAREC Reg 350-6
f. USAREC/FORSCOM Reg 601-67
g. General office supplies and equipment

Standards: Establish and maintain operational relations with all Troop Progrm Units within your recruiting company area IAW USAREC Reg 350-9.

Performance Steps

1. Ensure recruiting station commander assigns a recruiter to work closely with each TPU administrator, supply technician or retention NCO

2. Verify USAR Unit Data Folder
   a. Record all pertinent data for the unit
   b. Inside front cover
      (1) MOS available
      (2) Primary mission
      (3) General information
      (4) RPC information
      (5) Last unit presentation
   c. Inside back cover
      (1) Annotate TPU drill dates
   d. Outside back cover
      (1) Annotate with name, military occupational specialty, date of enlistment and ship date for all DTP members assigned to the unit.

3. Ensure recruiters maintain close contact with members of the TPU

4. Monitor USAR Ownership Program
   a. Occasionally attend USAR unit meetings
   b. Ensure unit are notified within 72 hours of new soldiers enlistment or transfer
   c. Develop COI among unit members
   d. Aggressively seek referrals

5. Ensure recruiting station commander use and report the progress of active duty for special work program (ADSW).

6. Visit TPU and record date of last visit on the back on USAREC FM 1149 (USAR Unit Data Folder)

7. Ensure that all Lead Evaluation and Distribution System (LEADS) received by the recruiting station are transferred to the appropriate automated lead refinement list (ALRL) and contacted within 72 hours

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**

1. Ensured recruiting station commander assigned a recruiter to work closely with   ⸺   ⸺
   each TPU administrator, supply technician or retention NCO

2. Ensured recruiters maintained close contact with members of the TPU   ⸺   ⸺
   a. Occasionally attended USAR unit meetings
   b. Developed COI among unit members
   c. Aggressively seek referrals

3. Ensured recruiting station commander used and reported the progress of active   ⸺   ⸺
   duty for special work program (ADSW).

4. Visited TPU and recorded date of last visit on the back on USAREC FM 1149   ⸺   ⸺
   (USAR Unit Data Folder)

5. Ensured that all Lead Evaluation and Distribution System (LEADS) received by   ⸺   ⸺
   the recruiting station were transferred to the appropriate lead refinement list
   (ALRL) and contacted within 72 hours

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
   Required   **Related**
   USAREC REG 350-10
   USAREC REG 350-6
   USAREC REG 350-7
   USAREC REG 350-9
   USAREC/FORSCOM REG 601-67

Utilize Company Level Leads and Reports System
805B-79R-5573

Conditions: You are a recruting company first sergeant. You are required to use the Leads and Reports System daily. You have access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Reg 350-10
c. USAREC Reg 350-9
d. USAREC Reg 350-7
e. USAREC Reg 350-6
f. General office equipment
g. Access to USAREC Intranet

Standards: Utilize Leads and Reports System to make all required annotations on applicant records to ensure that TOS reports are populated.

Performance Steps

1. Log on to ARISS and establish a secure connection
    a. Double click the Dial Up Networking Icon on Desktop
    b. Connect to the Internet Service Provider (ISP)
    c. Once connected to ISP, use PKI disk with the PERMIT/Client menu to get a secure connection to the Internet
    d. Once the secure connection is made you will see the Red T icon change to Green and a black line will be around the icon. The asset management program will start up if this is the first time you replicated today and will check your system to ensure all required files and programs are present. Note: You do not have to wait for this program to finish to move on to the replication.
    e. Select Netscape Navigator icon on the desktop
    f. Once Netscape opens select the bookmarks button
    g. Choose the appropriate Top of System bookmark, either East or West. This will be the same as your PKI login.
    h. The TOS login screen will appear. Enter your NT User Username and Password. Choose Log on.
    i. The CLT main screen will appear.

2. Distribution parameters - Assign Schools
    a. Select Distribution Parameters
Note: This window can take up to 10 minutes to load. The speed is determined by your connection speed to the Internet
    b. Select Unassigned then choose school from the Type drop-down menu.
    c. Choose a recruiter that you want to assign a school to by clicking on the recruiters name one time
    d. Select the school that you want to assign by clicking on the school Name
    e. Select the Assign button that is now active. You have now assigned the school.
    f. Select the Key beside the recruiter's name
    g. Select the Key beside School
    h. You will see the School that was just assigned
    i. Repeat all the steps and assign all the schools to the available recruiters.
    j. Select the Save Icon

3. Distribution parameters - Split a school
    a. Select Assigned then select the recruiter from the RSID menu then select the type by choosing School from the drop-down menu
    b. Select the school that you want to split by clicking it once.
    c. Select the End Name by clicking on the letter.

Performance Steps

       d. An alphabet scroll window will appear. Select the letter of the alphabet that you want the recruiter to receive. An example would be from A to L.

NOTE: You do not have to select the Assign button for the change to take place. Once the school has been split and saved it takes affect.

       e. Select Unassigned

       f. You will now see the remaining portion of the school that needs to be assigned. Select another recruiter and assign the remaining portion or continue to split the school among additional recruiters

       g. Select the Save Icon

4. Assign ZIP Codes

       a. Select Unassigned then choose ZIP code from the Type drop-down menu.

       b. Choose a recruiter that you want to assign a ZIP code to by clicking on the recruiters name one time

       c. Select the ZIP Code that you want to assign by clicking on the ZIP Code.

Note: You will see the ZIP code listed two times in the Unassigned screen. One ZIP code is for the Active component and the other ZIP code is for the Reserve component. You cannot assign a reserve ZIP code to a Active Army recruiter or a Active ZIP code to a Reserve recruiter. If your station does not have a authorized reserve recruiter then you will not have the reserve ZIP codes on the list. The recruiting station that covers the reserve mission will have the ZIP codes.

       d. Select the Assign button that is now active

       e. Select the key beside the recruiters name to see the ZIP Code that was assigned.

       f. Repeat all the steps and assign all the schools to the available recruiters

       g. Select the Save Icon.

5. Transfer & Assumption of DEP/DTP

       a. Select DEP/DTP Transfer & Assumption from the Top of System menu

       b. Select the Recruiter from the RSID drop-down menu

       c. Select the record that you want to update by clicking the record one time.

       d. Select the CLT Approval drop-down menu and choose Yes or No.

       e. Enter CLT Remarks if needed

       f. Select the Save Icon once completed.

6. Break the mission down to all the stations once it is received from the Battalion. This must be done prior to the start of T-2

       a. Select Mission from the Top of System menu

       b. Select the Time Period, Fiscal Year, For the Quarter, Component, Mission Type and RSID from the drop-down menus.

       c. Select Retrieve.

       d. You will see the information generated at the bottom of the screen

7. Access Mission Reports. The CLT members can easily pull reports by entering the report criteria for each report. The HTML format allows the reports to load quickly.

       a. Select the Reports (HTML) menu item

       b. Select Mission

          (1) Mission Recommendation/Assignment Spreadsheet (M/Q/Y) - Used to view annual mission assignments at station level.

          (2) Mission Recommendation/Assignment Spreadsheet (M/Q) - Used to view quarterly mission assignments at station level.

          (3) Monthly and Quarterly Mission Box - Used to view Mission and Accomplishments at station level

       c. Select the name of the report then select generate

       d. Complete the criteria screen for the selected report and selects OK

Note: The criteria screen will ask for different information depending on the report that is being generated. You will select the information from drop-down menus for each area. Review the information for accuracy and print report if necessary. The reports can be saved in HTML format for later use.

Performance Steps

   8. Access Production Reports
      a. Select Reports (HTML).
      b. Select Production.
      c. You have eight reports that are available to you from this screen.
         (1) RA/USAR Separate Column Missions - (Non Glide-Path)
         (2) RA/USAR Separate Column Missions - (Glide Path)
         (3) Band Separate Column Missions
         (4) Special Operations Separate Column Missions
         (5) WOFT/OCS ENL - Opt Separate Column Missions
         (6) Mission Group Combined Columns - (Non Glide-Path)
         (7) Mission Group Combined Columns - (Glide-Path)
         (8) RSM Production Calendar
      d. Select the name of the report
      e. Complete the criteria screen for the selected report and select OK.
Note: The criteria screen will ask for different information depending on the report that is being generated. You will select the information from drop-down menus for each area. Review the information for accuracy and print report if necessary. The reports can be saved in HTML format for later use.

   9. Access Awards reports menu
      a. Select Reports (HTML).
      b. Select Awards.
      c. You have seven reports that are available to you from this screen.
         (1) Enlisted Recruiter Report Card - 598 - RA/USAR Recruiters points sheet. Shows last award earned and current points
         (2) Special Mission Recruiter Report Card - 598 Special Mission Recruiters points sheet. Shows last award earned and current points.
         (3) AWARDS Substitution Rules - RA/USAR Shows current RA/USAR Substitution rules
         (4) AWARDS Substitution Rules - AMEDD Shows current AMEDD Substitution rules
         (5) AWARDS Substitution Rules - SPECIAL MISSIONS Shows current Special Mission Substitution rules
         (6) Award Categories/Groups - Shows breakdown of categories for awarding of points.
         (7) Recruiting Achievement Point Values - (RA/USAR) - Shows point values for current RSM for RA/USAR recruiters.
      d. Select the name of the report then select generate.
      e. Complete the criteria screen for the selected report and selects OK.
Note: The criteria screen will ask for different information depending on the report that is being generated. You will select the information from drop-down menus for each area. Review the information for accuracy and print report if necessary. The reports can be saved in HTML format for later use

  10. Access reports available to Recruiting Station Commanders
      a. Select the name of the report then select generate
      b. Complete the criteria screen for the selected report and selects OK.
Note: The criteria screen will ask for different information depending on the report that is being generated. You will select the information from drop-down menus for each area.
      c. Review the information for accuracy and print report if necessary. The reports can be saved in HTML format and can be used to complete a DPR.
      d. Reports that are available are
         (1) APA Disposition - Read only report on all RSID's in the company showing number of leads received and disposition on all the leads
         (2) Reserve Affairs Batch Analysis Report -Read only report on all reserve leads received and the disposition based on specific lead sources
         (3) MEPS Processing List - USAMEPCOM Form 727 Shows all applicants that are scheduled for processing
         (4) MET Processing Log - USAREC Form 612   Shows all applicants that have taken the ASVAB test by recruiter or station

Performance Steps

          (5) ROTC Referral - Read only report by RSID showing number of ROTC referrals

          (6) DEP Separation Log (RWS) - Shows all DEP members that have been separated by recruiter or station

          (7) Mission Accomplishment Plan - Not being used

          (8) Applicant Processing List - (USAREC form 533) shows all prospects that have been made and verified by the station commander during the specified dates. Shows data for all recruiters or station

          (9) Reserve Affairs Daily Management - Read only report on all reserve leads received and the dispositions at the station level

          (10) Lead Source Analysis Report - USAREC form 762   Shows Lead Source data for all recruiters or station

          (11) Enlisted Conversion Data Chart - USAREC form 635-B   Shows conversion data for all recruiters or station

11. Access Emergency Reassignment icon
    a. Select Emergency Reassignment from the main menu
    b. Select the Recruiter from the drop-down menu for the Emergency Reassignment from Information
    c. Select the Recruiter or RSID from the drop-down menu that will receive the Applicants.
    d. Select the Applicant record or records to be transferred by clicking on the names.
    e. Select the Assign icon
    f. Select the Save Icon when all records have been transferred.
NOTE: Repeat the steps until all records have been assigned to the new recruiters or RSIDs.

12. Access RSID Maintenance
    a. Select RSID Maintenance from the main menu
    b. Review data for the recruiting station. Make necessary changes then select the Save Icon when finished. The data is now updated.

13. Access Find Screen
    a. Select Find from the main menu.
    b. Select from the List Type drop-down menu and choose Station or Recruiter.
    c. Select from the Recruiter/Station a RSID or individual recruiters name
    d. You can also select the Status and Disp Cd to the search. This will narrow the record search. An example would be DEP for Status and Follow-up for Disp Cd.
    e. The search could be very specific by entering a Last Name, ZIP, SSN, or Next Action Date
    f. Select the Search Icon
    g. The list of records that meet the search criteria will be shown in the areas below.
    h. Select the record that you want to review by clicking on the record.
    i. Select the Open Record Icon. The record will open to the Prospect Record
    j. There will be additional items available in the Main menu. These include the Prospect record, Contact History, MEPS Processing record and DEP/DTP/Unit Member
    k. Review the data on the Prospect Record this is a "read" only screen. Select Contact History from the main menu.
    l. The Contact History screen appears. To view the contact history use the scroll bar on the right side of the history block. The CLT member can enter comments in the CLT Comments section. Once the comments are entered select the Save Icon.
    m. Select the DEP/DTP/Unit Member to view the data if required.
NOTE: The Find screen once opened also contains the Student Information menu. This allows the CLT member to see all the data that is entered by the recruiters for each of the company's schools. This is broken down to the student information, school information and school activities. The information is "Read" only but allows the CLT member to evaluate the school programs throughout the unit. The data is real time and is based on the last replication of the recruiter.
    n. Select the Student Information from the main menu.
    o. The Student Information screen will appear. It will default to the first school in the database alphabetically. Select from the School drop-down menu the school that you want to review.

Performance Steps

      p. The Student Information screen for the chosen school will appear
      q. Select School Information from the main menu.
      r. Select from the School drop-down menu the school you want to review
      s. The School Information screen will appear. Review the faculty members' information by using the scroll bar to the right of the window.
      t. Select School Activities from the main menu
      u. Select the School from the drop-down menu
      v. The school activities will appear. Review the records. They are "Read" only.

  14. When finished reviewing the records, logged out of the Leads and Reports System.

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**

  1. Logged onto ARISS and established a secure connection —— ——
     a. Double click the Dial Up Networking icon on desktop
     b. Connect to the Internet Service Provider (ISP)
     c. Once connected to ISP, use PKI disk with the PERMIT/Client menu to get a secure connection to the Internet
     d. Once the secure connection is made you will see the red T icon change to Green and a black line will be around the icon. The asset management program will start up if this is the first time you replicated today and will check your system to ensure all required files and programs are present. Note: You do not have to wait for this program to finish to move on to the replication.
     e. Select Netscape Navigator icon on the desktop
     f. Once Netscape opens select the bookmarks button
     g. Choose the appropriate Top of System bookmark, either East or West. This will be the same as your PKI login.
     h. The TOS login screen will appear. Enter your NT User Username and Password. Choose Logon.
     i. The CLT main screen will appear.

  2. Distribution parameters - Assigned Schools —— ——
     a. Select Distribution Parameters
Note: This window can take up to 10 minutes to load. The speed is determined by your connection speed to the Internet
     b. Select Unassigned then choose school from the Type drop-down menu.
     c. Choose a recruiter that you want to assign a school to by clicking on the recruiters name one time
     d. Select the school that you want to assign by clicking on the school Name
     e. Select the Assign button that is now active. You have now assigned the school.
     f. Select the Key beside the recruiter's name
     g. Select the Key beside School
     h. You will see the School that was just assigned
     i. Repeat all the steps and assign all the schools to the available recruiters.
     j. Select the Save Icon

  3. Distribution parameters - Divided a school —— ——
     a. Select ASSIGNED then select the recruiter from the RSID menu then select the Type by choosing School from the drop-down menu

Performance Measures   **GO**   **NO GO**

    b. Select the school that you want to split by clicking it once.
    c. Select the End Name by clicking on the letter.
    d. An alphabet scroll window will appear. Select the letter of the alphabet that you want the recruiter to receive. An example would be from A to L.

NOTE: You do not have to select the Assign button for the change to take place. Once the school has been split and saved it takes affect.

    e. Select Unassigned
    f. You will now see the remaining portion of the school that needs to be assigned. Select another recruiter and assign the remaining portion or continue to split the school among additional recruiters
    g. Select the Save Icon

4. Assigned ZIP Codes   ____   ____
    a. Select Unassigned then choose ZIP code from the Type drop-down menu.
    b. Choose a recruiter that you want to assign a ZIP code to by clicking on the recruiters name one time
    c. Select the ZIP Code that you want to assign by clicking on the ZIP Code.

Note: You will see the ZIP code listed two times in the Unassigned screen. One ZIP code is for the Active component and the other ZIP code is for the Reserve component. You cannot assign a reserve ZIP code to a Active Army recruiter or a Active ZIP code to a Reserve recruiter. If your station does not have a authorized reserve recruiter then you will not have the reserve ZIP codes on the list. The recruiting station that covers the reserve mission will have the ZIP codes.

    d. Select the Assign button that is now active
    e. Select the key beside the recruiters name to see the ZIP Code that was assigned.
    f. Repeat all the steps and assign all the schools to the available recruiters
    g. Select the Save Icon.

5. Transferred & Assumed DEP/DTPs   ____   ____
    a. Select DEP/DTP Transfer & Assumption from the Top of System menu
    b. Select the Recruiter from the RSID drop-down menu
    c. Select the record that you want to update by clicking the record one time.
    d. Select the CLT Approval drop-down menu and choose Yes or No.
    e. Enter CLT Remarks if needed
    f. Select the Save Icon once completed.

6. Broke the mission down to all the stations once it was received from the Battalion.   ____   ____
This was done prior to the start of T-2
    a. Select Mission from the Top of System menu
    b. Select the Time Period, Fiscal Year, For the Quarter, Component, Mission Type and RSID from the drop-down menus.
    c. Select Retrieve.
    d. You will see the information generated at the bottom of the screen

7. Accessed Mission Reports. The CLT members can easily pull reports by entering   ____   ____
the report criteria for each report. The HTML format allows the reports to load quickly.
    a. Select the Reports (HTML) menu item
    b. Select Mission
      (1) Mission Recommendation/Assignment Spreadsheet (M/Q/Y) - Used to view annual mission assignments at station level.
      (2) Mission Recommendation/Assignment Spreadsheet (M/Q) - Used to view quarterly mission assignments at station level.
      (3) Monthly and Quarterly Mission Box - Used to view Mission and Accomplishments at station level

Performance Measures	**GO**	**NO GO**

      c. Select the name of the report then select generate

      d. Complete the criteria screen for the selected report and selects OK

Note: The criteria screen will ask for different information depending on the report that is being generated. You will select the information from drop-down menus for each area. Review the information for accuracy and print report if necessary. The reports can be saved in HTML format for later use.

  8. Accessed Production Reports   ——   ——

      a. Select Reports (HTML).

      b. Select Production.

      c. You have eight reports that are available to you from this screen.

          (1) RA/USAR Separate Column Missions - (Non Glide-Path)

          (2) RA/USAR Separate Column Missions - (Glide Path)

          (3) Band Separate Column Missions

          (4) Special Operations Separate Column Missions

          (5) WOFT/OCS ENL - Opt Separate Column Missions

          (6) Mission Group Combined Columns - (Non Glide-Path)

          (7) Mission Group Combined Columns - (Glide-Path)

          (8) RSM Production Calendar

      d. Select the name of the report

      e. Complete the criteria screen for the selected report and select OK.

Note: The criteria screen will ask for different information depending on the report that is being generated. You will select the information from drop-down menus for each area. Review the information for accuracy and print report if necessary. The reports can be saved in HTML format for later use.

  9. Accessed Awards reports menu   ——   ——

      a. Select Reports (HTML).

      b. Select Awards.

      c. You have seven reports that are available to you from this screen.

          (1) Enlisted Recruiter Report Card - 598 - RA/USAR Recruiters points sheet. Shows last award earned and current points

          (2) Special Mission Recruiter Report Card - 598 Special Mission Recruiters points sheet. Shows last award earned and current points.

          (3) AWARDS Substitution Rules - RA/USAR Shows current RA/USAR Substitution rules

          (4) AWARDS Substitution Rules - AMEDD Shows current AMEDD Substitution rules

          (5) AWARDS Substitution Rules - SPECIAL MISSIONS Shows current Special Mission Substitution rules

          (6) Award Categories/Groups - Shows breakdown of categories for awarding of points.

          (7) Recruiting Achievement Point Values - (RA/USAR) - Shows point values for current RSM for RA/USAR recruiters.

      d. Select the name of the report then select generate.

      e. Complete the criteria screen for the selected report and selects OK.

Note: The criteria screen will ask for different information depending on the report that is being generated. You will select the information from drop-down menus for each area. Review the information for accuracy and print report if necessary. The reports can be saved in HTML format for later use

 10. Accessed reports available to Recruiting Station Commanders   ——   ——

      a. Select the name of the report then select generate

      b. Complete the criteria screen for the selected report and selects OK.

Performance Measures   **GO**   **NO GO**

Note: The criteria screen will ask for different information depending on the report that is being generated. You will select the information from drop-down menus for each area.

       c. Review the information for accuracy and print report if necessary. The reports can be saved in HTML format and can be used to complete a DPR.

       d. Reports that are available are

          (1) APA Disposition - Read only report on all RSID's in the company showing number of leads received and disposition on all the leads

          (2) Reserve Affairs Batch Analysis Report -Read only report on all reserve leads received and the disposition based on specific lead sources

          (3) MEPS Processing List - USAMEPCOM Form 727 Shows all applicants that are scheduled for processing

          (4) MET Processing Log - USAREC Form 612   Shows all applicants that have taken the ASVAB test by recruiter or station

          (5) ROTC Referral - Read only report by RSID showing number of ROTC referrals

          (6) DEP Separation Log (RWS) - Shows all DEP members that have been separated by recruiter or station

          (7) Mission Accomplishment Plan - Not being used

          (8) Applicant Processing List - (USAREC form 533) shows all prospects that have been made and verified by the station commander during the specified dates. Shows data for all recruiters or station

          (9) Reserve Affairs Daily Management - Read only report on all reserve leads received and the dispositions at the station level

         (10) Lead Source Analysis Report - USAREC form 762   Shows Lead Source data for all recruiters or station

         (11) Enlisted Conversion Data Chart - USAREC form 635-B   Shows conversion data for all recruiters or station

11. Accessed Emergency Reassignment icon   ——   ——

    a. Select Emergency Reassignment from the main menu

    b. Select the Recruiter from the drop-down menu for the Emergency Reassignment from Information

    c. Select the Recruiter or RSID from the drop-down menu that will receive the Applicants.

    d. Select the Applicant record or records to be transferred by clicking on the names.

    e. Select the Assign icon

    f. Select the Save Icon when all records have been transferred.

NOTE: Repeat the steps until all records have been assigned to the new recruiters or RSIDs.

12. Accessed RSID Maintenance   ——   ——

    a. Select RSID Maintenance from the main menu

    b. Review data for the recruiting station. Make necessary changes then select the Save Icon when finished. The data is now updated.

13. Accessed Find Screen   ——   ——

    a. Select Find from the main menu.

    b. Select from the List Type drop-down menu and choose Station or Recruiter.

    c. Select from the Recruiter/Station a RSID or individual recruiters name

    d. You can also select the Status and Disp Cd to the search. This will narrow the record search. An example would be DEP for Status and Follow-up for Disp Cd.

    e. The search could be very specific by entering a Last Name, ZIP, SSN, or Next Action Date

Performance Measures   **GO**   **NO GO**

     f. Select the Search Icon

    g. The list of records that meet the search criteria will be shown in the areas below.

    h. Select the record that you want to review by clicking on the record.

    i. Select the Open Record Icon. The record will open to the Prospect Record

    j. There will be additional items available in the Main menu. These include the Prospect record, Contact History, MEPS Processing record and DEP/DTP/Unit Member

    k. Review the data on the Prospect Record this is a "read" only screen. Select Contact History from the main menu.

    l. The Contact History screen appears. To view the contact history use the scroll bar on the right side of the history block. The CLT member can enter comments in the CLT Comments section. Once the comments are entered select the Save Icon.

    m. Select the DEP/DTP/Unit Member to view the data if required.

NOTE: The Find screen once opened also contains the Student Information menu. This allows the CLT member to see all the data that is entered by the recruiters for each of the company's schools. This is broken down to the student information, school information and school activities. The information is "Read" only but allows the CLT member to evaluate the school programs throughout the unit. The data is real time and is based on the last replication of the recruiter.

    n. Select the Student Information from the main menu.

    o. The Student Information screen will appear. It will default to the first school in the database alphabetically. Select from the School drop-down menu the school that you want to review.

    p. The Student Information screen for the chosen school will appear

    q. Select School Information from the main menu.

    r. Select from the School drop-down menu the school you want to review

    s. The School Information screen will appear. Review the faculty members' information by using the scroll bar to the right of the window.

    t. Select School Activities from the main menu

    u. Select the School from the drop-down menu

    v. The school activities will appear. Review the records. They are "Read" only.

14. When finished reviewing the records, logged out of the Leads and Reports   ——   ——
System.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 350-10
    USAREC REG 350-6
    USAREC REG 350-7
    USAREC REG 350-9

Subject Area 8: AMEDD Detachment NCO

Analyze AMEDD Detachment Productivity
805B-79R-4443

Conditions: You are assigned as an AMEDD detachment First Sergeant. Your leadership and knowledge on how to accomplish the mission is based upon analysis of contract accomplishment in relation to AMEDD Mission glidepath. You have access to:

a. Planning Tool
b. ALRL's
c. School Folders
d. Recruiter workstation with the Leads and Reports System software installed
e. USAREC Reg 601-37
f. USAREC Reg 350-7
h. USAREC Reg 350-9
i. Top of System Reports

Standards: The Deatachment Leadership Team will expect that the continuous prospecting and processing of qualified applicants by a recruiting station will yield an even, continuous flow of contracts. IAW USAREC Reg 350-7.

Performance Steps

1. Determine productivity based on the 5 Critical Tasks

2. Evaluate Prospecting

3. Evaluate Sales Presentation

4. Evaluate Processing

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Determined productivity based on the 5 Critical Tasks	——	——
2. Evaluated Prospecting	——	——
3. Evaluated Sales Presentation	——	——
4. Evaluated Processing	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	Related
USAREC REG 350-7	
USAREC REG 350-9	
USAREC REG 601-37	

Analyze AMEDD Detachment Top Of the System (TOS) Reports
805B-79R-4444

Conditions: You are an AMEDD First Sergeant with a requirement to analyze the Top of System (TOS) Reports with access to the following:

a. Recruiter Workstation with ARISS RWS Leads-Reports software installed
b. USAREC Reg 350-9
c. Access to a data line
d. General office equipment
e. Public Key Infra-structure (PKI) Disk

Standards: The Deatachment Leadership Team will expect that the continuous prospecting and processing of qualified applicants by a recruiting station will yield an even, continuous flow of contracts. IAW USAREC Reg 350-7.

Performance Steps

1. Analyze the applicant processing list
    a. Check to see if recruiter prospects in all mission markets.
    b. Check and verify that the recruiter has a variety of Lead sources.
    c. Check to see if appointments are being conducted within 72hrs of original scheduled time.
    d. Check to see if the appointments are being conducted and immediately terminated.
    e. Verify if there are any problems with too many DQ's, medical dis-qualifications and non-selects.
    f. Check that the recruiter's follow-up dates are proactive.
    g. Ensure your own directives are measurable, achievable, and aggressive.

2. Analyze the Lead Source Analysis
    a. Check the volume of appointments conducted and compare with contracts obtained. This indicates the efficiency in converting prospects of a particular market segment.
    b. Look for the absence of or low volume of appointments conducted and contracts obtained in a given market segment. This indicates the potential for increased production by directing activity into the appropriate market.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Analyzed the applicant processing list	——	——
a. Checked to see if recruiter prospects in all mission markets.		
b. Checked to see if recruiter prospects in all mission markets.		
c. Checked to see if appointments are being conducted within 72hrs of original scheduled time.		
d. Checked to see if the appointments are being conducted and immediately terminated.		
e. Verified if there are any problems with too many DQ's, medical dis-qualifications and non-selects.		
f. Checked that the recruiter's follow-up dates are proactive.		
g. Ensured your own directives are measurable, achievable, and aggressive.		
2. Analyzed the Lead Source Analysis	——	——
a. Checked the volume of appointments conducted and compared with contracts obtained. This indicates the efficiency in converting prospects of a particular market segment.		

Performance Measures   **GO**   **NO GO**

     b. Looked for the absence of or low volume of appointments conducted and
         contracts obtained in a given market segment. This indicates the potential for
         increased production by directing activity into the appropriate market.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO
GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction,
should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who
experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 350-7
    USAREC REG 350-9

Conduct a HCRT Level Performance Review
805B-79R-4446

Conditions: You are a Health Care Recruiting Team (HCRT) NCOIC. You have one or more Station Commanders with wide variances in sales and administrative skill levels, the need to maintain standards, identify training needs, improve production, and establish command and control; and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Reg 350-9
c. USAREC Reg 350-7
d. USAREC Reg 350-6
e. AR 670-1
f. FM 22-100
g. Planning tool
h. Additional tools as required (New recruiter program handbook, SPMS Binder, etc.)

Standards: The Deatachment Leadership Team will expect that the continuous prospecting and processing of qualified applicants by a recruiting station will yield an even, continuous flow of contracts. IAW USAREC Reg 350-7.

Performance Steps

1. Establish rapport.
    a. Create a positive environment.
    b. Determine recruiting station commander's attitude and motivation level.

2. Discuss recruiting personnel status.
    a. Personnel accountability (leaves).
    b. Personnel issues.
    c. End of tour awards, recruiter performance/production awards.

3. Review production/board activities.
    a. Prospecting
        (1) Determine if station commander is aware of his/her requirements to achieve mission.
        (2) Determine if the recruiting station is meeting their goals. If not, determine which recruiter(s) are not meeting their goals and what is being done to train that recruiter. Make appropriate changes in prospecting methods when necessary.
    b. Projections
        (1) Verify that all projections on ARISS and recruiters received "Passed edit."
        (2) Determine if packets have been completed and submitted to Health Services Directorate.
    c. Medical Waivers
        (1) Review outstanding waivers awaiting approval by USAREC.
        (2) Determine if waivers have been forwarded to approval authority.
        (3) Review status of waivers pending submission by recruiting station.

4. Analyze sustainment requirements
    a. Verify all Active Duty QPA members are ready to PCS to first duty station.
    b. Verify all documents required for accession onto Active Duty have been forwarded to Health Services Directorate (HSD).
    c. Verify graduation status on all scholarship members.

5. Review leader plan of action
    a. Review progress of leader plans of action to sustain, enhance or improve previously identified areas of concern.
    b. Give specific guidance and assistance to station commanders to increase effectiveness of the plan.

Performance Steps

    6. Close performance review
        a. Identify training needs and plan training accordingly.
        b. Close PR session with a positive message.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Established rapport.	——	——
a. Createc a positive environment.		
b. Determinec recruiting station commander's attitude and motivation level.		
2. Discussed recruiting personnel status.	——	——
a. Personnel accountability (leaves).		
b. Personnel issues.		
c. End of tour awards, recruiter performance/production awards.		
3. Reviewed production/board activities.	——	——
a. Prospecting		
(1) Determined if station commander is aware of his/her requirements to achieve mission.		
(2) Determined if the recruiting station is meeting their goals. If not, determined which recruiter(s) are not meeting their goals and what is being done to train that recruiter. Made appropriate changes in prospecting methods when necessary.		
b. Projections		
(1) Verified that all projections on ARISS and recruiters received "Passed edit."		
(2) Determined if packets have been completed and submitted to Health Services Directorate.		
c. Medical Waivers		
(1) Reviewed outstanding waivers awaiting approval by USAREC.		
(2) Determined if waivers have been forwarded to approval authority.		
(3) Reviewed status of waivers pending submission by recruiting station.		
4. Analyzed sustainment requirements	——	——
a. Verified all Active Duty QPA members are ready to PCS to first duty station.		
b. Verified all documents required for accession onto Active Duty have been forwarded to Health Services Directorate (HSD).		
c. Verified graduation status on all scholarship members.		
5. Reviewed leader plan of action	——	——
a. Reviewed progress of leader plans of action to sustain, enhance or improve previously identified areas of concern.		
b. Gave specific guidance and assistance to station commanders to increase effectiveness of the plan.		
6. Closed performance review	——	——
a. Identified training needs and planed training accordingly.		
b. Closed PR session with a positive message.		

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    AR 670-1
    FM 22-100
    USAREC REG 350-6
    USAREC REG 350-7
    USAREC REG 350-9

Conduct an AMEDD Detachment AAR
805B-79R-4447

Conditions: You are an AMEDD Detachment First Sergeant and have a requirement to conduct an AAR and access to:

a. FM 22-100
b. USAREC Manual 25-100
c. USAREC Reg 350-9
d. USAREC Reg 350-7
e. USAREC Reg 350-6
f. USAREC Reg 601-37

Standards: The Deatachment Leadership Team will expect that the continuous prospecting and processing of qualified applicants by a recruiting station will yield an even, continuous flow of contracts. IAW USAREC Reg 350-7.

Performance Steps

1. Evaluate what actually happened.

2. Determine what went right.

3. Determine what went wrong.

4. Determine what should be done differently the next time

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	**GO**	**NO GO**
1. Evaluated what actually happened.	――	――
2. Determined what went right.	――	――
3. Determined what went wrong.	――	――
4. Determined what should be done differently the next time	――	――

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
Required	**Related**
FM 22-100	
USAREC MAN 25-100	
USAREC REG 350-6	
USAREC REG 350-7	
USAREC REG 350-9	
USAREC REG 601-37	

Monitor Personnel Strength and Accountability
805B-79R-4448

Conditions: You are an AMEDD Detachment First Sergeant with a requirement to monitor personnel strength and accountability and access to:

a. USAREC Reg 616-6
b. Top Of the System (TOS) Reports
c. Detachment Leave Log
d. Schools Order of Merit List
e. NCOER Tracking System
f. CIMS replacement (PER Module)
g. Recruiter Workstation with Leads and Reports System software installed

Standards: The Deatachment Leadership Team will expect that the continuous prospecting and processing of qualified applicants by a recruiting station will yield an even, continuous flow of contracts. IAW USAREC Reg 350-7.

Performance Steps

1. Identify detachment strength
    a. Inform Brigade Command Sergeant Major of Detachment vacancies
    b. Coordinate with the Brigade Command Sergeant Major for replacements
    c. Request a replacement that will most effectively support the recruiting mission (i.e. recruiting experience, ability to operate in a professional community).

2. Identify personnel in the 6 months window of departure from unit
    a. Ensure the award recommendation is complete
    b. Complete NCOER Counseling and Evaluation
    c. Monitor the effect on mission

3. Maintain Daily Status Report
    a. Personnel on Leave
    b. Quarters/Medical
    c. TDY
    d. AWOL
    e. Attending schools/OML

4. Monitor detachment leave roster to ensure no soldier loses annual leave.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Identified detachment strength	——	——
a. Informed Brigade Command Sergeant Major of Detachment vacancies		
b. Coordinated with the Brigade Command Sergeant Major for replacements		
c. Requested a replacement that would most effectively support the recruiting mission (i.e. recruiting experience, ability to operate in a professional community).		
2. Identified personnel in the 6 months window of departure from unit	——	——
a. Ensured the award recommendation is complete		
b. Completed NCOER counseling and evaluation		
c. Monitored the effect on mission		

Performance Measures   **GO**   **NO GO**

   3. Monitored daily status report   ‾‾‾   ‾‾‾
      a. Personnel on Leave
      b. Quarters/Medical
      c. TDY
      d. AWOL
      e. Attending schools/OML

   4. Monitored detachment leave roster to ensure no soldier loses annual leave.   ‾‾‾   ‾‾‾

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 616-6

Manage Detachment Level Personnel Integration Program
805B-79R-4449

Conditions: You are an AMEDD Detachment First Sergeant. You have a newly assigned individual and access to:

a. USAREC Reg 350-9
b. USAREC Reg 601-37
c. USAREC Reg 350-7
d. Unit Standing Operating Procedures (SOP)
e. Counseling folder
f. General Office supplies and equipment

Standards: Correctly manage the detachment level personnel integration program.

Performance Steps

1. Receive a new recruiter
    a. Establish relationship boundaries
    b. Review BDE and Detachment SOP
    c. Give a brief history of Recruiting Detachment
    d. Initiate new recruiter program

2. Receive a new station commander or Health Care Recruiting Team (HCRT) NCOIC
    a. Establish relationship boundaries
    b. Review BDE and Detachment SOP
    c. Conduct NCOER initial counseling
    d. Give a Detachment Briefing

3. Receive a new HCRT Leader
    a. Establish relationship boundaries
    b. Review BDE and Detachment SOP
    c. Give a Detachment Briefing
    d. Provide tour of detachment area to include all stations

4. Receive a new Detachment commander
    a. Give Detachment Briefing to ensure commander knows Detachment area and mission posture.
    b. Provide tour of detachment area to include all stations.

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Received a new recruiter	——	——
a. Established relationship boundaries		
b. Reviewed BDE and Detachment SOP		
c. Gave a brief history of Recruiting Detachment		
d. Initiated new recruiter program		
2. Received a new station commander or Health Care Recruiting Team (HCRT) NCOIC	——	——
a. Established relationship boundaries		
b. Reviewed BDE and Detachment SOP		
c. Conducted NCOER initial counseling		

Performance Measures	**GO**	**NO GO**
d. Gave a Detachment Briefing		

3. Received a new HCRT Leader   ___   ___
   a. Established relationship boundaries
   b. Reviewed BDE and Detachment SOP
   c. Gave a Detachment Briefing
   d. Provided tour of detachment area to include all stations

4. Received a new Detachment commander   ___   ___
   a. Gave Detachment Briefing to ensure commander knows Detachment area
      and mission posture.
   b. Provided tour of detachment area to include all stations.

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
    USAREC REG 350-7
    USAREC REG 350-9
    USAREC REG 601-37

Evaluate AMEDD Station Training Programs
805B-79R-4451

Conditions: You are an AMEDD Detachment First Sergeant given the requirement to evaluate AMEDD station training programs and access to:

a. Recruiter Workstation with Leads and Reports System software installed
b. USAREC Reg 350-9
c. USAREC Reg 350-7
d. USAREC Reg 350-6
e. USAREC Pam 350-7
f. General Office Supplies and equipment
g. USAREC Manual 25-100
h. USAREC Reg 601-37

Standards: Correctly evaluate all station training programs within your detachment.

Performance Steps

1. Verify that the recruiting station commander conducted an assessment of the recruiting station's strengths and weaknesses using the STAR Folder.

2. Verify that the recruiting station training plan in the STAR Folder is tailored to the strengths and weaknesses identified during the assessment.

3. Verify that the Station Training Program is being implemented

4. Verify that the Station Training Program is documented in the STAR Folder

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	GO	NO GO
1. Verified that the recruiting station commander conducted an assessment of the recruiting station's strengths and weaknesses using the STAR Folder.	——	——
2. Verified that the recruiting station training plan in the STAR Folder is tailored to the strengths and weaknesses identified during the assessment.	——	——

3. Verified that the Station Training Program is being implemented by:
    a. Hands on Performance Oriented Training
    b. Challenging Training
    c. Minimal Training Distracters
    d. Sustains Proficiency
    e. NCOER counseling is accomplished.
	——	——

4. Verified that the Station Training Program is documented in the STAR Folder.	——	——

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty.   Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References
    Required   **Related**
      USAREC MAN 25-100
      USAREC PAM 350-7

References
  Required   **Related**
  USAREC REG 350-6
  USAREC REG 350-7
  USAREC REG 350-9
  USAREC REG 601-37

CHAPTER 4

Duty Position Tasks

	DUTY POSITION	SUBJECT AREA	CROSS TRAIN	TRAIN-UP/MERGER
SL3	Recruiter	1	NA	SL4 Station Commander SL4 Senior Trainer
SL4	AMEDD Recruiter	1 and 6	Health Care Recruiter	Recruiting 1SG Station Commander
SL4	Station Commander	2 and 7	Guidance Counselor Operations NCO	Recruiting CSM SR Guidance Counselor
	Guidance Counselor (ASIV7)	4	Asst Operations NCO Liaison NCO	SR Guidance Counselor Recruiting 1SG
	Operations NCO	5	Guidance Counselor	Recruiting 1SG SR Guidance Counselor
SL5	First Sergeant	3 and 8	Master Trainer	Brigade CSM BN CSM
	SR Guidance Counselor (ASI V7)	4	Recruiting 1SG	BN CSM BDE Senior Operations NCO
	SR Operations NCOIC	5	First Sergeant	BN CSM BN Senior Operations NCO

GLOSSARY

Section I
Acronyms & Abbreviations

1SG	first sergeant
AA	assembly area; antiaircraft; associate of the arts degree
AAR	after action review; after action report
AARQST	active Army recruit quota system
AC	active component; assistant commandant
ACC	Army correspondence course
ACE	American Council on Education
ACES	Army Continuing Education System
AD	active duty
ADA	Air Defense Artillery
ADAPCP	Army alcohol and drug abuse prevention and control program
ADM	administrative; administration
ADP	automated data processing
ADSW	additional duty special work
ADT	active duty for training
AF	Air Force
AFCT	armed forces classification test
AFQT	armed forces qualification test
AG	Adjutant General
AGR	Active Guard Reserve
AIMS	automated instructional management system
AIT	advanced individual training
ALL	Army law library
AMS	Army management structure
AN	annually

ANCOC	Advanced Noncommissioned Officer Course
AO	Accounting Office; area of operations
AOC	area of concentration
AOR	area of responsibility
APC	accounting processing code; armored personnel carrier
APFT	Army physical fitness test
APPLES-MDT	age, physical status, prior service, law violations, education, sole survivor, marital status, dependents, and tests
AR	Army Regulation; Army Reserve
ARA	automatic reimbursement authority
ARC	Advanced Recruiting Course; American Red Cross
ARI	Army Research Institute
ARNG	Army National Guard
ARNGUS	Army National Guard of the United States
AS	as stated; associate of the sciences degree
ASD	Administrative Services Division
ASP	ammunition supply point; Army Suggestion Program
ASR	Army service ribbon
ASVAB	armed services vocational aptitude battery
ATA	additional training assemblies
ATC	Army Training Center
ATT	authorized travel time; Army training test
AUS	Army of the United States
AV	audiovisual
AWOL	absent without leave
BAS	basic allowance for subsistence
BASD	basic active service date
BC	branch code
BLT	basic leadership training

BR	battle roster
BSSRB	broken service selective reenlistment bonus
BT	basic training
CA	civil affairs
CAP	centralized assignment procedures
CAS	close air support
CAST	computerized adaptive screening test
CCID	career counselors identification
CD	Casualty Division
cdr	commander
CD-ROM	compact disk-read only memory
CE	commander's evaluation
CF	copy furnished
CG	Commanding General
CLT	company leadership team
CMF	career management field
COHORT	cohesion operational readiness training
CONUS	the continental United States
CTT	common task training; common task test; constructed travel time
DA	Department of the Army
DEROS	date eligible for return from overseas
DOB	date of birth
DoD	Department of Defense
DODPM	Department of Defense Military Pay and Allowances Entitlements Manual
DROS	date returned from overseas
DTP	delayed training program
EB	enlisted bonus

ECN	extension control number
ESP	enlistment standards program
EST	enlisted screening test
ETS	Expiration Term of Service
FM	field manual; frequency modulation
FORSCOM	Forces Command
GC	guidance counselor; government conveyance
GED	general education development
GSA	General Services Agency; General Services Administration
HQDA	Headquarters, Department of the Army
HRAP	hometown recruiter assistance program
HSDG	high school diploma graduate
HSSR	high school senior
IADT	initial active duty training
IAW	in accordance with
IG	Inspector General
IRR	Individual Ready Reserve
ITP	individual training plan
LEADS	lead evaluation and distribution system
LRL	lead refinement list
MACOM	Major Army Command
MEPCOM	Military Entrance Processing Command
MEPRS	MEPS reporting system
MEPS	Military Entrance Processing Station
MFR	memorandum for record
MOS	military occupational specialty
MOSC	military occupational specialty code
MPRJ	military personnel records jacket, U. S. Army

MSO	military service obligation
NCO	noncommissioned officer
NG	National Guard
NHSG	non-high school graduate
NPS	nonprior service; new permanent station
OBC	officer basic course
OCONUS	outside the continental United States
OCS	officer candidate school
OMPF	official military personnel file
P/D	per diem
PA	personnally owned automobile
PCS	permanent change of station
PDQ	permanently disqualified
PDR	prospect data record
PEB	physical evaluation board
PEBD	pay entry basic date
PERSCOM	Personnel Command
PMOS	primary military occupational specialty
POB	place of birth
PRI	primary review authority
PS	prior service; postal service
PT	physical training; point
PX	post exchange
QNE	qualified - not enlisted
QPA	quality point average; qualified, pending accession
RA	regular army
RC	reserve component
RCN	reenlistment control number

RCTRNCO	reserve component transition NCO
RE	reentry eligibility
REQUEST	recruit quota system
RPI	retention publicity item
RPMS	recruiter production management system
RRB	regular reenlistment bonus
RS	recruiting station
RSM	recruit ship month
RSW	recruit ship week
RT	recruiter trainer; receiver transmitter; radio/telephone
SDS	school data sheet
SF	standard form
SGLI	servicemembers' group life insurance
SL	skill level
SM	soldier's manual
SM/TG	soldier's manual/trainer's guide
SMCT	Soldier's Manual of Common Tasks
SMOS	secondary military occupational specialty
SOP	standing operating procedure
SQI	skill qualification identifier
SRB	selective reenlistment bonus
STP	Soldier Training Publication
TDQ	temporarily disqualified
TM	technical manual
TPU	troop program units
TRADOC	Training and Doctrine Command
TRNCO	transition NCO
TSC	Theater Support Command; Training Support Center

TTE	transitional training and evaluation
UCMJ	uniform code of military justice
UIC	unit identification code
USAEEA	United States Army Enlistment Eligibility Activity
USAEREC	United States Army Enlisted Records and Evaluation Center
USAR	U.S. Army Reserve
USAREC	United States Army Recruiting Command
VIP	very influential person
WOFT	warrant officer flight training

Section II
Terms

app
appendix

Applicant
A person who applies voluntarily for enlistment in the Army National Guard and is found eligible for further processing after completing and signing the DD Form 1966 series.

ARR
arrival

auth
authorized

auto
automatic

Bde
brigade

Bn
battalion

BW
bi-weekly

Cir
circular

DEP
delayed entry program; deputy; departure

REFERENCES

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Required publications are sources that users must read in order to understand or to comply with this publication.

Army Correspondence Course Program Subcourses

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IS 1203	Service Benefits and Retirements 1 April 1990
IS 1401	Effective Army Writing
IS 1402	Preparation for Writing
IS 1403	Putting Your Thoughts on Paper
IS 1405	Punctuation
IS 1406	Reviewing Your Writing
IS 1408	Effective Written Communications

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AR 135-18	The Active Guard/Reserve (AGR) Program 19 June 2003
AR 135-180	Qualifying Service for Retired Pay Nonregular Service 1 July 1987
AR 135-200	Active Duty for Training, Annual Training and Active Duty Special Work of Individual Soldiers 30 June 1999
AR 135-7	Incentive Programs 15 April 1996
AR 135-91	Service Obligations, Methods of Fulfillment, Participation Requirements, And Enforcement Procedures 26 September 2000
AR 140-10	Assignments, Attachments, Details, and Transfers 1 September 1994
AR 140-111	U.S. Army Reserve Reenlistment Program 28 June 2002
AR 25-50	Preparing and Managing Correspondence 3 June 2002
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AR 600-50	Standards of Conduct for Department of the Army Personnel 28 January 1988
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AR 601-210	Regular Army and Army Reserve Enlistment Program 28 February 1995
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AR 635-200	Enlisted Personnel 1 November 2000
AR 670-1	Wear and Appearance of Army Uniforms and Insignia 1 July 2002

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DA FORM 1695	Oath of Extension of Enlistment 1 May 1998
DA FORM 2166-8	Noncommissioned Officer Evaluation Report 1 October 2001
DA FORM 2166-8-1	NCO Counseling Checklist/Record 1 October 2001
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DA FORM 3340-R	Request for Regular Army Reenlistment or Extension 1 December 1994
DA FORM 3540-R	Certificate and Acknowledgment of Service Requirements for Individuals Enlisting, Reenlisting, or Transferring in to Troop Program Units of the US Army Reserve 1 August 1995
DA FORM 4187	Personnel Action 1 April 1995
DA FORM 4856	General Counseling Form 1 June 1985
DA FORM 5164-R	Hands-On Evaluation 1 September 1985
DA FORM 5689	Oath of Enlistment 1 August 1988
DA FORM 5691-R	Request for Reserve Component Assignment Orders 1 May 1998
DA FORM 61	Application for Appointment 1 June 1981

Department of Army Pamphlets

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DA PAM 601-5-2	Army Reserve REQUEST User's Manual 1 May 1985
DA PAM 601-5-3	National Guard REQUEST User's Manual 23 April 1986
DA PAM 611-1	The Army Interview 30 August 1965
DA PAM 611-21	Military Occupational Classification and Structure 31 March 1999
DA PAM 623-205	The Noncommissioned Officer Evaluation Reporting System "In Brief" 29 January 1988

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DD FORM 214	Certificate of Release or Discharge from Active Duty 1 November 1988
DD FORM 2246	Applicant Medical Prescreening Form 1 November 1980

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