

PROSPECTING, PROCESSING, AND ANALYSIS



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Prospecting, Processing, and Analysis

Contents

	Page
PREFACE	v
PART I. PROSPECTING AND PROCESSING	
Chapter 1 Introduction.....	1-1
Basics Of Prospecting	1-3
Establish Rapport	1-6
Recruiting Steps Upon Contact With Prospect.....	1-10
Summary	1-11
Chapter 2 Lead Generation.....	2-1
Introduction.....	2-1
Lead Generation Activities.....	2-1
Measuring Lead Generation And Contract Results	2-4
Summary	2-8
Chapter 3 Telephone Prospecting	3-1
Introduction.....	3-1
Summary	3-5
Chapter 4 Face-To-Face Prospecting	4-1
Introduction.....	4-1
Enhancing Face-To-Face Prospecting	4-3
Campus Face-To-Face (College) Insights – See Figure 4-2	4-5
Campus Face-To-Face (High School) Insights – See Figure 4-3	4-7
Classroom Presentations	4-9
Hot Stops.....	4-13
Hot Knocks	4-18
Summary	4-22
Chapter 5 Virtual Prospecting	5-1
Introduction.....	5-1
Summary	5-8
Chapter 6 Contact Scripts	6-1
Introduction.....	6-1
Introductory Scripts	6-1
Probing Questions.....	6-4
Initial Contact.....	6-6

	Prequalifying Prospects.....	6-9
	Summary.....	6-10
Chapter 7	Processing.....	7-1
	Introduction.....	7-1
	Processing.....	7-1
	Medical Processing.....	7-4
	Recruiting Team Obligation.....	7-5
	Summary.....	7-5
Chapter 8	Follow-Up.....	8-1
	Introduction.....	8-1
	Creative, Purposeful Follow-Up.....	8-1
	Conduct Follow-Up Activities (Frequency).....	8-2
	Leads.....	8-2
	Prospects.....	8-2
	Applicants.....	8-3
	Future Soldiers.....	8-3
	Cps And Vips.....	8-3
	Conduct Follow-Up Activities (Execute).....	8-5
	Summary.....	8-6
Chapter 9	Planning Considerations.....	9-1
	Introduction.....	9-1
	Planning Overview.....	9-1
	Develop Seasonal Prospecting Strategies.....	9-4
	High School Seniors (Nps Recruiting Only).....	9-4
	High School Graduates (1 st Year).....	9-5
	High School Graduates (2 nd Year).....	9-5
	Develop Weekly Game Plan.....	9-6
	Develop Pre-Call Plan.....	9-6
	Summary.....	9-9

PART TWO II. ANALYSIS

Chapter 10	Theory Of The Mission Accomplishment Plan (Map).....	10-1
	Nps Recruiting Active And Reserve Only.....	10-1
	Introduction.....	10-1
	Conversion Data.....	10-5
	Map Preparation.....	10-7
	Pre-Implementation Review.....	10-10
	Conversion Data Analysis.....	10-11
	Usarec Benchmarks.....	10-13
	Chokepoints.....	10-14
	Validating Conversion Data.....	10-15
	Troubleshooting.....	10-16
	Map Analysis.....	10-16
Chapter 11	The Recruiting Funnel Troubleshooting Guide.....	11-1
	Non-Prior Service.....	11-1
	Troubleshooting.....	11-4
	Not Making Enough Appointments.....	11-4
	High Number Of No-Shows Or Appointment Cancellations.....	11-5
	Low Conversion Of Appointments Conducted To Test.....	11-5
	Applicants Are Not Passing Asvab.....	11-6
	Applicants Are Not Taking A Physical Exam.....	11-7
	Applicants Are Not Passing The Physical Examination.....	11-7
	Applicants Are Passing The Physical But Not Enlisting.....	11-7
	Future Soldiers Not Shipping.....	11-8
	In-Service Recruiting.....	11-8
	Troubleshooting.....	11-10
	Low Attendance At A Briefing.....	11-10
	High Number Of No-Shows Or Briefing Cancelations.....	11-10
	Low Conversion Of Soldiers Briefed To Qualified And Volunteer.....	11-11

Contents

	Soldiers Not Completing The Physical Exam	11-12
	Applicants Are Not Passing The Physical Exam	11-12
	Applicants Are Passing The Physical But Not Committing To A Class	11-12
	Future Arsof Soldiers Are Not Shipping.....	11-12
Chapter 12	Map Scenario (Using The Electronic Version).....	12-1
	Major Subhead.....	12-1
Chapter 13	Calculating Hours To Appointment Made.....	13-1
	Introduction.....	13-1
	Telephone And Virtual Prospecting Pre-Work	13-1
	Face-To-Face Prospecting And Area Canvass Pre-Work	13-2
	Prospecting Pre-Work	13-2
	Planning	13-4
	Summary	13-5
	Appendix	A-1
	Glossary	Glossary 1
	Section I - Acronyms And Abbreviations	Glossary 2
	Section Ii Terms	Glossary 3
	References	Reference1

Figures

Figure 1-1. Prospecting methods and supporting elements.	1-2
Figure 1-2. Prospecting (effectiveness and efficiency).....	1-3
Figure 1-4. Joining the Army Funnel and the recruiting process.....	1-6
Figure 1-5. Steps to Building Rapport (habits and personal skills).	1-7
Figure 2-1. Contracts.....	2-5
Figure 2-2. Conducts.....	2-5
Figure 2-3. Lead sources associated with contracts.....	2-6
Figure 2-4. Conducts.....	2-7
Figure 2-5. Contracts.....	2-7
Figure 2-6. Prospecting Analysis Report.....	2-8
Figure 4-1. Face to Face Four.	4-4
Figure 4-2. Campus Face to Face (college).....	4-6
Figure 4-3. Campus Face to Face (HS).....	4-7
Figure 4-4. Classroom Presentations.	4-11
Figure 4-5. Examples of Hot Spots.....	4-14
Figure 4-6. Examples of Hot Knocks LEAD information sources.....	4-18
Figure 9-1. Telephone planning consideration example.	9-2
Figure 10-1. Recruiting Funnel.	10-3
Figure 10-2. Collection of Conversion Data over a 12 month period.....	10-6
Figure 10-3. Rolling 12-month Conversion data.....	10-7
Figure 10-4. MAP design.	10-7
Figure 10-5. Bottom portion of the MAP.....	10-9
Figure 10-6. Top portion of the MAP.....	10-10
Figure 10-7. Example of a 4 week month calendar.....	10-10
Figure 10-8. Collection of conversion data over a 12-month Period.....	10-11
Figure 10-9. Funnel Benchmarks.	10-13
Figure 10-10. Modified Conversion Data Chart.....	10-14
Figure 10-11. Conversion Data.....	10-15
Figure 11-1. The Recruiting Funnel.	11-1
Figure 11-2. Recruiting funnel with bench marks and choke points.	11-2
Figure 11-3. Recruiting funnel with effects of social media.....	11-3
Figure 11-4. The In-Service Recruiting funnel.	11-9
Figure 12-1. MAP Analysis scenario.....	12-1
Figure 12-2. Shortfalls in HS senior results.....	12-2
Figure 12-3.....	12-3
Figure 12-4.....	12-3
Figure 12-5.....	12-5

	Page
Figure 12-6.....	12-6
Figure 12-7.....	12-6
Figure 12-8.....	12-7
Figure 12-9.1.....	12-8
Figure 12-9.2.....	12-8
Figure 12-10.....	12-9
Figure 12-11.....	12-9
Figure 12-12.....	12-10
Figure 12-13.....	12-10
Figure 12-14.....	12-11
Figure 12-15.....	12-12
Figure 12-16.....	12-13
Figure 12-17.....	12-14
Figure 12-18.....	12-15
Figure 12-19.....	12-16
Figure 12-20.....	12-16
Figure 12-21.....	12-17
Figure 13-1. Note (time constraints).....	13-4

Tables

Table 4-1. School and Army Class Correlation.....	4-10
Table 7-1. ASVAB Subtests.....	7-3
Table 7-2. ASVAB Line scores.....	7-3
Table 13-1. Example total hours prospected and the ACA.....	13-2
Table 13-2. Example total prospecting for the week.....	13-3
Table 13-3. Contacts to AM and Contacts per hour (3 week total).....	13-4

Graphics

Graphic 1. School Program lead generation-college.....	4-5
Graphic 2. School Program lead generation-high school.....	4-7
Graphic 3. Hot spots.....	4-13
Graphic 4. Hot Knocks.....	4-18
Graphic 5. Seasonal prospecting strategy.....	9-4
Graphic 6. Weekly game plan.....	9-6
Graphic 7. Pre-call Plan.....	9-6

PREFACE

USAREC TC (TC) – The United States Army Recruiting Command (USAREC) publication, USAREC TC 5-03.1, Prospecting, Processing, and Analysis, expands on the fundamental concepts and requirements introduced in USAREC Manuals 3-0, 3-30, 3-31, and USAREC Regulation 601-210 and 601-37. Concepts, tactics, and techniques in this USAREC TC apply to all members of USAREC. It places the company and station commanders firmly at the center of planning and leading the shaping, supporting, and decisive operations of prospecting, processing, and analysis.

PURPOSE

This USAREC TC provides leaders, recruiters, and civilians with the common concepts and techniques to execute or support the task execution of prospecting, processing, and analysis. The United States Army Recruiting Command (USAREC) has the mission to recruit America's best volunteers to enable the Army to win in a complex world. Members of USAREC accomplish this mission by mastering prospecting and processing tasks.

SCOPE

The USAREC TC is a primary user manual for prospecting and analysis TTPs and processes. The USAREC TC supports the concepts of operations in USAREC Manuals 3-0, 3-30, 3-31, and requirements in USAREC Regulation 601-210 and 601-37. Leaders, Recruiters, and civilians should refer to the appropriate publication as it pertains to their level of application. Critical individual tasks are accessible through the Central Army Registry (CAR).

APPLICABILITY

This manual applies to all members of USAREC, regardless of recruiting mission type (Enlisted, Healthcare, chaplain, and in-service). This USAREC TC supports ALL the critical individual recruiting tasks relating to the content of this manual, and they are accessible through the CAR located at web link <https://rdl.train.army.mil/catalog#/dashboard>.

ADMINISTRATIVE INFORMATION

The proponent for this manual is the Recruiting and Retention School, Doctrine Division. Send comments and recommendations on DA Form 2028 (Recommended Changes to this publication) directly to HQ RRS, ATTN: RCRS-DD, 1929 Old Ironsides Ave, Building 2389, Fort Knox, KY 40121 or by e-mail to usarmy.knox.usarec.list.hq-rrs-doctrine@mail.mil.

PART ONE

Prospecting and Processing

Part One defines the terms, identifies the tasks, and provides discussion on prospecting, its importance, and methods for all personnel assigned to the U.S. Army Recruiting Command (USAREC). The basic methods in part one of this manual applies to Army Medical Department (AMEDD), Special Operations Recruiting Battalion (SORB), and Non-Prior Service (NPS) recruiting. Although there are differences between these recruiting organizations, the basics of prospecting, processing, and analysis are similar in methodology.

Chapter 1 Introduction and defines and discusses prospecting

Chapter 2 describes lead generation and analysis

Chapter 3 describes telephone prospecting

Chapter 4 describes face-to-face prospecting

Chapter 5 describes virtual prospecting

Chapter 6 provides examples of contact scripts, probing questions, and closing techniques

Chapter 7 describes processing

Chapter 8 describes follow-up activities

Chapter 9 describes planning considerations – See notes for sections not applicable to Healthcare in the paragraph.

Chapter 1

Introduction

“Prospecting is the most important daily task in recruiting. Master the art and science of prospecting and you become the master of your destiny in recruiting.”

USAREC CSM

INTRODUCTION

1-1. After spending countless hours and Army resources to obtain leads, now comes the most important, dynamic, and difficult task and operation in recruiting, and that is prospecting. Recruiters must ensure a sufficient number of people listen to the Army story and make a commitment to serve. Recruiters accomplish this feat by prospecting and being consistent, and deliberate contacting people with the primary purpose of creating interest in the Army.

1-2. **Prospecting** is a recruiting function, operation, and critical task whereby a recruiter attempts to contact leads for the purpose of generating interest in an Army enlistment or accession. Prospecting is any action a recruiter takes to contact a lead. A “lead” is a name with an address, telephone number, email address, or social media site, and has not had an appointment for an Army interview. **Note:** There must be enough actionable information for the Recruiter to establish interactive contact.

1-3. **Prospecting is a critical task** that supports the execution of the mission essential tasks (execute recruiting operations and develop a recruiting operation plan), which is the backbone of recruiting.

CRITICAL TASK

Purposeful, focused, and vigorous prospecting leads to success. Recruiters execute prospecting by telephone, face-to-face and virtual methods (e-mail, Facebook, and Twitter, for example). Prospecting operations should consume the majority of the stations time. Recruiter prospecting efforts are an important part of the stations and company’s prospecting goals. Station commanders must be fully aware of all recruiting efforts. Station commanders provide prospecting requirements through the counseling process to individual recruiters.

1-4. **There are three prospecting methods**, telephone, face-to-face, and virtual. (See figure 1-1) Webster defines a method as “procedure, technique, or way of doing something.” Therefore USAREC doctrine refers to these as methods of prospecting, and within these methods, devices and technology may play a role in their application. We discuss these methods further in the follow on paragraphs and chapters. The recruiters prospecting efforts are an important part of the station's prospecting plan. Station commanders provide guidance and detailed information regarding recruiters’ prospecting plans. **Note - Area canvassing and face-to-face prospecting are not the same, though the two terms are often confused.** As described in USAREC Manual 3-31, area canvassing is not a direct prospecting method. Area canvassing is a “lead generating activity.” (See Chapter 2, Lead Generation for complete definition and further discussion.

Note – Not all USAREC recruiting stations are authorized a Deputy Station Commander. The term Station Commander and Deputy Station Commander are interchangeable. If a station has an assigned deputy station commander, they are responsible for the station’s prospecting efforts.

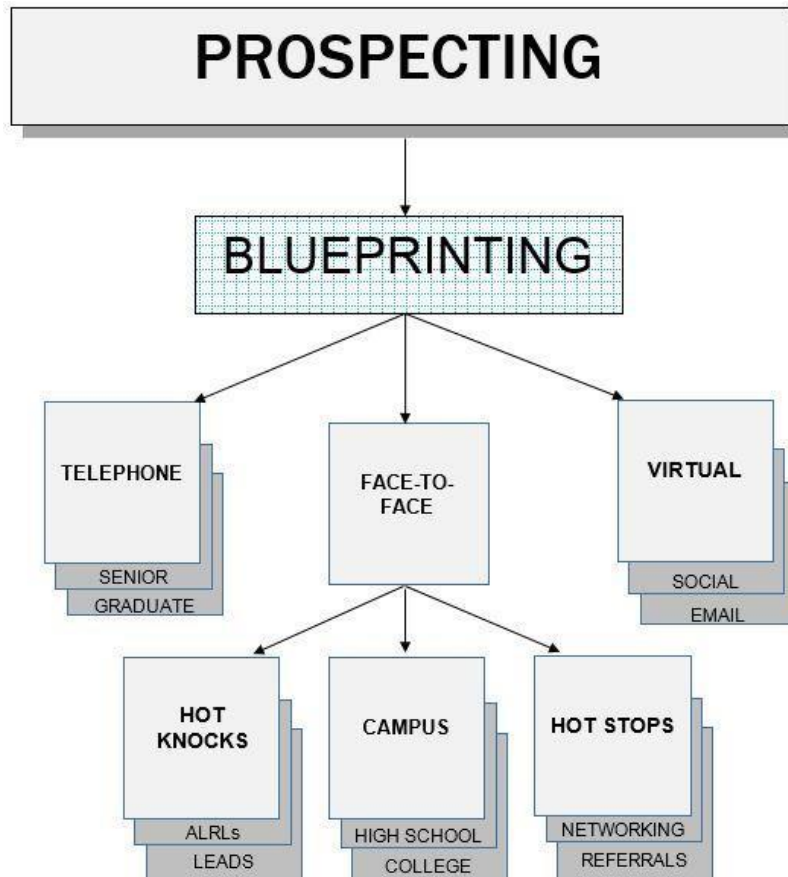


Figure 1-1 – Prospecting methods and supporting elements

1-5. **Telephone prospecting** is a method and activity where the recruiter attempts to either make a phone call, or send a direct text message, to a phone number to make contact with a “specific lead” with the intent to schedule an Army interview. Recruiters use devices such as landline telephone, cellular phone, computer calling, etc. to accomplish this activity. Telephone prospecting, amidst all of the technology today, is very efficient but not as effective as a face-to-face contact (see chapter 3 for more details).

1-6. **Face-to-face prospecting** is a method and activity where the recruiter attempts to make a face-to-face contact with a “specific lead” with the intent to schedule an Army interview. Face-to-face prospecting is the most effective means of prospecting because the recruiter makes face-to-face **contact** with leads, providing an opportunity to ask for an appointment and overcome obstacles. When planned, face-to-face can be an efficient prospecting method in terms of time and travel requirements. (See chapter 4 for more details)

1-7. **Virtual prospecting** is a method and activity where the recruiter attempts to make contact using the internet with a “specific lead” with the intent to schedule an Army interview. Virtual prospecting is very efficient but not as effective as face-to-face prospecting. Virtual

prospecting such as sending an email, communicating on social media sites, etc. are actions of contacting leads. However, for example, making a Facebook post, or Tweeting someone is not making contact until the lead responds directly to the recruiter.

1-8. **Prospecting method consideration** - An issue remains with making actual contact and getting feedback. A text message to a cell phone without direct contact back from the “specific lead” is an **attempt**; leaving a flyer at home without talking with the “specific lead” is an **attempt**; virtual attempts via email and social media are just that...**attempts**. Some prospects have a text-only digital plan or limited voice capability, but no home number listed. With virtual prospecting, sending an email, making a Facebook post, or Tweeting someone is an effective and efficient way of reaching out to leads, but none of those tactics are making **contact** until the lead responds. Since we consider texting as part of telephone prospecting and making contact is more likely these days via text than other methods, the phone and that is to say, the Smartphone is the more efficient way to contact a large number of leads rapidly.

1-9. Figure 1-2 provides a visual representation on where these prospecting methods stand regarding an Effectiveness and Efficiency scale. Face-to-face prospecting is highly effective because when you reach a lead you are in direct contact and able to see emotions, gestures, and other signs of buy-in or resistance and respond appropriately. However, because of the amount of time it takes to reach and contact one individual, face-to-face prospecting is not efficient. Virtual prospecting is efficient because you can reach a large number of attempts at one time, but because there is no actual contact until the lead’s response, virtual prospecting is not as effective.

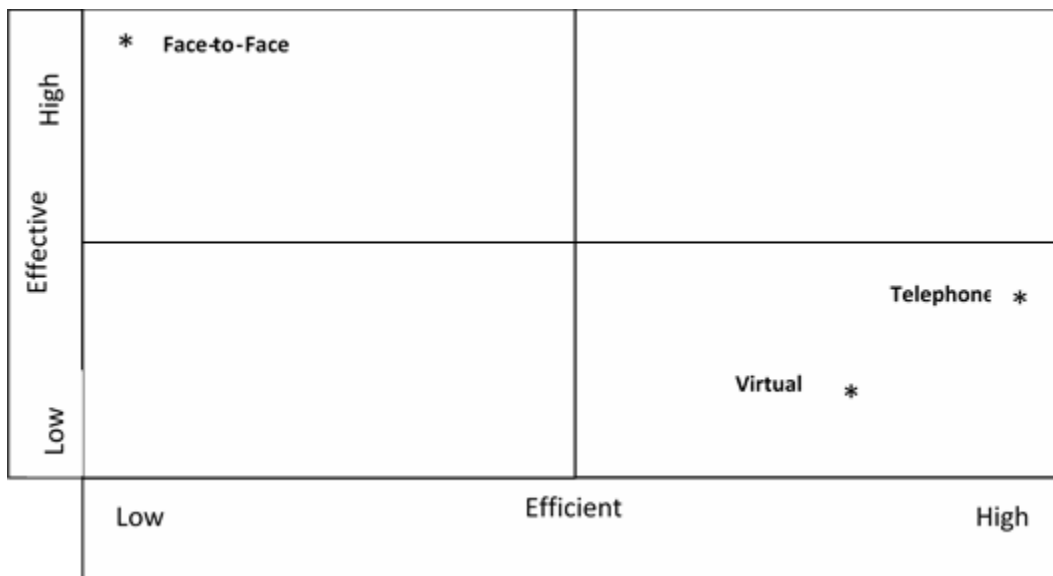


Figure 1-2 – Prospecting (effectiveness and efficiency)

BASICS OF PROSPECTING

1-10. **Propensity** – As defined by the Merriam-Webster Dictionary, the propensity is a “strong natural tendency to do something.” Focusing your prospecting efforts on LEADS with a propensity to join the military increases the effectiveness of your prospecting efforts for all three methods. Telephone and virtual prospecting are already efficient methods of prospecting. Focusing your efforts on LEADS with a propensity to join the military through

virtual and telephone prospecting methods makes these two methods more effective and efficient and improves conversion rates. **EMAIL** – You can improve the effectiveness of virtual prospecting via email with the right subject line (**See segmentation tactic in Chapter 5 – Virtual prospecting**).

1-11 . **Pre-prospecting plan.** Define the prospecting target. Determine the mission category the station is attempting to enlist. For example, if trying to enlist a high school senior, test score category I-III A, then contact seniors from a high school that historically produces I-III A caliber students. Filter the list by where the contacts reside in a specific ZIP Code or community area. Refine the list further by eliminating leads that were previously attempted but were not at home during the planned prospecting time. Use opportunities such as holidays, snow days, and school and local events to leverage prospecting efforts.

1-12 . **Blueprinting.** Blueprint all leads before any prospecting operations. Blueprinting is nothing more than obtaining specific or personal



information about the people to contact. Recruiters can usually gain blueprint information from community partners (CPs), very important person (VIPs), parents, school officials, and Future Soldiers. Information may not always be available, but the more one knows about a person, the more receptive they are to the Army message. Use the blueprint information during preparation for prospecting as in the following examples:

- Blueprint names and schedule phone or virtual prospecting at an appropriate time in the market.
- Prepare a pre-call plan for telephone prospecting. (See par. 1-16)
- Plan and schedule face-to-face prospecting at a time that maximizes contact with your market.
- Begin planning a school classroom presentation by identifying a school, a subject, a point of contact, etc.

1-13. The recruiter can obtain blueprint information from many sources, which include:

- High school or College yearbook
- High school or College newspaper
- High school or College Facebook page
- Future Soldiers and CP/VIP
- Family members
- JROTC/SROTC staff & faculty
- Coaches
- Local newspapers
- Social media (Facebook, Instagram, etc.)

1-14. Once blueprinting is complete, segment leads into like categories. When developing a prospecting plan, make a concerted effort to contact all those from the same category and then move to the next segment. This action allows the recruiter to develop an introductory message that is more likely to resonate with the lead, and it increases the recruiter's knowledge and skill-set.

1-15. **Tracking.** The Recruiter Zone (RZ) calendar tracks prospecting attempts, contacts, and appointments. It does not track the amount of hours of work ethic it takes to make the appointment. (See Chapter 9, Planning Considerations) As recruiters make attempts, contacts, and appointments, they can clearly see the results of their work. It could look something like this: Telephone Prospecting = attempts: 25, contacts: 5, appointments: 1. Count contacts only if a recruiter speaks with the intended person. Prospecting data is used by recruiters and leaders to adjust prospecting plans and identify and address training shortfalls.

1-16. Callback/Pre-call plan. What happens during the contact attempt determines the callback plan. Note: Execution of the terms "callback and pre-call" may be through the telephone method (which includes text) or the virtual method. If there was no answer, schedule the follow-up for a different time. If the individual was not at home, find out the best time to call them. By recording detailed notes of attempts such as time called and information received from family members, you can make adjustments regarding time and message. Ensure even distribution of follow-ups to avoid overbooking the daily plan. Set goals and stick to them. Remember, situations and attitudes change over time. Discover when the best time to make contact is.

1-17. Once you establish a solid prospecting plan, it is time to put it into action. The art of recruiting begins with that first contact—the first phone call, the first handshake, the first virtual response. Regardless of the prospecting method, Regardless of the prospecting method, recruiters are responsible for taking the first step. Do not allow distractions to interfere with established prospecting goals. Even though the steps of telephone prospecting are linear, team members must remain flexible to accommodate any questions the prospect may have.

1-18. The team's objective during any prospecting operation is getting the person to agree to an appointment. The recruiter accomplishes this by first establishing rapport and then executing the prospecting steps during telephone, face-to-face, or virtual prospecting methods.

1-19. **Probing Questions.** We define probing as the art and science of asking additional fact finding questions to uncover the lead or prospect's implied needs. Probes are questions used to get information in addition to that given in response to a general question. Probing questions are of tremendous value to the recruiter to identify in-depth information about the lead, prospect or applicant. Examples include the following:

- What plans, if any, does John have to further his education?
- Samantha, if I gave you \$5,000 right now, what would you do with it?
- Mr. Smith, would you happen to know what college John plans on attending?

Further examples of probing questions are in **chapter 6 (Contact Scripts)** of this manual.

ESTABLISH RAPPORT

1-20. **Establishing rapport** is an action to develop a harmonious connection; gaining respect, trust, and credibility while putting someone at ease. The intent of establishing rapport is to put the prospect at ease to create an atmosphere for open dialogue. The easiest way to establishing rapport is to think of your prospect, first, last, and always.



1-21 . It is important to understand that prospects follow a decision process that aligns with the Recruiting Process. The prospect's process flows from their needs to their decision to commit and join the Army. See figure 1-4 for how these two processes align.

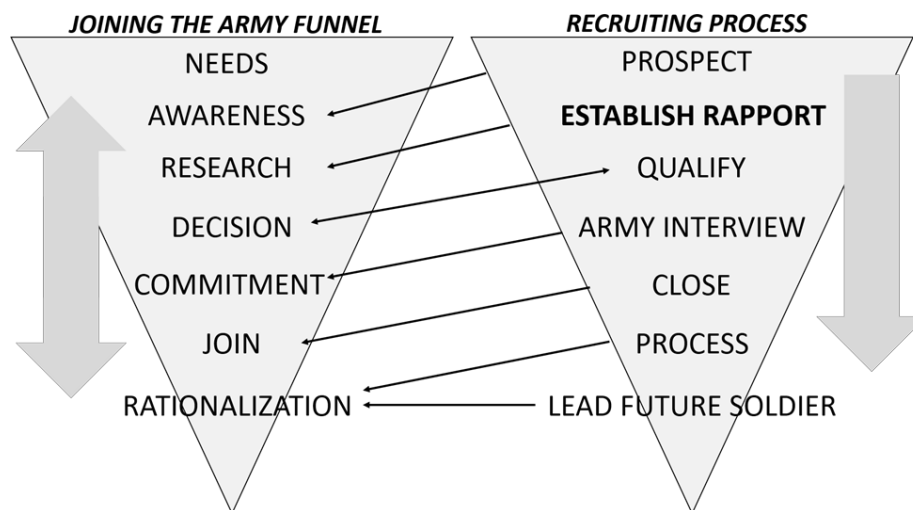


Figure 1-4 – Joining the Army funnel and the recruiting process.

1-22 . The key to unlocking the communications in the community rests in the hands of the recruiter. We refer to that key as “RAPPORT.” Building and establishing rapport requires effort, building good habits, and honing personal skills.

1-23. Recruiters must develop and maintain good habits, such as thinking of the prospect first and always; having a sharp looking uniform and appearance and possessing a passionate belief in the Army. They must also constantly seek to improve personal skills, such as maintaining a positive attitude; telling their story; listening and maintaining eye contact; gathering blueprint information; adjusting their style and approach. When applied, these habits and skills provide the path to establishing rapport with prospects. Figure 1-5 provides an illustration of the steps to rapport.

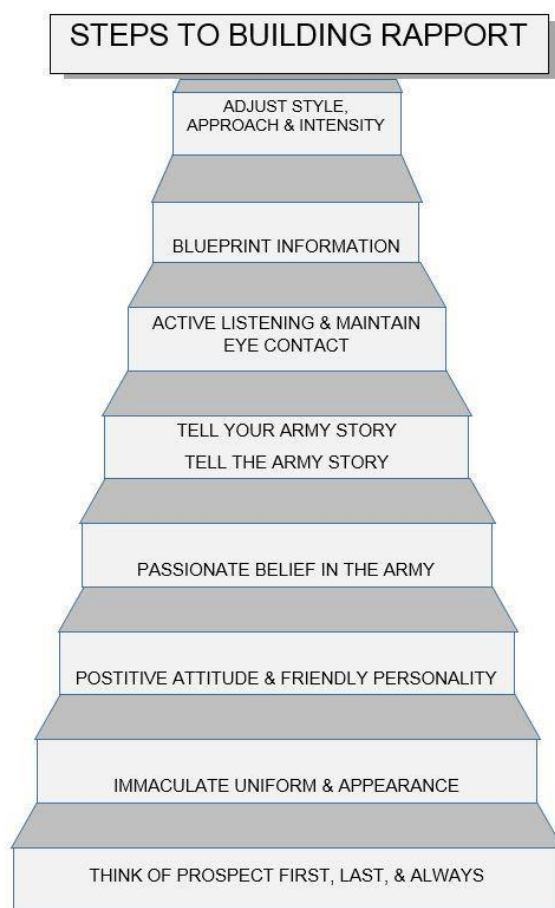


Figure 1-5 – Steps to Building Rapport (habits and personal skills)

1-24. Recruiters should use the acrostic **MR ACE SING** as a memory aid to memorize the different methods of establishing and maintaining rapport. Rapport is the close harmonious relationship that people or groups use to understand each other's feelings or ideas, and to communicate well. Establishing and maintaining rapport is an essential art for a recruiter to learn.

Mystery – know something about someone without them knowing how you obtained the information. This can be information obtained from a social media page, yearbook, or a Future Soldier member. Doing this arouses curiosity and makes the person want to listen.

Referral – quote the opinions or comments of an acquaintance of the individual you are talking with to confirm what you are saying. If the acquaintance thinks it is important, then it must be.

Appeal to a need – show a genuine interest in the needs of the individual. The more information you know about someone beforehand, the easier it will be to get them talking about themselves and their needs.

Compliment – Everyone likes a sincere and honest compliment
Compliment actions and accomplishments as opposed to complimenting appearance and other trivial things.

Exhibit – a visual aid that helps start the conversation such as an RPI poster, a WEB site such as the GoArmy.com site or even a picture of you in uniform.

Startling Statement – use a statement or question that startles someone to the point of undivided attention.

Idea – bring up a new idea when someone is obviously open to new ways to accomplish their goals.

Name – people like to hear their name in conversation or use someone else's name to add credibility. Use your prospects name as much you feel comfortable with. Use their nick name if they prefer, and if it's appropriate.

Gift – it can be as simple as offering a business card, or a bottle of water. People love to receive gifts. **Remember this about establishing rapport and gaining trust and credibility, it is hard to establish but easy to lose.**

1-25. The requirement to establish rapport may occur face-to-face, telephonic (voice), or virtually through social media. However, once the Recruiter makes contact with the prospect, the recruiter should attempt to establish rapport through voice or face-to-face and not through texting, email, or social media. Never underestimate the impact of a sharp looking uniform, good personality, and verbal communication.

1-26. **Develop a recruiting personality.** Practice being personable, outgoing, warm, friendly, and likable. Amazingly enough, developing a recruiting personality is not that difficult. Recruiters can begin by becoming familiar with a list of general questions the prospect can ask and answer comfortably. (See Chapter 6 for some examples of normal scripts) Research educational, occupational, and other prospect interest areas mentioned or uncovered during blueprinting when the appointment was made. Prepare scripts by recording key points on paper and then practice and refine the delivery. Adjust inflection, the rate of speech, facial expression, and gestures until you are satisfied with your performance.

1-27. Be versatile because conversations vary greatly. Anticipate responses. Rehearsal is the key to knowing when to speak and what to say. The utmost fervent and complete belief (or lack of it) in the Army product manifests itself always, especially during the rapport-building phase. Employ psychological reciprocity. Smile, agree, and compliment the prospect but do not compliment the obvious. Compliment actions and achievements. Each positive affirmation given obliges the prospect to reciprocate by listening attentively. Above all, practice and use **reflective listening techniques** to ensure the understanding of what the prospect is saying, i.e., "Tim, what you are telling me is (paraphrase the prospect)." Use the prospect's first name to personalize the conversation.

1-28. Use the blueprinting pre-approach information to evoke mystery, but avoid preconceived notions about the beliefs or values of the prospect. Never argue with the prospect; accept people for who and what they are. Adjust style, approach, and intensity to match the prospect. People favor one of four types of speech, thought, and demeanor as follows:

- Thinker – Impressed with facts; cautious, direct, and time sensitive.

- Feeler – Moved by emotion; hate pressure; like small talk.
- Intuitor – Creative, distrustful, seek reassurance; speak slowly.
- Sensor – Know what they want; seek control.

Remember, first impressions are lasting!

1-29. **Credibility is a vital component of rapport.** Otherwise known as trust, credibility takes some time to establish. Although the prospect may instantly like and listen to the recruiter, credibility usually takes the time to develop. The prospect's belief of credibility is that the recruiter is honest and places personal gain (the Army commitment) second to the prospect's best interests. Key points to developing credibility with the prospect are as follows:

- Honest people maintain eye contact throughout their conversation.
- Enthusiasm inspires trust.
- The recruiter cannot rush credibility.
- Your reputation may precede you.

1-30. **Establishing rapport in the recruiting station.** Before making appointments for the Army interview in the recruiting station, think over the following potential thoughts of a prospect:

- "If I go in, they will enlist me."
- "I would like to check it out, but I am not ready to decide yet."
- "If I take up their time, they expect me to raise my hand."

1-31. Many prospects think you can fully contract and raise your right hand at the recruiting station. Their blood pressure and alertness increase as they walk in the door. If the initial appointment is at the recruiting station, meet the prospect at the door and greet them in a non-threatening manner. This is easily done if the recruiter offers a handshake (when appropriate), a smile, and thanks them for keeping their appointment. Address them by their first name, and strive to make them feel welcome.

Note: The recruiter may meet the prospect at alternate locations such as the library, eatery, coffee shop, etc. instead of the recruiting station or on a house call. In that situation, use the general concept discussed in this chapter and look for "conversation- starters" as described in the next paragraph.

1-32. **Advantages of a house call.** Compared to a meeting at the recruiting station, the prospect will be more relaxed and receptive in their familiar surroundings. "**Conversation-starters**" are better in their home. Displayed hobbies, collections, awards, photographs, and other area items invite attention and the recruiter's ability to comment right away. Pets, children, décor, and many other things provide easy topics as icebreakers. These are important to remember because the recruiter may encounter people at home, other than the prospect, like mother or father. The following is a simple example of using an item in the home to break the ice:

Recruiter – "That is quite the collection of miniature figurines."

Mom – "Yeah, I am very proud of those."

Recruiter – "A friend of mine collects figurines also. She has a large collection, and I understand they can be a good investment."

Mom – “As a matter of fact, this one right here is worth...”

1-33. The recruiter can rehearse during the trip to the prospect’s home. By mentally reviewing each step of the presentation from beginning to end, and through visual success, the performance improves.

1-34. Decisions occur in the home; prospect-influencers are normally around, and the recruiter can quickly determine who the decision maker is. Undetermined needs, interests, and goals often surface or are apparent during the visit to the home.

1-35. Tips for establishing rapport on house-calls:

- a. Respect the privacy of the home and the intimacy of family life.
- b. Act like a Soldier always. Families appreciate common courtesy, i.e., wiping your feet before entering the front door, rising when parents enter or leave the room, thanking people for their time and consideration.
- c. Be professional. If something interrupts you, get back to the subject without being abrupt.
- d. Be self-assured, pleasant, and patient. Afford the opportunity to others to speak. Do not dominate the conversation.

1-36. **Maintaining rapport.** Carefully gauge the reaction of the prospect throughout the discussion. Initially, adjust speed, tone, and intensity to mirror that of the prospect’s level of interest and enthusiasm. If necessary, raise the prospect’s interest and enthusiasm by slowly increasing the tempo of the conversation.

1-37. Also use mirroring to ensure the body language does not conflict with that of the prospect. If the prospect crosses their legs, consider crossing yours. If the prospect leans forward, consider leaning forward. Remember to nod encouragement and approval.

1-38. If the prospect is getting defensive or uncomfortable, back off and reestablish rapport. Display a sense of concern and responsibility for the prospect throughout the conversation.

1-39. **Additional considerations.** Leave all conversations on a good note. Be tactful in turning away prospects who do not meet the standards. If the prospect temporarily does not qualify, provide enough information to maintain interest. Establish realistic follow-up dates to monitor progress.

1-40. **Recognize that disqualification for military service is usually disheartening.** Although the prospect probably will not display their true level of disappointment openly, the degree to which you empathize with them is easily discernible. Empathy is an important part of establishing trust and credibility within the community. It is vital that the recruiter does not alienate prospects by treating them rudely. Moreover, the recruiter’s reputation as a caring professional, carries with them throughout their tenure in the community.

RECRUITING STEPS UPON CONTACT WITH PROSPECT

1-41 . The following abbreviated paragraphs represent the steps of the “Initial contact

communication.” *These steps work in face-to-face, telephone, and virtual prospecting methods.* **Note:** Further discussion on these steps are in chapter 3.

- **Identify yourself and the Army** - smile while talking on the phone or in face-to-face. Believe it or not, you sound happy when smiling – even on the phone. Try it. Say, “Hello, I am Sergeant Jones with the Army recruiting office here in town. Is John home?”
- **Establish trust and credibility** - ask questions and listen.
- **State the reason for the contact** – for instance, say “The reason I am contacting you is to provide information and alternatives that may assist you in achieving your career goals of ...? (This is why blueprinting is so important). Remember, the contact is about them.
- **Identify the need for a plan to achieve the contact’s goals** - use counseling techniques to uncover the person’s goals, and his or her true life passions.
- **Establish your value to the contact** - skilled counseling techniques (see USAREC TC 5-03.2) helps the contact see the value of speaking with a recruiter.
- **Respect the contact’s goals** - you must be patient and flexible while trying to uncover needs that require your help.
- **Identify facts and eliminate assumptions** - ask follow-on questions and restate what the contact has said.
- **Engender a commitment** - ask for the appointment.
- **Ask for a referral** – always ask for a referral, for instance, say, “John whom do you know that wants to talk with me?”

SUMMARY

1-42. Chapter 1 provided you with an introduction to the basics of prospecting and defined the three methods of prospecting: (1) Telephone Prospecting, (2) Face-to-Face Prospecting, and (3) Virtual Prospecting. Although the subject matter content may differ, the methods are the same for enlisted, Healthcare, Chaplain, and In-Service (SORB) recruiting. One of the most significant take-a-ways from this chapter is the importance of prospecting in your daily activities as a member of the US Army Recruiting Command. Prospecting operations should consume most of the unit’s time and become a way of life. Never stop prospecting. To prospect you must find and generate leads – a name with an address, telephone number, e-mail address, or social media site, and has not had an appointment for an Army interview. Chapter 2 provides guidance on lead generation.

Chapter 2

Lead Generation

INTRODUCTION

2-1. Leads are to recruiting what seeds are to farming; your success depends on them. Lead generation is a shaping operation that involves any activity to obtain the names, addresses, and telephone numbers or email addresses of individuals who may have an interest in the Army. From working at a “table day” in a high school or college to attending a national convention, NPS, Healthcare, Chaplain, and SORB Recruiters spend a lot of their time gathering leads. This chapter helps you understand how to generate leads.

2-2. Leads enable prospecting. Even though USAREC supplies leads through the Automated Information System (AIS), it is still good practice and a requirement to ask school officials for a student directory. Most schools release a student directory or list to comply with the (Every Student Succeeds Act, 10 December 2015), but if they do not, recruiters may have to use a little creativity. Consider, for example, contacting the companies that produce the senior photos or class rings. Team members should task Future Soldiers to review school yearbooks and get phone numbers and e-mail addresses for their classmates. Use the phone book. This kind of information gathering can establish contact with an otherwise hard to find a lead. Future Soldiers and CPs can be very helpful filling the gaps in your lead lists.

LEAD GENERATION ACTIVITIES

2-3. **Referrals.** Getting referrals demonstrates the power of the station’s external network. Every person in your community is a potential lead source. When your neighbors, CPs, school officials, and Future Soldiers accept you as a respected member of the community, they refer their friends and family members. Remember, when a person refers someone, they are in effect telling that individual they trust you. More importantly, the referrer’s honor and integrity transfer to you. Therefore, referred leads are more comfortable and open to what you have to say. That is why you should always ask for a referral.

2-4. Do not sit around and wait for referrals to come to you, though some will. Get out in the community and ask for them. Give your Future Soldiers a monthly referral mission and explain how referrals can lead to promotion. Remember, referrals convert to enlistments much more frequently than leads from any other source.

2-5. **Area canvassing.** Recruiters gain exposure to the community through advertising and visual contact. One means of advertising yourself and the Army, and making visual contact with the community is through area canvassing within the area of operations. We define area canvassing as an activity in a public area, within the recruiting area of operation, which involves the posting recruiting information in the community and openly seeking new leads, CPs and VIPs. This activity may include canvassing social media sites that correspond to the operational area. Because the Recruiter often plans area canvassing without identifying the time, location, and segment type of when and where leads mass, it is less efficient concerning time.

2-6. Area canvassing is not only the fastest and easiest way to gain exposure to your market, but it is also an excellent source of leads. Canvassing activities allow you to develop and nurture a solid community network. Time spent in the community allows you to develop CPs and VIPs. It enables you to identify high traffic areas and hot spots (places where people hang out). You can also use canvassing activities to target strategic locations for free advertising, such as posters and RPIs.

2-7. Area canvassing can be very time-consuming, so you must have a solid and predictable plan. Remember, area canvassing is a lead generation and shaping activity and not a direct prospecting method. Recruiters should incorporate area canvassing into their plan as multi-tasking, not as a sole event. It is an action that the Recruiter conducts enroute to a school visit, an appointment, etc. but you must plan it. Station commanders should synchronize efforts between team members while creating their supporting plan. Recruiters should create their plans, so people know where they are at any given time during the week. The more time spent in the community, the more the recruiter understands where to be and when to be there. Discuss these high payoff locations during the IPR. Knowing the habits of people in the market assists the team in their efforts.

2-8. All recruiters should attend high school athletic events; they should visit strip malls, shopping centers, hangouts, and restaurants. One of the most important locations for recruiters is their high schools. The purpose of the visit must first be to make contact with students to make an appointment. Obtaining leads and nurturing relationships with staff and faculty, without being a hindrance to students or school officials, is also critical. Recruiters should take advantage of every opportunity to visit their schools. Table days, lunchtime visits and classroom presentations should be standard parts of any School Recruiting Program (SRP).

2-9. In general, recruiters are more likely to find an enlistment by meeting people than by talking on the phone. While out in the community, recruiters should talk to everyone they meet. They should develop comfortable and friendly techniques to break the ice with people. Recruiters should give business cards to everyone they meet. Store owners and employees can provide referrals. Reserve centers and National Guard armories are always a good source of leads. When team members stop for gas, get a haircut, or check out at the grocery store, they should ask for a referral. The key is to make as many friends as possible.

2-10. The following lead generation TTP provides useful tactics and techniques that work in any high school, college and university for enlisted, Healthcare, and Chaplain Recruiting. The TTP focuses on lead generation in your school's program because those locations provide access to the largest number of leads who are 17 to 24 years of age. High schools are the starting point from which you have legal access to collect and record personal information about individuals who may become potential recruits. SORB Recruiters should use the TTP that applies to their operations in locations that provide access to the largest number of in-service leads.

TTP - Lead Generation

Operation: Shaping

Tactic: Lead generation

Technique: The station commander leads the station to generate new leads from which to prospect. Before loading leads into appropriate databases, proper screening occurs for enlistment potential. While schools programs represent the preponderance of lead sources, they in no way represent the entire market.

Why: Stations maintain school lists for a 3-year period. After that timeframe, assuming the station meets the requirements established by the command, the list becomes of less value. Infusing new leads into the system maintains a constant prospecting source. Additionally, adding persons never captured from our school's programs to our prospecting plans is possible. Not all schools release school lists, especially private schools not compelled to release them despite current legislation.

Procedures: The station commander's responsibilities to lead generation are to:

- Oversee retrieval of school lists from those schools that release them. Retrieval of lists containing the upcoming high school junior and senior classes must occur before July (the start month for schools programs). At various times of the year, retrieve updates to these lists to capture new and departed students. In the case of secondary schools, obtain a complete list of the student body, screened to meet Army requirements, when possible. Again, obtain periodic updates, including stop out lists. When retrieving lists, make every effort to retrieve them in Excel format. This action allows easy upload into computer systems. Ideally, college lists include the date of birth so that stations can purge individuals no longer of enlistment age.
- Make utmost use of the school ASVAB. Promoting mandatory testing and targeting the junior and senior class's results in complete and initially blueprinted directory information.
- Use a variety of techniques to obtain student directory information on and off campus when school lists are not available.
 - Contact businesses that cater to students (printers who publish graduation announcements, clothing stores that provide prom wear, etc.) to request student directory information.
 - Use personal publicity items (T-shirts, posters, key rings, etc.) at school activities (such as table days) to aid in gathering directory information.
 - Use attendance lists or information cards during class presentations.
 - Use Mission Support Battalion assets (such as cinema vans) to target specific classes and obtain information cards.
 - Query public domain resources (the Internet, especially school Web pages, yearbooks, student directories, etc.).
 - Task Future Soldiers with retrieving a certain number of leads each week.

TTP - Continued

- Maintain a positive relationship with sister services, if possible, to share directory information.
- Assign stations specific geographic zones within the company's boundary. The station commander directs lead generation activities included in recruiter plans. These activities are public relations, or public information stops in the midst of other recruiting activities.
 - Seek referrals at local businesses and place posters and business cards (when allowed) in the establishments to generate interest and contact.
 - Meet business owners and managers to gather names of persons that have applied for work that management was unable to hire. Form professional relationships with temporary job services to gather leads and provide them. Often these relationships have the added benefits of securing temporary employment for Future Soldiers.
 - Establish professional ties with USAR, NG, and active duty units within the station's boundary to garner lead information and other support.

2-11 . The Lead Generation TTP provided you with tactics and techniques for generating leads that you may use in your school program and other lead sources. Leads from a high school list may later become leads on a college list and the information you gather serves as blueprint information for future contact with those leads. Remember, whether you are an NPS, Healthcare, Chaplain, or SORB Recruiter lead generation is vital to your success. This TTP is a start point for you to build on.

MEASURING LEAD GENERATION AND CONTRACT RESULTS

2-12 . Identifying and analyzing lead source information is an important step in understanding your operating environment and measuring the results of the recruiting efforts. The analysis of lead sources may reflect mixed results in the execution of critical prospecting and lead generation tasks, and directly affects the planning of the operation plan. You collect information initially from many lead sources. Review all sources and identify the strengths and weaknesses.

USAREC NPS stations have the capability of extracting data from automated systems such as the Leads and Prospecting Analysis (LPA) report. (Open BIZone then in Dashboards select Mission Command for extracting the data) The LPA provides data such as *lead sources associated with contracts* (see example in figure 2-1), and *lead sources associated with appointments conducted* (see example in figure 2-2). **See Appendix A for LPA codes and definitions.** Healthcare and SORB stations should follow the same principles in this section of the USAREC TC using data extracted from current collection tools.

FIGURES NOTE: The following figures are extracts from the LPA report in the BiZone. This report does not reflect ratios but does have a percentage. The station commander must calculate ratios as in the instructions in these sections of the USAREC TC.

Lead Source	Leads	Percentage
ACE	42	65.6%
HSLST	8	12.5%
ADHQ	3	4.7%
RG	3	4.7%
SASVAB	2	3.1%
SV	2	3.1%
CD	1	1.6%
CLGLST	1	1.6%
FB	1	1.6%
FTFC	1	1.6%
Total Leads	64	100.0%

Figure 2-1 - Contracts

Lead Source	Leads	Percentage
FTFC	51	15.3%
HSLST	49	14.7%
CLGLST	39	11.7%
ACE	32	9.6%
SASVAB	28	8.4%
RG	23	6.9%
SV	23	6.9%
ADHQ	22	6.6%
FB	17	5.1%
TD	14	4.2%
INST	12	3.6%
CE	10	3.0%
APLREF	3	0.9%
CD	2	0.6%
CP	2	0.6%
CY	2	0.6%
DEPREF	1	0.3%
EMPO	1	0.3%
HRAP	1	0.3%
MR	1	0.3%
UV	1	0.3%
Total Leads	334	100.0%

Figure 2-2 - Conducts

With these tools, leaders can easily analyze lead sources against the following measures of effectiveness and efficiency for training and planning purposes.

2-13. **Determine the effectiveness of lead sources.** This number is the raw number of contracts produced. Comes from the final number of contracts annotated.

- **Most Effective** – The lead source that resulted in the highest number of contracts.
- **Least Effective** – The lead source that resulted in the lowest number of contracts. **NOTE:** The absence or low volume of contracts within a given lead source may indicate the potential for increased performance by conducting recruiting activities within them.

Identifying the most effective lead source (because it identifies the source with the most contracts) provides the leader with a “go to” category when looking to increase volume contracts quickly.

2-14. **Determine the efficiency of lead sources.** This number indicates the efficiency in converting prospects to Future Soldiers within the lead source. It comes from dividing the number of appointments conducted by the number of contracts achieved in each lead source in the past 12 months. (i.e. 100 conducts/25 contracts = 4:1) This means that for every 4 appointments conducted you should see 1 contract in that lead source.

- **Most Efficient** – The lead source with the lowest ratio. (i.e. 4:1 is lower than 8:1)
- **Least Efficient** – The lead source with the highest ratio. (i.e. 10:1 is higher than

6:1). NOTE: High ratios may be indication of a training need. There may be a problem in converting conducts to contracts from a particular lead source. It requires further analysis and may require training to resolve.

Identifying the efficiency of lead sources provides the leader a reasonable expectation of how many appointments conduct it requires to result in a contract. This action is vital when planning and directing the recruiting force into lead generation/prospecting activities. Paying close attention to the sources that result in a higher number of contracts, with the most efficiency, is vital to a leader who is trying to increase the volume of contracts over a specified period.

NOTE: When analyzing these reports with a date that is more than a 30 day period, lead sources with 1 or very few contracts and conducts may be outliers. This means that the leader gets very little out of analyzing the lead source. An example in figure 2-3 is the LRC (lead refinement center) which has 1 contract over an entire year.

2-15. Refer to figure 2-3 to determine the most effective and least effective lead sources. The highest number of the contracts (42) came from the Army Career Explorer (ACE) lead source (**box 1**). The least number of contracts came from the lead sources in (**box 2**). Therefore, the **most effective** lead source is ACE; the **least effective** lead(s) source in this same example are the sources LRC (lead refinement center), CD (Career Day), CLGLST (College List), FB (Facebook) and FTFC (Face to Face Community).

Figure 2-3 – Lead sources associated with contracts

2-16. This type of analysis is important to leaders and recruiters because it gets at the center of identifying strengths and weaknesses in the application of recruiter and subordinate leader critical tasks, and the response of leads within the given market. This type of leadership allows leaders to train on weaknesses and exploit the strengths.

2-17. Continuing this example and using figure 2-3, note that there are some different sources that fall into the RG lead source such as (*not all inclusive*) area canvass, HS/COL visit, school presentation, etc. The leader should conduct a detailed review of this lead source because there is a large number of contracts with a high percentage of the total associated contracts with this unit.

2-18. Reinforce this result with additional resources or planning; identify the shortfalls in the other lead sources and apply additional training, resources, or planning as appropriate. Refer to figure 2-4 and 2-5 to determine the most efficient and least efficient lead sources, using **only** the lead sources ACE in (**Box 1** leads associated with appointments conducted) and TD in (**Box 2** leads associated with contracts). Use the calculation of conduct/contract=ratio. The ACE lead source has a 2.5 ratio, and TD lead source has 13-1 ratio. Therefore, the ACE lead source is the **most efficient** source because the ratio is lower than the TD. Also, a quick glance at both figures and the leader finds that TD is the **least efficient** lead source because it has the lowest ratio.

Lead Source	Leads	Percentage
FTFC	45	21.1%
HSLST	30	14.1%
CLGLST	22	10.3%
ADHQ	20	9.4%
ACE	19	8.9%
RG	14	6.6%
TD	13	6.1%
SASVAB	8	3.8%
CE	6	2.8%
FB	6	2.8%
INST	6	2.8%
SV	6	2.8%
APLREF	4	1.9%
EMPO	4	1.9%
CP	2	0.9%
HRAP	2	0.9%
SVCREF	2	0.9%
UV	2	0.9%
DEPREF	1	0.5%
TAPAE	1	0.5%
Total Leads	213	100.0%

Figure 2-4 - Conducts

Lead Source	Leads	Percentage
ACE	12	20.7%
FTFC	11	19.0%
HSLST	11	19.0%
CLGLST	7	12.1%
ADHQ	4	6.9%
RG	3	5.2%
DEPREF	2	3.4%
FB	2	3.4%
ARRAP	1	1.7%
CE	1	1.7%
CY	1	1.7%
INST	1	1.7%
SASVAB	1	1.7%
TD	1	1.7%
Total Leads	58	100.0%

Figure 2-5 - Contracts

2-19. **Prospecting method analysis.** USAREC NPS units have the capability of extracting data from automated systems such as the Leads and Prospecting Analysis (LPA) report. Figure 2-6 is an extract from the LPA report in the BIZone. Keep in mind that that figure 2-6 is data from the LPA sheet in the system. This data is always historical data based on the search query requested. It is the Prospecting Analysis data, which captures appointments made, conducted, contracts, and their ratios for the three prospecting methods (telephone, face-to-face, virtual (sometimes referred to as the *internet*)). Refer to Chapter 1 for prospecting methods description if necessary.

NOTE: When analyzing these reports with data that is more than a 30 day period, prospecting methods with 1 or very few contracts and conducts may be outliers, meaning that the leader gets very little out of analyzing the method. An example in figure 2-6 is the Email, which has 0 contract and 1 conduct over an entire quarter.

NOTE: The system may not currently capture all of the sources that are available. Therefore, use all available data collection tools to capture these same data points.

Healthcare and SORB units should follow the same principles in this section of the USAREC TC using data extracted from current collection tools.

Contact Method	Appt Made	Appt Cond	Contracts	Appt Made to Conducts	Conduct to Contract
Email	2	1	0	2 : 1	No Ratio
Face To Face	120	83	9	1.4 : 1	9.2 : 1
Office Visit	11	9	2	1.2 : 1	4.5 : 1
Referral	15	13	3	1.2 : 1	4.3 : 1
Social Media	12	8	1	1.5 : 1	8 : 1
Telephone Call	40	30	8	1.3 : 1	3.8 : 1
Text	31	19	4	1.6 : 1	4.8 : 1
Total	231	163	27		

Figure 2-6 – Prospecting Analysis Report

2-20. Leader's use this report as a roll-up data point to review the recruiting force measurements of effectiveness and efficiency as described in earlier paragraphs. The leader

can quickly view the report and find each of the four measurements. Note: This data collection rolls forward the recruiter and station commander entries into the system; good data in is equal to good data out. Figure 2-6 reflects the following measurements of the prospecting methods:

- **Most Effective** – *face-to-face* (highest number of contracts).
- **Least Effective** – *Email* (lowest number of contracts).
- **Most Efficient** – *Telephone Call* (lowest ratio conduct/contract).
- **Least Efficient** – *Face to Face* (highest ratio conduct/contract).

In this example (Figure 2-6) the leader should find that the Email prospecting method is an outlier for analysis; it is a prospecting method very seldom executed; it is efficient because the results were 2 appointments made and 1 conducted, but 0 contract. Based on these results, the leader can further refine the directives in prospecting within the operation plan.

2-21. Leaders and recruiters should analyze the results of prospecting methods using the same measurement of effectiveness and efficiency of lead generation.

SUMMARY

2-22. Chapter 2 provided you with some basic information about how to generate and analyze leads. Remember, you cannot prospect without leads and even though USAREC provides you with some leads from national lead sources, there are other benefits when you generate leads at your level. Some of those benefits include meeting people in your community and gathering blueprint information so that you can establish rapport during telephone, face-to-face, and virtual prospecting activities. Chapters 3, 4, and 5 provide guidance on those three methods of prospecting.

Chapter 3

Telephone Prospecting

INTRODUCTION

3-1. **Telephone prospecting** is one of most efficient ways to contact a large number of leads. This method has always been the case, and with advancements in telephone technology and text messaging, Smart Phones add a new dimension to telephone prospecting through text messaging and increase the probability of reaching more leads. Nearly every potential recruit between the ages of 17 and 25 has a cell phone, and most of those are smartphones. Smartphones provide users with the power to communicate through email, text messaging, social media services, video calls, and even the old fashion audio telephone call. Market studies reveal that today's youth spend more time on their smartphones than any other communication device. This chapter provides some useful tactics on telephone prospecting.

3-2. Once a solid prospecting plan is complete, it is time to put it into action. The art of recruiting begins with that first contact—the first phone call, the first handshake, the first virtual response. Regardless of the prospecting method, recruiters are the ones responsible for taking the first step. Do not allow distractions to interfere with established prospecting goals. Even though the steps of telephone prospecting are linear, team members must remain flexible to accommodate any questions the prospect may have.

3-3. The recruiter's objective during any prospecting operation is getting the person to agree to an appointment. The following paragraphs represent the steps of initial contact. We noted in chapter 1 (par. 1-36) that these steps are similar to the telephone phone call, face-to-face, and virtual prospecting methods. The following paragraphs offer a further discussion on each step.

3-4. **Identify yourself and the Army.** Do not overlook this action. Be excited! Be proud of our profession and the service it provides to both the individual and the Nation. Initiate communication by using a scripted opening statement. (**See chapter 6 for introductory scripts**) For example, "Hello, I am Sergeant Jones with the Army recruiting office here in town. Is John home?" Obviously, you alter this when conducting virtual prospecting.

3-5. **Establish trust and credibility.** First impressions are everything. Remember, when contacting prospects at home, it will more than likely be an interruption to them. The person was not expecting a call or stop by the home, especially from an Army representative, and may be in the middle of a meal, doing homework, or getting ready to leave the house. A telephone call can make it difficult to convey a sincere interest in the person. Therefore, it is essential for the team member to communicate their role as a counselor. You do this by briefly describing Army training or educational programs and how the Army can assist them to realize their career goals. Remember, establishing trust and credibility on the telephone may take a little time. Be patient and show a genuine interest in the individual's aspirations, dreams, and goals. Ask questions, and most of all listen.

3-6. **State the reason for the contact.** The intention of the contact is to explain how the Army can help them identify their goals and develop strategies to achieve them. Recruiters must communicate to the prospect their ability to provide such a service. Using a scripted and well-rehearsed introduction, one might say something like, “John this is SGT Jones, your local Army representative. The reason I am calling is to provide you information and alternatives that may assist you in achieving your career goals of...?” (This is why blueprinting is so important). Remember, the call is about them. Would you mind spending a few minutes with me?” Present a simple Army story whenever the opportunity presents itself and relate that story to your role as a counselor. Sometimes, simply being an adult who is willing to listen has a tremendous impact.

3-7. **Identify the need for a plan to achieve their goals.** Use counseling techniques to uncover not only the person’s goals but also their true passions. A person may tell you their goal is to attend college, earn a business degree, and own their own business. Their passion may be having something they can be proud of, something they have dreamed of for years. Never confuse the two. Perhaps the person knows what they want, but do not have the means. Either situation presents an outstanding opportunity for you to reiterate your ability to assist them.

3-8. **Establish your value to the contact.** It is not unusual to meet people who have no goals at all. These people often try to hide the fact that they have not thought about life goals or do not see how they could achieve any goals even if they had them. They might be embarrassed to talk about their situation, especially with a stranger. Others have a laundry list of goals with no set plans to achieve them. In either case, skilled counseling techniques (see USAREC TC 5-03.2) makes them see the value of speaking with a recruiter.

3-9. **Respect their goals.** The recruiter must ask open-ended, fact finding questions and avoid questions that ask for a yes or no answer. The questions should avoid giving the impression of an interrogation. For example, “John, what plans have you made to continue your education following high school?” The recruiter can answer this question after a good bit of thought. The questions should help the prospect understand the recruiter wants to help. The interview should open their eyes. The recruiter must be patient and flexible while trying to uncover needs that require the recruiter’s help.

3-10. **Identify facts and eliminate assumptions.** During phone conversations, misunderstandings may occur. The recruiter should never assume the intent of the prospect. When necessary, the recruiter should ask follow-on questions and restate what the prospect said. The recruiter must clearly understand the prospect’s goals and passions. By listening closely to the prospect’s answers, the recruiter conveys sincerity and ability to counsel professionally.

3-11. **Engender a commitment.** Once the recruiter has identified goals and passions, it is time to ask for the appointment. The recruiter must explain that a personal meeting is necessary to show how the Army can help them achieve their goals. People often think if they agree to an appointment, they have to join the Army. To calm their fears, the recruiter must make clear that they have the prospect’s interests at heart.

3-12. **Ask for a referral.** The recruiter should always ask for a referral. A referral has the highest probability of becoming an enlistment. When a person offers a referral, very likely the referred person is someone they know is interested in military service. The recruiter should use a light and comfortable approach— for example, “John, whom do you know who could use some help in planning for their future?” or “John, is there anyone you can think of who’d benefit from what we talked about today?”

3-13. The following telephone prospecting TTP provides useful tactics and techniques that work to achieve the primary objective of prospecting: make an appointment. The station commander is responsible for ensuring their recruiters conduct sufficient prospecting activities to meet or exceed MAP requirements that support company MAP requirements. A portion of those prospecting activities includes telephone prospecting. You should use and adapt portions of the following TTP that support your unique recruiting environment and current situation.

TTP – Telephone Prospecting

Operation: Decisive

Tactic: Prospecting

Technique: The station commander identified the market and required prospecting efforts to achieve the mission. Recruiters build telephone prospecting plans to support the station commander’s operational directives.

Why: Prospecting represents the most decisive of all station operations. For the Army to maintain the strength needed to deter war, USAREC must be the dominant force of all military services. Simultaneous penetration of multiple market segments establishes the station’s strategy for capturing the market. High school seniors have lengthy wait times before initial training while they complete high school. Their enlistment, while building the ranks in the out-months does nothing to influence the Army’s current manning. Too much or too little attention to a specific market could mean disaster for the Army’s manning system. Station Commanders design and implement plans to accomplish the mission and shape the battlefield for future operations.

Procedures: The station commander’s responsibilities to prospecting are to:

- Determine by zone the best call times within the area of operation (AOP) and direct recruiters responsible for those zones to block prospecting periods.
- Determine the percentage of time to devote to each segment of the market required in achieving the mission. For example, a 20 percent high school senior mission gives a similar percentage of prospecting attention to achieve the mission.
- Devote additional prospecting energy toward shaping actions as needed. For example, early contact (before enlistment eligibility) with high school seniors or those currently in lower grade levels.
- Direct prospecting promoting attendance at an upcoming event, such as an event (Army adventure van). The purpose of these shaping actions is to prepare

TTP - Continued

for later contact by establishing professional relationships, gathering blueprinting information, and setting follow-up dates direct prospecting into specific zones (ZIP Codes) based on propensity and past performance. These prospecting sessions may include one recruiter or the entire team, depending on market potential.

- Oversee recruiter development of prospecting plans that support achieving the station mission, by category. This action may include gender specific prospecting sessions to capitalize on opportunities within the market.
- Refine prospecting targets to specific classes that have the best chance of achieving the upper mental category mission (advanced placement classes, upper-level math courses, members of specialized clubs such as the chess or aeronautics clubs, etc.). This action requires recruiters to constantly gather intelligence information about their markets from contact with leads either personally or from other sources such as school bulletins, yearbooks, friends, relatives, etc.
- Prospect for high school graduates including prospecting from colleges and secondary vocational schools. In those instances, the station commander directs recruiters to use specific classes to recruit for special missions such as Warrant Officer Flight Training (WOFT) or Officer Candidate School (OCS). The station commander also focuses recruiters in this market based on seasonality (stop-out cycles, midterms, etc.).
- Take into consideration future activities that support prospecting efforts and may have recruiters tailor their message to meet those opportunities. For example, if the station has an Army band in the area for Total Army Involvement in Recruiting (TAIR) activities, the station Commander targets high school and college bands to promote the Army band and schedule auditions.
- Enforce prospecting requirements to give units the maximum opportunity to accomplish the mission. Once the recruiter plans the session and the station commander approves it, the prospecting session becomes the single most important operation of the day.

3-14. The Telephone Prospecting TTP provides commanders and station commanders several ways to enhance the telephone prospecting activities of the station. The three important take-a-ways from this TTP are (1) the need to develop a prospecting plan that meets or exceeds MAP requirements, (2) directing prospecting activities IAW those plans, and (3) enforcing performance standards.

3-15. Remember, you cannot enlist or commission a lead over the telephone so try to remove the stress of that objective as you approach making telephone calls to leads. Whether you are an NPS, Healthcare, Chaplain, or SORB Recruiter, there is only one objective to prospecting and three important goals along the way to that objective:

- Goal 1: Make contact with the lead.
- Goal 2: Establish rapport.
- Goal 3: Build some trust and credibility.

Primary Objective: Make an appointment to conduct an Army Interview.

SUMMARY

3-16. Do not expect to get to the primary objective without achieving these three goals, but if you do, chances are your appointment will “No Show,” and you will have squandered your valuable prospecting time. This thought process is true for any of the three methods of prospecting, including face-to-face prospecting, the topic of Chapter 4.

Chapter 4

Face-to-Face Prospecting

INTRODUCTION

4-1. Face-to-face prospecting is the most effective way to contact a lead in NPS, Healthcare, Chaplain, and SORB recruiting operations. Face-to-face prospecting gives you a chance to get out of the recruiting station and have some fun, meet people, and enjoy the social aspect of being a recruiter. As you meet other people, you grow your recruiting network organically by creating CPs, getting referrals, and you enhance your situational awareness of your operational environment. Done correctly, you make more appointments with fewer attempts through face-to-face prospecting than the other methods of prospecting. This chapter provides you with some tactics to help you get the most out of your time spent face-to-face prospecting.

4-2. Face-to-face is the most direct form of prospecting. It gives you an opportunity to physically meet with people rather than talk to them on the phone or over virtual means. Face-to-face prospecting happens on a daily basis. Even though face-to-face is not the most efficient means of prospecting, it is the most effective if excessive travel is not required, with the lowest contact to contract ratio.

4-3. You are more productive when you prospect where members of your market mass. Typical locations and activities include high school and college football, baseball, and basketball games, recreation centers, basketball courts, coffee shops, popular fast food restaurants, malls and shopping plazas. High schools and colleges are primary locations for you to face-to-face prospect because your audience is more receptive to contact and motivated to seek additional information about their careers. Ensure you coordinate your visits with appropriate school officials. You are more effective when you establish and stick to a set time and day of the week to visit each of your schools.

4-4. When you cannot contact a lead by phone or virtual means, the next best thing is to stop by his or her house and conduct a "house call." Simply make a list of people you have not been able to contact, grab some RPIs that relate to available blueprint information, and knock on some doors. It is always better to conduct house calls in pairs for the following reasons:

- There is more confidence (and safety) in numbers.
- You and your battle buddy can take turns and AAR after each house call.
- You are more effective and learn a few things from each other.
- Competition inspires better performance.
- It is fun having another recruiter with whom to share some of the experiences you encounter.
- As with any military operation, strength in numbers increase success rates.

Note: House Calls should not be a single activity but rather built into the recruiters plan as an opportunity activity enroute to another direct prospecting activity.

4-5. Face-to-face prospecting should be a part of the stations plan just as the telephone and virtual methods. Plan your face-to-face prospecting activities by selecting leads living in the same general area. Select a time based on their status, such as seniors in the late afternoon and grads in the morning. Always be prepared to interview someone, and make sure you have a good supply of recruiting publicity items (RPIs) and business cards. Always leave an RPI and a business card whether you have talked to someone or not.

4-6. Keep in mind face-to-face prospecting is a hit and miss type of activity. Your goal is to talk to the person, but if they are not at home, you can usually get valuable blueprint information from parents, family members, and even neighbors. They usually let you know a good time to stop back. They may also supply you with additional contact information such as a cell phone number, e- mail address, or other location where you can reach the person.

4-7. If you are fortunate enough to talk with a parent, you can usually learn their child's career plans. This conversation gives you an opportunity to share with parents how the Army can help their son or daughter, achieve their plans. Your personal visit could also find a brother, sister, or even parent who may be interested in hearing the Army story. Uncovering new leads is a common byproduct of face-to-face prospecting when you do it.

4-8. Develop a technique that you can use to break the ice with people in your market, which is comfortable and successful for you. Knowing the habits of individuals in your market greatly assists you in your effort. When you are out in your area, talk to everyone you contact. Be forward. Let people in your community know who you are and where you can be found. Give your business cards to everyone you can. Make friends with store owners, for they can provide referrals. Visit the Army Reserve Centers and National Guard Armories as the Active Guard Reserve members attached to those units have normally been members of their community and can provide a variety of referrals. When you stop for gasoline on your way home, talk to the attendant. When you are getting your haircut, talk to the barber and ask him or her whom he or she might know who is interested in an Army program. The key is to make friends with as many people as possible.

4-9. Whether your face-to-face prospecting plans include being in different parts of the community, involve the public, or are done via planned house calls, you should plan on visiting your Future Soldiers that reside in that area. Use them in obtaining referrals, as this is probably one of the best sources for referrals. They know where leads congregate as well as where their friends live. If possible, take a Future Soldier with you when face-to-face prospecting as this may help break the ice with someone you have never met before or may provide you more credibility within the community.

4-10. Listed below are a few pointers to keep in mind during your face-to-face prospecting activities. The steps discussed in telephone prospecting also apply to face-to-face prospecting.

- Before you depart:
 - Create a pre-prospecting plan and establish your goals.
 - Plan your route of travel.
 - Go where your market masses.
 - Blueprint as much information as possible.
 - Develop a good icebreaker.
 - Practice your opening statement.
 - Be prepared to conduct the Army Interview.
- Prospecting Tips:
 - Be confident and aggressive.
 - Always carry business cards and RPI.
- Face-to-face prospecting:
 - Identify yourself and the Army.
 - Establish rapport and credibility.
 - Uncover needs and interests.
 - Present features and benefits.
 - Close and handle objections.
 - Determine the prospect's qualifications.
 - Confirm any follow-up appointments.
 - Ask for a referral.
- Document the meeting.

ENHANCING FACE-TO-FACE PROSPECTING

4-11 . You should treat face-to-face prospecting as four separate events to enhance prospecting performance, see figure 4-1 (Face-to-Face Four). The events are:

- Campus Face-To-Face (College)
- Campus Face-To-Face (High School)
- Hot Stops
- Hot Knocks

FACE-TO-FACE FOUR

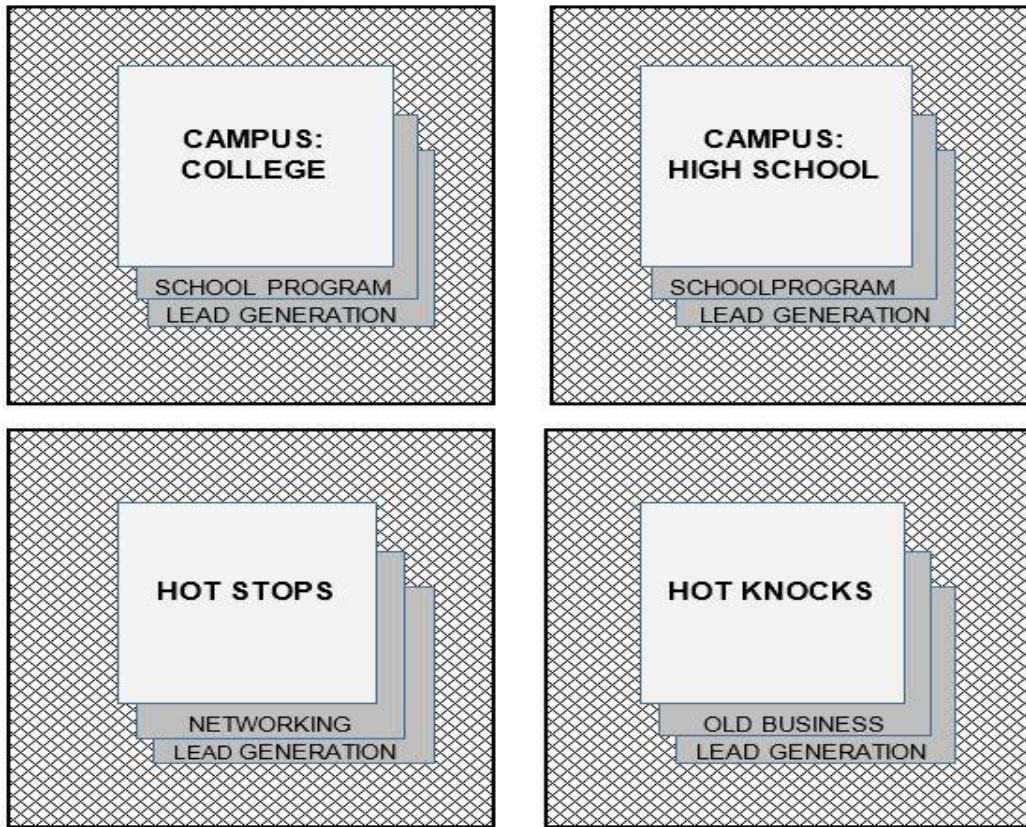


Figure 4-1 – FACE-TO-FACE FOUR

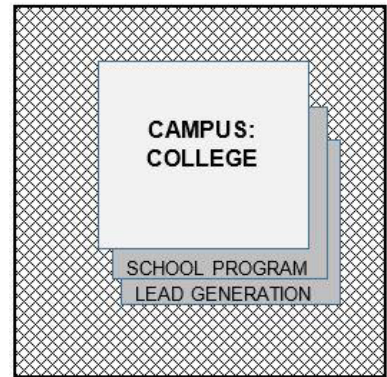
We discuss these in further detail in the follow-on sections.

4-12. Face-to-Face prospecting can be one of the most enjoyable of all recruiting tasks. It is prospecting in your area and meeting people. Prospecting means building a friendship. Talk to people – anyone who listens – young or old, male or female, working or unemployed, it does not matter. The more you prospect, the better you get, and the better you get, the more you prospect. Smile, shake hands, distribute business cards, and put up posters. Thank people for their past support and encourage future support. Get involved in your community and offer assistance.

Campus Face-To-Face (College) Insights – See Figure 4-2

4-13. Contact:

- a. The Registrar's office for information about enrollment, costs, and stop-out rates. Request stop-out lists.
- b. Get to know the VA representative. Determine if prior service (PS) students hold key student body positions. Find out where the veteran's club meets.



GRAPHIC 1

- c. Staff and faculty of the Army Reserve Officer Training Corps (ROTC) department can provide you with directory information and leads. Become active in Army Senior Reserve Officer Training Corps (SROTC) functions. Attend SROTC balls, events, etc.
- d. Visit Loan Officers. Explain the Loan Repayment Program. Solicit information about the default rate. Offer your assistance in interviewing students needing financial aid.
- e. Visit editors of Campus Newspapers. Promote articles on loan repayment, Army adventure, USAR, etc. If near a military installation, arrange to film interest-creating action field exercises, i.e., aerial gunnery at night. Most public colleges, including 2-year programs, have a cable TV channel. Use this resource.
- f. Visit placement directors to obtain resumes of senior and graduate students. Resumes are blueprinted and segmented into groups that the recruiter can call with a targeted message.
- g. Identify Alumni programs to develop relationships that expand the penetration of the University.
- h. Identify clubs that you can penetrate to open presentation opportunities, provide intelligence, and referrals.

CAMPUS FACE-TO-FACE

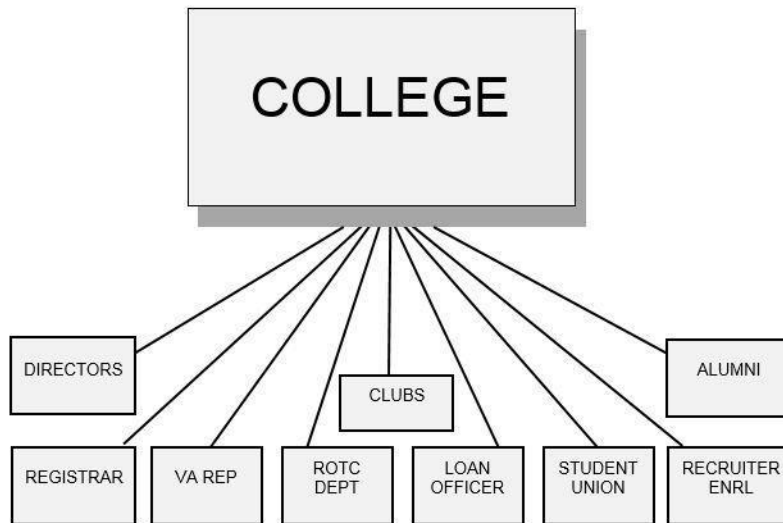


Figure 4-2. Campus Face to Face (College)

4-14. Prospect:

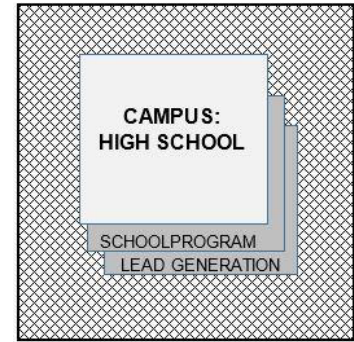
- a. Look for slow walkers; they probably are between classes or have time on their hands.
- b. See what kind of textbooks they are carrying and use an opening line appropriate to the topic, "So, how are you doing in Chemistry?" After establishing rapport, ask about their satisfaction with school, long-range goals, financial posture, etc.
- c. Visit the student union; post bulletin boards with college fund and loan repayment information on a 3 x 5 card.
- d. Wear the appropriate uniform.
- e. Enroll. Attend class in uniform. Gain exposure, knowledge, and referrals.

Campus Face-to-Face (High School) Insights – See Figure 4-3

NOTE- Any of this section also applies to colleges.

4-15. Examples of High School Activities.

- a. Use high school cafeteria displays.
- b. Maintain a professional relationship with counselors and conduct CONAP updates.
- c. Conduct educator luncheon(s).
- d. Identify and contact PS and JROTC faculty.
- e. Promote the ASVAB and JROTC program.
- f. Identify and contact athletic staff.
- g. Attend athletic events.



Graphic 2

CAMPUS FACE-TO-FACE

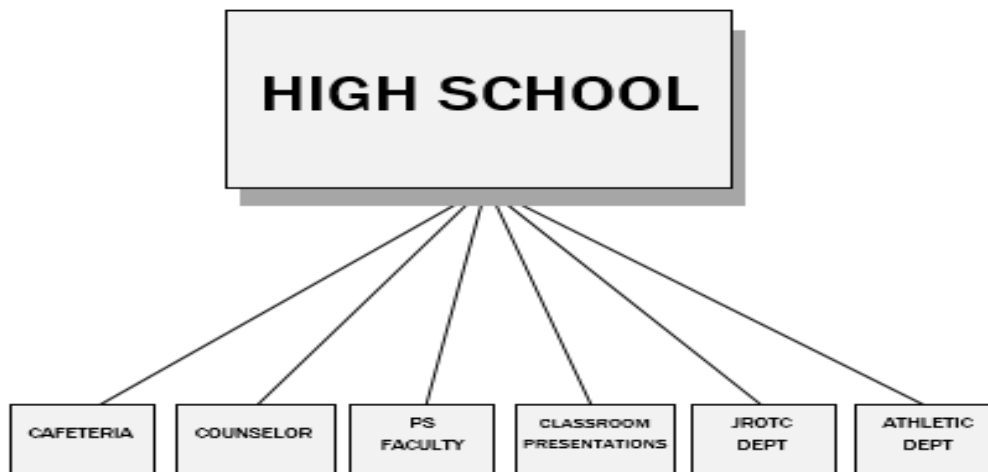


Figure 4-3. Campus face to face (HS)

4-16. Conduct Classroom Presentations

- a. Conduct pre and post ASVAB presentations.
- b. Conduct classroom video presentations.
- c. Conduct class on military related subjects.

4-17. High School Cafeteria.

- a. Access to the cafeteria during lunch affords maximum exposure to most of the student body. Obtain permission to conduct a weekly, bi-weekly, or monthly cafeteria display.
- b. Use a table to arrange RPIs, stay in school information, a monitor or video player.
- c. Show video tapes emphasizing Army adventure, particularly those with music. Young people respond favorably to a video medium.
- d. Mingle. Pass out business cards. Use one-liners. Smile.
- e. Remain within school guidance for recruiting on campus. Your purpose in the cafeteria is to expose the student body at large to powerful Army video material, not to force appointments with college-bound seniors. Many juniors and underclassmen seek attention and information. Provide them ample time and courtesy; you will reap the benefit in subsequent years.
- f. A best practice is to shape cafeteria functions with class presentations before lunch period breaks. Presentations generate more interest to seek out the recruiter while questions and interest are new.

4-18. Counselors.

- a. Strive to develop a professional relationship with the counselor(s) serving as your point of contact. Accomplish this action by using the "Stay in School" as an approach to become involved in campus activities.
- b. Conduct a "CONAP Update" luncheons when possible.
- c. Visit even when you do not need anything. When a visitor is bearing gifts—pencils, book covers, calendars, etc.— especially one with an indomitable spirit, it is hard to dislike that visitor.
- d. Honesty and genuine professionalism get you much further than insincere attempts to ingratiate yourself with the faculty.
- e. Persistence overcomes virtually everything, even hostile counselors.

4-19. **Prior Service Faculty.**

- a. PS faculty may be your only link to students in a hostile environment. Meet with them one-on-one to determine if they support your presence and message.
- b. Prior service members typically enjoy talking about their military experience. Prepare sufficient open-ended questions before your first meeting. Retirees are ready to be concerned with changes in benefit programs, COLA, etc. Familiarize yourself accordingly.
- c. Without jeopardizing rapport, eventually arrange for appropriate classroom presentations, MSB exhibits, and other awareness events.

4-20. JROTC Staff.

- a. Offer assistance in conducting training, leading Drill and Ceremonies and giving classes.
- b. If there is no JROTC program, find out what it takes to start one—provided the Federal Government has program funding.

4-21. Athletic Staff.

- a. Attend athletic events in uniform and civilian clothes.
- b. Support the school team—get to know the players and recent scores.
- c. Offer to help administer the APFT to determine fitness levels.
- d. Conduct Future Soldier physical training on campus during high visibility periods. Ensure Future Soldiers sign a PT waiver form.

4-22. Faculty/Professors.

- a. Shape the school by sending a short personalized email to each teacher/professor with a subject line that resonates with their curriculum. (i.e. if it is the music teacher, the subject line could be “Army Jazz Band.” If it is the language teacher, the subject line could be “Defense Language Institute”).
- b. The body of the message should be short, identify the recruiter, and request an opportunity to meet to discuss the topic in the subject line.
- c. The intent is to meet the teacher/professor and begin nurturing a relationship with a later goal of getting class presentations and referrals.

Note: This action requires the recruiter to know the specifics of each program.

Classroom Presentations

4-23. Adapt classroom presentation to other classes by merely substituting the skill or knowledge area. See Table 4-1, Figure 4-4, and follow-on sections for examples:

School Class	Army Material
Auto Shop	Mechanical Maintenance
English	Public Affairs
Band or Music	Band
Science	General Science or Electronics
Industrial Arts	General Construction
Math	General Science
History	Military History

Table 4-1 – School and Army Class Correlation

- a. Preface your presentation by explaining that your purpose is not to recruit, but to present language (or, science, math, etc.) opportunities in the Army. Support videos with a handout. Include a benefits summary sheet, your business card, several RPIs, and a card or "awareness poll" to collect after class. (If permitted).
- b. In most high schools, senior faculty members are appointed as heads of the Math, English, Science, History, Foreign Language, Physical Fitness and Music departments. Contact department heads to arrange presentations. Use, "I have a short video which illustrates career opportunities in a foreign language that I would like to share with your students. The entire presentation only takes about 20 minutes. Do you have a break in your schedule tomorrow so we can get together and discuss it?"

- c. Learn the school's video presentation capabilities and adjust accordingly.

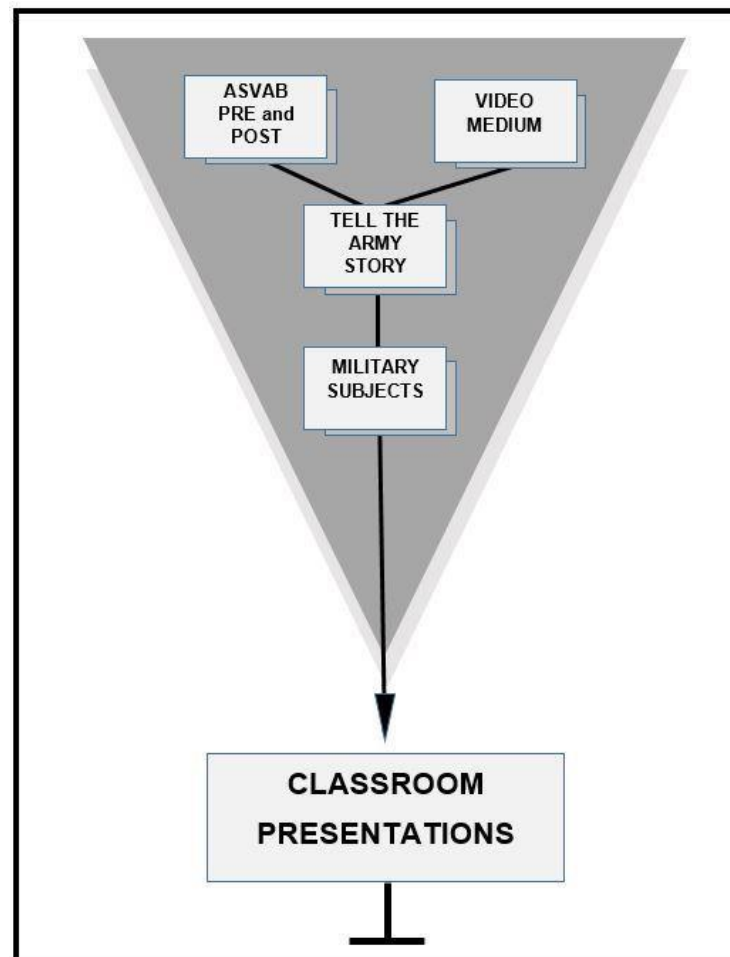


Figure 4-4. Classroom Presentations.

4-24. Stand-up lectures and military subject classes.

- a. Some general interest subjects relevant to the time of school year for the student, and to prevailing problems on campus and in the neighborhood, are effective using this forum. Show educators the benefit of providing students an additional learning experience while simultaneously exposing them to a potential role model.
- b. Suggested Topics:
 - (1) Map reading (Geography or History class). Explain the use of a compass, terrain association, Military Grid Reference System, etc. Provide students with a photocopy of the area with military grid lines and compass. Show students how to plot six and eight digit coordinates. Use coordinates to high school and recruiting station as examples.
 - (2) Cold weather injuries (Schedule in Fall). Types, prevention, and treatment.

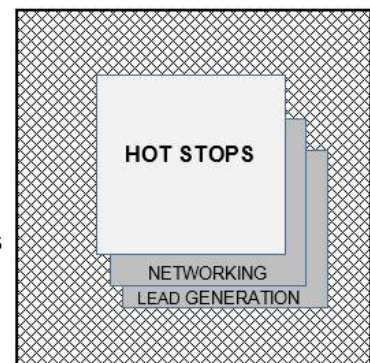
- (3) Hot weather injuries (Schedule in Spring). Types, prevention, and treatment are good classes for the athletic department.
 - (4) First aid. Try CPR (cardiopulmonary resuscitation), stop the bleeding and identification and treatment of poisonous plants and animals.
 - (5) Alternate methods of financing a college education using Defense Activity for Non-Traditional Education Support (DANTES), Army Continuing Education System (ACE), Army College Fund (ACF), Reserve Officers Training Corps (ROTC), West Point, Prep Academy, etc.
 - (6) The military as a career option (work experience class)
- c. How to prepare for a verbal presentation:
- (1) Analyze the audience, age, interests, gender, etc.
 - (2) Develop your presentation around three or four main points.
 - (3) Have a strong, interesting opening statement that grabs your audience's interest and attention.
 - (4) Have a call to action after your presentation, i.e., "Please mark your interest areas on the cards in your folders."
 - (5) Wear your Army Service Uniform and look sharp.
 - (6) Prepare your presentation carefully. Rehearse it several times.
 - (7) Make sure you have appropriate supporting RPIs.
- d. Execution.
- (1) Use understandable words and vocabulary.
 - (2) Your message is Verbal and nonverbal. Stand comfortably, but do not slouch, pace, or turn your back to the class.
 - (3) Maintain eye contact. Glance front to back and side to side holding eye contact for two to three seconds with each person.
 - (4) Avoid "machinegun" delivery. Keep your speech at a speed that the audience can understand, but not too slow.
 - (5) Be forceful when you talk, but do not shout. Use volume and inflection to highlight important points.
 - (6) Smile frequently, particularly if you are nervous, it helps to get the audience on your side.
 - (7) You must sincerely believe in your subject and its value.
 - (8) If possible, use humor. Humor shows you are relaxed and confident.
 - (9) Know your subject and speech cold! Nothing substitutes for complete subject knowledge.
 - (10) Be prepared to answer questions.
 - (11) Be tactful with hecklers. Keep the presentation interesting and moving fast.
 - (12) Do not exceed the allotted time for your presentation.
 - (13) The secret is practice, practice, practice!

4-25. School ASVAB presentations.

- a. Gain valuable classroom time by offering to introduce the School ASVAB in advance of scheduled tests. Show the current ASVAB marketing video. Distribute appropriate ASVAB pamphlets and publicity items. Encourage participation. Emphasize the ASVAB's utility in determining aptitude strengths and weaknesses and as a free benchmark for the ACT/SAT.
- b. Arrange to be present when the school provides post-ASVAB interpretations. If possible, conduct post—ASVAB interpretations yourself.
- c. Although you may not actively recruit during this process, you can gauge the reactions of students to you and your presentation.

HOT STOPS

4-26. Hot Stops are made during face-to-face prospecting to solicit referrals, reinforce relationships with CP/VIP, follow-up on Future Solders, post Army information in the area, attend community events, follow-up prospects, and applicants, and make new appointments. Figure 4-5 shows examples of “hot spots”. This is not an all-inclusive list.



Graphic 3

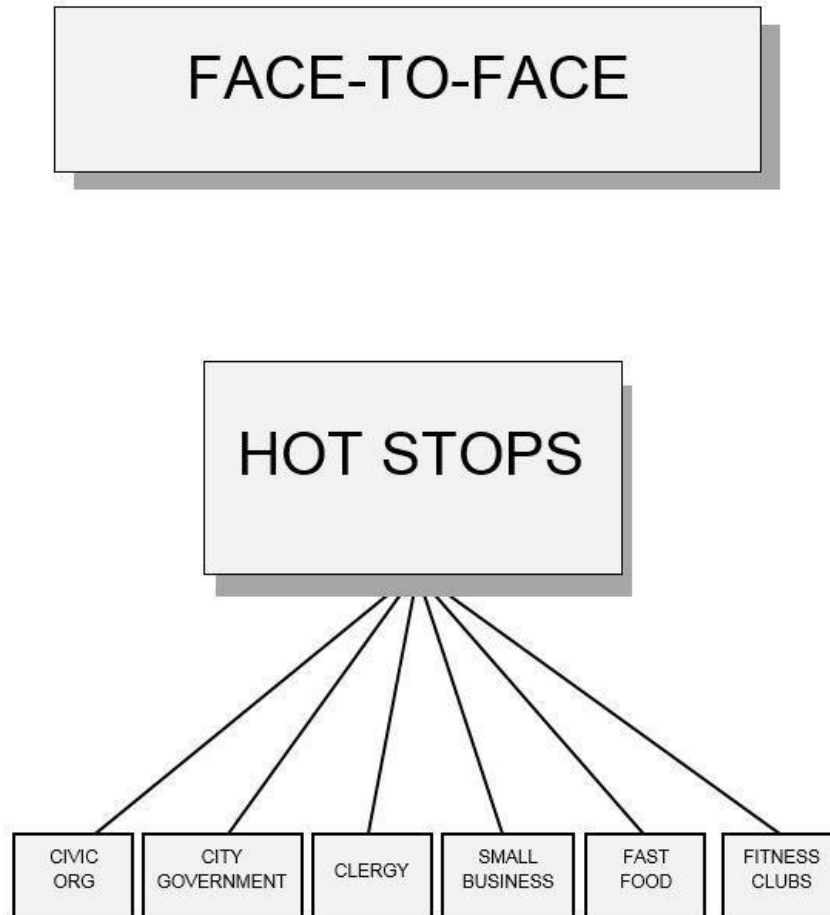


Figure 4-5 – Examples of Hot Spots

4-27 . **Networking** is the most effective method of securing workable referrals. After establishing a CP/VIP base in business, church, school, and civic organizations, there is normally a common thread. Those people who share similar backgrounds, socioeconomic status, age, and interests, often attend the same church, belong to the same clubs, golf together on the weekends, and interact during the business week.

- a. Becoming part of the "network" takes time but is not tough. Begin by leading a Boy or Girl Scout Troop, involving yourself with a youth group at church, joining a civic organization, attending PTA meetings, speaking at Chamber of Commerce gatherings, or simply playing golf or racquetball. Make a point to befriend everyone.
- b. In time, your contacts will grow to trust you. You will come to mind when situations arise concerning employment, money for college, the need to "grow- up," gain experience, or receive skill training. Members of your "network" will mention that "Bill Jones" or "Sally Smith" was just laid off or quit school. When you contact "Bill," establish credibility as you explain that Ron Peters (your contact) suggested I give you a call. Furthermore, your contacts provide names of other influencers outside your network who may also be helpful.

- c. Surprisingly, the more you involve yourself outside the recruiting station, the more successful you become. The average recruiter spends less than 5 hours per week conducting appointments with new prospects. Recruiting is a people business and people live in communities. As you expand your circle of contacts in the community, you will also expand your success.

4-28. Other CP/VIP Referrals.

- a. Identify Potential CP/VIP referrals when face-to-face prospecting. Some examples are:
 - (1) City and county politicians
 - (2) Local employers (Both large and small)
 - (3) Local clergy members
 - (4) Civic and fraternal organizations
 - (5) USAR/ARNG leaders
 - (6) City and county government officials
- b. Make a plan to contact all of them to introduce yourself and explain what today's Army has to offer.
- c. When possible, obtain blueprint information before your first face-to-face contact. Secretaries can be a big help in this regard.
- d. Make sure your introductory contact is low key. Go in uniform, introduce yourself, provide information on Army programs, and offer assistance. Lay the groundwork for future visits by explaining that as programs change, you will keep them updated.
- e. If appropriate, ask for referrals. Provide RPIs and your business card. Thank them for their time and offer an invitation to the next company CP function.
- f. Use the Soldier for Life-Transition Assistance Program and Partnership for Youth Success (PAYS) as a door opener with business and industry.
- g. As you work through the list of CP/VIP, you begin to develop a reputation in your community.
- h. This process may not result in immediate referrals. Do not become discouraged. Credibility in a community takes the time to develop.
- i. Update CP/VIP on the status of their referrals. Did they enlist? What did they get? When do they ship?

4-29. Clergy Members.

- a. America is a nation with various religious faiths. Far more churches exist in your community than schools. Arrange to visit clergy members. Introduce yourself and explain current programs. Ask questions.

- b. Out of curiosity, many ministers ask questions about the chaplaincy. Prepare by obtaining details from your chaplain recruiter. A knowledgeable, professional looking young Soldier can make a lasting impression.

4-30. Finding New Leads/Making Appointments While Face-To-Face Prospecting.

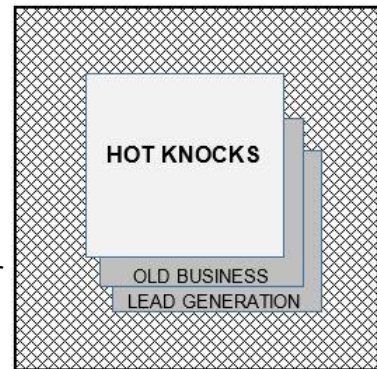
- a. Go where the market is:
 - (1) Beaches
 - (2) Parks and recreational areas
 - (3) Malls, pizza parlors, and gas stations
 - (4) Libraries
 - (5) Sports centers and tracks
 - (6) Arcades
 - (7) Employment offices and civic centers
 - (8) Churches, activity centers, youth clubs
 - (9) Fast food restaurants
 - (10) Coffee shops
 - (11) Any place your market works, plays or relaxes
 - (12) USAR Centers
- b. Talk to everyone. Anyone, qualified and not qualified to join; can be useful as CPs. Face-to-face prospecting is more enjoyable when you talk to many people.
- c. Use one-liners to start conversations:
 - (1) "Excuse me, do you know what time it is?"
 - (2) "I am trying to find #12 Euclid Street; do you know where it is?"
 - (3) "That is a great looking car you have, where can I get one?"
 - (4) "Could you use \$30,000?"
 - (5) "Know anybody who wants to join the Army?"
 - (6) "When are you going to join the Army?"
 - (7) "Know anybody that needs a good job?"
 - (8) "We have some law enforcement vacancies; know anybody who might be interested?"
 - (9) "When was the last time you talked to a recruiter?"
 - (10) "We have got some Ranger vacancies, can you handle it?"
 - (11) "Know anybody interested in an Aviation career?"
 - (12) "Know anybody interested in an electronics or engineering career?"
 - (13) "Why aren't you in the Army?"

- (14) Malls and commercial areas
 - (15) Find out when young people show up and where they hang out.
 - (16) Arrange to set up a display in a conspicuous area during high traffic periods.
Borrow a TOW or Stinger from local USAR/ARNG center.
 - (17) Post Army information in the area if authorized.
 - (18) Use "how do you like your job?" as a way to begin a conversation with clerks and cashiers.
 - (19) Gas stations, car washes, mini-marts, etc.
 - (20) Buy small amounts of gas for your GOV at different stations and at different times of the day.
 - (21) Look for attendants doing homework or studying between customers.
 - (22) Visit car washes and mini-marts. Ask the right questions.
 - (23) Make the unemployment office a regular stop. Check your posted Army information. Make sure the station address and phone number are on each RPI. Get to know counselors, ask them to prequalify the prospects they give you. Make them CPs.
 - (24) Go to fast food restaurants during non-peak hours when employees have more time to talk without upsetting management.
 - (25) Visit the civic center or state building. Normally there are people standing around waiting for someone or something. Start a conversation.
- d. Identify those in occupations likely to be receptive to the Amy message. The following workers have the highest rates of turnover:
- (1) Fast Food
 - (2) Shoe Salesperson
 - (3) Hotel Clerk
 - (4) Supermarket Stocker/Bagger
 - (5) Video Arcade Attendant
 - (6) Kitchen Worker
 - (7) News Vendor
 - (8) Sales Clerk
 - (9) Library Clerk
 - (10) Receptionist
 - (11) Baker
 - (12) Mailroom Clerk
 - (13) Cashier
 - (14) File Clerk
 - (15) Gas Station Attendant
 - (16) Reservation Agent
- e. Ask yourself these questions about your area as a self after action review (AAR).
- (1) Do you understand how to develop and sustain a network?

- (2) Do you have a working network?
- (3) What interest-creating approaches are you using when contacting CP/VIP?
- (4) What one-liners do you use to approach potential prospects?
- (5) What locations do you canvass? How often?
- (6) Are clergy part of your CP/VIP network?
- (7) What civic organizations do you visit?
- (8) How many businesses do you visit?
- (9) How many PAYS organizations do you have?
- (10) How many presentations to civic groups the recruiter conducts each month, quarter, or year?

HOT KNOCKS

4-31 . Hot Knocks are recruiter planned stops at homes, businesses, or other known locations of leads and referrals in an attempt to make contact face-to-face. Hot knocks increase your contact rate. Success depends greatly on the recruiter’s daily plan and through the review of lead refinement lists (LRL) and lead/prospect information on “no answer” or “no number” or “no contact” entries. See Figure 4-6 for sources of lead information for planning.



GRAPHIC 4

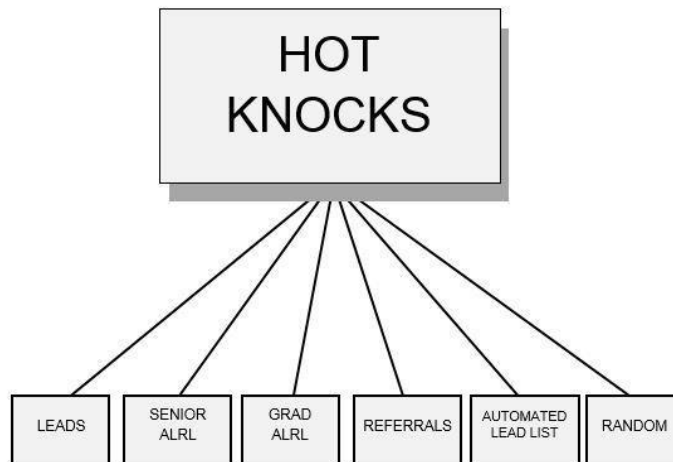


Figure 4-6 – Examples of Hot Knock LEAD information sources

4-32. Some general business rules for Hot Knocks include:

- a. Plan Hot Knocks:
 - (1) Review LEADS.
 - (2) Review senior LRLs.
 - (3) Review grad LRLs.
 - (4) Review Consolidated Leads List.
 - (5) Review CP/VIP and Future Soldier referrals.
 - (6) Employ random Hot Knocks.
 - (7) Prepare something to leave behind such as business cards or flyers.
- b. Conduct Hot Knocks:
 - (1) Develop and maintain rapport with all contacts.
 - (2) Develop blueprint information from all contact.
 - (3) Ask for referrals and leave appropriate RPI.
 - (4) Leave door hanger with a personalized message if nobody answers the door.
- c. Plan the number of Hot Knocks in the recruiter's supporting plan to the station operation plan. Minimize travel time by plotting your stops in the same general area before you leave the station. Make sure you take the lead information, including any blueprint information, with you.
- d. Use a door hanger if the prospect is not home. A simple cost effective method is to staple a rubber band underneath your business card to the center of an RPI. Include a hand-written legible note. For example, "I stopped by today to inform you about Army programs and benefits. Please call 555-1212. Stan Basurto."

Note: Certain ordinances restrict solicitation, including door hangers (find out first).

4-33. You best accomplish hot knocks by preparing and thoroughly practicing your opening lines.

- a. Suggested script when person appearing to be the prospect answers the door:

Prospect: "Yeah."

Recruiter: "Is John home?"

Prospect: "Yeah, I am John."

Recruiter: "Hi John, I am Sergeant Rooney from the Army Recruiting Office, how are you?"

Prospect: "Okay, I guess, what can I do for you?"

Recruiter: "John, I understand you graduated from Lincoln last year, is that right?"

Prospect: "Yeah."

Recruiter: "Tell me, what have you been doing since you graduated?"

Prospect: "Well, I plan on going to college."

Recruiter: "Good. As a matter of fact, that is why I am here. If you do not mind, I would like to sit down and talk to you for a few minutes."

Prospect: "I am not interested."

Recruiter: "John, just about everyone tells me that before they see what I have to offer. What we are talking about here is just a few minutes of your time, what do you say?"

This method works most of the time. If not, schedule a future appointment. If the prospect does not agree, ask for a referral and leave some RPIs. Regardless of their response to your probing questions, use a response that uses their objection or concern to justify the reason for an appointment, such as, "Your lack of interest in something that supports your goals is what I wanted to talk to you about. . . ."

- b. Suggested script when person appearing to be a parent answers the door:

Parent: "May I help you?"

Recruiter: "Yes Sir (or ma'am), I am Sergeant Rooney from the Army Recruiting Office here in town, is John home?"

Parent: "He is at work right now."

Recruiter: "I see. Sir, what time does he normally get home?"

Parent: "About 5:00."

Recruiter: "Sir, it is important that I speak with him."

Parent: "About what?"

Recruiter: "His future and opportunities, Sir. Would you have him call me at 5:15 today after he gets home? By the way, Sir, may I have John's phone number?"

Parent: "Yeah, it is 555-1212"

Recruiter: "Thanks. Sir, who do you know that might profit from a good job or perhaps some money for college?"

Parent: "Fred who lives next door" or "Well, there's one kid that lives on the next block over that falls in that category." or "I cannot think of anybody."

*** If he has not given you a referral yet, ask.

Recruiter: "Well Sir, who do you know who has considered military service?"

Parent: "My son's friend, George." (GET INFO)

Recruiter: "Okay, sir, I want to thank you for your time, but before I go, I would like to leave you a few things I intend to talk to John about."

- c. Always ask for a specific call-back time, referral, and the prospect's phone number. Recruiters get many referrals by asking for them in the manner stated above. Get the prospect's phone number to refine your LRL. The number of callbacks you get just by asking for a specific call back time is likely to improve you.

4-34. Station level Face-To-Face operations require planning. The following face-to-face prospecting TTP provides useful tactics and techniques that work to achieve the primary objective of prospecting: Make an appointment. The station commander is responsible for ensuring his or her recruiters conduct sufficient prospecting activities to meet or exceed station MAP requirements that support company MAP requirements. A portion of those prospecting activities includes face-to-face prospecting. You should use and adapt portions of the following TTP that support your unique recruiting environment and current situation.

TTP – Face-to-Face Prospecting

Operation: Decisive

Tactic: Face-to-face prospecting

Technique: The station commander directs face-to-face prospecting into areas where high target-aged persons are present. Additionally, the station commander targets current leads with addresses but without telephone numbers for face-to-face contact in the form of hot knocks.

Why: During specific times of the day, telephone prospecting is almost ineffective such as the lunch hour. Nevertheless, prospecting can still occur when the station commander knows the location of the market such as a fast food restaurant. When some individuals within the market do not have a telephone or have been unwilling to provide the number, recruiters routinely make house calls in an attempt to contact these persons. The lack of telephone number information is not indicative of interest level. Therefore, the recruiter makes personal contact to determine whether interest exists. The increased technology on the market, cell phones, answering machines, pagers, and other technology negate the use of telephone prospecting as the sole source of contact with the market.

Procedures: The station commander's responsibilities to face-to-face prospecting are to:

- Identify high-traffic areas and the best times for face-to-face prospecting within each recruiter zone.
- Direct specific recruiters to block off hours to devote to face-to-face prospecting and direct recruiters into those areas.
- Devote an entire station to prospecting from single zones when circumstances or special events dictate.
- Make maximum use of high school and college campuses, as these are naturally target-rich environments.
- Oversee inclusion of leads without telephone numbers into the face-to-face prospecting plan.
- Check local advertising to determine upcoming events that may serve to attract target-aged leads and incorporate those events into the station's face-to-face prospecting plan.
- Encourage recruiters to make maximum use of active duty for special work (reservists), hometown recruiter aids, and Future Soldiers in support of face-to-face prospecting.
- Conduct AARs.

4-35. The Face-to-Face Prospecting TTP provides commanders and station commanders several ways to enhance the face-to-face prospecting activities of the station. The three important take-a-ways from this TTP are (1) the need to develop a prospecting plan that meets or exceeds MAP requirements, (2) directing prospecting activities IAW those plans, and (3) enforcing performance standards.

4-36. Remember, you cannot enlist or commission a lead until you conduct an appointment so try to remove the stress of that objective as you approach face-to-face prospecting and meeting potential recruits.

There is only one objective to any method of prospecting and three important goals along the way to that objective:

- Goal 1: Make Contact with a lead.
- Goal 2: Establish rapport.
- Goal 3: Build some trust and credibility.

Primary Objective: Make an appointment to conduct an Army Interview.

SUMMARY

4-37. The recruiter cannot get to the primary objective without achieving these three goals, but if you do, chances are your appointment will “No Show,” and you have squandered your valuable prospecting time. This result is true for any of the three methods of prospecting and even more important to face-to-face prospecting because of the time it takes to contact a lead via face-to-face prospecting activities. When you prospect using face-to-face or telephone, you should always gather referral information that enhances your overall prospecting plan, a part of which is virtual prospecting, the topic of Chapter 5.

Chapter 5

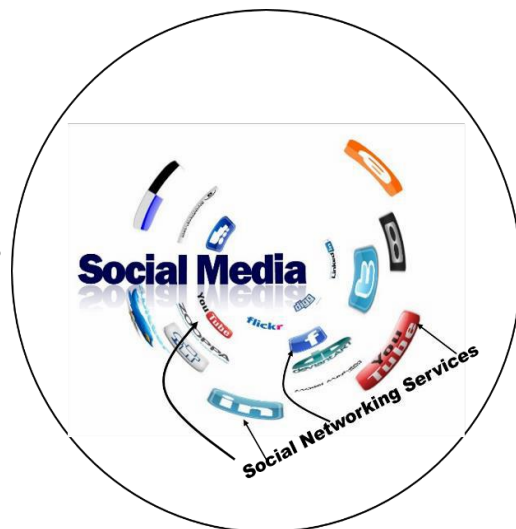
Virtual Prospecting

INTRODUCTION

5-1. With the rise of social media, virtual prospecting has developed into a more efficient and effective way of REACHING your market than any other method of prospecting. You can now find, contact, communicate and interact with friends, family, co-workers, and potential recruits with unprecedented efficiency using social networking services. As an NPS, Healthcare, Chaplain, or SORB Recruiter, social networking services provide you with a variety of ways to interact with your market and your community. Think about this: Nearly 100 percent of young adults use one or more social networking services to interact with their environments. Properly interacting with and engaging young adults and their influencers, along with school officials, local government, and civic groups in their virtual domain require user knowledge of the multiple social networking services. This section of the Training Circular helps you better understand how to use social networking services to complement and support your overall prospecting efforts through virtual prospecting.

5-2. Over the past several years, USAREC has eliminated or consolidated recruiting stations and, in effect, widened the physical gap between you and the market. Even with the establishment of the Battalion Virtual Recruiting Station (VRS), that does not eliminate the need for you to interact consistently with the market, including those areas once supported by a recruiting station. Social media bridges the gap between you and your market by providing efficient and effective ways to reach your market from anywhere at any time. To understand the realm of possibilities created by social media, such as access to an unprecedented amount of blueprint information, you must learn about social networking services and identify the ones that work best for you, considering your operational environment.

5-3. Defining Social Media. “Social” is a term used to describe interaction with other people by sharing and receiving information. “Media” describes an instrument of communication such as the Internet, the Web, and email. Think of social media as a constantly growing and quick moving environment that contains many web-based communication tools that enable people to interact by sharing information. The tools, such as Facebook, Twitter, Instagram, and YouTube are some of the social networking platforms that are part of social media.



5-4. Social networking services are programs that allow people to connect using the Internet and mobile device applications. Services like Twitter are microblogs, connecting people through the exchange of short and frequent messages and sharing of photos, videos, and links. Others, like Facebook, encourage users to fill out profiles, connect to other profiles, and interact by sharing information, videos, and pictures. These services are a great way to find leads, establish contact, build trust and credibility, stay in touch, and share information. Social networking services have been around for several years, and recruiters continuously discover different ways to use social media and perform recruiting functions. Units can use social media to find, engage, and refine qualified leads with a propensity to join the Army. The following TTP on Social Media Prospecting provides a snapshot of “a way” to use social media and prospect for leads and gather blueprint information.

TTP – Social Media prospecting

Background

As a recruiter, you face the same challenge every day: How to be visible in a market inundated by information.

Tactic

One way to maintain visibility is by using social media. This style of virtual prospecting enables targeted refinement of leads while simultaneously providing an avenue for gathering blueprint information, conducting passive recruiting and advertising about the Army.

Implementation

Step 1: Target areas within a specified footprint based on need, the market, or both.

Step 2: Refine deliberate targeting of professions, lifestyles, and other areas of interest through targeted search and referral.

Step 3: Obtain blueprint and qualification information from profile inspection and review.

Step 4: Contact refined leads through multiple platforms (text, email, messenger, and phone).

Results

Track ROI to see what platforms provide the best return and what communication works best with your audience.

5-5. The goal of any social media activity is to schedule a face-to-face appointment so that you can conduct an Army Interview. Keep in mind that virtual contact is not as powerful or captivating as a telephone call or face-to-face conversation between you and a potential recruit. Social media is an efficient and an effective means to an end. The “means” is a way to reach a large number of people, build trust and credibility, share information and interact.

The end or objective is to enlist or commission a Future Soldier. The more people you contact, the more chances you have of reaching the objective. Since it is not likely that you can personally meet every person in your market, social media is a useful way to initiate contact, pique interest, share information, interact, and gather blueprint information about potential recruits and their influencers. Consider the exponential growth of your network in a social networking service with millions of members in which each member can befriend another, present their friends, share information about themselves and their friends, add new friends from outside the network, send messages to each other and post information to the site.

5-6. Social media increases the speed in which we share information. It has also improved our transparency with the American people. More Army organizations are using social media for strategic online engagement. In addition to the Recruiting Command, garrison environments, operational environments, and Family Readiness Groups to name a few, use social media as a way to provide information and engage their audience. Recruiters should look for ways to integrate other Army groups into their social media plan. Doing so improves your credibility and strengthens your Army Story. Visit the Army social media portal for a complete list of Army organizations that have registered their social networking services at <http://www.army.mil/socialmedia>.

5-7. Remember, developing a successful social media presence does not happen overnight. A social media strategy is a continuous shaping operation that requires proper planning and execution within the approved rules of engagement. To help you manage such a time-consuming process that is increasingly complex and controlled by policies, USAREC Marketing has developed legally approved and reusable social media resources that align with our organization's mission, the Army's message, and current recruiting themes. Use these resources to enrich your prospecting efforts through social media and other shaping operations such as email campaigns.

5-8. Including email campaigns in your prospecting activities is an efficient way to contact a large number of potential recruits and influencers quickly. You have access to approved templates for e-mail communications through the Recruiter Zone. Approved e-mail templates synchronize your communications with the messages going out through other media channels from multiple sources. Imagine how effective your message resonates in the mind of a young man or woman who saw an Army commercial or ad that delivered the same information like your email message. You have just established instant credibility with your market. Messages sent from RZ are personal, professional, and coordinated with current command initiatives and marketing campaigns. USAREC staff regularly updates e-mail templates. The current system allows you to send up to 300 emails per day without appearing to be a mass marketer. You can find the Recruiter Zone User Guide through Ickrome and review the instructions for scheduling an email campaign.

TTP – E-Mail Segmenting to Maximize Conversion

Background

Continuing with the challenge that you face every day: How to be visible in a market inundated with information. You do not have much time to capture the attention of your audience with an email. According to expert studies, you have about 1.54 seconds. How you improve the chance that your inundated market reads your message?

TTP Continued

Tactic – Segmenting

Segmenting is a process of splitting your email list into segments and testing the success of different email subjects of an email that delivers the same email message.

Implementation Split your email list into equal segments. For instance, if you have a list of 300 emails, split the list into three segments of 100 addresses each. For each segment, construct three different subject lines. The act of *constructing* is important. Pay close attention to the nouns, verbs, and adjectives that you use to construct the subject line. Get help from others. Ask your station commander and other recruiters for their input. Take your time and create three different subject lines deliberately. Keep the rest of the email message identical and send. By keeping the message identical, you are testing the effectiveness of the different subject lines. Give the message a week and look at the metrics. If your market responds more to one subject line over the others, use it again. Determine the subject lines with poor response rates and stop using them. It is that simple. As messages from USAREC on the RZ change, you may need to change your subject lines using the Segmenting tactic.

5-9. The following are some examples of approved email templates located in the RZ.

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

Refer to the USAREC Social Media Guide for details. Some posting guidelines from the Guide include:

- All postings must have an Army or recruiting related tie-in. The keys to a successful posting meet the following criteria:
 - Presence - Postings that clearly communicate the Army's message.
 - Relevance - Postings that add value-added content to your organization's overall strategy.
 - Prominence - Postings that be consistent with and reinforce the DoD, Army, and USAREC messages.
- Ensure all postings are free of any personally identifiable information, or PII.

Examples of PII include:

- Social Security Numbers
- Birthdates
- Birth Location
- Personal Telephone Numbers
- Personal Email Addresses
- Home addresses
- Employment/Medical/Criminal Histories
- Spouse/Children Information

If someone posts any of the above to the page, delete it immediately. You should also delete the following unauthorized postings:

- Endorsements of external businesses or groups (This includes any personal endorsement or mention you may want to post a discount, movie, television show, product, brand, and other similar things).
- Political or religious postings
- Profanity or inappropriate postings
- Slander between users

5-10. Only post links to internal sites (e.g., USAREC, Army and DoD). A&PA Chiefs can grant exceptions to allow the posting of an external link on certain occasions. For example, if the local media highlighted your recruiter for doing something in the community, you can post the media coverage if the A&PA deems it appropriate. If someone posts a link to an external site on your page, delete it immediately.



5-11. Army Lifestyles- (<https://www.goarmy.com/soldier-life/stories.html>) is the U.S. Army Soldier's stories with more than 150 different career paths available to Soldiers, the Army offers a huge array of ways to serve your country. But, there are also countless ways Soldiers can relax and enjoy life outside of their duties. Recruiters, Soldiers, families and applicants can meet some of the Army Soldiers, learn about their jobs, and find out how they spend free time. You should integrate these powerful stories into your social media plan.

5-12. The shortest distance between two people is a story. Sharing stories on the Army and directing people there from your Recruiting Station's Facebook page is an easy and effective way to share information about Army life with recruits, Future Soldiers, and influencers. Whether it is an inside look at life in the Army Band, Jump School experience, an explanation of available benefits, or a better understanding of Army life, Army stories is home to a wide range of relevant topics.

5-13. If you have your social media sites for personal use, do not allow potential recruits, Future Soldiers or influencers to become your "Friends" or "Follow" you there. Direct them to your Station's page, and keep your personal life separate from work. Also, use "friends only" privacy settings on personal pages to protect your personal information.

5-14. Access the most recent version of the USAREC Social Media Guide within the G7/9 domain via IKROme for the latest information, guidance, and policies about social media. There is plenty of information there to help you develop and integrate an effective virtual prospecting plan into your recruiting efforts.

5-15. Social media in the virtual world is not going away anytime soon. In fact, it grows exponentially every day, and users create new social media services almost as fast as existing services expand. The statistic that a Recruiter tells up to 20 people about the Army each day is face-to-face. With social media services, those 20 people can quickly become 20,000 or more. Recruiters who learn how to use social media services as part of their virtual prospecting plan reach more people in less time, find more leads, and help more people join the Army.

5-16. The following virtual prospecting TTP provides useful tactics and techniques that work to achieve the primary objective of prospecting: Make an appointment. The station commander is responsible for ensuring that his or her recruiters conduct sufficient prospecting activities to meet or exceed station MAP requirements that support company MAP requirements. A portion of those prospecting activities includes virtual prospecting, and an element of virtual prospecting is through social media services. An added benefit of virtual prospecting using social media is the large amount of blueprinting information that you can gather and use during the Army Interview. You should use and adapt portions of the following TTP that support your unique recruiting environment and current situation.

TTP – Virtual Prospecting Using Social Media Services

Operation: Shaping.

Tactic: Virtual prospecting using social media services.

Technique: Station commanders are responsible for understanding the different social media services, sometimes called platforms, and directing virtual prospecting through the most popular social media services that reach the largest number of target-aged people.

Why: Virtual prospecting provides a way to efficiently and effectively reach a large number of people in less time and help increase the number of

TTP - Continued

contacts through popular social media services and effective follow-up. An added benefit of virtual prospecting is the abundance of blueprint information that recruiters use to personalize messages to leads who may later become applicants.

Procedures: The station commander's responsibilities regarding virtual prospecting using social media services are to:

- Understand the popular social media services and USAREC's rules of engagement for each service.
- Direct specific recruiters to attract and engage potential recruits through the most popular social media services to make appointments with qualified leads.
- Direct follow-up activities through social media and email.
- Monitor social media sites to ensure proper image and messages are in line with USAREC policies and social media guidance.
- Remain up to date on trends and methods inside and outside of USAREC for using social media to attract and engage leads.
- Monitor recruiter profiles and ensure compliance with USAREC social media policy and guidance.
- Protect and enforce proper handling and safeguarding of PII.
- Analyze available data, measure ROI, and direct prospecting efforts as needed.
- Participate in developing the unit's social media strategy with company commander and ensure synchronization of information and messaging with each echelon of marketing.
- Include results of virtual prospecting using social media services during IPRs and AARs.

5-17. The Virtual prospecting using Social Media TTP provides commanders and station commanders several ways to conduct productive prospecting activities using popular social media services. The three important take-a-ways from this TTP are (1) the need to develop a prospecting plan that includes virtual methods and meets or exceeds MAP requirements, (2) synchronizing social media messaging with other echelons of marketing to properly direct prospecting activities IAW the social media strategy, and (3) enforcing performance standards.

5-18. Remember, you cannot enlist or commission a lead via email, Facebook or other social media service so try to remove the stress of that objective as you integrate virtual prospecting with telephone and face-to-face prospecting. There is only one main objective to any method of prospecting and three important goals along the way to that objective:

- Goal 1: Make Contact with a lead
- Goal 2: Establish rapport
- Goal 3: Build some trust and credibility

Primary Objective: Make an appointment to conduct an Army Interview.

SUMMARY

5-19. The recruiter cannot get to the primary objective without achieving the three goals, but if you do chances are your appointment will “No Show,” and you have squandered your valuable prospecting time. This result is true for any of the three methods of prospecting. When you prospect using virtual methods, you should always gather referral information that enhances your overall prospecting plan. Remember that virtual prospecting using social media is the only method of prospecting that links to marketing campaigns and messaging themes of higher headquarters. Commanders and station commanders synchronize virtual prospecting activities to reach the right audience, at the right time, with the right message to maximize the effectiveness of virtual prospecting.

Chapter 6

Contact Scripts

INTRODUCTION

6-1. Chapter 6 can serve as a toolbox that contains a collection of proven tactics, techniques, and procedures to help you establish and refine critical tasks and supporting activities. These tasks and activities include such things as telephone introductions, establishing rapport, and probing through the application of fact-finding and open-ended questions, overcoming obstacles, and trial closes. The examples may be similar to what you use now, but this chapter also explains the psychology behind why we use them. Memorizing scripts is good, but it is equally important to understand how they affect your audience. If you are a Healthcare, Chaplain, or SORB Recruiter, modify the scripts to fit your audience or use them to create some of your own that accomplish the same intent.

6-2. You do not need a degree in psychology to understand human nature. All you need to understand is what makes people feel good. Generally speaking, people react better when you show them respect by addressing them by name, complimenting them on their achievements, or showing them special favor or treatment. If you treat people the way you want them to treat you, your reception is better remember, a first impression is a lasting impression, whether it be face-to-face or on the telephone. The examples used in this chapter are time tested and should be customized to fit your personality, recruiting, and the market.

INTRODUCTORY SCRIPTS

6-3. Your introduction should be pleasant, upbeat, and delivered with a telephone smile. How you say something is just as important as what you say. You want every prospect to feel like they are the only person you have called today. Keep in mind that your phone call was not anticipated and is an interruption. It is just common courtesy to let the person know up front who you are and what you represent. A good standard opening line is, "Good afternoon. I am SGT Ring, and I represent the US Army. May I speak with John, please?"

6-4. Once you get your lead on the phone, it is important to establish rapport. Establishing rapport on the telephone is a little more difficult than in person, but you accomplish it by asking the proper questions. Remember, rapport is nothing more than trying to create an atmosphere of mutual understanding, trust, and agreement between you and the prospect. To do that you must first "break the ice" by initiating the conversation with a simple statement such as, "John, I am glad I caught you at home. I understand you recently graduated from West Undershirt High School, is that right?" Once you receive their response, follow-up with a statement such as, "Well, on behalf of myself and the US Army, congratulations on a job well done." This simple introduction established the fact that you know something about the person and you are proud of their achievement. It puts them at ease and makes it easier to ask fact-finding questions such as, "So John, what have you been doing since graduation?"

6-5. Study the examples on the following pages.

Examples of prospecting calls - Introduction

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

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

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

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

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

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

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

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

Example of Prospecting Calls – Fact Finding Questions

- **Lead response:** *I am interested in joining the military.*

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

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

- **Lead response:** *I am looking for skill training.*

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

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

- **Lead response:** *I need money for my education.*

“John, the U.S. Army has a program called the GI Bill which can offer you up to \$ college. This program, combined with other educational programs the Army offers, _____

For allows you to pursue your educational goals. I would like to discuss these programs in detail with you and show how you can obtain your degree at little or no cost. May I see you at _____ or would _____ be better?”

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

- **Lead response:** *I want to be a leader.*

“John, I understand you contacted the Army’s Web Site, and are interested in becoming a leader. The Army has challenging leadership opportunities along with the training you need to become a problem solver, and leader of the team. I would like to discuss this with you in more detail.

Can we get together on _____ or _____? Which would be better for you?”

Example - Continued

- **Lead response:** *I need income and security.*

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

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

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

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

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

PROBING QUESTIONS

6-6. Recall that we defined probing in chapter 1 as the art and science of asking additional fact finding questions to uncover the lead or prospect’s implied needs or area of interest. Probe until you discover the need; remember that the whole reason for the contact is to get an appointment and not to conduct the Army Interview during the call. Probing is simply asking fact finding questions during a normal conversation that lead to uncovering prospect information that is vital to the recruiter. Remember, it is a conversation and not a formal investigation!

6-7. When the prospect reveals their needs, the recruiter must provide enough information about Army programs or benefits to spark the interest and desire of the prospect. When correctly done, the prospect wants to research the information through a meeting with the recruiter and agrees to an appointment. The following are examples of probing questions. There are much more, and recruiters are encouraged to develop their own based on the assigned areas of operation and the market.

General questions -

- “Alice, I know a sharp person like yourself has thought about your future. Which direction do you see yourself going in, continuing education or joining the workforce?”
- “You have a great future ahead of you, what plans, if any, have you made for it?”
- “I know many of your classmates have made decisions about their future, what plans have you made?”
- Using the reflective listening style – “Great, you plan on going to Filmore (State College); that is a good choice. Isn’t it kind of expensive, though?”

Service to Country (Tradition, history, and Army values) -

- “Billy, do you consider yourself patriotic?”
- “Lisa, how do you feel when you see someone burning the American Flag?”

Occupational and career enhancement (Practical work experience and marketable skill, college education, and emerging technology) -

- “If there were one skill, John, one job that you could get that would support you in the style you want, what would it be?”
- “John, what is it about that skill that makes it appeal to you.”
- “Sharon, some people prefer to learn through on-the-job training, others by paying for trade or technical school. What do you prefer?”
- “How would you pay for that education?”
- *Using reflective listening style:* “Great point Bob. Employers look for experience over education. How do you get the experience?”
- “Mary, at this time what do you think you might major in?”
- “Jose, if you could go to the school of your choice, and money was not an issue, where would it be?”
- “Adam, if you do not mind me asking, what led you to choose a two-year school instead of a four-year?”

Leadership or Diversity (Management development, cultural (travel) and organizational)

- “John, many companies today need people with management skills, what is your plan to develop and get those skills?”
- “Alice, in what way, if any, does diversity play in your life?”
- “Maurice, how does travel to other countries, if any, take place in your future?”
- “Describe some opportunities that you have had to lead others?”

Income (Financial stability and security) -

- “Samantha, if I gave you a large sum of money right now, what would you do with it?”
- “Edgar, if you won the lottery what would be the first thing you would buy?”
- “Melissa, what do you look most forward to on payday?”

Excitement (Challenge, adventure, and recreation) -

- “What types of adventure things have you wanted to do, but haven’t been able to do?”
- “Bill, if you could travel anywhere in the world, where would you go? Really, what intrigues you about _____?”
- Jarvis, what weekend activities do you most often look forward to doing?”

Respect (Pride of service, public opinion, and sense of self-worth) –

- “How do you show pride in your (self) (school) (career/job)?
- “If you were someone else, how would you describe you?”
- “What do you think is the best way to show respect for and organization or another person?”
- “Tell me something you did that made you proud of yourself?”

INITIAL CONTACT

6-8. Now that you have contacted the lead, established rapport, and discovered their area of interest, it is time to ask for the appointment. Remember, this person was not expecting your call and may hesitate to agree to an appointment, so it is good to use the two-choice close. Offer a choice of date, time, and location to give them some say in the decision. “John, I would like to show how the Army can help you achieve your career goals. Could we get together Tuesday at 4:30, or would Wednesday at 3:30 be better for you?” When the person chooses a date, let them also determine the location by asking, “John, would you like to meet at your house, or would the recruiting station be better?”

6-9. Obstacles can appear at any time during a telephone conversation but are most likely to come up when you ask for the appointment. People are normally reluctant to agree on anything during a short telephone conversation. They may create obstacles to slow down the process or get more information. In either case, once you understand their real objection, make sure you answer it clearly and as briefly as possible. Check to see if the obstacle is a smokescreen — use the techniques discussed in UTC 5-03.2, Chapter 6, Overcoming Obstacles. Never argue with or attack anyone you have called or their family members, regardless of the topic. Anger and sarcasm, even if justified, can give you and the Army a bad name. Even if you win the argument, you lose the appointment and any referrals you might have obtained.

6-10. When contacting leads, create interest, and get an appointment. You cannot enlist or commission anyone on the telephone or through virtual communication so keep the conversation brief. Do not try to convince someone who has made it quite clear they are not interested. Politely thank them for their time, ask for a referral, and try to establish a follow-up date. Make sure you end all your calls on a positive note. If the prospect should change their mind —as they often do—they feel more comfortable speaking with you. The following are examples of obstacles and how to overcome them.

- **Obstacle:** *Call me later.*
“John, I understand you are busy right now and can appreciate your full schedule. Rather than me calling you back, let’s schedule a time to meet. Would _____ or _____ be better?”

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

- **Obstacle:** *Mail me the information.*

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

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

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

- **Obstacle:** *You are wasting your time.*

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

- **Obstacle:** *I already have a good job.*

“John, it sounds like you have a great job; but have you given any thought to long-term opportunities? Do you have job security, with unlimited advancement and educational assistance? You know, today’s job market is extremely competitive and volatile. Without specialized training or education, the chances of finding and keeping a good paying job are not in your favor. I would like to discuss with you how the Army can provide the training, experience, and educational assistance that helps you compete in today’s work environment. Can we get together on _____ or would _____ be better?”

- **Obstacle:** *I am not interested.*

“John, you must have a good reason for saying you are not interested; would you mind telling me what it is?” (Response) “John that is why I am calling you today. Most people are unaware of Army opportunities and feel the Army has nothing to offer them. I bet you cannot think of another organization that provides more state of the art skill training and unmatched education assistance. If after meeting with me, you are still not interested, at least you have the information to make an informed decision. We can meet on _____ or would _____ be better for you?”

- **Obstacle:** *I am going to college.*

“John, that is great. What are you going to major in?” (Response) “Have you decided on a college or university yet?” (Response) “I am sure you are aware of the rising cost of a college education, even in state schools. Have you thought about how you are going to pay for your education? John, I am glad I called. The Army has educational assistance programs that can virtually pay for your college education. That means no student loans to pay back after you graduate. That may not seem important now, but it will when you start paying it back. In fact, I can show you how you can attend college while you are in the Army and receive college credits for your military training and experience. When can we get together and discuss these and other programs? Would _____ or _____ be better for you?”
- **Obstacle:** *Anti-military.*

“John, I can understand your feelings toward the Army and military service. What is it exactly that makes you feel the way you do?” (Response) “Well, John, I understand how you feel. I have talked with other people who have felt the very same way, but after explaining to them how the Army has changed, particularly in the area of educational assistance and guaranteed training, they came away with a different point of view. John, I would like to meet with you and explain how these programs can help you achieve your career goals. I can meet with you on _____ or would _____ be better?”
- **Obstacle:** *Interested in another service.*

“John, I am happy to hear you are interested in military service. The branch you are considering is a good one, but you should look into all the branches before making your final decision. As you know, all services are not alike, and that includes what they can offer you in the form of training, incentives, and education programs. It would be to your advantage to choose the service that can benefit you the most. The Army, for instance, offers guaranteed skill training, shorter enlistment periods, and an unmatched education assistance program. I believe the Army can help you reach your career and education goals. I would like to meet with you to discuss these programs in detail. Would _____ be good or would _____ be better?”
- **Obstacle:** *Too much discipline.*

“John, what is it about discipline that concerns you the most?” (Response) “It is true the Army maintains a high degree of discipline, but the nature of its mission makes it necessary to maintain order and control. The Army is not any different from an employer who has rules their employees must follow. The experience you get working in a disciplined environment such as the Army makes you more marketable when seeking employment. However, John, there is more to the Army than discipline. The Army also offers guaranteed skill training, shorter enlistment periods, and unmatched education assistance programs. I would like to meet with you to discuss how these programs can help you achieve your career goals. Can we meet on _____ or would _____ be better for you?”

- **Obstacle:** *I am too busy.*
 “John, I understand your time is valuable, but I believe planning for your future is time well spent. I know you are very busy this time of year, but now is the time to look at all your options and decide on a career plan. I would like to visit with you to discuss your plans and show how the Army can help you achieve your goals. I have some time available on ___ or would ___ be better?”
- **Obstacle:** *I do not believe in war.*
 “John, I can understand how you feel. I do not think anyone in this Nation believes in war. However, the events of September 11, 2001, made it necessary for our leaders to wage war against terrorism and the countries that support it. Soldiers do not want to go to war, but it is our job to protect the United States and guard the freedoms we all enjoy. John, I am not calling to change the way you feel about war, I am only calling to make you aware of the many opportunities offered by the Army and how they can help you achieve your career goals. I would like to show you what the Army has to offer. I can see you on ___ or would ___ be better?”
- **Obstacle:** *Prospect is not home, and a parent answers the phone.*
 “Ma’am, I am SGT Ring, John’s Army representative. The reason I am calling is to discuss the many opportunities available to John in today’s Army. Ma’am, do you happen to know what John is planning to do after graduation?” (Response)
 “Ma’am that is why I am calling. The Army offers guaranteed state-of-the-art skill training to help him get a good job and education programs that can pay for his college education. I think it would be worth John’s time to hear what the Army has to offer, wouldn’t you agree? Ma’am when would be a good time to catch John at home?”
- **Obstacle:** *No answer*—the call goes to voicemail or an answering service.
 “Hi, my name is SGT Ring, your local Army representative. I am calling for John to discuss the many opportunities, such as skill training and education assistance, the Army can offer him. You can reach me on my cell phone at [phone number]. I am looking forward to meeting with you.”

PREQUALIFYING PROSPECTS

6-11 . Once a lead has agreed to an appointment, you must determine if they are mentally, medically, and morally qualified. Use care when asking qualifying questions. If you ask them too soon, it could destroy the rapport you have established. Asking personal questions of someone you do not know can be somewhat intimidating. On the other hand, making an appointment with a person who cannot qualify to enlist can waste valuable time and even embarrass the prospect. You must decide how far to go with prequalification when scheduling appointments. For instance, if you are driving a long distance to conduct the appointment, it may be necessary to do a more thorough prequalification than you would if the applicant lived nearby.

6-12. Usually, a good time to introduce the question is when the prospect has agreed to an appointment. “So, John, when would you like to meet—Tuesday at 3:30 or Wednesday at 5:00?” (Response) “Great John, Wednesday at 5:00 it is. Would you like to meet at your house or the recruiting station?” (Response) “Okay, Wednesday, 5 o’clock at the recruiting station...got it. John, before we hang up, could I ask you just one more question?” (Response) “John, to the best of your knowledge, do you have any medical condition or law violation that you think might disqualify you for military service?” If you ask the question without hesitation right after you verify the appointment, it is more natural and less intimidating for both you and the prospect.

6-13. When you gain more experience, you find ways to ask questions that are less intimidating. For example, you can ask, “John is there anything you can think of that would prevent you from joining the Army?” This approach is better than, “John, what law violations do you have?” or “Do you have any serious medical conditions?” Remember, your question could reveal an embarrassing police record or medical condition. If the record or condition is a disqualification, you must tactfully tell the prospect they are not eligible to enlist. End the conversation by asking for a referral. “John, I am sorry to disappoint you, but the fact that you have epilepsy disqualifies you for military service. Do you know anyone who might be interested in Army opportunities?” Always keep in mind that people know people, and referrals are your best lead source.

6-14. If you determine that the lead is unqualified, consider turning him or her into a CP. Ask for a referral. Agree to meet with him or her later, perhaps during one of your face- to-face or area canvass outings. The key is to make the most out of every contact – qualified or unqualified - because everyone knows someone who can join the Army. If you continuously dismiss unqualified leads, you lose assets that can help expand your recruiting network. Be respectful and sensitive to the disqualification so that you create an ally and not an enemy out of people who may not qualify, but have a sincere interest in our Army.

SUMMARY

6-15. Chapter 6 provided you with a collection of proven tactics and techniques that help develop recruiting skills and support training activities that seek to improve the art of recruiting. The scripts and examples provide guidance on introductions, establishing rapport, and probing through the application of fact-finding and open-ended questions, overcoming obstacles, and trial closes. All of these areas are important elements of the art of recruiting, and you should practice and train on them during weekly training events. Add examples found in Chapter 6 to your Recruiting Toolbox and continue to refine the scripts to suit your style.

Chapter 7

Processing

INTRODUCTION

Every one of us who are now or were in the Army went through the process of joining it. The memories of everything you went through are permanent. Was it a positive experience? Whether you are processing an applicant for an enlistment, an AMEDD (Healthcare) or Chaplain commissioning, or a Soldier for one of the SORB specialties, making the process a positive experience is important to the recruiting mission. A mistake or oversight during this phase could delay an applicant from joining the Army or worse, cause your applicant to change his or her mind about joining. Hypothetically multiply a mistake that delays or stops processing by the number of applicants processing, and we could lose a company to a battalion-sized element in a single day. Chapter 7 provides useful guidance and TTPs to help improve how you plan and execute the processing phase of joining the Army and make joining the Army a memorable and positive experience for each of your applicants.

PROCESSING

7-1. Processing starts when a prospect agrees to join the Army. This agreement normally happens during the Army interview, but can occur during a follow-up or even after testing. In any event, once the prospect says yes, processing begins.

7-2. The first task is to verify the applicant's basic eligibility. Do this by reviewing official documents that verify the applicant's age, citizenship, education, marital status, dependents, and any other required documentation. The recruiter must also thoroughly screen the applicant to uncover any medical condition or law violation that could disqualify them or require additional documentation.

7-3. Applicant processing can test a recruiter's character and integrity. A recruiter must never compromise their integrity to gain an enlistment. Recruiters should never hesitate to ask tough, honest questions regarding the applicant's eligibility. Under no circumstances will anyone ever conceal or conspire to conceal any information that might disqualify the applicant. The goal is to enlist Future Soldiers whom the recruiter would proudly welcome as a member of their squad or platoon. If ever faced with a choice between mission accomplishment and integrity, the recruiter must always choose integrity.

7-4. In NPS recruiting, the station commander or other designated expert conducts a quality control check on the packet before the recruiter projects the applicant for further processing. The recruiter must ensure applicants understand they undergo an in-depth QC interview with the station commander before they are allowed to process for enlistment at the MEPS. All applicants must also understand the MEPS experience includes a thorough medical examination to determine their physical qualifications. Once the applicant is mentally, morally, and physically qualified, the guidance counselor verifies the job reserved through temporary reservations or match their abilities and desires with the needs of the Army. Next, the applicant meets with a security interviewer. The last step is to take the oath of enlistment.

7-5. A day at the MEPS is a long and trying experience for everyone. The applicant answers question after question and endure long periods of waiting. The physical examination presents special challenges. You prepare your applicant when you tell them exactly what to expect. Assure your applicant that the Army guidance counselors have their best interests at heart and take care of them.

7-6. The recruiter's ability to create a projection is essential to the processing cycle. Projecting an applicant can mean the difference between a smooth transition at the MEPS or having to sit and wait while the guidance counselor manually inputs the applicant's data. Projecting also ensures the recruiting station receives the applicant's test, physical, and enlistment data. Projecting an applicant's record is like sending a brief résumé on that person. Other information submitted includes the type of test, physical, and processing the recruiting station is requesting.

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

7-8. Prospects who agree to process for enlistment must pass the PiCAT and ASVAB. Applicants whose scores are no longer valid must retest. Testing can take place before or in conjunction with their physical processing at the MEPS. The ASVAB comprises eight subtests (see Table 7-1). Test results make up the overall Armed Forces Qualification Test (AFQT) score. The AFQT is a percentile score used to determine minimum military mental qualifications and specific enlistment options.

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

Table 7-1. ASVAB subtests

7-9. The Army offers jobs to an applicant based upon groupings of scores referred to as line scores (see Table 7-2). These 10 scores are on the applicant's test record. The AFQT determines an applicant's eligibility to enlist, while line scores match the applicant's abilities to specific job offerings. For example, an applicant may have a 56 AFQT. This applicant is qualified for enlistment. However, this applicant may desire to enlist in one of several medical MOSs that require a high score in the ST (Skilled Technical) category.

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

Table 7-2. ASVAB line scores

7-10. Recruiters initially determine prequalification and then further qualify applicants both medically and morally before scheduling them for the ASVAB. Testing an applicant who is not eligible to enlist is a waste of the recruiter and applicant's valuable time and effort. Medical prequalification means having a frank and open discussion with the applicant about their medical history. These discussions often touch on very personal, sensitive matters. All team members should be professional and discreet, but thorough. At a minimum, recruiters must ask the applicant to complete the required medical prescreening form (DD Form 2807-2, Medical Prescreen of Medical History Report).

7-11. The prescreening may uncover a condition that requires copies of the applicant's medical records. Unit leaders may direct recruiters to call the MEPS "Dial-a-Medic" line for advice. Recruiters may need to send medical records to the chief medical officer for evaluation before scheduling the physical. It may also be a good idea to discuss the applicant's medical history with their parents.

7-12. Moral prequalification entails another honest discussion. The applicant must declare any involvement with the legal system, to include juvenile offenses. When the recruiter is satisfied that the applicant is ready, they can schedule the applicant for testing. The recruiter sends basic information (name, Social Security number, and date of birth) to the Army guidance counselor through the automated information systems (AIS). The recruiter may also need to schedule lodging and special tests, such as the Officer Candidate Test or a language aptitude test. The data initiates the applicant's MEPS record and is available for future processing.

MEDICAL PROCESSING

7-13. The processing cycle is a challenge for the applicant and recruiting station team members alike. The medical qualification process can prove the most taxing of all. Close coordination between the recruiters, leadership, applicant, and the MEPS can help make this phase of the enlistment process professional and relatively painless. The station commander's final QC check before the applicant going to the MEPS is the check and balance in the process. The check ensures the applicant is qualified and committed to join the Army.

7-14. Discharges based on preexisting medical conditions cost the Army approximately \$15,000 per applicant. The Army loses approximately 6,000 applicants a year, which equates to a yearly loss of nearly 90 million dollars. The team must conduct a thorough medical screening because they are the primary point of contact during processing and know the most about the applicant.

7-15. Applicants may not receive a qualifying AFQT or get disqualified during the physical examination. These can be sensitive issues for your applicant. Explain the disqualification carefully and be sensitive to potential embarrassment. Consider the next step carefully. Should the applicant retest? Did the chief medical officer recommend a medical waiver? Consult with the Station commander. If an applicant is clearly not eligible to enlist, further processing should professionally and tactfully end. However, failing the ASVAB or the medical examination does not necessarily mean ending the relationship. Even a disqualified person can be a rich source of referrals.

RECRUITING TEAM OBLIGATION

7-16. The leadership and counseling process does not end when the prospect agrees to join the Army—it is just getting started. The team's inherent obligation to take care of Soldiers provides the Army with a more dedicated and determined Soldier. Future Soldiers remember their interaction with the recruiters, whether positive or negative. Let that memory be a positive one.

SUMMARY

7-17. Chapter 7 provided TTPs and guidance on the key areas of processing, the gate between being an applicant and becoming a Future Soldier through which everyone who joins the Army must pass. Station commanders are the gatekeepers and assure the quality and correctness of every Army application. They should use the content here, combined with current processing policy and requirements to include some element of processing in the station's weekly training plan. Recruiters are the guides who lead every applicant through the process of joining the Army. As a recruiter, you should master the science of processing and make joining the Army a positive experience for each of your applicants.

Chapter 8

Follow-up

INTRODUCTION

8-1. Recruiting veterans say persistence, accounts for more recruiting success than any other single factor. We lose more enlistments for lack of follow-up than for any other single reason. Ask any successful recruiter their secret to success, and they may tell you it is the result of persistent and well-planned follow-up. The result of well-planned follow-up is also true for Healthcare, Chaplain and SORB recruiting. In fact, because of the length of time it takes to commission an officer in Healthcare or Chaplain Branches and the high flash to bang time in SORB recruiting you must conduct more follow-up activities than NPS recruiting.

8-2. We define follow-up as something done to reinforce an initial action. Typical follow-up can include contacting a CP to obtain a lead, contacting a prospect met at a school event to arrange an interview or contacting a prospect already interviewed who wanted some time to think before making a decision. Persistent, well planned, and faithfully executed follow-up results in more leads, prospects, interviews, and enlistments. Simply stated, timely, creative, and purposeful follow-up results in recruiting success.

CREATIVE, PURPOSEFUL FOLLOW-UP

8-3. The first step in creative, purposeful follow-up is to do it. Good intentions do not produce appointments or enlistments. During initial contact with a prospect or family member, ask them what would be a good day and time to call back. Annotate the information in the RZ calendar and make sure to follow through. Do not be afraid of negative responses—there are a lot of “no” and “not now” responses before a “yes.” To be successful, one must be willing to persevere through the follow-up process. Remember: Each contact with a prospect or lead strengthens the relationship. It may not always appear that way, but they are aware of who their recruiting representative is and what they represent. Here are a few helpful thoughts on follow-up—

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

8-4. Some recruiters feel they are pestering a prospect when they do their follow-up. It could

be the result of one or more of the following reasons:

- Recruiters have not established enough rapport, and the prospect is not opening up to them.
- Prospects perceive follow-up as selling, and the prospect does not see the recruiters as sincere about helping them with their future.
- The recruiters lacks a strong conviction about the value of Army service.

8-5. People do not perceive follow-up as pestering if the recruiters has something new, creative, or entertaining to say. Keep calls short and to the point. Droning on and on about things already discussed or boasting of one's importance are counterproductive. If the recruiters is creative, sincere, and helpful, the prospect does not perceive them as a typical pushy "salesman."

CONDUCT FOLLOW-UP ACTIVITIES (FREQUENCY)

8-6. The goal of follow-up is to sustain relationships with the recruiting station's network and to facilitate further processing with prospects. Maintain regular follow-up with prospects, applicants, Future Soldiers, school or college faculty members, and other CPs and VIPs. The frequency of follow-up varies based on the type of follow-up and its importance to the mission.

LEADS

8-7. Follow-up with all the leads team members have been unable to contact—high school students and graduates. Recruiters should use every available means of communication, to include social media, e-mail, text messaging, and conventional phone calls. When calling, vary the times and days of the week for the call. Leave messages on answering machines and gather contact information from family members who answer the phone. If you cannot contact a lead electronically, follow-up with a visit to the home if you have a physical address.

PROSPECTS

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

8-9. Follow-up with all individuals who were no-shows or rescheduled their appointments. Assume the prospect has a valid reason for not being able to meet with the recruiter to discuss Army service.

8-10. Follow-up with high school seniors and first-year college students during key decision points. Contact high school seniors at the beginning of their first semester, during their second semester, after graduation, and at the end of summer. Contact First- Year College students at the end of the first semester and the end of their freshmen year.

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

APPLICANTS

8-11. Follow-up with applicants as agreed to during the interview. Call when the recruiter said they would call. If there was not a time agreed upon for follow-up, plan and conduct a follow-up with the applicant. Follow-up within 72 hours of the first interview to schedule processing, discuss test or physical results and answer questions the applicant is likely to have raised since the interview.

FUTURE SOLDIERS

8-12. Future Soldiers put a great deal of trust in your role as mentor and counselor. After the required Future Soldier orientation, be sure to follow-up regularly with Future Soldiers to keep them abreast of Army news. Inform them of any changes that may affect their enlistment. Speak (and listen) to all Future Soldiers to ensure awareness of any changes in their lives that may affect their enlistment. Offer assistance and counsel regarding life, school, job, and so on. Show an interest in their lives. Seek opportunities to discuss the Future Soldier's decision to enlist with key influencers, such as parents or other loved ones. Of course, follow-up with all Future Soldiers is a requirement, but it is more than that. These recruits are the future of the Army. Take good care of them. They deserve it.

CPs AND VIPs

8-13. In your area of operation (AO), follow-up with CPs and VIPs is critical and is the key to the city. Contact influencers and important persons every day to establish a solid relationship and to gather intelligence. Social media sites are a good way to establish new contacts and maintain existing relationships. In very short order, team members know more about their recruiting AO than they know about their hometown. Be involved. Offer community service. Demonstrate personal interest. Discuss Army activities, coming events, CP functions, and educator tours. Call all CPs and VIPs to discuss or update the status of leads they provided. The CP or VIP who provided a lead has a stake in the individual and recruiting leaders should inform of their progress. Diligent follow-up communicates respect for the influencer. Never be afraid to ask CPs and VIPs for leads.

8-14. The following TTP provides useful tactics and techniques for follow-up with CPs and VIPs. This TTP includes follow-up elements that you can use for other recruiting functions and activities. You should use and adapt parts of this TTP that support your unique recruiting environment, your recruiting style, and your situation.

TTP – Develop CPs and VIPs

Operation: Shaping

Tactic: Develop CPs and VIPs

Technique: The commanders and station commanders direct recruiter actions to increase friendly forces within the station's area.

Why: Prospecting is not the only method used to identify and enlist potential Future Soldiers. Given the number of appointments needed to obtain a single enlistment, CP referrals represent a lead source with one of the lowest ratios. Access to potential Soldiers also hinders prospecting and VIP development can increase that station access. The action taken to develop these two separate categories is the same. In fact, only after development has begun does the differentiation (those who provide leads (CPs) and those that can impact station mission accomplishment through support (VIPs)) become known.

- Target a specific person for CP or VIP development to support mission station accomplishment. Commanders analyze weak areas in the AO and determine when friendly forces can directly impact or aid in station accomplishing the mission:
 - If it becomes or is difficult to obtain records checks, the station commander may institute an operation to win over an administrative staff that supports processing operations. After developing a VIP (such as a court clerk or a prosecuting attorney), obtaining records checks might speed up or be accomplished through fax transmission (saving time and resources).
 - If a community service (boys or girls club, Boy Scout Explorer Post, etc.,) has the potential for referrals, target a prominent member for CP development. Once established, referrals from this source may directly contribute to station's mission accomplishment.

If an NG or USAR unit finds an assigned prominent Government official that could aid in access to schools, station access to community events, or may aid in speaking engagements, identify them for VIP development. Once developed, these community leaders have a positive impact on the community's perception of the Army.

- Ensure that CP and VIP development is an integrated action in the station's daily plan by:
 - Aiding the station in determining the prominent business, Government, and community leaders within the recruiter's assigned zone that may aid in recruiting operations.
 - Helping the station in a contact plan (between prospecting, school, processing, and other activities). Emphasis is on augmenting the normal prospecting actions with CP and VIP development.
 - Assisting station with using development of messages in introductory or follow-up meetings. These messages must include:

TTP – Continued

- Why the need for CP assistance.
- The positive impact on the community
- How the CP or VIP can assist.
- Privacy issues that may deter the CP or VIP from assisting and how to address them.
- Ensuring the follow-up of CPs and VIPs regularly, especially:
 - When provided a lead by a CP.
 - When given Assistance by a VIP.
 - When no activity from a CP or VIP occurs; contact and develop CPs and VIPs regularly.
- Ensuring Station Commanders make maximum use of available CP funding, either personal or battalion level asset. Meals purchased for CPs and VIPs have a value added benefit of eliciting reciprocity.
- Ensure proper record of all actions taken to develop or maintain CPs and VIPs. The station commander reviews appropriate entries during the AAR following each activity.

CONDUCT FOLLOW-UP ACTIVITIES (EXECUTE)

8-15. All recruiters now know how often follow-up should occur. The follow-up is a persistent desire to stay in touch, to show interest, and to offer the recruiting station's participation. You must understand that other service recruiters are in the recruiting company or station's AO. First to contact and best at follow-up usually get the commitment for enlistment. Be the first; own the AO, and follow-up

8-16. Plan all follow-up activities. Document the name(s) and place(s) for all face-to-face follow-up. Document phone call or text message follow-up and determine the best time to call. Plan and document virtual follow-up for social media sites.

8-17. When making follow-up attempts, use blueprint information to establish or reestablish trust and credibility. Cover all planned points of the discussion. In the discussion, remember one of the goals is to form and maintain professional relationships. Take the opportunity to demonstrate the role of a counselor by educating leads and prospects about Army opportunities, and as Army ambassadors by offering assistance with community and civic events.

8-18. There are few hard-set requirements as to the end goal of follow-up. Take the opportunity to put the finger on the pulse of the community and to weave recruiting team members into the fabric of the community and target market. Take the opportunity to facilitate a prospect's understanding of the obvious. If the prospect is truly interested in military service and has learned to trust and respect counsel, they are inclined to follow the advice. They know and trust the recruiter. The recruiter has spoken to them on some occasions. The prospect does not join the Army for just anybody. This result is the true value of follow-up.

8-19. Never end a conversation with a prospect, applicant, or Future Soldier without establishing a time and date for the next follow-up. Let the contact know when to expect the next call or visit. Not only does this communicate respect for the contact's time, but it also affirms a sense of professionalism in the team member's business conduct.

SUMMARY

8-20, Chapter 8 provided useful guidance on how to conduct timely, creative, and purposeful follow-up activities, an important part of the recruiter's day. The key takeaway from this chapter is to make follow-up a consistent part of every day. Plan your follow-up activities using the guidance provided in Chapter 8 to reinforce an initial action with potential recruits, leads, applicants, Future Soldiers, CPs, and VIPs.

Chapter 9

Planning Considerations

INTRODUCTION

9-1. Soldiers do not go into combat without a plan or the right equipment. Similarly, you should not attempt to prospect without a solid plan. A well thought-out plan, based on the unit's operation plan, optimizes prospecting time and effort. Prospecting without a plan is nothing more than a waste of time.

9-2. In recruiting, sustained mission accomplishment requires a tactical mindset that for many is a new way of thinking. Time management is a critical and essential element in the successful completion of all assigned tasks in recruiting. Planning is the key to success in recruiting station mission accomplishment. Recruiters adjust their plan to meet daily events required to support the operation plan and in the normal conduct of recruiting operations. This action is the most important part of all the administrative recruiting tasks, as all planning within the unit must nest within each other. That is, they support each other and reflect the interaction of the team throughout daily recruiting operations.

PLANNING OVERVIEW

9-3. All station members must be familiar with the meaning of the operation plan before they begin planning individual recruiting operation activities. Recruiting success is a matter of design. The operation plan is the recruiting unit's big picture strategy—it defines the time, place, and actions required to dominate the market. The operation plan is the unit's near-term tactical plan. Simply stated, the operation plan is what executes the mission strategy. Recruiter plans represent the short, mid and long-term activities in the planning and execution phases, which support the operation plan.

9-4. The recruiting company operation plan is a plan to maximize efforts and achieve success. The company commander adjusts the operation plan for each phase line and uses the recruiting functions to formulate its tactical roadmap. The operation plan is market driven but is also nested in the company's plan and adjusted to the station to accommodate any market changes or command directives. The operation plan is the recruiting station's daily plan that covers the current phase line. Likewise, recruiter plans must reflect critical mission tasks and all known future events that support the unit's overall plan. Recruiters place recruiting operation activities in the (RZ) e-planner, which then becomes their individual plan.

9-5. The unit's operation plan identifies recruiting high payoff targets and locations, such as highly productive schools, gathering places, or economic trends within the community. The operation plan identifies school and seasonal community events, which have positive effects on prospecting. This information directs prospecting efforts to high payoff zones and events taking place during the phase line. These directed prospecting efforts maximize the use of time and increase effectiveness. Proper time management by team members results in sufficient time to execute mission-related tasks.

9-6. The unit's operation plan should include a great deal of insight and keen situational awareness. No single prospecting method is best. Recruiters should use all prospecting methods and take advantage of every prospecting opportunity. Close analysis of the market helps direct prospecting efforts where they will most likely be effective. Leaders must consider seasonal strategies and develop weekly game plans when planning and using prospecting methods. Seasonal activities and associated prospecting operations differ for the various Healthcare AOCs. Healthcare recruiters and leaders should understand the situation and plan accordingly. For instance, if there is only one board for a certain AOC, planning must take the board date and processing requirements into account to make that date. Those plans must then have support plans down to the recruiter level for execution. Figure 9-1 illustrates these elements in an example of planning and conducting telephone prospecting.

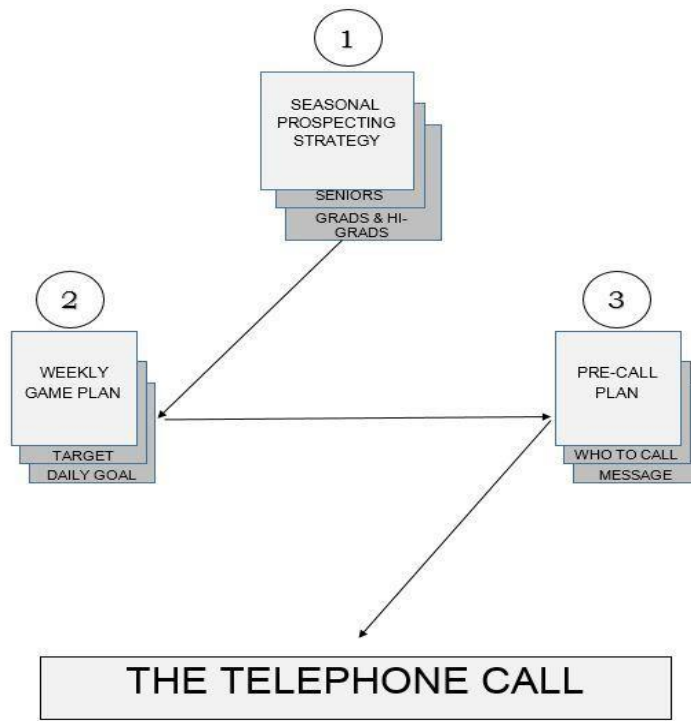


Figure 9-1 Telephone Planning consideration example

9-7. In NPS recruiting, some resources can help determine when, where, and how to prospect most effectively. One such resource is conversion data. Find enlisted conversion data in the "My Reports" in Leader Zone (LZ). It shows conversion ratios for each step of the recruiting process from an appointment made to contract. If ten people agree to an interview and two enlist, the conversion data is 5 to 1 (10 divided by 2). That is, if you interview five prospects, one should enlist. This information shows the amount of prospecting required to achieve the mission.

9-8. Leads and Prospecting Analysis (LPA), found in BiZone, helps determine the unit's best prospecting method. It reveals which method is the most effective. The unit may have a conversion rate of 5 to 1 in face-to-face prospecting and a conversion rate of 25 to 1 in telephone prospecting. Which prospecting technique is going to be the most productive for the unit, and which prospecting method needs a little fine-tuning? The station commander

should also look at the time required for travel to conduct face-to-face prospecting. The LPA, coupled with conversion data, provides solid intelligence to build a successful prospecting plan.

9-9. The leader is ready to develop the operation plan when they understand the conversion data, along with the most effective lead source and prospecting method.

9-10. Prospecting is the key to mission success, and the leader gives it considerable thought during the planning phase. The leader carefully considers the intelligence, prospecting analysis, and conversion data. The operation plan then includes time for prospecting activities. Commander's intent and simultaneous market penetration are part of the considerations when developing the operation plan. Recruiters annotate these detailed prospecting activities in their daily section of the e-planner. Together, all of the recruiter's plans roll up to form the prospecting plan of the operation plan. There are other tasks, which consume a portion of your time not directly related to lead generation or prospecting. However, intelligent prospecting maximizes efforts and the use of time.

9-11. Applicant processing, although not initially scheduled, is anticipated and is the result of a good Army interview. The unit's operation plan as well as recruiter plans must be flexible enough to accommodate this important activity. Unit commanders and station commanders review recruiter plans throughout the day and direct or redirect applicant processing as required. Recruiting leaders execute this mission command and efficiently apply available resources.

9-12. The operation plan also includes Future Soldier training. The unit commander plans funded and unfunded Future Soldier training events. Recruiter support activities—such as helping during FS training events are annotated in the e-planner. All planned events must take place. Future Soldiers are also valuable CPs who refer prospects, provide valuable intelligence, and promote Army awareness in the community. Proper planning and execution of these types of events increase referrals and prospecting results. This example demonstrates efficiency in time management during the execution phase.

9-13. Leaders also annotate sustainment and shaping operations in the unit's operation plan. These events must be coordinated in advance and be nested in recruiters' plans. Leaders consider sustainment such as logistical, military, and facility support when scheduling shaping operations such as TAIR events, adventure van, rock climbing wall, or the guest speaker program. The unit commander annotates these events on a synchronization (or "synch") matrix to ensure higher command support. All planned events must state the date, time, and location.

DEVELOP SEASONAL PROSPECTING STRATEGIES

High School Seniors (NPS Recruiting only)

9-14. High school (HS) seniors are at varying stages of post-graduation planning throughout their senior year. Therefore, use the trimester system of contact as described below. You must understand that plans to go directly into the workplace or attend college change as the student realizes reality.



GRAPHIC 5

9-15. For example, work-bound students may realize that they lack the necessary training and experience to land a good paying job or for some college-bound students who planned to continue their education the expected scholarship money may not materialize. You need to develop a prospecting plan that helps you identify and capitalize on these changes when they occur. You should use a positive approach and develop a trimester contact plan as discussed in the following paragraphs.

9-16. **Summer Phase:** First contact. Contact the students during the summer between their junior and senior year; this plants awareness of the Army in their minds. Remember, first to contact, first to contract. Contact ASVAB tested IIIA's first. Contact all others second. Strive to make the appointment.

9-17. **Fall Phase:** Second contact. Contact the students sometime during the first quarter, after school begins. Give them time to allow the hustle and bustle of the new school year (SY) to settle down. At this point, seniors should begin realizing that they graduate in 9 months or less. Encourage them to take the ASVAB when it is available in school. These students begin considering, possibly for the first time, their plans and goals. Strive to make appointments preferably with the parents and influencers present. You are now in the "create interest" mode. Strive to make the appointment.

9-18. **Winter Phase:** Third contact. Reality time. Were the applications for college accepted or rejected? Are financial arrangements adequate? Is the prospect choosing a college for academic or for social reasons? Is the prospect still planning college or entering the workforce directly after graduation? Strive to make the appointment.

9-19. **Spring Phase:** Fourth contact. Contact the seniors in the early spring, because this is the continuation of reality time. Discuss changes to their fall plans. At this point of the SY, the students should be certain about graduation. They should know about college applications, acceptance, and financial aid arrangements. The end of their lives as HS students is approaching fast and reality begins to set in. For some, it is clear that college is not an option, at least for now. Let them know that the Army can fulfill their college aspirations later on. Know the stop-out rates in your colleges in your area. Determine their summer plans. Strive for the appointment.

9-20. Do not get the impression that you have to contact seniors three times before you ask them to join the Army. If you can make an appointment for an Army Interview on the first contact, then do so. Remember that you need to tailor your message to meet the stage of the SY.

High School Graduates (1st year)

9-21. There is a slightly different strategy for prospects in the first year following their high school graduation, as discussed in the following paragraphs. There is still a seasonal approach to the planning.

9-22. **Summer Phase:** maintain contact over the summer. Plans changes. When college begins in late August or early September, confirm college enrollment. You are in a mass contact mode, changing the codes from those that plan to enroll in college, or those planning college who did not enroll and asking for the appointment to join the Army or Army Reserves.

9-23. **Fall Phase:** Away at school: Attempt contact during Thanksgiving break. How did they do on their mid-terms? How are their grades? Do they like school? Do they have enough money? Local: Set appointments to discuss continuing education in the Army. Explain Army Reserve and Reserve Officer Training Corps (ROTC) opportunities as a method to supplement income for the school.

9-24. **Winter Phase:** Away at school: Contact during Christmas break. Is college what they expected? Is it tough? How about first semester grades? Do they have enough money? Are they returning to school after the holidays? Local: If they are working, how do they like it? Is it what they expected? If attending school, how are their grades and finances? Holiday periods can increase tension. Holidays can also precipitate decisions for other obvious reasons. Leaving home and joining the Army can quickly become a welcome opportunity.

9-25. **Spring Phase:** Contact out of town students during Easter break. How are their grades? Identify those planning to change schools in the fall and those stopping out. What are their plans for the summer? Continue to contact local grads.

High school Graduates (2nd year)

9-26. During the second year of post-HS graduation, the college stop-out rates normally rise and the students are now back at home looking for work. For those continuing, how are their grades and finances? Have they thought about taking a break between their second and third year to gain life experience? If they are working, how do they like their jobs? Good time now for them to explore new opportunities.

9-27. Continue the seasonal phase approach discussed in the previous sections covering high school graduates (1st year).

DEVELOP WEEKLY GAME PLAN

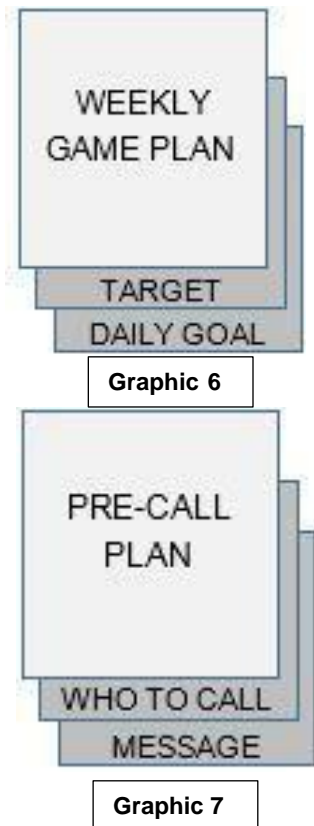
9-28. Recruiting companies, stations, and recruiters should develop weekly support plans to the company and station operation plan. One example of a weekly plan is the prospecting plan. Recruiting stations and recruiters should set goals for the workload over the week and frontload prospecting early in the week. Note: Appointments made on Saturday have the highest no-show rate; those made on Friday have the second highest.

DEVELOP PRE-CALL PLAN

9-29. Implement a plan to contact “callbacks,” i.e., those prospects who return at a time specified by the last contact, historical information, or indicated by blueprint information. Recall that the term “pre-call” applies to telephone and virtual methods for describing the planning process. Follow these general business rules:

- a. Approach the prospecting systematically. Set a goal and stick to it.
- b. Review refine list codes but remember that people’s plans change.
- c. When is the best time to attempt the contact? What time do the students get out of school? When do they normally get home?
- d. Develop opening lines and messages. Is the message interesting? Is it appropriate to the season?
- e. Success is tied directly to the number of contacts made!

9-30. The following TTP on establishing a school recruiting plan provides useful tactics for enlisted, Healthcare and Chaplain Recruiters. While SORB Recruiters do not have school programs per se, they should use the tactics presented in this TTP to develop unit and installation recruiting plans that enhance their prospecting efforts. As with every TTP, not all tactics and techniques work in your operational environment, and you may have developed some of your own based on the situation within your area of operations.



TTP – Establish School Recruiting Program (SRP) Plan

Operation: Shaping

Tactic: Establish SRP plan

Technique: Stations develop SRPs that contribute to mission accomplishment, benefit the school, and strengthen the Army image in the community. Place focus on building lasting relationships with the entire faculty, not just the school guidance counselors.

Why: The SRP plan is the centerpiece of all recruiting activities. High schools and colleges make up the largest percent of all lead sources and ensure mission success when properly worked. The number of people joining the Army is not the sole measurement of the school's potential. However, those numbers should significantly increase eventually.

Procedures: The station commander's responsibilities to establish SRPs plans are to:

- Determine level of attention each school receives with guidance and approval of the Company Commander.
- Establish Future Soldier goals for each school based on the attention each school receives, and historical data.
- Determine contact milestones for each school to support Future Soldier goals.
- Oversee identification and contact (relationship building) of friendly forces present on campus. Friendly forces are, in order of their likely cooperation: Drilling Army reservists, Army alumni, drilling Army NG members, and former sister service members.
- Oversee establishment of new friendly forces on campus by implementing a relationship building campaign.
- Recruiters target favorite teachers identified through prospecting, establish an open dialogue, and offer assistance.
- Establish an aggressive guest speaker program that assists the school and places the recruiter in maximum contact with the student body. Guest speaker sources include active duty members (if available), reservists, Army alumni, Mission Support Battalion support, the TAIR assets, other recruiters and staff assigned to the Rctg Bn, etc. Note that guest speaker program should not emphasize Army programs, but rather practical application of Army skills as they pertain to the school curriculum.
- Establish school participation requirements for recruiters to maximize involvement such as teaching the band to march, attending athletic events, and acting as sports assistants, chaperones, or volunteer activities.
- Direct use of Future Soldiers in the SRP to influence faculty and student perception of the Army.
- Emphasize promoting OCS and WOFT programs to the graduating class in the case of on-campus and postsecondary school activity. This aids in maintaining rapport with administrators who fear the loss of lower classmen (revenue) to enlistment.

TTP Continued

- Establish an order of merit list of faculty members in assigned schools to participate in educator tours. While the temptation exists to use the program as a reward, Company Commanders should use the program to make inroads into minimally cooperative schools.
- Conduct AARs following each school activity and document appropriate training and management tools.

9-31. The TTP on establishing an SRP provides guidance on who, what, when, where, and how to develop SRP plans that establish and maintain a presence in high schools, colleges, and universities. SORB Recruiters should use this TTP to establish plans for locations that make up the largest percent of SORB leads.

9-32. The following TTP on determining school visit schedules provides useful tactics for enlisted, Healthcare and Chaplain Recruiters. While SORB Recruiters do not have school programs per se, they should use the tactics presented in this TTP to develop unit and installation recruiting plans that enhance their prospecting efforts. As with every TTP, not all tactics and techniques work in your operational environment, and you may have developed some of your own based on the situation within your area of operations.

TTP - Determine School Visit Schedules

Operation: Shaping

Tactic: Determine school visit schedules

Technique: The station commander, in conjunction with each recruiter, establishes and then schedules the *best time* for a recruiter to visit and conduct prospecting activities at a school.

Why: Establishing a schedule provides some benefits to the recruiting team. First, the school and, more importantly, the students know when the recruiter is present on campus. After a few visits, the students know when and where to locate the Army recruiter. Second, it provides the station team a vehicle to plan. Before the planned absence of the assigned recruiter, the station commander can assign temporary school support responsibility to another recruiter. Both primary and support recruiters visit the school before the assigned recruiter's departure. When the assigned recruiter is absent due to leave, school, even illness, the support recruiter can attend the school at those times. Consistency reinforces the recruiter's presence.

Procedures: The station commander's responsibilities to establish school visit schedules are to:

- Establish a schedule of school visits and objectives for each visit.
- Before each visit, contact all FSTP members that attend the school and remind them of scheduled visit. Then, the recruiter leads the FSTP participant into bringing a friend to meet the recruiter.
- Conduct informal AAR while reviewing the school folder after each school visit.
- Ensure all recruiters are aware of the school's visitation requirements, to cover for recruiter absence, in advance to develop situational awareness.
- Ensure all recruiters have the opportunity to visit the schools for awareness.

TTP Continued

- The station commander may want to take advantage of the station's diversity to have recruiters of a different MOS, gender, geographic background, etc., to illustrate the diversity of the Army and potentially engage students who had previously not approached other specific recruiters.

9-33. The TTP on determining school visit schedules provides guidance on who, what, when, where, and how to schedule school visits that contribute to establishing and maintain a presence in high schools, colleges, and universities. SORB Recruiters should use this TTP to determine schedules for locations that make up the largest percent of SORB leads.

SUMMARY

9-34. Chapter 9 presents detailed information and guidance on developing an effective school plan in support of the unit's operation plan. Recruiters and leaders from all areas of recruiting: enlisted, Healthcare, Chaplain and SORB should develop plans that maximize the use of their time during prospecting efforts. A well-developed school recruiting plan that considers seasonal activities coupled with productive school visits result in fruitful prospecting efforts, functional recruiting networks that generate referrals, and mission success.

PART TWO ANALYSIS

Part Two discusses the theory, development, and analysis of the MAP and Recruiting Funnel.

Chapter 10 details the theory of the MAP as if completing by paper and pencil.

Chapter 11 describes the recruiting funnel and provides a troubleshooting guide.

Chapter 12 provides a MAP scenario in the electronic version of the MAP. **Chapter 13** describes the calculation of hours required to an appointment made.

Chapter 10

Theory of the Mission Accomplishment Plan (MAP) NPS Recruiting Active and Reserve Only

INTRODUCTION

10-1. This chapter provides the theory of the MAP and details that a leader must understand to use it effectively. It gives leaders and subordinates an accurate picture of how conversion relates to requirements, the impact of leader decisions, and what they need to do in their market to be successful. **NOTE: This chapter describes the completion of the MAP through a manual process (paper and pencil). The online electronic version automatically applies the final calculations. However, leaders can and should conduct detailed analysis and then apply corrections in contract placement, and MAP requirements as necessary.**

10-2. The MAP is an automatic calculation of conversion data generated in the Leader Zone (LZ) and BiZone (BZ). Therefore, a leader should review reports in both locations to conduct detailed analysis that may not appear in the MAP view. One example is viewing the leads and prospecting analysis view in BZ, or the Enlisted Conversion Data in LZ, for by categories like GB/SB, etc. (Refer to the USER Guide for either applications). All leaders must understand the purpose of the MAP, and how it affects operations. The MAP, which calculates work effort against the mission, is an integral part of the operation plan.

10-3. The MAP represents the amount of activity a unit must generate to achieve their mission, based on historical conversion data. The analytical capabilities of the MAP are powerful management tools, but the data is purely mathematical. It is only after the analysis that leaders make adjustments. Leaders must thoroughly understand the MAP; be able to analyze the data, understand what it is saying and take action to make adjustments or provide training. A leader who cannot explain the science used to formulate MAP goals is unable to convince subordinates why they should meet them.

10-4. Even though the MAP accurately establishes prospecting goals for the station, recruiters must understand and accept the concept to achieve their goals. The leader must thoroughly understand the plan and convey to subordinates any adjustments to the plan. The inability to achieve all the steps of the MAP may not only result in mission failure but increases the goals for future months. Daily analysis of MAP data by the leader reveals any areas that may need corrective action, such as training or direction. It is important to remember the MAP is only a guide and never replaces good leadership.

10-5. In successful units, the MAP does not determine the work efforts. Successful units understand the importance of prospecting and carry it out as a routine event that in most cases surpass their MAP goals. Remember the MAP is a living document with two main purposes. First, it serves as an early warning system to detect choke points within the prospecting and processing cycles, and second it identifies leadership and training issues.

10-6. Leaders must understand the MAP is only a tool that measures work effort against a probable outcome. Consistency and accuracy make the MAP a credible tool, which leaders

and subordinates can believe. Various tests are in this appendix to validate the MAP data.

10-7. The following are MAP conventions:

- a. The term “**rounding**” appears in this appendix. Rounding is a mathematical term. Technically speaking, rounding is the process of replacing a number by another number of approximately the same value but having fewer digits: *To the nearest whole number, the rounding of 27.6 is 28.* Because this is a recruiting tool, and it captures the movement of people from prospecting through contracting, whole numbers replace decimals in final calculations as specified in this appendix. **NOTE: In this tool, where rounding is applied, always round up and never down.**
- b. The term “**distribution**” appears in this appendix. Distribution refers to the placement of whole number requirements across the specified weeks of the MAP. Distribution occurs when the leader makes adjustments to ensure the weekly goal meets the monthly goal, in whole numbers. *Given a four-week month, with an equal 25% requirement for all four weeks, and a total of 16.5 new appointments required weekly. The whole number requirement of an appointment made is 66 (16.5 x 4). The weekly number of 16.5 cannot be the final requirement because there is not a half person. Therefore, in this four-week month the leader distributes the first and second-week requirement as 17, and weeks three and four as 16, which total to the requirement of 66.* **NOTE: Always distribute the higher requirement earlier in the month, when applicable, unless it results in an unrealistic requirement.**
- c. The recruiting process is a continuing execution of the three (LOE) lines of effort (prospecting, processing, and lead Future Soldiers). Therefore, at no time should there be “zero” requirements in the MAP, in any given week, when there is an available recruiting force. Prospecting and processing requirements should be present, and distributed (see par. 10-7 (b) IAW the recruiting calendar).
- d. No one can complete the recruiting and enlistment process in one day. In fact, the time it takes to contact and enlist someone, or the “flash-to-bang” time, varies depending on the individual’s circumstances. For example, a prospect walking into a station already committed to enlisting because of family tradition and who does not require a waiver, completes the process in a relatively short time. On the other hand, the first-time contact with a high school senior, with no previous interest in the Army, could take weeks, or months to enlist. Circumstances that affects the “flash-to-bang” includes, among other things:
 - Local MEPS policy for projections (72 hrs. projection rule)
 - Obtaining medical documents
 - Obtaining high school transcripts and graduation letters
 - Student loan repayment documentation
 - Army Band interviews and auditions
 - Medical Waivers
 - Moral (suitability review / waivers)
 - Court and police records checks
 - Live Scan results

- e. The goal is to keep the recruiting funnel full so enlistments can flow through (see figure 10-1). Identifying choke-points and executing needs based training, coupled with consistent daily prospecting and follow-up of potential applicants, leads to an even-flow of contract placement, and distribution of requirements.



Figure 10-1 Recruiting Funnel

- f. The RA MAP only tracks enlistments for the non-prior service (NPS) market and only those from the upper mental categories (I-III A). Enlistments for lower mental categories, non-graduates, non-seniors, and PS are not on the MAP by category. However, they do show as a whole under "Other." This action makes the process as simple as possible and focuses all recruiting efforts in the quality market. If recruiters focus their efforts in the NPS I-III A market, they automatically generate their volume mission.
- g. The AR MAP is designed to capture and track enlistments for NPS I-III A and PS. Both mission categories are critical for the AR mission. Enlistments for lower mental categories, non-graduates and non-seniors are not tracked on the MAP by category. However, they do show as a whole under "Other." If recruiters focus on the I-III A and PS markets, they automatically generate their volume mission.
- h. Overall, mission success occurs when recruiters focus their prospecting efforts on the target market—that is, high school graduates and seniors in mental category I-III A. Vigorous prospecting in the target market produces "Other" enlistments as

well. Leaders must focus their recruiters' efforts in these markets.

- i. When developing the MAP requirements, units can cover the "Other" mission category from the mental category I-IIIB test pass from grad and senior prospecting. Accurately estimating the GB and SB conversion during the initial planning process of the MAP ensures that there is enough realistic and achievable prospecting planned to cover the GA, SA and OTH mission. Leaders need to examine previous MAPs, ideally 12 months, to determine the conversion ratio of GB and SB fallout to ensure there is enough GA and SA prospecting planned to cover the other mission.
- j. Using the "Total" columns of the MAP determine the GB and SB conversion by dividing the Grad and Senior makes by the GB and SB contracts. Example: A recruiting station's annual data shows 400 Grad makes and 20 GA, 10 GB contracts; while their Senior data reflects 300 makes and 10 SA and 15 SB contracts. After calculations the station's GA conversion is 20:1, GB conversion is 40:1, SA conversion is 30:1 and SB conversion is 20:1. Planning for the upcoming phase line the station is missioned with 3 GA, 2 SA, and 3 OTH. Using the GA conversion of 20:1 multiply 3 GA contracts by 20 to get the minimum required prospecting of 60 Grad appointments. Using the SA conversion of 30:1 multiply 2 SA contracts by 30 to get the minimum required prospecting of 60 Senior appointments. Determine the GB and SB (mental category I-IIIB) by dividing the conversion ratio by the required appointments. In the example, Grad appointments 60 divided by 40:1 GB conversion equals 1 GB contract, while 60 Senior appointments divided by 20:1 SB conversion equals 3 SB contracts. Using the GB and SB conversion methodology from the example shows that the planned 60 Grad and 60 Senior makes for the upcoming phase line statistically positions the station to achieve the mission by producing 3 GA, 2 SA, and 4 OTH (1 GB and 3 SB).
- k. When there is not enough Grad and Senior prospecting planned to cover the Other mission through the GB and SB conversion methodology use the best GA or SA conversion data to determine the appointment required. A recruiting station is missioned for the upcoming phase line 2 GA, 0 SA, and 2 OTH. Using the same conversion data above it is determined the station needs to make 40 Grad appointments. The GB and SB conversion methodology shows the station will achieve the 2 GA contracts but, statistically, the station will be short 1 Other contract. Using the 20:1 GA conversion data add 20 appointment makes required to the Grad prospecting for a new requirement of 60 appointment makes. The GB conversion in this scenario is still 1 OTH but, based on conversion data the station should over-produce 1 GA contract, which takes precedence over the Other mission category

CONVERSION DATA

10-8. The MAP begins with conversion data. Conversion data is the average number of appointments made to interviews conducted, applicants tested to number passed, and the number of applicants physically examined to those passed to achieve a single enlistment. RA data is in the categories of grad and senior and other. AR data is in the categories of grad, senior, PS and other.

10-9. Accurate conversion data takes time to develop. A new leader, who inherits a unit with unusually high conversion data, can request the use of the higher HQs data. This action allows newly assigned leaders to “norm” their unit’s data, so they develop their own based upon their leadership. A leader can usually determine reasonable data after a period of 90 days. Until 90 days of data are gathered, stations must use the company’s average. During this period, leaders can easily measure performance against the unit’s average to provide training, guidance, and leadership wherever necessary. Note: High conversion data is usually the result of a lack of training or poor leadership.

10-10. Do not be fooled by conversion data as it can be manipulated. Conversion data ratios can be driven down to reflect an efficient process in the MAP, but may actually be the result of leaders allowing the unit to consistently not achieve the requirements in APPT Made (AM) through Test Passed (TP). One example is the auto calculation on the MAP shows a 3:1 AM to Contract ratio in GRAD. The leader does not analyze this ratio and simply auto populates the electronic MAP thinking that all the requirements will be enough to cover the “Other” categories. However, after further analysis the leader finds out that the unit had consistently not met the requirements in AM through TP, but was very efficient in the process of those from TP to Contract. The lack of achieving the requirements at the top of the MAP became the norm and over a period of time drove the conversion ratio of the GRAD from 8:1 down to 3:1. In this example the leader must go back and review the requirements in AM to TP to ensure that there is enough requirements to make the assigned mission. Keep this in mind as you go through the chapter on conversion analysis.

10-11. Accomplishments are collected monthly and maintained over a 12-month period. This 12-month period provides leaders a seasonal picture of their market. For example, some months may be better for grads than for seniors or vice versa. Leaders should use this valuable information when developing their operational plan. There is a space to identify the FY since this rolling 12-month period represents data that crosses two FYs. For example, the month just completed would represent the current FY, while the upcoming month’s data would represent what occurred during the same month in the previous FY. Figure 10-2 shows the collection of 12 months of conversion data.

RSM & YR	APPT MADE		APPT COND		TEST		TEST PASSED		FLOOR		ENLISTMENT	
	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR
JAN FY __	35	47	27	35	7	6	4	3	3	2	2	2
FEB FY __	41	44	35	33	8	8	4	4	4	4	3	3
MAR FY __	33	45	28	34	6	7	3	4	3	3	3	3
APR FY __	37	53	33	45	5	8	3	4	3	2	2	2
MAY FY __	34	48	28	39	9	10	5	5	3	4	3	3
JUN FY __	42	46	36	41	7	8	4	4	4	3	3	2
JUL FY __	45	48	39	39	4	6	2	3	2	3	1	3
AUG FY __	11	57	33	44	7	8	4	4	3	3	2	3
SEP FY __	38	52	31	42	5	9	3	5	2	4	2	3
OCT FY __	46	62	38	54	10	11	5	6	4	4	4	3
NOV FY __	31	58	25	41	9	8	5	4	5	3	5	3
DEC FY __	35	59	30	39	7	6	4	3	3	3	2	2
ROLLING 12 MONTH TOTAL												
TOTAL	APPT MADE		APPT COND		TEST		TEST PASSED		FLOOR		ENLISTMENT	
	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR
	425	619	383	486	84	95	46	49	39	38	32	32

Figure 10-2. Collection of Conversion Data over a 12-Month Period

NOTE: While formats change from time to time, the data collected remains the same. The following diagrams contain the relevant information used to collect MAP information, though at the time of this reading, may not appear as the formats generated on ARISS or by HQ USAREC.

MAP PREPARATION

10-12. There is no such thing as typical conversion data. The experience level of recruiters and leaders, world affairs, local market, leadership traits, training programs and many other issues can impact conversion data. Leaders must continuously monitor and adjust MAP goals to achieve the mission. See figure 10-3 for an example of a station's 12-month conversion data. Calculate the conversion data by dividing the total appointments made by the number of enlistments achieved, the total appointments conducted by enlistments, etc.

ROLLING 12 MONTH CONVERSION DATA												
	APFPT MADE		APFPT COND		TEST		TEST PASSED		FLOOR		ENLISTMENT	
	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR
TOTAL	13.3	19.3	12	15.2	2.6	3	1.4	1.5	1.2	1.2	1	1

Figure 10-3. Rolling 12-Month Conversion Data

10-13. Using conversion data to establish a monthly MAP is a matter of reviewing the data in Leader Zone, and factoring in events that affect a station's plan. Negative events may include recruiter's NCOPDS attendance, leaves, and training events, while positive events could include TAIR, and Active Duty for Operational Support Reserve Component (ADOS-RC) or the Hometown Recruiter Assistance Program (HRAP).

FY

Conversion Data Used

RSID: _____

From: _____ To: _____

of Weeks _____

of Recrs _____

MISSION ACCOMPLISHMENT PLAN (MAP) RA

(For use of this form see USAREC Manual 601-87, Appendix H.)

USA RCTO BN NEW YORK CTY - RSID: 1G

Remarks

Category	GA	SA	OB	SB	OTH
Mission					
FSLoss					
Total Mission					

Prospecting days / % of RCM	Week T-2			Week T-1			Week 1			Week 2			Total		
	GRD	SR	OTH	GRD	SR	OTH	GRD	SR	OTH	GRD	SR	OTH	GRD	SR	OTH
Appt Req															
Made Ach															
Cond Req															
Cond Ach															

Test Dates	Week dates	Week dates	Week dates	Week dates	Week dates
Test Req					
Test Ach					
Pass Req					
Pass Ach A/B					

Processing Dates	Week dates	Week dates	Week dates	Week dates
Floor Req				
Floor Ach A/B				
Contract Req				
Contract Ach A/B				

Contract Placement Guide GA/SA/OTH

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GA RUNNING ANALYSIS

	AM	AC	T	TP	F	C
GA Required						
GA Achieved						
Percentage Ach						
Conversion Standard	75 %	36 %	50 %	83 %	80 %	
% age of Planned Ach						
% age Difference						

SA RUNNING ANALYSIS

	AM	AC	T	TP	F	C
SA Required						
SA Achieved						
Percentage Ach						
Conversion Standard	75 %	36 %	50 %	83 %	80 %	
% age of Planned Ach						
% age Difference						

Recruiter Work Ethic Per Week

	AM	AC	T	TP	F	C
Requirement						
Achievement						

Monthly Conversion Requirements

Appt Made	Appt Cond	Test	Test Passed	Floor	Cont Req'd
					GA
					SA
					OTH

Figure 10-4. MAP Design

10-14. The MAP defines the prospecting weeks. The top line indicates the number of days in each prospecting week, followed by the percentage of the month that those days represent.

10-15. When building the MAP a 14 day processing cycle is used. Since the processing cycle time is 14 days, prospecting for the current phase line (PL) commences 2 weeks before the PL begins. These 2 weeks are designated T-2 and T-1. Using a prospecting/processing calendar (published annually), leaders can determine what the prospecting weeks are for the upcoming PL. They can also determine whether the upcoming PL is 4 or 5 weeks long. Prospecting weeks are typically Monday through Friday and sometimes Saturday. Expecting the heaviest amount of enlistments to follow the fewest available prospecting days is normally unrealistic. Leaders should note the weeks with the heaviest percentage of prospecting and use that information when deciding contract placement, and the corresponding requirements distribution. However, there may be enlistments in the system that are carry-over from the previous PL, which could produce a slightly heavier contract placement in the first or second week. Otherwise, "front loading contract placement at the beginning of the month may lead to unrealistic requirements beginning with appointments made.

10-16. Beneath the test blocks, space is provided to enter the processing dates (weeks) for the upcoming PL. Processing weeks start on Friday and end on Thursday. These dates coincide with the prospecting/processing calendar.

Note: For the MAP, processing includes all MEPS related activities such as test, physical and enlistment.

10-17. Once the dates of the PL are determined, the leader must then determine the number of processing and prospecting days available by considering the following:

- Holidays during the PL that impact available prospecting days.
- MEPS closures during the PL that impact available processing days.
- Planned training events and station activities that impact both prospecting and processing days.

10-18. Once the number of available prospecting and processing days is determined, the leader can then proceed with the development of their MAP. In the top portion of the MAP, enter the mission, by category. Next, enter the number of known or anticipated losses. The losses plus the mission equals the total mission for the PL; enter it in the following block.

10-19. The leader must now determine which conversion data to use. The rolling 12- month conversion data in figure 3 is not the only choice. The leader may determine the seasonality factor is significant enough to warrant using conversion data from only the like month from the previous FY. This action can mean increasing the prospecting

activities to compensate for the lack of enlistments experienced during the like PL of the previous FY. The leader may determine the previous quarter's conversion data is a more accurate reflection of the unit's capability due to a seasoned field force not represented in the 12-month rollup. The leader can also use any other combination of conversion data, but the intent must always be to find the most accurate conversion data for the situation. Many units provide guidance outlining which type of conversion data to use when building a MAP.

10-20 . Using the selected conversion data, the leader simply multiplies the mission by appointment made ratio. This action defines the number of new appointments that should occur during the PL. The conversion data in figure 10-5 for grads shows a

APPT MADE	APPT COND	TEST TEST	TEST PASSED	FLOOR	ENLISTMENT RQD	FS LOSS	MISSION	CAT
13.2:1	12:1	2.5:1	1.4:1	1.2:1	GA	1	4	GA
66	60	13	7	6	5			SR
:1	:1	:1	:1	:1	SR			OTH

Figure 10-5. Bottom Portion of a MAP

conversion rate of 13.2 (number of grad appointments made to produce an I-III A grad enlistment). If the unit's total mission is for five GAs, multiply 5 times 13.2 for a total of 66 grads "appointments made" required. Sixty-six new grad appointments for the upcoming PL becomes the unit's "appointments made" PL goal. Using the "appointment conducted" ratio below of 12 multiplied by the mission of 5 establishes the goal of 60 appointments the unit should conduct. The process continues for the test, test passed, and floor. Use the same calculations for seniors.

10-21. Enter the totals along the right side of the form when the calculations are complete and goals established, to track weekly progress against the PL goals. Leaders can then determine the best strategy for breaking them up into weekly goals. The simplest way is to use the prospecting day/percentage at the top of the plan to do the majority of prospecting when the majority of prospecting time is available. Multiply the appointment made goal (66 using the example above) by the percentage of the prospecting month each week (25 percent shown in fig 5) for a total of 16.5 new appointments per week. Since historical data is the base of goals, no rounding of the new appointments per week is done in this phase because the focus is on the total goal number of "66". Figure 10-6 shows how station commanders make slight adjustments through distribution (see para 10-7 (b) calculations, so the weekly goals equal the monthly goal.

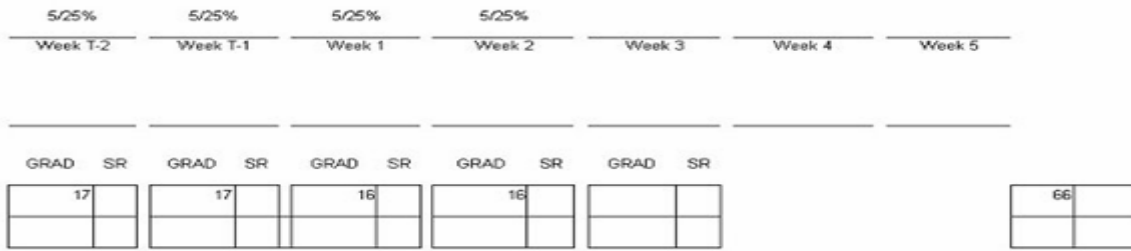


Figure 10-6 - Top Portion of a MAP

10-22. Complete the same calculations for seniors and continue the process for appointments conducted and test. Figure 10-7 represents a 4-week month, weeks three and four represent T-2 and T-1 for the new PL, so there are no prospecting goals listed in those blocks.

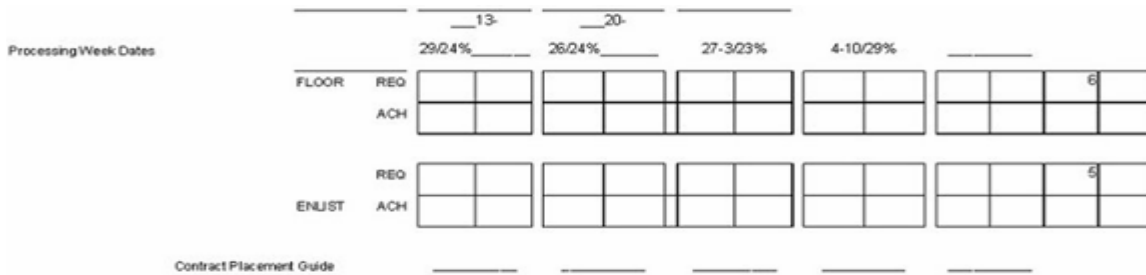


Figure 10-7 - Example of a 4-Week Month Calendar

10-23. Document the processing weeks on the lines beneath the test blocks; remember processing begins 2 weeks after the start of prospecting.

10-24. Determine contract placement based on the percentage of prospecting days available within the weeks of the PL. Determine contract placement by multiplying contract totals by the percentage of prospecting days for a given week in the PL. Exercise mission command to plan how enlistments occur during the PL based off processing days.

10-25. Station commanders must temper their desire to start the PL with heavy enlistments. Realize that making and conducting Army interviews, followed by testing, must be complete and present in the numbers necessary to support contract placement. Carryover from the previous PL may allow station commanders some flexibility, but since the leader plans weeks in advance, this flexibility is marginal.

PRE-IMPLEMENTATION REVIEW

10-26. Once the MAP is complete, station commanders should make a final review of the following to ensure the MAP represents a workable plan:

- Prospecting and processing dates must be in harmony with planned events and holidays.

- Heavy prospecting weeks feeding into light processing weeks could impact contract placement. An example is when T-1 has five prospecting days available, but week one of the PL has a MEPS training day and a USAREC holiday, providing only 3 processing days. This action may have little impact on a smaller station. However, leaders must plan appropriately for potential adverse impact on the mission at the company level and higher.
- Do not rely upon heavy processing days at the end of the PL, especially when a station’s floor to contract ratio shows an identified weakness. While this may aid in “jump-starting” the next PL, it is likely to come at the expense of the current PL mission.
- Most importantly, recruiters must support the station’s MAP by striving to meet the prospecting and processing goals. For example, a goal of 66 appointments is never going to occur if recruiters have not built a solid operation plan based on their established abilities.
- Finally, leaves, school dates, and other planned activities, especially at the station level, can greatly impact the station's ability to achieve the mission. Contract placement and prospecting goals must account for these situations. A school order of merit list, a thoughtful leave plan, and a clear picture of arrivals and departures is critical.

CONVERSION DATA ANALYSIS

10-27. Analysis begins by reviewing conversion data to detect abnormal ratios that may exist, as shown in the data listed in figure 10-8. Mission success depends on the timely identification of problem areas. Once a problem area is identified, determine whether it is a leadership or training issue, so appropriate measures are taken.

RSM & YR	APPT MADE		APPT COND		TEST		TEST PASSED		FLOOR		ENLISTMENT	
	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR
JAN FY __	35	47	27	35	7	6	4	3	3	2	2	2
FEB FY __	41	44	35	33	8	8	4	4	4	4	3	3
MAR FY __	33	45	28	34	6	7	3	4	3	3	3	3
APR FY __	37	53	33	45	5	8	3	4	3	2	2	2
MAY FY __	34	48	28	39	9	10	5	5	3	4	3	3
JUN FY __	42	46	36	41	7	8	4	4	4	3	3	2
JUL FY __	45	48	39	39	4	6	2	3	2	3	1	3
AUG FY __	11	57	33	44	7	8	4	4	3	3	2	3
SEP FY __	38	52	31	42	5	9	3	5	2	4	2	3
OCT FY __	46	62	38	54	10	11	5	6	4	4	4	3
NOV FY __	31	58	25	41	9	8	5	4	5	3	5	3
DEC FY __	35	59	30	39	7	6	4	3	3	3	2	2
ROLLING 12 MONTH TOTAL												
TOTAL	APPT MADE		APPT COND		TEST		TEST PASSED		FLOOR		ENLISTMENT	
	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR
TOTAL	425	619	383	486	84	95	46	49	39	38	32	32

Figure 10-8 - Collection of Conversion Data over a 12-Month Period

10-28. Looking at figure 10-8, consider seasonality as a factor. In the spring, some prospects may be hesitant to make any commitments pending College or University acceptance, while others want to seek employment opportunities. Station commanders must ensure recruiters follow-up with each person, from conduct through the floor. Timely follow-up ensures recruiters are available to assist prospects when decision points occur. Assuming seasonality is the cause of sluggish performance is counterproductive. Station commanders must assume that each person interviewed wants to enlist in the Army, until that person tells the recruiter or station commander they do not. With that mindset, commanders must be tenacious in enforcing timely follow-up.

10-29. Seasonality need not be a factor for substandard mission performance. By reviewing conversion data from the previous FY, station commanders can identify known lean months. Identify the lean month, and then the station commander can take corrective action by increasing prospecting goals in the preceding month to overcome the seasonal shortfall. Analysis of conversion data can be helpful to overcome historically lean PLs.

10-30. In PL August, the station (shown in fig 10-8) only made 11 grad appointments, roughly a third of its normal performance. If a station commander makes this discovery after the PL is over, it is too late. However, with daily assessments and evaluations of accomplishments, the station commander can make timely adjustments to redirect or reenergize their force. Barring a catastrophic recruiter loss, a drop of this magnitude likely means a fundamental leadership breakdown. Although, another possibility may exist. Perhaps, the station achieved its MAP goals, and simply stood down from prospecting to process the applicants for the PL. Historical data reveals the story. What is extremely unusual in this example is that grad enlistments remained steady, despite the drop in prospecting. This result may occur with the increase in the walk-in or call-in enlistments. Regardless, the station lost enlistments because the leader diverted prospecting time to processing efforts. On average, the station made 37.6 grad appointments per month. The average was determined by adding 11 months of grad appointments made (eliminating August as abnormal) and dividing the total by 11 months. In August, the station had 26 grad appointments below the average. With a grad conversion rate of 13.3 to 1, the station lost two enlistments.

10-31. If conversion data becomes unrealistic, many station commanders will “re-norm” their data to achievable levels. This action can be a two-edged sword. When the leader lowers the goals, the ability of the station to achieve the mission is unlikely unless intense training and leadership generate enlistments from reduced recruiter activity. A goal reduction can cause leaders to lose visibility of a systemic problem. Goal reductions should not distract the station commander from providing the training needed to solve the problem. Unrealistic conversion data can also be the result of failed leadership or training over an extended period. Station commanders, who take the appropriate action at the first sign of conversion increases, eliminate climbs that make the data unrealistic. Once conversion becomes unrealistic, it takes a considerable amount of time for a recruiter’s or station’s conversion data to become accurate again. During this process, the recruiter’s confidence in the MAP deteriorate and make it an ineffective tool.

10-32. The leaders must ensure the entry of prospect data is accurate. Initially, coding applicants as grads or seniors, who later turn out to be non-grads or dropouts, raises the station's prospecting goals. Recruiters should make quality appointments with qualified prospects. Making appointments with suspected no-shows or unqualified persons only raises the recruiter's and station's conversion data goals. Never prospect for the sole purpose of making an appointment number. The station's success is in meeting the requirements on the bottom of the MAP, not the top. Recruiters should spend each prospecting session searching for qualified people whom they feel want to join in the Army. The recruiter should not schedule an interview for everyone who simply agrees to an appointment. Unless the recruiter believes there is a good chance of convincing the prospect to join, the recruiter should forgo the appointment and find a better prospect. Pushing a prospect into an appointment (to satisfy the leadership's call for making more appointments) is easy to do but rarely results in an enlistment.

10-33. Like all plans, the MAP must remain flexible. There are many elements of the plan that may have to change. Taking the right action at the right time is essential to continued success. Recruiters, not numbers, make the process work. Station commanders should always make their recruiters' well-being their first consideration. Prospecting should be a methodical, everyday occurrence, not a disjointed series of wind sprints. A seven-man station with two failing recruiters and five overproducing recruiters can succeed in the near term. However, the station fails when a training or leadership solution is not implemented to improve the failing recruiter's performance,

USAREC BENCHMARKS

10-34. Knowing the recruiter's and station's average level of performance is only the first step in mission planning and the identification of skill gaps. The next step is to determine what the recruiters' and station's actual performance should be, compared against the command's prospecting and processing benchmarks. Without this information, stations could waste valuable time using ineffective prospecting techniques, or flawed interviewing, counseling, or processing skills that the leader can resolve with proper training. The inability to achieve USAREC benchmarks is due, in part, to ineffective leadership and training. USAREC has determined that:

- *Seventy-five* percent of appointments made should be conducted.
- *Thirty-six* percent of appointments conducted should test.
- *Fifty percent* of those testing should pass (score 50 or higher on the ASVAB).
- *Eighty-three* percent of those passing the test should floor (process).
- *Ninety percent* of those that floor should enlist.

See figure 10-9 for USAREC's conversion data for 100 new appointments made.



Figure 10-9 - Funnel Benchmarks

CHOKEPOINTS

10-35. Chokepoints are stoppages between processing steps. When the activity in one of the steps is sufficient to generate activity in the next, but the expected activity does not develop, station commanders must determine whether leadership or recruiting skills are the cause, and take appropriate action. For instance, if a station normally conducts 68 percent of their appointments and drops to 60 percent in a given week, it is an indication of a chokepoint between appointments made and appointments conducted. Station commanders must analyze their station's performance against the command's benchmarks and focus their attention on the identified weak areas. Figure 10-10 shows a modified conversion data chart identifying the percentages represented by the data as well as command benchmark percentages.

ROLLING 12 MONTH CONVERSION DATA

	APPT MADE		APPT COND		TEST		TEST PASSED		FLOOR		ENLISTMENT	
	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR	GRAD	SR
TOTAL	13.3	19.3	12.0	15.2	2.6	3.0	1.4	1.5	1.2	1.2	1	1
			90%	79%	22%	20%	55%	52%	85%	78%	82%	84%
			Made to Conduct		Conduct to Test		Test to Pass		Pass to Floor		Floor to Enlistment	
USAREC Milestone			75%		36%		50%		83%		80%	

Figure 10-10 - Modified Conversion Data Chart

10-36. Training needs are easy to identify when you compare conversion data to command benchmarks. The following are examples using the data from figure 10-10:

- The conducts of grad appointments made is 90%, much higher than the command benchmark. The station commander must determine whether the 90 percent is meaningful by reviewing the raw data. In this case, it is 90 percent of 425 appointments made, a very significant number. If it had been 90 percent of only 50 appointments, the significance may or may not be apparent. Station commanders should always look beyond the percentage to the actual numbers. Next, the station commander should determine if the information is accurate. Verify the results when a recruiter reports an accomplishment that greatly exceeds the goal. If the information is accurate, then train all recruiters on the successful methodology used to obtain the improved level of conversion. If inaccurate, determine the cause and take steps to avoid the activity, which increases conversion data. The longer the inaccuracy is allowed to continue, the greater the negative effect on conversion data.
- The 90 percent, if accurate, makes the next step difficult to obtain. With a command goal of 36 percent, conducted to test, the station is only testing 22 percent of the grads they conduct. The 20 percent conducted to test for seniors, strengthens the fact that the station has a training issue. In fact, a training plan that corrects this single shortfall (conducted to test) could have a tremendous positive impact on the station's performance, without increasing the recruiter's workload.

Conversion Data					
AM	AC	T	P	F	C
17	14	6	3	2	1
	82%	43%	50%	75%	50%
	M-C	C-T	T-P	P-F	F-C

Figure 10-11 - Conversion Data

10-37. In figure 10-11, 82 percent of appointments made in the station result in a conduct (14 divided by 17 = 0.82). The station commander can use this calculation information to determine whether the station needs more conducts at any time during the PL. This action is a powerful tool during the AAR process. Knowing what should have happened based on the prospecting already performed, the station commander can direct recruiters to do follow-up instead of generating more interviews, resulting in inflated conversion data.

10-38. The deeper into the process, the more profound the information becomes. When the station has no enlistments during the middle of the month, the station commander can determine the potential shortfalls using the same information. Using the data in figure 10-11, and the 82 percent benchmark, the station commander can determine that if the station made 52 appointments, it should also have 42.6 conducts. If not, the station commander can then determine which recruiter(s) is responsible and personally become involved in the follow-up of all no-shows.

10-39. Conversion data can also determine, anytime during the PL, the number of enlistments that should have already occurred. Using the data in figure 10-11, conversion from made to contract is 1 to 17. One divided by 17 = 5.8 percent, which means that 5.8 percent of the appointments made result in an enlistment. Using the example of 52 appointments made ($52 \times .058 = 3.06$), the station commander can determine that three people should have enlisted or are near the end of the processing cycle. If the three enlistments did not occur, the station commander can direct recruiters to identify, and follow-up with those prospects already conducted, test passed, or physical passed who are awaiting enlistment.

10-40. Conversion data gives station commanders a solid approach to improving their station's performance. Managing the process eliminates the need for increased prospecting which only inflates the conversion data in later months.

VALIDATING CONVERSION DATA

10-41. Validate a station's conversion data and then "test" the percentages against the last or any previous month's completed achievements. Using the conversion data in figure 10-11, if the station conducted 58 interviews, it should have enlisted four people ($1 \div 14 = .07$, $.07 \times 58 = 4$). If the station did not achieve the four enlistments, the station commander knows that they are out there, waiting for the right follow-up. The hard work of generating appointments is complete. The station commander gains credibility with recruiters

by directing them to areas that increase results, without increased prospecting. Another example would be to determine the number of testers the station should have generated. Six testers \div 14 conducts = .428, then 58 conducts \times .428 = 4 testers. If the testers did not develop, then more appointments are not necessarily the answer. Re- contacting, the people, conducted but not tested is a more productive COA. Station commanders can perform these computations at any point in the process. It focuses the recruiter's efforts on prospects that can affect the mission and meet the processing benchmarks USAREC has established.

TROUBLESHOOTING

10-42. Chokepoints are decision points within the enlistment process where stoppages are most likely to occur, such as asking the applicant to enlist, to test, or take a physical examination. Chokepoints are not the only problem indicators available to the station commander, but they are an early warning sign. The MAP highlights these chokepoints (stoppages) as they occur, so the station commander can head them off long before they become a serious problem.

10-43. Holding enlistments for the next PL is a term called "sandbagging." This practice can result in a station never reaching its full potential. Sandbagging occurs when a recruiter or station holds enlistments to posture for the next PL. Despite a station's mission posture, holding enlistments can cost enlistments. Many applicants view enlistment delays as a break in trust and may decide not to enlist at all. Additionally, recruiters who think they have the next PL's enlistments in the bag tend to take prospecting too lightly, which results in fewer enlistment opportunities for the station. These are just a few reasons why every applicant who is ready to enlist, especially in the last week of the month, should do so. Station commanders should use the AAR process to identify those waiting for enlistments and ensure they move through the process promptly.

MAP ANALYSIS

10-44. The MAP demonstrates what must occur to achieve the mission if all things remain the same. Things in recruiting, however, seldom remain the same. Changing situations require station commanders to constantly gauge the effectiveness of their force and take action when activities do not result in their anticipated outcome. In figure 10-3, 12 appointments conducted, should result in 2.6 testers. If the desired result does not occur, the station commander should take whatever follow-up action is necessary to generate the predicted number of testers.

10-45. The MAP is an ideal warning system and training tool. When goals begin to climb, it is an indication the leader must take immediate corrective action to meet MAP goals. Turnover of personnel can also affect changes in conversion data. These changes may be positive or negative depending on the losses and gains experienced. Compare the MAP to a nuclear facility. Failure to react to warning signs could result in a complete meltdown. Alarms at a nuclear reactor are loud and highly visible, whereas the alarms associated with the MAP are silent. Consistent review of the MAP is necessary to detect and correct any conversion meltdowns before they reach critical mass.

10-46. The MAP is an excellent tool to demonstrate the complexity of the mission. In the final 2 weeks of any PL, the station is actively engaged in two separate and distinct operations. The first is completing the processing of enlistments generated for the current PL's prospecting. The second is conducting prospecting activities to achieve the next month's mission. When several operations occur at the same time, they can be difficult to separate, especially at the end of a PL. If a station has not yet achieved its current mission, recruiters attempt to enlist prospects generated for the next PL into the current one. The term for this practice is "stove piping."

10-47. Stove piping can confound any leadership team not tracking it. This compression negates T-2 and T-1 prospecting efforts. Leaders must identify when stovepipe enlistments occur and take actions to increase prospecting to compensate for the loss. Using the conversion data from figure 10-5, for every stovepipe enlistment, the station must make an additional 14 appointments if they are to achieve the next PL's mission.

10-48. Exceeding the station's mission is not necessarily the result of making additional appointments. Station commanders, whose centers have high conversion data, have an opportunity to improve performance by training their force. Training in each of the three lines of effort: prospecting, processing, and leading Future Soldiers improves the station's conversion data and enable the station to surpass its mission. Because of these improvements, future goals begin to "norm" themselves to the improved skills of the field force

10-49. In some centers, unexpected enlistments can seriously affect prospecting activities and be detrimental to the station's overall mission. Unexpected enlistments can come from walk-ins, call-ins, terminated applicants, and occasionally those resulting from a single prospecting attempt such as a telephone call, face-to-face meeting, or referral. Recruiters are prone to stop prospecting when they achieve mission success. It is also common practice for recruiters to enter a PL thinking they do not have to prospect, just process the applicants they already have, only to have them all fall out for various reasons. One or two recruiters in a station with this thought process can destroy any possibility for the station to make its total mission. In either case, when recruiters ignore prospecting goals it results in missing the mission. The MAP identifies prospecting gaps and enables station commanders to make timely adjustments as needed

10-50. The MAP is a major topic of discussion during an AAR. Leader emphasis should focus on improving the efficiency of the enlistment process with the intent of reducing the time, it takes to move an applicant from one point to the next. Seventy-two hours would be the ideal goal. Within 72 hours appointments made are conducted, within the next 72 hours administer the test, and within the next 72 hours, the recruiter is scheduling the applicant for processing.

10-51. Station commanders should always focus on making mission, meeting or exceeding the previous FY achievements, and that should be the case with the MAP. Some PLs may contain fewer processing days than the previous year's so station commanders must consider those when building the MAP and visualizing mission accomplishment.

10-52. Chapter 10 provides you with everything you need to know about the MAP and how to analyze data to direct prospecting efforts that make the most sense in your situation. Commanders and station commanders who understand the value of information provided by MAP data can develop operation plan that result in mission accomplishment. There is so much information in this chapter that it might take you two, three, four or more times through the content to understand the material well enough to use it to direct recruiting activities. The good news is that you do not have to develop the MAP and make all of the calculations by hand; the system does that for you. Your objective is to know how to analyze the data and understand what it means so that you can develop and direct more effective shaping, decisive, and sustaining operations.

Chapter 11

The Recruiting Funnel Troubleshooting Guide

NON-PRIOR SERVICE

11-1. This guide provides company leaders with an overview of the recruiting process. It identifies the steps of the process, where problems will most likely occur, and provides a means to overcome them. The steps in the enlisted recruiting process from prospecting through processing are chokepoints. Conversion ratios track enlisted prospects as they move through each processing choke point within the recruiting process. Stoppage at any one of these chokepoints may indicate a training issue.

11-2. Conversion ratios, more commonly referred to as conversion data, are only as good as the data reported by the recruiter. Knowingly allowing unqualified prospects in the system to satisfy an operational requirement causes the station's conversion data to become unrealistic and unreliable. The team's focus must be on finding qualified prospects, not meeting command imposed requirements. Figure 11-1 illustrates the recruiting funnel and the "levels of influence" on the MAP at the company and below. The levels of influence coincide with leadership involvement and responsibilities.

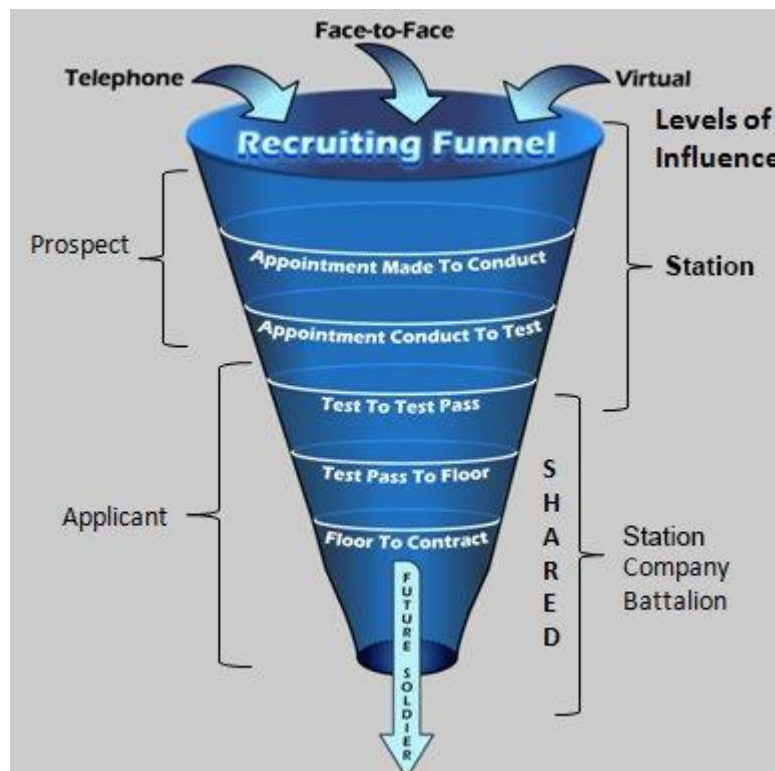


Figure 11-1. The recruiting funnel

11-3. When the station's prospecting or processing performance falls below acceptable levels, the troubleshooting guide can help determine the cause and the most likely corrective action. The ultimate goal of the recruiting process is to ensure there are enough qualified people in the station's recruiting funnel and that they are flowing smoothly through the recruiting process.

11-4. The natural follow-on is to analyze the results of prospecting efforts. If individuals are not showing up for appointments made with recruiters, some training assistance may be necessary to increase their effectiveness. Understanding how to increase effectiveness helps team members become more efficient in their prospecting efforts.

11-5. Figure 11-2 illustrates the recruiting process of the funnel through which leads flow from one step of the process to the next. Leads enter the top of the funnel from lead generating activities and move downward or out of the funnel as each part of the recruiting process is completed. Each step along the way is a measurable performance indicator that commanders and station commanders analyze to determine chokepoints and direct corrective action to improve Recruiter performance.

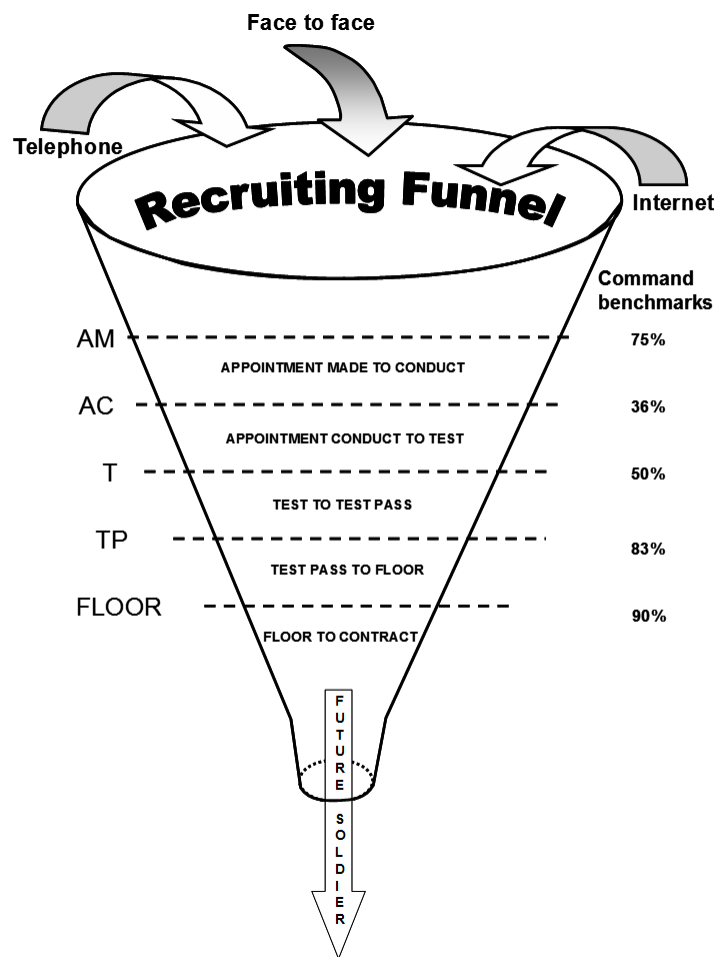


Figure 11-2 – Recruiting funnel with benchmarks and “chokepoints”

11-6. Effects of Social Media. Virtual prospecting expands the top of the funnel and adds at least three phases that a potential recruit encounters before entering the top of the normal recruiting funnel. These phases are (1) Awareness, (2) Curiosity/Interest, and (3) Deliberation/Consideration. Figure 11-3 illustrates the dimension above the funnel, and the interaction among marketing, engagement, and recruiting as follows:

- a. Awareness is the phase where a potential recruit sees something or a message reaches a potential recruit. We have no way of measuring the number of qualified potential recruits who see something about the Army on social media sites or through an email campaign, but of those we do reach, some move into the next phase of the added dimension - Curiosity/Interest.
- b. Curiosity/Interest is the phase that potential new recruits enter as they respond to an ad, a Tweet, Snapchat, Facebook post or other lead generating activity that has piqued their interest.
- c. Deliberation/Consideration comes into play as the recruiter engages the potential recruit and they start communicating about the topic that piqued interest. At some point in time during this phase, a potential recruit enters the normal funnel as a lead.

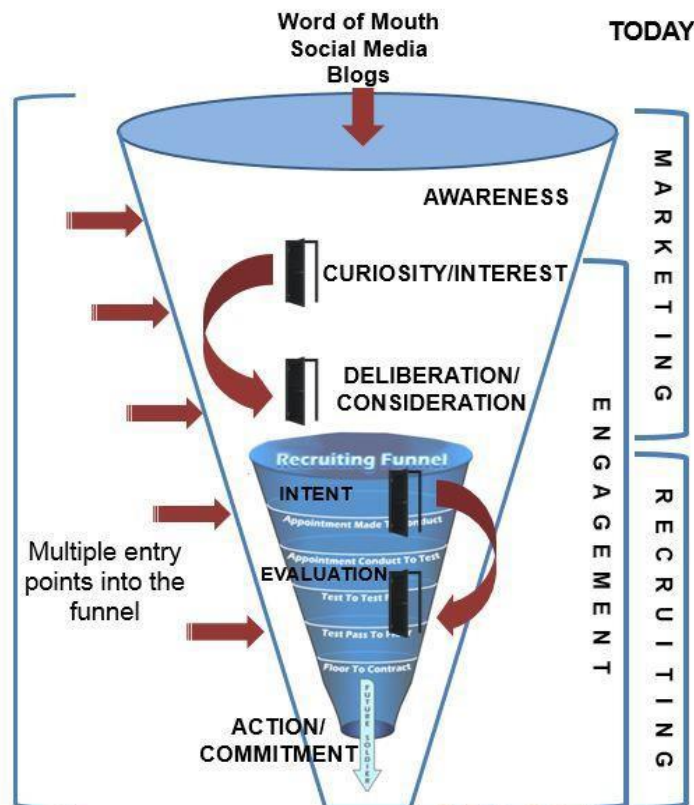


Figure 11-3 – Recruiting funnel with effects of social media

11-7. It is important to understand this area above the funnel because virtual prospecting and especially social media have moved the ability to effect this added dimension to recruiting station levels. In the past, national advertising and marketing campaigns had the same effect above the funnel. Potential recruits became aware of something about the Army because of a television ad or radio spot and entered the first of those three phases above the funnel. Macro level marketing still exists, but now commanders, station commanders, and recruiters can affect the area above the funnel.

11-8. The difference between then and now is there was little to nothing that a commander or station commander could direct that would have any effect above the normal funnel. Therefore, there was no need to be concerned with filling that part of the funnel. Now, because virtual prospecting increases a recruiter's reach, commanders and station commanders can direct shaping operations that have an effect on the dimension above the Recruiting Funnel.

11-9. Conversion ratios, also known as conversion data, use the station's performance metrics. An example of metrics is the station accomplishments collected monthly cover a 12-month rolling period. The accuracy of conversion data directly correlates to the quality of work.

11-10. The mission and performance report tracks the recruiting process through every step. The lead and prospecting analysis (LPA) report allows station commanders to visualize prospecting methods from an attempt to conduct. The contact time report displays attempts and contacts by the period. The tools summarize all prospecting efforts by prospecting method and time. The ultimate goal is to determine the total prospecting requirements, and what prospecting method is the most successful and at what time. This analysis cannot be determined using conduct to contract ratios. Station commanders must calculate how many hours of prospecting it takes to generate a contract.

TROUBLESHOOTING

11-11. The purpose of this trouble-shooting guide is to help company leaders better understand the recruiting process at recruiter and station level. The guide cites and addresses problems that typically occur at different steps in the recruiting process. The guide also discusses possible reasons for a stoppage and provides a corrective course of action. The guide is by no means an exhaustive list; however, it applies to most situations.

NOT MAKING ENOUGH APPOINTMENTS

11-12. ***Not making a good first impression.*** A recruiter's attitude, good or bad, comes across loud and clear, whether in person or on the telephone. Recruiters must be authentic and enthusiastic when talking to a prospect. They must show pride in themselves and the Army. People want to be a part of the Army because of the recruiter's Army story. Recruiters must take a few minutes to prepare before starting their prospecting efforts.

11-13. ***Not establishing trust and credibility.*** Recruiters must find out as much as they can about a lead before attempting to contact them (blueprint information) knowing something about the person can help recruiters establish instant rapport and credibility. Future Soldiers and CPs represent potential sources of information for the individual recruiter's plan to call or visit. Other sources of information include Facebook and other social media sites, school

newsletters and yearbooks, the local sports page, and information annotated in the Army Recruiting Information Support System (ARISS) about the lead.

11-14. ***Not using the lead's goals and aspirations to gain an appointment.*** Recruiters must use their counseling techniques to uncover prospects' goals and passions. They must listen closely to what the prospect is saying, restate their goals throughout the conversation, and tell them how they can help them achieve their goals. At this point, the recruiter is only attempting to obtain a commitment for an interview, not for an individual to join the Army.

11-15. ***Not asking for an appointment (engendering a commitment).*** Sometimes the direct approach works best: "John, would Monday at 4:00 p.m. or Tuesday at 6:00 p.m. be better to meet and talk about how the Army can help you achieve your goals?"

11-16. ***Not prospecting in the right market at the right time.*** If a recruiter's prospecting efforts are not yielding results, they may be prospecting at the wrong time, such as calling seniors during school hours.

HIGH NUMBER OF NO-SHOWS OR APPOINTMENT CANCELLATIONS

11-17. ***Too much time between appointments made and conducts.*** Recruiters who conduct the interview more than 72 hours after making an appointment are less likely to succeed in engendering a commitment. The more time between making an appointment and conducting it, the greater the chances are the prospect does not show or cancels. If it is necessary to schedule an appointment beyond 72 hours, the recruiter must follow-up with the prospect the day before the appointment to confirm.

11-18. ***Providing too much information when making the appointment.*** Recruiters who tell an individual everything before the actual appointment leave little to talk about during the Army interview. Recruiters normally give a prospect just enough information to pique their interest.

11-19. ***Making an appointment to meet the requirement.*** The goal of prospecting is to make good appointments. Recruiters must be honest with themselves and their leadership when their prospecting efforts do not yield the desired results. Making bad appointments due to a requirement or to the recruiter's inability are counter-productive at best. Honesty, self-development, and leader directed hands-on training are the remedy for this chokepoint.

11-20. ***Failure to confirm details of the appointment.*** Once a lead agrees to an appointment, the recruiter must confirm the time, place, and mode of transportation if required. Recruiters often focus more on the fact they have the appointment that they overlook the important details.

LOW CONVERSION OF APPOINTMENTS CONDUCTED TO TEST

11-21. ***Did the recruiter fail to engender a commitment to join the Army?*** Recruiters may be afraid to ask prospects to join the Army. Prospects are well aware of why the recruiter is present and what they do. They are expecting the recruiter to ask them to join. Recruiters lose sight of this simple fact periodically.

11-22. ***Did the recruiter maintain trust and credibility during the interview?*** Recruiters must be themselves and make their prospect feel comfortable. Recruiters build trust by showing a genuine concern for their prospect's future. Recruiters must be sincere about their desire to help their prospect achieve their life and career goals.

11-23. ***Did the recruiter identify the applicant's goals and show them how the Army can fulfill them?*** Recruiters must understand that telling the Army Story is only a part of the Army interview. It is the reflective listening, paraphrasing, and asking clarifying questions that ensure the recruiter has a clear understanding of the applicant's goals. Recruiters must be able to demonstrate (using SOLDIER) how the Army can assist them to fulfill their goals.

11-24. ***Did the recruiter overcome all the prospects obstacles?*** A common but costly error is failing to recognize and properly overcome obstacles. Recognizing and overcoming obstacles is a skill the recruiter must master. Something that may appear trivial to the recruiter may be the reason a prospect refuses to process for enlistment. Remember, obstacles are usually unconscious attempts by a prospect to get more information.

11-25. ***Did the recruiter follow-up with the prospect after the Army interview?*** Failure to follow-up with a prospect after the interview is one of the primary reasons prospects never move to the next step of the processing cycle. If a prospect declines enlistment, recruiters attempt to establish a date and time for another meeting to try again to engender a commitment.

11-26. ***Did the recruiter provide the prospect an Army Recruiting Compensation Advantage (ARCA) summary sheet?*** Providing alternatives with real-time data enhances a prospect's decision to join. Even if they decide not to join during the interview, providing the ARCA summary sheet provides the recruiter talking points when they follow-up with a prospect.

APPLICANTS ARE NOT PASSING ASVAB

11-27. Questions to ask if the applicants are not passing the ASVAB include:

- Is the recruiter using a screening test to predict applicants' ASVAB performance?
- Is the recruiter using the probability tables for the screening tests?
- Are team members prospecting in a quality market or just calling anyone to make an appointment?
- Did the recruiter ask whether the applicant was taking college preparatory courses or general studies in school?
- Did the recruiter ask whether the applicant has taken the Scholastic Aptitude Test (SAT) or the American College Test (ACT)?
- Did the recruiter ask whether the applicant has taken the ASVAB (perhaps in school)?

APPLICANTS ARE NOT TAKING A PHYSICAL EXAM

11-28. Questions to ask if the applicants are not taking the physical exam include:

- Did the recruiter “sell the test” in hopes the applicant takes their physical and enlist later?
- Did the recruiter probe using SOLDIER, or did they presume to know what the applicant wanted?
- Did the recruiter present the applicant with the best COA to achieve their passions and goals?
- Did the recruiter ask the applicant to join the Army? Did they get a commitment?
- Did the recruiter fail to overcome any obstacles the applicant presented?
- Did the recruiter take too much time after the test to schedule the applicant for their physical and enlistment? Did the recruiter give the applicant too much time to think about their decision and change their mind?

APPLICANTS ARE NOT PASSING THE PHYSICAL EXAMINATION

11-29. Questions to ask if the applicants are not passing the physical examination.

- Did the recruiter properly prescreen the applicant using DD Form 2807-2?
- Did the recruiter have medical documentation for all cases where an individual received treatment from a doctor?
- Did the recruiter check with parents to clear up any questions about physical problems the applicant might have had?
- Did the recruiter advise the applicant about MEPS processing procedures?
- Did the recruiter check thoroughly for drug and alcohol abuse?
- Did the recruiter send an unqualified applicant to the physical?
- Did the recruiter use Dial-A-Medic for questionable cases? (Dial-A-Medic is a telephone contact at each MEPS that reaches the medical section. It guides team members about medical questions.)

APPLICANTS ARE PASSING THE PHYSICAL BUT NOT ENLISTING

11-30. Questions to ask if the applicants are passing the physical but enlisting include:

- Did the recruiter get the applicant's commitment to join the Army?
- Did the recruiter select the best COA for the applicant based on their qualifications?
- Did the recruiter send the applicant to MEPS in hopes the guidance counselor convinces them to enlist?
- Did the recruiter explain the MEPS processing procedures to the applicant and explain how long it may take?

FUTURE SOLDIERS NOT SHIPPING

11-31. Questions to ask if Future Soldiers are not shipping include:

- Is the RECRUITER following up with Future Soldiers IAW USAREC Reg. 601-210 Appendix O and Training Circular 5-03.5?
- Is the RECRUITER conducting monthly FSTP functions?
- Are FSTP events fun and informative, or do they do the same thing every time?
- Is the RECRUITER explaining to Future Soldier influencers that an enlistment contract is a binding agreement between the Future Soldier and the Army?
- Is the RECRUITER properly training, motivating, and preparing Future Soldiers for active duty?
- Is the RECRUITER reinforcing Future Soldiers' skill choices?
- Is the RECRUITER reinforcing the Future Soldier's decision to join the Army?
- Is the RECRUITER giving Future Soldiers the same amount of attention and interest they received during the enlistment process?

IN-SERVICE RECRUITING

11-32. This guide provides company leaders with an overview of the recruiting process. It identifies the steps of the process, where problems will most likely occur, and provides a means to overcome them. The steps in the in-service recruiting process from briefing through processing are training indicators. Conversion ratios track candidates as they move through each processing point within the recruiting process. Stoppage at any one of these points may indicate a training issue.

11-33. Conversion ratios, more commonly referred to as conversion data, are only as good as the data reported by the recruiter. Knowingly allowing unqualified prospects in the system to satisfy an operational requirement causes the station's conversion data to become unrealistic and unreliable. The team's focus must be on finding qualified prospects, not meeting command imposed requirements.

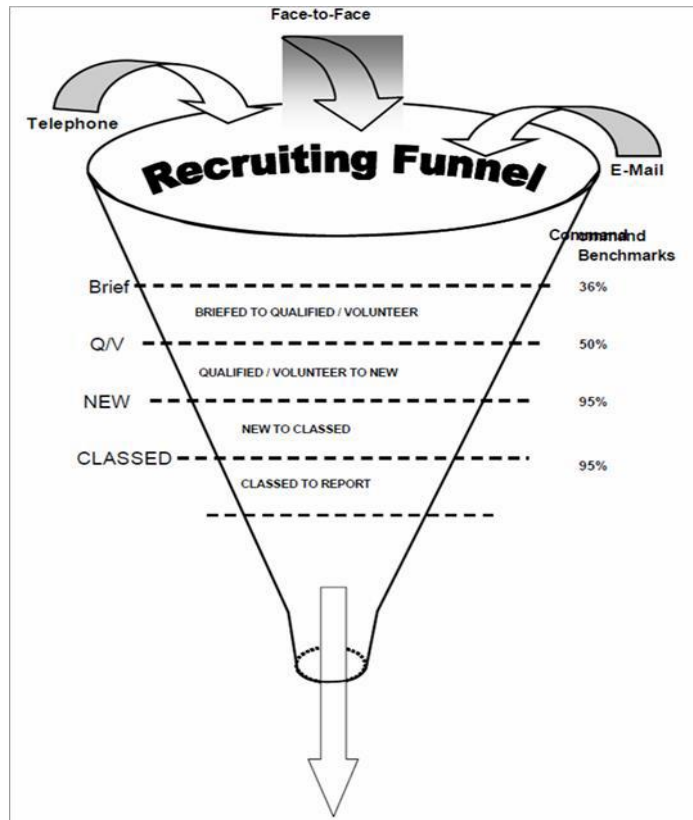


Figure 11-4 The In-Service recruiting funnel

11-34. When the station's prospecting or processing performance falls below acceptable levels, the troubleshooting guide can help determine the cause and the most likely corrective action. The ultimate goal of the recruiting process is to ensure there are enough qualified people in the station's recruiting funnel and that they are flowing smoothly through the recruiting process.

11-35. The natural follow-on is to analyze the results of prospecting efforts. If individuals are not showing up for briefings with recruiters, some training assistance may be necessary to increase their effectiveness. Understanding how to increase effectiveness helps team members become more efficient in their prospecting efforts.

11-36. Conversion ratios, also known as conversion data, use the station's performance metrics. An example of metrics is the station accomplishments collected weekly cover a 12-month rolling period. The accuracy of conversion data directly correlates to the quality of work.

11-37. The mission and performance report tracks the recruiting process through every step. The Level 1 log allows station commanders to visualize prospecting methods from contact to the brief. The ultimate goal is to determine what prospecting method is most successful and at what time. This analysis cannot be determined using the contact to briefing ratios. Station commanders must calculate how many hours of prospecting it takes to generate a contract.

TROUBLESHOOTING

11-38. The purpose of this trouble-shooting guide is to help company leaders better understand the recruiting process at recruiter and station level. The guide cites and addresses problems that typically occur at different steps in the recruiting process. The guide also discusses possible reasons for a stoppage and provides a corrective course of action. The guide is by no means an exhaustive list; however, it applies to most situations.

LOW ATTENDANCE AT A BRIEFING

11-39. ***Not making a good first impression.*** A recruiter's attitude, good or bad, comes across loud and clear whether in person or virtually. Recruiters must be authentic and enthusiastic when talking to a possible candidate. They must show pride in themselves and the Army. Soldiers want to be a part of something bigger because of the recruiter's Army story. Recruiters must take a few minutes mentally to prepare before starting their prospecting efforts.

11-40. ***Not establishing trust and credibility.*** Recruiters must find out as much as they can about a Soldier while talking with them (blueprint information). Knowing something about the person can help recruiters establish instant rapport and credibility. Other Soldiers and CPs represent potential sources of information for the individual recruiter's plan to visit. Other sources of information include Facebook and other social media sites, and information annotated in the Army Recruiting Information Support System (ARISS) about the Soldier.

11-41. ***Not using the Soldier's goals and aspirations as the reason to ask them to attend the brief.*** Recruiters must use their counseling techniques to uncover Soldiers' goals and passions. They must listen closely to what a Soldier is saying, restate their goals throughout the conversation, and tell them how they can help them achieve their goals. At this point, the recruiter is only attempting to obtain a commitment for the briefing, not for an individual to volunteer.

11-42. ***Not asking them to attend the brief (engendering a commitment).*** Sometimes the direct approach works best: "John, would the briefing Monday at 12:00 or Tuesday at 1500 fit into your schedule so we can talk about how these programs can help you achieve your goals?"

11-43. ***Not prospecting in the right market at the right time.*** If a recruiter's prospecting efforts are not yielding results, they may be prospecting at the wrong time, such as visiting units while they are on field training exercise (FTX) or at the range.

HIGH NUMBER OF NO-SHOWS OR BRIEFING CANCELATIONS

11-44. ***Too much time between the contact and the briefing.*** Recruiters who conduct the briefing more than 72 hours after making contact are less likely to succeed in engendering a commitment. The more time between making contact and conducting a brief, the greater the chances are the Soldier will no-show or cancel. If it is necessary to schedule a briefing beyond 72 hours, the recruiter must follow-up with the Soldier the day before the briefing to confirm.

11-45. **Providing too much information when scheduling the briefing.** Recruiters who tell an individual everything before the actual briefing leave little to talk about during the brief. Recruiters normally give a Soldier just enough information to pique their interest.

11-46. **Conducting a briefing to meet the requirement.** The goal of prospecting is to have good attendance at the brief. Recruiters must be honest with themselves and their leadership when their prospecting efforts do not yield the desired results. Engendering poor commitments to the brief due to a requirement or to the recruiter's inability are counter-productive at best. Honesty, self-development, and leader directed hands-on training are the remedy for this training indicator.

11-47. **Failure to confirm details of the appointment** once a Soldier agrees to a briefing, the recruiter must confirm the time, place, and mode of transportation if required. Recruiters often focus more on the fact they have the appointment that they overlook the important details.

LOW CONVERSION OF SOLDIERS BRIEFED TO QUALIFIED AND VOLUNTEER

11-48. **Did the recruiter fail to engender a commitment to attend Assessment and Selection (A&S)?** Recruiters may be afraid to ask Soldiers to volunteer. Soldiers are well aware of why the recruiters are there and what they do. They are expecting the recruiter to ask them to attend A&S. Recruiters lose sight of this simple fact periodically.

11-29 . **Did the recruiter maintain trust and credibility during the briefing?** Recruiters must be themselves and make a Soldier feel comfortable. Recruiters build trust by showing a genuine concern for their Soldier's future. Recruiters must be sincere about their desire to help the Soldier achieve their life and career goals.

11-50. **Did the recruiter identify the Soldier's goals and show them how the Army can fulfill them?** Recruiters must understand that telling the Army Story is only a part of the briefing. It is the reflective listening, paraphrasing, and asking clarifying questions that ensure the recruiter has a clear understanding of the Soldier's goals. Recruiters must be able to demonstrate how the Army can assist them to fulfill their goals.

11-51. **Did the recruiter overcome all the Soldier's obstacles?** A common but costly error is failing to recognize and properly overcome obstacles. Recognizing and overcoming obstacles is a skill the recruiter must master. Something that may appear trivial to the recruiter may be the reason a Soldier refuses to process for a program. Remember, obstacles are usually unconscious attempts by a Soldier to get more information.

11-52. **Did the recruiter follow-up with the prospect after the briefing?** Failure to follow-up with a Soldier after the briefing is one of the primary reasons Soldiers never move to the next step of the processing cycle. If a Soldier declines a program, recruiters attempt to establish a date and time for another meeting to try again to engender a commitment.

SOLDIERS NOT COMPLETING THE PHYSICAL EXAM

11-53. Questions to ask if the Soldiers are not completing the physical exam include:

- Did the recruiter assist with scheduling the exam?
- Is the chain of command hindering the appointment?
- Did the recruiter present the Soldier with the best COA to achieve their passions and goals?
- Did the recruiter ask the Soldier to attend the program offered? Did they get a commitment?
- Did the recruiter fail to overcome any obstacles the Soldier presented?
- Is the chain of command hindering the Soldier to continue processing? Did the recruiter check that the Soldier informed the chain of command?

APPLICANTS ARE NOT PASSING THE PHYSICAL EXAM

11-54. Question to ask if the applicants are not passing the physical exam include:

- Did the recruiter properly prescreen the applicant?
- Did the recruiter send an applicant to MEPS they knew was not qualified to physical?
- Did the recruiter use the In-Service Processing Center (IPC) for questionable cases?

APPLICANTS ARE PASSING THE PHYSICAL BUT NOT COMMITTING TO A CLASS

11-55. Questions to ask if the applicants are passing the physical but are not committing to a class include:

- Did the recruiter get the applicant's commitment to process?
- Did the recruiter select the best COA for the applicant based on their qualifications?
- Did the recruiter explain the IPC processing procedures to the applicant and explain how long it may take?

FUTURE ARSOF SOLDIERS ARE NOT SHIPPING

11-56. Questions to ask if Future ARSOF Soldiers are not shipping include:

- Is the recruiter following up with Future ARSOF Soldiers by USAREC Reg. 601-95?
- Is the recruiter explaining to Future ARSOF Soldier influencers that volunteering is the right of the Future ARSOF Soldier and the only person that can stop the process is the Soldier?
- Is the recruiter reinforcing the Future ARSOF Soldier's decision to process for the program?
- Is the recruiter giving Future ARSOF Soldiers the same amount of attention and interest during the entire process?

11-57. Chapter 11 provides useful guidance on how to analyze the recruiting funnel and conduct troubleshooting activities for enlisted and in-service, i.e. SORB recruiting. Healthcare is not included because each AOC is different and requires unique conversion data considerations, but the chokepoints and troubleshooting tactics identified by the enlisted funnel provide similar insight to Medical Recruiting commanders and Medical Recruiting station commanders. The information should be used to direct shaping, decisive, and sustaining operations and as content for training material.

Chapter 12

MAP Scenario (Using the Electronic Version)

MAJOR SUBHEAD

12-1. The following scenario walks you through a few situations that occur during a typical Recruit Contract Month (RCM). Pertinent portions of the MAP reveal indicators that require immediate action in order to achieve mission. Commanders and station commanders must know how to analyze the MAP in order to identify those indicators and direct decisive action. This scenario will help you develop a better understanding of those indicators and offers guidance to help you determine corrective actions.

12-2. This MAP Analysis Scenario begins with the results of Week T-2 of the Phase Line (PL) for Recruit Contract Month (RCM) May. See Figure 12-1.

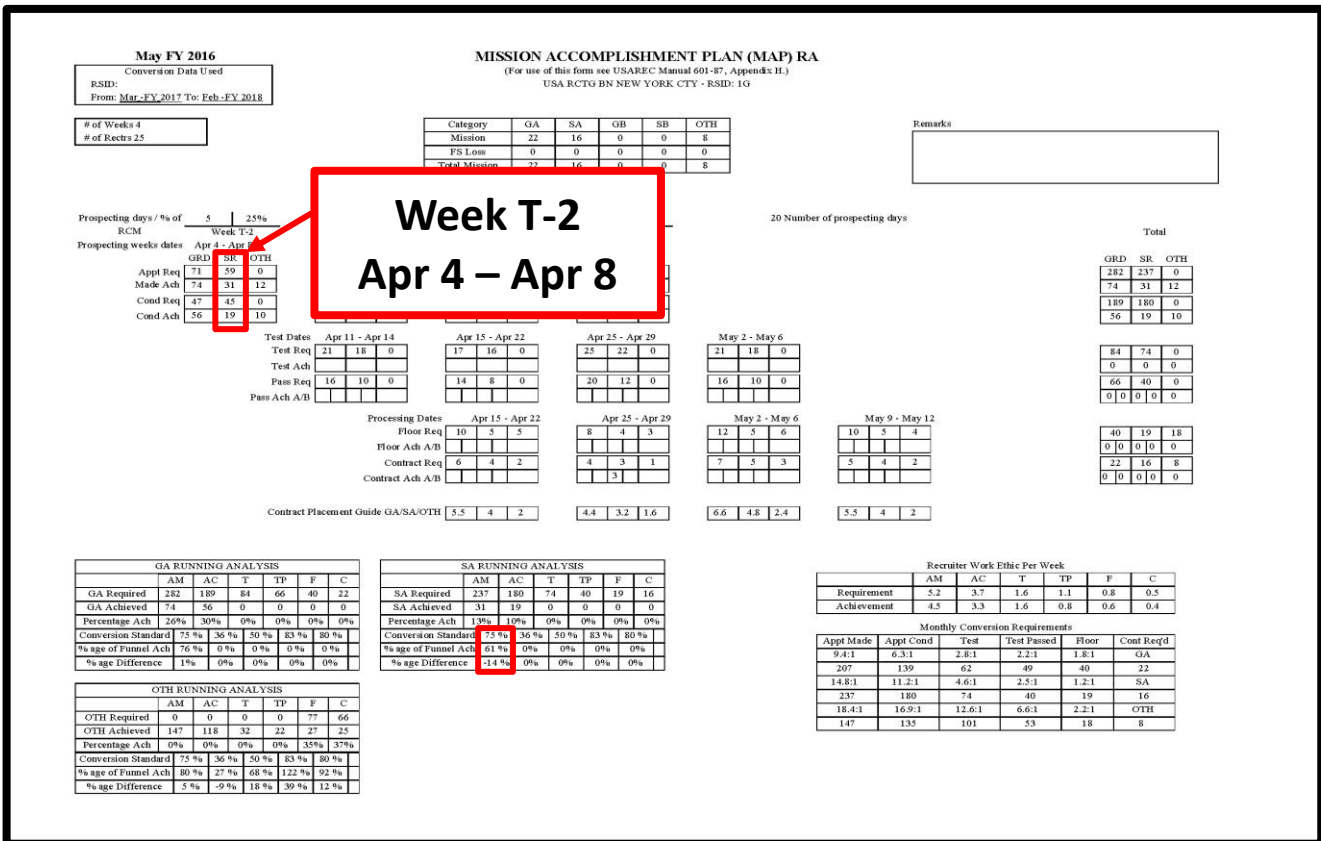


Figure 12-1. MAP Analysis Scenario

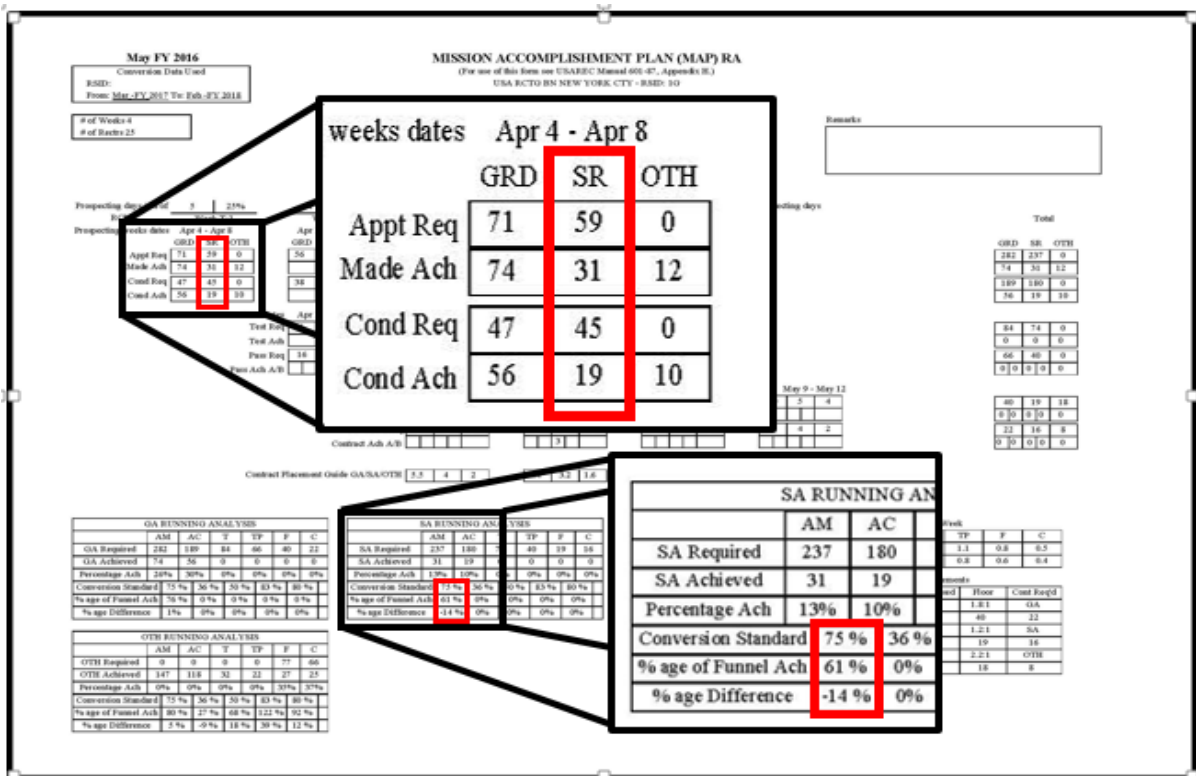


Figure 12-2 Shortfall in HS senior results

12-3. In this scenario, MAP analysis reveals a shortfall in HS senior results (Figure 12-2) the station commanders should focus the stations' prospecting efforts on the HS senior market. The company fell short on required appointments made. Since the recruiters conducted just 61% of the appointments made, this company is well short of the conversion standard. It is still early enough to take corrective action and get back on track, but if things continue at this level of performance, the company will not make its mission

12-4. Use the troubleshooting guide in chapter 11 to help determine if shortfalls are due to planning, adherence to the prospecting plan, or a training issue.

12-5. Think for a moment - As the commander in this scenario, what would your guidance be to the station commanders?

12-6. Always record the situation and your guidance in the Station's **Recruiting Inspection Log**, USAREC Form 1-201.1 per USAREC Regulation 1-201.

12-7. Good job if you answered (thought) that station commanders should focus efforts on the senior market and correct any issues you identified during analysis/ IPR.

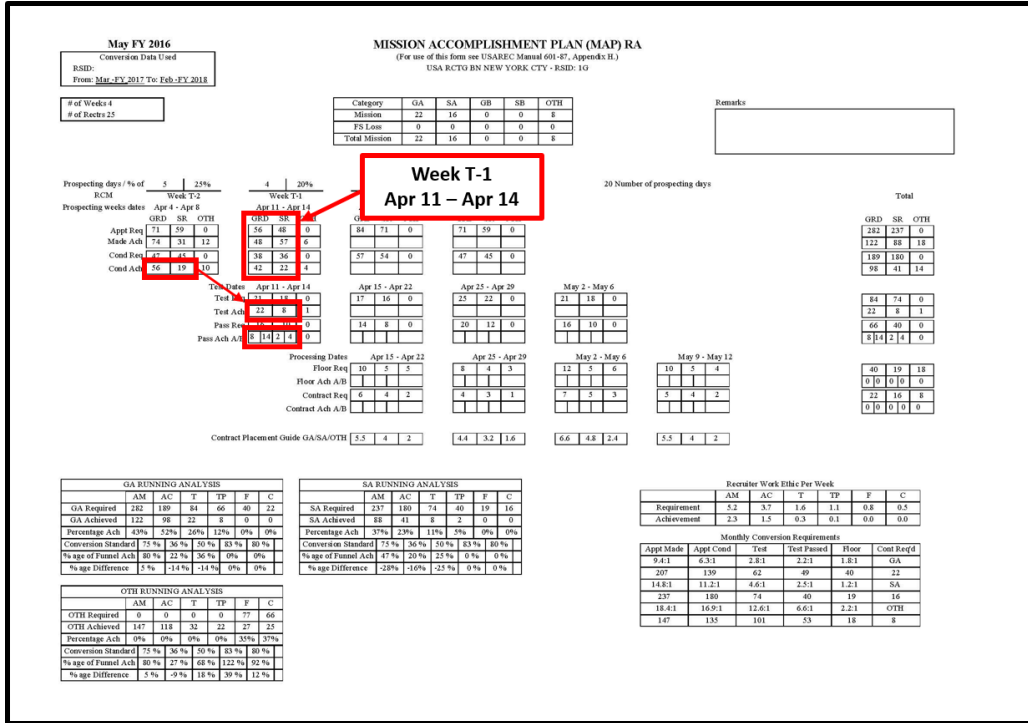


Figure 12-3

12-8. Continuing the scenario from T-2 to the end of T-1 (Figure 12-3), a few things should be evident from your analysis of the MAP data.

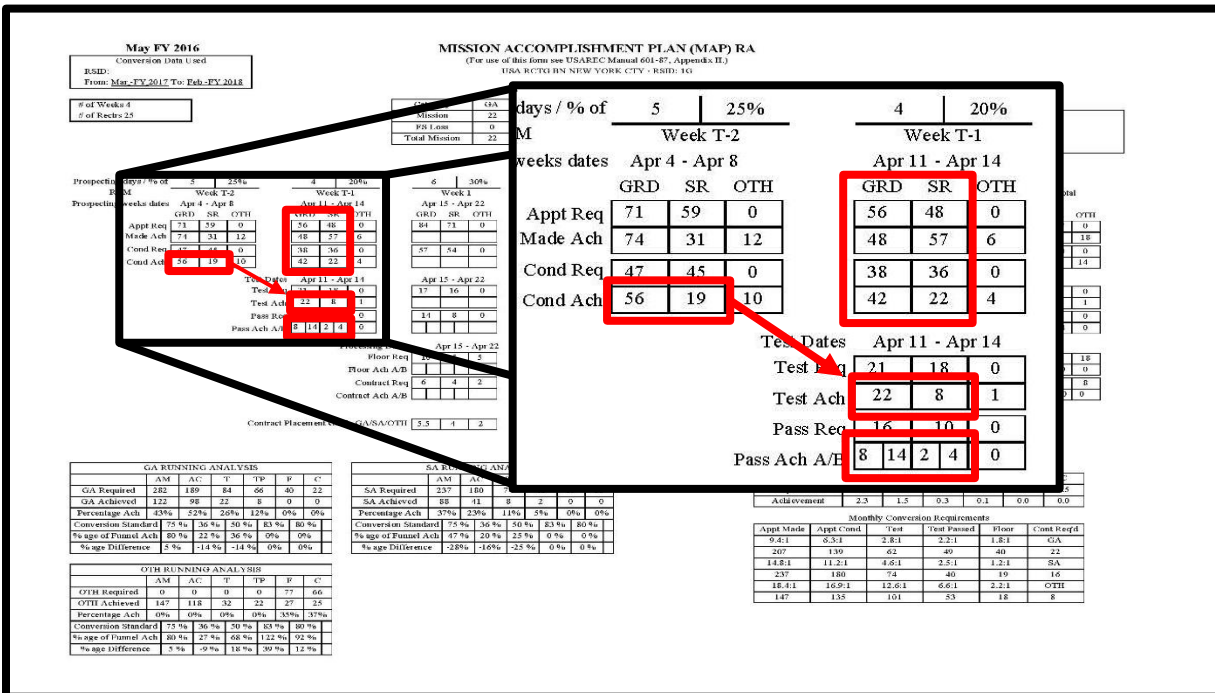


Figure 12-4

12-9. Following T-2, it appears that the station commander directed focus on the Senior Market. (See fig 12-4) Analysis of the MAP data at the end of T-1 reveals a dramatic increase in Senior Appointments Made from the previous week (Week T-2). However, recruiters only conducted 38% of the appointments made. This result indicates that recruiters are making appointments for the sake of satisfying a requirement and they are not getting a solid commitment for the interview. As the commander or first sergeant, a question for station commanders may be - Was the message to the recruiters: "**We need to make more seniors!**", alternatively, did you address the true training need?

12-10. As a station commander, did you understand the commander's guidance and direction and properly **visualize** and **describe** the situation with candid and direct communication with your team? After you **visualized** and **described** the current operating environment (OE) and the mission, what did you **direct**?

12-11. This scenario also shows a substantial drop in the number of Grad Appointments Made from the previous week. Nevertheless, since recruiters conducted 88% of the Appointments Made, these were quality **Makes**.

12-12. Conversion data for testers (Required 21, Achieved 22) is above standard for Grads, testing 39% of the **Appointments Conducted** during the previous week, with 100% passing the test. However, 64% of **Test Passed** are "III-B's." What does that information tell you?

12-13. Your recruiting stations tested 42% of the Senior **Appointments Conducted** during the previous week, with 75% passing. Again, a high percentage of Test Passed, (66%) are "III-B's." Do you see a trend?*

12-14. The stations are fighting hard to correct course and get back on track, but there is still much work to do.

12-15. As the commander, what is your guidance to the station commanders?.

12-16. As the station commander, what can you do to win the fight?

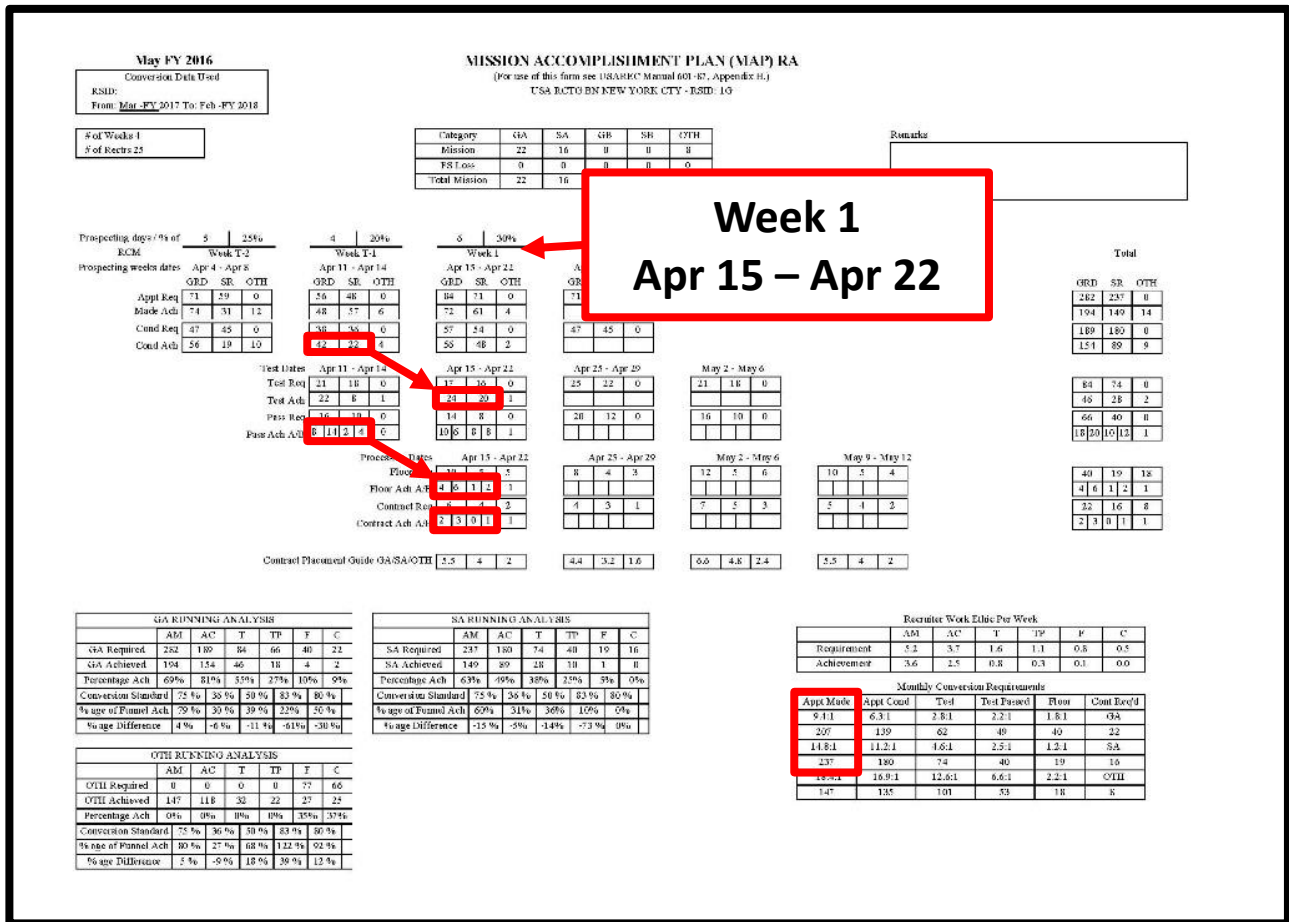


Figure 12-5

12-17. Moving from T-2 through the end of Week 1 (See figure 12-5 and 12-6), keep an eye on Appointments Made and Appointments Conducted data and start analyzing Test to Floor data.

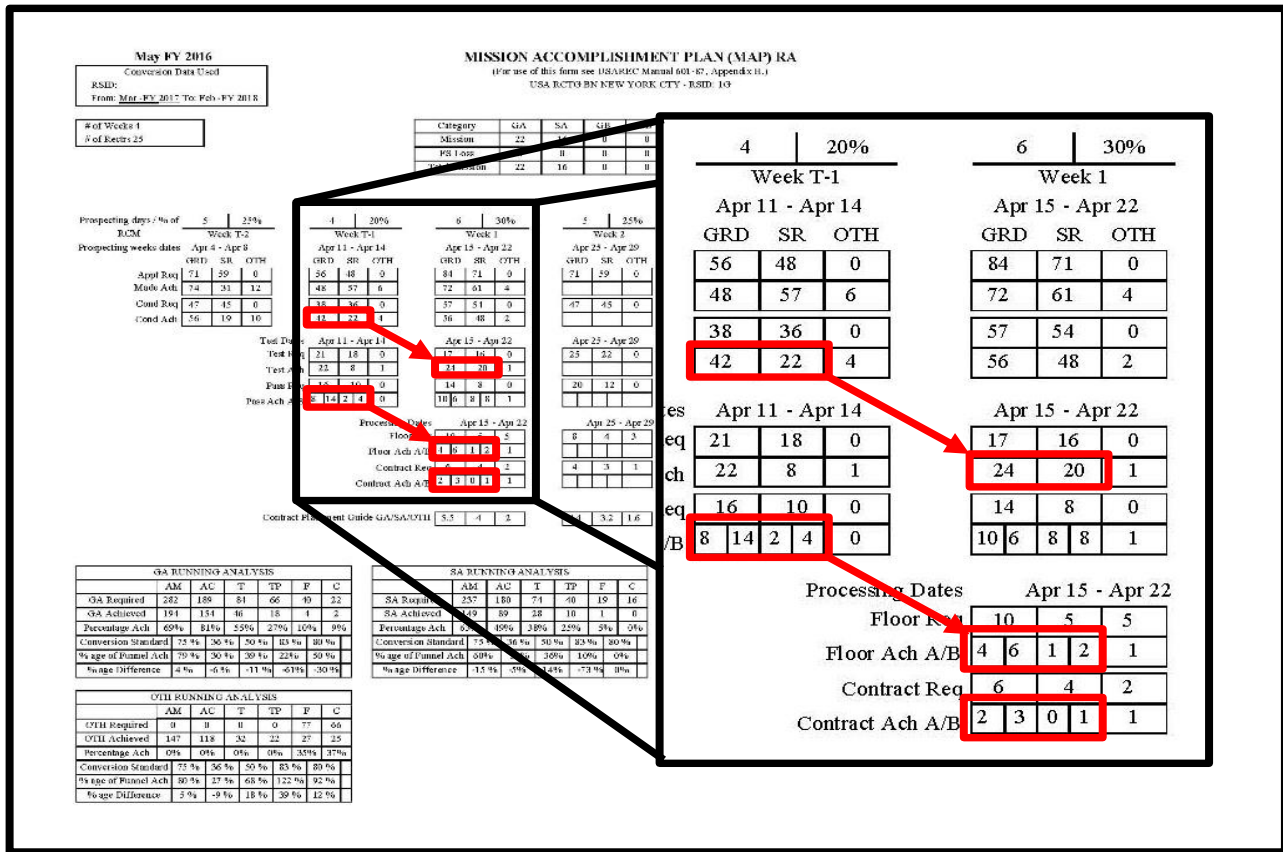


Figure 12-6

12-18. In the Week 1 of the scenario (Figure 12-7), you should notice an upward trend in the number of Grad and Senior Appointments Made. However, both categories still fall short of MAP requirements. What does this mean to you? Take a moment and analyze the situation before reading further.

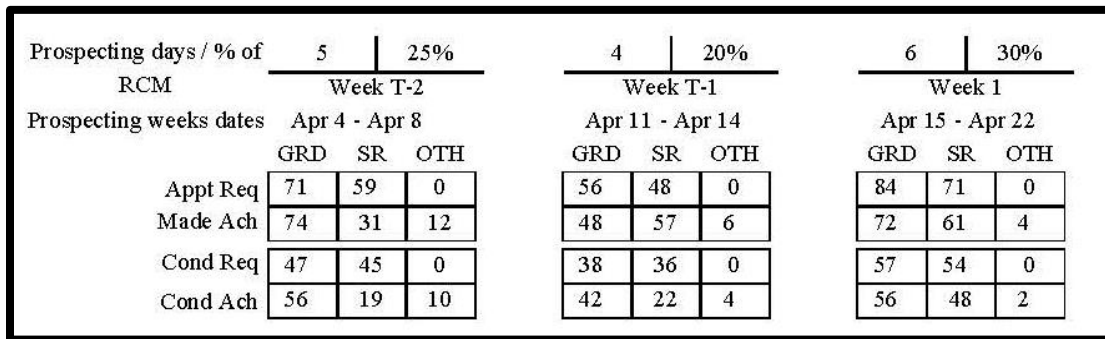


Figure 12-7

12-19. First, can you see how the prospecting efforts resulted in an accumulative shortfall of 17 Grad AM and 29 Senior AM up to this point in the PL (+3-8-12) = (-17 Grads) and (-28 +9-10) = (-29 Seniors)? (See Figure 12-7)

Appt Made	Appt Cond	Test	Test Passed	Floor	Cont Req'd
9.4:1	6.3:1	2.8:1	2.2:1	1.8:1	GA
207	139	62	49	40	22
14.8:1	11.2:1	4.6:1	2.5:1	1.2:1	SA
237	180	74	40	19	16
18.4:1	16.9:1	12.6:1	6.6:1	2.2:1	OTH
147	135	101	53	18	8

Figure 12-8

12-20. Second, based on the company's conversion data (Figure 12-8), such shortfalls indicate mission failure if the commander does not take immediate corrective actions. Do not panic, but **DO** get a sense of urgency.

12-21. However, there is some good news to indicate improvement. Notice in week 2 that there was a dramatic improvement in AM to AC for both Grads (78%) and Seniors (79%). This increase tends to indicate that the recruiting stations have improved the quality of **Appointments Made**. Also, the Funnel conversion data for testers continues to be a strong point, with 57% of Grad and 91% of Senior AC from previous week testing. Of those tested, 62% of Test Passed (TP) Grads and 50% of TP Seniors are "3 A's", which tends to indicate that Recruiters are prospecting in the right market.

12-22. A new and troubling trend has emerged, with only 45% of Grad Test Pass and only 50% of Senior TP making it to the Floor. Historical reasons for this trend are testing uncommitted applicants and doing poor prequalification to identify processing issues. Station commanders should determine if recruiters need training in the processing function.

12-23. Of those Applicants that floored, only 50% of Grads and only 33% of seniors enlisted. This result should raise immediate red flags. Commanders must assess the situation and determine if there are any issues at the recruiting station level and the MEPS. Perhaps it is unsatisfactory hot-seating and pre-qualification. Are there any trending medical issues at the MEPS? The first sergeant may need to communicate with the senior guidance counselor to understand the reasons for any Qualified Not Enlist (QNE) or disqualification classifications.

12-24. It is up to you as the station commander to identify problems and take or direct corrective action early. When analyzed, the MAP serves as an early warning system to help you lead and direct the station commanders to accomplish the mission.

12-25 . Let us move on to Week 2's data.

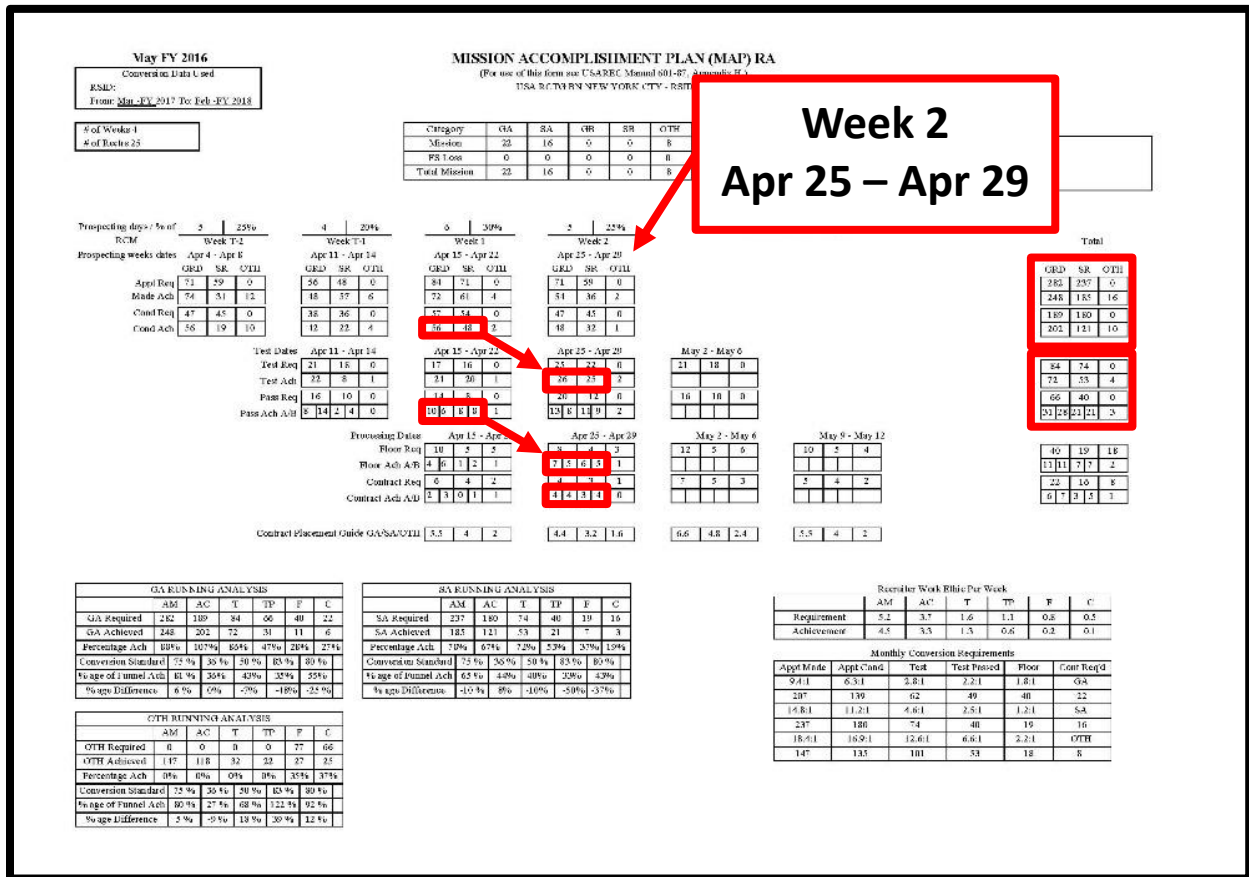


Figure 12-9.1

12-26. As the scenario continues through Week 2 (Figure 12-9.1 & 12-9.2), you should notice that there has been a drastic decline in prospecting. How will that effect the mission for this PL?

12-27. However, of the Grad and Senior appointments made, 89% of each category were conducted which is an increase over previous weeks. This result may be due to a shift in focus from prospecting to processing as the end of the PL is now in sight. Prospecting for this PL is now over as we move into T-2 of the next PL.

12-28. The decline in AM this week does not affect the mission for this PL but it does have an effect on next month's PL.

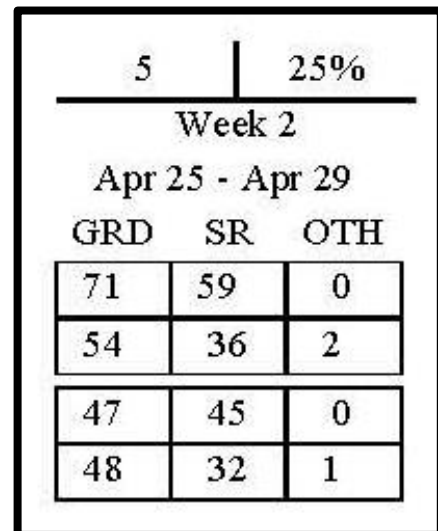


Figure 12-9.2

12-29. The station commanders are in the fight for this month's mission by focusing efforts on conducting appointments and increasing testers. (Figure 12-10 and 12-11)

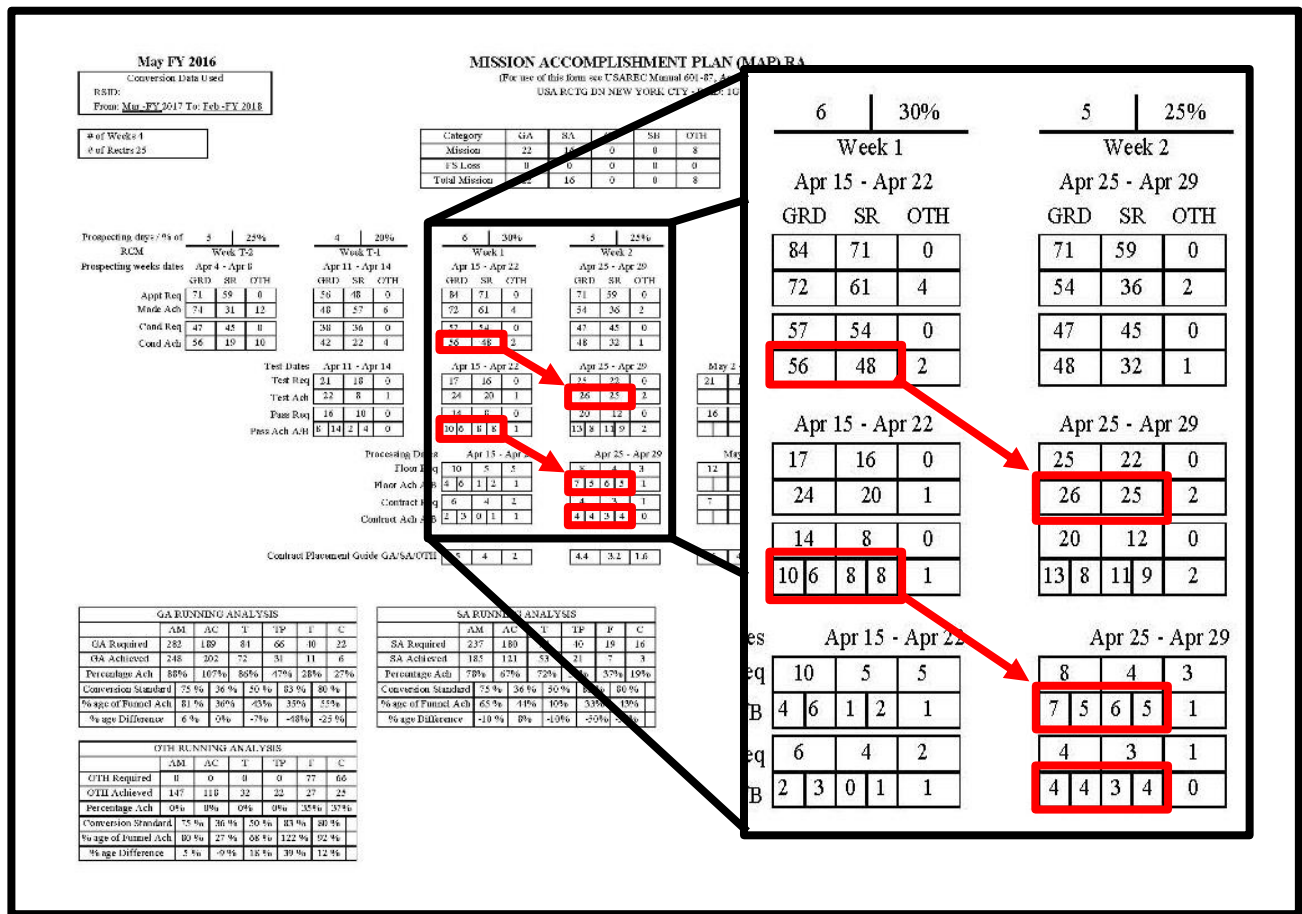


Figure 12-10

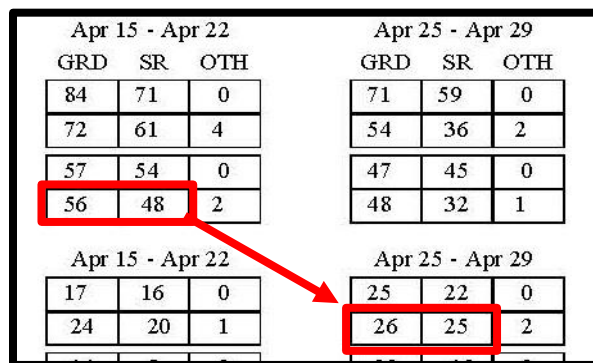


Figure 12-11

12-30. The recruiting stations are making some improvements to 46% of the Grads conducted the previous week tested this week, with 81% passing. Likewise, 52% of Seniors conducted went on to test, with 80% passing. (See figure 12-11)

Of those tested, 62% of Grad and 55% of Senior TP are "3 A's", validating the recruiters are focusing their efforts on the quality market. (See figure 12-12)

Test Dates	Apr 11 - Apr 14					Apr 15 - Apr 22				
Test Req	21	18	0			17	16	0		
Test Ach	22	8	1			24	20	1		
Pass Req	16	10	0			14	8	0		
Pass Ach A/B	8	14	2	4	0	10	6	8	8	1

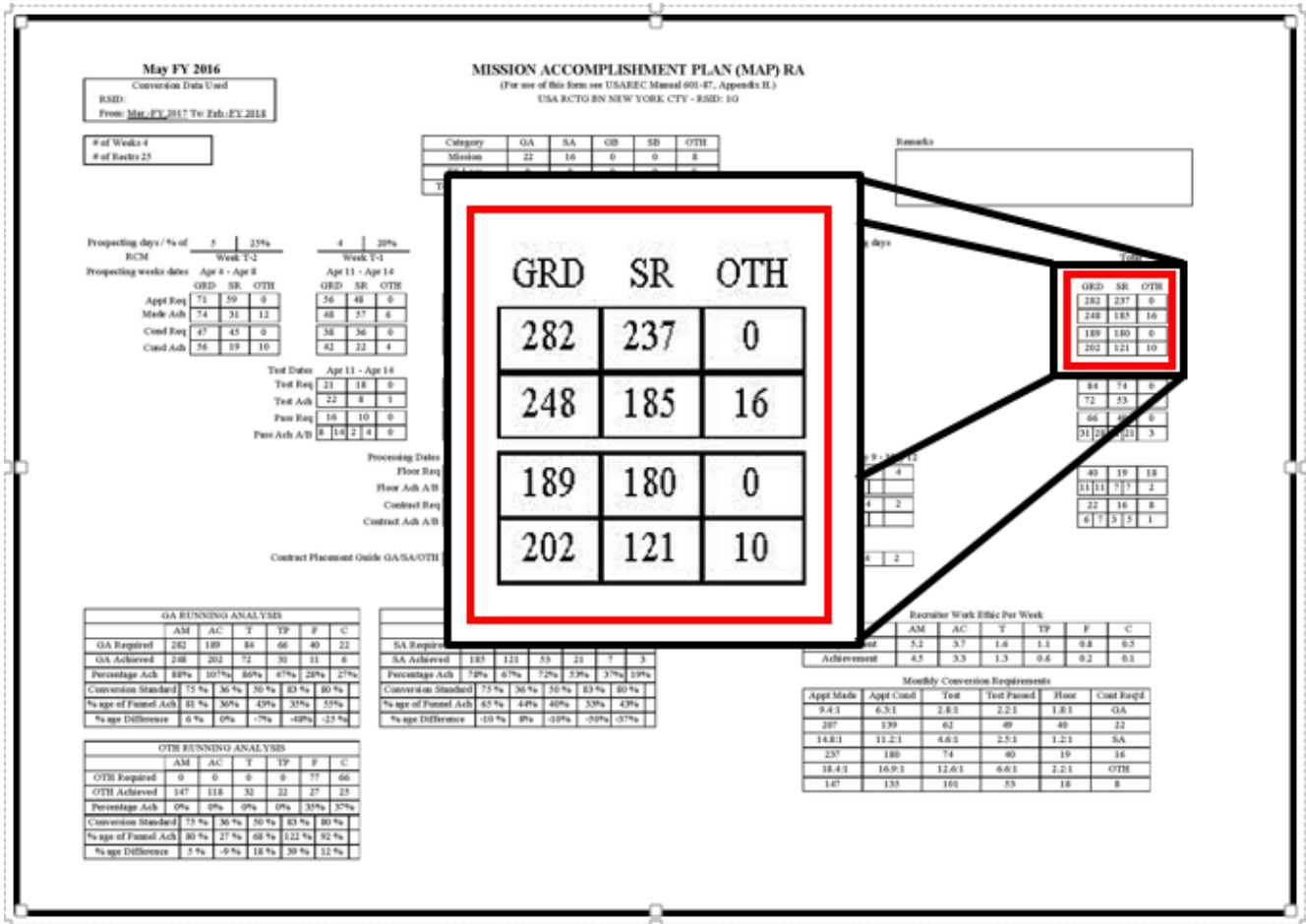
Figure 12-12

12-31 . Your company had a heavy floor week, making up some of the shortfalls from the previous week. Floor conversion continues to be an issue as only 66% of Grads and 64% of Seniors who floored enlisted. You must continue to analyze and diagnose the reason, focus on following up to get as many of these applicants as possible back to the floor for enlistment during this PL. (See figure 12-13)

	Apr 14	Apr 15 - Apr 22					Apr 25 - Apr 29				
	0	17	16	0			25	22	0		
	1	24	20	1			26	25	2		
	0	14	8	0			20	12	0		
	4	10	6	8	8	1	13	8	11	9	2
Processing Dates		Apr 15 - Apr 22					Apr 25 - Apr 29				
Floor Req		10	5	5			8	4	3		
Floor Ach A/B		4	6	1	2	1	7	5	6	5	1
Contract Req		6	4	2			4	3	1		
Contract Ach A/B		2	3	0	1	1	4	4	3	4	0

Figure 12-13

12-32. There are significant shortfalls in the AM and Senior AC objectives. It is too late to effect prospecting for this PL, but going forward as the commander, what is your guidance to the station commanders? What priorities are you conveying to your unit? As a station commander, what is your message to recruiters? (See figure 12-14)



12-33. The scenario moves to the end of Week 3 (May 02 – May 06) and represents the "final stretch" of the PL. Week 3 is the last week to identify applicants for enlistment, to test applicants, conduct solid follow-ups on previous testers/processors, and complete enlistment packets before projecting for this week or week 4 of the PL. (See 12-15)

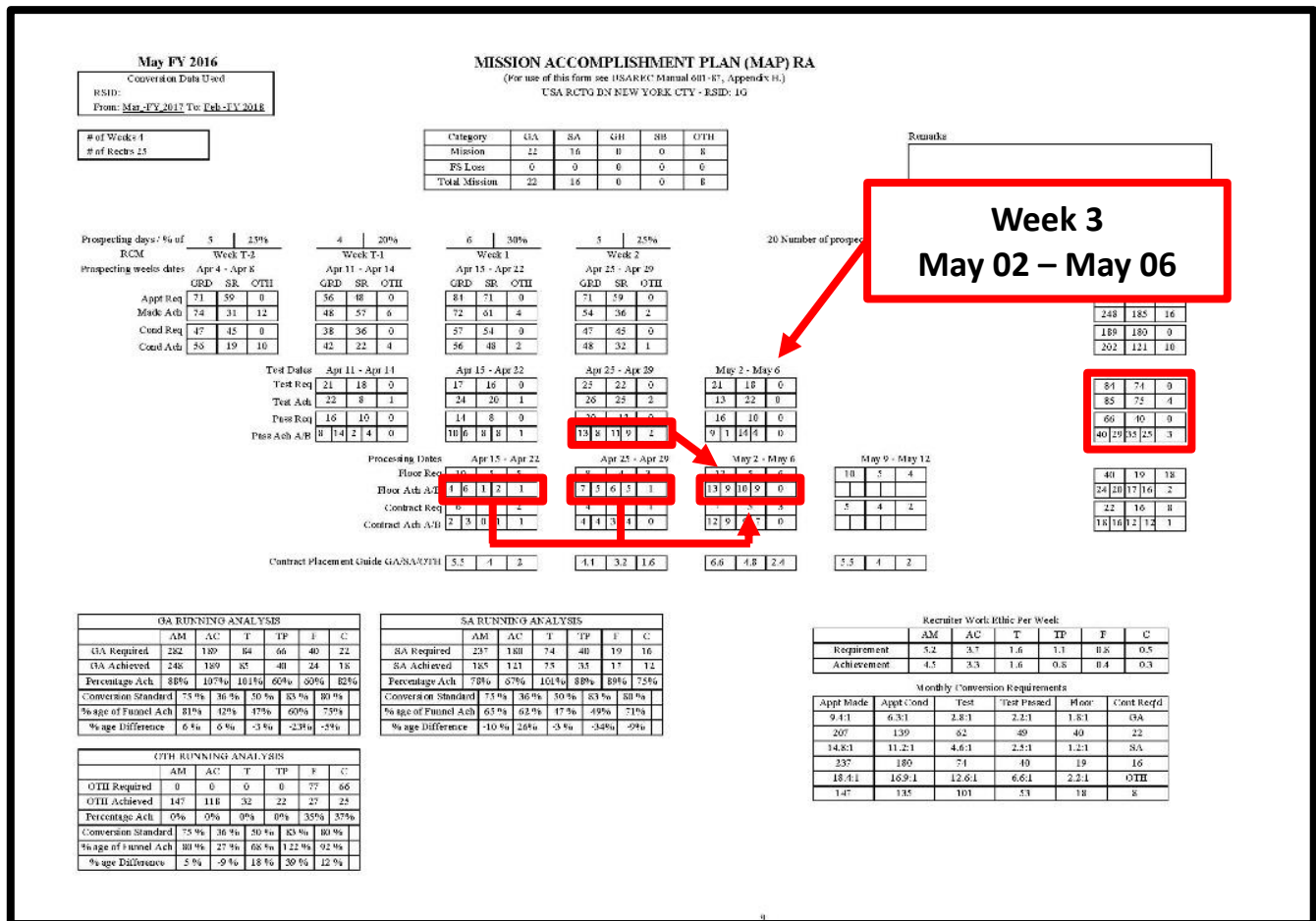


Figure 12-15

12-34. Take a moment and analyze the focus area of the map. What can you assess the information provided? The most telling indicator of improvement is on the Floor achievement. Not only was there a drastic increase over previous weeks, but there was also over 100% conversion from the previous week's Testers to the Floor. This result may also indicate that some of the applicants who floored are from previous weeks and due to follow-ups were able to Floor, possibly for the second time this PL. Floor conversion also improved, indicating that unit leaders may have corrected some or all of the issues. (See figure 12-16)

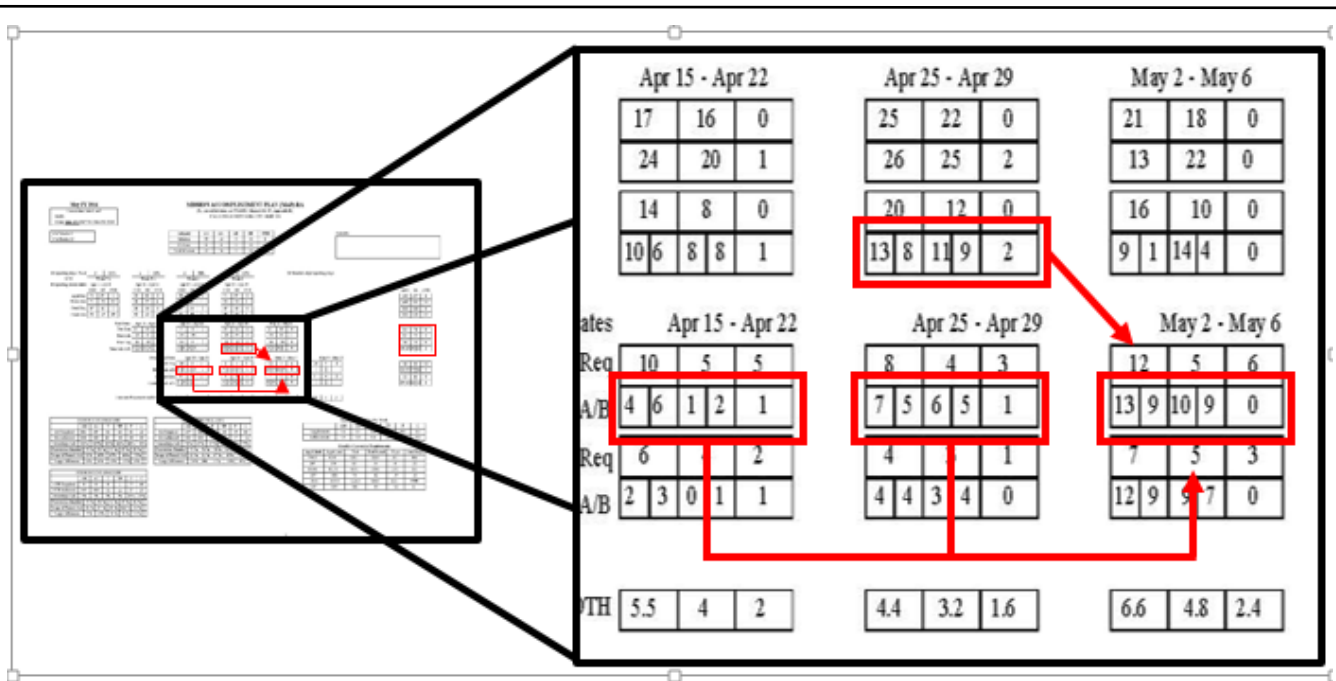


Figure 12-16

12-35. Can you see where the unit may have focused on follow-ups more than it did on identifying new applicants to process?

12-36. Of those who tested this week, 77% of grads and 82% of seniors passed. Even though there was a drop number of testers over previous weeks, the unit achieved Test and Test Pass goals for the PL. (See figure 12-17)



Figure 12-17

12-39. The running analysis can help identify chokepoints; although it does not give definitive answers to the cause, it helps leaders further analyze deficiencies and training needs. The troubleshooting guide located in chapter 11 of this USAREC TC can help leaders analyze and understand the situation to determine and implement courses of action to overcome processing chokepoints. (See figure 12-19 and 12-20)

GA RUNNING ANALYSIS						
	AM	AC	T	TP	F	C
GA Required	282	189	84	66	40	22
GA Achieved	248	189	85	40	31	23
Percentage Ach	88%	107%	101%	60%	78%	105%
Conversion Standard	75 %	36 %	50 %	83 %	80 %	
% age of Funnel Ach	81 %	42 %	47 %	78 %	74 %	
% age Difference	6 %	6 %	-3 %	-5 %	-6 %	

Figure 12-19

SA RUNNING ANALYSIS						
	AM	AC	T	TP	F	C
SA Required	237	180	74	40	19	16
SA Achieved	185	121	75	35	23	18
Percentage Ach	78%	67%	101%	88%	121%	113%
Conversion Standard	75 %	36 %	50 %	83 %	80 %	
% age of Funnel Ach	65 %	62 %	47 %	66 %	78 %	
% age Difference	-10 %	26%	-3 %	-17 %	-2 %	

Figure 12-20

12-40. If this were your company, which chokepoint would you address to create an immediate impact on accomplishing the mission? As the station commander, how would you visualize and describe the situation to your recruiters? What will you do and direct going forward to eliminate each chokepoint? (See figure 12-21)

GRD		SR		OTH
282		237		0
248		185		16
189		180		0
202		121		10
84		74		0
85		75		4
66		40		0
40	29	35	25	3
40		19		18
31	20	23	17	2
22		16		8
23	16	18	12	1

Figure 12-21

12-41. There are a few chokepoints along the entire process from Appointment Made to Contract. Fixing those that occur early in the process is important. For instance, the leader must address the amount of "no-show" senior appointments. (See figure 12-21) However, the one chokepoint that can immediately impact in this scenario is the Test Passed to Floor (-5% + -17% = -22%), particularly with seniors. Since this unit is experiencing a high conversion from Floor to Contract, increasing the number of applicants from Test Pass to Floor increases the number of contracts and have an immediate positive impact on the mission.

12-42. It takes less time and resource to invigorate the commitment of an applicant who has gone through the process and passed the ASVAB. Reviewing the results of the ASVAB with each applicant who has not Floored, and reinforcing their reasons for joining the Army, can result in more applicants on the Floor for your unit.

12-43. Also, even though the company achieved its mission this PL, there were significant AM shortfalls with both Grads and Seniors. (See figure 12-21) Shortfalls lead to issues in subsequent PLs. Shortfalls created when recruiters are not generating leads and adding enough new applicants to the funnel lead to mission failure. As prospecting shifts to a new MAP in Weeks 3 and 4 (or Weeks 4 and 5), it is extremely important to avoid **Processing** tunnel vision and fall behind in your unit's prospecting requirements.

12-44. As recruiting leaders, whether you are the commander, the first sergeant, or the station commander it is your responsibility to properly analyze the MAP and develop solutions to fix shortfalls and eliminate chokepoints. Chapter 12 provides you with an in-depth review of a fictional MAP to help create a better understanding of how to interpret the data and direct shaping and decisive operations that will achieve or exceed the bottom line of your MAP.

Chapter 13

CALCULATING HOURS TO APPOINTMENT MADE

INTRODUCTION

13-1. How many hours of prospecting does it take to gain an appointment made?

Prospecting tasks and planning at all levels, recruiter, station and company must be fully synchronized; recruiter prospecting plans support the station operation plan and MAP; station operation plan support the company commander's guidance and operation plan. Leaders must understand what to expect from subordinates. Once they do, they can make prospecting decisions at their level that augment the subordinate effort. The station commander, understanding what to expect from the recruiter, should augment and channel the efforts of all recruiters through directed prospecting. The station commander should set expectations for attempts/contacts per hour for the station. To do this, the recruiter and station commander must do some pre-work to understand where the data information comes from, and why it applies to prospecting efforts. **Note:** This pre-work requires direct leader observation of the recruiter executing the critical task of prospecting.

TELEPHONE AND VIRTUAL PROSPECTING PRE-WORK

13-2. **Tracking** – Recall that in chapter 1, 1-15, we briefly discussed tracking. Complete all pre-call planning before execution of the prospecting task; once the first attempt is made the time observation begins. You should track our results in one-hour increments. The more detail that we track, the more efficient we can become by looking at previous results. We should track the result by counting how many attempts were made, how many individuals (not parents or siblings) were actually contacted, and how many of those contacts resulted in an appointment made to conduct the Army Interview (**A C A**). It could look like this: A-25 C-5 A-1. **Note:** The recruiter and station commander must capture this information per **hour** of prospecting and then roll in up into final data, discussed further in the **Prospecting Pre-work** section.

Note- ACA is Attempts, Contacted, and Appointment Made

13-3. **Best time to contact** – Recall that in chapter 1, 1-16, we briefly discussed the pre-call plan briefly. The station commander refers to the station prospecting analysis by selecting the Contact Time Report, in Leader Zone to view the best time of day for attempts to contacts.

Note: this report is a station level report and does not reflect by recruiter level.

Therefore, manual tracking for this is required. A recruiter and station commander can use an organized method such as calling a specific list twice during each hour block of time on each day of the week. Within a short, four to eight week period, a recruiter and station commander knows the absolute best time to call that specific list. The intent is to determine which hour blocks on which days of the week are best for that list. The recruiter and station commander can use this information to target prospecting operations during those optimal times and days.

13-4. **Call Back Plan** - Recruiters should plan to prospect at least two weeks in advance. This action allows recruiters to use the call back plan to increase the likelihood of contacting those being called. Whenever a recruiter reaches a sibling or parent, they should ask for a “best time to reach” the person they are attempting. This action is also part of blueprinting.

FACE-TO-FACE PROSPECTING AND AREA CANVASS PRE-WORK

13-5. Recall back to chapters 1 & 2; we defined face-to-face prospecting, area canvassing, and the difference between the two. The recruiter and station commander should agree on the minimum number of contacts per hour as a goal for the specific period of planned prospecting. A recruiter conducting face-to-face prospecting, with a plan to knock on the door of the home of five leads, may be able to make contact with 1-2 per hour. Likewise, a recruiter doing area canvassing at a mall in a given ZIP code may only be able to make 4-5 contacts per hour. Whereas, a recruiter doing area canvassing on a college campus may be able to make 10-20 contacts per hour.

13-6. **Tracking** – Complete all pre-call planning before execution of the prospecting task. We should track our results in one-hour increments. The more detail that we track, the more efficient we can become by looking at previous results. In this way, we can determine, like telephone and virtual prospecting, the exact “best time” to face-to-face or area canvass at a certain location, and on which day of the week. When tracking face- to-face prospecting use A C A data; however, when area canvassing track the result by counting how many **C** contacts the recruiter made. During area canvassing, the information is how many individuals became a lead (gave us contact information and permission to call them at another time). Also, how many of those leads resulted in an **a**ppointment made to conduct the Army Interview (**C L A**). (Remember that area canvassing is a lead generation activity, and that is why you should use C L A.) It could look like this: C-4 L-2 A-1.

Note – CLA is Contacts, Lead, Appointment Made

PROSPECTING PRE-WORK

13-7. **Daily** - Total the number of hours prospected and the A C A (by grad/senior), and the C L A each **day**. An example might look like Table 13-1 Note: This is only an example; you may also have senior face-to-face, no senior telephone in the week, etc.

Grad Telephone	2 hours	A-50	C-10	A-2
Senior Telephone	1 hour	A-25	C-5	A-1
Face-to-Face - Grad	2 hours	A-6	C-2	A-1
Area Canvassing	2 hours	C-10	L-2	A-1

Table 13-1

13-8 . **Weekly** - And, of course, total it for the week. An example might look like Table 13-2.

Grad Telephone	10 hours	A-250	C-48	A-6
Senior Telephone	4 hours	A-104	C-20	A-4
Face-to-Face Grad	4 hours	A-11	C-4	A-2
Area Canvassing	6 hours	C-30	L-6	A-3

Table 13-2

13-9. **Best business practice** - Take the data from the previous 30 days and compute an average. If you look at too short a period, it does not have enough data to be accurate. If you look at too long a period, it will not necessarily reflect the current truth. Thirty days keeps it current to seasonality of the market and current to the recruiter skill level. (EXAMPLE: A recruiter that does some self-development and improves one week sees an immediate return on investment by lower work requirements in the following week. However, you do not just go with that one-week's data. Wait to ensure that the recruiter sustains the improvement. Thirty days completed is optimum.)

13-10. The averages that you compute and use in the planning are contacts to appointments made and contacts per hour. Use the example in Table 13-3 for our computations.

Grad Telephone	20 hours	A-750	C-80	A-10
Senior Telephone	10 hours	A-240	C-50	A-5
Face-to-Face Grad	12 hours	A-40	C-12	A-7
Area Canvass	18 hours	C-48	L-12	A-8

Table 13-3

13-11. **Computation (Contact-AM)** – Using Table 13-3, compute the (A C A) **contacts to an appointment made ratio** by dividing. For grad telephone it would be 80 contacts divided by 10 appointments made or 8 contacts equals one appointment made ($80/10=8$). For senior telephone, it would be 50 divided by 5 or 10 contacts to make an appointment made ($50/5=10$). Moreover, for face-to-face grad, it would be 12 divided by 7 or 1.7 contacts to make an appointment made ($12/7=1.7$). For area canvass (C L A) **leads to an appointment made ratio** by dividing, it would be 48 contacts divided by 8 appointments made or 6 contacts should yield 1 appointment made ($48/8=6$). Remember, these are just averages used for planning.

13-12. **Computation (Contacts per Hour)** –Using Table 13-3, compute the **average number of contacts per hour**, divide the number of contacts by the number of hours (C/hr.=avg per hr.). Grad telephone would be 80 contacts divided by 20 hours or an average of 4 contacts per hour ($80/20=4$). For senior telephone, it would be 50 contacts divided by 10 hours or an average of 5 contacts per hour ($50/10=5$). For face-to-face grad, it would be 12 contacts divided by 12 hours or an average of 1 contact per hour ($12/12=1$). Moreover, for area canvass, it would be 48 contacts divided by 18 hours or an average of 2.7 contacts per hour ($48/18=2.66$).

13-13. **Note (time constraints):** When conducting face-to-face prospecting and area canvassing time is a critical factor. Therefore, when tracking the hours of execution, the travel time to and from locations is included in the total time to conduct the task. Recruiters and leaders should plan these prospecting activities enroute to or from other planned events to maximize time efficiency. Historically, if a recruiter were going to a mall to conduct area canvass for two hours conducting face-to-face hot knocks, etc. they would simply put a two hour block in their time management tool. However, in reality, you are only prospecting for one hour instead of two. This is important information in our planning. See figure 13-1 for example.

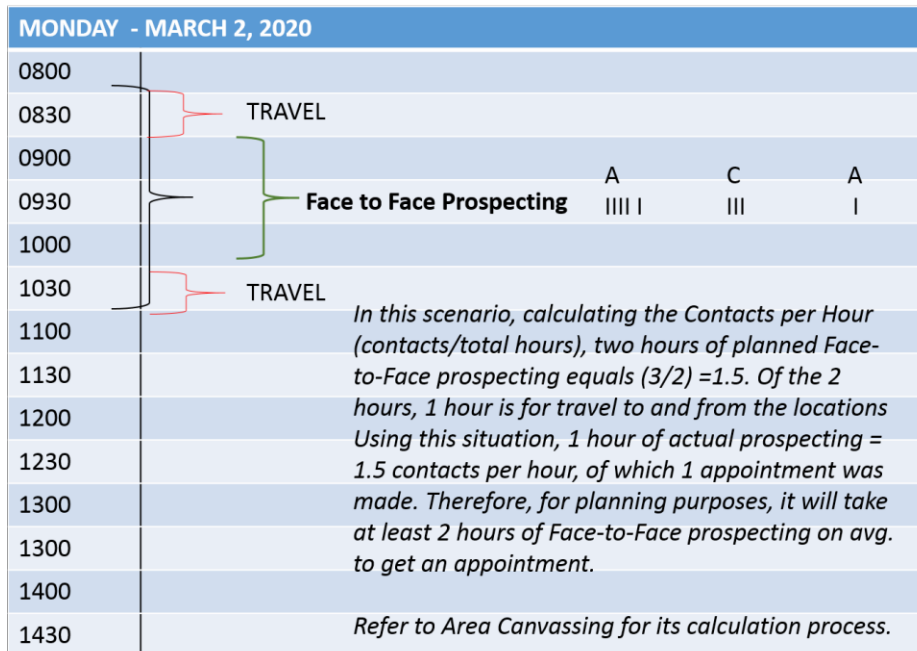


Figure 13-1

13-14 . Yes, you could compute an average number of hours per lead source to make an appointment. However, that does not give the recruiter or station commander as many different areas for personal development. Seeing it in this format is easy for a recruiter or leader to see that a recruiter that only averages two contacts per telephone contact hour may need some assistance in pre-call planning. Similarly, a recruiter that only averages one contact per hour may need assistance in lead generation skills. They do not necessarily need more hours of prospecting.

PLANNING

13-15 . Now that you have gone through the process and calculation of prospecting pre-work, you can address the lead-in question of how many hours of prospecting does it take to gain an appointment made. **Note:** Categories (Grad & Senior) can be combined or separated; prospecting methods (telephone, virtual, face-to-face) can be combined or separated. Using the computation results in the previous paragraphs; apply the following calculation to determine the number of hours of prospecting to gain one appointment:

- First, calculate the number of contacts it takes to make 1 AM (contacts divided by AM)
- Second, calculate the number of contacts Avg per hour (contacts divided by hours of prospecting)
- Third, calculate the number of prospecting hours to gain 1 AM (contacts for 1 AM/contacts Avg per hour)

Using the Grad Telephone results in Table 13-3, find out how many hours of prospecting by telephone to get one grad AM. (See the following example)

- $(80 \text{ contacts}/10 \text{ AM}) = 8 \text{ contacts for 1 AM or } 8:1$
- $(80 \text{ contacts}/20 \text{ hours}) = 4 \text{ contacts Avg. per hour or } 4:1$
- $(8 \text{ contacts}/4 \text{ contacts Avg. per hour}) = 2 \text{ hours of prospecting (Grad telephone)}$

SUMMARY

13-16. Determining the amount of hours required to gain an appointment made in A C A and C L A, provides the recruiter and leader with the ability to correctly plan for the assigned mission. This specific information also provides an expectation of time requirements to plan against the MAP. Remember that the results are detailed estimates of work hours to gain the appointment; the MAP conversion ratios, discussed in chapter 11, factor against these hours to determine the total number of hours required according to the assigned mission.

Appendix A

CODE	DEFINITION
79RPSH	79R Push
A2G	Active2Guard
ACE	Army Career Explorer
ADCH	Active Duty Chaplain
ADHQ	Advertising USAREC
ADL	Local Advertisement
ADNG	Advertising ARNG
ADNGOL	Advertising ARNG Offline
ADNL	Additional
ADSW	Active Duty Operation Service Reserve Component
ADVNG	Local Advertising
AG	Army Game
AIRT	AMEDD Internet Recruiting Team
AISP	AMEDD InterService Processor
AITI	Super Lead
ALUMNI	Former Unit Member
AND	National Advertisement
APLREF	Applicant Referral
ARRAP	Army Reserve - Recruiter Assistance Program
ARZCAN	Area/Zone Canvas
ASBAMU	ASB-Army Marksmanship Unit
ASBAV	ASB-Adventure Van
ASBCON	ASB-Conventions
ASBCV	ASB-Cinema Van
ASBGK	ASB-Golden Knights
ASBME	ASB-Mobile Exhibit Vehicle
ASBRO	ASB-Rockwall
ASP	AMEDD Sustainment Program
ATI	Arabic Translator/Interpreter
BDEASS	BDE Asset/Event
BLK	Ad Hoc Bulk Leads
BNASSE	BN Asset
BNTNG	BN Tng Event
CAND	Candidate
CBC	Career Builder.com
CCR	Cadet Command Referral
CD	Career Day
CE	COMMUNITY EVENT
CHRCTR	Chaplain Recruiter
CI	Call In
CLGLST	College List

CNV	Conventions
COI	Center Of Influence
COLOUT	College Stopout
CONF	Conference
CP	CLASS PRESENTATION
CTD	Call To Duty
CY	CYBER
CYA	CYBER AMEDD
CYBER	Cyber
CYC	CYBER CHAPLAIN
CYJ	CYBER - SOCIAL MEDIA
DAN	DMDC ARMY WITHOUT MSO
DAT	Dental Aptitude Test
DAY	DMDC ARMY WITH MSO
DCA	Direct Commissioning and Accessioning
DCN	DMDC COAST GUARD WITHOUT MSO
DCY	DMDC COAST GUARD WITH MSO
DEPREF	Future Soldier Referral
DFN	DMDC AIR FORCE WITHOUT MSO
DFY	DMDC AIR FORCE WITH MSO
DM	Direct Mail
DMDC	DMDC
DMN	DMDC MARINE CORPS WITHOUT MSO
DMY	DMDC MARINE CORPS WITH MSO
DNN	DMDC NAVY WITHOUT MSO
DNY	DMDC NAVY WITH MSO
DTPREF	Delayed Training Program Referral
EA	Endorsing Agent
EMAIL	Email
EMPO	EMPLOYMENT OFFICE
ESAR	Every Soldier A Recruiter
EXPRCNTST	Experience Contest
FB	FACEBOOK
FF	Face To Face
FS	FS.COM
FST	Future Soldier Trainer
FTFC	FACE TO FACE-Community
GCSALE	GC Sales
GE	General
GL	GRAD LIST
GPLUS	GOOGLE PLUS
GRAP	Guard Recruiter Assistance Program
HCV	Hospital/Clinic Visits

HQMRB	HQ MRB LIST
HRAP	Hometown Recruiter Assistance Program
HSLST	High School List
HSSE	HIGH SCHOOL SPORTING EVENT
HV	Hospital Visit
IET	IET Referral
INFOUS	Infousa Leads
INST	INSTAGRAM
IRCTR	iRecruiter
JF	JOB FAIR
JRAP	Joint Recruiting Advertisement Program
JROTC	JROTC REFERRAL
KIK	KIK
LNKDIN	LINKED IN
LOCCAM	Local Campaign
LPL	Licensed Professional List
LRC	Lead Refinement Center
M2G	Marine2Green
M2S	March 2 Success
MAIL	Mail
MAIOUT	Mail Out
MARS	Marketing Advertising Research Studies
MCAT	Medical Comprehension Aptitude Test
MIRS	MIRS
MONSTR	Monster.com
MR	Member Referral
MRT	Mrt
MTS	MARCH2SUCCESS
NGBR	NGB Referral
OAT	Optometry Aptitude Test
OTH	Other
OTHSRC	Other Source
PAL	Professional Association List
PL	Professional Listing
PS	Prior Service
PSN	DMDC NO SERVICE WITHOUT MSO
PSY	DMDC NO SERVICE WITH MSO
PTH	Path To Honor
RADIO	Radio AD
RARAP	Active Army - Recruiter Assistant Program
RCCH	Reserve Component Chaplain
RCTR	Recruiter
REFL	Referral

REQUES	REQUEST
REVENT	Recruiting Event
RG	Recruiter Generated
RGM	Recruiter Generated, Mobile
RIPL	Residency/Internship Program List
RLAP	Rapid Lead Assignment Program
RSPREF	RSP Referral
SASVAB	Student Armed Services Vocational Aptitude Battery
SCHLIS	School List
SEM	Seminary
SFLR	Special Recruiter Assistance Program
SINT	State Internet
SMART	SMART 1K Bonus
SMRTB	SMART Referral Bonus
SMRTWO	SMART Without Bonus
SNAP	SNAP Chat
SRAP	Soldier Recruiter Assistance Program
STPATH	Student Path Magazine Ad
SUNPOD	Sunrise Podcast Test (KC)
SV	School Visits
SVCREF	Service Referral
TAIR	Total Army Involvement In Recruiting
TAPAE	TAPDB-AE
TAPDBR	TAPDB-R
TD	Table Day
TEXT	Text
TGRP	Total Guard Recruiting Program
TVAD	TV AD
TWIT	TWITTER
UMR	Unit Member Referral
UMRLIS	Unit Member Referral List
UNTREF	Unit Referral
USAREF	USAREC Referral
UV	Unit Visit
VEC	Virtual Engagement Card
VIP	Very Important Person
VOTECH	Votech List
WI	Walk In
WWW	World Wide Web

Glossary

Section I - ACRONYMS AND ABBREVIATIONS

ACA	Attempt Contact Appointment Made
ACE	Army Continuing Education System
ACF	Army College Fund
ADOS-RC	Active Duty for Operational Support-Reserve Component
AIS	Automated Information System
BI Zone	G2 Market Intelligence Dashboard
CAR	Central Army Registry
CLA	Contact Lead Appointment Made
CPs	Community Partners
DANTES	Defense Activity for Non-Traditional Education Support
FSTP	Future Soldier Training Program
LZ	Leader Zone
NPS	Non-Prior Service
SORB	Special Operations Recruiting Battalion
TAIR	Total Army Involvement in Recruiting
RMZ	Report Management Zone
ROTC	Reserve Officers' Training Corps
RZ	Recruiter Zone

Section II Terms

Applicant

A prospect who has agreed to process for enlistment.

Area canvassing

An activity conducted in a public area within the station's area of operations, which involves the posting of the area and seeking new leads, CPs, and VIPs.

Community partner

A person or persons capable of directly or indirectly influencing people to seek more information about Army enlistment or commissioning opportunities; boost the Army's market access and credibility through referrals, testimonials, simply undervalued word-of-mouth, and third party endorsements.

Face-to-face prospecting

A prospecting activity where a recruiter attempts to make a face-to-face contact with a specific lead with the intent to schedule an Army interview.

Reflective listening

A communication strategy involving two key steps: seeking to understand a speaker's idea, and then offering the idea back to the speaker, to confirm the idea is understood correctly.

References

REQUIRED PUBLICATIONS

USAREC Manual 3-0 "Recruiting Operations", (dated 12 Jun 14)
USAREC Manual 3-30 "Recruiting Company Operations", (dated 19 Jun 14)
USAREC Manual 3-31 "Recruiting Station Operations", (dated 4 Mar 15) UR
601-210 "Enlistment and Accessions Processing" (dated 20 July 2018) UR
601-37 "Army Medical Recruiting Program", (dated 30 Jun 14)

RELATED PULICATIONS

USAREC Training Circular 5-03.3 Partnerships
USAREC Training Circular 5-01 Mission Command
USAREC Automated User Guides (IKROme Home/My Sites/Recruiting Functions/);
Prospecting: Recruiter Zone, Leader Zone and BI Zone
Mission Command: Report Management Zone

WEBSITES

IKROme Home – USAREC Intranet “My Apps”:
BI Zone (LZ), Report Management Zone (RMZ)
Recruiter Zone (RZ) Mission Accomplishment Plan (MAP)
Reports - IKROme Home – USAREC Intranet:
Leads and Prospecting Analysis (Report Management Zone)
Prospecting Analysis (Leader Zone) Recommended Websites –
Every Student Succeeds Act, 10 December 2015 -
<https://nche.ed.gov/every-student-succeeds-act/>
Unites States Army Central Army Registry (CAR) at
<https://rdl.train.army.mil/catalog/dashboard>

PRESCRIBED FORMS

None.

REFERENCED FORMS

DA Form 2028 (Recommended Changes to this Publication)
DD Form 2807-2 Medical Prescreen of Medical History Report
Recruiting Operation Plan (ROP) – (referenced in USAREC TC 5-01 Mission Command)

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