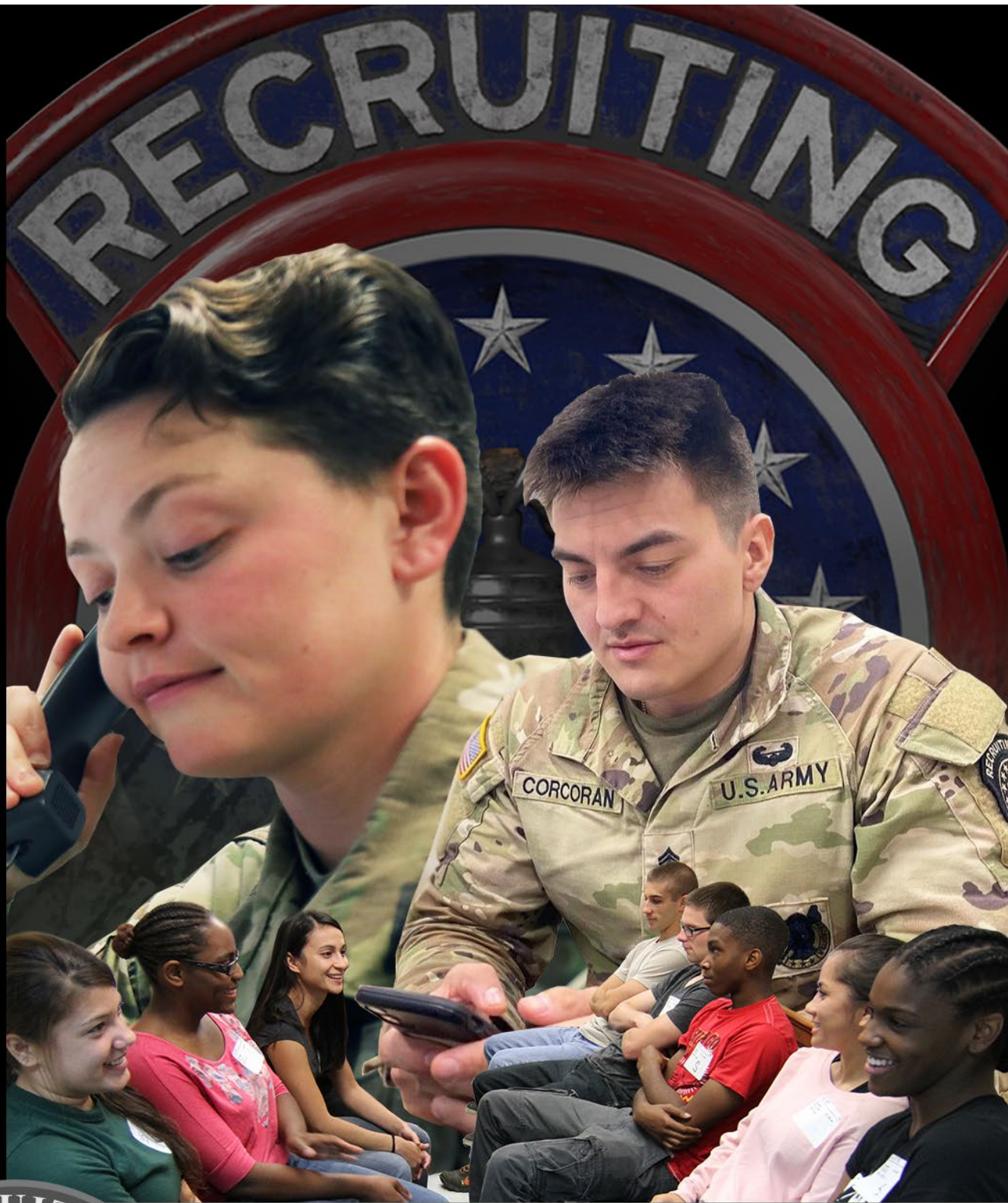


**USAREC TRAINING CIRCULAR 5-03.1
PROSPECTING, PROCESSING, AND ANALYSIS**



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PROSPECTING, PROCESSING, AND ANALYSIS**

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SUMMARY of CHANGE

USAREC Training Circular 5-03.1
Prospecting, Processing, and Analysis

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- milSuite update
- Updated probing questions in Chapter 7
- Updated Figure 7-1
- Updated The Doctrine Division mailing and email addresses.
- Removed DEI and related language.

This publication is available at the Army Publishing Directorate site (<https://armypubs.army.mil>) and the Central Army Registry Site (<https://atiam.train.army.mil/catalog/dashboard>).

Prospecting, Processing, and Analysis

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Preface

The United States Army Recruiting Command (USAREC) publication, USAREC Training Circular (UTC) 5-03.1, Prospecting, Processing, and Analysis, expands on the fundamental concepts and requirements introduced in USAREC Manuals (UM) 3-0, Recruiting Operations; 3-30, Recruiting Company Operations; 3-31, Recruiting Station Operations; 3-32, The Army Recruiter; and USAREC Regulations (UR) 601-210, Enlistment & Accessions Processing, and 601-37, Army Medical Recruiting Program. Concepts, tactics, and techniques in this UTC 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 UTC provides leaders, recruiters, and civilians with the common concepts and techniques to execute or support the task execution of prospecting, processing, and analysis. 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 UTC is a primary user manual for prospecting and analysis tactics, techniques, and procedures (TTPs) and processes. The UTC supports the concepts of operations in UMs 3-0, 3-30, 3-31, and requirements in URs 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) located at <https://rdl.train.army.mil/catalog/dashboard>.

APPLICABILITY

This manual applies to all members of USAREC, including enlisted (prior and non-prior service (NPS)), chaplain, healthcare, and Special Operations Recruiting Battalion (SORB) recruiters. Although there are differences between these recruiting organizations, the basics of prospecting, processing, and analysis are similar in methodology. This UTC supports all the critical individual recruiting tasks relating to the content of this manual, and they are accessible through the CAR.

ADMINISTRATIVE INFORMATION

The proponent for this publication is the Doctrine Division, G-3/5/7, Headquarters, United States Army Recruiting Command. Send comments and recommendations on Department of the Army (DA) Form 2028, Recommended Changes to Publications and Blank Forms (Jun 2018), to HQ USAREC, ATTN: Doctrine Division, 1307 Third Avenue, Fort Knox, KY 40121, or by email to usarmy.knox.usarec.list.doctrine@army.mil.

Chapter 1

The Recruiting Funnel

INTRODUCTION

1-1. The recruiting funnel is a visual depiction of the recruiting process step-by-step. Recruiters must understand each stage in the process to successfully take a lead through to contract. The funnel describes the actual conversion of prospects into enlistments and includes a conversion ratio benchmark at each stage, creating the funneling effect. Prospects are fed into the top of the funnel and converted enlistments drop out at the bottom. The goal is to keep the recruiting funnel full so enlistments can flow through. Effective funnel management reflects your ability to consistently identify the right opportunities and to understand the true needs of your prospects.



Figure 1-1. The Recruiting Funnel

NON-PRIOR SERVICE RECRUITING FUNNEL

1-2. Marketing, leads generation, and prospecting start the recruiting process above the top of the recruiting funnel. Figure 1-1 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 down or step 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 direct corrective action to improve recruiter performance.

1-3. The traditional recruiting funnel outlines each step of the recruiting process:

- **Appointments Required to Appointments Made:** Recruiters use various methods of prospecting to set appointments with leads.
- **Appointments Made to Appointments Conducted:** The recruiter meets with a prospect and conducts an Army Interview.
- **Appointments Conducted to Test:** The prospect consents to continuing the process of joining the Army and prepares to take the Armed Services Vocational Aptitude Battery (ASVAB). Pre-test screening happens now. Questions for medical and moral qualification are asked and, if needed, waivers are sought.
- **Test to Test Pass:** The prospect passes the test and is now an applicant.
- **Test Pass to Floor:** The applicant goes to the Military Entrance Processing Station (MEPS).
- **Floor to Contract:** The applicant passes through the MEPS and signs a contract to enlist in the Army.



Figure 1-2. Prospecting and Processing Benchmarks

1-4. The transition between each step is called a **chokepoint**. Chokepoints offer the possibility for stoppage between processing steps. When the activity in one step 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. Identifying chokepoints and executing needs-based training, coupled with consistent daily prospecting and follow-up of potential applicants, creates an even flow of prospects through the funnel. We'll discuss chokepoints more in depth in Chapter 10, Mission Accomplishment Plan (MAP) Theory and Analysis.

1-5. The funnel also comes into play when determining what the recruiters' and station's actual performance should be, compared to 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 could resolve with proper training. Inability to achieve USAREC benchmarks is due, in part, to ineffective leadership and training. We'll discuss benchmarks and their application to recruiting activity data as tracked in a MAP in Chapter 10, Mission Accomplishment Plan (MAP) Theory and Analysis.

1-6. For benchmarks, USAREC has determined that out of 100 appointments:

- 75% of Appointments Made should be conducted.
- 36% of Appointments Conducted should Test.
- 50% of those testing should Pass.
- 83% of those passing the test should Floor (process at the MEPS).
- 90% of those who Floor should Contract (enlist).

EFFECTS OF SOCIAL MEDIA ON THE RECRUITING FUNNEL

1-7. In traditional recruiting, marketing has been responsible for drawing leads into the funnel, then the art of recruiting would take over. That no longer works in today's digital environment. Now, recruiters are responsible for guiding those leads through the funnel until the intent to commit is clear.

1-8. A recruiter spends a significant amount of time establishing rapport and explaining the process of enlisting into the Army through digital platforms. Marketing no longer stops at the top of the funnel but continues throughout the enlistment process to ensure the Future Soldier becomes an evangelist of the Army.

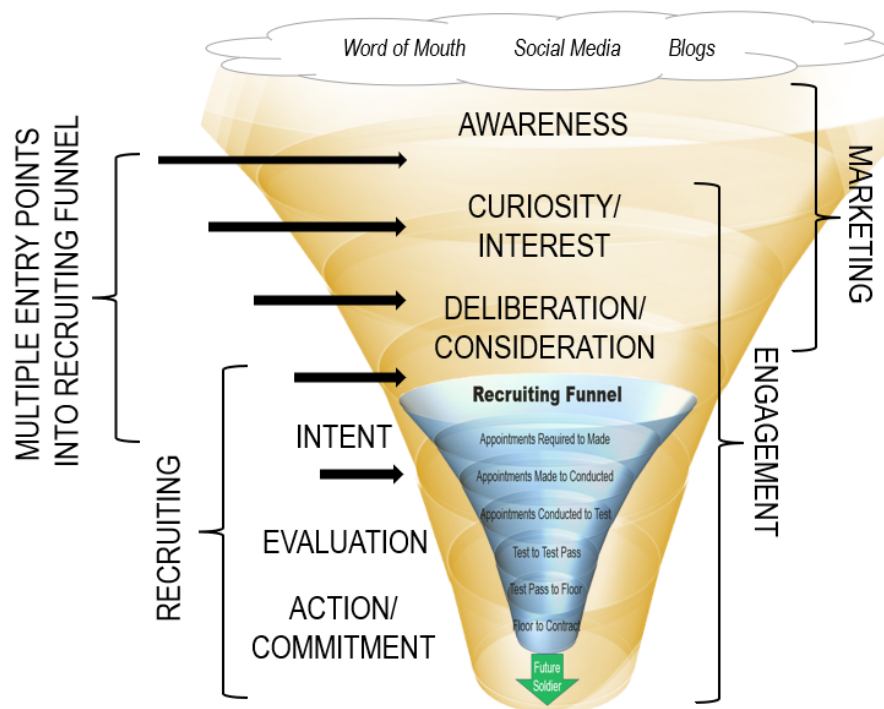


Figure 1-3. Effects of Social Media on the Recruiting Funnel

1-9. Virtual prospecting adds at least three phases a potential recruit encounters before entering the top of the traditional recruiting funnel. Figure 1-3 illustrates the dimension above the funnel and the interaction among marketing, engagement, and recruiting as follows:

- **Awareness** is the phase where a potential recruit sees or receives a message about the Army. There is no way to count the number of qualified potential recruits who see information about the Army on social media sites or through an email campaign, but of those reached, some move into the next phase of the added dimension.
- **Curiosity/Interest** is the phase that potential new recruits enter as they respond to an ad, a direct message, a social media post, or other lead-generating activity that has piqued their interest.
- **Deliberation/Consideration** comes into play as the recruiter engages the potential recruit and they start communicating about the topic that piqued interest. During this phase, the potential recruit enters the traditional funnel as a lead.

1-10. It is important to understand this area above the funnel because virtual prospecting and especially social media have moved the ability to affect this added dimension to the recruiting station level. In the past, national advertising and marketing campaigns provided the same effect above the funnel: Potential recruits became aware of the Army because of a television ad or radio spot and entered the first of those three phases above the traditional funnel. Macro-level marketing still exists, but now commanders, station commanders, and recruiters can affect the area above the funnel.

1-11. 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 funnel. Now, because virtual prospecting increases a recruiter's reach, commanders and station commanders can direct shaping operations that affect the dimension above the recruiting funnel.

IN-SERVICE RECRUITING FUNNEL

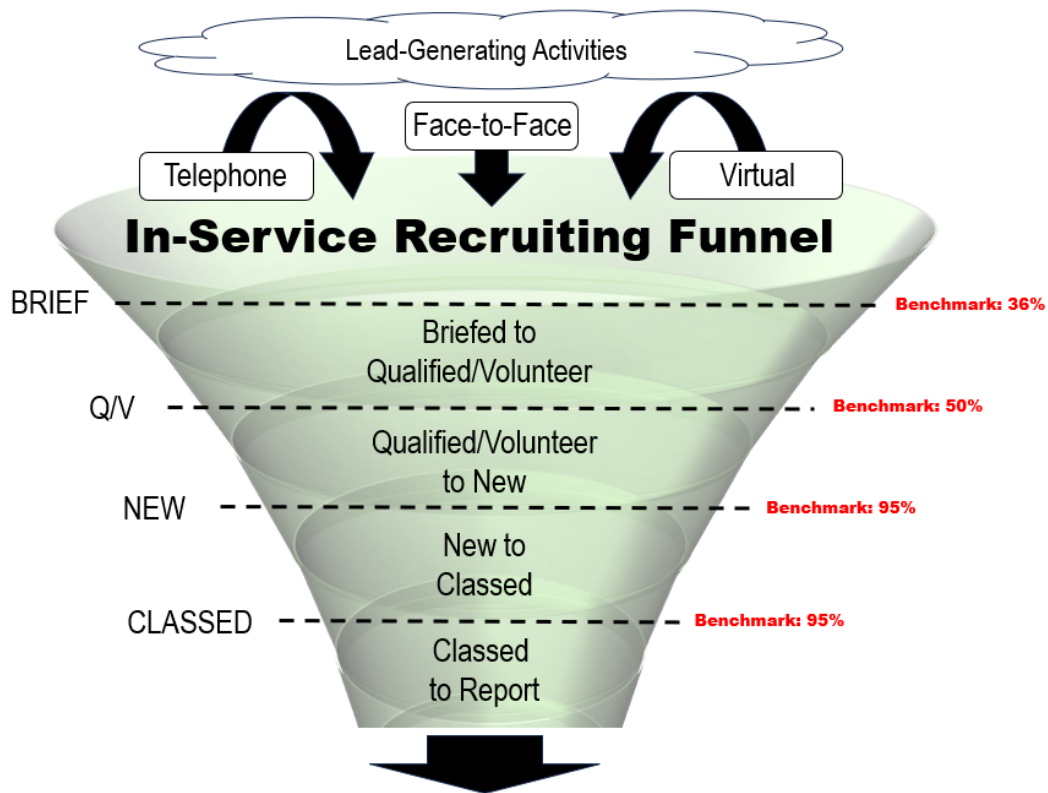


Figure 1-4. The In-Service Recruiting Funnel

1-12. The stages of the in-service recruiting funnel proceed in much the same manner as the NPS funnel, with some differences in terminology and steps to allow for the fact that the Soldier being recruited is already in-service.

1-13. For chaplain, healthcare, and SORB recruiters, refer to the applicable USAREC Techniques Publication (UTP) for more information: 3-10.3, Special Operations and In-Service Recruiting; 3-10.5, Medical Recruiting; or 3-10.6, Chaplain Recruiting.

ANALYZING THE FUNNEL

1-14. Recruiters should constantly be assessing their funnel to ensure they are providing the best possible red carpet treatment for each prospect. To assist the recruiter, station commanders must give recruiters direction by assessing the entire recruiting process, possible hurdles that obstruct the process, and the recruiter's learned abilities to interview a prospect and process an applicant. The art of doing this is also a learned process because it must allow the recruiter time to reengage their current prospects and applicants while loading new people who agree to process at the top of the funnel.

1-15. For example: Recruiter A had a high percentage in contact to Appointments Made (82%), Appointments Made to Appointments Conducted (93%), Appointments Conducted to Test (73%), with 80% test Pass. But he only floored 42% of his test passed applicants. This analysis combined with personal observation showed that he was really good at talking with leads and making appointments but weak with conducting the Army Interview. The station commander could visualize and address that weakness to clear that chokepoint in the recruiter's funnel and improve performance.

1-16. In general, 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 is 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. We'll discuss the timing of funnel movement and possible obstacles in Chapter 9, Processing, and Chapter 10, Mission Accomplishment Plan (MAP) Theory and Analysis.

1-17. Level of experience and abilities to unclog the funnel will determine who can manage the intricacies of the processes and trigger progress to the next step. Additionally, knowing when to cut the process and accepting a disinterested person will never progress is just as important and eliminates a time-consuming process that takes valuable time that can be spent on people that want to progress and just need additional devoted time and effort.

1-18. Part of the assessment and analysis must involve a set process to conduct an after-action review (AAR) following every interview and the proper documentation of those results. The AAR should include at least one other person, preferably more, and as a result, a plan of action for subsequent engagements, this is setting up a processing timeline which is individualized for each applicant. The processing timeline sets goals that the recruiter, station commander, and subsequent leaders can use in planning future enlistments.

SUMMARY

1-19. Understanding the stages of the recruiting funnel and their purposes will help you navigate the recruiting process from lead generation all the way through to contract. It will also help you when it is time to create a MAP, track your progress through each stage, and analyze your activity for opportunities for improvement.

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, all enlisted, chaplain, healthcare, 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. Recruiters generate leads and manage them through the digital platform Recruiter Zone found through IKRome, USAREC’s Intranet, at <https://ikrome.usaac.army.mil/web/usarec> (CAC required), under My Apps in the top toolbar. That’s where you will track all work progress, including developing new leads, inputting new lists, and prospecting provided lists and “hot leads”—leads that have been reviewed and prequalified through other sources, such as the GoArmy Contact Center. We’ll discuss prospecting in general in Chapter 3, Prospecting.

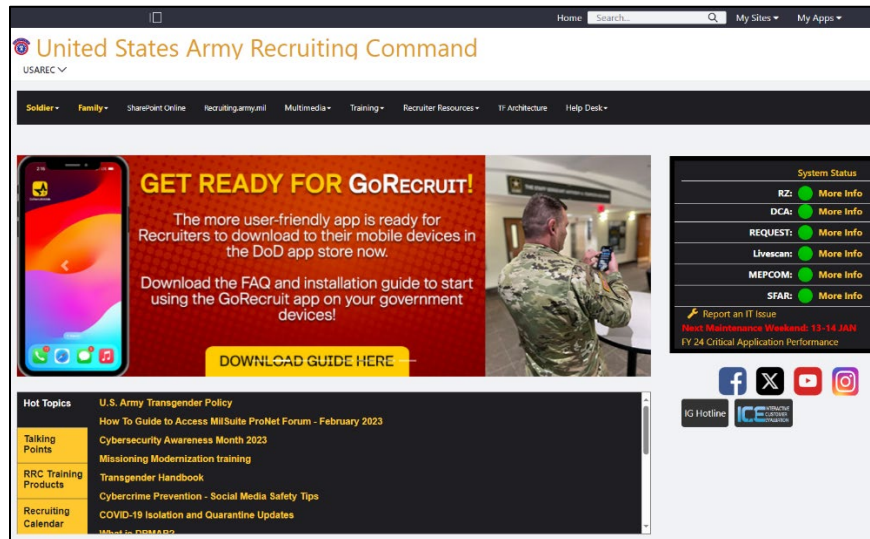


Figure 2-1. IKRome Home Page

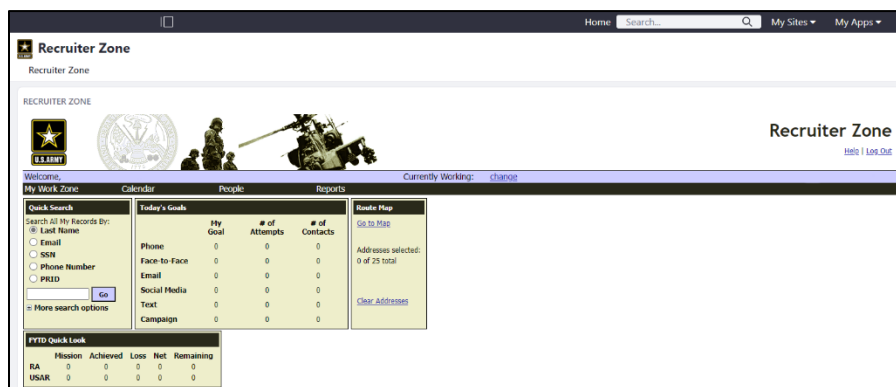


Figure 2-2. Recruiter Zone

LEAD GENERATION ACTIVITIES

MARKETING

2-3. Marketing affects the area above the top of the recruiting funnel by generating awareness and creating leads. Army marketing operations are conducted using the Enterprise Marketing Management (EMM) system, which is owned by the Army Enterprise Marketing Office (AEMO). EMM integrates and tracks operations from national campaigns to local tactics. Most marketing outreach efforts are coordinated at brigade and battalion levels. Recruiters primarily use the EMM Connect app for electronic leads collection or EMM Portal to create marketing activities and request Marketing Activity Codes (MAC) to track leads associated with those activities. Access EMM and EMM Portal through IKROME in the My Apps menu. Brigade and battalion personnel have expanded access to EMM functionality, including but not limited to

- Activity management for full tracking of marketing events
- Leads collection and processing
- Capability to request national assets to support marketing activities
- Local ad placement
- Branded materials requests
- Email campaigns

LEADS LISTS

2-4. Some leads come to recruiters through advertising and marketing efforts from national to local level. EMM provides functionality for leads collection and processing, and it connects to Recruiter Zone through the Army Recruiting Information Support System (ARISS). This gives recruiters access to lists of leads generated from events, broadcast/print/online/email advertising, goarmy.com electronic business reply cards (eBRC), and more.

2-5. The SORB generally receives leads lists from U.S. Army Human Resources Command (HRC) for individuals who meet certain criteria. These leads come through EMM—SORB uses EMM for leads management and packet processing. SORB recruiters also obtain leads through service schools and relationships developed with various units. Refer to UTP 3-10.3, Special Operations and In-Service Recruiting, for more information.

2-6. Healthcare recruiters obtain leads through medical schools, hospitals, and other networking entities. Refer to UTP 3-10.5, Medical Recruiting, for more information.

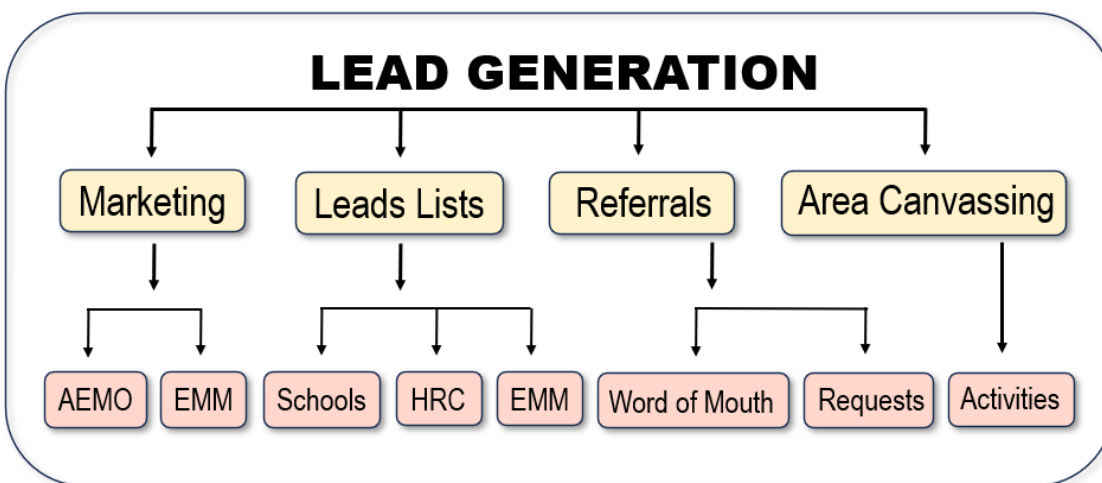


Figure 2-3. Lead Generation Activities

2-7. It is best 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 Dec 2015)—See <https://www.ed.gov/essa?src%3Drm> for specifics—but if they do not, recruiters may have to use a little creativity. Consider, for example, contacting the companies that produce senior photos or class rings. Team members should task Future Soldiers to review school yearbooks and get phone numbers and email addresses for their classmates. This kind of information gathering can establish contact with an otherwise hard-to-find lead. Future Soldiers and community partners (CP) can be very helpful filling the gaps in your lead lists.

REFERRALS

2-8. Getting referrals demonstrates the power of the station's external network. The contact to contract ratio for referrals is generally low, meaning it is a very efficient lead source. Referrals convert to enlistments much more frequently than leads from any other source. 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 center of influence—an individual or group that can influence or impact recruiting operations—refers someone to you, 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. Refer to UTC 5-03.3, Partnerships, for discussion of advocating in support of the mission through centers of Influence.

2-9. Although a referral has the highest probability of becoming an enlistment, very few recruiters actually get very many quality referrals. Referrals do not just appear.

- **Ask for referrals:** The majority of recruiters simply never ask or forget to ask. Get out into the community and make a direct request for them. Ask more than once: When in doubt that you already asked, ask again. Give your Future Soldiers a monthly referral mission and explain how referrals can lead to promotion.
- **Let them know who is a good referral:** Don't assume a Future Soldier, CP, or community partner advocate—an individual or group willing to directly support, lead, and/or advocate Army service—knows what a good referral is. These people are not in the Army and do not know the credentials you're looking for. You have to let them know exactly the type of person you need, and an example is easiest.
- **Help them:** Make some suggestions about people they might know: high school juniors or seniors, recent graduates not in college, athletes, etc. If you give them an idea, a name may come to mind.
- **Give them time to think:** Don't ask for referrals and stand there waiting for answer. They need time to think, and 10 to 15 seconds on the spot won't cut it. Ask and then let them know exactly when you'll be in touch to get the referrals.
- **Get introduced:** When possible, get introduced to the prospect through an introductory email, phone call, or face-to-face meeting. Actively prospecting face-to-face is always more effective than phone calls.

AREA CANVASSING

2-10. 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 operation (AO). We define area canvassing as an activity in a public area, within the recruiting AO, which involves the posting of recruiting information in the community and openly seeking new leads, CPs, and advocates. 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 time efficient.

2-11. **Note: Area canvassing is not prospecting.** Area canvassing means making fresh, public contact with new people in your AO to develop leads. Prospecting is the act of contacting an already identified lead with the intention of scheduling an Army Interview. These activities can be performed simultaneously. We will learn about prospecting and various methods of performing it in Chapters 3, 4, 5, and 6.

2-12. 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 advocates. It enables you to identify high traffic areas and hot spots (places where people hang out). For example, all recruiters should attend high school athletic events; they should visit strip malls, shopping centers, hangouts, and restaurants. You can also use canvassing activities to target strategic locations for free advertising, such as posters and **recruiting publicity items (RPI)**—advertising and informational media such as business cards, post cards, flyers, brochures, or posters and branded giveaways such as T-shirts, cups, keychains, and lanyards.

2-13. In general, recruiters are more likely to find an enlistment by meeting people face-to-face than by talking on the phone. Area canvassing can be one of the most enjoyable of all recruiting tasks. It is looking around in your area and meeting people. It means building a relationship. Talk to people—anyone who listens—young or old, male or female, working or unemployed, it does not matter. 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. Develop a technique you can use to break the ice with people in your market that 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. U.S. Army Reserve (USAR) centers and Army National Guard (ARNG) armories are always a good source of leads—use in-service Soldiers and members of the Guard as force multipliers for your recruiting reach. 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.

2-14. Area canvassing can be very time-consuming, so you must have a solid and predictable plan. Remember, area canvassing is a lead generating and shaping activity, not a direct prospecting method. Recruiters should incorporate area canvassing into their plan in conjunction with other activities rather than as a sole event. It is an action the recruiter conducts en route 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 an in-progress review (IPR). Knowing the habits of people in the market assists the team in its efforts.

2-15. Networking is the most effective method of securing workable referrals. After establishing a CP/advocate 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.

- 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.
- In time, your contacts will grow to trust you. You will come to mind when situations arise concerning employment, money for college, and 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 you call. Furthermore, your contacts provide names of other influencers outside your network who may also be helpful.
- Surprisingly, the more you involve yourself outside the recruiting station, the more successful you become. The average recruiter spends less than five 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.

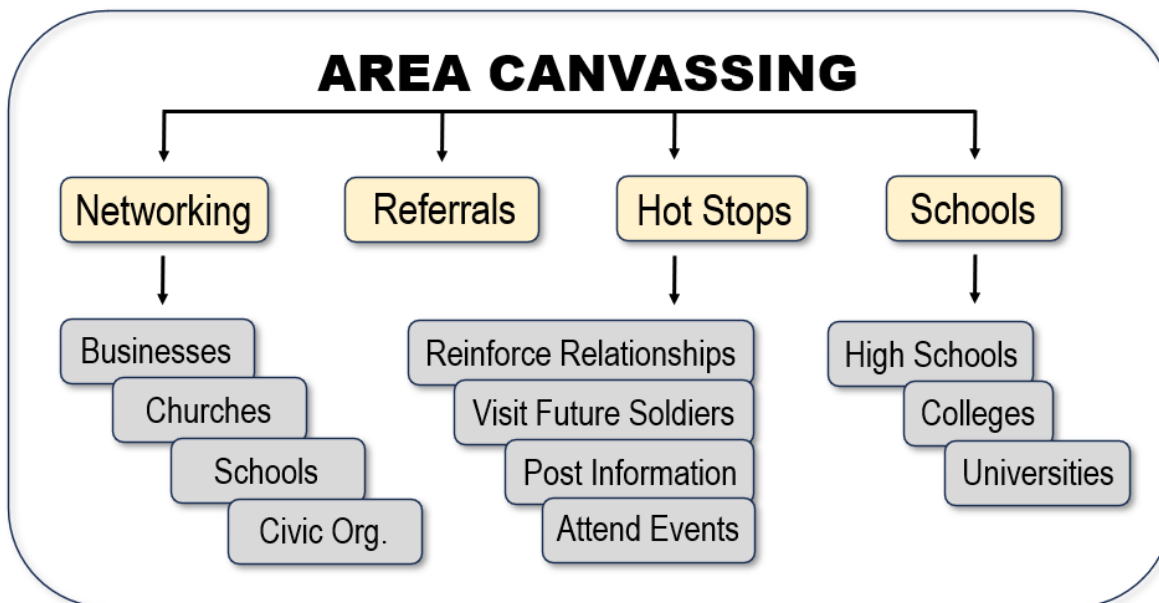


Figure 2-4. Area Canvassing

2-16. Other CP/advocate referrals:

- Identify potential CP/advocate referrals when canvassing. Some examples are:
 - City and county politicians
 - Local employers (large and small)
 - Local clergy members
 - Civic and fraternal organizations
 - USAR/ARNG leaders
 - City and county government officials
- Make a plan to contact all of them to introduce yourself and explain what today's Army has to offer.
- When possible, obtain blueprint information before your first face-to-face contact. Secretaries can be a big help in this regard.
- 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.
- 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.
- Use the Transition Assistance Program (TAP) and Partnership for Your Success (PaYS) as a door opener with business and industry.
- As you work through the list of CPs/advocates, you begin to build a reputation of trust in your community.
- This process may not result in immediate referrals. Do not become discouraged. Credibility in a community takes time to develop.
- Update CP/advocate on the status of their referrals to encourage more cooperation. Did they enlist? What did they get? When do they ship?

2-17. Clergy members:

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

HOT STOPS

2-18. Hot stops are valuable in order to solicit referrals, reinforce relationships with CPs/advocates, follow-up on Future Soldiers, post Army information in the area, attend community events, follow-up on prospects and applicants, and make new appointments.

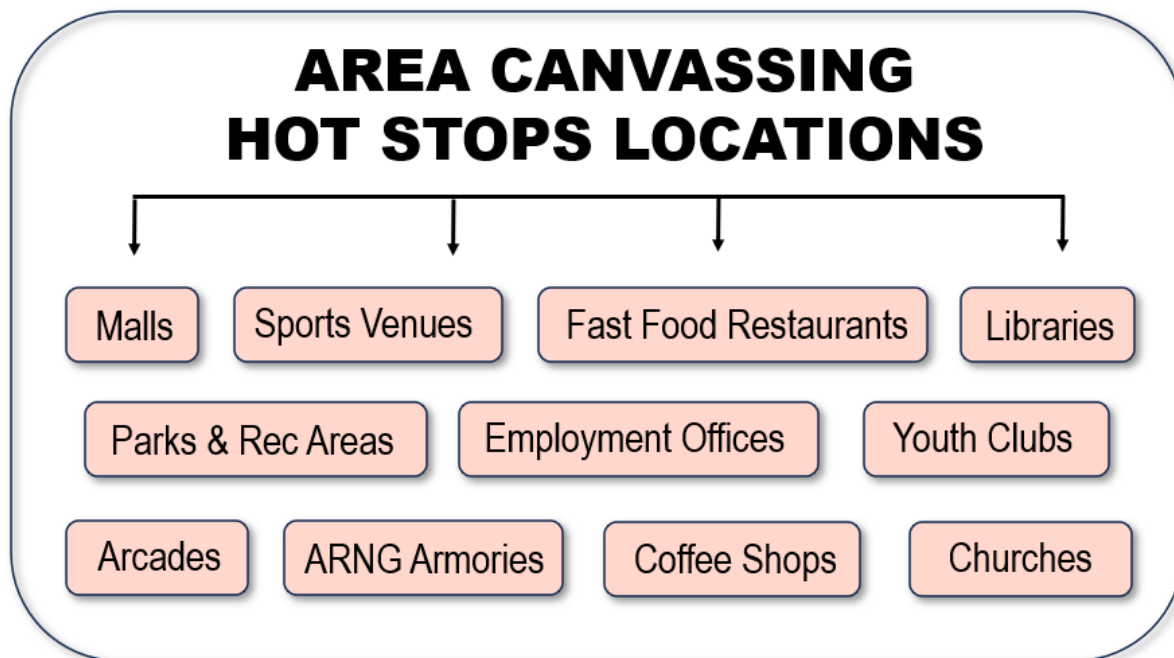


Figure 2-5. Area Canvassing Hot Stops Locations

2-19. Finding new leads at hot stops:

- Go where the market is: any place your market works, plays, or relaxes. Figure 2-5 shows examples of hot stops. This is not an all-inclusive list. Find out when individuals within your target market show up and where they hang out, such as:
 - Malls and commercial areas
 - Parks, beaches, and recreational areas
 - Libraries
 - Sports centers and tracks
 - Arcades
 - Employment offices and civic centers
 - Churches, activity centers, youth clubs
 - Fast food restaurants, pizza parlors, coffee shops
 - USAR/ARNG centers/armories
 - Gas stations, car washes, mini-marts
- Talk to everyone. Anyone, qualified or not qualified to join, can be useful as a CP. Canvassing is more enjoyable when you talk to many people.
- Use one-liners to start conversations:
 - “Excuse me, do you know what time it is?”
 - “I am trying to find #12 Euclid Street; do you know where it is?”
 - “That is a great looking car you have, where can I get one?”
 - “Could you use \$30,000?”
 - “Know anybody who wants to join the Army?”
 - “When are you going to join the Army?”

- “Know anybody that needs a good job?”
- “We have some law enforcement vacancies; know anybody who might be interested?”
- “When was the last time you talked to a recruiter?”
- “We’ve got some Ranger vacancies, can you handle it?”
- “Know anybody interested in an Aviation career?”
- “Know anybody interested in an electronics or engineering career?”
- “Why aren’t you in the Army?”
- Sample ideas for creating hot stops:
 - Arrange to set up a display in a conspicuous area during high-traffic periods. Borrow a TOW or Stinger from local USAR/ARNG center.
 - Buy small amounts of gas for your government vehicle at different stations and at different times of the day.
 - Look for attendants doing homework or studying between customers.
 - 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.
 - Go to fast food restaurants during non-peak hours when employees have more time to talk without upsetting management.
 - Visit the civic center or state building. Normally there are people standing around waiting for someone or something. Start a conversation.
 - Use “How do you like your job?” as a way to begin a conversation with clerks and cashiers.
- Identify those in occupations likely to be receptive to the Army message. The following workers have the highest rates of turnover:
 - Fast food
 - Shoe salesperson
 - Hotel clerk
 - Supermarket stocker/bagger
 - Video arcade attendant
 - Kitchen worker
 - News vendor
 - Sales clerk
 - Library clerk
 - Receptionist
 - Baker
 - Mailroom clerk
 - Cashier
 - File clerk
 - Gas station attendant
 - Reservation agent

2-20. To review your area canvassing efforts, ask yourself these questions about your area as a self-AAR:

- Do you understand how to develop and sustain a network?
- Do you have a working network?
- What interest-creating approaches are you using when contacting CP/advocate?
- What one-liners do you use to approach potential prospects?
- What locations do you canvass? How often?
- Are clergy part of your CP/advocate network?
- What civic organizations do you visit?
- How many businesses do you visit?
- How many PaYS organizations do you have?
- How many presentations to civic groups do you conduct each month, quarter, or year?

2-21. Station-level area canvassing operations require planning. The following TTP provides useful tactics and techniques that work to achieve the primary objective of prospecting through area canvassing: Make an appointment. The station commander is responsible for ensuring their recruiters conduct sufficient activities

to meet or exceed station MAP requirements that support company MAP requirements. You should use and adapt portions of the following TTP that support your unique recruiting environment and current situation.

TTP – Area Canvassing

Operation: Decisive

Tactic: Area canvassing

Technique: The station commander directs area canvassing 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, canvassing 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.

Procedures: The station commander's responsibilities to enable face-to-face prospecting while area canvassing are to:

- Identify high-traffic areas and the best times for area canvassing within each recruiter zone.
- Direct specific recruiters to block off hours to devote to area canvassing and direct recruiters into those areas.
- Devote an entire station to canvassing 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 canvassing plan to facilitate face-to-face prospecting.
- Check local advertising to determine upcoming events that may serve to attract target-aged leads and incorporate those events into the station's canvassing plan.
- Encourage recruiters to make maximum use of active duty for special work (reservists), hometown recruiter aids, and Future Soldiers in support of area canvassing.
- Conduct AARs.

2-22. The Area Canvassing TTP provides several ways to enhance the lead generating activities of the station. The three important takeaways from this TTP are (1) the need to develop a canvassing/prospecting plan that meets or exceeds MAP requirements, (2) directing activities in accordance with those plans, and (3) enforcing performance standards.

SCHOOLS AND COLLEGES

2-23. **The most important location for recruiters is high schools.** The recruiter's primary purpose during school visits should always be to contact students and schedule Army Interviews. 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). UR 350-13, School Recruiting Programs, establishes policy, guidance, and procedures for developing, implementing, and maintaining an effective SRP. This is the foundation for achieving the senior market mission and sets the conditions for future operations when the senior market becomes the grad market.

2-24. The following TTP on establishing a school recruiting plan provides useful tactics for enlisted, chaplain, and healthcare 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 will work in your operational environment, and you may have developed some of your own based on the situation within your AO.

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 percentage 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 the level of attention each school receives with guidance and approval of the company commander.
- Establish Future Soldier goals for each school based on historical data and the attention each school receives.
- 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 drilling Army reservists, Army veterans, drilling ARNG members, and former sister service members.
- Oversee establishment of new friendly forces on campus by implementing a relationship-building campaign.
- Target favorite teachers identified through prospecting, establish an open dialogue, and offer assistance.

TTP – Establish School Recruiting Program (SRP) Plan, cont.

- 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 Soldiers (if available), reservists, Army veterans, Mission Support Battalion assets, Total Army Involvement in Recruiting (TAIR) assets, other recruiters and staff, etc. Note: A 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, acting as sports assistants or chaperones, or coordinating 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 students (revenue) to enlistment.
- 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.

2-25. The Establish School Recruiting Program (SRP) Plan TTP 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 provide the largest percentage of SORB leads.

2-26. Examples of high school lead-generating activities (most examples for canvassing in high schools are also applicable at colleges):

- Use high school cafeteria displays.
- Maintain a professional relationship with counselors and conduct updates.
- Conduct educator luncheon(s).
- Identify and contact prior service and Junior Reserve Officers' Training Corps (JROTC) faculty.
- Promote the ASVAB and JROTC programs.
- Identify and contact athletic staff.
- Attend athletic events.

2-27. High school cafeteria:

- 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.
- Use a table to arrange RPIs, stay-in-school information, a digital display.
- Show multimedia emphasizing Army adventure, particularly those with music. Young people respond favorably to a video medium.
- Mingle. Pass out business cards. Use one-liners. Smile.
- 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.

- 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.

2-28. Counselors:

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

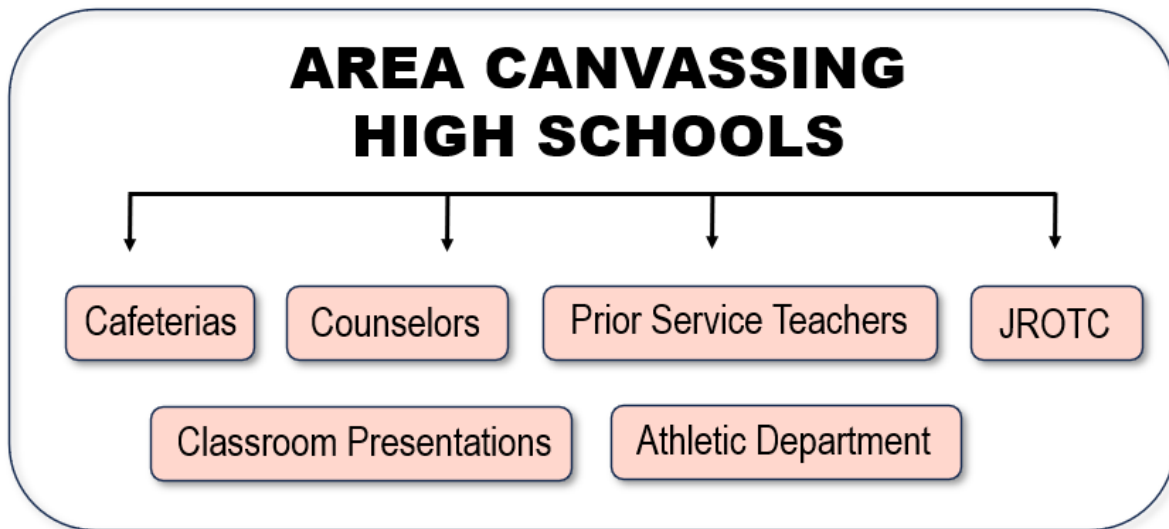


Figure 2-6. Area Canvassing in High Schools

2-29. Prior service faculty:

- Prior service 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.
- 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, cost of living adjustments, etc. Familiarize yourself accordingly.
- Without jeopardizing rapport, eventually arrange for appropriate classroom presentations, exhibits, and other awareness events.

2-30. JROTC staff:

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

2-31. Athletic staff:

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

2-32. Faculty/professors:

- 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”.)
- 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.
- The intent is to meet the teacher/professor and begin nurturing a relationship with a later goal of getting class presentations and referrals.

2-33. Examples of college lead-generating activities:

- The Registrar’s office for information about enrollment, costs, and stop-out rates. Request stop-out lists.
- Get to know the VA representative. Determine if prior service students hold key student body positions. Find out where the veterans club meets.
- Staff and faculty of the Army Reserve Officers’ Training Corps (ROTC) department can provide you with directory information and leads. Become active in Army Senior Reserve Officers’ Training Corps (SROTC) functions. Attend SROTC balls, events, etc.

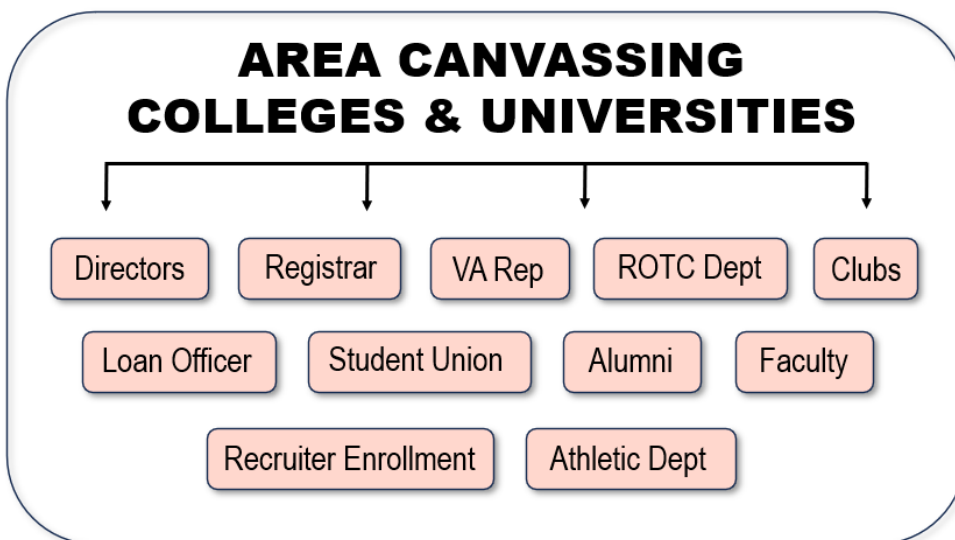


Figure 2-7. Area Canvassing at Colleges and Universities

- Visit loan officers. Explain the Loan Repayment Program. Solicit information about the default rate. Offer help in interviewing students needing financial aid.
- 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.
- 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.
- Identify alumni programs to develop relationships that expand the penetration of the university.
- Identify clubs that you can penetrate to open presentation opportunities, provide intelligence, and gain referrals.
- Look for slow walkers; they probably are between classes or have time on their hands.

- 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.
- Visit the student union; post on bulletin boards with tuition reimbursement and loan repayment information on a 3 x 5 card.
- Wear the appropriate uniform.
- Enroll. Attend class in uniform. Gain exposure, knowledge, and referrals.

2-34. 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 will work in your operational environment, and you may have developed some of your own based on the situation within your AO.

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, or 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 Future Soldier Training Program (FSTP) members that attend the school and remind them of scheduled visit. Then, the recruiter leads the FSTP participant into bringing a friend.
- Conduct an informal AAR while reviewing the school folder after a visit.
- Ensure all recruiters are aware of the school's visitation requirements to develop situational awareness in advance of recruiter absence.
- Ensure all recruiters visit the schools.
- The station commander may want to take advantage of different attributes to assign recruiters of a different Military Occupational Specialty (MOS), sex, geographic background, language skills, etc., to potentially engage students who have previously not approached other recruiters.

2-35. The Determine School Visit Schedules TTP provides guidance on who, what, when, where, and how to schedule school visits that contribute to establishing and maintaining a presence in high schools, colleges, and universities. SORB recruiters should use this TTP to determine schedules for locations that provide the largest percentage of SORB leads.

CLASSROOM PRESENTATIONS

2-36. Conduct classroom presentations:

- Conduct pre- and post-ASVAB presentations.
- Conduct classroom video presentations.
- Conduct class on military-related subjects.
- Tell the Army Story (when subject-appropriate)

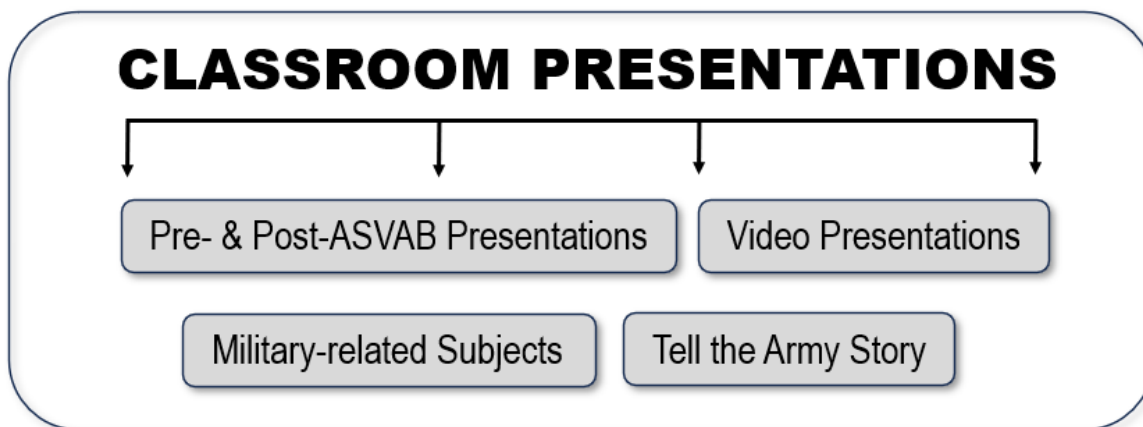


Figure 2-8. Classroom Presentations

2-37. Adapt classroom presentation to other classes by merely substituting the skill or knowledge area. Examples of school classes:

- Preface your presentation by explaining that your purpose is not to recruit, but to present language (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).
- 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?”
- Learn the school’s video presentation capabilities and adjust accordingly.

| 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 2-1. School and Army Class Correlation

2-38. Stand-up lectures and military subject classes:

- 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.
- Suggested Topics:
 - 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 a compass. Show students how to plot six- and eight-digit coordinates. Use coordinates to the high school and the recruiting station as examples.
 - Cold weather injuries (schedule in the fall). Types, prevention, and treatment.
 - Hot weather injuries (schedule in the spring). Types, prevention, and treatment are good classes for the athletic department.
 - First aid. Offer cardiopulmonary resuscitation (CPR), stop the bleeding, and identification and treatment of poisonous plants and animals training.
 - Alternate methods of financing a college education using Defense Activity for Non-Traditional Education Support (DANTES), Army Continuing Education System, Army College Fund (ACF), ROTC, West Point, Prep Academy, etc.
 - The military as a career option (work/experience class)
- How to prepare for a verbal presentation:
 - Analyze the audience, age, interests, sex, etc.
 - Develop your presentation around three or four main points.
 - Have a strong, interesting opening statement that grabs your audience's interest and attention.
 - Have a call to action after your presentation, i.e., "Please mark your interest areas on the cards in your folders."
 - Wear your Army Service Uniform and look sharp.
 - Prepare your presentation carefully. Rehearse it several times.
 - Make sure you have appropriate supporting RPIs.
- Execution:
 - Use understandable words and vocabulary.
 - Your message is verbal and nonverbal. Stand comfortably, but do not slouch, pace, or turn your back to the class.
 - Maintain eye contact. Glance front to back and side to side, holding eye contact for two to three seconds with each person.
 - Avoid "machinegun" delivery. Keep your speech at a speed that the audience can understand, but not too slow.
 - Be forceful when you talk, but do not shout. Use volume and inflection to highlight important points.
 - Smile frequently, particularly if you are nervous. It helps to get the audience on your side.
 - You must sincerely believe in your subject and its value.

- If possible, use humor. Humor shows you are relaxed and confident.
- Know your subject and speech cold! Nothing substitutes for complete subject knowledge.
- Be prepared to answer questions.
- Be tactful with hecklers. Keep the presentation interesting and moving fast.
- Do not exceed the allotted time for your presentation.
- The secret is practice, practice, practice!

2-39. School ASVAB presentations:

- Gain valuable classroom time by offering to introduce the 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 other standardized tests.
- Arrange to be present when the school provides post-ASVAB interpretations. If possible, conduct post-ASVAB interpretations yourself.
- Although you may not actively recruit during this process, you can gauge student interest in joining the Army.

2-40. 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 school programs represent the preponderance of lead sources, they in no way represent the entire market.

Why: Stations maintain school lists for a three-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 school 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 school 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 college stop-out lists that provide information about people who do not return to school. 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. The ASVAB is the most widely used vocational aptitude test in the country. Promote mandatory testing and target the junior and senior class results.
- 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 RPI (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 (MSB) assets (such as simulators) 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.
- 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 who 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 benefit of securing temporary employment for Future Soldiers.
- Establish professional ties with USAR, ARNG, and active duty units within the station's boundary to garner lead information and other support.

2-41. The Lead Generation TTP provides 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 enlisted, chaplain, healthcare, or SORB recruiter, lead generation is vital to your success. This TTP is a starting point for you to build on.

LEAD REFINEMENT AND MANAGEMENT

2-42. Lead refinement and management is a critical step at all levels in the recruiting process. Lead refinement is the process of filtering a list of leads to target specific people, qualifications, or interests.

Blueprinting is one way to refine leads. Blueprinting is nothing more than obtaining specific or personal information about leads. Lead refinement and management are essential to maintaining a quality leads list, which increases the chances of contacting the most qualified population.

2-43. There is no easy way to manage leads. Here is an example plan: See Develop a Seasonal Prospecting Strategy in Chapter 3 and manage your leads according to that strategy. This means attempting, contacting, and then pushing out the lead 90 days for a follow up, only terminating those who are permanently disqualified. This should be executed for three years at a minimum. When pulling leads from Recruiter Zone for prospecting, you will want to consider whether the list you are pulling needs to include New Leads (never been contacted), Current Leads (worked in the past 90 days), and/or Include Old Records (no activity in past 90 days). Your ability to develop an effective plan and manage leads makes a huge difference in production.

ANALYSIS OF LEAD GENERATION AND CONTRACT RESULTS

2-44. 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 it 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 enlisted recruiters have the capability of extracting data from automated systems such as the Leads and Prospecting Analysis (LPA) report found in Business Intelligence Zone (BI-Zone), located in the IKROme My Apps menu. The LPA provides data such as lead sources associated with contracts (Figure 2-9), and lead sources associated with appointments conducted (Figure 2-10). See Appendix A for LPA codes and definitions. Healthcare and SORB recruiters should follow the same principles using data extracted from current collection tools. With these tools, leaders can easily analyze lead sources against the following measures of effectiveness and efficiency for training and planning purposes. Note: The following Figures are extracts from the LPA report. This report does not reflect ratios but does have a percentage. The station commander must calculate ratios as in the instructions in this UTC.

2-45. **Determine the effectiveness of lead sources.** This number is the raw number of contracts produced. It comes from the final number of contracts annotated. The absence or low volume of contracts within a given lead source may indicate the potential for increased performance by conducting recruiting activities within those sources.

- 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.

| Lead Sour | Leads | Percentage |
|--------------------|------------|---------------|
| ADHQ | 73 | 28.3% |
| FTFC | 40 | 15.5% |
| RG | 32 | 12.4% |
| HSLST | 30 | 11.6% |
| CLGLST | 19 | 7.4% |
| FB | 17 | 6.6% |
| DEPREF | 14 | 5.4% |
| ACE | 12 | 4.7% |
| SV | 8 | 3.1% |
| APLREF | 4 | 1.6% |
| INST | 3 | 1.2% |
| CD | 1 | 0.4% |
| CE | 1 | 0.4% |
| RLAP | 1 | 0.4% |
| SASVAB | 1 | 0.4% |
| SMREF | 1 | 0.4% |
| VIP | 1 | 0.4% |
| Total Leads | 258 | 100.0% |

Figure 2-9. Lead Sources Associated with Contracts

| Lead Source | Leads | Percentage |
|--------------------|------------|---------------|
| ADHQ | 216 | 32.0% |
| FTFC | 89 | 13.2% |
| RG | 89 | 13.2% |
| HSLST | 73 | 10.8% |
| FB | 70 | 10.4% |
| CLGLST | 45 | 6.7% |
| SV | 17 | 2.5% |
| ACE | 16 | 2.4% |
| DEPREF | 12 | 1.8% |
| CE | 8 | 1.2% |
| INST | 8 | 1.2% |
| APLREF | 7 | 1.0% |
| MR | 5 | 0.7% |
| JF | 4 | 0.6% |
| SMREF | 4 | 0.6% |
| CP | 3 | 0.4% |
| RLAP | 2 | 0.3% |
| SASVAB | 2 | 0.3% |
| CD | 1 | 0.1% |
| CY | 1 | 0.1% |
| SVCREF | 1 | 0.1% |
| TAIR | 1 | 0.1% |
| VIP | 1 | 0.1% |
| Total Leads | 675 | 100.0% |

Figure 2-10. Lead Sources Associated with Conducts

2-46. 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 of contracts quickly.

2-47. 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 to create a ratio (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. High ratios may be an 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.

- 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).

2-48. Identifying the efficiency of lead sources provides the leader a reasonable expectation of how many appointments conduct is required 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.

2-49. Keep in mind: When analyzing these reports with a date that spans more than a 30-day period, lead sources with one 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 2-11 is RLAP, which has one contract over an entire year.

2-50. Refer to Figure 2-11 to determine the most effective and least effective lead sources. The highest number of the contracts (73) came from the ADHQ lead source. The least number of contracts (1 each) came from the lead sources CD, CE, RLAP, SASVAB, SMREF, and VIP. Therefore, the most effective lead source is ADHQ; the least effective lead sources in this example are CD, CE, RLAP, SASVAB, SMREF, and VIP.

| Lead Sour | Leads | Percentage |
|--------------------|------------|---------------|
| ADHQ | 73 | 28.3% |
| FTFC | 40 | 15.5% |
| RG | 32 | 12.4% |
| HSLST | 30 | 11.6% |
| CLGLST | 19 | 7.4% |
| FB | 17 | 6.6% |
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| ACE | 12 | 4.7% |
| SV | 8 | 3.1% |
| APLREF | 4 | 1.6% |
| INST | 3 | 1.2% |
| CD | 1 | 0.4% |
| CE | 1 | 0.4% |
| RLAP | 1 | 0.4% |
| SASVAB | 1 | 0.4% |
| SMREF | 1 | 0.4% |
| VIP | 1 | 0.4% |
| Total Leads | 258 | 100.0% |

Figure 2-11. Most and Least Effective Lead Sources Associated with Contracts

2-51. 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.

2-52. Continuing this example and using Figure 2-11, note that there are some different sources that fall into the RG lead source such as (not all inclusive) area canvass, high school or college 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.

2-53. 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.

2-54. Refer to Figures 2-12 and 2-13 to determine the most efficient and least efficient lead sources, using only the lead sources HSLST and FB. Use the calculation of $\text{conduct} \div \text{contract} = \text{ratio}$. The HSLST lead source has a 2.4:1 ratio, and FB lead source has a 4.1:1 ratio. Therefore, the HSLST lead source is the most efficient source because the ratio is lower than the FB source. Also, a quick glance at both figures shows that FB is the least efficient lead source because it has the highest ratio (4.1:1:1).

- HSLST: 73 conducts \div 30 contracts = 2.4:1
- FB: 70 conducts \div 17 contracts = 4.1:1

| Lead Sour | Leads | Percentage |
|--------------------|------------|---------------|
| ADHQ | 73 | 28.3% |
| FTFC | 40 | 15.5% |
| RG | 32 | 12.4% |
| HSLST | 30 | 11.6% |
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| INST | 3 | 1.2% |
| CD | 1 | 0.4% |
| CE | 1 | 0.4% |
| RLAP | 1 | 0.4% |
| SASVAB | 1 | 0.4% |
| SMREF | 1 | 0.4% |
| VIP | 1 | 0.4% |
| Total Leads | 258 | 100.0% |

Figure 2-12. Lead Sources Associated with Contracts

| Lead Source | Leads | Percentage |
|--------------------|------------|---------------|
| ADHQ | 216 | 32.0% |
| FTFC | 89 | 13.2% |
| RG | 89 | 13.2% |
| HSLST | 73 | 10.8% |
| FB | 70 | 10.4% |
| CLGLST | 45 | 6.7% |
| SV | 17 | 2.5% |
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| CE | 8 | 1.2% |
| INST | 8 | 1.2% |
| APLREF | 7 | 1.0% |
| MR | 5 | 0.7% |
| JF | 4 | 0.6% |
| SMREF | 4 | 0.6% |
| CP | 3 | 0.4% |
| RLAP | 2 | 0.3% |
| SASVAB | 2 | 0.3% |
| CD | 1 | 0.1% |
| CY | 1 | 0.1% |
| SVCREF | 1 | 0.1% |
| TAIR | 1 | 0.1% |
| VIP | 1 | 0.1% |
| Total Leads | 675 | 100.0% |

Figure 2-13. Lead Sources Associated with Conducts

2-55. Leaders and recruiters should analyze the results of prospecting methods using the same measurements of effectiveness and efficiency of lead generation. See Chapter 3 for discussion of prospecting analysis methods.

SUMMARY

2-56. This chapter 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.

Chapter 3

Prospecting

“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

3-1. After spending countless hours and Army resources to obtain leads, now comes the most important, dynamic, and difficult task and operation in recruiting: 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 consistently and deliberately prospecting—contacting people with the primary purpose of creating interest in the Army.

3-2. 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 a waste of time. Refer to UTC 5-01, Mission Command, for a thorough grounding in planning.

3-3. 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 with the intent to schedule an Army Interview. A lead is a name with an address, telephone number, email address, or social media account that has not had an appointment for an Army Interview. Note: There must be enough actionable information for the recruiter to establish interactive contact.

3-4. **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. Purposeful, focused, and vigorous prospecting leads to success. Prospecting operations should consume the majority of the station’s time. Recruiter prospecting efforts are an important part of the station’s and company’s prospecting goals. Station commanders must be fully aware of all recruiting efforts. Station commanders provide prospecting requirements to individual recruiters through the counseling process.

ACTIVE PROSPECTING

3-5. **Active prospecting** is an activity where the purpose of the attempt is to produce an immediate result (a contact). It requires attempting to make direct contact with a specific, targeted lead at a specific time in an effort to schedule an Army Interview (an appointment made). Telephone and face-to-face prospecting are examples of active prospecting. If properly planned and executed, active prospecting has the potential to put recruiters in direct contact with a lead and produce immediate results.

PASSIVE PROSPECTING

3-6. **Passive prospecting** is an activity where an attempt might not produce an immediate result. Still, it potentially produces a result in the near future (from a few minutes to a few hours). With these activities, recruiters wait for the lead to reply to the attempt. Examples of passive prospecting include social media direct messages, text messages, and emails. Although social media direct messages and text messages are considered passive prospecting, they still have the potential to produce immediate results (contact with a lead). Passive prospecting, if properly planned and executed, can be very effective. Using passive prospecting during times when active prospecting is difficult or ineffective—such as first thing in the morning during the

summer—is an effective use of time. Some of the most effective recruiters are successful because of the ability to incorporate effective passive prospecting.

3-7. Active and passive prospecting can be very effective when used in conjunction with each other like interlocking fires. Much of today’s target market uses smartphones and communicates using direct messages or texts. However, many can still be contacted by telephone or through face-to-face interaction. A good mixture of active and passive prospecting is essential for success.

3-8. There are three prospecting methods: **telephone**, **face-to-face**, and **virtual**. The Merriam-Webster Dictionary defines a method as “a way, technique, or process of or for 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.

PROSPECTING METHODS

3-9. **Telephone prospecting** is a method and activity where the recruiter attempts to either make a phone call (active if contact is made, passive if a message is left) or send a text message (passive) to a phone number to make contact with a 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 is very efficient but not as effective as a face-to-face contact. See Chapter 4 for specific information about telephone prospecting.

3-10. **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 active direct 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 5 for specific information about face-to-face prospecting. Note: Area canvassing and face-to-face prospecting are not the same, though the two terms are often confused and the two activities are often conducted simultaneously. As described in UM 3-31, Recruiting Station Operations, area canvassing is not a direct prospecting method. Area canvassing is a lead-generating activity. See Chapter 2, Lead Generation, for a complete definition and further discussion.

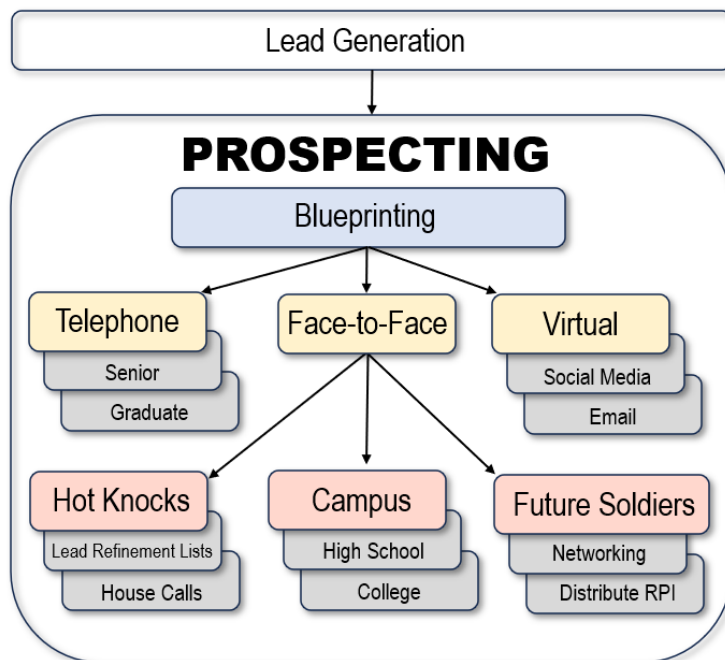


Figure 3-1. Prospecting Methods and Supporting Elements

3-11. **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 because it begins as a purely passive activity. Virtual prospecting such as sending an email, communicating on social media sites, etc., are actions to elicit a response from leads. Making a social media post or sending a direct message is not making contact until the lead responds directly to the recruiter. See Chapter 6 for specific information about virtual prospecting.

3-12. **Prospecting method consideration.** The challenge is making actual contact and getting feedback. A text message to a cell phone without direct contact back from the lead is an attempt; leaving a flyer at home without talking with the lead is an attempt; passive 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 social media post, or direct messaging someone is an effective and efficient way of reaching out to leads, but none of those tactics are making contact until the lead responds.

3-13. Figure 3-2 provides a visual representation of where these prospecting methods stand regarding an effectiveness vs. 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. Making telephone calls and sending texts using a digital cellular device is a more efficient way to contact a large number of leads rapidly. Telephone prospecting is less effective than face-to-face, but more effective than passive virtual prospecting. Virtual prospecting is efficient because you can make a large number of attempts at one time, but because no actual contact is made until a lead responds, virtual prospecting is not as effective as other methods.

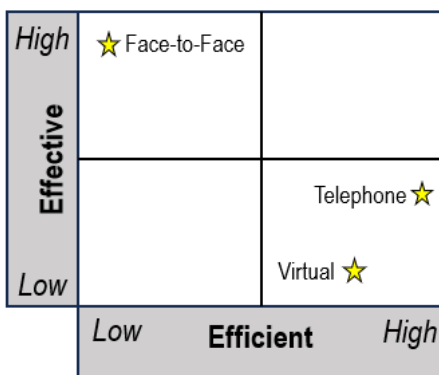


Figure 3-2. Prospecting (Effectiveness vs. Efficiency)

BASICS OF PROSPECTING

3-14. **Propensity.** Merriam-Webster defines propensity as “an often intense natural inclination or preference.” 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.

3-15. **How do we measure propensity to serve?** In USAREC, propensity refers to whether an individual has an interest and is not an estimation of who will ultimately join the military. It broadly measures individual attitudes toward the military and whether their future career plans might include military service. The Joint Advertising, Market Research & Studies (JAMRS) program provides propensity data across many dimensions such as age, sex, and race/ethnicity, collected and modeled through surveys. USAREC uses these polls to calculate propensity down to the battalion level.

3-16. You must understand the key factors in your operating environment (OE) that can affect the propensity of an individual. These factors include economy (current employment opportunities), military operations, influencer perceptions/attitudes, and post-secondary education outlooks. Understanding these differences and the market in your area can assist your prospecting efforts.

3-17. **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 who achieved high test scores, then contact seniors from a high school that historically produces high-scoring 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.

BLUEPRINTING

3-18. **Blueprinting.** Blueprint all leads before any prospecting operations. Blueprinting is obtaining specific or personal information about the people to contact. Recruiters can usually gain blueprint information from CPs, advocates, parents, school officials, and Future Soldiers. The recruiter can obtain blueprint information from many sources, including:

- High school or college yearbook
- High school or college newspaper
- High school or college Facebook page
- Future Soldiers
- CPs/advocates
- Family members
- JROTC high school staff/SROTC college faculty
- Coaches
- Local newspapers
- Social media

Types of blueprinting information you can gather may include:

- Hobbies/Interests
- Sports
- Clubs/Fraternities/Sororities
- Hangouts
- Parents
- Height/Weight
- Medical Issues
- Housing Situation
- Girlfriend/Boyfriend

3-19. 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.
- 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.

3-20. Once blueprinting is complete, sort 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.

3-21. **Market segmentation.** To assist you in targeting your efforts, the market can be divided—"segmented"—into smaller data sets using blueprinting and demographic data. Splitting targets by age group, or into "grad" vs. "senior" are two examples of segmentation. Test score categories and dividing the market into urban vs. suburban vs. rural are others. USAREC provides many resources on market segmentation from the JAMRS program, including surveys, polls, and other customized studies to help you understand your audience. JAMRS reports are available from the G2. For more information on market intelligence and analysis, refer to UTC 5-02, Intelligence.

3-22. **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. 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.

3-23. 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, 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.

3-24. 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.

PROBING QUESTIONS

3-25. 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:

- 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?

See Chapter 7 for more examples of probing questions.

ESTABLISH RAPPORT

3-26. 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 3-3 for how these two processes align.

3-27. 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 establish rapport is to think of your prospect first, last, and always.



Figure 3-3. Joining the Army Funnel and the Recruiting Process

3-28. The key to unlocking communications in the community rests in the hands of the recruiter. We refer to that key as “rapport.” Rapport is the close harmonious relationship that people or groups use to understand each other’s feelings or ideas, and to communicate well. Building and establishing rapport requires effort, establishing good habits, and honing personal skills.

3-29. 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, and adjusting their style and approach. When applied, these habits and skills provide the path to establishing rapport with prospects. Figure 3-4 provides an illustration of the steps to rapport.

3-30. Recruiters should use the acrostic MR ACE SING as a memory aid to memorize the different methods of establishing and maintaining rapport, 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. 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.



Figure 3-4. Steps to Building Rapport

- **Exhibit** – Carry a visual aid that helps start the conversation such as an RPI or poster, a business card listing a website such as GoArmy.com, or even a picture of yourself 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 prospect’s name as much you feel comfortable with. Use their nickname 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.

3-31. The first step 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 remain limited to texting, email, or social media. Never underestimate the impact of a sharp-looking uniform, good personality, and verbal communication.

3-32. **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 7 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 your delivery. Adjust inflection, rate of speech, facial expression, and gestures until you are satisfied with your performance.

3-33. 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 always manifests itself, 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 what the prospect said).” Use the prospect’s first name to personalize the conversation.

3-34. 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; hates pressure; likes small talk.
- Intuitor – Creative, distrustful, seeks reassurance; speaks slowly.
- Sensor – Knows what they want; seek control. Remember, first impressions are lasting!

3-35. **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 time to develop. The prospect’s belief in 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.

3-36. **Establishing rapport in the recruiting station.** Before making appointments for the Army Interview in the recruiting station, consider 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.”

3-37. 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 nonthreatening 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, coffeeshop, 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.

3-38. **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 other than the prospect, like mother or father, at home. 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...”

3-39. 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.

3-40. Decisions occur in the home; prospect-influencers are normally around, and the recruiter can quickly determine who the decisionmaker is. Undetermined needs, interests, and goals often surface or are apparent during the visit to the home.

3-41. Tips for establishing rapport on house calls:

- Respect the privacy of the home and the intimacy of family life.
- 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.
- Be professional. If something interrupts you, get back to the subject without being abrupt.
- Be self-assured, pleasant, and patient. Afford the opportunity to others to speak. Do not dominate the conversation.

3-42. **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.

3-43. 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.

3-44. 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.

3-45. **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.

3-46. 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 stays with them throughout their tenure in the community.

RECRUITING STEPS UPON CONTACT WITH PROSPECT

3-47. The following abbreviated paragraphs represent the steps of the “Initial contact communication.” These steps work in face-to-face, telephone, and virtual prospecting methods. Further discussion of these steps is in Chapter 4.

- **Identify yourself and the Army** – Smile while talking on the phone or during 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 their goals and true life passions.
- **Establish your value to the contact** – Skilled counseling techniques help the contact see the value of speaking with a recruiter. Read more about this process in UTC 5-03.2, Influencing and Interviewing.
- **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, who do you know that wants to talk with me?”

PROSPECTING METHOD ANALYSIS

3-48. In enlisted recruiting, some resources can help determine when, where, and how to prospect most effectively. One such resource is conversion data. You can find conversion data in Recruiter Zone, such as the Contact Method Report under Reports > Overview > Contact Method. See Figure 3-5. It shows conversion ratios for each step of the recruiting process from an attempt to contact, to contact to appointment made. If a recruiter makes eight phone calls resulting in four contacts, that’s 4:1 or 25%. If of those four contacts, two agree to an appointment, that’s 4:1 or 25%. This information indicates the amount of prospecting required to achieve the mission. We will review the use and analysis of conversion data throughout the recruiting process in Chapter 10.

Reports > [Overview](#) > [Contact Method](#) > Report Results

| Contact Method Report | | | |
|--|--|------------|-------------|
| This report shows what method you should use to contact leads (based on the criteria you set). | | | |
| Report Criteria | | | |
| Time Period: | Fiscal Year: 2024 Contract Quarter 1st Qtr | | |
| Target Categories: | Graduate Other Prior Service Senior UNKNOWN | | |
| Contact Methods: | Mail Out Office Visit Telephone Call Email Face To Face Referral Social Media Text | | |
| Recruiter: | | | |
| Component: | ALL | | |
| Show Graph: | No | | |
| | Attempt to Contact | | |
| | # Attempt | # Contact | Conv. % |
| Email Total | 120 | 2 | 1.7 |
| College List | 100 | 1 | 1.0 |
| High School List | 1 | 1 | 100.0 |
| Quick Attempt Activity | 19 | 0 | 0.0 |
| Face To Face Total | 219 | 217 | 99.1 |
| Advertising USAREC | 4 | 4 | 100.0 |
| Career Day | 1 | 1 | 100.0 |
| Class Presentation | 7 | 7 | 100.0 |
| College List | 4 | 2 | 50.0 |
| Community Event | 19 | 19 | 100.0 |
| Employment Office | 1 | 1 | 100.0 |
| Face To Face-Community | 102 | 102 | 100.0 |
| School Visits | 28 | 28 | 100.0 |
| Table Day | 53 | 53 | 100.0 |

Figure 3-5. Contact Method Report

3-49. The Leads and Prospecting Analysis (LPA) report, found in BI Zone, helps determine the unit's best prospecting method. It reveals which method is the most effective. See Figure 3-6.

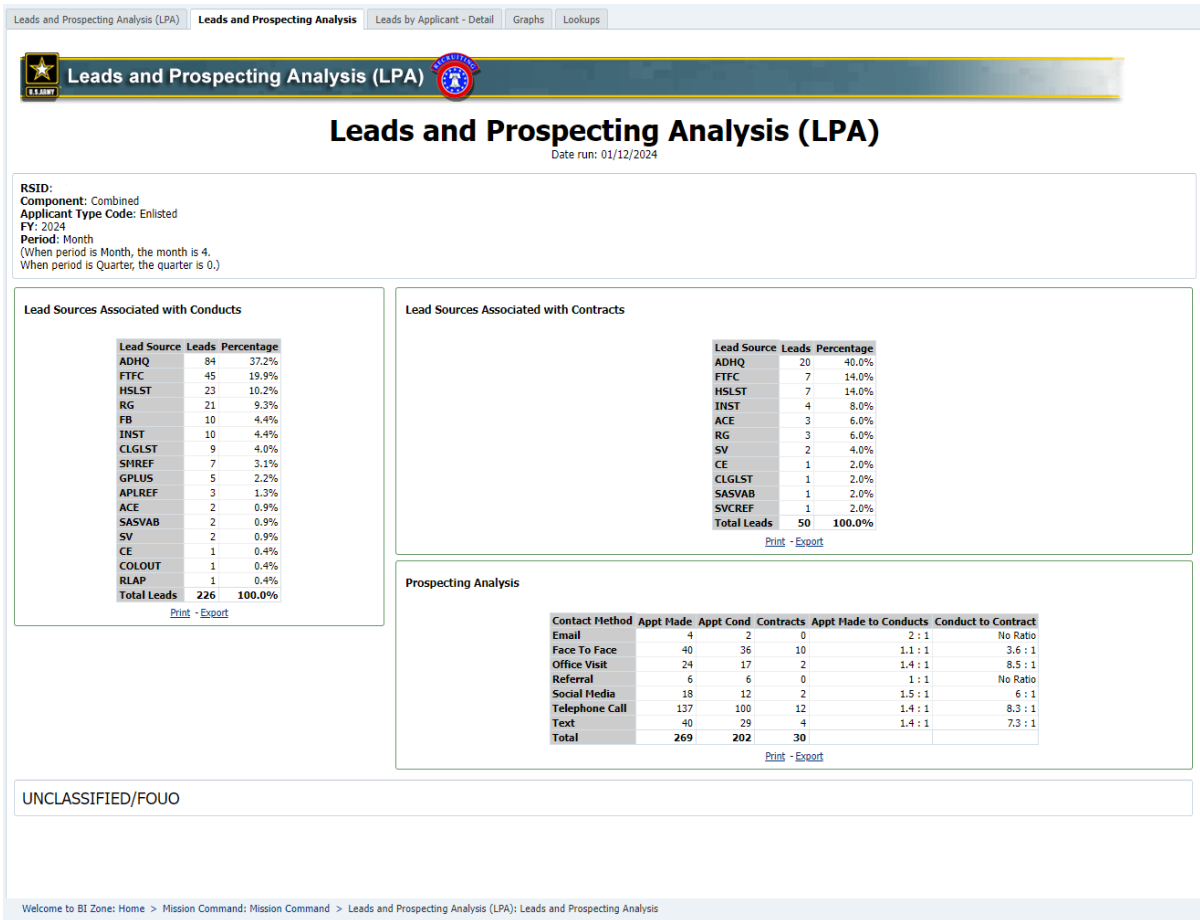


Figure 3-6. Leads and Prospecting Analysis (LPA) Report

3-50. USAREC enlisted recruiters have the capability of extracting data from automated systems such as the LPA report. Figure 3-7 is an extract from an LPA report in BI Zone. This data is always historical, based on the search query requested. It is the prospecting analysis data, which captures Appointments Made, Appointments Conducted, Contracts, and the ratios for the various contact methods. Refer to Chapter 3 for prospecting methods descriptions.

| Contact Meth | Appt Made | Appt Cond | Contracts | Appt Made to Conducts | Conduct to Contract |
|----------------|------------|------------|------------|-----------------------|---------------------|
| Email | 11 | 9 | 1 | 1.2 : 1 | 9 : 1 |
| Face To Face | 158 | 141 | 55 | 1.1 : 1 | 2.6 : 1 |
| Office Visit | 95 | 87 | 33 | 1.1 : 1 | 2.6 : 1 |
| Referral | 18 | 16 | 5 | 1.1 : 1 | 3.2 : 1 |
| Social Media | 108 | 89 | 25 | 1.2 : 1 | 3.6 : 1 |
| Telephone Call | 257 | 184 | 43 | 1.4 : 1 | 4.3 : 1 |
| Text | 65 | 50 | 19 | 1.3 : 1 | 2.6 : 1 |
| Total | 712 | 576 | 181 | | |

Figure 3-7. Prospecting Analysis

3-51. Keep in mind when analyzing these reports with data that spans more than a 30-day period, prospecting methods with one or very few contracts and conducts may be outliers, meaning that the leader gets very little out of analyzing the method.

3-52. The system may not currently capture all available sources. Therefore, use all available data collection tools to capture these same data points. Healthcare and SORB recruiters should follow the same principles using data extracted from current collection tools.

3-53. Leaders 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 3-7 reflects the following measurements of the prospecting methods:

- Most Effective – Face-to-Face (55) – highest number of contracts.
- Least Effective – Email (1) – lowest number of contracts.
- Most Efficient – Face-to-Face, Office Visit, and Text (2.6) – lowest ratio conduct to contract.
- Least Efficient – Email (9:1) – highest ratio conduct to contract.

In Figure 3-7, the leader should find that the Email prospecting method is possibly an outlier for analysis. It is a prospecting method very seldom executed; it is efficient because the results were 11 Appointments Made and nine conducted, but it resulted in only one contract. Based on these results, the leader can further refine the directives in prospecting within the operation plan.

3-54. Prospecting data is analyzed by recruiters and leaders to adjust prospecting plans and identify and address training shortfalls. The unit may have a conversion rate of 3.6:1 in face-to-face prospecting and a conversion rate of 8.3:1 in telephone prospecting. Which prospecting technique is going to be the most productive for the unit, and which prospecting method needs fine-tuning? The station commander should also take into account 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.

3-55. Leaders and recruiters should analyze the results of prospecting methods using the same measurements of effectiveness and efficiency of lead generation.

CALCULATING PROSPECTING HOURS TO APPOINTMENTS MADE

3-56. 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; the recruiter's prospecting plans support the station operation plan and MAP; the station's operation plan supports 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 and 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

3-57. **Tracking Prospecting Results.** Complete all pre-call planning before execution of the prospecting task; once the first attempt is made, time observation begins. Track your results in one-hour increments. The more detail tracked, the more efficient you become by looking at previous results. Track the results by counting how many attempts were made (Attempts), how many individuals—not parents or siblings—were actually contacted (Contacts), and how many of those contacts resulted in an appointment made to conduct an Army Interview (Appointments Made). Your Attempts-Contacts-Appointments Made (ACA) could look like this: A-25 C-5 A-1.

3-58. The Recruiter Zone calendar tracks prospecting attempts, contacts, and appointments. It does not track the number of hours of work ethic it takes to make an appointment. 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 you speak with the intended person.

3-59. **Best Time to Contact.** The station commander refers to the station prospecting analysis by selecting the Contact Time report in the Recruiter Zone Reports Overview to view the best time of day for making attempts to contact. See Figure 3-8. This is a station-level report that does not reflect recruiter-level activity. Therefore, manual tracking is required for recruiter-level activity. Use an organized method such as calling a specific list twice during each hour block of time on each day of the week. The intent is to determine which hour blocks on which days of the week are best for that list. Within a four- to eight-week period, you know the absolute best time to call that specific list. Use this information to target prospecting operations during those optimal times and days.

| Contact Time Report | | | | | | | | | | | | | | | | |
|--|----------|---------|----------|---------|----------|---------|----------|---------|----------|---------|----------|---------|----------|---------|--------------|----------------|
| This report shows you what time of day you should contact leads (based on the criteria you set). | | | | | | | | | | | | | | | | |
| Report Criteria | | | | | | | | | | | | | | | | |
| Time Period: Fiscal Year: 2024 Appointment Week: 01 January 2024 to 07 January 2024 | | | | | | | | | | | | | | | | |
| Target Categories: Graduate Other Prior Service Senior UNKNOWN | | | | | | | | | | | | | | | | |
| Contact Method: Telephone Call Face To Face Social Media Text | | | | | | | | | | | | | | | | |
| Recruiter: | | | | | | | | | | | | | | | | |
| Component: ALL | | | | | | | | | | | | | | | | |
| Show Graph: No | | | | | | | | | | | | | | | | |
| Attempt to Contacts | | | | | | | | | | | | | | | | |
| Time Period | 20240101 | | 20240102 | | 20240103 | | 20240104 | | 20240105 | | 20240106 | | 20240107 | | Avg. Conv. % | Station Avg. % |
| | Attempt | Contact | Attempt | Contact | Attempt | Contact | Attempt | Contact | Attempt | Contact | Attempt | Contact | Attempt | Contact | | |
| 01:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| 02:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| 03:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| 04:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| 05:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| 06:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| 07:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| 08:00 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| 09:00 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 66.7 | 66.7 |
| 10:00 | 0 | 0 | 6 | 6 | 40 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 17.0 | 17.0 |
| 11:00 | 0 | 0 | 16 | 2 | 51 | 1 | 1 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 5.6 | 5.6 |
| 12:00 | 0 | 0 | 14 | 3 | 28 | 8 | 0 | 0 | 11 | 4 | 0 | 0 | 0 | 0 | 28.3 | 28.3 |
| 13:00 | 0 | 0 | 18 | 4 | 84 | 3 | 69 | 0 | 3 | 1 | 0 | 0 | 2 | 1 | 5.1 | 5.1 |
| 14:00 | 0 | 0 | 1 | 1 | 19 | 2 | 28 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 12.2 | 12.2 |
| 15:00 | 0 | 0 | 72 | 7 | 73 | 20 | 15 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 17.5 | 17.5 |
| 16:00 | 0 | 0 | 88 | 12 | 76 | 16 | 95 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10.8 | 10.8 |
| 17:00 | 0 | 0 | 72 | 2 | 25 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0.7 | 0.7 |
| 18:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| 19:00 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 100.0 | 100.0 |
| 20:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| 21:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| 22:00 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 100.0 | 100.0 |
| 23:00 | 0 | 0 | 0 | 0 | 0 | 0 | 101 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| 24:00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| TOTAL | 0 | 0 | 290 | 37 | 397 | 54 | 314 | 9 | 20 | 6 | 0 | 0 | 2 | 1 | | |

Figure 3-8. Contact Time Report from Recruiter Zone

3-60. **Call-Back Plan.** Plan to prospect at least two weeks in advance. This action allows you to use the call-back plan to increase the likelihood of contacting those being called. Whenever you reach a sibling or parent, ask for a “best time to reach” the person you are attempting to contact. This action contributes to blueprinting.

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

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

3-61. **Tracking Prospecting Results.** 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 contact one to two per hour. A recruiter doing area canvassing at a mall in a given zip code may only be able to make four to five contacts per hour. A recruiter doing area canvassing on a college campus may be able to make 10 to 20 contacts per hour.

3-62. Just like with telephone and virtual prospecting, track face-to-face results in one-hour increments. You can determine 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 ACA data; however, when area canvassing, track the result by counting how many 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), and how many of those leads resulted in an Appointment made to conduct the Army Interview. Your Contacts-Leads-Appointments Made (CLA) could look like this: C-4 L-2 A-1. Note: Area canvassing is a lead-generating activity; that is why you use CLA instead of ACA.

PROSPECTING PRE-WORK

3-63. **Daily:** Total the number of hours prospected by the ACA (by grad/senior) and the CLA each day. An example might look like Table 3-1. 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 3-1. Tracking ACA and CLA Daily

3-64. **Weekly:** Create totals for all methods of prospecting. An example might look like Table 3-2.

| | | | | |
|----------------------|----------|-------|------|-----|
| 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 3-2. Tracking ACA and CLA Weekly

3-65. **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 the data current to seasonality of the market and current to the recruiter skill level. For example: A recruiter who does some self-development and improves one week sees an immediate return on investment in lower work requirements in the following week. However, do not plan with that one week of data. Wait to ensure that the recruiter sustains the improvement. Thirty days completed is optimum.

3-66. The averages you compute and use for planning are contacts to Appointments Made and contacts per hour. See Table 3-3 for an example of 30 days of data totaled.

| | | | | |
|----------------------|----------|-------|------|------|
| 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 3-3. ACA and CLA Averages

3-67. **Contacts to Appointments Made:** Using Table 3-3, compute the (ACA) contacts to an Appointment Made ratio by dividing the total contacts by Appointments Made.

- For grad telephone, 80 contacts divided by 10 Appointments Made, so eight contacts equal one appointment made ($80 \div 10 = 8$).
- For senior telephone, 50 divided by five, or 10 contacts to make an Appointment Made ($50 \div 5 = 10$).
- For face-to-face grad, 12 divided by seven or 1.7 contacts to make an Appointment Made ($12 \div 7 = 1.7$).

Compute the area canvass (CLA) leads to an Appointment Made ratio by dividing the total contacts by Appointments Made: 48 contacts divided by eight Appointments Made, so six contacts should yield one Appointment Made ($48 \div 8 = 6$).

3-68. **Contacts per Hour:** Using Table 3-3, compute the average number of contacts per hour by dividing the number of contacts by the number of hours (contacts \div hour=average per hour).

- For grad telephone, 80 contacts divided by 20 hours, so an average of four contacts per hour ($80 \div 20 = 4$).
- For senior telephone, 50 contacts divided by 10 hours, so an average of five contacts per hour ($50 \div 10 = 5$).
- For face-to-face grad, 12 contacts divided by 12 hours, so an average of one contact per hour ($12 \div 12 = 1$).
- For area canvass, 48 contacts divided by 18 hours, so an average of 2.7 contacts per hour ($48 \div 18 = 2.66$).

3-69. These computations clearly show that a recruiter who only averages two contacts per telephone contact hour may need some assistance in pre-call planning. Similarly, a recruiter who only averages one contact per hour may need assistance in lead generation skills. The recruiters do not necessarily need more hours of prospecting. This information gives the recruiter or station commander a range of personal development opportunities.

3-70. When conducting face-to-face prospecting and area canvassing, time is a critical factor. 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 en route to or from other planned events to maximize time efficiency. Historically, if a recruiter goes to a mall to conduct area canvassing for three hours along with face-to-face hot knocks, they would simply put a three-hour block in their time management tool. However, in reality you are only prospecting for two hours instead of three because of 30 minutes' travel time to and from the mall. This is important information in our planning. See Figure 3-9 for an example.

| | | |
|-------|-------------------|------------|
| 8 AM | | |
| | IPR | |
| 9 AM | TRAVEL | |
| 10 AM | | C – IIII I |
| | MALL | L – III |
| 11 AM | | A – I |
| 12 PM | TRAVEL | |
| 1 PM | PHONE CALLS | |
| 2 PM | | |
| 3 PM | PROCESSING | |
| 4 PM | | |
| 5 PM | FOOTBALL PRACTICE | |

Figure 3-9. Allowing for Travel Time While Planning

PLANNING

3-71. Now you can compute a solid estimate of how many hours of prospecting it takes to gain an appointment made. Note: Categories (grad and senior) can be combined or separated; prospecting methods (telephone, face-to-face, virtual) can be combined or separated.

- Calculate the number of contacts it takes to make one appointment made (contacts divided by Appointments Made).
- Calculate the number of contacts averaged per hour (contacts divided by hours of prospecting).
- Calculate the number of prospecting hours to gain one Appointment Made (contacts for one Appointment Made divided by contacts average per hour).

Using the Grad Telephone results in Table 3-3, find out how many hours of prospecting by telephone are needed to get one grad Appointment Made.

- $80 \text{ contacts} \div 10 \text{ Appointments Made} = 8 \text{ contacts for 1 Appointment Made or } 8:1$
- $80 \text{ contacts} \div 20 \text{ hours} = 4 \text{ contacts average per hour or } 4:1$
- $8 \text{ contacts for one Appointment Made} \div 4 \text{ contacts average per hour} = 2 \text{ hours of prospecting}$

3-72. Determining the number of hours required to gain an Appointment Made in ACA and CLA 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 factor against these hours to determine the total number of hours required according to the assigned mission.

Develop a Seasonal Prospecting Strategy

HIGH SCHOOL SENIORS (NPS RECRUITING ONLY)

High school seniors are at varying stages of post-graduation planning throughout their senior year. Plans to go directly into the workplace or attend college change as the student realizes reality. For example, work-bound students may realize that they lack the necessary training and experience to land a good-paying job, or some college-bound students may find the expected scholarship money didn't 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.

- **Summer Phase: First contact.** Contact students during the summer between their junior and senior years. This plants awareness of the Army in their minds. Remember, first to contact, first to contract. Contact ASVAB-tested Senior Alpha prospects first. Contact all others second. Strive to make the appointment.
- **Fall Phase: Second contact.** Contact students during the first quarter after school begins. Give them time to allow the hustle and bustle of the new school year 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 parents and influencers present. You are now in the "create interest" mode. Strive to make the appointment.
- **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.
- **Spring Phase: Fourth contact.** Contact seniors in the early spring because this is the continuation of reality time. Discuss changes to their fall plans. At this point of the school year, the students should be certain about graduation. They should know about college applications, acceptance, and financial aid arrangements. The end of their lives as high school students is approaching fast, and reality begins to set in. For some, it has become clear that college is not an option, at least for now. Let them know that the Army can fulfill their college aspirations later. Know the stop-out rates in colleges in your area. Determine their summer plans. Strive for the appointment.

You don't 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.

HIGH SCHOOL GRADUATES (1ST YEAR)

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.

- **Summer Phase: You are in mass contact mode.** Maintain contact over the summer. Plans change. When college begins in late August or early September, confirm college enrollment and find those who did not enroll to ask for an appointment.

Develop a Seasonal Prospecting Strategy, cont.

- **Fall Phase:** Away at school: 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 USAR and ROTC opportunities as a method to supplement income for school.
- **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.
- **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)

During the second year post-high school graduation, college stop-out rates rise and 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? It's a good time now for them to explore new opportunities.

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

SUMMARY

3-73. One of the most significant takeaways from this chapter is the importance of prospecting in your daily activities as a member of USAREC. This chapter 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, chaplain, healthcare, and SORB recruiters. Prospecting operations should consume most of the unit's time and become a way of life. Never stop prospecting.

Chapter 4

Telephone Prospecting

INTRODUCTION

4-1. 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, smartphones 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-fashioned 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.

4-2. 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.

THE OBJECTIVE

4-3. 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. These steps are similar in the telephone, face-to-face, and virtual prospecting methods.

4-4. **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 7 for introductory scripts. For example, "Hello, I am Sergeant Jones with the Army recruiting office here in town. Is John home?" Alter your script to fit the type of prospecting you are conducting.

4-5. **Establish trust and credibility.** First impressions are everything. When contacting prospects at home, it will more than likely be an interruption. The person was not expecting a call or stop by the home, especially from an Army representative, and they 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 in realizing their career goals. 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.

4-6. **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, you 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: It gives you information specific to that person to connect with.). Remember, the call is about them. "Would you mind spending a few minutes talking 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 tremendous impact.

4-7. **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. They 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 goals and passions. Perhaps they know what they want but

do not have the means. Either situation presents an outstanding opportunity for you to reiterate your ability to assist them.

4-8. **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 UTC 5-03.2, Influencing and Interviewing) make them see the value of speaking with a recruiter.

4-9. **Respect their goals.** The recruiter must ask open-ended, fact-finding questions and avoid queries 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 prospect 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.

4-10. **Identify facts and eliminate assumptions.** During phone conversations, misunderstandings may occur. The recruiter should never assume the prospect’s intent. 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 the ability to counsel professionally.

4-11. **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. Note: 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 best interests at heart.

4-12. **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, who 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?”

4-13. 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 recruiters conduct sufficient prospecting activities to meet or exceed MAP requirements that support company MAP requirements. See Chapter 10 for details about the MAP. 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

TTP – Telephone Prospecting, cont.

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.

Procedures: Station commanders design and implement plans to accomplish the mission and shape the battlefield for future operations.

- Determine by zone the best call times within the AO and direct recruiters responsible for those zones to block prospecting periods—mark time periods on their calendar, devoting that time to phone calls.
- Determine the percentage of time to devote to calling leads from each segment of the market required in achieving the mission. For example, a 20% 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, make some extra phone calls for early contact (before enlistment eligibility) with high school seniors or those currently in lower grade levels.
- Make phone calls promoting attendance at an upcoming event, such as a career fair. The purpose of these shaping actions is to prepare for later contact by establishing professional relationships, gathering blueprinting information, and setting follow-up dates for 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. For example, this action may include sex-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 groups 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 (grads) 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 or Officer Candidate School. The station commander also focuses recruiters on this market based on seasonality such as stop-out cycles—times of year when students stop enrolling in postsecondary education prior to completing a degree—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 TAIR activities, the station commander targets high school and college bands to promote the 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.

4-14. The Telephone Prospecting TTP provides commanders and station commanders several ways to enhance the telephone prospecting activities of the station. The three important takeaways from this TTP are (1) the need to develop a prospecting plan that meets or exceeds MAP requirements, (2) directing prospecting activities in accordance with those plans, and (3) enforcing performance standards.

TEXTING

4-15. U.S. texting statistics show that 81% of Americans text regularly, and 91% of teens actively text. Texts have a 99% open rate and average a 45% response rate. That is a wide open avenue of communication, easy to perform in large amounts in a short time period, in the manner many of your targets prefer for communication. Several online programs enable recruiters to send texts from their computer, or apps utilize voice dictation so recruiters can compose messages on the phone without needing to use the small screen keyboard. With the right strategy, texting improves prospecting efforts.

4-16. An unexpected text message from a recruiter might catch a lead by surprise. Recruiters must follow business etiquette to avoid making the lead feel uncomfortable (or annoyed). Follow these simple tips to ensure your texts are professional, helpful, and relevant.

Do:

- **Keep it short.** Long messages consume the entire mobile screen and are less likely to be read entirely. Make sure that the message is simple and to the point to promote interest and generate a reply. As a rule of thumb, follow the 140-character text length limit to ensure that your messages are brief.
- **Create templates.** While prospecting, recruiters will send the same (or similar) messages often, and ready-to-use short messaging service (SMS) templates save time. For example, use a standard message to text initial contacts and a different template for confirming appointments or sending directions to the recruiting station. Applications are available to help build SMS templates.
- **Stay organized!** You are wasting valuable time if you don't establish a solid plan of who you are contacting and tracking the work you are doing. Manage your workflow and calendar so you are not texting the same lead with the same message over and over.
- **Keep it professional.** Texting is a more casual form of communication, but recruiters must maintain professionalism. Emojis, acronyms, and sloppy punctuation and capitalization are still inappropriate. Don't make your lead feel like they're back in middle school. Double-check your message for grammar and spelling errors and verify you are contacting the right person before hitting send.

Don't:

- **Text after hours.** Sending recruiting messages outside of normal business hours or weekends can send a dual negative message. It can feel invasive to receive a professional message late at night, early in the morning, or during church on Sunday. It is okay to reply back to a lead if they reach out to you during non-standard business hours. Prospect during regular working days and hours for all communications when possible.
- **Spam leads.** Show that you have invested some time by personalizing your message. Use any blueprinting information that you may have to show that you know something about the lead. Bulk or canned messages are cold and can promote a lack of interest. Friendliness goes a long way in humanizing you and the interaction.
- Examples:
 - Too casual: "ayo, Jimmy! thanks for getting on that call today. i have the answer to ur question. its probably something we should cover on the phone. :P Are u free tomorrow at 1.?"

- Too stiff: “Hello, Jimmy. Thank you for speaking with me today. I have the information you requested regarding the information you requested. The complexity necessitates a phone call. Are you available tomorrow at 1 p.m.?”
- Just right: “Hi, Jimmy. I did some digging and found the answer to your question. It’s not straightforward, so we should cover it on another call. Are you free tomorrow at 1 p.m.?”

SUMMARY

4-17. 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 enlisted, chaplain, healthcare, 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.

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.

Chapter 5

Face-to-Face Prospecting

INTRODUCTION

5-1. Face-to-face prospecting is the most effective way to contact a lead in all 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 and 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.

5-2. 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.

APPEARANCE

5-3. Having a sharp-looking uniform and appearance is especially important for recruiters who are meeting prospects face-to-face. When a prospect judges a recruiter, they are judging the Army. Attention must be given to dress, grooming, and decorum. You're meeting a very important person, possibly for the first time, and you want to make the best impression possible.

- **Dress:** Maintain a tidy and tailored uniform, clean and neat boots, and regulation jewelry; wear your cap when appropriate.
- **Grooming:** Keep hair and nails neat and clean; be aware of breath and body odor.
- **Decorum:** Be professional and polite, but amicable and outgoing; use appropriate language.

Refer to the most current uniform policy letter for specific guidelines and situations.

WHERE TO PROSPECT

5-4. 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. Leads lists help with this effort. 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.

5-5. 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 writing the AAR after each house call.
- You are more effective and learn 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 increases success rates.
- Note: House calls should not be a single activity but instead be built into the recruiter's plan as an opportunity activity en route to another direct prospecting activity.

PLANNING

5-6. Face-to-face prospecting should be a part of the station's 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 RPIs and business cards. Always leave RPI and a business card whether you talked to someone or not.

5-7. 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, email address, or other location where you can reach the person.

5-8. 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.

5-9. 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 who reside in that area. Use them to obtain 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 and may provide you more credibility within the community.

5-10. 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.
 - 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.

HOT KNOCKS

5-11. 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 through the review of lead refinement lists and lead/prospect information on "no answer" or "no number" or "no contact" entries. See Figure 5-1 for sources of hot knocks lead information.

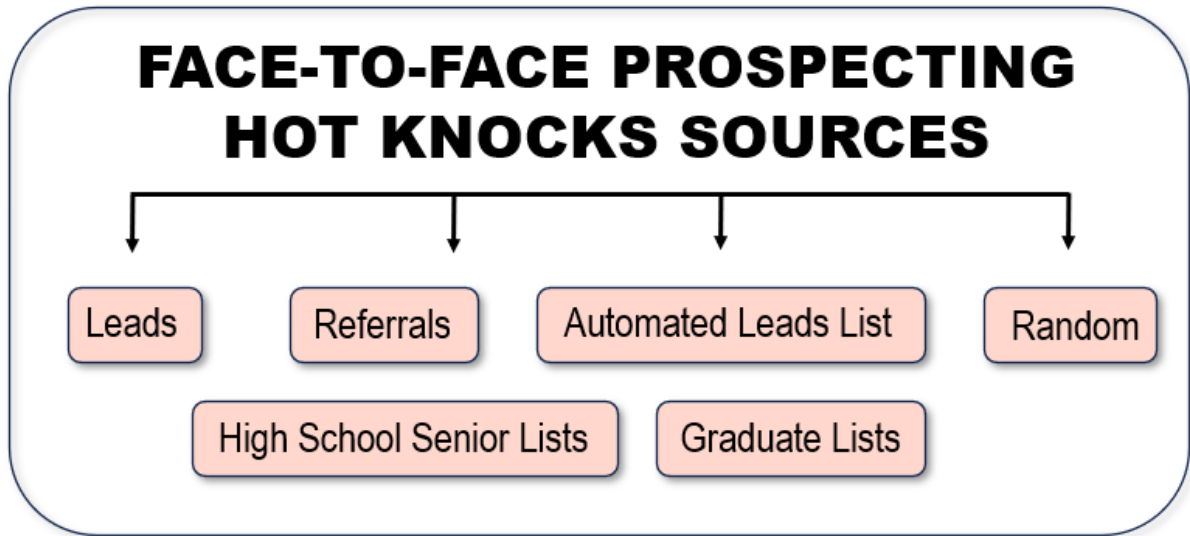


Figure 5-1. Hot Knocks Lead Information Sources

5-12. Some general business rules for hot knocks include:

- Plan hot knocks:
 - Review leads.
 - Review senior lead refinement lists.
 - Review grad lists.
 - Review consolidated leads list.
 - Review CP/advocate and Future Soldier referrals.
 - Employ random hot knocks.
 - Prepare something to leave behind such as business cards or RPI.
- Conduct hot knocks:
 - Develop and maintain rapport with all contacts.
 - Develop blueprint information from all contacts.
 - Ask for referrals and leave appropriate RPI.
- Leave door hanger with a personalized message if nobody answers the door.
- Include the number of hot knocks in the recruiter's supporting plan in 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.
- 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).

5-13. You best accomplish hot knocks by preparing and thoroughly practicing your opening lines. See more about contact scripts in Chapter 7.

- 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.”
- 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.” (Gather the information.)

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.”

- 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 list. The number of callbacks you get just by asking for a specific call-back time is likely to improve your results.

SUMMARY

5-14. 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.

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.

Chapter 6

Virtual Prospecting

INTRODUCTION

6-1. 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 enlisted, chaplain, healthcare, 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% 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, requires user knowledge of multiple social networking services. This chapter helps you better understand how to use social networking services to complement and support your overall prospecting efforts through virtual prospecting.

6-2. Social media in the virtual world is not going away. 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.

6-3. Over the past several years, USAREC has eliminated or consolidated recruiting stations and, in effect, widened the physical gap between you and the market. This has increased 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.

DEFINING SOCIAL MEDIA

6-4. “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. Tools such as Facebook, X, Instagram, and YouTube are some of the social networking platforms that are part of social media.

6-5. Social networking services are programs that allow people to connect using the Internet and mobile device applications. Services like X 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 and using direct/instant messaging. These services are a great way to find leads, establish contact, build trust and credibility, stay in touch, and share information. Recruiters continuously discover different ways to use social media to perform recruiting functions.



6-6. Social media is an indispensable tool that allows recruiters to communicate in the same space as their target audience. Recruiters must approach the use of social media from the following three perspectives: inform, influence, and prospect.

- **Inform.** Educating people about the Army and the opportunities available to help them make an informed decision.
- **Influence.** Using marketing packages, including branded content and messages that appeal to the target demographic, to encourage people to choose Army service as a career path.
- **Prospect.** Prospecting is a recruiting function, operation, and critical task whereby a recruiter attempts to contact leads to generate interest in an Army enlistment or accession. It is also one of the eight recruiting functions and “an action a Recruiter takes to contact a lead.”

Social media, if done correctly, has the ability to maximize recruiting efforts. However, recruiters must use it in a professional, thoughtful, and deliberate manner. Leaders must enforce the professional and measured use of social media.

6-7. 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, direct message, and phone).

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

6-8. 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.

6-9. Social media increases the speed at 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 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.

SOCIAL MEDIA PRESENCE

6-10. 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 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. Visit IKROme for links to current social media policy and resources. Refer to UTP 3-10.4, Virtual Recruiting Activities, for discussion of virtual strategy, branding and presence, activities, and content creation.

6-11. The shortest distance between two people is a story. Sharing stories about 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, choosing to tell Army stories gives you a wide range of relevant topics. Access the most recent version of the USAREC Social Media Standard Operating Procedure within the Multimedia menu on 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.

6-12. Recruiters represent USAREC through official social media accounts. Expectations for conduct are: treat everyone with dignity and respect and post in a professional manner as a representative of the Army. Always use the model of Think, Type, Post when creating social media content.

- **Think.** Think about what message is being communicated and who could potentially view it. Content on social media is public and viewable by anyone and everyone. It has the potential to be seen by senior Army leaders. Is the content going to reflect the Army values or bring discredit upon the organization? Remember, perception is reality. Before you post, ask:
 - What is the purpose?
 - What message am I sending about Soldiers and the Army?
 - Am I representing the Army and upholding its values?
- **Type.** Type messages that are consistent with the Army Values and USAREC messaging. Some information, while it may be beneficial for your recruiting mission at the time, may not be consistent with what we are trying to convey to the general public about the Army, which potentially damages the Army's reputation overall. All posts must have an Army- or recruiting-related tie-in. The keys to a successful post meet the following criteria:
 - Presence: Posts that clearly communicate the Army's message.
 - Relevance: Posts that add value-added content to your organization's overall strategy.
 - Prominence: Posts that are consistent with and reinforce the Department of Defense (DoD), Army, and USAREC messages.
- **Post.** Post if the message demonstrates dignity and respect for self and others. All interactions need to demonstrate respect and professionalism. Refrain from posting angry or frustrated comments on professional recruiter profiles and Army recruiting pages. On social media it doesn't take much for something to go viral, especially if it is negative. Cyber altercations with the public do not align with Army values or project a positive light on the Army or recruiters. If you are not sure if something should be posted, get another opinion.



Figure 6-1. U.S. Army Social Media Guide

6-13. Reference the following resources for official guidance:

- Army Branding Guidelines: <https://usarec.ent.box.com/v/BAYCB-Army-Brand>
- Army Privacy Policy: Privacy Policy: <https://www.goarmy.com/privacy.html>
- Army Social Media Policy: <http://www.army.mil/socialmedia>
- Department of Defense Directive 1344.10, Political Activities for Members of the Armed Forces
- Hatch Act: <https://osc.gov/Services/Pages/HatchAct.aspx>
- USAREC Social Media Rules of Engagement posted on IKROme: <https://ikrome.usaac.army.mil/web/usarec>
- USAREC Social Media SOP posted on IKROme: <https://ikrome.usaac.army.mil/web/usarec>
- Other applicable Army regulations to include AR 600-20, Army Command Policy

6-14. If you have 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 accounts to protect your personal information.

6-15. 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 their 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 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 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 personally identifiable information (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.

6-16. The Virtual Prospecting Using Social Media Services TTP provides recruiters several ways to conduct productive prospecting activities using popular social media services. The three important takeaways 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 in accordance with the social media strategy, and (3) enforcing performance standards.

EMAIL CAMPAIGNS

6-17. Including email campaigns in your prospecting activities is an efficient way to contact a large number of potential recruits and influencers quickly. 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 as your email message. You have just established instant credibility with your market.

TTP – Email Segmenting to Maximize Conversion

Background: Continuing with the challenge 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 do you improve the chance that your inundated market reads your message?

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.

U.S. ARMY

Emails | Guide | REQUEST CAMPAIGN

EMM Email Guide

If you would like to start an email campaign, please review the sections below which provide a complete overview of the process. You can also see a list of frequently asked questions.

If you still need help starting a campaign, please don't hesitate to [reach out to our team](#).

- ① WHAT WE NEED FROM YOU
- ② CAMPAIGN PROCESS
- ③ STRATEGIES FOR SUCCESS
- ④ CUSTOMIZATIONS

Figure 6-2. EMM Email Campaigns

6-18. EMM offers a service that conducts email campaigns for recruiters. This service includes the ability to select from high quality, professional templates, sends up to three separate messages, and delivers analytics on emails sent (read rate, open rate, click rate). Lists submitted to EMM for campaign creation must be in .xlsx format and include at a minimum: first name, last name, and email address.

- Requests are submitted to usarmy.knox.hrc.list.aemo-email-request@army.mil.
- The email template catalog is found at:
<https://www.goarmy.com/content/dam/goarmy/emm/templates/index.html>
- and a complete user guide is found at:
<https://www.goarmy.com/content/dam/goarmy/emm/templates/guide.html>

SUMMARY

6-19. Remember, you cannot enlist or commission a lead via text, 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.

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 7

Contact Scripts

INTRODUCTION

7-1. This chapter serves 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 telephone introductions, establishing rapport, 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 chaplain, healthcare, or SORB recruiter, modify the scripts to fit your audience or use them to create some of your own that accomplish the same intent.

7-2. 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 or online. The examples used in this chapter are time tested and should be customized to fit your personality, recruiting, and the market.

INTRODUCTORY SCRIPTS

7-3. 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 U.S. Army. May I speak with John, please?”

7-4. 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 U.S. 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?”

7-5. 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 is 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?”

7-6. 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?” Here are some examples of prospecting calls using 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 Tuesday at 4:30 or would Wednesday at 3:30 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 Tuesday at 4:30 or would Wednesday at 3:30 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 Tuesday at 4:30 or Wednesday at 3:30? 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 Tuesday at 4:30 or Wednesday at 3:30 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, 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 Tuesday at 4:30 or would Wednesday at 3:30 be better?”
- “John, the Army offers the GI Bill, which guarantees you up to [current figure], 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 Tuesday at 4:30 or would Wednesday at 3:30 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 Tuesday at 4:30 or Wednesday at 3:30? Which would be better for you?"

Lead response: I need income and security.

- “John, the Army offers employment in over 180 different and exciting jobs that 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 Tuesday at 4:30 or Wednesday at 3:30 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 can help you achieve your career goals. Would Tuesday at 4:30 or Wednesday at 3:30 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 Tuesday at 4:30 or Wednesday at 3:30 be better for you?”
- “John, did you know the Army offers worldwide traveling opportunities? The Army has bases in many countries and gives you the opportunity to experience their cultures and languages firsthand. 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 Tuesday at 4:30 or Wednesday at 3:30 be better for you?”

PROBING QUESTIONS

7-7. Probing is defined 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, 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!

7-8. 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. Recruiters can use various methods to tell the Army story and a personal Army story. Recruiters also use the acrostic SOLDIER to explain different reasons others have joined the Army. The following are examples of probing questions. There are many 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 reflective listening style: “Great, you plan on going to Filmore (State College); that is a good choice. Isn’t it kind of expensive, though?”

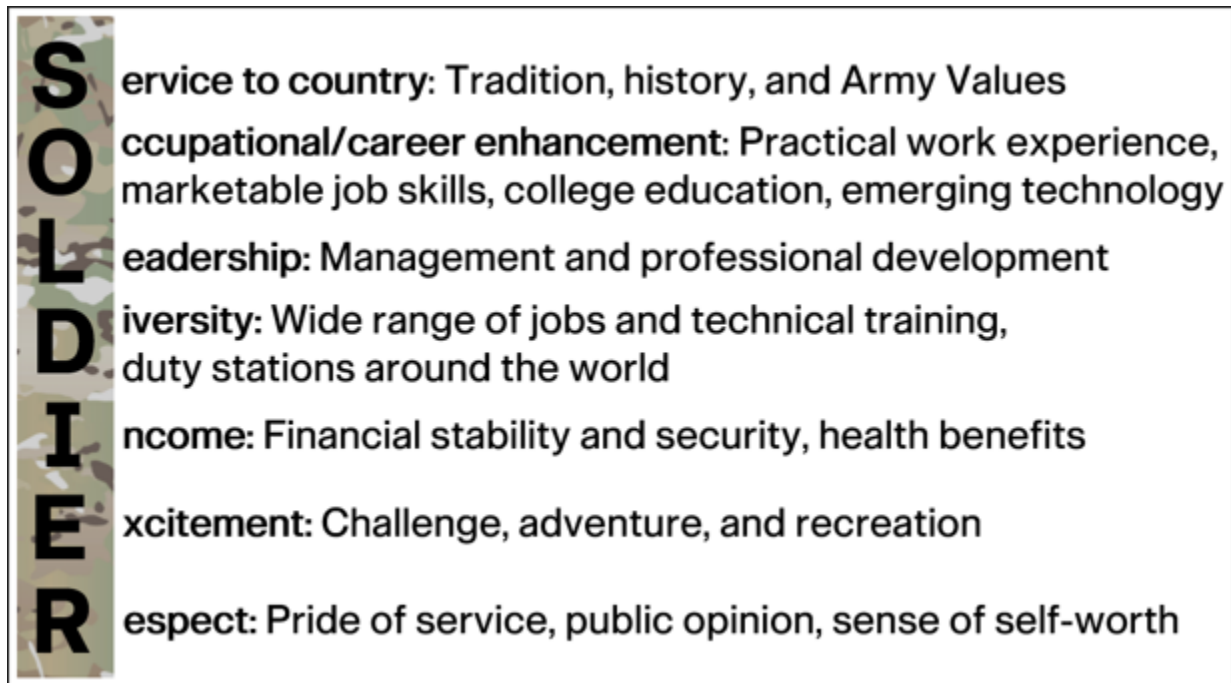


Figure 7-1. The SOLDIER acronym

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?”

Occupation/career enhancement: Practical work experience, marketable job skills, college education, 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: Management and professional development

- “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, have you experienced leadership training?”
- “Maurice, how does leading an organization take place in your future?”
- “Can you describe some opportunities that you have had to lead others?”

Diversity: Wide range of jobs and technical training, duty stations around the world

- “John, what companies do you know of that have more than 250 jobs to choose from?”
- “Alice, how will you get technical training for your career in the public sector?”
- “Maurice, have you thought about where in the world you might like to live?”

Income: Financial stability and security, health benefits

- “Samantha, if I gave you a large sum of money right now, what would you do with it?”
- “Edgar, what do you look most forward to on payday?”
- “Melissa, did you know the Army will cover all the health benefits for you and your family?”

Excitement: Challenge, adventure, and recreation

- “What types of adventures have you wanted to go on 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 [location]?”
- “Jarvis, what weekend activities do you most often look forward to?”

Respect: Pride of service, public opinion, 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 an organization or another person?”
- “Tell me something you did that made you proud of yourself.”

INITIAL CONTACT

7-9. 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?”

DEALING WITH OBSTACLES

7-10. 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. Or obstacles may be unconscious attempts by a prospect to 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 by using the techniques discussed in UTC 5-03.2, Influencing and Interviewing. 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.

7-11. 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 will feel more comfortable speaking with you. The following are examples of obstacles and how to overcome them.

Obstacle: Call me later.

- “John, I understand you are busy right now and can appreciate your full schedule. Rather than me calling you back, let’s schedule a time to meet. Would Tuesday at 4:30 or Wednesday at 3:30 be better for you?”
- “John, I would be glad to call you back at a later time. Should I call back Tuesday at 4:30 or would Wednesday at 3:30 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 Tuesday at 4:30 or would Wednesday at 3:30 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 Tuesday at 4:30 or Wednesday at 3:30 be better for you?”

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 Tuesday at 4:30 or would Wednesday at 3:30 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 Tuesday at 4:30 or would Wednesday at 3:30 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. Would Tuesday at 4:30 or Wednesday at 3:30 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 be 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 Tuesday at 4:30 or Wednesday at 3:30 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 Tuesday at 4:30 or would Wednesday at 3:30 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 Tuesday at 4:30 or Wednesday at 3:30 be better for you?”

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. Would Tuesday at 4:30 or Wednesday at 3:30 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 Tuesday at 4:30 or would Wednesday at 3:30 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. 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 it can help you achieve your career goals. I would like to show you what the Army has to offer. Would Tuesday at 4:30 or Wednesday at 3:30 be better for you?”

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

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.

7-12. Ideally, you should determine eligibility twice, the first time when attempting to make the appointment. This way you are not wasting your time conducting an interview with an unqualified prospect. When determining eligibility, use the acronym APPEMDT as your guide:

- A = age
- P = physical
- P = prior service
- L = law violations
- E = education
- M = marital status
- D = dependents
- T = testing

Learning to work in your prequalification questions while establishing rapport and credibility is a great way to elicit the information without the prospect feeling like they are under an interrogation light, this will help relax the prospect.

7-13. The most important principle of great prequalification is not to be afraid. Ask simple questions that cut to the point, neither you nor your prospect should want to waste time. Strong, focused questions before the interview are a vital component of recruiting success and productivity.

7-14. 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 4:30 or Wednesday at 3:30?” (Response) “Great, John, Wednesday at 3:30 it is. Would you like to meet at your house or the recruiting station?” (Response) “Okay, Wednesday, 3:30, 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.

7-15. 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.

7-16. If you determine that the lead is unqualified, consider turning them into a CP. Ask for a referral. Agree to meet with them 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

7-17. This chapter 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, 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 here to your recruiting toolbox and continue to refine the scripts to suit your style.

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 results of well-planned follow-up are also true for chaplain, healthcare, and SORB recruiters. 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 enlisted 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.

8-3. Following up effectively with prospects and applicants matters for several key reasons:

- **Informed Decision-Making:** Joining the Army is a significant life decision. Effective follow-up ensures that individuals have all the necessary information and support to make an informed choice.
- **Building Trust and Rapport:** Consistent and personalized follow-up helps in building a relationship of trust and rapport. This is crucial because trust is a major factor in a person's decision to join the Army.
- **Identifying and Addressing Concerns:** Through follow-up, recruiters can identify specific concerns or barriers an individual might have (such as fear, misinformation, or family concerns) and address them appropriately.
- **Increasing Recruitment Success:** Effective follow-up can significantly increase the likelihood of an individual deciding to enlist, thereby contributing to the Army's recruitment goals.
- **Enhancing the Army's Image:** Good follow-up practices demonstrate the Army's commitment to its potential recruits, which can positively influence public perception and the reputation of the Army.
- **Adapting to Individual Needs:** Different individuals have different motivations and concerns. Follow-up allows recruiters to tailor their approach to meet these unique needs, making the recruitment process more effective.
- **Long-term Engagement:** Building a strong initial relationship through follow-up can lead to long-term engagement, with recruits feeling more satisfied and potentially becoming advocates for Army careers in the future.

8-4. Following up is crucial in both Army recruiting and sales due to several overlapping reasons, especially when considering the processes of prospecting:

- **Building Relationships:** In both fields, establishing a trusting relationship is essential. Follow-ups show genuine interest and commitment to the individual, which can be critical in nurturing a positive connection. This is especially important in the Army, where the decision to join can be life-changing.
- **Providing Information and Addressing Concerns:** Prospects often have questions or concerns that may not be addressed in the initial meeting. Follow-ups allow recruiters to provide additional information, clarify doubts, and reinforce the benefits and opportunities available.
- **Demonstrating Persistence and Professionalism:** Regular follow-ups convey a sense of professionalism and determination. In Army recruiting, it shows the dedication of the recruiter to support and guide potential recruits through their decision-making process.
- **Keeping the Prospect Engaged:** In both scenarios, there's a risk of losing a prospect to competitors or due to a change of mind. Follow-ups help keep the prospect engaged and interested, maintaining the momentum built during the initial contact.

- **Gathering Feedback:** Follow-ups provide an opportunity to receive feedback, which is valuable for adjusting tactics in Army recruiting. Understanding why someone might hesitate or decline can lead to better approaches in the future.
- **Closing the Deal:** Consistent follow-ups increase the likelihood of converting a prospect into an applicant. It's often in the subsequent meetings or communications that doubts are resolved and decisions are made.
- **Long-term Success:** Repeated commitments and referrals are key to long-term success. In Army recruiting, a Soldier's positive experience can lead to them recommending the Army to others. Effective follow-up practices contribute significantly to these outcomes.

CREATIVE, PURPOSEFUL FOLLOW-UP

8-5. 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 Recruiter Zone 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's 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.

8-6. 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:

- The recruiter has 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 recruiter as sincere about helping them with their future.
- The recruiter lacks a strong conviction about the value of Army service.

8-7. People do not perceive follow-up as pestering if the recruiter 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 about your importance are counterproductive. If the recruiter is creative, sincere, and helpful, the prospect does not perceive them as a pushy “salesman.”

FOLLOW-UP STRATEGIES

8-8. Follow-up with a prospect or applicant requires a blend of traditional and modern communication methods, personalized engagement, and an understanding of the unique motivations and concerns of the individual. Here are some effective strategies:

- **Multi-Channel Communication:** Use a mix of communication channels such as email, phone calls, text messaging, and social media. The choice of channel should be based on the prospect's preference.

- **Personalization:** Tailor your follow-up messages to the individual's interests, concerns, and career aspirations. Show that you remember details from previous conversations and that you're attentive to their specific situation.
- **Educational Content:** Provide informative content that is relevant to their decision-making process. This could include videos, articles, or infographics about life in the Army, benefits, career opportunities, and training programs.
- **Utilize Social Media:** Engage through platforms like Instagram, Facebook, or LinkedIn. Share stories, testimonials, and experiences from current Soldiers that resonate with the younger generation's values and interests.
- **Interactive Tools and Virtual Events:** Offer access to virtual tours, webinars, or online Q&A sessions. Interactive tools like live video or simulation experiences can provide a more immersive insight into Army life.
- **Peer Connections:** Facilitate connections with current Soldiers, especially those who recently joined. Peer stories and experiences can be very influential.
- **Address Concerns and Objections:** Be prepared to address common concerns such as safety, career development after the Army, and work-life balance with factual and empathetic responses.
- **Family Involvement:** Encourage family involvement in the decision process, if appropriate, by offering meetings or resources that include family members' questions and concerns.
- **Feedback and Adaptation:** Ask for feedback about their decision-making process and adapt your approach accordingly. This shows that you value their opinion and are willing to adjust your methods to better meet their needs.

Incorporating these strategies can help in effectively engaging prospects, making the follow-up process more relevant and impactful for potential applicants.

FOLLOW-UP FREQUENCY

8-9. 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 leads, prospects, applicants, Future Soldiers, school or college faculty members, and other CPs and advocates. The frequency of follow-up varies based on the type of follow-up and its importance to the mission.

LEADS

8-10. Follow-up with all the leads team members have been unable to contact—high school students and grads. When calling, vary the times and days of the week. 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

8-11. Follow up with prospects as necessary, especially those who seem to be losing interest. With new prospects scheduled for an interview outside a 72-hour window, follow up to confirm the appointment.

8-12. 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 you to discuss Army service.

8-13. 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 freshman year. Note: Follow-up for prospects can include an invitation to sit and discuss any alternate (other than Army) course of action (COA).

APPLICANTS

8-14. The recruiter must emphasize the critical role of explaining the next steps in the enlistment process to the applicant. This information ensures that applicants have a clear understanding of what to expect after the interview, instills confidence in their decision to join the Army, and helps them prepare mentally and logistically for the journey ahead.

8-15. Follow up with applicants as agreed during the interview. Call when you said you 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

8-16. 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. Follow-up with all Future Soldiers is more than a requirement. These recruits are the future of the Army. Take good care of them. They deserve it.

CPS AND ADVOCATES

8-17. In your AO, follow up with CPs and advocates is critical. 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 advocates to discuss or update the status of leads they provided. The CP or advocate who provided a lead has a stake in the individual and recruiting leaders should keep them informed. Diligent follow-up communicates respect for the influencer. Never be afraid to ask CPs and advocates for leads.

8-18. The following TTP provides useful tactics and techniques for follow-up with CPs and advocates. 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, recruiting style, and situation.

TTP – Develop CPs and Advocates

Operation: Shaping

Tactic: Develop CPs and Advocates

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

TTP – Develop CPs and Advocates, cont.

referrals represent a lead source with one of the lowest ratios. Lack of access to potential Soldiers hinders prospecting, and CP/advocate 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 between those who provide leads (CPs) and those that can impact station mission accomplishment through support (community partner advocates) become known.

- Target a specific person for CP or advocate development to support station mission accomplishment. Commanders analyze weak areas in the AO and determine when friendly forces can directly impact or aid the station:
- If it becomes or is difficult to obtain records checks, the station commander may institute an operation to win over an administrative staff member who supports processing operations. After developing a CP (such as a court clerk or a prosecuting attorney), obtaining records checks might speed up or be accomplished through digital 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 mission accomplishment.

If an ARNG or USAR unit identifies a prominent government official who can aid in access to schools and community events or assist with speaking engagements, identify them for advocate development. Once developed, these community leaders have a positive impact on the community's perception of the Army. Ensure that CP and advocate development is an integrated action in the station's daily plan by:

- Aiding the station in determining prominent business, government, and community leaders within the recruiter's AO who may aid in recruiting operations.
- Helping the station with a contact plan (between prospecting, school, processing, and other activities). Emphasis is on augmenting the normal prospecting actions with CP and advocate development.
- Assisting the station with developing messages for introductory or follow-up meetings. These messages must include: why the need for CP assistance, the positive impact on the community, how the CP/advocate can assist, and privacy issues that may deter the CP/advocate from assisting and how to address them.
- Ensuring the follow-up of CPs and advocates regularly, especially when provided a lead by a CP, when given assistance by an advocate, and when no activity from a CP or advocate occurs, contacting and developing CPs and advocates regularly.
- Ensuring station commanders make maximum use of available CP funding, either personal or battalion level assets. Meals purchased for CPs and advocates have a value-added benefit of eliciting reciprocity.
- Ensuring proper records of all actions taken to develop or maintain CPs and advocates. The station commander reviews appropriate entries during the AAR following each activity.

FOLLOW-UP EXECUTION

8-19. Understand that other service recruiters are in the recruiting company or station's AO. First to contact and best at follow-up usually gets the commitment for enlistment. Be the first, own the AO, and follow up.

8-20. 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.

8-21. 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 serve as Army ambassadors by offering assistance with community and civic events.

8-22. There are few hard-set requirements to determine the end goal of follow-up. Take the opportunity to put your finger on the pulse of the community and to weave yourself 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 you. You have spoken to them on multiple occasions. The prospect does not join the Army for just anybody. This result is the true value of follow-up.

8-23. 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 your business conduct.

SUMMARY

8-24. This chapter 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 is to make follow-up a consistent part of every day. Plan your follow-up activities using the guidance provided in this chapter to reinforce an initial action with potential recruits, leads, applicants, Future Soldiers, CPs, and advocates. For more references, refer to UTC 5-03.2, Influencing and Interviewing.

Chapter 9

Processing

INTRODUCTION

9-1. 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, a medical or chaplain commissioning, or a Soldier for one of the SORB specialties, making the process a positive experience is important to the recruiting mission.

9-2. A mistake or oversight during this phase could delay an applicant from joining the Army or worse, cause your applicant to change their mind about joining. Hypothetically multiply a mistake that delays or stops processing by the number of applicants processing, and the Army could lose a company- to a battalion-sized element in a single day. This chapter connects directly to UR 601-210, Enlistment & Accessions Processing, and provides useful guidance 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

9-3. **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. Once the prospect says yes, processing begins. Many processing steps have the capability to be completed virtually. Cloud-based systems have become more prevalent and secure. The modernization of the Army's IT capability ensures the safety and security of an applicant's PII and protected health information (PHI). Virtual processing expedites the enlistment process in a geographically dispersed environment.

9-4. 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.

9-5. Prior to determining eligibility, make sure you read the prospect the Privacy Act of 1974 (5 U.S.C.A. 522a), because prequalification requires the collection of PII/PHI.

9-6. The first task is to verify the applicant's basic eligibility. Ideally, you asked the right prequalification questions while making the appointment and you will already have most or all of this information. Prequalify the applicant by reviewing official documents that verify age, citizenship, education, marital status, dependents, and any other required data.

9-7. 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 testing 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.

9-8. The recruiter must also thoroughly screen the applicant to uncover any medical condition or law violation that could disqualify them or require additional documentation. 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's and applicant's valuable time and effort.

9-9. No one can complete the recruiting and enlistment process in one day. In fact, the time it takes from contact to completion of the recruiting action—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 not requiring any waivers, completes the process in a relatively short time. On the other hand, a first-time contact with a high school senior with no previous interest in the Army could take weeks or months to enlist. Circumstances that affect the flash-to-bang include:

- 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 and waivers
- Court and police records checks
- Live Scan fingerprinting results

ENLISTMENT PACKET

9-10. All applicants are tracked in Recruiter Zone using an electronic record or “packet”—the collection of personal, medical, moral, and academic information required to complete an enlistment. The program will guide you through completing all the necessary steps.

9-11. Collecting source documents is done virtually by using the DoD SAFE (Secure Access File Exchange) website at <https://safe.apps.mil/security.php>. DoD SAFE is a web-based file transfer service that allows Common Access Card (CAC) users (recruiters) and guests (applicants) the ability to securely send and receive files. Applicant packets contain a large amount of PII and PHI. The only authorized means of transferring PII and PHI between recruiters and applicants is the DoD SAFE website. DoD SAFE allows recruiters and applicants to send and receive up to 25 files with a combined size of up to eight gigabytes per transaction. The number of transactions is unlimited. Delivery of files may take up to four hours. The sender receives a notification email when files are picked up by the intended recipient(s). Files are automatically deleted after seven days. After the seven days have elapsed, the files cannot be downloaded by the sender or recipient(s). Applicants only receive files and drop off files once an authenticated user submits a request code. They cannot request that files be sent. For additional guidance and instructions on how to use DoD SAFE, go to <https://safe.apps.mil/help/dod-safe-help.xml>.

This information system is approved for CUI and PII/PHI data

DoD SAFE

Logged on as user: [Name]
Last Login: 2024-01-09 15:28:21 UTC

Home Drop Off Request a Drop Off Pick up Outbox Help Logout

 <<<<< DOD SAFE will be unavailable JAN 16th from 0600EST - 0800EST. Please plan accordingly. >>>>>

Announcements

New features in DoD SAFE 1.7 such as:

- Integrated user guide now available directly on SAFE website.
- Expired drop-offs can be viewed.
- Subset of files in a drop-off can be downloaded in a zip.
- Selected recipients can be re-sent a drop-off.
- Drop-off users can maintain consent to streamline file drop-off process.

DoD SAFE is approved for CUI/PII/PHI file exchange, but files must be encrypted. How do I encrypt files?

Drop-off
Upload files to send to others

Request a Drop-off
Ask for files to be sent to you

Pick-Up
Download files sent to you

Outbox
View Drop-off details

Help
Get help using DoD SAFE

FAQ Quick Clicks

- How secure is DoD SAFE?
- Can SAFE be used for backup storage?
- What if my email address was recently changed and I am having issues logging into DoD SAFE?
- Why is my CAC not working?
- Why is my PIV not working?
- How do I send files?
- What kind of files can I send?
- How long are Drop-offs active?
- How does DoD SAFE handle file transfers containing malware or malicious files?

Send and receive up to CU/PII/PHI files (up to 8 GB total) using Department of Defense (DoD) Secure Access File Exchange (SAFE)

IMPORTANT

- Per Office of the Secretary of Defense (OSD) guidance, DoD SAFE should NOT be used for transmission of contract proposals or other contract award documentation. Instead, OSD directs that the Procurement Integrated Enterprise Environment (PIEE) be used for time-sensitive contract submissions and related documentation.
- DoD SAFE does NOT guarantee a delivery time. Please allow up to 4 hours for delivery.
- File transfers of malware or malicious files are not supported.
- Files must be picked up within 7 days of Drop-off. After that, files are automatically deleted from DoD SAFE.
- File size, customer network connection, connection type, and number of files are factors in the total upload/download time of files. DoD SAFE is not recommended for time sensitive file transfers.

Security | About DoD SAFE | Accessibility | New Functionality Request

Figure 9-1. DoD SAFE

9-12. Digital signatures enable recruiters to process applicants virtually. It is necessary that recruiters be in a video conference with applicants during the digital signature to bear witness to the signature. Applicants and recruiters sign each required block and CANNOT use the copy/paste function at any point in time. Per UR 601-210, Chapter 3-12.4, Recruiter Misconduct Defined, Sub paragraph (e) Falsification of Documents, "Recruiting personnel will not intentionally falsify, assist in falsifying... This includes the use of any documents bearing forged or unauthorized signatures to include the copy/paste of any written or digital signatures with or without consent." Signing with a finger or stylus is acceptable but NOT copy/paste.

9-13. Most undergraduate and graduate universities no longer issue paper transcripts. These transcript requests are now requested by the student on the university's website. The student enters the recruiter's email address for transcript delivery. The university then sends an email to the recruiter with a link to download the student's transcripts. This greatly speeds up the process of compiling an applicant's source documents.

MEDICAL PRESCREENING

9-14. Medical prescreening 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, Accessions Medical History Report).

9-15. The prescreening triggers a check of the applicant's medical history through Military Health System (MHS) GENESIS. MHS GENESIS contains authoritative data supplied via Health Information Exchange and is the primary source of validating applicant medical history. Applicants are evaluated against AR 40-501, Standards of Medical Fitness. In Chapter 2, section 2-2, the regulation states that the purpose of the standards is to ensure that individuals are medically qualified and are:

- Free of contagious diseases that may endanger the health of other personnel.
- Free of medical conditions or physical defects that may require excessive time lost from duty for necessary treatment or hospitalization, or would likely result in administrative separation from the Army under applicable regulation or referral to the DES under AR 635-40.
- Medically capable of satisfactorily completing required Army training.
- Medically adaptable to the military environment without the necessity of geographical area limitations.
- Medically capable of performing duties without aggravation of existing physical defects or medical conditions.

9-16. This prescreening may uncover a condition that requires sending supporting medical documentation to the MEPS for evaluation before scheduling the physical. When requesting applicant medical documentation, use DD Form 2870, Authorization for Disclosure of Medical or Dental Information, with the coversheet attached. This form complies with HIPAA regulations. The results of a prescreening review, or even the physical itself at the MEPS, may require submission of waivers for the applicant to continue through the process.

MORAL QUALIFICATION

9-17. Moral prequalification entails another honest discussion. The applicant must declare any involvement with the legal system, to include juvenile offenses. Recruiters will use the Live Scan program to check fingerprint records of applicants who agree to enlist, and may need to make police or court checks, and then pursue waivers. See UR 601-210, Enlistment & Accessions Processing, for specifics on the Live Scan program.

PROJECTING THE APPLICANT

Recruiters will project all applicants via Recruiter Zone. Ensure that applicants' records projected for enlistment are complete and accurate with all supporting documents uploaded in Electronic Records

Management (ERM) folders. 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 has gathered all 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.

9-18. When the recruiter is satisfied that the applicant is ready, they can schedule the applicant for academic testing. The recruiter sends basic information (name, Social Security number, and date of birth) to the Army guidance counselor at the MEPS. 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.

ACADEMIC QUALIFICATION

9-19. Prospects who agree to process for enlistment must pass the 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. Test results from the ASVAB provide the Armed Forces Qualification Test (AFQT) score. An applicant's AFQT score determines their mental qualifications and eligibility for enlistment.

9-20. Recruiters can pre-screen applicants for the ASVAB. These pre-screening tests can rule out a prospect and save valuable time. Be aware that per UR 601-210, Enlistment & Accessions Processing, recruiters may not use ASVAB tests, locally developed test questions, test aids, or commercial study guides to familiarize applicants with the ASVAB. Recruiters are also prohibited from purchasing or recommending any specific test preparation product, as that would imply endorsement of a commercial product.

9-21. Per AR 601-210, Regular Army and Reserve Components Enlistment Program, recruiters are permitted to tell applicants that commercially available study guides are available (online and at bookstores and in public libraries); may furnish the applicant with an approved ASVAB information pamphlet; and may refer applicants to the March2Success website. March2Success is a free site (<https://www.march2success.com>) sponsored by the U.S. Army that provides users access to online study materials to help improve their scores on standardized tests such as college entrance exams and the ASVAB. It's a great tool to use with influencers like parents and mentors, and for educators when it comes to state testing preparation, college application and financial aid processes, as well as refresher courses on currently applicable classroom instruction content. It is a great door opener and rapport topic for those leads or influencers who seem dismissive of the Army and what the Army has to offer.



Figure 9-2. March2Success

9-22. The AFQT Predictor Test (APT) is an unproctored shortened version of the test that can be taken online at any time to predict an applicant's full-length test score. Individuals with higher scores typically have a better chance of qualifying for entry into the military. Testing is completed by applicants virtually after registration at <https://apt.dpac.mil/>.

9-23. The Pending Internet Computerized Adaptive Test (PiCAT) is an untimed, unsupervised version of the ASVAB. Testing is completed virtually after registration at <https://picat.dpac.mil/>. This is completed at the user's own pace at any computer where the individual can work uninterrupted. The applicant receives a code to start the test and has 48 hours to complete the exam. After completion of the PiCAT, the preliminary score is valid for 30 days and must be verified by taking the verification test at the MEPS. Applicants who do not pass the PiCAT are routed into the full ASVAB test.

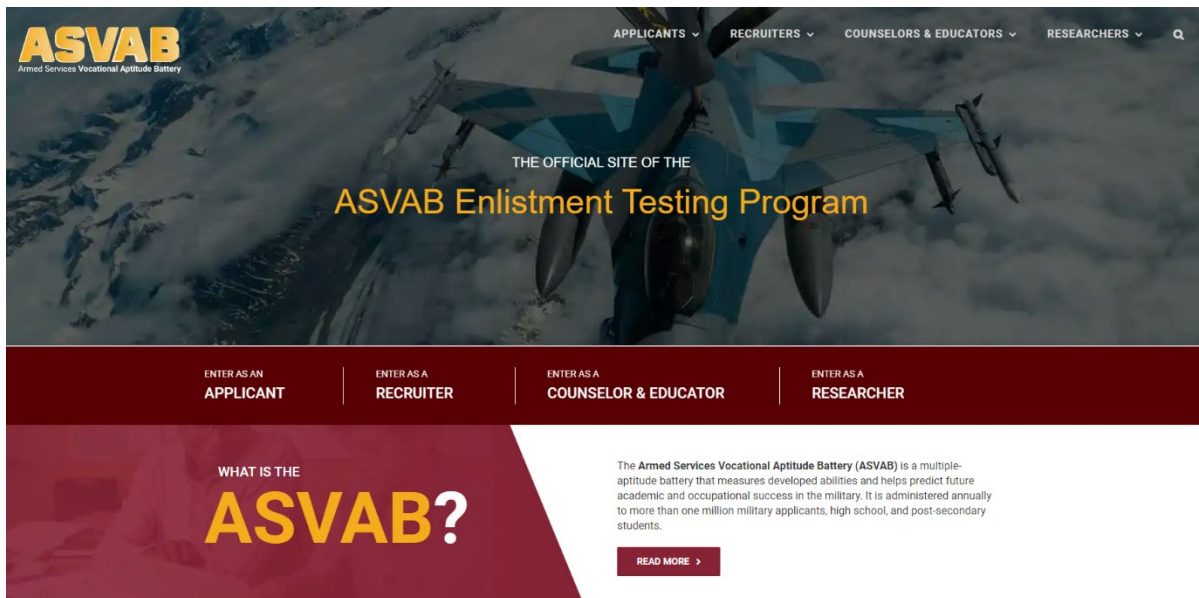


Figure 9-3. ASVAB

9-24. The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students at the MEPS and Military Entrance Test (MET) centers. The ASVAB has 10 subtests. It's administered by computers at the MEPS and by paper and pencil at most MET centers. The categories and number of questions differ between the two formats, but scores should be very similar. For more details and resources, visit <http://www.official-asvab.com>.

9-25. Scores from four of the subtests—Word Knowledge, Paragraph Comprehension, Arithmetic Reasoning, and Mathematics Knowledge—are used in a formula to compute a score for the AFQT. AFQT scores are reported as percentiles between 1-99. See Table 9-2. An AFQT percentile score indicates the percentage of examinees in a reference group who scored at or below that particular score. For example, an AFQT score of 62 indicates that the tester scored as well as or better than 62% of the representative sample. AFQT scores are divided into categories. These categories define the applicant's military mental qualifications.

| Test | Description |
|---|--|
| General Science (GS) | Knowledge of physical and biological sciences |
| Arithmetic Reasoning (AR) | Ability to solve arithmetic word problems |
| Word Knowledge (WK) | Ability to select the correct meaning of a word presented in context and to identify best synonym for a given word |
| Paragraph Comprehension (PC) | Ability to obtain information from written passages |
| Mathematics Knowledge (MK) | Knowledge of high school mathematics principles |
| Electronics Information (EI) | Knowledge of electricity and electronics |
| *Auto Information (AI) | Knowledge of automobile technology |
| *Shop Information (SI) | Knowledge of tools and shop terminology and practices |
| Mechanical Comprehension (MC) | Knowledge of mechanical and physical principles |
| Assembling Objects (AO) | Ability to determine how an object will look when its parts are put together |
| <p><i>*AI and SI are administered as separate tests in the computerized ASVAB, but combined into one single score (labeled AS). AI and SI are combined into one test (AS) in the paper and pencil ASVAB. Both test formats provide an AS subtest score.</i></p> | |

Table 9-1. ASVAB Subtests

9-26. ASVAB retest policy requires a one-month wait between a first and second test. To retake the ASVAB a second time, another one-month wait is required. For any additional retests, a six-month wait is required.

| AFQT CATEGORY | PERCENTILE SCORE RANGE |
|---------------|------------------------|
| I | 93–99 |
| II | 65–92 |
| IIIA | 50–64 |
| IIIB | 31–49 |
| IV | 10–30 |
| V | 1–9 |

Table 9-2. AFQT Category Scores

CHOOSING AN MOS

9-27. Scores on the ASVAB subtests also are used to determine applicant aptitude. The Army offers jobs to an applicant based upon composite groupings of ASVAB subtest scores referred to as line scores (see Table 9-3). These 10 scores are on the applicant's test record. 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, if this applicant desires to enlist in one of several medical occupations, it may require a higher composite score in ST (Skilled Technician) than they achieved to secure the MOS. Refer to the most current USAREC messages and policy to determine enlistment eligibility.

| | |
|----|---------------------------------|
| 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 9-3. ASVAB Line Scores

9-28. Once your applicant takes the PiCAT or ASVAB (possibly prior to visiting the MEPS) and achieves a passing score, and all the applicant's source documents have been scanned into ERM, you can proceed to "Manage Temporary Reservation" search for their desired MOS. Remember to inform your applicant that the Army does have guaranteed training of choice, if they qualify and a vacancy exists. Consider these points when helping an applicant choose an MOS:

- **Check DA PAM 611-21**, Military Occupational Classification and Structure (aka The MOS Smart Book) at <https://armyeitaas.sharepoint-mil.us/teams/DAPAM611-21Smartbook> for specifics on MOS physical demands rating and qualifications required.
- **Visit USAREC Sharepoint:** Directorates/G3/ROC (<https://armyeitaas.sharepoint-mil.us/sites/TR-USAREC-HQ/SitePages/Directorates/G3/RecruitingOperationsCenter.aspx>). The Recruiting Operations Center (ROC) maintains MOS information for quick reference with many additional links of information, including an MOS Qualifications Quick Handbook.
- **Line scores:** Make sure the applicant qualifies for the MOS they seek, i.e. MOS 25U requires a 95 EL and 95 SC. Do not assume your applicant qualifies for an MOS just because they are a grad alpha with an AFQT of 80—they must have qualifying line scores.
- **Moral:** Does your applicant have good moral turpitude? Can your applicant acquire a security clearance if the MOS requires it?
- **Medical:** Does the MOS have vision or height requirements, etc.? Are they too tall to be a tanker or too short to be a diver?
- **Education:** Does the MOS require special math, science, or other classes?
- **Age:** Does the MOS have an age requirement?
- **Special requirements:** Does the MOS require a driver's license or special test? Remember the driver's license must be valid through the completion of training. Low density MOS have fewer classes and training seats available per year.

9-29. If the MOS does not appear in the search window, contact the ROC for assistance. The ROC provides support to the field for enlistment processing. It provides the field policy for enlistment overrides and works to meet specific MOS targets.

9-30. 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 recruiter must ensure applicants understand they will be put in the “hot seat”—an in-depth QC interview with the station commander before they are allowed to process for enlistment at the MEPS. This final QC is the check and balance in the process. The check ensures the applicant is qualified and committed to join the Army.

ON THE FLOOR AT THE MEPS

9-31. A day at the MEPS is a long and trying experience for everyone. The applicant answers question after question—all of which you have hopefully reviewed and addressed—and endures 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.

9-32. USMEPCOM at <https://www.mepcom.army.mil/> contains many resources, for both the recruiters and the applicants, including the video “A Day at the MEPS,” which is designed to help new recruits and their families better understand the process at MEPS. A pre-arrival orientation outline and a pre-arrival fact sheet are also available for recruiters to share with applicants.

9-33. Applicants will progress through five steps at the MEPS:

- **Aptitude testing** (if not already completed): The applicant's ASVAB test scores determine enlistment eligibility and career opportunities.
- **Medical examination:** All applicants must understand the MEPS experience includes a thorough examination with an authorized medical practitioner to determine their physical qualifications. The exam will test vision, hearing, blood pressure, and other physical capabilities. Blood will be drawn for drug, alcohol, and virus testing. All female applicants are tested for pregnancy.
- **Job search:** The guidance counselor verifies the job reserved through temporary reservations or matches their abilities and desires with the needs of the Army.

- **Background screening:** The applicant meets with a security interviewer and will be asked questions about marital status, drug or alcohol abuse, law violation, concealment of physical problems, and more.
- **Oath of enlistment:** Once the applicant completes the previous steps successfully, they will take the oath of enlistment and sign the enlistment or delayed entry contract. See the USMEPCOM website for the most up-to-date applicant guest policy.



Figure 9-4. USMEPCOM

9-34. While at the MEPS, applicants may not receive a qualifying AFQT or may be disqualified during the physical examination. These can be sensitive topics 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.

SUMMARY

9-35. This chapter 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 10

Mission Accomplishment Plan (MAP) Theory and Analysis

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) and applies to NPS recruiting active and reserve only. 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.

MISSION ACCOMPLISHMENT PLAN (MAP)RA
(For use of this form see USAREC Training Circular 5-03.1, Chapter 10.)

Conversion Data Used

RSID: _____

From: _____ To: _____

| | | | | |
|--------------|---------------|----|----|-----|
| # of Weeks 4 | Category | GA | SA | OTH |
| # of Recrtrs | Mission | | | |
| | Potential | | | |
| | Total Mission | | | |

Remarks

Prospecting days / % of RCM

Number of prospecting days

| | Week T-2 | | | Week T-1 | | | Week 1 | | | Week 2 | | | | | |
|------------------------------------|----------|----|-----|----------|----|-----|--------|----|-----|--------|----|-----|-----|----|-----|
| Prospecting weeks dates | 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 | | | | | | | | | | | | | | | |
| Test Req | | | | | | | | | | | | | | | |
| Test Ach | | | | | | | | | | | | | | | |
| Pass Req | | | | | | | | | | | | | | | |
| Pass Ach A/B | | | | | | | | | | | | | | | |
| Processing Dates | | | | | | | | | | | | | | | |
| Floor Req | | | | | | | | | | | | | | | |
| Floor Ach A/B | | | | | | | | | | | | | | | |
| Contract Req | | | | | | | | | | | | | | | |
| Contract Ach A/B | | | | | | | | | | | | | | | |
| Contract Placement Guide GA/SA/OTH | | | | | | | | | | | | | | | |

Figure 10-1. Mission Accomplishment Plan

10-2. The MAP is an automatic calculation of conversion data generated in Recruiter Zone and BI Zone. Therefore, a leader should review reports in both locations to conduct detailed analysis that may not appear in the MAP view. 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 analysis that leaders make adjustments. Leaders must thoroughly understand the MAP: 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. The MAP accurately establishes prospecting goals for the station, and 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 also increase 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 surpasses their MAP goals. Remember the MAP is a living document with two main purposes. First, it serves as an early warning system to detect chokepoints within the prospecting and processing cycles, and second, it identifies leadership and training challenges.

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 that leaders and subordinates can believe in.

10-7. MAP conventions to keep in mind:

- “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. Note: In this tool, where rounding is applied, always round up and never down.
- “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. Consider a four-week month with an equal 25% requirement for each of the 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.
- The recruiting process is a continuing execution of the three lines of effort—prospecting, processing, and leading 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 previous paragraph) in accordance with the recruiting calendar.
- The Regular Army (RA) MAP only tracks enlistments for the NPS market, and only those from the upper mental categories (I-III A)—Grad Alpha (GA) and Senior Alpha (SA). Enlistments for lower mental categories, non-graduates, non-seniors, and prior service are not on the MAP by category. However, they are accounted for under “Other” (OTH). This action makes the process as simple as possible and focuses recruiting efforts in the quality market. If recruiters focus their efforts in the NPS I-III A market, they automatically generate their volume mission.
- The Army Reserve (AR) MAP is designed to capture and track enlistments for NPS I-III A and prior service. 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 are accounted for under OTH. If AR recruiters focus on the I-III A and prior service markets, they automatically generate their volume mission.
- Overall, mission success occurs when recruiters focus their prospecting efforts on the target market—that is, high school grads and seniors in mental category I-III A. Vigorous prospecting in the target market produces OTH enlistments as well. Leaders must focus their recruiters’ efforts in these markets.
- When developing the MAP requirements, units can cover the OTH mission category from the mental category I-III B test pass from grad and senior prospecting. Accurately estimating the Grad Bravo (GB) and Senior Bravo (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 OTH mission.

- Using the “Total” columns of the MAP, determine the GB and SB conversion by dividing the grad and senior Appointments Made by the GB and SB contracts. For example: A recruiting station’s annual data shows 400 grad Appointments Made, and 20 GA and 10 GB contracts; while senior data reflects 300 Appointments Made, 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 month, 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 by dividing the conversion ratio by the required appointments: 60 grad appointments 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 month statistically positions the station to achieve the mission by producing 3 GA, 2 SA, and 4 OTH (1 GB and 3 SB) contracts.
- When there is not enough grad and senior prospecting planned to cover the OTH mission through the GB and SB conversion methodology, use the best GA or SA conversion data to determine the additional appointments required. For the upcoming month, a recruiting station is missioned 2 GA, 0 SA, and 2 OTH. The station’s GA conversion is 20:1, so it is determined the station needs to make 40 grad appointments. The methodology shows the station will achieve the 2 GA contracts, but with a GB conversion of 40:1, statistically, the station will be short 1 OTH contract. To make up the difference, use the 20:1 GA conversion data and add 20 Appointments Made required to the grad prospecting for a new requirement of 60 Appointments Made. The GB conversion in this scenario is still 1 OTH, but now the station should overproduce 1 GA contract, which takes precedence over the OTH 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 contract. RA data is organized in the categories of grad (GRD), senior (SR), and other (OTH). AR data is organized in the categories of GRD, SR, prior service (PS), and OTH.

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 HQ’s data. This action allows newly assigned leaders to “norm” their unit’s data so that they develop their own data 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, because 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 Appointments Made through Test Passed. One example is the auto calculation on the MAP shows a 3:1 Appointments Made to contract ratio in GRD. The leader does not analyze this ratio and simply auto populates the electronic MAP, thinking all the requirements will be enough to cover the OTH categories. However, after further analysis, the leader finds out that the unit had consistently not met the requirements in Appointments Made through Test Passed but was very efficient in the process of those from Test Passed 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 GRD from 8:1 down to 3:1. This means the leader must go back and review the requirements in Appointments Made to Test Passed to ensure that requirements are enough to make the assigned mission.

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 fiscal year (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 until it is updated after the upcoming month is complete. Figure 10-2 shows the collection of 12 months of conversion data. Note: While formats change from time to time, the data collected remains the same. The following diagrams contain relevant information used to collect MAP information, though at the time of this reading, may not appear as the current formats generated on ARISS or by HQ USAREC.

| RSM & YR | APPT MADE | | APPT COND | | TEST | | TEST PASS | | FLOOR | | CONTRACT | |
|-------------------------------|-----------|-----|-----------|-----|------|----|-----------|----|-------|----|----------|----|
| | GRD | SR | GRD | SR | GRD | SR | GRD | SR | GRD | SR | GRD | 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 | | | | | | | | | | | | |
| | APPT MADE | | APPT COND | | TEST | | TEST PASS | | FLOOR | | CONTRACT | |
| | GRD | SR | GRD | SR | GRD | SR | GRD | SR | GRD | SR | GRD | SR |
| TOTAL | 425 | 619 | 383 | 486 | 84 | 95 | 46 | 49 | 39 | 38 | 32 | 32 |

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

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 challenges can impact conversion data. Leaders must continuously monitor and adjust MAP goals to achieve the mission. Calculate the annual average conversion data by referring to the Rolling 12 Month Total data in Figure 10-2 and dividing the total Appointments Made by the number of enlistments, the total appointments conducted by enlistments, etc. See Figure 10-3 for an example of a station's 12-month conversion data.

| ROLLING 12 MONTH CONVERSION DATA | | | | | | | | | | | | |
|----------------------------------|-----------|------|-----------|------|------|----|-----------|-----|-------|-----|----------|----|
| | APPT MADE | | APPT COND | | TEST | | TEST PASS | | FLOOR | | CONTRACT | |
| | GRD | SR | GRD | SR | GRD | SR | GRD | SR | GRD | SR | GRD | SR |
| TOTAL | 13.2 | 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 Recruiter Zone and factoring in events that affect a station’s plan. Negative events may include recruiter’s absence for professional development, 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).

10-14. The MAP defines the prospecting weeks. Using the recruiting calendar (published annually by HQ USAREC), leaders determine the prospecting weeks for the upcoming month. See Figure 10-4. When building the MAP, a 14-day processing cycle is used, and prospecting for the next recruiting month commences two weeks before the next month begins. These two weeks are designated T-2 and T-1. Refer to the calendar to determine the Week T-2 start date for the month. For MAP purposes, prospecting weeks run Monday through Saturday. Exceptions are possible, including holidays.

10-15. To create the DEC FY24 MAP, the calendar notes Monday, 20 NOV, as when T-2 begins. The next T-2 begins 18 DEC. Thus the four prospecting weeks of December are:

- Monday, 20 NOV, through Saturday, 25 NOV. Note that 23-26 NOV is marked as the Thanksgiving holiday on the calendar. The prospecting week is truncated to 20-22 NOV. (3 days)
- Monday, 27 NOV, through Saturday, 2 DEC. (6 days)
- Monday, 4 DEC, through Saturday, 9 DEC. (6 days)
- Monday, 11 DEC, through Saturday, 16 DEC. (6 days)

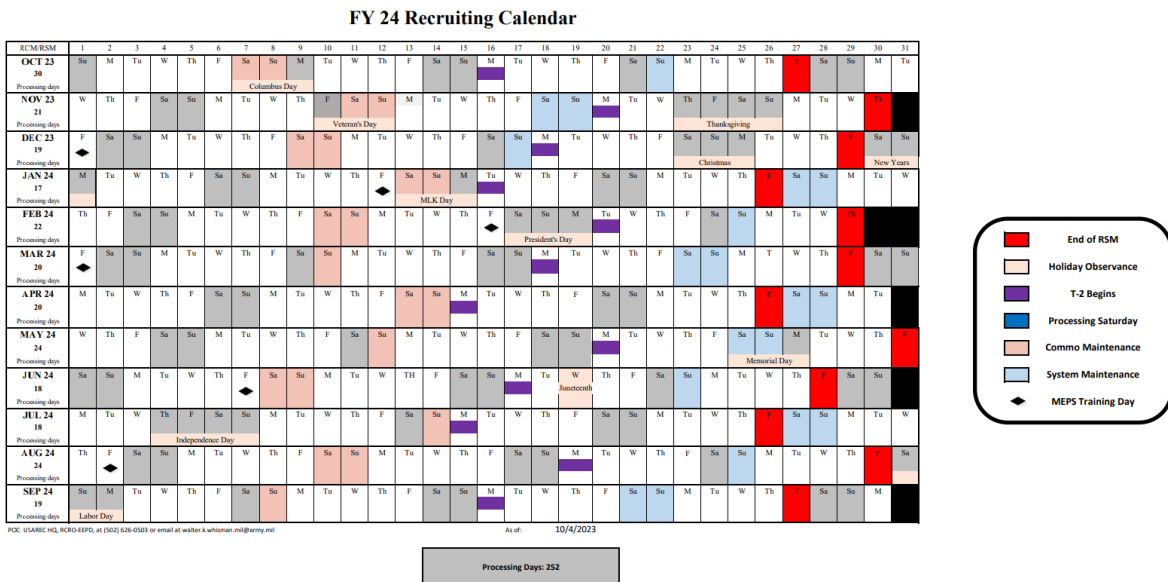


Figure 10-4. Annual Recruiting Calendar

10-16. See Figure 10-5. The top line indicates the number of days in each prospecting week, followed by the percentage of the month that those days represent. Then fill in the prospecting weeks dates on the MAP. See Figure 10-6.



Figure 10-5. MAP Prospecting Weeks

10-17. Expecting the largest number 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 carryover from the previous month, 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. Keep in mind that in reality many considerations can increase flash-to-bang time: current policies, MHS GENESIS results, the need to obtain waivers, retest time, etc.

10-18. For MAP purposes, processing weeks start on Saturdays and end on Fridays. Exceptions are possible. Refer to the recruiting calendar to determine the last day of the month. Also refer to the calendar to determine if the MEPS will be open on a Saturday.

10-19. To create the DEC FY24 MAP, the calendar notes Friday, 29 DEC, is the end of the month. Planning backward, the processing dates are:

- Saturday, 23 DEC, to Friday, 29 DEC. Note that 23-25 DEC is marked as the Christmas holiday on the calendar. The processing week is truncated to 26-29 DEC.
- Saturday, 16 DEC, to Friday, 22 DEC.
- Saturday, 9 DEC, to Friday, 15 DEC.
- Saturday, 2 DEC, to Friday, 8 DEC.

Figure 10-6. MAP with Prospecting and Processing Week Dates

10-20. For the MAP, processing includes all MEPS-related activities such as test, physical, and enlistment. The test dates follow the same Saturday to Friday schedule, ending one week before the end of the month.

10-21. To create the DEC FY24 MAP, planning backward, the test dates are:

- Saturday, 16 DEC, to Friday, 22 DEC.
- Saturday, 9 DEC, to Friday, 15 DEC.
- Saturday, 2 DEC, to Friday, 8 DEC.
- Saturday, 25 NOV, to Friday, 1 DEC. Note that 23-26 NOV is marked as the Thanksgiving holiday on the calendar. The week is truncated to 27 NOV-1 DEC.

10-22. Once the dates of the month are determined, the leader must then determine the number of processing and prospecting days available by considering the following for exceptions. Note: If needed, adjust the number of prospecting days using the dropdown box for each week. See Figure 10-5.

- Holidays during the month that impact available prospecting days.
- MEPS closures during the month that impact available processing days.
- Planned training events and station activities that impact both prospecting and processing days. Some months may contain fewer processing days than the previous year, so station commanders must consider that possibility when building the MAP and visualizing mission accomplishment.

10-23. Once the number of available prospecting and processing days is determined, the leader can then proceed with the development of the MAP. In the top center portion of the MAP, enter the mission by category. Next, enter the number of known or anticipated Potential gains. The gains plus the mission equals the total mission for the month; enter it in the bottom block for each category.

Dec FY 2024
MISSION ACCOMPLISHMENT PLAN (MAP)RA
(For use of this form see USAREC Training Circular 5-03.1, Chapter 10.)

Conversion Data Used
RSID: _____
From: _____ To: _____

of Weeks 4
of Recruits 6

Calculate Save PDF

| Category | GA | SA | OTH |
|---------------|----|----|-----|
| Mission | 5 | 1 | 0 |
| Potential | 0 | 0 | 0 |
| Total Mission | 5 | 1 | 0 |

Remarks

Figure 10-7. Mission by Category.

10-24. The leader must now determine which conversion data to use. While using rolling 12-month conversion data meets command guidance, it 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 month 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.

10-25. Next, fill in the Monthly Conversion Requirements blocks in the bottom right of the MAP by using the selected conversion data. To define the number of new appointments that should occur during the month, the leader simply multiplies the mission by the Appointments Made ratio. The conversion data in Figure 10-3 for GRD shows a conversion rate of 13.2 (number of grad Appointments Made to produce a GA enlistment). If the unit's total mission is for five GAs, multiply 5 times 13.2 for a total of 66 GRD Appointments Made required. Sixty-six new GRD appointments for the upcoming month becomes the unit's Appointments Made monthly goal. See Figure 10-8. Using the Appointments Conducted ratio 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. Complete the same calculations for SR requirements. Enter the totals both in the GA and SA Running Analysis blocks and along the right side of the form when the calculations are complete and goals established, to track weekly progress against the month's goals, as in Figure 10-9.

| GA Running Analysis | | | | | | | SA Running Analysis | | | | | | | Recruiter Work Ethic Per Week | | | | | | |
|--------------------------|-----|-----|-----|-----|-----|--------------------------|---------------------|-----|-----|-----|-----|--------|--------|---------------------------------|--------|-------|-------|-------|-------|----|
| | AM | AC | T | TP | F | C | | AM | AC | T | TP | F | C | Requirement | AM | AC | T | TP | F | C |
| GA Required | 66 | 60 | 13 | 7 | 6 | 5 | SA Required | 20 | 16 | 3 | 2 | 1 | 1 | Requirement Achievement | | | | | | |
| GA Achieved | | | | | | | SA Achieved | | | | | | | Monthly Conversion Requirements | | | | | | |
| Percentage Ach | | | | | | | Percentage Ach | | | | | | | Appt Made | 13.2:1 | 12:1 | 2.6:1 | 1.4:1 | 1.2:1 | GA |
| Conversion Standard | 75% | 36% | 50% | 83% | 90% | Conversion Standard | 75% | 36% | 50% | 83% | 90% | 66 | 60 | 13 | 7 | 6 | 5 | | | |
| Percentage of Funnel Ach | | | | | | Percentage of Funnel Ach | | | | | | 19.3:1 | 15.2:1 | 3:1 | 1.5:1 | 1.2:1 | SA | | | |
| Percentage Difference | | | | | | Percentage Difference | | | | | | 20 | 16 | 3 | 2 | 1 | 1 | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | OTH | | |

| OTH Running Analysis | | | | | | |
|--------------------------|-----|-----|-----|-----|-----|---|
| | AM | AC | T | TP | F | C |
| OTH Required | | | | | | |
| OTH Achieved | | | | | | |
| Percentage Ach | | | | | | |
| Conversion Standard | 75% | 36% | 50% | 83% | 90% | |
| Percentage of Funnel Ach | | | | | | |
| Percentage Difference | | | | | | |

Figure 10-8. Calculating Monthly Requirements

Dec FY 2024 **MISSION ACCOMPLISHMENT PLAN (MAP)RA**

Conversion Data Used
RSID: _____ (For use of this form see USAREC Training Circular 5-03.1, Chapter 10.)
From: _____ To: _____

of Weeks 4

of Recrtrs 6

Calculate Save PDF

| Category | GA | SA | OTH |
|---------------|----|----|-----|
| Mission | 5 | 1 | 0 |
| Potential | 0 | 0 | 0 |
| Total Mission | 5 | 1 | 0 |

Remarks

Prospecting days / % of RCM: 3 | 13% 6 | 29% 6 | 29% 6 | 29% 21 Number of prospecting days

Prospecting weeks dates: Week T-2 (Nov 20 - Nov 22), Week T-1 (Nov 27 - Dec 02), Week 1 (Dec 04 - Dec 09), Week 2 (Dec 11 - Dec 16)

| | GRD | SR | OTH |
|--|-----|----|-----|
| Appt Req | 66 | 20 | |
| Made Ach | | | |
| Cond Req | 60 | 16 | |
| Cond Ach | | | |
| Test Dates: Nov 27 - Dec 01, Dec 02 - Dec 08, Dec 09 - Dec 16, Dec 16 - Dec 22 | | | |
| Test Req | | | |
| Test Ach | | | |
| Pass Req | | | |
| Pass Ach A/B | | | |
| Processing Dates: Dec 02 - Dec 08, Dec 09 - Dec 15, Dec 16 - Dec 22, Dec 26 - Dec 29 | | | |
| Floor Req | | | |
| Floor Ach A/B | | | |
| Contract Req | | | |
| Contract Ach A/B | | | |
| Contract Placement Guide GA/SA/OTH | | | |

Figure 10-9. Tracking Requirements

10-26. Leaders can then determine the best strategy for breaking the monthly total goal 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 Appointments Made goal (66, using the example above) by the percentage of the prospecting month each 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 10-10 shows how station commanders make slight adjustments through distribution (see Paragraph 10-7b) calculations, so the total of the weekly goals equals the monthly goal. Complete the same calculations for SR, and continue the process for Appointments Conducted required, Test required, and Test Passed required.

| Prospecting weeks dates | Week T-2 | | | Week T-1 | | | Week 1 | | | Week 2 | | | GRD | SR | OTH |
|-------------------------|-----------------|----|-----|-----------------|----|-----|-----------------|----|-----|-----------------|----|-----|-----|----|-----|
| | Nov 20 - Nov 22 | | | Nov 27 - Dec 02 | | | Dec 04 - Dec 09 | | | Dec 11 - Dec 16 | | | | | |
| | GRD | SR | OTH | GRD | SR | OTH | GRD | SR | OTH | GRD | SR | OTH | | | |
| Appt Req | 12 | 3 | | 16 | 5 | | 19 | 6 | | 19 | 6 | | 66 | 20 | |
| Made Ach | | | | | | | | | | | | | | | |
| Cond Req | | | | | | | | | | | | | | | |
| Cond Ach | | | | | | | | | | | | | | | |

Figure 10-10. Calculating Appointments Requirement Per Week

10-27. Next, fill in the Recruiter Work Ethic Per Week blocks in the bottom right of the map. See Figure 10-11. First total all required appointments for the month under monthly requirements. Divide that total by the number of weeks in the month. Then divide that figure by the number of recruiters on hand for that month. Let's say there are six recruiters in this station. So to figure the Appointments Made requirement, total the monthly conversion requirements for Appointments Made, both GA and SA (66 + 20 = 86). Divide 86 by four (weeks in the month) to get 21.5. Then divide 21.5 by six recruiters to get 3.58 which is rounded to 3.6. Repeat the calculations for Appointments Conducted, Test, Test Passed, and Floor.

| GA Running Analysis | | | | | | | SA Running Analysis | | | | | | | Recruiter Work Ethic Per Week | | | | | |
|--------------------------|-----|-----|-----|-----|-----|---|--------------------------|-----|-----|-----|-----|-----|---|---------------------------------|-----------|-------|-------------|-------|------------|
| | AM | AC | T | TP | F | C | | AM | AC | T | TP | F | C | AM | AC | T | TP | F | C |
| GA Required | 66 | 60 | 13 | 7 | 6 | 5 | SA Required | 20 | 16 | 3 | 2 | 1 | 1 | Requirement | 3.7 | | | | |
| GA Achieved | | | | | | | SA Achieved | | | | | | | Achievement | | | | | |
| Percentage Ach | | | | | | | Percentage Ach | | | | | | | Monthly Conversion Requirements | | | | | |
| Conversion Standard | 75% | 36% | 50% | 83% | 90% | | Conversion Standard | 75% | 36% | 50% | 83% | 90% | | Appt Made | Appt Cond | Test | Test Passed | Floor | Cont Req'd |
| Percentage of Funnel Ach | | | | | | | Percentage of Funnel Ach | | | | | | | 13.2:1 | 12:1 | 2.6:1 | 1.4:1 | 1.2:1 | GA |
| Percentage Difference | | | | | | | Percentage Difference | | | | | | | 66 | 60 | 13 | 7 | 6 | 5 |
| | | | | | | | | | | | | | | 19.3:1 | 15.2:1 | 3:1 | 1.5:1 | 1.2:1 | SA |
| | | | | | | | | | | | | | | 20 | 16 | 3 | 2 | 1 | 1 |
| | | | | | | | | | | | | | | | | | | | OTH |

Figure 10-11. Recruiter Work Ethic Per Week Requirements

10-28. Determine contract placement based on the percentage of prospecting days available within the weeks of the month. See Figure 10-12. Determine contract placement by multiplying contract totals by the percentage of prospecting days for a given week in the month. Exercise mission command to plan how enlistments occur during the month based off processing days.

Dec FY 2024 **MISSION ACCOMPLISHMENT PLAN (MAP)RA**

Conversion Data Used
 RSID: _____
 From: _____ To: _____

(For use of this form see USAREC Training Circular 5-03.1, Chapter 10.)

| | |
|--------------|---|
| # of Weeks | 4 |
| # of Recrtrs | |

Calculate Save PDF

| | | | |
|---------------|----|----|-----|
| Category | GA | SA | OTH |
| Mission | 5 | | |
| Potential | 0 | | |
| Total Mission | 5 | | |

Remarks

Prospecting days / % of RCM: 3 (13%), 6 (29%), 6 (29%), 6 (29%)

21 Number of prospecting days

| | | | | | | | | | | | | | | | |
|----------|-----------------|----|-----|-----------------|----|-----|-----------------|----|-----|-----------------|----|-----|-----|----|-----|
| | Week T-2 | | | Week T-1 | | | Week 1 | | | Week 2 | | | | | |
| | Nov 20 - Nov 22 | | | Nov 27 - Dec 02 | | | Dec 04 - Dec 09 | | | Dec 11 - Dec 16 | | | | | |
| Appt Req | GRD | SR | OTH | GRD | SR | OTH | GRD | SR | OTH | GRD | SR | OTH | GRD | SR | OTH |
| Made Ach | 12 | | | 16 | | | 19 | | | 19 | | | 66 | | |
| Cond Req | | | | | | | | | | | | | 60 | | |
| Cond Ach | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | |
|--------------|-----------------|--|--|-----------------|--|--|-----------------|--|--|-----------------|--|--|----|--|--|
| Test Dates | Nov 27 - Dec 01 | | | Dec 02 - Dec 08 | | | Dec 09 - Dec 15 | | | Dec 16 - Dec 22 | | | | | |
| Test Req | | | | | | | | | | | | | 13 | | |
| Test Ach | | | | | | | | | | | | | 7 | | |
| Pass Req | | | | | | | | | | | | | | | |
| Pass Ach A/B | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | |
|------------------|-----------------|--|--|-----------------|--|--|-----------------|--|--|-----------------|--|--|---|--|--|
| Processing Dates | Dec 02 - Dec 08 | | | Dec 09 - Dec 15 | | | Dec 16 - Dec 22 | | | Dec 26 - Dec 29 | | | | | |
| Floor Req | | | | | | | | | | | | | 6 | | |
| Floor Ach A/B | | | | | | | | | | | | | | | |
| Contract Req | | | | | | | | | | | | | 5 | | |
| Contract Ach A/B | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | |
|------------------------------------|------|--|-----|--|-----|--|-----|--|--|--|--|--|--|--|--|--|
| Contract Placement Guide GA/SA/OTH | 0.95 | | 1.2 | | 1.5 | | 1.5 | | | | | | | | | |
|------------------------------------|------|--|-----|--|-----|--|-----|--|--|--|--|--|--|--|--|--|

Figure 10-12. Contract Placement Guide

10-29. Station commanders must temper their desire to start the month with heavy enlistments. Realize that the process of making appointments and conducting Army Interviews, followed by testing, must be complete and present in the numbers necessary to support contract placement. Carryover from the previous month may allow station commanders some flexibility, but since the leader plans weeks in advance, this flexibility is marginal.

PRE-IMPLEMENTATION REVIEW

10-30. 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 week T-1 has five prospecting days available, but week one of the month has a MEPS training day and a USAREC holiday, providing only three processing days. This 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 month, especially when a station’s floor-to-contract ratio shows an identified weakness. While this may aid in jump-starting the next month, it is likely to come at the expense of the current month’s mission.
- Most importantly, recruiters must support the station’s MAP by striving to meet the prospecting and processing goals. For example, meeting a goal of 66 Appointments Made is never going to occur if recruiters have not built a solid operation plan based on their established abilities.
- 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

10-31. Analysis begins by reviewing conversion data to detect abnormal ratios. Mission success depends on the timely identification of problem areas. Once a problem area is identified, determine whether it is a leadership or training concern, so appropriate measures are taken.

| RSM & YR | APPT MADE | | APPT COND | | TEST | | TEST PASS | | FLOOR | | CONTRACT | |
|-------------------------------|-----------|-----|-----------|-----|------|----|-----------|----|-------|----|----------|----|
| | GRD | SR | GRD | SR | GRD | SR | GRD | SR | GRD | SR | GRD | 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 PASS | | FLOOR | | CONTRACT | |
| | GRD | SR | GRD | SR | GRD | SR | GRD | SR | GRD | SR | GRD | SR |
| | 425 | 619 | 383 | 486 | 84 | 95 | 46 | 49 | 39 | 38 | 32 | 32 |

Figure 10-13. Collection of Conversion Data over a 12-Month Period

10-32. Looking at Figure 10-13, 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 conducting the appointment through the floor at MEPS. 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.

10-33. 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 months.

10-34. In Figure 10-13, in August, the station only made 11 GRD appointments, roughly a third of its normal performance. If a station commander makes this discovery after the month 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 the recruiters. Barring a catastrophic recruiter loss, a drop of this magnitude likely means a fundamental leadership breakdown, although other possibilities exist. Perhaps, the station achieved its MAP goals and simply stood down from prospecting to process the applicants for the month. 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 likely diverted prospecting time to processing efforts. On average, the station made 37.6 GRD appointments per month. The average was determined by adding 11 months of GRD Appointments Made (eliminating August as abnormal) and dividing the total by 11 months. In August, the station had 26 GRD appointments below the average. Statistically, seeing a GRD conversion rate of 13.3 to 1, the station lost two enlistments.

10-35. 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 deteriorates, making it an ineffective tool.

10-36. 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, artificially 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 believe 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.

10-37. 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 sprints.

USAREC BENCHMARKS

10-38. Knowing the recruiter’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 recruiter’s actual performance should be, compared to 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. Inability to achieve USAREC benchmarks is due, in part, to ineffective leadership and training. See Figure 10-14 for USAREC’s conversion data for 100 new Appointments Made. USAREC has determined that:

- 75% of Appointments Made should be conducted.
- 36% of Appointments Conducted should Test.
- 50% of those testing should Pass.
- 83% of those passing the test should Floor (process at MEPS).

- 90% of those who Floor should Contract (enlist).



Figure 10-14. Recruiting Funnel Benchmarks

CHOCHECKPOINTS

10-39. Chokepoints are stoppages between processing steps. When the activity in one step 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 that normally conducts 68% of their appointments drops to 60% 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 10-15 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 PASS | | FLOOR | | CONTRACT | |
| | GRD | SR | GRD | SR | | GRD | SR | GRD | SR | GRD | SR | GRD | SR |
| TOTAL | 13.2 | 19.3 | 12 | 15.2 | | 2.6 | 3 | 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 Contract | | | | | |
| USAREC Benchmark | | | 75% | 36% | | 50% | 83% | 90% | | | | | |

Figure 10-15. Modified Conversion Data Chart with Benchmarks

10-40. Training needs are easy to identify when you compare conversion data to command benchmarks. The following are examples using the data from Figure 10-15:

- The conducts of grad Appointments Made is 90%, much higher than the command benchmark. The station commander must determine whether the 90% is meaningful by reviewing the raw data. In this case, it is 90% of 425 Appointments Made, a very significant number. If it had been 90% 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 that increases conversion data. The longer the inaccuracy is allowed to continue, the greater the negative effect on conversion data.
- The 90%, if accurate, makes the next step difficult to obtain. With a command goal of 36% Appointments Conducted to Test, the station is only testing 22% of the grads from Appointments Conducted. Seeing that only 20% of seniors from Appointments Conducted tested strengthens the fact that the station has a training problem. In fact, a training plan that corrects this single shortfall (appointments conducted to test) could have a tremendous positive impact on the station's performance without increasing the recruiter's workload.

| CONVERSION DATA | | | | | | |
|------------------|-----------|-----------------|-----------------|--------------|---------------|-------------------|
| | APPT MADE | APPT COND | TEST | TEST PASS | FLOOR | CONTRACT |
| TOTAL | 17 | 14 | 6 | 3 | 2 | 1 |
| | | 82% | 43% | 50% | 75% | 50% |
| | | Made to Conduct | Conduct to Test | Test to Pass | Pass to Floor | Floor to Contract |
| USAREC Benchmark | | 75% | 36% | 50% | 83% | 90% |

Figure 10-16. Conversion Data

10-41. In Figure 10-16, 82% of Appointments Made in the station resulted in an Appointment Conducted (14 ÷ 17 x 100 = 82%). The station commander can use this calculation information to determine whether the station needs more appointments conducted during the month. 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, which would result in inflated conversion data.

10-42. 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 10-16, specifically the 82% benchmark, the station commander can determine that if the station made 52 appointments, it should also have 42.6 Appointments Conducted. If not, the station commander can then determine which recruiters are affected and personally become involved in the follow-up of all no-shows to increase the number of Appointments Conducted.

10-43. Conversion data can also determine, anytime during the month, the number of enlistments that should have already occurred. Using the data in Figure 10-16, conversion from Appointments Made to Contract is 17 to 1. Calculate $1 \div 17 = .058 \times 100 = 5.8\%$, which means that 5.8% of the Appointments Made resulted in an enlistment. Using the example of 52 Appointments Made ($52 \times .058 \times 100 = 3.06\%$), 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 prospects from appointments already conducted, test passed, or physical passed who are awaiting enlistment to encourage advance to contract.

10-44. Conversion data gives station commanders a solid approach for improving their station's performance. Managing the process to increase conversion eliminates the need for increased prospecting, which only inflates conversion data in later months.

VALIDATING CONVERSION DATA

10-45. The accuracy of conversion data directly correlates to the quality of work, but the numbers are only as good as the data reported by the recruiter. Knowingly allowing unqualified prospects into 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.

10-46. 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 10-15, 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 already 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 $58 \text{ conducts} \times .428 = 24 \text{ testers}$. If the testers did not develop, then more appointments are not necessarily the answer. Following up with the people who conducted appointments but didn't test 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

10-47. Monitor chokepoints, those 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 can serve as 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.

10-48. Holding enlistments for the next month is 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 month. 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 month's enlistments in the bag tend to take prospecting too lightly, which results in fewer enlistment opportunities for the station. 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

10-49. The MAP demonstrates what must occur to achieve the mission if all things remain the same. The recruiting environment, however, seldom remains the same. Changing situations require station commanders to constantly gauge the effectiveness of their force and take action when activities do not result in anticipated

outcomes. In Figure 10-17, 12 grad 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.

| ROLLING 12 MONTH CONVERSION DATA | | | | | | | | | | | | |
|----------------------------------|-----------|------|-----------|------|------|----|-----------|-----|-------|-----|----------|----|
| | APPT MADE | | APPT COND | | TEST | | TEST PASS | | FLOOR | | CONTRACT | |
| | GRD | SR | GRD | SR | GRD | SR | GRD | SR | GRD | SR | GRD | SR |
| TOTAL | 13.2 | 19.3 | 12 | 15.2 | 2.6 | 3 | 1.4 | 1.5 | 1.2 | 1.2 | 1 | 1 |

Figure 10-17. Rolling 12-Month Conversion Data

10-50. 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 those MAP goals. Turnover of personnel can 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.

10-51. The MAP is an excellent tool to demonstrate the complexity of the mission. In the final two weeks of any month, the station is actively engaged in two separate and distinct operations. The first is completing the processing of enlistments generated for the current month'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 month.

10-52. Recruiters may attempt to enlist prospects generated for the next month into the current one. The term for this practice is "stove piping." 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. Use the conversion data from the MAP to determine how many additional appointments are needed if they are to achieve the next month's mission.

10-53. Exceeding mission is not necessarily the result of making additional appointments. Station commanders 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 conversion data and enables the recruiter to surpass their mission. Because of these improvements, future goals begin to "norm" themselves to the improved skills of the field force.

10-54. In some centers, unexpected enlistments can seriously affect prospecting activities and be detrimental to a recruiter's 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 month thinking they do not have to prospect, just process the applicants they already have, only to have them all fall out for various reasons. When recruiters ignore prospecting goals, it results in missing mission. The MAP identifies prospecting gaps and enables station commanders to make timely adjustments as needed. It is a major topic of discussion during any AAR.

SUMMARY

10-55. Commanders and station commanders who understand the value of information provided by MAP data can develop an operation plan that results in mission accomplishment. There is so much information in this chapter that it might take you two, three, four or more times reading 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 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

Troubleshooting Guide

INTRODUCTION

11-1. When prospecting or processing performance falls below acceptable levels, both NPS and in-service, 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 recruiting funnel and that they are flowing smoothly through the recruiting process.

11-2. 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 effectiveness. Understanding how to increase effectiveness helps team members become more efficient in their prospecting efforts.

11-3. The Performance and Mission reports from Recruiter Zone tracks the recruiting process through every step. The Leads and Prospecting Analysis (LPA) report from BI Zone allows station commanders to visualize prospecting methods from contact attempts to appointments conducted. The contact time report displays attempts and contacts by the period. For in-service recruiters, the Level 1 log allows station commanders to visualize prospecting methods from contact to the brief. 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. See Chapter 3 for instructions to calculate prospecting hours.

TROUBLESHOOTING: NPS RECRUITING FUNNEL

11-4. This troubleshooting guide cites and addresses problems that typically occur at different steps in the recruiting process. The guide also discusses possible reasons for 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

11-5. **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. Attitude is everything. See Chapter 3 for information on developing a recruiting personality, or Chapter 7 for information on introductory scripts.

11-6. **Not establishing trust and credibility.** Recruiters must find out as much as they can about a lead (blueprint information) before attempting to contact them. Knowing information about the person can help recruiters establish 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 ARISS about the lead. See Chapter 3 for information about establishing rapport.

11-7. **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. See Chapter 3 for a walkthrough of the steps of initial contact, including asking probing questions.

11-8. **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?” See Chapter 7 for contact scripts.

11-9. **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. See Chapter 3 for information on developing seasonal prospecting strategies.

HIGH NUMBER OF NO-SHOWS OR CANCELLATIONS

11-10. **Too much time between Appointments Made and conducted.** Recruiters who conduct the interview more than 72 hours after making the appointment are less likely to succeed in engendering a commitment. The more time between making an appointment and conducting it, the greater the chance 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. See Chapter 7 for information about setting appointments as part of a contact script.

11-11. **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. See Chapter 7 for information about contact scripts.

11-12. **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 the recruiter’s choices is counterproductive. Honesty, self-development, and leader-directed hands-on training are the remedy for this chokepoint. See Chapter 3 for information about prospecting as a critical task.

11-13. **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 on the fact they have the appointment and overlook the important details. See Chapter 7 for information about contact scripts.

LOW CONVERSION OF APPOINTMENTS CONDUCTED TO TEST

11-14. **Did the recruiter fail to engender a commitment to join the Army?** Recruiters may be afraid to outright 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. See Chapter 7 for information about contact scripts.

11-15. **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. See Chapter 3 for information about establishing rapport.

11-16. **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 one 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 the SOLDIER acrostic) how the Army can assist them to fulfill their goals. See Chapter 3 for a walkthrough of the steps of initial contact, including asking probing questions.

11-17. **Did the recruiter overcome all the prospect’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 prospect refuses to process for enlistment. Obstacles are usually unconscious attempts by a prospect to get more information. See Chapter 7 for information about overcoming obstacles.

11-18. **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. See Chapter 8 for information about follow-up.

11-19. **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 during the interview not to join, providing the ARCA summary sheet provides the recruiter talking points when they follow up with a prospect.

APPLICANTS ARE NOT PASSING ASVAB

11-20. Questions to ask if 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 before (perhaps in school)?

See Chapter 9 for more information on academic processing.

APPLICANTS ARE NOT TAKING THE PHYSICAL EXAM

11-21. Questions to ask if applicants are not taking the physical exam include:

- Did the recruiter "sell the test" in hopes the applicant takes their physical and enlists 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 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 a decision and change their mind?

See Chapter 9 for more information on processing.

APPLICANTS ARE NOT PASSING THE PHYSICAL EXAMINATION

11-22. Questions to ask if applicants are not passing the physical examination include:

- 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-Doc or Email-a-Doc for questionable cases?

See Chapter 9 for more information about medical pre-screening.

APPLICANTS ARE PASSING THE PHYSICAL BUT NOT ENLISTING

11-23. Questions to ask if the applicants are passing the physical but not 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 would convince them to enlist?
- Did the recruiter explain the MEPS processing procedures to the applicant and explain how long it may take?

See Chapter 9 for more information on processing.

FUTURE SOLDIERS NOT SHIPPING

11-24. Questions to ask if Future Soldiers are not shipping include:

- Is the recruiter following up with Future Soldiers in accordance with USAREC Reg. 601-210 Regular Army and Reserve Components Enlistment Program and USAREC TC 5-03.5 Leading Future Soldiers?
- 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 Soldiers' decision to join the Army?
- Is the recruiter giving Future Soldiers the same amount of attention and interest they received during the enlistment process?

TROUBLESHOOTING: IN-SERVICE RECRUITING FUNNEL

11-25. The purpose of this troubleshooting guide is to help company leaders better understand the recruiting process at recruiter and station level for in-service recruiting. The guide cites and addresses problems that typically occur at different steps in the recruiting process. The guide is by no means an exhaustive list; however, it applies to most situations.

LOW ATTENDANCE AT A BRIEFING

11-26. **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. Recruiters must take a few minutes mentally to prepare before starting their prospecting efforts. See Chapter 3 for information on developing a recruiting personality, or Chapter 7 for information on introductory scripts.

11-27. **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. See Chapter 3 for information about establishing rapport.

11-28. **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. See Chapter 3 for a walkthrough of the steps of initial contact, including asking probing questions.

11-29. **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?” See Chapter 7 for contact scripts.

11-30. **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

11-31. **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. See Chapter 7 for information about setting appointments as part of a contact script.

11-32. **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. See Chapter 7 for information about contact scripts.

11-33. **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. See Chapter 3 for information about prospecting as a critical task.

11-34. **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. See Chapter 7 for information about contact scripts.

LOW CONVERSION OF SOLDIERS BRIEFED TO QUALIFIED AND VOLUNTEER

11-35. **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. See Chapter 7 for information about contact scripts.

11-36. **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. See Chapter 3 for information about establishing rapport.

11-37. **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. See Chapter 3 for a walkthrough of the steps of initial contact, including asking probing questions.

11-38. **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. See Chapter 7 for information about overcoming obstacles.

11-39. **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. See Chapter 8 for information about follow-up.

SOLDIERS NOT COMPLETING THE PHYSICAL EXAM

11-40. 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 PASSING THE PHYSICAL BUT NOT COMMITTING TO A CLASS

11-41. 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

11-42. Questions to ask if Future ARSOF Soldiers are not shipping include:

- 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?

SUMMARY

11-43. This chapter provided useful guidance on how to conduct troubleshooting activities for enlisted, chaplain, and 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 (Digital Version)

INTRODUCTION

12-1. The following scenario walks you through a few situations that occur during a typical recruiting month. Pertinent portions of the MAP reveal indicators that require immediate action to achieve mission. Leadership 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.

SCENARIO

12-2. This MAP analysis scenario begins with the results of Week T-2 of the recruiting month of December. See Figure 12-1.

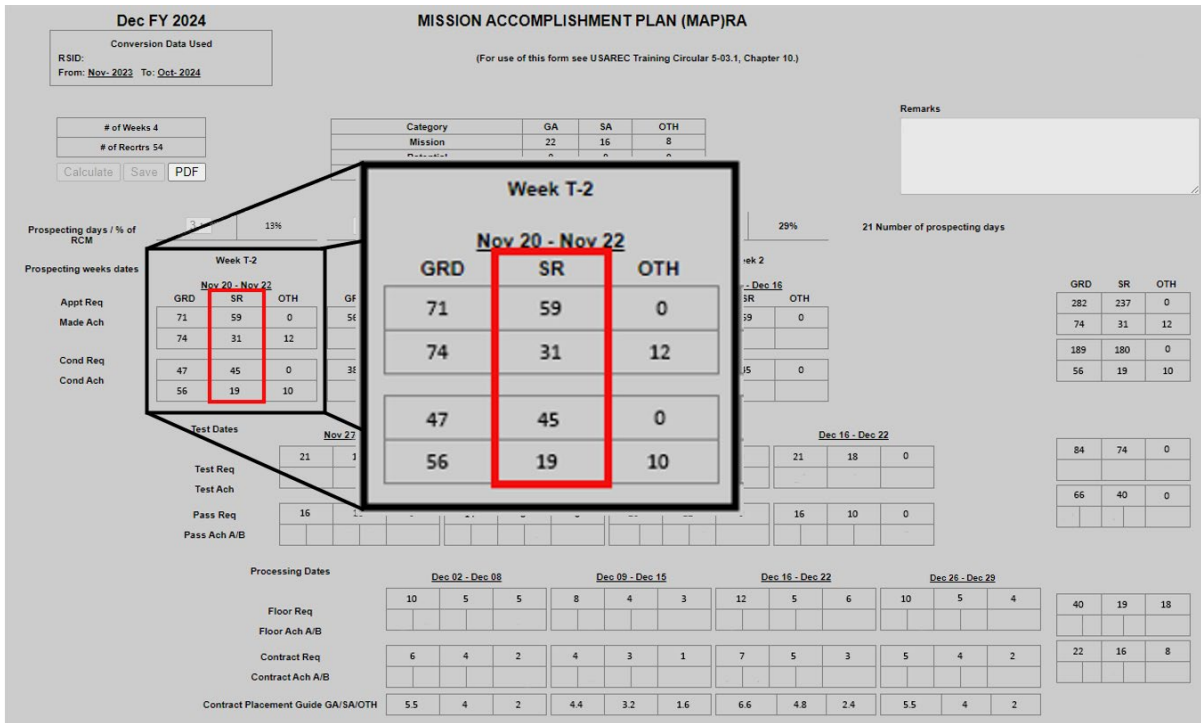


Figure 12-1. Week T-2

12-3. In this scenario, MAP analysis reveals a shortfall in high school senior (SR) results: 59 appointments required, 31 Appointments Made achieved; 45 Appointments Conducted required, 19 Appointments Conducted achieved. (Figure 12-1) The station commander should focus the prospecting efforts on the SR market. To start with, the company fell short on required Appointments Made (31 of 59). Then the recruiters conducted just 61% (Figure 12-2) of the Appointments Made (19 of 31). 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 work continues at this level of performance, the company will not make its mission.

| GA Running Analysis | | | | | | |
|--------------------------|-----|-----|-----|-----|-----|----|
| | AM | AC | T | TP | F | C |
| GA Required | 282 | 189 | 84 | 66 | 40 | 22 |
| GA Achieved | 74 | 56 | 0 | 0 | 0 | 0 |
| Percentage Ach | 26% | 30% | 0% | 0% | 0% | 0% |
| Conversion Standard | 75% | 36% | 50% | 83% | 90% | |
| Percentage of Funnel Ach | 76% | 0% | 0% | 0% | 0% | |
| Percentage Difference | 1% | 0% | 0% | 0% | 0% | |

| SA Running Analysis | | | | | | |
|--------------------------|------|-----|-----|-----|-----|----|
| | AM | AC | T | TP | F | C |
| SA Required | 237 | 180 | 79 | 66 | 40 | 22 |
| SA Achieved | 31 | 19 | 0 | 0 | 0 | 0 |
| Percentage Ach | 13% | 10% | 0% | 0% | 0% | 0% |
| Conversion Standard | 75% | 36% | 50% | 83% | 90% | |
| Percentage of Funnel Ach | 61% | 0% | 0% | 0% | 0% | |
| Percentage Difference | -14% | 0% | 0% | 0% | 0% | |

| OTH Running Analysis | | | | | | |
|--------------------------|-----|-----|-----|-----|-----|----|
| | AM | AC | T | TP | F | C |
| OTH Required | 0 | 0 | 0 | 0 | 0 | 0 |
| OTH Achieved | 12 | 10 | 0 | 0 | 0 | 0 |
| Percentage Ach | 0% | 0% | 0% | 0% | 0% | 0% |
| Conversion Standard | 75% | 36% | 50% | 83% | 90% | |
| Percentage of Funnel Ach | 0% | 0% | 0% | 0% | 0% | |
| Percentage Difference | 0% | 0% | 0% | 0% | 0% | |

| Recruiter Work Ethic Per Week | | | | | | |
|-------------------------------|-----|-----|-----|-----|-----|-----|
| | AM | AC | T | TP | F | C |
| Requirement | 5.2 | 3.7 | 1.6 | 1.1 | 0.8 | 0.5 |
| Achievement | 4.5 | 3.3 | 1.4 | 0.8 | 0.6 | 0.4 |

Figure 12-2. Meeting the Conversion Standard

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 gap in training.

12-5. 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 that station commanders should focus efforts on the SR market and correct any problems you identified during analysis/IPR.

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

| MISSION ACCOMPLISHMENT PLAN (MAP)RA | | | | | | | | | | | |
|-------------------------------------|--|---|-----|-----------------|-----|-----|---------|-----|-----|-----|-----|
| Conversion Data Used | | (For use of this form see USAREC Training Circular 5-03.1, Chapter 10.) | | | | | | | | | |
| RSID: | | | | | | | | | | | |
| From: Nov-2023 To: Oct-2024 | | | | | | | | | | | |
| # of Weeks 4 | | Category | | GA | SA | OTH | Remarks | | | | |
| # of Recrtrs 54 | | Mission | | 22 | 16 | 8 | | | | | |
| Calculate Save PDF | | Potential | | | | | | | | | |
| Total Mission | | | | | | | | | | | |
| Prospecting days / % of RCM | | 3 | 15% | 6 | 29% | 6 | | | | | |
| Prospecting weeks dates | | Week T-2 | | Week T-1 | | | | | | | |
| Appt Req | | Nov 20 - Nov 22 | | Nov 27 - Dec 02 | | | | | | | |
| Made Ach | | GRD | SR | OTH | GRD | SR | OTH | | | | |
| Cond Req | | 71 | 59 | 0 | 56 | 48 | 0 | | | | |
| Cond Ach | | 74 | 31 | 12 | 48 | 57 | 6 | | | | |
| Test Dates | | Nov 27 - Dec 01 | | Dec 02 - Dec 08 | | | | | | | |
| Test Req | | 21 | 18 | 0 | 17 | | | | | | |
| Test Ach | | 22 | 8 | 1 | | | | | | | |
| Pass Req | | 16 | 10 | 0 | 14 | | | | | | |
| Pass Ach A/B | | 8 | 14 | 2 | 4 | | | | | | |
| Processing Dates | | | | | | | | | | | |
| Floor Req | | 10 | 5 | 5 | | | | | | | |
| Floor Ach A/B | | | | | | | | | | | |
| Contract Req | | 6 | 4 | 2 | 4 | 3 | 1 | 7 | 5 | 3 | 5 |
| Contract Ach A/B | | | | | | | | | | | |
| Contract Placement Guide GA/SA/OTH | | 5.5 | 4 | 2 | 4.4 | 3.2 | 1.6 | 6.6 | 4.8 | 2.4 | 5.5 |

Figure 12-3. Week T-1

12-9. Following T-2, it appears that the station commander directed focus on the senior market. Analysis of the MAP data at the end of T-1 reveals a dramatic increase in senior Appointments Made achieved from T-2 (from 31 to 57). However, recruiters only conducted 39% of the appointments made (22 of 57). 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!” or was the true training need addressed?

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 OE and the mission, what did you direct?

12-11. This scenario also shows a substantial drop in the number of grad (GRD) Appointments Made from the previous week (from 74 to 48). Nevertheless, since recruiters conducted 88% of the Appointments Made (42 of 48), these were quality “makes.”

12-12. Conversion data for grad testers (Required 21, Achieved 22) is above standard, testing 39% of the Appointments Conducted during the previous week (22 of 56), with 100% passing the test (8+14 = 22 of 22). However, 64% of Pass Achieved A/B are Bravos (14 of 22). What does that information tell you?

12-13. Your recruiting stations tested eight—42%—of the senior Appointments Conducted—19—during the previous week, with 75% passing (2+4 = 6 of 8). Again, a high percentage of Pass Achieved A/B (67%) are Bravos (4 of 6). 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?

12-17. Moving from T-2 through the end of Week 1 (Figure 12-4), keep an eye on Appointments Made and Appointments Conducted data and start analyzing Test to Floor data.

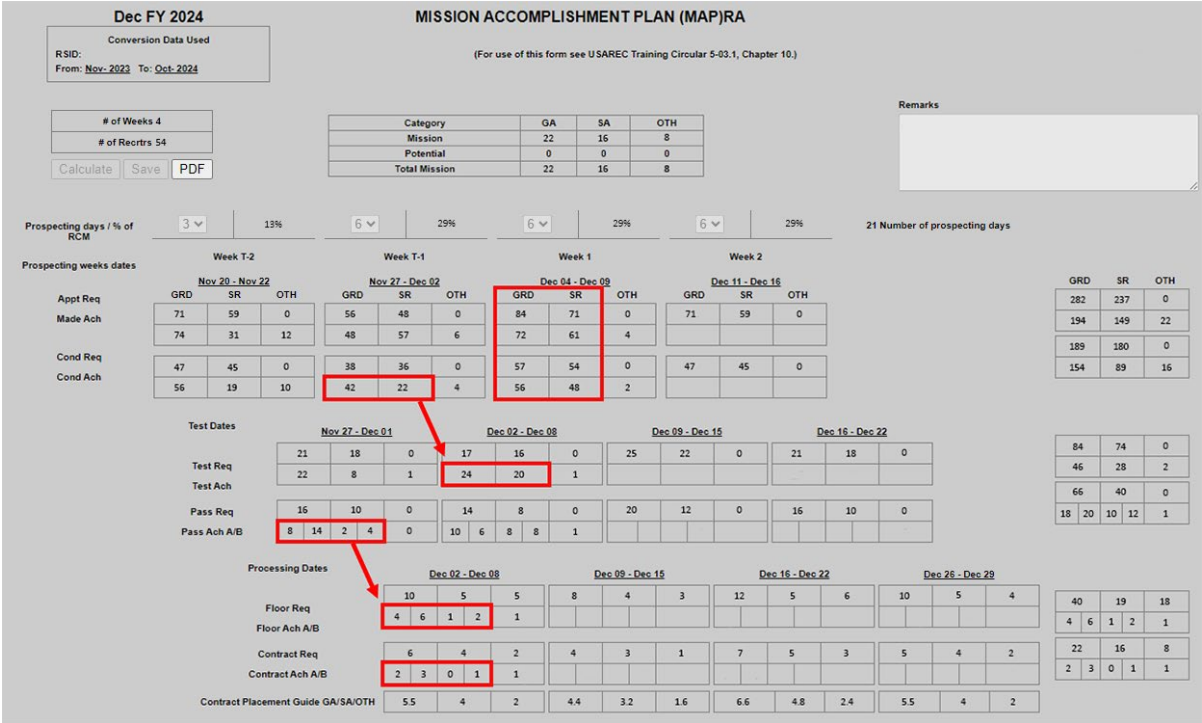


Figure 12-4. Week 1

12-18. In Week 1 of the scenario (Figure 12-4), you should notice an upward trend in the number of GRD and SR Appointments Made. However, both categories still fall short of MAP requirements. What does this mean to you?

| Week T-2 Nov 20 - Nov 22 | | | Week T-1 Nov 27 - Dec 02 | | | Week 1 Dec 04 - Dec 09 | | |
|-----------------------------|----|-----|-----------------------------|----|-----|---------------------------|----|-----|
| GRD | SR | OTH | GRD | SR | OTH | GRD | SR | OTH |
| 71 | 59 | 0 | 56 | 48 | 0 | 84 | 71 | 0 |
| 74 | 31 | 12 | 48 | 57 | 6 | 72 | 61 | 4 |
| 47 | 45 | 0 | 38 | 36 | 0 | 57 | 54 | 0 |
| 56 | 19 | 10 | 42 | 22 | 4 | 56 | 48 | 2 |

Figure 12-5. Cumulative Shortfall of Appointments Made

12-19. In Figure 12-5, can you see how the prospecting efforts resulted in a cumulative shortfall of 17 GRD Appointments Made and 29 SR Appointments Made up to this point in the month?

GRD

Week T-2: 71 required, 74 made = +3

Week T-1: 56 required, 48 made = -8

Week 1: 84 required, 72 made = -12

+3-8-12 = -17 grads

SR

Week T-2: 59 required, 31 made = -28

Week T-1: 48 required, 57 made = +9

Week 1: 71 required, 61 made = -10

-28+9-10 = -29 seniors

| Monthly Conversion Requirements | | | | | |
|---------------------------------|-----------|--------|-------------|-------|------------|
| 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 12-6. Monthly Conversion Requirements

12-20. Based on the company’s conversion data (Figure 12-6), such shortfalls indicate mission failure if the commander does not take immediate corrective actions. Do not panic, but do get a sense of urgency!

| Week T-1 | | | Week 1 | | |
|-----------------|----|-----|-----------------|----|-----|
| Nov 27 - Dec 02 | | | Dec 04 - Dec 09 | | |
| GRD | SR | OTH | GRD | SR | OTH |
| 56 | 48 | 0 | 84 | 71 | 0 |
| 48 | 57 | 6 | 72 | 61 | 4 |
| 38 | 36 | 0 | 57 | 54 | 0 |
| 42 | 22 | 4 | 56 | 48 | 2 |

Figure 12-7. Appointments Made to Appointments Conducted

12-21. There is some good news to indicate improvement. Notice in Week 1 (Figure 12-7) that there was a dramatic improvement in Appointments Made to Appointments Conducted for SRs (48 of 61, 79%, up from 22 of 57, 39%). 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 (Figure 12-8), with 57% of GRD (24 of 42) and 91% of SR (20 of 22) Appointments Conducted from previous week testing. Of those tested, 62% of Test Passed (TP) GRD (10 of 16) and 50% of TP SR (8 of 16) are “3 A’s”, which tends to indicate that recruiters are prospecting in the right market.

| Week T-1 | | | Week 1 | | |
|-----------------|----|-----|-----------------|----|-----|
| Nov 27 - Dec 02 | | | Dec 04 - Dec 09 | | |
| GRD | SR | OTH | GRD | SR | OTH |
| 56 | 48 | 0 | 84 | 71 | 0 |
| 48 | 57 | 6 | 72 | 61 | 4 |
| 38 | 36 | 0 | 57 | 54 | 0 |
| 42 | 22 | 4 | 56 | 48 | 2 |

| Nov 27 - Dec 01 | | | Dec 02 - Dec 08 | | |
|-----------------|----|-----|-----------------|----|-----|
| GRD | SR | OTH | GRD | SR | OTH |
| 18 | 0 | 17 | 16 | 0 | 25 |
| 8 | 1 | 24 | 20 | 1 | |
| 10 | 0 | 14 | 8 | 0 | 20 |
| 2 | 4 | 10 | 6 | 8 | 1 |

Figure 12-8. Strong funnel conversion numbers

12-22. Look at Figure 12-9. A new and troubling trend has emerged, with only 45% of GRD Test Pass (4+6=10 of 8+14=22) and only 50% of SR TP (1+2=3 of 2+4=6) making it to the Floor. Historical reasons for this trend are testing uncommitted applicants and doing poor prequalification to identify processing problems. Station commanders should determine if recruiters need training in the processing function.

| Test Dates | | Nov 27 - Dec 01 | | | Dec 02 - Dec 08 | | |
|--------------|--|-----------------|----|---|-----------------|----|--|
| Test Req | | 21 | 18 | 0 | 17 | 16 | |
| Test Ach | | 22 | 8 | 1 | 24 | 20 | |
| Pass Req | | 16 | 10 | 0 | 14 | 8 | |
| Pass Ach A/B | | 8 | 14 | 2 | 4 | 0 | |

| Processing Dates | | Dec 02 - Dec 08 | | | |
|------------------------------------|--|-----------------|---|---|---|
| Floor Req | | 10 | 5 | 5 | |
| Floor Ach A/B | | 4 | 6 | 1 | 2 |
| Contract Req | | 6 | 4 | 2 | |
| Contract Ach A/B | | 2 | 3 | 0 | 1 |
| Contract Placement Guide GA/SA/OTH | | 5.5 | 4 | 2 | |

Figure 12-9. Test Passed to Floor, Floor to Contract

12-23. Of those Applicants that floored, only 50% of GRD (2+3=5 of 4+6=10) and only 33% of SR (0+1=1 of 1+2=3) enlisted. This result should raise immediate red flags. Commanders must assess the situation and determine if there are any problems at the recruiting station level and the MEPS. Perhaps it is unsatisfactory hot-seating and pre-qualification. Are there any trending medical concerns 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.

| Dec FY 2024 | | MISSION ACCOMPLISHMENT PLAN (MAP)RA | | | | | | | | | | | |
|------------------------------------|--|---|--|--|-----------------|--|--|-----------------|--|--|-----------------|--|--|
| Conversion Data Used | | (For use of this form see USAREC Training Circular 5-03.1, Chapter 10.) | | | | | | | | | | | |
| RSID: From: Nov-2023 To: Oct-2024 | | | | | | | | | | | | | |
| # of Weeks 4 | | Category | | | | | | | | | | | |
| # of Recruits 54 | | Mission | | | | | | | | | | | |
| Calculate Save PDF | | Potential | | | | | | | | | | | |
| | | Total Mission | | | | | | | | | | | |
| | | Remarks | | | | | | | | | | | |
| Prospecting days / % of RCM | | 21 Number of prospecting days | | | | | | | | | | | |
| Prospecting weeks dates | | | | | | | | | | | | | |
| Appt Req | | Week T-2 | | | Week T-1 | | | Week 1 | | | Week 2 | | |
| Made Ach | | Nov 28 - Nov 22 | | | Nov 27 - Dec 02 | | | Dec 04 - Dec 09 | | | Dec 11 - Dec 16 | | |
| Cond Req | | GRD SR OTH | | | GRD SR OTH | | | GRD SR OTH | | | GRD SR OTH | | |
| Cond Ach | | 71 59 0 | | | 56 48 0 | | | 84 71 0 | | | 71 59 0 | | |
| | | 74 31 12 | | | 48 57 6 | | | 72 61 4 | | | 54 36 2 | | |
| | | 47 45 0 | | | 38 36 0 | | | 57 54 0 | | | 47 45 0 | | |
| | | 56 19 10 | | | 42 22 4 | | | 56 48 2 | | | 48 32 1 | | |
| Test Dates | | Nov 27 - Dec 01 | | | Dec 02 - Dec 08 | | | Dec 09 - Dec 15 | | | Dec 16 - Dec 22 | | |
| Test Req | | 21 18 0 | | | 17 16 0 | | | 25 22 0 | | | 21 18 0 | | |
| Test Ach | | 22 8 1 | | | 24 20 1 | | | 26 25 2 | | | | | |
| Pass Req | | 16 10 0 | | | 14 8 0 | | | 20 12 0 | | | 16 10 0 | | |
| Pass Ach A/B | | 8 14 2 4 | | | 10 6 8 8 | | | 13 8 11 9 | | | | | |
| Processing Dates | | Dec 02 - Dec 08 | | | Dec 09 - Dec 15 | | | Dec 16 - Dec 22 | | | Dec 23 - Dec 29 | | |
| Floor Req | | 10 5 5 | | | 8 4 3 | | | 12 5 6 | | | 10 5 4 | | |
| Floor Ach A/B | | 4 6 1 2 | | | 7 5 6 5 | | | | | | 40 19 18 | | |
| Contract Req | | 6 4 2 | | | 4 3 1 | | | 7 5 3 | | | 5 4 2 | | |
| Contract Ach A/B | | 2 3 0 1 | | | 4 4 3 4 | | | | | | 6 7 3 5 1 | | |
| Contract Placement Guide GA/SA/OTH | | 5.5 4 2 | | | 4.4 3.2 1.6 | | | 6.6 4.8 2.4 | | | 5.5 4 2 | | |

Figure 12-10. Week 2

12-26. As the scenario continues through Week 2, you should notice that there has been a drastic decline in prospecting. How will that affect the mission for this month?

12-27. However, of the Appointments Made, 89% of each category, 48 of 54 GRD AM and 32 of 36 SR AM, were conducted, (Figure 12-10) 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 month is now in sight. Prospecting for this month is now over as we move into T-2 of the next recruiting month.

12-28. The decline in Appointments Made this week does not affect the mission for this month, but remember it will have an effect on the next month.

| Week 1 | | | Week 2 | | |
|-----------------|----|-----|-----------------|----|-----|
| Dec 04 - Dec 09 | | | Dec 11 - Dec 16 | | |
| GRD | SR | OTH | GRD | SR | OTH |
| 84 | 71 | 0 | 71 | 59 | 0 |
| 72 | 61 | 4 | 54 | 36 | 2 |
| 57 | 54 | 0 | 47 | 45 | 0 |
| 56 | 48 | 2 | 48 | 32 | 1 |

| Dec 02 - Dec 08 | | | Dec 09 - Dec 15 | | | Dec |
|-----------------|---|----|-----------------|---|----|-----|
| 16 | 0 | 25 | 22 | 0 | 21 | |
| 20 | 1 | 26 | 25 | 2 | | |

Figure 12-11. Appointments Conducted and Tests

12-29. See Figure 12-11. The station commanders are in the fight for this month’s mission by focusing efforts on conducting appointments (48 of 54 GRD and 32 of 36 SR) and increasing testers (from 24 GRD testers last week to 26 GRD this week, from 20 SR testers last week to 25 SR this week).

12-30. The recruiting stations are making some improvements, with 46% of the GRD Appointments Conducted achieved the previous week tested this week (26 of 56), with 81% passing (21 of 26). Likewise, 52% of SR Appointments Conducted achieved went on to test (25 of 48), with 80% passing (20 of 25). However, of those tested (Figure 12-12), only 50% of GRD (13 of 26) and 44% of SR (11 of 25) Test Passed are “3 A’s”, meaning the recruiters may need to refocus their efforts on the quality market.

| Test Dates | Nov 27 - Dec 01 | | | | | Dec 02 - Dec 08 | | | | | Dec 09 - Dec 15 | | | | |
|--------------|-----------------|----|---|---|---|-----------------|----|---|---|---|-----------------|----|----|---|---|
| Test Req | 21 | 18 | 0 | | | 17 | 16 | 0 | | | 25 | 22 | 0 | | |
| Test Ach | 22 | 8 | 1 | | | 24 | 20 | 1 | | | 26 | 25 | 2 | | |
| Pass Req | 16 | 10 | 0 | | | 14 | 8 | 0 | | | 20 | 12 | 0 | | |
| Pass Ach A/B | 8 | 14 | 2 | 4 | 0 | 10 | 6 | 8 | 8 | 1 | 13 | 8 | 11 | 9 | 2 |

Figure 12-12. Test Achieved, Pass Achieved A/B

12-31. Your company had a heavy floor week, making up some of the shortfalls from the previous week. Floor conversion continues to be a challenge as only 8 of 12 (66%) of GRD and 7 of 11 (64%) of SR 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 month. (See Figure 12-13)

| Processing Dates | Dec 02 - Dec 08 | | | | | Dec 09 - Dec 15 | | | | |
|------------------------------------|-----------------|----|---|---|---|-----------------|-----|-----|---|---|
| | 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 |
| Contract Placement Guide GA/SA/OTH | 5.5 | 4 | 2 | | | 4.4 | 3.2 | 1.6 | | |

Figure 12-13. Floor Achieved A/B to Contract Achieved A/B

12-32. Now that the prospecting weeks of this month are past, let’s check the overall activity data. See Figure 12-14. There are significant shortfalls in the Appointments Made (GRD 248 of 282, SR 185 of 237) and SR Appointments Conducted (121 of 180) objectives. It is too late to effect prospecting for this month, 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?

Dec FY 2024 MISSION ACCOMPLISHMENT PLAN (MAP)RA

Conversion Data Used
RSID: From: Nov-2023 To: Oct-2024

(For use of this form see USAREC Training Circular 5-03.1, Chapter 10.)

| Category | GA | SA | OTH |
|---------------|----|----|-----|
| Mission | 22 | 16 | 8 |
| Potential | 0 | 0 | 0 |
| Total Mission | 22 | 16 | 8 |

Prospecting days / % of RCM: 3 (13%), 5 (29%), 6 (29%)

| Prospecting weeks dates | Week T-2 Nov 20 - Nov 22 | | | Week T-1 Nov 27 - Dec 02 | | | Week 1 Dec 04 - Dec 09 | | |
|-------------------------|-----------------------------|----|-----|-----------------------------|----|-----|---------------------------|----|-----|
| | GRD | SR | OTH | GRD | SR | OTH | GRD | SR | OTH |
| Appt Req | 71 | 59 | 0 | 56 | 48 | 0 | 84 | 71 | 0 |
| Made Ach | 74 | 31 | 12 | 48 | 57 | 6 | 72 | 61 | 4 |
| Cond Req | 47 | 45 | 0 | 38 | 36 | 0 | 57 | 54 | 0 |
| Cond Ach | 56 | 19 | 10 | 42 | 22 | 4 | 56 | 48 | 2 |

| Test Dates | Nov 27 - Dec 01 | Dec 02 - Dec 08 | Dec 09 - Dec 15 | Dec 16 - Dec 22 | | | | | | | | | | | |
|--------------|-----------------|-----------------|-----------------|-----------------|----|----|----|----|---|----|----|---|----|---|---|
| Test Req | 21 | 18 | 0 | 17 | 16 | 0 | 25 | 22 | 0 | 21 | 18 | 0 | | | |
| Test Ach | 22 | 8 | 1 | 24 | 20 | 1 | 26 | 25 | 2 | | | | | | |
| Pass Req | 16 | 10 | 0 | 14 | 8 | 0 | 20 | 12 | 0 | 16 | 10 | 0 | | | |
| Pass Ach A/B | 8 | 14 | 2 | 4 | 0 | 10 | 6 | 8 | 8 | 1 | 13 | 8 | 11 | 9 | 2 |

| Processing Dates | Dec 02 - Dec 08 | Dec 09 - Dec 15 | Dec 16 - Dec 22 | Dec 23 - Dec 29 | | | | | | | | | | | | |
|------------------------------------|-----------------|-----------------|-----------------|-----------------|---|-----|-----|-----|---|----|-----|-----|-----|-----|---|---|
| Floor Req | 10 | 5 | 5 | 8 | 4 | 3 | 12 | 5 | 6 | 10 | 5 | 4 | | | | |
| Floor Ach A/B | 4 | 6 | 1 | 2 | 1 | 7 | 5 | 6 | 5 | 1 | | | | | | |
| Contract Req | 6 | 4 | 2 | | | 4 | 3 | 1 | | | 7 | 5 | 3 | 5 | 4 | 2 |
| Contract Ach A/B | 2 | 3 | 0 | 1 | 1 | 4 | 4 | 3 | 4 | 0 | | | | | | |
| Contract Placement Guide GA/SA/OTH | 5.5 | 4 | 2 | | | 4.4 | 3.2 | 1.6 | | | 6.6 | 4.8 | 2.4 | 5.5 | 4 | 2 |

Figure 12-14. Appointments Made and Appointments Conducted

12-33. The scenario moves to the end of Week 3 (Dec 16 – Dec 22) and represents the “final stretch” of the month. See Figure 12-15. 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 (Dec 26 – Dec 29) of the month.

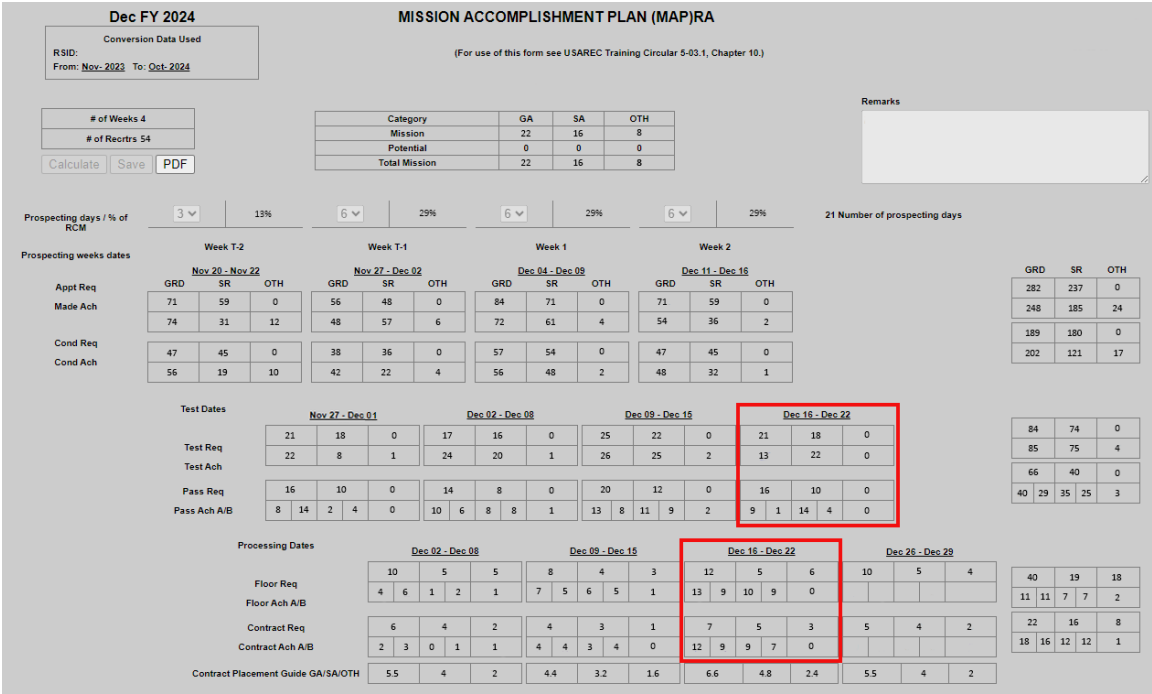


Figure 12-15. Week 3

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. See Figure 12-15. 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 month. See Figure 12-16. Floor conversion also improved, indicating that unit leaders may have corrected some or all of the problems.

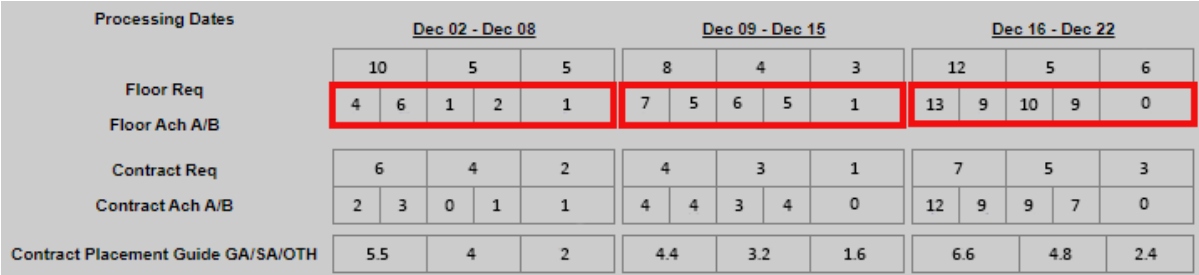


Figure 12-16. Floor Achievement A/B

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 GRD and 82% of SR passed. See Figure 12-17. Even though there was a drop number of testers over previous weeks, the unit achieved Test and Test Pass goals for the month.

| Test Dates | Nov 27 - Dec 01 | Dec 02 - Dec 08 | Dec 09 - Dec 15 | Dec 16 - Dec 22 | |
|--------------|-----------------|-----------------|-----------------|-----------------|---------------|
| Test Req | 21 18 0 | 17 16 0 | 25 22 0 | 21 18 0 | 84 74 0 |
| Test Ach | 22 8 1 | 24 20 1 | 26 25 2 | 13 22 0 | 85 75 4 |
| Pass Req | 16 10 0 | 14 8 0 | 20 12 0 | 16 10 0 | 66 40 0 |
| Pass Ach A/B | 8 14 2 4 0 | 10 6 8 8 1 | 13 8 11 9 2 | 9 1 14 4 0 | 40 29 35 25 3 |

Figure 12-17. Pass Achieved A/B

12-37. As the commander, what is your guidance to your station commanders as you move into Week 4 of the month? See Figure 12-18. As the station commander, what should be your station’s focus? How would you brief visitors on the operational update?

| Dec FY 2024 | | MISSION ACCOMPLISHMENT PLAN (MAP)RA | | | | | | Remarks | | |
|------------------------------------|--|---|-------------|-----------------|------------|-----------------|---------------|-----------------|---------------|-------------------------------|
| Conversion Data Used | | (For use of this form see USAREC Training Circular 5-03.1, Chapter 10.) | | | | | | | | |
| RSID: From: Nov-2023 To: Oct-2024 | | | | | | | | | | |
| # of Weeks 4 | | Category | | | GA | SA | OTH | | | |
| # of Recrtrs 54 | | Mission | | | 22 | 16 | 8 | | | |
| Calculate Save PDF | | Potential | | | 0 | 0 | 0 | | | |
| | | Total Mission | | | 22 | 16 | 8 | | | |
| Prospecting days / % of RCM | | 3 13% | | 6 29% | | 6 29% | | 6 29% | | 21 Number of prospecting days |
| Prospecting weeks dates | | Week T-2 | | Week T-1 | | Week 1 | | Week 2 | | |
| Appt Req | | Nov 20 - Nov 22 | | Nov 27 - Dec 02 | | Dec 04 - Dec 09 | | Dec 11 - Dec 16 | | |
| Made Ach | | GRD SR OTH | GRD SR OTH | GRD SR OTH | GRD SR OTH | GRD SR OTH | GRD SR OTH | GRD SR OTH | GRD SR OTH | |
| Cond Req | | 71 59 0 | 56 48 0 | 84 71 0 | 71 59 0 | 282 237 0 | 248 185 24 | 189 180 0 | 202 121 17 | |
| Cond Ach | | 74 31 12 | 48 57 6 | 72 61 4 | 54 36 2 | | | | | |
| Test Dates | | Nov 27 - Dec 01 | | Dec 02 - Dec 08 | | Dec 09 - Dec 15 | | Dec 16 - Dec 22 | | |
| Test Req | | 21 18 0 | 17 16 0 | 25 22 0 | 21 18 0 | 84 74 0 | 85 75 4 | 66 40 0 | 40 29 35 25 3 | |
| Test Ach | | 22 8 1 | 24 20 1 | 26 25 2 | 13 22 0 | | | | | |
| Pass Req | | 16 10 0 | 14 8 0 | 20 12 0 | 16 10 0 | | | | | |
| Pass Ach A/B | | 8 14 2 4 0 | 10 6 8 8 1 | 13 8 11 9 2 | 9 1 14 4 0 | | | | | |
| Processing Dates | | Dec 02 - Dec 08 | | Dec 09 - Dec 15 | | Dec 16 - Dec 22 | | Dec 26 - Dec 29 | | |
| Floor Req | | 10 5 5 | 8 4 3 | 12 5 6 | 10 5 4 | 40 19 18 | 31 20 23 17 2 | 22 16 8 | 23 16 18 12 1 | |
| Floor Ach A/B | | 4 6 1 2 1 | 7 5 6 5 1 | 13 9 10 9 0 | 7 0 6 1 0 | | | | | |
| Contract Req | | 6 4 2 | 4 3 1 | 7 5 3 | 5 4 2 | | | | | |
| Contract Ach A/B | | 2 3 0 1 1 | 4 4 3 4 0 | 12 9 9 7 0 | 5 0 6 0 0 | | | | | |
| Contract Placement Guide GA/SA/OTH | | 5.5 4 2 | 4.4 3.2 1.6 | 6.6 4.8 2.4 | 5.5 4 2 | | | | | |

Figure 12-18. Week 4

12-38. Week 4 of the month is now complete, and your company has achieved its assigned mission. Even though the month has ended, the completed MAP is still useful in determining training indicators and conducting unit assessments.

12-39. See Figures 12-19 and 12-20. 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 in this TC can help leaders analyze and understand the situation to determine and implement courses of action to overcome processing chokepoints.

| GA Running Analysis | | | | | | |
|--------------------------|-----|------|------|-----|------|------|
| | AM | AC | T | TP | F | C |
| GA Required | 282 | 189 | 84 | 66 | 40 | 22 |
| GA Achieved | 248 | 202 | 85 | 40 | 31 | 23 |
| Percentage Ach | 88% | 107% | 101% | 60% | 78% | 105% |
| Conversion Standard | 75% | 36% | 50% | 83% | 90% | |
| Percentage of Funnel Ach | 81% | 42% | 47% | 78% | 74% | |
| Percentage Difference | 6% | 6% | -3% | -5% | -16% | |

Figure 12-19. GA Running Analysis

| 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% | 90% | |
| Percentage of Funnel Ach | 65% | 62% | 47% | 66% | 78% | |
| Percentage Difference | -10% | 26% | -3% | -17% | -12% | |

Figure 12-20. SA Running Analysis

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?

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.

| 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% | 90% | |
| Percentage of Funnel Ach | 65% | 62% | 47% | 66% | 78% | |
| Percentage Difference | -10% | 26% | -3% | -17% | -12% | |

Figure 12-21. SA Appointments Conducted

12-42. However, the one chokepoint that can immediately impact in this scenario is the Test Passed to Floor (-5% + -17% = -22%), particularly with seniors. See Figure 12-22. 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.

| GA Running Analysis | | | | | | | SA Running Analysis | | | | | | |
|--------------------------|-----|------|------|-----|------|------|--------------------------|------|-----|------|------|------|------|
| | AM | AC | T | TP | F | C | | AM | AC | T | TP | F | C |
| GA Required | 282 | 189 | 84 | 66 | 40 | 22 | SA Required | 237 | 180 | 74 | 40 | 19 | 16 |
| GA Achieved | 248 | 189 | 85 | 40 | 31 | 23 | SA Achieved | 185 | 121 | 75 | 35 | 23 | 18 |
| Percentage Ach | 88% | 107% | 101% | 60% | 78% | 105% | Percentage Ach | 78% | 67% | 101% | 88% | 121% | 113% |
| Conversion Standard | 75% | 36% | 50% | 83% | 90% | | Conversion Standard | 75% | 36% | 50% | 83% | 90% | |
| Percentage of Funnel Ach | 81% | 42% | 47% | 78% | 74% | | Percentage of Funnel Ach | 65% | 62% | 47% | 66% | 78% | |
| Percentage Difference | 6% | 6% | -3% | -5% | -16% | | Percentage Difference | -10% | 26% | -3% | -17% | -12% | |

Figure 12-22. Chokepoint at Test Passed to Floor

12-43. 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.

12-44. Also, even though the company achieved its mission this month, there were significant AM shortfalls with both grads and seniors. See Figure 12-23. Shortfalls lead to problems in subsequent months. 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.

| GA Running Analysis | | | | | | | SA Running Analysis | | | | | | |
|--------------------------|-----|------|------|-----|------|------|--------------------------|------|-----|------|------|------|------|
| | AM | AC | T | TP | F | C | | AM | AC | T | TP | F | C |
| GA Required | 282 | 189 | 84 | 66 | 40 | 22 | SA Required | 237 | 180 | 74 | 40 | 19 | 16 |
| GA Achieved | 248 | 189 | 85 | 40 | 31 | 23 | SA Achieved | 185 | 121 | 75 | 35 | 23 | 18 |
| Percentage Ach | 88% | 107% | 101% | 60% | 78% | 105% | Percentage Ach | 78% | 67% | 101% | 88% | 121% | 113% |
| Conversion Standard | 75% | 36% | 50% | 83% | 90% | | Conversion Standard | 75% | 36% | 50% | 83% | 90% | |
| Percentage of Funnel Ach | 81% | 42% | 47% | 78% | 74% | | Percentage of Funnel Ach | 65% | 62% | 47% | 66% | 78% | |
| Percentage Difference | 6% | 6% | -3% | -5% | -16% | | Percentage Difference | -10% | 26% | -3% | -17% | -12% | |

Figure 12-23. Shortfall in Appointments Made

SUMMARY

12-45. 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. This chapter provided 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.

Appendix A

Leads and Prospecting Analysis Report Codes

| 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 |

Appendix A

| | |
|-----------|--|
| 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 LISTy |
| 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 |

Appendix A

| | |
|--------|--------------------------------|
| 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

| | |
|----------------|--|
| AAR | after-action review |
| ACA | Attempts-Contacts-Appointments made |
| ACF | Army College Fund |
| ACT | American College Test |
| ADOS-RC | Active Duty for Operational Support-Reserve Component |
| AEMO | Army Enterprise Marketing Office |
| AFQT | Armed Forces Qualification Test |
| AO | area of operations |
| APT | AFQT Predictor Test |
| ARCA | Army Recruiting Compensation Advantage |
| ARISS | Army Recruiting Information Support System |
| ARNG | Army National Guard |
| ASVAB | Armed Services Vocational Aptitude Battery |
| CAR | Central Army Registry |
| CLA | Contact-Lead-Appointment made |
| COA | course of action |
| CP | community partner |
| DANTES | Defense Activity for Non-Traditional Education Support |
| DoD | Department of Defense |
| eBRC | electronic business reply card (goarmy.com) |
| ERM | Electronic Records Management system |
| EMM | Enterprise Marketing Management system |
| FSTP | Future Soldier Training Program |
| FY | fiscal year |
| HRAP | Hometown Recruiter Assistance Program |
| HRC | U.S. Army Human Resources Command |
| IPR | in-progress review |
| JAMRS | Joint Advertising Marketing Research & Studies program |
| JROTC | Junior Reserve Officers' Training Corps |
| LPA | Leads and Prospecting Analysis report |
| MAP | Mission Accomplishment Plan |
| MEPS | Military Entrance Processing Station |
| MET | Military Entrance Test center |
| MOS | Military Occupational Specialty |
| MSB | Mission Support Battalion |
| NPS | non-prior service |
| OE | operating environment |
| PaYS | Partnership for Your Success |
| PHI | protected health information |
| PiCAT | Pending Internet Computerized Adaptive Test |

| | |
|---------------|--|
| PII | personally identifiable information |
| ROC | Recruiting Operations Center |
| ROTC | Reserve Officers' Training Corps |
| RPI | recruiting publicity item |
| RRC | U.S. Army Recruiting and Retention College |
| SAT | Scholastic Aptitude Test |
| SMS | short messaging service |
| SORB | Special Operations Recruiting Battalion |
| SROTC | Senior Reserve Officers' Training Corps |
| SRP | School Recruiting Program |
| TAIR | Total Army Involvement in Recruiting |
| TAP | Transition Assistance Program |
| TC | Training Circular |
| TP | Techniques Publication |
| TTP | tactics, techniques, and procedures |
| USAR | U.S. Army Reserve |
| USAREC | U.S. Army Recruiting Command |

SECTION II – TERMS

Applicant

A prospect who has agreed to process for enlistment.

Area canvassing

A lead-generating activity conducted in a public area within the station's area of operations that involves the posting of the area and seeking new leads, CPs, and VIPs.

BI Zone

Business Intelligence Zone, a G2 Market Intelligence Dashboard

Blueprinting

Obtaining specific or personal information about leads.

Chokepoint

The transition between each step in the recruiting funnel that offers the possibility for stoppage between processing steps.

Community partner (CP)

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

Conversion Data

Data that makes up the Mission Accomplishment Plan metrics: 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.

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.

Flash-to-bang

The time it takes from contact to completion of the recruiting action.

Floor

A term referring to sending an applicant to the MEPS for processing and enlistment.

Junior Reserve Officers' Training Corps (JROTC)

A federal program that provides high school students with military training and education, preparing them to become commissioned officers in the United States Armed Forces.

Lead

A name with an address, telephone number, email address, or social media account who has not had an appointment for an Army Interview. There must be enough actionable information for the recruiter to establish interactive contact.

Mission Accomplishment Plan (MAP)

A representation of recruiting activity conversion data used to calculate work effort against the mission. It is a living document with two main purposes: first, it serves as an early warning system to detect chokepoints within the prospecting and processing cycles, and second, it identifies leadership and training challenges.

Operation Plan

A plan to maximize efforts and achieve success.

Propensity

Whether an individual has an interest in joining the military. Merriam-Webster: "An often intense natural inclination or preference."

Prospecting

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, Active

An activity where the purpose of the attempt is to produce an immediate result (a contact).

Prospecting, Passive

An activity where an attempt might not produce an immediate result; the recruiter must wait for the lead to reply to the attempt.

Recruiting Publicity Item

Advertising and informational media such as business cards, post cards, flyers, brochures, or posters and branded giveaways such as T-shirts, cups, keychains, and lanyards all serve as recruiting publicity items.

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.

Senior Reserve Officers' Training Corps (SROTC)

A federal program that provides college students with military training and education, preparing them to become commissioned officers in the United States Armed Forces.

Stop-out

The action of not enrolling in the next college semester, without completing a degree.

References

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UM 3-30, Recruiting Company Operations – 7 Mar 22
UM 3-31, Recruiting Station Operations – 7 Mar 22
UM 3-32, The Army Recruiter – 9 Mar 22

RELATED PUBLICATIONS

USAREC Training Circular 5-01, Mission Command – 21 Jul 20
UTC 5-02, Intelligence – 16 Sep 21
UTC 5-03.2, Influencing and Interviewing – 29 Apr 20
UTC 5-03.3, Partnerships – 4 Dec 23
UTC 5-03.5, Leading Future Soldiers – 3 Mar 23
USAREC Techniques Publication 3-10.3, Special Operations and In-Service Recruiting – 9 Mar 23
UTP 3-10.4, Virtual Recruiting Activities – 18 Oct 23
UTP 3-10.5, Medical Recruiting – 30 Nov 23
UTP 3-10.6, Chaplain Recruiting – 17 Mar 23

WEBSITES

AFQT Predictor Test – <https://apt.dpac.mil/>
Army Branding Guidelines – <https://usarec.ent.box.com/v/BAYCB-Army-Brand>
Army Social Media Policy – <http://www.army.mil/socialmedia>
ASVAB – <http://www.official-asvab.com>
BI Zone – Go to My Apps on the IKROme Home Page
DA PAM 611-21, Military Occupational Classification and Structure (aka The MOS Smart Book) – <https://armyeitaas.sharepoint-mil.us/teams/DAPAM611-21Smartbook>
DoD SAFE (Secure Access File Exchange) – <https://safe.apps.mil/security.php>
DoD SAFE Help – <https://safe.apps.mil/help/dod-safe-help.xml>
EMM – Go to My Apps on the IKROme Home Page
EMM complete user guide – <https://www.goarmy.com/content/dam/goarmy/emm/templates/guide.html>
EMM email template catalog – <https://www.goarmy.com/content/dam/goarmy/emm/templates/index.html>
EMM Portal – Go to My Apps on the IKROme Home Page
Every Student Succeeds Act, 10 December 2015 – <https://www.ed.gov/essa?src%3Drm>
Hatch Act – <https://osc.gov/Services/Pages/HatchAct.aspx>
IKROme – <https://ikrome.usaac.army.mil/web/usarec> (CAC enabled)
March2Success - <https://www.march2success.com>
Mission Accomplishment Plan – Go to My Apps on the IKROme Home Page
PiCAT Registration – <https://picat.dpac.mil/>
Recruiter Zone – Go to My Apps on the IKROme Home Page
United States Army Central Army Registry (CAR) – <https://rdl.train.army.mil/catalog/dashboard>

References

USAREC Social Media Rules of Engagement – Go to the Multimedia menu on the IKROme Home Page

USAREC Social Media Standard Operating Procedure – Go to the Multimedia menu on the IKROme Home Page

USAREC Recruiting Operations Center – [https://armyeitaas.sharepoint-mil.us/sites/TR-USAREC-HQ/SitePages/Directorates/G3/RecruitingOperations Center.aspx](https://armyeitaas.sharepoint-mil.us/sites/TR-USAREC-HQ/SitePages/Directorates/G3/RecruitingOperations%20Center.aspx)

USMEPCOM – <https://www.mepcom.army.mil/>

DA forms are available at the Army Publishing Directorate website, <https://armypubs.army.mil/default.aspx>. DoD Forms (DD Forms) are available at the DoD Forms Management Program website, <https://www.esd.whs.mil/DIRECTIVES/FORMS/>. USAREC forms (UF) are available at the USAREC official website, https://recruiting.army.mil/forms_pubs/usarec_forms/.

PRESCRIBED FORMS

None

REFERENCED FORMS

DA Form 2028, Recommended Changes to Publications and Blank Forms

DD Form 2807-2, Accessions Medical History Report

DD Form 2870, Authorization for Disclosure of Medical or Dental Information

USAREC Form 1-201.1, Recruiting Inspection Log

USAREC TC 5-03.1
26 September 2019

FOR THE COMMANDER:

CARTER L. PRICE
Colonel, GS
Chief of Staff

OFFICIAL:

Ronnie L. Creech
Ronnie L. Creech
Assistant Chief of Staff, CI0/G6

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