

# USAREC TRAINING CIRCULAR 5-03.3 PARTNERSHIPS



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Headquarters  
United States Army Recruiting Command  
1307 3rd Avenue  
Fort Knox, Kentucky 40121-2725



# ***SUMMARY of CHANGE***

USAREC Training Circular 5-03.3  
Partnerships

This administrative revision dated 26 Aug 2024

- Updates on hyperlinks and POC with current information.
- Modified Figure 1-1, 3-2 and 3-3
- Removed paragraph 3-7
- Removed all SECTION headers
- This document reflects all current updates from USAREC glossary
- Update definition of PaYS from Partnership for Youth Success to Partnership for Your Success

Headquarters  
United States Army Recruiting Command  
Fort Knox, KY, 40121  
07 May 2020

# Partnerships

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## **PREFACE**

**USAREC TC 5.03.3** - The United States Army Recruiting Command (USAREC) publication, USAREC Training Circular (TC) 5-03.3, Partnerships, expands on the fundamental concepts and requirements introduced in USAREC Manuals 3-0, 3-30, 3-31. This TC provides common concepts and techniques to execute or support the execution of this critical task in the command: Developing Community Partners (CP) as enablers to the mission. USAREC has the mission to find and recruit qualified men and women to join the United States Army. CPs are key influencers in the general population who have expressed a desire and willingness to support recruiters and commanders.

## **PURPOSE**

The purpose of this USAREC TC is to provide fundamental information to conduct effective population-centric operations by identifying, developing, and integrating community partners in support of the mission. This TC provides commanders and staff at all levels with a basic understanding of the importance of community advocates and their role in supporting the recruiting mission. It is not the intent of the TC to replace USAREC Reg. 601-2 Management of Centers of Influence Events and Educator Tours.

Additionally, this TC provides a quick reference guide on the role local community advocates play as enablers in supporting the mission and the current programs and processes the command utilizes to support and integrate CPs and partnership in the annual operations plan.

## **SCOPE**

This USAREC TC is the primary user manual for developing CPs and integrating their influence in the recruiting market to support of the mission. A key element in shaping engagements, CPs can provide access and influence to others to allow effective prospecting in areas identified in the annual operation plan.

## **APPLICABILITY**

This manual applies to all recruiters, station commanders, and commanders at all levels in USAREC as well as supporting Soldiers and civilian staff.

## **ADMINISTRATIVE INFORMATION**

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

# Chapter 1

## Advocating in Support of the Mission

### INTRODUCTION

1-1. Advocating in support of the mission is an essential responsibility shared by all members of the Army team as well as those community partners that share the ideals and goals of the Army.

1-2. The key to success in recruiting is to understand your recruiting operational environment. An important element of this understanding is identifying what person or organizations are **centers of influence (COI)** within the area of operation. A COI is defined as individuals or groups that can influence or impact recruiting operations. These are primarily educators (principals, teachers, guidance counselors, and coaches), community leaders, business leaders, and others who are in a position to influence other influencers and prospects. COIs can either directly or indirectly support recruiting operations or they can hinder or overtly obstruct them. After identifying COIs, it is incumbent on recruiters and leaders to determine if a COI is willing to either directly or indirectly support recruiting activities and become a **community partner (CP)**. A CP is defined as any person or group whom, by virtue of their relationship with and access to enlistment age youths, are capable and willing to directly or indirectly influence today's youths to seek more information about Army enlistment opportunities. Of those identified as 'community partners', there are those that are willing to directly support, lead, and/or advocate Army service. We refer to these individuals or groups as **community partner advocates**.

1-3. CPs not only include educators, but also CEOs, school board members, elected officials, members of the Chamber of Commerce, and other leaders who have the potential to affect the futures of our Nation's youth.

### IMPORTANCE OF COMMUNITY OUTREACH

1-4. One of the command's major challenges is maintaining the American people's trust and confidence. Recruiters and stations are often the only military connection for a rural area or nearby town since USAREC is a geographically dispersed command.

1-5. Commanders and recruiters are Army ambassadors at all times and prepared to meet any public perception challenge that may exist or develop. It is important that commanders and recruiters, at all levels, establish outreach programs promoting awareness of Army opportunities. We must develop partnerships with local community leaders to engage and involve our leaders and recruiters in community-sponsored events and programs. America's youth must see and view us as mentors, coaches, and life counselors.

1-6. How do successful recruiters create CPs? The answer is simple: connect with the community through engagement, professionalism, and support. It is not enough for a recruiter to simply take a wait-and-see approach with schools or the community. It begins with analyzing the operational environment and identifying COIs and potential

CPs. Recruiters and leaders must develop an outreach effort and developing networks by participating in scheduled school events and conducting presentations that show the Army's commitment and dedication to educating students. Remember, it is the small steps recruiters take that help to build credibility for the Army.

1-7. As recruiters network and outreach within their communities they build credibility within a community, thus building and strengthening relationships with COIs who will become CPs. CPs become advocates for helping the Army with community-wide credibility and can assist recruiters with school access if a school is hesitant to allow recruiters into the school.

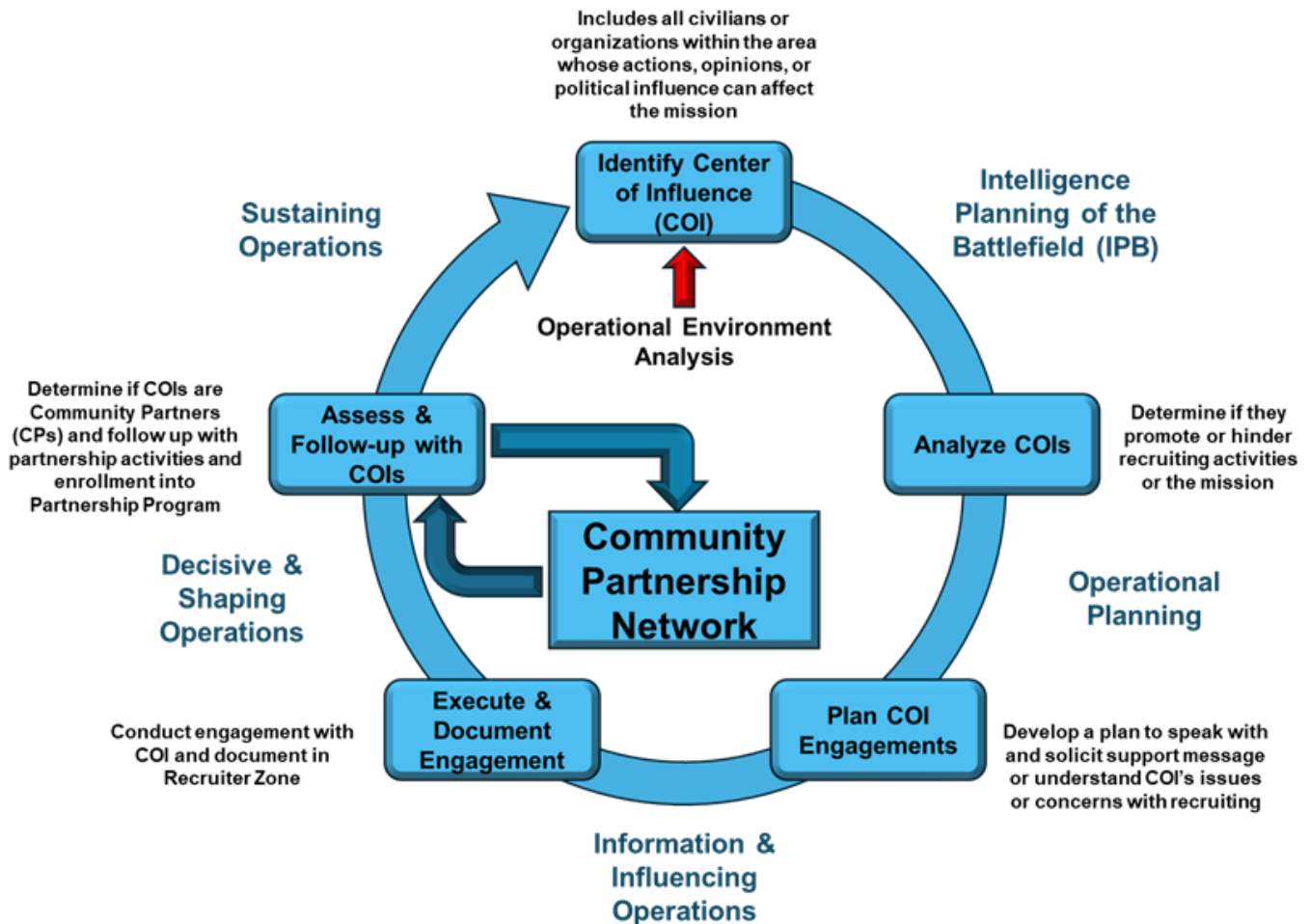


Figure 1-1. COI analysis process for developing a community partnership network and outreach

## SUMMARY

1-8. Building CPs is essential to Army recruiting. It is imperative that you realize that you are the Army's ambassador to your community and that you serve as an example to your community's citizens on behalf of all members of the Army team. As a member of the Army team, it is mission essential to develop relationships with community members and partners who will advocate for the Army.

## Chapter 2

### Engaging Community Partners

#### INTRODUCTION TO ENGAGING COMMUNITY PARTNERS

2-1. Community-based grassroots programs are particularly effective in overcoming barriers based on fear, lack of knowledge, and misinformation. A well-designed program can engage, equip, sustain, and utilize credible advocates to support your annual operation plan.

2-2. When properly informed and motivated, community leaders can become passionate advocates and trusted sources of information. Over time, they can positively influence local perceptions of the Army and build an environment that is more favorable to the Army's recruiting message. Because of their status within the community, advocates can also be very effective in helping overcome recruiting obstacles, such as access to schools.

2-3. Aligning between what the Army says and what respected and trusted community leaders say creates credibility and impact.

#### ARMY-LEVEL ADVOCATES, COMMUNITY PARTNERS AND COMMUNITY ACTIONS GROUPS

2-4. It is essential to ensure commanders avoid using the terms advisory or advisor as part of their community outreach effort. According to the U.S. Code, civilians may not "advise" a government agency as part of a formal community action group. The uses of names like action group, community relations panel, or the community partnership council, are suitable names.

2-5. The Army has two established programs, the Civilian Aides to the Secretary of the Army (CASA) and the Army Reserve Ambassador (ARA) that allow these non-paid appointed community leaders to act as the Secretary of the Army and the Chief of Army Reserve ambassador in the local community. The battalion commander is the center of gravity for CASA integration and utilization within the battalion footprint. The battalion commander will identify and engage the CASAs and ARAs in your their area in order to keep them informed of recruiting needs and to get them involved in support of the recruiting mission. The CASA and ARA's role in mission success is to use their influence to open doors or remove obstacles preventing recruiters from effectively prospecting. The CASA also provides nominations for the Minuteman Scholarship Program. Appendix B explains the mission of the CASA and the ARA.

2-6. When prospecting for and determining members for community action organizations, it is essential to do research. Verify with your Battalion Fusion Cell or USAREC/Brigade designated CP, who key members are in your local community. They can come from a multitude of backgrounds including, but not limited, to school administrators, school faculty, members of local government agencies, clergy, business leaders, members of private service organizations, employment partners, and members of the local Army Reserve Troop Program Unit (TPU). Get to know your existing CPs



and key advocates and understand why it is essential to have individuals willing to work on your behalf to support the Army’s mission. Attending a quarterly community partner’s/action group luncheon is not enough. You need to have frequent meetings with these partners and continuously update them on key issues influencing your ability to recruit in the market/community effectively.

2-7. Typically, commanders convene community action group meetings at least quarterly. See USAREC Regulation 601-2, Management of Centers of Influence Events and Educator Tours, for the use of appropriated funds for these events. It is important to allow the members to chair these organizations and work with the local battalion or company commander to set the agenda and goals. As a commander or recruiter, you do not want to lead the group. Only provide guidance and lend support as required.

2-8. After establishing a core group of partners, begin to target a larger audience and seek networking opportunities within the community. Figure 2-1 contains critical information about what units may and may not do when conducting community action group activities.

<b>Approved and Prohibited Activities with Community Partners</b>	
<b>Do’s</b>	<b>Don’ts</b>
<p>Connect with community partners, to positively influence their perception, attitude, and knowledge about the Army in local communities and provide them with the command’s approved talking points (USAREC PAO).</p> <p>Partners can provide best practices to Army Recruiters on recruiting activities, and participation on informal community action groups (they do not provide formal advice or act as advisors on these boards).</p> <p>Periodically schedule informal Community Action group meetings and may provide meeting rooms and administrative support.</p> <p>May use appropriated funds to pay for refreshments and non-alcoholic beverages according to AR 601-2, Army Recruiting Support Programs.</p>	<p>May not engage in fund raising activities! This should be a major red flag so be aware of all activities that community partners are doing on your behalf.</p> <p>May not sponsor events for Soldiers, such as parties, meals, or entertainment, because such events are well beyond the purpose and role of the action committee.</p> <p>May not organize as Non-Federal Entities (NFEs) or charitable organizations under IRS code 501c (3).</p> <p>USAREC activities, Soldiers, and Army civilians may not participate in their official capacities in organizing, directing, or managing NFEs.</p>

**Figure 2-1. Example of Do’s and Don’ts Activities with Community Partners**

## PARTNERSHIPS AND UNIT MEMBERSHIPS IN NON-FEDERAL ENTITIES

2-9. The Army and USAREC have partnerships with several private organizations and associations when the partnership can demonstrate shared values and common objectives that benefit the Army.

2-10. It is essential to differentiate between a partnership and a unit membership in the organization. A partnership forms when two or more organizations share common goals and objectives then collaborate to influence a specific target audience or community. A unit membership occurs when a unit commander purchases a membership in the organization on behalf of the Army.

2-11. An excellent of an effective partnership is USAREC's partnership with Kiwanis International (KI). Other command-level partnerships include Veterans of Foreign Wars (VFW), the American Legion, and the Association of the United States Army (AUSA). Units normally enter into partnerships by utilizing a Memorandum of Understanding (MOU).

2-12. The Army's partnership with KI is the best example of a collaborative partnership. The purpose of the Army partnership with Kiwanis is to provide a cooperative framework for both organizations to increase collaboration in supporting the nation's young people to develop the skills and leadership qualities necessary for a lifetime of service. The Kiwanis family includes organizations for young people, which is sponsored by local clubs, and the Kiwanis International Foundation. **K-Kids**, at the elementary level, **Builders Clubs**, at the middle school level, **Key Clubs**, at the high school level, and **Circle K Clubs** at the college level provide youth the opportunity to help others become personally involved in their community and build a positive future for themselves. Brigade, battalion, company, and station leadership should leverage the national partnership and become active in local Kiwanis organizations. Becoming a mentor in the high school Key Club is a positive step toward building credibility with the administration and faculty.

2-13. There are many speaking opportunities at regional, state, and local meetings, where leadership teams can tell the Army story and strengthen advocacy. Many Kiwanis members are veterans. Company and station commanders are encouraged to purchase unit memberships in local Kiwanis Clubs and other organizations that actively participate in local activities. Avoid fundraising activities associated with these organizations. A unit membership does not imply Army sponsorship. Authorization for membership is by AR 360-1, The Army Public Affairs Program. Figure 2-2 provides recommended leadership levels for speaking opportunities.

Recommended Leadership Level for Speaking Engagements		
Event Level	Audience Attendees	Recommended Speaker
National Convention	Regional/state leaders/top students from represented states	Brigade/battalion leadership or GO
Regional/state convention or event	Local organization leadership and top students from local organizations	Brigade or battalion leadership
Local meetings and events	Local membership and students from local clubs	Company leadership team and Station Commanders

**Figure 2-2. Leadership Levels for Speaking Engagements.**

2-14. The Army enters into partnerships with veteran organizations because we share the common goal of maintaining the strength and readiness of our armed forces and in fostering good citizenship within the community. These organizations also mesh well with the Army's effort to institutionalize the Soldier for Life (SFL) concept. US Army Recruiting Command has strongly endorsed the SFL concept. Retirees and veterans, who have assimilated into your local community, and are active in local community events/organizations can be your best advocates.

## **ENGAGING THE COMMUNITY**

2-15. Recruiters are the face of the Army to many of your communities and often the highest-ranking military officer or NCO some people have ever met in person. CPs have wide-reaching and influential contacts across their community and your footprint. Engage the community by making public appearances with a CP, forming a mutually supporting relationship.

2-16. The next step in the process is to activate a larger audience. Identify speaking opportunities, set up desk side briefings, attend community and professional events, and encourage unit memberships in local organizations. Targeting community organizations, chambers of commerce, multi-cultural organizations, education organizations, and media is essential.

- a. Set up a meeting with leadership.
- b. Research the organization's mission, priorities, and activities.
- c. Confirm they share values and common interests with the Army.
- d. Identify how the Army can be helpful to their organization and how their organization can help the Army.
- e. Seek ways to get recruiters involved in community events and viewed as positive role models within the community.

2-17. Once commanders have identified a target audience, apply the following principles to assist in the success of your engagement.

- a. Actively equip and motivate community leaders to support the U. S. Army and its recruiting efforts, engage in informal conversations highlighting the positive impacts of the Army, and improve public perceptions using current talking points

provided monthly by the USAREC Public Affairs Office (PAO).

b. Ensure understanding of the value of being a Soldier and foster positive attitudes toward Army service at the local level.

c. A well-designed community partner action effort is a tool used to identify, cultivate, and equip credible community leaders and third-party advocates to share the Army story.

d. Effectively recruit in the market/community.

e. Utilize community partners to enhance or reinforce your presentations – tag team the event.

2-18. CPs are also good sources for obtaining introductions for hard-to-penetrate schools and school districts. Find any and every reason to recognize school officials. While the prospective age group may be your recruiter's primary target market, your primary target is enhancing, sustaining, and gaining access to schools. Accessing schools can be challenging at times; however, a community partner can make all the difference. Remember, they are respected leaders in your community.

## **KEY LEADER ENGAGEMENTS**

2-19. The key leader engagement is a face-to-face engagement that brings recruiting forces and COI and CP spheres of influence together. Effective key leader engagements foster communication and cooperation between recruiting and the community. Successful key leader engagements are those that are well-planned and rehearsed. Key leader engagements should follow the following steps:

a. Identify the key leader by—

- Determining which COI and CPs need to be influenced.
- Assessing the key leader's capability in relation to the desired effects.

b. Prepare for the key leader engagement by—

- Briefing and consulting with the recruiters and leadership within the AO.
- Identifying the roles of each team member.
- Rehearsing the engagement.

c. Execute the key leader engagement by—

- Directly engaging the key leader.
- Focusing the conversation on the objective.
- Instilling what the Army has to offer today's youth.
- Promising only what can be delivered.

d. Report the key leader engagement by—

- Conducting a post-engagement AAR.
- Submitting a post-engagement report (See Leader Zone).

- Encourage enrollment into the G79 Partnership Outreach Program (POP).
- e. Reengage the key leader by—
  - Reviewing previous key leader engagements.
  - Maintaining the relationship.
  - Exchanging current Army programs and updating contact information.

## **TOOLS AND RESOURCES AVAILABLE TO COMMUNITY PARTNERS/ARMY ADVOCATES**

2-20. There are many ways to advocate on behalf of the Army.

- a. Visit Go Army Advocates ([www.GoArmyAdvocates.com](http://www.GoArmyAdvocates.com)) and share content.
- b. Assist with placement of Army speakers at national and local conferences/events.
- c. Recommend/recruit other advocates for participation in the program.
- d. Use personal media connections to promote Army programs and messaging.
- e. Serve as a sounding board for the Army on important issues and initiatives.
- f. Recommend Army service to prospects or influencers.
- g. Participate in video testimonials and other advocate projects.
- h. Author articles for publication in support of the Army or Army Programs.
- i. Participate in Army activations and learning opportunities.
- j. Visit [www.USAREC.Army.mil/Support](http://www.USAREC.Army.mil/Support) for more information.

2-21. The Army of 2025 requires daring, adaptable, and innovative people to solve challenging problems and outthink future adversaries. Though technology plays a role, innovative leadership is the dominant requirement for the future force.

2-22. The Army needs intelligent, culturally attuned, tech-savvy Soldiers and civilians to lead a wide range of missions in complex environments – at home and abroad. As a result, the Army needs intelligent, culturally attuned advocates who can correct misconceptions, serve as third-party validators, and advocate for Army service.

## **SUMMARY**

2-23. Community action groups, CASAs, ARAs, and veteran organizations are all tools in your belt for building vital, cohesive grassroots programs in your communities. Integrating into your community is not only essential to your success, but it is also beneficial to your community through shared effort. Your CPs are key to the success of all your grassroots programs. Get involved with your community; get your CPs involved with the Army and together you can build the Army of tomorrow

## Chapter 3

### Employer Partnerships

#### INTRODUCTION TO EMPLOYER PARTNERSHIPS

3-1. The Army is officially involved with two employer partnership programs: (1) Partnership for Your Success (PaYS) and (2) Private and Public Partnerships (P3). USAREC established the Partnership for Your Success (PaYS) program in fiscal year (FY) 2000 as a recruiting incentive. The program is now a Department of the Army (DA) managed program under the purview of the Office of the Chief Army Enterprise Marketing (OCEAM). The Private and Public Partnerships Office (P3O), Office of the Chief of Army Reserve (OCAR) also partners with employers. The difference between the programs is that P3O is a 'jobs now' program. It focuses on newly enlisted Army Reserve (AR) Soldiers as well as transitioning Regular Army (RA) Soldiers.

3-2. PaYS and P3O add value to the Army and Soldiers when commanders use them properly. Commanders can leverage PaYS partners as CPs in their local markets as advocates as part of the PaYS agreement. P3O focuses on new enlisted Soldiers before they ship, providing a superb incentive for those who are just starting their Army commitment.

#### PARTNERSHIP FOR YOUR SUCCESS (PaYS)

3-3. PaYS is a Department of the Army program managed by a program manager (PM) at OCEAM. The PM has five regional marketing representatives whose mission is to interface directly with commanders, down to the battalion level, to promote the program, secure partnerships, and assist with connecting with partners.

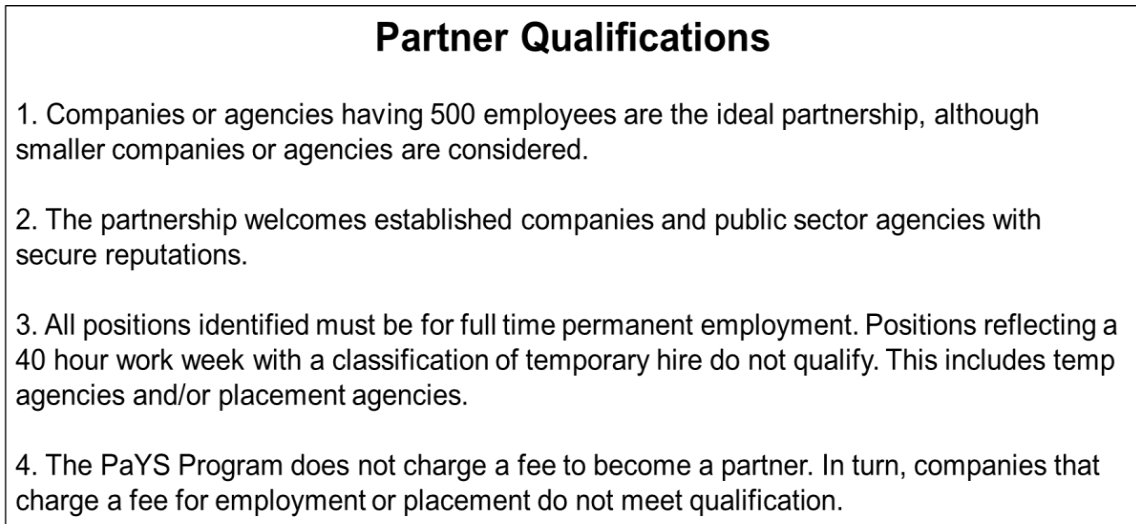
3-4. The PaYS Program is a strategic partnership between the U.S. Army and a cross-section of corporations, companies, and public sector agencies. PaYS provides America's youth with an opportunity to serve their country while they prepare for their future. PaYS Partners guarantees Soldiers an interview and possible employment after the Army. This unique program is part of the Army's effort to partner with America's business communities and reconnect America with its Army.

#### PARTNER NOMINATION PROCESS

3-5. Nominating PaYS partners is done in several ways. The PM has five marketing analysts who are responsible for finding and securing partnerships across the United States. Each of the five partnership zones (PZ) has an assigned marketing analyst who coordinates directly with brigades and battalions regarding their partnerships. These analysts normally focus on large employers – Fortune 500 companies and larger.

3-6. Brigade and battalion commanders may also nominate partners. Commanders make nominations by connecting to the Army PaYS site at <https://www.armypays.com/>. Once on the PaYS site, commanders will link the Regional Army PaYS Marketing Analysts with the nominated partner. For potential partner qualifications, refer to Figure

39 3-1 for general guidelines.  
40



41 **Figure 3-1. PaYS Partner Qualifications**  
42

43 3-7. The Partner Regional Activity Map (PRAM), provides a list of all PaYS partners who  
44 have jobs loaded for a specific battalion footprint. Some partners may be national and  
45 global in nature. Although the corporate HQ may not reside in the battalion footprint,  
46 jobs are available in that Bn's area of operations. The map is an interactive map and  
47 segmented by Recruiting Station Identification (RSID) (Figure 3-2).

48 3-8. The PaYS-Home site provides additional information including a Memorandum of  
49 Agreement (MOA), PaYS Newsletter and PaYS brochure that allows tailoring to a  
50 commander's unique footprint and audience. The site also contains a soldier checklist  
51 and frequently asked questions to assist recruiters in using the program when talking to  
52 prospects and influencers.



53  
54

Figure 3-2. Partner Regional Activity MAP(PRAM)



## 55 THE PARTNERSHIP AGREEMENT

56 3-9. An employer partner agrees to several commitments in the PaYS partnership. First,  
57 it agrees to forecast and load potential jobs into a jobs database. The forecast is out to  
58 ten years. The office of the PaYS PM transfers jobs to the Army Recruiting Information  
59 Support System (ARISS) and the Recruit Quota System (REQUEST). Matched jobs to  
60 Military Occupational Specialty (MOS) are visible to guidance counselors on the day of  
61 contracting.

62 3-10. Employers agree to participate with local recruiting units as advocates for the  
63 Army. They also agree to provide transitioning PaYS Soldiers with a guaranteed job  
64 interview within 30 days of separation from service with an honorable discharge.  
65 Interviews with Army Reserve Soldiers occur within 30 days of completing active duty  
66 training requirements.

67 3-11. The Army agrees to enlist quality Soldiers into the Army and fully utilize the PaYS  
68 enlistment option. The Army also agrees to reach out to PaYS partners to keep them  
69 fully engaged as CPs and up-to-date on Army talking points.

## 70 CONNECTING WITH PARTNERS

71 3-12. Commanders are encouraged to include local PaYS partners in all grassroots and  
72 community outreach activities. Commanders can find contact information on the PaYS  
73 home site under current partners. The contact information is often the human resources  
74 (HR) manager who is responsible for loading jobs and coordinating the program.

75 3-13. Often, the contact for a Fortune 500 Company is the PM at corporate headquarters  
76 and not from your local footprint. Reach out to the office of the PaYS PM to obtain local  
77 contact information. Like the Army, there are breaks in the communication flow in  
78 Fortune 500 companies. A local manager of Sears or Coca-Cola may need to be made  
79 aware of the corporate PaYS agreement. In these cases, utilize the PaYS program staff  
80 and the corporate point of contact to help facilitate your initial engagement.

## 81 U.S. ARMY RESERVE, PRIVATE AND PUBLIC PARTNERSHIPS (P3) 82 MISSION

83 3-14. The U.S. Army Reserve, Private and Public Partnership Office missions, develops,  
84 integrates and directs partner relations for the Army Reserve. P3O partners with not-for-  
85 profit (NFP), for-profit (FP), and academic organizations to support the Chief, Army  
86 Reserve top priorities and the Army Reserve mission of providing trained, equipped and  
87 ready Soldiers, leaders, and units to meet America's requirements at home and abroad.

88 3-15. The goal of P3 is to establish mutually beneficial relationships between the U.S.  
89 Army Reserve and private and public sector organizations to create opportunities for  
90 Soldiers to increase their readiness at the unit, leader, and individual levels; thereby,  
91 enhancing their value to their families and communities and their readiness to protect  
92 and serve the American public.

93 **CAREER EMPLOYMENT SPECIALISTS**

94 3-16. Part of the P3O program is connecting Army Reserve Soldiers with employment  
 95 opportunities as close to their troop program unit or preferred employment location.  
 96 Unlike PaYS, this is a 'jobs now' program, and the P3O has 45 career employment  
 97 specialists located throughout the U.S. at either transition centers or USAR centers.  
 98 (See Figure 3-3 P3O Information Brochure)

99



**WHAT WE DO**

- Build a nationwide network of corporate, profit/nonprofit and academic organizations that provides Army Reserve Soldiers, Veterans and Spouses and dependent employment and training opportunities that correlate with their military experience and allows them to apply their expertise in both their military and civilian careers.
- Establish mutually beneficial relationships and opportunities that enhance Soldier readiness and bring additional capabilities to the U.S. Army Reserve and the Nation.

**HOW WE SUPPORT YOU**

- Employment-related resources
- Technical Training capabilities
- Leadership Development
- Educational opportunities
- Extensive network of employment and training partners
- Translate MOS skillsets into civilian career fields and more

**WEBSITE**

To learn more about P3 and how the program can help you, visit [www.usar.army.mil/P3](http://www.usar.army.mil/P3).



**SOCIAL MEDIA**

- Facebook.com/PrivatePublicPartnership
- LinkedIn.com/company/Private-Public-Partnership-P3
- Twitter.com/USAR\_P3O

**PRIVATE PUBLIC PARTNERSHIP OFFICE (P3O)**

Office of the Chief of Army Reserve  
 6075 Goethals Road  
 Bldg 1908  
 Fort Belvoir, VA 22060-5231

US Army Reserve Command  
 4710 Knox Street  
 Bldg 8-1808  
 Fort Bragg, NC 28310-5010

Email:  
[usarmy.usarc.ocar.mbx.p3@army.mil](mailto:usarmy.usarc.ocar.mbx.p3@army.mil)

**P3 Private Public Partnership**  
 United States Army Reserve



100  
101

Figure 3-2. P3O Information Brochure

**DEDICATED TO SERVING YOU**

The P3 team is geographically dispersed throughout the United States, Territories and Germany. The P3 team consists of Army Readiness Specialists that are dedicated to providing career advancement support and access to resources that will assist with meaningful training and job opportunities.

Transition Readiness Liaisons provide support and job opportunities at select active duty installations.

To locate your local support Team, visit [www.usar.army.mil/P3](http://www.usar.army.mil/P3) and use the interactive map.

**CAREERS**

- Assist with finding civilian employment opportunities through our partners who provide resume development, interview preparation and job boards
- Access to hiring events through our partners across the country
- Career Skills training opportunities that lead to job placement

**EMPLOYER SUPPORT OF THE GUARD/RESERVE (ESGR)**

- Ensure USAR Soldiers understand their Uniformed Services Employment and Reemployment Rights Act (USERRA) rights
- Work with Employer Support of the Guard and Reserve (ESGR) to maintain employer relations and communications
- Provide education briefings to Commanders and Soldiers on rights and responsibilities
- Provide orders verification and mediation

“ Our Soldiers live in two worlds. They bring their civilian experiences to bear in their military duties and their innovative mindsets, acquisition skills, and project management expertise help solve the Army's most complex challenges. As the Army moves towards the conduct of multi-domain operations, our Soldiers will play a critical role in linking the private sector into the defense enterprise.”

-LT. GEN. JODY DANIELS  
Chief of Army Reserve and commanding general, U.S. Army Reserve Command

**EDUCATION AND DEVELOPMENT**

- Education opportunities that will allow you to gain skills in high demand fields and enhance and expand your overall knowledge
- Access to unique internship and apprentice opportunities offered through our trusted partners.
- Credentialing and licensure opportunities offered and sought after in the military and corporate

102

103

Figure 3-4. P3O Information Brochure (Continued)

104 3-17. Newly enlisted Army Reserve Soldiers can request employment assistance online  
 105 from P3O at <http://www.usar.army.mil/Featured/PrivatePublicPartnership.aspx>, or they  
 106 can contact the nearest career specialist.

## 107 LEVERAGING P3O

108 3-18. Recruiters involved in meeting the Army Reserve mission should make every effort  
 109 to take advantage of the P3O. It requires no additional effort other than including the  
 110 program in your message to prospects and influencers.

111 3-19. **Step one** in this process is contacting the nearest career specialist or specialists in  
 112 your area and receiving a full briefing on the program. Inviting a career specialist to  
 113 present the program at training or professional development sessions is an excellent  
 114 way to accomplish this task.

115 3-20. **Step two** is to establish tactics, techniques, procedures (TTP), and talking points  
 116 for inclusion in recruiter presentations.

117 3-21. **Step three** is for commanders, at all echelons, to include these local employer  
118 partners in your community partner programs. Having a local Army Reserve member,  
119 who is also a respected member of the community, accompany you to school visits and  
120 events are a win-win proposition.

## 121 **SUMMARY**

122 3-22. PaYS and P3O are formidable tools at a commander's disposal that can become a  
123 force multiplier if used correctly and consistently. The Army and Army Reserves  
124 continue to make partners in the business community and public sector as an incentive  
125 to attract men and women to serve in an all-volunteer Army, positively impact local  
126 perceptions, build an environment more favorable to the Army's Brand, and reconnect  
127 America with its Army.

## **Chapter 4**

### **Partnerships with Educators**

#### **ESTABLISHING AND MAINTAINING RAPPORT**

4-1. Army recruiters must establish rapport and credibility with school officials, including high school principals, guidance counselors, registrars, and local, state, and district education representatives. Establishing rapport with school officials is a key step in maintaining access to schools and part of the School Recruiting Program. School recruiting is critical to both short-term and long-term recruiting success. Recruiters must establish a good School Recruiting Program and rapport with key influencers by implementing the guidelines outlined in USAREC Reg 350-13 (Schools Recruiting Program).

#### **INTRODUCTION TO EDUCATOR TOURS**

4-2. Educator tours are a critical element of the School Recruiting Program. The educator tours are CP events that allow educators and CPs to experience the Army firsthand. They build a sense of community, change people's perceptions of the Army, and ultimately, open doors to limited-access schools for recruiters.

4-3. Educator tours are annual events and focusing on educators/CPs (E/CP) who are not "Army friendly." Guests participate in a multi-day educator tour to learn more about the Army, its training practices, education, and incentive policies, and gain an overall Army experience. Having educators travel to an Army training post (or specialty post) provides them the opportunity to see the Army first-hand. Throughout a typical day, guests receive information briefings, go to actual training sites, and are given the opportunity to dine with Soldiers at the post dining facility. The CPs can speak with Soldiers to learn about their training and personal Army experiences.

#### **TYPES OF EDUCATOR TOURS**

4-4. Educator tours can be regular or combined tours. On regular tours, there are at least 14 E/CP participants. The tasked battalion project officer, normally the battalion education services specialist (ESS), is responsible for all organization and functional tasks. Combined tours include 20 participants from two or more battalions. Each participating battalion has an assigned project officer for the tour. The project officer participates in the tour as an escort. The brigade designates one battalion as the lead battalion.

4-5. Educator tours can be at the battalion or brigade level. Regardless of the tour level, the battalion or brigade project officer is responsible for all organization and functional responsibilities.

#### **NOMINATIONS FOR EDUCATOR TOURS**

4-6. Regardless of whether an educator tour is battalion or brigade-led, commanders select participants who are key influencers and decision-makers. Key influencers within

high schools and colleges are counselors, teachers, and administrators who can testify as to the quality of Army educational benefits and technical training. Key policy influencers are superintendents, school board members, principals, and college administrators who can establish a policy to support all recruiter's reasonable access to the campus, students, and directory information. College financial aid officers, admissions officers, and registrars can also support recruiters and influence students. Other key CPs include mayors, police chiefs, city council members, clergy members, job service directors, and other community leaders.

4-7. The nomination process should include participants who are not friendly to the Army, but the process should also include some solid pro-Army participants so they can share their experiences with the other educators and influencers. Nominees should also include those educators or influencers who are open-minded or undecided key influencers.

### **EDUCATOR TOUR ACTIVITIES DURING AND AFTER THE TOUR**

4-8. Activities scheduled for a multi-day educator tour should include a senior-level briefing of the Army installation and briefings by subject matter experts (SME). The tour includes a visit to the post-education center for a briefing about the Army Continuing Education System (ACES), and a variety of hands-on activities so participants can experience our training firsthand. Hands-on activities can include simulators, static displays of aircraft, and armored vehicles, and the opportunity to participate in a Soldier panel where guests can have a one-on-one dialogue with Soldiers regarding education, training, and career goals. A well-planned tour itinerary includes lunch with Soldiers, group dinners, and possibly a tour of local historical sites. The overall objective is for guests to realize what an asset the Army is regarding their schools and communities. As partners in education, the Army continually works to assist educators in keeping kids in school. The intent of the educator tour is so educators realize they share a common interest with the Army. The tour 'educates' educators in helping young men and women achieve success in life and to appreciate the successes students can achieve from enlistment in the Army. After the educator tour and once participants return to their schools and communities, they have a new realization of how the Army works and what the Army can offer to students in terms of educational resources and future career options. Now as advocates, they often call to request a recruiter to give a briefing or a demonstration of an Army asset, no longer hesitant to allow Recruiters into their schools and classrooms. The educators that participate in Ed Tours begin to see the Army as a partner, establishing a two-way relationship opening doors for recruiters.

**Background** - The Mid-Atlantic Battalion plans and conducts the annual educator tour.

**Tactic** - Shaping Operation; educator tour Planning; follow-up plan

**Implementation** - This vignette occurred and described the return on investment (ROI) derived from an educator tour conducted by the Mid-Atlantic Recruiting Battalion in March 2016.

The Mid-Atlantic Battalion Education Services Specialist (ESS) developed a plan for the yearly educator tour focusing on developing New Jersey state-level CPs, Philadelphia community leaders, and higher education representatives. The goal was to start a dialogue among the various education-related stakeholders in the battalion area of operations leading to gaining access to hard-to-penetrate high schools and to changing the perceptions of how educators view an Army enlistment in the battalion area of operations. The battalion commander provided his guidance, approved the plan, and agreed to provide the support needed to ensure success. The plan contained a concept to identify the correct and most appropriate invitees to achieve the stated goal and, most importantly, a follow-up plan to ensure the battalion could reap a significant return on investment (ROI) from the educator tour.

The battalion conducted the educator tour visiting multiple locations. The locations included Fort Belvoir, The Old Guard at Fort Myer, and Aberdeen Proving Ground, thus ensuring a STEM component inclusion. The intent was to highlight the multiple facets of the Army by providing briefings and discussion opportunities about military history, career pathways, education benefits, and Soldier quality-of-life programs.

Based on feedback from the after-action reviews (AARs) the attendees completed, and the ROI achieved, the educator tour was a resounding success. The attendees expressed how unique this experience was and how they left inspired and surprised about the Army's various opportunities.

Participation in the educator tour raised their level of knowledge about the Army and sealed their commitment to supporting the battalion's recruiting efforts.

The most critical part of the educator tour is the follow-up concept and plan, which starts upon the return to the battalion area of operations. Fortunately, the battalion commander and ESS had developed and charted a perfect follow-up plan. The groundwork for this follow-up plan was initiated during the educator tour as the ESS and battalion commander networked with the attendees and discussed the development of a military opportunity's day steering committee. This resulted in forming a committee and was a perfect means to follow-up and keep the attendees engaged with the battalion.

## **SUMMARY**

4-9. The ultimate goal of a successful educator tour is creating advocates for the Army. A constructive follow-up procedure is essential to shaping future Army advocates who can help open doors for better recruiter access to schools. At the completion of an educator tour, Commanders, ESSs, and recruiters must begin the follow-up phase with every guest. The first follow-up contact must occur no later than 15 days after the completion of the tour, and a plan for subsequent follow-ups developed to gain maximum impact. There are several follow-up methods to use, including any combination of face-to-face, telephone, and e-mail. Commanders, ESSs, and recruiters should use a strategic approach to ensure they create and encourage advocates and CPs who promote the Army in schools and help raise the level of awareness of it is not “The Army or Education, but The Army and Education.” A strategically combined effort between commanders, ESSs, and recruiters can enhance the ROI when following up with educator tour guests. Additionally, it reinforces to educators what the Army has to offer and how the Army is and can be an active partner in supporting education by providing tools designed to help students succeed in school and help prepare them for their futures.



## Chapter 5

### Soldier for Life Program (Outreach to retirees and veterans)

#### INTRODUCTION TO SOLDIER FOR LIFE PROGRAM

*“Honor the service and sacrifice of our veterans, retirees, Wounded Warriors, and families by preserving the highest possible quality of life, on our installations, and wherever Soldiers serve and live. Assist Soldiers transitioning out of Army service to return to civilian occupations successfully. ‘Once a Soldier, Always a Soldier.’” –GEN Raymond Odierno, July 2012.*

5-1. The mission of the SFL program is to connect Army, governmental, and community efforts to build relationships that facilitate the successful reintegration of our Soldiers, retirees, veterans, and their families to instill their values, ethos, and leadership within communities.

#### USAREC’S ROLE IN SOLDIER FOR LIFE

5-2. USAREC’s role in SFL is twofold; USAREC decisively engages in supporting the Army’s Soldier for Life program by supporting two critical lines of effort (LOE):

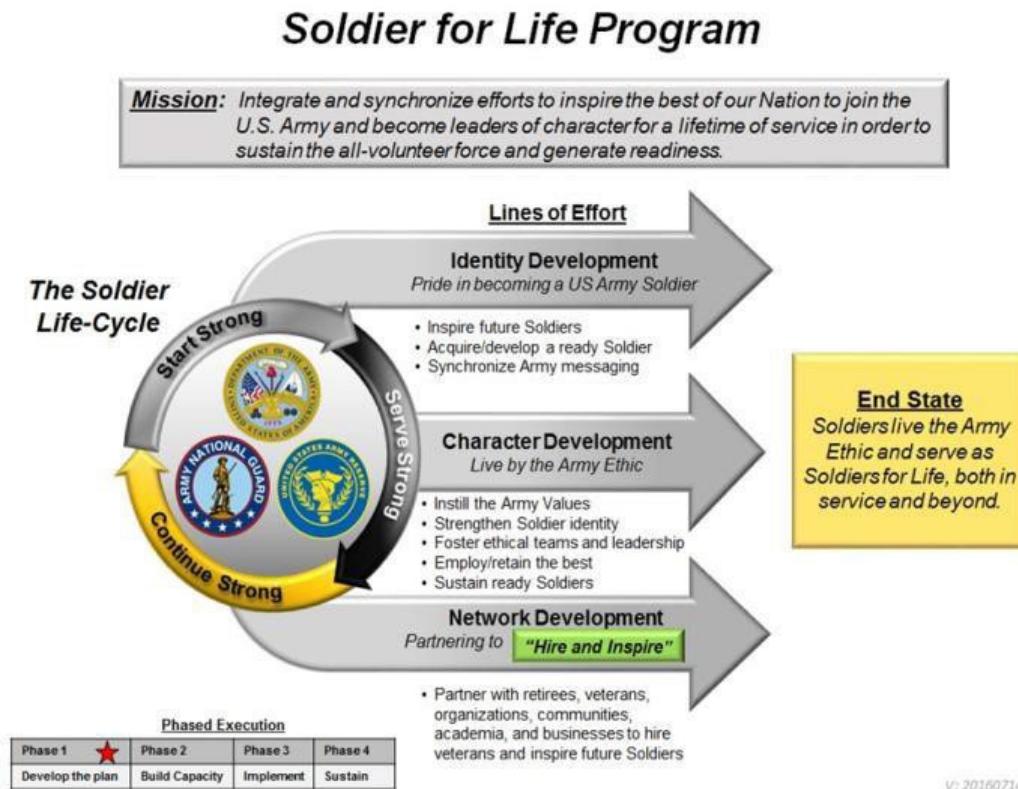
a. **LOE 1 - Identity Development** (Finding qualified prospects and engendering them to make a commitment to join our Army. Once in the Future Soldier Training Program (FSTP), provide them with sufficient information, allowing them to utilize all established Army programs. Through the Army Career Tracker, begin to develop educational and experiential plans to enhance their career and not wait until the end of their enlistment to begin the transition back to civilian life). This LOE synchs the Army messaging to attack negative stereotypes through multiple means. This LOE also promotes Army ethics and re-brands the Army as the service of choice.

b. **LOE 2 - Network Development** (targeted program actively pursues retirees and veterans in your local markets and engages them to become advocates in support of your local mission). LOE 2 includes more focused outreach to veterans and retirees through service organizations and veteran organizations as well as actively engaging ARAs and CASAs. Also, key advocates from the private sector and academia engage in supporting the mission. Current outreach includes the use of PaYS partners and CPs to support and garner support for Army Soldiers and veterans.

#### SOLDIER FOR LIFE (SFL) RESOURCES

5-3. The SFL website provides a wealth of information for Soldiers, retirees, veterans, and families. It provides information on education, employment, health, and Army Benefits in one well-organized location. Information is available at URL: <https://Soldierforlife.army.mil/>.

5-4. SFL is also available on Facebook. Here you can find current news on the SFL program as well as contact information at <https://www.facebook.com/CsaSoldierForLife/>.



**Figure 5-1. Soldier for Life Program Life-Cycle**

5-5. The Soldier for Life - Transition Assistance Program (SFL-TAP) is the Army's Official Transition Website. SFL-TAP information is available at <https://www.sfl-tap.army.mil/>. Here you can find SFL-TAP station locations, virtual stations, a call center, and SFL-TAP videos. The site contains a wealth of information on upcoming events and an Army Job Portal (eBenefits).

## SUMMARY

5-6. Through the FSTP and veteran outreach programs, you can help build and sustain an active, essential Soldier for Life program in your community and nationwide.

## Chapter 6

### Community Action Committees

#### INTRODUCTION TO COMMUNITY ACTION COMMITTEES

6-1. Community Action Committees (CACs) enhance recruiter capabilities to connect with diverse groups and positively influence community members who may otherwise remain opposed to military service.

#### EFFECTIVE COMMUNITY ACTION COMMITTEES

6-2. How to build and sustain a community relations program in your market. The U.S. Army U.S. Army CAC guide (see **Appendix C**) is a systematic guide to build and sustain an effective community relations programs in the markets within your geographical area of responsibility.

6-3. CAC programs are particularly effective in overcoming barriers based on fear, lack of knowledge, and misinformation. A well-designed program can engage, equip, sustain, and utilize credible “community partners” to support local Army recruiting efforts.

6-4. Properly informed and motivated CPs become passionate advocates and trusted sources of information. Over time, they can positively influence local perceptions of the Army and build an environment that is more favorable to the Army’s recruiting message. Because of their status within the community, CPs can also be very effective in helping recruiters overcome obstacles, such as access to schools.

6-5. CP programs are already in place, to varying degrees, throughout the Army. The intent of the TTPs contained in this guide are to complement and strengthen those programs. Not every TTP works in every market. It is up to recruiters “on the ground” to decide what is applicable.

#### THE COMMUNITY ACTION COMMITTEE CONCEPT

6-6. Crucial to the success of the action committee is strong leadership from the CP advocates. The committee needs to have a life of its own to thrive and remain relevant after current Army leadership in the community moves on and new leadership takes over.

6-7. There are five steps to building your CAC: (1) assess your market, (2) engage potential CP advocates, (3) engage potential board members, (4) use and sustain your action committee, and (5) media relations.

6-8. Successful CACs include strong leadership and a core group of highly respected CPs with broad networks of friends and associates upon which they can rely for assistance.

6-9. Identifying CP advocates is critical to building and maintaining an effective CAC. **Appendix D** is a “Community Partner Advocate Worksheet” designed to help identify potential local CP advocates. Consult with the established CP advocates in your market such as the president of your local AUSA chapter, your state’s CASA, or ARA, or

Employer Support of the Guard and Reserve (ESGR) committee chair to identify the movers and shakers in your market. Select the most promising CP advocates to lead the local U.S. Army CAC and set up a meeting to discuss their involvement.

6-10. Engaging potential CP advocates in leading your committee can be a challenge, even for a veteran communicator. It is important to create a meeting agenda covering key topics of discussion, such as current talking points, the vision and goal of the committee, and the job description and requirements. See **Appendix E** for a draft meeting agenda.

6-11. Engaging potential committee members can be just as daunting as engaging a CP advocate, but they can open doors. See **Appendix F** for a draft event agenda for potential members, similar to engaging a potential CP advocate; you want to be well-prepared to discuss all membership areas.

6-12. Contact with your committee members should be routine and continuous. Keep them informed of your challenges and accomplishments, share your ideas and needs, and keep them engaged. Doing so makes great strides in a successful, engaging, and rewarding action committee.

## **SUMMARY**

6-13. A thriving CAC is only as successful as you make it. The more attention and effort you put into your committee, the more rewarding and productive it is for you. Ensure you take the time to nurture your relationship with your committee members and your return on investment could be significant.

## **Appendix A**

### **Integrating Community Partners**

A-1. USAREC HQs integrates support of our key Community Partners into a battle rhythm supporting key national events and quarterly engagements to keep them informed on key command issues and production.

A-2. Subordinate units need to develop similar ways to engage and keep their local CPs involved and informed.

## Appendix B

### **Civilian Aides to the Secretary of the Army and Army Reserve Ambassadors (Enablers to the mission)**

B-1. The Civilian Aides to the Secretary of the Army (CASA) Program. CASAs, unique to the Army, are business and civic leaders with significant ties in their respective states and communities, appointed by the Secretary of the Army to advise and support Army leaders across the country. CASAs come from many professions including business, education, finance, engineering, technology, science, industry, law, the media, medicine, and public service. CASAs from different backgrounds allow them to reach a more diverse citizenry than the ARMY could engage through traditional means. Due to the current emphasis and priority on recruiting in the Army, the Secretary is putting 2 CASAs in each of the 22 focus markets. Each CASAs has the Army's best interest at heart, and many have served in the military. As the percentage of Americans who serve or who have served decreases, the role of the CASA increases as a vital link between the Army and the community. Each is proactively involved in the community and brings to the position an interest in the Army, a high degree of business and civic leadership, and an ability to influence the public. They advise the secretary on the public's issues of significance in their regions, communicate the Army's objectives and priorities, and serve as a vital link between their local and state communities and Army leadership at all levels. CASAs are charged with three main priorities: act as liaisons, focus on recruiting, and support Soldiers and their families. Given a 3-star protocol status, CASAs are special government employees who agree to serve as representatives of the secretary without salary, wages, or related benefits. Due to the geographical dispersion and community connections, USAREC plays a critical role in identifying and nominating individuals to become CASAs.

B-2. Similar to CASAs, the Army Reserve Ambassador (ARA) Program is one of the Army Reserve's key outreach programs. ARAs are influential volunteers with significant ties to their communities who operate at state and local levels and voluntarily represent the Chief of the Army Reserve without salary, wages, or other benefits. They develop awareness and advocacy for the Army Reserve and are vitally important bridges to communities across the Nation. ARAs are a powerful means of message delivery to the American people, and they provide invaluable connections for our CPs to engage local stakeholders. They are known commodities in their state and local communities, and because of this, they have a level of access to local events that simply cannot be available otherwise. Local decision makers need to know how we fit into their communities and our opportunities to tell the Army Reserve story to this population are extremely limited. Rely on ARAs to:

- Seek support from elected officials and engage stakeholders at the local and state levels.
- Forge and sustain enduring relationships between Army Reserve (AR) units and local communities to improve the understanding of and appreciation for the AR.
- Open doors in business, industry, and institutions of higher learning.

Educate and inform the public, government, business, military, and veteran service organizations about the value and positive return on investment of the Army Reserve.

- Build a cadre of supporters and advocates from the important activated audiences when necessary.

B-3. These capabilities, skills, and talents are what make ARAs so unique and valuable. ARAs also provide the "continuity" over the long term; while local Army Reserve team leaders come and go, ambassadors remain vested in the community. We must have the mindset that ARAs are part of your team. Know and use your ARAs!

## **Appendix C**

### **Community Action Committees (How to Guide)**

**U.S. ARMY COMMUNITY ACTION COMMITTEES (CAC)** (a systematic guide to building and sustaining a community relations program in your market)

#### **THE COMMUNITY ACTION COMMITTEE CONCEPT**

C-1. Steps of the process.

##### **Step 1: Assess Your Market**

Market Assessment Worksheet (**Appendix D**)

##### **Step 2: Engage Potential CP Advocates**

- a. Meeting Agenda (**Appendix E** Draft Meeting Agenda)
- b. Talking Points
- c. Handout

##### **Step 3: Engage Potential Board Members**

Event Agenda (Appendix F Draft Event Agenda for Potential Members)

- a. Event Presentation
- b. Handout

##### **Step 4: Use & Sustain Your Action Committee Step 5:**

##### **Media Relations**

Detailed steps and outlines in follow on sections of this Appendix.



## The Community Action Committee Concept

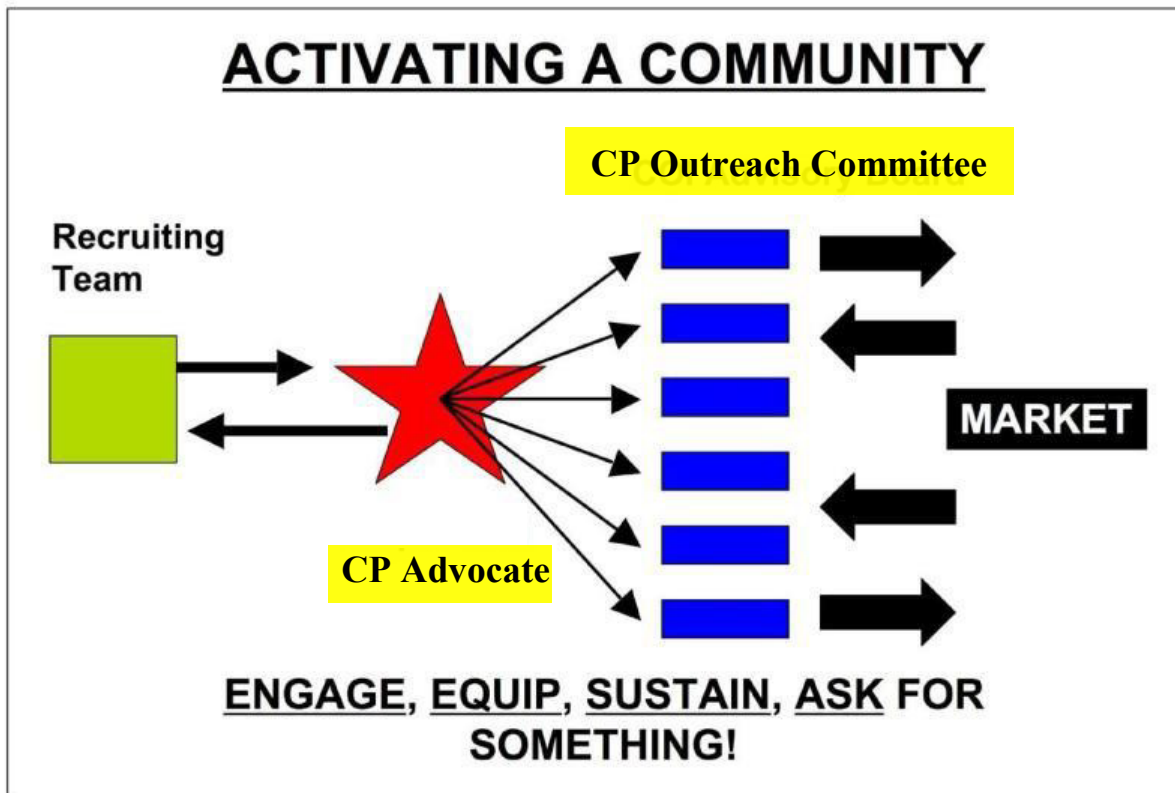


Figure C-1. Community Action Committee Model

C-2. Figure C-1 depicts the model for the community action committee program.

- One or more “Community Partner Advocates” — well-known leaders in a community who have a proven track record of making things happen — that are willing to work with the local Army recruiting team to engage, equip, sustain, and utilize a CAC.
- The committee consists of approximately 20 CPs who, because of their status within the community, can open doors and knock down barriers for recruiters.
- Ask committee members to speak at local events, write letters, make phone calls, and engage in other activities to shape the public dialogue and affect how prospects, and the people who influence them, think about service in the Army.

C-3. Crucial to the success of the action committee is strong leadership from the CP advocates. The committee needs to have a life of its own to thrive and while remaining relevant after current Army leadership in the community moves on and new leadership takes over.

## **STEP 1: ASSESS YOUR MARKET**

C-4. Key to the success of U.S. Army CAC is strong leadership. The committee needs a small number of core leaders — “CP Advocates” — who are well known and respected in the community and who have a proven record of accomplishment of making things happen.

### **Finding CP Advocates**

C-5. Every community has CP advocates. They may be business or civic group executives, former elected officials, education leaders or local celebrities. Some of them may have Army backgrounds; some may not. What all CP advocates have in common is the ability to influence. CP advocates are highly respected and have broad networks of friends and acquaintances whom they can call on for help.

C-6. The “Community Partner Advocate Worksheet” (see Appendix D), is designed to help you identify potential local CP advocates. The worksheet is a series of questions that, when researched and answered, pinpoint the CP advocates in the market. Ask the president of your local AUSA chapter, your state’s CASA, ARA, or ESGR committee chair to help you complete the worksheet. These individuals know who the movers and shakers are in the market and may even be CP advocates themselves.

## **STEP 2: ENGAGE POTENTIAL COMMUNITY PARTNER ADVOCATES**

C-7. After you have identified potential CP advocates to lead the local CAC, the next step is to schedule individual face-to-face meetings with them. Meetings attended by senior members of your organization are your chance to introduce the action committee concept to the CP advocates and persuade them to serve.

### **The Meeting**

C-8. Making initial contact with a CP advocate can be challenging because of his or her busy schedule. Ask your CASA, AUSA chapter president, ARA or ESGR chair to make a phone call or send an email to help set up the meeting. There is a good chance someone these individuals know has a connection to help you get in the door.

C-9. Before arriving at a meeting with a potential CP advocate, make sure you do your homework. It is good to know as much as possible about the CP advocate’s background. Be fully versed in the talking points and make sure all Army representatives know who is speaking to what topic during the meeting. Also, remember to be conversational and relaxed during the meeting. Making the CP advocate feel comfortable with you and could help seal the deal.

C-10. Finally, regardless of whether the CP advocate commits to lead the Action Committee or not, a senior member of the Army team should send a personalized thank you note to the CP advocate no more than two business days after the meeting. Appendix E provides a draft meeting agenda.

### **STEP 3: ENGAGE POTENTIAL COMMITTEE MEMBERS**

C-11. Now that you have secured one or more CP advocates to lead the CAC, the next step is to tap the influence of these individuals to recruit potential committee members.

C-12. To be successful, the committee must have a “life of its own.” It is important to recruit members who can keep the committee effort rolling when there is a change in local Army leadership.

C-13. Work with your CP advocates to draw up a list of people who would make great members. For maximum impact, the committee should have approximately 20 members drawn from various communities, including:

- Civic leaders
- Educators
- Business leaders
- Multicultural leaders
- Veteran organization leaders
- Coaches
- Faith-based leaders
- Youth organization leaders
- Former elected officials
- Medical leaders
- Media personalities
- Celebrities
- CPs who are already supporting the local Army team

### **Event**

C-14. Once you have compiled a list of potential members, the next step is to invite them to an event to seal the deal. You should organize something unique; an event that lets potential board members know they are being asked to take part in something that helps defend our Nation and improve the lives of young people in the community — potentially something in conjunction with the Army’s birthday or an Army-sponsored sporting event in the market.

C-15. Have an information kit on hand to give each potential board member. The kit should include an Army-branded pen and an event agenda. Put these items in an Army-branded folder that includes your and the senior officer’s business cards.

C-16. Send potential board members a special invitation one month in advance of the event to secure their participation. It is also a good idea to have your CP advocates follow up on the invitation with a personal email or phone call.

C-17. After the event, be sure the senior officer sends a personalized thank you note to everyone who attended. See Appendix F for a draft event agenda for potential members.

#### **STEP 4: USE & SUSTAIN YOUR ACTION COMMITTEE**

C-18. Once the roster of the CAC is established, it is time to educate board members and put them to work.

##### **Initial activities**

C-19. Committee members can use their influence in many ways to help get the Army's message out. Inform members of the opportunities the Army offers young Americans. A great way to educate and excite members is to conduct an orientation trip to an Army installation. A tour can provide an excellent lesson on the everyday life of a Soldier and give committee members a close-up look at their Army in action.

C-20. Each member should also shadow a recruiter for a day. Committee members can witness how recruiters interact with young people and address questions posed by prospects and the people who influence them.

##### **Ongoing activities**

C-21. Contact with committee members should never stop. Committee members must constantly be engaged to stay active and motivated.

C-22. Create a special personal presentation item just for committee members, like a CAC pin, polo shirt or windbreaker. Giving committee members an unofficial uniform lets them feel appreciated and part of an exclusive team. (Make sure you consult with your APA/Brigade Judge Advocate (BJA) on the use of marketing funds and limits for such items).

C-23. It is also important to bring the Committee together periodically for group meetings (two to four times a year). In addition to keeping members informed and engaged, the meetings provide a regular venue for discussions on how members can open doors, advocate, and knock down barriers for recruiters.

C-24. You should develop a monthly or quarterly e-newsletter to keep members up-to-date on the latest happenings in the market. The e-newsletter can include information on local mission performance, upcoming events, and Future Soldiers. Each issue should also feature a committee member and local Army Soldier/employee. Keep the copy short, and if possible, include photos.

C-25. Finally, you should always invite members to Army-sponsored events and recruiting activities that occur throughout the year, from sporting events and award ceremonies to celebrations and Future Soldier swear-ins.

**Inform and engage committee members. Now, ask them to do things!**

C-26. Always remember that the purpose of the action committee is not just to establish positive relations with influential CPs, but also to get them to do things for you. You should constantly ask committee members for help. They have committed to your organization and believe in your mission, so put them to work!

- Ask committee members to reach out to school administrators and policy makers that are limiting your recruiters' access to students.
- Encourage board members to help you establish more local PaYS companies.
- Have board members write letters to the editor or newspaper opinion commentaries on the opportunities the Army offers young people.
- Ask board members to write thank you letters or make thank you phone calls to local Soldiers and their parents.
- Invite board members to speak at local Army events or work your booth at college and career fairs.
- Have board members serve as honorary recruiters; develop a special card that they can carry with them and give to prospects.
- Ask board members to incorporate Army messaging into their regular speeches and media appearances.
- If a crisis occurs, turn to board members for help with rapid response actions

The list of things board members can do is endless — you just have to ask!

**STEP 5: MEDIA RELATIONS**

C-27. Positive news coverage can serve as a powerful force multiplier to the efforts of local CACs. Garnering positive coverage is challenging in the current environment. This section of the guide outlines how to work with the news media to get the Army's recruiting message out.

**Working with the media**

C-28. Establishing good media relations is about a lot more than just writing and distributing news releases. In fact, unless you have major news, news releases are probably the last tactic you should turn to when you have a story that reporters might be interested in reporting. First, it is important to know what makes news:

- Conflict
- Consequence
- Interest
- Proximity
- Prominence
- Interesting people or events

- Something new

C-29. An easy way to figure out if you have news is to try to answer two questions: “So what?” or “Who cares?” Every reporter and news assignment editor ask these questions of every story idea. If a story affects a large audience and achieves a “wow” moment, it has a better chance of being covered.

C-30. It is important to be proactive when building relationships with members of the media. Instead of spending hours writing and distributing voiceless and faceless news releases that just clog up newsroom fax machines and reporter’s inboxes, spend a few minutes introducing yourself to key reporters and editors. Then, check in with them frequently to see what they are working on and to run ideas by them. Remind them that you are available to assist them. Remain accessible, but do not pester.

C-31. When you have a story idea, send a very brief personal email (just one or two sentences) to individual reporters whom you think might be interested. Simply ask them if they are interested in learning about a particular story idea. If a reporter does not respond, follow up on the email with a quick phone call. Do not bother spending the time to write anything until you know if a reporter is interested. When you do attract interest, simply send the reporter four or five bullets of information that incorporate your key messages.

C-32. Reserve news releases for stories that are major news events, like a visit by a high-ranking Army official or a local Army Reserve unit returning home from deployment.

### **Pitch Story Ideas**

C-33. Recruiting Station Grand Opening. A grand opening of a new recruiting Station is newsworthy. Focus on Army recruiters opening a new office to meet the growth of the area. Help reporters find a personal angle to the story. Example: One team can connect reporters to a former Marine who decided to re-enlist in the military as an Army Soldier. Include multiple coverage such as the front page of the newspaper and a local television newscast.

C-34. Future Soldier Trip. A planned trip by Army recruiters to take Future Soldiers to an Army installation can catch the attention of the media. Invite both print and broadcast reporters to ride on the bus with Future Soldiers. The story can focus on how Army recruiters give future Soldiers a tour of an Army installation to keep them from second-guessing their decision to enlist. Coverage should appear on a local television newscast.

C-35. National Asset in Town. Schedule a visit by the Special Operations van to a community college as a great opportunity for a live television news segment. Pitched the story to run during an early morning local television newscast and focus on how a reporter can do an interactive live-shot, using the Special Ops van as a visual show-and-tell. The reporter can end up doing two lengthy, live remotes.

C-36. Welcome Home Ceremony. A local Army Reserve welcome home ceremony can gain considerable media attention. A distributed news release makes the media aware that local Soldiers are returning home from deployment and allow honoring their service. Multiple media outlets can cover this event.

C-37. Television Newscast Phone Bank. Frequently, television stations hold phone banks during newscasts to give viewers the opportunity to call-in and get answers to questions from experts. Schedule recruiters to work the phones during a local Hispanic television station's live newscast. The station can air a story about the Army's expedited citizenship program. Recruiters can answer viewer questions about the program during and after the newscast.

C-38. Hometown Heroes. Hometown Heroes Program is a great way to connect deployed Soldiers with their communities. The program involves teaming with a local television station to conduct regular live interviews with deployed hometown Soldiers during morning newscasts. Coordinate with the Digital Video and Imagery Distribution System (DVIDS) to have the deployed Soldiers speak on live television via satellite with morning news anchors. After establishing a relationship between the local television station and DVIDS, Army personnel in the market only need to monitor the program; DVIDS runs it.

## Appendix D

### COMMUNITY PARTNER ADVOCATE WORKSHEET

The “Community Partner Advocate Worksheet” below, helps you identify potential local Community Partner advocates. The checklist is a series of questions that, when researched and answered, pinpoint the CP advocates in the market.

#### Community Partner Advocate worksheet

1. What are the recruiting objectives in the market?

---

2. What is the ethnic makeup of the market?

- a. Caucasian: \_\_\_\_\_
- b. Hispanic: \_\_\_\_\_
- c. African-American: \_\_\_\_\_
- d. Asian: \_\_\_\_\_
- e. Pacific Islander: \_\_\_\_\_
- f. Other: \_\_\_\_\_

3. Who is the president of the local AUSA chapter and what is his or her contact information?

---

4. Who is the state’s Civilian Aide to the Secretary of the Army (CASA) and what is his or her contact information?

---

5. Who is the U.S. Army Reserve Ambassador (ARA) in the state and what is his or her contact information?

---

6. Who is the chair of the state’s Employer Support of the Guard and Reserve (ESGR) Committee and what is his or her contact information?

---

7. What organizations in the market are Partnership for Your Success (PaYS) partners?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_



Do any executives working for the local PaYS partners have U.S. Army backgrounds? If yes, who are they, what organizations do they work for and what is their contact information?

---

8. What Fortune 500 businesses headquartered are in the market? What are the other major employers in the market?

a.

---

b.

---

c.

---

d.

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9. Do any executives working for the Fortune 500 businesses or other major employers in the market have U.S. Army backgrounds? If yes, who are they, what organizations do they work for and what is their contact information?

---

10. What are the major school districts in the market, who are their leaders (i.e., school board members, superintendents, prominent high school athletic coaches, guidance counselors, etc.) and what is their contact information? Do any of them have U.S. Army backgrounds?

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11. What are the prominent multicultural civic groups in the market (i.e., LULAC, Urban League, 100 Black Men, etc.)? Who are the leaders of these organizations and what is their contact information? Do any of them have U.S. Army backgrounds?

---

12. Who are the most-prominent former elected officials living in the market? Do any of them have U.S. Army backgrounds? If yes, who are they and what is their contact information?

---

13. Who are the leaders of the veterans' organizations in the market (i.e., VFW, American Legion, MOAA, etc.) and what is their contact information?

---

14. What are the prominent business/civic groups in the market (i.e., Chamber of Commerce, etc.)? Who are the leaders of these organizations and what is their contact information? Do any of them have U.S. Army backgrounds?

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15. Do any prominent physicians in the market have U.S. Army backgrounds? If yes, who are they and what is their contact information?

---

16. Do any prominent law enforcement leaders in the market (i.e., police chiefs, sheriffs) have U.S. Army backgrounds? If yes, who are they and what is their contact information?

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Who are the general managers of the local television and radio stations in the market? Who are the biggest local television and radio advertisers in the market?

---

17. Are there any local celebrities in the market (i.e., professional athletes, media personalities, musicians, college or professional athletic coaches, etc.) who have demonstrated their support for the military and/or Soldiers. If yes, who are they and what is their contact information?

---

18. Are there any committees "Support Our Troops"-type organizations in the market? If yes, who are the founders/leaders of these organizations and what is their contact information?

---

Potential CP advocates

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Appendix E

### Draft Meeting Agenda

#### E-1. Introductions

Everyone attending the meeting should introduce himself or herself and give a brief description of his or her duties

#### E-2. Army Recruiting Challenges

The senior officer takes the lead on discussing recruiting challenges:

Fewer young men and women qualified for Army service

- a. Fewer considering joining the military
- b. Parental support is declining

Schools are limiting recruiter access

- c. Not fully understanding benefits of becoming an Army Soldier
- d. Size of Army may significantly increase

#### E-3. Army Benefits

The senior officer takes the lead on discussing the benefits of becoming a

U.S. Army Soldier:

- a. Careers available
- b. Monetary benefits for college
- c. Life-long skills and strength

#### E-4. Action Committee Relations Effort

Advertising and Public Affairs Chief takes the lead on introducing the local

U.S. Army Community Action Committee concept and explains the importance of strong committee leadership, including job description and requirements

#### E-5. Commitment

a. The senior officer explains why local Army team thinks the CP advocate would be a great action committee leader and formally asks for a commitment.

b. Advertising and Public Affairs Chief explains the next steps, thanks the CP advocate for his or her time, asks for direct contact information and gives a handout to the CP advocate.

## **COMMUNITY PARTNER ADVOCATE MEETING TALKING POINTS**

### **E-6. The Challenge**

The U.S. Army's recruiting challenge—building an all-volunteer force sufficient to meet the demands of the Global War on Terrorism and our Nation's other commitments—is significant:

- a. Due to medical, moral, physical, education and aptitude challenges, fewer than three of ten men and women between 17 and 24 years old are fully qualified for Army service.
- b. Fewer young Americans today are considering joining the military.
- c. Parental support of military service for their children is declining among young Americans who are considering joining the military, the Army is declining as their first choice.
- d. Young Americans do not understand the unique benefits of becoming a U.S. Army Soldier.
- e. More and more schools are limiting recruiter access to students.
- f. There's a strong possibility that the size of the qualified pool of prospects will continue to decrease which will require our Recruiters to work even harder to find the quality required.

### **E-7. The Local Effort**

a. An aggressive community action committee is targeting the right people—we call them “community partners” (CPs)—create opportunities for conversations to happen at the local level, thus building a better understanding of the value of being an Army Soldier. Over time, this can positively influence local perceptions of the Army and build an environment that is more favorable to the Army's recruiting message.

b. The local outreach effort we are pursuing is the establishment and activation of a CAC—groups of CPs who, because of their status within the community, can open doors and knock down barriers for our recruiters.

c. Our action committee consists of approximately 20 “movers and shakers” who are called on to support the Army's efforts locally.

d. Ask board members to speak at local events, write letters, make phone calls, and engage in other activities to shape the public dialogue and affect how prospects and the people who influence them think about service in the Army.

#### E-8. Leadership

The key to the success of the action committee is strong leadership.

a. The committee needs to have a life of its own to thrive while remaining relevant after current Army leadership in the community moves on and new leadership takes over.

b. The committee needs a small number of core leaders—"CPs"— who are well known and respected in the community and who have a proven record of accomplishment of making things happen.

#### E-9. Job Description

a. Help the Army team define the most important channels of influence in the community

b. Help the Army team build and sustain the action committee, including identifying potential Members and securing their participation

c. Lead the committee: chair meetings; host events; get members to take action

d. Use personal influence to open doors and create opportunities for the Army team

e. Provide continuity over the long term; while local Army team leaders come and go, you and members of the committee are vested in the community

#### E-10. Job Requirements

a. Believe that service in the U.S. Army makes young Americans stronger and that becoming a Soldier is a career choice more young Americans should consider

b. Understand and be committed to:

c. Helping the U.S. Army meet its recruiting mission

d. Strengthening communities/individuals

e. Providing opportunities for young people

f. Protecting the Nation

g. Willing to be fully educated on the U.S. Army's mission, structure, culture and recruiting activities

h. Willing to dedicate the time needed to build and lead the committee

i. Willing to use your influence and connections to help open doors for the Army team

j. Commit to a two-year term of service

k. Willing to do all of this without monetary compensation; the only compensation is your belief that you are doing something to help defend our Nation and improve the lives of young people in the community

## E-11. Next steps

The recruitment of other prominent citizens to help you co-lead the action committee is already underway.

- a. The next phase of the project—recruiting potential committee members.
- b. Once you commit, we provide you information on the mission, structure, culture, and activities of the local Army team, as well as the unique circumstances here in our community.
- c. Thank you for your consideration!

## Appendix F

### Draft Event Agenda for Potential Members

#### WELCOME

- Senior officer thanks everyone for coming and introduces CP advocate emcee(s)
- CP advocate emcee(s) previews day's activities and asks each attendee to introduce him/herself
- Color Guard presentation

#### COMMUNITY ACTION COMMITTEE EFFORT

- CP advocate emcee(s) gives presentation on recruiting challenges, the local CAC effort and member activities
- CP advocate emcee(s) explains why he/she has decided to lead the committee and how important this effort is

#### SPECIAL SALUTE

- Senior officer officially "activates" CP advocate

#### COMMITMENT

- CP advocate asks attendees to join the committee
  - Senior officer officially "activates" community members who agree to join on the spot
- \*Senior officer should consider presenting CP advocate and community members with a special pin/certificate when officially activating
- Connecting our Army with our community

#### U.S. ARMY COMMUNITY ACTION COMMITTEE

##### THE CHALLENGE

The U.S. Army's recruiting challenge—building an all-volunteer force sufficient to meet the demands of the Global War on Terrorism and our Nation's other commitments—is significant:

- a. Due to medical, moral, physical, education and aptitude challenges, fewer than three of ten men and women between 7 and 24 years old are fully qualified for Army service.
- b. Fewer young Americans today are considering joining the military.
- c. Parental support of military service for their children is declining.

d. Among young Americans who are considering joining the military, the Army is declining as their first choice.

e. Young Americans do not understand the unique benefits of becoming a U.S. Army Soldier.

f. More and more schools are limiting recruiter access to students

g. There is a strong possibility that the size of the Army continues to decrease which requires our recruiters to work even harder to find the quality required.

- Vision: Connecting the U.S. Army - its mission, its values, its Soldiers, its career opportunities - with our community
- Goal: Positively impact local perceptions of the value of being a
- U.S. Army Soldier and - over time - build an environment that is more favorable to Army recruiting messages
- Committee Composition: Approximately 20 "movers and shakers" who are well known and respected locally and hold considerable influence in communities critical to the success of the local Army team
- Committee Member Activities:
  - Serve as the connection between the local Army team and the community.
  - Regularly meet with the Army team to receive information and provide advice to challenges encountered in the recruiting process.
  - Occasionally be called upon individually, based on the area of expertise, to offer courses of action or assistance.
  - Use personal influence to open doors and create opportunities for the Army team.
  - Provide continuity over the long term; while local Army team leaders come and go, Committee Members remain vested in the community.



## Glossary

### Section I - ACRONYMS AND ABBREVIATIONS

<b>ACES</b>	Army Continuing Education System
<b>APA</b>	Advertising and Public Affairs
<b>ARA</b>	Army Reserve Ambassador
<b>AMEDD</b>	Army Medical Department
<b>ARISS</b>	Army Recruiting Information Support System
<b>BJA</b>	Brigade Judge Advocate
<b>CAC</b>	Community Action Committee
<b>CASA</b>	Civilian Aides to the Secretary of the Army
<b>CEO</b>	Chief Executive Officer
<b>COI</b>	Centers of Influence
<b>CP</b>	Community Partner
<b>DVIDS</b>	Digital Video and Imagery Distribution System
<b>E/CP</b>	Educators/CPs
<b>ESGR</b>	Employer Support of the Guard and Reserve
<b>ESS</b>	Education Services Specialist
<b>FP</b>	For Profit
<b>FSTP</b>	Future Soldier Training Program
<b>KI</b>	Kiwanis International
<b>LOE</b>	Lines of Effort
<b>MOU</b>	Memorandum of Understanding
<b>NFP</b>	Not For Profit
<b>OCEAM</b>	Office, Chief Enterprise Army Marketing
<b>PAO</b>	Public Affairs Office

<b>PaYS</b>	Partnership for Your Success
<b>PM</b>	Program Manager
<b>PRAM</b>	The Partner Regional Activity Map
<b>P3</b>	Private and Public Partnerships
<b>P3O</b>	Private Public Partnership Office
<b>PZ</b>	Partnership Zone
<b>REQUEST</b>	Recruit Quota System
<b>ROI</b>	Return on Investment
<b>RSID</b>	Recruiting Station Identification Designator
<b>SFL</b>	Soldier for Life
<b>SME</b>	Subject Matter Expert
<b>SPAN</b>	SharePoint Action Network
<b>STEM</b>	Science Technology Engineering and Math
<b>TPU</b>	Troop Program Unit
<b>TTP</b>	Tactics Techniques and Procedures
<b>VFW</b>	Veterans of Foreign Wars

## **Section II - Terms**

### **Advocate**

One who supports or promotes the interests of a group.

### **Army Recruiting Information Support System (ARISS)**

An administrative automation system that supports recruiting operations in USAREC.

### **Army Reserve Ambassador (ARA)**

A Chief of Army Reserve appointed member of the civilian community with the responsibility of developing relationships with community leaders. This includes leaders at the municipal, state, and national levels. The ambassador strives to convince leaders of the importance of military service.

### **Centers of Influence (COI)**

A COI is defined as individuals or groups that can influence or impact recruiting operations. These are primarily educators (principals, teachers, guidance counselors, and coaches), community leaders, business leaders, and others who are in a position to influence other influencers and prospects.

### **Chamber of Commerce**

A Chamber of Commerce (also referred to as a board of trade) is a form of business network, e.g., a local organization of businesses whose goal is to further the interests of businesses. Business owners in towns and cities form these local societies to advocate on behalf of the business community.

**Civilian Aides to the Secretary of the Army (CASA)** - Business and community leaders selected to assist the Secretary of the Army in their respective states or areas of influence in matters involving the Army.

### **Community Action Committee (CAC)**

A group of community partners organized and formed by recruiting leadership in order to enhance recruiter capabilities to connect with diverse groups in the community and positively influence community members that may otherwise remain opposed to military service.

### **Community Partner (CP)**

A person other than Active Army or Army Reserve members who, by their relationship with and access to enlistment age youths, are capable and willing to directly or indirectly influencing today's youth to seek more information about Army enlistment opportunities.

### **Community Partner Advocates**

Those identified as 'community partners' that are willing to directly support, lead, and/or advocate Army service.

### **Digital Video and Imagery Distribution System (DVIDS)**

A Department of Defense (DoD) operation supported by the Defense Media Activity (DMA). It provides a connection between world media and the American military personnel serving at home and abroad. It supports all branches of the U.S. military

### **Educator Tour Program**

A national tour program managed by each of the five recruiting brigades. Its purpose is to bring into focus the opportunities in today's Army for educational and other **Employer**

### **Support of the Guard and Reserve (ESGR)**

A Department of Defense agency that promotes public and private understanding of the National Guard and Reserve in order to gain employer and community support.

### **Fortune 500**

The Fortune 500 is an annual list compiled and published by Fortune magazine that ranks 500 of the largest United States corporations by total revenue for their respective fiscal years.

### **Fusion Cell**

A recruiting brigade/battalion cell composing of the staff S2, S3, ESS, A&PA chief and other staff members as required. As of the targeting process of Decide, Detect, Deliver, and Assess (D3A) process to monitor and manage the commanders' approved targeting plan.

### **Identity Development**

A Soldier for Life (SFL) line of effort (LOE) process of finding qualified prospects and engendering them to make a commitment to join our Army. Once in the Future Soldier Training Program (FSTP), provide them with sufficient information allowing them to utilize all established Army programs to include developing educational and experiential plans to enhance their career and not wait to the end of their enlistment to begin the transition back to civilian life.

### **Kiwanis International (KI)**

Kiwanis International is a global community of clubs, members, and partners dedicated to improving the lives of children within communities within the U.S. and internationally.

### **Market**

The population in a geographic region who physically and mentally qualify for service.

### **Memorandum of Understanding (MOU)**

A non-legally binding agreement between two or more parties outlined in a formal document that signals the willingness between all parties to move forward with a contract or agreement.

### **Multi-Cultural Organizations**

Organization or groups that seeks and values all differences and develops systems and work practices that support the success and inclusion of members of every group.

### **Network**

A formal or informal interconnected group or association of persons (such as friends or professional colleagues).

### **Network Development**

A Soldier for Life (SFL) line of effort (LOE) targeting program that actively pursues retirees and veterans in local markets and engages them to become advocates in support of your local recruiting mission.

### **Non-Federal Entities**

Any state, local government, Indian tribe, institution of higher education (IHE), or nonprofit organization.

### **Office of the Chief Army Enterprise Marketing (OCEAM)**

The new Army marketing team responsible for handling recruitment-marketing work for the Army. It replaced the now defunct Army Marketing and Research Group (AMRG).

### **Partnership for Your Success (PaYS)**

A program in which employers partner with the Army to provide quality jobs to qualified Soldiers after they have served their country.

### **Private and Public Partnerships (P3)**

P3, like PaYS, is a program that partners with private and public industry and agencies. P3 is a 'jobs now' program focuses on newly enlisted Army Reserve (AR) Soldiers as well as transitioning Regular Army (RA) Soldiers. The Private and Public Partnerships Office (P3O), Office of the Chief of Army Reserve (OCAR) manage it.

### **Program Manager (PM)**

A program manager is the actual title of the individual who is responsible for the cost, schedule, and performance of a specific project.

### **Recruiting Station Identification Designator (RSID)**

A set of alphanumeric characters (up to four) that denotes each recruiting station, company, battalion, and brigade.

**Soldier for Life (SFL)**

An Army program dedicated to assisting Soldiers as they transition out of military service to return to civilian occupations by providing resources and opportunities for Soldiers, veterans and families who are in transition.

**SharePoint Action Network (SPAN)**

The Microsoft SharePoint network deployed within the US Army Recruiting Command.

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- AR 601-2, "Army Recruiting Support Programs", (dated 27 Sep 2016)
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- AR 140-1 "Army Reserve – Mission, Organization, and Training" (dated 20 Jan 2004)
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### WEBSITES

- IKROme Home – USAREC Intranet "My Apps": EMM Portal
- IKROme Home – USAREC Intranet "All Sharepoint Sites": G7/9
- Marketing, Public Affairs, Education, Outreach PaYS: PaYS: Management Tools
- US Army Reserve Official Website "Featured": Private Public Partnership Soldier for Life Website - <https://soldierforlife.army.mil/>
- The Soldier for Life - Transition Assistance Program (SFL-TAP) – <https://www.sfl-tap.army.mil/>
- GoArmyAdvocates - [www.GoArmyAdvocates.com](http://www.GoArmyAdvocates.com)

### PRESCRIBED FORMS

None

### REFERENCED FORMS

- DA Form 2028 (Recommended Changes to this Publication)
- Annual Operation Plan – (referenced in TC 5-01 Mission Command) Market Assessment Worksheet

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