SUMMARY of CHANGE

USAREC Training Circular 5-01 Mission Command
Administrative revision dated 21 July 2020-

- Updated G3 training link
- Updated acronyms from CL to SC on paragraph 12-14.
Mission Command

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PREFACE

UTC 5.01 – The United States Army Recruiting Command (USAREC) publication, USAREC Training Circular (UTC) 5.01, Mission Command, expands on the fundamental concepts and requirements in USAREC Manuals 3-0 Recruiting Operations, 3-30 Recruiting Company Operations and 3-31 Recruiting Station Operations. The UTC 5.01 augments fundamental principles discussed in Army Doctrine Publication (ADP) 6-0, Mission Command. USAREC units experience a complex and changing operational environment requiring all leaders to understand and execute the principles of Mission Command to accomplish the mission. The criticality of Mission Command is no less important in USAREC as it is in any warfighting unit. In fact, the nature of the mission and the geographic dispersion of subordinate units demands mastery of Mission Command to execute and achieve the recruiting mission.

PURPOSE

The purpose of Training Circular (UTC 5-01) Mission Command is to demonstrate how established USAREC processes and procedures apply to the seven mission command principles and assist USAREC leaders in achieving mission command. The intent is not to readdress doctrinal guidance but rather to provide a pathway or means to execute Mission Command.

SCOPE

Establish the fundamental methodologies for all USAREC personnel to conduct recruiting operations by successfully executing Mission Command.

APPLICABILITY

This Training Circular applies to all recruiters, leaders, and staff.

ADMINISTRATIVE INFORMATION

The proponent for this manual is Headquarters, United States Army Recruiting Command (HQ USAREC), Assistant Chief of Staff, G3. Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to HQ USAREC, ATTN: RCRS-DD, 1929 Old Ironsides Ave, Building 2389, Fort Knox, KY 40121 or by email to usarmy.usarec.list.hq-rrs-doctrine@mail.mil.
Introduction

*Mission command* is the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander’s intent to empower agile and adaptive leaders in the conduct of recruiting operations. Mission Command is a philosophy guided by seven principles that assist commanders and staff in blending the art of command with the science of control. Those principles are 1) competence; 2) mutual trust; 3) shared understanding; 4) commander’s intent; 5) mission orders; 6) disciplined initiative; and 7) risk acceptance.

ADP 6-0 demonstrates how commanders and staffs execute mission command through a series of mutually supported tasks. Commanders 1) drive the operations process through the activities of understand, visualize, describe, direct, lead, and assess; 2) develop teams, both within their own organizations and with action partners; and 3) inform and influence audiences, inside and outside their organizations. Staff tasks include 1) conduct the operations process through planning, preparation, execution, and assessment; 2) conduct knowledge management and information management; and 3) synchronize information-related capabilities.

Leaders sometimes struggle with translating and applying the principles of Mission Command in a recruiting environment due to the belief that USAREC is different from other operational formations. The fact is that Mission Command absolutely applies, and is critical to USAREC due to our dependence on geographically dispersed subordinate leaders, and the challenges associated with circulating to and visualizing every operational area across the command.

The United States Army Recruiting Command maintains a vast array of systems and procedures to assist commanders and staffs in executing the art of command and science of control. The intent of this Training Circular (UTC 5.01) is not to re-write ADP 6.0, Mission Command, but rather to introduce and demonstrate critical systems, tools, and techniques that will assist leaders in conducting operations consistent with mission command principles. These systems, when combined with the fundamentals of Army leadership, provide an effective pathway for commanders, supported by their staffs, to combine the art of command and the science of control to understand situations, make decisions, direct action, and accomplish the recruiting mission.
Part I
The Operations Process – Understand & Visualize

Part I focuses on how USAREC leaders understand their operational environment and visualize the desired end state. Understanding is fundamental to a leader’s ability to establish a situation’s context, and it is essential to effective decision making during planning and execution. Analysis of the operational and mission variables (see Chapter 3) provides the information used to develop understanding and frame any problem. To develop a better understanding of an operational environment, commanders circulate within the area of operations as often as possible, collaborating with subordinate commanders, leaders, and Soldiers – and the unit’s Organizational Inspection Program is a critical means to inform commanders as to where to focus their attention. As commanders begin to understand their operational environment, they start visualizing the desired end state and potential solutions to problems. Assignment of a mission provides the focus for developing the commander’s visualization that, in turn, provides the basis for developing plans and orders. Chapters 1 through 5 introduce processes, procedures, and techniques available to USAREC leaders to assist them in understanding their operational environment and the state of their subordinate organizations while visualizing the end state that is in the Recruiting Operations Plan.

NOTE: Chapter 2 introduces Step 1 of the USAREC Station Operation Plan.

Chapter 1 describes the use of a Battle Rhythm.

Chapter 2 describes Recruiting Function Analysis (RFA).

Chapter 3 describes and references METT-TC / PMESII-PT / ASCOPE.

Chapter 4 describes the Organizational Inspection Program (OIP).

Chapter 5 describes Company and Station Inspections.

PART II
The Operations Process – Describe & Direct

Part II focuses primarily on the Operations Plan and the Mission Accomplishment Plan (MAP). After commanders visualize an operation, they describe it to their staffs and subordinates to facilitate shared understanding and purpose. During planning, commanders ensure subordinates understand their visualization well enough to begin a course of action development and the production of the operations plan. During execution, USAREC commanders use the Mission Accomplishment Plan to inform modifications to their visualization in updated guidance and directives.

Chapter 6 introduces and references the Targeting Process.
Chapter 7 describes the methodology and template to build a Station Operations Plan.

Chapter 8 introduces and references the Mission Accomplishment Plan (MAP).

PART III
The Operations Process – Direct and Assess

Part III covers the operations process - direct and assess - found throughout previous parts of this UTC, and in USAREC Manuals 3-0, 3-30, and 3-31, therefore the focus is on the In-Progress Reviews (IPRs) with specific attention to the company and stations. IPRs provide the ability to direct or redirect as the mission dictates, and an assessment of the subordinate, the operation, and the environment.

Chapter 9 describes the Station Operations Overview (SO2).

Chapter 10 describes the IPR.
INTRODUCTION

1-1. A battle rhythm is the deliberate daily cycle of command, staff, and unit activities intended to synchronize current and future operations. An effective battle rhythm will enable a unit to create a shared understanding of the commander’s intent and set conditions for mission success.

1-2. Challenges. One of the greatest challenges recruiting leaders experience is the inability to develop a battle rhythm that facilitates the accomplishment of critical tasks. These difficulties often stem from the inability to visualize all task requirements, unfamiliarity with cyclic events, prioritization, and time investment to understand the factors that influence a unit’s battle rhythm. Figure 1-1 reflects factors that influence a unit’s battle rhythm.

1-3. Advantages of a Battle Rhythm. A battle rhythm allows units and leaders to function at a sustained level of efficiency for extended periods. It eliminates wasted time and unnecessary friction by maintaining a close hold on recruiting operations. Procedures and processes that facilitate efficient decision-making such as the weekly planning meeting, daily IPRs, and AARs are critical to achieving a good battle rhythm.
1-4. **Battle Rhythm Predictability and Flexibility.** The operational tempo may fluctuate, but the battle rhythm must remain predictable. Some missions require much more time and effort to plan and prepare for than others. Additionally, the battle rhythm cannot be so inflexible that leaders fail to exploit markets of opportunity as they develop.

1-5. **Quick to Respond to Battle Rhythms.** Leaders create a quick-to-respond battle rhythm by identifying and prioritizing critical activities and ensuring effort occurs at the right time and in the right order. Not every task is critical or requires attention every day so prioritization is key to a good battle rhythm. A good battle rhythm allows leaders the time to respond to new tasks without jeopardizing the accomplishment of routine tasks. The absence of a battle rhythm leads to missed opportunities and inefficiency, leaving leaders unprepared to act at critical decision points.

**SUMMARY**

1-6. Leaders that do not enforce a sound battle rhythm negatively affect subordinates and struggle to condition the force or provide predictability. A sound battle rhythm conditions subordinates and creates patterns that facilitate understanding, compliance, and task accomplishment.

1-7. There is no specified format for developing a battle rhythm, but common themes do exist, such as:

- higher headquarters requirements
- seasonal community events, requirements
- critical daily, weekly, monthly tasks (Appendix A displays an example of company-level common tasks, and Appendix B displays an example of station-level common tasks.)

1-8. Figure 1-2 is an example of a company battle rhythm. Figure 1-3 is an example of a station battle rhythm. Note how the station moves forward tasks to accommodate the company requirements to higher. (See Appendices A & B for more Battle Rhythm common tasks.)
### Example Company Battle Rhythm

**OCTOBER**

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<tr>
<th>MONDAY</th>
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Note: Establish a routine time for each station so they become conditioned and synchronized.

- IPs Conducted Daily
- AAR Conducted ICW Station Commander or Company training following Phase line
- Monday and Fridays are Admin days and Incorporate training into all inspections

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**Figure 1-2. Example Company Battle Rhythm**
### Example Station (3A) Battle Rhythm

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<td>FS Program Rev</td>
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| 11 | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR |
| COLUMBUS DAY | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR | SCQLD | SCQLD |
| Mission Analysis/Plan | DEC OP Submit | TNG Programs | PHASE-LINE OCT | FS Program Rev | |
| | CAR / 70 TNG Plan | | | | |

| 17 | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR |
| 0900-1100 IPR | 0900-Co Inspection | 1100-Co IPR | 1100-Co IPR | 0900-1100 IPR | 0900-1100 IPR |
| Mission Analysis/Plan | 1100-1800 State Fair | TNG Programs | FS Program Rev | 1800 FS Function | 1300-1800 STN Training |
| | | | | | Family / Schools Program |

| 23 | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR |
| 0900-1100 IPR | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR |
| Mission Analysis/Plan | TNG Programs | FS Program Rev | 1300-1800 STN Training | 1500 STN Training | 1300-1800 STN Training |
| | | | | Family / Schools Program | |

**NOTE:**
- IPRs Conducted Daily - Establish a routine time for each Recruiter so they become conditioned and synchronized
- AAR Conducted ICW STN training following Phase Line
- Monday and Fridays are Admin days. Wednesdays are dedicated training but every day are opportunities

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| 0900-1100 IPR | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR | VETERANS DAY |
| Mission Analysis/Plan | JAN ROP Submit | TNG Programs | PHASE-LINE NOV | FS Program Rev | |
| | | 1700-Winter Coat Collection | Safety Briefing | | |

| 24 | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR |
| TRAINING HOLIDAY | 0900-Co Inspection | 1100-Co IPR | 1100-Co IPR | 0900-1100 IPR | 0900-1100 IPR |
| Mission Analysis/Plan | 1430-Radio Remote | 1000-FS Program Rev | 1300-STN Training | 500 Co Town Hall DS | |
| | 1600-USAREC EUT | | 1300-1800 STN Training | | Family / Schools Program |

| 28 | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | |
| 0900-1100 IPR | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR |
| Mission Analysis/Plan | TNG Programs | Safety Briefing | 1100-1900 Food Bank | | |

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| 0900-1100 IPR | 1700-Troy HS Homecoming | 1000-Co IPR | 1000-Co IPR | 1000-Co IPR | 1000-Co IPR |
| Mission Analysis/Plan | | TNG Programs | 1300-1500 STN Training | 1300-1500 STN Training | |
| | | | 1700-1900 STN Training | 1300-1500 STN Training | |

| 12 | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR |
| 0900-1100 IPR | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR | |
| Mission Analysis/Plan | FEB OP Submit | TNG Programs | PHASE-LINE DEC | FS Programs | |
| | | | | | |

| 26 | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR |
| 0900-1100 IPR | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR | |
| Mission Analysis/Plan | CO Inventory | TNG Programs | Safety Briefing | | |

| 27 | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR | 0900-1100 IPR |
| CHRISTMAS HOLIDAY | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR | 1100-Co IPR | |
| Mission Analysis/Plan | TNG Programs | Safety Briefing | | | |

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**Figure 1-3. Example Station (3A) Battle Rhythm**
Chapter 2.
RECRUITING FUNCTION ANALYSIS (RFA)

INTRODUCTION

2-1. Recruiting Functions are to USAREC what Warfighting Functions are to the operational Army. A Recruiting Functions Analysis (RFA) is an assessment of USAREC’s common critical functions that guide leaders in conducting operations and understanding unit performance. Leaders use tools such as Leader Zone and Bi-Zone to conduct a thorough analysis of all eight recruiting functions.

2-2. Refer to USAREC Manual 3-30, Recruiting Company Operations, and UM 3-31, Recruiting Station Operations, for specific instructions for conducting an RFA.

• Figure 2-2 and 2-3 display the Graphic Training Aid (GTA), company commanders and station commanders can use to conduct an RFA. **Note:** This GTA comprises Step 1 of 4 Steps, which inform the development of an Operations Plan, described in Part II of this manual.
### Mission Command
- Center Leaders are not conducting daily IPRs with subordinates.
- The submission of Events AARs are not within the 72 hours timeline.
- Event leads are minimal due to poor planning to maximize Return on Investment (ROI).

### Intelligence
- Intelligence reporting is not occurring IAW CCIR.
- School board planning to discontinue the practice of military recruiter school visits.

### Prospecting
- Face-to-face prospecting conversion is low.
- Only 50% of HS junior lists on hand and loaded in ARISS.
- Appointment no-show rates are increasing.
- Local MILitary units will not allow formation presentations.
- Four training hospitals will not allow military recruiter access.

### Interviewing
- The ability to compare alternatives during the Army Interview is weak.
- Product knowledge for Occupational Career Enhancement needs improvement.
- Appointment made to appointment conduct conversion represents a major chokepoint.

### Processing
- Packet errors represent a 10% increase over the previous Quarter.
- Company floor conversion rate is 76% for the FY.
- Temporary medical disqualifications are increasing due to ear lavalve consults.

### Leading Future Soldiers
- Future Soldier loss rate is 14% due to high number of positive THC results.
- Approximately 35% of Future Soldiers fail to attend Future Soldier events.
- Future Soldier referrals are less than one referral per month.

### Training and Leader Development
- Approximately 50% of recruiters have less than 90 days on recruiting duty.
- Two of four centers are not in compliance with the recruiter development program.
- The company is maintaining 8% APFT failure rate with 12% flagged for overweight.

### Sustainment
- Battalion is not resourcing three high-value targets.
- Two vehicles are off-line for maintenance in excess of three weeks.
- Community Partner (CP) events require funding approval two months in advance.
- Six soldiers on EFMPs with three requiring monthly medical attention.
- RPU/PPIs are on back order exceeding three months.

---

**Figure 2-1. Company and Station RFA Template – STEP 1 GTA**
### Understanding - Recruiting Functions Analysis (RFA) - Step 1

For use of this form see USAERG Training Circular 5-01

#### Mission Command

- Weekly Planning Meetings
- Electronic Planning Guides
- In Progress Reviews
- Personnel Issues
- NCOERs/Awards
- Leave Management
- Station’s Battle Rhythm
- Bin/Company/Station Operation Plan

#### Intelligence

- Market Share
- ASCOPE (Area, Structures, Capabilities, Organizations, People, Events)
- SAMA
- Tactical Segmentation
- Bin/Zone/Company Reports
- Bi-Zone
- School Zone
- Reserve Unit Zone

#### Prospecting

- Conversion/Funnel Data
- Prospecting Analysis - ACA
- ASVAB
- ALRL Analysis
- LPA Analysis

#### Interviewing

- Individual Recruiter Observation Analysis
- Conversion/Function Data Analysis
- Conduct, Conduct to Test
- Evidence Book
- Experience Level of Recruiters
- Location of Appointments
- Presence of Influences
- Recruiter Product Knowledge
- Flash to Bang

#### Processing

- Conversion/Function Data Analysis, Appointment Conduct to Test, Test to Floor, Floor to Enlistment
- Flash to Bang
- Tasked Not Enlisted - TNE
- Qualified Not Enlisted - QNE
- MEPS QC Reports - Quality Control Check
- Station Commander - Quality Assurance Check

---

**Figure 2-2. Station RFA Template – STEP 1 GTA (Cont.)**
**Figure 2-3. Station RFA Template –STEP 1 GTA (Cont.)**

### SUMMARY

2-3. Leaders systematically assess their units effectively and develop courses of action directly tied to specific recruiting functions that need improvement by using the RFA methodology. If used effectively, the RFA assists leaders in better understanding their units and enables them to issue mission orders to address shortcomings.)
Chapter 3.
METT-TC / PMESII-PT / ASCOPE

INTRODUCTION

3-1. Upon receipt of a mission, commanders develop an initial vision, which they continually confirm or modify. To visualize their desired outcome or objective effectively, commanders must clearly understand their Operational Environment (OE). In conjunction with the RFA introduced in Chapter 2, commanders and staffs use operational and mission variables to help build their situational understanding.

3-2. USAREC commanders and staffs analyze and describe an operational environment in terms of eight interrelated operational variables: Political, Military, Economic, Social, Information, Infrastructure, Physical environment, and Time (PMESII-PT). Upon receipt of a mission, commanders filter information categorized by the operational variables into relevant information concerning the mission. They use the mission variables, in combination with the operational variables, to refine their understanding of the situation and to visualize, describe, and direct operations. The mission variables are Mission, Enemy, Terrain and Weather, Troops and support available, Time available, and Civil considerations (METT-TC). Civil considerations include the influence of manmade infrastructure, civilian institutions, and activities of the civilian leaders, populations, and organizations within an area of operations on the conduct of recruiting operations. They comprise six characteristics including Areas, Structures, Capabilities, Organizations, People, and Events (ASCOPE).

3-3. USAREC Manual 3-0, Recruiting Operations, and Training Circular 5-02, Intelligence, describe the relationship between METT-TC, PMESII-PT, and ASCOPE (See figure 3-1).
3-4. Figures 3-2 and 3-3 display the operational environment GTA of the station operations plan that station commanders use to understand the Operational Environment using PMESII-PT. **Note:** This GTA is STEP 2 of 4 STEPS that lead to the development of an Operations Plan, described in Part II of this training circular.
Perform an analysis of the operating environment using the PMESII-PT framework. This includes conversion data analysis.

**Understand – OPERATIONAL ENVIRONMENT - Step 2**

*For use of this form see USAERC Training Circular 5-01*

<table>
<thead>
<tr>
<th>OPERATIONAL VARIABLE</th>
<th>REVIEW/ANALYZE</th>
<th>ANALYSIS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>STRENGTH</td>
<td>WEAKNESS</td>
</tr>
<tr>
<td>Analyze PMESII-PT</td>
<td></td>
<td>Internal factors that are favorable/unfavorable to achieving the mission</td>
<td>Internal factors that are favorable/unfavorable to achieving the mission</td>
</tr>
</tbody>
</table>

**Suggested Items**

**Political** - Army, Recruiting, and/or local policies and politics that influence recruiting operations.

**Military** - Military presence in a recruiting environment

**Economic** - The economic factors that have an influence on the recruiting environment

**Social** - The perceptions, beliefs, and behaviors toward military service

**Information** - The aggregate of individuals, organizations, and systems that collect, process, disseminate, or act on information

| Blank spaces to record internal and external factors that are favorable/unfavorable to achieving the mission |
| Example: If the station commander has observed a weakness in presenting features and benefits of USA programs, those notes here to help develop step 3 (Visualize and Describe) content. |

**Blank space to record notes as needed.**

**Use the rest of the form to record information for each of the PMESII-PT areas.**

**Estimated Time to Complete:**

- Initial: 2 to 4 hours
- Subsequent Monthly Updates: 1 hour

---

**Figure 3-2. Station Understand – PMESII-PT – PHASE 2 – STEP 2 GTA**
### Understanding Operation Environment - Step 2 (Cont.)

**SUMMARY**

3-5. Leaders use the operational and mission variables to understand the local recruiting operational environment and the demographic makeup of the area of operations. A thorough analysis of these variables assists in the assessment of threats and opportunities.

---

<table>
<thead>
<tr>
<th>OPERATIONAL VARIABLE</th>
<th>REVIEW/ANALYZE</th>
<th>STRENGTH</th>
<th>WEAKNESS</th>
<th>OPPORTUNITY</th>
<th>THREAT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infrastructure - Basic structure or services which impact recruiting (internally and externally) and are essential to effective operations</strong></td>
<td>Construction projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEPs Location</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Closures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Road Closures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>STRENGTH</td>
<td>WEAKNESS</td>
<td>OPPORTUNITY</td>
<td>THREAT</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Environment - Factors that impede operations or determining recruiting facilities/asset placement to access target populations</strong></td>
<td>Station location to market location</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Traffic flow/conditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time - School, business and organizational operating hours, that affect the availability of the target market or recruited population</strong></td>
<td>Number of work hours this month</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>High school day ends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of processing days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key dates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 3-3. Station Understand – PMESII-PT – Phase 2 – Step 2 GTA (Cont.)**
Chapter 4.
ORGANIZATIONAL INSPECTION PROGRAM (OIP)

INTRODUCTION

4-1. Inspections provide leaders with the ability to visualize what is occurring within their organizations. Leaders use inspections to validate virtual data and analysis and to view actions within the operating environment. It is more than a checklist of items; it is a systematic approach to understanding root causes to make command decisions, correct deficiencies, and exploit opportunities.

4-2. Inspections are a commander’s responsibility, and the Organizational Inspection Program (OIP) is the commander’s program to manage all inspections within their command. The purpose of the OIP is to coordinate inspections and audits into a single, cohesive program focused on command objectives. The OIP includes command inspections, staff assistance visits (SAV), and Inspector General (IG) inspections.

4-3. An effective OIP allows a commander to use these inspections to identify, prevent, or eliminate problem areas within their command. Commanders use the OIP to complement and reinforce other sources of evaluation information when assessing readiness, training, and operational capabilities.

4-4. Command Inspection Program. The CIP is a subordinate level focus inspection. Commanders conduct subordinate level Initial Command Inspection (ICI) to identify standards compliance, training needs, and operational capabilities approximately 90-
days following a Change of Command to provide new commanders with a clear understanding of unit capabilities or areas in need of correction.

4-5. Staff Assistance Visits are the commander's inspection asset to deploy subject matter experts to subordinate units to assess, assist, and improve operations. SAVs are usually conducted staff-to-staff, but leaders are encouraged to use them at the company and station levels as well.


4-7. Inspection products include:

- Inspections /Staff Assistance Visit Schedules.
- Inspection Checklists.
- Regulatory Guidance.
- Previous Inspection Results.

4-8. USAREC Organizational Inspection Programs follow the guidance within UR 1-201 Inspections. The command publishes the current OIP instructions annually in the USAREC Training and Leader Development Guidance.

SUMMARY

4-9. Planning, organizing, and executing inspections are critical to validating compliance, identifying needs, and conditioning your subordinate's behavior. Whether formal or informal, inspections should extend beyond a checklist and always include training, mentoring, and problem-solving.

PART II

The Operations Process – Describe & Direct

Part II focuses primarily on the Operations Plan and the Mission Accomplishment Plan (MAP). After commanders visualize an operation, they describe it to their staffs and subordinates to facilitate shared understanding and purpose. During planning, commanders ensure subordinates understand their visualization well enough to begin a course of action development and the production of the operations plan. During execution, USAREC commanders use the Mission Accomplishment Plan to inform modifications to their visualization in updated guidance and directives.
Chapter 5.
COMPANY AND STATION INSPECTIONS

INTRODUCTION

5-1. Chapter 5 focuses on Company and Station Inspections. The intent is to provide leaders with best practices and lessons learned that facilitate the principles of Mission Command.

5-2. Tribal wisdom exists that states that inspecting the station provides all the data necessary to evaluate the company commander and first sergeant. This is an incorrect belief and often results in higher-level leaders missing critical aspects of the company leadership and the state of operations.

5-3. The benefit of incorporating and executing company headquarters inspections as part of the inspection program is that it allows higher headquarters to identify several key indicators and root causes of mission success and/or mission failure. Table 5-1 displays an example of items to inspect during a company inspection.

<table>
<thead>
<tr>
<th>COMPANY HEADQUARTERS INSPECTION ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The status of the Company Headquarter</td>
</tr>
<tr>
<td>• Is the CO HQ organized and orderly?</td>
</tr>
<tr>
<td>• Does the design facilitate effective operational development?</td>
</tr>
<tr>
<td>• Do the Company Commander and First Sergeant have individual offices?</td>
</tr>
<tr>
<td>• Is an Administrative Assistant on hand, dependable, and tasked appropriately?</td>
</tr>
<tr>
<td>The relationship between the Company Commander and First Sergeant.</td>
</tr>
<tr>
<td>• Do they communicate effectively?</td>
</tr>
<tr>
<td>• Are they working towards the same goals?</td>
</tr>
<tr>
<td>• Do both have the same situational awareness?</td>
</tr>
<tr>
<td>• Have they implemented a Division of Labor?</td>
</tr>
<tr>
<td>The operational and organizational capability of the Company Commander and First Sergeant.</td>
</tr>
<tr>
<td>• Do they have an effective Battle Rhythm, or are they in react mode?</td>
</tr>
<tr>
<td>• Is the battle rhythm predictable, consistent, and conditioning subordinates?</td>
</tr>
<tr>
<td>• Do they truly understand the battlefield? Do they have a sound Operations Plan, and does it include shaping and sustainment operations?</td>
</tr>
<tr>
<td>• How do they and how often do they communicate with subordinates?</td>
</tr>
<tr>
<td>• Is IPR being conducted daily and is it effective?</td>
</tr>
<tr>
<td>• How do they validate compliance to orders?</td>
</tr>
<tr>
<td>• Do they have a training plan that is needs based?</td>
</tr>
<tr>
<td>• Are counseling folders complete and has the Company Commander counseled the First Sergeant?</td>
</tr>
<tr>
<td>• Are Awards, NCOERs, Leaves, Unit Commander Financial Report, etc. being reviewed and submitted on time?</td>
</tr>
<tr>
<td>• What is the status of the Family Readiness Group? Who is the lead, and are family issues addressed?</td>
</tr>
</tbody>
</table>

Table 5-1. Company Headquarter Inspection Items
5-4. Station inspections validate indicators found during the Company HQs Inspections. During the station inspection, the leadership can determine how and why a deficiency exists. This information is critical when addressing the problem and implementing corrections.

**SUMMARY**

5-5. Station inspections are critical because this is where the execution of decisive recruiting operations occurs. The recruiting station is the center of gravity and requires leaders to incorporate fundamental inspection techniques that validate the execution of the commander’s intent. Table 5-2 describes best practices and practices to avoid.

<table>
<thead>
<tr>
<th>Station Inspection Best Practices (Do’s &amp; Don’ts)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Do’s</strong></th>
<th><strong>Don’ts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an inspection checklist that contains focused priorities</td>
<td>The inspection is about the station. DO NOT use this time to IPR or conduct other business unless it is an emergency</td>
</tr>
<tr>
<td>Develop a list of 2 or 3 critical items that must always be checked regardless of time. (MAP, Ops Plan, Prospecting, etc.)</td>
<td>DO NOT conduct Meet and Greet visits. Always inspect</td>
</tr>
<tr>
<td>Upon arrival, park next to GOVs to spot check vehicles and inspect facility exterior prior to entrance</td>
<td>DO NOT spend all day in the Station unless you are training. If training then train on deficiencies</td>
</tr>
<tr>
<td>Use the 10-15 minutes to hold a station huddle. This is a simple group discussion that provides Soldiers a venue to discuss concerns</td>
<td>DO NOT assume, check and validate</td>
</tr>
<tr>
<td>Ask questions, look at plans, prospecting and validate compliance</td>
<td>DO NOT implement the philosophy that all inspections must be unannounced. Provide predictability</td>
</tr>
<tr>
<td>Watch the Station Commander conduct Station meetings, IPR and training</td>
<td>DO NOT require paper spreadsheet. Use the systems to inspect</td>
</tr>
<tr>
<td>Have the station commander write leader guidance in the inspection log and hand back to the inspector for review and signature</td>
<td></td>
</tr>
<tr>
<td>Station commander scans the inspection results to the admin assistant who will transpose tasks/suspend/c's to outlook calendar</td>
<td></td>
</tr>
<tr>
<td>Require station commander to direct Future Soldiers to be at the station during inspection to facilitate the CDR follow-up requirements</td>
<td></td>
</tr>
</tbody>
</table>

Table 5-2. Station Inspections Best Practices (Do’s and Don’ts)
Chapter 6.
Targeting

6-1. Targeting is part of the military decision-making process (MDMP) used to focus effects on achieving the commander’s intent. In USAREC, targeting effects are non-lethal and identify those markets that contain segments with a high propensity to enlist. Targeting is a command responsibility that requires the participation of both the coordinating and special staffs. Targeting must support the commander’s plan and be a reflection of the commander’s intent. The targeting process is a continual effort which is a crucial portion of the synchronization from National and local advertisement to the direct engagement by recruiters. Refer to Training Circular 5-02, Intelligence, for specific details regarding the targeting process.
Chapter 7.
Station Recruiting Operations Plan

INTRODUCTION

7-1. The operations plan is the station’s plan to accomplish the mission using the three lines of effort, prospecting, processing, and leading Future Soldiers. It unifies decisive, shaping, and sustaining operations to accomplish the station mission. This chapter introduces the USAREC station operation plan GTA template.

7-2. The measure of a good plan is not compliance with the plan, but whether the underlying inputs remain valid and the plan enables disciplined initiative, prudent risk-taking, and mission accomplishment. Good plans are simple, agile, and account for uncertainty while mitigating risk. Inputs to the station operation plan include the higher commander’s intent and targeting guidance, the station commander’s assessment of the recruiting market, running estimates, and mission requirements.

7-3. To provide a procedural methodology for developing a station’s operations plan, this section refers to previous chapters and provides a GTA template that culminates in a standard station operations plan.

7-4. Part I, Chapter 2, describes the Recruiting Function Analysis. The RFA is Step 1 of the operations plan development and a key step to understanding the station’s operational capabilities.

7-5. Part I, Chapter 3, describes PMESII-PT. PMESII-PT is Step 2 of the operations plan development and a key step to understanding the station’s operational environment.

7-6. Step 3 of the operations plan development (Figure 7-1) allows the station commanders the ability to visualize and describe the station’s current situation. To complete Step 3, station commanders must complete and refer to Steps 1 and 2. Step 3 allows station commanders to piece together data from the RFA, PMESII-PT, and IPB to visualize and describe the market.
Visualize and Describe – CURRENT SITUATION STEP 3

Visualize & Describe – CURRENT SITUATION (Where we are now) & MISSION (Where we want to be) - Step 3

Rationale: The Metro Recruiting Station consists of 40 A, two of which are new recruiters and 2 USAR recruiters who have been here for 3 or more years. The market consists of urban/suburban terms, 12 high schools, 2 colleges (Liberal), an engineer/IT, with a population of approximately 22,000 married and women within the target market age group of 17 to 25 years old. We outlined our 1st quarter mission by 5 and entered the 2nd quarter ahead of our mission objective by 2 enlistments. Morale is high and the recruiters’ quality of life in a meeting or exceeding expectations. We have a college career fair with Army, Adventurer Van support this month, 3 scheduled School ASVABs to Proctor, an LTE scheduled Wk3 for a pool of 45 FL, and 2 recruiters on leave for 4 days. A staggered WIS and WAI in conjunction with 2 of 3 federal/military holidays this quarter.

1. Identify Sync Matrix events. You have 4 days of leave scheduled this month.
2. Attempt/Contacts/Appointments: Make data to help create IC make a justifying assignment. The weekly average based on the previous 30 days of recruiting analysis data.
3. Recruiting Funnel data to help the SC make decisions.
4. Attempt/Contacts/Appointments: Make data to help the SC make a recruiting assignment. The weekly average based on the previous 30 days of recruiting analysis data.
5. Recruiting Funnel data to help the SC make a recruiting assignment. The weekly average based on the previous 30 days of recruiting analysis data.
6. Recruiting Funnel data to help the SC make a recruiting assignment. The weekly average based on the previous 30 days of recruiting analysis data.

Figure 7-1. Visualize & Describe – CURRENT SITUATION – STEP 3 Example GTA (Station Operation Plan)

7-7. Follow the instructions and complete Step 3 for all Recruiters in the station to create understanding and visualize a path to implement mitigating actions, describe actions to exploit opportunities, and create a sound station operations plan (Step 4).

7-8. Step 4 is the stations’ Phase-Line Operations Plan. It is a holistic plan that, if
correctly completed, validates that the station’s plan achieves the requirements of the MAP. Review the example in Figure 7-2 and instructions in Figure 7-3 to understand the content required to complete and develop a station operations plan.

Figure 7-2 Direct – Prospecting Activities – STEP 4 Example GTA (Station Operations Plan)
Figure 7-3. Direct – Prospecting Activities – STEP 4 GTA Instructions (Station Operation Plan)
SUMMARY

7-9. A great operation plan not only contains the actions necessary to achieve the current phase-line but shapes and sustains the market for the quarter and FY. The operation plan is the plan to execute operations that meets or exceeds the work ethic within the MAP. Leaders that invest the time to analyze and develop a sound plan experience greater instances of mission achievement and the creation of a winning attitude.
Chapter 8.
Mission Accomplishment Plan (Map)

INTRODUCTION

8-1. The Mission Accomplishment Plan (MAP) is a mathematical tool that provides leaders with a glide path and predictor mechanism to understand how much effort is required to achieve the phase-line mission. The MAP allows leaders the ability to operationalize work effort into actions within the operation plan.

8-2. The MAP identifies training indicators or operational deficiencies. Leaders assess each line of the MAP, understand the cause for insufficient achievements, and direct appropriate actions.

8-3. Figure 8-1 displays the relationship between the MAP and the station operation plan. Refer to TC 5-03.1, Prospecting, Processing, and Analysis, for in-depth instruction on the MAP.

Figure 8-1. MAP- Operation Plan Relationship
8-4. Refer to Figure 8-1. Notice how the Grad and Senior Appointment Made Requirements are the same for T-2 and T-1 as they are on the extract from the operations plan GTA. Similarly, the Grad and Senior Appointment Made requirements for the phase-line are the same. The operations plan GTA template allows leaders to build a plan and validate that the plan meets or exceeds the MAP requirements.

SUMMARY

8-5. The MAP serves as a litmus test or validation to the operation plan. If the actions within the operation do not meet or exceed the requirements within the MAP, then mission failure is highly probable.

PART III
The Operations Process – Direct and Assess

Part III covers the operations process - direct and assess - found throughout previous parts of this UTC, and in USAREC Manuals 3-0, 3-30, and 3-31, therefore the focus is on the Internal Progress Reviews (IPRs) with specific attention to the company and stations. IPRs provide the ability to direct or redirect as mission dictates, and an assessment of the subordinate, the operation, and the environment.
Chapter 9.
Station Operations Overview (SO2)

INTRODUCTION

9-1. Station Commanders must visualize the operating environment, and describe it intelligently and accurately to facilitate understanding to superiors, peers, and subordinates. The ability to describe the operating environment and the operation plan to achieve the mission is critical and requires standardization among stations within the command.

9-2. USAREC’s standard Station Operation Overview (SO2) for both internal and external briefings ensures continuity of information and expectations but also demonstrates professionalism within the 79R Corps and command.

9-3. The SO2 is the presentation of the station to a visitor and reflects directly on the station commander’s operational ability, proficiency, credibility, and total professionalism. An SO2 is an opportunity for the station commander to demonstrate his or her grasp of the station’s strengths and weaknesses. It also gives them the opportunity to demonstrate their ability to plan recruiting operations that capitalize on strengths while addressing deficiencies.

9-4. Standard rules of military courtesy apply for all visits. The station commander or ranking noncommissioned officer (NCO) should greet the visitor at the door (call “Attention” or “At Ease”) and introduce themselves. Of course, if the visitor already knows the station commander, the introduction is not necessary. The station commander escorts the visiting party into the station and introduces the recruiters and any other personnel present. Recruiters should not interrupt an interview or telephone prospecting in progress.

9-5. Next, the station commander should offer the visitor(s) a tour of the station. The brief tour should include the testing room, supply room, and any adjoining rooms. As a point of order, the station commander should also mention any sister services co-located within the Armed Forces Career Station.

9-6. Following the tour, the station commander should direct the visitor to a monitor already set up to present a briefing prepared in the prescribed USAREC standard. The briefing points out the locations of the Company Headquarters, station’s area of operations (boundaries) and major points of interest (demographic and geographic market influencers). The briefings draws content from Evaluation Entry System, GAMAT, Bi Zone, and Leader Zone.

9-7. Upon completion of the SO2, the station commander ensures the visitor annotates comments on USAREC Form 1-201.1 (Inspection log). Special dignitaries may not be familiar with or interested in writing in the inspection log. Therefore, the station commander should complete the results of the visit on USAREC Form 1-201.1, file it in the inspection binder, and forward a copy to the company commander and first sergeant.
if not present.

9-8. Upon conclusion of the visit, the station leader will personally escort the visitor to the door using proper military courtesies (call “Attention” or “At Ease” as applicable).

EXTERNAL

9-9. Station commanders use the external Station Operations Brief for brigade or higher visitors.

9-10. The External SO2 is located on the USAREC G3 Training SharePoint in the Training Resource Tab, Documents Folder @
https://recruiting.rsn.army.mil/hq/G3/Training/Other%20Resources/Forms/AllItems.aspx

9-11. Agenda. The External SO2 includes the following agenda:
- Introduction
- Personnel-Station Administration Statistics
- Mission Accomplishment-Detailed Mission Accomplishment
- DIME Report
- Questions

9-12. Desk Top Layout. Station Commanders professionally layout the following items:
- Station Inspection Log
- Hard Copies of the current MAP(s)

9-13. Title Slide. Station Commanders introduces the SO2 with a title slide that includes:
- Station Name / RSID
- Station Logo (If applicable and approved by the leadership)
- Title - Station Operations Overview
- Station Commander’s Name
- Since (Date Assigned to Position)

9-14. Personnel. The Station Commander introduces a “personnel” slide depicting the station’s structure as follows:
Authorized personnel vice assigned and how many assigned are capable of contributing toward the station’s mission. The station commander states the recruiter’s name, MOS, and tenure in the station. Identify AGR recruiter(s) and the Deputy Station Commander (If applicable), APFT scores, HT/WT, profiles, MEDPROs status, SSD, NCOPDS, NCOER due dates, PCS dates, Station Commanders Course scheduled/completion date (where appropriate), and 79R conversions Detailed Mission Accomplishment (DMA). This slide reflects the year to date data. The SC addresses the station’s current mission posture and discusses the plan of action to correct shortfalls. This report is in BI-Zone.

9-15. Detailed Mission Accomplishment (DMA). This slide reflects the year to date data. The station commander addresses the station’s current mission posture and
discusses the plan of action to correct shortfalls. This report is in BI-Zone.

9-16. **DIME Report.** Station commanders discuss area industries with an emphasis on employment rates, hiring, layoffs, opportunities, PaYS partners, and other data points. Station commanders identify population trends as it relates to the target market. Provide insight into cultural and generational nuances, niches, and other data points, as well as actions to penetrate. This information is located in the BI Zone.

9-17. **Questions.** Upon completion of the SO2, the Station Commander asks if there are any questions.

**INTERNAL**

9-18. The internal SO2 is the most common Station Operations Overview. Station commanders use the internal Station Operations Overview to brief battalion and company leaders. The Internal SO2 brief demonstrates the station commander’s grasp of the operational capabilities and plans for the station. Station commanders update the Internal SO2 brief at the end of each phase-line and use it to brief all visitors as appropriate.


9-20. **Agenda.** The internal SO2 includes the following agenda:

- Introduction
- Personnel-Station Administration Statistics
- NCO Counseling Data
- Mission Accomplishment- Detailed Mission accomplishment (DMA)
- DIME Report
- GAMAT
- Market Share
- Operations Plan
- DTMS-Training Schedule
- Future Soldiers
- Issues and Good News Stories
- Questions

9-21. **Desk Top Layout.** Station Commanders professionally lay out the following items:

- Station Inspection Log
- Hard Copies of the current MAP(s)

9-22. **Title Slide.** Station Commanders introduces the SO2 with a title slide:

- Station Name / RSID
- Station Logo (If applicable and approved by the leadership)
• Title – Station Operations Overview
• Station Commander’s Name
• Since (Date Assigned to Position)

9-23. Personnel. The Station Commander introduces a “personnel” slide depicting the station’s structure as follows:
• Authorized personnel vice assigned and how many assigned are capable of contributing toward the station’s mission.
• The station commander states the recruiter’s name, MOS, and tenure in the station.
• Identify AGR recruiter(s) and the Deputy Station Commander (If applicable).
• APFT scores, HT/WT, profiles, MEDPROs status, SSD, NCOPDS, NCOER due dates, PCS dates, Station Commanders Course scheduled/completion date (where appropriate), and 79R conversions.


9-25. Detailed Mission Accomplishment (DMA). This slide reflects the year to date data. The station commander addresses the station’s current mission posture and discusses the plan of action to correct shortfalls. This report is in BI-Zone.

9-26. DIME Report. Station commanders discuss area industries with an emphasis on employment rates, hiring, layoffs, opportunities, PaYS partners, and other data points. Station commanders identify population trends as it relates to the target market. Provide insight into cultural and generational nuances, niches, and other data points, as well as actions to penetrate. This information is located in BI Zone.

9-27. GAMAT. NOTE: In preparation of the visit, SCs open GAMAT and minimize the screen. When ready, maximize the GAMAT screen, switch to the “A&E” tab to the “SAB” depending on the information presented. Station Commanders navigate through contracts, company and station locations, HSs and colleges, and AR and NG units. Provide a representation of the operating environment as it pertains to the station operation plan.

9-28. Market Share. Station Commanders describe market share for the volume, GSA, seniors, GA, and SA categories. SCs provide an in-depth brief for the market share within the station’s SAMA ZIP codes.

9-29. Operation Plan. Station Commanders discuss and justify the station’s operation plan. Information presented is “year to date.”

9-30. Training Schedule. Station Commanders document all training in DTMS. Training reflects the station’s near-term/long-term plan to address training indicators reflected in the MAP or otherwise negatively affect operations.

9-31. Future Soldiers. The station commander briefs from Leader Zone and BI-Zone.
Discussion includes FS locations and drive time, referrals, Basic Training Task List completion rates, Future Soldier functions, total number by category, ship codes, and losses. Brief ship codes and loss from BI-Zone; brief all other FS data from LZ.

9-32. Issues and Good News. Station Commanders address issues and provide good news stories.

9-33. Questions. Upon completion of the SO2, Station Commander asks if there are any questions.

SUMMARY

9-34. The SO2 is the leader’s tool to validate a subordinate’s detailed understanding of the operating environment and plan to accomplish the mission. The SO2 is more than a brief, it is a snapshot into how the station commander thinks, visualizes, and describes the station’s mission posture and welfare of Soldiers and Families.
INTRODUCTION

10-1. An In-Progress Review (IPR) is a systematic review of information between echelons. It is a systematic process by which leaders have an in-depth dialog with immediate subordinates about current operations and preparation for upcoming events (UM 3-31, para 1-43). Once the organization receives a mission, daily IPRs evaluate performance and give timely feedback. Company commanders, first sergeants, and station commanders conduct daily IPRs to provide purpose, direction, and motivation by assessing and discussing:

- Personnel
- Mission Posture
- Projections
- Processing
- Prospecting
- Operation Plan
- Future Soldiers

10-2. The IPR provides the operational information company commanders, first sergeants, and station commanders need to evaluate unit performance and redirect operations if necessary. The IPR is not a “sometime” event but an “everyday” event. The IPRs focus determines the status of operations and provides immediate guidance to achieve the daily and weekly (near term) objectives.

10-3. To have an effective IPR, company commanders, first sergeants, and station commanders must possess and master the following resources:

- A complete understanding of USAREC Manual 3-30 (Company) and 3-31 (Station) as appropriate.
- Company Recruiting Operations Plan (ROP).
- Station Operations Plan.
- Access to Leader Zone.
- MAP-Note: Daily and Weekly MAP requirements are located in Leader Zone.

10-4. Preparation is critical for the conduct of the IPR. IPR preparation follows the seven main topics listed in paragraph 10-1 to create situational understanding prior to executing an IPR with subordinates. Preparation allows leaders the ability to visualize each station or recruiter efforts, how they combine to achieve the unit’s mission, and the effectiveness and efficiency once the IPR begins.
ELEMENTS OF THE IPR PREPARATION PERSONNEL

10-5. Personnel issues have the potential to influence mission achievement. Company commanders, first sergeant or station commanders review personnel status to assess effects on mission accomplishment and to develop preliminary actions to mitigate effects. Assessment includes the following areas with later discussions with subordinates to address each item if necessary:

- Soldier issues (personal or professional).
- Family issues.
- Upcoming anniversaries, birthdays, etc.
- Leave, passes, Medical appointments.
- Team members available to accomplish the plan.
- Monthly performance and/or NCOER counseling Due.
- Soldiers scheduled for school (functional courses / NCOPDS).

10-6. Additionally, discuss issues such as new team members, conversions, and subordinate development. Subordinate development includes institutional, organizational, and self-development training. Address administrative topics such as pay, awards, and noncommissioned officer evaluation report counseling as these directly affect a company or station’s mission focus.

MISSION POSTURE

10-7. The company commander, first sergeant or station commander assesses mission posture using Leader Zone (Figure 10-1) to determine:

- Company’s or Station’s YTD mission (Item 1).
- Achievements and Remaining requirements YTD (Item 2).
- Future Soldier Status (Item 3). Note: During the mission posture review, the leader determines whether Future Soldier losses exist, that effect mission achievement.

Figure 10-1. Mission Posture
10-8. Figure 10-1 (Item 2) depicts the unit is short 10 RA and 19 USAR YTD with 3 Future Soldiers in a pending loss status (Item 3). During the mission posture step, the leader reviews each station or recruiter’s contribution to developing priorities of focus and guidance.

10-9. Understanding the unit’s FY mission posture is critical and requires the leader to understand whether projections meet the weekly MAP requirements. Figure 10-2 displays the unit’s weekly MAP requirements. Notice the unit’s RA contract requirements for week 28 is 1 SA and 1 other.

![Figure 10-2. Mission Posture – Weekly MAP Requirements](image)

10-10. Note: During the remainder of this chapter, refer back to Figure 10-2 to identify weekly MAP requirements.

**PROJECTIONS**

10-11. Projections. The “On the Floor” view located in Action Zone (Figure 10-3) is the best tool to view the company or station’s projections. All projections for the current processing day plus the next 5 processing days are visible. Evaluate whether projections are sufficient to achieve the weekly MAP requirements.

![Figure 10-3. Mission Posture – Weekly MAP Requirements](image)
10-12. Item 1, Figure 10-3, displays the legend for each type of processing, Item 2 displays the bar graph within each associated processing day, and item 3 represents the processing date. Click on either the bar graph or date to display the applicant data.

10-13. Figure 10-4 shows three applicants projected to enlist on 23 March. The intent is to validate projections and visualize whether projections will meet mission requirements.

10-14. Note: Company commanders and first sergeants can also use the MEPS Processing List in the “My Reports” section (Figure 10-5) to review all projection types for the next 5 days.

**Figure 10-4. Projections**

**Figure 10-5. My Reports**

**PROCESSING**

10-15. Processing. Using Action Zone (Figure 10-3), leaders determine how many applicants are scheduled to test, physical or “other” process for the next five processing days.

10-16. Note: Applicants scheduled for “Other” processing are those that need to inspect (Follow-up with the CMO), confirmation test, medical consult, etc.
10-17. Leaders evaluate whether processing meets or exceeds the Test, Test Pass, Floor, and Contract requirements from the MAP.

10-18. If Floor and enlistment processing is insufficient to achieve Weekly MAP requirements (Figure 10-2), the company commander or first sergeant reviews the MET/TNE (Mental Evaluation Test/Tested Not Enlisted) Log (Figure 10-6) to sort applicants that are test qualified or physically qualified to identify them for further processing. Note: Station Commanders use the Operational Analysis report (Figure 10-7) as the MET/TNE Log is only available at the company level.

10-19. Figure 10-6 provides a snapshot of the MET/TNE Log. Notice in item 1 the unit has two Grads with a test pass scores (QT) over 50 (Item 2). Also, scroll over the Disposition Code (Item 3) to view the status and potential for each applicant. Review the comments for each applicant by clicking on the green arrow (Item 4) to assess the potential to move them to the floor and enlist. Note: Recall from figure 10-2 that the unit is required to enlist an SA this week.

10-20. Note: Take this opportunity to review each station or recruiter’s test pass achievement to determine whether a sufficient number of applicants are passing the test with a 50 or higher AFQT (Benchmark is 50% of all testers as a minimum). Consider the following for low test past percentages to develop corrective guidance:

- Is test pass by category sufficient to meet Weekly MAP requirements (Figure 10-2)?
- What are the lead sources? Are the majority of test failures coming from a specific lead source?
- Are test pass failures coming from a specific station or recruiter? Are test pass failures coming from a specific area (ZIP Code, School, etc.)?
- Are test pass failures coming from a specific category?

10-21. If the company or station is not testing enough applicants by category to achieve
Wednesday MAP requirements, review the Operational Analysis Report in “My Tools” (Figure 10-7).

10-22. Review the Operational Analysis Report using the tabs at the top (Item 1). The tabs contain applicant data for the current phase line, last phase line, past two phase lines, and a carry forward tab. Sort by Component (Item 2), Status (Item 3), Disposition Code (Item 4), Education level (Item 5), and then by EST or CAST Score (Item 6). In the view of Figure 10-7, notice that only three applicants have an EST score and only one, Applicant Gregory, has a quality score. The intent is to narrow the scope to identify applicants that can be moved to the test to achieve weekly test requirements. Consider the following:

- What are the Weekly MAP Test requirements?
- By category/education level, how many applicants have an EST or CAST score that can quickly move to the Test or beyond?
- What is the delay or objection?
- Do all applicants have an EST or CAST score?
- Are ACT or SAT Scores available?
- What guidance will you provide to increase test productivity?

10-23. If the unit is not achieving the weekly Appointment Conduct (AC) requirements (Figure 10-2) review the Operational Analysis Report (Figure 10-7) to determine the status of prospects necessary to achieve weekly AC requirements.

10-24. Figure 10-8 depicts another view of the RA production planner for week 28 with exposed Resource List for the AC requirements. Note the following:
Item 1 displays the weekly AC requirements of 3 Grad and 3 Seniors.
Item 2 shows the AC of 1 Other for week 28.
Clicking on the Resource List (Item 3) exposes all prospects with an action date for Week 28. **Caution:** The exposed resource list (Item 4) does not provide the education code as a quick view like the Operational Analysis report.

---

<table>
<thead>
<tr>
<th>Recruiter</th>
<th>Name</th>
<th>Status</th>
<th>Disposition</th>
<th>Action Date</th>
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<tbody>
<tr>
<td>SSG-Heyenga, Tyler</td>
<td>Flores Francisco</td>
<td>Prospect</td>
<td>Appointment Initial</td>
<td>20170327 13:00</td>
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<tr>
<td>SSG-Heyenga, Tyler</td>
<td>Lutz, Megan</td>
<td>Prospect</td>
<td>Not Interested-Follow Up</td>
<td>20170327 12:00</td>
</tr>
<tr>
<td>SSG-Heyenga, Tyler</td>
<td>Daley, Austin</td>
<td>Prospect</td>
<td>Appointment Initial</td>
<td>20170328 13:00</td>
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<td>SSG, Bryant, JI</td>
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<td>20170328 15:00</td>
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<td>Brown, Rodrick</td>
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<td>Appointment Initial</td>
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<td>Appointment Initial</td>
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<td>SSG, Titan, Ralph</td>
<td>Geoff, George</td>
<td>Prospect</td>
<td>Appointment Initial</td>
<td>20170403 09:00</td>
</tr>
</tbody>
</table>

---

**Figure 10-8. Production Planner w/AC Resource List**

10-25. Consider the following to develop Leader questions or guidance during the IPR:
- Are AM achievements sufficient to conduct enough appointments?
- Is a particular unit or recruiter(s) experiencing a high no-show rate?
- Are AC scheduled within 72 hours?

**PROSPECTING**

10-26. Effective prospecting is the bedrock of all recruiting efforts. Interviewing, Processing, and Future Soldier Sustainment is impossible without achieving the appointment made requirements to fill the funnel.

10-27. Begin by assessing the unit’s Appointment Made achievements against the weekly MAP requirements (Figure 10-2 or 10-8).

10-28. Review the station or recruiter’s prospecting plan to determine whether prospecting efforts will achieve the weekly AM requirements by category. Using
Prospecting Guidance in “My Tools” (Figure 10-9), review the recruiter’s plans to determine if prospecting efforts match the AM goals.

10-29. Figure 10-9 depicts the approval of all recruiter plans for 27 March. Review each recruiter’s plan, including the recruiter and station commander comments, to determine if the prospecting efforts will meet or exceed the daily and weekly MAP requirements.

10-30. Figure 10-10 represents SSG Charles Smith’s plan for 27 March 2017. The AM planned is 1 RA Grad and 1 RA Senior to support the station’s weekly requirement of 4 Grads and 4 Seniors (Figure 10-2 or 10-8). Review the plan and assess whether the plan contains specific activities that will meet the daily objectives.
10-31. Consider the following:

- Does prospecting analysis support telephone prospecting for Grads (SUNY) from 1000-1200?
- Does Face-to-Face prospecting in ZIP Code 12206 contain the specificity for approval? Review the Recruiters comments below:
  "F2F 12206 area walking down central cutting over to Grant St. near the school."

10-32. During the plans review and guidance development, leaders perform an analysis to determine prospecting effectiveness and efficiencies. Figure 10-12 displays the three reports within Prospecting Analysis.

- Mission Performance
- Contact Method
- Contact Time
10-33. **The Mission Performance Tab** displays the recruiter’s performance metrics compared with the station average (or station against the company average) for each line of the MAP. Figures 10-13 and 10-14 display each recruiter’s performance against the station average. Items with a red circle identify areas where leaders may need to apply corrective measures.
10-34. Reliance on weekly or monthly assessments may not be sufficient due to low input numbers. However, this report is an effective tool for leaders to get an initial assessment as to how a recruiter compares against the average or MAP standards.
10-35. **The Contact Method Report** (Figure 10-14) displays the contact method activity for the unit or recruiter during a select time-line. Select the time-line category and contact method to assess which contact methods are most efficient, used, or unused. Note that the report may not show a specific contact method if prospecting did not include it during the specific timeline.

![Figure 10-14. Prospecting Analysis – Contact Method](image)

10-36. **The Contact Method Report** (Figure 10-16) enables station commanders and/or recruiters to identify the attempt to contact efficiencies. Assess the number of attempts to the number of contacts to determine if prospecting efforts are at the right time, the right location, and using the right contact method.

10-37. Note the 500 “Quick Attempts” in the Social Media contact method in the Contact Method extract (Figure 10-16). Using Quick Attempt as a contact method does not
provide leaders with the fidelity needed to assess the effectiveness of specific contact methods. Therefore, recruiters are encouraged to annotate specific contact methods. In the example here, Facebook shows 199 attempts to 36 contacts (or a 5.2:1 ratio) while Quick attempt shows 500 attempts resulting in 0 contacts. Without specificity, leaders have no true understanding of why those attempts were not effective.
10-38. Review the Contacts to Makes report (Figure 10-17) to match the Attempts to Contacts to the Contacts to Appointments Made (Figure 10-13) to identify efficiencies or challenges. Figure 10-16 shows the attempts to contact using Facebook as 199 to 36 or a 5.2:1 ratio. Figure 10-17 shows Facebook as 36 contacts to 5 appointments made or a 7.2:1 ratio. Leaders evaluate the numbers to determine what is working, what requires adjustments, and which contact methods are seldom used (i.e. Referrals).

**Note:** Leaders cross-reference contact methods with the station or recruiter's plan.
10-39. **Contact Time.** The contact time report provides the leader with the ability to analyze when prospecting is most efficient. Understanding when a station or recruiter is performing prospecting is critical in planning, plan validation, and plan approval. Open the Contact Time report (Figure 10-18) to determine if prospecting is occurring at the right time and right place. Currently, only the main contact methods of Telephone and Face-to-Face Contact Methods are available. Figure 10-18 displays a leader’s choices in selecting the type of data for analysis.

10-40. **Attempts to Contact Ratios.** Figure 10-19 displays an extract of an actual Contact Time report for a month for senior prospecting. Leaders determine whether the time of prospecting results in sufficient amount of contacts. Units determine the standard of expectations to gauge efficiency. For instance, the average recruiter should make 20-25 telephone attempts per hour and contact 4-5 leads. Knowing the ratios and the best days to call makes it possible to plan the correct amount of prospecting at the right time to contact leads and make appointments.

![Figure 10-16. Prospecting Analysis – Contact Method-Contacts to Makes](image)

**Figure 10-16. Prospecting Analysis – Contact Method-Contacts to Makes**

<table>
<thead>
<tr>
<th>Contact Method</th>
<th>Contacts to Makes</th>
<th></th>
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<tbody>
<tr>
<td>Email Total</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Advertising USAREC</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>College List</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Quick Attempt Activity</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Face To Face Total</td>
<td>20</td>
<td>8</td>
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<tr>
<td>BN Asset</td>
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<td>1</td>
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<tr>
<td>Class Presentation</td>
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<td>0</td>
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<tr>
<td>College List</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Face To Face Community</td>
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<td>5</td>
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<tr>
<td>School Visits</td>
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<td>0</td>
</tr>
<tr>
<td>Table Day</td>
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<td>Facebook</td>
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<tr>
<td>Quick Attempt Activity</td>
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</table>
10-41. According to Figure 10-19, the most effective time to telephone prospect for seniors during March is 1700. Another way to look at this data is if the station or recruiter has to make three appointments, it should only require a little over three hours of prospecting versus six-plus hours during any other time. Leaders also assess the best days of the week by pulling the Contact Time report by week. Review the station or recruiter’s plans and provide new guidance if efforts are inefficient.
10-42. Applying the information in Figure 10-19, if the unit’s senior appointment made requirement for the week is five (5), it would take a total of 5.7 hours of telephone prospecting if recruiters leveraged the 1700 time.

- Using 5 contacts to make 1 appointment = 5 AM x 5 contacts = 25 contacts
- 5.7 attempts to get one contact (Figure 10-19) = 25 contacts x 5.7 attempts = 143 attempts.
- 143 attempts / average 20 attempts per hours = 7.1 hours of telephone prospecting.

FUTURE SOLDIERS

10-43. The leader reviews the FSTP to determine the program’s effectiveness and ensures Future Soldiers are prepared to ship and face the rigors of basic training.

10-44. Go to the Future Soldier Manager box (Figure 10-20) and view the FS by Ship Potential. To do this, click on the number associated with Ship Potential category. For example, there are 2 FS coded as Red with 1 past due, 35 Amber with 5 past due, and 2 Green coded past due and 2 pending. Click on each number to open the FS Report.

Figure 10-19. Future Soldier Manager

10-45. Review all contact history to determine the true status of the FS to include the following:

- How many Future Soldiers are shipping this month, and who are they?
- When will they ship?
- Has the recruiter completed QA checks?
- Was the occupational physical assessment test (OPAT) completed?
- Was DD Form 2983 (Recruit/Trainee Prohibited Activities Acknowledgement) completed?
- Are necessary documents in the ship packets?
- Have all Future Soldiers received an initial orientation?
- Do all Future Soldiers have an AKO account?
- How many leads did Future Soldiers refer last week?
- What Future Soldier training or event takes place this month?

CONDUCT OF THE IPR

10-46. The success and effectiveness of the IPR are contingent upon leader preparation. From preparation, the leader gains an understanding of the operating environment, develops guidance, and plans an IPR. A leader that invests in analysis
and developing guidance prior to the IPR will conduct an IPR that is effective, timely, and leads to mission success.

10-47. Leaders provide consistency with the conduct of the IPR by scheduling and conducting IPR during periods that do not interfere with prime recruiter prospecting periods. Company commanders and first sergeants should schedule and conduct IPRs with station commanders during periods that do not interfere with the station commander’s engagement with recruiters.

10-48. Conduct the IPR following the same sequence as the pre-IPR analysis. Leaders must take the time during the IPR to coach and mentor their subordinates. Incorporate a back brief into the IPR to ensure subordinates take ownership of their plan and mission.

10-49. Following the steps of the IPR, the subordinate briefs the leader on their personnel and/or personal status, their mission posture, projections, processing requirements, prospecting plan or station operation plan, and Future Soldier status.

10-50. Leaders interject and provide purpose, direction, and motivation using the notes from the IPR preparation. Leaders also interject when the subordinate’s actions or plan fails to meet requirements. The IPR should flow smoothly and quickly if the leader and subordinate prepare.

10-51. The conduct of a daily IPR is critical and requires leaders and subordinates to understand their roles and responsibilities. An IPR is a one-on-one opportunity to develop a subordinate while simultaneously affecting the outcome of recruiting operations. Consistency in timing and content creates a conditioning process that not only supports battle rhythms but also develops the next generation of leaders.

SUMMARY

10-52. Conducting pre-IPR analysis is critical to the conduct of the IPR. The daily IPR focuses on daily and weekly activities to affect the MAP and mission requirements. The two-way meeting between leader and subordinate covering the seven areas of the IPR allows the leader the ability to assess the subordinate’s skill and breadth of understanding of the operating environment and establishes the expectations necessary to meet the commander’s intent.
Appendix A

Company Battle Rhythm Common Tasks

<table>
<thead>
<tr>
<th>ADMINISTRATIVE</th>
<th>SOLDIER AND FAMILY WELL BEING</th>
<th>OPERATIONS</th>
<th>TRAINING</th>
<th>EXTERNAL EVENTS</th>
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<tr>
<td>Facilities/Leases</td>
<td>M Reception/Integration</td>
<td>M IPR</td>
<td>D Individual Training</td>
<td>W BN Production Call</td>
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<td>GOVs/Mileage</td>
<td>M Tricare/Dental</td>
<td>M *Processing</td>
<td>D ATP</td>
<td>W CMD &amp; Staff</td>
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<td>Unit CDR Financial Report</td>
<td>M MEDPROS</td>
<td>M AAR</td>
<td>W Station Training</td>
<td>W FS Scrub</td>
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<td>Leave Log</td>
<td>M Family Readiness Group</td>
<td>M Station Inspection</td>
<td>W Station Leader Training</td>
<td>M QTB</td>
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<tr>
<td>Awards</td>
<td>M Family Leased Housing</td>
<td>AR *Schools Program</td>
<td>W SSD</td>
<td>M RPC</td>
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<td>Supply Request</td>
<td>M GYM Memberships</td>
<td>AR *Future Soldiers Training Program</td>
<td>W HT/WT</td>
<td>Q ATM</td>
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<td>AR EMM</td>
<td>W CTAR</td>
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<td>M Company Training</td>
<td>Q CO CDR/1SG Training</td>
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<td>M 3CQSD</td>
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<td>Advertisement</td>
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<td>NCO Evaluations</td>
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Legend: D=Daily, W=Weekly, Q=Quarterly, SA=Semi Annual, A=Annual, ARs Required. *Asterick are tasks that have multiple subordinate tasks

Table A-1. Company Battle Rhythm Common Tasks
### Appendix B

**Station Common Task Requirements-Example**

#### Table B-1. Station Battle Rhythm Common Tasks

<table>
<thead>
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<th>ADMINISTRATIVE</th>
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<th>EXTERNAL EVENTS</th>
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<td>AR</td>
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<td>h. Logistics</td>
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**Notes:**
- A=Annual, SA=Semi-Annual, Q=Quarterly, M=Monthly, W=Weekly, D=Daily, AR=As Required, I=Immediately
Appendix C

OPERATION PLAN GTA UF 5-01.1- INSTRUCTIONS

Step 1 (pg. 1-2) – USAREC Form 5-01.1 - Recruiting Function Analysis (RFA):
For each of the eight (8) Recruiting Functions you must analyze a variety of interactions that affect the recruiting station’s operations (See TC 5-01, Ch. 2). Step 1 provides several suggested things to review under the column titled, REVIEW/ANALYZE. You are authorized to delete, change, or add other items to this list. The form provides reference to source documents and records for each suggested item under the GUIDANCE column. Record your notes for each item in the ANALYSIS section and the action required under the ASSESSMENT column.

Step 2 (pg. 3-5) – USAREC GTA 5-01.1 - Operational Environment:
Station Commanders need to be able to analyze and describe their Operational Environment through operational variables: PMESII-PT (See TC 5-01.1, Ch. 3). Step 2 of the Operations Plan GTA provides you with guidance and an area to record your analysis and assessment. The items listed under the REVIEW/ANALYZE column are, like Step 1, suggested things to consider. You can delete, change, or add other items to this list. Record your analysis under the ANALYSIS column for each of the PMESII-PT variables using a SWOT analysis on each variable. Record your assessment, which is – the action required based on your analysis, under the ASSESSMENT column.

Commanders, First Sergeants, and Station Leaders need to use critical thinking skills while developing their Operations Plan. There is no one size fits all; each station, will have different operational variables that are applicable to their environments. Since the operating environment is different in each unit, the content of each Operations Plan is different, however, the process, the recruiting functions, and Operation Plan template are the same across the command.
Section I – ACRONYMS AND ABBREVIATIONS

AAR  After Action Review
AGR  Active Guard Reserve
APFT Army Physical Fitness Test
ASCOPE area, structure, capabilities, organizations, people, and events
BI Zone Business Intelligence Zone
CAST Computer Adaptive Screening Test
DIME Demographic, Income, Military Service, and Education
DTMS Digital Training Management System
EES Evaluation Entry System
FS Future Soldier
FSTP Future Soldier Training Program
FY Fiscal Year
GA Grad Alpha
GAMAT Graphical Accessions Mapping Analysis Tool
GSA Graduate/Senior/Alpha
GTA Graphic Training Aid
HT/WT Height/Weight
HQ Headquarters
HOT SEAT The final screening interview conducted by the designated leader before sending the applicant to complete processing.
IPB Intelligence Preparation of the Battlefield
ICl Initial Command Inspection
MAP Mission Accomplishment Plan
MEDPROS Medical Protection System
MET/TNE Mental Evaluation Test/Tested Not Enlisted
MOS Military Occupational Specialty
NCOER Non-Commissioned Officer Efficiency Report
NCOPDS Non-commissioned Officer Professional Development System
OIP Organizational Inspection Program
OPAT Occupational Physical Assessment Test
OPTEMPO Operations Tempo - The rate of military actions and missions; carrying out a mission at a rate of motion or activity.
PaYS Partnership for Youth Success
PMESII-PT Political, Military, Economic, Social, Information, Infrastructure, Physical Environment, and Time
RA Regular Army
RFA Recruiting Functions Analysis
RMZ Report Management Zone
RSID Residential System Identification
SA Senior Alpha
SAMA Segmentation Analysis and Market Assessment
SAV Staff Assistance Visits
SC Station Commander
SO2  Station Operations Overview
SSD  Structured Self-Development
UM   USAREC Manual
UTC  USAREC Training Circular
UR   USAREC Regulation

Section II – Terms

Hot seat
The final screening interview conducted by the designated leader before sending the applicant to complete processing.

Station Operations Overview
Standardized station level operations briefing for internal and external visitors.

OPTEMPO
The rate of military actions and missions; carrying out a mission at a rate of motion or activity.
REFERENCES

REQUIRED PUBLICATIONS
ADP 5-0, *The Operations Process*, 31 July 2019
ADP 6-0 *Mission Command*, 31 July 2019
ADP 6-22 *Army Leadership*, 31 July 2019

RELATED PULICATIONS
UR 350-1 V2, *Training and Leader Development*, 3 June 2015
UM 3-0, *Recruiting Operations*. 12 June 2014
The dates on these UMs have been updated.

WEB SITES
USAREC G3/5 Training at

PRESCRIBED FORMS
USAREC GTA 5-01.1 (Steps 1-4) "Operating Planning Tool"

REFERENCED FORMS
None.