

# The Recruiter Handbook

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# The Recruiter Handbook

## Contents

	<b>Page</b>
<b>FIGURES AND TABLES</b> .....	iv
<b>PREFACE</b> .....	v
<b>PART ONE</b>	
<b>Chapter 1</b>	
<b>PLANNING</b>	
<b>THE RECRUITER'S OPERATING ENVIRONMENT</b> .....	1-2
Introduction .....	1-2
The Recruiter's Operating Environment .....	1-2
USAREC .....	1-2
Roles and Responsibilities .....	1-2
Network-Centric Operations .....	1-4
Recruiting Operations .....	1-4
Recruiting Functions .....	1-4
<b>Chapter 2</b>	
<b>RECRUITING OPERATION PLAN</b> .....	2-1
Introduction .....	2-1
Missioning .....	2-1
Decisive Operations .....	2-2
Shaping Operations .....	2-2
Sustaining Operations .....	2-2
ROP .....	2-2
Recruiting Functions .....	2-3
ROP Overview .....	2-7
<b>PART TWO</b>	
<b>Chapter 3</b>	
<b>EXECUTE YOUR TACTICAL PLAN</b>	
<b>DEVELOPING A NETWORK-CENTRIC ENVIRONMENT</b> .....	3-2
Recruiting Network .....	3-2
Internal Network .....	3-2
External Network .....	3-4
Community Network .....	3-4
<b>Chapter 4</b>	
<b>PROSPECTING</b> .....	4-1
Introduction .....	4-1
Prospecting .....	4-1
Telephone Prospecting .....	4-2

\*This manual supersedes USAREC Manual 3-01, dated 30 November 2006.

	Face-to-Face Prospecting .....	4-4
	E-Mail Prospecting .....	4-5
	Lead Generation Activities .....	4-5
<b>Chapter 5</b>	<b>CONDUCTING AN ARMY INTERVIEW .....</b>	<b>5-1</b>
	Introduction: The Army Story .....	5-1
	Adaptive Approaches to Counseling .....	5-2
	Qualities to Counsel Effectively .....	5-2
	Counseling Skills .....	5-3
	Counseling Pitfalls .....	5-4
	Counseling Process .....	5-5
	Prepare for Counseling .....	5-5
	Conduct Counseling - The Army Interview .....	5-6
	Temperature Check .....	5-7
	Steps of the Army Interview .....	5-7
	Followup .....	5-14
<b>Chapter 6</b>	<b>PROCESSING .....</b>	<b>6-1</b>
	Introduction .....	6-1
	Applicant Testing .....	6-2
	Medical Processing .....	6-4
	Recruiter's Obligation .....	6-4
<b>Chapter 7</b>	<b>CONDUCT FOLLOWUP ACTIVITIES .....</b>	<b>7-1</b>
	Introduction .....	7-1
	Followup .....	7-1
	Creative, Purposeful Followup .....	7-1
	Conduct Followup Activities (Frequency) .....	7-2
	Conduct Followup Activities (Execute) .....	7-3
<b>Chapter 8</b>	<b>LEAD A FUTURE SOLDIER .....</b>	<b>8-1</b>
	Introduction .....	8-1
	Future Soldier Followup .....	8-1
	FSTP Loss Management .....	8-2
	Postaccession Duties .....	8-3
<b>Chapter 9</b>	<b>SCHOOL RECRUITING PROGRAM .....</b>	<b>9-1</b>
	Introduction .....	9-1
	High School Relations .....	9-1
	Things to Avoid .....	9-2
	School Profile .....	9-3
	Influencers .....	9-3
	Decision Points .....	9-3
	School ASVAB .....	9-4
	Postsecondary Schools .....	9-4

	Stop-Out Cycle (Decision Points) .....	9-5
<b>Appendix A</b>	<b>RECRUITING OPERATION PLAN</b> .....	A-1
	Background .....	A-1
	Intelligence .....	A-1
	Backward Planning .....	A-2
	Chokepoints .....	A-5
	Troubleshooting Guide .....	A-7
<b>Appendix B</b>	<b>RECRUITER'S TOOLBOX</b> .....	B-1
	Telephone Techniques .....	B-1
	Interview Techniques .....	B-7
	Closes .....	B-9
	<b>GLOSSARY</b> .....	Glossary-1

## Figures

<b>Figure</b>	<b>Page</b>
1-1. Recruiting Functions Model .....	1-5
3-1. Recruiter-Centered Network .....	3-3
A-1. Sample Daily and Weekly ROP .....	A-2
A-2. Recruiting Funnel .....	A-6

## Tables

<b>Table</b>	<b>Page</b>
6-1. ASVAB Subtests .....	6-2
6-2. Army Line Scores (ASVAB) .....	6-3

## **Preface**

This manual is dedicated to the Army recruiter. Recruiters are responsible for recruiting and maintaining the most effective land-combat force in the world. This mission is so important that only the best and brightest officers, noncommissioned officers, and civilians are afforded the privilege of wearing the recruiter badge.

### **PURPOSE**

This handbook is the recruiter's guide for planning and executing recruiting operations. This handbook uses practical examples to explain each operation and thoroughly describes the recruiting environment. It also provides an indepth discussion of the Army interview and provides the recruiter with communication and counseling techniques that work.

### **SCOPE**

This handbook has two parts. Part one outlines the planning of recruiting operations and part two describes the execution of the tactical plan.

### **APPLICABILITY**

This manual applies to all recruiters, both Soldiers and civilians.

### **ADMINISTRATIVE INFORMATION**

The proponent for this manual is Headquarters, U.S. Army Recruiting Command, Assistant Chief of Staff, RRS-T. Send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to HQ USAREC, ATTN: RCTNG-DD, 1307 3rd Avenue, Fort Knox, KY 40121-2725.

## PART ONE

# Planning

Part One introduces the recruiter to the U.S. Army Recruiting Command (USAREC) and recruiting in general. It defines the recruiter's roles, duties, and expectations and explains how to plan and execute recruiting operations.

**Chapter 1** describes the recruiter's operating environment and discusses the recruiter's duties, roles, and responsibilities. This chapter explains the recruiter's operating environment, their roles and responsibilities, network-centric recruiting, recruiting operations, and the recruiting functions.

**Chapter 2** describes the recruiting mission process. This chapter defines recruiting operations, recruiting functions, backward planning, and how the recruiter uses them to develop a recruiting operation plan (ROP).

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# Chapter 1

## The Recruiter's Operating Environment

*"Recruiters have the only military occupation that deals with the civilian world entirely."*

Charles Moskos  
Military Sociologist  
Northwestern University

### INTRODUCTION

1-1. Welcome to the most important and professionally rewarding assignment you will ever undertake. Your proven abilities to lead, influence, and inspire has earned you the opportunity to help build our Nation's Army. The responsibility of providing the Army's strength should not be taken lightly. It is a responsibility few Soldiers will experience in their careers. The success of today's Army can be directly attributed to the recruiter who provides a continuous supply of quality volunteers. The intent of this manual is to present tools, tips, techniques, and insight that can make your recruiting tour a productive, enjoyable, and successful experience.

CONTENTS	
Introduction .....	1-2
The Recruiter's Operating Environment .	1-2
USAREC .....	1-2
Roles and Responsibilities .....	1-2
Network-Centric Operations .....	1-4
Recruiting Operations .....	1-4
Recruiting Functions .....	1-4

### THE RECRUITER'S OPERATING ENVIRONMENT

1-2. The recruiting operating environment is unlike any other you have experienced during your career. Recruiters operate in small towns and metropolitan areas, far from military installations, and the Soldier and family support services they offer.

### USAREC

1-3. USAREC is responsible for initiating the transition of volunteers from civilian to Soldier and acts as the Army's liaison with the American people. USAREC provides the command, control, and staff support for the recruiting force.

### ROLES AND RESPONSIBILITIES

1-4. As a recruiter, you will not only demonstrate Army values and live the warrior ethos, but you will do so in full view of the community in which you serve. USAREC's



mission is to provide the strength and recruiters are the means to accomplish that mission.

1-5. In order to create interest within your community and enlist Future Soldiers, you must assume the roles of leader, communicator, planner, public relations expert, marketing expert, and counselor.

1-6. **Leading.** As a key figure in your community, you will be called upon to demonstrate your leadership skills. Your ability to lead, inspire, and involve yourself in your community, could be the difference between recruiting success and failure. Your actions on- and off-duty are closely watched by members of your community. You must lead by example.

1-7. **Communication** is your center of gravity and is necessary for the execution of all recruiting operations. You must communicate the Army story to all members of the community in which you live and work.

1-8. **Planning** and executing recruiting operations (decisive, shaping, and sustaining) will lead you to mission success, but only if you have a sound plan. It is important to spend your time where it will do the most good. Planning is one of the most important things you will do as a recruiter, your mission depends on it.

1-9. **Public relations** is establishing and promoting a favorable relationship between you and the community. You must participate in public events such as high school sports functions, community fund-raisers, or Army-sponsored events. You should volunteer to give presentations about Army programs to civic organizations such as the Veterans of Foreign Wars or local parent-teacher organizations. This type of involvement will demonstrate your willingness to be a viable part of the community.

1-10. **Market** information is vitally important to you and your leadership. The market is where you prospect for new Soldiers. Just as Soldiers in combat provide real-time information to the chain of command, the same is true for recruiters, who provide real-time intelligence about their market. This intelligence helps you and your leaders identify strengths, weaknesses, opportunities, and threats. You should know your market's average income and education level, key influencers, high school and postsecondary school locations, major employers, recreation facilities, and business and residential areas. You should know the general makeup and distribution of your community's population. Know where your target market is so you can be in the right place, at the right time, with the right message.

1-11. Counselor is the role you automatically assume in your position as a recruiter and leader. The techniques you used to counsel your Soldiers are the same ones you will use to guide and lead prospective and Future Soldiers. Your wise counsel based on experience and Army values will positively affect the lives of all those you talk to, whether they join the Army or not.

1-12. The foundation for successful recruiting consists of five areas which we call "the five areas of emphasis." All of your daily activities will include one or more of these areas: Prospecting, Army interview, processing, Future Soldier Training Program (FSTP), and followup. Your success or failure will be directly related to your mastery of all five of these areas. Training assistance will be provided by your sta-

tion commander, first sergeant, and company operations and training noncommissioned officer; however, it is your responsibility to seek additional training through distance learning on the Learning Management System and commercially available publications.

## **NETWORK-CENTRIC OPERATIONS**

1-13. Network-centric operations seek to translate an information advantage, enabled in part by information technology, into a competitive operational advantage through the robust networking of well-informed geographically dispersed forces. A networked force improves information sharing and enables collaboration and support to increase mission effectiveness.

1-14. The recruiting network consists of an internal and external network. The internal network refers to elements within your own organization, such as recruiting information systems, staff elements, other recruiting leaders, recruiting units, Future Soldiers, and other recruiters. The external network includes community leaders, businesses, schools, clubs, and other local organizations. These components form the information environment in which you operate. The network is made up of people, organizations, and technologies that manage, process, and provide information in support of your recruiting efforts.

1-15. To successfully operate within your environment you must employ network centric operations. The typical recruiting environment is geographically dispersed, which requires you to conduct independent operations unique to your own market. You must use your network to gain valuable internal and external market information. Network-centric operations can tell you where to be, when to be there, and what message will be most effective.

## **RECRUITING OPERATIONS**

1-16. Recruiting success is a matter of engaging your current market while preparing for future operations. The actions you take are central to your tactical plan and fall into three categories: Decisive, shaping, and sustaining. Decisive operations refer to direct actions you take to accomplish your mission, such as prospecting, processing, and the FSTP. Shaping operations are actions that set the stage for future successes such as school visits, Total Army Involvement in Recruiting (TAIR) events, and the school Armed Services Vocational Aptitude Battery (ASVAB) test. Sustaining operations provide support for your decisive and shaping operations.

## **RECRUITING FUNCTIONS**

1-17. The recruiting functions represent the execution, support, and control of recruiting operations. The diagram in figure 1-1 clearly shows the operational picture of recruiting. Chapter 2 discusses recruiting functions more thoroughly. (Also see USAREC Manual 3-0, chap 4.)

1-18. **Intelligence** gathering provides market data for the planning of recruiting operations. It gives the recruiter a historical and current demographic view of the market.

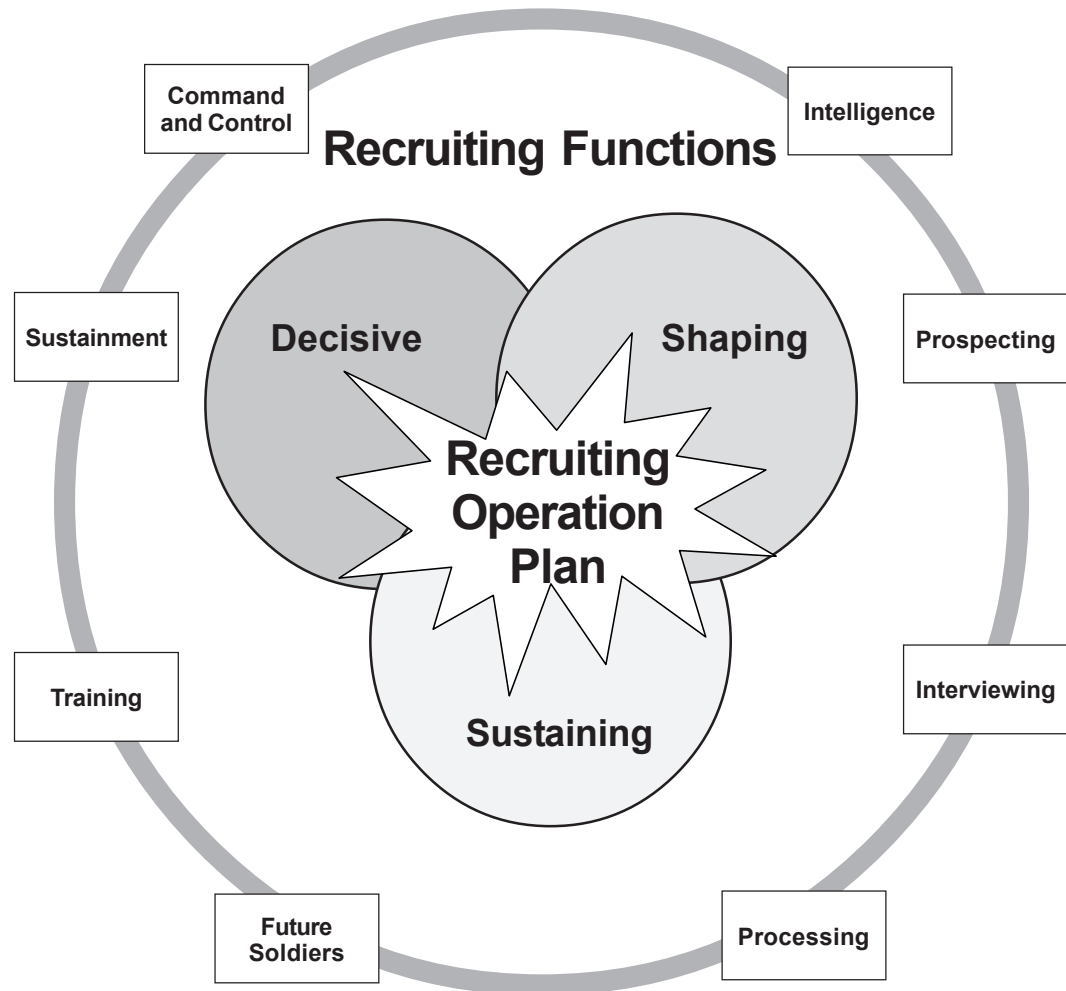


Figure 1-1. Recruiting Functions Model

1-19. **Prospecting** identifies interested people who agree to hear your Army story. Your mission success is relative to your prospecting success.

1-20. The **Army interview** is the art of recruiting. During the interview you must determine the person's goals and passions, devise a career plan, and ask them to join the Army.

1-21. **Processing** ensures only qualified applicants become Soldiers. Processing matches an applicant's qualifications and desires with the needs of the Army.

1-22. The **FSTP** reinforces the Future Soldier's commitment, prepares them for basic training (BT), and reduces the personal and family anxiety often associated with joining the Army. The FSTP also supports your recruiting efforts by providing quality referrals and market intelligence.

1-23. **Training** is the leader's domain and is necessary to sustain your recruiting proficiency. However, it is your responsibility to master the art and science of recruiting.

1-24. **Sustainment** is the military, civilian, and contracted support that provides the physical means for recruiters to work and accomplish the mission. Sustainment includes:

- Human Resources (S1).
- Market Intelligence and Mission Analysis (S2).
- Operations and Training (S3).
- Resource and Logistics Management (S4/8).
- Marketing, Partnerships, and Outreach (Advertising and Public Affairs).
- Information Management Officer.

1-25. **Command and control (C2)** enables commanders to make informed decisions, assign responsibilities, and synchronize functions. It helps commanders adjust plans for future operations while maintaining focus on the current operation. Through C2, commanders can focus all systems toward the common goal of mission success.

## Chapter 2

# Recruiting Operation Plan

*“Unless you have definite, precise, clearly set goals, you are not going to realize the maximum potential that lies within you.”*

Zig Ziglar

## INTRODUCTION

2-1. In recruiting, sustained mission accomplishment requires a tactical mindset that for many is a new way of thinking. This chapter will explain the missioning procedure, define the three types of recruiting operations, and describe the eight recruiting functions. An overview of the ROP will show how these various activities and information systems enable you to accomplish your mission.

## MISSIONING

2-2. The recruiting mission is based on the Army’s projected loss rate. Department of the Army assigns a yearly accession mission to meet its end strength goals and to cover normal attrition due to retirements and expiration terms of service, to mention a few. The accession mission is very specific and broken down by the following categories:

- Regular Army (RA) and Army Reserve (AR) enlistments.
- Army Medical Department commissions.
- Officer Candidate School.
- Technical warrant officer.
- Warrant Officer Flight Training.
- Chaplain commissions.
- Band.
- Special Forces officer and enlisted.
- 160th Special Operations Aviation Regiment.

### CONTENTS

<b>Introduction</b> .....	<b>2-1</b>
<b>Missioning</b> .....	<b>2-1</b>
<b>Decisive Operations</b> .....	<b>2-2</b>
<b>Shaping Operations</b> .....	<b>2-2</b>
<b>Sustaining Operations</b> .....	<b>2-2</b>
<b>ROP</b> .....	<b>2-2</b>
<b>Recruiting Functions</b> .....	<b>2-3</b>
<b>Intelligence</b> .....	<b>2-3</b>
<b>Prospecting</b> .....	<b>2-3</b>
<b>Interviewing</b> .....	<b>2-5</b>
<b>Processing</b> .....	<b>2-5</b>
<b>FSTP</b> .....	<b>2-5</b>
<b>Training</b> .....	<b>2-5</b>
<b>Sustainment</b> .....	<b>2-6</b>
<b>C2</b> .....	<b>2-6</b>
<b>ROP Overview</b> .....	<b>2-7</b>

2-3. The Department of the Army accession mission is converted to a gross contract mission at HQ USAREC. The gross contract mission is the accession mission plus a percentage (approximately 10 percent) to cover the coming year's Future Soldier pool. In a perfect world, every enlistment contract would result in a new Soldier reporting for duty. In the real world, however, Future Soldier losses do occur. They are caused by such things as medical or moral disqualifications and failure to graduate. For this reason, the battalion must adjust the mission to offset Future Soldier losses. The gross contract mission is then distributed to the brigades for further distribution down to station level.

2-4. Recruiters may think there is no rhyme or reason behind mission assignment, but that couldn't be any further from the truth. The mission assignment process is both an art and science and combines years of experience with actual performance data. Analysts and marketing experts dissect and examine historical data, demographic models, target-market surveys, and many other intelligence sources to provide equitable and achievable mission assignments.

## **DECISIVE OPERATIONS**

2-5. Decisive operations lead directly to the mission accomplishment. Prospecting, processing, and the FSTP are examples of decisive operations.

## **SHAPING OPERATIONS**

2-6. Shaping operations create conditions that make it possible to conduct effective decisive operations. You shape operations through school programs, the gathering and managing of leads, the analysis of your market, and your involvement in the community. Advertising and public affairs support, Army awareness, and centers of influence (COI) relationships are a few more examples of shaping operations.

## **SUSTAINING OPERATIONS**

2-7. Sustaining operations are the related tasks and systems that provide support and services to ensure freedom of action, extended operational reach, and prolonged endurance of decisive and shaping operations. Sustaining operations include training, vehicle maintenance, tending to personal and Family issues, physical fitness, TAIR events, and the AR Scholar/Athlete Program.

## **ROP**

2-8. Think about recruiting operations as having three phases: Planning, preparing, and executing. First, plan how and when to contact your most productive markets. Always consider the near-term and long-term benefits. Next, prepare. Choose the prospecting method that will effectively put you in touch with your target market. Finally, execute your plan and document the results.

2-9. It's important to understand that shaping operations can become decisive operations and vice versa. If, for example, you are out posting your area (shaping operation) and happen to encounter a prospect who wants to hear the Army story (decisive operation), your shaping operation turns into a decisive operation.

2-10. Recruiting operations are similar to combat operations in that you must act decisively, shape the environment, and manage your ability to sustain the fight. Planning, preparation, and execution are all about timing and economy of force. This thought process will enable you to execute short-term operations while positively affecting your long-term objectives.

## **RECRUITING FUNCTIONS**

2-11. The eight recruiting functions (fig 1-1) provide the means, market, support, and control for all decisive, shaping, and sustaining operations. Recruiting functions are linked and dependent on one another. For example, interviewing relies on prospecting and processing relies on interviewing. Concentrating your efforts in any one area can cause chokepoints or stoppages in the steps of the prospecting and processing cycles and negatively affect your mission success (see app A). Concentrating your efforts in prospecting but ignoring your FSTP could lead to Future Soldier losses and lost referral opportunities. Good planning is necessary to keep all the recruiting functions flowing smoothly.

## **INTELLIGENCE**

2-12. Accurate market intelligence will support your ROP. Intelligence gives both a historical and current picture of the market and helps identify where best to target your prospecting efforts. School populations, census figures, demographics, troop program unit vacancies, and historical production data are but a few examples of the intelligence information available to you.

2-13. Intelligence gathering is more than just statistical intelligence provided by USAREC or information from the local newspaper. Some forms of intelligence are available only through word of mouth, the rumor mill, or just good old-fashioned detective work. You may find yourself gleaning information while prospecting. For example, while talking with someone about the Army, you may learn that they have a friend who intends to serve in the military. You may find yourself privy to community or industry happenings in the course of your daily followup that could affect your prospecting efforts. COIs, very important persons (VIPs), and Future Soldiers know what is going on in the community. They are always glad to share information, but you have to ask.

## **PROSPECTING**

2-14. Prospecting is the foundation of your recruiting plan. Continuous and energetic prospecting is the secret to success. There is nothing complicated about prospecting, it's simply finding qualified people who will listen to the Army story. It's all about personal contact.

2-15. Prospecting (discussed in chap 4) is defined as any action to make one-on-one contact with qualified individuals who are willing to hear the Army story. A lead is nothing more than basic contact information on an individual: Name, address or e-mail address, and phone number. This information is all you need to establish contact and discuss Army opportunities. While the goal of prospecting is to get an appointment, prospecting often generates new leads. USAREC provides a huge number of lead-generating resources. For example, if a young man or woman visits goarmy.com and provides contact information, that information is immediately forwarded to the responsible recruiter. Lead-generating resources include: TAIR events,



1-800-USA-ARMY, [www.goarmy.com](http://www.goarmy.com), student ASVAB lists, and joint service advertising efforts.

2-16. Leads make prospecting possible. Even though USAREC supplies leads through the recruiter workstation, it is still good practice and a requirement to ask school officials for a student directory. Most schools will release a student directory or list, but when they don't, you may have to use a little creativity. Consider, for example, contacting the companies that produce the senior photos or class rings. Task your Future Soldiers to review school yearbooks and get phone numbers and e-mail addresses for their classmates. Use the phone book. This kind of information gathering can establish contact with an otherwise hard to find lead. Future Soldiers and COIs can be very helpful filling the gaps in your lead lists.

2-17. You wouldn't go into combat without a plan or the right equipment. Similarly, don't attempt to prospect without a solid plan. A well thought-out ROP will optimize your prospecting time and efforts. You can choose to wander aimlessly in your community hoping to find someone ready to enlist, but hope is not a course of action (COA). Hope without planning is just a horrible waste of your very valuable time.

2-18. Your ROP should include a great deal of insight, a little bit of math, and keen situational awareness. No single prospecting method is the best. Use all the prospecting methods and exploit every prospecting opportunity. Closely analyze your market and then direct your efforts where they will most likely be effective.

2-19. A number of resources can help you determine when, where, and how to prospect most effectively. One such resource is conversion data. Your conversion data can be found in "Reports" on Recruiter Zone (RZ). It shows mathematically how well you convert contacts to contracts. If 10 people agree to an interview and 2 enlist, your conversion data is 5 to 1 (10 divided by 2). That is, if you interview five people, one should enlist. This information shows how much prospecting you should conduct to achieve your mission.

2-20. Prospecting analysis, found in Leader Zone, will help you determine your best prospecting method. It will tell you in no uncertain terms where you are most effective. You may have a conversion rate of 5:1 in face-to-face prospecting, but 25:1 in telephone prospecting. Which prospecting technique is going to be the most productive, and which prospecting method needs a little fine-tuning? Ask your station commander for assistance. Prospecting analysis coupled with conversion data gives you solid intelligence to build a successful prospecting plan.

2-21. Once you understand your conversion data and your most effective lead source and prospecting method, you're ready to develop your ROP. On receipt of a recruiting mission, you must determine the number of working days you have to get appointments and convert them into enlistments. Divide those requirements by the number of weeks and days you have to accomplish them and you have a mission accomplishment plan (MAP).

2-22. The MAP is computer-generated. Your station commander uses the MAP to guide your recruiting operations. The MAP determines your weekly prospecting and processing goals. Today's work requirements are based on yesterday's accomplishments. It is a bit more complicated than explained here, but the essence of the MAP



is its ability to track your goals and accomplishments through the course of a recruiting phase line. For a more detailed explanation of the MAP see USAREC Manual 3-02, appendix A.

## **INTERVIEWING**

2-23. The interview (discussed in chap 7) truly is the art of the recruiting process. Prospecting puts you in touch with leads who turn into prospects, but the interview is what converts prospects into applicants who become enlistments. Here you combine your training, experience, and counseling skills to guide the prospect through a goal setting and career planning process. Strong interpersonal skills and an outgoing personality may get the appointment; but your knowledge, honesty, and sincere desire to do what is best for the person—the prospect—will get you the enlistment.

## **PROCESSING**

2-24. The processing system (discussed in detail in chap 6) ensures only qualified applicants become Soldiers. This system also ensures these qualified applicants are offered assignments that match their qualifications and goals with the needs of the Army. Processing begins when the prospect agrees to join the Army.

2-25. The processing cycle can significantly impact other recruiting operations. For example, your ROP must allow for the impact of unexpectedly spending the whole day gathering information about an applicant's medical condition. Your plan should be flexible and subject to continual review. You must always be ready to adapt and modify your plan as events unfold.

## **FSTP**

2-26. Applicants who complete the processing cycle and take the Oath of Enlistment are referred to as Future Soldiers. Future Soldiers are members of the FSTP until they enter active duty. The FSTP is designed to mentally, emotionally, and physically prepare Future Soldiers for the rigors of Army service. Your role in the FSTP is significant and includes planning such things as physical fitness training, counseling, and warrior task training. Future Soldiers can also be a good source of quality referrals if managed properly. Encouraging your Future Soldiers to refer other people will help them enter active duty at an advanced rank and will positively impact your recruiting operations. A good FSTP is a direct reflection of your leadership and interpersonal skills and is a collective effort by every member of your station.

## **TRAINING**

2-27. It is the station commander's responsibility to evaluate your daily operational performance. In addition to personal observations, your station commander will use inprocess reviews to provide decisive and shaping operations guidance and address your constantly changing training needs. However, you are responsible for self-development and your own commitment to excellence. You must continually make personal efforts to improve your skills.

2-28. Even though you are fully engaged in recruiting operations, you should in-

clude some flexibility in your ROP to permit regularly scheduled and impromptu training. At the conclusion of each recruiting operation, you should ask yourself, “*What did I do right?*” and “*What could I have done better?*” Discuss your conclusions with your station commander and fellow recruiters. You will be surprised what you can learn from others and their experiences. There are many training resources at your disposal: Recruiting leaders, fellow recruiters, and trainers. There are also professional resources available such as the Recruiter Journal, Learning Management System, Recruiting ProNet, regulations, manuals, and much more. Army medics have a saying: “*A patient’s life may depend on the knowledge I have forgotten or the skill I have lost.*” In recruiting, the difference between just making it and notable success may be directly tied to skills you haven’t sharpened or pieces of information you have forgotten.

## **SUSTAINMENT**

2-29. Sustainment provides the physical and logistical support you need to help accomplish your mission. Sustainment has two key functions: Provide and maintain the physical resources necessary to accomplish the recruiting mission and support Soldiers’ personal needs, such as pay, family housing, and medical care.

2-30. Similar to a maneuver unit’s war fighting functions, sustainment provides the assets necessary to accomplish the recruiting mission. Sustainment services include human resources support, office equipment and furniture maintenance, transportation, market analysis, supply, technical support, marketing, partnerships, and outreach.

2-31. Some of the key direct actions of sustainment include the Active Duty for Operational Support-Reserve Component Program, TAIR, Hometown Recruiter Assistance Program, Special Assistance Recruiting Program, and the U.S. Army Mission Support Battalion. These assets represent direct support and have enormous lead and referral potential. The intent of this element is to provide the right support at the right place at the right time in front of the right audience.

## **C2**

2-32. C2 is fundamental to recruiting management. Each recruiting function relies on C2 for integration and synchronization. C2 is the related tasks and systems that support commanders in exercising authority and direction. It includes those tasks associated with acquiring information, managing relevant information, and directing and leading subordinates. Through C2, commanders integrate all recruiting functions to accomplish the mission. The C2 function uses both art and science. Commanders at all levels combine the art of command and the science of control to accomplish the recruiting mission. An effective C2 system is essential to conduct (plan, prepare, execute, and assess) operations that accomplish the mission.

2-33. Trained and disciplined recruiters are the single most important element of any C2 system. C2 is vitally important to the execution of your ROP. Knowing where and when to fight is nearly as important as knowing how to fight!

## ROP OVERVIEW

2-34. Recruiting success is a matter of design. The ROP is your plan, your operation order, your big picture strategy. It defines the time, place, and actions required to dominate the market. A well thought-out and highly detailed plan will set in motion the actions necessary to accomplish your recruiting mission.

2-35. Your ROP is a plan to maximize your efforts and achieve success. Your ROP must be adjusted for each phase line and use the recruiting functions to formulate its tactical road map. Even though your ROP is market driven, it must be nested in the station's plan and adjusted to accommodate any market changes or command directives. Your ROP is a daily plan that covers the current phase line. You build and maintain your ROP in your RZ calendar (see app A).

2-36. The first step in developing your ROP is to gather market intelligence. Intelligence gathering is a continuous four-step procedure. It defines your recruiting environment, describes the demographics, evaluates the market, and identifies high payoff zones and events. You should focus your intelligence gathering in these areas and take into account any additional market information provided by Future Soldiers and COIs.

2-37. Market evaluation uncovers recruiting hot zones, such as highly productive schools, gathering places, or economic trends within the community. This evaluation should also identify school and seasonal community events that can have a positive or negative effect on prospecting. The information gathered from the market evaluation will direct your prospecting efforts to high payoff zones and events taking place during the phase line. Directing your prospecting efforts in this way will maximize the use of your time and increase your effectiveness.

2-38. Once you've evaluated your market, the next step is to develop a prospecting plan. Prospecting is the key to success and must be thoughtfully planned. You must consider your intelligence, prospecting analysis, and MAP conversion data. The plan should include time for telephone and face-to-face prospecting activities. Simultaneous market penetration must also be considered as well as the commander's intent. Your prospecting plan should be clearly defined and annotated in the daily section of the RZ calendar. Intelligent prospecting will maximize your efforts and the use of your time.

2-39. Applicant processing, although not scheduled is the result of a good Army interview. Your ROP should be flexible enough to easily accommodate this important activity.

2-40. Your ROP should include all Future Soldier training. Funded and unfunded Future Soldier training events should be scheduled and annotated in the RZ calendar. All planned events must take place. Remember: Future Soldiers are valuable COIs who refer prospects, provide valuable intelligence, and promote Army awareness in the community.

2-41. Scheduled events in your ROP should include any requested sustainment support such as TAIR, adventure van, rock climbing wall, or guest speaker. Your planned events must be given to the station commander so they can be annotated

on the station's synchronization matrix (or "synch" matrix). Annotating the event on the synch matrix will ensure command support. Your plan must identify the date, time, and location of all such training events.

2-42. Your ROP is a near-term tactical plan aimed at maximizing your recruiting efforts and realizing mission success. Simply stated, your ROP is what executes the command's mission strategy.

## PART TWO

# Execute Your Tactical Plan

Part One introduced you to USAREC and recruiting in general. Part Two describes in much greater detail the skills and knowledge necessary to successfully execute your tactical plan.

**Chapter 3** introduces the concept of network-centric recruiting. It describes the internal, external, and community networks. This chapter also defines and promotes the establishment of working relationships with both community members and fellow Army recruiters.

**Chapter 4** gets to the heart of the matter, prospecting. Without actively engaging and capturing your market by way of an effective prospecting plan, all other efforts are in vain. This chapter discusses prospecting techniques.

**Chapter 5** lays out the blueprint for the Army interview. Not unlike counseling your own Soldiers, the Army interview incorporates the skills and experience necessary to guide, mentor, and influence prospects toward a decision to join the Army. Discussed are the skills and knowledge necessary to conduct the Army interview. This chapter demonstrates the use of these skills and introduces a flexible guide to the execution of the Army interview.

**Chapter 6** highlights the steps necessary to process an applicant for enlistment. Processing includes scheduling, testing, preparation of the enlistment record, and medical examinations.

**Chapter 7** discusses the issue of followup. It defines the steps necessary for creative and purposeful followups and further discusses the frequency in which they should be employed.

**Chapter 8** addresses the fundamental skills necessary to inspire, motivate, and prepare your Future Soldiers for Army service. This chapter also discusses Future Soldier followup and loss management, as well as postaccession responsibilities.

**Chapter 9** talks about the School Recruiting Program (SRP), its importance to Army acceptance in the community, and how it shapes the grad market. Also discussed are the school ASVAB and recruiting in postsecondary schools.

## Chapter 3

# Developing a Network-Centric Environment

*“It isn’t just what you know, and it isn’t just who you know. It’s actually who you know, who knows you, and what you do for a living.”*

Bob Burg

### RECRUITING NETWORK

3-1. Before the Internet, a personal computer was little more than a smart calculator that could help a user balance a checkbook, play a game, or compose professional looking letters for printing. Today, computers connect to the Internet and make available volumes of information and communication capabilities. By linking computers to networks, members are able to access and share their knowledge and information. The recruiter-centered network (fig 3-1) gives you access to valuable market information and recruiter support.

CONTENTS	
Recruiting Network .....	3-2
Internal Network .....	3-2
Other Recruiters .....	3-3
External Network .....	3-4
Community Network .....	3-4

3-2. The network-centric environment consists of both an internal and external information network with the recruiter at its center. The internal network is your connection to USAREC’s integrated information systems, staff elements, other recruiting leaders, recruiting units, Future Soldiers, and recruiters. The external network includes the community, businesses, schools, clubs, and other outside organizations. It is important to understand that both information networks are centered on you, the recruiter. The internal network exists so you can conduct operations with as little distraction and wasted effort as possible. The external network, while an integral part of your recruiter-centered network, exists and flourishes as a result of your recruiting efforts. Combined, these two information networks make available the leadership, support, and information you need to assist your recruiting efforts. It can supply market intelligence (internal) or an invitation to address the local chamber of commerce to discuss Army options (external). It’s safe to say the recruiter-centered network is your tactical advantage for mission success.

### INTERNAL NETWORK

3-3. The internal network is your connection to staff elements within the organization that provide you with time-critical intelligence, analysis, and a wide range of other vital support functions. Market analysis, leads distribution, advice, interpre-

tation of policy, or mentoring can all be found on the internal network. The primary purpose of the internal network is to provide you with all the tools and information you need to accomplish your mission.

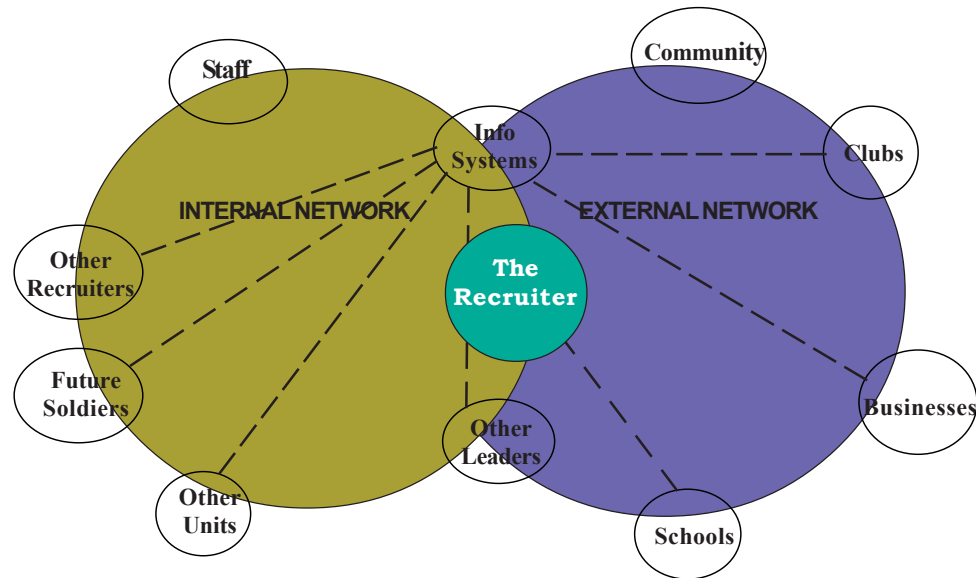


Figure 3-1. Recruiter-Centered Network

3-4. The internal network provides information in a variety of ways to accomplish three basic objectives: Reach and engage people effectively, boost recruiter efficiency and focus, and develop a common operating picture. The internal network ensures all levels of command are synchronized, headed in the same direction, and sharing the same intelligence information. You are the major provider of real-time market and operational data that feeds the system. Since the data is used on your behalf, it is imperative it be timely and accurate.

3-5. When you attended the Army Recruiter Course, did you keep in touch with your classmates? Have you ever called or e-mailed them to ask for advice or assistance? Have you ever posted any questions or offered advice in Recruiting ProNet? If you have done any of these things, you have used the internal network.

3-6. Your internal network ties directly to your ability to conduct operations. Your knowledge of available resources determines the quality of service you provide to your community and Future Soldiers. Your role as subject matter expert requires firsthand and timely information. The internal network is your source for all changes, updates, options, and information.

3-7. The science of recruiting requires a great deal of data gathering, interpretation, and analysis. Without accurate and timely operational data, you would just be shooting in the dark. Recruiters who know how to access and use their market intelligence can effectively focus their prospecting efforts.

**OTHER RECRUITERS**

3-8. Recruiting is a team effort. While your personal mission assignment requires



that you act individually, the success of the command depends heavily on the collective effort of all its members. One of the most underrated assets at your disposal is the experience and knowledge of your fellow recruiters. Recruiting leaders are encouraged to facilitate and support recruiter-to-recruiter networking. Company and battalion functions nearly always include social events that allow recruiters to sharpen their networking techniques and share their insight and experience.

3-9. One of the best places to actively engage with other recruiters is the Recruiting ProNet forum. Recruiting ProNet is USAREC's collaboration site that connects recruiters, recruiting leaders, and command staff. The forum allows members to openly voice their opinions, give advice, ask questions, and share knowledge. To join Recruiting ProNet, visit the forum's Web address: <https://forums.bcks.army.mil/default.aspx?id=51486>.

## **EXTERNAL NETWORK**

3-10. External networking activities occur at all levels of the command and focus on synchronizing recruiting efforts with the civilian community such as, education, industry, and governmental agencies. While you're networking with high school counselors and local business owners, your company commander may be supporting your efforts by establishing relationships with school boards and community leaders. External networking occurs at all levels. USAREC networks with state and federal lawmakers, industry leaders, and so on. While USAREC establishes and nurtures these relationships nationally; battalions and companies network regionally, and recruiters locally.

## **COMMUNITY NETWORK**

3-11. Local businesses, civic organizations, as well as religious and educational institutions are linked through shared interests and like needs. These local networks are the heart and soul of every community. Networking within these organizations and institutions can open doors that may otherwise be closed to recruiting efforts.

3-12. Many influencers such as COIs and VIPs are military veterans themselves. Many influencers have served during war and are fully aware of freedom's price. Others may never have served, but strongly support the military nonetheless. Veterans and nonveterans alike can be great allies. They want to help.

3-13. Working with COIs involves a great deal of detailed planning and lots of follow-up. Community influencers will be more inclined to cooperate once you've established a good working relationship with them. Go the extra mile to build their trust.

3-14. Businesses are an important part of the community network. With this in mind, the smallest efforts to support local businesses can go a long way. You fuel your personal and government vehicles at fueling stations in your area of operation (AO). You stop for a cup of coffee on the way to work. Patronizing local businesses will help you become the face of the Army in your community.

3-15. Good relationships with businesses in your community can help you assist high school students, recent graduates, and Future Soldiers pending accession with part-time employment. Future Soldiers provide employers with talented, bright, and drug-free employees. As you can see, networking efforts can help students, Future



Soldiers, and the community. Once you have established working relationships with the business community, you will be regarded as a trusted ally to whom they will provide referrals.

3-16. No other segment of the community network has as much impact on recruiting as schools. Your SRP is based on the trust and credibility you establish with educators, students, and parents. Even a well planned SRP will fall on its face without the support of these key influencers.

3-17. Think of your school recruiting efforts as a long-term investment. You will find that establishing trust and credibility with students, even seventh- and eighth-graders, can positively impact your high school and postsecondary school recruiting efforts. Students who already know you as a respected and trusted member of the community will see you as someone they can emulate and fearlessly approach to discuss their career options. Remember, a successful SRP requires great patience, persistence, and tactical savvy. So, be seen, be trusted, and above all be available for students at every level of education.

3-18. You probably won't have much success in your schools if you've ignored the major influencers. Teachers, principals, counselors, school secretaries, and even parent-teacher organization members fall into this category. If you have established yourself as a friend to the educational community who provides a valuable service, you'll find great levels of access and support.

3-19. Another point of entry into the community is moms and dads, veterans, and community leaders who are members of local AR or National Guard units. These contacts can be valuable allies who can help you gain acceptance to schools and community organizations. These relationships will help you establish good working relationships within the reserve community which can assist you in your recruiting efforts.

3-20. You need the willing support and cooperation of community and school influencers. Without their support, you cannot possibly hope to succeed in your community. Tapping into the community network requires that you give something of value. You must actively and visibly commit your time and energy to the community in which you serve. You can choose to be a tolerated outsider or a welcomed participant. The choice is yours.

3-21. The following is a list of community officials and influencers you should get to know:

- Mayor.
- Chief of police or sheriff.
- School superintendent and principal.
- City and council members.

People who hold those positions can positively or negatively influence your recruiting efforts. Get to know these people before you need them for something. Don't be labeled as a "taker," one who comes around only when you need help. Be proactive. Introduce yourself to them and use the opportunity to make them aware of Army opportunities. If you follow this simple advice, you will gain their respect and be viewed, not as an outsider, but rather a member of the community.

## Chapter 4

# Prospecting

*“The minute you settle for less than you deserve, you get even less than you settled for.”*

Maureen Dowd

### INTRODUCTION

4-1. Prospecting is the foundation of the recruiting process and when conducted aggressively will lead you to success. Prospecting is defined as any action a recruiter takes to contact a lead. A lead is defined as a name, address, telephone number, or e-mail address of someone who may agree to an Army interview. Prospecting can be executed using the telephone, mail outs, e-mails, and face-to-face techniques.

CONTENTS	
Introduction .....	4-1
Prospecting .....	4-1
Telephone Prospecting .....	4-2
Face-to-Face Prospecting .....	4-4
E-Mail Prospecting .....	4-5
Lead Generation Activities .....	4-5

4-2. Prospecting operations should consume most of your time and become a way of life. Your individual prospecting efforts are an important part of your station’s and company’s prospecting picture; so your station commander must be fully aware of all your recruiting efforts. Seek advice from your station commander and give them detailed information regarding your prospecting plans.

### PROSPECTING

4-3. **Preprospecting plan.** Define who it is you intend to contact. When creating your prospecting plan, determine the mission category you are attempting to enlist. For example, if you are seeking to enlist a high school senior, test score category I–III A, then you should be contacting seniors from a high school that historically produces I–III A caliber students. Filter your list by who you want to contact, such as those who reside in a specific ZIP Code or community area. You can further refine your list by eliminating leads that you previously tried to contact but weren’t at home during your planned time. Use opportunities such as holidays, snow days, and school and local events to leverage your prospecting efforts.

4-4. **Blueprinting.** Blueprint your leads prior to any prospecting operations. Blueprinting is nothing more than obtaining specific or personal information about the people you are going to contact. You can usually get such information from COIs, VIPs, parents, school officials, and Future Soldiers. Information may not always be

available, but the more you know about a person the more receptive they will be to your message.

4-5. **Tracking.** The RZ calendar automatically tracks prospecting attempts, contacts, and appointments. As you make attempts, contacts, and appointments, you can clearly see the results of your work. It could look something like this: Attempts: 25, contacts: 5, appointments: 1. Remember that a contact is only counted if it is made with the intended person. Introducing yourself to a parent can be a positive action (blueprinting), but remember it's not a contact.

4-6. **Callback plan.** What happens during the contact attempt will determine your callback plan. If there was no answer, schedule your followup for a different time. If the individual was not home find out the best time to call them. By recording detailed notes of your attempts such as time called and information received from family members, you can adjust your followup time and message. Care should be taken to ensure followups are evenly distributed to avoid overbooking your daily plan.

## TELEPHONE PROSPECTING

4-7. The telephone, amidst all of today's technology still remains the recruiter's tool of choice for prospecting. Even though voice mail and caller identification has somewhat lessened the effectiveness of the telephone, it is still the most efficient means to contact the largest number of leads in the shortest amount of time.

4-8. **Prospecting steps.** Now that you have established a solid plan, it's time to put it into action. Remember, the art of recruiting begins with that first contact—the first phone call, the first handshake, the first e-mail response. Regardless of the prospecting method, you are the one responsible for taking the first step. Don't allow yourself to be distracted or dissuaded from accomplishing your prospecting goals. Even though the steps of telephone prospecting are linear, you must remain flexible to accommodate any questions the prospect may have. Your objective during any prospecting operation is getting the person to agree to an appointment. The following paragraphs represent the steps of the phone call.

- **Identify yourself and the Army.** This cannot be overstated. Be excited! Be proud of your profession and the service you provide to both the individual and the Nation. Initiate communication by using a scripted opening statement that includes identifying who you are and what you do. For example, *"Hello, I'm Sergeant Jones with the Army recruiting office here in town. Is John at home?"* (See app B for introductory scripts.)
- **Establish trust and credibility.** First impressions are everything. Remember, when you call you are more than likely an interruption. The person was not expecting a call, especially from the local Army recruiter, and may be in the middle of a meal, doing homework, or getting ready to leave the house. A telephone call can make it difficult to convey your sincere interest in the person. Therefore, it is essential you communicate your role as a counselor. This can be done by briefly describing Army training or educational programs and how the Army can assist them realize their career goals. Remember, establishing trust and credibility on the telephone may take a little time. Be patient and show a genuine interest in the individual's aspirations, dreams, and goals. Ask questions and most of all listen.

- **State the reason for the call.** Your intention is to explain how you can help them identify their goals and develop strategies to achieve them. It is important you communicate to the prospect your ability to provide such a service. Using a scripted and well rehearsed introduction, you might say something like, “*John, this is SGT Jones, your local Army representative. The reason I’m calling is to talk with you about the Army, and how the Army can help you realize your career goals. Would you mind spending a few minutes with me?*” Present a simple Army story whenever the opportunity presents itself and relate that story to your role as a counselor. Sometimes, simply being an adult who is willing to listen has a tremendous impact. (See app B, lead-in.)
- **Identify the need for a plan to achieve their goals.** Use your counseling techniques to uncover not only the person’s goals, but also their true passions. A person may tell you their goal is to attend college, earn a business degree, and own their own business. Their passion may be having something they can be proud of, something they have dreamed of for years. Never confuse the two. Perhaps the person knows what they want, but aren’t really sure how to get it. Perhaps they know how to get what they want, but don’t have the means. Either situation presents an outstanding opportunity for you to reiterate your ability to assist them.
- **Establish your value to the contact.** It is not unusual to meet people who have no goals at all. These people will often try to hide the fact that they haven’t thought about it or don’t see how they could achieve any goals even if they had them. They might be embarrassed to talk about their situation, especially with someone they don’t know. Others have a laundry list of goals with no set plans on how to achieve them. In either case, skilled counseling techniques will make them realize the need to talk with you. Respect their goals, ask open-ended, factfinding questions, avoid questions that ask for a yes or no answer and never give the impression you are interrogating them. For example, “*John, what plans have you made to continue your education following high school?*” This sort of question can only be answered with a good bit of thought. Help them understand your wish to help. Be conscious of the questions you ask. Open their eyes. Be patient, interested, and flexible. Improvise, create interest, and be sure to uncover a need that will require your further assistance.
- **Identify facts and eliminate assumptions.** During phone conversations, misunderstandings may occur. It’s important you make no assumptions as to the intent of your prospect. If necessary, ask follow-on questions. Re-state what you believe they have said. Do what is necessary to gain a clear understanding of the prospect’s goals and passions. It is very important to clarify any misunderstandings. By closely monitoring the content and direction of a conversation, you will convey to the prospect your sincerity and ability to counsel professionally.
- **Engender a commitment.** Once you have identified goals and passions, it’s time to ask for the appointment. Explain that a personal meeting is necessary to present the options and alternatives that will help them achieve their goals. Most often, people think if they agree to an appointment they have to join the Army. In order to calm their fears, reemphasize you are there for them; and that you have their best interests at heart. It is likely your prospect will be somewhat resistant when you ask for the

appointment. FM 6-22 outlines the problem-solving process that can be used to overcome most obstacles. It is important to remain empathetic; let the person know you understand their hesitation. Work through obstacles as they arise. Not every phone call will result in an appointment. With this in mind, remember when you are unable to overcome resistance, end the conversation on a high point. The person should come away from the conversation feeling you have their best interests in mind. This kind of sincere, low pressure dialog will leave the door open and make it easy for the person to approach you later. (See app B, overcome obstacles.)

- **Ask for a referral.** No matter the result of a telephone call, always ask for a referral. A referral has the highest probability of becoming an enlistment. If the person you are talking to gives you a referral, it will likely be someone who they know is interested in serving. When you ask for a referral, be creative. Use a technique you are comfortable with. Some examples include, “*John, who do you know who could use some help in planning for their future?*” or “*John, is there anyone you can think of who’d benefit from what we talked about today?*”

## **FACE-TO-FACE PROSPECTING**

4-9. Face-to-face is the most direct form of prospecting. It gives you an opportunity to physically meet with people rather than talk with them on the phone. When you cannot contact a lead by phone, the next best thing is to stop by their house.

4-10. Face-to-face prospecting should be a part of your ROP just as telephone and e-mail. Plan your face-to-face prospecting activities by selecting leads living in the same general area. Select a time based on their status, such as, seniors in the late afternoon and grads in the morning. Always be prepared to conduct an Army interview and ensure you have a good supply of recruiting publicity items (RPIs) and business cards. Always leave an RPI and a business card whether you’ve talked to someone or not.

4-11. Keep in mind face-to-face prospecting is a hit and miss type of activity. Your goal is to talk to the person, but if they’re not at home, you can usually get valuable blueprint information from parents, family members, and even neighbors. They will usually let you know a good time to stop back. They may also supply you with additional contact information such as a cell phone number, e-mail address, or other location where the person can be reached. If you are fortunate enough to talk with a parent, you can usually learn their child’s career plans. This will give you an opportunity to share with them how the Army can help their son or daughter achieve their plans. Your personal visit could also find a brother, sister, or even parent who may be interested in hearing the Army story. Uncovering new leads is a common by-product of face-to-face prospecting, but one you’ll never experience until you do it.

4-12. Even though face-to-face isn’t the most efficient means of prospecting, it is the most effective. With the lowest contact to contract ratio, face-to-face prospecting should be your method of choice when you need a quick contract. Simply make a list of people you haven’t been able to contact, grab some RPIs, and knock on some doors.

## E-MAIL PROSPECTING

4-13. One of the newest tools in the recruiter's arsenal is the Internet. The Internet enables you to communicate via e-mail and can be seen as a very effective and cost-efficient tool for contacting large numbers of prospects. Even though e-mail is efficient and cost-friendly, it can never be as personal or captivating as a telephone or face-to-face conversation. Since it is impossible to personally meet every person in your market, e-mail can be used to initiate contact, pique interest, and get your message out.

4-14. While e-mail can be a great tool for contacting large numbers of leads, avoid the perception of being just another mass marketer. If you decide to send Army prospecting e-mail to a large target audience, be sure to limit the number of recipients to 20 or fewer. If you put the addresses for more than 20 recipients in the "To" line, many systems will identify the mail as spam. Many Internet service providers automatically filter such e-mails.

4-15. E-mail can be a great tool for contacting large numbers of prospects. What should you say and try to communicate? USAREC provides a number of templates for your use. In fact, use of the templates is required for all e-mail prospecting. E-mail templates are designed to synchronize with other messages going out through other media. Your e-mails will be personal, professional, and on track with the most current command initiatives. USAREC e-mail templates are updated regularly and include the following mandatory items:

- The sender's full name, address, telephone number, and a removal clause.
- Links to [www.goarmy.com](http://www.goarmy.com). A link to the Cyber Recruiting chat room, <http://www.goarmy.com/ChatIndex.do>, can be added if desired.
- The removal clause, "If you do not wish to receive e-mail about new Army offers and information, please respond back to this e-mail with the word "Remove" in the subject line and I will remove your name from my mailing list."

4-16. The use of e-mail can be a highly productive recruiting tool. Use caution, however, if you are contacting schools and students. Never jeopardize the Army's positive relationship with the school or its students. The Army's entire Internet domain can be denied or blocked if you violate this guidance. The following are examples of templates provided by USAREC. USAREC e-mail templates are regularly updated and can be found in the RZ.

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

## LEAD GENERATION ACTIVITIES

4-17. **Referrals.** Getting referrals demonstrates the power of your external network. Every person in your community is a potential lead source. When your neighbors, COIs, school officials, and Future Soldiers accept you as a respected member of



the community, they will refer their friends and family members. Remember, when a person refers someone, they are in effect telling that individual they trust you. More importantly, the referrer's honor and integrity transfers to you. Therefore, referred leads are more comfortable and open to what you have to say. That's why you should always ask for a referral. Don't sit around and wait for referrals to come to you, though some will. Get out in the community and ask for them. Give your Future Soldiers a monthly referral mission and explain how referrals can help them get promoted. Remember, referrals convert to enlistments much more frequently than leads from any other source.

4-18. **Area canvassing.** Area canvassing is not only the fastest and easiest way to gain exposure to your market it is also an excellent source of leads. Canvassing activities allow you to develop and nurture a solid community network. Time spent in the community allows you to develop COIs and VIPs. It enables you to identify high traffic areas and hotspots (places where people hang out). You can also use canvassing activities to target strategic locations for free advertising, such as posters and RPIs.

4-19. Area canvassing can be very time consuming so it's a good idea to have a solid and predictable plan. Create your plan so people will know where you will be at any given time during the week. The more time you spend in your community, the more you will understand where to be and when to be there. Knowing the habits of people in your market will greatly assist you in your efforts. Attend high school football and basketball games. Visit malls, shopping centers, hangouts, and restaurants. One of the most important locations for you to visit is your high schools. The purpose of your visit should be to obtain leads without being a hindrance to students or school officials. Take advantage of every opportunity you are given to visit your schools such as table days, lunch visits, and class presentations.

4-20. When out in your area talk to everyone you come in contact with. Develop comfortable and friendly techniques to break the ice with people. Give your business cards to everyone you meet. Make friends with store owners, they also can provide you with referrals. Visit AR centers and National Guard armories, they are always a good source of leads. When you stop for gas, get your hair cut, or check out at the grocery store ask for a referral. The key is to make as many friends as possible. The number of people you'll talk to face-to-face before obtaining an enlistment will generally be less than the number of people you'll need to talk to on the telephone.

## Chapter 5

# Conducting an Army Interview

*“Army leaders must demonstrate certain qualities to be effective counselors. These qualities include respect for subordinates, self-awareness and cultural awareness, empathy, and credibility.”*

FM 6-22, Appendix B

### INTRODUCTION: THE ARMY STORY

5-1. The Army story is as old as the Army itself. It’s about a bridge in Concord, Massachusetts, an amphibious landing on Omaha Beach, and crossing the Euphrates into Baghdad. The Army story began during our Nation’s birth and for more than two centuries has supported and defended America’s way of life. Your chapter of the Army story continues today, as you share your personal experiences with young men and women who are considering their own Army story. It all starts with the Army interview, a one-on-one conversation between you and a

prospective Future Soldier. The Army interview uses the developmental counseling approach to determine the individual’s needs, wants, and desires.

5-2. Your Army story is critical to your success. Your story should include the reason you joined, the benefits you received, your experiences as a Soldier and leader, the places you’ve been, and Army life in general. You must be flexible and able to adapt your Army story to any situation. You should tailor your story to the audience, whether it is potential Soldiers, parents, teachers, or community influencers. Even people who are not eligible know someone who is and they will refer them to you if you ask. Use every opportunity to tell your Army story.

#### CONTENTS

<b>Introduction: The Army Story</b> .....	<b>5-1</b>
<b>Adaptive Approaches to Counseling</b> .....	<b>5-2</b>
<b>Qualities to Counsel Effectively</b> .....	<b>5-2</b>
<b>Counseling Skills</b> .....	<b>5-3</b>
<b>Counseling Pitfalls</b> .....	<b>5-4</b>
<b>Counseling Process</b> .....	<b>5-5</b>
<b>Prepare for Counseling</b> .....	<b>5-5</b>
<b>Conduct Counseling - The Army Interview</b> .....	<b>5-6</b>
<b>Temperature Check</b> .....	<b>5-7</b>
<b>Steps of the Army Interview</b> .....	<b>5-7</b>
<b>Trust and Credibility</b> .....	<b>5-7</b>
<b>Prequalification</b> .....	<b>5-9</b>
<b>Identify and Establish Goals</b> .....	<b>5-10</b>
<b>Generate and Compare Alternatives</b> .....	<b>5-11</b>
<b>The Decisionmaking Process</b> .....	<b>5-12</b>
<b>Working Through Obstacles</b> .....	<b>5-12</b>
<b>Engender the Commitment and Execute the</b>	
<b>Decision</b> .....	<b>5-14</b>
<b>Followup</b> .....	<b>5-14</b>



5-3. Your Army story, combined with your counseling experience and leadership ability is what motivates a person to enlist. The interview itself is nothing more than a form of developmental counseling, something you should already be familiar with. You've probably counseled Soldiers and most assuredly have been counseled yourself sometime during your career. Those same counseling skills, along with your Army story, will now be used to show potential Soldiers how they can realize their life goals through an Army enlistment.

## **ADAPTIVE APPROACHES TO COUNSELING**

5-4. To be an effective recruiter you must learn to treat each prospect as an individual. Different people and different situations require different counseling approaches. The three approaches to counseling are nondirective, directive, and combined. The nondirective approach encourages maturity, open communication, and personal responsibility. The directive approach is good for prospects who need clear, concise, direction, and allows the counselor to use their own experiences to guide them. The combined approach encourages maturity, open communication, and allows the counselor to use their own experiences.

5-5. Leading someone through the decisionmaking process relies heavily on your ability to use all three counseling approaches. You must be sensitive to the responses you receive during the interview so you can make on-the-fly adjustments to your approach. Some prospects start out timid and slowly gain confidence as you build their self-esteem. You could very well use all three approaches in the same interview.

5-6. In addition to the counseling approaches you must also be able to inspire and intellectually stimulate your prospect. Inspirational motivation provides your prospect with challenges and reasons to achieve their goals by taking action. One way to inspire your prospect is to help them reflect on their past goals and what it took to achieve them. Intellectual stimulation helps your prospect question assumptions they've made about their future. This will help them generate realistic and achievable goals. Individualized consideration is the most important part of the interview. It allows you to coach and mentor each prospect one-on-one. A successful interview will result in the prospect wanting to emulate you.

## **QUALITIES TO COUNSEL EFFECTIVELY**

5-7. There are no easy answers or guides that can prepare you for the many different leadership and counseling challenges you will encounter. You must rely on the leadership competencies and behaviors you've learned throughout your Army career. The Army's leadership competencies and behaviors are outlined in FM 6-22.

5-8. You must be a leader with strong moral character and embody the Army values. You serve a public that sees you as an ambassador of the Army; self-disciplined, professional, and socially upstanding. You cannot allow a negative stereotype of your profession to be confirmed. If you live the Soldier's creed, you will create mutual trust with the community and enhance your mission success.

5-9. You will earn trust and gain credibility with your community and prospective Future Soldiers by being honest and consistent in your statements and actions.

This can be as simple as showing up on time for an appointment or by just keeping your word. Trust and credibility form the foundation of your relationship with the community and ultimately your target market. By successfully establishing trust and credibility, you will increase the likelihood of prospects who will seek your career guidance.

5-10. Since our country is one of the most culturally diverse in the world, understanding the beliefs, values, and norms of the ethnic groups in your community is a must. Do some research, contact the local chamber of commerce, visit veteran and civic organizations, and actively listen when talking with prospects. This information gathering will help you appreciate what is important to the people you are counseling and make you a more effective recruiter.

5-11. Self-awareness means knowing your personal strengths and vulnerabilities. Remember, every person is unique and may interpret your words and actions in ways you never intended. You must be aware that ideas, plans, or goals communicated to you by your prospects are very personal, regardless of how you perceive them, and they must be respected. During the interview you must develop alternatives designed to help the person achieve their goals. If you encounter someone who has no set goals, empathize with them. Help them establish some goals and then proceed with the interview. Never minimize a person's needs, wants, and desires. Trivializing their goals and replacing them with your own will negatively impact your relationship. The interview will become one-sided and your role as counselor will degrade to that of a salesperson.

5-12. Empathy is an important skill you must acquire if you expect to be a good recruiter. You must be understanding and sensitive to the experiences, feelings, and thoughts of your prospect to the degree that you can almost experience or feel them yourself. Putting yourself in your prospect's shoes will help you understand their needs, wants, and desires. It is a way to validate the other person's reality, perspective, and point of view. This insight plays an important part in your influence now and later to reinforce their commitment as a Future Soldier.

## **COUNSELING SKILLS**

5-13. You should continuously develop your counseling skills and techniques. You can accomplish this through active listening, studying human behavior, sharpening your communication techniques, becoming self-aware, and developing valuable interpersonal skills. Each interview will vary depending on the individual, but the skills you use will remain constant. The basic skill you must master is active listening.

5-14. **Active listening** is an intent to "listen for meaning," in which the listener checks with the speaker to see that a statement has been correctly heard and understood. The goal of active listening is to improve mutual understanding and encourage people to communicate more openly and freely. Active listening has many components, including body language (nodding, eye contact, open posture, body and facial expressions) and verbal techniques (reflective listening, paraphrasing, asking clarifying questions, and understanding the message behind the message).

5-15. **Body language** interpretation is very helpful, but can be difficult if you are

unfamiliar with your audience. The following examples will apply in most cases. Arms crossed on the chest can portray defensiveness or close mindedness. Stroking the chin could be a sign the person is trying to make a decision. Placing the hand on the cheek could mean the prospect is evaluating and thinking about what has been said. Touching or slightly rubbing the nose can mean there is doubt, rejection, or distrust about what has been said. Leaning forward could mean the person you are speaking with is very interested in what is being said. You should be aware of subtle changes in your prospect's body position, eye contact, and hand gestures. For the same reason, you should recognize the signals you are sending through your own body language. The practice and study of nonverbal communication is necessary to effectively communicate with your audience.

5-16. **Reflective listening** is crucial. It is simply repeating back to the prospect exactly what you heard them say, using their words. It will increase your understanding of the person's intent; it can help the person clarify their thoughts; and it can reassure them you understand their point of view and that you sincerely want to help.

5-17. **Paraphrasing** is repeating to the person what you heard them say by summarizing it and putting it into your own words. When the person senses you truly understand what they are saying, your credibility will be enhanced.

5-18. **Clarifying questions** are asked in an effort to gain a deeper and more accurate understanding of what the person is trying to say. Clarifying questions lessen the possibility of any misunderstanding on your part. When you are able to uncover the hidden message that lies beneath what is actually said, your effectiveness in providing meaningful counsel is greatly enhanced.

## COUNSELING PITFALLS

5-19. Here are some counseling pitfalls you must avoid:

- Personal bias – an unfair preference or opinion based on your background and culture.
- Rash judgments – jumping to conclusions with incomplete information.
- Stereotyping – categorizing individuals or groups according to a preconceived image or idea.
- Loss of emotional control – getting angry and allowing personal distractions to influence the outcome of the interview.
- Inflexibility – an uncompromising, one size fits all counseling method.
- Failure to followup – failing to recontact the prospect within a reasonable amount of time.
- Premature interview termination – failing to tell the Army story to prospects who are permanently disqualified (see Note 1 below) or temporarily disqualified (see Note 2 below) to gain referrals.

Note 1: If the prospect is permanently disqualified, continue with an abbreviated interview so they are generally knowledgeable of Army programs and options. Keep them in your network, they will help you spread the Army word within your community and provide you with referrals.

Note 2: If the applicant is temporarily disqualified do not spend excessive time discussing their disqualification. Continue with the interview and try to get their commitment to join. Once they have agreed to join, then you can fully explain what they must do to become qualified.

## COUNSELING PROCESS

5-20. You will encounter people from all walks of life. You must be able to adapt the interview to any situation. While the following model addresses the interview as it applies to a prospect, you must also be able to adapt it to all aspects of recruiting, such as COI and VIP development.

5-21. The Army interview is a universal model that applies to all mission categories, to include medical and chaplain recruiting. During the interview, you must get to know the person, counsel them regarding their career plans, and attempt to lead them to an enlistment or commission decision. The principles and concepts that comprise the interview can be applied to any mission category or life situation. Your mission success can be directly attributed to your understanding and practice of the concepts in this model.

5-22. Since you spend most of your time looking for people who will agree to an appointment, it only makes good sense to give them your very best during the interview. Practice, rehearse, and listen to other recruiters. Develop your own personal style, but stay flexible so you can adjust to the individual's needs, wants, and desires. For more information on developmental counseling see FM 6-22, appendix B.

## PREPARE FOR COUNSELING

5-23. **Preparation** is the key to successful counseling. You can never predict the outcome of an interview, but you can take steps to increase the prospect's likelihood of joining the Army.

5-24. **Develop a blueprint.** Blueprinting is gathering information from third parties (friends, parents, school officials, Future Soldiers) and from the prospects themselves. It is important to review this information before the interview. You will need this information to help establish and maintain trust and credibility, determine needs and interests, and identify goals. This information will help you lead the person through the process and determine their best COA.

5-25. **Create a good appearance.** Your appearance (including your office, equipment, and professional conduct) represents the Army as a whole. You are probably the first Soldier your prospect, their family, and friends have ever met. The people the Army serves have high expectations of Soldiers, you must exceed their expectations. Your office and government-owned vehicle must be neat, clean, and present a professional appearance. First impressions are lasting impressions. Remember, the people in the communities where you work and live observe everything you do.

5-26. **Choose the best location.** The Army interview can be conducted anywhere. You should however, choose a location that minimizes interruptions and is free from distracting sights and sounds. Consider the comfort zone of your prospect. Let them decide if the recruiting office, their own home, or another location will be best for them. If your prospect is comfortable, they will be more apt to open up and talk freely and honestly with you. The ideal location is the prospect's living room or around the dining room table with their family present.

5-27. **Select a suitable time.** When scheduling an appointment, you should allow

time for a complete Army interview. A complete interview, without distractions has the potential to take more than 2 hours. Allow enough time to give your prospects the attention they deserve. Never overbook your schedule. The prospect's time is just as valuable as yours. Arrive on or just before the agreed upon time, and then use the time wisely.

5-28. **Invite influencers.** You enter a win-win situation by discovering who will influence your prospect's decisionmaking process. Include these influencers in the interview (see blueprinting). If your prospect is married, involved in a relationship, relies heavily on the advice of friends, or is 17 and needs parental consent, schedule the appointment so these influential people can be present. This approach will eliminate obstacles early on, allowing you to gain a commitment without the prospect changing their mind later. Don't forget, influencers can also refer even more leads.

5-29. **Get organized.** Review any blueprint information you've gathered to assist you during the interview. Identify topics to explore. You should ask yourself, "*Did I make the appointment based on ASVAB scores?*" "*Is this person interested in airborne training?*" "*What are my prospect's goals?*" Identify potential obstacles: A parent who served in the Armed Forces and had a bad experience; a spouse or significant other who may not want to endure a separation; and any obstacles that surfaced during the initial contact. Develop a plan to counter these potential problems so they do not become obstacles.

5-30. **Write it all down.** Outline the counseling session components. By using the information obtained from the prospect and outside sources, you can create a foundation to work from during the interview. You can then formulate COAs before encountering them face-to-face. You must be ready for anything and everything. Remain flexible, but focus on the desired outcome.

5-31. **Plan your counseling strategy.** While there are many approaches to counseling, FM 6-22 addresses three avenues of approach that can be effective: Directive, nondirective, and combined. You must be adept at interpreting the situation and the individual's personality when determining the use of each style. You may start the Army interview in the nondirective approach—soliciting input from your prospect to uncover their goals and aspirations—move into the combined approach to solidify plans of action and engender the commitment to enlist, and then finish in the directive approach when you schedule them for processing and enlistment.

5-32. **Establish the right atmosphere.** Make the prospect feel as comfortable and relaxed as possible. If the interview will take place in the recruiting station, make sure there is something to drink (bottled water, coffee, and soda), and that there's enough seating for everyone. Attention to detail goes a long way.

## **CONDUCT COUNSELING - THE ARMY INTERVIEW**

5-33. The Army interview is a nonlinear process; however, there is a logical sequence of steps that will be discussed later in the chapter (see Steps of the Army Interview). You will rely upon your training, experience, intuition, and the fundamentals of effective counseling to move through the interview. Regardless of what you encounter, you must adapt, adjust, and stay on course. You may retrace earlier



discussions or jump ahead depending on the situation and the prospect. You should not be confined by a lock-step process. By paying close attention to what is occurring during the interview, you can help the prospect identify their goals and formulate a plan to achieve them.

## TEMPERATURE CHECK

5-34. Knowing when to ask someone to join is just as important as asking them to join, timing is everything. A technique you can use to determine whether or not your prospect is ready to make a commitment is called a temperature check. A temperature check helps you know when the time is right to ask for a commitment. It is nothing more than asking the prospect for an opinion or a feeling about the Army or a specific program and then analyzing their reaction. It makes good recruiting sense to do temperature checks throughout the interview.

5-35. Asking a person to join does not have to occur during the last step of the interview. You can ask the question at any time. For example, after telling your Army story and your experiences as a tanker, you perceive you've touched the applicant's hot button. Follow up with a question such as, *"So John, does that sound like something you'd like to do?"* This simple temperature check will get you a yes or no response. If the answer is no or I'm not sure, don't be alarmed, the prospect is simply telling you they need more information. You might respond by saying something like, *"That's okay John, not everyone wants to drive a tank,"* and continue on with the interview. However, if the prospect responds by saying yes, start treating them as though they've already committed to join the Army. The interview will go a lot smoother because the big question has already been answered. Now you can show them how the Army can fulfill their goals and passions. Continue to reinforce their commitment by taking more temperature checks during the course of the interview such as, *"John, doesn't it feel good to know you have your future all mapped out?"* Use your imagination and treat the prospect like a Soldier, after all they told you the Army is something they want to be a part of.

5-36. Don't let agreement opportunities slip by. Early agreement diminishes anxiety and promotes open dialog. Periodic temperature checks throughout the course of the interview will also help establish a pattern of agreement from the prospect such as, *"John, wouldn't you agree that the Army can help you achieve your educational goals?"* After agreeing to your questions throughout the interview it will be a lot easier for the individual to say yes when you ask them to enlist. (See examples in app B for trial closes.)

## STEPS OF THE ARMY INTERVIEW

### TRUST AND CREDIBILITY

5-37. **Opening and introduction.** In most cases, you've already talked with your prospect either by telephone or face-to-face. You must be mindful of the initial trust and credibility that was established and build upon it during the opening of the interview. Even when you are interviewing a walk-in you must build trust and credibility. Just because someone walks through the door of the recruiting station does not mean that they are going to enlist. Most prospects feel uneasy during their first interview. They will experience fear, doubt, intimidation, distrust, and anxiety

as they face the unknown. You should assume these feelings exist and take deliberate action to put your prospects at ease and make them feel comfortable.

5-38. The best approach you can use to break the ice is to be honest and direct. It's all right for you to say something like, *"John, I know you may feel a little apprehensive about talking to me today. The first time I spoke with my recruiter, I didn't know what to expect either. Just remember, I'm here to help you. If you have any questions about what we talk about today, feel free to ask them at any time, okay?"* You might even say, *"John, in case you were wondering, you cannot join the Army today, but if you should decide to enlist, I will do my best to make that happen, is that okay?"* Your prospect's agreement with your ice breaking statement will set the tone for further agreement during the interview. Inform the prospect up front that you understand their fears and concerns. There is always initial anxiety when encountering the unknown. You must help them overcome their anxiety and remove any psychological barriers that may obstruct the two-way communication channel.

5-39. **State the reason for the interview.** The Army interview starts with you stating the purpose of the meeting and establishing the role of the prospect during the interview. For example, you might say, *"John, the reason we're here is to develop a plan that will help you accomplish your goals. If you haven't established any goals or are undecided, we will work together to determine what's best for you. I will help you discover a variety of ways you can achieve your goals."* Let the prospect know you're working for them.

5-40. The interview begins with you telling an Army story. While each story is personal, it is universal in its impact on the audience when told with honesty and conviction. This is your opportunity to present details of your own experiences. You must avoid coming off as bragging about your experiences. By telling your Army story up front, the task of establishing credibility and trust becomes easier. You will build self-confidence early in the counseling process. Confidence leads to enthusiasm and enthusiasm is contagious. Your Army story may include your initial enlistment experience and subsequent assignments. By discussing promotions, awards, campaigns, and assignment locations you will begin the process of educating your prospect so they can picture themselves in the Army. Your personalized Army story should be well rehearsed and supported by some form of testimony or personal scrapbook. You can customize your scrapbook by using the Power Point presentation template located on USAREC's Recruiting Multimedia DVD.

5-41. **Tell the Army story.** Recall that during the opening part of the Army interview, you told your personal Army story. You told the prospect why you joined the Army, your accomplishments, and adventures. It is at this point of the interview that you want to shift the focus and concentrate your efforts on the Army. By telling the Army story, you open the world of the Army to the prospective Future Soldier. This will help your prospects see the Army through your eyes, showing them with word pictures some of the things they will do when they become a Soldier. The multimedia presentations on the recruiter workstation can help bring your Army story to life.

5-42. Ask your prospect what they know about the Army. This can serve as a starting point to build your Army story. By understanding the prospect's point of view, you also gain insight about the person. You will talk about the history of the Army, the Army values you live by, and the Soldier's creed.

## PREQUALIFICATION

5-43. Recruiting is a human resources function. Always qualify the prospect. You should approach the Army interview as if you are the Army's human resources representative. You must ask general questions to establish control of the interview as you work to qualify the prospect. There are no standard questions. You may ask such things as, "Do you believe you are qualified to be a Soldier?" "What can you offer the Army?" "What do you expect from the Army?" "What do you know about the Army?" You should treat the Army interview just as you would a job interview. You are responsible to determine if the prospect is medically qualified and meets the administrative and moral qualifications outlined in AR 601-210. You will learn to gather most of the required prequalification information during the body of the interview. As a general guideline, you should determine the prospect's qualifications before you develop a plan of action. This ensures you present the prospect with the right options and information.

5-44. **Determining eligibility.** Once you have uncovered the prospect's passions and goals you must explain that Army programs are contingent on their eligibility to join. This important step is classified as prequalification. The best way to determine the prospect's qualifications is to use the acronym APPEMDT as a guide: A = age, P = physical, P = prior service, L = law violations, E = education, M = marital status, D = dependents, and T = testing. The guide will help you uncover most disqualifications. This step should not be taken lightly. Failure to uncover information that could make the prospect unqualified for an option or enlistment could result in losing the prospect and tarnishing your trust and credibility within the community.

5-45. When determining eligibility, it's important to ask the right questions. The following examples are designed to uncover the information you need to prequalify the prospect.

- Age. "What is your date of birth?" "Where were you born?" "What is your SSN?" "Are you registered to vote?" "Do you know your selective service number?"
- Physical. "Are you now or have you ever been under the care of a doctor to include any childhood illnesses or injuries?"  
Note: This question could be asked as follows: "Please tell me about all the illnesses you've had. What is the first one, when did you have it, and what medications did you use?" "When was the last time you used marijuana or any other drugs?" "How tall are you and how much do you weigh?" "Do you have any tattoos and/or piercings?"
- Prior service. "Are you now or have you ever been a member of or processed for any branch of the Armed Forces to include the National Guard or Reserves?" "Have you ever been a member of any youth organization such as ROTC, JROTC, Naval Sea Cadets, Air Force Civil Air Patrol, National Defense Cadets Corp, or the Boy Scouts (or Girl Scouts)? If so what awards did you receive?"
- Law violations. "Please list all your law violations to include tickets. This list must include all violations from any law enforcement agency to include military police. I will need anything that happened when you were a juvenile as well. I will also need the disposition of these cases."
- Education. "Did you graduate from high school or college?" "What grade are you in?" "What school did you attend?" "How many college credits did you earn?"
- Marital status. "Have you ever been married?" "Are you planning to get married"



*or divorced in the near future?” “Is your spouse in the military now?”*

- Dependents. *“Is anyone morally, legally, or financially dependent upon you for support?”*
- Testing. *“Have you ever taken the Armed Services Vocational Aptitude Battery Test?” “What score did you get and when did you take it?”*

Note 1: If the prospect doesn't know about the ASVAB test, explain that it is a test to measure their trainability and can help determine a career path that would best set them up for success.

Note 2: If the prospect has never taken the ASVAB test, took it over 2 years ago, or you are unable to validate their test scores, have them take the Enlistment Screening Test (EST). Use the time they're taking the test to do a little more research so you can develop an Army and AR plan for them.

## IDENTIFY AND ESTABLISH GOALS

5-46. **Present facts using SOLDIER.** You must be conscious of the methods you use to uncover your prospect's goals. Do not bombard your prospect with questions and never give the impression you are interrogating them. Take your time and make sure you uncover all their goals and motives. This will effectively remove most potential obstacles down the road. You must cover the following areas when discussing Army opportunities:

- **S**ervice to country. Tradition, history, and Army values.
- **O**ccupational and career enhancement. Practical work experience and marketable job skill, college education, and emerging technology.
- **L**eadership. Management development.
- **D**iversity. Cultural (travel) and organizational.
- **I**ncome. Financial stability and security.
- **E**xcitement. Challenge, adventure, and recreation.
- **R**espect. Pride of service, public opinion, and sense of self-worth.

5-47. **Solicit prospect's plan.** After you've uncovered your prospect's goals and aspirations, ask the prospect how they intend to accomplish them. In most cases you'll find they really haven't given it much thought, so your plan will be their best option. Now present all the features and benefits the Army can provide. While presenting these features and benefits, you should continue questioning the prospect about their qualifications for enlisting. These questions should be transparent to your prospect but provide you with valuable insight about their qualifications for special programs and options. You must be the subject matter expert on all programs, options, and benefits for both RA and AR enlistments. You must be able to explain the options and benefits in detail and tailor them to meet the prospect's specific goals.

5-48. **Eliminate assumptions.** A fact is a piece of information about circumstances that exist or events that have occurred. An assumption is a statement that is assumed to be true and from which a conclusion can be drawn. It is vital to your mission to base your counsel and career guidance on facts, not assumptions. Uncovering facts during the interview is tedious and time-consuming, but necessary to become an effective counselor. Do not take shortcuts during this process.

5-49. **Identify short- and long-range goals.** The next step in establishing the prospect's plan is to identify the desired outcome. Your goal is to gain a commitment from your prospect to join the Army. But, you cannot afford to lose sight of the fact that you are there for the prospect; to outline how the Army can help them achieve

their personal goals and aspirations. During the initial part of the interview you will take on the roles of counselor, mentor, and coach as you lead the prospect through the mental process of identifying their needs, wants, and desires.

5-50. To identify your prospect's goals and motives, you must actively listen and understand what they are telling you. Some prospects may not have put a lot of thought into the goal-setting process prior to meeting with you. In other cases, your prospect may have a laundry list of goals they are trying to fulfill. Regardless of the situation, using skillful questioning and active listening techniques, you must draw from your prospect as much information as possible to correctly identify their goals.

5-51. Questions to help generate goal-orientated thoughts might include, *"Where do you see yourself in 5 years?" "Now that you are a senior in high school, what kind of plans have you made?" "What kind of career move are you looking for?" "How do you see the Army benefiting you in the future?"*

5-52. A prospect who responds by telling you they were thinking of attending the local community college because their friends are or it's what their parents want, has only given you a glimpse of their world. Well thought-out, follow-on questions are necessary to help you uncover and get a complete understanding of their desires such as, *"What do you want to do, John?" "What's important to you?" "What's your passion in life?"*

5-53. Active listening and open, two-way communication are the foundations of the interview. It is important for your personal biases to take a backseat. You must remain objective during the counseling session. You need to look beyond the face value of any statement and try to understand what your prospect is really saying and feeling. You must listen to what they say and observe how they say it. You should work with the facts presented to you, but continue to ask and expand the prospect's responses by asking follow-on questions.

5-54. Misunderstanding your prospect's motivation could lead you to a COA that will not help them achieve their true goals. Even when you think you understand their goals, ask follow-on questions to make sure. The only way you can effectively lead and guide the prospect is to identify their true passion. For instance, if your prospect tells you they want to attend the local technical college, you may start to outline a plan that involves the Montgomery GI Bill. By asking additional questions, though, you may learn your prospect wants to open their own business. Armed with all the information about your prospect's goals, aspirations, and true passion, you can effectively generate a plan consisting of options and alternatives specifically tailored for them. The plan you develop for the prospect must identify the Army as the primary means to realize their passions and reach their goals.

## **GENERATE AND COMPARE ALTERNATIVES**

5-55. **Create alternatives.** Every person has different goals. As a leader, you must assist in generating specific COAs tailored to the goals of the person you are counseling. You must tap into their true passion and communicate the proposed alternatives as a life plan, not just a career plan.

5-56. Engage the individual's emotional side; get them enthusiastic, motivated, and

involved. Present several comprehensive alternatives. Have an indepth understanding of all potential alternatives and present them as a viable and relevant COA. Do not mention specific incentives such as the Army College Fund or a specific military occupational specialty (MOS) until you determine the person's qualifications. This will help maintain the prospect's self-esteem and save you the embarrassment of explaining why they're not qualified for the COA you presented.

5-57. The intangible benefits (leadership skills, self-discipline, self-awareness) must be included when developing alternatives. While a person can receive a cash bonus or hands-on training to take care of their short-term goals, you must effectively convey the merits of loyalty, duty, respect, service, honor, integrity, and personal courage. You must convey how they will affect your prospect's future endeavors. An Army enlistment may not be the prospect's only alternative. You must be prepared to address all alternatives that may fall outside of your lane such as college enrollment or referring to local job placement centers. The point is you must aggressively address the person's goals.

5-58. **Analyze alternatives.** Your prospect might feel overwhelmed when presented with all their career goal alternatives. The Army Recruiting Compensation Advantage (ARCA) System will help them weigh their choices. ARCA uses current school and occupational data for their area of interest and helps them see the very best path. It is crucial that you use the ARCA System when dissecting and comparing alternatives. Providing alternatives using real-time data will greatly enhance their decisionmaking. Considering their needs, ask the individual what they think would be their best plan of action and have them explain how they arrived at their conclusion. Once the alternatives are addressed and your prospect has an understanding of how the Army will help them achieve their goals, the next step is asking them to join.

## **THE DECISIONMAKING PROCESS**

5-59. **Lead the prospect through the decisionmaking process.** You should now be able to point out alternatives the individual can choose to reach their career goals. The experienced leader will allow the final decision to reside with the person who will be affected the most, the prospect. You will suggest, recommend, and advise about each COA available. Then you must act decisively, by asking for a decision. The wording of the question should be direct enough to ensure there is no question in the prospect's mind that you are expecting a decision to be made. *"John, which of these alternatives do you feel will best support your goals?"* At this point you are asking the prospect to decide on the best COA, which will always be the Army. Once the prospect selects the best COA, the next step is to engender their commitment to join the Army.

## **WORKING THROUGH OBSTACLES**

5-60. **Find the hidden obstacle.** You can encounter obstacles at any time during the interview, but they most often appear when you ask for a decision. When an obstacle appears, deal with it right away. Let's face facts: You are asking your prospect to make a significant decision. Let them know you understand how difficult it can be to make a big decision and that you only have their best interests in mind. Remember your prospect does not have your leadership experience or train-

ing. Therefore, you must lead them.

5-61. Even if you've just given the best interview of your life and successfully mapped out your prospect's future, there may still be some obstacles to address before they will agree to enlist (see examples in app B, closing techniques). Treat all obstacles for what they really are, requests for more information. View obstacles as an opportunity to get more detailed in those areas that may concern your prospect. More information will dispel any misgivings that hindered the person's ability to make a positive enlistment decision.

5-62. Overcoming obstacles is the same as solving problems and can be addressed using the Army's seven-step problem-solving model found in FM 5-0. Although it is a seven-step procedure, it can be shortened to three steps. Most of the information you will need to overcome an obstacle has already been discussed during the course of the interview. The seven-step process can be reduced to three: Identifying the problem, gathering facts and assumptions, and generating alternatives or solutions (See app B for examples of overcoming obstacles.)

5-63. The first step is to identify the real obstacle. You need to know what is causing your prospect to balk at making a decision. Tactfully bring the root cause of the obstacle to the surface and resolve it. Ask thoughtful questions, such as, "*Jane, what is it that's causing you to hesitate about making a decision?*" or "*John, it appears you're really not sure which direction to go. What is it that's causing you concern?*" It is important to identify the true obstacle and not be distracted by smoke screens. A smoke screen merely hides what is truly causing their hesitation. Your prospect may not state their true concerns for many reasons, including biases, personal values, and even embarrassment.

5-64. This second step is to identify the facts and assumptions. Follow-on questions will uncover the prospect's real concerns. Be sure when you move into the next step you are providing information that will calm their concerns. "*Jane, isn't it true the Montgomery GI Bill and Loan Repayment Program will enable you to obtain your bachelor's degree as a full-time student?*" or "*John, isn't it true the Army will provide you with a secure job and benefits, so you can support your family?*" (See app B for examples of follow-on questions.)

5-65. The third step is to generate, analyze, and compare alternatives. You must be adept at active listening and skilled questioning in order to successfully address obstacles and provide practical solutions. As in the examples cited above, Jane may understand she would be able to achieve her goals by enlisting in the AR. She is reluctant to join because she perceives BT would be too rigorous an ordeal (the true obstacle). John reveals that while he is enthusiastic about having a steady source of income, he is also concerned about being separated from his family for long periods of time. With this knowledge, you can now help the person work through the obstacle. By offering insight through experience and providing your prospect choices to solve their own problem, you continue to build trust and credibility. Whether addressing emotional needs or material facts, you must help your prospect weigh the pros and cons and compare the alternatives.

## **ENGENDER THE COMMITMENT AND EXECUTE THE DECISION**

5-66. After working through all obstacles, you must ask for the commitment. *“Jane, don’t you agree that enduring the rigors of basic training and getting in shape is a small price to pay to realize your dreams? When would you like to take your physical and join the Army Reserves, Tuesday or Thursday?”* If the prospect picks a day, then it’s time to find them a job using the Future Soldier Remote Reservation System. At this time you should also discuss the ASVAB, the application, the physical exam, and the enlistment process. You might also touch on the FSTP, and above all ask for a referral.

5-67. If you’ve overcome every obstacle and the prospect still decides not to join, or if they’re unqualified, be supportive and respectful. Regardless of the outcome, you must get them to agree that even though the Army wasn’t their choice, it was their best alternative. Make sure you provide them with a copy of the ARCA alternative comparison sheet so they can look at it again and share it with their family and friends. Now is a good time to ask for a referral, someone the prospect knows who could benefit by joining the Army. Even though they didn’t join, they are now very knowledgeable of Army programs and can become a valuable COI.

## **FOLLOWUP**

5-68. Leave the communication door open and ask if you can call them periodically to see how they’re doing. Once the pressure is off, they will be receptive to your followup plan. Keeping in touch will reinforce the prospect’s trust in you and keep the Army alternative at the forefront, should their plans change. Not every interview results in an immediate enlistment, but timely followup and proper reinforcement make it more likely the prospect will enlist later (see chap 7).

## Chapter 6

# Processing

*“Do right. Do your best. Treat others as you want to be treated.”*

Lou Holtz

### INTRODUCTION

6-1. Processing starts when a prospect agrees to enlist. This agreement normally happens during the Army interview but can take place during a followup or even after the ASVAB test. In any event, once the prospect says yes, processing begins. The first step of the applica-

tion process is to verify the applicant’s basic eligibility. This is done by reviewing official documents that verify the applicant’s age, citizenship, education, marital status, dependents, and any other required documentation. You must also thoroughly screen the applicant to uncover any medical condition or law violation that could disqualify them or will require additional documentation.

6-2. It is during applicant processing that your character and integrity may be tested. Never compromise your integrity. Never be afraid to ask tough, honest, questions regarding the applicant’s eligibility. Under no circumstances will you ever conceal or conspire to conceal any information that might disqualify your applicant. Your ultimate goal is to enlist Future Soldiers who you would proudly welcome as a member of your own squad or platoon. If you must ever choose between mission accomplishment and your integrity, always choose integrity.

6-3. The applicant along with copies of all supporting documents, are then submitted to the station commander who will ensure the record is complete before submitting to the guidance counselor as a projection. Ensure applicants understand they will undergo a “hot seat” interview with the station commander before they can go to the military entrance processing station (MEPS). Make sure they understand the MEPS experience will include a comprehensive medical examination to determine their physical qualifications. Once your applicant is mentally, morally, and physically qualified, the guidance counselor will verify the job you reserved through the Future Soldier Remote Reservation System or match their abilities and desires with the needs of the Army. Next your applicant will meet with a security interviewer. The last step is to take the Oath of Enlistment.

6-4. A day at the MEPS is a long and trying experience. Prepare your applicant for a

#### CONTENTS

<b>Introduction .....</b>	<b>6-1</b>
<b>Applicant Testing .....</b>	<b>6-2</b>
<b>Medical Processing .....</b>	<b>6-4</b>
<b>Recruiter’s Obligation .....</b>	<b>6-4</b>



rewarding, but arduous day spent answering seemingly endless questions, enduring long periods of waiting, and suffering the many indignities of a complete physical examination. If the MEPS experience is thoroughly explained, your applicant will be prepared to endure the process. Explain to your applicant that the guidance counselor, like yourself, has their best interests at heart and will take good care of them.

6-5. Your ability to create a projection is essential to the processing cycle. Projecting an applicant can mean the difference between a smooth transition at the MEPS or having to sit and wait while the guidance counselor manually inputs your applicant's data. Projecting also ensures that you receive the data from your applicant's test, physical, and enlistment. Projecting an applicant's record is like sending a brief resume on that person. Other information submitted includes the type of test, physical, and processing you are requesting.

6-6. Recruiters often underestimate the value of solid organizational skills. Many times over, recruiters from the same station will run into each other at the testing site. It is more efficient to share the load when it comes to coordinating these efforts. Work with your fellow recruiters to ensure processing and other like activities are shared. You could run applicants to the military entrance testing site while another recruiter can pick them up at the test's conclusion. If you are planning a trip to the local county courthouse to conduct records checks, find out if another recruiter needs records checks from the same location.

## APPLICANT TESTING

6-7. When a prospect agrees to process for enlistment, and has never been tested or has been tested and their scores are no longer valid, must take the ASVAB test. Testing can take place prior to or in conjunction with their physical at the MEPS. The ASVAB is comprised of eight subtests (see table 6-1). These results are used to make up the overall Armed Forces Qualification Test (AFQT) score. The AFQT is a percentile score used to determine minimum military mental qualifications and specific enlistment options.

**Table 6-1**  
**ASVAB Subtests**

Subtest	Minutes	Questions	Description
General Science	11	25	Measures knowledge of physical and biological sciences.
Arithmetic Reasoning	36	30	Measures ability to solve arithmetic word problems.
Word Knowledge	11	35	Measures ability to select the correct meaning of words presented in context and identify synonyms.
Paragraph Comprehension	13	15	Measures ability to obtain information from written material.

**Table 6-1**  
**ASVAB Subtests--Continued**

Auto and Shop Information	11	25	Measures knowledge of automobiles, tools, and shop terminology and practices.
Mathematics Knowledge	24	25	Measures knowledge of high school mathematics principles.
Mechanical Comprehension	19	25	Measures knowledge of mechanical and physical principles and ability to visualize how illustrated objects work.
Electronics Information	9	20	Tests knowledge of electricity and electronics.

6-8. Jobs offered to your applicant are based upon groupings of scores referred to as line scores (see table 6-2). These 10 scores will be indicated on your applicant's test record. Remember, the AFQT determines an applicant's eligibility to enlist, while line scores match the applicant's abilities to specific job offerings. For example, an applicant may have a 56 AFQT. This applicant is qualified for enlistment. However, this applicant may desire to enlist in one of several medical MOS' that require a high score in the ST (Skilled Technical) category.

**Table 6-2**  
**Army Line Scores (ASVAB)**

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

6-9. Prequalify your applicants both medically and morally before you schedule them for the ASVAB test. Testing an applicant who is not eligible to enlist is a waste of your valuable time and effort. Medical prequalification means having a frank and open discussion with the applicant about their medical history. These discussions often touch on very personal, sensitive matters. Be professional and discreet, but thorough. At a minimum, you must ask the applicant to complete the required medical prescreening form (DD Form 2807-2 (Medical Prescreen of Medical History Report)). The prescreening may uncover a condition that requires you to get copies of the applicant's medical records. Your station commander may direct you to call the MEPS "Dial-a-Medic" line for advice. You may need to send medical records to the chief medical officer for evaluation before you schedule the physical. It may also be a good idea to discuss the medical history with the parents.

6-10. Moral prequalification entails another honest discussion. The applicant must declare any involvement with the legal system, to include juvenile offenses. When



you are satisfied that your applicant is ready, proceed by scheduling them for the ASVAB test. You will send basic information (name, social security number, and date of birth) to the Army guidance counselor. You may also need to schedule lodging and special tests, such as the Officer Candidate Test or a language aptitude test. The data you transmit will initiate the applicant's MEPS record and will be used for all further processing. The Recruiter and Station Commander Army Recruiting Information Support System User's Manual, chapter 11, describes in great detail the steps necessary to create and project an applicant record for processing.

## **MEDICAL PROCESSING**

6-11. The processing cycle is a challenge for applicant and recruiter alike. The medical qualification process can prove the most taxing of all. Close cooperation between you, your applicant, and the MEPS can help make this phase of the enlistment process professional and relatively painless.

6-12. Discharges based on preexisting medical conditions cost the Army approximately \$15,000 per applicant. The Army loses approximately 6,000 applicants a year, which equates to a yearly loss of nearly 90 million dollars. Since you are the primary point of contact, and know the most about the applicant, it is your responsibility to conduct a thorough medical screening.

6-13. Some applicants may not receive a qualifying ASVAB test score or may be disqualified during the physical examination. These can be sensitive issues for your applicant. Explain the disqualification carefully and be sensitive to potential embarrassment. Consider the next step carefully. Should the applicant retest? Did the chief medical officer recommend a medical waiver? Consult with your station commander. If your applicant is clearly not eligible to enlist, you must professionally and tactfully end the enlistment process. However, failing the ASVAB or the medical examination does not necessarily mean ending the relationship. Even a disqualified person can be a rich source of referrals.

## **RECRUITER'S OBLIGATION**

6-14. The leadership and counseling process does not end when the prospect agrees to join the Army, it's just getting started. Your inherent obligation to take care of Soldiers provides the Army with a more dedicated and determined Soldier. Your Future Soldiers will remember their relationship with you, whether positive or negative. Let that memory be a positive one. (See chaps 7 and 8 for conducting followup and leading Future Soldiers.)

## Chapter 7

# Conduct Followup Activities

*"I do not think that there is any other quality so essential to success of any kind as the quality of perseverance. It overcomes almost everything, even nature."*

John D. Rockefeller

### INTRODUCTION

7-1. No one can argue that persistence accounts for more recruiting successes than any other single factor. More enlistments are lost due to a lack of followup than for any other single reason. Ask any successful recruiter their secret to success and they'll tell you it's the result of persistent and well planned followup.

### FOLLOWUP

7-2. Followup is defined as something done to reinforce an initial action. Typical followups can include: Contacting a COI to obtain a lead, contacting a prospect you met at school to arrange an interview, or contacting a prospect you interviewed who wanted some time to think before making a decision. Persistent, well planned, and faithfully executed followup will result in more leads, prospects, interviews, and enlistments. Simply said, timely, creative, and purposeful followup will result in recruiting success.

### CREATIVE, PURPOSEFUL FOLLOWUP

7-3. The first step in creative, purposeful followup is to do it. Good intentions don't produce appointments or enlistments. During an initial contact with a prospect or a member of their family ask them what would be a good day or time to call back. Annotate the information in your RZ calendar and make sure you follow through. Don't be afraid of negative responses; you may find yourself getting a lot of "no" and "not now" responses before you get a "yes." To be successful you must be willing to persevere through the followup process. Remember each time you call a prospect or lead you are in effect building a relationship with them. It may not always appear that way, but they will be aware of who you are and what you represent. Here are a

#### CONTENTS

<b>Introduction</b> .....	<b>7-1</b>
<b>Followup</b> .....	<b>7-1</b>
<b>Creative, Purposeful Followup</b> .....	<b>7-1</b>
<b>Conduct Followup Activities (Frequency)</b> ..	<b>7-2</b>
<b>Leads</b> .....	<b>7-2</b>
<b>Prospects</b> .....	<b>7-2</b>
<b>Applicants</b> .....	<b>7-3</b>
<b>Future Soldiers</b> .....	<b>7-3</b>
<b>COIs and VIPs</b> .....	<b>7-3</b>
<b>Conduct Followup Activities (Execute)</b> .....	<b>7-3</b>

few helpful thoughts on followup:

- Know your prospect's or lead's emotional *hot buttons* and consider these when constructing your followup plan.
- Present new information relevant to your prospect or lead every time you call.
- Be creative in your style and manner.
- Be direct. Beating around the bush will only frustrate your prospect or lead.
- Be friendly. People don't trust people they don't like.
- When in doubt, stick to the contact's motivations; not yours.
- Don't be afraid to ask for what you want; every time.
- Use humor. Be funny. People love to laugh. Making your prospect laugh is a great way to establish common ground and rapport.
- Be sincere about your desire to be of value to your prospect. Think of the prospect's needs first, last, and always.
- Be persistent but don't be a nuisance.

7-4. Some recruiters feel they are pestering a prospect when they do their followup. If you feel this way, it could be for one or more of the following reasons:

- You haven't established enough rapport and the prospect isn't opening up to you.
- Your followups are perceived as selling and the prospect doesn't see you as sincere about helping them with their future.
- You lack a strong conviction about the value of Army service.

7-5. Followups won't be perceived as pestering if you have something new, creative, or entertaining to say. Keep your calls short and to the point. Droning on and on about things already discussed or yourself are counterproductive. If you are creative, sincere, and helpful in your followups, the prospect will not perceive you as just another pushy recruiter.

## **CONDUCT FOLLOWUP ACTIVITIES (FREQUENCY)**

7-6. The goal of your followup activities is to sustain relationships with your recruiting network and to facilitate further processing with your prospects. Regular followup should be maintained with leads, prospects, applicants, Future Soldiers, school or college faculty members, and other COIs and VIPs. The frequency of your followups will vary based on the type of followup and their importance to your mission.

## **LEADS**

7-7. Conduct followup with all the leads you've been unable to contact such as high school students and graduates. Vary the times and days of the week you call. Leave messages on answering machines and gather contact information from family members who may answer the phone. If you are unable to contact a lead and have their address, you can follow up by attempting to visit them at home.

## **PROSPECTS**

7-8. Follow up with prospects as necessary should you feel the prospect may be losing interest. For new prospects scheduled for an Army interview outside a 72-hour window, ensure you follow up to confirm the appointment.

7-9. Follow up with all individuals who were no-shows or rescheduled their appointments. Assume the prospect has a valid reason for not being able to meet with you to discuss Army service.

7-10. Follow up with high school seniors and college freshmen during key decision points. High school seniors should be contacted at the beginning of their first semester, during their second semester, after graduation, and at the end of summer. College freshmen should be contacted at the end of the first semester and the end of their freshmen year.

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

### **APPLICANTS**

7-11. Follow up with applicants as was agreed to during the interview. Call when you said you would call. Follow up within 72 hours of the initial interview to schedule processing, discuss test and/or physical results, and answer questions the applicant is likely to have raised since the interview.

### **FUTURE SOLDIERS**

7-12. Future Soldiers put a great deal of trust in your role as mentor and counselor. After the required Future Soldier orientation, be sure to follow up regularly with your Future Soldiers to keep them abreast of Army news. Inform them of any changes that may affect their enlistment. Speak (and listen) to your Future Soldiers to ensure you are aware of any changes in their lives that may affect their enlistment. Offer your assistance and counsel regarding life, school, job, and so on. Show an interest in their lives. Solicit opportunities to discuss your Future Soldier's decision to enlist with key influencers such as parents or other loved ones. Of course, you will follow up with your Future Soldiers as required by regulatory guidance, but it's really more than that. These Future Soldiers are your Soldiers. Take good care of them. They deserve it.

### **COIs AND VIPs**

7-13. Followup with COIs and VIPs is the key to the city. Contact influencers and important persons every day to establish a solid relationship and to gather intelligence. In very short order, you will know more of your recruiting AO than you know about your own hometown. Be involved. Offer your service. Demonstrate your interest. Discuss Army activities, upcoming events, COI functions, and educator tours. Call your COIs and VIPs to discuss or update the status of leads they provided. The COI or VIP who provided a lead has a vested interest in the individual and should be informed of their progress. Diligent followup communicates a respect for the influencer. Never be afraid to ask your COIs and VIPs for leads.

### **CONDUCT FOLLOWUP ACTIVITIES (EXECUTE)**

7-14. You now know how often you should follow up. The followup is your persistent desire to stay in touch, to show interest, and to offer your participation. You can rest assured the Marine Corps recruiter is all over your AO. Beat him to the punch, own your domain, and follow up.

7-15. Plan your followups using your RZ calendar. Document the name(s) and place(s) for all your face-to-face followups. Document your telephone followup by placing the

name, phone number, and *best* time to call in the notes section of your RZ calendar.

7-16. When making the followup call (or when face-to-face) use blueprint information to establish or to reestablish trust and credibility. Cover all preplanned points of discussion. In your discussion, remember one of your goals is to form and maintain professional relationships. This is your opportunity to explain your role as a mentor and community asset, to educate your contacts about Army opportunities, and to offer your assistance with community and civic events. There are few hard-set requirements as to the end goal of followup. This is your opportunity to put your finger on the pulse of your community and to weave yourself into the fabric of your market. This is also your opportunity to facilitate a prospect's understanding of the obvious. If the prospect is truly interested in military service and has learned to trust and respect your counsel, they will be inclined to follow your advice. They know and trust you. You've spoken to them on a number of occasions. The prospect won't join the Army for just anybody. This is the true value of followup?

7-17. Finally, never end a conversation with a prospect, applicant, or Future Soldier without establishing a time and date for the next followup. Let the contact know when to expect your call or visit. Not only does this communicate respect for the contact's time, it also affirms a sense of professionalism in your business conduct.

## Chapter 8

# Lead a Future Soldier

*“The quality of leadership, more than any other single factor, determines the success of an organization.”*

Fred Feidler & Martin Chemers  
Improving Leadership Effectiveness

### INTRODUCTION

8-1. Future Soldiers are the bottom line of your recruiting efforts. You and your fellow recruiters have been entrusted with the crucial mission of providing quality manpower for our Army. Your hard fought efforts continue to produce high quality, motivated Soldiers that are among the best in the world. Your coaching, mentoring, and leadership are what makes these young men and women what they are, that is why your Future Soldiers deserve your very best.

#### CONTENTS

<b>Introduction</b> .....	<b>8-1</b>
<b>Future Soldier Followup</b> .....	<b>8-1</b>
<b>FSTP Loss Management</b> .....	<b>8-2</b>
<b>Postaccession Duties</b> .....	<b>8-3</b>

8-2. Future Soldiers require a great deal of mentoring, guidance, and care; just like Soldiers in the operational Army. While Future Soldiers deserve your care and attention, it would be just as true to say that, in your role as a noncommissioned officer, your Future Soldiers have a right to demand your excellent leadership.

### FUTURE SOLDIER FOLLOWUP

8-3. Every Future Soldier’s commitment to enlist required a great deal of faith in you and the organization. Even so, you can expect that immediately following their enlistment, the Future Soldier will suffer varying levels of something known as buyer’s remorse. They may ask themselves questions such as, “*What have I done?*” or “*Did I make a mistake?*” These doubts sometimes created by friends and family, can creep into a Future Soldier’s thoughts even months after enlisting. This is where solid leadership is most vital.

8-4. Future Soldiers who join the AR must be escorted to their unit of assignment within 10 working days of their enlistment. The purpose of the visit is for sponsorship and inprocessing. You must ensure the Future Soldier has all necessary documents to guarantee a smooth inprocessing experience.

8-5. Followup assures your Future Soldiers that you are interested in them and

always accessible. Have them sign USAREC Form 541 (Future Soldier News Release) during their orientation and enroll all your interested Future Soldiers in the Concurrent Admissions Program. Regulations require specific contact, of course, but give thought to the quality of your followup. Make the most of your time with your Future Soldiers and let them know you genuinely care about them.

8-6. Use your followup to address your Future Soldier's eligibility status. Offer to sit with their key influencers such as parents, spouses, or even close friends, to discuss their important decision to enlist. This will calm any fears or apprehensions on their part and will help reinforce the Future Soldier's decision.

8-7. Followup is an excellent opportunity to involve your Future Soldiers in your recruiting network. They are excellent sources of market intelligence, blueprint information, and more importantly referrals. Their involvement in your recruiting activities gives them an opportunity to serve their country even before shipping to initial entry training. A key result of great followup is a motivated Future Soldier.

## **FSTP LOSS MANAGEMENT**

8-8. In spite of your best efforts, some Future Soldier losses are unavoidable, such as failing to graduate, getting in trouble, or getting injured. These kinds of losses are unforeseeable, unavoidable, and are simply the cost of doing business.

8-9. Losses due to apathy however, are unforeseeable and in most cases avoidable. Usual reasons for apathy are a great job opportunity, enrollment in school, or an all expense paid trip to their parents' living room for the next half dozen years. These losses are usually due to insufficient followup and an ineffective FSTP.

8-10. A loss for apathy should never be a surprise. You should be able to see it coming. You can feel it in their demeanor. You can sense it in their questions and comments. You can tell by their lack of involvement, such as, avoiding FSTP functions, not returning your phone calls, or not looking you in the eye during a conversation. If any of these situations occur, you may be facing a possible Future Soldier loss due to apathy.

8-11. Almost all Future Soldier losses for apathy can be avoided with a strong FSTP. A vital ingredient of your FSTP is your time-proven ability to anticipate and address Soldier concerns and issues. Future Soldiers, just like the Soldiers you led in your previous assignment, require your insight and maturity.

8-12. Your program must create in your Future Soldiers, a strong sense of excitement and anticipation. They must see you as a strong confident leader who they wish to emulate. If one of your Future Soldiers appears to be distancing themselves from the group, apply a direct frontal assault. Go to them, ask open-ended questions and try to determine the problem. Once you uncover the problem, coach, mentor, and lead them back to the reason they decided to join the Army in the first place. Turn up the heat and get your Future Soldiers involved.

- Increase their involvement in your daily recruiting activities and publicly recognize their achievements.
- Assign specific responsibilities such as leading physical training or giving a class. Put them in leadership roles that require more than simple atten-

dance such as, a squad or team leader.

- Increase your rate of contact and require the Future Soldier to physically see you more often than in the past.
- Participate in the Future Soldier's life. If they are athletes attend their games.
- Be creative and sincere. Remember your Future Soldier enlisted for all the right reasons; those reasons still exist. Reinforce the wise and exciting decision they made.
- In the end, the Future Soldier will enlist because of their faith in you. The best way to counter apathy is by continuous communication and motivation. Reinforce their decision and communicate your expectations for their future.

## **POSTACCESSION DUTIES**

8-13. You've put forth a great deal of effort in supporting and validating your Future Soldier's commitment to serve. Prior to their departure, sit with them and conduct a thorough outbrief. Answer any questions they may have and explain to them what is about to occur at the MEPS and the reception station. Giving your Future Soldiers the red-carpet treatment is essential for a successful FSTP.

8-14. But your involvement in this Soldier's life doesn't end when the plane leaves. In addition to your leadership, many other people played a vital role in your Future Soldier's decision. Don't forget them. Continue to contact family members and loved ones over the course of their Soldier's BT cycle. Parents may be concerned about contacting their Soldier. A spouse may still have questions regarding the Defense Enrollment Eligibility Reporting System, housing allowances, or what to expect should their Soldier be assigned overseas. School administrators may be interested to know that their Soldier was an honor graduate, finished jump school, is on their way to Europe, or has enrolled in a college program.



# Chapter 9

## School Recruiting Program

### INTRODUCTION

9-1. The SRP is the cornerstone of Army recruiting. It was designed to create awareness and interest in available Army programs among students, parents, educators, and school officials. Without a strong high school program you cannot have a strong grad recruiting program.

### HIGH SCHOOL RELATIONS

9-2. The SRP is outlined in USAREC Pam 350-13 and USAREC Reg 601-104. The high school and postsecondary school folders combine your operational goals (FSTP goals) with a comprehensive outline and calendar of events to help you establish and maintain effective programs. The intent of the SRP is to increase enlistments in the high school and graduate market.

9-3. Keep in mind, all your best laid plans and goals are totally dependent on your ability to form good working relationships with key influencers in your schools. You are the key ingredient to successful school programs. Let's face it: Most school officials (especially guidance counselors) are wary of military recruiters. Many view the military as an occupation to consider only if you are not college or trade school bound. Some may not favor the military in general. It is your job to educate these educators and explain how the Army can help their students achieve their goals. Dealing with educators is like dealing with prospects; they may have formed an uneducated opinion of the Army and simply need more information. It's your role as counselor, mentor, and coach to educate them and positively affect their opinions.

9-4. At the start of a new school year (SY), faculty and staff are generally very busy and may resent an early "invasion" by recruiters. It's a good idea to find out prior to the new SY when the staff will be ready to meet with you. Make sure you speak with the administrator responsible for school rules and regulations as early as possible. Always keep relationships with students on a professional level. Students tend not to respect recruiters who try to become their buddies. Guard against making careless remarks such as, talking about other students' ASVAB scores, negative comments about other services, or even worse, expressing negative opinions about school officials. Such remarks will always come back to haunt you.

CONTENTS	
Introduction .....	9-1
High School Relations .....	9-1
Things to Avoid .....	9-2
School Profile .....	9-3
Influencers .....	9-3
Decision Points .....	9-3
School ASVAB .....	9-4
Postsecondary Schools .....	9-4
Stop-Out Cycle (Decision Points) .....	9-5

9-5. Schools are autonomous and every school's organizational climate and structure is different. Be aware of this and be flexible when dealing with staff and faculty. Make sure school officials understand why school recruiting is necessary. Many don't, so it's difficult for them to be supportive of recruiting needs. Also be aware of administration changes such as a new principal or school board member. If possible, have one of the school administrators or staff members introduce you to the new official. This will make them aware of your presence in the school and let you know where they stand in regards to the military. Don't wait around to see if they will negatively affect your school program. Remember, it's easier to influence someone before they make the rules than it is to change them after they're made. Knowing and following the school's ground rules for general access and school visits can make or break a successful SRP. Fully understand the rules and keep abreast of any changes that may occur during the course of the SY.

9-6. Always keep school staff (especially counselors) informed when you have a student who may be processing for enlistment. If you absolutely must schedule an appointment with a senior during school time, clear it with school officials as far in advance as possible. Never react negatively to a school's refusal to do something you've asked. Always maintain your composure and present a positive image to school officials. Try to find alternative ways to obtain the information you need. If you have problems you can't resolve, ask your chain of command for assistance.

9-7. Never lose sight of the fact that you are the Army in the school and community. So be the Army in every way by demonstrating absolute professionalism and integrity. Be indispensable to school administration, counselors, faculty, and students. Attend as many school activities as possible. Offer your Army training and experience and your sports or your hobby know-how as a resource to the school. Always attend events in uniform; of course, if you are coaching a sport or working in a shop, you should dress appropriately. Be so helpful and so much a part of the school scene that you are in constant demand. If you do these things, you will be the first person they'll call when students have questions about military service.

## **THINGS TO AVOID**

9-8. Never rely on guidance counselors alone as your COIs. Cultivate coaches, librarians, administrative staff (especially school secretaries), and teachers whose subjects correlate with Army programs or your MOS. By directing your efforts toward other faculty members you may find additional ways to obtain information to effectively communicate with students.

9-9. Don't discuss civilian life or jobs negatively with school officials or students. Above all, don't make comparisons between your income and those of school personnel. Even if your income exceeds that of the counselors and faculty, it's not necessary to tell everyone. Remember, these are the people you are trying to win over. Your professionalism and program knowledge is sufficient to make the point that the Army has a lot to offer.

9-10. Never allow another Army recruiter to visit your high school without you. As a rule, school officials prefer to have only one recruiter from each service on campus. If it's necessary to have another recruiter visit the school, be sure to call them in advance to explain the situation and request permission.

9-11. Never leave a school visit without asking the school officials what you can do for them and their students. You don't want to be perceived by faculty and staff as someone who only visits when you need something. Always give back to your schools whether it's teaching a class, providing a color guard for special events, or just working as an usher at a basketball game. You want more cooperation from your schools? Volunteer your time. You will be amazed at the response.

## **SCHOOL PROFILE**

9-12. I think we all can agree each school has its own claim to fame or profile. One school may place a premium on its music program, one on its athletic program, and yet another on its academic scholarship program. This information will enable you to tailor a program that will fit each school. Study school folders from previous years. Plan your activities and set your objectives for each school. Don't reinvent the wheel. Look for things which were used or tried in the past that worked. Seek out important details about your schools such as school colors, mascots, and whether or not they allow the ASVAB and at what grades. Many times you can use TAIR activities or COI events in conjunction with activities going on in your schools. This will help you and the Army the positive exposure you need.

## **INFLUENCERS**

9-13. Like parents and faculty members, student influencers can play an important role in your SRP. Students who stand out as leaders among their peers are typically student influencers. Know your student influencers. Students such as class officers, newspaper and yearbook editors, and athletes can help build interest in the Army among the student body. Keep them informed. Tell them about the excellent educational benefits and the opportunities available in America's Army. Some influential students such as the student body president or the captain of the football team may not enlist; however, they can and will provide you with referrals who will.

9-14. Never pass up the opportunity to address a parent-teacher association meeting. Many educators, parents, and business leaders are unaware of the multifaceted opportunities the Army can offer young people. Provide them with information on the benefits of an Army enlistment. Informed members of the community can provide guidance to young people and serve as positive Army influencers.

## **DECISION POINTS**

9-15. A senior's plans for the future can, and will, change throughout the last year of high school. Plans to go directly into the workplace or attend college will change as the student confronts reality. Work-bound students may realize that they lack the necessary training and experience to land a good paying job. College-bound students who planned on continuing their education will discover the realities of tuition and book fees. You must develop a prospecting plan that will help you identify and capitalize on these decision points as they occur.

9-16. Contacting students in the summer between their junior and senior year will plant the seed of Army opportunities. Contact them again during the first quarter and encourage them to take the ASVAB, if it's offered, to help them prepare for postsecondary school or the job market. Ask them what their plans and goals are after graduation. Contact them again in the early spring. At this point students will

know if they are going to graduate and should know about college acceptance and financial aid arrangements. For some students it is clear that college is not an option, at least for now. Let them know how the Army can fulfill their college aspirations. This is a key decision point and one you must pursue without fail. Always remember, the first to contact will be the first to contract.

## **SCHOOL ASVAB**

9-17. At the beginning of each SY the MEPS provides a list of Army-assigned schools for ASVAB testing. It is your responsibility to contact those schools in your area to market the test. Schools that traditionally test have already been scheduled prior to the SY. You should concentrate on both scheduling those schools that do not have a test date and encouraging all schools to test classwide. You must notify your chain of command of those schools that elect not to administer the ASVAB.

9-18. When you market the ASVAB, make sure you know who the key decision makers are and the school's policies regarding military testing. The school guidance counselor is usually responsible for student testing and career development, but the principal is the key decision maker. However, in some schools the policy on testing may be established by the superintendent or the school board. Once you know who makes the decision, arrange a meeting with them to discuss the benefits of ASVAB testing. If you would like professional assistance contact your chain of command or the education services specialist.

9-19. The ASVAB test can help you establish, maintain, or improve school relations. Remember, it is a nationally recognized career exploration program and best of all there is no cost to the school. The test is designed to help guidance counselors direct students toward career fields they are qualified for. In addition to helping the school, the ASVAB provides you with a source of academically prequalified leads. ASVAB test results are compiled and distributed by the MEPS. The test results provide information you can't get from any other source. It gives you the students' AFQT scores, military aptitude composites, and career goals. The list also identifies the best potential prospects to contact and provides you with the most current contact information for each student. The information is important when initially discussing careers and educational incentives with potential applicants.

9-20. Always be present during testing sessions in your schools, even if your school tests for another service. Volunteer as a test proctor whenever possible. This is a great opportunity to interact not only with the students but with school officials as well. Always abide by school mandated restrictions on the use of ASVAB lists to contact students. Offer to assist schools in the process of interpreting the ASVAB test results for students. IF there are no contact restrictions, call each student on the list and offer to interpret their test scores. This is an excellent way to get one-on-one with your market.

## **POSTSECONDARY SCHOOLS**

9-21. The postsecondary market is an excellent source of potential Army enlistments due to the high percentage of students who drop out of college, particularly during the first 2 years. Routinely reassure college officials the Army is interested only in recruiting former students who have dropped out and students who are about to graduate. Make every effort to avoid giving the impression the Army is on campus

to cause students to drop out of school.

9-22. Coordinate with school officials the best time (monthly) and place (student center) to set up an information table. You may not talk with many students initially, but as the semester progresses more students will talk with you about their future and what the Army has to offer. Establish a schedule and location for RA and AR recruiters to interview interested students. Your first choice for an interview location should be the Reserve Officers' Training Corps department. If there is no Reserve Officers' Training Corps program in the school, any agreed upon location by the school and recruiter will be fine.

9-23. Develop a working relationship with as many school officials as possible. Suggested officials would include: Director of student affairs, career placement officer, college registrar, financial aid officer, dean of students, director of student housing, veterans affairs officer, professor of military science, Concurrent Admissions Program officer, department chairpersons, and professors who may be helpful in making presentations or communicating Army opportunities.

### **STOP-OUT CYCLE (DECISION POINTS)**

9-24. There are certain times during every semester students are likely to drop out. The first is usually about 6 weeks into the semester when a student can withdraw with no academic penalty and still receive a refund. The second is about 11 weeks into the semester when a student can still withdraw with no academic penalty but does not receive a refund. The third is after the semester ends, grades are received, and tuition must be paid for the next semester. Generally, attrition during the first year of college is higher than in subsequent years. Students drop out during this time because they are homesick, have to work, are out of money, or are in academic difficulty. The freshmen class should be your primary focus because they will have the highest dropout rate. They often lack both the direction and funds to fully pursue their education.

## Appendix A

# Recruiting Operation Plan

### BACKGROUND

A-1. The success of our Army's mission, to fight and win wars, begins with the recruiter. Each recruiter has a responsibility to enlist their portion of the Army's overall mission. Recruiters must be able to consistently enlist the right person, for the right job, at the right time. The recruiter's ability to consistently accomplish the Army's mission can only be attributed to a well thought-out and executed plan.

CONTENTS	
Background .....	A-1
Intelligence .....	A-1
Backward Planning .....	A-2
Chokepoints .....	A-5
Troubleshooting Guide .....	A-7

A-2. Your experience and performance will determine your daily and weekly plans. All prospecting methods must be used to develop your personal prospecting plan. The analysis of your performance data will help you determine the amount of prospecting time you'll have to plan for. Your plan starts with your mission and works backwards to determine the required work effort at each prospecting and processing step. This process is called backward planning.

### INTELLIGENCE

A-3. The four-step process of intelligence gathering enables you to understand and focus your efforts. The intelligence gathering process is the same process used by each echelon in the command.

- Define your local recruiting environment.
- Describe the recruiting environment.
- Evaluate your market.
- Synchronize your effort to high payoff areas and organizations.

A-4. The first thing you must know is your area. You must have a firm understanding of what lies within your area before you attempt to develop a plan to exploit it. Plan the time to execute a recon of your area and make note of any targets of opportunity. For new recruiters, this recon is preferably done with the outgoing recruiter or the station commander. If you are an experienced recruiter, your area evaluation can be done in conjunction with your face-to-face prospecting plan. During your recon, make a list of the areas you've identified for the next phase of the planning process.

A-5. You must understand your market's lifestyle trends, cultural and social values, and their perceptions of military service. Finally you must analyze your past production by ZIP Code, paying close attention to the job skills chosen, the terms of enlistment, and the options selected. The intelligence system (G2) collects, processes,



produces, and disseminates data to assist you with your intelligence gathering process.

## BACKWARD PLANNING

A-6. At this point in your career, you've learned how to apply the backward planning process to establish and complete the steps leading up to the execution of an event. The ROP is no different. Think of your RZ calendar as a training schedule. Your mission is to provide the Army two new Soldiers (contracts) per month. Now you must determine what component (RA or AR) and what category supports your mission. You must also consider the week the enlistment must occur to support the station's MAP contract placement.

A-7. Your individual conversion rate (from Attempts to Contracts) will determine the amount of time you must spend prospecting (see the RZ Users Manual). You must apply common sense and honesty when counting your prospecting achievements. Continuous improvement of your prospecting skills, through station training and self-development, will help lower your conversion rate and result in consistent mission success.

A-8. The backward planning process is nothing more than determining how many appointments on average you must make to get a contract. The conversion data will vary based on the prospecting method, but it will give you a good base for your backward plan. Remember, some of the prospecting you do today will bring immediate results, while some won't be realized for several months. Consistent, planned, and executed prospecting will keep your recruiting funnel full and will guarantee you short- and long-term mission success.

A-9. Figure A-1 shows an example of a daily and weekly plan. Your plan should be developed based on your conversion data, prospecting analysis, and market. These three tools will help you determine when, where, and what prospecting method to use to meet your phase line mission requirements.

<< Previous		Monday		Next >>		
Plan Status: Approved						
Planned Appts Made:	Grad: 2	Senior: 1	PS: 0	Other: 0		
Approved Appts Made:	Grad: 0	Senior: 0	PS: 0	Other: 0		
<input type="checkbox"/>	Start Time	End Time	Event Type	Event Subject	Event Location	Phone
<input type="checkbox"/>	06:00	07:00	Physical fitness training: Individual PT	PT		
<input type="checkbox"/>	08:30	09:00	Weekly planning meeting: w/station	Meeting		
<input type="checkbox"/>	09:00	10:00	IPR w/station commander	IPR		
<input type="checkbox"/>	10:30	11:30	FACE TO FACE: 10: Targeted zip (40121):	Activity		
<input type="checkbox"/>	11:45	13:00	FACE TO FACE: 25: Northwestern HS visit and meeting with senior counselor:	Activity		
<input type="checkbox"/>	13:00	14:00	Other: Luncheon w/COI provide information on current Army programs and incentive.	Meeting with COI	321 W. Main, Radcliff, KY 40122	
<input type="checkbox"/>	14:15	16:00	FACE TO FACE: 15: Attempt to contact LEADS face to face - unable to contact by telephone:	Activity		
<input type="checkbox"/>	16:15	18:30	TELEPHONE CALL: 35: Northwestern HS Grads-2007:	Activity		

Figure A-1. Sample Daily and Weekly ROP



<a href="#">&lt;&lt; Previous</a>		Tuesday		<a href="#">Next &gt;&gt;</a>		
Plan Status: Approved						
Planned Appts Made:		Grad: 1	Senior: 0	PS: 0	Other: 1	
Approved Appts Made:		Grad: 0	Senior: 0	PS: 0	Other: 0	
<input type="checkbox"/>	Start Time	End Time	Event Type	Event Subject	Event Location	Phone
<input type="checkbox"/>	08:30	09:00	IPR w/ station commander	<a href="#">IPR</a>		
<input type="checkbox"/>	09:00	10:30	TELEPHONE CALL: 25: Northern HS Grads:	<a href="#">Activity</a>		
<input type="checkbox"/>	11:00	13:00	Attempts in Person: Staff presentation of Army programs and benefits	<a href="#">Presentation/Luncheon</a>		
<input type="checkbox"/>	13:00	15:30	FACE TO FACE: 20: targeted zip code 42701 contact LEADS in the zip:	<a href="#">Activity</a>		
<input type="checkbox"/>	16:00	18:00	TELEPHONE CALL: 35: Central HS-seniors:	<a href="#">Activity</a>		

<a href="#">&lt;&lt; Previous</a>		Wednesday		<a href="#">Next &gt;&gt;</a>		
Plan Status: Approved						
Planned Appts Made:		Grad: 1	Senior: 0	PS: 0	Other: 1	
Approved Appts Made:		Grad: 0	Senior: 0	PS: 0	Other: 0	
<input type="checkbox"/>	Start Time	End Time	Event Type	Event Subject	Event Location	Phone
<input type="checkbox"/>	06:00	07:00	Physical Fitness Training: Individual PT	<a href="#">PT</a>		
<input type="checkbox"/>	08:30	09:00	IPR w/ station commander	<a href="#">IPR</a>		
<input type="checkbox"/>	09:00	10:00	E-MAIL: 20: e-mail-Hardin HS grads 2006:	<a href="#">Activity</a>		
<input type="checkbox"/>	10:15	11:45	FACE TO FACE: 15: Lincoln Park area:	<a href="#">Activity</a>		
<input type="checkbox"/>	12:00	14:00	Other: APPOINTMENT-INITIAL:	<a href="#">Lindsey Carp</a>	1114 West Lake Drive, Elizabethtown, KY 42701	(502) 207-4132
<input type="checkbox"/>	14:30	16:00	FACE TO FACE: 15: Follow-up with leads in local area after appointment:	<a href="#">Activity</a>		
<input type="checkbox"/>	16:30	18:00	TELEPHONE CALL: 40: Central HS-seniors:	<a href="#">Activity</a>		

Figure A-1. Sample Daily and Weekly ROP (Continued)

<a href="#">&lt;&lt; Previous</a>		Thursday		<a href="#">Next &gt;&gt;</a>		
Plan Status: Approved						
Planned Appts Made:		Grad: 1	Senior: 0	PS: 0	Other: 1	
Approved Appts Made:		Grad: 0	Senior: 0	PS: 0	Other: 0	
<input type="checkbox"/>	Start Time	End Time	Event Type	Event Subject	Event Location	Phone
<input type="checkbox"/>	08:30	09:00	IPR w/ station commander	<a href="#">IPR</a>		
<input type="checkbox"/>	09:00	10:00	TELEPHONE CALL: 15: Central HS Grads:	<a href="#">Activity</a>		
<input type="checkbox"/>	11:30	12:30	FACE TO FACE: 30: Central HS-set up table in cafeteria:	<a href="#">Activity</a>		
<input type="checkbox"/>	13:00	14:30	Other: APPOINTMENT-INITIAL:	<a href="#">John Sampleton</a>	2345 S. Lansing, Elizabethtown, KY 42701	(502) 542-2345
<input type="checkbox"/>	17:00	17:45	E-MAIL: 20: Northeastern HS grads:	<a href="#">Activity</a>		

<a href="#">&lt;&lt; Previous</a>		Friday		<a href="#">Next &gt;&gt;</a>		
Plan Status: Approved						
Planned Appts Made:		Grad: 1	Senior: 0	PS: 0	Other: 0	
Approved Appts Made:		Grad: 0	Senior: 0	PS: 0	Other: 0	
<input type="checkbox"/>	Start Time	End Time	Event Type	Event Subject	Event Location	Phone
<input type="checkbox"/>	06:30	07:30	Physical Fitness Training: RS at 0615	<a href="#">PT</a>		
<input type="checkbox"/>	08:30	09:00	Station AAR	<a href="#">AAR</a>		
<input type="checkbox"/>	0900	1000	IPR: w/ station commander	<a href="#">IPR</a>		
<input type="checkbox"/>	10:15	12:30	Other: APPOINTMENT-INITIAL:	<a href="#">Rodney Goodman</a>	111 West Main, 40121	(502) 555-2121
<input type="checkbox"/>	13:00	15:30	FACE TO FACE: 25: Center City mall with station commander:	<a href="#">Activity</a>		
<input type="checkbox"/>	15:30	17:00	Future Soldier Training: rank identification	<a href="#">FS Training</a>		

Figure A-1. Sample Daily and Weekly ROP (Continued)

WEEKLY					
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
06:00 <a href="#">PT</a> Physical Fitness Training	08:30 IPR w/station commander	06:00 <a href="#">PT</a> Physical Fitness Training	08:30 IPR w/station commander	06:30 <a href="#">PT</a> Physical Fitness Training	09:00 IPR w/station commander
08:30 Weekly Planning Meeting	09:00 <a href="#">Activity</a>	08:30 IPR w/station commander	09:00 <a href="#">Activity</a>	08:30 Weekly <a href="#">AAR w/station commander</a>	10:00 <a href="#">Activity</a>
IPR w/station commander	11:00 <a href="#">Presentation/Luncheon</a>	09:00 <a href="#">Activity</a>	TELEPHONE CALL	09:00 IPR w/station commander	FACE TO FACE
09:00 <a href="#">Activity</a>	Attempts in Person	10:15 <a href="#">Activity</a>	11:30 <a href="#">Activity</a>	10:15 <a href="#">Activity</a>	FACE TO FACE
TELEPHONE CALL	13:00 <a href="#">Activity</a>	FACE TO FACE	FACE TO FACE	Rodney <a href="#">Goodman</a>	
10:30 <a href="#">Activity</a>	FACE TO FACE	12:00 <a href="#">Lindsey Carp</a>	13:00 <a href="#">John Sampleton</a>	Other: APPOINTMENT INITIAL	
FACE TO FACE	TELEPHONE CALL	Other: APPOINTMENT-INITIAL	Other: APPOINTMENT-INITIAL	Other: APPOINTMENT INITIAL	
11:45 <a href="#">Activity</a>		14:30 <a href="#">Activity</a>	17:00 <a href="#">Activity</a>	15:30 <a href="#">Activity</a>	
FACE TO FACE		FACE TO FACE	E-MAIL	FACE TO FACE	
13:00 <a href="#">Meeting with COI</a>		16:30 <a href="#">Activity</a>		17:00 <a href="#">Activity</a>	
Other		TELEPHONE CALL		Future Soldier Training Program	
14:15 <a href="#">Activity</a>					
FACE TO FACE					
16:15 <a href="#">Activity</a>					
TELEPHONE CALL					

Figure A-1. Sample Daily and Weekly ROP (Continued)

**CHOKEPOINTS**

A-10. Chokepoints are nothing more than steps of the prospecting and processing cycles. Your conversion data is used to track the movement of individuals through each step of these cycles. Stoppage at any one of these steps (chokepoints) is an indication that you are having some difficulty and may need some training. The troubleshooting guide in this appendix will help you determine the problem.

A-11. Remember, your conversion data is only as good as what you feed into it. Allowing unqualified prospects into your system may satisfy a requirement but will ultimately cause your conversion data to become unrealistic. Your focus must be on qualified prospects. A good way to determine training needs and keep your conversion data from becoming unrealistic is by comparing your data to the command benchmarks on the recruiting funnel (see fig A-2).

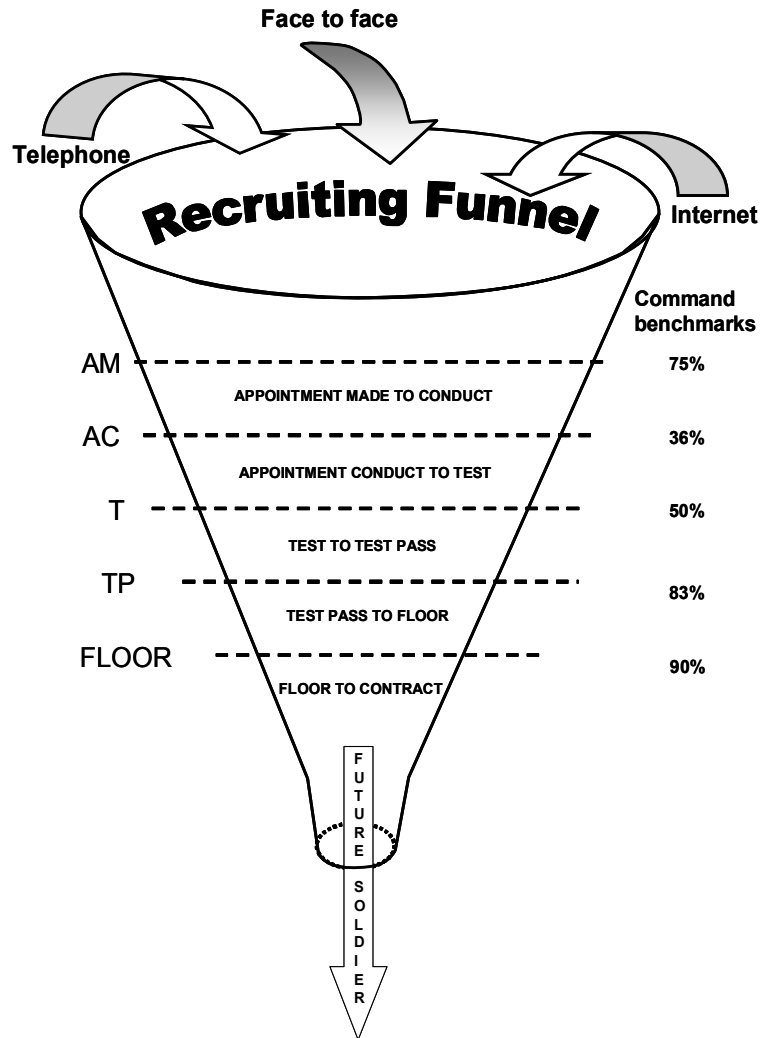


Figure A-2. Recruiting Funnel

A-12. When your data doesn't meet the command benchmarks at any one step of the prospecting or processing cycle, use the troubleshooting guide to determine the cause and take corrective action. The ultimate goal is to make certain you have enough people in your funnel and that they are flowing smoothly through the prospecting and processing steps.

A-13. The follow-on piece is to analyze the results of your prospecting efforts. If you aren't making at least one appointment per 15 contacts, or 75 percent of the appointments you make don't show up, you may need some training assistance to increase your effectiveness. Understanding how to increase your effectiveness will help you become more efficient in your prospecting efforts.

A-14. Conversion ratios are calculated using your performance data and are com-

monly referred to as conversion data. The data is separated for RA by graduates (high school and postsecondary) and high school seniors. On the AR side, data is separated by GC (graduates, seniors, and juniors) and prior service. Accomplishments are collected monthly and maintained over a 12-month rolling period. The accuracy of your conversion data is determined by the quality of your work.

A-15. The individual mission and performance report tracks your prospecting and processing efforts from Attempts to Floor. The contact method report allows you to visualize your prospecting methods for Attempts to Conduct. This contact time report displays your Attempts and Contacts by time period. Combined these tools summarize all your prospecting efforts by prospecting method. The ultimate goal is to determine how much prospecting is required and your most successful prospecting method. This analysis cannot be determined using Conduct to Contract ratios. You must calculate how many hours of prospecting it takes to generate a contract.

## TROUBLESHOOTING GUIDE

A-16. The troubleshooting guide is a list of suggestions and questions that should be considered when you experience stoppage at any one step of your prospecting and processing cycles. This is by no means an exhaustive list, but does cover commonly made mistakes and areas where additional training is normally needed.

### A-17. **Trouble making appointments.**

- *Not making a good first impression.* Your attitude towards what you are doing comes across loud and clear whether in person or on the telephone. Be authentic and enthusiastic when talking to the prospect. Show pride in yourself and the Army. Remember, people want to be a part of the Army because of your Army story. Before you start your prospecting efforts take a few minutes to mentally prepare.
- *Not establishing trust and credibility.* Find out as much as you can about the person prior to attempting to contact a lead (blueprint information). Knowing something about the person can help you establish instant rapport and credibility. Ask Future Soldiers and COIs about the individuals you are going to call on. Look in current and past yearbooks, read the sports page, and thoroughly review information provided to you from the Army Recruiting Information Support System lead.
- *Not using the lead's goals and aspirations as the reason for asking for an appointment.* Use your counseling techniques to uncover the prospect's goals and passions. Listen closely to what the prospect is saying, restate their goals throughout the conversation and tell them how you can help them achieve their goals. Don't forget you are attempting to obtain a commitment for the interview, not to join the Army.
- *Not asking for the appointment (engendering a commitment).* Sometimes the direct approach works best, just flat out ask, "John, would Monday at 4:00 p.m. or Tuesday at 6:00 p.m. be better for you to talk about how the Army can help you achieve your goals?"
- *Not prospecting in the right market at the right time.* If your prospecting efforts are not yielding results, you may be prospecting during the wrong time such as calling from your senior automated lead refinement list during school hours.

### A-18. **Trouble with no-shows or cancellations of appointments you made.**

- *Too much time between appointments made and conducts.* Make it your goal to schedule appointments as soon as possible, but not more than 72 hours from the time you make them. The more time between appointment made

and conduct, the greater the chances are the prospect will be a no-show or cancel. If it is necessary to schedule an appointment outside of the 72-hour window, follow up with the appointment the day prior to confirm.

- *Providing too much information when making the appointment.* Telling the lead everything prior to the appointment will leave little to talk about during the Army interview. Give the prospect just enough information to pique their interest.
- *Making the appointment just for the sake of satisfying a requirement.* Your goal is to make good appointments. You must be honest with yourself and your leadership when your efforts do not yield the desired results. Understand that some days are better than others. However, if you have difficulty getting prospects to commit to an appointment you should do an assessment of your prospecting techniques. Review some of the possible problems outlined in this guide and seek assistance from your station commander.
- *Failure to confirm details of the appointment.* Once a lead agrees to an appointment make sure you confirm the time, place, and mode of transportation if required. You may be so focused on the fact the lead agreed to an appointment that these important details get overlooked.

**A-19. Low conversion of appointment conducted to test.**

- *Did you engender a commitment from the prospect?* Don't be afraid to ask the prospect to join the Army. They are well aware of why they're there and what you do. They're expecting you to ask so don't disappoint them, ask them to join.
- *Did you maintain trust and credibility during the interview?* Be yourself and make the prospect feel comfortable. You build trust by showing a genuine concern for the prospect's future. You must be sincere about your desires to help the prospect achieve their life and career goals.
- *Did you identify the applicant's goals and show them how the Army can fulfill them?* Telling the Army Story is only one part of the Army interview. Using reflective listening, paraphrasing, and asking clarifying questions are all good techniques to ensure you have a clear understanding of the applicant's goals. You must be able to demonstrate (using SOLDIER) how the Army can assist the applicant fulfill their goals.
- *Did you overcome all obstacles?* A common but costly error is failing to recognize and properly overcome obstacles. Recognizing and overcoming obstacles is a skill that must be mastered. Something that may appear trivial to you, went unnoticed, could be the reason a prospect refuses to process for enlistment. Remember, obstacles are usually unconscious attempts by the prospect to get more information. Go over the steps to overcome obstacles in chapter 5, and review the example in appendix B.
- *Did you follow up with the prospect after the Army interview?* Failure to follow up with a prospect after the interview is one of the primary reasons prospects never move to the next step of the processing cycle. If the prospect declines enlistment, establish a date and time for another meeting so you can reinforce their COA and get them to enlist.
- *Did you provide the prospect with the ARCA summary sheet?* Providing alternatives using real-time data will greatly enhance your prospect's decision to join. Even if they don't decide to join during the interview, providing the ARCA summary sheet will give you talking points when you follow up with the prospect.

**A-20. Applicants not passing the ASVAB test.**

- Are you administering the WINCAST or EST?
- Are you using the probability tables for the WINCAST and EST?
- Are you prospecting in a quality market or just calling anyone to make an

- appointment?
  - Did you ask if the applicant was taking college preparatory courses or general studies in school?
  - Did you ask if the applicant took the Scholastic Aptitude Test or the American College Test?
  - Did you ask if the applicant has previously taken the ASVAB or school ASVAB test?
- A-21. **Trouble getting applicants to take the physical exam.**
- Did you sell the test and hope the applicant would take their physical and enlist later?
  - Did you probe using SOLDIER or did you assume you knew what the applicant wanted?
  - Did you present the applicant with the best COA to achieve their passions and goals?
  - Did you ask the applicant to join the Army? Did you get a commitment?
  - Did you fail to overcome any obstacles the applicant presented?
  - Did you take too much time after the test to schedule the applicant for their physical and enlistment? (Did you give the applicant too much time to think about their decision and change their mind)?
- A-22. **Trouble getting applicants to pass the physical exam.**
- Did you properly prescreen the applicant using DD Form 2807-2?
  - Did you have medical documentation for all cases where an individual was hospitalized or received treatment from a doctor?
  - Did you check with parents to clear up any questions about physical problems the applicant might have had?
  - Did you advise the applicant about MEPS processing procedures (that is, consults, blood pressure, high protein, bring glasses, refraction, etcetera)?
  - Did you check thoroughly for drug and/or alcohol abuse?
  - Did you send an applicant you knew wasn't qualified to physical?
  - Did you use Dial-A-Medic for questionable cases? (Dial-A-Medic is a telephone contact at each MEPS that reaches the medical section. It is designed to provide guidance to recruiters pertaining to medical questions.)
- A-23. **Trouble getting applicants who passed the physical to enlist.**
- Did you get their commitment to join the Army?
  - Did you select the best COA for your applicant based on their qualifications?
  - Did you send your applicant to MEPS in hopes the guidance counselor would ask them to join?
  - Did you explain the MEPS processing procedures to your applicant and explain how long it could take?
  - Did you fail to determine your applicant's real passions and goals?
  - Did you present a COA using SOLDIER to uncover their real passions and goals?
- A-24. **Trouble shipping your Future Soldiers.**
- Have you kept in contact with your Future Soldiers in accordance with USAREC Reg 601-95?
  - Do you have monthly FSTP functions?
  - Are your FSTP functions fun and informative and do you vary the content or do the same thing every time?
  - Do you explain to the parents and families of Future Soldiers how important their contract is?
  - Do you properly train, motivate, and prepare your Future Soldiers for active duty?



- Do you reinforce the Future Soldier's skill choice even if what they enlisted for was not their first choice?
- Do you constantly reinforce the Future Soldier's decision to join the Army.
- Do you give your Future Soldiers the same amount of attention and interest as you did before they enlisted?

## Appendix B

### Recruiter's Toolbox

#### TELEPHONE TECHNIQUES

B-1. The recruiter's toolbox is a collection of proven tactics, techniques, and procedures that can help you establish and refine critical areas such as telephone introductions, establishing rapport, how to use factfinding and open-ended questions, overcoming obstacles, and trial closes. The examples may be similar to what you currently use but this appendix will also explain the psychological dynamics of why they're used. Memorizing scripts is good, but it's equally important to understand how they affect your audience.

CONTENTS	
Telephone Techniques .....	B-1
Introductory Scripts .....	B-1
Lead-in .....	B-2
Ask for the Appointment .....	B-3
Overcome Obstacles (Telephone) .....	B-4
Prequalification of Prospects .....	B-6
Interview Techniques .....	B-7
Trial Close .....	B-7
Overcome Obstacles (Interview) .....	B-7
Closing Techniques .....	B-8
Closes .....	B-9

B-2. You don't need a degree in psychology to understand human nature. All you need to understand is what makes people feel good. Generally speaking, people react favorably when you show them respect such as knowing their name, complimenting them on their achievements, or showing them special favor or treatment. Basically, if you treat people the way you want to be treated you will always be received favorably. Remember, a first impression is a lasting impression, whether it be face-to-face or on the telephone. The examples used in this appendix are time tested and should be customized to fit your personality and market.

#### INTRODUCTORY SCRIPTS

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

B-4. Once you get your lead on the phone it's important to establish rapport. Establishing rapport on the telephone is a little more difficult than in person, but can be done by asking the proper questions. Remember, rapport is nothing more than trying to create an atmosphere of mutual understanding, trust, and agreement be-

tween you and the prospect. To do that you must first “break the ice” by initiating the conversation with a simple statement such as, “*John, I’m glad I caught you at home. I understand you recently graduated from West Undershirt High School, is that right?*” Once you receive their response, follow up with a statement such as, “*Well on behalf of myself and the U.S. Army, congratulations on a job well done.*” This simple introduction established the fact that you know something about the person and you are proud of their achievement. It puts them at ease and makes it easier to ask fact-finding questions such as, “*So John, what have you been doing since graduation?*” Now that you understand how this works, here are some additional examples:

- “*Good afternoon, I’m SGT Ring and I represent the U.S. Army. May I speak with John please? Hi John, how are you today? I understand you’re a senior at West Undershirt High School.*”
- “*Good morning, I’m SGT Ring and I represent the U.S. Army. May I speak with John please? Hi John, this is SGT Ring with the U.S. Army. I understand you recently graduated from West Undershirt High School.*”
- “*Good evening, I’m SGT Ring and I represent the U.S. Army. May I speak with John please? Hi John, this is SGT Ring with the U.S. Army, how are you today? John, the reason I’m calling is I just received the results of the ASVAB test you took in school and noticed you’re planning to serve in the military. That’s great! Let me be the first to congratulate you on your decision.*”
- “*Good afternoon, I’m SGT Ring and I represent the U.S. Army. May I speak with John please? Hi John, this is SGT Ring with the U.S. Army, how are you today? John, I understand you’re a freshman at State University.*”
- “*Good evening, I’m SGT Ring and I represent the U.S. Army. May I speak with John please? Hi John, this is SGT Ring with the U.S. Army, how are you today? I was recently talking with Mrs. Black, your guidance counselor, and she said you might be interested in some of the programs offered by the Army.*”
- “*Good afternoon, I’m SGT Ring and I represent the U.S. Army. May I speak with John please? Hi John, this is SGT Ring with the U.S. Army, how are you today? John, I just received the results of the ASVAB test you recently took at your school and would like to congratulate you on your score. I understand you are planning to attend college. Is that still true?*”
- “*Good afternoon, I’m SGT Ring and I represent the U.S. Army. May I speak with John please? Hi John, this is SGT Ring with the U.S. Army, how are you today? John, I just received the results of the ASVAB test you took at school. I was wondering if anyone from your high school has offered to discuss your scores?*”

## LEAD-IN

B-5. Once you’ve introduced yourself and established rapport, it’s time to ask some open-ended, factfinding questions. Some examples are: “*So John, what are your plans after graduation?*” or “*What have you been doing since you graduated?*” The response you get will determine the person’s interest and the type of lead-in to use. The following are good examples of lead-ins based on the prospect’s response ending with a two-choice close.

- Lead response: I’m interested in joining the military.
  - “*John, I applaud you for the decision you made to serve our country. I’m sure you have a military branch in mind, but I’d suggest you check out other services before making your final decision. I’d like to show you what the Army can offer. Can we get together on \_\_\_\_\_ or would \_\_\_\_\_ be better for you.*”
  - “*That’s great John! Exactly what is it you want to do in the military? Did you know the Army has over 180 different jobs to choose from? Some of the jobs come with a substantial cash bonus and money for college. I would like to discuss these opportunities with you in more detail. Can we get together on \_\_\_\_\_ or would \_\_\_\_\_ be better for you.*”

- Lead response: I'm looking for skill training.
  - *"John, the Army has some dynamic programs that offer guaranteed skill training and educational assistance for college. I would like to meet with you to discuss how these programs will help you reach your goals. How about meeting with me at \_\_\_\_\_ or \_\_\_\_\_? "Which would be better for you?"*
  - *"John, the Army is one of the most trusted and respected organizations in this country. Our skill training, education, and incentives are the best of any service, and have helped many achieve their education and career goals. I'd like an opportunity to show how the Army can help you achieve yours. Would \_\_\_\_\_ or \_\_\_\_\_ be better for you?"*
- Lead response: I need money for my education.
  - *"John, the U.S. Army has a program called the Montgomery GI Bill which can offer you up to \$\_\_\_\_\_ for college. This program, combined with other educational programs the Army offers, will allow you to pursue your educational goals. I would like to discuss these programs in detail with you and show how you can obtain your degree at little or no cost. May I see you at \_\_\_\_\_ or would \_\_\_\_\_ be better?"*
  - *"John, the Army offers the Montgomery GI Bill which will guarantee you up to \$\_\_\_\_\_, plus numerous other education programs that will allow you to attend college with little or no cost to you. I would like to meet with you to discuss these programs in greater detail. Can we meet on \_\_\_\_\_ or would \_\_\_\_\_ be better?"*
- Lead response: I want to be a leader.
  - *"John, I understand you contacted the Army's Web site, and are interested in becoming a leader. The Army has many challenging leadership opportunities along with the training you need to become a problem-solver, teacher, and leader of the team. I would like to discuss this with you in more detail. Can we get together on \_\_\_\_\_ or \_\_\_\_\_? Which would be better for you?"*
- Lead response: I need an income and security.
  - *"John, the Army offers employment in over 180 different and exciting jobs that will provide you with the security and financial stability you're looking for. In addition, the Army provides excellent health care benefits for you and your family. I'd like to sit down with you and show how the Army can benefit you and your family. Would \_\_\_\_\_ or \_\_\_\_\_ be better for you?"*
  - *"John, the Army is definitely an option you should consider. It has a competitive starting salary, full benefit package, educational and cash incentives, and unmatched skill training. I would like to show you how the Army can help you achieve your career goals. Would \_\_\_\_\_ or \_\_\_\_\_ be better for you?"*
- Lead response: I want to do something exciting and different.
  - *"John, the Army is an adventure in itself and offers a wide range of exciting jobs plus the opportunity for worldwide travel. I'd like to visit with you and discuss the many adventurous opportunities available. Would \_\_\_\_\_ or \_\_\_\_\_ be better for an appointment?"*
  - *"John, did you know the Army is a diverse organization that offers worldwide traveling opportunities? The Army has bases in many countries and gives you the opportunity to experience their cultures and languages first hand. I would like to discuss these opportunities with you in more detail and show you how they may be your passport to the world. Would \_\_\_\_\_ or \_\_\_\_\_ be better for you?"*

### ASK FOR THE APPOINTMENT

B-6. Now that you've contacted the lead, established rapport, and discovered their area of interest, it's time to ask for the appointment. Remember, this person was

not expecting your call and may hesitate to agree to an appointment, so it's good to use the two-choice close. Offering a choice of date, time, and location to give them some say in the decision. *"John, I'd like to show how the Army can help you achieve your career goals. Could we get together on Tuesday at 4:30 or would Wednesday at 3:30 be better for you?"* When the person chooses a date let them also determine the location by asking, *"John, would you like to meet at your house or would the recruiting station be better?"*

### **OVERCOME OBSTACLES (TELEPHONE)**

B-7. Obstacles can occur at anytime during a telephone conversation, but are most likely to occur when you ask for the appointment. People are normally reluctant to agree on anything during a short telephone conversation. They may create obstacles to simply slow down the process or get more information. In either case once you understand their real objection, make sure you answer it clearly and as briefly as possible. Never argue with or attack anyone you've called or their family members, regardless of the topic. Anger and sarcasm, even if justified, can give you and the Army a bad name. Even if you win the argument, you will lose the appointment and any referrals you might have obtained.

B-8. Keep in mind the telephone is only used to contact leads, create interest, and get an appointment. You cannot enlist anyone on the telephone, so keep the conversation brief. Don't try to convince someone who has made it quite clear they are not interested. Politely thank them for their time, ask for a referral, and try to establish a followup date. Make sure you end all your calls on a positive note. If the prospect should change their mind, as they typically do, they will feel more comfortable speaking with you. The following are examples of obstacles and how to overcome them.

- Obstacle: Call me later.
  - *"John, I understand you're busy right now and can appreciate your full schedule. Rather than me calling you back, let's schedule a time to meet. Would \_\_\_\_\_ or \_\_\_\_\_ be better?"*
  - *"John, I would be glad to call you back at a later time. Should I call back at \_\_\_\_\_ or would \_\_\_\_\_ be better?"*
- Obstacle: Mail me the information.
  - *"John, I would be happy to send you information. However, the Army offers such a variety of opportunities, it would be impossible for me to personalize the information. Besides John, you will certainly have questions that I could answer much better in person. Can we get together on \_\_\_\_\_ or would \_\_\_\_\_ be more convenient for you?"*
- Obstacle: Family or friends had a bad military experience.
  - *"John, I think you will agree that all people will experience some difficulties in life. Difficulties come whether you're in the Army or a member of the civilian workforce. What some people perceive as a bad experience, others perceive as a challenge or an opportunity. There are a lot of successful people in business today who got their start in the Army. It's okay to listen to your family and friends, but we're talking about your future John, not theirs. Don't make a decision based on someone else's good or bad experiences. Make your own informed decision. When can we sit down and discuss what the Army can do for you. Would \_\_\_\_\_ be good or would \_\_\_\_\_ be better?"*
- Obstacle: You're wasting your time.
  - *"John, what makes you think talking with you about your future would be a waste of my time?"* (Response) *"I realize the Army is not for everyone, but you should be aware of Army opportunities before you discount the Army as an option. Besides, helping someone plan for their future is never a*



- waste of my time. Can we meet on \_\_\_\_\_ or would \_\_\_\_\_ be better?"
- Obstacle: Have a good job.
    - "John, it sounds like you have a great job; but have you given any thought to long-term opportunities? Do you have job security, with unlimited advancement and educational assistance? You know, today's job market is extremely competitive and volatile. Without specialized training or education the chances of finding and keeping a good paying job are not in your favor. I would like to discuss with you how the Army can provide the training, experience, and educational assistance that will help you compete in today's work environment. Can we get together on \_\_\_\_\_ or would \_\_\_\_\_ be better?"
  - Obstacle: Not interested.
    - "John, you must have a good reason for saying you're not interested; would you mind telling me what it is?" (Response) "John, that's exactly why I'm calling you today. Most people are unaware of Army opportunities and feel the Army has nothing to offer them. I'll bet you can't think of another organization that will provide you with state of the art skill training and unmatched education assistance. If after meeting with me, you're still not interested, at least you'll be making an informed decision. We can meet on \_\_\_\_\_ or would \_\_\_\_\_ be better for you?"
  - Obstacle: Going to college.
    - "John, that's great. What are you going to major in?" (Response) "Have you decided on a college or university yet?" (Response) "I'm sure you're aware of the rising cost of a college education, even in state schools. Have you thought about how you're going to pay for your education? John, I'm glad I called. The Army has educational assistance programs that can virtually pay for your college education. That means no student loans to pay back after you graduate. That may not seem important now, but it will when you start paying it back. In fact I will show you how you can attend college while you're in the Army and receive college credits for your military training and experience. When can we get together to further discuss these and other programs? Would \_\_\_\_\_ or \_\_\_\_\_ be better for you?"
  - Obstacle: Antimilitary.
    - "John, I can understand your feelings toward the Army and military service. What is it exactly that makes you feel the way you do?" (Response) "Well John, I now understand how you feel. I've talked with other people who've felt the very same way, but after explaining to them how the Army has changed, particularly in the area of educational assistance and guaranteed training, they came away with a different point of view. John, I would like to meet with you and explain how these programs can help you achieve your career goals. I can meet with you on \_\_\_\_\_ or would \_\_\_\_\_ be better?"
  - Obstacle: Interested in another service.
    - "John, I'm happy to hear you're interested in military service. The branch you're considering is a good one, but you should look into all the branches before making your final decision. As you know all services are not alike, and that includes what they can offer you in the form of training, incentives, and education programs. It would be to your advantage to choose the service that can benefit you the most. The Army, for instance, offers guaranteed skill training, shorter enlistment periods, and an unmatched education assistance program. I believe the Army can help you reach your career and education goals. I would like to meet with you to discuss these programs in greater detail. Would \_\_\_\_\_ be good or would \_\_\_\_\_ be better?"
  - Obstacle: Too much discipline.
    - "John, what is it about discipline that concerns you the most?" (Response) "It's true the Army maintains a high degree of discipline, but the nature of its mission makes it necessary to maintain order and control. Really, the Army

*isn't any different than an employer who has rules their employees must follow. The experience you get working in a disciplined environment such as the Army, will make you more marketable when seeking employment. But John, there's more to the Army than discipline. The Army also offers guaranteed skill training, shorter enlistment periods, and unmatched education assistance programs. I would like to meet with you to discuss how these programs can help you achieve your career goals. Can we meet on \_\_\_\_\_ or would \_\_\_\_\_ be better for you?"*

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

## **PREQUALIFICATION OF PROSPECTS**

B-9. Once a lead has agreed to an appointment you must determine if they are physically, medically, and morally qualified. Use care when asking qualifying questions. If you ask them too soon it could destroy the rapport you've established. Asking personal questions of someone you don't know can be somewhat intimidating. On the other hand, having a prospect show up for an appointment who is obviously disqualified could be a big waste of time not to mention an embarrassing disappointment for the prospect. You must decide the minimum amount of prequalification when scheduling appointments. For instance, if you're driving a long distance to conduct the appointment it may be necessary to do a more thorough prequalification than you would if the applicant lived close by.

B-10. Usually a good time to introduce the question is when the individual has agreed to an appointment. *"So John, when would you like to meet, Tuesday at 3:30 or Wednesday at 5:00?"* (Response) *"Great John, Wednesday at 5:00 it is. Would you like*



*to meet at your house or at the recruiting station.?”* (Response) *“Okay, Wednesday, 5:00 at the recruiting station, got it. John, before we hang up could I ask you just one more question.?”* (Response) *“John, to the best of your knowledge do you have any medical condition or law violation that you think might disqualify you for military service.?”* If you ask the question, without hesitation, right after you verify the appointment, it will be more natural and less intimidating for both you and the applicant.

B-11. As you gain more experience you'll develop ways to ask questions that are less intimidating, such as, *“John is there any reason you can think of that would prevent you from joining the Army.”* This is obviously better than, *“John, what law violations do you have?”* or *“John, do you have any serious medical conditions?”* Remember, your question could reveal an embarrassing police record or medical condition. If the record or condition is a disqualification, you must tactfully tell the prospect they are not eligible to enlist. End the conversation by asking for a referral. *“John, I'm sorry to disappoint you, but the fact that you have epilepsy is a disqualification for military service. Is there anyone you know who might be interested in Army opportunities?”* Always keep in mind that people know people and referrals are your best lead source.

## INTERVIEW TECHNIQUES

B-12. All prospecting and lead generation efforts are directed toward the Army interview. Telling the Army story and mapping out career plans through the use of developmental counseling is what recruiting is all about. There is an art and a science to the Army interview. The science is devising a plan that will help an individual achieve their goals and passions. The art is telling a convincing Army story, knowing when and how to use the trial close, overcoming obstacles, and knowing when and how to ask for the commitment.

### TRIAL CLOSE

B-13. A trial close is not a close that didn't work. It's nothing more than a temperature check; asking for an opinion or feeling about the Army or a specific program, then analyzing the reaction. In the trial close, *“John, are you ready to be Army strong.?”* the recruiter is simply checking to see how the person will answer. If they answer yes, they're ready to join the Army. If they answer no, it means they have not committed yet and need more information. A trial close is about asking questions that will help you determine the right time to ask the person to join the Army.

B-14. Trial closes perform some very important functions. They prepare the prospect to make a decision and the positive feedback builds your confidence to ask them to join the Army. Take full advantage of every opportunity to ask questions that assuredly will get a positive response. It makes good recruiting sense to do trial closes throughout the interview to determine the prospect's interest level. Asking the prospect for any kind of agreement is a type of trial close (temperature check). Here are some examples:

- *“John, do you think the Army can help you meet your financial obligations.?”*
- *“John, can you see yourself wearing an Army uniform.?”*
- *“John, do you feel that being paid to learn a skill is a benefit to you.?”*
- *“John, do you think the Army's education programs can help you get your degree.?”*

### OVERCOME OBSTACLES (INTERVIEW)

B-15. Obstacles are a good thing. It means the prospect is listening and cares about what you're saying. It's also a sign you're getting close to the reason the prospect agreed to the appointment in the first place. Obstacles can be the result of what a

prospect might have heard from friends, family, influencers, and the media. They can also stem from the prospect's personal, religious, or political beliefs.

B-16. Most prospects want what the Army has to offer but may be wary of the commitment, the Army lifestyle, or both. If you treat all obstacles as requests for information, you will be able to act more as a coach and mentor through the interview process. After all, who can better answer their questions than you? So welcome their objections, it's a sure sign they are seriously considering the Army. Your skill in overcoming obstacles will determine your success as a recruiter.

B-17. In those rare cases, where you don't encounter any obstacles, it usually means the prospect has already decided to join the Army or isn't seriously considering it at all. If the prospect doesn't present any obstacles, don't try to create them. "*John, don't you have any questions about the physical and emotional demands of basic training?*" Such a question only brings up something that may not have been the prospect's concern. Now it could become the reason they decide not to join. Avoid creating obstacles at all costs.

B-18. The following example will show you a step-by-step example of how to determine and overcome obstacles. The scenario is an interview with a married man who was just told he'd have to be separated from his wife for a few months while he's at training.

- Step one. Obviously you.
  - Prospect: "*It all sounds good, but I can't be gone that long.*"
  - Recruiter: "*Obviously John, you have a good reason for saying that. Do you mind if I ask what it is?*"
- Step two. Repeat the obstacle as a question.
  - Prospect: "*I don't want to be separated from my wife during training.*"
  - Recruiter: "*You don't want to be separated from your wife during training?*"  
Note: By restating the obstacle you are gaining time to think of an appropriate response.
- Step three. Check for smokescreen.
  - Recruiter: "*Well John, if you didn't have to be separated from your wife while you're at training, would you join the Army?*" If the prospect answers yes, proceed to step four. If the answer is no, go back to step one to find the real objection.
- Step four. Show emotion.
  - Recruiter: "*I understand how you feel John. Many people in your situation have felt the same way. What we have found is the time away from your family is a small price to pay for the investment you are about to make for your future and theirs.*"
- Step five. Use logic.
  - Recruiter: "*John, suppose you were offered a civilian job that guaranteed skill training in the field of your choice, a cash bonus, education assistance, including free medical, dental, and life insurance, but separated you from your wife for a few months. Wouldn't you take it?*" (Response) "*Sure you would, but John, the only organization I know that can make you that kind of offer is the Army.*"

## CLOSING TECHNIQUES

B-19. No matter how good your Army interview, the prospect will not agree to join the Army until you ask. Closing is critical to the Army interview because it's where the commitment is asked for and hopefully obtained. The effective use of trial closes and reading of body language are keys to successful closing. You may have a favor-

ite, but there is no one best closing technique. Whichever technique you use to obtain a commitment is the best one at that particular time.

B-20. The close formalizes the decision the prospect has been contemplating throughout the Army interview. The close simply summarizes the prospect's career goals and passions, and shows how an Army enlistment can help fulfill them. Don't try to disguise the close using vague statements such as, "*Well John, the next thing to do is see what jobs are available at the MEPS.*" or "*John, when do you want to take a trip to the MEPS for your physical?*" Don't beat around the bush. You must actually say the words that leave no doubt in the prospect's mind. "*So John, taking into consideration all that we've discussed, when do you want to process for enlistment? Would Wednesday or Friday be better for you?*"

## CLOSES

B-21. The following examples will show you various closes that can be used.

- **Single-question close.**
  - "*John, are you ready to join the Army? It could be the best decision of your life?*" Use caution with single-question closes. You are forcing the prospect to make a decision, and the answer may be no. Use this close only if you are absolutely sure the prospect will say yes.
- **Two-choice close.**
  - "*John, which day would you prefer, Wednesday or Thursday, to take your physical and enlist?*" This close gives the prospect a sense of control, because you are allowing them to choose the day. If the first two days are rejected, try two more. If the applicant still won't commit, determine what the objection is and try again.
- **Minor point close.**
  - "*John, would you rather go to basic training in September or October?*" The minor point close is used when you don't want the prospect to feel they are being forced to make a decision. This type of close gets the prospect to agree on a minor point that presumes they have already made the decision to join the Army. When they pick a month, they in fact have decided to join the Army.
- **Contingent close.**
  - "*John, I realize this is an important decision in your life and you would like to discuss it with your parents. I would like to be there with you to answer any questions they might have. Suppose they agree that this is a good idea. Will you be ready to take your physical and enlist this week?*" This makes their decision to enlist contingent on something else happening. In this case, the contingency is getting their parents' approval.
- **Conditional close (facts, evidence, benefit, agreement).**
  - "*As you can see John, the Army can provide you with the skill training and education assistance that you want. The benefit to you is that you will have the training to get a good paying job and finish your degree in computer science. That is what you wanted, isn't it? John, if I can guarantee you all of the things we've just talked about here today, will you join the Army?*" This close is simply saying, I can do what you want. Will you do what I want?
- **Third-person close.**
  - This close requires the assistance of another recruiter, but is very effective. With a prearranged signal, hand-off the interview to another recruiter. Briefly explain the prospect's career plans and the programs you have outlined, asking your partner for their views. Your

partner goes right on with the interview, often repeating the same points you made. Because the other recruiter is a disinterested third party, this lends support to what you said, verifying the information in the prospect's mind.

- **Challenge close.**

- *“John, I really don’t know if you’re ready for the kind of challenge basic training will give you?”* This close challenges the prospect's ego by telling them they probably couldn't make it through BT or jump school anyway. The danger here is they may agree with you. This close should not be used with someone who has voiced a concern about BT.

- **Service to country close.**

- This close works on a prospect's sense of obligation or pride. *“John, there are other reasons for joining the Army besides the training and education. By serving in the Army you will be protecting America’s freedoms at home and abroad, securing our homeland, and defending democracy worldwide. Your decision to join the Army will put you in the elite company of those brave men and women who’ve served to protect the freedoms that you, your family, and friends enjoy. John, are you ready to be Army strong?”*

- **Already enlisted close.**

- This is a frog-in-the-pot kind of close. At some point during the interview, based on positive responses to your trial closes, start using phrases that presume the prospect's already made the decision to enlist. *“John, when you get to the MEPS the first thing you’ll do is check in with the Army guidance counselor.”* or *“John, if you like to play sports you’re gonna love basic training.”*

- **Ben Franklin close.**

- This is an excellent technique for a followup interview when the prospect needs time to make a decision. Give the prospect a piece of paper. Have them draw a vertical line down the center and write, “Reasons to join today” on the right side and “Ideas opposed” on the left. Have the prospect list all the “Ideas opposed” first. Most prospects can only come up with two or three. These are their objections, remember them. Have the prospect list all the “Reasons to join today” they can think of. Add to that all the remaining benefits of an enlistment you can think of. The reasons to join will always outnumber the reasons opposed. Tell them to take the sheet, along with the ARCA worksheet, home to consider and share the information with their parents or spouse. Set a time to get back with them to discuss their conclusions. Maintain a high level of rapport with them throughout the process. When they leave, immediately write down their objections and develop a plan to overcome them.

- **Scarcity principal close.**

- This close adds value to your product and moves prospects through the processing cycle.
  - ■ *“John, this is absolutely the best time of year for a senior to select a job. Why don’t we schedule you for your physical so you can select your job before all the other seniors in the Nation do.”*
  - ■ *“John, the career field you’re looking for isn’t always open. I think there are a few slots left. Why don’t we schedule you for your physical on Thursday or Friday?”*

- **Contrast principal close.**

- Discuss a 4-year enlistment first, then move on to the 2-year enlistment. Use this close to help make the prospect's decision to enlist

easier. This contrast adds value to the 2-year enlistment and the cost in time is more reasonable to the prospect.

- **Complete the application close.**

- After you have completed the Army interview (without asking the person to join), begin filling out the application. *“John, there are a few forms that we need to fill out before I can schedule you to take your physical and enlist in the Army.”* This can be effective if you were receiving positive responses during the Army interview.

- **Doorknob close.**

- If you've tried everything you can think of to get a commitment and are about to leave, try the “doorknob close.” Just before you leave, when the pressure is off, say, *“John, before I go could you just answer one question? What's the real reason you decided against joining the Army today?”* This close gives you one more shot at the prospect and may surface an unspoken obstacle you can overcome.

# Glossary

## Section I. Abbreviations

<b>AFQT</b>	Armed Forces Qualification Test
<b>AO</b>	area of operation
<b>AR</b>	Army Reserve
<b>ARCA</b>	Army Recruiting Compensation Advantage
<b>ASVAB</b>	Armed Services Vocational Aptitude Battery
<b>BT</b>	basic training
<b>COA</b>	course of action
<b>COI</b>	centers of influence
<b>C2</b>	command and control
<b>EST</b>	Enlistment Screening Test
<b>FSTP</b>	Future Soldier Training Program
<b>MAP</b>	mission accomplishment plan
<b>MEPS</b>	military entrance processing station
<b>MOS</b>	military occupational specialty
<b>RA</b>	Regular Army
<b>ROP</b>	recruiting operation plan
<b>RPI</b>	recruiting publicity item
<b>RZ</b>	Recruiter Zone
<b>SRP</b>	School Recruiting Program
<b>SY</b>	school year
<b>TAIR</b>	Total Army Involvement in Recruiting

**USAREC** U.S. Army Recruiting Command

**VIP** very important person

## Section II. Terms

**applicant**

A prospect who has agreed to process for enlistment.

**centers of influence**

Any person who is in a position to refer qualified leads.

**contact**

A personal conversation with a prospect by telephone or face-to-face.

**lead**

The name, physical address or e-mail address, and telephone number of an interested individual.

**open-ended questions**

Questions that require more than a yes or no answer. They begin with what, how, why, when, or "Tell me about..."

**prospect**

Someone who has committed to an appointment or a person with whom an appointment was conducted, but has not committed to process for enlistment.

**referral**

A lead furnished to a recruiter by any individual.





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