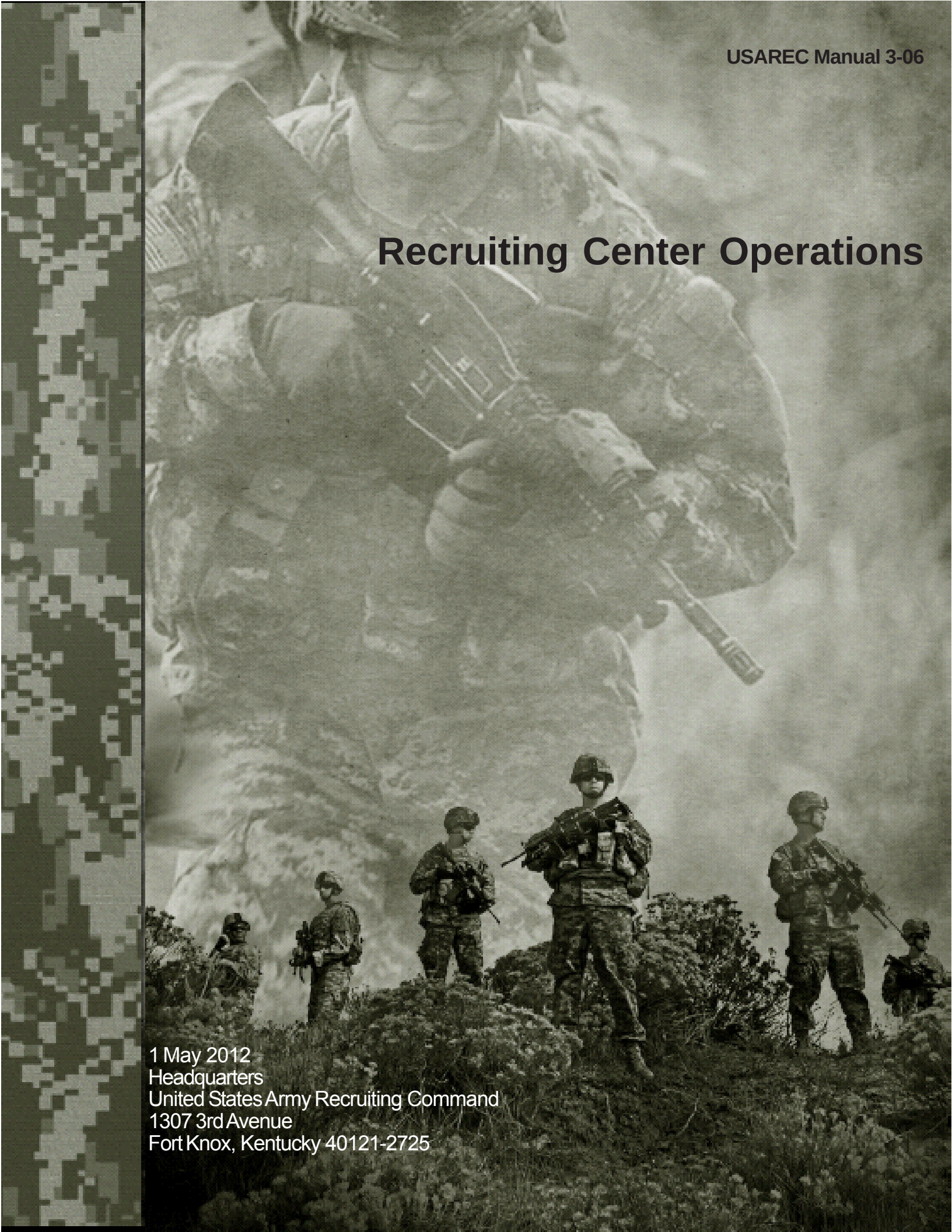
USAREC Manual 3-06

Recruiting Center Operations



1 May 2012
Headquarters
United States Army Recruiting Command
1307 3rd Avenue
Fort Knox, Kentucky 40121-2725

*USAREC Manual
No. 3-06

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Contents

		Page
	FIGURES	i
	PREFACE	vii
PART ONE	**CENTER COMMANDER DUTIES AND RESPONSIBILITIES**	
Chapter 1	**Center Commander Duties and Responsibilities**	1-1
Chapter 2	**Assistant Center Commander**	2-1
PART TWO	**RECRUITING CENTER OPERATIONAL ENVIRONMENT**	
Chapter 3	**Recruiting**	3-1
Chapter 4	**Mission Command**	4-1
Chapter 5	**Intelligence**	5-1
Chapter 6	**Decisive Operations**	6-1
Chapter 7	**Shaping Operations**	7-1
Chapter 8	**Sustaining Operations**	8-1
Chapter 9	**Recruiting Operation Plan**	9-1
Appendix A	**Mission Command**	A-1
Appendix B	**Prospecting Analysis**	B-1
Appendix C	**Chokepoints**	C-1
	GLOSSARY	Glossary-1
Figures	**1-1. Center commander responsibilities**	1-1
	1-2. Workflow model for the center commander	1-2
	2-1. Assistant center commander duties and responsibilites	2-1
	2-2. ACC workflow model	2-3

*This manual supersedes USAREC Manual 3-06, dated 22 November 2011.

3-1. Recruiting center network 3-2
4-1. The art and science of mission command 4-1
4-2. The operations process 4-5
4-3. Fundamentals of mission command 4-8
4-4. The operations process and mission command 4-9
4-5. Mission command 4-10
5-1. The intelligence process 5-1
5-2. Steps of IPE 5-4
5-3. The relationship between the operations an dintelligence process 5-6
9-1. ROP planning process 9-1
9-2. SWOT template 9-2
9-3. Example of a recruiting center's SWOT analysis 9-4
9-4. Example of recruiting functions analysis 9-5
9-5. Sample of a recruiting sync matrix ("Toddville Recruiting Center") 9-10
9-6. Example of a center's weekly ROP 9-11
C-1. The recruiting funnel C-1

TABLES

Intro 1. Summary of new recruiting terms iv
Intro 2. Summary of modified recruiting terms iv

Introduction

The United States Army Recruiting Command has launched the first major change in organizational structure since its founding more than 40 years ago. As we publish this and other recruiting doctrine manuals and regulations, we are transforming to what we call Pinnacle architecture. The name serves as a convenient, temporary label as units convert to the new structure. We will discard the Pinnacle name as the structure goes command-wide.
Simply stated, Pinnacle describes specialized teams of recruiters working together in a central facility to recruit from a geographic and demographic area. The central facility is a recruiting center. Recruiting centers are formed by deactivating two or more recruiting stations. The center absorbs the market, mission, materiel, and manpower of the recruiting stations that closed.

This new approach transforms and modernizes the legacy processes that have remained virtually unchanged since 1973. The recruiting center structure builds on many proven industry concepts, including division of labor, skill specialization, and process improvement. The concept takes full advantage of Internet and communications enhancements to modernize existing recruiting processes. The concept also optimizes Army visibility and interaction with the American public.

By restructuring the small recruiting unit, we will modernize recruiting processes, leverage technology, and make USAREC a team-focused organization. We will continue to learn as we proceed. This manual sets the left and right limits as we move ahead. It provides a broad description of the processes, technologies, and team member duties and responsibilities.

USAREC Manual 3-06 explains the structure and operations of the Army recruiting center. Recruiting center will replace recruiting station as the name of the basic recruiting unit. Some centers will have a forward engagement center to extend the center's reach to remote areas.

Not all conventional—or legacy—operations will cease. Thinly populated remote areas of the upper Midwest, for example, may prove difficult to cover from a recruiting center set in an urban location. The new model permits units to retain a conventional recruiting station to service such locations. A very small number of recruiting stations will exist, and only the USAREC Commanding General (CG) can approve them.

History and Progress

From USAREC's beginning, the individual Soldier-recruiter has performed the full range of recruiting tasks. Under this long-standing legacy recruiting model, the recruiter generated leads, prospected from lead lists, interviewed prospects, and then walked each applicant through each step of becoming a Soldier. Every Soldier who has worn the recruiter badge knows the demands of the legacy model: careful time management, strong leadership skills, and continual attention to self-development.

USAREC has experimented with new approaches since the mid-1990s. The command tried platoon sergeants— typically, sergeants first class who supervised two or more station commanders. In 1994, Success 2000 first introduced the team approach. In 2007, the 3d Recruiting Brigade began an experiment with the team recruiting concept. Many valuable lessons and best practices came from those trial efforts.

A decade of war, changes in the economy and the recruiting market have brought us to a turning point. Over the last 18 months, we have made great strides to move the command away from legacy processes that focus on individual effort. Now, in fiscal 2012, the command is ready to introduce far-reaching, fundamental, and permanent change. This transformation actually began in fiscal 2010, when great success gave us opportunity to advance the new concept.

In 2010, the CG directed that we begin implementing the new concept. The CG did not want to simply duplicate earlier team recruiting processes. Instead, we intend to capitalize on the lessons learned and the best practices from previous years. The new structure brings holistic change to the legacy structure at all levels and through all systems.

The change involves much more than the name above the door. The new structure brings major changes to the way we train, lead, and employ our people. The most meaningful change is the turn away from individual effort to a team effort that applies a division of labor and specialization of skills. No longer will individual Soldiers carry the mission alone. In the recruiting center, teams of Soldiers will focus their time and effort on specific phases of recruiting.

Our focus is people—it is not about computer hardware and software. Even so, leveraging technology is part of the package. Recruiting centers are getting some new equipment, furnishings, and technology. The new tools arrive along with the change in organization and structure, and they certainly enhance recruiting operations.

Along with these changes come greater efficiency, better work hours, and greater quality of life. Soldiers on recruiting duty can focus on tasks that reflect their aptitudes. Soldiers in the mainstream Army will begin to see a recruiting assignment as an attractive, career-enhancing opportunity.

This new manual introduces several new recruiting terms and modifies one. Introductory tables 1 and 2 show the new and modified terms.

Introductory Table 1.
Summary of new recruiting terms

Assistant Center Commander	forward engagement center	Pinnacle
Center Commander	forward engagement team	recruiting support team
engagement team	Future Soldier leader	sensor

Introductory Table 2.
Summary of modified recruiting terms

recruiting station

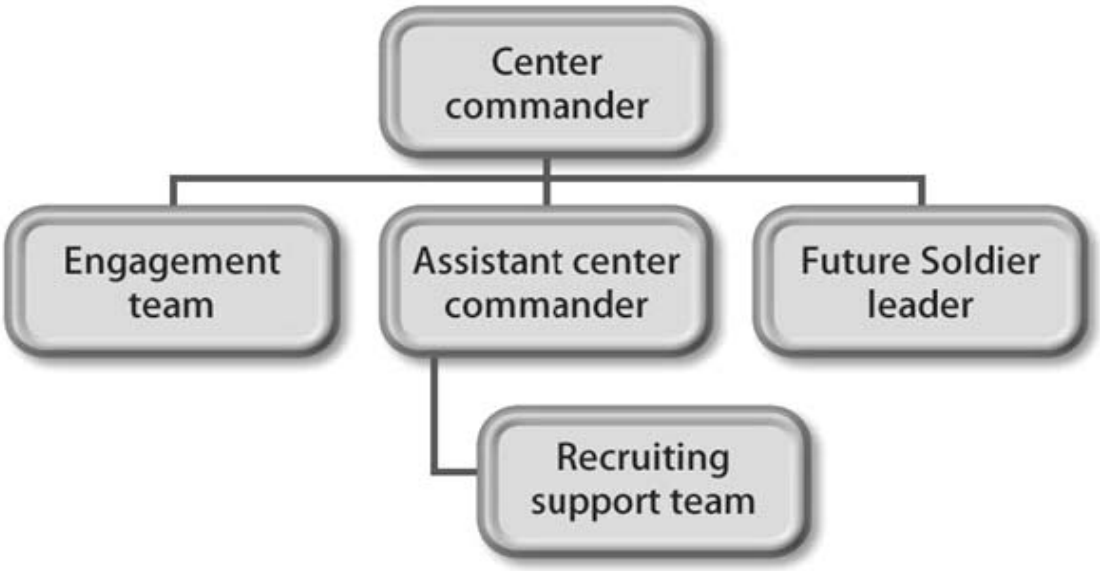
Incremental Implementation

Transformation began with converting six companies across all five enlisted recruiting brigades. The first companies to convert were Radcliff, Nashville Rctg Bn; Harrisburg, Harrisburg Rctg Bn; North Philadelphia, Mid-Atlantic Rctg Bn; Montgomery, Montgomery Rctg Bn; Tyler, Houston Rctg Bn; and Los Angeles, Los Angeles Rctg Bn. The transformation of those five recruiting battalions and the rest of the command will be determined based on the above companies' operational results.

Transformation brings a new structure and new personnel positions—recruiting centers with engagement teams and recruiting support teams. The number of brick-and-mortar facilities will decline. For example, Radcliff Recruiting Company's six stations merged into three larger recruiting centers.

The recruiting center differs in many ways from the legacy recruiting station. In a recruiting station, one station commander directly supervises a team of recruiters. Each recruiter conducts his or her own complete recruiting operation, from lead-generation to shipping. Until a few years ago, each recruiter carried a personal recruiting mission and earned rewards for their achievements.

Recruiting centers take a very different approach. The recruiting center commander directly supervises the assistant center commander (ACC), the Future Soldier leader (FSL), and the members of the engagement team (ET). The ACC directly supervises the Soldiers on the recruiting support team (RST). Introductory figure 1 shows the center's structure and team member positions.



Introductory figure 1. Organization of a recruiting center

The recruiting center is the basic recruiting unit. Each center comprises mutually supporting and synchronized teams and the center commander. The teams carry out specific recruiting functions. Mission success demands that all members work together. Each member depends on the other to accomplish the mission.

Duties and Responsibilities

Members of the **engagement team** (referred to as ETs) directly engage the public. ETs are the face and voice of the Army in the community. ETs execute the center's school recruiting program (SRP), engage the market, and tell the Army story. ETs are the primary personnel who conduct Army interviews with prospects.

The ET may consist of 3 to 11 Soldiers. ETs are leaders, communicators, planners, public relations representatives, market analysts, and counselors. The ET is the face and voice of the Army in the community—they directly engage the market every day. At the direction of the center commander, ETs may support the FSL or RST.

Members of the **recruiting support team** (referred to as RSTs) provide qualified prospects to the ET. RSTs conduct prospecting operations and set up appointments for Army interviews. ETs interview prospects. When prospects agree to further processing—that is, when they become applicants—ETs hand them off to RSTs for processing.

The RST is the administration, prospecting, and processing arm of the center. As many as six Soldiers comprise the team. RSTs will conduct duties as individuals or as a team as the center commander and assistant center commander direct.

The **Future Soldier leader** manages the Future Soldier Training Program (FSTP). The FSL plans, leads, trains, and prepares Future Soldiers for initial entry training (IET) and develops and deploys Future Soldiers as ET assets.

The FSL assumes full responsibility for the FSTP recruiting function. The FSL provides mentoring, guidance, and care for Future Soldiers. The FSL's primary function is to manage the center's FSTP, as explained in USAREC Reg. 601-95.

The **center commander** bears overall responsibility for the center's operations, training, and the welfare of all personnel assigned to the recruiting center. Like the legacy station commander, the center commander is responsible for everything that happens or fails to happen in the center. Specifically, center commanders will—

- Conduct center operations and implement best practices in all activities.
- Analyze all aspects of the recruiting process and make adjustments to improve and increase efficiency.
- Organize their forces to accomplish the recruiting objectives and mission.
- Directly supervise the ACC, the FSL, and the ETs. The center commander indirectly supervises the RST through the ACC.

The **assistant center commander** is the center's operations NCOIC. The ACC directly supervises the RST's daily work activities, provides training, and commands the center during the commander's absence.

Recruiting Center Work Areas

A recruiting center features an interactive experience zone that allows visitors to learn more about the Army. A recruiting center also has a Future Soldier training area, an area for the RST to operate, an area for the ET with communication/data links, offices for the center commander and FSL, and a testing and interview room. Company headquarters that are co-located within a recruiting center will have separate office space for the commander, first sergeant, and support personnel.

Some things will not change. Empowered Soldiers and civilians of this command will continue to work together to achieve our mission to provide the strength for America's Army. The concerted effort of these teams, as always, will lead young American men and women to serve their country while they advance their personal life goals.

DAVID L. MANN
MG, USA
Commanding

Preface

USAREC Manual 3-06 is a "how to think" manual for recruiting center leaders. The manual's primary purpose is to describe the operational structure of the recruiting center and the duties and responsibilities of each leader. The manual also presents technical and thought-provoking information that will assist recruiting center leaders in their decision making process.

PURPOSE

This manual serves as a user guide for recruiting center management, operations, and team functions and how they interface within the center.

SCOPE

USAREC Manual 3-06 is the user manual for recruiting doctrine at recruiting center level. It includes a discussion of the Pinnacle concept, recruiting center structure, team member roles and how they interface. This manual also discusses recruiting fundamentals and concepts as well as the most successful recruiting center operations and practices. The manual discusses the eight recruiting functions; decisive, shaping, and sustaining operations, and recruiting center leadership tools and techniques.

APPLICABILITY

This manual applies to all recruiting center leaders. The manual also applies to recruiting stations. Stations exist only as an exception to policy and function with not more than three recruiters. Stations exist to meet the mission demands of geography, such as extreme distance or climate. Both recruiting centers and recruiting stations will operate in accordance with this manual.

INTRODUCTION

USAREC Manual 3-06 is the user manual for recruiting doctrine at recruiting center level. It discusses the structure of the recruiting center and how team members interface. This manual also discusses recruiting fundamentals and concepts as well as the most successful recruiting center operations and best business practices. The manual explains decisive, shaping, and sustaining operations and how they relate to the recruiting functions.

ADMINISTRATIVE INFORMATION

The proponent for this manual is Headquarters, United States Army Recruiting Command (HQ USAREC), Assistant Chief of Staff, Recruiting and Retention School–Forward. Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to HQ USAREC, ATTN: RCRRS-D, 1307 3rd Avenue, Fort Knox, KY 40121 2725; or by e-mail to doctrine@usarec.army.mil.

PART ONE

Center Commander Duties and Responsibilities

Part One discusses the center commander and assistant center commanders' duties and responsibilities. It gives operational guidance and provides examples of the command's best recruiting practices.

Chapter 1 Describes the duties and responsibilities of the center commander

Chapter 2 Describes the duties and responsibilities of the assistant center commander.

Chapter 1

Center Commander Duties and Responsibilities

1-1. The center commander is typically the senior noncommissioned officer who leads the recruiting center. The center commander is responsible for all recruiting operations, training, and the welfare of recruiting center team members. The center commander directly supervises the ACC, the FSL, and the ETs.

1-2. The following list of center commander responsibilities is not all-inclusive. The list simply provides the primary responsibilities associated with the center commander's duties. The center commander can redirect team members regardless of their primary responsibilities and duties to best support the center's recruiting operation plan (ROP). Figure 1-1 shows the primary responsibilities of the center commander.

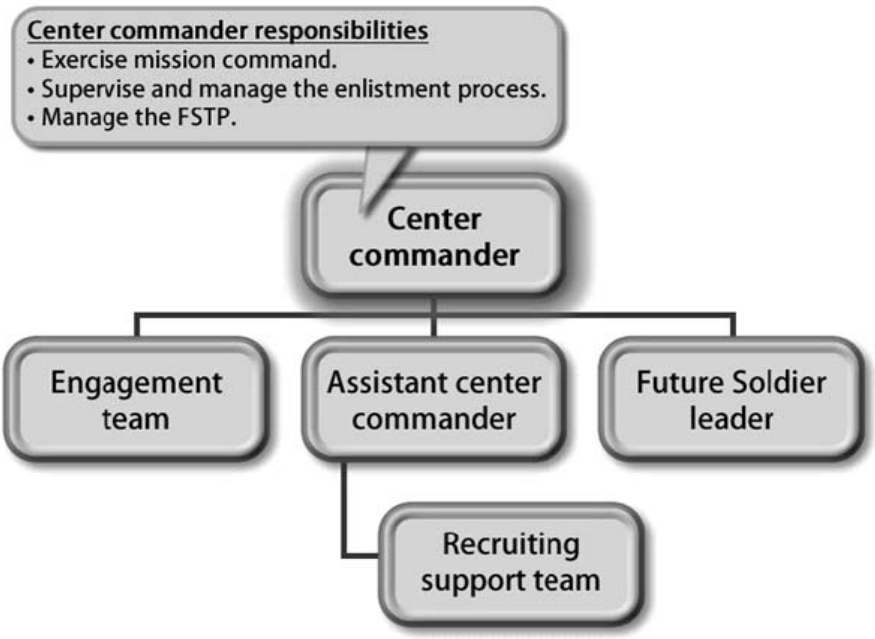


Figure 1–1. Center commander responsibilities

SUPERVISE THE RECRUITING PROCESS

1-3. **Intelligence**. The center commander collects and analyzes data from all team members, which includes demographics and market evaluation. The center commander uses this intelligence to define the recruiting environment, understand, visualize and then describe the recruiting center's environment to the team.

1-4. **Prospecting**. The center commander develops a prospecting plan with the ACC based on market intelligence and recruiting functions analysis (RFA). The plan should consider market penetration, area of operation (AO), special events, available team members, and commander's guidance. The center commander

then describes the plans and issues guidance to the team. Team members incorporate the center commander's guidance into their individual supporting plans. The center commander implements face to face prospecting and lead generation with the ETs. The ACC ensures the RSTs' plans support the ET and FSL's plans.

1-5. **Interviewing**. The center commander supervises the ETs and manages all actions directed at conducting appointments with qualified prospects.

1-6. **Processing**. The ACC and RSTs collectively process all applicant and enlistment records. The center commander, however, provides oversight and is responsible for all processing at the military entrance processing station (MEPS) and resolution of any issues that may arise. Additionally, the center commander verifies enlistment documents and conducts final quality assurance (QA) of all enlistment records. After enlistment, the center commander supervises the handoff from the RST to the FSL.

EXERCISE MISSION COMMAND

1-7. **Mission Command**. The center commander uses the ROP as the primary tool for directing recruiting center operations. They use control measures to create and maintain a battle rhythm for the center. Those operational control measures are the planning meeting, daily in-process review (IPR), and weekly AAR (see app A). During these control measures, the center commander constantly refines his or her strengths, weaknesses, opportunities, and threats (SWOT), verifies the ETs' calendars, and directs the ACC and FSL.

1-8. Team members may have to assist or perform duties outside of their assigned duties as deemed necessary by the center commander. Therefore, it is imperative that center commanders and ACCs synchronize team member support daily. Best business practice has the center commander conducting an operational review with the ACC during and at the end of the duty day. The center commander also supervises applicant biometric scans and maintains computers under systems management.

1-9. **Training**. The center commander manages the training program and all center components such as physical fitness, individual development, and collective training. Maintaining individual recruiting skills and abilities is crucial under the new center concept to determine conversion to 79R.

1-10. **Sustainment**. The center commander is responsible for all resources, and Soldier and Family well-being. This includes managing the family readiness group, safety program, and team building activities. The center commander manages the integration of all new Soldiers and directs all additional duties or special areas of emphasis. Together, the center commander and ACC conduct initial and quarterly performance counseling according to the posted rating scheme. The center commander must ensure team members are not assigned duties and responsibilities other than their assigned duty positions for periods longer than 90 days.

1-11. **Future Soldier Training Program**. The center commander directly su-

pervises the FSL and is responsible for the Future Soldier Training Program (FSTP). Once a Future Soldier raises their hand and enlists in the Army, there is a handoff from the RST to the FSL. The center commander validates the Future Soldier orientation, reviews the FSL's comments, provides additional directives, and inputs the ship potential code. The center commander manages Future Soldier training through oversight of all Future Soldier training, Pre-basic combat training implementation, and a weekly review of the training schedule with the FSL. When a Future Soldier completes training, the center commander will review the training certificates and USAREC Form 1137 (The United States Army Recruiting Command Future Soldier Pre-execution checklist).

1-12. **Future Soldier Follow-up**. In addition to the daily team IPR, the center commander conducts weekly AARs with the FSL to review Future Soldier events, attendance, training progress, and documentation of referrals. Reviewing the FSL's follow-up in accordance with USAREC Regulation 601-95 is a critical responsibility of the center commander. During the review, the center commander should ensure all additional testing, processing, or documentation is completed or provided.

1-13. **Future Soldier Shipping**. The center commander does random reviews and provides oversight to the ACC, who is responsible for management of Future Soldier shipping. The center commander ensures the RST and ACC have completed DEP-out procedures and Future Soldier records review. It is the center commander's responsibility for quality assurance and final clearance before the Future Soldier is allowed to ship. Quality assurance includes, but is not limited to, a 72-hour pre-shipping follow-up, document validation, verification of ship orders and travel arrangements, and supervision of the hometown shipping program. Figure 1-2 is an example of a workflow model for the center commander.

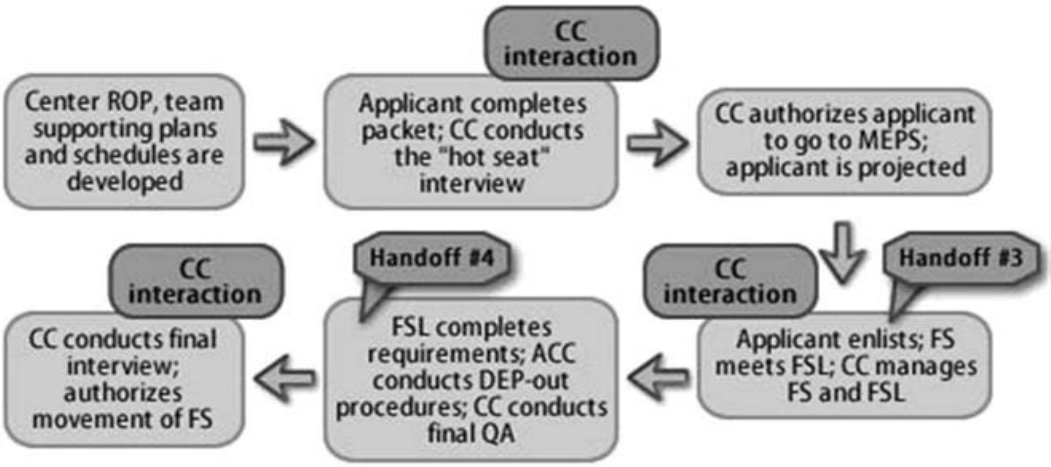


Figure 1–2. Workflow model for the center commander

Chapter 2

Assistant Center Commander

2-1. The ACC supervises and manages the RST. The ACC manages recruiting center administration, Future Soldier shipping, and leads the center in the absence of the center commander. Figure 2-1 shows the primary duties and responsibilities of the ACC.

Figure 2–1. Assistant center commander duties and responsibilities

2-2. The following list of ACC duties and responsibilities are not all-inclusive. The list simply provides the primary duties associated with the ACC. The ACC works with the center commander when the redirecting of team members is required to best support the center's ROP.

SUPERVISE AND MANAGE THE ENLISTMENT PROCESS

2-3. **Gather Market Intelligence**. The ACC develops, plans, and supervises RSTs during the collection of intelligence data during their normal operational activities. This data provides the center commander with key demographic and market information. Activities such as prospecting, processing, interviewing and other required activities allow RSTs to gather data. The ACC analyzes the data, provides recommendations, and assists the center commander in defining the center's recruiting environment.

2-4. **Develop a Prospecting Plan**. The ACC develops a telephone and virtual prospecting plan to support the center's ROP. During planning, the ACC considers intelligence preparation of the environment (IPE), market penetration data, and school plans. The ACC verifies the individual RST and ET schedules before the center commander approves the prospecting plan. It is crucial that all plans support the ROP and effectively incorporate the ET's work efforts. If the ACC uses poor judgment when coordinating team members' calendars, it will result in missed appointments and a lack of team support.

2-5. **Implement Prospecting Plan**. When the center's prospecting plan is ap-

proved by the center commander it is implemented by the ACC. The ACC must ensure the RSTs' individual plans are nested in and support the center's plan. The ACC must also ensure the RSTs' prospecting plans support the ETs' scheduled activities. The ACC approves and manages all the RSTs' plans and activities, to include blueprinting and follow-up. The ACC also reviews prospecting and lead generation results throughout the day.

2-6. **Interviewing**. Even though the Army interview is conducted by an ET, the interview does not stop when the prospect agrees to enlist. The RST continues the interview throughout the enlistment process. The ACC randomly observes these processing interviews and is prepared to assist if necessary. The RST uses the same counseling techniques used during the Army interview to guide the applicant through the enlistment process. If the applicant begins to demonstrate objections to enlistment or has second thoughts, the RST should properly engage the applicant to uncover and overcome their objections or provide them with more information.

2-7. **Processing**. The ACC ensures the RST verifies the applicant's basic eligibility, screens for medical conditions and law violations, and initiates the enlistment packet. The ACC is responsible for quality checks and processing procedures. The ACC supervises both applicant and packet handoffs from ET to RST, and RST to FSL. The ACC supervises and authorizes electronic packet submissions, communications with operations at higher headquarters, and all transportation to and from the military entrance processing station (MEPS) and shipping points.

2-8. **Mission Command**. The ACC uses the ROP as their primary tool for developing supporting plans and directing the RSTs in support of recruiting center operations. Together with the center commander, they use control measures to create and maintain a battle rhythm for the RSTs. Those operational control measures are the weekly planning meeting, daily IPR, and weekly AAR (see appendix A). Prior to conducting these control measures, the ACC provides operations information to the center commander through a one-on-one interface. This interface provides the center commander with situational awareness updates that can be used for the daily IPR, refinement of the center's SWOT (strengths, weaknesses, opportunities, and threats), and coordination of the ET, RST, and FSL plans. An ACC best business practice is providing the center commander with an operational review both during and at the end of the duty day.

2-9. **Training**. The ACC is the primary trainer of the RSTs and should apply on the spot corrections, troubleshooting techniques, and additional training when necessary. The ACC should have a clear understanding of how to identify and eliminate chokepoints in the processing cycle.

2-10. **Sustainment**. The ACC is directly responsible for Soldier, and Family well-being of the RSTs. This includes conducting personal counseling, team building, and integrating new team members. The ACC is responsible for composite risk assessments for the center, managing center vehicles, and conducting privately-owned vehicle inspections. The ACC is responsible for oversight of systems management within the center. This includes, but is not limited to,

the center arms room, gaming systems, copy and fax machines, RST work stations, recruiting work stations, and biometric scanners. ACCs also supervise the completion of the biometric scan with all applicants.

SHIP A FUTURE SOLDIER

2-11. **Future Soldier Follow-up**. The ACC conducts the final review and quality control procedures on Regular Army (RA) and Army Reserve (AR) Future Soldiers. During the review, the ACC ensures all the Future Soldier's additional testing, processing, and documentation is complete. The AAC is responsible for the completion of all action items before arranging to send the Future Soldier to initial entry training (IET).

2-12. **Complete DEP-out Procedures**. The ACC conducts a personal interview with all Future Soldiers during the DEP-out phase. During this personal interview, the ACC reviews packets, updates the record in REQUEST, and completes DEP-out annexes. The ACC also supervises all final transportation requirements for hometown shippers. Hometown shippers require the ACC to verify with the company commander and battalion operations that the Future Soldier has arrived and checked in at the transportation site. Once the DEP-out procedures are completed, the ACC informs the center commander, and the Future Soldier is ready for transport. Figure 2-2 is an example of a workflow model for the ACC.

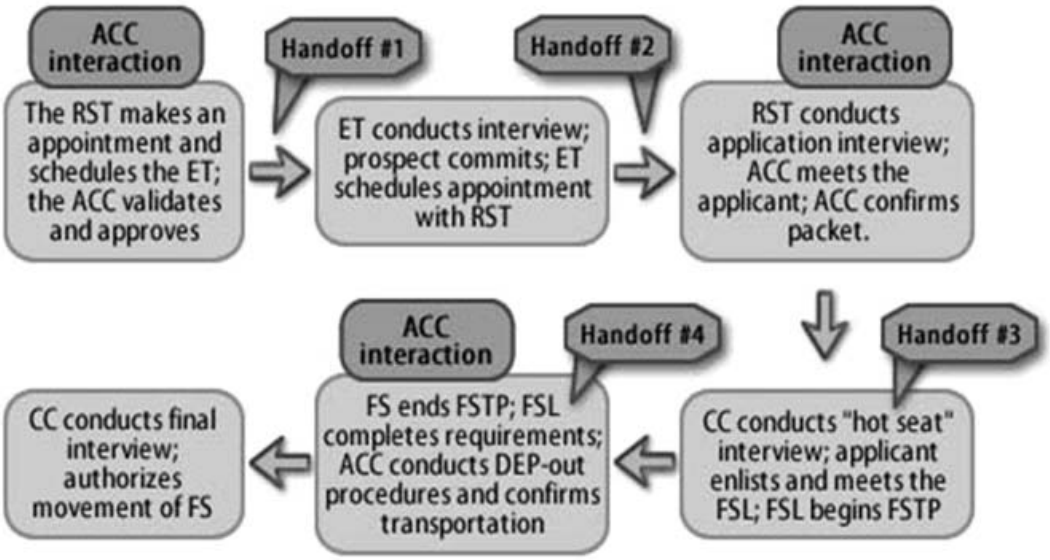


Figure 2–2. ACC workflow model

PART TWO

Recruiting Center Operational Environment

Part Two discusses the network structure of the recruiting center , mission command, intelligence, recruiting operations, ROP, and a scenario of the recruiting process.

Chapter 3 Describes the recruiting center's network-centric operational framework. It identifies and defines the internal and external flow of information and explains how they support recruiting operations.

Chapter 4 Discusses the center commander's leadership and operational responsibilities. It also describes mission command and how commanders visualize, describe, and direct recruiting operations in the market.

Chapter 5 Describes the intelligence-gathering phase of recruiting operations. Prior to the beginning of each recruiting operation, this phase shows how to gather, receive, and analyze market information.

Chapter 6 Describes the decisive phase of recruiting operations. To achieve the recruiting mission, this phase performs multiple actions (prospecting, interviewing, processing, and Future Soldier Training Program simultaneously.

Chapter 7 Describes the shaping phase of recruiting operations. This phase creates conditions in the market that will assist the centels recruiting team in mission accomplishment now and in the future.

Chapter 8 Describes the sustaining phase of recruiting operations. This phase provides essential support and service capabilities to the center and the recruiting market. Sustaining activities enable successful decisive and shaping recruiting operations.

Chapter 9 Describes, discusses, and demonstrates the formulation of a center's ROP.

Chapter 3

Network-centric Recruiting

3-1. USAREC is a network-centric command with the recruiting center as its focal point. In the recruiting environment, network-centric operations focus primarily, but not exclusively, on the tactical levels of command (team member, center, and company). The recruiting network—comprised of two parts—forms the information environment of the command.

3-2. The two parts—the internal and external network—represent the individuals, organizations, and systems that contribute, collect, manage, process, and disseminate information used in shaping operations. This network reveals the tactical information leaders and team members need to gain an operational advantage within their market that will lead to mission success.

INTERNAL NETWORK

3-3. The success of any mission relies heavily on command and support. Internal organizations—such as company, battalion, brigade, MEPS, and HQ USAREC—provide the command, administrative, operational, and logistical support that are vital to the center's success. Total Army Involvement in Recruiting (TAIR) is another internal asset that supports the recruiting mission and promotes Army awareness. TAIR representatives conduct mobile skill clinics which promote military occupational specialties (MOSs), bands, sports, and other aspects of Army life. The Accessions Support Brigade (ASB) provides cinema vans, flight and armor simulators, the US Army Parachute Team, and the US Army Marksmanship Unit. All support activities influence the target market and supply leads.

3-4. The recruiting information system gathers, analyzes, and shares information along all echelons of the command. Operational data is gathered from every step of the enlistment process allowing leaders to make informed decisions. Market information is provided through school directories, student Armed Services Vocational Aptitude Battery (ASVAB) lists, the public domain, joint recruiting advertising program lists, and commercial lead sources (purchased by the battalion). Demographic, income, military service, and education (DIME) reports and DOD market share reports also provide market intelligence. Accurate, timely, and relevant market information helps leaders select the best course of action (COA) to achieve their mission.

3-5. The internal network includes Recruiting ProNet. This virtual collaboration and knowledge resource operates within Army Knowledge Online. Recruiting ProNet provides a forum where recruiting professionals can freely share their experience and expertise, ask and answer questions, offer opinions and suggestions, and share wisdom and knowledge.

3-6. Many external organizations and social networks can positively impact mission success. Secondary and postsecondary schools are the primary lead source. Besides school lists, schools represent a significant source for centers

of influence (COIs) and very important persons (VIPs) in the form of students, guidance counselors, teachers, and administrators. External sources can improve the Army's credibility, provide leads in targeted markets, and open countless doors. Other external sources that provide leads and information include employment offices and local businesses. Reserve centers and National Guard armories also support the recruiting mission by providing Soldiers, space, and equipment.

3-7. Community support contributes to mission success. Establishing relationships with city, county, state, and Federal Government agencies can ease the task of determining an applicant's eligibility. Local newspapers and radio and television stations can help promote the Army in the community through public service announcements. Many recruiting leaders actively participate in organizations such as the Veterans of Foreign Wars, the American Legion, the local chamber of commerce, Rotary Club, and Lions Club. This participation places team members in contact with potential COIs and VIPs. These influencers can furnish leads and promote the Army.

3-8. Social media has added effective new ways to engage the market. Recruiting centers use social networking sites such as Facebook, Twitter, and YouTube, to communicate with prospects, Future Soldiers, influencers, and the general public.

RECRUITING CENTER NETWORK

3-9. Figure 3-1 illustrates the recruiting center's network and how information and support intersect with the center's sphere of influence to form its network.

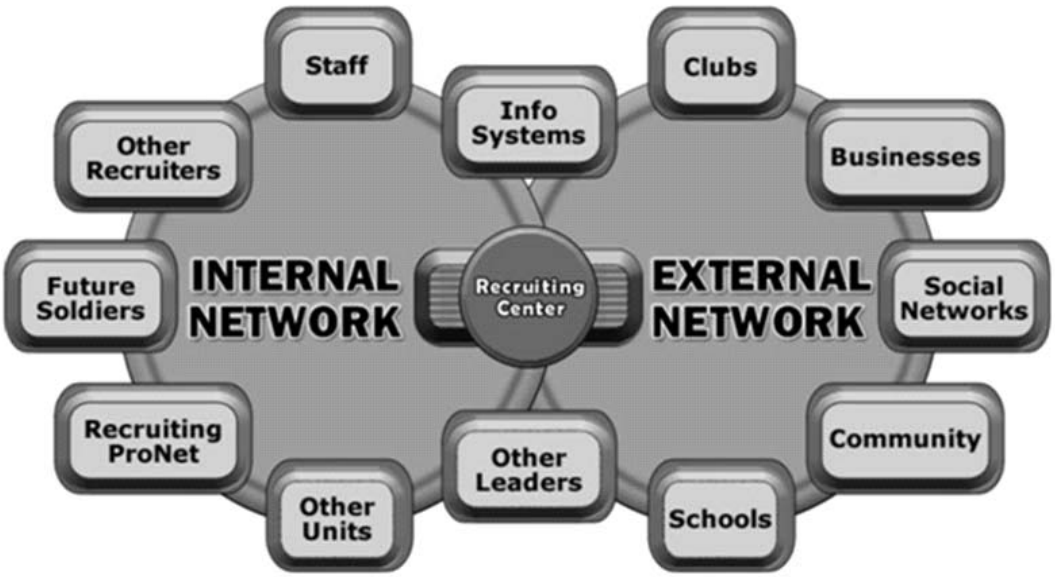


Figure 3–1. Recruiting center network

Chapter 4

Mission Command

4-1. Mission command is the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders in the conduct of operations. It is commander-led and blends the art of command and the science of control to integrate the recruiting functions to accomplish the mission. The role of the commander in mission command is to direct and lead from planning through execution, and to assess continually. Successful mission command requires the commander's presence and personal leadership as depicted in figure 4-1.

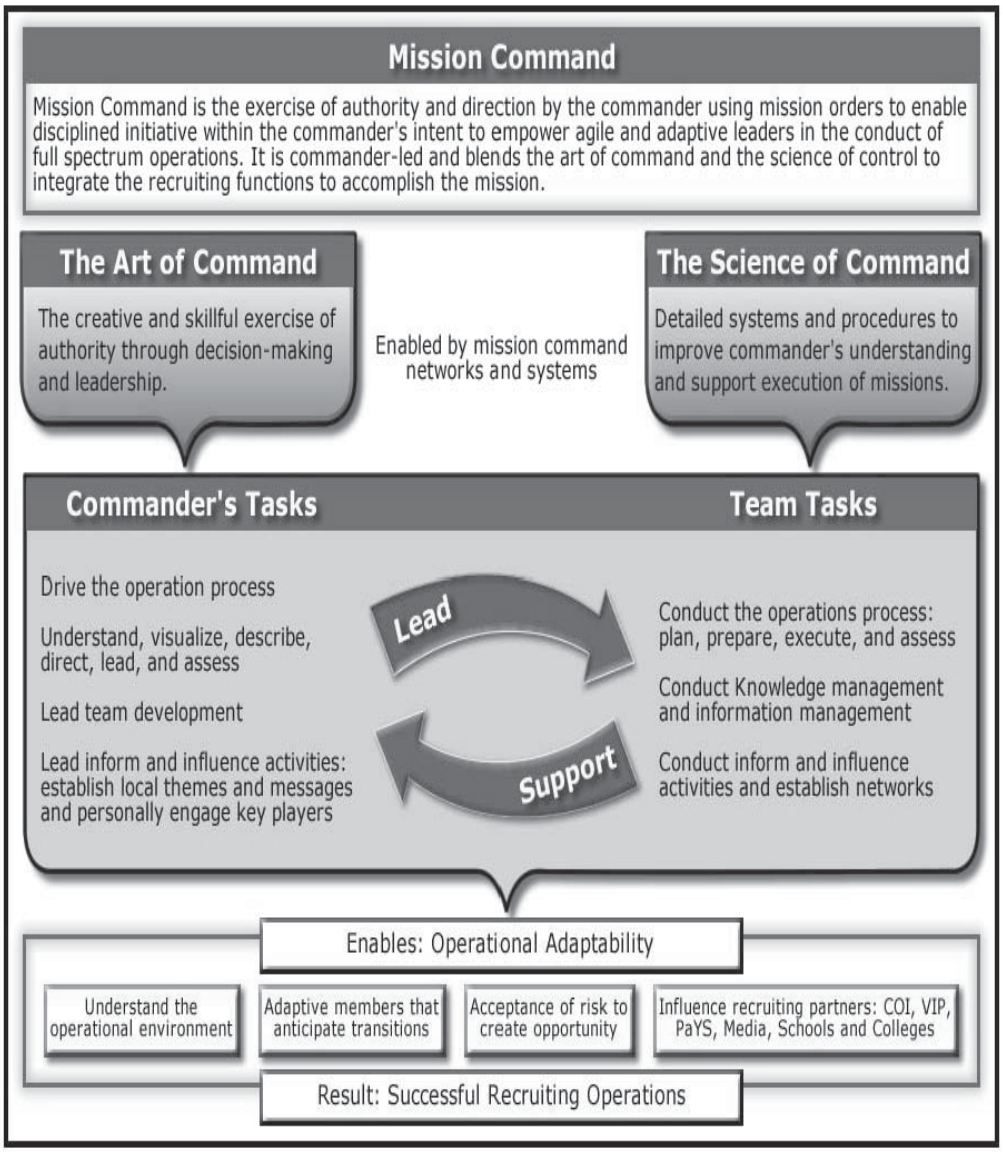


Figure 4–1. The art and science of mission command

4-2. The center commander is responsible for the supervision, training, and welfare of all personnel assigned or attached to the center. Center leaders—assisted by the company commander, first sergeant, and supporting staff—understand, visualize and describe the mission, then direct their recruiting teams by applying troop leading procedures. Upon receipt or in anticipation of the mission, the center commander analyzes the mission, reviews the operational environment, frames the problem, and develops approaches. The center commander then informs the team of the proposed plan and solicits their input prior to development of the center's ROP. The center commander and ACC then supervise and direct accordingly.

UNDERSTAND

4-3. Understanding is fundamental to the role of the center commander. Understanding involves analyzing and understanding the variables that affect the mission in the recruiting environment. Center commanders apply judgment to the operational picture through the filter of their knowledge and experience. They must know the geography of the area of operations, such as the location of military installations and population centers. The center commander must also understand how culture affects recruiting operations. Cultural factors include shared beliefs, values, customs, and behaviors. These factors affect the relationship between civilians and the military. Such aspects of the recruiting environment represent both opportunities and threats.

4-4. Field Manual 3-0, Operations, discusses the value of civil considerations to the commander's understanding of the operational environment. FM 3-0 speaks to combatant commanders, but the same lessons apply to recruiting leaders. Center commanders must develop a deep understanding of the recruiting environment. Commanders can achieve this understanding by talking often and in-depth with the people who know the environment best. Subordinate leaders (the ACC and the FSL), team members, and Future Soldiers live in the environment and engage with it every day. The information, perceptions, and ideas of these people add to the leader's grasp of the situation. The RSTs, ETs, and Future Soldiers are the ground sensors for the center commander. These Soldiers gather intelligence simply by doing their jobs.

4-5. Center commanders should regularly tour their AO to observe subordinate leaders, team members, and Future Soldiers conducting recruiting operations. Team members have a keen sense of the recruiting environment, and their intuition may detect trouble or opportunities long before their leaders might. Their intuition also deepens a commander's understanding, allowing them to anticipate potential opportunities and threats, information gaps, and capability shortfalls. Understanding becomes the basis of a commander's visualization.

4-6. To visualize mission success, the center commander must start with the required recruiting mission for the immediate phase line and beyond. Next, the commander must examine and understand the environment—that is, the market in which the center operates. Here is where the commander applies the intelligence he or she has gathered from sensors on the ground (recruiters, Future Soldiers, and COIs). The commander must also look at how the unit has

performed in the past. Historical recruiting data can illuminate trends and suggest how the unit can expect to perform. Yesterday's performance, does not assure mission success or failure today or tomorrow. Statistics are nothing more than a predictor. Quality training, strong leadership, and a superior plan well-executed will trump any statistics.

4-7. Senior noncommissioned officers, such as a center commander, typically are well-versed in mission planning. The center commander can recall the discussion of mission planning and mission variables found in FM 3-0. The factors of METT-TC apply to recruiting, just as they apply on the battlefield: Mission, Enemy, Terrain and weather, Troops and support available, Time available, and Civil considerations. Recruiters do not engage real enemies, of course, but all the other factors have real meaning to the recruiting leader.

- The required recruiting mission leads the list. How many people in what categories must my unit recruit?

- The recruiting center's terrain refers to the secondary and postsecondary school, neighborhoods, and communities where people who comprise the market live. Some recruiting centers sit in busy population centers where linear distances are short. Other centers lie in rural areas where the market spreads out over grea distances.

- The commander's troops are the Soldiers—the RSTs, the ETs, and other leaders—who are assigned to the center. How many Soldiers are available? Who will be away at school, on leave, or absent for other reason? Troops also include Future Soldiers, their Families and other influencers, COIs, and support assets, such as the Mission Support Battalion.

- For the center commander, time available refers to the period during which the team must achieve the mission (generally, a month, quarter, or year). Time refers to hours set aside for prospecting. The commander can look at historical data to predict how much prospecting the mission will demand.

- Each recruiting center has a clear set of civilian considerations. The leader can apply directly the lessons in FM 3-0, which gives the com mander the useful memory aid ASCOPE (Area, Structures, Capabilities, Organizations, People, Events). These considerations factor directly into the center commander's SWOT analysis. This intelligence enables the center commander make informed decisions about operations.

4-8. Factors such as employment opportunities, seasonal events, and community activities help determine a center commander's depth of understanding. Intelligence gathering is as important as an actual observation or a subordinate's report. Understanding is the dynamic ability center commanders use to develop, adjust, or change recruiting operations already in progress. Relevant information fuels understanding and fosters initiative. Knowledge helps the center commander make informed and timely operational decisions. Relevant information helps center commanders develop situational understanding to better frame the problem and assess the situation. Understanding allows center commanders to focus their intuition on visualizing the current and future conditions of the recruiting environment and describe them to subordinates.

VISUALIZE

4-9. For center commanders to visualize mission achievement, they must clearly understand the operational environment, the market, and available resources. What is the mission? What is the market's propensity? What shaping and sustaining operations should be employed or are scheduled? Additionally, the center commander must analyze the situation in terms of METT-TC, focusing on how these variables might affect the mission (See FMs 3-0 and 6-0 for details on METT-TC). For example, terrain or travel, weather, and available support might have a large impact on operations during the next month. The center commander must consider these and factor it into the ROP.

4-10. This mental framing of the market and mission takes place during mission planning. Center commanders, using the recruiting functions as their guide, should visualize their mission and shape its outcome. The center commander's vision should identify necessary tasks, who is to do them, and when, where, and why they're to be done. Clear and definitive results should be documented. An hour of prospecting should result in a specific number of contacts and appointments. Expected prospecting results should never be a guess. It should be determined by carefully analyzing prospecting performance.

4-11. Most recruiting and support operations are nonlinear. Simultaneous market penetration, such as prospecting for graduates while prospecting for high school seniors, is a good example. Even though the recruiting team may be prospecting for graduates, they are still required to prospect in the high school senior market. Flexible recruiting plans enable center commanders to shift prospecting efforts during the phase line (PL) to engage markets of greater opportunity.

4-12. Centers of gravity are those characteristics, capabilities, or localities from which a military force derives its freedom of action, physical strength, or will to fight. The center of gravity in recruiting is communication, or the up and down flow of information and support. Communication allows commanders to maneuver their units in harmony with the mission objectives of higher headquarters. It provides all levels of the command the immediate reinforcing support necessary to meet challenges and exploit opportunities.

4-13. With mission in hand, center commanders assess their unit's SWOT—strengths, weaknesses, opportunities and threats. Next, they must examine their unit's performance in each of the recruiting functions. Recruiting leaders refer to this as a recruiting functions analysis, or RFA. An RFA leads the center commander to evaluate performance against the operational variables discussed in FM 3-0: Political, Military, Economic, Social, Infrastructure, Information, Physical environment, and Time (PMESII-PT). The RFA focuses on the human and material resources (Soldiers, organization, and equipment) that allow the commander to direct and control operations. The results of the analysis combined with the commander's intent will help center commanders construct their ROP. The ROP serves as a guideline and is continually fine-tuned throughout its execution.

DESCRIBE

4-14. Center commanders should use intelligence, available resources, and experience to describe recruiting operations. Describing facilitates a shared understanding from the center commander to the team regarding the mission, operations, and intent. The center commander should ensure the team understands the visualization well enough to begin planning. This description allows team members to visualize what must be done to achieve the mission. The center commander's description should clearly describe what the teams' combined efforts must accomplish. Mission command and the operations process are crucial for mission success. The operations process consists of planning, preparing and executing. The center commander constantly assesses the operations process against current information through execution of the mission. Figure 4-2 shows the relationship of the operations process, assessment and mission command.

Figure 4–2. The operations process

ROP

4-15. The ROP (see chapter 9 for details) is the center's tactical plan. Building the ROP requires a systematic planning approach, which maximizes recruiting efforts leading to mission success. The center's ROP is the final product of the SWOT and RFA, METT-TC considerations, and commander's intent. The ROP is adjusted for each PL and uses the recruiting functions as its tactical road map. Each center's market is different. A "one size fits all" prospecting requirement from higher echelons, for example, can stifle even the best recruiting efforts. The center's ROP should reflect the center commander's intent and be nested in the company's plan.

4-16. The company commander reviews and considers all recruiting center and station ROPs during development of the company ROP. This is an impor-

tant step because center and station team members are the eyes and ears, on the ground, that provide commanders valuable real-time market information. Compilation of all center and station market information gives the company commander a good market evaluation, identifies high payoff zones, and alerts them to targets and events in their company's AO. Scheduled events in the ROP include requested shaping and sustaining activities and are annotated on the company's synchronization matrix and ROP that is submitted to the battalion.

RFA

4-17. Intelligence analysis is the first step in the development of a center ROP. Intelligence is a four-step procedure that defines the recruiting environment, describes the demographics, evaluates the market, and targets high payoff zones and events.

4-18. The intelligence system (G2) collects, analyzes, and disseminates data to assist with intelligence down to center level. Intelligence includes demographics, historical data, and current trends which center commanders use to direct recruiting efforts to profitable areas within their market.

4-19. The recruiting team assists the center commander with intelligence preparation. Every team member is a sensor on the ground. They constantly scan their AO and provide valuable market intelligence. Gathering intelligence is as simple as talking with members of the community and interfacing with COIs, VIPs, and Future Soldiers. Current market information makes center commanders aware of market trends and the physical recruiting environment. Market information also helps center commanders determine high payoff zones and events.

4-20. Market evaluation helps the leader uncover high value recruiting targets, highly productive schools, gathering places, or economic trends. Market information can be gathered from the detailed ZIP Code and DOD market share reports. The evaluation should also identify school and seasonal community events that can have a positive or negative effect on prospecting efforts.

4-21. The information gathered from the market evaluation will verify the center's ROP and ensure prospecting activities are directed to high payoff zones and events during the PL. Directing prospecting efforts in high payoff areas will maximize time and increase enlistment efficiency.

4-22. Prospecting is the key to recruiting success and must be thoughtfully planned. Centers leaders should consider market intelligence, prospecting analysis, and conversion data when formulating prospecting plans for the ET and RST. The center commander should ensure ETs build their face-to-face prospecting plans to coincide with RST prospecting efforts.

4-23. Simultaneous market penetration and the company commander's intent must also be incorporated in the center's ROP. The ROP should be brief and written using descriptive bullet comments and must reflect the market and address the center's SWOT analysis. Center leaders should keep in mind that

prospecting efforts must be planned in advance to minimize time and maximize returns. Center leaders must validate all prospecting plans to ensure they are nested in the center's ROP daily.

4-24. Interviewing is the art of recruiting. Center leaders should periodically observe each ET's Army interview. The Army interview involves the exchange of very personal information; training is generally provided one-on-one, but can be addressed in a group setting. The Army interview is the main event of the recruiting process. ETs and RSTs must know how to get prospects to reveal their goals and plans. They must be trained to anticipate the questions that parents and other influencers may ask. Enlistment programs and policies can change frequently. Commanders must be careful to include such changes in their training programs.

4-25. Processing begins when the prospect agrees to enlist. Processing activities are typically unscheduled events that occur during and after the Army interview. The ROP should have enough flexibility written in to easily accommodate this important activity. Center leaders must always be ready to adapt and modify their plan to accommodate processing events as they occur.

4-26. The ROP should include all FSTP events. Funded and unfunded events should be scheduled and annotated on the synchronization matrix (see figure 9-4). These planned events must take place. The Future Soldier is vitally important to the recruiting center and the Army. Future Soldiers also function as COIs; they refer prospects, provide valuable market intelligence and blueprint information, and promote Army awareness in the community.

4-27. Training increases the chances for success. Center, company, and battalion training should be included in the center commander's ROP, designating the day, location, and time. The center commander is the primary trainer for the center; they should plan enough time to research and develop training plans that address weaknesses found during the SWOT, RFA, and prospecting analysis. In addition, the center commander should ensure that the center's ROP and team members' plans allot time for self-development and required training.

4-28. Sustainment activities support the center and successful recruiting operations. Scheduled events in the ROP should include any requested sustainment activities such as TAIR, adventure van, rock climbing wall, or guest speakers. The center commander should send an event planning sheet to the company commander for approval, and the event must be noted on the center's synchronization matrix. The center commander must remember that successful sustainment activities require thorough preparation and planning. All preparation and planning of sustainment activities should be included in the ROP.

4-29. Mission command is fundamental to the art and science of recruiting. Through mission command, the center commander leads the team to mission accomplishment, as depicted in figure 4-3. Mission command functions are performed through personnel, equipment, communications, facilities, and procedures employed by the center leaders. The ROP and RFA are closely monitored by center leaders who use the weekly center meeting, the daily IPR, and weekly AAR to exercise mission command (see chapter 9).

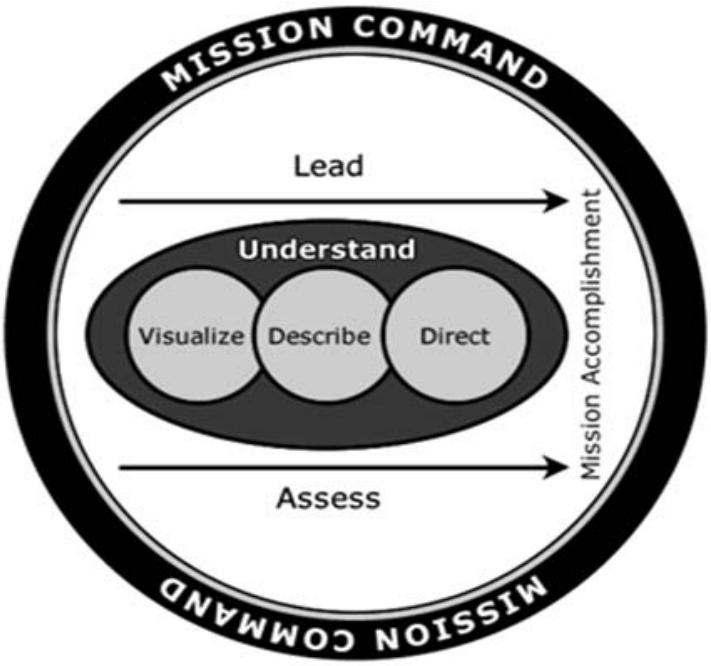


Figure 4–3. Fundamentals of mission command

DIRECT

4-30. The center commander directs all aspects of operations. This direction is based on the situational understanding, which is maintained by continuous assessment. Directing daily operations in a center can challenge even the most experienced leaders. Keeping track of operations, especially in a large center, can be tedious, but operations are only part of the picture. Center leaders must also be aware of their team members' abilities and take advantage of their strengths and training to overcome operational weaknesses. The tool center leaders use to monitor and direct operational activities is the IPR. The IPR, as described in FM 6-22, is a quality control checkpoint on the path to mission accomplishment. The IPR provides information to center leaders so they can evaluate what is working, what isn't working, and improve the center's performance. Mastering the use of the IPR in the recruiting environment is essential for all center leaders.

4-31. The continuous operating tempo of recruiting demands that center leaders focus on the operations process and exercise the elements of mission command, and use the IPR to maintain a steady battle rhythm (see fig 4-4). IPRs are opportunities for leaders and team members to talk about what's going on. They can catch problems early and take steps to correct or avoid them. The IPR can also be used to encourage and enable team members to improve their individual plans by conducting their own analysis. Center leaders can establish an atmosphere of mutual trust by encouraging team members to speak freely and provide constructive feedback. Note: A leader's method of communication with subordinates will vary with each team member and situation. Leaders should consider the team member's experience, problem-solving abilities, and decision-making skills when communicating during the IPR.

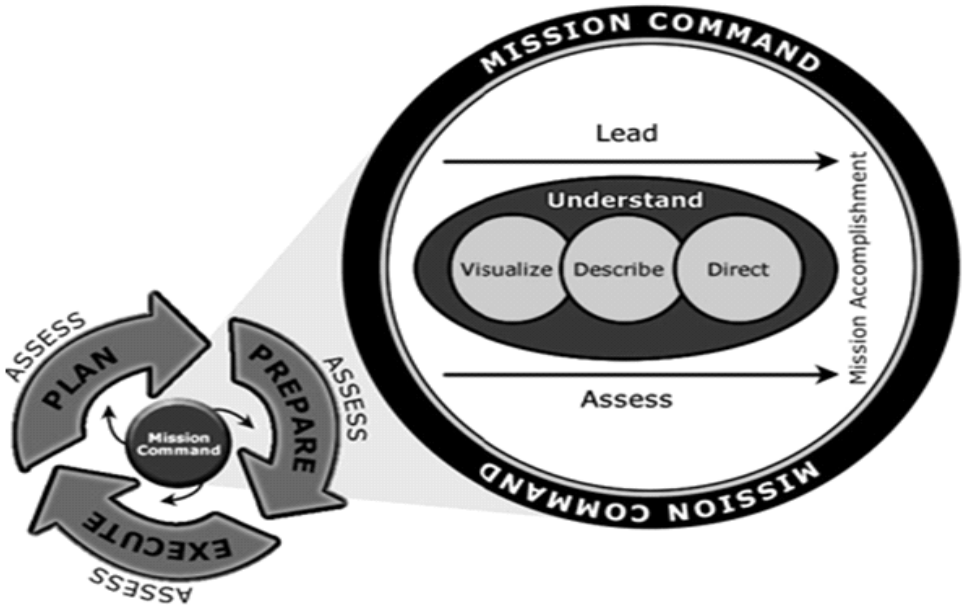


Figure 4–4. The operations process and mission command

4-32. The IPR should have a positive impact on the center's ability to accomplish the mission. The opposite can occur, however, if leaders use the IPR to simply collect data, rather than address and solve real prospecting and processing issues. Intelligence sharing and discussion regarding the recruiting environment are important aspects of IPR. During IPR team members update the center commander and the team regarding information collected in the areas of ASCOPE. The IPR identifies operational and motivational trends that can positively and negatively affect the mission. Positive trends should be exploited and negative trends adjusted or trained. Center leaders must thoroughly understand each recruiting function to affect such changes.

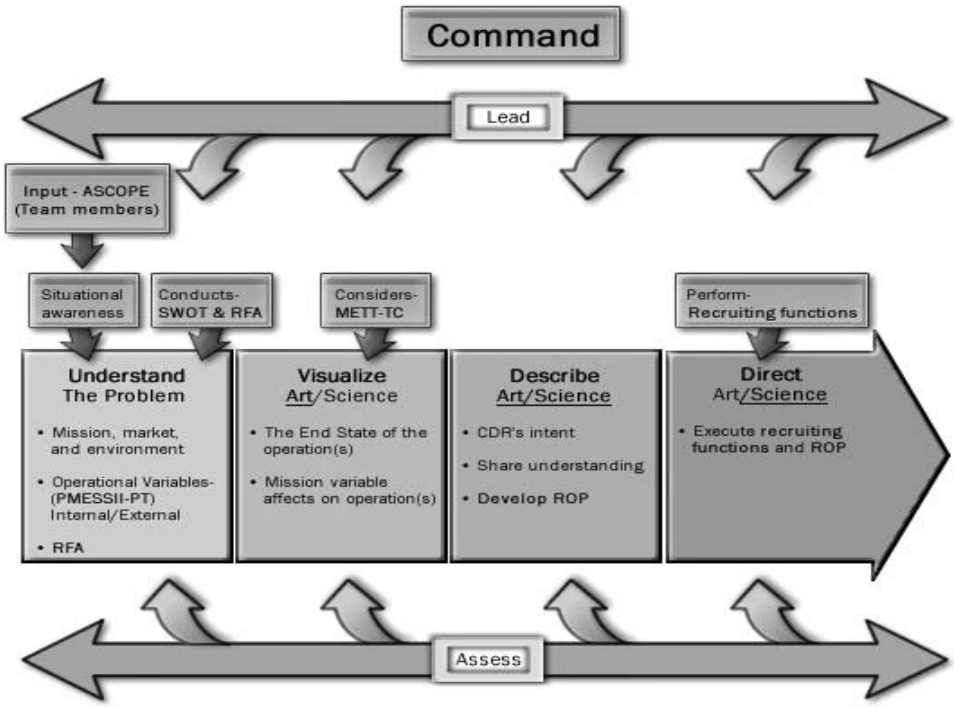
4-33. Center commanders should analyze the center's conversion data, prospecting analysis, Future Soldier roster, processing data, and all other pertinent information. IPR discussions may differ, but the review sequence should remain the same (see IPR Outline in app A). This uniformity allows team members to prepare for the review, develops patterns of thinking, and fosters successful habits in subordinates. The time and frequency of the IPR should be consistent. IPRs should be conducted often enough to allow for timely corrective actions and at times that least effect recruiting operations.

4-34. The center commander conducts a daily IPR with the center as a team. Conducting the IPR early in the day allows for adjustments and the implementation of alternative COAs. The IPR should begin with a personal dialogue between participants. Center commanders are responsible for more than "filling the foxholes"; they must care for the people who fill them. The center commander's prepared outline should guide the conversation. The suggested IPR sequence is (1) personnel, (2) mission posture, (3) projections, (4) processing, (5) prospecting, and (6) FSTP) (see app A, fig 4-6).

4-35. Center commanders should ask questions regarding the team's current mission posture. They must ask open-ended and fact-finding questions to identify obstacles or potential obstacles that could affect mission accomplishment (see IPR Outline appendix A). Projections should be reviewed and verified. All applicants processing from test to enlistment should be discussed to reveal any potential problems that may need special attention. Prospecting should begin with prospecting analysis. Results of all prospecting activities should be reviewed. The IPR should reveal the underlying reasons for any shortfall and an agreed upon COA to overcome them.

4-36. Follow-up is at the discretion of the center commander. Follow-on meetings should be scheduled at the close of each IPR. Follow-up is important to operational success and should be adhered to. Canceling or rescheduling follow-up weakens the IPR's effectiveness and demeans its importance. Establishing a date for follow-up compels team members to enact COAs and prepare results for the center commander's review (see figure 4-5).

4-37. Center commanders must understand, visualize, describe, direct, lead, and assess throughout the operations process. Center commanders must have a thorough understanding of the recruiting environment, visualize the end state, describe through planning and concept of operations, and direct operations according to the ROP. Figure 4-5 illustrates the relationship between situational awareness, analysis, elements of mission command and the ROP.



METT-TC	mission, enemy, terrain and weather, troops, support available, time available, civil considerations
PMESII-PT	political, military, economic, social, information, infrastructure, physical environment, time
RFA	recruiting functions analysis

Figure 4–5. Mission command

4-38. Leaders and team members must live by the seven Army values: loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Living the Army values keeps the recruiting team focused on their mission, and helps them maintain their role in the community as a trusted Army ambassador.

Chapter 5

Intelligence

5-1. Successful recruiting operations require thorough and detailed intelligence. At center level, all team members act as sensors within the center's AO (See USAREC Manual 3-01, chapter 9 for a detailed description of a sensor). Information from higher headquarters and sensors increase the likelihood of successful operations. Commanders use current information to accomplish activities during the operations process. Current information includes, but is not limited to, market capabilities, local economy, schools, demographics, past production, and military competition. This current information helps center leaders make competent mission planning and prospecting decisions.

THE INTELLIGENCE PROCESS AND ACTIVITIES

5-2. The intelligence process in recruiting consists of four steps and four continuing activities (Refer to FMs 2-3, 2-01.3, and 3-24.2 for details of Army intelligence.) Recruiting operational activities and intelligence processing overlap and recur as the mission demands. The intelligence processing activities, however, occur continuously and are guided by the commander's input. Figure 5-1 shows the continual intelligence process.

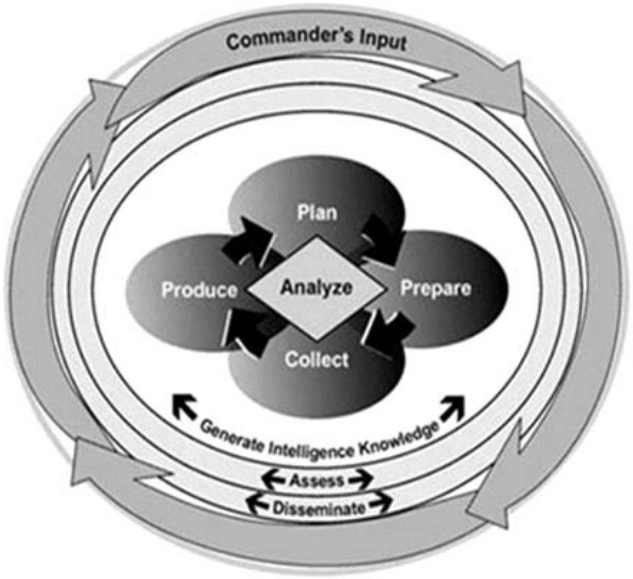


Figure 5–1. The intelligence process

COMMANDER'S INPUT

5-3. The commander's input, although not part of the intelligence process, is the primary means used to identify specific intelligence focus points. Recruiting center commanders provide recruiting environment information to their next higher headquarters, which triggers the intelligence and marketing staff to request additional commander's input. This sharing of information helps upper

echelon commanders correctly understand and visualize the recruiting center's AO and correctly describe and direct shaping and sustaining operations.

5-4. The intelligence-gathering process and commander's input directly influences a unit's mission planning and the application of targeted marketing products. Commanders may provide input at any point during the intelligence process to accommodate directives from higher headquarters or market changes.

5-5. The four continuing activities—generate intelligence knowledge, analyze, assess, and disseminate—shape the intelligence process. They occur throughout the process and can affect any step of the process at any time. The following paragraphs describe the continuing activities of the intelligence process.

GENERATE INTELLIGENCE KNOWLEDGE

5-6. Generating intelligence knowledge is a continuous activity facilitated by the center commander. This activity helps the center commander understand the operational environment beyond the immediate focus of the recruiting mission. The purpose of generating intelligence knowledge is to provide all echelons of recruiting with relevant knowledge for the conduct of operations within a specific AO. It serves as the foundation for IPE and mission analysis.

5-7. The continuous activity of generating intelligence knowledge has three important aspects: Initial data-file development, operational and mission variables analysis, and intelligence survey development. The center commander's focus is the collection and reporting of information and analysis of the AO. By continuously performing this activity, the center passes on valuable information to higher headquarters relevant to their AO.

5-8. Operational and mission analysis is vital to recruiting center operations. The Army uses two common variables to assist the commander. Analysis of the recruiting environment uses the operational variables of PMESII-PT. These variables help the center commander visualize the recruiting environment through an internal and external analysis. Analysis focused on the conduct of a specific mission or recruiting operation uses the mission variables of METT-TC. These variables help the center commander describe the recruiting environment during ROP planning. (See chapter 4 for a detailed description of these variables.)

ANALYZE

5-9. Analysis takes information from all sources, evaluates it, then integrates it with existing information to produce current intelligence. This intelligence describes today's environment and attempts to predict future operations. The center commander analyzes the information (all relevant to the AO) and determines how it will affect recruiting operations. This activity helps center commanders focus on the right priorities and assets necessary to accomplish the mission. Analysis occurs at various stages throughout the intelligence process. Leaders at all levels must continuously conduct information analysis to ensure optimal use of their recruiting force.

ASSESS

5-10. Assessment is the continuous monitoring and evaluation of the current situation. Assessing the situation and available information begins upon receipt of the mission and continues throughout the intelligence process. During planning, the center commander uses the assessment activity to ensure information is relevant and correct. During execution of the ROP, the center commander continues assessing the effectiveness of the information. This requires a thorough knowledge of the ROP, the AO, the current situation, and recruiting doctrine.

DISSEMINATE

5-11. Dissemination is an information management activity that communicates current and relevant information of all kinds from one person to another for understanding. The purpose of dissemination within the recruiting center is to ensure team members receive the information they need to support recruiting operations. Timely and accurate information is key to the success of recruiting operations. The sharing of information with all team members ensures they understand the current operating picture. Likewise, timely decisions are critical for commanders at all levels. Commanders must receive information in time to support decision-making.

UPDATING THE COMMON OPERATING PICTURE

5-12. Center commanders update the common operating picture (COP) as they collect new and relevant information. The center commander typically can view the COP with the Graphical Accessions Mapping Analysis Tool (GAMAT). The commander can thus display the COP as a visual aid during IPRs, AARs, and briefings to visitors. The digital aspect of the GAMAT allows the commander to rapidly update the data. The display helps the center commander interact with team members and higher echelon commanders.

5-13. Disseminating intelligence occurs at all echelons, sometimes simultaneously. It is as important for the center commander to disseminate information from higher echelons to team members, as it is to report information from the center to the recruiting company. This is defined as pushing and pulling information. Information transfer creates a COP at all levels. Intelligence information is transferred through technical, staff, and command channels.

INTELLIGENCE PREPARATION OF THE ENVIRONMENT

5-14. IPE in recruiting is very similar to intelligence preparation of the battlefield (IPB) used by tactical Army units. Not to compare the recruiting environment to a battlefield, but the characteristics are similar and use the same basic procedures of application. A primary goal of any IPE is to detect obstacles and consider alternative COAs to maximize resources and direct operations against high-payoff targets. Earlier in the chapter, an overview of continuous intelligence activities were discussed. Now the considerations used within the steps of the intelligence process will be described. These steps discover and analyze potential mission obstacles within the recruiting center's environment.

5-15. IPE is the systematic process of analyzing mission and environment obstacles in the AO. It provides the intelligence base for current and future operations, supports the military decision-making process, and identifies high-payoff targets. In recruiting, market intelligence ensures the command understands the priority market and focuses their efforts on the same. This procedure and the steps identified in figure 5-2 are performed continuously throughout the planning, preparation, and execution phases of the ROP.

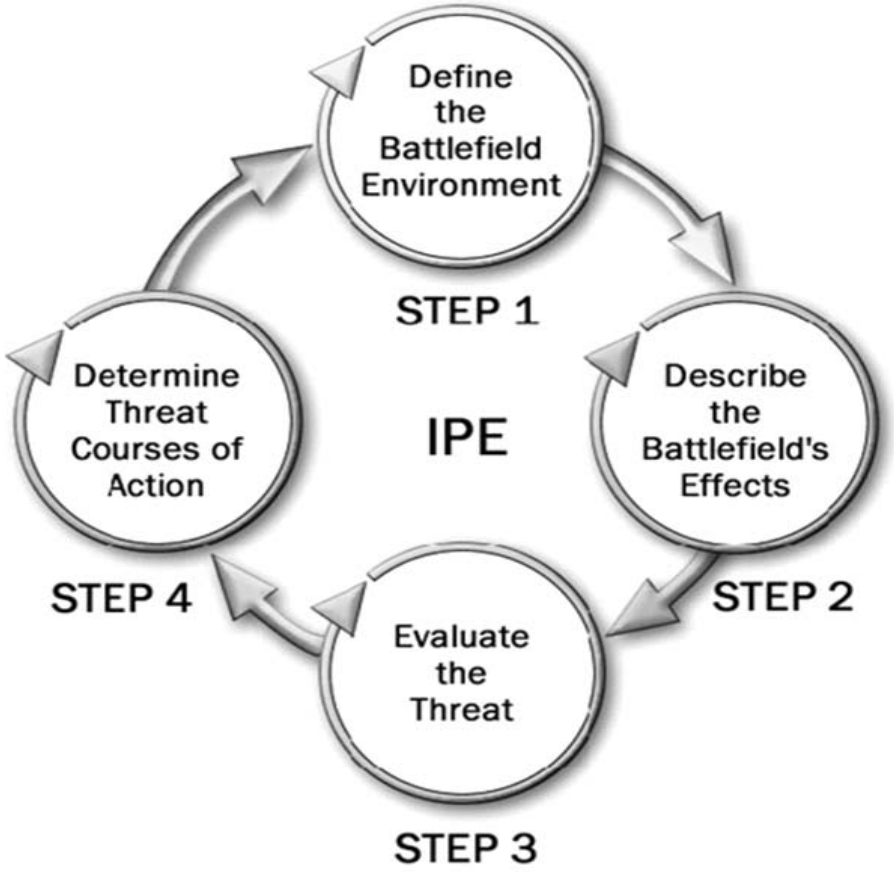


Figure 5–2. Steps of IPE

DOD MARKET SHARE

5-16. Meeting and getting to know people who work and live within the recruiting center's AO is critical and takes time. However, these relationships can provide team members with important local information that can affect the target market and influence the development of alternative COAs. The center commander guides their team to establish relationships with individuals in—

- Target population groups

- Community infrastructure
- Historical, cultural, political, economic, urban, and rural areas

5-17. Without a detailed understanding of the market, the center commander is unable to optimally direct their force. Misunderstanding the AO's effect on operational COAs may result in mission failure and a waste of valuable resources.

5-18. Civil considerations are important in recruiting operations because the center commander must consider what is happening within the AO during all mission planning and execution. Team members (sensors) provide center commanders with key information for developing and selecting the best COA. Sensors use ASCOPE to gather information that can affect the mission. (See USAREC Manual 3-01, chapter 9 for a detailed description of ASCOPE.)

SITUATIONAL AWARENESS

5-19. Situational awareness is having a thorough knowledge of one's market, mission, mission progress, and the resources for pursuing the mission. Intelligence gathering is the foundation for mission planning and situational awareness, but it is only the foundation. Commanders at all levels must require a deeper awareness and assessment of the recruiting environment before planning and executing operations. Sensors within the center provide awareness and assessment support by providing current information, which assists in identifying obstacles and threats to the mission in advance. In this sense, every team member is a vital source of information. The recruiting market is not static. The market changes continuously and leaders at recruiting center level must remain ready to shift their operations when necessary.

5-20. Center management systems comprise the Leader Zone (LZ), the Report Management Zone (RMZ), and the GAMAT. Center management systems provide real-time information to keep center commanders situationally aware of activities within their AO.

5-21. Leaders must understand what the center's management system is and what it is not. Center management systems are not just a tool for briefing the COP to higher echelon leaders and visitors. The information, data, and analysis contained within the various management systems help center commanders guide their teams to mission success. Mission data is an ever-present visual reminder of what has taken place and what remains. This real-time information allows center leaders to redirect recruiting efforts toward mission categories that remain unfilled. The information provided by the recruiting management systems bears a functional resemblance to the sand tables used in training or combat operations.

5-22. Center commanders must identify targets of opportunity and assist in the targeting process at the company level. Targeting is the process of selecting targets and matching the appropriate response to them. Targets of opportunity

are usually previously unknown targets or events that are discovered through daily recruiting operations.

5-23. Center commanders must be aware of their markets to identify opportunities and threats and plan operations. The GAMAT assists center commanders by pinpointing the location of each school, major industry, and USAR and ARNG units located within the center's boundary. This information allows center commanders to identify ZIP Codes, school assignments, and the geographical challenges (bridges, ferries, mountain passes) that may affect market penetration. Center commanders must also be aware of their target market considering such things as education, gender and mental qualifications. Most importantly, center commanders must know where best to focus their recruiting team. In any given AO, some neighborhoods or ZIP Codes yield more enlistments than others do. Center commanders must concentrate their operations on the most productive zones. Figure 5-3 shows the linkage between the intelligence and operations process.

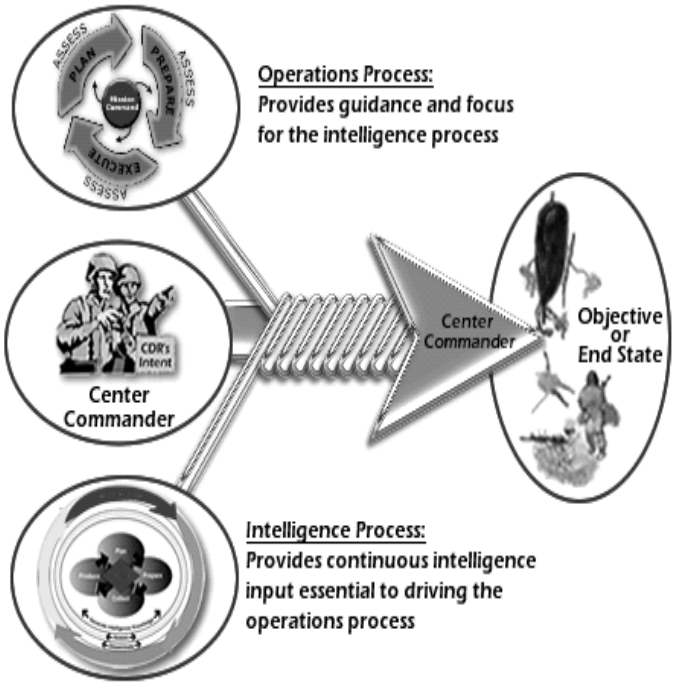


Figure 5–3. The relationship between the operations and intelligence processes

DOD MARKET SHARE

5-24. DOD market share data represents DOD accomplishments in specific ZIP Codes. The report is generally available on or after the 20th calendar day of the month and provides data through the last PL. Center commanders also use the data to establish goals for each ZIP Code, refine target markets, and develop realistic expectations.

PAE

5-25. Positioning analysis and evaluation (PAE) is normally directed by higher headquarters to correct and verify recruiting center boundary alignment. It is a historical look at the market, demographics, average production, and recom-

mended center strength. This analysis drills down to ZIP Code level and allows center commanders to see high payoff locations where recruiting operations should occur. Although the PAE process is not a center commander's task, they do participate as subject matter experts. Living in the AO and understanding the community makes center commanders a good information source for market activities within their recruiting zones.

5-26. Some examples of market activities are: Re-zoning of school districts, opening of new schools, walk-in traffic patterns, and misaligned ZIP Codes between centers. The PAE, however, is not a regularly scheduled activity. It remains the center commander's responsibility to analyze their market, exploit opportunities, and shore up trouble areas.

PROSPECTING ANALYSIS

5-27. Prospecting analysis tracks the specific prospecting source of all enlistments (see appendix B). It gives center leaders the ability to evaluate their recruiting teams' performance in all prospecting activities and provides appropriate training in noticeably weak areas. Center commanders should also review prospecting analysis from the previous year to date to ensure all seasonal lead sources have been identified and engaged. Only through simultaneous market penetration (prospecting in all markets), can centers expect to consistently achieve their mission.

SCHOOL DATA

5-28. School data consists of a wide variety of information that can be useful to the recruiting team when developing their school recruiting program (SRP) and prospecting activities. It provides the recruiting team with student population information and scheduled school activities. Student populations can be affected by such things as school district re-zoning and shifts in the demography due to employment or environmental variations. It also identifies students who've taken the ASVAB, those who've enlisted in the RA and USAR, as well as Reserve Officers' Training Corps (ROTC) participants. Properly analyzed data can assist the center commander's direct or re-directed recruiting efforts within the school to accomplish the mission and shape future operations.

DIME

5-29. The DIME report helps center commanders understand the socioeconomic makeup of their particular market. This information allows center leaders to tailor their recruiting teams' prospecting approach to effectively reach the majority of their target market. The report also provides valuable socioeconomic and cultural insight that can be helpful when determining a prospect's needs and desires during the Army interview.

REPORTING

5-30. The timely and accurate reporting of information and intelligence is critical to successful recruiting operations. The most critical information collected is worthless if not reported in a timely manner. The transfer of intelligence

information is continuous. Sensors report their information throughout the day and during their interface with the center commander or assistant center commander. The center commander communicates this intelligence to higher echelons for consideration. The team shares and discusses this information during daily IPR and weekly or event driven AARs. This sharing leads to situational awareness for the team, adjusted application of recruiting tasks, or a change in directives.

Chapter 6

Decisive Operations

6-1. Decisive recruiting operations directly accomplish the center's mission. The team structure supports the execution of more than one decisive operation at the same time. Recruiting center teams conduct prospecting, interviewing, processing, and the FSTP—all decisive operations—day in and day out.

PROSPECTING

6-2. Commanders achieve their mission by properly maneuvering their force to meet mission objectives. Prospecting is the maneuver team members employ to gain an advantage within the market. It is also the maneuver used by center leaders to concentrate their recruiting teams' efforts in specific markets.

6-3. Prospecting is the foundation of recruiting. Vigorous, persistent, and well-planned prospecting will lead to success. Prospecting is the single most reliable means of moving the force toward mission accomplishment. Center leaders can maximize prospecting operations by targeting specific markets such as high school graduates, high school seniors, and those with specific qualifications (test scores). Once the target market is established, center leaders must set goals with predetermined contact objectives such as number of contacts, number of appointments, and the most advantageous prospecting method and time of day to contact each market.

TELEPHONE PROSPECTING

6-4. The telephone is the most efficient method of prospecting (contacting the most people in the shortest amount of time); however, state of the art communication alternatives such as call-screening devices, cell phones, text messaging, and the Internet have reduced its effectiveness. Even though its effectiveness has been significantly reduced, telephone prospecting still remains the method of choice for most leaders.

6-5. The ACC plans and implements telephone prospecting efforts to target specific market segments. Telephone prospecting is flexible and allows team members to switch from one market to another during the same prospecting session. This is a good strategy for simultaneous market penetration.

6-6. The ACC determines the percentage of telephone prospecting time devoted to each segment of the market. For example, if the high school senior category is twenty percent of the mission, it may get a similar percentage of prospecting attention to achieve it. The ACC determines by zone and mission category the best call times and has team members block those times in their calendar. The ACC directs prospecting in specific ZIP Codes based on market propensity and past performance. They help team members refine their prospecting efforts by identifying upper level students who are members of advanced placement classes, national honor society, advanced math classes, chess clubs, debate teams, and the like. This activity requires in-depth intelligence gathering from school bulletins, yearbooks, faculty, friends, newspapers, social media sites, and other sources.

6-7. Telephone prospecting can be used to shape future prospecting operations. Contacting high school seniors (before enlistment eligibility) or students in lower grades can help establish rapport and gather intelligence for future operations. It can also be used to promote attendance at events, such as an ASB event (e.g., Army adventure van) and TAIR events.

FACE-TO-FACE PROSPECTING

6-8. Face-to-face prospecting—physically meeting with people—is the most direct form of prospecting. When a lead cannot be reached by phone, the next best thing is to have an ET stop by their house. Note that face-to-face prospecting is not the same as what we call "area canvassing." The two terms are often confused, but area canvassing is not prospecting (see glossary).

6-9. Face-to-face prospecting should be a part of every ET's plan along with school visits and area canvassing. A good face-to-face prospecting plan should start by selecting leads that live in the same general area. Face-to-face prospecting should be based on the lead's status (high school seniors in the late afternoon and graduates in the morning). ETs should always be prepared to conduct an Army interview and have a good supply of recruiting publicity items (RPIs) and business cards. ETs should always leave an RPI and a business card whether they've talked to someone or not. When the ET later reaches the lead by phone, they can say, "Hi, John! Hey, did you look over the information I left at your house?"

6-10. Face-to-face prospecting is a hit or miss type of activity. There's about a fifty-fifty chance the ET will find the person at home. Even if the individual is not at home, valuable blueprint information can be obtained from parents, family members, and even neighbors. They will usually provide a better time to stop back or supply additional contact information such as a cell phone number, e-mail address, or other location where the person can be reached.

6-11. Even though face-to-face prospecting isn't the most efficient means of prospecting, it is the most effective. With the lowest contact to contract ratio, face-to-face prospecting is the center's best prospecting method for a quick contract.

VIRTUAL PROSPECTING

6-12. Virtual prospecting can be a highly effective prospecting tool, and team members must use every tool available in pursuit of the mission. Virtual prospecting is an activity to contact leads and engage them through e-mail, the Internet, and social media sites. ACCs must be sure their virtual prospecting operations deliver a message consistent with current Army and DOD recruiting policy. The command provides message templates readily available on the Internet Portal.

INTERVIEWING

6-13. The Army interview is the art and centerpiece of all recruiting activities. Unlike the science of recruiting operations, its primary function is to persuade

people to join the Army. The Army interview is paramount to the success of the recruiting center, company, and so on.

6-14. The center commander is the subject matter expert and primary trainer of the ETs. Normally, no other person in the station has conducted as many interviews, attended as much specialized training, or had as much one-on-one training as the center commander. The center commander's experience and training determines the ET's and the center's success.

PROCESSING

6-15. The processing operation starts when a prospect agrees to enlist. The first step of processing is the introduction and handoff of the applicant from the ET to the RST. The RST verifies the applicant's basic eligibility and screens them to uncover any medical condition or law violation that could disqualify them or require additional documentation.

6-16. Once the applicant is mentally, morally, and physically qualified, they meet with a guidance counselor and select their enlistment options. Next, the applicant takes the Oath of Enlistment.

FSTP

6-17. Applicants become Future Soldiers when they take the oath of enlistment and enter the Delayed Entry Program (DEP) or Delayed Training Program (DTP). The RST hands off the new Future Soldier to the FSL, who prepares the new member for the rigors of IET and life as a Soldier. In the FSTP, FSLs take on the role of squad leader, and Future Soldiers become members of the "squad."

6-18. The Future Soldier remains in the FSTP from the day they enlist until the day they ship to active duty. The program prepares the new Soldier mentally, emotionally, and physically for Army service. Preparation includes leadership and counseling, physical fitness training, and formal training via Army distributed learning.

6-19. FSLs can employ their Future Soldiers to assist in decisive and shaping operations. Future Soldiers can assist recruiting operations by refining leads, supplying blueprint information, and shaping the market by accompanying ETs during area canvassing and COI events.

FUTURE SOLDIER LOSSES

6-20. Future Soldier losses are going to happen. Center commanders and FSLs cannot prevent all Future Soldier losses. A medical condition can leave a Future Soldier temporarily or permanently ineligible. The leader has little or no control in these situations. However, leaders can mentor Future Soldiers to prevent losses due to law violations, physical standards, apathy, and even failure to graduate.

6-21. Leaders who maintain strong ties to their Future Soldiers and the people who influence them can spot trouble before it gets out of hand. Center com-

manders should ensure the FSL treats young recruits like Soldiers and takes immediate action to steer them away from trouble. When a Future Soldier starts gaining excessive weight, the FSL can encourage the young man or woman to seek professional help from a doctor or other professional. When falling grades put graduation—and shipping to active duty—at risk, the FSL can put the Future Soldier in touch with a tutor. Leadership can and does make a real difference in mission success, especially when it comes to preventing losses.

LEADERSHIP

6-22. Leadership is the most dynamic element of decisive recruiting operations. Center leaders must constantly fine-tune their skills to provide the recruiting team with new and innovative ways to conduct decisive operations. Unlike most units in the Army, the primary operations used to accomplish the mission are repetitive in nature and produce the same results. Center leaders should always pursue inventive ways to accomplish those operations and inspire the recruiting team to act with vigor and excitement.

6-23. The following vignette shows how a center commander plans to increase the recruiting center's senior contacts and senior enlistments over the next quarter. The plan synchronizes the decisive operations of the RST, ET and FSL.

Operation Senior Enlistment (decisive)

The Armadillo Recruiting Center commander developed a plan to boost senior contacts and increase senior enlistments by at least 10 percent over the next quarter. The company commander approved the plan and agreed to provide any necessary support for the operation. The plan contains decisive, shaping, and sustaining operations. Here is an overview of the decisive operation, named "Senior Enlistment."

This operation required an intense school engagement plan and deliberate actions. The ETs and center commander contacted the targeted schools and got permission to conduct an Army sponsored career day during the targeted quarter. The center commander devised a prospecting plan focused on the targeted schools and identified them in the center's ROP. The RSTs conducted telephone prospecting, while the ETs conducted face-to-face prospecting and area canvassing activities in the targeted ZIP codes. The ROP also directed Future Soldiers attending those schools to assist ETs during face-to-face prospecting and Army interviews. The center commander's ROP directed weekly school visits, classroom presentations, and faculty interaction for the first two months of the quarter.

The ETs and Future Soldiers teamed up during Army interviews, face-to-face prospecting and area canvassing activities. Additionally, the center commander had Army reservists from local units who had attended the targeted schools assist in the same manner.

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Operation Senior Enlistment (decisive) (continued)

The center commander conducted weekly planning meetings and daily IPRs with the team to review progress plan and provide direction. He also completed an AAR following every school event and discussed the plan's progress during the weekly AAR.

Chapter 7

Shaping Operations

7-1. Shaping operations create conditions that support decisive operations. They are designed to prepare and influence the target market. Shaping operations such as school programs and COI and VIP development occur while prospecting. They occur before and concurrently with decisive recruiting operations. Shaping operations often become decisive during their execution. For example, the ACC may mass their RSTs to contact students who took the ASVAB in school. This shaping operation, designed to identify prospects for future decisive operations, can become decisive when prospects agree to an Army interview. Shaping operations include—but are not limited to—intelligence, mission planning, the SRP, and COI and VIP development.

DETAILED PLANS

7-2. Center commanders begin each PL with a clear vision of the mission and how best to achieve it. They must consider the various mission categories and processing times that may affect their ROP. Staying mindful of their mission, center commanders should remain flexible and ready to exploit all opportunities.

7-3. When the mission planning is completed, center commanders should discuss the plan with their subordinates. For the plan to work it must be agreed upon and accepted by all recruiting team members. Recruiting team members must understand the center commander's vision and act in harmony with it to accomplish the mission. All team members' subordinate plans must support the center plan. This means remaining in markets where their contributions matter most to the center's plan.

SRP

7-4. The SRP is the cornerstone of successful recruiting operations. Action taken in high schools eventually pays off in three ways. It contributes to the enlistment of high school juniors for the USAR, the enlistment of high school seniors for both the RA and USAR, and the enlistment of high school diploma graduates for both the RA and USAR. A good SRP results in immediate and future enlistments.

7-5. ETs must understand that the center's mission success is determined by their ability to influence the high school market. An ET's positive influence on the sophomore class, for instance, will pay dividends when those students become seniors. Shaping operations such as school presentations and TAIR events are designed to expose freshmen, sophomores, and juniors to the Army. These types of shaping operations can positively affect the recruiting team's prospecting efforts and increase enlistment rates.

7-6. Postsecondary SRPs can substantially increase RA and USAR graduate enlistments as well as special missions (e.g., Officer Candidate School, Warrant

Officer Flight Training, and band). Center commanders should plan and oversee all recruiting efforts in their postsecondary schools and personally develop COIs and VIPs on each campus.

7-7. Moving ETs assigned to and responsible for one school to another should be done only when absolutely necessary. A new ET should assume responsibility for the previous ET's school. In this way only one school is affected. When center commanders allow team members to "shuffle" schools, numerous schools are affected. All the hard work of building relationships and establishing credibility with students and faculty is lost. Valuable time is also wasted trying to reestablish credibility to resume previous levels of recruiting activity.

ESTABLISH AN SRP

7-8. High schools and postsecondary schools account for the majority of enlistments and are the centerpiece of all recruiting activities. Therefore, it is important for ETs to maintain a quality SRP. A high percentage of enlistments from a particular school are generally the result of a sound school program. Care should be taken when using a school's previous year's enlistments to determine current activity levels. Schools with historically weak programs can be energized and made productive.

7-9. Contacts should be determined for each school to support the school's enlistment goals (based on the school's enlistment data found in the School Zone). Identify and establish contact with friendly forces on campus. Friendly forces, in order of their likely degree of support, include: ROTC or Junior Reserve Officers' Training Corps (JROTC) and ROTC staff, Army reservists, Army alumni, ARNG members, and former and current sister service members.

7-10. Start a guest speaker program that will complement the school's curriculum and allow the ET maximum contact with the student body. The guest speaker program should not emphasize Army programs, but rather exhibit how Army skills complement the school curriculum. A good example would be an Army health care professional speaking to a science class about Army medicine and how it impacts society. Faculty and students alike can gain valuable insight into Army medicine and the professionalism of the Army itself.

7-11. All team members should be encouraged to participate in school events. This exposure can create opportunities, such as teaching drill and ceremonies to the marching band or serving as coaching assistants, chaperones, and event volunteers. Try to include Future Soldiers in all activities and events to positively influence the faculty and student's perception of the Army. Create an order of merit list for faculty members who wish to participate in educator tours. Commanders should offer educator tours to officials who have not supported recruiting efforts. An educator tour can dispel myths about Army life and turn foes into friends.

7-12. A school visit schedule provides a number of benefits. First, the faculty, staff, and (more importantly) the students will know when and where to find the Army representative on campus. Second, it helps the ET plan their events during scheduled visit times. ETs should have a specific objective during a school

visit. ETs should also coordinate their school visit schedule with the FSL. The FSL can then task FSTP members who attend the school to bring at least one friend to meet the ET.

7-13. School visit schedules allow a smooth transition when reassigning ETs or temporarily assigning support ETs to a school. A support ET should be selected to fill in during the responsible ET's absence. Ideally, the support ET should have a different MOS, gender, and ethnic or geographical background than the responsible ET to reach students who may have been reluctant to approach the responsible ET. The support ET should periodically accompany the responsible ET during scheduled visits to meet the faculty and staff.

COI AND VIP DEVELOPMENT

7-14. COI and VIP development are an economy of force action and center commanders should make every effort to identify and cultivate these friendly forces. The more friendly forces engaged in assisting the Army with mission accomplishment the more opportunity for success.

7-15. COI referrals represent a lead source with the greatest enlistment potential. Access to the target market is often difficult due to extracurricular school activities, part-time jobs, or misperceptions about Army recruiters. Community leaders who represent the Army as COIs and VIPs can help overcome many of these difficulties.

7-16. Target an influential person for COI or VIP development who will support the center's mission. If records checks are difficult to obtain, try to develop a VIP in this important area to help RSTs obtain records checks and possibly speed up the process. Community service officials such as boys and girls clubs staff and Boy Scout Explorer leaders can be COIs due to their potential to provide referrals. Community leaders and school officials can help team members gain access to difficult schools, serve as guest speakers for COI and VIP functions, or assist by providing referrals. Their influence can open doors of opportunity and favorably influence the community's perception of the Army.

LEADERSHIP CHALLENGES

7-17. One of the most formidable leadership challenges all center commanders face is the synchronization of their recruiting team's efforts. Considering the recruiting team's autonomy, geographical dispersion of recruiting zones, and varied missions, synchronization of effort can be tedious. To effectively meet this challenge, center leaders must thoroughly understand their geographical area and their team's involvement in the various prospecting markets.

7-18. With a minimum number of prime hours available for school recruiting (prospecting, processing, and similar activities), the recruiting team must be able to shift from decisive to shaping operations throughout the day. Ultimately it is the center commander's job to keep the recruiting team focused on their established long-, mid-, and short-range objectives. The following vignette describes various shaping operations and describes how shaping operations can turn into decisive operations.

Operation Senior Enlistment (shaping)

This vignette is only an example of what a shaping operation might look like. It is not intended to be a prescribed format for all shaping operations.
The Armadillo Recruiting Center commander developed a plan to boost senior contacts and increase senior enlistments by at least 10 percent over the next quarter. The company commander approved the plan and agreed to provide any necessary support for the operation. The plan contains decisive, shaping, and sustaining operations. Here is an overview of the decisive operation, named "Senior Enlistment."

The center commander updated his team on the operation and explained the detailed plan. He also explained how the focus of the operation would build relations with the students and school administration, resulting in an increase in senior contact and enlistments. He further informed the team that resources and support for the operation were already coordinated, and instructed the team on how they would engage the market. Support from outside the center included TAIR events, advertising, and radio announcements. The center commander then listed the required supporting actions before, during, and after the operation is complete. The actions included lead generation and prospecting activities from targeted lists, asking for referrals, contacting COIs and VIPs, and contacting the targeted schools' faculty and POCs.

The center commander directed the team members to intensify their intelligence collection during interaction with students, faculty and staff during all school activities. The team would have to pay close attention to their leads, competitive industry, college funding programs, sister service recruiters, and key marketing information. They would do this through school visits, prospecting activities, and virtual leads collection. The assistant center commander stressed the importance of team members and Future Soldiers conducting social media communications and intelligence gathering. Upon the start date of Operation Senior Enlistment, the center began executing planned activities. The center commander, assistant center commander, and FSL directed team members and Future Soldiers to engage the targeted market during the advertisingphase and begin preparing for the career days. The team provided direct support for the TAIR and cinema van events, which generated and increased interest in the Army leading into the career days.

During the operation, the team obtained referrals of people who did not attend these targeted schools. The center commander provided direction to conduct those interviews and conduct simultaneous decisive operations. In this situation, the teams' shaping operations turned into decisive operations. When the career days were completed, the team continued school visits, follow up and prospecting activities, and continued to shape the targeted market.

CHAPTER 8

SUSTAINING OPERATIONS

8-1. Sustaining operations enable decisive and shaping operations by providing market and recruiting support. While sustaining operations are inseparable from decisive and shaping operations, they are not usually decisive themselves. Sustaining operations are perpetual and a vital part of the recruiting operation. Failure to sustain the recruiting operation can have a negative impact on market penetration and the center's mission.

LOGISTICS

8-2. The battalion provides most of the logistical support to the center. Facilities, vehicles, computers, and cell phones, for example, are maintained by the battalion and monitored by the ACC. In most cases, repair or replacement requires simple coordination with battalion personnel. With the exception of RPIs, which must be ordered, logistical support items are "pushed" (automatically delivered) to the center. This eliminates the distraction of traveling to pick up items at the battalion. Even though battalions have limited staff, it is normally sufficient to support centers' logistical needs.

ADVERTISING ASSETS

8-3. An ample supply of advertising assets, such as posters, RPIs, and personal presentation items should be readily available. Additional advertising items should be ordered via the online ordering system for special events such as support of the adventure van or TAIR events.

CENTER SUPPLIES

8-4. Office supplies can have a major impact on time management. Something as simple as not having enough paper to copy or duplicate enlistment documents can negatively impact timely enlistment processing. The RST is the center's administrative and logistics representative, but communication and cooperation among team members within the center ensures sufficient supplies for special events.

PUBLIC AFFAIRS EVENTS

8-5. Center commanders should plan and execute events that increase Army awareness and maintain a close working relationship with members of the community, Future Soldiers, and potential enlistees.

8-6. COI and VIP functions can be excellent public relations tools. These events promote cooperation between the Army and a host of school, community, and local government leaders. Planning these events is important for timely allocation of funds and the acquisition of resources such as guest speakers, TAIR teams, or ASB displays. Imagination should be used when planning these events to make them memorable for the attendees while promoting Army awareness in the community.

8-7. FSTP functions allow FSLs to motivate, train, and inspire the center's Future Soldiers. They provide an opportunity for Future Soldiers to meet and associate with their peers, build camaraderie, and reinforce their enlistment decisions. All training should be conducted with authentic military equipment (if available) to add realism and establish familiarity. When training is completed, it's a good idea for members of the recruiting team and Future Soldiers to share a meal and discuss any questions or concerns. This type of interaction with the recruiting team can have a lasting positive effect on the Future Soldier.

SCHOLAR ATHLETE PROGRAM

8-8. The USAR National Scholar/Athlete Award Program is designed to honor deserving students while gaining valuable exposure to the student body, teachers, and parents. Since it is presented in conjunction with the school's awards night or graduation ceremony, it serves as a positive public relations tool that portrays the value the Army puts on education. Since these events have such high profile, presenters (guests and team members) should have an appropriate, well prepared presentation.

PERSONNEL MANAGEMENT

8-9. Members of the recruiting team are the center's most important resource. They are all contributing members of the recruiting team and deserve positive leaders genuinely concerned about their welfare and the welfare of their Families. Center commanders, by the nature of their position, have a vested interest in their Soldiers' careers, and a responsibility for the health and welfare of their Family members.

8-10. Center commanders can demonstrate this care through proper personnel management techniques. Of particular importance is the need for programmed leaves. Very few noncombat assignments have an operational tempo comparable to that of USAREC. That's why it is vitally important for team members to periodically take time away from the mission and spend it with Family and friends. A well developed leave plan will promote high morale and maintain operational effectiveness within the center. A good leave plan should be determined at the beginning of the fiscal year. Soldiers should be allowed, when possible, to program their leave to coincide with their spouse or Family's vacation days.

8-11. Leave is a right, not a privilege. Only in the most extreme circumstances should a leader cancel a Soldier's leave. Center commanders must ensure all team members plan and take leave regularly.

8-12. Leaders cannot forecast emergency leave, but such events directly affect the center's mission. A sense of teamwork within the center should suffice to achieve the mission during a team member's unexpected absence.

PERSONNEL INTEGRATION

8-13. All centers will have a comprehensive sponsorship program. The sponsorship program must be in accordance with AR 600-8-8 and the company and battalion's policy. When a new member arrives, the center commander should

visit them at their residence. The visit should include a warm welcome and an offer of assistance for problems that may have arisen during the move. The center commander should also explain the team member's duties and responsibilities and what typically goes on in a center. If the new team member is married or has dependents they should be given a list of support agencies as well as the center's numbers. The company commander or first sergeant should accompany the center commander on these visits to demonstrate unit cohesiveness and eliminate duplication of effort.

8-14. Assist new Soldiers with in-processing and problems that may arise. Initiate the Advanced Training Program for all new members (see USAREC Regulation 350-1). Establish a rigorous physical training program for team members to maintain and improve their physical fitness. Familiarize all new team members with the recruiting center and provide a physical overview of the center's zone and accompany them to any assigned schools.

8-15. Brief new team members regarding the safety and security issues they will face on a daily basis, such as driving long distances, center security, and the safeguarding of applicants' personal information. Have the ACC brief them regarding the care, maintenance, and security of electronic devices and Government vehicles. Safety should be a daily theme in the center for both new and seasoned team members. The following vignette describes typical sustaining operations.

Operation Senior Enlistment (shaping)

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The center commander updated his team on the operation and explained the detailed plan. He also explained how the focus of the operation would build relations with the students and school administration, resulting in an increase in senior contact and enlistments. He further informed the team that resources and support for the operation were already coordinated, and instructed the team on how they would engage the market. Support from outside the center included TAIR events, advertising, and radio announcements. The center commander then listed the required supporting actions before, during, and after the operation is complete. The actions included lead generation and prospecting activities from targeted lists, asking for referrals, contacting COIs and VIPs, and contacting the targeted schools' faculty and POCs.

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Operation Senior Enlistment (sustaining) (continued)

The center commander directed the team members to intensify their intelligence collection during interaction with students, faculty and staff during all school activities. The team would have to pay close attention to their leads, competitive industry, college funding programs, sister service recruiters, and key marketing information. They would do this through school visits, prospecting activities, and virtual leads collection. The assistant center commander stressed the importance of team members and Future Soldiers conducting social media communications and intelligence gathering. Upon the start date of Operation Senior Enlistment, the center began executing planned activities. The center commander, assistant center commander, and FSL directed team members and Future Soldiers to engage the targeted market during the advertising phase and begin preparing for the career days. The team provided direct support for the TAIR and cinema van events, which generated and increased interest in the Army leading into the career days.

During the operation, the team obtained referrals of people who did not attend these targeted schools. The center commander provided direction to conduct those interviews and conduct simultaneous decisive operations. In this situation, the teams' shaping operations turned into decisive operations. When the career days were completed, the team continued school visits, follow up and prospecting activities, and continued to shape the targeted market.

Chapter 9

Recruiting Operation Plan

9-1. The ROP is the center's near-term tactical plan aimed at maximizing the team's recruiting efforts and realizing mission success. The ROP is a tool commanders use to effectively and efficiently direct recruiting operations. Simply stated, the ROP is what executes the command's mission strategy.

9-2. The ROP is determined by the center commander in collaboration with their recruiting team. The ROP planning process described in figure 9-1 is formulated for each PL and is comprised of market, performance, intelligence, process and systems data analysis, and the company commander's intent. Market and performance data help center commanders identify markets of opportunity and assess their force's capabilities, while the company commander's intent provides mission focus. This information is then applied to the center's mission.

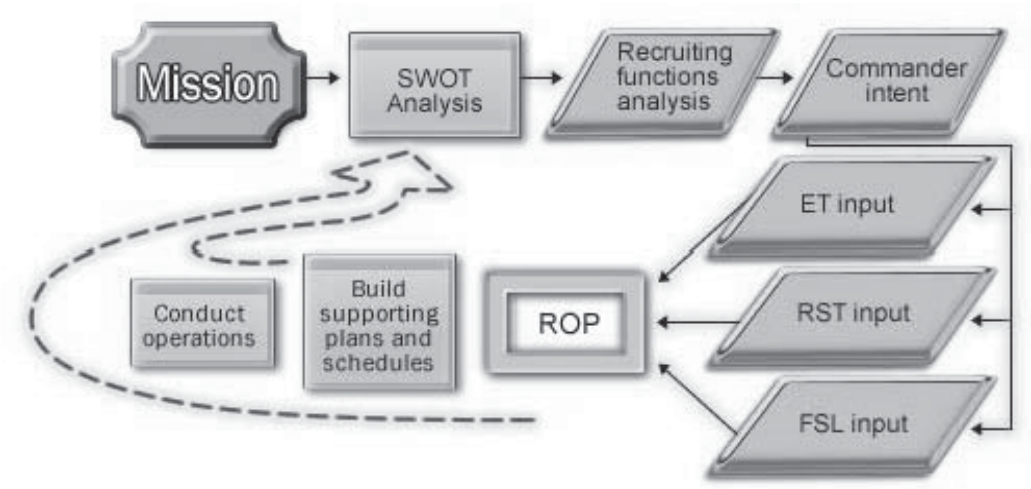

Figure 9–1. ROP planning process

9-3. The market and performance analysis and company commander's intent is then translated into specific COAs that will make up the individual team members' plans. Team member supporting plans use backwards planning to support the center commander's ROP. Backward planning is further discussed in appendix A.

ROP INFORMATION SOURCES

9-4. Market analysis uncovers the must-win, must-keep ZIP Codes and schools needed to support the center's mission. This is done by analyzing various market intelligence reports provided by the battalion S2 and found in the G2 Web site located on the Enterprise Portal. Reports such as the market share, bread and butter, and DIME, provide commanders with statistical market information. Information supplied by team members is also an important ingredient in the plan as it provides boots on the ground intelligence regarding such things as current market activities and trends. This enables the center commander to identify targets of opportunity, high payoff school and community zones, and

events which feed the targeting and planning process at both the company and battalion levels.

9-5. Targeting and event planning are critical in the initial steps of building a center ROP and requesting assets of support. Center commanders must consider community and school events, and what market segments are likely to attend. This information is vital to the company commander for planning in short-, mid- and long-range plans to synchronize local and national assets.

9-6. Performance analysis is accomplished using conversion data and prospecting analysis. The conversion data calculates team members' performance levels, which serve as a training indicator and measures their progress against the center's benchmarks and goals. Prospecting analysis compares team members' performance with the center average to determine any training needs, prospecting times and market adjustments, and leadership issues.

9-7. Intelligence analysis is accomplished using the information reported in the areas of ASCOPE by the team members. The center commander consolidates information, shares it with the team, and forwards relevant information to the recruiting company. The information is then considered against current and future operations.

9-8. The SWOT and RFA provide information about the recruiting environment and the proficiency of recruiting tasks, systems, and processes. This information is critical for the development of the ROP. The SWOT and RFA are conducted separately, but the center commander does draw a correlation between the two to determine resources, training, planning, and direction of the team.

9-9. The company commander's intent is a clear, concise statement of what the force must do and the conditions the force must meet to achieve the mission. It focuses on achieving the desired end state and is nested with the battalion commander's intent. Company commanders formulate and communicate their intent to describe the boundaries within which subordinates may exercise initiative while maintaining unity of effort.

STEPS OF THE ROP

9-10. The commander uses four steps to develop the ROP. The first step is SWOT analysis—the commander assesses the center's strengths, weaknesses, opportunities, and threats. The second step is to evaluate how well the unit performs the eight recruiting functions: intelligence, prospecting, interviewing, processing, FSTP, training, sustainment, and mission command. RFA requires a careful study of the center's conversion data and prospecting analysis. The third step is to review the SWOT and RFA to ensure the plan meets the company commander's intent and is nested in the company's plan. The fourth and final step of the ROP is to share it with team members and execute the plan.

SWOT ANALYSIS

9-11. The SWOT analysis is a powerful technique for understanding a center's internal view of the strengths and weaknesses, and looking at the external view

of the opportunities and threats that exist. The intelligence reported by the team in the areas of ASCOPE assist the center commander in understanding the environment and the market's perception of the Army. The center commander considers the operational variables PMESII-PT in the internal and external review to capture a thorough understanding of the recruiting environment. Understanding the strengths helps commanders maximize their efforts in those areas—for example, face-to-face prospecting for graduates or telephone prospecting for seniors.

9-12. What makes SWOT particularly useful is that it can help uncover markets of opportunity that the center is able to exploit, such as local business layoffs or pro-Army influencers. By understanding the weaknesses of the center, commanders can concentrate their training efforts in those areas, as well as manage and eliminate any threats that could catch the center unexpectedly. Comparing the center to its competitors using the SWOT framework, commanders can craft strategies that distinguish the Army from its competition, so the center can dominate the market. Figure 9-2 shows a center level SWOT template.

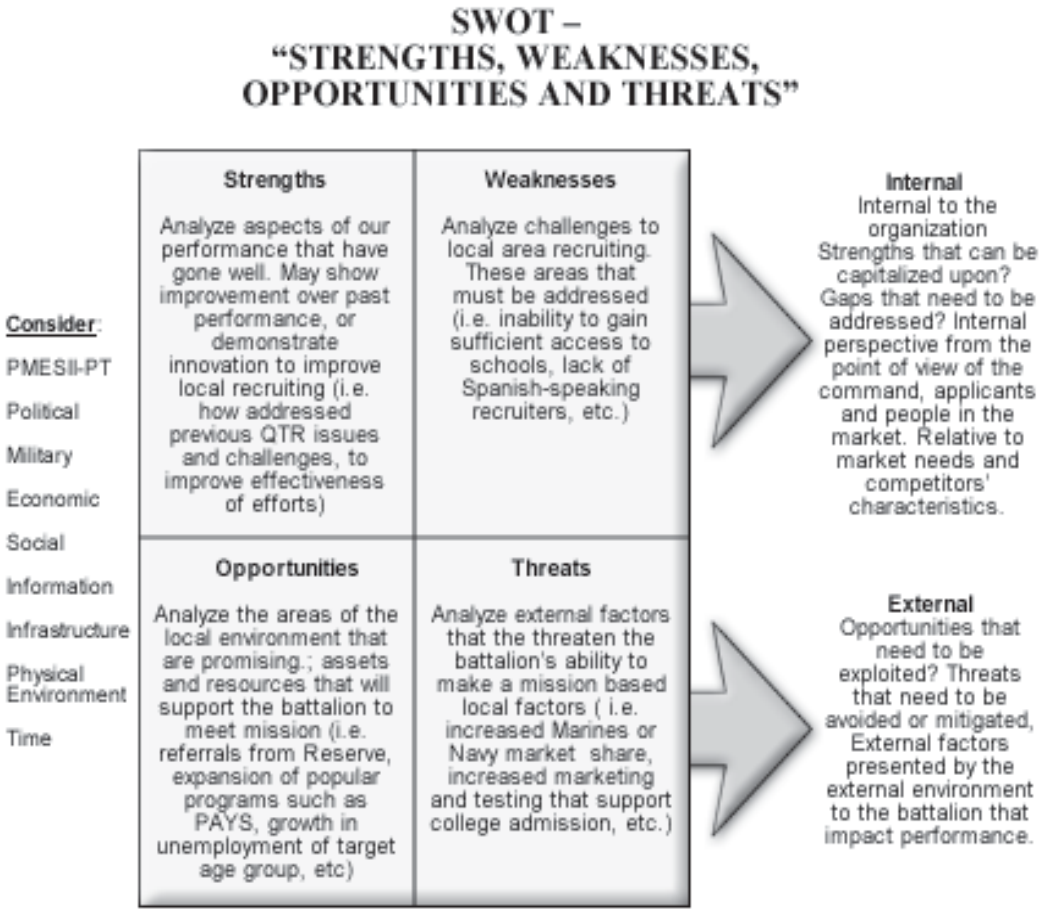

Figure 9–2. SWOT template

9-13. SWOT analysis is a quest for the truth. A sound, honest SWOT analysis requires the commander to put aside assumptions and ask probing questions without fear of the hard truths the answers may expose. The boxed text that follows offers examples of the types of questions that commanders must ask.

Strengths

- What do we do better than anyone else?
- What unique resources do we have access to?
- What do people in our market see as strengths?
- What factors help the Army get the appointment over our competitors?

9-14. Consider strengths from an internal perspective and from the point of view of your applicants and people in your market. Be realistic: If you assess anything as a strength, be sure you have tangible evidence to support that assessment. If you have difficulty with this, make a list of your center's accomplishments. Some of these will be strengths!

9-15. Think about your strengths in relation to your competition. If the Army offers benefits and incentives that other services and local businesses can't match, the Army's offer can be considered a strength in the local market. If the Army's benefits and incentives were the same as the rest, the Army's offer would not be considered a strength.

Weaknesses

- What can we improve?
- What should we avoid?
- What are people in our market likely to see as a weakness?
- What factors affect our image?

9-16. Consider weaknesses from both internal and external perspectives. Is the competition doing any better? It is best to be realistic now and face any unpleasant truths head-on. Be honest with yourself. To look at your weaknesses is not just a requirement; it is a self-evaluation that will expose shortfalls that could grow into serious problems later.

Opportunities

- What is the local employment picture?
- What interesting or notable trends can we exploit?
- What targets of opportunity exist?
- What community, school, or college events can we take advantage of?
- What sustainment assets are scheduled? (e.g., cinema van, adventure van, TAIR, HRAP)

9-17. Useful opportunities can arise from such things as technology, changes in Government policy, social patterns, population profiles, and lifestyle changes. Any event or circumstance can become an opportunity if acted on quickly.

Look also at your weaknesses. Could eliminating a weakness create a new opportunity?

Threats

- What obstacles does my recruiting center face?
- What is my competition doing that I should be worried about?
- Are bonuses and enlistment incentives changing?
- Is changing technology or policies threatening my effectiveness?
- Does my center have a bad image or personnel problems?
- Could any of my weaknesses seriously threaten my mission?

9-18. An honest SWOT analysis can be an eye-opener. The exercise will point out what needs to be done and put things into perspective. Strengths and weaknesses are internal to your organization; opportunities and threats relate to external factors. You can apply SWOT analysis to your competition to determine how and where you should compete against them. Figure 9-3 shows what a center's SWOT analysis may look like.

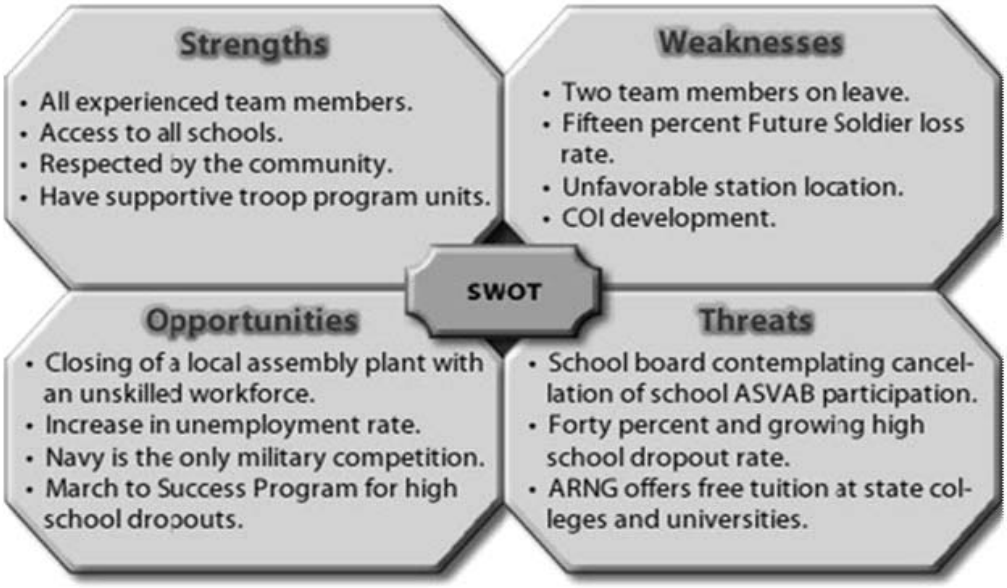

Figure 9–3. Example of a recruiting center's SWOT analysis

9-19. SWOT analysis is a simple but powerful framework for analyzing your center. This helps commanders focus on their strengths, overcome weaknesses, minimize threats, and take the greatest possible advantage of available opportunities. SWOT is an important ingredient to the center's ROP and should not be taken lightly. SWOT analysis should be reflected in the ROP to take advantage of strengths and opportunities and eliminate any weaknesses and threats.

RECRUITING FUNCTIONS ANALYSIS

9-20. Using the recruiting functions to construct the ROP provides commanders with a systematic method to plan recruiting operations using all of their

resources. An accurate and consistent analysis of each recruiting function provides commanders with the components of their plan. Each of the recruiting functions should be thoroughly examined. The questions following each recruiting function are typical examples, but do not represent an exhaustive list. The example questions, however, should be used as a guide to construct the ROP. Figure 9-4 is an example of what a recruiting center's RFA may look like.

Recruiting Function Analysis	
Intelligence	
Team member intelligence reporting is not occurring daily	
School board contemplating no ASVAB next year	
Closing of assembly plant will affect 350 workers in GRAD MKT	
Prospecting	
Contact to contract conversion is low	Center prospecting plan no nested in supporting plans
Only 50% of school lists on hand	6 out of 12 team members have less than 90 days in recruiting
Appointment no show rate is high	
Interviewing	
ET members are weak in comparing alternatives in the AI	
Need improvement in knowledge of Army programs	
Major chokepoint for the center is AM-AC	
Processing	
AC-Test conversion is below standard	Center floor conversion for the FY is 76%
Packet errors have increased by 10%	
FSTP	
FSTP loss rate is 14%	
Attendance to FSTP events on average is 65%	
FSTP referral program nets less than 3 referrals a month	
Training	
6 team members have less than 90 days in recruiting	
Only 1 team member is self developing	
Center training program does not address team requirements	
Sustainment	
There are zero HRAP or ADOS-RC Soldiers scheduled	Several Soldier/Family issues require support
GOV's require maintenance	
Scheduled COI/VIP events require RPI/PPI support	
Mission Command	
Team IPRs are not occurring daily	
Event AARs are normally late	
Team member supporting plans and center ROP are no nested	

Figure 9–4. Example of recruiting functions analysis

INTELLIGENCE

9-21. Intelligence provides commanders with the necessary information to identify and locate their market. At the center level this information provides commanders with more than just numbers. It assists them in targeting productive segments of their market. Zone reports, DOD Market Share Report, school information, demographics, competition, and historical data are some of the tools available. Some questions that should be asked:

- What is happening in our market that can increase our ability to achieve the mission?

- Are there markets and targets of opportunity?
- Are there markets that no one in DOD has captured?
- What demographic changes could become a problem?
- What is the competition doing that could negatively impact production?
- What demographic changes could become a problem?
- What is the competition doing that could negatively impact produc tion?

PROSPECTING

9-22. Planning prospecting activities and the strategies to accomplish them are key components of the ROP. Lead and prospecting analysis provides both a historical picture through analysis of lead sources and conversion as well as information important for the current month by establishing prospecting requirements at each level. Lead and prospecting analysis also provides commanders with the means to target particularly effective lead sources by planning operations that exploit them. At the tactical level the ROP should consider the strategies for all prospecting methods, concentrating on the most productive. Some questions that should be asked:

- What is our conversion?
- What is our flash to bang time?
- Where are the majority of our contracts coming from?
- How many school lists are on hand?
- What schools are we missing and why?
- Does our prospecting plan match the prospecting analysis?
- Does it match where the contracts are coming from?
- Are we following up with applicants who made it to the test and above?
- Are we talking about the AR to prospects who plan to attend college?
- How many hours per day are we prospecting?
- During that timeframe, what are we actually accomplishing?
- When did I last receive a referral from a COI, VIP, prospect, or Future Soldier?
- Are we following the prospecting plan that we put in place for the week? If not, why?
- How many table setups have we scheduled for this week, to include local colleges?
- Am I observing and training during planned prospecting time?
- What can I do to assist?
- What help do I need from the first sergeant or master trainer?

INTERVIEWING

9-23. Interviewing, though not planned, is the result of good intelligence and well executed prospecting efforts. The interview initiates processing and enlistment activities and is the main event of recruiting. Since team members spend most of their time looking for people who will agree to an appointment, it only makes good sense to ensure they are fully capable of giving their very best interview. Some questions that should be asked:

- What are my ETs' strengths and weaknesses during the interview?
- What am I doing to improve their weaknesses?
- Do my ETs know the Army programs?

- Does my weekly training include the Army interview?
- During the interview are ETs listening to the prospect?
- Is the ET identifying Army programs that will help prospects achieve their goals and passions?
- Is the ET getting "no showed" during the appointment? If so, are we focusing on monitoring his or her prospecting to identify the reason they are not conducting a high percentage of appointments?
- Are ETs pushing people to the floor once they gain a commitment?
- What is the major chokepoint for the station?
- What is the major chokepoint of each ET?

PROCESSING

9-24. The number of processing days in any PL must be considered when developing the ROP. Besides the number of processing days, other areas to consider that could impact mission are development of strategies to improve processing results at MEPS or through improved waiver processing procedures. Conversion data is used as a tool to track processing efficiency at each level and will provide important training and early warning indicators. Some questions that should be asked—

- Are we getting people through the enlistment process? If not, why?
- Where are we losing applicants?
- Are we testing at least 36 percent of the conducted appointments?
- Are we sending unqualified applicants to the floor? If so, why? Is it due to the "hot seat"?
- What is the floor conversion data for the center?
- Are the packets receiving a QA check?
- Are there any transportation issues with processing?
- How much prospecting do we lose during processing?

FSTP

9-25. At the tactical level, Future Soldiers can play a key role in prospecting by providing referrals. FSTP events for the current month can also impact current operations and must be considered. Identifying trends in losses, providing training, and leaders' involvement in counseling Future Soldiers can have a positive impact on the program and mission. Forecasting and planning for known losses is one area that must be considered. Some questions that should be asked—

- What is the center's loss rate?
- How many referrals are we getting from Future Soldiers?
- What can we do to increase referrals from Future Soldiers?
- What can we do to improve attendance?
- Are my VIPs, COIs, and influencers attending?
- What training are we completing at the functions?
- What training are we completing during the FSTP?
- Are Future Soldiers staying in contact with their Future Soldier leader?
- How can we improve the FSTP, making it fun and worthwhile for all?

TRAINING

9-26. Planned training activities occurring during the PL should be incorpo-

rated into the ROP. Continual assessments and effective training at the tactical level impact mission success by improving performance. Extended team members' absence for NCOES and career development courses should also be considered and its impact on the ROP. Some questions that should be asked:

- Do we have the proper facilities to complete training that is needed?
- How experienced is my team?
- Is training being developed based on needs and growth? Is my scheduled training being completed without interference?
- Am I training my team on a daily basis based on their individual needs?
- Is the company training relevant to my center's needs? Is the company accepting input based on those needs?
- Are my team members taking advantage of self-development training in the Learning Management System?

SUSTAINMENT

9-27. Sustainment such as TAIR, ASB, and advertising events and displays should also be considered when developing an ROP. Events that require support are vital to the successful execution of decisive, shaping, and sustaining operations. The efficient use of scheduled and nonscheduled sustainment assets is critical to mission success. Some questions that should be asked—

- Have any team members scheduled leave during this PL?
- What training events are scheduled for my area?
- Do I have hometown recruiting assistant program (HRAP) or active duty for operational support-reserve component (ADOS-RC) Soldiers scheduled this month? How will I use them?
- Are there any TAIR, COI, or community events this month?
- Are there any Soldier or Family issues that must be addressed?
- Are any Government-owned vehicles due for maintenance?
- Do we have enough RPIs and personal presentation items to support planned events?

MISSION COMMAND

9-28. Improved communication and computer technology gives leaders the information necessary to effectively and efficiently lead their force. Access to timely and accurate information gives commanders an up to date view of their market. Quality market intelligence enables commanders to synchronize their forces and make sound battlefield adjustments. Some questions that should be asked:

- Are proper IPRs and AARs being conducted?
- How can they assist my center?
- Do my Soldiers have opportunity to attend needed schools, such as NCOES?
- What is the company commander's intent ?

9-29. FM 3-0 states, "The purpose of the company commander's intent is to facilitate planning while focusing the overall operations process. Company commanders develop this intent statement personally. It is a succinct description of their visualization of the entire operation, a clear statement of what the company commander wants to accomplish." The company commander's intent may

address seasonal opportunities or challenges by taking advantage of historically proven opportunities or trying to exploit historically unproductive markets. Concentrating the company's recruiting efforts in the secondary school market, for instance, will increase Army awareness in the schools and enlist seniors who will provide referrals. A school presence this year will positively affect next year's graduate market.

9-30. The company commander's intent doesn't alter the continuous, repetitive battle rhythm of recruiting operations, but it can direct those efforts to specific markets which will affect the category (graduate, senior) of Future Soldiers to accommodate training seats and fiscal end strength goals.

ROP CONSTRUCTION

9-31. The ROP is formulated using data derived from analysis, mission assignment, and commander's intent. The center commander reviews the SWOT and RFA separately and compares the results to ensure they match. For example, if a weakness identified in the SWOT is 50 percent new team members then the RFA should have identified a need for training. Another example could be that the SWOT identified an opportunity, the recent closing of a local assembly plant. The RFA should have identified the opportunity and adjusted to prospect in that graduate market.

9-32. The center commander then combines the analysis data and information to form the basis of the center's ROP. The center commander uses the recruiting center's sync matrix (figure 9-5) while developing the ROP to capture all national and local assets directed from company and above, and for center identified events and requested assets. Best business practice calls for the center commander to request and plan events as far in advance as possible. Expecting assets for execution of events less than a quarter out may not be supported. During this area of ROP construction the center commander is developing vital information that will feed into the targeting board process.

9-33. Company commanders should conduct targeting boards and provide the results to the battalion targeting board for consideration and synchronizing at higher levels. The objective of a targeting board is to synchronize resources in support of recruiting operations. Center commanders who attend the company targeting board should bring a copy of their ROP, sync matrix, and any requests for operational support. The company commander should then review and synchronize the information by center, using the marketing calendar, and information obtained via the intelligence process.

9-34. The company commander then reviews the information and selects events that will complement the company's targeting plan and synchronize with higher headquarters guidance and resources. The plan includes intelligence and the rationale for deploying specific assets to penetrate the market.

9-35. The ROP must address every week of the PL and clearly state who, what, when, where, and how the plan is to be executed. The ROP is shared with all

Toddville Recruiting Center																								
EVENT DATE	EVENT	LOCATION	ADOS-RC	HRAP	COI events	ASB	TAIR	SRAP	Future Soldier training	Battalion asset event	Company CDR presence	Battalion CDR presence	RPI / PPI	RS presentation / booth	APA news release	APA print ad	APA radio ad	APA flyers	Estimated attendance	Train-up required	Type of training required	Rehearsal date	Estimated cost	NOTES
July																								
7/4	Independence Day parade	Main Street		X		X			X	X			X				X		10K	Y	Color Guard	7/2 1400		HMMV scheduled
7/29	FSTP function (funded)	Al's Pizza							X		X								60	Y	Mandatory	7/14 1500	$900	USAR drill sergeant
August																								
8/10	Company mega FSTP function	San Juan St Park			X			X	X		X			X	X				20					Transport FS to and from park
September																								
9/15	USDC soccer game	USDC Complex					X		X					X					300					
9/23	FSTP function (unfunded)	Recruiting Center							X										20	Y	Diagnostic APFT	9/22 1300		

Figure 9–5. Sample of a recruiting sync matrix ("Toddville Recruiting Center").

team members and their plans are adjusted accordingly. There is no set format for the ROP, but it must be easy to understand, doable, and above all, flexible.

9-36. The center's plan must be flexible enough so the center commander can make operational adjustments and take advantage of targets of opportunity as they arise. The center commander must understand that battalion approved assets may not address all of the center's requested targets and events. In this case the center commander can still plan and execute the ROP as approved by the company commander. When targets of opportunity are discovered, the center commander should request additional support when required.

9-37. Figure 9-6 depicts minimum activities that should be included in the station's and team members' weekly plans. The list does not include activities such as interviewing and processing, since those times have not been determined. It is important that the plan remains flexible to accommodate those unknown activities. Note: This example specifies six appointments made per week, four by telephone and two by face-to-face prospecting. The number of appointments made per prospecting method, per week, will vary based on individual team members' skills and the center's mission. The numbers used in this example do not represent any USAREC standard.

Activity	Location	Frequency	Expected Outcome
Telephone Prospecting: Targeted ZIP Codes and Schools	Center	Daily	Total of four appointments made per RST, ET, or FSL per week
Face-to-face Prospecting	Center	Daily	Total of two appointments made per ET or FSL per week
Area Canvassing School Visits Local Events	Class presentations, posting area, patronize businesses, visit organizations	Determined by ACC/CC	COI development; one new COI per ET or FSL per week
Mission Command: IPR Event AAR	Center	Daily	Update status, provide guidance
Mission Command: Planning meeting End of Week AAR	Center	Monday Friday	Planning, synchronizing, share knowledge, and learn from experiences.
Training	Center or Company	Friday	Learning, Unit and self development

Figure 9–6. Example of a center's weekly ROP

9-38. The ROP should be viewed as what it is: a plan. FM 3-0 states, "A plan is a continuous, evolving framework of anticipated actions that guides subordinates through each phase of the operation. A plan is a framework from which to adapt rather than a script to follow. The measure of a good plan is not whether execution transpires as planned, but whether the plan facilitates effective action during unforeseen events. Good plans foster initiative, account for uncertainty and friction, and mitigate threats." A simple plan is easier to adjust than one that is complex. The plan should never work the team; the team should work the plan.

BACKWARD PLANNING

9-39. The backward planning process establishes and completes the steps leading up to the execution of an event, which is very similar to a training schedule. Team members' weekly operation plans are no different. Each team member's weekly plan is based on a predetermined goal that supports the center's ROP. Team member supporting plans should reflect all elements of the center's ROP according to the role of the team member. When team members' supporting plans do not nest with the centers' ROP, the center risks mission failure.

9-40. The center's conversion rate (attempts to contracts), based on the center's assigned mission, will determine individual team members' goals. Center leaders must apply common sense and honesty when counting prospecting achievements. Continuous improvement of the RSTs' and ETs' prospecting skills via collective and individual training will help lower their conversion rates and result in consistent mission success.

9-41. The backward planning process is nothing more than determining how many appointments on average must be made to get a contract. The conversion data will vary based on the prospecting method, but it will give leaders and team members a good base for their backward plan. Remember, today's prospecting will bring immediate results, but some won't be realized for several months. Consistent, planned, and executed prospecting will keep the recruiting funnel full and will guarantee both short- and long-term mission success.

9-42. The center and team members' prospecting plans should be developed based on conversion data, prospecting analysis, and market propensity. These three tools will help determine when, where, and what prospecting methods to use to meet the center's ROP and ultimately the mission.

Appendix A

Mission Command

A-1. FM 3-0 defines mission command as "the conduct of military operations through decentralized execution based on mission orders." The manual describes successful mission command as follows: "Successful mission command demands that subordinate leaders at all echelons exercise disciplined initiative, acting aggressively and independently, to accomplish the mission within the commander's intent. Commanders use mission command to create a positive command climate that fosters truth and mutual understanding and encourages opportunistic actions by subordinates."

A-2. Mission command at the center level requires leaders to exercise troop leading procedures through communication and control measures. Effective mission command has the following characteristics:

- Ability to identify and react to changes in the situation.
- Ability to provide a continuous, interactive process of mutual influence among the center commander, subordinate leaders, and center mem bers.
- Ability to reduce turmoil and lesson uncertainty.

A-3. This appendix describes, in depth, the three operational control measures leaders use to guide their subordinates' decisive and shaping operations. The three operational control measures are the weekly planning meeting, daily IPR, and weekly AAR. These control measures monitor recruiting operations and establish the unit's battle rhythm.

BATTLE RHYTHM

A-4. FM 3-0 defines battle rhythm as "the combination and interaction of procedures, processes, leader and individual actions at Soldier, staff, command, and unit levels to facilitate extended-continuous operations." Battle rhythm allows units and leaders to function at a sustained level of efficiency for extended periods. It eliminates wasted time and unnecessary friction by maintaining a close hold on recruiting operations.

A-5. Battle rhythm also allows commanders to keep their team focused on the mission and to effectively and efficiently redirect recruiting efforts when necessary to achieve the mission. The center commander, ACC, and FSL must synchronize their plans and operations. Discussions among center leaders reinforce the battle rhythm and assist in troubleshooting prior to scheduled team meetings. Procedures and processes that facilitate efficient decision-making—such as the weekly planning meeting, IPR, and AAR—are critical to achieving battle rhythm.

WEEKLY PLANNING MEETING

A-6. The weekly planning meeting should be held in the center on Monday morning. Every team member should attend unless they have operational commitments or are on leave, pass, temporary duty, or sick call. Center commanders should set the time for the meeting during the previous week's AAR.

A-7. The center commander should use the planning meeting to prepare the game plan for the week. The center commander and ACC should meet prior to the start of the weekly planning meeting to discuss mission posture, supporting plans, and center activities for that week. During the weekly planning meeting the team should discuss the ET, RST, and FSL member's overarching schedule and responsibilities, and resolve any team member or market issues that could affect performance.

A-8. The current month's mission posture for the center should be prominently displayed for all members to see. This allows all team members to see the center's mission posture, and take ownership of the mission and supporting operations. The discussion should begin by comparing the number of scheduled appointments and testers to the prospecting and processing plans, and the week's contract placement goals. This lets the team know, at the beginning of the week, what they must do to support the center's ROP and goals. The discussion should also include planned activities for the week such as school visits, classroom presentations, table set ups, area canvassing activities, and the manpower needed to support them.

DAILY IPR

A-9. A daily IPR helps leaders maintain a battle rhythm. IPRs improve communication, allow for timely redirection of recruiting operations, and give leaders opportunity to coach and mentor subordinates during real-time situations. FM 6-22 defines an IPR as "a quality control checkpoint on the path to mission accomplishment." The manual also says, "Assessment begins with forming a picture of the organization's performance as early as possible. Leaders anticipate in which areas the organization might have trouble and focus attention there. Once the organization begins a mission, successive IPRs evaluate performance and give timely feedback." The continuous operational tempo of recruiting demands that USAREC leaders use an IPR to improve the organization, dominate the market, and accomplish recruiting objectives.

A-10. Leadership development of subordinates is one of the most important responsibilities of every Army leader. Developing future leaders should be among a leader's highest priorities. An IPR supports this leadership imperative. A goal of an IPR is encouraging, enabling, and directing subordinates to improve their supporting plan by doing their own analysis. Commanders establish an atmosphere of mutual trust by encouraging subordinates to speak freely and provide feedback. IPRs foster a climate of professional growth and problem solving.

A-11. While one-way communication with subordinates makes it easy to itemize specific deficiencies and shortfalls, it is unlikely to fix core problems. With USAREC's intensive operational tempo, teaching subordinates to anticipate problems or obstacles, as opposed to running headlong into them and then reacting, is a critical leader responsibility. Experienced leaders are equipped to identify problems in advance and work with Soldiers to develop and implement new COAs.

A-12. An IPR is a systematic review of recruiting operations and their results between echelons. An IPR works one level up and one level down the chain of command. For example, center commanders conduct IPRs with their team members; center commanders engage with the company commander. Leaders focus the IPR on near-term objectives. Leaders normally conduct IPRs daily, but can conduct them as often as necessary. An ET should participate in an IPR with their center commander after returning from an interview even though they had participated in an IPR that morning.

A-13. The leader can use an IPR to modify behavior and performance. Therefore, the leader must tailor IPRs to the subordinate's capabilities. New team members and inexperienced center commanders may require more direction and follow-up than their more experienced counterparts. Raising the level of competence and commitment is critical to fostering an environment where self-aware and adaptive leaders are the norm. A part of leader development is to allow a subordinate the opportunity to make decisions, good or bad, and to learn from the experience. Questioning the subordinate to expose and understand their decision-making process will allow the leader to train and mentor them.

A-14. Regularly scheduled IPRs will have a positive impact on an individual's or unit's ability to accomplish the mission. However, the opposite will likely occur if an IPR becomes an administrative function rather than an operational review. Leaders fail to uncover real problems when they focus only on numbers, such as the number of appointments made or the number of enlistments. Improvement starts with identifying behavior that impedes recruiting and then training to change the behavior. To effect such change, the leader must thoroughly understand each recruiting function.

A-15. All IPRs should follow a basic outline (see para A-21). The questions should address specific recruiting functions that will give the leader a snapshot of the unit's operational performance. If the leader sees a problem in one or more of the operational areas, they can immediately drill down to redirect or train their subordinates. Leaders should never rush to decisions based solely on data. They should match their data to that of the Soldier on the ground to get the full operational picture. Soldiers on the ground have information that cannot be discerned from data alone.

A-16. Leaders should prepare for an IPR by reviewing performance data, prospecting analysis data, processing data, the Future Soldier roster, and any other pertinent information. Discussion points may differ between echelons. Centers and companies focus primarily on decisive (tactical) operations, while battalions and higher focus more on the operational (shaping and sustaining) operations. IPRs conducted at battalion and brigade levels will address decisive operations (mission achievement); but, their operational focus is to ensure that tactical commanders have the resources and support they need to conduct their operations.

A-17. Subordinates should be prepared to discuss recruiting operations in a consistent sequence. As in battle drills, this uniformity promotes preparation, develops patterns of thinking, and fosters successful habits. The frequency and time of IPRs should be consistent. Commanders should also conduct an

IPR after any event that can affect mission accomplishment. Such events may include a job fair or table day. This consideration is important for timely corrective action.

A-18. Leaders compromise effectiveness when they conduct IPRs only when the mission is in jeopardy. Quite often, today's achievements are the result of previous operations conducted weeks and months earlier. If the leader conducts an IPR only in the last week of a PL and finds a serious shortfall, it may be too late to develop a new COA. Frequent IPRs alert leaders to potential problems before it's too late to correct them.

A-19. Leaders may conduct an IPR face-to-face or by telephone. The preferred method is face-to-face, but time and distance often make that impossible. The frequency and depth of an IPR may also be determined by the competence level of the subordinate and the unit's mission posture. Conducting an IPR early in the day allows for timely adjustments and implementation of alternative COAs.

A-20. Mutual trust is important. Building and maintaining trust is an ongoing task. The IPR should begin with a personal dialogue between participants. This dialogue sets the tone for the entire IPR. Recruiting is a "people-oriented" activity. Leaders should never make "filling the foxholes" more important than the people who fill them. Leaders must keep their finger on the pulse of morale. Maintaining high morale takes time, effort, and focus. The leader may wish to open the discussion by asking about factors that affect morale, such as administrative and health issues. Problems in any one of these areas can draw a team member's attention away from the mission. Leaders must follow up on these issues and factor them into alternative COAs when necessary. Note: Personal or Family issues will be discussed in private and not in open forum.

IPR OUTLINE

A-21. The topics within this section are arranged in specific order to serve as a guideline for the daily IPR. The associated fact-finding questions within each topic are designed to help leaders detect operational problems. The questions are only suggestions and can be used by center and company leaders. The following is the recommended sequence for an IPR: (1) Personnel, (2) mission posture, (3) projections, (4) processing, (5) prospecting, (6) ROP, and (7) Future Soldiers. Note: Suspense dates should be set for actions that require a response from a team member.

PERSONNEL

A-22. Personnel issues have the potential to influence mission achievement. Leaders should review strength issues to gauge their impact on mission accomplishment and ensure that developed COAs address known issues. Questions may include—

- Are there any Soldier issues?
- How many team members are in the foxhole to accomplish the plan?
- Has all monthly counseling been completed?
- How can we increase our efficiency?

- How can we increase our effectiveness?

A-23. Additionally, issues such as new team members, conversions, and subordinate development should be addressed. Subordinate development should include institutional, organizational, and self-development training. Administrative topics such as pay, awards, and noncommissioned officer evaluation rating counseling should also be addressed, as these can directly affect a Soldier's mission focus. Note: Personal or Family issues will be discussed in private and not in open forum.

MISSION POSTURE

A-24. Leaders should relate their questions to the center's current mission posture. Discussing this section first establishes the mission as the leader's priority. The leader should address issues that deal strictly with mission posture. Questions may include:

- What is this PL's mission?
- Where do we stand on the mission?
- When will we make the mission?
- Are there any obstacles or potential obstacles that could affect our mis sion?
- What COAs have we developed to overcome our obstacles?
- Who is shipping to the training base this week or this month?
- Are there any issues that may prevent them from shipping?
- Are there any pending Future Soldier losses?

PROCESSING

A-25. These questions can establish the validity of a projection and its immediate effect on mission accomplishment. Questions may include—

- Who is projected and when are they scheduled to enlist?
- Is the application complete?
- Has the packet been forwarded within prescribed time lines?
- Does the applicant require special testing (medical or administrative)?
- What might keep this applicant from enlisting or commissioning?
- Was the applicant given a proper hot seat by the center or assistant center commander?

A-26. In addition, there may be an applicant who has not been projected electronically, but whose enlistment could affect the current mission. Good questions for this area might include—

- Which applicant is closest to enlisting?
- Which applicant is next closest? This line of questioning can help identify applicants who may be ready to process.

PROCESSING

A-27. A review of the processing list will help identify issues that may impede processing. Often, the commander can intervene and avoid delays by asking—

- Who is testing and when?

- How many testers are expected?
- What is the expected processing time line for these testers?
- What COA has been developed to ensure success?

PROSPECTING

A-28. Performance data and prospecting analysis give leaders a starting point to measure the effectiveness of their plan. Questions the leader might ask include—

- Based on yesterday's prospecting plan, what was supposed to happen?
- What results were expected and what was achieved?
- Did results meet or exceed our goals?
- What is the COA to correct any shortfalls?

A-29. Performance data and prospecting analysis are the tools leaders use to develop the prospecting plan. Those same tools can help leaders adjust their plans when performance indicates a need. When reviewing prospecting activities, the leader should consider the day of the week and the week of the PL. Of course, the leader should also consider what the unit has accomplished so far. All these factors can affect the leader's choice of a corrective COA.

A-30. For example, the company commander notices that a center has not conducted as many appointments as the center requires. If this conversation occurs in the first week of the PL, the commander might urge the center commander to focus prospecting on the most effective lead source. The leader should review the center's plan to find the most effective lead source. In the "cumulative total" column, the lead source that has produced the most enlistments is the most effective.

A-31. The commander's guidance might be different if the center is in the next to last week of the PL. Now the leaders look for the most efficient lead source, and again they turn to prospecting analysis. The leader can adjust the prospecting plan to focus on the most efficient lead source to effect enlistments quickly.

ROP

A-32. The elements of the ROP should be discussed during every IPR to determine what did or did not happen and why. If the ROP is not producing the desired outcome, new COAs must be developed quickly to meet the plan's goals and achieve the mission. An IPR that addresses specific shortfalls with nonspecific guidance, such as "just do more," will not improve the results. Leaders must closely examine specific shortfalls and underlying reasons and then agree on a new COA to put the plan back on track. Leaders can ask themselves—

- What needs to change?
- How are we going to do it?
- Do we need additional resources to execute the new COA?
- What are we going to measure?
- What will be our early warning indicators?

- Who will be responsible for this step?

A-33. The new COA should include any training issues and support the next higher level's plan. In addition, areas of a plan that exceed the desired outcome should be captured and shared. Keep in mind that what may have been successful in one area may not succeed in another. Even though each zone, center, and company may have similarities, they also have major differences. COAs that prove successful in one unit may have the opposite effect in another.

FUTURE SOLDIERS

A-34. A review of the FSTP will see whether the FSL has kept in touch with their Future Soldiers and have prepared them to face the rigors of basic training. Questions include—

- Will any Future Soldiers ship this month? Who are they?
- When will they ship?
- Has the FSL completed QA checks?
- Has USAREC Form 1137 been completed?
- Have the required documents been placed in the ship packets?
- Have all Future Soldiers received an initial orientation?
- Do all Future Soldiers have an AKO account?
- How many referrals did Future Soldiers deliver last week?
- What Future Soldier training or event is planned in this PL?

A-35. Such questions will uncover problems or circumstances that could produce a Future Soldier loss. It allows leaders to closely monitor the FSTP and ensure Future Soldiers are providing market intelligence, blueprinting information, and most importantly, referrals.

WEEKLY AAR

A-36. Training Circular (TC) 25-20, A Leader's Guide to After-Action Reviews, provides a comprehensive description of AARs. TC 25-20 says, "An after-action review is a professional discussion of an event, focused on performance standards, that enable Soldiers to discover for themselves what happened, why it happened, and how to sustain strengths and improve on weaknesses. It is a tool leaders can use to get maximum benefit from every mission or task."

A-37. An AAR normally occurs at the end of an operation, mission, or event. The continuous operational tempo of recruiting demands that USAREC use a daily IPR and a weekly AAR. This approach helps leaders focus on day-to-day and weekly operations.

A-38. AARs allow participating team members and leaders to discover what happened during the week, PL, or event. An AAR asks three questions: What happened, why did it happen, and how can it be done better next time? When subordinates share in identifying reasons for success and failure, they become owners of how things are done. AARs also give leaders invaluable opportunities to hear what is on their team members' minds.

A-39. No commander, regardless of their skill, will see as much as the individual team member and leader who are actually performing the mission. Leaders can better correct deficiencies and sustain strengths by evaluating and comparing team member, leader, and mission performance against the PL's mission goals. AARs are the keystone of the evaluation process.

A-40. Feedback compares mission performance with the intended outcome. By focusing on team member's skills and market conditions, leaders and team members can identify strengths and weaknesses and together decide how to improve their performance. This shared learning experience improves team member skills and operational task proficiency and promotes unit bonding and esprit.

A-41. Weekly AARs can also be used as "team building" events. An example would be holding Friday AARs over breakfast. Meeting outside the office, away from interruptions, creates a more relaxed atmosphere and encourages open dialog. Team members who meet their individual requirements, to include weekly mission placement, should be allowed to brief the entire center. This gives successful team members the opportunity to share what works and what does not work in the market. This helps center leaders develop their junior leaders, and sometimes information coming from a peer is better received.

Appendix B

Prospecting Analysis

B-1. Prospecting stands as the fundamental recruiting activity. Lack of prospecting degrades all other recruiting functions and puts the center's mission at risk. Leaders and team members must understand that vigorous, persistent, and effective daily prospecting is the key to success.

B-2. Congress, the Army, Accessions Command, and USAREC develop enlistment incentives and aggressive strategic level advertising campaigns. However, the center is the front line. Center leaders and team members bring those powerful strategic resources to bear at the tactical level. Prospecting puts the Army into direct personal contact with people in their communities and in their homes. A prospect can ignore the television ad; an ET's personal approach demands a response.

B-3. Every level of command conducts some type of prospecting operation. An Army recruiting advertisement shown nationwide during the Super Bowl, for example, is a form of prospecting. The person who responds to such an ad is responding to a prospecting operation. When that person decides to enlist, however, he or she will need the help of a local Army recruiting representative. An ET will interview that person and an RST will assist them with the application for enlistment.

B-4. Center leaders and team members are best positioned to determine which prospecting methods work best in their environment. This appendix looks at analyzing a center's prospecting operations.

B-5. At center level, prospecting involves an ET or RST reaching out to prospects for the purpose of getting an appointment. Chapter 6 stressed that the real purpose of prospecting is to recruit a person for the Army, not merely to make an appointment. However, the appointment is the vital first step.

B-6. Team members have many ways to contact prospects. Team members prospect by telephone, by face-to-face contact, or by virtual methods. Telephone prospecting includes conventional phone calls and text messaging, a fast-growing and effective twenty-first century innovation. Virtual prospecting includes e-mail and social networking via Facebook and Twitter.

B-7. Some prospecting methods are more efficient or more effective than others. An efficient prospecting method allows team members to quickly contact a great number of people. An effective method yields a high number of enlistments. Telephone and virtual prospecting rank as most efficient. Face-to-face contact is less efficient, but the ET member's personal physical presence can make a powerful impression on a prospect. Which method is "best" depends on the local environment, the season of the year, the time of day, type of prospect, and the team member's skills and preferences. What matters most, is results.

B-8. Leaders and team members must think of prospects as high-value targets,

to borrow a phrase from the infantry. Team members must know where to find the highest concentration of high-value targets, when those targets will be within range, and which "weapon" will be most effective against those targets. Team members, therefore, must execute prospecting operations at the time and place that will most likely bring results. Spending 90 minutes calling high school seniors during school hours is a huge waste of time. Walking around the local shopping mall early Monday morning is equally non-productive.

B-9. A referral is a powerful combat (or recruiting) multiplier. Team members cannot "prospect by referrals," but a referred lead can enhance the team member's credibility or steer the team member toward a high-value target. A referred lead, regardless of the contact method, will more likely result in an enlistment than a pure cold call. This fact alone shows why every leader and team member should develop their own COIs. Team members should view every person they meet, even people who cannot enlist, as a potential COI and a potential source of referrals.

B-10. The commander must look closely at results—that is, the return on investment (ROI). A classic, and typically ineffective, USAREC prospecting operation is the "boiler-room." In a classic boiler-room session, all team members are directed to sit at their desk and prospect until they make a predetermined number of appointments.

B-11. The leader must carefully and honestly assess the value of every prospecting activity. The leader should ask, how many attempts did team members make, and how many new appointments did they generate during this flurry of activity? The truly valuable information comes later. How many of those new appointments turned into an Army interview? How many of those interviews produced qualified applicants who went on to enlist?

B-12. The proof lies at the end of the enlistment process, when prospects become applicants who enlist and ship to the training base. The answers will tell the commander whether boiler-room sessions or telephone prospecting in general are efficient and effective in their local environment.

B-13. Prospecting analysis tells the commander which method works best and when. The commander needs this information, especially when the center needs to quickly generate an enlistment. If face-to-face prospecting generates 40 percent of enlistments every month, the leader can determine how much time and energy to devote to such operations. Prospecting analysis also helps the commander identify training needs. If ETs are conducting a high percentage of interviews, but getting few applications, the commander may need to refresh the ET's interviewing skills.

Appendix C

Chokepoints

C-1. Chokepoints are nothing more than steps in the enlistment process of the prospecting and processing cycle. Conversion data is used to track an individual's movement through each processing step. Stoppage at any one of these chokepoints could indicate a performance or training issue. The troubleshooting guide in this appendix will help uncover the cause of a stoppage and provide a suitable remedy.

C-2. Remember, conversion data is only as good as what is feed into it. Allowing unqualified prospects in the system may satisfy a requirement but will ultimately cause conversion data to become unrealistic. The team's focus must be on qualified prospects, not requirements. A good way to determine training needs and keep conversion data from becoming unrealistic is by comparing the data to the command benchmarks on the recruiting funnel (see figure C-1).

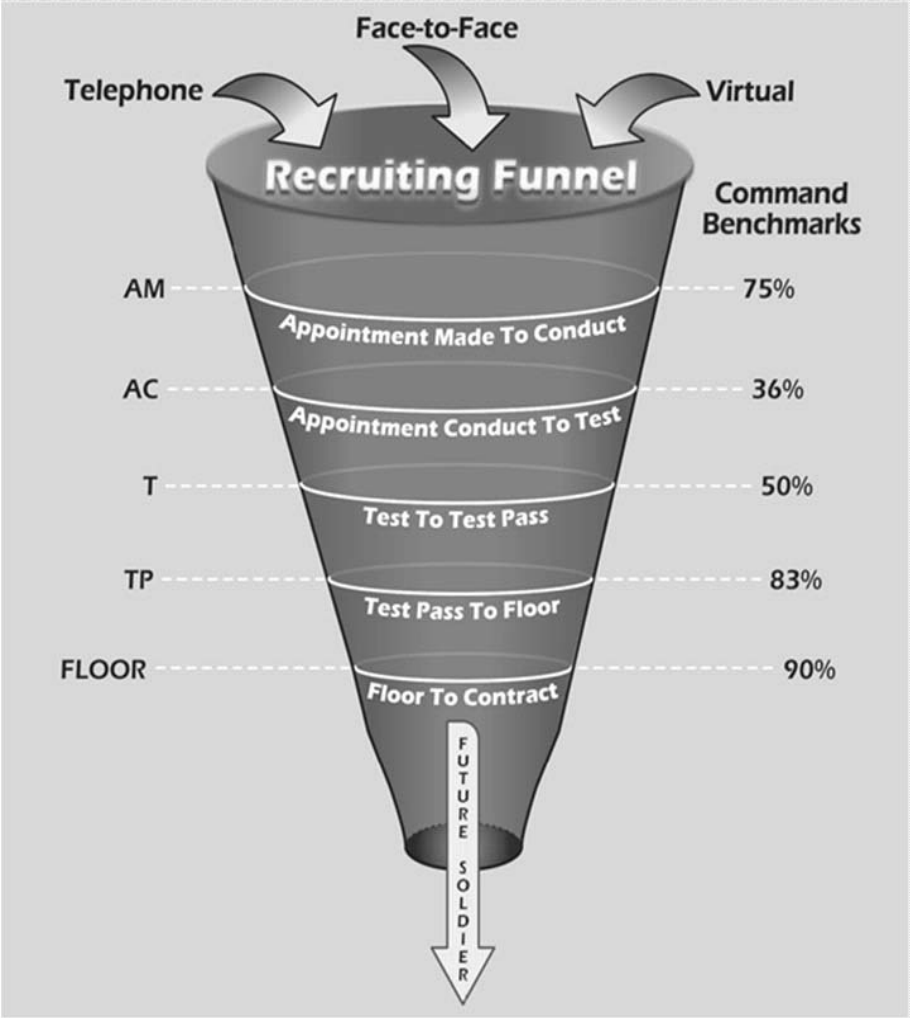

Figure C-1. The recruiting funnel

C-3. When prospecting and processing data doesn't meet command benchmarks, use the troubleshooting guide to determine the cause and take correc-

tive action. The ultimate goal is to ensure there are enough people in the center's funnel and that they are flowing smoothly through the enlistment process.

C-4. The natural follow-on is to analyze the results of prospecting efforts. If RSTs aren't making at least one appointment per 15 contacts, or 75 percent of the appointments made don't show up, some training assistance may be needed to increase their effectiveness. Understanding how to increase effectiveness will help team members become more efficient in their prospecting efforts.

C-5. Conversion ratios are calculated using individual and team members' performance data and are referred to as conversion data. Accomplishments are collected monthly and maintained over a 12-month rolling period. The accuracy of conversion data is determined by the quality of work.

C-6. The individual mission and performance report tracks the enlistment process through every step. The contact method report allows leaders to visualize prospecting methods for attempts to conduct. The contact time report displays attempts and contacts by time period. Combined, these tools summarize all prospecting efforts by prospecting method and time. The ultimate goal is to determine how much prospecting is required, what is most successful, and at what time. This analysis cannot be determined using conduct to contract ratios. Leaders must calculate how many hours of prospecting it takes to generate a contract.

TROUBLESHOOTING GUIDE

C-7. The troubleshooting guide is a list of suggestions and questions that should be considered when a stoppage occurs at any one step of the enlistment process. This is by no means an exhaustive list, but does cover commonly made mistakes and areas where training is needed. The troubleshooting guide is written in the second person for individual instruction and team member self-help.

C-8. 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 tele phone. Be authentic and enthusiastic when talking to a 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 rap port 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 (ARISS) 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.

C-9. High number of no-shows or appointment cancellations.

- 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 ap pointment made and conduct, the greater the chances are the prospect will be a no-show or cancel. If it is necessary to schedule an appoint ment 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 your self and your leadership when your efforts do not yield the desired re sults. 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 the assistant or center 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 trans portation if required. You may be so focused on the fact the lead agreed to an appointment that these important details get overlooked.

C-10. Low conversion of appointments 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 inter view. 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 Army Recruiting Compensation Advantage (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.

C-11. Applicants not passing the ASVAB.

- Are you administering the Enlistment Screening Test (EST), Computeized Adaptive Screening Test (CAST) or WINCAST?
- Are you using the probability tables for the screening tests?
- Are team members prospecting in a quality market or just calling any one to make an appointment?
- Did you ask whether the applicant was taking college preparatory courses or general studies in school?
- Did you ask whether the applicant has taken the Scholastic Aptitude Test or the American College Test?
- Did you ask whether the applicant has taken the ASVAB (perhaps in school)?

C-12. Applicants not taking 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 presume to know what the applicant wanted?
- Did you present the applicant with the best COA to achieve their pasions 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?
- Are you having trouble getting applicants to pass the physical examination?
- 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?

- Did you check thoroughly for drug and 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 team members pertaining to medical questions.)
- Are you having trouble getting applicants who passed the physical to enlist?
- Did you get the applicant's 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 enlist?
- Did you explain the MEPS processing procedures to your applicant and explain how long it could take?
- Are you having 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 cotent or do the same thing every time?
- Do you explain to the parents and families of Future Soldiers how iportant 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 en listed 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 in terest as you did before they enlisted?

Glossary

Section I.
Abbreviations

AAR	after-action review
ACC	assistant center commander
AO	area of operation
AR	Army Reserve or Army Regulation
ARCA	Army Recruiting Compensation Advantage
ARNG	Army National Guard
ASB	Accessions Support Brigade
ASVAB	Armed Services Vocational Aptitude Battery
CAST	Computerized Adaptive Screening Test
CG	commanding general
COA	course of action
COI	centers of influence
DEP	Delayed Entry Program
DIME	demographic, income, military service, education (report)
DTP	Delayed Training Program
EST	Enlistment Screening Test
ET	engagement team
FSL	Future Soldier leader
FSTP	Future Soldier Training Program
GAMAT	Graphical Accessions Mapping Analysis Tool
HQ USAREC	Headquarters, U.S. Army Recruiting Command
IADT	initial active duty for training
IET	initial entry training
IPR	inprocess review

MEPS	military entrance processing station
MOS	military occupational specialty
PAE	positioning, analysis, and evaluation
PL	phase line
QA	quality assurance
QC	quality control
RA	Regular Army
RFA	recruiting functions analysis
ROP	recruiting operation plan
RIP	recruiting publicity item
RRS	Recruiting and Retention School
RST	recruiting support team
SRP	school recruiting program
SWOT	strengths, weaknesses, opportunities, and threats
TAIR	Total Army Involvement in Recruiting
USAREC	U.S. Army Recruiting Command
VIP	very important person
WINCAST	Windows Computerized Adaptive Screening Test

Section II.
Terms

Advanced Training Program
Part of the Recruiter Development Program. The ATP begins upon completion of phase III, evaluates the new recruiter's skills, and provides refresher training where necessary.

applicant
A prospect who has agreed to process for enlistment or commissioning.

area canvassing
An activity in a public area within a recruiting unit's area of operations which involves posting of the area and seeking new leads, COIs, and VIPs.

Armed Services Vocational Aptitude Battery
A battery of subtests designed under Department of Defense sponsorship, to measure potential for training in general occupational and aptitudinal qualification for enlistment. The battery is structured in production and student (school) forms. The production forms are administered by

Military Entrance Processing Stations and Mobile Examining Team sites for selection and classification purposes. The student form is provided at no cost to high schools and postsecondary institutions by the Department of Defense. It may be used as an enlistment qualifying battery and also provide leads on potential applicants for team members. It may be used as a career exploration tool by students and their counselors.

Army interview
A formal meeting between an ET and a prospect for the purpose of telling the Army story and counseling the prospect on the benefits of an Army enlistment or commission.

assistant center commander
The operations noncommissioned officer for a recruiting center. The assistant center commander directly supervises operation planning, daily work activities, and training; supervises and directs the recruiting support team; and commands the center in the absence of the center commander.

battle rhythm
A deliberate daily cycle of command, staff, and unit activities intended to synchronize current and future operations.

blueprinting
Any action to obtain specific information about leads, COIs, VIPs, or other persons.

center commander
A noncommissioned officer, typically a sergeant first class, who leads a recruiting center. The center commander is responsible for: recruiting operations; training; the welfare of the Soldiers and civilian employees assigned to the center; and directly supervising the assistant center commander, Future Soldier leaders, and the engagement team.

Computerized Adaptive Screening Test
A computerized test that predicts an applicant's performance on the Armed Forces Qualification Test.

Delayed Entry Program
An RA enlistment program which allows an applicant to delay their entry onto active duty for a period of time. This program is subject to controls, as determined by the Commanding General, USAREC.

Delayed Training Program
The time from AR enlistment to departure for IADT to an MOS-producing school.

DEP-out
The final processing conducted to access a Future Soldier to IADT.

engagement team
A team of two or more Soldiers who engage with the public. Members of the ET conduct Army interviews and execute the school recruiting program.

face-to-face prospecting
A prospecting activity where the recruiter goes to the known location of a lead with the intent to communicate in person and schedule an Army interview.

follow-up
Any action taken to reinforce an initial action. Typical follow-up can include: Contacting a COI to

obtain a lead, contacting a prospect met at a school event to arrange an interview, or contacting a prospect already interviewed who wanted some time to think before making a decision.

forward engagement center
The physical location and facility that supports the operations of the forward engagement team. Intended for administrative support only, not for direct engagement with the public. Where possible, FECs are placed in existing Government facilities, to include reserve centers and/or National Guard armories.

forward engagement team
A subset of a recruiting center's engagement team; comprises two or more ETs. FET members are assigned to a recruiting center with duty at another location to conduct forward operations. Members act as liaison between applicants and the RST.

Future Soldier
A person who has enlisted into the DEP, DTP, or delayed status and has not shipped to the training base.

Future Soldier leader
A noncommissioned officer and cadre recruiter who supervises, trains, and mentors the Future Soldier pool in a recruiting center.

Future Soldier Remote Reservation System
The application that recruiters use to start the processing of an applicant outside the MEPS. The recruiter, using the RWS, can work with an applicant in the applicant's home with the parents or spouse present. The recruiter temporarily reserves a training seat for the MOS of the applicant's choosing. The applicant must then travel to the MEPS to fully qualify for enlistment, take the oath of enlistment, and thus make the reservation permanent.

Future Soldier Training Program
The program of training that prepares new recruits for Army life and sustains their commitment to the Army until they depart for the training base. Training begins with enlistment into the DEP or DTP.

Future Soldier Training System
An online system for the delivery of training for Future Soldiers. The training cycle and training tasks appear on USAREC Form 1137, section III.

Graphical Accessions Mapping Analysis Tool
A Web-based data-mapping tool that visually displays data on specially designed maps based on recruiting unit boundaries. The data displayed includes (but is not limited to) leads, enlistments, schools, and market share data.

hot seat
The final screening interview conducted by a designated leader prior to sending the applicant to complete the processing for enlistment or commissioning.

lead
A name with an address, telephone number, or e-mail address and for whom no appointment has been made for an Army interview; a name with contact information that a recruiter can use in prospecting operations.

Leader Zone
A single login access through the USAREC Enterprise Portal, where recruiting leaders manage

leads and monitor applicant processing.

market share
Unit accomplishments in ZIP Codes measured against the total percentage or proportion of the available recruiting area, or market by categories.

MET site
A location outside the MEPS used for the administration of the ASVAB. It may be staffed by either military or Federal civilian employees.

military entrance processing station
The joint service facility which conducts final physical examinations and final aptitude tests of all selective service registrants and service applicants, effects induction or enlistment processing, and ships such accessions to appropriate reception battalions or duty stations.

mobile examining team
One or more persons who administer the Armed Services Vocational Aptitude Battery at locations away from the parent military entrance processing station.

phase line
The end of a phase or process used to control and coordinate operations.

Pinnacle
Recruiting model based on the division of labor, specialization of skills, and teamwork that optimizes recruiter time for engaging the public and less time on administrative support functions.

processing
An activity that assesses an applicant's qualifications and matches a qualified applicant with the needs of the Army. Processing begins when the prospect agrees to process for enlistment or commissioning.

prospect
A person who has agreed to meet with an Army recruiter, or a person who has been interviewed but who has not committed to process for enlistment.

prospecting
An activity to contact leads and engage them in conversation with the intent to schedule an Army interview.

quality assurance
Any activity that seeks to ensure that an applicant or Future Soldier is ready to proceed to the next stage of processing for enlistment or commissioning.

quality control
Any activity that ensures an applicant or Future Soldier's record is complete and accurate.

recruiting center
A recruiting facility comprised of Soldier teams trained and equipped to handle specific recruiting tasks.

recruiting operation plan
A leader's plan for conducting recruiting operations.

recruiting station
A permanent location, within a facility, authorized by the tables of distribution and allowances

which is manned on a full-time basis by no more than three recruiters for the purpose of conducting recruiting operations in outlying areas. It may be either leased or rent-free space.

recruiting support team
The planning, prospecting, and processing arm of a recruiting center. As many as six Soldiers comprise the team.

referral
A lead furnished to a recruiter by a prospect, applicant, Future Soldier, COI, VIP or other person with the intent that a recruiter will contact the lead to schedule an initial interview or follow-up for processing.

Report Management Zone
A single login access through the USAAC Enterprise Portal that enables the user to access multiple data sources within the ARISS architecture through the Hyperion™ query, analysis, and reporting tool.

school recruiting program
A program designed to assist recruiters in evaluating school markets and directing their recruiting efforts toward specific tasks and goals in order to obtain the maximum number of quality enlistments possible.

School Zone
A single login access through the USAAC Enterprise Portal where recruiting personnel view and manage all activities relating to the school recruiting program.

sensors
USAREC Soldiers who by observing their area of operations collect information and provide it to the commander as part of recruiting intelligence gathering. This activity conforms with the intent of the Army's "Every Soldier a Sensor" (ES2) program.

social media
Web-based applications that promote the creation and exchange of user-generated content. Prominent examples include Facebook, YouTube, Twitter, Flickr, and MySpace.

SWOT analysis
A leader's analysis of the unit's strengths, weaknesses, opportunities, and threats to understand how those factors will affect the outcome of recruiting operations.

virtual prospecting
A prospecting method that employs e-mail, the Internet and social media sites to contact leads and engage them with the intent to schedule an Army interview.

References

Section I
Required Publications

These documents must be available to intended users of this publication.

USAREC Reg 601-107
Operational Management Systems. 27 November 2006.

USAREC Manual 3-0
Recruiting Operations. 24 September 2009.

Section II
Related Publication

These sources contain relevant supplemental information.

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Army and Army Reserve Enlistment Program. 8 February 2011.

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Intelligence. 23 March 2010.

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Recruiting Improprieties Policies and Procedures. 13 July 2009.

USAREC Reg 601-85
Total Army Involvement in Recruiting. 18 June 1992.

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Delayed Entry and Delayed Training Program. 17 July 2002.

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Soldier Training Publication 12-79R35-SM-TG
Soldier's Manual and Trainer's Guide, Skill Levels 3/4/5–Recruiter. 1 October 2010.

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