

Personnel Procurement

Army National Guard Strength Maintenance Program

By Order of the Secretaries of the Army and the Air Force:

H STEVEN BLUM
Lieutenant General, USA
Chief, National Guard Bureau

Official:

GEORGE R. BROCK
Chief, Plans and Policy Division

History. This pamphlet is a new publication and presents a consolidation of the strength maintenance program and best practices used throughout the Army National Guard.

Summary. This pamphlet will provide detailed guidance to State Recruiting and Retention Commanders to manage a successful State strength maintenance program and to develop and implement as well as monitor a successful strength maintenance program at the State/Territory level. This pamphlet integrates all of the recruiting and retention programs, policies and procedures necessary that enable a Recruiting and Retention NCO (RRNCO) to be successful in achieving all three assigned missions of recruiting, and retention and attrition management.

Applicability. This pamphlet applies to the Army National Guard (ARNG). It does not apply to the Army Reserve or the Active Army.

Proponent and Exception Authority. The proponent of this pamphlet is the National Guard Bureau, Army Strength Maintenance Division (NGB-ASM). The proponent has the authority to approve exceptions to this pamphlet that are consistent with controlling law and regulation.

Suggested Improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Chief, National Guard Bureau, and ATTN: NGB-ASM, 1411 Jefferson Davis Highway, Arlington, VA 22202-3231.

Distribution: A

Contents

Chapter 1

Introduction

Section I

General

- 1-1. Purpose
- 1-2. References
- 1-3. Abbreviation and Special Terms
- 1-4. Equal Opportunity
- 1-5. Privacy Act Information

Section II

Responsibilities

- 1-6. Chief, National Guard Bureau
- 1-7. The State Adjutant General
- 1-8. Commanders
- 1-9. Command Sergeant Major
- 1-10. First Sergeant (1SG)
- 1-11. Full-Time Support (FTS)
- 1-12. First Line Leaders (FLL)
- 1-13. Unit Attrition NCO
- 1-14. State Recruiting and Retention Command (RRC)
- 1-15. Primary Duties and Responsibilities of Recruiting and Retention Personnel
- 1-16. Conduct and Appearance
- 1-17. Strength Maintenance Program

Chapter 2

Recruiting Activity

- 2-1. General

Section I

Product Knowledge

- 2-2. Salesmanship
- 2-3. History and Role of the ARNG
- 2-4. ARNG Features

Section II

Time Management

- 2-5. General
- 2-6. Principles of Time Management
- 2-7. Recruiting Objectives
- 2-8. Goals
- 2-9. Work Plans
- 2-10. Long Term Plans (Yearly)
- 2-11. Mid-Term Plans (Monthly-Quarterly)
- 2-12. Short-Term Plans (Daily-Weekly)
- 2-13. Recruiting Activities

Section III

Public Speaking

- 2-14. General
- 2-15. Types of Presentations
- 2-16. The SPAM Model
- 2-17. The Three of a Presentation
- 2-18. Rehearse
- 2-19. Rehearsal Checklist
- 2-20. Tips For Building a Microsoft PowerPoint Presentation
- 2-21. Ten Tips for Successful Public Speaking
- 2-22. Presenting
- 2-23. Schools

Section IV

Market Analysis

- 2-24. General
- 2-25. Market Analysis Data Sources
- 2-26. Key Tasks For Developing the Area Information Model
- 2-27. Benefits Gained by Using the Area Information Model
- 2-28. Strength Maintenance Area Information Model Primary Fields
- 2-29. Guidelines for Designing a Market Analysis Model

Section V

Pre-Qualification

- 2-30. General
- 2-31. Purpose
- 2-32. Obtaining Information
- 2-33. Ask Questions
- 2-34. Observations
- 2-35. Documentation
- 2-36. Prior Service Records
- 2-37. Summary

Section VI

Telephone Prospecting

- 2-38. General
- 2-39. Purpose
- 2-40. Planning and Preparation
- 2-41. Timing
- 2-42. Lead Contact
- 2-43. Calling
- 2-44. Recommended Steps of the Telephone Call
- 2-45. Customer Concerns
- 2-46. Telephone Psychology

Section VII

Sales Psychology

- 2-47. General
- 2-48. Purpose
- 2-49. Comprehensive Communication Skills
- 2-50. The Brand Promise
- 2-51. Customer and Product Knowledge
- 2-52. Strategic Know-How
- 2-53. Competitive Advantage
- 2-54. Soldier Life Cycle Timeline and Unit Processes
- 2-55. Situational Analysis
- 2-56. Sourcing

Chapter 3

Attrition Management Activities

Section I

Establishing a Partnership with Unit Leadership

- 3-1. General
- 3-2. Purpose
- 3-3. Definition of Attrition Management
- 3-4. Reasoning
- 3-5. Sponsorship Program
- 3-6. Understanding Organizational Structure
- 3-7. Soldier Support Functions
- 3-8. State Soldier Support Structure
- 3-9. Establish Rapport With Unit

Section II

Maintain Contact with First Term Soldier

- 3-10. General
- 3-11. Purpose
- 3-12. RRNCO Actions
- 3-13. Identify Target Audience
- 3-14. Counseling Techniques
- 3-15. Attrition Management Activities

Section III

Assist the Unit with Attrition Management

3-16. General

3-17. Purpose

3-18. Attrition Management Training Programs for Units

Chapter 4

Retention Activities

4-1. General

4-2. Purpose

4-3. Process

4-4. Retention Program

4-5. Extension Motives and Incentives

4-6. Extension/Immediate Reenlistment Ceremony

4-7. Enlisted ETS Roster

4-8. Unit Retention Binder

4-9. Retention Training Calendar

4-10. Retention Control Log

4-11. Retention Interview Program

4-12. Retention Funding

Chapter 5

Prospecting

5-1. General

5-2. Prospecting Actions

5-3. Who is a Center of Influence (COI) or Very Influential Person (VIP)

5-4. Recognition of COI and VIP Efforts

5-5. COI / VIP Records

Chapter 6

ARNG Schools Program

6-1. Purpose

6-2. General

6-3. School Relations

6-4. Establishing and Maintaining Rapport

6-5. Preparation for the Upcoming School Year

6-6. Faculty Expectations

6-7. The Army Recruiting Information Support System (ARISS) School Information Planning

6-8. ARISS School Information Screens

6-9. Filing and Disposition

6-10. School Entry Vehicles (SEV)

6-11. Educator Orientation and Tours

Chapter 7

Specialized Recruiting Activities

7-1. Special Requirements

7-2. Personnel

7-3. Medical Recruiting plans

7-4. Prospecting

7-5. Officer Recruitment

7-6. Officer Programs

7-7. Special Unit Requirements

7-8. Procedures

7-9. Reserve Component Transition Program (RCT)

7-10. Coordination

Chapter 8

Processing

- 8-1. General
- 8-2. ARNG MEPS Guidance Counselor
- 8-3. Military Entrance Processing Station (MEPS)
- 8-4. Mobile Examining Team Sites
- 8-5. Enlistment Screening Test (EST)
- 8-6. Armed Services Vocational Aptitude Battery (ASVAB)
- 8-7. Prior Service Test Scores
- 8-8. Prescreening
- 8-9. Non-prior Service
- 8-10. Prior Service
- 8-11. Contract Personnel
- 8-12. Re-evaluations
- 8-13. Rejects
- 8-14. Counseling
- 8-15. Verification
- 8-16. Entrance National Agency Check (ENTNAC)
- 8-17. Automated Unit Vacancy Lists
- 8-18. Recruit Quota System (REQUEST)
- 8-19. Waivers
- 8-20. Incentives
- 8-21. Oath of Enlistment

Chapter 9

Standards of Conduct

- 9-1. General
- 9-2. Conduct and Performance
- 9-3. Sources
- 9-4. Referral
- 9-5. Screening
- 9-6. Informal
- 9-7. Formal
- 9-8. RRNCO Status
- 9-9. Determinations
- 9-10. Notification

Chapter 10

Recruiting and Retention Command Training

- 10-1. General
- 10-2. Recruiting and Retention Command (RRC) Qualifications
- 10-3. Recruiting and Retention Command (RRC) Functional Training
- 10-4. Career and Professional Development Training
- 10-5. Noncommissioned Officer Development Program (NCODP)
- 10-6. Noncommissioned Officer Education System
- 10-7. Technical Training
- 10-8. New RRNCO Orientation
- 10-9. Refresher Training
- 10-10. Remedial Training
- 10-11. Contracted Training
- 10-12. Training and Developmental Materials

Appendix A

References

Appendix B
Sample Yearly Calendar

Appendix C
Recruiting Activities Listing

Appendix D
Public Speaking Presentation Checklist

Appendix E
Communication Skills

Appendix F
Recommended Calendar of School Activities Overview

Glossary

Chapter 1 Introduction

Section I General

1-1. Purpose

This pamphlet describes the Army National Guard (ARNG) strength maintenance (SM) program as authorized by National Guard Regulation (NGR) 601-1. Historically, the ARNG has been very effective in meeting recruiting objectives. However, while we have been successful in recruiting, much concern has been raised about our ability to maintain the end strength. The strength maintenance program, which places equal emphasis on attrition management and retention efforts, as well as recruiting, will enable Recruiting and Retention NCOs (RRNCO) to focus on all three tenets of the strength maintenance program. It is the basis for each State to establish specific strength maintenance procedures. It provides general guidance for Recruiting and Retention Command (RRC) to accomplish their assigned tasks in the following areas:

- a. Recruiting
- b. Attrition management
- c. Retention
- d. Recruiting and retention command management

1-2. References

Required and related publications and referenced forms are listed in Appendix A.

1-3. Abbreviations and Special Terms

Explanations of abbreviations and special terms used in this pamphlet are listed in the Glossary.

1-4. Equal Opportunity

The ARNG strength maintenance program will be free of discrimination based on race, color, national origin, religion, sex or non-disqualifying age or handicap as specified in NGR 600-21 and NGR 600-200.

1-5. Privacy Act Information

The requirements of the Privacy Act of 1974 (5 USC 522a) must be strictly adhered to. In summary, this act requires that information collected must be used only for the purpose(s) for which it was collected. In this case, information gained through recruiting and retention activities can only be used for recruiting and retention, processing, enlistment and personnel management purposes. RRNCOs must advise individuals that they are collecting protected information when they first contact them in person. There is no requirement to give individuals a copy of the privacy act information or to have them sign one.

Section II Responsibilities

1-6. Chief, National Guard Bureau (CNGB)

The CNGB provides each State:

- a. Monetary resources and personnel authorizations.
- b. SM policies, guidance, programs and initiatives.
- c. National advertising publicity items, awareness and support.
- d. Strength Maintenance Military Occupational Specialty (MOS) training, functional training and sustainment training.
- e. Initial Entry Training (IET) opportunities for newly accessed ARNG non-prior service (NPS) Soldiers.

1-7. The Adjutant General (TAG)

The TAG is the ultimate authority for the development and implementation of the State SM program. The TAG will:

- a. Ensure the development and implementation of a comprehensive State SM program.
- b. Establish fiscal year end strength missions for each organization within the State, based on the State mission provided by CNGB.

- c. Ensure all organizational elements effectively implement, support and maintain the SM program.
- d. Ensure that all personnel assigned to or involved with SM receive the necessary and required training, development, support and supervision to effectively perform their duties.
- e. Ensure that unit leaders at all levels are held accountable to achieve their assigned SM goals and objectives.

1-8. Commanders

Commanders are essential to ensuring that SM objectives are developed and accomplished at the unit level. It is imperative that they establish and maintain a partnership with the RRC to help them meet their assigned end strength missions. Commanders at all levels will:

- a. Develop and implement a comprehensive SM program to achieve established end strength goals.
- b. Assist the RRC by providing personnel, equipment, facilities, and other necessary resources and support as required.
- c. Appoint an additional duty Unit Attrition NCO on orders to assist in SM related matters.
- d. Ensure that all NPS enlistees are assigned a sponsor and participate in a Recruit Sustainment Program (RSP) prior to attending IET.
- e. Implement a unit lead referral program to ensure that leads (potential new enlistees) are provided to RRC personnel.
- f. Ensure that every qualified Soldier is provided the opportunity for continued productive service in the ARNG or offered an alternative to separation or discharge.
- g. Ensure that every Soldier is interviewed to determine career opportunities for which they may be qualified and eligible.
- h. Ensure that every Soldier is provided the opportunity to compete for position vacancies to enhance personal and professional growth.
- i. Ensure that all Soldiers are made aware of available ARNG incentives and those benefits are processed for those for which they are eligible, and that a tracking system is implemented to ensure that their benefits are received.
- j. Ensure that all leaders are informed of current policies, procedures, responsibilities, and required actions for Soldiers who do not attend training.
- k. Ensure that unsatisfactory participants who are qualified for continued service in the ARNG are provided every opportunity for rehabilitation (if necessary) and are encouraged to return to active participation.
- l. Ensure that Soldiers who are unable to continue their active participation are afforded the opportunity to transfer to the Inactive National Guard (ING) IAW NGR 614-1.
- m. Ensure that Soldiers who have been transferred to the ING are contacted regularly for the purpose of bringing them back to an active drilling status.
- n. Ensure Soldiers who are barred from reenlisting IAW NGR 600-200, or flagged IAW AR 600-8-2, are counseled on the criteria for removal of the bar or flag.
- o. Appoint an ESGR/USERRA Officer or NCO. Due to the required availability of personnel assigned to this duty, Commanders should make every effort to appoint Full Time Support (FTS) personnel.

1-9. Command Sergeant Major (CSM)

The CSM serves as the Senior Retention NCO in the organization. All CSMs must take personal responsibility to ensure that the attrition and retention objectives for their assigned command are achieved. Each CSM will:

- a. Emphasize SM responsibilities to Sergeants Major, First Sergeants (1SG), First Line Leaders (FLL), and others in the NCO support channel, providing guidance where necessary.
- b. Ensure that the Noncommissioned Officer Development Program (NCODP) includes SM training and emphasizes the role of FLL.
- c. Emphasize SM during all unit visits and inspections, placing special emphasis on attrition management and retention related activities.
- d. Advise Commanders and unit leaders on all actions and events that affect SM.

1-10. First Sergeant (1SG)

The 1SG is the focal point for all NCO actions in the unit. His/her involvement in SM is vital to unit strength. It is imperative that the 1SG establish and maintain a partnership with the RRC to help meet their assigned end strength mission. 1SG will:

- a. Assist the Commander in developing, implementing and monitoring the unit SM Plan.
- b. Implement and monitor the unit sponsorship program.

- c. Ensure that Soldiers are counseled IAW regulatory and locally published guidance.
- d. Incorporate SM training into NCODP.
- e. Ensure reenlistment/extension ceremonies are conducted for each Soldier and appropriate incentive/recognition items are presented.
- f. Advise the Commander on all actions and events that affect SM.

1-11. Full-Time Support (FTS)

FTS personnel are the driving force behind any successful unit. Due to the full-time nature of their positions and the amount of contact and influence they have with traditional Soldiers, it is imperative that they work in partnership with the unit leadership and the RRC to ensure that unit strength objectives are met. FTS personnel will:

- a. Assist the Commander and the 1SG in developing, implementing and monitoring the unit SM Plan.
- b. Appoint sponsors to newly assigned Soldiers as directed by the 1SG.
- c. Provide unit vacancy data and Soldier information to the RRC as needed or required.
- d. Work with the unit leadership to ensure quality, relevant and meaningful training is conducted at each drill.
- e. Work with the unit leadership and the unit attrition NCO to ensure that Soldiers complete their enlistment obligation and extend, if eligible.
- f. Advise the unit leadership on strength related matters and provide recommendations to improve SM plan execution when necessary.
- g. Provide pre-IADT support to new enlistees.

1-12. First Line Leaders (FLL)

FLLs are key individuals in the success of any organization. They are the most important and influential leaders concerning individual Soldier actions and decisions. FLLs must work in partnership with the unit leadership and the RRC to help their unit meet its assigned end strength mission. FLLs will:

- a. Assist the Commander, 1SG and FTS personnel to implement and monitor the unit SM Plan.
- b. Know their Soldiers, to include civilian occupations, ETS date, family status and any other important information affecting their career (military and civilian) and duty performance.
- c. Determine the needs, wants and desires of their Soldiers and regularly inform the unit leadership to help maintain a positive unit climate.
- d. Create an effective career development environment for their Soldiers by fulfilling their role as a leader, mentor, counselor, coach and trainer.
- e. Maintain regular contact with Soldiers, including those personnel assigned to the ING.
- f. Accept personal responsibility and accountability for their Soldiers.
- g. Be aware of possible Soldier concerns due to excessive ARNG training requirements, personal difficulties or family problems; take proactive measures to prevent, reduce or eliminate any adverse impact.
- h. Hold subordinates accountable for their attendance at all scheduled training; this includes making personal contact with and counseling subordinates who are absent from training.
- i. Ensure that newly assigned Soldiers are assigned an appropriate sponsor, receive their initial counseling, and are integrated into the unit in an effective and timely manner.

1-13. Unit Attrition NCO

The Unit Attrition NCO is an additional duty position, appointed on orders by the unit Commander. The position is MOS immaterial. The unit attrition NCO plays a critical role in SM by assisting the Commander, 1SG, FTS, FLLs and the RRNCO to implement the unit SM plan. Attrition NCOs should be assigned at every level and attend the ARNG Unit Attrition Management Course by the Strength Maintenance Training Center (SMTC) Mobile Training Team (MTT) or Resident Course offered at SMTC. Since the unit attrition NCO receives Special Duty Assignment Pay (SDAP) for performing these duties, they must be qualified through training. Unit Attrition NCOs will:

- a. Perform assigned SM duties as directed by the 1SG or appointed designee.
- b. Have direct access to the Commander and the 1SG with regard to SM related issues and provide recommendations to improve the unit's SM plan execution and activities.
- c. Receive technical assistance, guidance and training from the RRC on SM related issues as required.
- d. Identify and help solve/prevent attrition and retention-related problems, causes and impediments.
- e. Ensure that required interview and counseling sessions are conducted in their prescribed time period in accordance with official publications and guidance.
- f. Assist the 1SG with implementing and monitoring the sponsorship program.
- g. Monitor and improve unit attendance by assisting FLLs with contacting absent Soldiers.

- h. Assist in conducting SM related training as required or necessary.
- i. Coordinate with FTS personnel to ensure that extension documents are completed accurately and in a timely manner.
- j. Interview Soldiers regularly to identify and help prevent potential problems, ensure that they are receiving the incentives and the benefits they are eligible for and determine their desire and eligibility for extension.
- k. Coordinate with unit leadership to schedule, plan and conduct extension ceremonies.
- l. Contact Soldiers who have been in an inactive drilling status (i.e. Soldiers in the ING or on the non-validated pay list) and make every attempt to bring the Soldier back to an active drilling status.

1-14. State Recruiting and Retention Command (RRC)

The duties and responsibilities of each entity of the State RRC are outlined in detail in NGR 601-1, Chapter 2 Section V.

1-15. Primary Duties and Responsibilities of Recruiting and Retention Personnel

- a. Recruit, conduct attrition management and retention activities using Army Recruiting Information Support System (ARISS) to assist unit Commanders to reduce the first term losses and retain the Military Occupational Skill Qualified (MOSQ) individuals to achieve and/or maintain specified strength and readiness levels of affiliated unit(s).
- b. Perform the duties stated in NGR 601-1, and use the guidance in this pamphlet and the State strength maintenance programs as prescribed in the State regulations and the Standard Operating Procedure (SOP).
- c. Attain and maintain high professional and ethical standards to promote a favorable organizational image and to enhance community based support to improve our end strength.

1-16. Conduct and Appearance

Recruiting and Retention Command (RRC) personnel are the only contact with military forces for the majority of the American populace. All RRC personnel must establish and maintain high degrees of conduct and personal appearance--both on and off duty-- as citizen and Soldier. Professionally and personally, this will help establish the basis for trust and respect extended by the community, the keys to success in strength maintenance.

1-17. Strength Maintenance Program

This pamphlet represents the ARNG personnel recruiting, attrition management and retention program. The SM program is one of total sales and service, committed to improving and maintaining personnel readiness. This program consists of three major tenets; recruitment of quality Soldiers, retaining of MOS qualified Soldiers, and attrition management intended to reduce first term Soldier losses. This "Oath to Reenlistment" program is accomplished by combining RRNCO duties into one recruiting and retention force that maintains contact with the Soldier throughout his/her military career. This program eliminates specialization and builds teamwork that establishes a partnership with the chain of command. It also balances recruiting, retention and attrition management with the needs of the unit; increases personnel readiness by filling unit vacancies; and maintains qualified Soldiers in the unit by reducing turnover in that unit and throughout the ARNG.

Chapter 2 Recruiting Activity

2-1. General

America's Army recruiting doctrine relies mainly on accepted sales techniques for recruiting the force. The major tasks and functions of ARNG RRNCO are similar to those of many civilian sales personnel. This chapter describes a system for ARNG personnel to apply sales techniques for recruitment. It introduces the ARNG RRNCOs to the following elements described in this pamphlet.

- a. Product knowledge.
- b. Time management.
- c. Public speaking.
- d. Market analysis and advertising.
- e. Pre-Qualification.
- f. Telephone techniques.
- g. Sales psychology.

h. Comprehensive communication skills.

Section I

Product Knowledge

2-2. Salesmanship

Influencing people to enlist is the art of military salesmanship. The ARNG RRNCO is a professional Soldier with the skills, knowledge, and techniques needed to meet with and qualify potential enlistees and influence them to enlist. Complete understanding of product knowledge will enable RRNCOs to respond confidently and with authority as a subject matter expert.

a. You must know your product. You must be able to approach a prospect; accurately assess his/her perception of immediate and long range goals; and present those features, benefits and options that can be tailored to satisfy his/her goals, needs, wants and desires. To do this, you must know your product and its many features and benefits. In the communities where you live and work, you are the ARNG. What you say is often taken as absolute fact. While it is not necessary to know what every ARNG opportunity entails or what every ARNG unit is like, you do have to know where to find that information. Do not guess. Several tools are at your disposal to help answer questions and present features about the ARNG.

b. The ARNG has a lot to offer today's young men and women. The number and caliber of ARNG features and programs provide you, the ARNG RRNCO, with a sharp edge over the other services. Your ability to attract and enlist more highly qualified individuals will be enhanced by a profound knowledge of the programs and benefits that come with enlistment in the ARNG. Know your product. Practice talking about your product. Conduct role plays. Have confidence in the fact that you offer the best product available.

2-3. History and the Role of the ARNG

The ARNG is America's oldest military organization, tracing its heritage to the first militia units organized in the Massachusetts Bay Colony on December 13, 1636. The ARNG was founded on the tradition that it is both a privilege and a responsibility for able-bodied citizens to bear arms for the common defense of their community and nation. Since its inception, ARNG citizen-Soldiers have fought in every American war from the Pequot War of 1637 to Operation Desert Storm in 1991, as well as Operation Iraqi Freedom, and peace keeping missions around the world. See www.virtualarmory.com for more historical information.

Throughout our nation's history, our elected leaders have shaped our military forces to meet the changing domestic and/or international environment. As we once again face an era of constrained defense budgets and a shift toward an increasingly demanding domestic agenda, our leaders have an opportunity to develop a mixture of military forces to meet current and future needs at an affordable cost. The ARNG's cost-effectiveness has been and will continue to be an essential part of this equation. The Department of Defense's (DoD) Total Force Policy Study and the Congressional Budget Office estimate that ARNG units cost 25 percent of the cost for similar active Army units. These costs include pay and allowances, full-time support, operations, maintenance, and training funds as well as Army and DoD overhead.

The ARNG has units located in 2,700 communities throughout all 50 states, Puerto Rico, Guam, the Virgin Islands and the District of Columbia. It operates and maintains 3,360 installations supporting training, aviation, administration, and logistics to sustain and maintain the ARNG's readiness and presence throughout the United States and its territories.

During most of our nation's history, our full-time or "Regular" armed forces have been very small. Only since the end of World War II has the United States maintained a large, peacetime military force on active duty. Prior to 1940, the United States met its military needs with a small full-time force, augmented by ordinary citizens who were also part-time Soldiers. These citizen-Soldiers, originally known as "militia" gathered regularly to practice military skills.

Today's ARNG is the direct descendent of the militias of the thirteen original English colonies and it has ties to both the State and federal governments. As the oldest component of the armed forces of the United States, the ARNG has sought to provide quality service to our customers-the American people.

The ARNG is a fully integrated partner in the Army, and is dedicated to protecting the fundamental interests of our nation and its citizens. At home we are the first to respond to domestic needs. Overseas we are essential to America's forward-deployed forces. We are a large part of the *TOTAL FORCE*.

Our federal role is to support the United States' national security objectives, as we did on the front lines in Operation Desert Storm, Operations Noble Eagle, Enduring Freedom and Iraqi Freedom. We also provide humanitarian relief and other forms of national assistance worldwide in places like Bosnia and Kosovo.

Our State role is to protect life and property, and preserve peace, order and public safety. The Los Angeles riots, forest fires, hurricanes Andrew and Iniki and Katrina, and typhoon Omar are examples of the ARNG answering the call.

In the community, our role is to participate in local, State and national programs that add value to America. We support community activities, provide medical assistance to under-served areas and work with youth at risk programs to improve skills needed for success.

2-4. ARNG Features

As an ARNG representative, your knowledge and use of the specialized product information about the available entitlements and benefits is essential to your credibility and success. The acronym (TEAMS) is used to remember ARNG features and benefits. The following is a short synopsis of ARNG product knowledge.

a. Training: The ARNG offers training in more than 250 entry jobs. Many of these skills are transferable directly into civilian occupations. Through ARNG training, individuals can earn experience toward their journeyman status in many of the trades. MOS's also offer proficiency training in skills which are not usually available in the civilian sector. Military training also develops leadership, management skills, and self-discipline. These are qualities all civilian employers are looking for in potential employees. Military training is recognized as some of the most exact and up-to-date training available, and is guaranteed as a part of the enlistment contract. Another feature of this training is that the enlistee does not have to pay for the training received. He/she gets paid a full time salary for learning a skill.

b. Education: The ARNG offers its Soldiers many opportunities to further their education. Military service affords individuals the opportunity to utilize several programs that can assist with tuition and also provide college level credits. These benefits are provided through both State and federal programs. The following are some examples of ARNG education opportunities:

(1) Montgomery GI Bill: This program is administered through the Veterans Administration and provides participants with a monthly payment based on their enrollment status in an approved educational institution. Benefits can be received as a full-time or part-time student.

(2) Selective Reserve Incentive Program: The amount payable and the qualifying criteria can vary at times. See current AR 135-7 and current incentive policy letters for the dollar amount, critical skill list and critical unit list.

(3) State Tuition Waivers: Many states offer full or partial tuition waivers to ARNG members attending colleges and universities in the State. Although some states may require a brief waiting period and other residency requirements (i.e., voter registration, state driver's license etc.), it still offers an excellent opportunity for many ARNG Soldiers to earn a tuition free education. *This is an excellent opportunity for those who wish to attend a college or university in another State, but could not otherwise afford it.* See the ARNG Almanac or the youcannet.com for a current listing of State tuition waivers or talk with the State Education Services Officer (ESO).

(4) College Level Examination Program (CLEP): Many individuals with high Armed Forces Qualification Test (AFQT) scores, particularly in categories I and II, have the ability to pass CLEP tests. Each CLEP battery is worth 6 college hours. Individuals may take up to 5 CLEP batteries in a variety of subjects. The opportunity exists for gaining up to 30 college credit hours by simply passing the CLEP tests.

(5) Army Continuing Education System: This program offers college credits for some military training and experience. ARNG Soldiers may take advantage of this program by making application for evaluation of their military experience on DD Form 295, available through the State ESO. These programs are available through the cooperation of the military and various colleges.

c. Adventure: The ARNG offers exciting challenges and adventures to young men and women. These may be realized through the undertaking of new and more difficult tasks, something the individual has never tried before. Working as a combat engineer, infantryman or special forces medic in the ARNG can be an exciting and rewarding experience, an adventure that will be remembered for a lifetime. The definition of adventure may differ from person to person, but whatever the adventure or challenge, the ARNG has a program to offer which can address the need.

d. Money (pay, allowances, and benefits): The military has two types of pay. First, there is the actual pay that the individual receives at the end of each pay period. This is his/her paycheck. Secondly, deferred pay is the retirement benefit that accumulates for the individual after 20 or 30 years of service. Normally, most young prospects are not interested in deferred pay. They are interested in the present--what is in my pocket now? However, this does not mean that you should avoid discussing deferred pay with them. It is important. For some, it will be the deciding factor as to whether they join the ARNG or not. You must be able to discuss in detail what the actual pay of an individual in the ARNG encompasses. You must be able to tell the prospect that his or her pay will not be used for clothing and equipment, medical care, food, or retirement, which are normal civilian expenses that are paid for by the employee. These and other various services are available to the individual Soldier and are related

to pay and benefits. For instance, you should discuss the exchange system, commissary benefits, space-a-travel, Soldier's Group Life Insurance, survivor's benefits, etc. These are all important and help make the ARNG Soldier a first-class citizen in every community. This is a lot of information, so be careful not to overwhelm the prospect. If the prospect is already sold on the ARNG, thanks to need satisfactions selling don't go into all of this until after he/she is enlisted.

e. Service to country: The ARNG represents selfless service and a commitment to preserve our way of life. It encompasses all the aspects of the military experience, superimposed upon the desirable civilian life. It truly is a part-time job with full-time commitment and benefits. Enlistment means more than just membership. It creates a sense of belonging, of being an important part of a larger picture, charged with missions such as defending our nation against foreign and domestic enemies, assisting third world countries with various relief efforts, and providing local communities with valuable resources in response to natural disasters. There is a singleness of purpose with regard to accomplishing the ARNG mission that develops an unparalleled spirit of closeness and cooperation among Soldiers. This is one of the largest fraternal organizations in the world. With this background, an individual has friends all over the country. In the ARNG, we always have the feeling of belonging, with mutual interests and a common purpose: Service to country.

f. The other areas a prospect could be interested in include travel, achievement, advancement, recreation, job satisfaction, and security. The key point to remember is that they all fall under the categories listed above. Achievement, advancement, and security are money related issues. Recreation and travel could be included with adventure. It's not important to probe these areas separately.

Section II Time Management

2-5. General

Early and careful planning is the key to successful recruiting. This section offers guidance to help RRNCOs attain and maintain high levels of productivity through complete planning. Adherence to this guidance will:

- a. Help supervisors to develop attainable goals that will meet the needs of supported units and organizations.
- b. Focus RRNCOs' efforts on the most productive activities and times of day.
- c. Show RRNCOs how to plan their activities to establish efficient schedules that will help make maximum use of their resources, provide adequate time off from duty, and make allowances for the many factors that affect their time.

2-6. Principles of Time Management

Recruiting and retention efforts are affected by the availability of the persons to be recruited and those who will help the recruiting program. In addition, the requirement for early MEPS processing appointments, evening MET site testing, and evening appointments with prospects, parents, families, and civic/social organizations often make 8-to-5, Monday to Friday hours impossible. Supervisors will monitor their RRNCOs' schedules closely to ensure that they:

- a. Schedule periodic leave.
- b. Adhere to a relatively normal workweek with one or two days off per week (average), and that they do not work consistently long hours.
- c. Are not merely maintaining an "office presence" during 8-to-5 hours, and also keeping early morning, late evening, and weekend recruiting and retention commitments. This is an artificial, counter-productive effort that needlessly builds stress, leads to "burn-out" and has adverse effects on the Soldier's health, productivity, morale, and relationships with family members.

2-7. Recruiting Objectives

Based on force structure levels authorized by NGB, each State determines the numerical and quality objectives required of each RRNCO and/or area of operations. Objectives are mission assignments and those assignments are used to judge achievement. They are usually stated in terms of certain numbers of enlistments within stated categories (NPS vs. PS, HSDG, HSJR, Test Score Categories I through III-B, etc.), or in varying points credited for each individual enlisted. Assignment of objectives and tracking of achievements is kept by each State's RRC on a production data sheet.

2-8. Goals

Recruiting goals express the RRNCO's plans for achieving both the State assigned objectives and the self-generated levels of performance the RRNCO impose upon himself/herself. These are expressed as long-term (yearly), mid-term (monthly-quarterly), and short-term (daily-weekly) goals. These goals are then used as the basis for the RRNCO's work plan.

2-9. Work Plans

The long term, mid-term, and short term work plans are the sum of the several elements of the recruiting and retention program. Using the established objectives, the area analysis on the Strength Maintenance Area Information Model and the goals established from the ARNG school programs in Chapter 6, etc., the RRNCO establishes the long and mid-term work plans and enters them on the Recruiter Work Station (RWS), Microsoft Outlook calendar program. The short-term plans include the tasks that will ensure success. The issue of an ARNG planning guide or any other commercially available planning guide is required for adequate time management planning.

2-10. Long-Term Plans (Yearly)

Each RRNCO will develop an annual work plan that lists the major goals in functional terms. See example of calendar at Appendix B.

2-11. Mid-Term Plans (Monthly-Quarterly)

The next step is to develop a monthly-quarterly (3 months) plan. Using three of the monthly calendars from your planning guide list the major activities for each month. From this point on, there are two important points to remember:

- a. Start at the end of each month, review your projected and completed activities and then post the next 3 months.
- b. Whenever a task changes, a new task is planned, or a goal or bit of information is received, record it on the appropriate calendar.

2-12. Short-Term Plans (Daily/Weekly)

Each week the RRNCO uses the monthly calendar in Microsoft Outlook program to make initial daily entries and to plan the week. The daily/weekly work plan provides several important benefits to the RRNCOs and supervisors such as:

- a. Provides a reminder to check mid- and long-term plans.
- b. Serves as a reminder to crosscheck prospects and COI files, school programs, for scheduled actions/appointments.
- c. Shows the recruiter whether or not time is being effectively managed and used.
- d. Provides a personal log of all activities.
- e. Can serve as the basis for better planning when establishing future goals and work plans.
- f. Provides a daily record of contacts, appointments and enlistments.

2-13. Recruiting Activities

Appendix C lists many activities/tasks/functions that RRNCOs will consider when developing their work plans. The ARISS application will assist the RRNCOs with scheduling and managing these productive recruiting activities. It is an example of what to use as a self-evaluation tool when working on one's work plans. This is a recommended list and is not complete. Each successful RRNCO (with the assistance of the RRNCOIC) is the ultimate judge of the most efficient use of time. The RRNCO can use this as a means of determining if he/she is actually using his/her time in the most efficient and productive manner possible.

Section III**Public Speaking****2-14. General**

There are numerous occasions when a RRNCO is expected to give public presentations. It is important to know the types of presentations that may be given and the three elements of every presentation. Many briefings that you will be expected to give are in accordance with FM 101-5 and this pamphlet.

2-15. Types of Presentations

a. Informative. In an informative presentation: the audience learns about a new subject or learns new information about a familiar subject. An informative purpose statement will generally be worded to stress audience knowledge or ability. There are three ways to categorize informative presentations: by format, by content, and by purpose. Informative presentations can be divided into two formats: briefings and reports. Informative presentations can also be categorized according to their content. There are presentations about objects, processes, events, and concepts. One can also distinguish among types of informative presentations depending upon the speaker's intention, these include: descriptions, explanations, and instructions. Whatever you present should be new to your audience.

b. Persuasive. A persuasive presentation is intended to change the audience's attitudes or behaviors. All persuasive topics fall into one of three categories, depending upon the type of proposition, or claim, that you are advancing. The three categories are propositions of fact, propositions of value, and propositions of policy. Propositions of facts are issues in which there are two or more sides with conflicting evidence, where listeners are required to choose the truth for themselves. Propositions of value go beyond issues of truth or falseness and explore the worth of some idea, person, or object. Propositions of policy go one step beyond questions of fact or value; they recommend a specific course of action. This type of presentations is probably the most challenging kind of presentation because it is often about controversial subjects that are important to both speaker and audience.

c. Entertaining. A presentation that simply tries to gain and keep the audience's attention. The speaker wants the listeners to have a good time and to be amused or interested by the presentation.

2-16. The SPAM Model

An easy acronym to remember when public speaking is SPAM: Situation, Purpose, Audience and Method.

a. Situation. Consider the time and place where you are giving the presentation. The time and place can help you decide what type of attire to wear, audio and visual requirements based upon the size of the room and limitations that will be imposed upon you, such as movement around the room. Check to make sure the time you've been allotted will be sufficient for your presentation.

b. Purpose. This refers to the goal the speaker hopes to achieve with his or her presentation. If the intent is to solicit leads based upon the presentation then make sure you allow enough time at the end of the presentation to do such. Let's say your presentation is designed to last for sixty minutes and you've allowed twenty minutes for questions during the presentation. What happens at the end of forty minutes when no one has asked a question? Don't lose sight of the purpose; if questions aren't being asked of you then you need to be able to question the audience about their feelings regarding your subject. You'll find that once you get the audience to participate they'll do so freely.

c. Audience. Consider the people to whom the presentation is directed. Will you be doing a presentation for a high school class, a sorority, fraternity or possibly a veteran's organization? It's important you know the audience and research what may be an important topic for them. If you don't have personal knowledge of the potential audience try to contact someone who can give you some idea as to the nature, attitudes and expectations of your potential audience.

d. Method. Which method will best accomplish your purpose? A presentation with the intent of soliciting leads. Your presentation with this purpose in mind would be most successful with the informative presentation.

2-17. The Three Parts of a Presentation

a. Opening: The opening of your presentation accomplishes a few things. First, it introduces you as the presenter and allows the audience to form their first impression of you, so make it a good one. Make sure you introduce yourself briefly and let the audience know whom you represent. Secondly, the opening sets the agenda for what is going to be covered in your presentation, stresses the importance of your topic and lets the audience know what they can expect to gain from the presentation. Third and last, it lets the audience know approximately how long your presentation will take. An example of an opening may be: "Good Morning. I'm Sergeant First Class Rock with the Oklahoma Army National Guard and it's my pleasure to be in your class today. This morning I will spend two hours with you furnishing information about benefits that will help you in pursuit of your education and career choices. If you need help to attain a college degree or skills that will help you pursue your chosen vocation, the Oklahoma Army National Guard can assist you."

b. Body: The body of your presentation contains the information you are trying to convey to the audience. If your subject is wide-ranging or encompassing, break it down into manageable chunks. Use the "Rule of Three" when preparing the body of your presentation. Have each topic or sub-topic broken into three sub-points or segments. This makes delivery easier, allows for a quick, occasional review, and allows the audience to absorb

more. For instance, a presentation on how to obtain money for college may include in the body the following three sub-sections:

- (1) How much does college cost?
- (2) What are your funding options to meet the cost?
- (3) How is funding obtaining?

c. Conclusion: During the conclusion of your presentation, you review or summarize what's been covered and thank the audience for their time. Don't let the summary turn into a re-presentation. Highlight the major points of your presentation and leave your audience with something to remember you by. The last part of the conclusion would be to ask for any questions.

2-18. Rehearse

Rehearsing is an important aspect of public presenting. It will give you more confidence in you presentation and allow you to go over your information ahead of time. Rehearsing effectively – While effective rehearsal is vital to your success in presenting the LEAD Program (or any program), you need to keep in mind, you are not a performer, and the material doesn't have to be completely memorized. You just need to be familiar with the material, and speak naturally. As you rehearse, keep these points in mind:

a. Rehearsing with the equipment and power point presentations is important to pull all visual and audio elements together. Rehearsing will help you better handle the projector and work on the cues you need without stopping the presentation to awkwardly change slides or find your place.

b. Timing your presentation is important. The presentations can run from one to four hours in length. You may have only a limited time to present, answer questions and gather feedback, and you don't want to cut yourself short or be rushed. Rehearsal shows you how long it takes to present the information and how much time you will have for discussion or exercises. If you have been given only a short period in which to present, you will need to mark your lesson plan to note which information you can omit, which exercises you can skip.

c. Personalizing the presentations is important. Rehearsal is the only way to test information and examples you may have added. Check that they integrate with the rest of the material and do not cause any stumbling blocks in your presentation.

d. Integrating feedback after each presentation will improve your instruction. Use feedback on your presentations to constantly improve your performance and the effectiveness of the material. *Tip:* Ask your RRNCOIC to watch and critique your presentation. They are experienced presenters, so let them give you their expert advice.

2-19. Rehearsal Checklist

Appendix D provides examples of presentation checklist that should be followed for an effective public speaking presentation as a member of the RRC.

2-20. Tips For Building a Good Microsoft PowerPoint Presentation

When you build your presentation think about the following tips:

- a. Title each screen.
- b. Use larger fonts and perhaps different style/colors (not light) for titles.
- c. Don't use too many colors/fonts.
- d. Stick to one font with different sizes and styles (Bold, Italics).
- e. All cards (Screens) must be simple, stand-alone.
- f. No more than six bullet points per slide (24 pitch for bullets).
- g. Use graphics symbols where possible to show ideas.
- h. Use pie charts for comparison of components.
- i. Use line charts to show trends.
- j. Use bar charts to do both.
- k. Order points by order of importance – most important first.
 - l. For impact – combine sound, image and motion (multi-media).
- m. Use lots of white space on screen.
- n. Try it out before, e.g. Rehearse – is monitor or screen big enough?
- o. Add any missing information.

2-21. Ten Tips For Successful Public Speaking

Feeling some nervousness before giving a presentation is natural and healthy. It shows you care about doing well. But, too much nervousness can be detrimental. Here's how you can control your nervousness and make effective, memorable presentations:

- a. Know the room. Be familiar with the place in which you will speak. Arrive early and walk around the speaking area and practice using the microphone and any visual aids.
- b. Know the audience. Greet some of the audience as they arrive. It's easier to speak to a group of friends than to a group of strangers.
- c. Know your material. If you're not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your presentation and revise it if necessary.
- d. Relax. Ease tension by doing exercises.
- e. Visualize yourself giving your presentation. Imagine yourself speaking, your voice loud, clear, and assured. When you visualize yourself as successful, you will be successful.
- f. Realize that people want you to succeed. Audiences want you to be interesting, stimulating, informative, and entertaining. They don't want you to fail.
- g. Don't apologize. If you mention your nervousness or apologize for any problems you think you have with your presentation, you may be calling the audience's attention to something they had not noticed. Keep silent.
- h. Concentrate on the message - - not the medium. Focus your attention away from you own anxieties, and outwardly toward your message and your audience. Your nervousness will dissipate.
- i. Turn nervousness into positive energy. Harness your nervous energy and transform it into vitality and enthusiasm.
- j. Gain experience. Experience builds confidence, which is the key to effective speaking. Consider practicing in front of peers or friends and family. You might even want to consider enrolling in a college class on public speaking to gain the experience you need.

2-22. Presenting

You don't have to be a professional presenter to deliver great presentations. If you're familiar with the material and equipment and have rehearsed, you will do fine. Some people are naturally more comfortable speaking in front of others. With practice, everyone gets better. Here are some tips you can keep in mind both for effective delivery and for encouraging audience participation:

- a. Be positive: Probably the most important thing you can do is be positive. Punch up the actions leaders can take, not things they can't control, and don't emphasize negative behaviors.
- b. Sound natural: Speak as if you're talking to a friend, not a group of strangers. Lesson plans will help you to do this if they are written in an informal manner.
- c. Pace yourself: Be sure that you go through the presentation in a measured way, neither too fast nor too slow. Practice to ensure that you have no awkward pauses, halts, or place findings. You'll need to time yourself to ensure that you stay within the allotted time frame. Remember, when you're nervous you have a tendency to speed up, so take your time.
- d. Use simple words: The presentation should purposely use simple, clear words and an informal tone, techniques that have proven effective for improving understanding, and opening doors of communication. *Note:* If you change an existing presentation to fit your style, take care not to use big words when simple ones will do. Keep it clear, simple, conversational.
- e. Use excellent eye contact: Rehearse the presentation enough so that when you get into the classroom, you can simply glance down at the presentation to remember key points, then look up at the audience, make strong eye contact, and speak. Include the whole room and use 100% eye contact during the introduction and conclusion when you need to establish and solidify rapport. Take great care not to stare at your slides, your binder, or at a place in the back of the room beyond your audience. While maintaining excellent eye contact, check for understanding. If you see that someone "isn't getting it" back up and re-state an idea. Use the three second rule when establishing eye contact, three seconds looking at an individual and then shift your eye contact to another audience member.
- f. Maintain control of the presentation at all times: Be sure to keep leaders "on track." Conversations can veer off the topic sometimes. It is your job to keep the leaders focused on the task at hand, and keep them solution-oriented.
- g. Know your audience: Know who you are addressing. It is important to make sure that any examples you choose to use are relevant to audience members. And, know the strengths and weaknesses of your audience; you will be able to gear presentations to help solve their problems.

h. Use open body language: Keep your body open and natural (no “fig leaf,” crossed arms, or “parade rest” stances). Move around the presentation area naturally, rather than remaining glued to one spot or pacing back and forth. *Note: Present standing up unless the situation or space constraints require sitting down.*

i. Dress Appropriately: Wear the appropriate uniform, or proper civilian attire, depending on your audience and locale. For example, you might wear your Class Bs if you are giving a LEAD presentation at a conference; BDUs will be fine if you’re at a unit for a drill weekend. Whatever you wear, be neat, clean, and professional.

j. Build rapport: Get leaders involved in the presentation by asking questions and encouraging discussion. If they aren’t participating, you may need to call on an encouraging, confident-looking individual to get the ball rolling. By keeping your tone informal, your voice natural, and your body language friendly, you will do much to encourage participants to talk to you and share their experiences.

k. Generating feedback and discussion. One of the best ways to help your audience remember and understand the presentations is to get them involved. Throughout the LEAD presentations there are opportunities for questions, discussions and exercises located in the presenter’s notes. But getting audience participants involved in the discussion, depending on the class atmosphere, isn’t always easy. Here are a few tips to get around the blank stares:

(1) Share a personal experience: Participants will feel like you’ve confided in them if you use your personal experiences to show how you’ve tackled tough situations.

(2) Answer your own questions: If you are met with blank stares when you ask a question, toss out a few possible answers to get the ball rolling. By providing a few examples, you will get people to think along a similar line and encourage participation.

(3) Build rapport: You may be able to pinpoint participants who look like they have questions on their minds, but given the class atmosphere don’t say anything. Pull them into the discussion by asking them what they think and encourage participation.

2-23. Schools

Become comfortable giving presentations in the schools. Having a good schools program and presentation is an RRNCO’s best opportunity to gain leads within the market. Chapter 6 discusses the ARNG schools program in detail. Schools provide the opportunity for contact with large numbers of high quality leads. Successful RRNCOs are those that develop good school programs. While much of this information is geared toward high schools, the same general principles apply to other types of schools, colleges and universities. There is no one formula for success that will work in every school. Each RRNCO must develop and implement programs that will work with each individual school involved. Relationships between RRNCOs and schools are very fragile, and must be handled with total professionalism.

Section IV

Market Analysis

2-24. General

The Strength Maintenance Area Information Model. is used by all RRNCOs. This tool shows a target population base, current market data, and production experience for a particular geographic area. The information it provides helps to develop future plans. Knowing the market situation, the use of well-conceived and carefully executed advertising and sales promotion efforts will be beneficial to the RRNCO.

2-25. Market Analysis Data Sources

Two great source of information on the WEB are www.virtualarmory.com with links to the Regional Recruiting Potential Model (RRPM) data site and <https://gko.ngb.army.mil> with links to the DSRO data site. The RRPM site provides links to government and civilian research found in The Strength Management Resource Library and the RRPM Research Briefs. The Director’s Strength Readiness Objectives (DSRO) site is hard data received from the states and distributed by NGB that list statistics on all strength maintenance areas.

2-26. Key Tasks for Developing the Area Information Model

a. Determine the location of the SM office in reference to the community and market area, schools, industry, establishments frequented by target population. (travel distance, time).

b. Establish a SM perimeter, usually by zip code.

c. Identify addresses of current accessions.

- d. Determine the number and location of other reserve units and armed forces recruiters in the area and how well they are doing.
- e. Identify addresses of unit members living in assigned area.
- f. Determine the location of all post-secondary educational facilities in the area (colleges, vocational schools, trade schools, etc. and the number of potential prospects attending.
- g. Determine the high schools in the area and the number of juniors/seniors plus the total numbers of males/females attending.
- h. Identify, if possible, the number of high school students who plan to continue their education.
- i. Determine what area is potentially more productive.
- j. Determine past production statistics and ARNG features that are successful. (educational programs, cash bonuses).
- k. Determine the number of qualified prospects, ages 18-25.
- l. Determine the industries within the area and the employment /unemployment rate. It is also very important to know what the employers' attitude is toward the military.
- m. Determine the attitude and assistance of the supported units towards the SM mission. It can be helpful to the RRNCO to know how the units are involved within the community.
- n. Acquire the names of all Soldiers who have an ETS within four years.
- o. Acquire a copy of your assigned unit's vacancy report.
- p. Determine number of prospects that enlisted in other service branches.
- q. Learn the attitudes of the communities you serve.
- r. Know when activities in the community are scheduled and list them.
- s. Identify COI/VIP locations, i.e. businesses, schools, civic, government.

2-27. Benefits Gained by Using the Area Information Model

- a. The RRNCO knows his/her assigned area and is always looking for opportunities to expand community understanding of the ARNG and always seeks information or data about new businesses and potential prospects.
- b. The RRNCOs assigned area clearly identifies the locations of unit members, new recruits and COIs/VIPs.
- c. It provides a visual of where schools, vo-techs and other important sites are located and the distances from unit or RRNCO office.
- d. The model contributes to planning when making visits and awareness of situations that should be avoided.
- e. Helps one make a decision that maximizes time, making one more efficient.
- f. Helps one determine trends.
- g. Identifies government locations for police checks, local libraries and other offices for obtaining documents.
- h. Helps to focus ones attention to the development of COI/VIP contacts and locations where "take one" racks can be set up.
- i. Zip code zones in your RSID assist you when targeting prospects within that area and helps to identify trends such as higher accession rates within a given zip code.
- j. Frequent, even daily review of the model will help RRNCO productivity by: Helps to plan appointments and reduce travel time. Shows productive and unproductive areas. Shows the potential to conduct related activities in the area. For example, between two appointments in the same area, make a COI or media contact, service a take-one rack, or visit a school official.
- k. Helps in planning the most productive and effective itineraries and routes to cover in the assigned area.
- l. Provides RRNCOs a review technique when discussing accomplishments recruiting activities, conducting professional development training and assisting RRNCOs in overcoming deficiencies.

2-28. Strength Maintenance Area Information Model Primary Fields

- a. Location of SM office.
- b. Establish a SM perimeter.
- c. Learn the attitudes and activities that go on within the community.
- d. The number of qualified potential prospects.
- e. The number of colleges, vocational schools, trade schools and the number of potential prospects attending.
- f. The high schools in the area and the number of juniors/seniors.
- g. The industries within the area.
- h. The number and location of other reserve units.
- i. Past production statistics and benefits that are successful.
- j. The attitude and assistance of the supported units towards the SM mission.

- k. The names of all Soldiers who have an ETS within four years.
- l. A copy of your assigned unit's unit vacancy report.

2-29. Guidelines for Designing a Marketing Analysis Model

- a. The market analysis model shows:
 - (1) your target population base.
 - (2) Where major businesses are located.
 - (3) Where government buildings are located.
 - (4) Where schools are located.
 - (5) Where your market has been successful in the past.
- b. The market analysis model is generally made up of one or more maps showing the RRNCOs area. Limited space may determine your ability to display everything within your area of responsibility.
- c. One or more acetate overlays may be added to the map to show desired data. Acetate overlays may be made up to show important data and prolong the use of the basic map.
- d. Using overlays makes it possible to identify or review specific data without placing everything on one map. This reduces the chances of placing so much data on one map that it becomes confusing.
- e. Acetate overlays identify the following:
 - (1) Data identifying boundary lines of the recruiting area.
 - (2) Counties.
 - (3) Zip code zones.
 - (4) Prime recruiting markets such as high schools and other educational institutions, industries and major employers.
 - (5) Other important sites such as libraries, courthouses, etc.
 - (6) Media outlets.
 - (7) Military units.
 - (8) Competitor's locations.

Section V

Pre-Qualification

2-30. General

The prequalification process is a means of quickly finding out if the applicant meets certain standards established for enlistment. In practice, you do not go into each criterion to great depth; however, it is extremely important that you determine if spending time with the applicant is going to pay dividends. The exact criteria for enlistment are found in NGR 600-200 and Fiscal Year Enlistment Criteria, but this section is concerned more with how the information is obtained than with the information itself. This is an ongoing process that begins when you first meet a prospect and doesn't end until the individual is enlisted. Use every opportunity to obtain relevant information.

2-31. Purpose

To verify that the applicant does not have any disqualifying conditions that will preclude his/her enlistment. It saves the RRNCO valuable time by preventing wasted effort on interviews and paperwork that will not be used.

2-32. Obtaining Information

The acronym APPLE MD is designed to record prospect information. Each letter in this acronym stands for one of the subjects you will cover each time you pre-qualify an applicant, and are listed below.

APPLEMD:

- a. a - Age/citizenship
- b. p - Prior service
- c. p - Physical/mental processing and data
- d. l - Law violations
- e. e - Education
- f. m - Marital status
- g. d - Dependency status/number of dependents

2-33. Ask Questions

Make sure the applicant understands that it is very important that you receive all the pertinent information regarding his/her enlistment. One way to ensure that he/she understands what information you, the RRNCO require, is to ask the proper questions. If the questions are vague, the answers will also be vague. Be sure to be precise in your questioning. Some examples:

a. Have you ever been sick or had any condition in which you sought help from any type of medical professional? –vs.– Have you ever had any medical problems? The first question is asking for facts, while the second is asking for an opinion. Do not leave the question open for interpretation.

b. Have you ever been in any major trouble with the police? –vs.– Have you ever been stopped, detained, cited, charged and arrested (even if the charges were dropped), convicted of a crime, spent time in jail or time on any type of probation, or had any other kind of encounter with any law enforcement agency, regardless of the seriousness? Do not let the applicant decide which law violations you need to know about. If he/she has an offense that will disqualify him/her or will require a waiver, you as the RRNCO need to know now. Finding out in the middle of filling out an enlistment packet or while the applicant is processing at MEPS, will only result in loss of productive time, money, effort, and even the enlistment (if the disqualifying factor is not available).

2-34. Observations

When meeting with a prospect for the first time, be focused on the individual completely. Part of your pre-qualification can be aided by what you see. Does the prospect wear glasses (possible) have braces on his/her teeth (must be off before shipping to basic), walk with a slight limp, have any noticeable deformities, etc.? Be efficient in your program. If the individual appears qualified, drive on. If you determine that the prospect is disqualified, thank them for their interest, ask for a referral and end the interview as soon as possible so you can move on with other prospects

2-35. Documentation

It is essential that you obtain all necessary documentation required for enlistment as early in the process as possible. During the prequalification process, do not assume that the applicant has the documents you require, even if he/she says that they do. Early procurement of items such as birth certificates, social security cards, INS documentation, school diplomas or education verifications, marriage certificates, and division of motor vehicle driving reports are critical to timely enlistment. Be sure to consult most current enlistment criteria for all the proper documentation. Another note to remember is that if you have to wait on a particular document for an applicant, do not sit idle during that time frame. *While the applicant is trying to get what is needed*, be working on another enlistment that can be accomplished now. Contact-to-contract time is prolonged by long document trails and during the time period you are awaiting paperwork, be sure to stay in contact with the prospect regularly. Do not let him/her become cold or develop other needs that they try to satisfy elsewhere. If you do, you lose and the ARNG loses. Remember however, the most important enlistment is the one that can be finalized first.

2-36. Prior Service Records

In dealing with PS personnel who do not have their complete service record, obtaining those records needed for enlistment can be a difficult task if the RRNCO does not know the proper channels and procedures to go through. Adhering to proper NGB and State policies can make such searches easier and faster. The RRNCO or appointed organization can request records through ARPERCEN, the Naval Reserve Personnel Center, other State ARNG units, and many other agencies. ARPERCEN holds records of Soldiers who currently have a military status. Whether Army, USAR or ARNG, if the Soldier is in the IRR, his/her records should be there. They should be requested through whatever means your State uses to obtain them. Some States have taken advantage of the computerized system that allows a representative of the State to locate records via modem and print them at their location. This system also allows the representative to look into the national archives, which contains records of all services. If the individual is completely separated from the military, their records can be found in the national archives, located at ARPERCEN. Many states still have to request records through faxed requests that take considerably longer. Once again, remember to move on to applicants who can process immediately while waiting for those PS records to show up.

2-37. Summary

The most important idea from this section to remember is that too much time spent on an applicant that cannot enlist because of a disqualification, or cannot enlist for a few weeks because of misplaced or lost personal documents, is wasted time that cannot be recovered. If proper prequalification techniques are being used, the RRNCO can be

working on an enlistment for the current week. Too much time between the initial interview and actual enlistment can also result in a young man/woman deciding not to join the ARNG. Many times when people, especially young men and women, have too much time to think about something, their response is the same as when they don't have enough time to think about it. They back away completely or respond with a quick "no." If you don't waste time, ask the proper questions and close the interview with a definite course of action, the results will be favorable. Your prospect won't end up choosing another branch, getting injured, getting arrested or change their mind.

Section VI

Telephone Prospecting

2-38. General

The telephone is one of a RRNCO's most valuable time saving tools. With it, a RRNCO can contact, pre-qualify, and schedule appointments with leads, prospects, and applicants. You are also able to use the telephone to conduct retention interviews. This section presents successful steps and techniques for using the telephone. A telephone call is merely a short, electronic interview. The major differences, however, are time and objective. Keep these points in mind:

- a. Use the telephone to obtain information, pre-qualify prospects, and obtain appointments.
- b. Limit your call 3 to 5 minutes to ensure efficiency. Vital information is lost when conducting sales interview over the phone.
- c. Don't discredit other services that the individual may be interested in or working with to gain approval.
- d. Emphasize the ARNG competitive distinction.

2-39. Purpose

Concentrating on good telephone technique will allow the RRNCO to successfully develop a system and style in using the telephone to contact, pre-qualify, and schedule appointments with leads, applicants and prospects. *Do not answer endless questions and dump everything you know about the ARNG on a prospect over the phone. That is why an interview is scheduled.* Keeping the call short (3 to 5 minutes) is not only cost effective, but allows the RRNCO to generate enough interest to set up a time to answer those questions in person at a later date.

2-40. Planning and Preparation

a. Preparation is vital to telephone prospecting. Use any prior known information to position the opening of the phone call. Recommended ways to accomplish this is by using the following:

- (1) Mystery: Say something about them that makes them wonder how you knew.
- (2) Referral: Quote the individuals who refer your prospects: they are your common ties at this point. Use names of individuals whom the prospects are sure to trust and respect.
- (3) Appeal: Appeal to their needs or motivation factors, such as "needs money to help pay for college."
- (4) Compliment: Give honest compliments on things worth mentioning, such as academic, athletic or other personal accomplishments.

b. When you prioritize leads, you are gaining a mental edge. For example, if you are about to call from an ASVAB list you should be thinking of the persons job qualifications by his or her results on the test. If you are calling from an ING list you already have some back ground on this person/Soldier. This information will help you guide the conversation and get the individual to agree to the next step of processing. There are three recommended priorities for refining leads.

- (1) Priority 1. Names provided by full-time support personnel, other RRNCOs (including in service recruiters), unit members, applicants, prospects, and respondents to advertising. Names may include people who are mentally qualified-declined (further processing).
- (2) Priority 2. Names on high school ASVAB lists with qualifying scores.
- (3) Priority 3. Names on a list clearly showing interest in or qualification/eligibility for enlistment.

2-41. Timing

There are two factors to consider when using the telephone.

- a. How many appointments do you want to schedule based on this telephone calling session?
- b. Target audience – Based on the leads you are going to call; what is the best time of day to call them? You also need to reference your market timing plan.

2-42. Lead Contact

When calling a lead you may encounter some mission obstacles such as: answering machine, family member or a friend of the family. Until you have actually talked with the individual he or she is still considered a lead. Prepare yourself before the call in case you have to leave a message. When leaving a message with a family member or anyone else that picks up the phone; remember this person could be a potential prospect. Never limit yourself to the idea of one call one person. This opportunity also gives you a chance to sell the ARNG to the individual's parents or spouse. You are always prospecting. Be sure to record the results of the contact within ARISS (Contact History)

2-43. Calling

a. While you are telephone prospecting, the following are recommended to assist you in maintaining focus and goal oriented:

- (1) Keep your calls short (3 to 5 minutes).
- (2) Focus on obtaining an appointment.
- (3) Pre-qualify prospects.
- (4) Your message and the techniques must be natural.
- (5) Be honest and maintain a positive, confident tone throughout the call.
- (6) Avoid using tricks and slick techniques.
- (7) Use techniques with which are comfortable.
- (8) Give a minimum of sales information over the telephone (no phone interviews).

b. When attempting to sell over the phone vital information is lost and the interview may be terminated without gaining the appointment. Outbound communication is composed of different methods that allow for effective sales interview. Outbound communication is broke into three areas. They are words, tone of voice, and non-verbal. Each plays a part in the total understanding of the message trying to be conveyed as demonstrated below:

- (1) 7% Words: This is the impact your message has on the receiver is attributable to the words you use. Even though words are an important part of communication, people only retain a small percentage.
- (2) 38% Tone of Voice: Your tone, pitch, pace, rate, and volume make up this percentage. As mentioned previously in this chapter, it is important to get in a positive mind-set before making the telephone call.
- (3) 55% Non-Verbal: This portion is attributable to your nonverbal signals such as your body language, facial expressions, and disposition. As noted in the high percentage, non-verbal communication is probably the most import component.

c. In order to achieve the maximum result of communicating the message of the ARNG, your goal should be to utilize 100% of the communication mediums available. If you try to sell the ARNG over the telephone, the most you can hope to achieve is 45%.

d. Stay in control of the conversation and don't be tempted to sell the ARNG over the telephone. Stay focused on the objective that is to obtain an appointment. Don't take any of the phone calls personal or be discouraged to make other calls. The more phone calls that you make the more you will become comfortable with the process.

2-44. Recommended Steps of the Telephone Call

a. Opening: Opening the telephone call should be easy to understand and flow in a sequence to help you transition to the next step. If not done properly the phone call will be terminated without gaining an appointment. The following sequence will help you in this process.

- (1) Greet the lead with salutation, name, and role with ARNG.
- (2) Establish rapport.
- (3) Position the opening statement.
- (4) Make the opening statement.
 - (a) Propose limited agenda.
 - (b) State the value to lead.
 - (c) Check for acceptance.

b. Probing: After opening your phone call you start probing to uncover needs or opportunities. This can be done with open and closed probes.

- (1) Open probes are questions that make the individual expound in detail.
- (2) Closed probes are questions that require little response. (yes or no answers)

c. Supporting: Once a need or opportunity has been uncovered you will support the need/opportunity with the benefits of a face-to-face meeting.

d. Pre-qualifying: Pre-qualifying at this point is very important. If the individual cannot meet the basic qualification to join the ARNG you would be wasting the individual and your time to go any further. Use

appropriate tone and language when asking pre-qualifying questions. You would use the acronym APPLE-MD to help in pre-qualifying.

- (1) Age: (DOB, POB, CITZ).
- (2) Prior service: (working with other service).
- (3) Physical: (HT, WT) ASVAB.
- (4) Law violations (disposition).
- (5) Education: (level in or highest held).
- (6) Marital status: (single, married, divorced or separated).
- (7) Dependency: (children or any other person that depends on them for support).

e. Closing is your final step in your phone call, if the individual does not qualify at this point let them know why they are not qualified. If the disqualification is something that can be easily rectified encourage them to take appropriate actions. If they are considered permanently disqualified respond appropriately ask for referrals and ask them to share their interest with others. For the qualified prospect, you can assume that he or she is sold on an idea of getting more information on the ARNG. An effective closing will ensure that both you and the individual understand what is next. Without a closing the next step will never happen. Steps that are used for a closing are:

- (1) Summarize reasons for moving forward.
- (2) Propose next steps for self and lead.
- (3) Check for acceptance.
- (4) Confirm directions, transportation.
- (5) Annotate appointment in RWS/planning guide.
- (6) Thank the lead and confirm.

2-45. Customer Concerns

At any point in the interview, the lead may raise a concern. You have two choices: ignore it (it may or may not come up again) or target the type of concern that the individual has and overcome it by using the following:

a. Indifference is when the person that you are calling does not realize it's possible to improve their circumstances or they just don't see the importance of making an improvement in their circumstances. Indifference usually happens after your opening. To overcome this is to:

- (1) Acknowledge the lead's point of view.
- (2) Request permission to probe.
- (3) Probe to create lead's awareness.
- (4) Confirm existence of need(s).

b. Stall occurs during your close. The person does not reject your close but doesn't accept it either. A way to overcome this is:

- (1) Probe to understand the issue.
- (2) Continue to recommend a meeting.

c. Skepticism is when a person doubts what you tell them about features of the ARNG. The following steps will help you overcome this.

- (1) Acknowledge the concern.
- (2) Offer relevant proof.
- (3) Check for acceptance.

d. Misunderstanding is when the person may mistakenly believe an aspect of the ARNG. Ensure that you don't attack this but take time to do the following:

- (1) Probe to find the need behind the concern.
- (2) Support the need.
 - (a) Acknowledge the need.
 - (b) Describe a relevant feature and benefit.
 - (c) Check for acceptance.

e. Drawback is when the person may not want to change an aspect of them that is required for service in the ARNG. Use the following to overcome this:

- (1) Acknowledge the concern.
- (2) Refocus on the bigger picture.
- (3) Outweigh with previously accepted benefits.
- (4) Check for acceptance.

2-46. Telephone Psychology

Psychology, as defined by The Random House Dictionary, is the attitudes and behavior typical of a person or group. A RRNCO's behavior and the attitude projected over the telephone, while conducting a phone interview, can make or break his/her success. While an enthusiastic and dynamic RRNCO schedules appointment after appointment because of his perceived confidence and determination, the RRNCO who simply goes through the motions with an unmotivated hesitancy, is being met with rejection. A positive attitude is everything when it comes to cold calling and making appointments. The following are some points to keep in mind when using the phone as a recruiting tool:

a. Overcoming fears is of paramount importance if use of the phone is to be an effective means of contacting prospects and scheduling interviews. The major reason that the phone is not used to its utmost potential is the fear of rejection. The word "no" is scary to many people and those individuals inevitably allow the rejection to become a personal matter. As a RRNCO, you must keep in mind the fact that this is a business and not a personal affair. If the individual is saying "no", he/she is saying "no" to the ARNG, not to you. Overcoming the fear of using the telephone will directly lead to a decrease in the number of rejections you receive because each time you use it gets easier.

b. The direct approach is a philosophy utilized by too few RRNCOs. It is the idea of contacting a prospect and getting right down to business. You make the call for a specific reason. Don't get sidetracked and ramble on through a twenty minute conversation that has no bearing on the possibility that the prospect might be interested in the ARNG. This does not mean that you should not discuss a variety of subjects during the call, but make them relevant and associate them with the ARNG. Everything you say should be based on the fact that you are trying to generate interest and schedule a face-to face interview.

c. Projecting confidence is simply a continuous attitude check. If you, the RRNCO, expect to succeed with the telephone, you must convince prospects that you are a sure thing. You have a very high self esteem and are extremely confident in your product-- the ARNG. Always be positive and upbeat when talking with or meeting with a prospect or applicant. If you cannot appear in this manner, it would be better to put off the meeting or call until you can get it together. A prospect will see the ARNG as they see you, and if you are a bore, so is the ARNG. Always be excited about what you are doing, even if you don't feel like it.

d. Be prepared to handle attitudes. Most interviews will not go step-by-step according to a set plan. Comprehensive communication skills gives you the basic knowledge of the principles to apply to the interview, but most often you will have to juggle the steps around to deal with different attitudes exhibited by prospects. At any point in the telephone conversation, the prospect may develop an attitude of *doubt*, *apathy* or *objection*. To be successful the RRNCO must learn how to overcome these attitudes and continue with the phone interview.

e. KISS principal (Keep It Simple and Short). This is a fundamental principle of interviews and telephone calls that has been mentioned earlier and will be referred to again throughout this chapter many times. If you stay on the phone with a prospect for thirty or forty minutes and tell them everything there is to know about the ARNG, why would he/she need to meet with you in person? They already know everything there is to know and probably more. Do not *Dump Truck*. There is a good reason for keeping the call short and simple. If done properly, the prospect will be left with some unanswered questions, a growing interest and a need to meet with you to acquire more information.

Section VII

Sales Psychology

2-47. General

The ARNG recruiting doctrine relies mainly on accepted sales techniques for recruiting the force. The major tasks and functions of ARNG RRNCOs are similar to those of many civilian sales personnel. This section discusses the psychology of the sale. Psychology is the attitudes and behavior typical of a person or group. When it comes to selling --persuading people to enlist in the ARNG, memorizing a particular sales method or simply flying by the seat of your pants will result in lost enlistments. Understanding why an applicant responds differently to varying stimuli, and using a style and technique appropriate to the situation, will result in a higher enlistment-to-interview ratio.

2-48. Purpose

Having a specific system, this can be continuously modified in response to certain recognized attitudes and behaviors (in the middle of the interview) will enable the RRNCO to control the direction and outcome of the interview. With no two prospects being exactly alike, it is essential that the RRNCO be able to utilize the following techniques in a manner appropriate to the applicant.

a. Winning attitude. Everybody wants to be a winner. They enjoy being around people who are upbeat, happy and successful. When was the last time you were speaking with someone and they were excited about being unemployed and down on their luck? When you present a positive and energetic attitude, your applicant/prospect will enjoy being around you. That is the first step in creating a constructive relationship. Display the competitive spirit that sets you apart from the recruiters representing the other services. We want the best society has to offer. It will make the individual want to know why you are so happy. You can then explain, through proper interview techniques, that they can also experience your success through the ARNG. Attitude is everything.

b. Controlling techniques.

(1) Eye contact. One of the most powerful tools a RRNCO can employ in recruiting is one in which no words need to be spoken. When the RRNCO maintains constant eye contact, the prospect will see it as a sign of confidence and honesty. Usually when someone is lying, they will not look you in the eye. If you have ever seen anyone walking through a shopping mall with their head hung down so they won't have to look at anybody, the first thing you probably thought was that they had a confidence problem, were going to run into a wall because they couldn't see where they were going or that they were just plain scared of looking into someone's eyes. Always maintain eye contact with your applicant/prospect.

(2) Hypnotic affect of *yes*. Many little *yes's* will add up to one big *yes*. This is the idea that if the RRNCO can get a prospect to agree to many small benefits during an interview, the positive mental picture painted will carry over as an end result. That result will be *yes* to joining the ARNG. This is a method of sales used in every industry. Do not ask questions that can be answered by *no*. A *yes* to the GI Bill, a *yes* to career training, a *yes* to great pay, a *yes* to excitement and adventure, along with other *yes's* will literally condition this individual to respond in a certain way. The next response seems to flow right off the lips...*yes*; I want to join the ARNG.

(3) Controlling the interview. This is the concept of leading a prospect, step-by-step, through the interview process and to a definite conclusion. Through asking leading questions, the RRNCO can control what topics are discussed and keep the prospect from going off on a tangent. Do not allow the prospect to dictate what subject material is covered. Your time is too valuable to waste, and if it comes to it, let the prospect know this. Proper planning and preparation will give you a good start to a successful interview.

c. Another element of the interview the RRNCO must control is the environment in which the interview is conducted. If there are distractions present during the interview, it is difficult to hold the prospect's attention. Problems of this nature may be a television or radio playing in the background, younger children running in and out of the room, or some other source of noise or activity. Eliminate the distraction in a polite manner, or move to a different location if possible, and the prospect's attention will be focused on your message. You should, as much as possible, dictate the location of the interview, the time and who is in attendance. If in a prospect's home, you (the RRNCO) should decide where to conduct business. Be polite and explain why you want to do what you are doing. Be professional throughout the interview.

d. Selling you. As a RRNCO, yours is a great success story that is worth telling. Before anybody is going to believe in a product you are trying to sell them, they need to believe in you. Are you honest? Are you an expert in your field? Have you been there yourself? Do you follow the Army values; are you looking out for my best interests? These are some of the questions that are on the minds of your prospects. Look like a Soldier, everybody respects that. You, as a RRNCO must be the best at what you do. Be yourself. If you are a new, young RRNCO fresh out of the schoolhouse, don't try to appear as the old war-horse veteran who has served for thirty years. It won't work. Take advantage of whom and what you are. Make the applicant see you as a young, determined and obviously successful professional, on your way to the top. The few experiences you now have under your belt have been exciting ones, and you are expecting more excitement and challenge as you progress in your career. Nothing is going to stand in your way. Similarly, the old war-horse veteran should not try to act like a spry, young greenhorn who is making a start in the world. Even if you are new to recruiting and retention, you still have years of experience and wisdom to share with your prospects. Relate how the service has helped you develop into the energetic professional you are today, and how you are prepared for the day, if and when it comes, when you retire and continue your success on the civilian side of life.

e. Active listening. Listening is one of the sales skills that are often overlooked by RRNCOs. You will never know what the prospect's needs, wants and desires are if you don't listen, listen, listen. In order to accomplish this, you simply ask open-ended questions and wait for the prospect to respond. You then listen very carefully and let the prospect know you are actually hearing and understanding what he/she is saying by periodically paraphrasing them. Do not cut off the prospect in mid sentence to tell him/her about you or to move on to another subject. After they have finished and you have uncovered a need, then you can resume guiding them wherever you need to in the interview. If you aren't an active listener, you will not be able to find out what the prospect is looking for.

f. Usage of key words. Certain words used by the RRNCO can create emotional response. Attaching words like leader, upper-crust, brightest, role model, etc., to the prospect during an interview helps to elevate the prospect's self image and worth while he/she is considering the ARNG. The better you can make him/her see themselves improving and associating with the best of the best (ARNG members), the closer you will be to gaining a commitment for enlistment. Also using action words can get the prospect moving forward in his/her mind, rather than just thinking about what you are saying. Using words such as *can*, *will* & *must* create a sense of action, while *might be able*, *should* & *if* are words that create doubt in your prospect's mind. Compare the following: "*You might be able to get that job if you can get a day off from work this week and make it to MEPS.*" "*You will secure that job for yourself this week and you must take a day off from work to make this happen now.*" The second statement uses verbiage that commands action that will result in the desired outcome. It is positive and forceful. The first statement puts questions in your prospect's mind. If the prospect wants to take a day off, he may get the job, but then again, he may not. Let's just wait and see. Uses positive action words when talking with your prospects and let your preplanned phrases assist you in sending that prospect down to MEPS.

g. Visualization. Sitting in the driver's seat of an M-1 Abrahams tank or a UH-60 Blackhawk helicopter is enough to get anyone's blood pumping. You can create that picture in your prospect's mind and the results will be amazing. A picture is worth a thousand words. Even single words trigger pictures in people's minds. If you close your eyes and someone says Thanksgiving, what is the first thing that you see? Right! A big roasted turkey. That picture actually pops into your head. Selling an intangible product can be a challenge, but helping a prospect see himself/herself in uniform, riding in that new cherry red sports car (paid for by that monthly paycheck) or walking across the stage receiving that college diploma is a technique that will help you close the sale. There are thousands of pictures you can create to help the intangible become more real. Using this technique will allow a prospect to experience the benefits of ARNG membership even before they are enlisted.

h. Techniques to build self esteem and confidence. Many prospects decide not to join the ARNG, or anything else, because they do not feel they have what it takes to be successful. They have self esteem problems and a serious lack of confidence. Many carry negative baggage around with them their entire life. It may be the product of past experience, possibly from their childhood and through the years of their upbringing. Problem? Not necessarily, this can be a fantastic opportunity for the RRNCO. You can end up with a highly disciplined, technically trained and self assured Soldier in the ARNG. You can actually see a prospect sit up straighter and start acting more self-assured when you explain to him what he can accomplish and become through membership in the ARNG. See "Usage of Key Words" and "Visualization" earlier in this section for ideas and language to use in accomplishing this task.

i. Creating the urgency to act. Even an applicant, who sees all the advantages of ARNG membership and is planning to enlist, may feel no need to move forward in a timely fashion if you do not create a sense of urgency. Many things can happen in an extended period of time between interview and MEPS processing: Injury, law violations, second guessing, etc. Creating the urgency to act, or a sense of urgency, gives the applicant a specific reason to complete the enlistment process now. The reason should site a situation that will alter or prevent the applicant from obtaining the job he/she wants, unless he/she enlists before the situation changes. Such situations might involve only one opening for a particular job and several interested applicants, the possibility of the required scores for the ASVAB going up, a shortage of training seats for BT, and endless others. The applicants won't move unless you (the RRNCO) move them.

2-49. Comprehensive Communication Skills

Comprehensive communication skills provides the critical competencies (knowledge, skills and attitudes) associated with effective RRNCOs in their efforts to successfully manage all three tenets of strength maintenance philosophy: recruiting, retention and attrition management. These tenets come into play at various points in the life cycle of the typical Soldier, so this concept is firmly embedded throughout the program. This course reflects changes in the ARNG in the current operating environment and the day-to-day reality of an RRNCO's experience, on which all examples and exercises are based. The course is structured to help the RRNCO *take the hill* — know the terrain, move incrementally, and gain ground as they learn and practice the processes and skills that lead to success as an RRNCO. The content is built as five phase lines — each building the RRNCO's skills and knowledge as he *takes the hill*.

a. The first three phase line of comprehensive communication skills focus on process skills essential to their success as an RRNCO. These are fundamental in supporting the actions to prospect, interview, and carry out the three tenets. The first phase line is the foundation—the ARNG itself. Phase line 1 looks at the ARNG brand promise—"You can." This means understanding the brand promise and how it affects the RRNCO's role and the prospect, recruit, or Soldier, leveraging that understanding by conveying it effectively. It underscores the

importance of being a “Soldier first.” The second critical phase line is customer and product knowledge: knowledge of the customers and the ARNG product. This entails knowing all about: the market, the characteristics of the territory, and the customers—the prospects, recruits, Soldiers, and those who influence these various people and what motivates each one. The ARNG product examines the ARNG, what it offers to its customers, how it appeals to the specific motivators and values. It emphasizes the importance of uncovering both the tangible and the intangible benefits of the ARNG. The third critical phase line looks at what we do—the strategic know-how in areas that are critical to the RRNCO’s success, including: the roles of the RRNCO, the competition, the Soldier life cycle timeline, the unit processes, situation analysis and sourcing leads.

b. The fourth, and most extensive, phase line focuses on the “how”—critical communication skills to use when prospecting, interviewing, making presentations or briefing unit leadership. With these skills, the RRNCO can develop a dialogue with all his customers—prospects, recruits, Soldiers, influencers, and unit leadership—at any point in the Soldier’s life cycle and achieve the best result for all concerned. Specifically the RRNCO will better understand the role of effective communication in executing on customer knowledge, product knowledge, brand image, and strategic know-how. He/she will understand how communication skills are a critical component of engaging the prospect, Soldier, COI, VIP, unit leadership, and all other customers. The RRNCO learns that once engaged in a targeted discussion, he/she is able to achieve objectives that are a win all around—for the customer, for the RRNCO and for the ARNG. The communication skills in this unit include: building trust, prospecting, presenting. The communication skills consist of: building trust, without which, effective communication is impossible. Communicating to engage so that the RRNCO knows what to say and do when he is prospecting and interviewing. Applying the communicating to engage skills when presenting helps the RRNCO effectively convey the ARNG message to groups. Applying the communicating to engage skills when influencing unit decisions helps him move others to action when he has no direct authority of control over them.

c. The final phase line of the comprehensive communication skills looks at sustainment tools to help the RRNCO maintain and apply what they learned. The tools can be implemented through self-study, conducted by the RRNCOIC, or through the SMTC MTT.

2-50. The Brand Promise

You are the *you* in YOU CAN! Be passionate: know/communicate: value/history/heritage and future of the ARNG. Be an NCO first, then a RRNCO, help motivate self/others. Be sure you stay pumped up and positive in this environment, know the situation at all times to focus on the needs of your people and do the right things on the front end: don’t front-load attrition.

2-51. Customer and Product Knowledge

OPTEMPO and war on terrorism changed the product we are offering; the ARNG product is both tangible and intangible: never all one or the other. Anticipate all of your “customers” – know what they are looking for, prospects, recruits, parents, guidance counselors, COI’s, first termers; careerists, and unit leaders be sure you keep current on programs and changes that impact the product you are selling.

2-52. Strategic Know-How

Know the roles of the RRNCO. An easy acronym to remember is PACES:

Planner
Advisor
Communicator
Evaluator
Salesperson

2-53. Competitive Advantage

Know shared and exclusive ARNG features, know shared and exclusive features of all competitors and know how to leverage our features against all competitors. Understand that the ARNG is different than the other components and use the ARNG benefits to your advantage.

2-54. Soldier Life Cycle Timeline and Unit Processes

Know the sales process: from lead sources to introduction to unit. Find out what is going on with prospects, recruits, Soldiers and understand what needs to be done at the appropriate time. Get problems resolved quickly and do what you said you would do to maintain your credibility with the prospects. You are the “franchise owner” so take ownership. Know the unit processes: don’t fall into the trap of doing unit’s work – know/anticipate expectations,

know the counseling process and plan the outcome you want: sales interview, briefings, and updates to improve your productivity. Implement measurement method (example, 5-1-2-1+1); develop annual and quarterly marketing plans. Use your sales tools: know what they are; where to use in the sales process and with which customer, create presence, momentum, and opportunity.

2-55. Situational Analysis

Understand a systematic process for situation analysis. Be able to use a cause and effect diagram to define a situation and find the cause. Apply process to determining actionable solutions that will enable you to increase leads and enlistments.

2-56. Sourcing

Be aware of the importance of leads. Review the functionality of ARISS and other tools to see how they can help in achieving mission. Practice using ARISS and other tools for leads and sourcing.

2-57. Communication Skills

To be truly successful you must build trust with your prospects, COIs and VIPs. Some techniques to help you build trust are listed in Appendix E.

Chapter 3

Attrition Management Activities

Section I

Establishing a Partnership with Unit Leadership

3-1. General

Previous years in the strength maintenance business have proven that readiness has a hidden element, which until a few years ago did not receive as much attention as it should have. It goes hand-in-hand with recruiting and is the art of keeping Soldiers satisfied with their service in the ARNG and preventing unnecessary losses. That element is attrition management. Establish a partnership with the unit leadership and ensure that it is understood that the ultimate goal is maintaining a low and manageable attrition rate. The unit must maintain a constant level of deployable readiness, the RRNCO will not have to work feverishly to replace Soldiers in a “revolving door” unit and the Soldier benefits because of the experience, pay, retirement, etc., he/she has and may acquire in the future through continued service. The prevention of excessive ETS and non-ETS losses is vital to all units’ mission performance in the years to come. Force structure is driven by paid end strength.

3-2. Purpose

As an element of the SM program, attrition management activities now play an important role in the RRNCO’s duties. Not only is it the RRNCO’s responsibility to enlist Soldiers, but he/she must also assist the unit to ensure those Soldiers are not lost during their first period of service. Retaining these Soldiers after their initial enlistment will ultimately benefit the ARNG, as well as the RRNCO. With more trained Soldiers remaining in the ARNG, eventually we will have to enlist fewer to replace them. This program is about working smarter, not harder. Accomplishing this can be done through the following: (not intended to be all inclusive)

- a. Establishing a partnership with the unit leadership.
- b. Maintaining contact with first-term Soldiers.
- c. Assisting units with attrition management.
- d. Briefing family support group members.
- e. Regular benefits briefings.
- f. Attending unit IDT.
- g. Attending portions of the unit annual training.
- h. Adequate planning of scheduled attrition interviews utilizing the ARISS leads application.

3-3. Definition of Attrition Management

Attrition management is the process of effectively managing personnel losses through leadership and personnel management practices. This second tenet of SM program includes management through qualitative retention; management of scheduled ETS losses; and reduction in non-ETS losses to meet the requirements of the ARNG.

3-4. Reasoning

When most people are trying to make a decision of any sort, they tend to weigh the pros and cons, placing a higher or lower value on one of two or more options. They then decide which of the choices before them will be more beneficial or pleasing to them. Those choices are not always logical. Many times, emotions take over, whether positive or negative, and the decision doesn't appear to have been well thought out to others. A Soldier's experience at drills is not much different. That Soldier measures every training day, to a degree, against the alternatives they could be participating in. At some point a decision is made about the perceived value of the training in relation to the impact on the alternatives. If the Soldier perceives no value from the training (or lack of) and sees no potential for personal and professional growth, you may hear things like "This is a waste of time," or "I can think of better things to be doing with my time." If they have not set any goals with regard to their future, especially in the ARNG, they certainly won't reach them. If you do not know where you're going, how do you expect to get there? Help them find those goals and offer them direction so that they can track their progress and successes.

3-5. Sponsorship Program

How would you feel if you joined an organization and the organization told you nothing more than when and where the meetings were held? When you showed up, nobody showed you around or introduced you to anyone. You end up just wandering around, not knowing what to do or what is going on. Then you start feeling very uncomfortable and out of place. What happens then? You will probably feel like doing what most people do in a similar situation...*LEAVE*. In order to avoid this problem with new enlistees, the ARNG adopted a sponsorship program, and you, as the RRNCO, should ensure that it is being utilized in the units you support (IAW NGR 601-1).

a. Sponsor who and why? An effective sponsorship program is important to all new Soldiers in a unit. NPS, PS and transfers all need to be sponsored because it promotes a smoother transition into the unit and makes the Soldier's first impression a positive one, and this is not by accident. Everything possible should be done to make the Soldier's first encounter with the unit one that is involved, up beat, energetic and memorable. Bad first impressions are almost impossible to overcome. For NPS individuals, the program helps create a smooth transition from the civilian world to the military environment. Even though PS Soldiers and transfers have been exposed to the military, the sponsorship program can also make a positive impact on the Soldier as he/she enters a new environment with new faces and unknown expectations. The sponsorship program has proven that Soldiers will often go the extra mile and remain loyal and faithful when they are fed properly equipped and know that their leaders are genuinely concerned with their well being. Make sure they feel this concern from the very beginning.

b. Responsibilities. Commanders, CSMs 1SGs, FTS personnel and FFLs are responsible for implementing this program. You, as the RRNCO, are responsible for ensuring that the program is used to its fullest. It is the unit's responsibility to carry out the program. The program was developed to provide the new member with a sponsor as soon as he/she is assigned to the unit (IAW NGR 601-1, Para 6-20). Keep unit personnel advised of all new enlistments so they can be pro active and assign a new Soldier a sponsor instead of waiting until the new Soldier's name appears on the DA Form 1379. In order for sponsors to do a good job, they must know what needs to be done. The 1SG is responsible for providing training for personnel assigned as sponsors. Each unit should tailor and fine-tune their sponsorship program to suit the needs of new Soldiers and to promote esprit de corps and cohesion within the unit. The unit should consciously pick top-notch Soldiers to be sponsors. They should be able to elaborate on unit operations/mission and the State organization/mission. A sponsor *should* be from the same squad or section; around the same age or rank, knowledgeable of unit leaders and members, and have a good attitude.

c. Results. Through complete utilization of a well planned and executed sponsorship program, unit readiness and procurement productivity can be maintained without excessive work. Through unit awareness, quality training of sponsors, professionalism and good leaders, the sponsorship program for your units can pay endless benefits. Fewer turnovers mean fewer new Soldiers to fill the gaps. Keeping Soldiers happy in the short term will lead to long term stability in the unit. Ensure your units understand the benefits a sponsorship program can provide with relatively little effort, and that you, the RRNCO, can assist in many ways.

3-6. Understanding Organizational Structure

a. Chain of Command. It is important for each Soldier assigned to know his/her formal chain of command and the roles and responsibilities at each level of the chain of command. This enables each Soldier to comprehend how the military organizational structure works and where she/he fits into that organizational structure. Once a Soldier understands this, it enables them to understand their importance for mission accomplishment to the unit, the ARNG and the United States Army.

b. NCO support channel. The Soldier's FFL, Platoon Sergeant, 1SG and CSM comprise the NCO support channel. These NCOs have the experience and training to train, mentor and support young Soldiers during the initial years of their ARNG service. They should offer sound advice for career development and career planning to enhance the overall readiness of the ARNG and the Soldiers assigned to their units. Sound, solid leadership by senior NCOs lowers attrition within units and allows for mission accomplishment through increased readiness.

c. FTS personnel. These Soldiers are the Commander's representatives whose responsibility it is to execute the day to day operations of the unit. They ensure that all unit pay and personnel actions are accomplished in a timely manner and the unit has adequate training resources. They also keep Soldiers apprised of training events through a monthly drill letter, current incentives, and Commander's expectations and are required to handle clothing and equipment issues

3-7. Soldier Support Functions

One of the most important features of the ARNG, especially to younger Soldiers, is the monetary incentive that they receive (directly or indirectly) for their service in the military.

a. Incentive Pay. The RRNCO should be the Subject Matter Expert (SME), not only for recruiting duties, but also to become a reliable source of information to the Soldiers when they have questions or problems related to an incentive program in which they are participating. Detailed information on available programs can be found in AR 135-7 and NGR 600-7as well as at www.virtualarmory.com. The following are some incentives that are available:

(1) The Selected Reserve Montgomery GI Bill. The RRNCO should be familiar with amounts payable based on the student's course load and the length of time they can draw these amounts. RRNCOs should also become familiar with the date of eligibility for the entitlements based on the Notice of Basic Eligibility (NOBE DD Form 2384-1).

(2) Enlistment Bonus. Used as an incentive to encourage prospects to enlist in the ARNG in a particular MOS and/or unit that is in need of strength. The amount of the bonus varies depending on numerous factors and funding levels. The Selected Reserve Incentive Program - Enlistment Bonus Addendum is DA Form 5261-R and contains information on qualifications, entitlements, suspension, termination, and recoupment. *Contact your Selected Reserve Incentive Program (SRIP) Manager if you have questions about this incentive.*

(3) Reenlistment/Extension Bonus. Used as an incentive for quality Soldiers, who are approaching their current ETS, to remain in the ARNG for a specified period of time. This is a bonus used to retain already qualified and experienced Soldiers in order to maintain a high level of readiness. The Selected Reserve Incentive Program - Reenlistment /Extension Bonus Addendum is DA Form 5261-2-R and contains information on qualifications, entitlements, suspension, termination, and recoupment. *Contact your Selected Reserve Incentive Program (SRIP) Manager if you have questions about this incentive.*

(4) Affiliation Bonus. Used as a means of acquiring PS Soldiers who are already MOS qualified. These Soldiers can make an immediate impact on a unit due to their knowledge and experience acquired during their active duty service and experience. The Selected Reserve Incentive Program - Reenlistment /Extension Bonus Addendum is DA Form 5261-3-R and contains information on qualifications, entitlements, suspension, termination, and recoupment. *Contact your Selected Reserve Incentive Program (SRIP) Manager if you have questions about this incentive.*

(5) Student Loan Repayment Program. The ARNG will help Soldiers who enlisted for this program repay up to a specified amount of student loans they may have borrowed to fund their education. Be careful, during an interview, to talk about this program specifically; only if you are confident that the applicant will qualify. This can be a fantastic program to utilize in the school markets. The Student Loan Repayment Program Addendum is DA Form 5261-4-R and contains information on qualifications, entitlements, suspension, termination, and recoupment. *Contact your Selected Reserve Incentive Program (SRIP) Manager if you have questions about this incentive.*

(6) Health Professionals Loan Repayment (HPLR) Program. Most RRNCOs will not deal with this program because it is designed to repay designated loans secured by eligible commissioned officers of the Medical Corps and Army Nurse Corps assigned to the Selected Reserve, it is beneficial. It generally pays more (double) than the Student Loan Repayment Program due to the longer and more expensive educational programs. Become familiar with this program because medical students and nursing students attend an undergraduate program first, and the programs available through enlistment can help them with their undergraduate degree. This form for this program is DA Form 5536-R and contains information on qualifications, entitlements, suspension, termination, and recoupment. *Contact your Selected Reserve Incentive Program (SRIP) Manager if you have questions about this bonus.*

(7) State Tuition Assistance Program. This program varies from State to State, and some states don't have any form of it at all. It is a program wherein the State legislature determines an amount to fund the program, and the

amount can be a certain dollar figure, a percentage of the tuition, or in many cases, complete tuition waiver. If your State has this program, it can enhance your procurement process and help retain Soldiers who might otherwise become a retention problem. The requirements for the various tuition assistance programs are determined by the individual states and therefore will not be discussed in this text. Find out all you can about your state's benefits and ensure you get the information out to your target markets as well as the Soldiers already in the ARNG. *Contact your Selected Reserve Incentive Program (SRIP) Manager or State Education Officer for details on the program if you have questions.*

(8) Federal Tuition Assistance. This assistance is also offered to drilling Soldiers through ACES (Army Continuing Education System). The State Education Services Officer (ESO) calculates the amount of assistance. RRNCOs should contact your state ESO for all the details on this program.

b. Equipment. A feature that many individuals are not aware of is that the ARNG provides all clothing and equipment needed in the performance of the Soldier's duties. Even though the Soldier may keep his/her clothing and equipment at their home, it is not for use other than military training. Soldiers are expected to take care of the items issued to them and should be informed of the consequences that will result from carelessness and irresponsible use. Attempt to stress the importance of accountability to your Soldiers and problems relating to clothing and equipment will be minimized. RRNCOs should be familiar with some of the forms used in maintaining clothing and equipment accountability. The unit supply sergeant will have these forms. Check with the supply sergeant to get further details on how your unit handles clothing for PS and NPS personnel enlisting in one of your units. For equipment which is not a permanent issue, the unit supply sergeant is a great source of information in this area, and building good rapport will not only help your new Soldiers, but also will benefit your recruiting program when you need to use some piece of equipment, or a vehicle, for a display.

c. Training. In addition to IDT and annual training, there are some types of training that many Soldiers are not aware is available to them. If you make this information known to the Soldiers in your units, it can definitely pay dividends in both procurement and retention of quality individuals. Soldiers may be interested in these programs due to unemployment (in the civilian market), fewer hours in their civilian job due to seasonal work, desire for a temporary change of pace or work environment, requirements for promotion, new challenges, adventure, and many other reasons. The following are some of the training opportunities available:

(1) ADSW. Active duty special work is available to traditional Soldiers in a variety of forms. Soldiers who desire to just make some additional money for a week or two can be placed on ADSW orders such as RRNCO aid to assist the RRNCO with recruiting and retention duties during and/or after school, or after regular working hours. ADSW can also be for extended periods of time and carry full-time pay and benefits just like active duty. A Soldier may accept an ADSW tour of up to 179 days, and it can be extended for a longer period of time. A Soldier can be placed on these types of orders and work in a variety of environments such as at the NGB, at the State level in fields anywhere from administration to the drug interdiction program. There are numerous opportunities for ADSW and you should become familiar with them and the process for finding out about them.

(2) NCOES. Institutional training and education are the foundation upon which leaders are developed to realize their maximum potential. The Noncommissioned Officer Education System (NCOES) was developed to provide the progressive and sequential training and education, which prepare individuals for positions of greater responsibility. Functional courses such as Ranger, Airborne, 1SG, and Battle Staff NCO provide additional qualification training so leaders can acquire necessary skills, knowledge and behavior needed for specific assignments. Due to the constraints of time and geographic location, unique to the reserve component, TRADOC has an active affiliation program between its resident schools and United States S Army Reserve Forces (USARF) schools. As a RRNCO, you should be familiar with the NCOES requirements and the functional courses so you can explain to your traditional Soldiers what the requirements are and how the system works. In order to get promoted and assume positions of increased responsibility, the Soldiers must complete the necessary NCOES requirements. Although reserve component Soldiers may attend active component schools, most RC Soldiers attend RC schools. NCOES requirements are the same for AC and RC NCOs; however, the timing, length and attendance requirements may vary. There are four levels within the NCOES: primary, basic, advanced and senior.

(a) The Primary Leadership Development Course (PLDC) is the initial-level training course for NCOs. Successful completion of PLDC is a requirement for promotion to Sergeant (E-5).

(b) The Basic Noncommissioned Officer Course (BNCOC) is the basic-level course of NCOES. It is taught using small group instruction and the course length is based on the career management field. BNCOC consists of two phases. The first phase entails common leader training that covers the theories and principles used to teach NCOs the battle-focused common leadership and war fighting skills required to lead a squad-sized element. The second phase is "hands-on" and performance oriented, incorporating common leader training conducted by the

noncommissioned officer academies and MOS-specific training directed by the MOS producing proponent. Successful completion of BNCOC is required for promotion to Staff Sergeant (E-6).

(c) The Advanced Noncommissioned Officer Course (ANCOC) is the advanced-level training in NCOES. ANCOC, like BNCOC, is conducted in two phases. Small group instruction is used to prepare NCOs to assume the duties and responsibilities needed to lead a platoon-size element. It encompasses a common leadership core as well as “hands-on” and performance-oriented training to emphasize war-fighting skills. The course is conducted in the same fashion as BNCOC, however phase one of the RC course is during six weekend drills in IDT status or during a 12-day period in ADT status and phase 2 is normally during a later period of two weeks in ADT/AT status. Successful completion of ANCOC is a requirement for promotion to sergeant first class (E-7).

(d) The United States Army Sergeants Major Academy (USASMA) is the capstone of noncommissioned officer training. It prepares selected NCOs for sergeant major and command sergeant major duties at all levels within the Army. AC and RC NCOs can attend this training through a permanent change of station resident course taught at Fort Bliss, TX, or through a two-year non-resident course via correspondence. All Army NCOs, regardless of component, selected for promotion by a selection board, will attend the USASMA according to the Army policy of select, train, promote and utilize. Successful completion of the USASMA course is required for promotion to Sergeant Major (E-9).

(e). Promotion is one of the most fulfilling accomplishments a Soldier will experience, especially when they move into the senior ranks of the NCO corps. In addition to NCOES requirements for promotion, other requirements such as time in grade, time in service, security clearance/investigation, position vacancy, MOS qualification and civilian education can be found in Chapter 11, NGR 600-200.

3-8. State Soldier Support Structure

The RRNCO should be familiar with their State’s specific areas below and strive to maintain a point of contact in each area to assist in resolving Soldier issues.

- a. Finance for all pay issues.
- b. Military academy for State officer candidate programs.
- c. Military Personnel Officer (MILPO) for current State personnel policies.
- d. Plans Operations and Training Officer (POTO) for training opportunities available to Soldiers.
- e. Initial Entry Training Manager for initial entry training issues.
- f. Selective Reserve Incentive Program (SRIP) MGR. For incentive questions and issues.
- g. Educational Service Officer (ESO) for educational benefits.
- h. Inter State Transfer (IST) coordinators for interstate transfer issues.

3-9. Establish Rapport With Unit

Successful RRNCOs establish a working atmosphere where everyone’s objectives are understood and every Soldier involved has the ultimate goal of managing those unnecessary losses. They communicate on a regular basis and have truly become a full partner with the unit leadership, regardless of the size of the supported unit.

- a. Unit chain of command. The chain of command in supported units is the successful RRNCO’s direct link to strength maintenance. The RRNCO should make it a point sometime during the monthly IDT period to discuss attrition management/retention issues that may come up since the last IDT period.
- b. Unit NCO support chain.
- c. RRC chain of command.
- d. RRC NCO support chain.

Section II

Maintain Contact with First Term Soldiers

3-10. General

Each RRNCO must determine specific follow-up actions, how much time is available to devote to each, and the ultimate value of each action. While there is no set list of follow-up actions, most successful RRNCOs make sure that their enlistees are properly integrated into the unit, that all contract agreements are kept, and they actively solicit their enlistees for referral of friends and associates for possible enlistments. This step is covered in detail in para 3-12 of this pamphlet. When considering follow-up actions, RRNCOs should note that satisfied enlistees (customers) are one of the most productive sources of quality leads. The quality of follow-up actions is also a key to the enlistee's potential for retention.

3-11. Purpose

Maintain contact with first term Soldiers to ensure that there are no problems that arise and go undetected. Most Soldiers that are separated during their initial term of service have problems or situations that no one in the unit knows about until it is too late.

3-12. RRNCO Actions

Through a regular schedule of contact with these Soldiers, whether during a school visit, county fair, over the telephone, at a unit drill assembly or any other event, the RRNCO can keep up with what is going on in the Soldier's life. Talking with parents and friends is also a good idea because occasionally they will talk to relatives and others who they are close to, rather than you. They may feel uncomfortable discussing their personal life with you for whatever reason. Try to earn their respect and trust from your first encounter with them, as a prospect, and continue to develop that relationship throughout the time they are in the ARNG. Contacts made with Soldiers should be annotated in the ARISS Recruiter Work Station (RWS). Even though your new recruit may be attending the State RSP, it is still a good business practice to provide pre-IET counseling, and post IET counseling, remember these Soldiers are a valuable source of leads.

a. Provide Pre-IET Counseling. BT is probably the scariest part of the military for a new Soldier, due to the fear of the unknown. That is why it is important that he/she attend the State RSP prior to completing Initial Entry Training. The RSP will give them some confidence in a variety of tasks they will be tested on at BT, it is crucial that they know what to expect when they arrive at their training location and the type of environment they will be in for the duration of their training. The RSP cadre will talk to them about drill sergeants, the reception station, what will happen when they get to their training company, UCMJ, the type of conduct expected, the great training they will receive, the unforgettable experiences they will have, and any other things you can recall from your experience at BT. The RSP won't try to scare them, but won't make it sound like a stay at a resort. Be honest and prepare them for a rewarding experience. The RRNCO should maintain regular contact with new Soldiers before they ship to BT. This will give you the opportunity to head off any potential problems, such as girlfriend/ boyfriend or parental problems, school difficulties, excessive weight gain, medical conditions, confrontations with the law, or any other incident which might prevent the Soldier shipping to BT. Early detection and solution of problems which arise can help you reduce the number of Soldiers lost prior to IET. Constant contact with these Soldiers also provides another source of valuable leads, and if the new Soldier is happy with his/her current situation, feels welcome in the unit, and sees potential for growth and advancement, the leads you will receive from this source are the best possible leads you will ever have. Your RRNCOIC will have the final say in how often you must contact your new enlistees, but this publication recommends that they are contacted weekly. Find out how they are doing, how their girlfriend/boyfriend is doing, their dog or cat is doing, what they are thinking about the unit and their upcoming trip to BT. Ask them anything to try to uncover any problems, arising fears, and possible leads. Call them on the phone, see them at their school and talk with them during drills. The more you talk with them, the more likely you are to head off any problems and enlist their friends and relatives. Make it a point to have a "Pre-IET" interview 2 to 4 weeks out from their BT ship date, to make sure there is no confusion, problems or unresolved issues that need to be addressed and to make sure that the Soldier has everything he/she needs to start-off BT correctly.

b. Split training management is the administration of Soldiers, who have elected the split option attendance for BT, and are between the first and second phases of their IET. They have completed BT and will return for AIT the following year. It is important to keep these Soldiers enrolled in the RSP until they return to complete their active duty training. Recognition upon their return to the unit instills in them a feeling of importance and belonging, and the up-to-date training they have received can assist new Soldiers in the unit, as well as some of the Soldiers who have been in for several years. Use these Soldiers by placing them on ADSW and also when you set up displays, especially in the schools. If you have a Soldier returning for his/her senior year of high school, what better testimonial could you have for further enlistments from that particular school? These young Soldiers will be excited to put on the uniform and tell their peers at school about their adventures at BT. Maintaining regular contact with these Soldiers, at least once every week or two is a smart recruiting and retention move, however contacting quarterly may be acceptable to some RRNCOICs. Make sure that with every contact, you stress the responsibility of every Soldier to try to improve the unit's readiness and capabilities through providing a constant flow of quality leads. If the Soldier enjoys the ARNG, he/she should have no problem with providing the RRNCO with names of friends, relatives, associates and coworkers who could enjoy the same benefits in the ARNG. Leads are important to RRNCO's and this is a great source.

c. Provide post IET support for your Soldiers once they have completed their active duty training. This is one of the major additional duties that you are now responsible for under the SM program. Most RRNCOs, when they were solely responsible for recruiting duties did this because there was some form of relationship built with the

new Soldier during the applicant phase, and there was and is referral value. Now, taking care of the Soldier during his/her entire enlistment is just as important as initially getting him/her into the ARNG. Simply recognizing the new IET graduate upon his return to the unit will help reintegrate him/her in a positive way. Using IET grads to update unit training and to help prepare others makes them feel that they are an integral part of an important and caring team. This is important because not only will keeping the Soldier satisfied and taken care of reduce the numbers you must replace, but with a unit full of Soldiers who enjoy attending drill, your source of excellent referrals should never be exhausted. In a sense, it can be like having a whole unit full of COIs. If not done earlier, interview the Soldier 3 to 4 months following his/her return from IET. The Soldier should also be contacted every 6 months (or as needed depending on the Soldier's situation) until 270 days out from ETS. These contacts are required and should be scheduled and annotated within the ARISS on the recruiter workstation, providing a record of discussions with the Soldier. Maintaining regular contact with the Soldier, in addition to taking care of attrition management concerns, offers you the opportunity to ask for more leads, which you should actually be doing every time you see the Soldier, whether or not it is a scheduled meeting. Never forget that all these attrition management activities are also elements of the recruiting process. Happy Soldiers won't have a problem referring people to you for enlistment purposes.

d. Identifying potential problems of Soldiers in your units, like you do before they ship to BT, is a critical element in attrition management. Remember that a majority of the new Soldiers you will be dealing with in the NPS market are quite young, and these times for them are quite turbulent. They are just beginning to develop their coping skills and the teenagers are progressing from that dependent stage in their lives to a more independent phase, when they are attempting to start a life away from the security of mom and dad. Try to remember in your life if you had to deal with some unique situations like marriage, divorce, college, your first job, living away from home for the first time, purchasing your first new home, as well as becoming a member of the ARNG. You didn't have the knowledge then that you have now, and these young Soldiers are in the same situations. In addition to your experiences and input personally, helping them become an integral part of a unit with a strong sense of unit identity will get them started. Help them cope with their lives, and the personal satisfaction you receive will add to the success in your career as a result.

e. Soldier Support

(1) Career planning is needed to help the Soldier stay focused on a direction and to establish goals. The year after enlistment is a period of rapid growth and achievement, and this along with the second through the fifth year is when the career ladder needs to be developed. This helps them continue to perceive growth. Think of this action as making a strip map. Whenever you are going somewhere you are not familiar with, a strip map helps you with the course. It identifies a starting point, a finish point and some milestones along the way to check your progress. It often times also provides a time frame to adhere to.

(2) Where is the Soldier? This is the starting point. In order to get started, you have to know where you are starting from. Without this, you don't know which direction to go in, how long it should take or if the course you want to take is reasonable. Is the Soldier currently eligible for reenlistment, and if the Soldier is not eligible, what issues or conditions need to be addressed in order for the Soldier to be in a position to extend his/ her enlistment if so desired. What are the accomplishments already attained by the Soldier at this point in his/her career? Does the Soldier have the awards/decorations expected of a service member of that rank and time in service? How much military and civilian education does the Soldier now possess, and what notable attributes and/or talents does the Soldier bring to the ARNG? Where the Soldier "is" makes a significant impact on the goals and direction the Soldier should take in the coming years.

(3) Where is the Soldier going? The second step in developing a route on a strip map is to identify and locate the objective. In developing a career path this means that you need to identify one or more possible future goals/objectives. Is the Soldier aware of all options available: changing MOS, qualifying for promotion, leadership training required? If the Soldier is not aware of all that is available, premature determination of an objective may fall short in satisfying the Soldier's need for accomplishment. If you, in your career, had planned out and worked at accomplishing a certain task, only to find out that there were greater opportunities available you weren't told of, would you not have felt a little cheated? It is a natural human response. Make sure the Soldier knows what all his/her options are so that informed and educated decisions can be made.

(4) How does the Soldier get there? Now that the Soldier has determined where he/she is and where he/she wants to go, a plan must be devised in order to show how to achieve the objective. This should be discussed with the Soldier's leaders, and listing required actions and the identification of milestones should be accomplished. Encouraging the Soldier to keep an open mind can help in accepting the constructive criticism which may suggest needed improvement in initiative, judgment, communication, appearance, self discipline, etc. This plan needs to be adhered to and regularly evaluated. When certain goals are met, a new set of objectives must be determined and

new milestones established. This assures that the Soldier is always looking ahead in an attempt to grow personally and professionally.

3-13. Identify Target Audience

It is important to know what causes Soldiers to want to leave the ARNG, but in order to effectively apply proper attrition management techniques; the RRNCO has to know where to apply them. Which Soldiers are susceptible to the development of negative attitudes resulting in manageable losses? It is obvious that the first term Soldier is very vulnerable to developing negative attitudes due to the fact that he/she is quite impressionable and is expecting great training, especially after returning from IET. What many people overlook is that the same circumstances that cause Non-ETS and ETS losses in the first six years are capable of doing the same in years six through nine. Just because a Soldier may have reenlisted after his/her first term doesn't mean that they won't develop problems later. Make sure you take care of those new Soldiers, but don't forget about those Soldiers who have already served in years gone by.

3-14. Counseling Techniques

Counseling is a basic responsibility that you will be expected to perform in order to take care of the Soldiers in your units. In a person-to-person relationship, outstanding performance is acknowledged and encouraged. Developing the Soldier, improving his/her situation, and finding solutions to problems are the primary mission. FM 22-100 is a great source of leadership counseling, and being a leader to the Soldiers in your units, you must be able to effectively counsel the new Soldiers as well as the Soldiers nearing their ETS. Since no one technique is perfect for a particular Soldier or situation, the RRNCO should use his/her interpersonal skills and the development of a solid counseling knowledge base to be able to apply the most appropriate method (or combination) to each Soldier. The following is a brief synopsis of the different counseling techniques:

a. The directive approach to counseling is opposite of your recruiting interview in that you, as the counselor, do most of the talking. Through a combination of suggesting, persuading, confronting and directly specifying actions, you guide new, immature and uneducated (with regard to the military) Soldiers who need direction to correct a problem or continue to perform to or above standards. This relates to your RRNCO duties in many ways: making sure a Soldier has done what is necessary to start his/her student loan repayment and/or begin receiving G.I. Bill benefits; is performing duties in an expected manner; is getting to drill on the proper dates and at the proper time; is not having problems at home, school, or elsewhere that are not being resolved; etc. For new Soldiers, as well as those who seemingly don't respond well to a little freedom, this approach is appropriate because your initiative causes them to respond.

b. The nondirective approach, unlike the directive approach, is centered on the Soldier. Responsibility for solving the problem or evaluating and redirecting efforts is placed on the Soldier. The RRNCO helps the Soldier become more self-reliant in order for the Soldier to make decisions on his/her own. The counselor or RRNCO in this case, does have some specific responsibilities in this approach. He/ she are someone that is interested in listening to the problem or situation of the Soldier. The tasks to be performed are clarifying statements that might be unclear, encouraging the Soldier to bring up points that may be personal, understand and empathize with the Soldier's situation and summarize the conversation, without providing answers or opinions. This type of counseling can be used with Soldiers who are mature and focused on their direction but need to have some questions answered to clarify uncertainties.

c. The third and final approach is the combined approach, which is a combination of the first two. This technique allows the RRNCO to adjust the session to best fit the Soldier and situation, utilizing elements of both the directive and nondirective approaches. It lets the RRNCO and the Soldier being counseled mutually participate in defining, analyzing and finding solutions. The Soldier should eventually assume responsibility for planning and deciding on courses of action, but the RRNCO should be listening carefully for information that he/she may use to help further the process and interject whenever he/she feels appropriate. The Soldier should have the final say in whether or not decisions should be implemented. This is the most used counseling technique, seemingly making the most of participant's knowledge, abilities and opinions

3-15. Attrition Management Activities

Reducing Initial Entry Training Losses: IET losses account for nearly 26% of all ARNG losses and must be a primary focus in your attrition management/ retention planning strategy. Your plan must include the programs and initiatives you intend to implement to reduce losses prior to IET (non-shippers), during IET and after completion of phase I.

~~a. Losses prior to IET. One of the major loss categories for the ARNG is the number of Soldiers that do not ship to IET (non-shippers). An RRNCO who enlists 40 Soldiers in an FY but only ships 20 Soldiers to training has a 50% ship rate and is creating extreme front-end attrition problems for the ARNG. To help RRC leaders better manage these losses, we suggest you develop sound policies, measurement techniques and/or point systems that hold RRNCOs and units accountable for ensuring more Soldiers ship to training. Though no one can be held accountable for all the reasons Soldiers don't ship (i.e. positive drug test, injury, death, etc...), below are a few suggested methods States can implement to reduce losses prior to IET:~~

- ~~(1) Ensure the unit develops and implements an effective unit sponsorship program.~~
- ~~(2) Require all RRNCOs to maintain regular/monthly contact with their Soldiers until MOSQ.~~
- ~~(3) Ensure RRNCOs use the battle book and accompanying basic training video, to provide each new Soldier with a basic training overview.~~
- ~~(4) Implement a State, regional or local RSP to help new Soldiers prepare for the physical and mental challenges of BT.~~
- ~~(5) Ensure RRNCOs and unit leaders work with their new Soldiers to ensure they meet the minimum height/weight and physical fitness requirements.~~
- ~~(6) Provide additional point credit to RRNCOs for each Soldier who ships to training and/or becomes MOSQ or reduced points for those RRNCOs who have recruits that do not ship to training and/or become MOSQ.~~
- ~~(7) Reward high ship rates by writing excellence bullet comments on an NCOER and recommending federal awards.~~

~~b. Losses during IET. Another major loss category for the ARNG is the losses that occur during IET. RRNCOs, MEPS Guidance Counselors (MEPSGCs), IADT Managers and unit leaders all play a key role in ensuring Soldiers complete their training. These individuals must ensure that Soldiers departing for training have their required paperwork, security clearances as well as a realistic training date that does not conflict with upcoming school dates (if applicable). Mandatory Return Date (MRD) conflicts cause Soldiers to delay training or worse, become a loss to the ARNG. Below are some of the reasons MRD conflicts occur:~~

- ~~(1) Recruits unable to meet height/weight requirements at the time of shipment.~~
- ~~(2) Recruits unable to meet APFT requirements at the training base.~~
- ~~(3) MEPSGC's setting unrealistic MRD dates at the MEPS. Setting an unrealistic MRD results in the Soldier having problems while at the installation and possible return or discharge. MEPSGCs must allow for 11-13 weeks for training when setting an MRD. To maximize their Soldier's available training time, MEPSGCs should schedule ship dates on Tuesday through Thursday.~~

~~c. Losses after Phase I. Losses occurring after Phase I of IET are a significant loss category for the ARNG. To reduce losses between phase I and phase II of IET, one of the best programs a State can use is the RSP. Motivated, educated, trained and ready Soldiers have a much greater chance of attending and completing IET. RRC leaders must be proactive in instituting policies and programs that help to prepare their Soldiers for the vigorous requirements of BT and AIT. By doing everything possible to prepare your Soldiers, losses in this category will be significantly reduced. Note: States are reminded that in order to keep the split training option, they must operate a RSP and a copy of their current plan must be submitted to NGB-ASM.~~

d. Post IET activities.

- (1) Interview 3-4 months following IET.
- (2) Contact every 6 months or as needed until 270 days out from ETS.

Section III

Assist Unit With Attrition Management

3-16. General

Assisting the unit with attrition management is a means, not only of keeping your finger on the pulse of the unit's morale, but strengthening your relationship with the unit leadership because you are actively working to help them realize and maintain authorized strength levels. You will also be aware of the concern, or lack of, and the emphasis placed on a program designed to directly assist units with regard to readiness. Direct your efforts in those areas that you feel the unit needs improvement, and the benefits will ultimately be realized on the recruiting side of your business. If Soldiers are happy about being in the ARNG and feel as though their interests are being looked after, they are more likely to tell their friends and coworkers positive things about the ARNG. The ARNG has developed a framework for a comprehensive, multi-echelon training program to combat post-mobilization attrition. It consists of three phases to coincide with pre-deployment preparation, sustainment training while deployed and reintegration training upon return to home station. These phases of training addresses the skills necessary to recognize potential

attrition factors develop action plans to combat them, and implement programs upon the unit's return. The following training programs and retention initiatives are being employed on a reduced scale to minimize post mobilization attrition.

3-17. Purpose

The ARNG faces challenging recruiting and retention objectives each year. Leaders at all levels must fully embrace and implement the "combat attrition" philosophy in order to be successful. RRC leaders must inform, educate and convince unit and State/Territory leadership that we simply *cannot* "out recruit" our losses. It is a simple budgetary constraint; the ARNG cannot afford the training seats necessary.

3-18. Attrition Management Training Programs for Units

Maximum use of these programs and initiatives will help your State/Territory reduce your overall attrition rate and improve your overall retention rate:

a. Additional duty unit attrition NCOs. Each unit Commander should appoint one NCO to perform the duties of an additional duty unit attrition NCO. Additional duty unit attrition NCOs may also be members of the unit strength maintenance teams mentioned below. This individual works with the unit's assigned RRNCO with guidance/direction from the ISG and/or unit Commander to improve the attrition and retention rate of the unit.

b. When used properly, unit attrition NCO's are an invaluable asset and key to the success of your attrition management and retention programs. Recommend that State's consider having the unit attrition management course taught locally for maximum training benefit. This two week, non-MOS producing course may be taught by the Strength Maintenance Training Center (SMTC) Mobile Training Team (MTT) locally or as a resident course at the Professional Education Center (PEC).

c. Readiness Planning Guide (RPG). An automated briefing designed to communicate with the senior leadership of the States/Territories; it focuses on readiness and all measurable areas of recruiting and retention. Categories are weighted. It provides targeted ideas, tips and tools to help you enhance your attrition management efforts and impacting unit readiness. The RPG is a great lead in to a Strength Maintenance Assistance Visit (SMAV).

d. First Line Leader Training (FLLT). A four hour block of instruction geared towards the FFL. The goal of FLLT is to provide unit leaders with an overview of the strength maintenance program and emphasize the importance and benefits of taking care of Soldiers. Your plan should include a detailed matrix outlining exactly how you plan to increase the number of FLLs trained in your State. Training can be accomplished by NGB Mobile Training Team (MTT) for MACOM's and higher, SMTC MTT for unit level, or local State instructors.

e. Strength Maintenance Assistance Visit (SMAV). A SMAV team from NGB-ASM division provides the RRC and State leadership with an assessment of the state's recruiting and retention programs, policies, and procedures and based on the finding provides recommendations/courses of action.

f. Leadership, Strength, Readiness Training (LSR). LSR is a four-hour block of instruction that follows up where FLLT left off – how to take care of Soldiers and equipping them with tools to be better leaders. States may request LSR training regardless of how many FFLs they have trained in FLLT. Training can be accomplished by NGB Mobile Training Team (MTT) for MACOM's and higher, SMTC MTT for unit level, or local State instructors.

g. Strength Maintenance and Attrition Model-2 (SMAM II). SMAM II is an attrition management tool for both the unit Commander and the RRC. It replaces the unit climate profile and is an excellent tool to determine the needs of your Soldiers, their perception of the leadership, training and administration of the unit, the reasons why they join, stay and or leave the ARNG and many other important pieces of information. The SMAM takes only 30 minutes to administer and can be done over a weekend drill. The survey, which can be revised to meet the specific needs of your Soldiers/units, is taken on Saturday. The results are then analyzed and briefed back to the entire unit on Sunday. RRC leaders must ensure their RRNCOs are aware of the SMAM and implement it at least once a year in each assigned unit. Rather than 'guess' what Soldiers think is wrong, with SMAM, unit leaders will know what 'is' wrong and can then work to begin correcting those problems in their unit.

h. Leadership, Education and Development (LEAD). LEAD is a unit member driven training tool that delivers timely, interesting and motivating training based on needs and time available. LEAD was constructed using Soldier input and information, designed for Soldiers by Soldiers. LEAD's off the shelf design makes it an effective tool against attrition in the unit. Trainers are certified after executing a web-based "train the trainer" course and the courseware are provided at no cost to the unit or State. Contact the Strength Maintenance Training Center for an MTT to certify your instructors.

i. Recruit Sustainment Program. RSP is a mandatory State program that is an extremely effective way to prep your Soldiers for *SUCCESS* during BT and AIT. It combines military indoctrination, administrative attention,

physical readiness and sponsorship in such a focused and controlled environment that NPS Soldiers actually look forward to BT. For Phase II it embeds leadership and more advanced soldiering skills as well as maintains the basic skills that were learned in Phase I. Use of the RSP has resulted in high numbers of Phase II shipping and returns. NGB has published 3 RSP models, a recruiting and retention managed program, an RTI managed program and an MTOE managed program. NGB also offers subject matter experts to work with the State to plan a fledgling program or adjust an already established program in order to maximize its efficiency.

j. Strength Maintenance Teams. These teams are made up of approximately 3-4 or more traditional Soldiers supervised by the unit RRNCO with guidance from the ISG/Commander. Their mission is to help develop, implement and monitor programs and activities in the unit to improve the strength status of the unit. The team reports to the unit leadership and should be provided a focus and objective along with the time, resources and flexibility to accomplish its mission. The team should present a monthly status of their efforts to the ISG/Comander. Team members can be rotated out on a semi annual or annual basis to ensure Soldiers maintain their PMOS skills as well as allowing other unit members the opportunity to learn the importance of developing, conducting and monitoring attrition management and related activities. This initiative exposes more Soldiers to strength maintenance thus increasing strength awareness and ultimately unit readiness.

k. Strength Maintenance Planning Workshops. The key to implementing an effective strength maintenance program is developing a close working relationship between the RRC and the unit leadership. This process begins with involvement in the strength maintenance planning cycle through execution of annual strength maintenance planning workshops. These workshops should be planned at all levels (company, battalion, brigade, division, etc.) and should be conducted during the second quarter. RRC leaders must use their knowledge of strength maintenance to coordinate and facilitate these workshops to help guide unit leaders during the strength maintenance planning process.

l. Unit Member Contacts. Two key elements of attrition management/retention and one principle are the two active unit member contacts per day, and one inactive unit member contact per day. If you have structured your State to a 1:120 ratio of RRNCO to Soldiers, your RRNCOs will be able to provide a mini-unit climate profile of each unit in your State/Territory to every company Commander every month. By contacting/interviewing at least 2-3 unit members per day, your RRNCOs will help to prevent problems, answer questions, obtain referrals, provide feedback and ultimately, reduce losses. Priority should be placed first on the new Soldiers and secondly on longer term Soldiers. Additionally, by contacting inactive unit members, RRNCOs will be able to return more Soldiers to an active drilling status. Priority for inactive contacts should be those Soldiers in a non-validated pay status, those in the Inactive National ARNG (ING) and those in the Individual Ready Reserve (IRR). The following list contains a few recommended questions RRNCOs can use when contacting unit members:

- (1) Active drilling members:
 - (a) Do you have any questions about the incentives you're receiving?
 - (b) Do you understand the promotion system? Do you know what you need to do to get promoted?
 - (c) Are you being kept informed about unit drills/activities? Does your FLL call you?
 - (d) Is your spouse or family involved in the unit family program? Do you know what it is?
 - (e) Is your employer supportive of your ARNG membership? Have you had any conflicts?
 - (f) Have you been experiencing any pay problems?
 - (g) Are you planning on extending?
 - (h) What do you like about the unit?
 - (i) Are you having any problems in the unit or with your leadership?
 - (j) Tell me your concerns with the unit/ARNG?
 - (k) When was the last time you received feedback on your job performance?
 - (l) What are your overall impressions of the unit and the ARNG?
 - (m) Are you happy with your job in the unit? Are you working in your MOS?
 - (n). What could be improved in the unit that would make things better for everyone?
 - (o) Could you give me the names of at least three friends of yours who might be interested in joining the ARNG?
- (2) Inactive drilling members:
 - (a) What problems are you currently experiencing with the unit/ARNG?
 - (b) Do you plan on getting out? If so, explain why?
 - (c) Would you consider returning to an active drilling status? If not, why?
 - (d) Are you aware of your benefits/entitlements while in the ING?
 - (e) What caused you to become an inactive drilling member?
 - (f) Have you been contacted by anyone else in the unit? Has anyone asked you to come back?

- (g) Why did you originally join the ARNG?
- (h) What do you feel is keeping you from returning to an active drilling status?
- (i) Are you still receiving the unit newsletter?
- (j) Could you give me the names of at least three friends of yours who might be interested in joining the ARNG?

Chapter 4 Retention Activities

4-1. General

This chapter outlines activities that should be conducted in order for the unit; State and the ARNG to obtain and maintain end strength objectives. Information within this chapter is the minimum requirements, each State and units are encouraged to add to these requirements in order to meet their mission.

4-2. Purpose

Retention is the means to retain the required number of trained and qualified Soldiers necessary for the ARNG to maintain authorized strength levels and mission-mobilization readiness. In order for the ARNG to meet retention objectives each unit must establish and maintain the requirements of a retention program.

a. A retention program should combine the efforts of the following personnel:

- (1) Unit chain of command.
- (2) Units NCO support channel.
- (3) Unit FTS.
- (4) Unit level retention NCO.
- (5) Full-time RRNCO.
- (6) Full-time recruiting and retention staff.
- (7) State level NCO support channel.
- (8) State level chain of command.

b. Extensions should be conducted within timeframe allowed by current guidelines (NGR 600-200, Chapter 7 or applicable policies). Extension interviews should be conducted to ensure that at Expiration of Term of Service (ETS) the Soldier has only the logical option to extend.

4-3. Process

In order for Soldiers to make a sound choice about his/her extension they should be contacted and interviewed as to their career plans prior to their scheduled ETS. Contact with an Soldier scheduled to ETS should at a minimum be as follows:

- a. 270 days from ETS.
- b. 180 days from ETS.
- c. 90 days from ETS.
- d. 60 days from ETS.
- e. 30 days from ETS.

4-4. Retention Program

The retention program should at a minimum contain the following:

- a. Enlisted ETS roster-identifies Soldiers due to ETS in a given period of time.
- b. Unit retention binder-use to retain retention control logs, applicable SOPs, regulations, sponsorship forms, welcome letters, and other pertinent information.
- c. Retention interview program-to ensure interviews are accomplished within require timeframes; to identify and solve retention related problems prior to Soldier reaching ETS; to discuss Soldier's career plans and as to why retention in the ARNG can aid in those plans.
- d. Retention training calendar-developed by the RRNCO and unit leadership to identify and organize training concerning retention related subjects.
- e. Retention control log-maintained by the RRNCO identifying projected losses. Units should provide the input to RRNCO and identify who is a projected loss.
- f. Retention funding-procedures for requesting funding for retention related functions.

4-5. Extension Motives and Incentives

Each Soldier has his/her own motives for serving in the ARNG. Leadership responsibility is to become aware of their Soldiers motives and utilize their authority and knowledge of the ARNG programs and incentives to fulfill these motives.

a. Features and benefits. The RRNCO should stay informed and be familiar with ARNG features and benefits at all times.

b. MOS-the ARNG objective is to retain qualified and mobilization ready Soldiers. Sometimes a Soldier may want to change his/her career management field (CMF). Unit leadership should be aware of all MOS's within their command. This will aid in counseling Soldiers on MOS changes that may be able to assist in the overall unit readiness.

c. Unit-leadership should also become aware of other units in their local area, should a Soldier's career plans require transfer to another unit in the area. The overall readiness of the ARNG is still retained by keeping the Soldier in an active drilling status.

d. Interstate Transfers (IST)-sometime Soldier's civilian lives require them to move. Leadership should continually train and counsel their Soldiers on availability of IST.

e. Incentives-funds may be used to encourage qualified non-career Soldiers to remain in the ARNG. Leadership should be aware of which incentives are available to their Soldiers.

4-6. Extension/Immediate Reenlistment Ceremony

Extension of an enlistment or immediate reenlistment is a commitment to continue to serve. Just as when the initial commitment was made a Soldier who extends or immediate reenlist should be treated as someone special and be publicly recognized.

a. Arrangements will be made to ensure that oath is administered in a dignified manner and in appropriate surrounding. The ceremony should be personalized and made meaningful to the Soldier extending or immediately reenlisting. If available the United States Flag will be placed by the person administering the oath. The words "So help me God" may be omitted for those persons who desire to affirm rather than to swear to the oath.

b. Extension/immediate reenlistment ceremonies will be an official event. It will not be sensationalized to publicize the event (i.e. parachuting, rappelling, climbing utility poles, and other similar activities which are not in keeping with the solemnest associated with the oath of enlistment). If the situation permits and the Soldier desires, his/her spouse or other immediate family members should be invited to the ceremony.

c. A commissioned officer or other person authorized by State law will administer the oath of extension or immediate reenlistment. The person administering the oath should be the Soldier's commanding officer, or an officer or individual (authorized by State law) of the Soldier's choice when possible.

4-7. Enlisted ETS Roster

An enlisted ETS roster should be established to cause all key personnel to be involved with Soldiers who are approaching ETS. Key personnel should include unit leadership, unit retention NCO, and full-time RRNCO who will monitor ETS's a minimum of 270 days from ETS date. The ETS date will initiate an interview and career counseling as follows:

a. 270 days prior to ETS by unit retention NCO.

b. 80 days prior to ETS by FLL with detailed feedback unit retention NCO.

c. 120 days prior to ETS 1SG with detailed feedback unit retention NCO.

d. 90 days prior to ETS Commander with detailed feedback unit retention NCO.

e. 60 days prior to ETS appointment to brief ARNG opportunities and benefits by full-time RRNCO documented for follow-up purposes.

f. 30 days prior to ETS appointment with the BN CSM.

4-8. Unit Retention Binder

A unit retention binder establishes a single location for easy reference of information pertaining to the duties of the unit retention NCO and the retention program. This binder should be maintain and updated by the unit retention NCO and ensure that all items are readily available for inspection.

4-9. Retention Training Calendar

A retention training calendar is use to plan unit training annually and should be incorporated into the unit yearly training calendar. It will provide an easy reference time management tool for personnel responsible for the listed

training and also provide information for higher headquarters. The RRNCO and unit support personnel are responsible for planning and execution of all activities on the calendar. Coordination with the unit's training calendar will be utilized in planning which months to conduct the training. Related subjects for training calendar should include at a minimum:

- a. Sponsorship training.
- b. Interviews and career planning training (CO, 1SG and FLL's).
- c. ING muster day.
- d. Strength maintenance attrition model (SMAM).
- e. Unit retention NCO training.
- f. ESGR/boss lift training.
- g. Family program training.
- h. Rep 63 (NPS Soldiers not shipped to IADT) training.
- i. APFT failure training
- j. Weight control counseling/mentorship training.
- k. NCO handbook training.
- l. ARNG features and benefits briefing.
- m. Annual training plans.
- n. TEAM training .

4-10. Retention Control Log

The Retention Control Log establishes a system to identify and track projected losses at the unit level. This log will increase communication and involvement by all leadership to effectively apply all tools to retain as many qualified Soldiers as possible. Use the ARISS top of system reports and data warehouse application to assist in developing this log.

- a. The log will be used to monitor unit losses each calendar month. All potential losses will be reported to the RRNCO, recorded and a control number issued. The RRNCO will brief the Commander and 1SG once per month on the number of pending losses on the log. All leadership should become involved with the RRNCO to keep losses current and the number of losses on the log to a minimum.
- b. The losses on the log appear in the categories of:
 - (1) ETS.
 - (2) Pre-IADT.
 - (3) AWOL.
 - (4) Transfer to another component.
 - (5) Intrastate transfer.
 - (6) Interstate transfer (IST).

4-11. Retention Interview Program

The Retention interview program establishes a system and provides assistance to unit leadership to effectively interview with documentation that will increase unit strength.

- a. The retention effort begins on the day the Soldier enlists. On going communication with a Soldier enhances the possibility of retaining the Soldier as a member of the ARNG. Retention interviews provide an opportunity to eliminate old grievances, surface problem areas, develop self-understanding, increase self-assurance, and encourage and guide the Soldier in proper career progression.
- b. Interviews will be formal and conducted IAW FM 22-101. Interviews will also be recorded on a retention interview card. These cards will be retained in the unit retention binder. These interviews will be required on all members of the unit in the pay grades of E-7 and below. Each time a Soldier extends or immediately reenlists a new retention interview card should be started and the previous card stapled to the back of the new card.
- c. The timeline for the retention interview program is as follows:
 - (1) Interview A - conducted by the unit Commander during the first drill after Soldier enlists or extends. Additional persons may be present as desired (i.e. sponsor, FLL, 1SG). Designed to welcome the new member or congratulate the Soldier on the decision to enlist or extend, also to discuss drill attendance and schedule, uniform policy, unit mission and the Soldiers' role, unit history, and any pertinent to unit mission accomplishment.
 - (2) Interview B - conducted by the unit Commander with 1SG and FLL present 6 months after enlistment or extension for PS personnel, or immediately after return from IADT for NPS personnel. Designed to discuss the Soldier's view regarding promotion requirements, civilian employer support, family support relations, and the importance of the Soldier to unit mission accomplishment.

(3) Interview C - conducted by the FLL annually from enlistment or extension date. Designed to discuss the Soldier's career progression, job performance, military and civilian educational opportunities, and eligibility for future extensions.

(4) Interview D - conducted by unit retention NCO 270 days prior to ETS. Designed to discuss retention eligibility, possible incentives, and possibility of extension.

(5) Interview E - conducted by FLL 180 days prior to ETS. Designed to discuss retention and career progression.

(6) Interview F - conducted by the 1SG 120 days prior to ETS. Designed to discuss performance and importance of Soldier to unit.

(7) Interview G - conducted by the Commander 90 days prior to ETS. Designed to discuss importance of Soldier to unit mission, clear any misunderstandings or problems.

(8) Interview H - conducted by the RRNCO 60 days prior to ETS. Designed to discuss ARNG opportunities and benefits, and alternatives to discharge.

(9) Interview I - conducted by the BN CSM 30 prior to ETS. Designed to encourage the Soldier future membership in the ARNG and to clear any problems that exist.

d. Retention interview cards will be maintained in the unit retention binder. The section will be divided into the current year and subsequent year following. Cards on unit members requiring interviews within the next 11 months/current year will be filled behind the appropriate month index. All other cards will be filed behind the next year to be indexed into the month for the next interview scheduled for that year.

e. Prior to IDT or at the beginning of each IDT period the unit retention NCO will pull the cards filed for that month and give them to appropriate interviewers. At the end of IDT or prior next IDT period he/she will retrieve the cards that were issued, ensure that the interview took place and remarks were annotated, and then file the card in the appropriate place for the next interview. If the interview did not happen the unit retention NCO will give the card to RRNCO for action.

4-12. Retention Funding

The retention funding provides guidance in requesting funding for retention related issues, functions or items. Each State should establish procedures for requesting funding for retention related functions. They should also establish items authorized for reimbursement.

Chapter 5 Prospecting

5-1. General

Prospecting is a collective means of gaining access to potential enlistees. The successful recruiting and retention NCO develops centers of influence (COIs), very influential persons (VIPs), media outlet programs, and rapport with current service members to obtain names of individuals who may have an interest in the ARNG. These referrals, along with other leads gained through ARISS, lists and area canvassing, constitute a large number of prospects that the RRNCO must refine in order to focus attention on those with the best potential for enlistment. An interview is then scheduled. An RRNCO can never have too many leads. This section discusses actions for RRNCOs to plan and conduct their prospecting efforts in order to gain as many leads as possible and develop a continuous source of leads.

5-2. Prospecting Actions

Prospecting is a systematic, continuously planned approach to generating leads for the ARNG. The RRNCO must talk to many qualified prospects in order to obtain the maximum number of enlistments. Contacting the maximum number of qualified prospects for the ARNG is the RRNCO's top priority. Successful prospecting will involve using a combination of the following sources to generate leads:

a. School Programs. The first method is getting information out to target audiences (parents, teachers, coaches' counselors, peers and community leaders). These groups in turn can help reach the target market through their constant interaction with high school juniors, seniors, recent high school graduates, and college students. This target audience also spends a lot of time listening to the radio. The electronic media of radio and television can provide an excellent, widespread advertising vehicle for the ARNG. With target audiences knowing about the ARNG features, they can be of help in the prospecting efforts. Many lists are now available electronically through the ARISS leads application to help RRNCOs target specific schools and students. Two of these lists are:

(1) ASVAB List: The prospects from ASVAB lists offer a potential for a one stop enlistment because these leads already have qualifying scores for enlistment.

(2) Student lists: Generally these lists are used to conduct telephone canvassing or to send mail outs in order to generate interest. Skillful telephone canvassing and innovative mailing approaches will also yield high return with regard to the time invested. The information on school lists varies from school to school, depending on what information they will disclose. Some schools will divulge names, addresses and phone numbers, while others will withhold phone numbers. If a RRNCO has trouble obtaining a school list, the RRNCOIC should be contacted and may possibly be able to help in receiving the list. Some schools have student phone books that can be useful.

b. Unit referrals. The second method of prospecting is unit referrals or sometimes called "use the user." Use Soldiers already in the supported units as resources. Train unit members on basic enlistment qualifications for NPS Soldiers. These Soldiers can be one of the best sources of quality leads. The RRNCO must market the unit, ascertain where unit members work as civilians, where they go to school or from what schools they graduated, and determine which Soldiers can be most helpful. Recognizing a unit member during a school presentation, such as "career direction," and having him give a short testimonial about BT or some unit training, can sway other students. Students who are recent BT graduates, can be put on orders (ADSW) and wear their uniform to school. This is a great way to generate interest and leads without even being in the school. Do not allow the student to discuss the features of the ARNG. His/her mission is to get names and phone numbers, just letting other students know that he is getting money for school, great training and is being paid to be in uniform at school. The RRNCO must establish a good relationship with all the Soldiers in the supported units, and use that rapport to maintain a constant flow of new leads. Unit recruiting drives are a fantastic source of leads because generally the Soldiers participating want to be there and have positive messages. Whenever you speak with anyone about the ARNG, you should always ask for referrals.

c. Telephone prospecting. The third method of prospecting is by telephone. The telephone is an important tool in all phases of developing leads. *As a minimum, a RRNCO must contact FIVE (5) new leads per day.* The telephone can be used to develop centers of influence (COI's) and very important people (VIP's), make appointments with school officials, prospects, applicants, etc., and also to canvass the recruiting area through the use of lists (cold calls) or to follow up mail-outs.

d. Territory canvassing. The fourth method of prospecting is territory canvassing. A RRNCO must get out in his community and become known as the ARNG RRNCO. To do this, market analysis data must be reviewed to determine the locations where the target market may be found. The RRNCO must frequently visit locations, such as eating establishments, shopping malls, game rooms, sports clubs, schools, auto shops, etc. Territory canvassing is an ongoing process that requires the RRNCO to get out and talk to people in the community about the ARNG. The RRNCO cannot do this by remaining in his/her office. A successful RRNCO is one that prospects through territory canvassing on a regular basis.

e. Prospecting by mail. The fifth method of prospecting can be an integral part of your lead generation process. Potential prospects that cannot be reached via another prospecting method, such as students on a high school or ASVAB list without phone numbers, can be sent information or some other form of correspondence in order to generate interest. Bulk mailings by the RRNCO or through the State marketing NCO can target a very large number of people who may otherwise not be contacted at all. Follow up phone contacts are a good idea if you have access to the phone numbers.

f. ING and IRR lists are current listings of Soldiers who are enrolled in the IRR. These lists are maintained by the State. The Soldiers on this list are already members of a unit in the ARNG, and can be returned back to active drill status by requesting to do so in writing from their unit.

g. Public Records. The local city/county courthouse is a good source of possible leads. Most PS individuals will record their DD 214 at the local courthouse when they establish a new residence after separating from active duty and this information is available to the public. This can provide the RRNCO with a name, social security number, MOS, time in service, rank, and reenlistment code. This is valuable information in the search for quality PS enlistments. The RRNCO also has access, through the Freedom of Information Act to public records such as marriage registrations, birth certificates, mortgage foreclosures, etc. To the RRNCO, this can provide names and information of people who need financial help, life long security, etc., which the ARNG may be able to provide.

5-3. Who is a Center of Influence (COI) or Very Influential Person (VIP)

a. The COI is a person who, individually or as a member of an organization, is a source of leads for a RRNCO. Examples of COIs are business and trades persons, teachers and guidance counselors, personnel managers, employment counselors, public servants, and veterans. Currently military members, although they often refer individuals, are not usually called COIs.

b. The VIP is a person who does not provide leads, but can enhance and is supportive of the ARNG and its recruiting efforts. VIPs may be public, corporate, or civic organization officials/officers, school officials, celebrities, and media representatives. Recruiting and retention success may be difficult to achieve without the help of these individuals. COI's and VIP's are available to RRNCOs because of their contacts. The COI/VIP expands the RRNCO's contacts, and permits access to a broader segment of the population. RRNCOs, who ask for and use their COI/VIPs', help enhance their chances of success and are often more efficient. A COI might be the owner of a local business who employs ARNG members in the unit nearby. He/she supports the ARNG and its members and will refer individuals to the RRNCO from time to time. Another example of a COI is the veterans representative at the State employment office. This individual talks with recently separated service members who are seeking employment.

5-4. Recognition of COI and VIP Efforts

COIs and VIPs who refer individuals, provide lists, publicly promote the ARNG, and help the recruiting program may be recognized for their efforts. NGR 601-1, chapter 7, discusses the procedures.

5-5. COI/VIP Records

ARISS may be used to document who the COI or VIP represents, how to contact, the type of assistance given, the names of individuals referred, and any recognition provided by the RRNCO.

Chapter 6 ARNG Schools Program

6-1. Purpose

The purpose of this chapter is to provide a single-source guidance document, combining regulatory requirements and successful techniques and ideas to assist the RRC leadership and the RRNCO in building and maintaining an effective school recruiting program (SRP). Appendix F provides a school calendar-of-events and significant activities to ensure ARNG presence in all secondary schools; school ownership is the goal. This chapter should also assist in the training of new RRNCOs and serve as a reference guide. The techniques and programs contained in this handbook have been proven to be successful throughout the ARNG. They are time-tested techniques and if properly implemented, can assist the RRC in developing, implementing, and maintaining a viable SRP.

6-2. General

The objective of the ARNG SRP is to assist RRNCOs with programs and services so they can effectively penetrate the school market. Schools present an opportunity for contact and exposing the ARNG to large numbers of high quality NPS leads. Successful RRNCOs rely on schools in their area for large numbers of NPS enlistments. This chapter offers ideas to develop and implement a viable school program, thus maximizing a vast NPS resource. While much of the information is focused towards high school, the same general principles apply to other types of schools, colleges, and universities. There is no formula for success that will work in every school. Each RRNCO must take the basic principles discussed in this chapter and formulate a plan of action that will work within their respective schools. The goal of the SRP is school ownership that leads to a greater number of NPS enlistments. RRNCOs must first establish rapport in the schools. This is a basic step in the sales process and a prerequisite to an effective SRP. Maintaining this rapport and establishing a good working relationship is next. Once educators are convinced of our sincerity that we have the student's best interest in mind, the SRP can be effectively implemented. When developing the annual work plan, always include the major activities for each school programmed for recruiting activities. Competition from other service branch recruiters, schools, businesses and industries will make recruiting difficult. Additionally, the certainty or uncertainty of each student's personal goals and aspirations, it should become clear that a well thought of work plan is essential. You ensure the chances of student contact through planning, follow through, and accurate record keeping of all acquired school information. Establish, execute, and maintain the SRP. The SRP is the cornerstone of NPS mission accomplishment. Without a strong high school program, you cannot have a strong NPS recruiting program. Successful development of the SRP requires that the RRNCO apply a continuous and conscientious effort year round. The RRNCO that has a solid, results-oriented SRP will be successful in the schools. Establishing, executing, and maintaining the program is ultimately the responsibility of each RRNCOIC and RRNCO. The SRP consists of four distinct phases: summer, fall, winter, and spring, and its successes are dependent upon the development and implementation of a sound school plan. School objectives should be established at the State level and include procedures for establishing school priorities, ASVAB

testing goals, and a matrix which lists mandated activities which should be completed on a monthly basis by each RRS GM, RRNCOIC and RRNCO. All RRC leadership and RRNCOs should continually assess SRPs and other related prospecting activities to determine what the impact is on production.

6-3. School Relations

The relationship between ARNG and educators within your area of assignment is critical to your success. It can become the cornerstone of success for all parties involved or a source conflict and pain for both parties. Before you should expect any type of assistance from school officials, or to be accepted by the students, you must first establish rapport and credibility. You must first convince officials that you have their students' best interest in mind. They need to know that your interest in their students goes beyond enlisting them and extends to a genuine concern for their future.

6-4. Establishing and Maintaining Rapport

Establishing rapport with school officials is a key step in maintaining access to schools. To effectively work the school market, RRNCOs must maintain rapport throughout the school year (SY) and develop a good working relationship with key influencers. Listed below are guidelines that RRNCOs should follow when working with their school market. Apply a measure of flexibility in your approach. School boards (or board of directors) regulate administrative policies and academic standards in school districts; however, the principal is provided a high level of autonomy in his/her school. Structures and organizational climates vary from school to school. RRNCOs should apply a measure of flexibility in tailoring their approach to effectively work within the different schools. As the school administration changes so does the approach in dealing with a particular school. Ask school officials what service and/or assistance you can provide to them or their students. Don't be looked upon as someone always asking for something and never giving back to the school. You will jeopardize your welcome in the school. Uphold the seven Army values. Absolute professionalism and personal integrity is demanded. Remember that you represent the ARNG. A school's officials, staff, and students are influenced by their impression of you. Create a relationship that renders you indispensable in a school's ability to provide an appropriate educational experience for all students. Become a part of the school scene. Be in constant demand for those things that only you can do. Establish yourself as the SME for anyone wishing to join the military service in that they call you first. Ensure that the school administrators, counselors, and teachers understand why school recruiting is so important, not only to the students themselves, but also to the defense of our nation. Many do not understand this and will hinder your ability to establish an effective school program. In addition to personal meetings with administrators, giving presentations to groups of school officials is an effective way to present the message of how serving one's country is important to the education experience. Schedule a courtesy visit with the principal of each assigned school before the beginning of the academic year. Do so as early in the SY as possible. Remember that at this time of the year the principal is very busy. However, he/she will appreciate your effort to establish this communication link. This will set the tone for the school year concerning your involvement in the school. The RRNCOIC should make every effort to accompany all new RRNCOs to their schools on their first visit. Make early appointments with the counselors and teachers as well in order to get on their calendars before other military services. Cultivate relationships with teachers, coaches, and other assigned staff. Never rely solely on the guidance counselor to administer your school recruiting program. This ensures a complete saturation of the ARNG message and increases the face time with a greater number of students. Never react negatively towards school officials when they do not allow you to conduct a presentation or program. Identify an alternate way to accomplish your mission. Reacting negatively will only damage the rapport you have with the school. Understand school policies and protocol concerning access to students and staff. Collect this information as soon as possible to ensure there will be no surprises. Remember that on occasion a school's policies and protocols will change. Ignorance is no excuse for violation of school policies and protocols. Always keep school staff informed when you have a student processing during school hours. Notify the school, as far in advance as possible to ensure the student is not placed in a situation that his/her schoolwork will suffer. If at all possible, prevent other ARNG RRNCOs from visiting your school without you. You want school officials to know you as "their" ARNG RRNCO. If it is necessary to have another RRNCO visit the school, always call ahead and ask permission to prevent any confusion. Utilize the ARNG school entry vehicles (SEV) to the fullest extent possible. The promotion of the ARNG SEV's, such as Career Direction or the GEAR (Guard Educators Achieving Results) school program, is the responsibility of the assigned RRNCO under the supervision of the RRNCOIC. All SEVs are practical tools that are easy to present to the schools and meet the needs of the students. Attend as many school functions/events as possible. This includes career days, awards days, sports competitions, and other activities. By doing so you will gain the confidence of the school staff and students you support. These actions build a bond that cannot be achieved with words. Call and set up appointments with the school staff. Be sensitive to the fact that

school officials will be very busy and may resent an early “invasion” from you and other services. Prepare yourself in advance with a clear and concise goal in what you want to accomplish. Calling and setting up appointments with the school staff is highly recommended in that they are expecting you and you will know how much time they will make available to you. School recruiting efforts are designed to build interest in the ARNG and gain high quality NPS enlistments. The ease and success of these efforts will depend in large part upon the ARNG’s image within the community at large, the school’s attitude towards campus recruiting efforts and perceptions of whether recruiting efforts add or detract from the educational experience of the students. The factors which may affect the school recruiting efforts include:

- a. Type of school (public or private).
- b. Traditional attendance-based high schools.
- c. Vocational-technical and trade schools.
- d. Community colleges.
- e. Universities.
- f. Alternative and adult education centers.
- g. Private, parochial, and specialized schools.
- h. Demographic area in which the students live.
- i. Educational, work, and life goals.
- j. Compatibility of the school, students, and faculty with the ARNG situation.
- k. No experience or past experiences with military recruiting personnel.

6-5. Preparation for the Upcoming School Year

The following is a list of activities that each ARNG RRNCO needs to accomplish prior to the beginning of the SY. Prioritize your schools. Evaluate the type of school, the needs of the unit, and the potential market for both PS and NPS prospects. Enter a priority for each school in the *priority* field under *school information* in *leads-reports 2000 ARISS* computer workstation. The priority you assign will be one of the following:

- a. Priority 1 – highly productive.
- b. Priority 2 – large or potentially productive.
- c. Priority 3 – small and productive, or minimally productive based on distance from the supported unit, limited interest due to a specialized curriculum, student body composition, or other special factors.
- d. Priority 4 – unproductive, distant, impenetrable.
- e. Review the school plan for the upcoming year.
- f. Initiate school program management documentation in your RWS.
- g. Begin contacting upcoming seniors.
- h. Obtain faculty list from all assigned schools.
- i. Contact RRNCOIC about any new high school programs and support.
- j. Contact counselors, teachers, and any other school staff.
- k. Schedule a faculty COI breakfast or luncheon to show support and present information.
- l. Attend some summer school activities.
- m. Receive refresher training on ASVAB promotion and interpretation.
- n. Schedule all assigned schools with the SASVAB.
- o. Replenish all RPI displays/replace and/or set up new ones.
- p. Contact all ROTC and/or JROTC programs.
- q. Inform all assigned schools of any changes in ARNG programs.

These are the basics, the obvious, and the things you need to do without thinking. You need to look critically at each of these items and make them a part of your school program. Think “out of the box” to keep your school program fresh and innovative.

6-6. Faculty Expectations

It is reasonable for the faculty to have expectations of an ARNG RRNCO to: encourage all students to stay in school to graduate. Encourage the participation in the SASVAB testing program and aid in the interpretation, contact the students IAW school policy and protocol. Present clear, accurate, and complete information to students, giving honest answers on both positive and negative aspects of the military, so that students can make informed decisions. Make appointments in advance for visits with school officials and/or students. When requesting records from the school, have written permission from a student or a parent, if the student is a minor.

6-7. The Army Recruiting Information Support System (ARISS) School Information Planning

The school contact information insert, found in the RRNCO planner, and the school information screens found in the RWS are designed to assist RRNCOs in developing and tracking an effective and consistent SRP. The insert is the method used for compiling essential contact information and dates for each assigned school. A school contact information insert is to be prepared on all assigned schools to include post-secondary institutions. Each RRNCO will maintain a written account of all activities in the school, to include all school visits, which impact recruiting. School contact information inserts are also used to identify key educators and evaluate specific programs and provide each RRNCO with a historical reference of past and current information.

6-8. ARISS School Information Screens

The ARISS school information screens are designed to make it easier for the RRNCO to access information about assigned schools. This function will allow the RRNCO to have updated historical information on the school's performance and productivity. This tool, used in conjunction with the school contact information insert, will enhance an RRNCO's ability to design a productive SRP. The ARISS school information function is divided into three screens. They are:

a. The school information screen. This section is for school profile data. The basic school information (i.e. names, address, telephone number, etc.) is an automatic input from the ARISS top of system. The RRNCO will input faculty and academic information. Annotate priority and document information on type of school and enrollment. Record SASVAB information and production accomplishments and always keep accession information current in the school activities screen. The RRNCO will use this screen to document all accomplishments at the schools (who, what, when, where, and why). Enter the calendar of events and activities throughout the school year. Document all school visits in detail. This screen will display what has been accomplished and the next scheduled activity at the school. Remember to enter long term activities that are planned for that year.

b. The student information screen. RRNCOs will use this screen to maintain a list of key students and people at the school. RRNCOs will enter the title, name, email address, and telephone number of these key personnel. Space is provided to track accessions from the school.

6-9. Filing and Disposition

School information is initiated on 1 July. The RRNCOIC must review and inspect each school contact information insert and school information screens at least monthly. School information should be maintained for a minimum of 2 years.

6-10. School Entry Vehicles (SEV)

Within general campus recruiting, there are two methods to gain entry to our assigned schools, which are host to our primary NPS market. They are as follows:

a. School presentations are to expose both faculty and students to the assigned RRNCO and ARNG, with the end result creating interest in what the ARNG has to offer. School presentations can fit into either one of two categories:

(1) School entry vehicles (SEV) are developed by the individual RRNCO or purchased through State or NGB initiatives. The NGB has obtained at least one program under a national contract in which RRNCOs are trained to present training and assistance to students in obtaining skills to survive in the job market. There are many programs that can be used as a SEV to gain access to the students; however, the main goal of an SEV is to sell the student on the need to further explore the benefits of the ARNG with a face-to-face appointment with the RRNCO.

(2) Classroom instruction in a subject in which the RRNCO is well qualified to instruct, such as the mission of the ARNG and military history can provide a useful service to the school and provide exposure for the RRNCO.

b. Career days are usually an open forum for military, business, and/or school and college recruiters to present their programs and opportunities to students. Maximum participation in career days hosted by the school are highly encouraged as the students are required to attend, in most cases, and the RRNCO has the opportunity to talk to a large number of students in a short time. Maximum usage of ARNG personnel who are graduates or students in the particular school pays big dividends in personifying the ARNG message through these satisfied customers as part of the ARNG display. Both school presentations and career day activities must provide a benefit to the student, school, and the ARNG. When designed to enhance a student's learning and/or provide them a service, the school will usually support and welcome the RRNCO.

6-11. Educator Orientation and Tours

Orientation and tours of units and/or installations promote educator support. They provide first-hand knowledge and promote understanding of the ARNG mission, equipment, way of life, and benefits. Both must be well planned, coordinated, and professionally conducted to have the maximum effect. Orientations usually require less effort than tours. They are held at armories and may be held during the week or during unit weekend training assemblies. Weekend orientations provide educators a chance to see the unit in training and to talk with current and former students, as well as the unit leadership. The advantages of orientations are that they are done locally, involve little travel, reduce or eliminate the problems of billeting, feeding, and transportation, and can be done in one day or less. Some recommended activities for orientations are briefings and discussions on:

- a. The ARNG and Army missions, organization, and structure.
- b. How the unit fits into the big picture and how it contributes to the community.
- c. The requirements and programs an enlistment entails.
- d. The type, location, and length training for MOSs offered by the ARNG in the local area.
- e. Additional training available for unit members, such as NCOES and OCS.
- f. Incentives and benefits that is available to enlistees.

Tours require extra planning and coordination. They are held at training installations whether active duty or ARNG training sites. They provide a first-hand look at the unit and/or trainees in major training activities, give the educators time to focus on every aspect of training in depth, and refresh former service members on today's ARNG or provide in-depth view for educators who never served in the armed forces. The activities are essentially the same as above. However, due to the greater degree of training in these situations, a better understanding of our activities can be gained. All educator tours should be coordinated through or by the State RRC.

Chapter 7

Specialized Recruiting Activities

7-1. Special Requirements

There are several recruiting activities with special requirements: medical, officer, and certain types of units. The additional criteria, special types of individuals, technical education, and stringent processing actions require special attention and efforts. Each State must analyze its needs and develop a plan to satisfy them.

7-2. Personnel

a. Officer Strength Manager (OSM). The OSM serves as the primary officer recruiter and retainer for the State. He/she is responsible for achieving the annual officer/warrant officer mission assigned by NGB.

b. Army Medical Department (AMEDD) Strength Manager. The AMEDD strength manager serves as the primary medical recruiter and retainer for the State. The primary mission of the AMEDD strength manager is to adhere to the three tenets of the strength maintenance program: Recruiting, retention, and attrition of all health care professionals within the ARNG. He/she is responsible for achieving the annual AMEDD mission assigned by NGB.

(1) AMEDD strength managers will: Develop SM programs targeted towards the appointment and retention of medical professionals.

(2) Follow the guidance and policies prepared by NGB pertaining to AMEDD recruiting and retention and maintain close liaison with the national, ARNG AMEDD recruiting and retention office.

(3) Prospect for qualified applicants for appointment to AMEDD specialties.

(4) Develop and maintain a high level of visibility in medical schools, hospitals, medical societies and licensing boards and with deans of medical schools, registrars, financial aid advisors, medical administrators and residency directors.

(5) Coordinate with the State Surgeon for priority of AMEDD fill desired throughout the State.

(6) Complete and process all applications for appointment and ensure all required documentation is included.

(7) Prepare and give presentations regarding ARNG membership to various audiences.

(8) Coordinate with the marketing NCO to establish liaison with radio, television and print media to advertise the features and benefits of ARNG membership for medical specialties.

(9) Participate in medical conventions, meetings, conferences and professional organizations, and assist at national and State conferences.

(10) Procure, distribute and display AMEDD recruiting publicity materials.

(11) Counsel applicants who are disqualified for appointment into the ARNG.

(12) Establish and maintain close contact with Commanders of supported units and organizations.

(13) Supervise AMEDD technicians.

(14) Maintain and provide statistical data on AMEDD recruiting and retention as required or requested by the RRC or NGB-ASM-O.

(15) The AMEDD recruiter will forward the PROFIT report to their RRAC representative by the 5th of each month for consolidation and submission to ASM-O.

7-3. Medical Recruiting Plans

Medical recruiting plans and major elements of the State recruiting plans have to consider equally two requirements: the need to maintain small numbers of medical personnel in almost every organization headquarters, and the extensive needs of medical units and organizations.

a. The first, the medical section in the organization headquarters, usually requires a surgeon and several medics. A referral network can usually be established between the unit, the supporting RRNCO(s), and the AMEDD strength manager who will help to meet these needs.

b. The second, the medical unit, hospital, etc., requires a wide array of medical specialists in varying numbers. The AMEDD strength manager must develop a plan that will make the best use of unit members and supporting RRNCOs for referrals. This will complement other efforts to penetrate the medical market through activities and contacts within the professional circles, such as meetings, conferences, seminars, associations, and schools.

7-4. Prospecting

Cold prospecting, while often necessary at times, is probably the least productive means for AMEDD strength managers to obtain appointments. An extensive and accurate assessment of the market is critical to success. While the optimum appointment or enlistment prospect is a licensed, experienced professional; students in the various medical disciplines represent a valuable market segment. The assistance programs and professional, opportunities available through the ARNG appeal to large numbers of students. The procedures and techniques in this pamphlet should be refined and adapted to AMEDD recruiting.

7-5. Officer Recruitment

Each State establishes officer procurement responsibilities based on its needs. Most States require that prospects for appointment be only pre-qualified by field personnel, and then referred to the Officer strength manager (OSM). Most States have a devoted OSM to support the State officer recruitment efforts. OSMs will:

- a. Develop an annual officer SM plan.
- b. Coordinate with the MILPO, RRC, officer personnel manager and other senior leaders and Commanders as directed to develop officer procurement priorities.
- c. Assist the Regional Training Institute (RTI) with the development of an effective OCS recruiting program.
- d. Establish liaison with State ROTC programs.
- e. Develop recruiting programs and materials to increase the number of ROTC graduates/candidates that join the ARNG.
- f. Actively recruit qualified officers assigned to the IRR, to include all military services.
- g. Develop and execute a warrant officer candidate recruiting program.
- h. Complete and process applications for special branch appointments (i.e. chaplain and JAG).
- i. Ensure applications for appointment are complete and within guidance provided by Department of the Army and NGB.
- j. Facilitate officer transfers into and out of the State and from active duty. Ensure officer and warrant officer vacancies are visible on the automated unit vacancy system.
- k. Work with Commanders to ensure effective officer sponsorship and retention programs are in place.
- l. Coordinate with the officer personnel section and standard installation/division personnel system (SIDPERS), to develop and provide statistical data on officer recruiting and retention to the RRC.

7-6. Officer Programs

State recruiting plans should include the available officer procurement and training programs, the methods by which they are used, points of contact for information assistance, and the activities / individuals responsible for officer recruitment.

7-7. Special Unit Requirements

Units with special requirements, such as administrative criteria, physical examinations and/or tests, and training generally have a RRNCO dedicated to them. Some examples are special forces and ranger units, signal and

intelligence units, and selected headquarters units with positions requiring special security clearances and/or training. The requirements are exceptional when considering the basic qualification criteria.

7-8. Procedures

Each State recruiting plan must include instructions on how applicants for these units will be treated. Many of these units draw applicants on a statewide, and often a multi-state basis. It is not practical to have them travel great distances to talk to the unit's RRNCO without some preliminary screening and discussion. RRC training sessions should include the general qualifying information against which these prospects/applicants should be screened, the types of information that should be given to them, and the procedure through which they may gain in appointment with the RRNCO who services the special unit.

7-9. Reserve Component Transition Program (RCT)

The Army RCT program is a total army effort to encourage separating active Army Soldiers to accept enlistment in the ARNG or assignment to the USAR. Described in AR 601-207, ARNG and USAR in-service Reserve Component Career Counselors (RCCC) or, in their absence, active Army Retention NCOs explain ARNG and USAR facts, features, programs, and opportunities. The goal is to enlist (when permitted by State laws and policies) quality Soldiers into an ARNG unit. The program focuses on Soldiers with good service records and who hold a grade and MOS for which the unit has a vacancy. Usually these State vacancies will be entered into the Automated unit Vacancy List (AUVS).

7-10. Coordination

- a. Separating Soldiers are briefed and interviewed during the Army's reenlistment process, and or during out processing at the separation and transfer point or activity or oversee-returnee point. Individuals who indicated an interest are further interviewed to determine their post-separation plans, the State and city to which they are going, and their qualifications.
- b. When a Soldier agrees to ARNG service, RCCC contacts the State RRC to determine the unit, location, and a vacancy. This information is entered on the AUVS system.
- c. State RRCs are encouraged to maintain constant contact with in-service RCCCs, and send current information for use in recruiting for their States. States with vacancies that are traditionally difficult to fill should contact NGB-ASM so that the information can be distributed worldwide.

Chapter 8 Processing

8-1. General

Accurate and timely processing is one of the most important phases of recruiting. This chapter describes the processing actions, requirements, situations, and constraints that lead to quality enlistments. This information is based on full MEPS processing unless otherwise stated. Local enlistment processing procedures are listed in individual State SM programs.

8-2. ARNG MEPS Guidance Counselor

- a. ARNG MEPS Guidance Counselors (MEPSGC) are assigned to ensure that applicants are properly qualified; processed; and, when accepted, enlisted. MEPSGCs are experienced RRNCOs with additional training in the ARNG MEPS Guidance Counselor Course, and who are interested third parties to the enlistment of applicants. The ASI V7 course should be completed prior to NCOs assuming MEPSGC duties. This ensures that MEPSGCs have the requisite skills to perform their duties. Their role is to ensure complete, accurate, and timely processing for all qualified applicants. Their responsibilities are to ensure that all standards are maintained and that the sale (enlistment) is closed.
 - b. ARNG MEPSGCs work in a unique environment in that they:
 - (1) Are under the ARNG supervision or direction of the State RRC.
 - (2) Are under the daily, direct supervision of the MEPS Commander.
 - (3) Maintain close contact with the RRC (RRC, operations sergeant RRNCOICs, supported RRNCOs, etc.) for scheduling, production reports, packets, arranging enlistment (when required), and for certain types of support.
 - (4) Are included in the training programs of both the MEPS and the RRC.
 - (5) Cannot be involved in any way (other than providing a lead) in the direct recruiting process.

c. MEPSGCs' specific roles are agreed upon by the State Military Personnel Officer (MILPOs), (or their representatives) and the MEPS Commanders.

d. When MEPSGCs are absent from the MEPS, replacement must be with other RRC RRNCOs. Due to the technical nature of the MEPSGC's positions, an individual should be designated as the principal backup MEPSGC for each position, especially when there is only one ARNG MEPSGC at MEPS. School training is desired for these individuals, but not required. They should be fully oriented by the MEPSGC and given adequate on-the-job training and practical experience.

8-3. Military Entrance Processing Station (MEPS)

The MEPS are DoD activities under the Military Entrance Processing Command (MEPCOM). Staffed by members of all services, their mission is to process all applicants for entrance into the armed forces.

a. Policies and procedures affecting MEPS operations and Army (all components) efforts are in AR 601-270.

b. ARNG input to MEPCOM and MEPS policies, procedures, utilization, and problem solving is provided by the ARNG advisors at HQ, MEPCOM, and through the committees in AR 601-270, chapter 3.

c. Each MEPS also issues its instructions governing reporting times, services provided, processing requirements and restrictions, meals and lodging policies, and other policies and procedures affecting its users.

d. State MILPOs and RRCs should maintain close liaison with their servicing MEPS Commander(s) to ensure good working relations. Based on State laws and regulations, agreements for partial and/or full services may be agreed upon, to include enlistment, orders preparation, and shipping of applicants to reception, and/or training stations.

e. MEPS provide the following services as described in AR 601-270, unless restrictions are listed. RRNCOs request MEPS aptitude and/or medical processing (including non directed return visits) by preparing and projecting (through ARISS) MEPCOM Form 680-3A-E (Request for Examination) to the appropriate MEPS MEPCOM Form 680-3A/E-A (Request for Examination). ARNG MEPSGCs complete the final phase of the enlistment process. Their primary role is to ensure that all qualified applicants for ARNG enlistment are enlisted into the ARNG and that NPS applicants obtain a valid training seat reservation. MEPSGCs will:

(1) Process electronic MEPS projections received in Guidance Counselor Redesign (GCR) ARISS application from RRNCOs. Scan required documents from the Soldier's packet for storage in Electronic Record Management (ERM) and MIRS.

(2) Submit projections from GCR to MIRS for submission of the Applicant Processing List (APL).

(3) Provide liaison support between the ARNG and the local MEPS on any issues that surface concerning ARNG applicants.

(4) Conduct and record Quality Assurance (QA) checks within GCR. Provide quality control checks on applicant accession packets submitted by the RRNCO.

(5) Ensure that all information in the Electronic Personnel Security Questionnaire (EPSQ) is correct prior to submission.

(6) Perform Security Officer verification/certification function in the processing of EPSQ.

(7) Verify that all ARNG applicants meet the eligibility requirements for enlistment in the ARNG and MOS chosen.

(8) Re-sell an applicant when necessary and secure the enlistment by performing a sales presentation and overcoming any applicant indifference, misunderstandings or objections that may arise.

(9) Maintain all OSUT and Phase I shipper packets until ship date.

(10) Perform the pre-ship interview with all shippers, ensuring that all information in the original enlistment packet is still correct and make changes prior to shipping as necessary.

(11) Coordinate with State headquarters on the receipt of Phase II shipper packets, ensuring that all required information is included prior to ship date.

(12) Request/coordinate the issuance of Phase II (AIT) orders through the MEPS operations section when needed.

(13) MEPSGCs will exhaust every means available to them in REQUEST to obtain a training seat for applicants. When all efforts to obtain a valid training seat have been exhausted, the MEPSGC should coordinate with the Request Operations Center (ROC) for control numbers for applicants without a valid training seat. Periodically review REQUEST to secure a valid training seat reservation for applicants enlisted without a training seat.

(14) Manage and report all changes to ship dates for ARNG Soldiers.

(15) Confirm daily, all IET ship transactions and IET reservations in ERM and REQUEST.

(16) Counsel disqualified applicants.

(17) Provide RRC leadership with information and updates regarding changes to processing procedures, training seat availability and qualification standards.

(18) Notify RRC of issues pertaining to qualification of applicants or recruits for adjudication at the RRC/MEPS Commander level.

(19) Provide information for training the RRNCOs, RRNCOICs and RRSGMs in MEPS processing, packet preparation, EPSQ, and other issues pertaining to MEPS processing of applicants.

(20) Conduct and/or coordinate MEPS orientations for new members of the RRC.

(21) Determine pre-and post-charges and provide data to the proper Government IMPAC card for payment of applicant meals and lodging.

8-4. Mobile Examining Team Sites

METS or MET sites are established to administer the production ASVAB to applicants close to their homes or recruiting stations. METS provide RRNCOs frequent, easy access to testing for their applicants, reduce the number of unused medical examination allocations, and save time and other resources required to transport applicants to the MEPS. Government agency employees administer the ASVAB at MET sites under the guidance of the servicing MEPS. ARNG MEPSGCs provide liaison for all METS matters.

8-5. Enlistment Screening Test (EST)

The EST, described in NGB Pam 611-53, is administered by RRNCOs. It helps identify applicants who should obtain qualifying scores on the ASVAB. Consistent use of the EST permits better utilization of METS and MEPS allocations by eliminating those not likely to qualify.

8-6. Armed Services Vocational Aptitude Battery (ASVAB)

ASVAB is the required aptitude test for enlistment into the armed forces. Test scores are valid for 2 years from the date of administration of the test. NGR 600-200, states the authority, conditions, and time periods for retesting. MEPS policy for retesting is an AR 601-270, chapter 7.

a. Institutional ASVAB. Each MEPS administrators these tests to classes of students in participating schools. ARNG RRNCOs should encourage schools to permit ASVAB testing. State RRCs should ensure that ARNG RRNCOs are included in test teams as proctors. All services (and components) receive ASVAB results at the same time through their MEPSGCs.

b. Production ASVAB. Each MEPS administers these tests at MET sites and MEP stations. Results of these tests are provided only to the applicant's RRNCO (through the MEPSGC).

8-7. Prior Service Test Scores

Valid test scores from PS individuals' service may be used when permitted by NGR 600-200, chapter 5. Consult the current fiscal year enlistment criteria to ensure compliance with current guidance.

8-8. Prescreening

There are two major steps in prescreening prospects and applicants.

a. During the interview qualification step, determine informally the prospects height and weight. (The standards are in NGR 600-200, table 2-1.) Also check for possible disqualifying defects, such as bad vision, color blindness, hearing loss, missing index finger(s), etc.

b. When preparing the applicant's processing packet, RRNCOs must complete and include DD Form 2807-2 (Applicant Medical Prescreening). This form helps ensure that applicants:

(1) Who are obviously not eligible are not sent to MEPS.

(2) Take required medical documentation, reports, and/or medical histories from their doctor(s) and hospital(s), when required, eyeglasses, dental prostheses, etc., and that they are not on medication or under medical treatment or care.

8-9. Non-Prior Service (NPS)

Applicants with qualifying aptitude area and test score category (verbal math) scores may be physically examined. Qualified individuals:

a. May be processed and enlisted through the MEPSGC, to include those who direct-ship from the MEPS.

b. May be released to the RRNCO for further processing.

c. May be released for unit processing.

d. Individuals who do not enlist within 72 hours of the medical examination must return for a physical inspection within 72 hours of shipping. This includes phase I and phase II split-training option enlistees who will be shipped from the MEPS.

8-10. Prior Service (PS)

Applicants with proof of current, valid physical qualification do not need a new physical. Consult the current fiscal year enlistment criteria to ensure compliance with current guidance. When a new physical is required, PS personnel should be identified to the MEPSGC as such; they will receive priority treatment.

8-11. Contract Personnel

a. Local contract physicians must administer physical examinations in strict accordance with AR 40-501. Each physician should be issued a copy of AR 40-501, and it must be kept current.

b. RRNCOs should check each physical examination form closely to ensure that all entries are complete and accurate.

c. Applicants examined by contract physicians cannot be processed for enlistment through MEPS.

8-12. Re-evaluations

There are three categories used to identify individuals for further physical screening/evaluation.

a. Medical consultations are used when referring the applicant to a specialist, such as a medical consult by an internist, an orthopedic consult, or a psychiatric consult.

b. Medical holds will include the items in a. above, if they cannot be accomplished by the end of the third processing day. Additional reasons for medical hold include pending weight loss, pending receipt of medical and/or psychological records, 3-day blood pressure checks, urinalysis and blood-sugar tests, colds, ear wax, etc. The term used in these cases is "reevaluation believed justified (RBJ)." This means that the individual has not qualified medically, and that further evaluation should be conducted; often after a specified period or action on the applicant's part.

c. Individuals who exceed enlistment or retention height/weight standards will be asked to return for reevaluation in the time specified.

8-13. Rejects

Applicants who fail to meet enlistment, reenlistment, or retention standards in AR 40-501, chapter 2 or 3, and who, the examining physician feels do not warrant a reevaluation are permanently disqualified (PDQ) and are rejected for military service.

8-14. Counseling

MEPSGCs must counsel applicants who do not meet physical standards to:

a. Sustain the interest and motivations to enlist in those who require consults or are on medical hold (RBJ).

b. Influence positively individuals who are PDQ and ask them to become centers of influence.

8-15. Verification

After applicants have medically qualified, MEPSGCs must verify entries on all forms and documents. Applicants will be specifically asked if there are any facts, items of information, law violations, physical or mental conditions, or other factors not previously disclosed that could possibly preclude their enlistment. Consult the current fiscal year enlistment criteria to ensure compliance with current guidance.

8-16. Entrance National Agency Check (ENTNAC)

a. A special interviewer will conduct an ENTNAC on all MEPS applicants. The interviewer compares entries on the DD Form 369 or FD Form 258, DD Form 398-2, and DD Forms 1966/1 through /8. Discrepancies and/or additional information are entered on MEPCOM Form 701. The MEPSGC then further evaluates the applicant to determine final qualification status.

b. ENTNACs are not performed for applicants processed outside of the MEPS. However, the same verification process and care should be used as much as possible. Consult the current fiscal year enlistment criteria to ensure compliance with current guidance.

8-17. Automated Unit Vacancy Lists

a. Automated unit vacancy lists enable MEPSGCs to process qualified applicants properly. Units, supporting RRNCOs, RRNCOICs, and State RRC personnel should ensure that these lists are kept current. State AUVS Managers/RCT NCOs will be required to manage vacancies on REQUEST or RETAIN through the AUVS.

b. Recruiting and retention NCOs must include the MOS for each of three valid positions for all NPS applicants on the DD Form 1966. NGR 600-200, chapter 5, requires that three MOSs be listed. If the unit does not have three entry level MOSs, or there is no unit within commuting distance (see AR 135-91) with an entry level MOS, the RRNCO must enter that information on the DD Form 1966 in lieu of the second and/or third required MOS(s). Because of incentive implications, listed MOSs must indicate implications; listed MOSs must indicate whether they are a “vacancy” or “over-strength.” In doubtful cases, the MEPSGC should always call the unit of enlistment to confirm vacancy status before the contract is completed.

8-18. Recruit Quota System (REQUEST)

a. The purpose of AUVS is to provide the personnel accession managers who have received AUVS training, as well as those who have not received the training, the capability to affect vacancy entry on the Recruit Quota System (REQUEST) through an automated method in lieu of the current manual entry process used within REQUEST. The AUVS application is not intended to replace current REQUEST procedures for vacancy identification and entry, but to supplement current procedures. Successful uses of the AUVS application will result in substantial reduction in the workload associated with the current manual vacancy entry and improve vacancy management.

b. State AUVS Managers/RCT NCOs perform a 4-step process during each review cycle. After authorized strength data and current unit strength data are imported from TAPDB-G and existing unit, open vacancy, and reservation data are imported from KEYSTONE REQUEST/RETAIN, the AUVS system identifies vacancy actions (loads and deletes) for action by the State AUVS Manager.

(1) Step 1: *The State AUVS Manager initiates the process by accessing AUVS.* Personnel who received AUVS training have already been granted access to the application.

(2) Step 2: *The AUVS Manager reviews the proposed vacancy actions that are color coded for ease of identification.* The State AUVS Manager provides the majority of the review support and implements unit and position exemption actions for subordinate units in the State.

(3) Step 3: *The State AUVS manager approves or exempts the proposed unit or position vacancies or vacancy deletions.* After the unit and State review action is completed, the State AUVS Manager indicates completion for each particular unit.

(4) Step 4: *The State AUVS Manager submits the approved actions to NGB AUVS Manager for review.* Following this review, data files are generated representing vacancy entry and deletions, and then electronically submitted to REQUEST by NGB AUVS Manager.

8-19. Waivers

The approval authority for nonmedical accession waivers is NGB-ASM. All nonmedical waiver requests will be submitted electronically and processed utilizing the ARISS GCR application. Exceptions to policy will be submitted through NGB-ASM to ARH. Medical waivers will continue to be processed through NGB-ARS. RRNCOs must determine their applicants' waivable disqualifications early in the recruiting process.

a. Waivers of disqualification(s) must be approved before applicants are enlisted.

b. Waiver validity periods are listed in NGR 600-200, chapter 5.

c. Waivers must be resubmitted for individuals who gain additional offense(s) or disqualification(s) after waivers have been approved.

8-20. Incentives

MEPSGCs may be required to determine eligibility, obtain bonus control number(s), and complete appropriate bonus agreement forms for Federal and/or State incentives.

a. Applicants must be fully processed and eligible for enlistment before obtaining control numbers.

b. State MILPOs must set policies that include MEPSGCs' responsibilities and authority for incentives processing.

8-21. Oath of Enlistment

The oath of enlistment (or reenlistment) is administered as prescribed in NGR 600-80, chapter 2, and, when applicable, in State law or regulation.

- a. When permitted by State law or regulation, MEPS officials will administer the oath to qualified applicants processed through MEPS.
- b. When this is not permitted (or not desired by the State), arrangements may be made with the MEPS Commander to have qualified officials administer the oath in the MEPS ceremony room.

Chapter 9

Standards of Conduct

9-1. General

ARNG RRC personnel are required to maintain exceptional standards in their appearance, personal and professional conduct, and methods in which they fulfill many job requirements. Because they live in the communities in which they recruit, their very presence is a constant advertisement for the ARNG and, by extension, the Army. The manner in which RRNCOs conduct themselves and carry out their duties will have a definite influence on the people we wish to recruit and the individuals who influence them. RRNCOs whose personal and professional conduct is above reproach represent the ARNG well, and will probably be successful over the long term. Those who do not meet and maintain the standards discussed in this chapter will violate DoD, Army and NGB policies and, because of the negative effects on their personal and organizational images, will probably not be successful in the recruiting efforts.

9-2. Conduct and Performance

The many references listed in this pamphlet provide guidance on how to perform many day-to-day recruiting tasks. RRC supervisors orient and train new recruiting personnel shortly after they are placed on AGR tour. There are also requirements for periodic training and orientation on sensitive subjects and areas of special interest. In addition to the technical aspects of recruiting, the following items will also require constant attention:

- a. Proper composition, wear, and condition of the uniform helps individuals form an opinion of the RRNCO and the ARNG. See AR 670-1.
- b. RRNCOs are selected because they are outstanding Soldiers and have an excellent desire and potential to sell the ARNG in their communities. Adherence to the standards in AR 600-20 is required to maintain the community image of professional noncommissioned officers serving their country.
- c. The special requirements and demands of recruiting duty neither reduce the need for, nor make it any easier to comply with the requirements of AR 600-9 to maintain prescribed weight standards, and AR 350-15 to attain and sustain a required level of physical fitness.
- d. AR 600-50 lists several activities and actions that are either prohibited for active duty personnel or which require prior written approval of the Commander/State RRC. The major areas are conflict of interest, political activities, and secondary employment.
- e. The Alcohol and Drug Abuse Prevention and Control Program in AR 600-85 gives guidance on identifying and correcting problems in these areas.
- f. Administrative and logistical policies that affect the recruiting effort are generally listed in the State recruiting program and/or SOPs.
- g. An item of critical interest is the use of administrative use and GSA vehicles. The policies affecting their use are listed in NGRs 58-1, 58-2, and 58-3.

9-3. Sources

The recruiting and training processes provide several checks to disclose improper or irregular actions on the part of the enlistee and/or RRNCO. Actions such as failure to disclose police record, to list disqualifying medical condition, to provide modified or false documents, and to improperly prepare aptitude testing, etc., are often discovered by ARNG MEPSGCs, ENTNAC interviewers, unit administrators, training liaison NCOs, and drill sergeants. When a possible irregularity is discovered, the enlistee is interviewed and statements taken.

- a. If at a MEPS, the case is referred directly to the State RRC.
- b. If at a reception or training station, the case is sent through channels to NGB-ASM.
- c. If discovered in a unit, the case is sent to the State HQ according to State policy.

9-4. Referral

Cases received by NGB-ASM are forwarded to State RRCs to determine if there is any wrongdoing on the part of the enlistee and/or RRNCO. There is no investigation by NGB; the responsibility for investigation lies solely with

the States unless the United States Army Criminal Investigation Command or an Inspector General has become involved.

9-5. Screening

Every allegation received by the State RRC should be initially screened to determine what action is required. Many allegations can be proved or disproved at this point. If the supporting statements and documents, if any, clearly show the RRNCO innocent, there should be no need for investigation. Action against the enlistee will also be based on whether or not the information is accurate, and whether or not the individual should be retained or separated.

9-6. Informal

When a case is based on a relatively minor point, or when the statements and supporting document(s) clearly show an improper action on the part of the enlistee and/or the RRNCO, it may be resolved without a formal investigation. The State RRC should personally review any case settled in this manner before it is closed.

9-7. Formal

When a major allegation is made and/or the RRC feels there is cause for a formal investigation, the case should be formally investigated according to State policies and procedures. AR 15-6 provides guidance for these investigations.

9-8. RRNCO Status

In all cases involving formal investigations of RRNCOs, the State RRC must determine whether or not the RRNCO will continue in a normal duty status. When the situation warrants, the RRNCO may be suspended from recruiting duties and directed to report to a duty location specified by the RRC pending completion of the investigation and final determination by the designated State authority.

9-9. Determination

Based on a preliminary screening or an informal investigation, the RRC should make a final determination. In a formal investigation, the investigating officer's findings and recommendation(s) must be submitted for approval and action. Each case should have a clear, final determination made on it.

9-10. Notification

Based on the determination, there are two actions that should follow:

- a. The final determination must be clearly explained to the RRNCO involved. The explanation should also include any corrective and/or punitive action that is planned or proposed. When RRNCOs are exonerated, it must be clearly explained to them.
- b. In cases referred to the State by NGB-ASM, the referral should be endorsed back to NGB-ASM clearly stating the determination and any action taken or proposed. This endorsement will close the case and is not subject to approval by NGB.

Chapter 10

Recruiting and Retention Command (RRC) Training

10-1. General

This chapter discusses training for recruiting personnel in six areas: mandatory qualification, functional, career development, professional development, common task training, and the Noncommissioned Officer Development Program (NCODP).

10-2. Recruiting and Retention Command (RRC) Qualifications

The Military Occupational Specialty (MOS) 79T, Recruiting and Retention NCO (RRNCO) only applies to enlisted Soldiers in skill levels 4 and 5 serving in authorized duty positions within the full-time RRC. SQI 4 applies to SPC through SFC. All RRC enlisted personnel, must successfully complete the ARNG Recruiting and Retention Course for SQI 4, RRNCO. This is the mandatory, formal resident training required by NGR 600-200, chapter 4, and DA Pamphlet 611-21. Completion of Phase I is required upon assignment to an RRNCO position and Phase II completion within six months of assignment to an RRNCO position. Successful completion is required to remain in the RRC, be awarded SQI- 4, and be awarded SDAP according to NGR 601-1. Only SPC through SFC may attend

the RRNCO course. Soldiers serving in the ranks of MSG, or SGM are not eligible to attend. The State HRO should establish internal selection processes for Soldiers converting from SQI 4 to MOS 79T. At a minimum, Soldiers must have served successfully for one year as an RRNCO prior to selection for MOS 79T.

10-3. Recruiting and Retention Command (RRC) Functional Training

RRC leaders must do a thorough analysis of the strengths and weaknesses of their force to determine where their training priorities are. The ATTRS/TRAP process controls how many seats and classes are available. RRC leaders must work with their Plans, Operations and Training Officer (POTO) to forecast the number of expected quotas they need to be trained for the coming year in the following courses; Phase II ARNG RRNCO, Phase I and Phase II of ANCOC, RRNCOIC, MEPSGC, Marketing NCO, RRC Leadership, Liaison/IADT Manager, Reserve Component Transition NCO, Unit Attrition Management, Officer-Strength Manger course, Recruiting and Retention Automation NCO and AMEDD recruiting course. RRC Soldiers must attend the appropriate resident course at PEC IAW NGR 601-1 or lose eligibility to receive SDAP.

10-4. Career and Professional Development Training

The terms career development training and professional development training are often used interchangeably. This section discusses:

- a. The training required to prepare RRC Soldiers for promotion and assignment to higher level positions.
- b. The training available to increase their professionalism as officers and noncommissioned officers and as RRC personnel as well.
- c. In most cases, RRC Soldiers attend professional development courses without interrupting their AGR tours. Each State RRC should develop a comprehensive training program or plan to ensure the development of their RRC.

10-5. Noncommissioned Officer Development Program (NCODP)

CSMs develop and ensure the conduct of the NCODP using AR 350-17. The operations sergeant must coordinate the RRC's NCODP with the State and/or STARC CSM. When RRC involvement is not practical at the State level, coordination should be made with the CSM of the RRNCOs' supported units to ensure that they are included in the NCODP.

10-6. Noncommissioned Officer Education System (NCOES)

The NCOES is designed for all NCOs, regardless of duty status or MOS. Operations sergeants must ensure that enlisted recruiting personnel are afforded the same opportunity for attendance, as are their contemporaries in other programs, whether in an active duty or inactive duty status. There are two major series of NCOES courses available:

- a. AR 351-1 describes active Army NCOES courses, and it includes both resident and nonresident modes.
- b. NGR 351-3 describes the Reserve Components NCOES (RC NCOES) program conducted at State NCO academies and by USAR schools. These courses are required by RRNCOs to keep them up to date as well as to prepare them for promotion.
- c. The USA 1SG course is not appropriate for RRC members, unless they have been designated for release from the RRC with assignment to a 1SG position.
- d. RRC members who qualify for attendance at the USA Sergeants Major Academy (resident or nonresident) should be encouraged to apply. NGR 351-15 gives the requirements, qualifications, and application procedures.

10-7. Technical Training

Recruiting duty requires training strategies that are different from most others encountered in the ARNG. Because most RRNCOs work independently of other RRNCOs, supervisors must be able to quickly identify training needs, and determine the best available means to correct deficiencies. Depending upon the conclusions drawn from the analysis, supervisors should be able to provide training to correct deficiencies and increase productivity. Most recruiting training will be conducted individually. The geographic distribution of recruiting personnel does not permit frequent, collective, or group training without adversely affecting the mission.

10-8. New RRNCO Orientation

Orientation requirements for new RRNCOs are specified in the State recruiting program or SOP. After administrative in processing, individuals should be thoroughly oriented on the sales, administrative, and other required skills and knowledge necessary to succeed in recruiting. This should start as soon as possible after they enter the RRC. Due to the short lead time required for attendance at qualification training, this orientation often

lasts for several months after return from qualification training. Whenever possible an experienced RRNCO to reinforce good sales techniques and retention practices until strength maintenance reaches desired levels.

10-9. Refresher Training

RRNCOs require frequent evaluation and refresher or sustainment training to maintain their sales skills and to ensure adherence to proven techniques. State RRCs should include one or more refresher subjects in each periodic meeting. They also schedule periodic meetings. They also schedule periodic training and evaluation through visits by the RRNCOIC. The RRNCO's Soldier's Manual and Trainer's Guide (Soldier Training Publication 12-79T25-SM-TG) will help accomplish these objectives. In it, the MOS training plan will help to determine the frequency of each task summaries provide an evaluation guide for each task. RRNCO evaluations may also show the need for the RRNCO to return the basic qualification course at the Recruiting and Retention School.

10-10. Remedial Training

Remedial training is usually indicated when the RRNCO shows a significant reduction in efficiency or production. It may be corrected with counseling or individual training. It may also call for a return to the basic qualification course.

10-11. Contracted Training

Numerous commercial firms and individuals provide training and motivational seminars and materials for purchase. Their services may be purchased by the NGB, by a single State, or by any combination of States as determined by State RRC(s). Contracted training should complement and reinforce the skills, knowledge, and techniques that RRC personnel use daily. NGR 601-1, chapter 9 discusses how to obtain this training.

10-12. Training and Development Materials

State RRCs and NGB-ASM purchase materials used to reinforce and develop recruiting skills, knowledge, and techniques, including motivational materials. NGR 601-1, chapter 9 lists many of these items, with funding instructions.

**Appendix A
References**

**Section I
Required Publications**

NGR 601-1

Recruiting And Retention Resource Management (Cited in paragraph 1-1, 1-14, 1-15b, 3-5, 3-5b, 4-12, 5-21, 5-4, 8-2a, 10-2, 10-3a, 10-12, 10-13)

5 USC 522a

Privacy Act of 1974 (Cited in paragraph 1-5)

**Section II
Related Publications**

A related publication is merely a source of additional information. The user does not have to read it to understand this regulation.

AR 15-6

Procedure for Investigating Officers and Boards of Officers

AR 40-501

Standards of Medical Fitness

AR 135-7

Incentive Programs

AR 135-91

Army National Guard and Army Reserve; Service Obligations, Methods of Fulfillment, Participation Requirements and Enforcement Procedures

AR 135-381

Incapacitation of Reserve Component Soldiers

AR 350-15

Army Physical Fitness Program

AR 350-17

Non-Commissioned Officer Development Program

AR 351-1

Individual Military Education and Training

AR 600-8-2

Suspension of Favorable Personal Actions (Flags)

AR 600-9

The Army Weight Control Program

AR 600-20

Personnel-General; Army Command Policy and Procedures

AR 600-50

Standards of Conduct

AR 600-85

Army Substance Abuse Program

AR 601-270

Military Entrance Processing Station (MEPS)

AR 670-1

Wear and Appearance of Army Uniforms and Insignia

DA Pamphlet 611-21

Military Occupational Classification and Structure

NGR 351-3

Noncommissioned Officer Education System

NGR 351-15

U.S. Army Sergeants Major Academy Course

NGR 600-7

Selected Reserve Incentive Programs

NGR 600-21

Equal Opportunity Program in the Army National Guard

NGR 600-200

Enlisted Personnel Management

NGR 614-1

Inactive Army National Guard

USMEPCOM Regulation 58-1

Management and Use of Motor Vehicles

Section III

Prescribed Forms

This section contains no entries

Section IV

Referenced Forms

DA Form 1379

Unit Record of Reserve Training

DA Form 5261-R

Selected Reserve Incentive Program – Enlistment Bonus Addendum

DA Form 5261-2-R

Selected Reserve Incentive Program – Reenlistment/Extension Bonus Addendum

DA Form 5261-3-R

Selected Reserve Incentive Program – Affiliation Bonus Addendum

DA Form 5261-4-R

Student Loan Repayment Program Addendum

DA Form 5536-R

Agreement Health Professionals Loan Repayment (HPLR)

NOBE DD Form 2384

Notice of Basic Eligibility

Appendix B

Sample Yearly Calendar

January

7-8 Drill--Conduct NCOBP (SRIP)
 18- Career Day Plymouth HS
 25- Career Day Linwood HS
 23-24- Quarterly Meeting
 Visit Returning HS Counselors/Coaches

February

Contact mid-term grads at Ashland,
 Plymouth, & Lincoln HS
 18-Ellison HS ROTC Drill Competition
 (Judging the competition)
 5-6 Drill

March

8-9- CTT at B/1/179 classroom
 9-11- Concord Remade
 16-18--CDW at Vo-Tech
 24-26- CDW at Ashland HS
 16-17 Drill (Fam Sup Qtly Mtg)

April

15- 13 Buddy Platoon cut-off date
 21-22- Quarterly Meeting
 7-8 Drill
 11 Flag show at Vo-Tech

May

Coordinate Memorial Day Parade with
 B-2-179 Inf
 1-5- Leave
 8-9- State Enlisted Assoc. Convention
 16-17 Drill
 Attend HS Awards Ceremonies

July

1-14- Leave- Rye Beach
 9-10 Drill
 20-24- Quarterly Meeting/CTT/and
 mandatory training

August

16-17 Drill (Employer
 Support Day B-2-197 FA)
 17-22- State Fair (Plymouth)
 23- Buddy Platoon returns
 26- Camden Annual Raft Race

September

High School Guidance
 Counselor mtg
 29 Flag Show Lincoln HS
 11-12 Drill (FSG Family Day)

October

17-19- CDW at Linwood HS
 25- Proctor ASVAB at
 Ashland HS
 22-24- Quarterly Meeting and
 Awards Banquet

November

3-4 Drill (Weapons Qual)
 20-22- Annual
 Meeting in Laconia
 11-12 Ashland HS
 (ASVAB Interp)
 9-10 Drill (Tng FLL on Career
 Planning)

June

17- Escort Buddy Platoon to Fort Sill
(4 days) Contact IET returnees
14-28 AT
Work PS/ New HSSRs

December

5-6 Drill (Brief families on FSG)
3-14- CDW at Plymouth HS
21-3 Jan- Leave

**Appendix C
Recruiting Activities Listing**

Contact Centers of Influence (COI)

Visit supported units/organizations

Obtain new lists

Refine and contact new leads

Schedule/confirm an appointment

Interview a prospect/applicant

Schedule an applicant for processing

Contact a new enlistee for a referral

Visit a media outlet

Request/place an advertisement or PSA

Service take-one racks, poster, etc.

Contact a civic organization

Visit a school/athletic event

Visit a counselor/teacher/school official

Schedule a presentation/talk/speech

Schedule/conduct/participate in a career day

Plan/conduct a display

Plan flexible time for unscheduled appointments

Plan meal, rest, and off-duty times

Have lunch/dinner with a COI/VIP/enlistee/applicant

Schedule administrative actions

Appendix D Public Speaking Presentation Checklist

Read your presentation aloud and modify it to fit your style and the local area.

Read through the presentation aloud, and change words and phrases to fit your style.

Add personal examples or local information as needed.

Highlight key phrases (e.g., use a bright colored marker) to allow you to glance at the presentation rather than read it.

Practice with the equipment; troubleshoot any problems with software or equipment.

Ensure that the presentation is within the time limit.

Mark less essential information, you can delete should you begin running out of time.

Ensure that you're focusing on and highlighting key points (e.g., the LEAD messages).

Present to live audience (if possible, videotape for review).

Ask for audience feedback and advice.

Work on improving eye contact, body language, and voice quality.

To avoid technical or performance problems, run a Pre-Presentation Check-Up before each event.

The day before the presentation, check that the laptop, projector, and software are in working order. *Note: remember spare projector bulbs.*

Inventory the equipment, cables, lesson plan and computer CD containing PowerPoint presentation.

Run through the PowerPoint presentation to ensure that all video and audio is working effectively.

Note audio levels of the music/presentation when the system is set up so you have an idea of the setting you will need in the classroom.

Appendix E Communication Skills

To be truly successful you must build trust with your prospects, COIs and VIPs. Some techniques to help you build trust are:

E-1. Establish rapport

- a. Nonverbal (eye contact, body language, etc.).
- b. Verbal (pleasant voice, appropriate volume, enunciate, energy, etc.).
- c. Monitor surroundings.
- d. Listen actively.
- e. Acknowledge.
- f. Clarify.
- g. Confirm.

E-2. Communicating to engage.

- E-3. Prospecting and interviewing.
- E-4. Prepare.
- E-5. Review information.
- E-6. Set objectives.
- E-7. Plan strategy.
- E-8. Execute.
- E-9. Build trust.
- E-10. Open.
 - a. Greet.
 - b. Set agenda.
 - c. Check interest.
- E-11. Discuss/present.
 - a. Ask targeted questions.
 - b. Present targeted solutions.
 - c. Check interest.
- E-12. Refocus concerns.
 - a. Ask questions to understand.
 - b. Answer honestly.
- E-13. Close.
 - a. Restate benefits.
 - b. State next steps.
 - c. Ask for commitment.
 - d. Follow up.
- E-14. Plan future-actions.
- E-15. Communicating to engage—presentations.
- E-16. Prepare.
 - a. Review information.
 - b. Set objectives (SPAM model).
 - c. Plan strategy (structure the presentation—open, body, conclusion).
- E-17. Execute.
 - a. Build trust.
 - b. Open.
 - c. Greet (ID self and ARNG).
 - d. Set expectations (topic, time, format).
 - e. Discuss/present.
 - f. Present topic (organized logically; relevance emphasized).
 - g. Check for reactions/concerns.
- E-18. Refocus concerns.
 - a. Ask questions to understand.
 - b. Answer honestly.
- E-19. Close.
 - a. Restate the main points.
 - b. State next steps.
 - c. Thank the audience for their time and attention.
 - d. Follow up.
 - e. Plan future-actions (leads and referrals).
- E-20. Communicating to engage—Influencing unit decisions.
 - a. Prepare.
 - b. Review information (analyze situation).
 - c. Set objectives (prepare recommendation).
 - d. Plan strategies (anticipate reactions and garner support).
- E-21. Execute.
 - a. Build trust.
 - b. Open.
 - c. Greet.

- d. Set agenda.
 - e. Check for agreement.
 - f. Discuss/present.
 - g. Present analysis (problem/opportunity; likely cause; effect).
 - h. Present targeted solution (features and benefits; consequences of inaction).
 - i. Check for reactions.
- E-22. Refocus concerns.
- a. Ask questions to understand.
 - b. Answer honestly.
- E-23. Close.
- a. Restate benefits/consequences.
 - b. State next steps.
 - c. Ask for commitment (if appropriate).
 - d. Follow up.
 - e. Plan future-actions.
- E-24. The learning methodology in this program is varied and designed to create the RRNCO's immediate buy-in and application of the news skills and processes. Additionally, it is intended to shorten the learning curve and increase confidence in using the skills back in the field since every activity and all content is specific to the RRNCO's environment and reality. Application to all three tenets of the strength maintenance program is reflected throughout the entire program. Some of the key learning methods include:
- a. Customized video.
 - b. The "Glory of the ARNG": motivational.
 - c. A day in the life of an RRNCO: skill modeling.
 - d. Video analyses.
 - e. Leader-led discussions (best practices).
 - f. Practice exercises.
 - g. Single skill practice activities.
 - h. Role plays.
 - i. Case studies.
 - j. Leader-led activities.
 - k. Paired practice exercises.
- E-25. Competitive analysis includes:
- a. RRNCO journal.
 - b. Small group presentations.
 - c. Team activities.
 - d. Situation analysis exercises/presentations.
 - e. Content review games/challenges.
 - f. Content quizzes.
 - g. Tools identification exercise (reconnaissance mission).
 - h. Video interview analysis with readiness NCO.
 - i. Targeted questioning guide activity.
 - j. Building trust: body language and emotional quotient assessment.
- E-26. Overall, as a result of the comprehensive communication skills, RRNCO's will be better able to:
- a. Use skills and processes to leverage the knowledge of the RRNCO course.
 - b. Be more confident in the ARNG value proposition, given the change in op tempo.
 - c. Handle the tough issues and have more productive discussions with all customers and throughout any Soldier's life cycle with the ARNG.
 - d. Be more agile in using the ARNG resources and tools.
 - e. Get things done productively.
 - f. Have more control over their environment.

Appendix F Recommended Calendar of School Activities (Month-by-Month) Overview

July

July is the month that your school program officially begins. Initiate your HS folders on 1 July. As a best business practice, contact a minimum of 15 percent of the upcoming seniors and 20 percent of graduates by 31 July in each assigned school. Contact school officials for appointments to discuss new or changed ARNG programs, confirm this year's school policies, and schedule or confirm the ASVAB. Schedule a career day, job fair, and as many presentations (SEVs) as possible early in the school year. Restock RPI racks, request activities schedule, sporting event schedules, and any other schedule that would assist in your scheduling of attendance at these events. Deliver all staff support items produced by State or national marketing/advertising initiatives. Request the number of SEV program materials needed to support your entire school year. Make an appointment to discuss the upcoming school year with the JROTC department and to schedule time in front of those students. Offer your services as a Soldier, SME to assist the JROTC instructors in the classroom.

August

As a best business practice, you should contact 25 percent of your senior contacts, 30 percent of your HS graduates and 14 percent of your junior contacts by 31 August. Objective of these contacts is to obtain appointments. Determine and finalize all SASVAB scheduling in all assigned schools. Assist school officials in making arrangements for scheduling the ASVAB Interpretations following release of scores. Contact the student government and set up a meeting to discuss what the ARNG and you can do to assist them in the upcoming school year (i.e. give speech/presentation, field trips, etc.). Contact the head football coach and volunteer to assist in leading calisthenics or calling cadence during team runs. Contact enlistees currently in HS and utilize them to the fullest extent. Ensure they understand the "Stripes for Buddies" program and energize them to solicit interest in the ARNG. Remember that the school faculty is working and it is often hectic in preparation for classes to start. Always schedule an appointment prior to going to the HS to prevent a strained relationship with the faculty.

September

As a best business practice, you should contact 30 percent of your senior enrollment, 40 percent of your HS graduates and 25 percent of your junior enrollment by 30 September. Objective of these contacts is to obtain appointments. Continue to establish rapport and building relationships with school officials. Arrange for SASVAB pretest promotion activities. Make an appointment with the school counselor to discuss "New Exploration and Planning Tools" that are provided free of charge (refer to The ASVAB Career Exploration Program Counselor Manual). Assist the counselor with the use of these post-SASVAB career exploration programs for maximum interest and utilization. Arrange for SASVAB interpretation activities. Local Education Services Specialist information may be obtained by using the counselor section of the ASVAB website at www.asvabprogram.com. Develop a plan to visit all schools and post to your planning guide and School Activities Screen on your RWS. Get dates of college career days and nights. Distribute desk calendars to your assigned schools. Remember that these and other similar items are date sensitive and must be distributed in a timely manner. Ask school officials if you may set up in the teacher's lounge at the beginning of each semester so you may distribute date sensitive items. Provide refreshments and have information available about GEAR, Career Direction and ASVAB Interpretation. Have the HS announce your visit in the teacher's daily bulletin. Be prepared to schedule presentations as requested for those teachers who respond with interest. Discuss the benefits of the ASVAB with school officials. Talk with students and faculty about the ASVAB being a no-cost service that students can use to help determine their future career paths. Explain benefits of junior testing to the counseling staff. Attend athletic events at the HS. Make sure you wear your uniform and have RPIs on the Montgomery GI Bill (MGIB), Selected Reserve Incentive Program (SRIP), and unique State incentive programs. Have business cards in your possession for distribution to COIs, VIPs and prospects. Get involved with the parent-teacher association. Be able to offer information on financing for college education as an alternative. The ARNG is a viable option for college bound students. Many communities have Labor Day activities, parades, etc. Get involved through the local chamber of commerce. If your school has a color guard, offer to train them in drill and ceremonies. Obtain a tactical vehicle from a local ARNG unit or schedule the RRC's recruiting humvee if available. Plan to enter it in the parade with your recruits and Phase II Soldiers. Go to the HS, offer your assistance in registration and any other administrative help you can give. Remember: You need all the blueprint information on your HS you can get. The good HS program is a proactive one. This means, first to contact, first to contract. Coordinate with HS officials to eat lunch in the school cafeteria several times each month. This will

give you visibility, and will help you identify potential candidates for any opportunities and enhance your contact milestones. Deliver donuts and coffee for the faculty once a month. This will help in scheduling classroom presentations and advise teachers of ARNG opportunities.

The HS will have many events scheduled throughout the year that will provide you many other opportunities to make teacher and student contacts through your voluntary efforts to participate.

October

As a best business practice, you should contact 40 percent of your senior enrollment, 50 percent of your HS graduates and 40 percent of your junior enrollment by 31 October. It is advisable to compare junior and senior enrollments with your previous year's list for those individuals who are no longer enrolled and for those individuals who are new enrollments. An inquiry with HS officials concerning these individuals will assist you in making the appropriate entries in your RWS. This is an excellent opportunity for you to make contact with new students. You will likely be the first to make yourself known to them. Remember, first to contact, first to contract.

Concentrate at this time on ASVAB scheduling of any assigned schools that have not scheduled the test.

Homecoming normally happens in October. Coordinate with the homecoming committee to get involved with the parade. Contact assigned HS that have not scheduled the ASVAB and ask to discuss the benefits of offering it to their students. Many HS publish the first issue of their newspaper in October. Coordinate with the marketing NCO to place an advertisement. Ensure that we meet all financial obligations in a timely manner. Also, ensure that you contribute the group photograph you obtained in May of the previous school year to the editor of the school newspaper for publication as a special student interest story. There is no better way for you to build a relationship with this very important contact than to make regular contributions that are of interest to the students. As the month before elections, October is a great time to give presentations to school history and government classes about the electoral process and how the ARNG serves a vital role in the security of our nation. Get involved with local Boy Scout troops. Scoutmasters are typically happy to get any assistance you can offer. Many scouts are HS students and potential enlistees or student influencers. Order personal items (pens, bags, mouse-pads, and mugs) as needed monthly for special events.

November

As a best business practice, you should contact 50 percent of your senior enrollment, 60 percent of your HS graduates and 55 percent of your junior enrollment by 30 November. You should have made every effort possible to construct an accurate and complete record of all enrolled juniors and seniors. Basketball season begins. Distribute new schedules for the basketball season. Assemble and offer a color guard for the opening home game. Prior to Thanksgiving, many student organizations gather food baskets for needy citizens. Offer your assistance and get involved. Offer your recruiting office as a collection point. Attend as many HS holiday functions or assemblies as possible. Wear your class A or dress blue uniform when appropriate. Observe Veterans Day by planning a luncheon to honor HS faculty members who are veterans and invite all faculty members (excellent COI function).

December

As a best business practice, you should contact 60 percent of your senior enrollment, 75 percent of your HS graduates and 70 percent of your junior enrollment by 31 December. Ask HS officials if you may set up in the teacher's lounge so you may provide information about available programs. Again, this is the holiday season so schedule this visit at each HS to get maximum exposure. Provide refreshments at each set up. Try to have different RPIs on hand to give out. Have the HS announce your visit in the teacher's daily bulletin. Be prepared to schedule presentations as requested for those teachers who respond with interest. Contact college students who are home during the holidays (remember that many first-year college students do not return to school after the first semester). Participate in HS holiday events. Establish a point of contact at the HS to obtain HS letters and/or transcripts during the holidays. By December, you should inform principal of your HS of those students who have enlisted and the education benefits they have earned.

January

As a best business practice, you should contact 70 percent of your senior enrollment, 90 percent of your HS graduates and 65 percent of your junior enrollment by 31 January. Obtain a list of mid-term graduates and contact them as soon as possible. Turn up the tempo on contacting your juniors. Don't forget to inform your HS counselors that juniors get two elective credits toward graduation for attending BT between their junior/senior year. Request a copy of *System Procedures and Policies Handbook* from the school board to verify this rule has not been rescinded

or withdrawn. Contact your first-year college students to see if they returned to college. Ask about their second semester financial situation.

February

As a best business practice, you should contact 60 percent of your senior enrollment, 100 percent of your HS graduates and 100 percent of your junior enrollment by 26 February. Dynamic momentum can be infused into your HS prospecting program this month for the following reasons: It is the beginning of a new semester. For seniors, it is their last. Regardless of plans they may have made, they are now more aware of what this final semester indicates. The reality for many will mean they will be more open to the ARNG message than in previous contacts. Use your senior class ARNG recruits to assist in your efforts to prospect seniors! Juniors want something to do this summer. They want to earn money and they want to do something with their friends. The good reasons for enlisting during the junior year still apply, but they are looking for excitement. Encourage your junior class recruits to obtain prospects while you foster enthusiasm for a great program. Absences of teachers who are chaperoning field trips will provide opportunities to give additional presentations in the classrooms. These classroom incursions will be an addition to SEVs you have already planned.

March

As a best business practice, you should contact 90 percent of your senior enrollment by 31 March. Continue contacts and follow up with juniors. Have the marketing NCO prepare certificates for those faculty and staff members who have aided you in your HS recruiting efforts. Present these certificates at a Center of Influence (COI) event. Continue to advertise in school newspapers and conduct class presentations. Award certificates of appreciation to key influencers throughout your HS of assignment.

April

As a best business practice, you should contact 100 percent of your senior enrollment and 100 percent of your ASVAB qualified seniors by 30 April. Continue contacts and follow up with juniors. Continue involvement with the chamber of commerce. Arrange now for next school year's ASVAB testing dates with the school administrator. Track and field meets begin. Offer to be a timekeeper or a coach's assistant. Baseball season starts. Offer assistance to the coach. Make an appointment with the senior guidance counselor to discuss the monetary value of ARNG benefits obtained by each enlisted senior from that school. Request permission to present a scholarship certificate at the Senior Scholarship Awards Assembly and/or Graduation. Have the marketing NCO prepare scholarship certificates for every senior you have enlisted to be presented at the appropriate ceremony in May.

May

Participate in any preplanned activities such as field trips, armed forces week events, awards assemblies, Senior Scholarship Awards Assemblies and Graduation. Since Memorial Day occurs in May, there are normally many patriotic events in the community and in the HS during this month. Contact the HS to find out what events they are involved with and offer any assistance possible. Have enough snack trays prepared, one for each priority HS, and delivered for administrators and teachers in the lounge or counselors office. Have a card made up to post on the snack tray that says, "Compliments of."

June

As a best business practice, you should contact 10 percent of the up coming senior class and 10 percent of your HS graduates by 30 June. Send thank you notes to those staff and faculty members who have been helpful to you during the school year. Coordinate with HS officials to determine if they can use your assistance during summer school. The faculty is normally shorthanded during the summer and they will probably welcome your help. Maintain close contact with your pre-IADT recruits and ensure they bring their HS diplomas with them to the MEPS prior to their ship date. Ensure that all enlisted members bring promotion orders with them when they report to IADT.

Glossary

Section I Abbreviations

AG

The Adjutant General

AAR

After Action Report

ADSW

Additional Duty Special Work

ADT

Active Duty for Training

AFG

Annual Funding Guidance

AGR

Active Guard and Reserve

AFQT

Armed Forces Qualification Test

AIS

Automation Information System

AISSO

Automation Information Systems Security Officer

AIT

Advanced Individual Training

ALS

ARISS Laptop Support

AMAC

Army Medical Advisory Committee

AMEDD

Army Medical Department

AMSCO

Army Management Structure Code

ANCOC

Advanced Noncommissioned Officer Course

AO

Administrative Officer

APFT

Army Physical Fitness Test

APL

Applicant Processing List

APPLEMD

Age, Prior Service, Physical, Law Violations, Education, Marital Status, Dependency

ARADS

Army Recruiting Accession Data System

ARISS

Army Recruiting Information Support System

ARNG-MTT

Army National Guard Mobile Training Team

ARPERCEN

Army Reserve Personnel Center

ASI

Additional Skill Identifier

ASVAB

Armed Services Vocational Aptitude Battery

AT

Annual Training

BDU

Battle Dress Uniform

BT

Basic Training

CD-ROM

Compact Disk Read Only Memory

CMF

Career Management Field

CNGB

Chief, National Guard Bureau

COI

Center of Influence

CSM

Command Sergeant Major

CSMAC

Chief's Strength Maintenance Awards Ceremony

CSMAP

Chief's Strength Maintenance Awards Program

CTA

Common Table of Allowances

CTT

Common Task Testing

DAA

Designated Accreditation Authority

DARNG

Director, Army National Guard

DFAS

Defense Finance Accounting System

DMOS

Duty Military Occupational Specialty

DOD

Department of Defense

DODPM

Department of Defense Military Pay and Allowances Entitlements Manual

DOIM

Director of Information Management

DPS

Defense Printing Service

DSN

Defense Switching Network

EPSQ

Electronic Personnel Security Questionnaire

ERM

Electronic Record Management

ESGR

Employer Support of the Guard and Reserve

ETS

Expiration Term of Service

FAC

Family Assistance Center

FAC

Fiscal Accounting Code

FAR

Federal Acquisition Regulations

FAZR

Force Alignment Zip Code Register

FLL

First Line Leader

FLLT

First Line Leader Training

FTNGDSW

Full-Time National Guard Duty Special Work

FTS

Full Time Support

FTUS

Full Time Unit Support

FY

Fiscal Year

GEAR

Guard and Educators Achieving Results

GPO

Government Printing Office

GSA

General Services Administration

GTR

Government Transportation Request

HRO

Human Resources Office

HSDG

High School Diploma Graduate

HSJR

High School Junior

HSSR

High School Senior

IADT

Initial Active Duty Training

IDT

Inactive Duty Training

IET

Initial Entry Training

IG

Inspector General

IHE

Increasing Human Effectiveness

IMPAC

International Merchant Purchase Authority Card

IMS

Interpersonal Management Skills

ING

Inactive National Guard

IRS

Internal Revenue Service

ISCI

International Standard Code Identification

ISP

Internet Service Provider

ISR

In-Service Recruiting Process

ISSO

Information System Security Officer

ISSPM

Information System Security Program Manager

IST

Inter-State Transfer

IT

Information Technology

ITO

Invitational Travel Orders

JER

Joint Ethics Regulation

JFTR

Joint Forces Travel Regulation

LRL

Lead Refinement List

LSR

Leadership, Strength, Readiness

MAAC

Marketing and Advertising Advisory Committee

MAC

Marketing Advisory Council

MCA

Master Cooperative Agreement

M-DAY

Mobilization Day

MEPCOM

Military Entrance Processing Command

MEPS

Military Entrance Processing Station

MEPSGC

Military Entrance Processing Station Guidance
Counselor

METS

Mobile Examining Test Site

MILPO

Military Personnel Management Officer

MIRS

MEPS Integrated Resource System

MOS

Military Occupational Specialty

MOSQ

Military Occupational Specialty Qualification

MPMO

Military Personnel Management Officer

MPRJ

Military Personnel Records Jacket

MQD

Mentally Qualified, Declined

MTT

Mobile Training Team

MUTA

Multiple Unit Training Assembly

NAC

National Agency Check

NCESGR

National Committee for Employer Support of the Guard and Reserves

NCO

Noncommissioned Officer

NCODP

Noncommissioned Officer Development Program

NCOES

Noncommissioned Officer Education System

NCOIC

Noncommissioned Officer-In-Charge

NCSA

Noncommercial Sustaining Announcement

NGR

National Guard Regulation

NPS

Non-Prior Service

OES

Officer Education System

OPE

Out of Pocket Expenses

OSM

Officer Strength Manager

OSUT

One-Station Unit Training

O&T

Operations and Training

PAT

Process Action Team

PBO

Property Book Officer

PCS

Permanent Change of Station

PDQ

Permanently Disqualified

PEC

Professional Education Center

PERSCOM

Personnel Command (Army)

PHRH

Primary Hand Receipt Holder

PKI

Public Key Infrastructure

PL

Public Law

PMOS

Primary Military Occupational Specialty

POI

Program of Instruction

POTO

Plans, Operations and Training Officer

POV

Privately Owned Vehicle

PPC

Physical Profile Category

PS

Prior Service

PSA

Public Service Announcement

QMA

Qualified Military Available

QNE

Qualified, Not Enlisted

REQUEST

Recruit Quota System

RCCC

Reserve Component Career Counselor

RCT

Reserve Component Transition NCO

ROC

REQUEST Operations Center

ROTC

Reserve Officer Training Corps

RRPI

Recruiting and Retention Promotional Item

R&R

Recruiting and Retention

RRC

Recruiting and Retention Command

RRC

Recruiting and Retention Commander

RRNCO

Recruiting and Retention Non-Commissioned Officer

RRNCOIC

Recruiting and Retention Non-Commissioned Officer in Charge

RRS

Recruiting and Retention Specialist

RRSGM

Recruiting and Retention Sergeant Major

RSID

Recruiting Station Identification Designator

RSP

Recruit Sustainment Program

RTI

Regional Training Institute

RWS

Recruiter Work Station

SAD

State Active Duty

SDA

Special Duty Assignment

SDAP

Special Duty Assignment Pay

SFPC

State Family Program Coordinator

SFRO

Store Front Recruiting Office

SIDPERS

Standard Installation/Division Personnel System

SIO

Systems Integration Office

SM

Strength Maintenance

SMAC

Sergeant Major Advisory Committee

SMAM

Strength Maintenance Attrition Model

SMG

Strength Maintenance Guidance

SMP

Simultaneous Membership Program

SMPG

Strength Maintenance Planning Guidance

SMTC

Strength Maintenance Training Center

SOB

State Operating Budget

SOC

Service members Opportunity Colleges

SPD

Separation Program Designator

SPN

Separation Program Number

SRP

School Reporting Program

SQI

Special Qualification Identifier

SRIP

Selected Reserve Incentive Program

STACOM

State Committee Employer Support of the Guard and Reserves

STARC

State Area Command

START

Soldiers Training Attrition Retention Tool Kit

STP

Soldier Training Publication

STPA

Select, Train, Promote and Assign

TAG

The Adjutant General

TAPDB-G

Total Army Personnel Data Base-Guard

TASC

Training Aid Support Center

TASO

Training Aids Support Office

TDA

Table of Distribution and Allowances

TDY

Temporary Duty

TMP

Transportation Motor Pool

TRAP

Training Requirements Arbitration Panel

TSP

Training Support Package

UAMC

Unit Attrition Management Course

USAREC

United States Army Recruiting Command

USASSI

United States Army Soldier Support Institute

USERRA

Uniformed Services Employment and Reemployment Act
Rights

USPFO

United States Property and Fiscal Office

UTA

Unit Training Assembly

VIP

Very Influential Person

VPN

Virtual Private Network

VISC

Visual Information Support Center

WOES

Warrant Officer Education System

WWW

Worldwide Web

1SG

First Sergeant

Section II

Terms

Attrition

Separation of ARNG Soldiers prior to achieving their expiration term of service (ETS).

Center of Influence (COI)

Individuals, who influence individuals to enlist, reenlist or extend in the ARNG and provide leads to ARNG RRC personnel. (i.e. unit members, teachers and counselors)

Extendee

An ARNG Soldier who has extended a current ARNG enlistment or reenlistment contract for an additional period of service. In the application of this pamphlet, the term is synonymous with “immediate reenlisted (A Soldier who reenlists without a break in ARNG service into the same or another State) although the administrative actions are different.”

Kiosk

A small light structure with one or more open sides (e.g. newspaper stand or telephone booth).

Lead

The name, address and phone number of someone who may be interested or has expressed interest in joining the ARNG.

Lead Refinement

A systematic approach to prospecting in which the RRNCO sorts leads, sets contact priorities, and records the results.

Loss

A reduction in assigned strength due to attrition or lack of extension.

Mentally Qualified, Declined (MQD)

An individual who has completed aptitude testing and is qualified, but who declines further enlistment processing.

Permanently Disqualified (PDQ)

An individual medically unacceptable for enlistment by reason of medical unfitness for one or more conditions or physical defects listed in AR 40-501.

Pre-Qualify

Questions used to determine an applicant’s age, citizenship, prior service, physical/testing status, law violations, education, marital status, and dependency/number of dependents (APPLEMD).

Prospect

An individual who has agreed to an appointment.

Prospecting

A systematic approach to obtaining leads, prospects, referrals and applicants for enlistment.

Qualified, Not Enlisted (QNE)

An individual who is fully qualified but who has not enlisted or accepted appointment.

Qualified Military Available (QMA)

Male and female citizens, 17-39 years of age, who are physically, mentally, and morally qualified for military.

Reevaluation Believed Justified (RBJ)

Examinees initially rejected as medically unacceptable by reason of medical unfitness when the medical fitness standards in chapters 2,3,4,5,6,7 and/or 8 of AR 40-501 cannot be met, and the examining physician believes that further evaluation will be justified after actions occur or conditions are met.

Recruiting

The act of replenishing/reinforcing our armed forces with prior service and non-prior service personnel.

Retention

Maintaining ARNG membership through extension of ETS or immediate reenlistment.

Very Influential Person (VIP)

Individuals who provide direct or indirect assistance to RRC representatives, but who do not actually refer individuals.