**NONRESIDENT
TRAINING
COURSE**

January 1995

Navy Counselor 1 & C (Recruiter)

NAVEDTRA 14172

21 July 98

ERRATA 1

Specific Instruction and Errata for
Nonresident Training Course

NAVY COUNSELOR (RECRUITER) 1 & C

1. No attempt has been made to issue corrections for errors in typing, punctuation, etc., that do not affect your ability to answer the question or questions.

2. To receive credit for deleted questions, show this errata to your local course administrator (ESO/scorer). The local course administrator is directed to correct the course and the answer key by indicating the question deleted.

3. <u>Assignment Booklet</u>

Delete the following questions, and leave the corresponding spaces blank on the answer sheet:

<u>Questions</u>

3-51
5-31
6-48

PREFACE

By enrolling in this self-study course, you have demonstrated a desire to improve yourself and the Navy. Remember, however, this self-study course is only one part of the total Navy training program. Practical experience, schools, selected reading, and your desire to succeed are also necessary to successfully round out a fully meaningful training program.

COURSE OVERVIEW: In completing this nonresident training course, you will demonstrate a knowledge of the subject matter by correctly answering questions on the following subjects: the Career Recruiting Force; training; recruiting personnel management; Navy recruiting station operations and administration; marketing; recruiting; public affairs; recruiting management and analysis systems; and visits, inspections, and meetings.

THE COURSE: This self-study course is organized into subject matter areas, each containing learning objectives to help you determine what you should learn along with text and illustrations to help you understand the information. The subject matter reflects day-to-day requirements and experiences of personnel in the rating or skill area. It also reflects guidance provided by Enlisted Community Managers (ECMs) and other senior personnel, technical references, instructions, etc., and either the occupational or naval standards, which are listed in the *Manual of Navy Enlisted Manpower Personnel Classifications and Occupational Standards*, NAVPERS 18068.

THE QUESTIONS: The questions that appear in this course are designed to help you understand the material in the text.

VALUE: In completing this course, you will improve your military and professional knowledge. Importantly, it can also help you study for the Navy-wide advancement in rate examination. If you are studying and discover a reference in the text to another publication for further information, look it up.

1995 Edition Prepared by
NCCS Debra Harscher

Published by
NAVAL EDUCATION AND TRAINING
PROFESSIONAL DEVELOPMENT
AND TECHNOLOGY CENTER

Sailor's Creed

"I am a United States Sailor.

I will support and defend the Constitution of the United States of America and I will obey the orders of those appointed over me.

I represent the fighting spirit of the Navy and those who have gone before me to defend freedom and democracy around the world.

I proudly serve my country's Navy combat team with honor, courage and commitment.

I am committed to excellence and the fair treatment of all."

CONTENTS

INSTRUCTIONS FOR TAKING THE COURSE

ASSIGNMENTS

The text pages that you are to study are listed at the beginning of each assignment. Study these pages carefully before attempting to answer the questions. Pay close attention to tables and illustrations and read the learning objectives. The learning objectives state what you should be able to do after studying the material. Answering the questions correctly helps you accomplish the objectives.

SELECTING YOUR ANSWERS

Read each question carefully, then select the BEST answer. You may refer freely to the text. The answers must be the result of your own work and decisions. You are prohibited from referring to or copying the answers of others and from giving answers to anyone else taking the course.

SUBMITTING YOUR ASSIGNMENTS

To have your assignments graded, you must be enrolled in the course with the Nonresident Training Course Administration Branch at the Naval Education and Training Professional Development and Technology Center (NETPDTC). Following enrollment, there are two ways of having your assignments graded: (1) use the Internet to submit your assignments as you complete them, or (2) send all the assignments at one time by mail to NETPDTC.

Grading on the Internet: Advantages to Internet grading are:

- you may submit your answers as soon as you complete an assignment, and
- you get your results faster; usually by the next working day (approximately 24 hours).

In addition to receiving grade results for each assignment, you will receive course completion confirmation once you have completed all the assignments. To submit your assignment answers via the Internet, go to:

http://courses.cnet.navy.mil

Grading by Mail: When you submit answer sheets by mail, send all of your assignments at one time. Do NOT submit individual answer sheets for grading. Mail all of your assignments in an envelope, which you either provide yourself or obtain from your nearest Educational Services Officer (ESO). Submit answer sheets to:

> COMMANDING OFFICER
> NETPDTC N331
> 6490 SAUFLEY FIELD ROAD
> PENSACOLA FL 32559-5000

Answer Sheets: All courses include one "scannable" answer sheet for each assignment. These answer sheets are preprinted with your SSN, name, assignment number, and course number. Explanations for completing the answer sheets are on the answer sheet.

Do not use answer sheet reproductions: Use only the original answer sheets that we provide—reproductions will not work with our scanning equipment and cannot be processed.

Follow the instructions for marking your answers on the answer sheet. Be sure that blocks 1, 2, and 3 are filled in correctly. This information is necessary for your course to be properly processed and for you to receive credit for your work.

COMPLETION TIME

Courses must be completed within 12 months from the date of enrollment. This includes time required to resubmit failed assignments.

PASS/FAIL ASSIGNMENT PROCEDURES

If your overall course score is 3.2 or higher, you will pass the course and will not be required to resubmit assignments. Once your assignments have been graded you will receive course completion confirmation.

If you receive less than a 3.2 on any assignment and your overall course score is below 3.2, you will be given the opportunity to resubmit failed assignments. **You may resubmit failed assignments only once.** Internet students will receive notification when they have failed an assignment--they may then resubmit failed assignments on the web site. Internet students may view and print results for failed assignments from the web site. Students who submit by mail will receive a failing result letter and a new answer sheet for resubmission of each failed assignment.

COMPLETION CONFIRMATION

After successfully completing this course, you will receive a letter of completion.

ERRATA

Errata are used to correct minor errors or delete obsolete information in a course. Errata may also be used to provide instructions to the student. If a course has an errata, it will be included as the first page(s) after the front cover. Errata for all courses can be accessed and viewed/downloaded at:

http://www.advancement.cnet.navy.mil

STUDENT FEEDBACK QUESTIONS

We value your suggestions, questions, and criticisms on our courses. If you would like to communicate with us regarding this course, we encourage you, if possible, to use e-mail. If you write or fax, please use a copy of the Student Comment form that follows this page.

For subject matter questions:

E-mail: n313.products@cnet.navy.mil
Phone: Comm: (850) 452-1001, Ext. 2167
           DSN: 922-1001, Ext. 2167
           FAX: (850) 452-1370
           (Do not fax answer sheets.)
Address: COMMANDING OFFICER
           NETPDTC N313
           6490 SAUFLEY FIELD ROAD
           PENSACOLA FL 32509-5237

For enrollment, shipping, grading, or completion letter questions

E-mail: fleetservices@cnet.navy.mil
Phone: Toll Free: 877-264-8583
           Comm: (850) 452-1511/1181/1859
           DSN: 922-1511/1181/1859
           FAX: (850) 452-1370
           (Do not fax answer sheets.)
Address: COMMANDING OFFICER
           NETPDTC N331
           6490 SAUFLEY FIELD ROAD
           PENSACOLA FL 32559-5000

NAVAL RESERVE RETIREMENT CREDIT

If you are a member of the Naval Reserve, you may earn retirement points for successfully completing this course, if authorized under current directives governing retirement of Naval Reserve personnel. For Naval Reserve retirement, this course is evaluated at 11 points. (Refer to *Administrative Procedures for Naval Reservists on Inactive Duty,* BUPERSINST 1001.39, for more information about retirement points.)

Student Comments

Course Title: *Navy Counselor 1 & C (Recruiter)*

NAVEDTRA: 14172   **Date**:

We need some information about you:

Rate/Rank and Name: SSN: Command/Unit

Street Address: City: State/FPO: Zip

Your comments, suggestions, etc.:

NETPDTC 1550/41 (Rev 4-00

NAVY RECRUITING COMMAND

MISSION

The mission of the Navy Recruiting Command is to recruit high-quality men and women to meet the Navy's quantitative, qualitative, and program needs as specified by the Bureau of Naval Personnel.

VISION

The Navy Recruiting Command recruits the highest quality men and women for our Navy. To accomplish our mission, all recruiting personnel will be highly screened volunteers. We will make recruiting a sought after assignment by fostering an atmosphere that promotes personal growth, personal satisfaction, and a high quality of life for recruiting personnel and their families. Our Career Recruiting Force will be the cornerstone of the most highly motivated, best trained personnel of any command. We will inspire personal initiative, communication, and trust to enhance mission accomplishment and instill a sense of pride and command ownership. We will enhance the future of our Navy through the people we recruit.

GUIDING PRINCIPLES

We believe that the essential strength of the Navy lies in its people. Our actions in the Navy Recruiting Command affect the strength of the Navy today and in the future. "The Navy is what we recruit!" The following principles will guide our actions:

WE USE OUR RESOURCES RESPONSIBLY TO RECRUIT THE HIGHEST QUALITY MEN AND WOMEN POSSIBLE.

WE INSIST ON ABSOLUTE INTEGRITY IN EVERYTHING WE DO

WE ENCOURAGE PRIDE OF WORKMANSHIP AND FOSTER TEAMWORK.

WE RECOGNIZE OUR PEOPLE AS OUR MOST VALUABLE ASSET.

WE TREAT ONE ANOTHER WITH TRUST AND RESPECT.

WE FOCUS ON QUALITY OF SERVICE TO OUR CUSTOMERS.

WE ENCOURAGE INNOVATION.

WE LEAD BY EXAMPLE.

WE CELEBRATE AND REWARD ACHIEVEMENTS IN A TIMELY MANNER.

WE ARE COMMITTED TO EQUAL OPPORTUNITY.

WE NURTURE PARTNERSHIP.

WE PROMOTE A POSITIVE NAVY IMAGE.

CHAPTER 1

THE CAREER RECRUITER FORCE

This training manual (TRAMAN), along with its nonresident training course (NRTC), is designed as a self-study course of instruction for those applying for or newly selected to the Career Recruiter Force (CRF). The TRAMAN covers leadership, training, and management roles of the CRF. Most of the instruction is geared to the zone supervisor (ZS) level, with some recruiter-in-charge (RINC) level references. The TRAMAN begins with chapters dealing with people: the CRF community, training, and personnel management. Next, it covers the mechanics of recruiting: Navy recruiting station (NRS) operation and administration, marketing, actual recruiting procedures and techniques, and public affairs. The last two chapters deal with management and analysis systems: visits, inspections, and meetings. The order of the TRAMAN reinforces the CRF belief in putting people first, mechanics second, and finally, analysis to find out what mechanics your people need help with.

This first chapter is an introduction to the CRF. It is important to understand the concept, development, and structure of the Force to fully appreciate your membership in this elite organization. In this chapter we give you a brief history of the Force and how it came to be with some important milestones that have occurred in its history. We then give you the assignments available to members of the Force. After that, we describe the knowledge and skills that are required by CRF personnel. Then we give you a brief description of the recruiting command organization touching on the various duties and programs of the departments and personnel.

DEVELOPMENT OF THE CAREER RECRUITER FORCE

In the following paragraphs we explore the purpose, history, selection, and scope of the CRF. As you trace the steps of CRF development, you will better understand the responsibilities of career recruiting.

PURPOSE

The CRF was created to develop a cadre of exceptional recruiting managers to provide consistency and leadership to the recruiting effort. Let's take a look at what that charter means to us.

Cadre

Webster defines cadre as a small unified group organized to instruct or lead a larger group; a nucleus; an operational unit of key personnel around which an expanded organization can be built. As a member of the CRF, you are the nucleus of the recruiting business. You provide the framework for the entire organization.

Consistency

The word *consistency* has a twofold meaning and both apply well to our purpose. First, conformity; we all want to be doing business the same basic way. The recruiters have a right to expect their direction and training to have a common thread and be based on the same basic principles. Consistency also means the condition of holding together. Therein lies another CRF responsibility. By virtue of continued tours in recruiting, we provide the corporate knowledge and experience to hold our team together.

CRF HISTORY

Although relatively new to the Navy, the CRF has already had its share of historic events. Starting with a small group of dedicated recruiters, the CRF has grown to an elite organization of recruiting leaders.

Approval by the Chief of Naval Personnel

With the advent of the all-volunteer force, the recruiting command recognized the need for a stable force of recruiting managers. The Chief of Naval Personnel (CHNAVPERS) approved the formation of the CRF on 9 January 1978 and dedicated 750 billets in paygrades E-6 through E-9 to the CRF. The CRF was to make up 25 percent of the recruiting strength.

The First CRF Board

The Commander, Navy Recruiting Command (COMNAVCRUITCOM or CNRC) held the first CRF selection board 25-29 April 1978. The board selected 44 proven recruiters to become the first CRF. Originally, selectees remained in their respective ratings and maintained a sea/shore rotation.

CRF Converts to Navy Counselor

In fiscal year 1980, all CRF members converted to the Navy Counselor (NC) rating. CHNAVPERS split advancement quotas for fleet and recruiting NCs.

CRF Academy

The CRF Academy began classes in 1989 at the Navy Recruiting Orientation Unit (NORU), then in Orlando, Florida. The first director of the CRF Academy, NCCM C.L. "Roy" Harscher, designed the curriculum to train the trainers and reinforce the consistency and leadership skills of our cadre. The monumental task of graduating all previous CRF members was completed in 1992 after NORU moved to the Naval Air Station, Pensacola, Florida. All new CRF selectees must successfully complete the 6-week CRF Academy before rating conversion.

CRF Examination

In January 1993, CRF chief candidates competed in the first advancement examination specifically written for the CRF. This step further refines our force and guarantees that the best possible candidates advance in rate.

CRF SELECTIONS

CRF selections consist of proven volunteer recruiters who will fill key middle management billets. CRF selectees must possess a thorough knowledge of recruiting techniques and management systems as well as a proven record of successfully imparting that knowledge to others.

CRF Selection Board

The CRF selection board meets three times each year in March, July, and November. Board members carefully screen each application looking for the right combination of leadership skills and recruiting abilities.

Application Procedures

A NAVADMIN message issued 3 months before each board provides current eligibility criteria and application procedures. The *Enlisted Transfer Manual,* NAVPERS 15909D, gives general requirements and initial assignment policy.

Considerations

Whether thinking about the CRF for yourself or recommending others, you need to give careful consideration to the arduous and often very independent nature of recruiting duty. Once selected, members are expected to remain in the CRF for the remainder of their careers. Consider the number of years you or your subordinate expects to remain on active duty. Then, decide if the stressful pace of recruiting can be endured for that length of time. Other considerations include loss of sea time/pay, few opportunities to work on warfare qualifications, and advancement opportunities compared to the current rating. This is not meant to deter any qualified individual from application; however, it is not a commitment anyone should make lightly.

SCOPE OF THE CAREER RECRUITER FORCE

COMNAVCRUITCOM never filled the original 750 CRF billets due to stringent selection criteria. By 1993, CHNAVPERS had reduced the CRF to 576 billets.

As a CRF member, you may feel tasked to fill the shoes of a doctor, lawyer, counselor, marketing analyst, arbiter, or a myriad of other highly technical occupations. This cacophony of career callings can be tuned to a triad of responsibility:

● Leader. As a leader, you will provide motivation and inspiration by providing your troops with a role model for personal and professional conduct.

● Trainer. As a trainer, you will train by example as well as formal instruction.

● Manager. As a manager, you will use various marketing and analysis systems to determine training needs and leadership techniques.

Look at figure 1-1. A CRF member must be a leader, trainer, and manager. The inverted triangle emphasizes the concept that leading and training your people can minimize the need for managing your systems.

CRF ASSIGNMENTS

Let's take a look at the actual assignments available within the CRF community and some of the requirements of the positions.
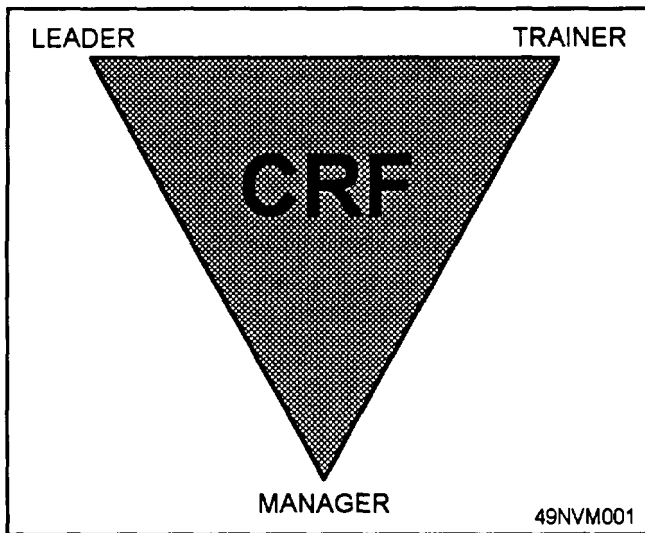
Figure 1-1.–The Career Recruiting Force member must be a leader, trainer, and manager.

RECRUITERS-IN-CHARGE OF LARGE STATIONS

CRF selectees must have already exhibited leadership in a RINC position. E-6 and E-7 CRF members should be able to effectively run stations with three to four recruiters assigned.

RINCs are required to complete RINC recruiter qualification standards (RQS) and to attend a RINC course conducted by the Navy Recruiting Area (NRA).

ZONE SUPERVISORS

ZSs train RINCs and coordinate all functions of the recruiting stations assigned. They are responsible for using all assets to meet assigned goals.

CRF personnel in paygrades E-7 and E-8 should be able to effectively lead a zone. ZSs must be graduates of the CRF Academy, complete ZS RQS, and have successful RINC experience.

CHIEF RECRUITERS

Chief recruiters (CRS) train ZSs, special program recruiters, and district trainers (DTs). They are responsible for using all assets to meet the NRD goals.

CR candidates must be E-8s or E-9s and be recommended for the position by their NRD commanding officer (CO) and area commander (AC). They must have a minimum of 3 years of experience as a ZS or a combination of 3 years as a ZS, Area trainer, NORU instructor, Mobile Inspection Training Team (MITT) inspector, or CNRC staffer. They must graduate from the CRF Academy and successfully complete the CR course at NORU. Candidates must spend 10 working days at their current NRD headquarters (or closest NRD headquarters for off-production personnel) for hands-on training and experience before their certification board. The 10 days do not have to be consecutive, but should be on days where they may participate in evolutions outside their normal scope of responsibility. A CR board will determine their final qualification. Upon certification by the board, members are eligible for assignment to a CR billet. Those not certified by the board must wait a minimum of 3 months to re-board. E-9 selectees must attend the CR course within 2 years of their selection date.

AREA COMMAND MASTER CHIEFS

Area command master chiefs (ACMCs) must be E-9s and have CR experience.

CNRC COMMAND MASTER CHIEF

The CNRC command master chief (CMC) is selected personally by COMNAVCRUITCOM.

NORU BILLETS

The CMC at NORU must be an E-9 with ACMC experience. The MITT chief inspector must be an E-9 with CR experience. Instructor billets at NORU are for E-7 through E-9 members with ZS experience.

OTHER CRF BILLETS

Other billets available to the CRF community include the following:

● Director of the Exhibit Center, an E-9 billet

● CNRC staff billets for E-7 through E-9 with ZS experience

● Directors of Navy recruiting processing stations (DNRPSs)

● The exam and TRAMAN writer at the Naval Education and Training Program Management Support Activity (NETPMSA) for an E-8 or E-9 with ZS experience

- Assistant for Recruiting and Retention Programs at the Bureau of Naval Personnel (PERS 2331) for an E-8 with ZS experience

- CRF detailer, an E-9 billet

- Recruit quality assurance team (RQAT) billets for E-6 through E-9

- Area trainer billets for E-7 and E-8 members with ZS experience

- Officer program recruiters for E-7 through E-9 members

NOTE: Descriptions for NRD, NRA and the CNRC billets are listed at the end of this chapter.

KNOWLEDGE AND SKILLS REQUIRED BY CRF PERSONNEL

CRF members face unique challenges. Their personnel are often scattered over a large geographical area. Their team members must perform outside their normal job descriptions to fulfill goals far removed from their usual occupations. To meet these challenges, CRF members must have a thorough knowledge of recruiting techniques and administration as well as leadership and management skills.

LEADERSHIP

Leadership is the art of influencing people to progress toward the accomplishment of a goal. As an art, it cannot be completely taught from a textbook. Leadership consists of intellect, understanding, and moral character, qualities that will help you to inspire and motivate your troops to do their very best.

Leader - A Reputation

Recruiter-in-charge, zone supervisor, chief recruiter– these are only job titles. The Navy can put you in charge but it cannot make you a leader. That is up to you. "Your job title is just a label. 'Leader' is a reputation... and you have to earn it. " This quote was taken from *Business as Unusual - The Handbook for Managing and Supervising Organizational Change* by Price Pritchett and Ron Pound.

Level With Your Recruiters

Open and honest dealing with all your people protects your integrity. It's up to you to build trust. Your recruiters have a right to know what's going on and that they can handle it. It's important to remember that these are senior petty officers who have handled large responsibilities before their recruiting assignment. To expect them to operate in the dark without being shown the big picture is demoralizing.

Senior Subordinates

You may find yourself in the position of having a subordinate who is senior to you by paygrade or time in service. This situation may feel awkward at first but can be rewarding when handled correctly. Keep in mind that although new to the recruiting environment, senior individuals can share a wealth of leadership and management expertise. So, give them credit where credit is due. Ask for their help and opinions. Try to expedite their training so they can gain confidence in their recruiting skills and move on to greater responsibility.

Upper Management Liaison

With upper management geographically removed, you may need to assume greater responsibility than those with a centrally located command. Remember, problems and solutions are best handled at the lowest level possible. Without overstepping the limits of your authority, make decisions based on your firsthand knowledge of the situation. Many problems must be relayed up the chain of command. Prepare your recommended solutions before you make the call. If you need advice before recommending a solution, gather all the background information beforehand.

Liaison works both ways. You will frequently need to pass on new policies and directives to your subordinates. If the information is in the form of a written directive, by all means give the source. However, if you are passing on an order, the source should become you. "The CR says we have to," and "the EPO wants to see. . ." are leadership copouts. Take ownership and responsibility.

Don't Give Up Your Power

A good chief recruiter will create a certain amount of command-instilled aura to enhance the CRF community's image of elite professionalism. It is up to you to live up to that image. Your team needs to know

you have a certain amount of power, not over them, but for them. Constantly fleeting problems up the chain or not supporting your troops will result in a loss of your power. Loss of that power amounts to losing owner-ship. Being decisive and taking total responsibility for your station or zone gives you power – you need to gain the confidence and trust of your team as well as your superiors. Keep in mind that, once you give up your power or ownership, it's pretty tough to get it back. To illustrate the point consider the following situation:

Two zones in an NRD missed goal last month. The CR asked both ZSs what had happened.

● Chief Small said his recruiters just got lazy and didn't prospect enough. He said he kept telling them they were behind, but they didn't listen. Chief Small said he really could use some good RINCs.

● Chief Good said she had been a bit too late in identifying training needs in two stations. She said she had already rectified the problem and would be following up weekly until they were back on track. She also told the CR that she had implemented a tickler system to monitor training needs and make sure this problem would not happen again. Chief Good said her zone was motivated and ready to meet the new month's goal.

Chief Small did not accept the responsibility for missing goal. By blaming his subordinates, having no plan of action, and admitting his lack of leadership ability, he gave away his power. Chief Small forced the CR to take control and direct the course of action for the zone.

Chief Good, on the other hand, did accept responsibility for her zone. She was already enacting a solution and had taken steps to make sure the problem did not recur. The CR could trust that Chief Good was on top of the situation and allow her to keep control of the zone.

You Will Set the Tone

As a recruiting supervisor, you will set the tone for your folks. They will look to you as the seasoned professional to let them know what is important. Remember, you get what you inspect, not what you expect. Be involved. Be positive. If you believe, they can believe.

MOTIVATIONAL SKILLS

Recruiting supervisors must understand what motivates their people and how to increase that motivation to be successful. Some textbooks tell us there are three types of motivation: hammer, carrot, and internal.

Hammer

The hammer method is motivation based on the subordinate's fear of retribution. There are times when a hammer method can serve as a short-term attention-getter. It can only work in the short term because it has such a negative impact on attitude. Recruiting is a job that requires a positive mental attitude. The hammer method does nothing to promote positive attitudes. Before using the hammer method, think of the result. Will there be a benefit in the long run?

Carrot

The carrot method of motivation consists of rewarding good behavior. Recruiting is replete with awards that contribute to carrot motivation. They are motivators for the award recipient as well as those who may envy the recognition. Carrot motivation can be as simple as saying "Well done" or patting a person on the back. Even positive motivators, however, have their limits. What happens when the "love me" wall is full? When recruiters attain all the awards that are available, they may tend to lose motivation and momentum.

Internal

Many people believe the only true motivation is internal motivation. It must come from within the individual. So, if the only effective, long-term motivation is internal, what can supervisors do to motivate their personnel?

Our job is to stir up the internal fires, encourage, and help every individual to find that internal "go" button that will make them successful. One motivational speaker compared motivating others to stoking a fire. When a fire has died down to just a few hot coals, you take a few healthy jabs with a poker. Pretty soon, without having added anything at all, you have a nice roaring fire again. Recruiting supervisors need to be fire stokers.

Motivating the Personnel at a New Zone or Station

When you take over a new station or zone there is a heightened level of concern and anxiety. Members of the staff tend to put their best foot forward as they evaluate you and your methods. Within reasonable limits, this increased concern can motivate them to better performance. So don't restabilize too quickly. It's not necessary to reassure them that you're a good guy right off the bat. You have their attention — and that's good. As one NRD CO said, "Don't smile till Christmas."

Learn to Make People Want to Do Better

Recognize individual wants and needs and show your people how doing better is a real benefit to them. Sound familiar? Motivation and sales are a lot alike.

Encourage Risk Taking and Initiative

Part of motivating your people is to encourage them to take initiatives even at the risk of failing. To set up a conducive environment, you must be tolerant of mistakes and intolerant of inertia. The only wrong action is no action. Recruiting is not a cut-and-dried business. New ideas are crucial to keep us competitive in today's markets.

Different Motivational Tactics for Different People

We need to be constantly aware of the differences between people. You should change or modify motivational techniques for different personalities. Not all your folks are going to respond to the same catalyst.

KNOWING YOUR PEOPLE

We are in the people business. You blueprint prospects during the conversation step of the sale to determine how the Navy can help them. You also need to blueprint your recruiters to determine how you can best help them be successful. Now, we're not advocating sending out questionnaires or filling in a prospect card. Just talk to your recruiters, ask questions, and most importantly, listen.

Strengths and Weaknesses

You must know the strengths and weaknesses of your assigned recruiters. You will need this information when planning training and making task assignments. Recognize your recruiters' strengths as assets and use

them to help others. Most recruiters' weaknesses can be overcome by training and motivation. You must acknowledge some, however, as limitations that are inevitable. Weigh these limitations when recommending assignments.

Goals and Aspirations

All recruiting supervisors should be aware of their recruiters' goals and aspirations. You cannot set goals for them, but you have the responsibility to encourage and educate them. You should know what goals they have set for themselves as far as awards, qualifications, billet assignments, and advancement. It is up to you to show them how to best achieve their goals.

Ideals and Convictions

Knowing your people includes understanding what is important to them. What are their ideals? What convictions do they have? This information is important if you are to afford them the proper respect and consideration they are due. Open and sincere discussions with your people with some keen observations will answer these questions.

TEAM BUILDING

We cannot overemphasize the need to build a team instead of just running a station or zone. The saying, "United we stand, divided we fall," is a proven fact in recruiting. Results are always better when you have many working toward a common goal than they would be if everyone is working independently. In recruiting, teamwork can make the job a lot more enjoyable as well as fruitful. To build a team, it's useful to take a look at the normal stages of team growth.

Stages of Team Growth

Every group goes through the following stages as they form and develop:

● Forming. In this stage the group is checking out the situation, the leader, and each other. Everyone is getting to know one another. Questions abound. Small groups within the whole group often form. Camaraderie begins.

● Storming. Human nature dictates that we will see how far we can go. During the storming stage, members of the group will often test the leader to determine limits of accepted behavior. There may be

some initial rebellion or challenging. Squabbling between members may occur. Expect this stage and prepare to meet the challenge.

● Norming. During this stage, the group settles down into a routine. The group establishes roles and accepts behavioral limits.

● Performing. This stage is the goal of team building. The group can now operate efficiently as a team and we can "take care of business."

● Mourning. After a team has been successful for a time, a mourning stage may set in. This phenomena is one to watch out for. Attitudes may start to decline. Members may wish for the way it used to be and become discontented. You need to recognize the onset of the mourning stage and immediately implement motivational techniques to bring your team back to the performing stage.

Ingredients for a Successful Team

Successful team building does not just happen. The supervisor must be responsible for bringing the right ingredients together to attract the membership. The right ingredients are listed in the following paragraphs.

CLEAR TEAM GOALS.– All members of the team must understand exactly what goals the team is striving to meet. In recruiting, we have established goals from the district. The team must also have its own goals. These may include competition, training qualifications, advancements, attaining NRD goals so many months in a row, or any other mutually agreed upon goal.

IMPROVEMENT PLAN.– Every team needs a plan for improvement. These may be formal plans of action and milestones (POA&Ms) or informal team commitments; for example, our team will strive to increase market identification by 4 percent each month. Whatever format the plan takes, all members of the team must understand their role in its accomplishment.

WELL-DEFINED ROLES.– Every member of the team should understand exactly what role they are filling in the scheme of recruiting. In addition, they should understand each other's roles and how they interrelate. Your role as supervisor must be especially well defined. It is easy to let military protocol relax in the recruiting environment. Be careful not to let your role diminish in office camaraderie.

CLEAR COMMUNICATION.– The most important ingredient of all is clear communication. Keep all channels open. Not only do you want to convey clear, concise messages to your team, you also want to keep the door open for communication and feedback. We will discuss communication skills in more detail later in this chapter.

HELPFUL TEAM BEHAVIORS.– Earlier we discussed the team's conforming to accepted behaviors in the norming stage. You may need to remind team members of acceptable behaviors from time to time. Some behavioral practices that will help your team run smoothly include using courteous conversation practices, seeking opinions and input, sharing responsibility, compromising in resolving differences, employing creativity and candidness, and accepting and delivering praise and critiques. These behaviors may be most noticeable in a meeting environment, but you should monitor them in all team interactions.

WELL-DEFINED DECISION PROCEDURES.– Be up front about decisions. Let members know what decisions they are supposed to make and what decisions should be forwarded to you. Have an established method of resolving differences. Let the team know in advance what is negotiable and what is not.

BALANCED PARTICIPATION.– You may find balanced participation difficult in the recruiting environment when some recruiters will always write more contracts than others. Participation is not limited to production. Make sure all team members participate in activities that will benefit the whole team. Encourage all members to participate by providing training and input at meetings and during discussions.

ESTABLISHED GROUND RULES.– It is extremely important when taking over a new station or zone that you set up ground rules as soon as possible. Let the team know what you expect in the way of performance and behavior. Everyone should understand the rules and the consequences.

AWARENESS OF THE GROUP PROCESS.– All members need to be aware of what is going on in the team. Keep the communication flowing. Pass on successful ideas and tactics. Let all team members know about the new triumphs within the team. That first Gold Wreath award, RQS qualification, or Station of the Month award are all examples of recognition to share with the team.

THE SCIENTIFIC APPROACH.– When solving a problem or choosing a course of action, use the scientific approach. Collect meaningful data, identify the root causes of the problem, develop an appropriate solution, enact your plan, and make any needed changes.

Pay Attention to Your People to Pump Up Morale

Morale is a prime key to recruiting success. Recruiters need to be feeling good about themselves and their organization to sell prospects on the Navy. The best way to enhance your team's morale is to pay attention to the individuals who make up the team.

MAKE THEM FEEL VALUED.– Recognize the successes of your team members, even the little ones. Let them know you value their contribution to the team.

HELP THEM DEVELOP A SENSE OF BELONGING.– Draw the quiet members into discussions by asking for their opinions and ideas. Use language that emphasizes their membership in the team, such as "our zone."

GIVE THEM A CAUSE.– To establish a "cause," you must build enthusiasm. You can start with a few key players and watch the enthusiasm build until it has an energy of its own.

RALLY THE TROOPS AROUND A SPECIAL GOAL. – When the team puts its combined efforts toward a common goal, morale naturally escalates. With few exceptions, team members want to see the team be successful and will do more toward that end than they would on their own.

FOCUS ON SHORT-TERM GOALS.– There is a great benefit in seeing short-term goals achieved. Everyone needs some small successes to keep them motivated for the long term. Setting short-term goals maintains the interim momentum and pumps up the enthusiasm. Achieving short-term goals helps to build the confidence needed to go the long distance. They can also be extremely useful in restoring momentum during those lulls in productivity that may occur.

ORGANIZING

The recruiting supervisor is responsible for a myriad of duties and must often cover a large geographic area. These responsibilities require a considerable amount of organizational skill. Prioritizing time and delegating some duties are key elements in the art of organization.

Prioritizing Time

When deciding where or with whom to spend valuable training time, remember that those making the most noise should not necessarily get the most attention. Listen carefully and prioritize based on what you really hear, not how often or how loud you hear it.

Avoid getting into the fire-fighting mode. You can become sidetracked by low-priority issues and waste a lot of time and energy with very little payoff.

Keep in mind that the last assignment is not necessarily the most important. You can easily become overwhelmed if you get in the habit of dropping everything for whatever is the most current problem. You also need to be very clear when giving assignments. Let others know what priority the assignment has and when you expect it to be done.

Delegating

Delegating duties is a necessity in your job as a recruiting supervisor. It will keep you from becoming overcommitted. Delegation should be a part of your on-the-job training (OJT) program to prepare others for additional responsibility. Delegating duties gives the recruiters a sense of involvement, adding their participation and influence to a bigger picture. Most people will be more committed to carrying out decisions that they helped to make. As with delegating, we can only delegate the duty, not the responsibility. Follow up on all delegated duties, giving praise or additional training where needed.

COMMUNICATION SKILLS

Without clear, concise communication skills our other skills would wilt on the vine. No other skill can be effective without it.

Elements of Communication

The basic model for communication includes a sender (the person giving the message), a receiver (the person the message is intended for), and the message itself. If those three elements were all there were to the communication cycle, miscommunication would not be a problem. However, standing between the sender and receiver there can be a host of interceptors that may garble a message. Filters may detract from the original intent of the message. Barriers may block part of the message acceptance. To complete the communication
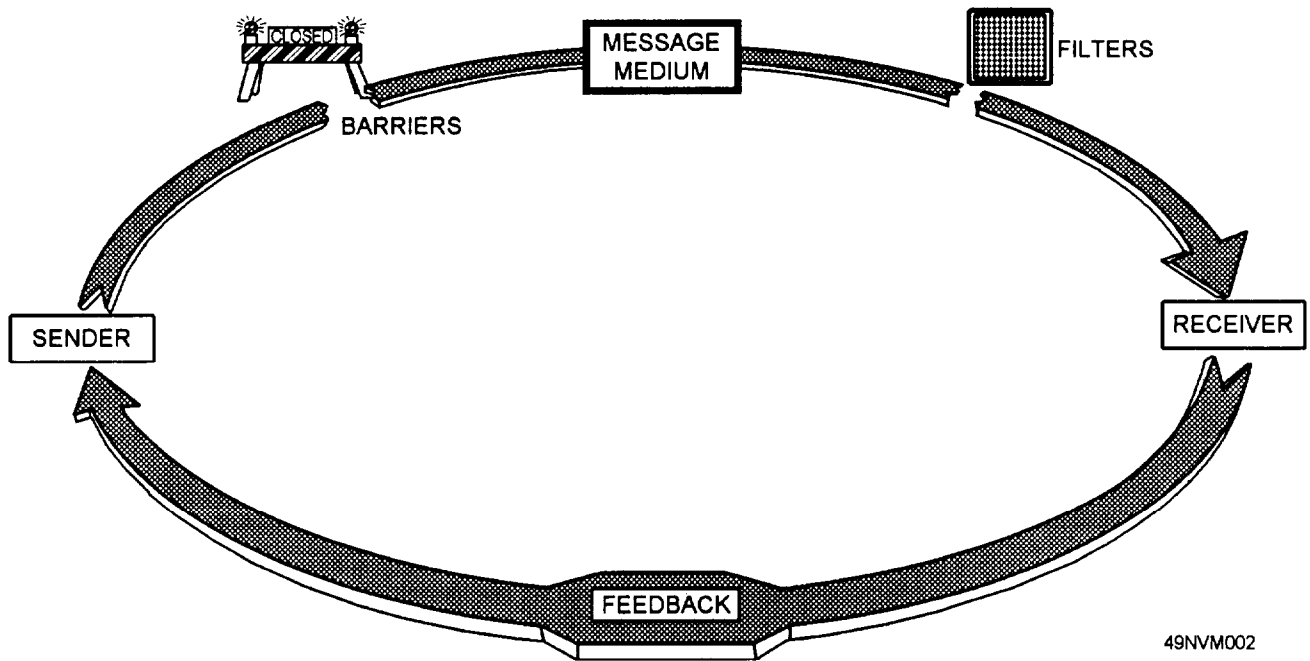
Figure 1-2.–Feedback completes the communication cycle.

cycle and minimize the interceptors' interference, you must complete the communication cycle. Get feedback from your message receivers to make sure what they heard is what you meant to say. Figure 1-2 illustrates the communication cycle.

Provide Opportunities for People to Ventilate

Recruiting can be a frustrating business. Sometimes your folks will just need to blow off a little steam. Be a good listener. Show empathy but not sympathy.

Create a Supportive Work Environment

Try to shape behavior instead of constantly grading it. Be a coach to your recruiters instead of a judge or umpire. An example of this would be that instead of saying, "Your phone power is dry and boring," you might say, "Try another phone call and this time smile. I'll bet your enthusiasm will get that appointment you're looking for." Make it easy for your recruiters to ask questions without feeling incompetent. A supportive work environment is essential for keeping the lines of communication open.

Communicate Within the Chain of Command

Whether you are the sender or receiver, be sure to use the proper chain of command. Be supportive of higher management levels. As part of the management team, you are responsible for "selling" changes and policy from above. Be just as supportive of your recruiters and/or RINCs. You are also responsible for selling them to those above.

INSTRUCTING

Every CRF member must instruct, both informally through OJT and formally through required training. Keep up to date on all recruiting matters. Practice and refine your instructing skills. Chapter 2 gives detailed direction in lesson planning and delivery. Use show-and-tell methods whenever possible. Not only is it a more effective teaching technique, the show-and-tell method will also increase the confidence and respect your subordinates have in your abilities.

PROBLEM-SOLVING/ANALYTICAL ABILITY

As with any supervising job, your ability to analyze and solve problems will directly correlate to your success. When you are faced with a problem, it is best to use a scientific approach.

Collect Background Data

Find out everything related to the problem that you can. Determine who, what, when, and where. Approach

this step the same way you would if you were blueprinting an applicant.

Identify the Underlying Causes of the Problem

Be careful that you don't identify a symptom instead of a cause. Dig deep to find out the real reasons. There may be more than one cause contributing to the same problem. You may find this step correlates to smoking out objections during a sales presentation.

Develop Appropriate Solutions

This may be a simple required action to correct the problem immediately or a plan of action that will require implementation over time. You may need to develop a combination of several actions for more complicated problems.

Plan and Make Changes

People don't resist change as much as they resist being changed. If you involve people in your problem solving from the beginning, letting them share in the process, they will most likely actively carry out the agreed-upon changes.

Follow Up and Adjust Your Plan

Always give your plan time to prove itself, but be flexible enough to refine it, when needed.

RECRUITING COMMAND ORGANIZATION

As a member of the CRF, you have a vital role in support of the recruiting command mission. To understand and fulfill your role, it helps to have the "big picture" and see the overall organizational structure. The following paragraphs give a brief description of the duties and responsibilities performed by individuals in the recruiting command organization.

COMMANDER, NAVY RECRUITING COMMAND HEADQUARTERS

The commander has an extensive executive staff as well as six departments at the headquarters. Figure 1-3 shows how COMNAVCRUITCOM headquarters is organized.

Executive Staff

The commander's staff includes an executive assistant, aide, flag writer, administrative assistant, command career counselor, and headquarters master chief. The deputy commander, command master chief, inspector general, national recruiting district assistance council (RDAC) coordinator, and special assistant billets are described in the following paragraphs.

DEPUTY COMMANDER.– The deputy commander is the principal assistant and advisor to CNRC and assumes the responsibilities of the commander in the commander's absence.

COMMAND MASTER CHIEF.– The CMC, formerly the force master chief, is the senior enlisted member of the Navy Recruiting Command. The CMC serves as the personal advisor to and representative of the commander in personnel welfare, morale, recruiting programs and aids, recruiter conferences, and specific problem areas affecting overall recruiting effort.

INTEGRITY AND EFFICIENCY/INSPECTOR GENERAL.– The inspector general's office covers quality assurance, internal reviews, and investigative reviews. The recruit quality assurance team and all congressional correspondence fall under the inspector general's purview.

RECRUITING DISTRICT ASSISTANCE COUNCIL COORDINATOR.– The RDAC national coordinator and the RDAC program manager are responsible for coordinating the efforts of the district RDACs.

SPECIAL ASSISTANTS.– Special assistants for public affairs, financial management, minority affairs, legal affairs, and marketing advise the commander in their respective areas of responsibility.

Personnel and Logistics Department (Code 10)

Code 10 plans, directs, and coordinates all military and civilian personnel functions for headquarters and the field, supply and constraint responsibilities, space acquisition, leased vehicle and housing programs, coordination of organizational changes, and processing of all initial Navy commissioning documents.

DIRECTOR, PERSONNEL DIVISION (CODE 11).– Code 11 provides personnel management and support services to headquarters and field activities,
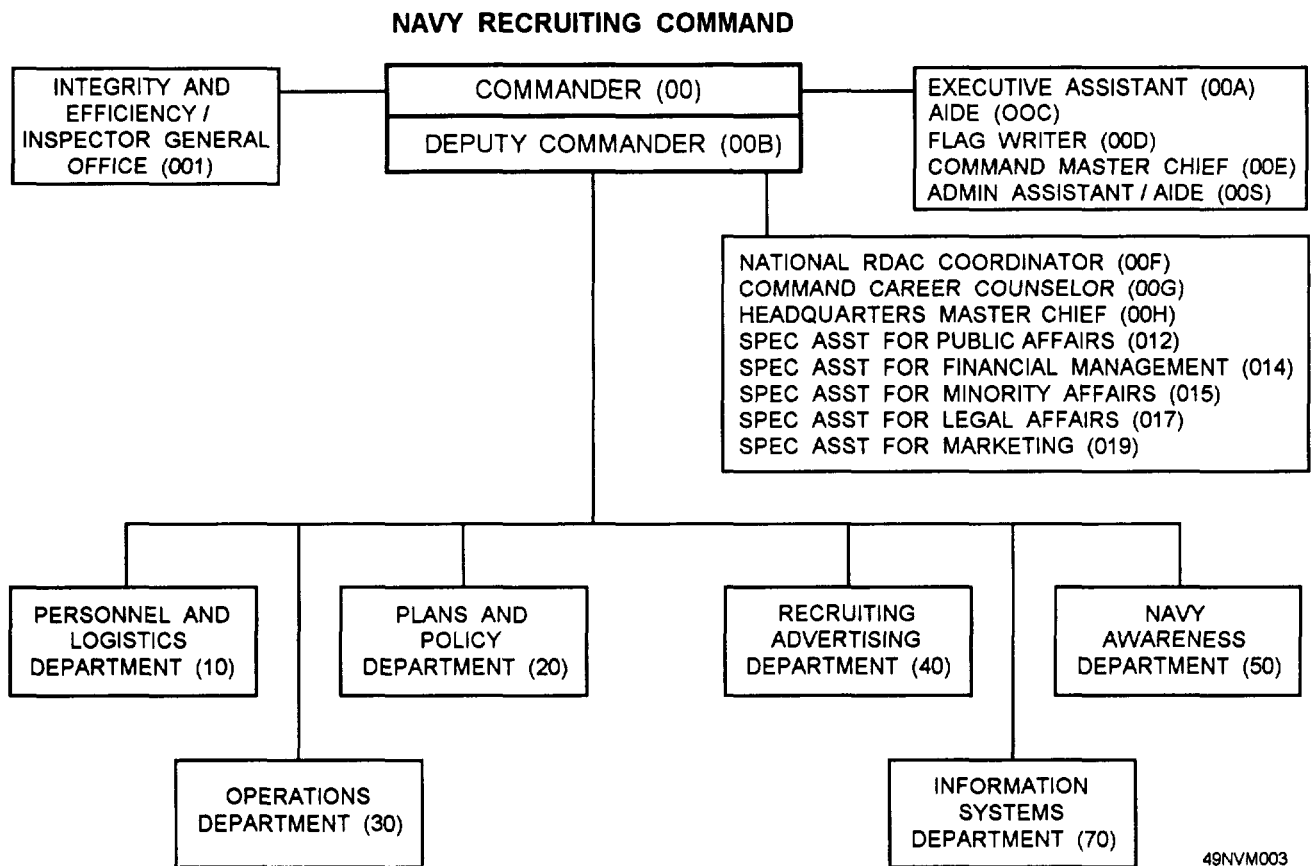
NAVY RECRUITING COMMAND

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┌─────────────────────┐      ┌──────────────────────────┐      ┌──────────────────────────────────────┐
│   INTEGRITY AND     │      │     COMMANDER (00)       │      │ EXECUTIVE ASSISTANT (00A)            │
│   EFFICIENCY /      │──────┤                          │──────│ AIDE (00C)                           │
│ INSPECTOR GENERAL   │      ├──────────────────────────┤      │ FLAG WRITER (00D)                    │
│   OFFICE (001)      │      │ DEPUTY COMMANDER (00B)   │      │ COMMAND MASTER CHIEF (00E)           │
└─────────────────────┘      └──────────────────────────┘      │ ADMIN ASSISTANT / AIDE (00S)         │
                                                                └──────────────────────────────────────┘
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Figure 1-3.–Navy Recruiting Command staff organizational chart.

National RDAC Coordinator (00F)
Command Career Counselor (00G)
Headquarters Master Chief (00H)
Spec Asst for Public Affairs (012)
Spec Asst for Financial Management (014)
Spec Asst for Minority Affairs (015)
Spec Asst for Legal Affairs (017)
Spec Asst for Marketing (019)

Personnel and Logistics Department (10)
Plans and Policy Department (20)
Recruiting Advertising Department (40)
Navy Awareness Department (50)
Operations Department (30)
Information Systems Department (70)

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including billet control and distribution, distribution of military personnel, liaison with area personnel support activities for headquarters military personnel, and management of recruiting assistance programs to return Navy personnel to their home areas to assist local recruiters in attracting quality applicants for Navy programs and provide senior minority recruiting assistance to recruiting.

LOGISTICS (CODE 12).– Code 12 conducts supply and contracting functions for COMNAVCRUITCOM headquarters and provides guidance and direction in these matters to field activities.

Plans and Policies Department (Code 20)

Code 20 develops plans in support of the recruiting policies established by higher authority. Code 20 also maintains liaison with higher authority regarding policy development.

POLICY (CODE 21).– Code 21 develops policy as necessary in matters of officer and enlisted recruiting.

RESEARCH AND ANALYSIS (CODE 22).– Code 22 is responsible for coordinating research programs initiated by the Navy Recruiting Command. Code 22 conducts market analysis, recommending goal and resource allocation for long- and short-range proposals. This code provides Standardized Territory Evaluation and Analysis for Management (STEAM) data in the form of the ZIP Code Market Analysis Report to Areas and districts.

Operations Department (Code 30)

Code 30 manages programs for the recruitment of enlisted, officer, and reserve candidates. The operations department establishes standards of recruiter performance and monitors field productivity and training programs. Code 30 interfaces with other recruiting services and the Military Entrance and Processing Command (MEPCOM).

OFFICER PROGRAMS (CODE 31).–Code 31 implements and manages the recruitment of qualified applicants for all officer and officer candidate programs.

ENLISTED PROGRAMS (CODE 33).– Code 33 manages programs for enlistment and reenlistment in the Regular and Reserve components of the Navy.

TRAINING AND FIELD SUPPORT (CODE 34).– Code 34 manages programs for standardization of all field training following Recruiting Officer Management Orientation (ROMO)/Enlisted Navy Recruiting Orientation (ENRO). Code 34 writes the enlisted RQS instruction, *The Science and Art of Navy Recruiting Manual,* and makes major input to other directives concerning enlisted recruiting.

Recruiting and Advertising Department (Code 40)

Code 40 plans, coordinates, and directs all advertising for Navy recruiting. Code 40 develops, procures, and distributes all advertising material used in Navy recruiting. This department manages the Navy Opportunity Information Center (NOIC)/National Lead Tracking System (NALTS)/National Navy Recruiting Information Center (NNRIC) activities and Public Service Advertising (PSA) administration and analysis. Code 40 also will provide personalized PSA radio and TV spots to local recruiters just for the asking.

Navy Awareness Department (Code 50)

Code 50 develops, plans, coordinates, and implements community/fleet relations programs and promotional plans programs. Code 50 provides public affairs guidance to field elements of the command, manages the Sea Power Presentation program, and provides Navy awareness resources (exhibits, printed material, audiovisual presentations) to recruiting field activities. This department also maintains liaison with medical, educational, vocational, and youth organizations.

PUBLIC AFFAIRS (CODE 51).– Code 51 deals with community relations and publishes the *Navy Recruiter Magazine.*

FIELD SUPPORT/EDUCATION (CODE 52).– Code 52 coordinates youth programs, referral support, exhibits, and conventions.

Information Systems Department (Code 70)

Code 70 provides the command with automated data processing (ADP) and office information systems to support the management of recruiting functions in the field and at headquarters.

COMMANDER NAVY RECRUITING AREA STAFF

The AC is responsible for fulfilling the recruiting mission assigned to his or her Area. The AC organizes efforts to make sure quantitative and qualitative goals are met or exceeded. Figure 1-4 shows the Area organizational structure.

Area Deputy Commander

The Area deputy commander (ADC) assists the AC in both enlisted and officer recruiting matters.

Area Command Master Chief

The ACMC is the senior enlisted advisor to the AC in all matters concerning enlisted recruiting. The ACMC trains the district CRs.

AREA TRAINING COORDINATOR.– The Area training coordinator (ATC) develops and carries out a comprehensive and vigorous training plan on an areawide basis.

AREA ASSISTANT TRAINING COORDINATOR.– The Area assistant training coordinator (AATC) assists the ATC in performance of assigned duties.

Area Recruiting District Assistance Council

The Area recruiting district assistance council (ARDAC) members assist One-Navy recruiting by joining together the many talents available in Navy-related organizations, the civilian community, and the Naval Reserve at the Area level.

Area Chief Staff Officer

The Area chief staff officer (ACSO) assists and advises the AC on the overall functions, control, and coordination necessary to carry out the assigned mission, The ACSO acts as the AC in his or her absence.

AREA EDUCATION SPECIALIST.– The Area education specialist (AES) is the principal advisor on liaison with the civilian education community. The AES trains the district education specialists and acts as a member of the STEAM team.

AREA SYSTEMS ADMINISTRATOR.– The Area systems administrator (ASYSAD) ensures the efficient
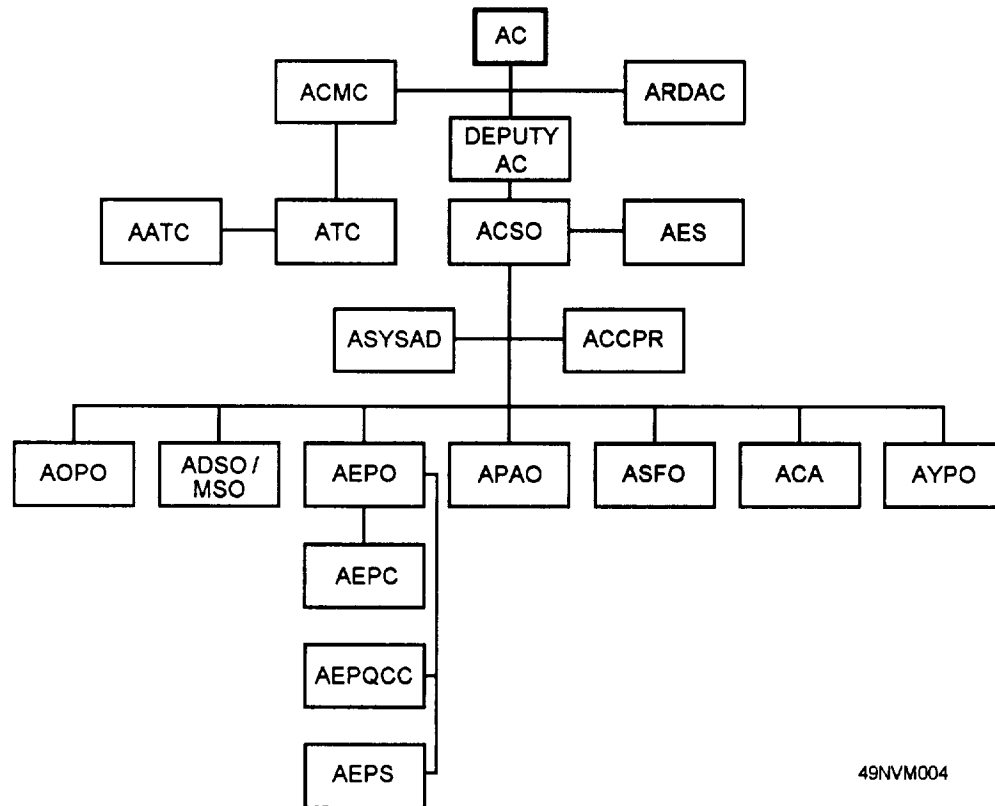
Figure 1-4.–Navy recruiting Area organizational chart.

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and proper use of all microcomputer equipment and software with the Area.

AREA CHAPLAIN CORPS PROGRAM RECRUITER.– The Area Chaplain Corps program recruiter (ACCPR) is responsible for Chaplain Corps recruiting within the Area and represents the Navy Officer Chaplain Corps to prospects, educators, and organizations that are influential among potential applicants.

AREA OFFICER PROGRAMS OFFICER.– The Area officer programs officer (AOPO) is the department head for the Area officer programs department.

AREA ADVERTISING SYSTEMS OFFICER/ MARKETING SUPPORT OFFICER.– The Area advertising systems officer/marketing support officer (ADSO/AMSO) is the advisor on all aspects of marketing techniques and factors that may affect the Area gosling policy and personnel distribution. The AMSO coordinates advertising activities, marketing operation planning, and STEAM preparation and analysis.

AREA ENLISTED PROGRAMS OFFICER.– The Area enlisted programs officer (AEPO) is the department head for the Area enlisted programs department.

Area Enlisted Programs Coordinator.– The Area enlisted programs coordinator (AEPC) acts for the AEPO in his or her absence. The AEPC troubleshoots enlisted programs management and conducts in-depth studies as directed by the AEPO.

Area Enlisted Programs Quality Control Coordinator.– The Area enlisted programs quality control coordinator (AEPQCC) maintains liaison with the district enlisted programs officer (EPO) and enlisted processing division supervisor (EPDS) for coordination of waiver processing procedures, authenticity, and completeness of preenlistment kits. The AEPQCC trains and assists the EPDS in quality assurance and acts as processing control coordinator for waivers and investigations of alleged enlistment processing irregularities.

Area Enlisted Programs Statistician.–The Area enlisted programs statistician (AEPS) is responsible to the AEPO for collecting and compiling all statistical data about enlisted recruiting.

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AREA PUBLIC AFFAIRS OFFICER.– The Area public affairs officer (APAO) coordinates and advises on Area and district internal, community, and media relations programs.

AREA SUPPLY/FISCAL OFFICER.– The Area supply/fiscal officer (ASFO) is responsible for the proper budgeting, accounting, and administration of the operating budget for the Area. The ASFO manages distribution of vehicles to NRDs and Area staff and manages the recruiting facilities program.

AREA CHIEF ADMINISTRATOR.– The Area chief administrator (ACA), as the administrative department head, is responsible for preparation and control of correspondence and effective use of assigned officer personnel and equipment.

AREA YOUTH PROGRAMS OFFICER.– The Area youth programs officer (AYPO) is responsible for creating an awareness among organized youth groups of the career opportunities available through voluntary service in the Navy or Naval Reserve.

NAVY RECRUITING DISTRICT ORGANIZATION

As with any Navy command, the CO has total responsibility for the personnel, logistics, and mission of the organization. Figure 1-5 shows the district organizational structure.

Campus Liaison Officer

The campus liaison officer (CLO) is responsible for liaison with the minority college community to obtain minority officer accessions. The CLO also helps create awareness of Navy occupational and educational opportunities and promotes relations between Navy recruiters and minority prospects. CLOs should be minority faculty members of 2- or 4-year colleges or universities. They are commissioned officers in the Inactive Naval Reserve.

Recruiting District Assistance Council

RDAC members assist One-Navy recruiting by joining talents available in Navy-related organizations, the civilian community, and the Naval Reserve. They provide direct referrals, help increase Navy awareness, provide inroads to centers of influence (COIs), and assist in promotion and support of special events and local media access. The RDAC chairman reports to the NRD CO and maintains liaison with the national RDAC

coordinator and program manager, as well as the Area RDAC chairman (if assigned).

Executive Officer

In addition to acting as the CO in his or her absence, the executive officer (XO) provides for the effective use of district personnel and coordinates all headquarters analysis efforts.

EDUCATION SPECIALIST.– The education specialist (EDSPEC) conducts liaison with civilian education and manpower officials, organizes educator orientation visits (EOVs), and serves as district STEAM coordinator. The EDSPEC gathers, analyzes, and maintains educational marketing data; coordinates marketing, scheduling, and results of Armed Services Vocational Aptitude Battery (ASVAB) testing; and administers American College Test (ACT) tests. When designated in writing, the EDSPEC conducts Nuclear Field (NF) and Defense Language Aptitude Battery (DLAB) testing.

OFFICER IN CHARGE, "A" STATION.– There are only two actual "A" Stations, one located in Honolulu, Hawaii, and one in San Juan, Puerto Rico. The officer in charge (OIC) organizes and supervises the efforts of the personnel assigned to the class "A" station to ensure the proper and efficient processing of applicants. The OIC ensures the attainment of enlisted recruiting goals through the supervision of assigned personnel and application of resources. The OIC of a class "A" station acts as both EPO and DNRPS for those assigned.

OFFICER PROGRAMS OFFICER.– The officer programs officer (OPO) is the department head for the officer programs department, responsible for all officer recruiting goals. The OPO department includes the district minority recruiting coordinator (DMRC), officer recruiters (ORs), officer processing division supervisor (OPDS), officer processing assistant (OPA), and the medical programs petty officer (MPPO).

LEADS TRACKING CENTER SUPERVISOR.– The local effective accession delivery system (LEADS) tracking center supervisor (LTCS) supervises the generation of leads through newspaper advertising and direct mail. The LTCS processes and tracks local and national leads.
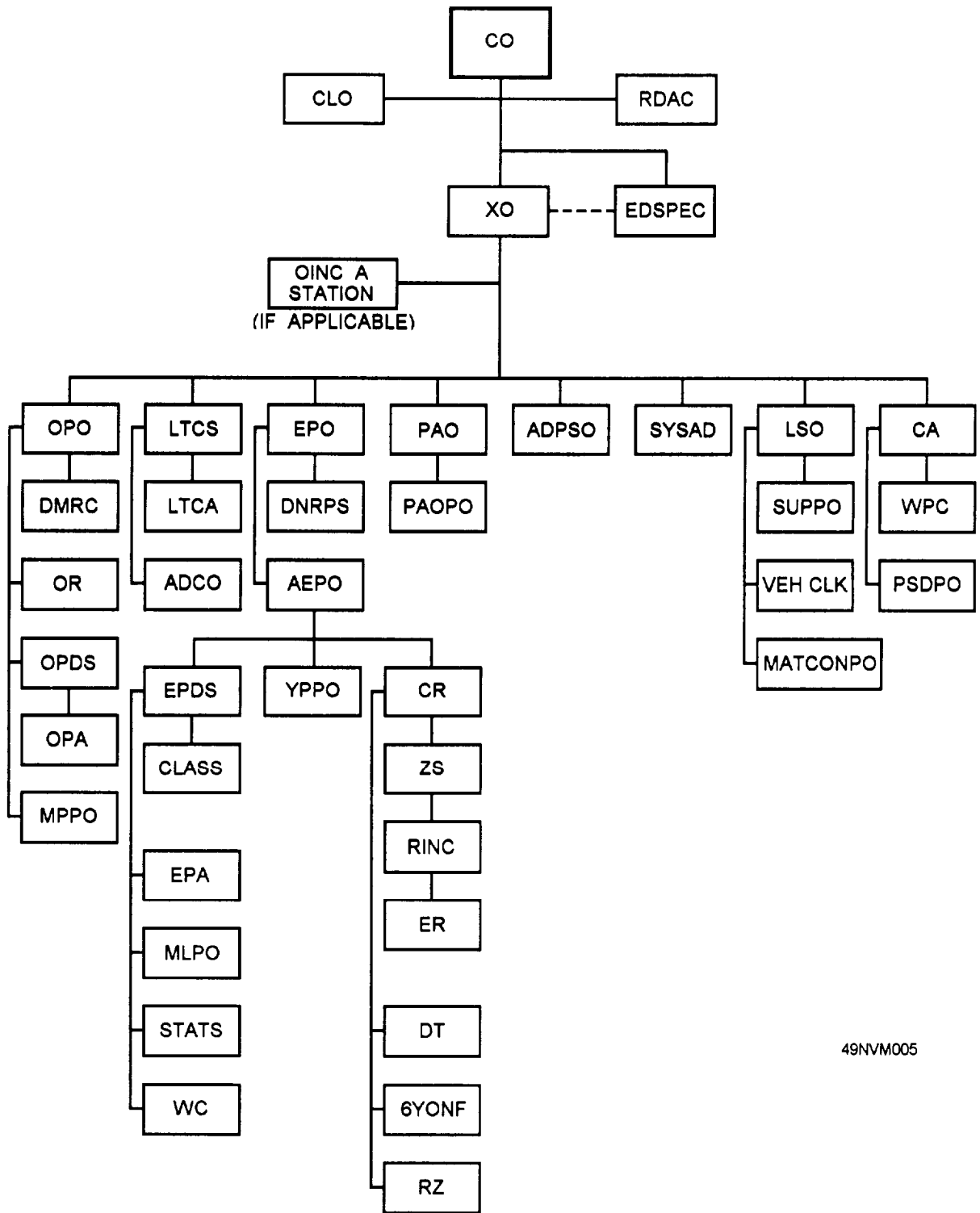
Figure 1-5.–Navy recruiting district organizational chart.

LEADS Tracking Center Assistant.– The LEADS tracking center assistant (LTCA) assists the LTCS in processing and tracking leads.

LEADS Tracking Center Advertising Coordinator.– The LEADS tracking center advertising coordinator (ADCO), normally a GS-5, GS-6, or GS-7, provides technical support to the LTCS on all advertising matters. The ADCO prepares local advertising copy, researches market coverage, rates cost-effectiveness, and places all advertising.

ENLISTED PROGRAMS OFFICER.– The EPO, department head for the enlisted programs department, ensures attainment of enlisted recruiting goals. Some NRDs may also have an AEPO.

Director, Navy Recruiting Processing Station.– The DNRPS organizes and supervises the efforts of the support personnel assigned to the processing station to ensure the efficient and proper processing of applicants for enlistment in the United States Navy.

Enlisted Processing Division Supervisor.– The EPDS manages and supervises the processing of qualified applicants for enlistment in the U.S. Navy.

● Classifier. The classifier counsels all applicants on Navy options available based on personal qualifications. The classifier uses the Personalized Recruiting for Immediate or Delayed Enlistment (PRIDE) system to reserve school seats and coordinates the placement of applicants in enlistment programs to meet district goals.

● Enlisted processing assistant. The enlisted processing assistant (EPA) reviews preenlistment kits, associated paper work, and processes applicants for enlistment.

● Military entrance and processing station (MEPS) liaison petty officer. The MEPS liaison petty officer (MLPO) coordinates prequalification processing and is the final quality control checkpoint of applicants before acual enlistment/reenlistment.

● Enlisted programs statistician. The statistician (STATS) assists the EPO, ensuring proper collection, evaluation, and administration of data and statistics.

● Waiver coordinator. The waiver coordinator (WC) is responsible for the quality control, review, tracking, and processing of all applicant waivers for the EPO department.

Youth Programs Petty Officer.– The youth programs petty officer (YPPO) coordinates and assists recruiters in liaisoning with youths in the 15- to 17-year-old age group to develop awareness and improve recruiting.

Chief Recruiter.– The CR trains the ZSs, DTs, delayed entry program (DEP) coordinator, and special program recruiters. The CR manages, supervises, and coordinates the use of all NRD resources, training, and systems to attain enlisted goals. The CR is the primary advisor to the CO in enlisted recruiting matters.

● Zone supervisor. The ZS trains RINCs and helps the RINCs in training zone personnel, as required. The ZS supervises, manages, and coordinates the use of all zone resources to provide qualified applicants for enlistment into the U.S. Navy.

● Recruiter-in-charge. The RINC trains the recruiters assigned to the NRS. Through leadership, the RINC provides supervision of NRS resources to provide qualified applicants for enlistment into the U.S. Navy.

● Enlisted recruiters. The enlisted recruiters (ERs) provide qualified applicants for enlistment into the U.S. Navy.

● District trainer. The DT is responsible for developing and carrying out a comprehensive and vigorous enlisted field training program on a districtwide basis. The DT provides one-on-one OJT to ERs to improve prospecting, sales, and processing techniques.

● 6-year obligor/nuclear field (NUC) recruiter (6YONF). The 6YONF manages and coordinates the use of Navy recruiting resources to provide qualified applicants for all 6-year obligor and nuclear field programs.

● R/Z recruiter. The R/Z recruiter manages and coordinates the use of Navy recruiting resources to provide qualified applicants for all prior service programs.

PUBLIC AFFAIRS OFFICER.– The public affairs officer (PAO) is the principal advisor to the CO on all public affairs activities and media relations. The PAO ensures DEP and newly reported personnel news releases are prepared and submitted. The PAO also advises on the proper use of Navy bands, vans, and exhibits, and liaisons with Navy information offices.

SYSTEMS ADMINISTRATOR.– The systems administrator (SYSAD) ensures the efficient and proper use of all microcomputer equipment and software.

ADP SECURITY OFFICER.– The ADP security officer (ADPSO) plans, implements, and monitors the command ADP security program to ensure an adequate level of protection for the activity's hardware, software, and data.

LOGISTICS SUPPORT OFFICER.– The logistics support officer (LSO), normally an officer or a Storekeeper (E-7 or above), is responsible for all regulations concerning procurement and use of government funds. The LSO ensures the efficient operation of the logistics support department.

Supply Petty Officer.– The supply petty officer (SUPPO) assists in providing logistical and material support to the NRD; maintains custody records and the NRD imprest funds; issues government transportation requests (GTRs) and meal tickets; supervises compilation of the NRD financial plan, accounting records, purchase orders, vehicle use and maintenance records, and property records.

Vehicle Clerk.– The vehicle clerk (VEH CLK) maintains records and prepares reports associated with vehicle use, monitors preventive maintenance of assigned vehicles, maintains liaison with the Government Services Agency (GSA) vehicle motor pool, and recommends vehicle assignment.

Material Control Petty Officer.– The material control petty officer (MATCONPO) receives, issues, and maintains inventories of general supplies and printed and audio recruiting aids materials.

CHIEF ADMINISTRATOR.– The chief administrator (CA), as the department head for the administrative/ personnel department, is responsible for incoming and outgoing correspondence, personnel support detachment (PSD) coordination, and word processing.

Word Processing Clerk.– The word processing clerk (WPC) employs the complete capabilities of word processing equipment and techniques in support of administrative functions. The WPC also advises other NRD personnel on word processing capabilities.

Personnel Support Detachment Petty Officer.– The personnel support detachment petty officer (PSDPO) provides liaison with the PSD for headquarters and field personnel.

CHAPTER 2

TRAINING

Some of the best-trained sailors in the world report to recruiting duty. They are topnotch mechanics, technicians, operators, and so on. Now, it is your job to train these sailors to be topnotch recruiters. Training in the recruiting environment differs somewhat from normal in-rate training programs. You have senior people who have mastered their respective rates over the course of their careers. Now they are assigned to a job that they know little about and must master in one tour. It's like starting them out with seaman apprentice knowledge and expecting petty officer performance. Some will learn quickly, displaying a natural ability for sales. Others may need more attention to make the transition. This chapter gives guidance on formal training, recruiter qualification standards (RQS), and on-the-job training (OJT).

COMMAND TRAINING PROGRAM

The *Training Program for Navy Recruiting Command Field Activities,* COMNAVCRUITCOMINST 1500.4, provides the guidance for the Navy Recruiting Command's training program. It includes the directed command training plan, training record maintenance instructions, and indoctrination training requirements.

COMMAND TRAINING PLAN

The command training plan provides the minimum professional and general military training (GMT) to be delivered during the fiscal year. Each Navy recruiting district (NRD) develops its own annual training plan within the guidelines of the Commander, Navy Recruiting Command (CNRC) training plan. You will use the NRD training plan to develop your zone or station training program.

You have some leeway in the delivery of required training topics. You may reschedule training 1 month before or 1 month after the month scheduled in the command training plan. Get others involved in training delivery. It lends variety to meetings, involves more of the zone members, and is, in itself, a training evolution. One of the best ways to learn a subject well is to teach it.

GMT Topics

Topics listed with an asterisk in the training plan may be delivered through the plan of the day (POD), plan of the week (POW), or other informal means. If you decide additional emphasis is necessary, you may also deliver them formally. Those topics listed without an asterisk must be delivered in a formal training environment. GMT is important to maintain our own Navy skills and to benefit our delayed entry personnel.

Professional Topics

All professional training must be delivered in a formal training session. These sessions may be conducted in a variety of ways, such as during monthly zone production and planning meetings, at scheduled station visits, or in regular station training. There are benefits to all three methods. Zone supervisors (ZSs) must carefully evaluate their zones to decide which method of professional training delivery is most advantageous to the team as a whole. Even formal training need not be limited to lecture style of delivery. Include show-and-tell demonstrations, whenever possible.

FORMAL TRAINING AT ZONE MEETINGS.– Conducting the professional training at a zone meeting ensures all members of the zone receive the same information, and it allows for a broader base of input for general discussion. All training should not be conducted by the ZS. Alternating training topic assignments will keep everyone sharp as well as lend a little variety to the meetings.

FORMAL TRAINING AT STATION VISITS.– Some ZSs prefer to conduct professional training at regularly scheduled station visits. The smaller audience at the station visit allows you to tailor the training to the experience and skill levels of the members. If you conduct the training during station visits, make sure all zone personnel understand that you will be conducting training during set hours. Only emergencies should interrupt. Put on the answering machine and let the rest of the world turn without you for a few hours.

FORMAL TRAINING BY THE RECRUITER-IN-CHARGE DURING STATION TRAINING.– Recruiters-in-charge (RINCs) may conduct professional training during regularly scheduled station training unless the NRD training plan requires that it be conducted at a higher level. This allows the RINC to personalize the training and maintain station ownership. The same "no interruption policy" discussed previously should apply.

TRAINING RECORDS

A training record must be maintained for each individual at his or her respective Navy recruiting station (NRS). Training jackets are issued to every recruiter graduating from Enlisted Navy Recruiting Orientation (ENRO). Members should take the record with them upon transfer. All training records should contain the Navy recruiting personnel record, training syllabuses, the indoctrination training record, the NRS indoctrination training record, the indoctrination completion letter, and the RQS qualification card.

Navy Recruiting Personnel Record

The Navy Recruiting Personnel Record, NAVCRUIT Form 1500/1, shown in figures 2-1A and 2-1B, must be completed for all recruiting personnel. It contains personal data, current and historical. You should make sure these records are current and up to date each month. Completion of the annual evaluation, leave record, and disciplinary record sections is optional. Every supervisor should take time to note information provided on these forms. It's all part of knowing your people. Take particular note of family members, previous positions, and recruiting goals. This form is a great icebreaker during check-in.

Training Syllabus

The Training Syllabus, NAVCRUIT Form 1500/2, is a log of all training an individual has received (GMT, formal, OJT, and RQS). The individual conducting the training or the immediate supervisor should document this log and initial the entry by column following each training subject. Preprinted forms are not desired. After each training evolution, the training syllabus entry can serve as a summary of training with the individual. It provides an additional opportunity to ask questions and verify training effectiveness. Be very specific when making the entries, especially when logging OJT. Instead of entering Sales as the subject, list specific steps or methods you trained to – for example,

"Sales – Methods of establishing rapport during initial conversation step." Not only does this serve as a reminder to you when reviewing training records, it also reinforces to the individual what training has been accomplished. Figure 2-2 shows a properly documented training syllabus.

Indoctrination Training Record

The indoctrination training record for enlisted recruiters and spouse orientation is instrumental in familiarizing reporting personnel in the organization, procedures, and policies throughout the NRD. Briefings that spouses should attend are marked with an asterisk. You should encourage spouses to attend the indoctrination training. Remember that they too are entering a new environment. Indoctrination training should be completed within 2 working days from date of reporting to the Area or NRD. This should be conducted during initial check-in. These completed indoctrination training records are maintained in the individual's training jacket.

Navy Recruiting Station Indoctrination for Enlisted Production Recruiters and Support Personnel

Production recruiters also must complete the NRS indoctrination within 30 calendar days from date of reporting to the NRS. The RINC of the indoctrinating NRS will initial and date each training item. This indoctrination differs from that conducted at the NRD. Although some of the information is given in the form of briefings, most is accomplished on the road. In other words, it is show-and-tell training. The RINC and departing recruiter should accompany the new recruiter to his or her territory and introduce him or her to school officials, centers of influence (COIs), media personnel, and the zone ombudsman. The RINC will prospect in all modes, conduct a sales interview, and make a school visit with the new recruiter in attendance. This hands-on training is the most important part of the NRS indoctrination. The new recruiter has the basics from ENRO; now he or she needs to see them put into action. Completed indoctrination training records are maintained in individual training jackets.

Indoctrination Completion Letter

After indoctrination training, the RINC will file the original indoctrination completion letter in the individual's training jacket and forward a copy to the training officer for inclusion in the command's training file.

NAVY RECRUITING PERSONNEL RECORD

PRIVACY ACT STATEMENT

Authority to request information in this form is derived from 5 United States Code 301, Departmental Regulations. Purpose of this form is to provide the Division Officer with readily accessible data concerning personnel in his/her division. The information is used by the Division Officer to manage and administer his/her personnel, to determine training needed; to record training completed; to maintain ready accessible data concerning performance, work assignments and other personnel data to enable the Division Officer to guide and counsel those assigned to him/her. Disclosure of the following items of information on this form is mandatory: name, rate,SSN, local address and phone number (if applicable), billet space/living space/bunk number (if applicable). Disclosure of the following items is voluntary: retirement intentions, rate desired, special qualifications, name of wife, names and ages of children. Other items of information may be obtained from member's service record. Failure to provide those required items of information listed above may result in administrative action being taken; no action will be taken if the individual refuses to disclose those voluntary items of information.

NAME	RATE/RANK	USN/R	SSN	REC

RECRUITING OFFICE	BILLET	DATE REPORTED

DATE OF BIRTH	DATE FIRST ENLIST.	YEARS SERVICE

DATE OF RATE/RANK	ELIGIBLE FOR ADVANCEMENT	PRD

PERMANENT HOME ADDRESS	LOCAL ADDRESS AND PHONE

MARITAL STATUS	NO. OF DEPENDENTS

SPOUSE NAME AND ADDRESS

CHILDRENS NAMES, ADDRESSES AND BIRTH DATES

NEXT OF KIN		RELATIONSHIP	ADDRESS AND PHONE NO.

DATE REPORTED	UNIT	PREVIOUS DUTY DESCRIPTION OF DUTY

ANNUAL EVALUATIONS (OPTIONAL)

PERIOD ENDING	PROFESSIONAL FACTORS	PERSONAL TRAITS	SELF EXPRESSION	LEADERSHIP	MGT	OVERALL

LEAVE RECORD (OPTIONAL)

FROM	TO	DATE	NO. DAYS	BALANCE	FROM	TO	TYPE	NO. DAYS	BALANCE

NAVCRUIT 1500/1

Figure 2-1A.–Navy Recruiting Personnel Record, NAVCRUIT Form 1500/1 (front).

AWARDS AND COMMENDATIONS

GOLD/SILVER WREATHS

1ST	6TH	11TH	16TH	21ST	26TH
2ND	7TH	12TH	17TH	22ND	27TH
3RD	8TH	13TH	18TH	23RD	28TH
4TH	9TH	14TH	19TH	24TH	29TH
5TH	10TH	15TH	20TH	25TH	30TH

OTHER AWARDS

DISCIPLINARY RECORD (OPTIONAL)

FORMAL EDUCATION

HIGHEST GRADE COMPLETED	DEGREES	OTHER COURSE INFORMATION

EDUCATION AND ADVANCEMENT RECORD

ITEM	TITLE	DATE COMPLETED	MARK	TITLE	DATE COMPLETED	MARK
SCHOOLS AND COURSES						
MILITARY CORESPOND. COURSES						
OTHER COURSES						

RECRUITER QUALIFICATION SYSTEM

QUAL LEVEL	START DATE	PROGRAMMED COMPLETION	BOARD DATE	BOARD ACTION

PERSONAL GOALS (OPTIONAL)

DATE	GOAL	WAS IT ACHIEVED	DATE	GOAL	WAS IT ACHIEVED

NAVCRUIT 1500/1   *MUST BE RQS BOARD CERTIFIED

49NVM007

Figure 2-1B.–Navy Recruiting Personnel Record, NAVCRUIT Form 1500/1 (back).

TRAINING SYLLABUS

NAME GOOD, I. M.		RATE BM2		SSAN 123-45-6789	
TRAINING METHOD	TRAINING SUBJECT	DATE	INSTRUCTOR	HOURS	ENTRY BY
GMT	DEPENDENT'S ASSISTANCE	1/4/94	POW	.1	R.O.M.
GMT	PERSONAL AFFAIRS	1/4/94	POW	.1	R.O.M.
FORMAL	DELAYED ENTRY PROGRAM	1/8/94	NCC BEST	1.0	BB.
FORMAL	MENTAL TESTING	1/8/94	ATI AIRDALE	.5	SPO.
FORMAL	SALES ABILITY	1/8/94	NCCS SELLER	1.5	BB.
OJT	ITINERARY EVAL - DETERMINING BEST TIME FOR STOPS	1/13/94	RMI MORSE	.75	R.O.M.
GMT	MOTOR VEHICLE SAFETY	1/15/94	OFFICER CLARK, NYPD	.5	R.O.M.
GMT	LEADERSHIP	1/15/94	RMI MORSE	1.0	R.O.M.
FORMAL	DAILY PRODUCTION ROYB	1/15/94	GMGI GUNNER	.5	TUA.
OJT	ITINERARY EVAL - RAN REVISED IT, WORKED ON DEVELOPING NEW COI'S AND GETTING MORE REFERRAL	1/20/94	RMI MORSE	3.0	R.O.M.
RQS	RCTR STD #15 GOVERNMENT VEHICLES	1/22/94	GMGI GUNNER	.5	TUA.

TRAINING METHOD: FORMAL, OJT, GMT, RQS

NAVCRUIT 1500/2

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Figure 2-2.–Training Syllabus, NAVCRUIT Form 1500/2.

NOTE: You do not need to relist indoctrination training in the training syllabus.

RQS Qualification Sheet

The original RQS qualification sheet will be maintained in the individual's training jacket until an RQS board is held. Upon completion of the RQS board, the original sheet will be maintained at the NRD and a copy will be placed in the training record.

RECRUITER QUALIFICATION STANDARDS

The Navy Recruiting Command established the RQS system to standardize OJT and reinforce the initial and follow-on training received by recruiters, recruiting managers, and support personnel. The RQS system ensures all recruiting personnel attain, demonstrate, and sustain the basic knowledge and skill levels necessary to perform their assigned recruiting duties effectively. It also provides a valuable method for evaluating and selecting those individuals best suited to assume billets of greater recruiting responsibility. The *Recruiting Qualification Standards – Enlisted* (RQS-ENL), COMNAVCRUITCOMINST 1136.2, contains RQS modules and management guidance.

REQUIREMENTS

All recruiting personnel must qualify under the RQS system for their present billet. Career Recruiter Force (CRF) personnel must qualify for the next higher billet after qualifying in their assigned billet. The requirement for chief recruiter (CR) certification may be waived by the Commander, Navy Recruiting Area (COMNAVCRUITAREA) until assignment to a CR billet is imminent. Navy Enlisted Classification (NEC) code 9585 personnel may voluntarily qualify for the next higher billet and must do so when directed by higher authority.

QUALIFICATION GUIDELINES

All modules must be completed within a maximum of 180 days for qualification. Each module contains a total point value of 600 points. Trainees must complete a minimum of 100 points each month to be "on track" for RQS qualification.

Extensions

The RQS training officer (the enlisted programs officer [EPO] for enlisted programs personnel) may grant a one-time extension during the qualification period and a one-time extension for final RQS board qualification. An extension period may not exceed 30 days.

Exceptions

The district commanding officer (CO) may approve an exception to the RQS qualification time in unique situations, such as medical problems or emergency leave.

RQS DISQUALIFICATION

Personnel who fail to maintain RQS for their billet should be disqualified. An individual is disqualified at the CO's determination as follows:

● The individual fails to maintain required standards of billet in which qualified and serving. A letter of disqualification is given to the individual. The CO may assign the individual to a lower billet or direct the individual to requalify in the present billet.

● The individual meets criteria for fault transfer. Fault transfer procedures are implemented. Refer to chapter 3.

● The individual meets criteria for no-fault transfer. No-fault transfer procedures are implemented. Refer to chapter 3. The CO may recommend retention of qualification if circumstances in the no-fault transfer warrant.

NOTE: CRF designation (NEC 2186) is removed for any person being disqualified under fault or no-fault conditions.

REQUALIFICATION

Personnel who previously qualified in an RQS position must requalify at each NRD assigned. Specific procedures for those personnel transferring between districts and those returning to recruiting duty are listed in the following two paragraphs.

Transfer Between Districts

For recruiters and RINCs a full RQS qualification board will be convened within 3 months of the reporting date without the requirement to complete the RQS module. A one-time 3-month extension is authorized for an individual failing to board qualify. For ZSs, an

interview is conducted by the gaining CO and CR. If the individual is determined to be fully qualified, no board or requalification is required. The CO will send a letter to the Area commander certifying the ZS to be fully RQS qualified. If judged not fully qualified, the ZS will be recommended to the Area commander for a ZS RQS board by the CO. The CO may also require portions of the ZS RQS module to be completed before the board. CRS who are CR board certified will not be required to requalify.

Returning to Recruiting Duty

Personnel returning to recruiting duty must requalify for either one billet below that previously held or for the billet level previously held at the discretion of the CO. Prior qualification must be verified by service record page 4 entry or enlisted evaluation to determine the last billet in which qualified. If verification cannot be made, the individual must requalify from the lowest RQS level.

ZS-qualified personnel who have been off production for longer than 6 months will be interviewed by the gaining CO and CR, and either be recommended for an immediate Area ZS board or be required to requalify entirely within 90 days.

NOTE: Area and district trainers are considered on production.

RQS TRACKING SYSTEM

An RQS Tracking Report, NAVCRUIT Form 1136/2, shown in figure 2-3, is maintained at district headquarters to provide a means for tracking RQS progress. Each RINC maintains a tracking report on the recruiters in the NRS and submits a copy to the ZS monthly. The ZS maintains a tracking report on the RINCs in the zone, collects a tracking report from each RINC, and submits a combined report to the CR monthly. The CR maintains tracking reports on the ZSs

Figure 2-3.–RQS Tracking Report, NAVCRUIT Form 1136/2.

and recruiting zone (RZ) and 6-year obligor/nuclear field (6YO/NF) recruiters, collects a zone tracking report from each ZS, and submits a combined report to the EPO monthly. The enlisted processing division supervisor (EPDS) maintains tracking reports on the classifiers, military entrance and processing station (MEPS) petty officer (MLPO), and processors, and submits a copy to the EPO monthly. The executive officer (XO) maintains tracking reports on the lead tracking center supervisor (LTCS) and submits them to the EPO monthly. The EPO maintains tracking reports on the CR and EPDS, collects the tracking reports, and makes sure they are combined on a master tracking report and properly posted in the district. **NOTE:** Tracking reports must be on file by each person responsible for maintaining a report. Copies of the original reports should be forwarded to the EPO. Figure 2-4 illustrates the RQS tracking system.

RQS TRAINING

RQS are hands-on training evolutions. Most of the standards require demonstration of skills and knowledge. Effective RQS training also should be accomplished by demonstration. Individuals should not be qualified at the same time as the training is conducted. Depending on the module and the trainee, training may need to be repeated or expounded on before individuals can show they have mastered the qualification. Remember to maintain the integrity of the system by requiring proven proficiency before signing off a standard.

RECOMMENDATION FOR RQS QUALIFICATION BOARD

Your signature as qualifier on the RQS sheet is your personal certification that the individual is fully prepared for final qualification before the RQS board. Careful consideration should be given to the skill and knowledge level of the individual before you sign the recommendation. Poor performance at an RQS board reflects just as badly on the supervisor as the individual who was unprepared.

QUALIFICATION BOARD

Final qualification in an RQS module must be certified by an RQS board.

Board Membership

Recruiting Qualification Standards–Enlisted (RQS-ENL), COMNAVCRUITCOMINST 1136.2, lists the convening authority and board membership requirements for each RQS position. Each board must be comprised of RQS-qualified individuals or individuals designated in writing by the COMNAVCRUITAREA or CO, Navy Recruiting District (CO, NAVCRUITDIST).

Number Before the Board

Only one individual at a time may appear before the board, except for recruiter boards, at which a maximum of three recruiters may appear. The advantages of individual boards are obvious. Recruiters can be more effectively judged on their individual knowledge levels when singularly boarded. Periods of high turnover within a district may necessitate the multiple recruiter boards. In these situations, care must be taken to fairly distribute questions.

Conducting the Board

There is not a standard procedure for conducting RQS boards; however, some general guidelines do apply.

● Have a planned approach. The board should have a plan of operation. It is up to the board chairman to establish the procedures used to ask questions and test knowledge.

● Use clear, concise questions. Effective questioning techniques will enable members to better test the knowledge of the candidate. Rambling questions tend to confuse the individual being evaluated. Ask questions that check conceptual understanding rather than rote memory. Avoid trick questions.

● Use the RQS module. Stay with material from the appropriate RQS module. Opinion-type questions should be saved for another time. The RQS board is conducted to certify that the individual has the knowledge and skills listed in the RQS module.

● Demonstration. Candidates should demonstrate skills such as sales interview, PDCing (developing personal contacts), asking for referrals, and speaking with educators. Role playing will often give a clearer picture of the candidates' skill level than question and answer evaluation.

Preparing for RQS Boards

You should fully prepare your people for their RQS boards. You may want to hold a practice board in the
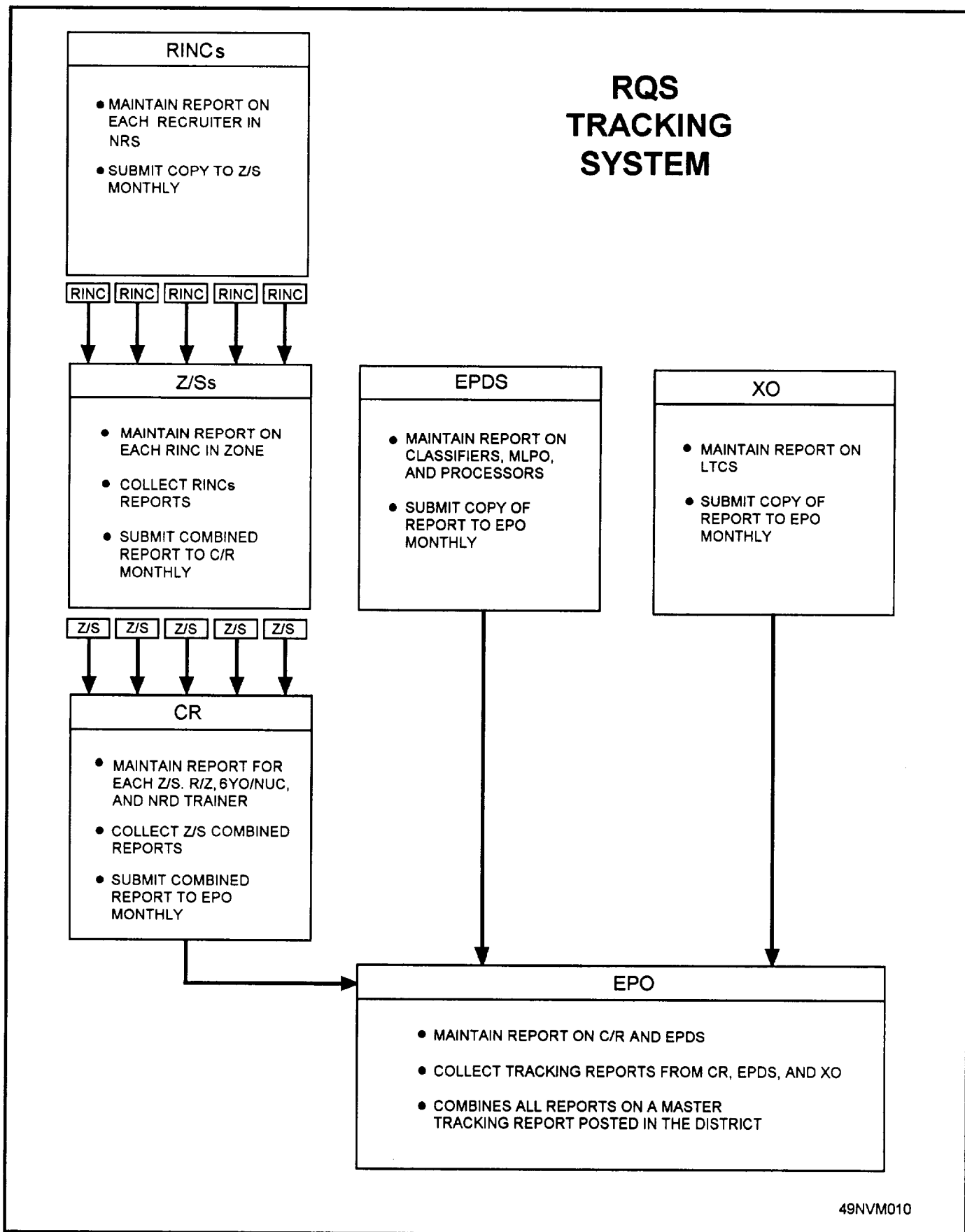
RQS TRACKING SYSTEM

RINCs
- MAINTAIN REPORT ON EACH RECRUITER IN NRS
- SUBMIT COPY TO Z/S MONTHLY

RINC RINC RINC RINC RINC

Z/Ss
- MAINTAIN REPORT ON EACH RINC IN ZONE
- COLLECT RINCs REPORTS
- SUBMIT COMBINED REPORT TO C/R MONTHLY

Z/S Z/S Z/S Z/S Z/S

CR
- MAINTAIN REPORT FOR EACH Z/S. R/Z, 6YO/NUC, AND NRD TRAINER
- COLLECT Z/S COMBINED REPORTS
- SUBMIT COMBINED REPORT TO EPO MONTHLY

EPDS
- MAINTAIN REPORT ON CLASSIFIERS, MLPO, AND PROCESSORS
- SUBMIT COPY OF REPORT TO EPO MONTHLY

XO
- MAINTAIN REPORT ON LTCS
- SUBMIT COPY OF REPORT TO EPO MONTHLY

EPO
- MAINTAIN REPORT ON C/R AND EPDS
- COLLECT TRACKING REPORTS FROM CR, EPDS, AND XO
- COMBINES ALL REPORTS ON A MASTER TRACKING REPORT POSTED IN THE DISTRICT

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Figure 2-4.–The RQS tracking system.

zone before the formal board. There is nothing secret about an RQS board. Make sure the candidates know what to expect. Their performance is a direct reflection on your leadership ability.

ON-THE-JOB TRAINING

OJT is as varied as the skills and personalities of the personnel concerned. People learn best in different ways. Your job as a supervisor is to match the training method with the individual to accomplish your goal of fully trained recruiters. A proverb explains the purpose of OJT well: "Give a man a fish, feed him for a day. Teach a man to fish and you feed him for life."

BASED ON INDIVIDUAL NEEDS

You must observe your recruiters and RINCs closely to determine training requirements. Daily production reviews and analysis systems may identify areas of concern, but only personal observation will confirm training needs. Just as you would not want to handle objections that do not exist in the sales interview, you don't want to train recruiters on discrepancies that do not exist. Consider the recruiter who had an extremely low interview-to-contract conversion rate. Without actually watching the recruiter conduct an interview, the RINC decided, based on analysis, that the recruiter needed training on closing the sale. For weeks the RINC repeated the closing training without improvement. Finally, the RINC watched the recruiter conduct an interview. The real problem was obvious. The recruiter was not tailoring the sales presentation to the prospect's wants, needs, and dominant buying motives (DBMs). The RINC conducted OJT on want, need, and DBM identification and saw the recruiter rise to one of the district's top recruiters. Make sure your training stories have a successful ending – look before you leap (train).

SHOW-AND-TELL METHOD

The show-and-tell method of OJT is easier for personnel to understand. It also builds their confidence in the training when they can actually see it being done. Your training and your reputation will hold more veracity when you demonstrate the skills being taught. Hit the street, have some fun, and watch your recruiters improve their skills. "Getting out amongst them" will also help you keep your perspective and notice any new trends that may affect the market.

COMPLETE THE COMMUNICATION CYCLE

After a training session, have the trainees tell you what they have learned. Not only does it complete the communication cycle, it will help you gauge the effectiveness of your training. This feedback also will help prevent misconceptions.

PLANNING TIME FOR OJT

As soon as you identify OJT requirements, plan time on your ZSs' planner/itinerary or station planner to conduct it. You can preplan times that will be devoted to individual OJT and later plan the topics that will best benefit the recruiter. Of course, unplanned OJT can be conducted any time the need arises.

DOCUMENTATION

Be sure to document all training in the member's training record. Be specific with your entry. Most OJT sessions will require more than a one-line training syllabus entry. Refer back to figure 2-2 for an example of a properly documented OJT entry.

LESSON PLAN PREPARATION

Your Area or district may provide you with lesson plans for formal and GMT training. Regardless, you should know how to develop a lesson plan. Developing your own lesson plans is a training exercise in itself and delivering them is often easier when you have provided the personal touch.

PURPOSE OF A LESSON PLAN

The lesson plan gives the instructor a sense of which steps will require the most preparation and which activities of the lesson will be most difficult to conduct. The lesson plan gives the instructor an overview of the time needed to deliver the lesson as a whole and the time for each of the learning points within the lesson. It gives the instructor a step-by-step procedure for delivering the lesson and a sense of which steps are most critical to the success of the lesson. Yes, the lesson plan is for you, the instructor.

STEPS IN LESSON PLANNING

An effective lesson plan takes time and organization. The following steps will help you to develop lesson plans that are both easily instructed and well received.

Determine Lesson Objectives

Lesson objectives should have a worthwhile purpose. Personnel should have a valid need for the objectives being taught. Limit your objectives to specific knowledge or performance requirements. Make sure the objectives can be achieved in the time allotted for your training session.

Conduct Research

This step is often called mastering the subject. Don't immediately go to the reference books. First, explore your own knowledge of the subject. Think of your own lessons learned and experience. Next, consult with others in the same field. Other RINCs and ZSs, while having similar experiences, may have ideas to add. Finally, turn to written sources for additional material and verification of what you have gathered from your own and others' experience.

Organize Your Subject Matter

Use a logical sequence to lead students from one point to another. Outline your lesson content. Learning objectives will serve as main points of the lesson. Lead students from known to unknown and from simple to complex.

Select Methods and Instructional Aids

As mentioned earlier, people learn in different ways and some subject matter lends itself to one teaching method above others. It is up to you to decide at this point which method of delivery you will use and to determine the need for instructional aids.

TEACHING METHODS.– Formal teaching methods include lecture, guided discussion, and demonstration performance.

Lecture.– The instructor does all the teaching in the lecture method. The instructor delivers the information from the lesson plan. This method is useful when introducing new material or information that is absolute in nature.

Guided Discussion.– As the name implies, the guided discussion method is designed to involve all students in the teaching evolution. The instructor acts as a facilitator, guiding the discussion toward the lesson objectives. This is a particularly effective method when training to areas without absolutes; for example, itinerary

development. In the guided discussion method, you want the students to provide as much information as possible. You should ask open-ended questions and reinforce and summarize points made that meet the lesson objectives.

Demonstration Performance.– The demonstration performance method requires that you actually demonstrate a skill or technique and then have the students perform. You may remember this is the method used in ENRO to teach sales. This method is used for subjects that lend themselves to showing rather than telling.

INSTRUCTIONAL AIDS.– Professional instructional aids can help you meet your lesson objectives. They should be designed to enhance the lesson rather than teach it. Instructional aids include visual aids, demonstrations, and written material.

Visual Aids.– A variety of visual aids can add to your lesson. Evaluate the lesson to determine what type of visual aid will best emphasize important points. Movies, transparencies, flip charts, blackboards, and felt boards are all examples of visual aids.

Demonstrations.– Use your imagination for demonstrations to enhance learning objectives. Try to involve others in the demonstration whenever possible. Take full advantage of the talent in your station or zone to benefit the team.

Written Material.– You may want to pass out material that you feel recruiters would want to keep and refer to. This is a particularly good idea when instructing new material or information that is not readily available to the student. Complex ideas are often received better when written material accompanies the lesson delivery.

ELEMENTS OF THE LESSON PLAN

Elements of the lesson plan are listed on a cover page. They include the course title, date, teaching day, references, training aids, and learning objectives.

Learning Objectives

Learning objectives have three basic components — behavior, condition, and standard.

● Behavior. This is the knowledge or skill you want the student to know when the lesson is complete.

● Condition. This explains under what condition the student should be able to perform or exhibit the knowledge or skill.

● Standard. This explains to what degree the student should be able to perform. The standard may be expressed explicitly as "with 90 percent accuracy" or subjectively as "demonstrate an effective sales presentation." The word *effective* is the standard.

Terminal Objectives

The terminal objective is a specific statement of the performance expected. It should translate directly to tasks performed on the job. This is what you want the student to be able to do with the training provided.

Enabling Objectives

Enabling objectives are specific statements of the behavior to be exhibited. They are written with conditions and standards appropriate to the learning environment. Enabling objectives may include knowledge and skills that support a terminal objective. These are the steps you want the student to accomplish in order to meet the terminal objective.

LESSON PLAN FORMAT

Figure 2-5 is a sample lesson plan format that you can copy and use to develop your own lesson plans. The format provides a logical and smooth flow of information for ease in delivery and learning.

Establish Contact

Introduce yourself and the subject matter. Give a brief history of your experience to credentialize yourself as a subject matter expert.

Establish Readiness

This step is meant to gain the attention of the students. You may want to use analogies, personal experiences, anecdotes, and so on, as long as they are in good taste and relate to the lesson subject matter. Your objective is to create a desire on the part of the student to concentrate on the subject matter ahead.

Review

This is an optional step. You may want to review what the students should already know or briefly cover points made in previous lessons.

Establish Effect

This is the motivation step. Stress the reasons why the students need to learn the skill or knowledge. This step is designed to increase student confidence by relating the lesson to past experiences and future successes. Give the students "the real benefit to them."

State Objectives

Review the learning objectives and teaching steps to be attained. Make sure the students understand what activity will be required of them and how they will be evaluated, if applicable.

Bridging/Transition

Guide students into the body of the lesson. Focus their attention on the first objective or teaching step.

Body

The body of the lesson plan contains the information you are going to deliver as well as methodology.

LEFT COLUMN.– This column contains the information the instructor must teach and the students must learn. It contains the elements of presentation, application, and evaluation.

RIGHT COLUMN.– This column is used by the instructor to reflect how the lesson will be accomplished. It contains instructor's notes, cautions, and notes. Planned questions, transitions, and interim summaries may be listed here. Reminders to use verbal/visual support, equipment, and visual aids may be listed in the right column. Time lines for delivery and references may also be listed here. Safety and security notes can be reflected as well. The right column of the body is a catchall for any information that will assist the instructor. It should be personalized by each person using the lesson plan.

Conclusion

The conclusion is a wrap-up of the lesson and a preliminary preparation for the next lesson. It contains

LESSON PLAN

COURSE: DATE:

LESSON TITLE:

TEACHING DAY:

REFERENCES:

TRAINING AIDS:

TERMINAL OBJECTIVE(S):

ENABLING OBJECTIVE(S):

Figure 2-5.–Lesson plan format.

LESSON PLAN

ESTABLISH CONTACT:

ESTABLISH READINESS (GAIN ATTENTION):

ESTABLISH EFFECT (MOTIVATION):

STATE OBJECTIVES:

ROAD MAP:

Figure 2-5.–Lesson plan format–Continued.

LESSON PLAN

<u>CONTENTS</u>   <u>INSTRUCTOR'S NOTES</u>

Figure 2-5.–Lesson plan format–Continued.

<u>CONCLUSION</u>

<u>SUMMARY:</u>

<u>REMOTIVATION:</u>

<u>ASSIGNMENT (IF APPLICABLE):</u>

<u>CLOSURE:</u>

Figure 2-5.–Lesson plan format–Continued.

a summary, remotivation, assignment (if applicable), and a closure.

● Summary. The summary should reemphasize the main support points and relate them to the learning objectives. This is the last chance for students to make notes.

● Remotivation. Remotivation should emphasize the reasons for remembering and using the information and skills taught in the lesson. Give a reminder of the real benefit to them.

● Assignment. The assignment should let the students know where they are now and where they are going next. Use as needed.

● Closure. During the closure, you should make appropriate comments to let the students know the lesson is complete. "That's it for today."

DELIVERING THE LESSON PLAN

The delivery of your lesson plan is just as important as the actual preparation. You may want to refer to chapter 7 for some public-speaking delivery tips. There are a few differences between delivering a speech and a lesson plan. For instance, a speech is designed to use one-way communication; learning must be a two-way street. Communication between the instructor and the students is imperative. Encourage questions throughout your presentation of a lesson plan.

EFFECTIVE QUESTIONING TECHNIQUES

Effective questioning techniques can significantly enhance your training effectiveness.

Seven Purposes of Questions

All questions used in a lesson plan should fulfill one of the following seven purposes:

1. Get and maintain interest

2. Stimulate and guide student thinking

3. Obtain student participation

4. Evaluate and summarize

5. Determine student attitudes

6. Open and distribute discussions

7. Develop the subject

Characteristics of Effective Questions

Effective questions should have the following characteristics:

● Purposeful

● Clear and concise

● Challenging

● Limited to one idea

Techniques

Once you have planned your questions, a few basic questioning techniques will help to make sure they meet their purpose.

● Ask your questions in a conversational tone of voice.

● Ask the entire class the question, pause, then call on a student to answer. ASK. . . PAUSE. . .CALL. . . This technique, illustrated in figure 2-6, allows the entire class time to formulate an answer before they know who is going to be called upon to answer.

● Distribute questions at random. Avoid following a pattern when calling on students to answer.

● Adapt the question to the student's ability.

● Allow a reasonable interval of time for answering. If it becomes apparent that the student is unable to respond, ask another student to help out.

● Ask questions of the inattentive.

● Do not permit frequent group (choral) responses. It is difficult to determine the scope of the correct responses. Those who hear more than one response may leave the lesson unsure of the correct answer.

● Use thought-provoking questions. Try to formulate questions that require understanding of the lesson material instead of recitation.

ASK • • •   PAUSE • • •   CALL • •

INSTRUCTOR POSING
QUESTION TO CLASS.

INSTRUCTOR PAUSING--
STUDENTS ALL THINKING
OF A RESPONSE.

INSTRUCTOR CALLING ON
A STUDENT TO ANSWER.
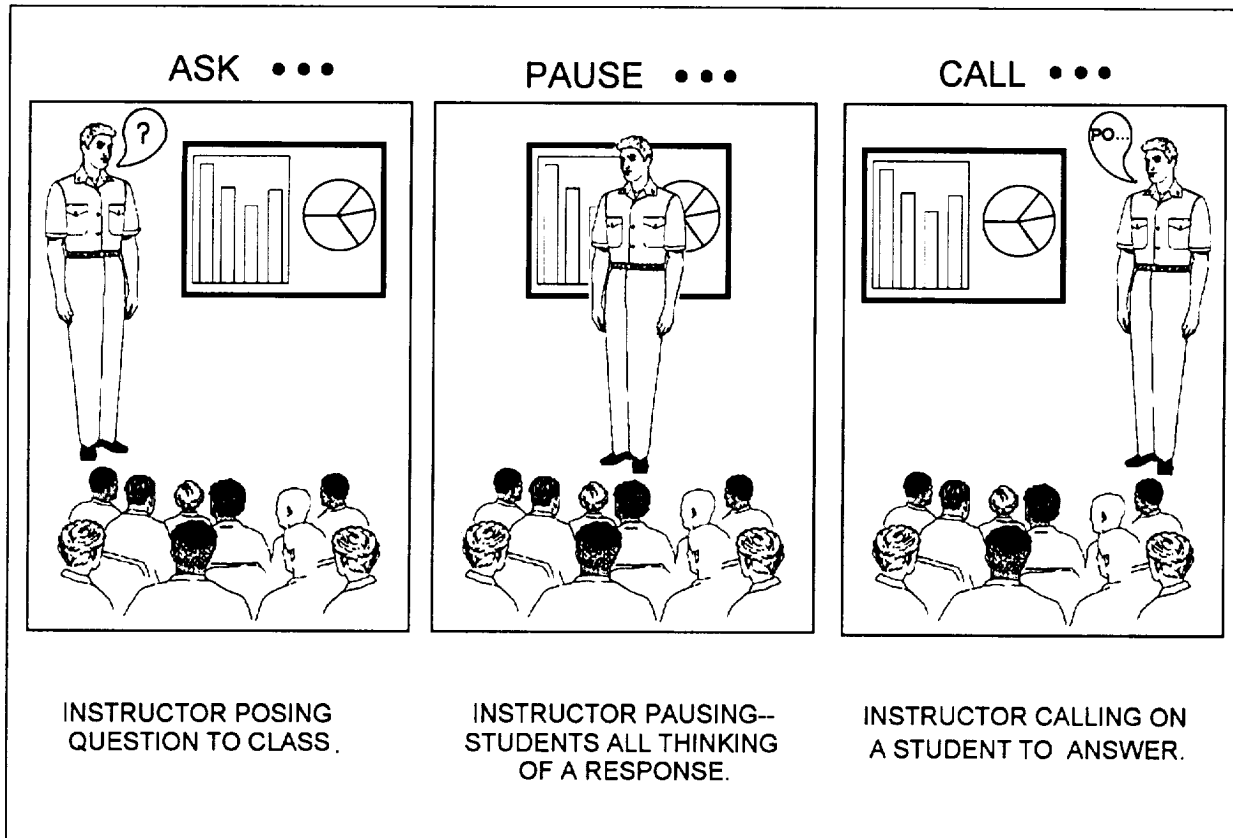
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Figure 2-6.–Ask the entire class the question, pause, then call on a student to answer.

● Acknowledge students' answers. Commend correct responses. For incorrect responses, use phrases such as "That's a good point but not exactly what I'm looking for." You don't want to inhibit student response. They should not be afraid to make a mistake.

TYPES OF QUESTIONS

Another decision you must make is what type of question to use. The choice of question type will depend upon the purpose you want the question to fill and the circumstances in the class.

Rhetorical Questions

These questions do not require an answer. They are used to get and maintain interest. Rhetorical questions are often used at the beginning of a lesson to stimulate thought.

Example: "Why do we need to conduct a market analysis? . . .(pause). . .That's a question that will be answered with today's training."

Overhead Question

These are questions posed to the entire class to initiate and stimulate discussion. They are often used as a leadoff but may be used any time during the lesson.

Example: "How often should itineraries be run?" (Instructor then accepts as many responses as possible.)

Direct Question

This is a question asked directly of a student by name. Start the question as an overhead question, pause, then call on the student. This is the most often used type of question. It can fulfill a variety of purposes.

Example: "What technique would you use to help the procrastinator reach a decision?. . . (pause). . . Petty Officer Jones?"

Relay Question

Rather than answer a student's question, the instructor calls on another student to answer. This type of question allows for more student participation.

Example: Student asks, "How do you get counselors to give referrals?" Instructor calls on another student, "Petty Officer Smith, you have been very successful in your school canvassing program. Can you answer that question?"

Reverse Question

The instructor returns the question to the student who has asked it. It encourages students to arrive at their own answers. The instructor should reword the question or add some information to help the students see the direction they need to take.

Example: Student asks, "What is cognitive restructuring?" Instructor responds, "We know that cognitive refers to thinking and restructuring means changing. Now, what does cognitive restructuring mean?"

QUESTIONS TO AVOID

Some questions should be avoided in the learning environment. They do not meet the characteristics for effective questions.

● Leading questions. Questions that suggest the answer do not demand any thinking on the student's part.

● Catch questions. Attempts to trick students have no place in the classroom.

● Irrelevant questions. Questioning students on obscure or unimportant details destroys their confidence. It becomes confusing for them to know what is important.

● Pumping questions. Don't waste time trying to elicit responses from students who are unwilling or unable to answer. Giving clues or goading will only accentuate the problem and can demoralize students.

● Oversized questions. Questions that cover a broad range of knowledge or are impossible to answer in the time involved are pointless.

● Ambiguous questions. Vaguely worded questions or those that may have a double meaning lead to confusion.

● Terminal questions. Questions that require only a yes or no response are usually ineffective. The student has a 50/50 chance of responding correctly. The instructor has no way of determining if it was just a lucky guess or if the student learned from the lesson.

TRAINING COURSES

Formal training courses are offered at the Navy Recruiting Orientation Unit (NORU) in Pensacola, Florida. Some Area commands also have training courses available.

ENLISTED NAVY RECRUITING ORIENTATION

All production recruiters are required to attend the 5-week ENRO course of instruction. The 9585 NEC is awarded upon successful completion of the course. The course is designed to provide basic orientation to the students' new assignment as Navy recruiters.

CRF ACADEMY

All new CRF selectees attend a 6-week CRF academy before converting to Navy Counselor and earning the 2186 NEC. The training is geared to the RINC and ZS level with special emphasis on leadership in recruiting.

CHIEF RECRUITER COURSE

The CR course is a 1-week course in the technical, leadership, and managerial aspects of recruiting. Attendees must be nominated by their Area commander or COMNAVCRUITCOM. The course is a required part of the qualification process for participation on the CR board.

EPDS, PROCESSOR, AND CLASSIFIER COURSES

The NORU also conducts courses for personnel assigned as EPDS, processor, and classifier. They are required for newly reporting personnel, 9585 recruiters converting to 9586 recruiter-classifiers, and personnel who are being assigned as directors of processing stations.

AREA RINC SCHOOLS

Most Areas offer a RINC school of 1 to 2 weeks' duration. Nominations are taken from each NRD. Check with your district to find out about class availability.

ADVANCEMENT PREPARATION

This chapter on training would not be complete without covering in-rate training for non-CRF recruiting personnel. Preparation for advancement examinations can be particularly frustrating for some personnel assigned outside their normal duties. Consideration must be given to those individuals who have special needs for advancement examination preparation. As a supervisor, you have a responsibility to give your subordinates the best possible opportunity to advance in rate.

GENERAL REQUIREMENTS

Requirements for advancement in rate are fully detailed in the *Navy Advancement Manual,*

BUPERSINST 1430.16. Each candidate also should receive an *Advancement Handbook for Petty Officers,* a NAVEDTRA publication that includes an explanation of the Navy's advancement system, a bibliography that lists references that cover the occupational standards for the candidate's rating, and the personnel advancement requirements (PARs) sign-off sheet. All supervisors should review their personnel's advancement eligibility. Figure 2-7 provides general advancement eligibility information for E-1 through E-9.

DEDICATED STUDY TIME

All NRC activities must establish a dedicated period of time for study before each Navywide advancement examination for every petty officer who is not working in his or her rating and is eligible to take an advancement examination.

E-5 and E-6 Candidates

E-5 and E-6 candidates should be permitted 1 study

PAYGRADE	E-1 TO E-2	E-2 TO E-3	E-3 TO E-4	E-4 TO E-5	E-5 TO E-6	E-6 TO E-7	E-7 TO E-8	E-8 TO E-9
TIME IN RATE (TIR)	9 MOS AS E-1	9 MOS AS E-2	6 MOS AS E-3	12 MOS AS E-4	36 MOS AS E-5	36 MOS AS E-6	36 MOS AS E-7	36 MOS AS E-8
PARS		MANDATORY FOR E-4 THROUGH E-7						
MANDATORY TRAMANs/NRTCs		MANDATORY PUBLICATIONS FOR ALL RATES MUST BE COMPLETED TO QUALIFY FOR ADVANCEMENT, UNLESS WAIVED BY COMPETENT AUTHORITY						
REQUIRED SERVICE SCHOOLS		SEE YOUR ESO FOR REQUIRED SCHOOL REQUIREMENTS						
NAVY LEADERSHIP COURSES						LPO COURSE	CPO COURSE	
PERFORMANCE CRITERIA	3.0 MINIMUM PERFORMANCE MARK AVERAGE (PMA)							
PERFORMANCE TEST		NAVPERS 18068-F LISTS THE RATINGS THAT MUST COMPLETE PERFORMANCE TESTS BEFORE TAKING NAVYWIDE ADVANCEMENT EXAMINATIONS						
PHYSICAL READINESS STANDARDS	1. NOT FAIL PRT FOR THIRD TIME 2. NOT BE OVERFAT FOR THIRD PRT CYCLE							
CO RECOMMENDATION	ALL CANDIDATES REQUIRE THE COMMANDING OFFICER'S RECOMMENDATION TO PARTICIPATE IN A NAVYWIDE ADVANCEMENT EXAMINATION							
EXAMS		APPRENTICESHIP EXAMS	PASS NAVYWIDE ADVANCEMENT EXAM (E-4 / 5 / 6 / 7)					
OBLIGATED SERVICE				SEE YOUR ESO ABOUT OBLIGATED SERVICE REQUIREMENTS FOR ADVANCEMENT				
INDOCTRINATION COURSES		COMPLETE POIC			COMPLETE CPOIC			

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Figure 2-7.–Advancement eligibility information.

day per week for 6 consecutive weeks, or equivalent, beginning the first week in January for the March examination and the first week in July for the September examination.

E-7 Candidates

E-7 candidates should be authorized 1 study day per week for 6 consecutive weeks, or equivalent, beginning in October for the January examination. This schedule will permit candidates to study before the holiday leave period.

TEMPORARY ADDITIONAL DUTY FOR ADVANCEMENT PREPARATION

Temporary additional duty (TEMADD) may be required for some ratings to prepare for their advancement examination and maintain in rate knowledge and skills. Check with local reserve centers, central drill sites, and military installations to determine the availability of training resources. Use your chain of command to request orders when local facilities cannot be found. All avenues should be explored to provide the best possible support for recruiters working out of their rating.

CHAPTER 3

RECRUITING PERSONNEL MANAGEMENT

Many directives and situations unique to the recruiting environment affect the leadership and management of our personnel. This chapter covers incentives, goal setting, stress management, counseling, ethics, irregularities, and the administration of recruiting personnel.

RECRUITER INCENTIVES

Advancement, awards, and recognition are all incentives that encourage achievement. You should be knowledgeable of the many incentives offered in recruiting to encourage and inform your recruiters of the opportunities available to them.

NAVY RECRUITING COMMAND ANNUAL INCENTIVE AWARDS

Navy Recruiting Command (Individual and Unit) Annual Incentive Awards, COMNAVCRUITCOM-INST 1650.16, is the governing directive for individual and unit awards. Each year the Commander, Navy Recruiting Command (COMNAVCRUITCOM) selects units and individuals who best represent the Navy Recruiting Command (NRC) by their overall contribution to the recruiting effort.

Unit Incentive Awards

National unit incentive awards include the following:

- Recruiting District of the Year (George L. Carlin Award)

- Recruiting District of the Year Runner-Up (Charles E. Lofgren Award)

- Officer Recruiting District of the Year

- Enlisted Recruiting District of the Year

- Overall Station of the Year (Admiral's Cup)

- Small Station of the Year (Admiral's Cup)

- Medium Station of the Year (Admiral's Cup)

- Large Station of the Year (Admiral's Cup)

- Most Improved District of the Year (overall officer and enlisted)

- Best District in Minority Recruiting (officer and enlisted)

- Most Improved LEADS District

- Best LEADS District (officer and enlisted)

Eligibility requirements and honors are outlined in COMNAVCRUITCOMINST 1650.16.

Individual Incentive Awards

Individual annual awards are determined by a nomination process. District commanding officers (COs) nominate individuals to their respective Area commanders; Area commanders select an Area winner for each category and forward their nominations to NRC headquarters for national competition. National winners are selected by COMNAVCRUITCOM based on input from the National Awards Screening Committee, a board convened at NRC headquarters. District COs also nominate personnel for periodic awards. Nominations are verified for eligibility and forwarded to COMNAVCRUITCOM by the cognizant Area commander.

Individual Annual Awards

Nominations will be submitted by District COs for selection of Area and national winners in the following categories:

- Enlisted Recruiter of the Year

- Officer Recruiter of the Year

- Chief Recruiter of the Year (Jim Clark Award)

- Six-Year Obligor/Nuclear Field (6YO/NF) Recruiter of the Year

- Medical Recruiter of the Year

- Engineering Recruiter of the Year

- Navy Reserve Officer Training Corps (NROTC)/Broadened Opportunity for Officer Selection (BOOST) Recruiter of the Year (military personnel only)

- Zone Supervisor (ZS) of the Year (Rex Henderson Award)

- Classifier of the Year

- Support Person of the Year (civilian or military personnel)

- LEADS Tracking Center Supervisor of the Year

- Campus Liaison Officer (CLO) of the Year

- Recruiting District Assistance Council (RDAC) Chairman of the Year

- Education Specialist of the Year

Nomination criteria and honors awarded are listed in COMNAVCRUITCOMINST 1650.16.

Periodic Awards

Recruiters assigned to officer recruiting are eligible to earn MEDSTAR and Trident awards for excellence in medical and engineering officer recruiting. The Admiral's Award for excellence is earned for attaining 100 percent of all goaled officer program recruiting requirements in a given fiscal year. The Heritage Award is earned for excellence in minority recruiting. Requirements and honors are listed in COMNAVCRUITCOMINST 1650.16.

RECRUITER EXCELLENCE INCENTIVE PROGRAM

The Recruiter Excellence Incentive Program (REIP) is an advancement incentive plan for meritorious achievement and recruiting production. It is designed to work with the Navy's advancement system. The program has two basic tenets:

1. To provide special recognition for superior performance in contribution to the mission of recruiting personnel through meritorious advancement.

2. To provide incentive for exceeding assigned new contract and quality goals through production advancements. *Recruiting Excellence Incentive Program,* COMNAVCRUITCOMINST 1430.4, gives complete program guidelines.

Meritorious Advancements

These advancements are based on the Navy recruiting District's (NRD's) average fiscal year enlisted manning from the Personnel Status Report (PSR). One meritorious advancement per fiscal year will be earned for every 50 enlisted personnel or fraction thereof. Enlisted manning consists of all enlisted personnel permanently assigned to include NECs 9585, 2186, 9586, 2612, support personnel, and active duty for special work/one year (ADSW/OYR) personnel. The equation would look like this:

$$\frac{\text{average FY enlisted manning}}{50} = \text{\# of meritorious advancements}$$

NOTE: Any fraction should be rounded to the next higher whole number; for example, if the calculation results in 3.21, the number of advancements authorized would be 4.

Production Advancements

These advancements are contingent upon COMNAVCRUITCOM'S attainment of both accession and upper mental group (UMG) goals. Both of these goals must be attained for production advancements to be authorized. If either of these goals is missed for the year, no production advancements will be authorized. COMNAVCRUITCOM will earn one advancement per 50 enlisted personnel or fraction thereof, as previously defined. Recruiting Districts must meet accession, new contract objective (NCO), and UMG accession goals to be eligible for a share of the total production advancements. Districts must also place enough UMG contracts to meet the minimum accessions goal UMG standard or returned to date (RTD) in each fiscal year. Each District's production advancements will be based only on overproduction of NCO.

Eligibility

All NRD enlisted personnel, with the exception of Career Recruiter Force (CRF), in paygrades E4 through E-6 are eligible for consideration if they meet all school and/or course completion requirements,

security requirements, personnel advancement requirements (PARs), military/leadership tests, and all other advancement requirements of their rate.

E-5/E-6 CANDIDATES.— E-5/E-6 candidates who are eligible based on time in rate (TIR) to take an advancement examination must have participated in and passed the March advancement examination. For those not eligible to participate in the advancement exam, up to one-half of required TIR may be waived. Individuals nominated for advancement under REIP and who subsequently are selected for advancement via the September advancement exam will be advanced under the advancement cycle, not under REIP.

E-7 CANDIDATES.— E-7 candidates must have taken the advancement examination and be selection board eligible in the year in which they are recommended for advancement.

PRT REQUIREMENTS.— All candidates must meet the health and physical readiness requirements.

TOTAL ACTIVE FEDERAL MILITARY SERVICE.— Total active federal military service (TAFMS) may be waived. COMNAVCRUITCOM will request waivers from the Chief of Naval Personnel (CHNAVPERS) to ensure the Navy remains within the Department of Defense limits.

MERITORIOUSLY ADVANCED TO PRESENT PAYGRADE.— Personnel who have been meritoriously advanced to their present paygrade are ineligible for advancement under REIP, with the exception of those advanced under the Command Advancement Program (CAP) who will be eligible for REIP.

TIME ON BOARD.— A candidate must have served in the District concerned for a minimum of 15 months (day for day) to be considered for REIP. All nominations for meritorious and production advancements must occur at the conclusion of the fiscal year. Personnel who have been transferred during the fiscal year are eligible for consideration.

COMMANDING OFFICER RESPONSIBILITY.— The CO is directly responsible for advancement based on merit, demonstrated leadership, and contribution to command mission objectives. Emphasis should be placed on sustained superior performance.

Advancement Policies and Procedures

The sum of meritorious and production advancements cannot exceed 7 percent of the average enlisted fiscal year manning. The CO will locally effect E-5 and E-6 advancements after the authorized number of advancements are validated by COMNAVCRUITCOM (Code 10). Personnel recommended for advancement to E-7 will be nominated by the CO and referred to a special selection board convened by COMNAVCRUITCOM.

The special selection board will consist of five members including the CNRC, or a designated Navy Recruiting Area commander, who will function as the senior member; COMNAVCRUITCOM Command Master Chief (CMC), or designated Navy Recruiting Area CMC; and three additional Fleet/Force Master Chief Petty Officers who will be selected by the Master Chief Petty Officer of the Navy (MCPON). Those nominated, but not selected, will receive a Letter of Commendation from the CNRC to enhance their chances for selection before a regular board.

GOLD WREATH AWARD FOR EXCELLENCE IN RECRUITING AND RECRUITING SUPPORT

Gold Wreath Award for Excellence in Recruiting and Recruiting Support, COMNAVCRUITCOMINST 1650.4, provides guidance for Gold Wreath Awards for excellence in recruiting and recruiting support. The award is a metal device that encircles the recruiting badge by NRC personnel. Subsequent awards are denoted by silver or gold stars and an excellence scroll. The sequence of awards is listed in figure 3-1.

SEQUENCE OF AWARDS	
1	Wreath
2	Wreath plus silver star
3	Wreath plus two silver stars
4	Wreath plus three silver stars
5	Wreath plus one gold star
6	Wreath plus one gold star and one silver star
7	Wreath plus one gold star and two silver stars
8	Wreath plus two gold stars
9	Wreath plus two gold stars and one silver star
10	Wreath plus excellence scroll
11	Wreath plus excellence scroll plus silver star
12	Wreath plus excellence scroll plus two silver stars
13	Wreath plus excellence scroll plus three silver stars
14	Wreath plus excellence scroll plus one gold star
15	Wreath plus excellence scroll plus one gold star and one silver star
16	Wreath plus excellence scroll plus one gold star and two silver stars
17	Wreath plus excellence scroll plus two gold stars
18	Wreath plus excellence scroll plus two gold stars and one silver star
19	Wreath plus excellence scroll plus three gold stars
20	Wreath with gold star on top plus excellence scroll
21	Wreath with gold star on top plus excellence scroll and one silver star
22	Wreath with gold star on top plus excellence scroll and two silver stars
23	Wreath with gold star on top plus excellence scroll and three silver stars
24	Wreath with gold star on top plus excellence scroll and one gold star
25	Wreath plus wreath around gold star on top plus excellence scroll
26	Wreath plus wreath around gold star on top plus excellence scroll and one silver star

Figure 3-1.–Gold/Silver Wreath Award for excellence in recruiting and recruiting support-sequence of awards.

	SEQUENCE OF AWARDS
27	Wreath plus around gold star on top plus excellence scroll and two silver stars
28	Wreath plus wreath wreath around gold star on top plus excellence scroll and three
29	Wreath plus wreath around gold star on top plus excellence scroll and one gold star
30	Wreath plus wreath around two gold stars on top plus excellence scroll
31	Wreath plus wreath around two gold stars on top plus excellence scroll and one silver star
32	Wreath plus wreath around two gold stars on top plus excellence scroll and two silver stars
33	Wreath plus wreath around two gold stars on top plus excellence scroll and three silver stars
34	Wreath plus wreath around two gold stars on top plus excellence scroll and one gold star
35	Wreath plus wreath around two gold stars on top plus excellence scroll plus one gold star and one silver star
36	Wreath plus wreath around two gold stars on top plus excellence scroll plus one gold star and two silver stars
37	Wreath plus wreath around two gold stars on top plus excellence scroll and two gold stars
38	Wreath plus wreath around two gold stars on top plus excellence scroll plus two gold stars and one silver star
39	Wreath plus wreath around two gold stars on top plus excellence scroll and three gold stars
40	Wreath plus wreath around two gold stars on top plus two gold stars above excellence scroll
41	Wreath plus wreath around two gold stars on top plus two gold stars above excellence scroll and one silver star
42	Wreath plus wreath around two gold stars on top plus two gold stars above excellence scroll and two silver stars
43	Wreath plus wreath around two gold stars on top plus two gold stars above excellence scroll and three silver stars
44	Wreath plus wreath around two gold stars on top plus two gold stars above excellence scroll and one gold star
45	Wreath plus wreath around two gold stars on top plus two gold stars above excellence scroll plus one gold star and one silver star

Figure 3-1.—Gold/Silver Wreath Award for excellence in recruiting and recruiting support-sequence of awards—Continued.

SEQUENCE OF AWARDS	
46	Wreath plus wreath around two gold stars on top plus two gold stars above excellence scroll plus one gold star and two silver stars
47	Wreath plus wreath around two gold stars on top plus two gold stars above excellence scroll plus two gold stars
48	Wreath plus wreath around two gold stars on top plus two gold stars above excellence scroll plus two gold stars and one silver star
49	Wreath plus wreath around two gold stars on top plus two gold stars above excellence scroll plus three gold stars

Figure 3-1.—Gold/Silver Wreath Award for excellence in recruiting and recruiting support-sequence of awards—Continued.

General Criteria

The Gold Wreaths are awarded for sustained superior performance in recruiting and recruiting support. Individual performance of duty in assigned billets must be exemplary. Meeting production requirements cannot be the sole determination in awarding Gold Wreaths. COs have the final authority to approve or disapprove Gold Wreath Awards earned by individuals in their command. The factors in the following paragraphs should be considered in determining an individual's eligibility for a Gold Wreath Award.

PROFESSIONALISM.– Individuals should exhibit professionalism in the daily conduct of assigned tasks. They should have no record of court-martial, nonjudicial punishment (NJP), or civil court convictions for other than a minor traffic violation during the period of the award. They should have no substantiated cases of malpractice during the period of the award.

POSITIVE LEADERSHIP AND SOUND MANAGEMENT.– Individuals should be positive leaders whose sound management contributes to mission accomplishment.

DEDICATION, LOYALTY, AND SUPPORT.– Individuals should be dedicated to the recruiting mission, and display loyalty and support of the chain of command at all time.

POSITIVE NAVY IMAGE.– The individual's behavior, cooperation, and appearance should foster a positive Navy image.

Gold Wreath Eligibility

All personnel, military (officer and enlisted) and civilian, assigned to COMNAVCRUITCOM are eligible for the Gold Wreath Award. COMNAVCRUITCOM liaison personnel assigned to the NRDs, CLOs, RDAC members, and Navy medical department personnel who complete the Recruiting Officer Management Orientation (ROMO) familiarization course are also eligible. In addition, personnel assigned to the Chief of Chaplain's Office (N097) who directly support recruiting are eligible. Personnel returning to recruiting duty maintain their eligibility for subsequent, sequential Gold Wreath Awards. Civilian personnel may be awarded a miniature Gold Wreath with attachable numbers for second and subsequent awards.

RECRUITERS.– Recruiters will be eligible for the Gold Wreath Award when they attain a net of eight contracts in 3 consecutive months. The first Gold Wreath a recruiter earns will not be awarded until that individual is recruiter qualification standards (RQS) board-certified. Once the certification is complete, the Gold Wreath may be awarded retroactively to the date criteria were met. Additional awards may be earned for similar performance during subsequent 3-month periods. Eligibility for subsequent awards starts upon attainment of necessary contracts and not at the completion of the consecutive 3-month period.

RECRUITERS-IN-CHARGE.– Recruiters-in-charge (RINCs) of a three-person or above station will be eligible for the Gold Wreath Award when the station achieves all assigned goals for a consecutive 3-month period or the station writes 150 percent of NCO for 2 consecutive months or the RINC satisfies the criteria

listed previously for recruiters. Additional awards may be earned for similar performance during subsequent periods. Only one Gold Wreath may be earned for any period. RINCs of one- or two-person stations will earn a Gold Wreath when the recruiter criteria are satisfied.

ZONE SUPERVISORS.– ZSs will be eligible for the Gold Wreath Award when they achieve all assigned new contract goals for a consecutive 3-month period. Additional awards may be earned for similar performance during subsequent 3-month periods.

CHIEF RECRUITERS.– Chief recruiters (CRs) will be eligible for the Gold Wreath Award when the District achieves its assigned one-Navy accessionnd all assigned NCOs for a 3-month period. Additional awards may be earned for similar performance during subsequent 3-month periods.

ENLISTED PROGRAMS OFFICER.– Enlisted programs officers (EPOs) will be eligible for the Gold Wreath Award when the District achieves its assigned one-Navy accession goals, all assigned new contract goals, and delayed entry program (DEP) slope objective (DSO) for a consecutive 3-month period. Additional awards may be earned for similar performance during subsequent 3-month periods.

COMMANDING OFFICERS AND EXECUTIVE OFFICERS.– COs and executive officers (XOs) will be eligible for the Gold Wreath Award when the District achieves its assigned one-Navy accession goals, all assigned new contract goals, and DSO for a consecutive 3-month period, and is progressing satisfactorily toward achieving annual officer accession goals as documented by the CO's review of the officer program officer (OPO) gosling letter. Additional awards may be earned for similar performance during subsequent 3-month periods.

OFFICER PROGRAM OFFICER RECRUITERS.– Officer program officer (OPO) recruiters will be eligible for the Gold Wreath Award when the number of selects during a cumulative 3-month period indicates, based on historical data, annual accession goals will be achieved in the program(s) for which they are responsible.

SIX-YEAR OBLIGOR/NUCLEAR FIELD RECRUITERS.– Six-year obligor/nuclear field (6YO/NF) recruiters will be eligible for the Gold Wreath Award when the District achieves all assigned NF accession goals and NCOs for a consecutive 3-month period. Additional awards may be earned for similar performance during subsequent 3-month periods,

CLASSIFIERS.– Classifiers will be eligible for the Gold Wreath Award when the District achieves its assigned one-Navy accession goals, NCOs, and DSO for a consecutive 3-month period. Additional awards may be earned for similar performance during subsequent 3-month periods. The first Gold Wreath a classifier earns will not be awarded until the classifier is RQS board-certified. The Gold Wreath will be awarded retroactively to the date the criteria were satisfied.

DISTRICT TRAINERS.– District trainers will be eligible for the Gold Wreath Award when the District achieves its assigned one-Navy accession goals and NCO for a consecutive 3-month period. Additional awards may be earned for similar performance during subsequent 3-month periods.

LEADS CENTER SUPERVISORS.– LEADS center supervisors will be eligible for the Gold Wreath Award when the LEADS center achieves at least 15 percent of the District's NCO from local LEADS in a consecutive 3-month period. Additional awards may be earned for similar performance in subsequent 3-month periods.

SUPPORT PERSONNEL.– Support personnel, including RDAC members, will be eligible for the Gold Wreath Award based on _superior_ performance in assigned support billets and extraordinary support of the recruiting production effort. Additional awards may be earned for similar performance during subsequent 6-month periods. The first Gold Wreath a support person earns will not be awarded until that individual is RQS board-certified, if applicable. Gold Wreath Awards may be awarded retroactively to the date the criteria were met once RQS certification is completed. CLOs will be eligible for the Gold Wreath Award upon meeting the tasking requirements set by the CO at the beginning of the fiscal year. Support personnel may also earn a Gold Wreath for referring three individuals (officer or enlisted) who enlist or access within a 3-month period. In the case of officer referrals, the CO has the discretion to extend the referral period to 6 months.

ENLISTED PROCESSING DIVISION SUPERVISOR.– The enlisted processing division

supervisor (EPDS) will be eligible for the Gold Wreath Award when the District achieves its assigned one-Navy accession goal, NCOs, and DSO for a consecutive 3-month period. Additional awards may be earned for similar performance during subsequent 3-month periods. The first Gold Wreath an EPDS earns will not be awarded until the individual is RQS board-certified. The Gold Wreath may be awarded retroactively to the date criteria were satisfied once RQS certification is completed.

AREA PERSONNEL.– Area personnel will be awarded the Gold Wreath based on the criteria established for their District counterparts to the greatest extent possible.

Spouse Recognition

Our recruiters' spouses play an important role in COMNAVCRUITCOM's success. Their many sacrifices will be recognized by awarding a certificate of appreciation signed by COMNAVCRUITCOM. The certificate will be awarded when the recruiter earns his or her fifth Gold Wreath Award.

AWARDS RECOGNITION FOR OUTSTANDING PRODUCTION RECRUITERS

The objective of this program is to provide the recognition deserved and to encourage NRD COs to recognize production recruiters, including RINCs, for outstanding performance and effort. The program is not intended to replace COs' awards authorized in *The Navy and Marine Corps Awards Manual,* SECNAVINST 1650.1. CNRC will approve Navy Achievement Medals (NAMs) in recognition of outstanding production recruiters. The maximum number of NAMs that a CO of an NRD can recommend per fiscal year under this program is based on the number of production recruiter billets (15 percent of the combined total of 9585,9586, and 2612 only) authorized in the unit's Manpower Personnel Authorization Document. *Awards Recognition for Outstanding Production Recruiters,* COMNAVCRUITCOMINST 1650.22, lists the number of authorized NAMs for each NRD per fiscal year. The action period of the recommendation must be for a minimum of 12 months, and a portion of that 12 months must have occurred during the fiscal year in which the recommendation is submitted. Award recommendations may be submitted any time during the fiscal year; however, all must be submitted in time to reach COMNAVCRUITCOM by 20 October annually. Recommendations received after that date will count against the new fiscal year.

SPECIAL DUTY ASSIGNMENT PAY

Special duty assignment pay (SDAP) is a monthly pay in addition to any pay and allowance to which a member is otherwise entitled. Eligibility criteria and award level entitlement are found in *Enlisted Bonus and Special Duty Assignment Pay Programs,* OPNAVINST 1160.6, and the associated notice. It should be noted that eligibility criteria and award level entitlements are reviewed annually and are subject to change. Pay levels are based on job tenure. The time is computed from the date a fully qualified member actually begins assigned duties. Prior successful recruiting experience of 9 months or more is creditable toward variable SDAP levels. Members returning to recruiting duty will reenter at the 3- to 9-month pay level and increase to the maximum pay level after 6 continuous months in the new assignment. Members transferred on a permanent change of station (PCS) directly to another recruiter billet are considered to have been on continuous duty for pay level purposes.

NAVY RECRUITING RIBBON

The Secretary of the Navy authorized the Navy Recruiting Service ribbon, shown in figure 3-2, on 2 February 1989 and authorized retroactively awards to 1 January 1980. The Navy Recruiting Service ribbon is awarded to non-CRF and non-Naval Reserve Canvasser Recruiter (CANREC) personnel upon
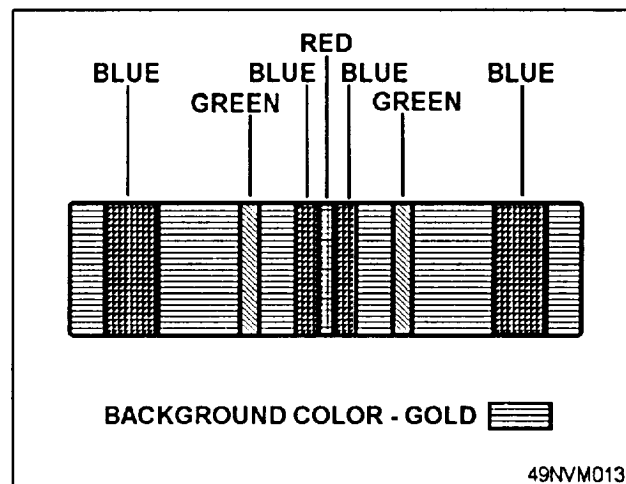
Figure 3-2.–Navy Recruiting Service Ribbon.

completion of a successful tour of duty in recruiting and at the recommendation of their CO or officer in charge. CRF personnel, CLOs, and RDAC members will be eligible for the ribbon upon each completion of 3 consecutive years of recruiting duty. CANREC and ADSW recruiting personnel will also be eligible for the ribbon after completion of 3 consecutive years of combined recruiting duty provided no break in service of more than 60 days occurs during the period.

Prescribed Tour of Duty

The member's projected rotation date (PRD) from recruiting as established by CHNAVPERS for officers and enlisted is considered the end of a qualifying tour of duty. Personnel who completed a minimum of 18 months on recruiting duty but who were transferred before their original PRD to a nonrecruiting activity may submit a waiver request to CNRC. Personnel who were fault transferred are not eligible for the Navy Recruiting Service Ribbon and waivers will not be considered.

Precedence and Subsequent Awards

The Navy Recruiting Service Ribbon will be worn after the Overseas Service Ribbon and before the Armed Forces Reserve Medal. Second and subsequent awards will be denoted by 3/16-inch bronze stars. A 3/16-inch silver star will be worn in place of a sixth award. The award consists of a ribbon bar only. No citation or certificate will be issued.

FOLLOW-ON TOUR GUARANTEES

Personnel reporting to NRDs as production recruiters will be guaranteed choice of coast assignment upon completion of a full 3-year tour in recruiting. However, if fleet balance is not within 5 percent, the coast of choice is determined by the enlisted assignment branch. Options include choice of home port or type of sea duty command on the selected coast if a valid requirement for rate/rating exists or training of choice provided the member is qualified for the training desired, quotas are available, and training can best support fleet readiness requirements. Members should make their duty preferences known to their detailers 9 to 15 months before their PRD from recruiting duty.

PARTIAL SEA DUTY CREDIT FOR PRODUCTION RECRUITER TOURS

To make recruiting more attractive as a duty option and provide an incentive for hard-to-fill production recruiter assignments, production recruiters (NEC 9585) reporting to NRDs will receive partial sea duty credit for rotation purposes according to the following guidelines:

● Members serving in NEC 9585 billets who transition to NEC 9586 billets will earn partial sea duty credit for the period they complete as production recruiters. Partial sea duty credit is not approved for time spent performing the duties of a recruiter or classifier.

● Sea duty credit is given based on NRD assignment. Credits by NRD are listed in the *Enlisted Transfer Manual,* NAVPERS 15909. Production recruiters will receive the sea duty aedit upon successful completion of a 36-month tour. Members will be given sea duty credit for the period of an extension at the same rate they earn for their original tour; for example, if a member received 24 months' credit for a 36-month tour, that member will receive 8 months of additional credit for a l-year extension. Sea duty credit is authorized for one extension only.

PROFESSIONAL GOAL SETTING

Most of you have probably studied goal setting in one of the Navy's leadership schools. In the following paragraphs we will apply goal setting to the recruiting environment. You should set your own goals as well as encourage and assist your recruiters with their professional goal setting. Zig Ziglar has often said, "You can get everything you want in life if you help enough other people get what they want." Realization of your recruiters' professional goals will usually put you on the road to achieving your own.

PLANNING

Goal setting is the art of planning. Everyone understands the importance of planning, but it is seldom sufficient y used There are two major reasons for this. First, while planning is important, it is never urgent. You can put off planning because of daily emergencies. Of course, planning is the very thing that can keep these same emergencies to a minimum. The second reason is that typical managers are people

of action. They are impatient to get the job done. They have the tendency to get on with the job before they adequately plan what they are trying to accomplish. To overcome these two problems, you should set time aside on a regular basis for goal setting. The following checklist is useful in setting goals:

● Recognize goal setting as the most important activity of leadership.

● Recognize that, although important, it is never urgent.

● Set aside specific times for planning activities.

● Establish specific, measurable goals in all areas of activity.

● Involve others in planning in a creative way.

● Train all levels of supervision in planning and see that they do it.

● Place emphasis on goals, not just the methods to achieve them.

● Create reminder cards and signs, and post them in prominent places.

● Establish long-range as well as short-range goals.

● Make sure short-range goals are coordinated with long-range goals.

THREE QUESTIONS OF GOAL SETTING

In goal setting, you must answer three questions: Where do I want to be, Where am I now?, and What must I do to get there? Let's look at these questions in more detail.

Where Do I Want to Go?

To answer this question, you should establish and define your goal. Realistic goals should meet the following conditions:

● Be specific and clearly defined. You should specify the necessary action steps. A vaguely defined goal (such as becoming a better leader, RINC, or ZS) often results in a person not doing anything concrete about achieving the goal. It is better to say, "I will become a better leader by developing my skills to listen to people better through a course on human relations."

● Be reasonable yet challenging. Your goal should test your ability but have at least a 50 percent chance of being attained. Goals that cannot be reached lead to frustration and surrender. A goal that is not challenging enough will fail to lead to growth. This makes it difficult for you to become committed to its achievement.

● Be written as a statement or result. Writing down your goals requires you to focus and clarify what you want to achieve. Written goals help eliminate impulsive, unplanned, or unorganized activity.

● Have a time element or deadline involved. It is important to set a time schedule or deadline for achieving a goal.

● Be measurable in terms of ongoing results. When you can measure how close you are to achieving a goal, you have more incentive to get there. You need to have specific criteria or checkpoints for evaluating accomplishment of the goal. Instead of saying, "I am going to improve my skills," say, "I will learn completely each aspect of market analysis. " It is not always possible to measure goals, such as "becoming more understanding." Try to work out rough measures for these instances.

● Involve personal commitment or belief. You must be totally committed to reaching your goals. True commitment goes beyond involvement. Consider the following story: One morning at the breakfast table, a young boy asked his father if he was involved in the war. He replied, "I wasn't involved, son; I was committed. There is a big difference. It's just like this here breakfast. You take a look at these eggs and you know that a chicken was involved in making this breakfast. Now take a look at the bacon and you can see that the pig was totally committed to this breakfast."

Where Am I Now?

You need to document and analyze your present activities. What are you doing right now that will work in your favor toward reaching your goal?

What Must I Do to Get There?

The final goal achievement requires that you meet the following challenges:

- Implement new activities or changes that are necessary to achieve the goal.

- Document and analyze the results and progress of these activities or changes.

- Achieve your current goal and establish a new one.

PUTTING IT ALL TOGETHER

Let's use what we have learned about goal setting to help a young recruiter with his professional goals. You have just been assigned as ZS. While reviewing Navy Recruiting Personnel Records, you find that BM2 Storm listed his recruiting goal as meritorious advancement. After taking with the RINC, you schedule training time for goal setting with BM2 Storm and the RINC together. Before the training, you gather background information on Petty Officer Storm's advancement eligibility y and production history. You also contact the CR and find out what last year's meritoriously advanced recruiters had accomplished. Now you are ready to meet with BM2 Storm and his RINC.

You need to help BM2 Storm answer the three questions in goal setting.

Where do I want to go? Petty Officer Storm's answer is, "Meritorious advancement to BM1." Now apply the conditions for establishing a goal and defining activities.

- The goal is specific and clearly defined.

- Petty Officer Storm and the RINC agree that the goal will be challenging but attainable.

- Petty Officer Storm has written the goal on his Navy Recruiting Personnel Record.

- The goal does not have a time element or deadline. At this point you should determine when the goal can reasonably be attained. How long do you have to the end of this year's competition? Is BM2 Storm within the competitive range for this year or does he need to set his goal for the coming year? For

this example, let us assume that it is the beginning of the fiscal year. So we now add the time element to Petty Officer Storm's goal: Meritorious advancement in FY XX.

- The goal does not include a means to measure ongoing results. You should help here by letting them know what last year's meritoriously advanced personnel accomplished. Then divide the accomplishment into measurable amounts. In this case, let's say the recruiters who were meritoriously advanced last year averaged 3.5 contracts per month and had 70 percent overall A cells. Petty Officer Storm's goal now becomes: "I will be meritoriously advanced at the end of this fiscal year by averaging 3.5 contracts per month and maintaining 70 percent overall A cells."

- The most important condition is making sure Petty Officer Storm is personally committed to this goal. He assures you that this is the case.

Where am I now? Ask BM2 Storm what present activities are working in favor of reaching his goal. Ask the RINC to provide input. Help point out areas that are already helpful in attaining the goal of meritorious advancement (completed basic eligibility advancement requirements, passed, but not advanced [PNA'd] the last advancement examination, met competition eligibility requirements, currently averaging 2.8 contracts per month and maintaining 65 percent overall A cells).

What must I do to get there? First, ask Petty Officer Storm what new activities or changes he plans to achieve the goal. You and the RINC may have to help with suggestions. The final plan must be Petty Officer Storm's. After careful consideration, he plans to do the following:

- Add the junior college to his itinerary and preprospect it heavily. This will help quantity as well as quality.

- Receive training on the conviction step of the sale to increase the number of contracts from interviews held.

- Develop one new center of influence (COI) each month to increase the number of referrals.

Next, Petty Officer Storm needs to establish a method to document and analyze the results and progress of these activities and changes. He agrees to review them weekly with the RINC in addition to the daily production reviews. During those reviews, they will adjust activities and make changes if his milestones are not met.

Now Petty Officer Storm has a realistic goal: I will be meritoriously advanced at the end of this fiscal year. I am currently eligible for meritorious advancement competition. I currently average 2.8 contracts per month and maintain 65 percent A cells. I will adjust my itinerary to include the junior college, which I will heavily preprospect. I will attend training with the RINC to improve my skills in the conviction step of the sale. I will develop one new COI per month. These activities and changes will increase my productivity to 3.5 contracts per month with 70 percent overall A cells. I will review these activities each Friday with the RINC in addition to daily production reviews. If milestones are not met, I will readjust activities.

You should follow through by encouraging Petty Officer Storm at each visit. Check on his milestone attainment. Congratulate each short-term goal attainment within his plan. Let others know of his goal and progress. Not only can it be supportive to Petty Officer Storm, but it also may encourage them to follow his example. You may even want to tack a BM1 crow to the bulkhead beside his desk as a daily reminder.

STRESS MANAGEMENT

Managing stress on recruiting duty can mean the difference between a challenging, rewarding assignment and one fraught with frustration and anger. As a recruiting manager, it is important for you to understand how stress affects people and why. Most people view stress as something negative and overwhelming. We want to emphasize the positive aspects of stress. <u>Stress is an inevitable and manageable component of successful performance.</u> The absence of stress is death. Our goal in stress management is not to remove stress from our lives, but to learn to stress for success. Turn the enemy into an ally.

STRESS ON RECRUITING DUTY

Why do so many recruiters feel stressed? Is it sales, quotas, or being away from the sea? A variety of factors contribute to the high stress level of recruiting duty. Let's look at a few to better understand what our recruiters are facing.

A New Job

A major university conducted a survey that asked people to list what caused the most stress in their lives. The second most frequent answer was a new job. So, everyone feels stress at a new job. Recruiters face an even more stressful situation. They were experts in their field, accustomed to supervising and training others. Now they are novices again, learning the ropes of Navy recruiting.

Moving

Along with the new job comes the physical move. Anyone who has made a PCS move understands the stress involved. Recruiters and their families are uprooted from family and friends. They may be accustomed to moving every 3 or 4 years, but now they are moving into an area where they may be the only military around. Those instant friendships that come from belonging to the Navy family are no longer there.

Less Structured Environment

Many young sailors are used to having their time pretty much laid out for them. Plans of the day, work orders, and supervisor instructions guide them through the normal workday. Now, they are required to setup their own plan each day, decide on prospecting modes, and make their own time management decisions.

More Accountability

Recruiting also necessitates more accountability than some rates are use to. Production reviews require the recruiter to account for productivity tiny. Vehicle usage must be accounted for. Most important in their job as a recruiter, they are accountable for the preenlistment paper work and processing of Navy applicants.

Goals

The very idea of goals causes many people to feel stressed. Having a written goal brings about the possibility of failure. It is that fear of failure that can lead to stress.

Externalized Job

Most of us in the Navy find a certain amount of comfort in working with other Navy members. Most young sailors have worked with other Navy personnel, socialized with other Navy personnel, and many times lived with or at least near other Navy personnel. Now we tell them that their job is to talk to civilian prospects, educators, parents, community leaders, and so on. There is more stress when people must deal with those outside of their organization.

Less Control

One of the most frequent causes of our stress on recruiting duty is the feeling that we have less control over our individual success than we would like. A technician has control over the job of fixing a component. As long as the tools and parts are available, it is totally up to the technician to successfully complete the repair. Recruiters may feel the control of their job is shared by the applicant, the applicant's parents, educators, District restrictions, medical, and other factors. If they were to do everything just right, they still might not write a contract. This feeling of less control contributes significantly to the level of stress, especially for type A personalities, which we will discuss later.

THREE BASIC PREMISES OF STRESS

An industrial psychologist working with the Naval Personnel Research and Development Center based his stress management presentation on three basic premises. These premises support his contention that stress is the very thing that pushes us to successful performance but can be detrimental if not well managed. The following paragraphs explain these premises and their relationship to job performance.

Premise Number One

"Adrenaline is the best friend a high achiever has, provided it is well managed." Adrenaline increases our strength, speed, and endurance. People naturally perform better when they get that extra surge of adrenaline. Athletes will beat their practice records when they enter a competition because of the increased stress and adrenaline. It has even been reported that a 100-pound woman lifted an automobile to rescue her child. The stress of the situation triggered extra adrenaline that gave her physical capabilities well above the norm.

RELATIONSHIP BETWEEN STRESS AND PERFORMANCE. – We need to understand that stress is a necessary ingredient for successful performance. There is a definite relationship between stress and performance. When individuals have too little stress or arousal, they may be unmotivated. This state is often referred to as "rust-out." When there is too much stress or arousal, the individual may become overwhelmed. This we call "bum-out." Our job is to identify whether we need to increase the stress level or alleviate it to maximize our people's performance. Figure 3-3 shows the relationship between stress and performance.

INDIVIDUAL OPTIMAL LEVELS. – All individuals have their own optimal level of stress or arousal required for peak performance. It is important that you remember that people require different levels. You may thrive on high levels of stress. Be understanding of the people who require very little stress to reach their optimal level. Saying, "If I can handle it, why can't he," does not recognize that there are differences among people. A major league ball team acknowledged these differences by providing two pre-game waiting areas. One was for those who needed to increase their arousal levels for peak game performance. They shouted, beat on lockers – anything to increase the adrenaline flow. The other area was
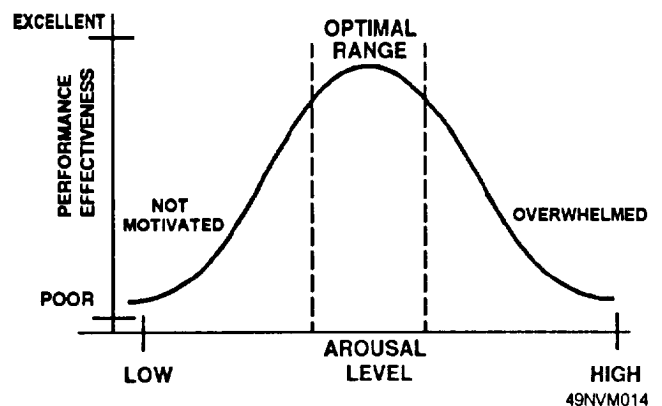
Figure 3-3.–Relationship between stress and performance.

for those who were already at their peak level of arousal or who needed to reduce their level. They listened to soft music, meditated, and relaxed to maintain or reduce their stress level. They still didn't win the Super Bowl that year, but their performance and overall emotional health were improved.

Premise Number Two

"The formula for success looks an awful lot like the formula for a nervous breakdown."

WATCH OUT FOR THE EXTREMES.– This premise is saying that the very things that have made us successful can be our downfall if they are carried to an extreme. We have all put in some of those 30-hour days to get ahead. How many of those 30-hour days can we string together before we become overwhelmed and exhausted? We must sometimes recognize the need for moderation even in the ideals that have made us successful.

EFFECTS OF STRESS ON MENTAL CONCENTRATION.– Our mental health depends upon our ability to manage our levels of stress. Figure 3-4 depicts the effects of stress on mental concentration. Too little arousal or stress and we become easily distracted. We need the motivation to concentrate effectively. Too much arousal or stress and we start to miss relevant cues. The sense of being overwhelmed may overshadow important details. Mental concentration can affect every part of a recruiter's life. Let's think of how it may affect an interview situation. Too little arousal may make recruiters appear disinterested in the prospect or lose their train of thought, resulting in a rambling interview

Figure 3-4.—Effects of stress on mental concentration.

without a sale. Recruiters with too much arousal or stress may be so "hyped" that they miss buying signals, alienate the prospect, and lose the sale. We need to train our recruiters to manage their stress levels so they can maintain balanced mental concentration.

Premise Number Three

"You are a carrier." You must accept the fact that you create, absorb, and carry stress. Understanding this can put you on the road to effective stress management.

WE CREATE OUR OWN STRESS.– Besides the external sources of stress we encounter every day, we create a host of internal stress. We may set high goals and expectations for ourselves that motivate us to more successful performance. Our habits and behaviors can create stress. Procrastination and lack of planning are examples of behaviors that will needlessly add to our stress level.

WE ARE BOTH A STRESSOR AND A STRESSEE.– We carry stress to others through our actions and words. Have you ever had a bad day, gone home and snapped at your spouse, lost patience with the kids, or generally "kicked the cat"? These are examples of being a negative stressor. As a positive stressor, you may have urged a recruiter toward his or her professional goal or ignited a young sailor's motivation to improve his or her skills. We also absorb the stress of others. When people we care about have problems, we feel their anxiety. In some cases, this can be positive. Carried to extremes, it can become overwhelming. We must guard against taking too many "monkeys on our back."

STRESS RESPONSE

To understand how stress affects people and why it may help, look at figure 3-5. The model shows that sources of stress are affected by the differences between people. Those modified stressors result in some sort of mobilization that produces performance. Either the performance is optimum when the stressors are well managed or there is interference when the stress is allowed to conflict with the performance. Signs and symptoms of stress may be produced in either case. Learning to perform even in the presence of the signs and symptoms of stress is a goal of stress management.

3-14
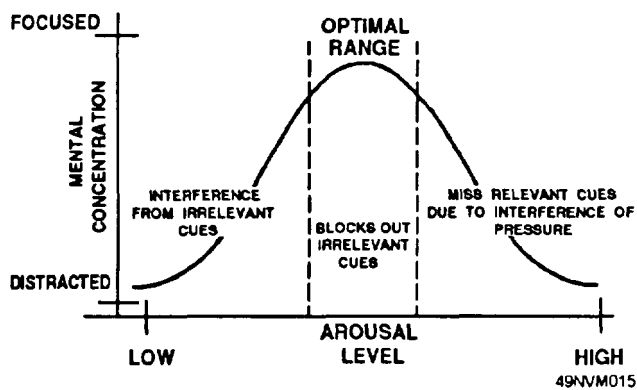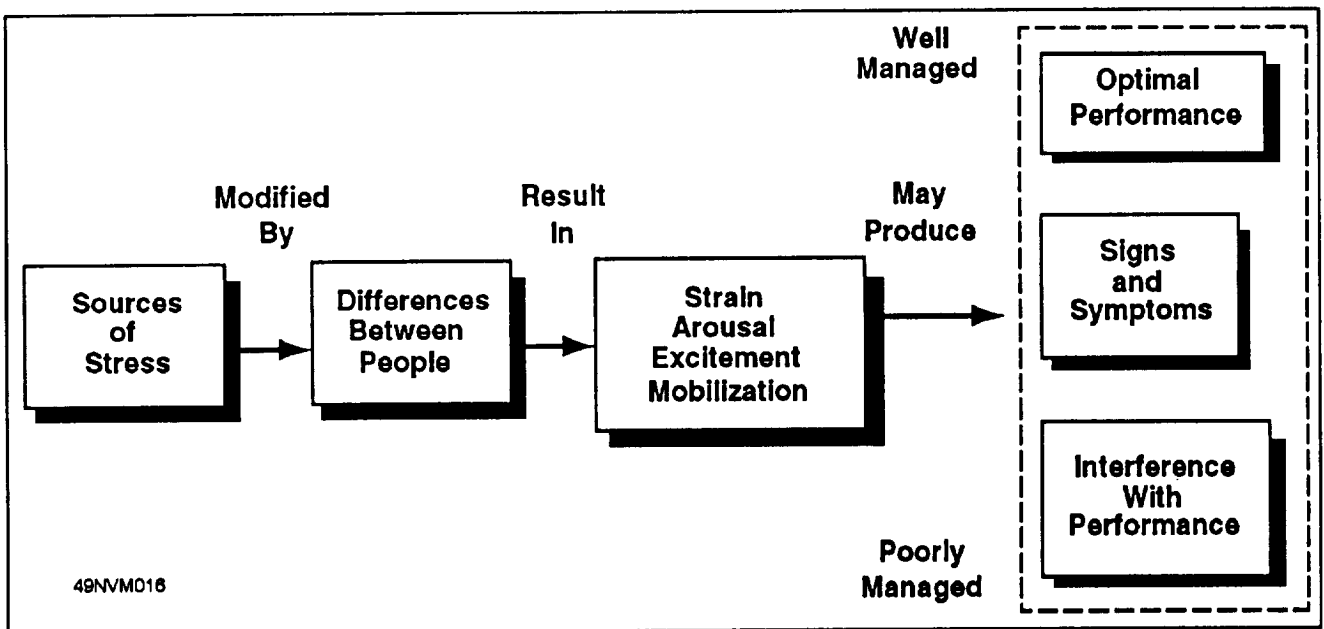
Figure 3-5.—Stress response model.

HANS SELYE

Hans Selye was an endocrinologist who studied stress and has been recognized as an expert in the field of stress management.   In the next few paragraphs we will cover Selye's definition of stress and explain what it means to us.

Selye's Definition of Stress

"Stress is the body's nonspecific response to a demand placed on it." The definition will have more meaning after we break it down and look at each component separately.

Body

Keep in mind that Selye was an endocrinologist. As such, he studied the physical effects of hormones within the body, so his definition is about the physical aspects or the "body's" response.

Nonspecific Response

To understand a nonspecific response, it is useful to think of specific responses for contrast. Specific responses are logical reactions to something. You shiver when you are cold. You perspire when you are hot. Those are specific responses by the body to a stimulus of some kind. An example of a nonspecific response would be when you are lying in bed on the verge of sleep and you hear a disconcerting sound in the other room. Your heart beat quickens, your blood pressure increases, your senses actually become more acute. These are nonspecific responses. Your body has activated the fight/flight mechanisms that are meant to prepare you for a fight or remove you from the situation. These mechanisms may or may not help you in a stressful situation.

Demands

Selye divided demands into three categories:

- Distressors - negative stressors

- Eustressors - positive stressors

- Neutrals - those stressors that by themselves have neither a negative nor a positive effect on us

He found that most stressors fall into the third category. They have a neutral effect until, by our own thinking, we change them into a negative distressor or a positive eustressor. This explains why different people may have profoundly different reactions to the same basic source of stress. Let's take a look at the act of personally developed contacting (PDCing). This demand, by itself, is neutral. A recruiter who thoroughly enjoys getting out and pressing palms and

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has had great success in this mode of prospecting will view the demand as a eustressor. On the other hand, a more introverted recruiter who has not met with those successes may view PDCing as a distressor. Your job is to help minimize this recruiter's distress through training and positive experience.

STRESS RESPONSE

It is important to understand how we respond to stress when learning how to manage it. Responding effectively to stress depends on how well prepared we are before the stress is introduced.

Effective Stress Response

Figure 3-6 shows an effective stress response. We have a normal resistance level that allows us to keep calm and collected. When a stressor is introduced, we respond to it by some sort of mobilization. Our arousal level is raised. When the situation is over, our normal resistance drops to a lower than normal level. With time to rest and relax, we regain our normal level of resistance so we are prepared to meet the next stressor.

Ineffective Stress Response

Have you ever had one of those days when everything that could go wrong did? When our day becomes too hectic and we me forced to meet a continuous barrage of stressors, our stress response may end up looking like the one shown in figure 3-7. As the day started we had our normal resistance level. As we met each stressor with different levels of arousal, we never had the chance to rest and relax.
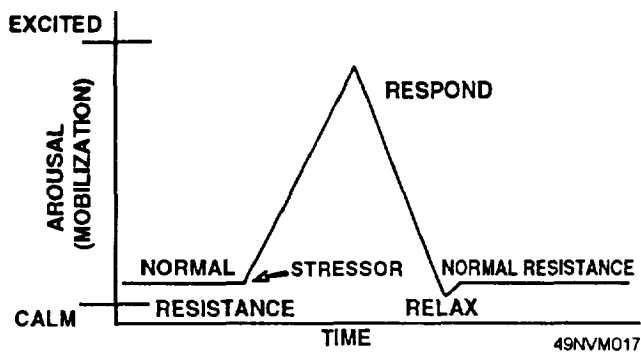
Figure 3-6.—Effective stress response.
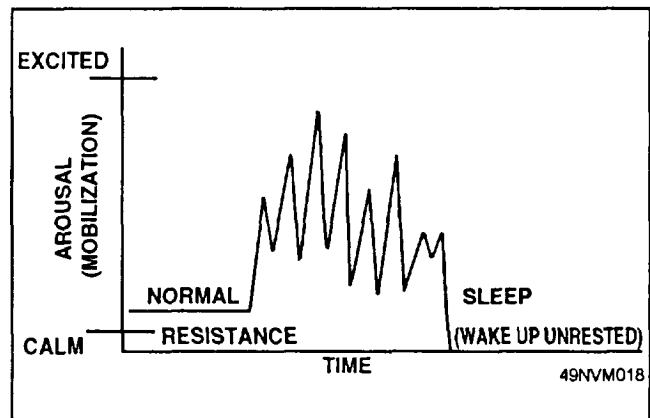
Figure 3-7.—Ineffective stress response.

Our normal resistance level was never restored. We were less and less prepared to meet the stressors as the day wore on. When we finally did get to sleep, it was too late. We ended up waking up feeling unrested. What can we do about those days? Obviously, we can't just walk away from problems. We can, however, take time during the day to restore our normal resistance level. Walk around the block. Try deep breathing exercises – whatever works for you.

PSYCHOLOGICAL ASPECTS OF STRESS

We have looked at the physical aspects of stress. What about the psychological side of stress management? Another leader in the field of occupational stress is a psychologist named Dr. Joseph E. McGrath.

McGrath's Definition of Stress

McGrath said, "Stress is the consequence of confronting a situation in which usual modes of behaving are insufficient and the consequences of not adapting are serious." This really sounds like recruiting duty. New recruiters will face situations where their normal rate training is insufficient. If they don't adapt to the recruiting environment, they will face unpleasant consequences such as loss of confidence and maybe even transfer.

Self-Concept

Stress usually involves a demand or obstacle that we feel we don't have the ability to handle. This is where recruiters' self-concept can affect the way they deal with stress. People's self-concept is the core of their personality. It affects how they see themselves,

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other people, and situations. And how they see themselves, other people, and the situations around them affects how they treat them. And how they treat them is often the way they become. Confident recruiters see themselves as effective public speakers and those around them as interesting as well as interested. Their speaking engagements have the probability of turning out well with very little negative effects of stress. Recruiters with low self-concepts are in a Catch-22 situation. The lower their self-esteem, the poorer their performances; the poorer their performance, the lower their self-esteem. Our job is to stop that vicious circle and restore the recruiters' confidence. With proper training, we can get them back on track and minimize the negative effects of stress.

TYPE A BEHAVIOR

We've heard a lot about type A personalities lately. Actually we should be talking about type A behaviors. Often called the Hurry Sickness, type A behavior is often found in the aggressive, overachiever type of individual.

Type A Behavior Questionnaire

A typical questiomaire is included here as figure 3-8. Take a few minutes to answer the questions. Don't panic if you wind up exhibiting type A behavior. Originally, it was considered to be a bad health risk to be a type A. Recent studies have shown that only when these behaviors lead to anger are they truly harmful to your cardiac health.

Controlling Type A Behavior

Take a look at your list. Some type A behaviors have contributed to your success and you won't want to change them. There may be others that you feel you could work on. The idea is to reduce the amount of distress that you normally have so when a new stressor is introduced, you are better able to handle it. We need to learn to let go of behaviors that are not helpful. If you have picked a behavior that you feel you would like to change, make a step-by-step plan to actually make it happen. Be patient; behaviors are difficult to change overnight.

SYMPTOMS OF MISMANAGED STRESS

You need to be able to recognize the signs and symptoms of mismanaged stress in yourself as well as your subordinates. Be observant. Look for changes in behavior. If they have always exhibited one of the symptoms, it may be a part of their personality and not necessarily a sign of mismanaged stress. This is one more example of why knowing your people is such an important facet of leadership. The following list provides a few of the more common symptoms to watch out for:

● Loss of productivity

● Loss of concentration

● Impulsive behavior

● Latenes/absenteeism

● Changes in eating habits

● Irritability

● Loss of flexibility

● Loss of confidence

● Workaholism

● Changes in sleeping habits

● Sexual problems

● Negative attitude

● Depression

● Drinking/smoking more

Once you have identified symptoms of mismanaged stress, you should talk with the individuals to find out what sources of stress they are confronting. You may be able to provide relief for some of the sources of stress. Others will be beyond your control. Regardless, establishing a supportive avenue of release should always be of benefit.

STRESS MANAGEMENT TECHNIQUES

Since stress is a fact of life, we should develop techniques to manage its effects. Techniques to manage stress include analyzing our demands, our habits, and our thinking.

TYPE YOUR BEHAVIOR

Answer each question by indicating what most often applies to you.

YES   NO

YES	NO		
—	—	1.	Do you feel you must do most things in a hurry?
—	—	2.	Are you usually the first one through a meal?
—	—	3.	Is it difficult for you to relax, even for a few hours?
—	—	4.	Do you hate to wait in line at a restaurant, bank, or store?
—	—	5.	Do you frequently try to do several things at the same time?
—	—	6.	Are you generally dissatisfied with what you have accomplished in life?
—	—	7.	Do you enjoy competition and feel you always have to win?
—	—	8.	When others speak slowly, do you try to rush them along by finishing their sentence for them?
—	—	9.	Do you become impatient when someone does the job slowly?
—	—	10.	When engaged in conversation, do you feel compelled to tell about your own interests?
—	—	11.	Do you become irritated when something is not done as quickly as possible?
—	—	12.	Do you rush through your tasks to get them done as quickly as possible?
—	—	13.	Do you feel you are constantly under pressure to get more done?
—	—	14.	In the past few years, have you taken less than your allotted vacation time?
—	—	15.	While listening to others, do you usually find your mind wandering to other tasks and subjects?
—	—	16.	When you meet aggressive people, do you usually feel compelled to compete with them?
—	—	17.	Do you tend to talk fast?
—	—	18.	Are you too busy with your job to have time for hobbies and outside activities?
—	—	19.	Do you seek and need recognition from your boss and peers?
—	—	20.	Do you take pride in working best "under pressure?"

Now, add up your "yes" answers.

15-20 Yeses - You exhibit type A-1 behavior. You are at a much greater than average risk of cardiac illness.

10-15 Yeses - You exhibit type A-2 behavior. Although your risk of cardiac illness is less than A-1, it is still above average.

5-10 Yeses - You exhibit type B-2 behavior. Your risk of cardiac illness is less than average.

0-5 Yeses - You exhibit type B-1 behavior. You have very little risk of cardiac illness.

Figure 3-8.–Behavior questionnaire.

3-18

Analyze the Demands

You should analyze the demands to determine whether they are episodic or chronic. Then analyze the controllability of the demand. Analysis tends to put your demands in perspective and take away some of their power to affect you.

EPISODIC.– Demands are episodic if they are short term. You can see the end of the situation or the removal of the demand in the near future. When we determine that a demand is episodic, it becomes easier to deal with because we know it will be over soon.

CHRONIC.– Chronic demands are long term and usually require a change in the way we live our life to remove them as stressors. When we find a demand to be chronic, we must look at our habits to see if we can make changes that will help us live with the demand over the long haul.

CONTROLLABILITY.– We need to look at the demand to see how much control we have over it. We can divide the demands into the following categories:

● Those we control completely

● Those we can influence but not totally control

● Those we have no control over

If we control the demand, then we have made the decision to allow the demand into our life. These demands should have a long-term benefit. Take a look at the demands that you control. Ask yourself if you really want to keep the demands in your life. If the answer is yes, then you need to develop coping strategies that will allow you to deal with them. Demands that you can influence but not totally control are within your power to change. Children are a good example. We can influence them by using good nurturing and parenting skills. Through our influence we can minimize the negative distress and maximize the positive eustress. Demands that you have no control over are sometimes the most frustrating. We feel we need some measure of control over things that affect our lives. If you determine that you have no control over a demand, relax. There is absolutely nothing that you can do about it, so it requires no action on your part. Your job in dealing with demands that you cannot control or influence is

preventive maintenance. Take measures that will lessen the impact of these demands.

Look at Your Habits

We need to be aware of how we usually react to stressful situations. Do we react mentally or physically, or a combination of both? Answering this question will help us determine what activities will help us build the most resistance to stress and help us revitalize after dealing with stressful situations.

MENTAL STRESSORS.– Mental stressors react to stress with their thinking. They may start imagining the problems are larger than they really are. They may be unable to concentrate on anything besides their current source of stress. They tend to dwell on problems. Mental stressors need to participate in activities that will engage their minds. Listening to music, reading, and doing crossword puzzles are examples of activities that will reenergize the mental stressor.

PHYSICAL STRESSORS.– Physical stressors react to stress with their body. They may perspire, increase their breathing and pulse rates, fidget, pace, feel sick to their stomachs, or get a headache. People who react physically to stress need to have physical activities to revitalize. Activities such as jogging, playing ball, aerobics, and lifting weights are examples of activities that will help the physical stressor manage the effects of stress.

COMBINATION STRESSORS.– Some people may react with a combination of mental and physical symptoms. To realize a healthy level of resistance, they need to engage in both physical and mental activities. Organized sports are good combination activities. You need to be mentally and physically active to participate. Jogging while listening to music and memorized exercise routines offer similar relief for the combination stressor.

MATCH YOUR ACTIVITIES TO YOUR STYLE.– It is important to reenergize with activities that match your particular stress style. If you are already enjoying the benefits of activities that match your style, continue to plan time for them in your daily routine. If you find the activities that you normally pursue do not match your stress style, you need to try different activities to maximize the benefits of your leisure time. If you don't have any activities

that match your stress style, chances are you are having trouble regaining your normal resistance level when dealing with stressful situations.

Cognitive Restructuring

Cognitive restructuring is one of those 10-dollar words that means something simple. In this case it refers to changing your thinking. Most people have a normal tendency to relate their feelings back to an event without evaluating how their thinking toward that event caused the feelings. The ABC model in figure 3-9 shows us that the event itself does not actually cause the negative feelings or stress responses. It's how we think about the event that determines the feelings. If we want to reduce the negative effects of stress, we can change the way we think about the stressors.

THINKING THAT CONTRIBUTES TO NEGATIVE FEELINGS.– Some types of thinking generally result in negative feelings or stress responses. We need to evaluate our thinking to see if we are contributing to negative feelings by engaging in any of the following activities:

Catastrophizing.– Catastrophizing is thinking that "this is the worst thing that could happen." Sometimes we tend to let an event build up in our mind until it seems overwhelming.

Polarizing.– This is feeling that a situation must be all good or all bad. We need to look beyond the part of a situation that we don't like to see the benefits.

Living a Role Myth.– This can be a positive or negative role myth. Thinking that all salesmen are underhanded and devious is a negative role myth. Thinking that a parent must be perfect is a positive role myth. Both can result in negative feelings when we feel we need to live these roles.

Should and Oughta Being.– When we start thinking everything should or ought to be a certain way, it is difficult to accept things as they are.

Personalizing.– This is when we feel that everything that happens to us is about us. A recruiter whose applicant is permanently medically rejected may feel that the military entrance and processing station (MEPS) doctor is against him or her. In reality, the MEPS doctor is doing his or her job and most likely doesn't even know the recruiter.

MAKE SURE YOUR THOUGHTS ARE RATIONAL.– When evaluating your thinking, ask yourself if the thoughts are rational. Are they real? Are they helpful to you? Are they useful in reducing conflict with other people? Do they help you achieve short- or long-term goals? Do they reduce emotional conflict? If the answer is no, you may need to let go of those thoughts. Try replacing them with more rational thinking.

CHANGING OUR THINKING.– Using the ABC model let's look at an example of a recruiter who experienced negative feelings after a car pulled out in front of him on the expressway.

A. Event	B. Thoughts	C. Feelings
Car pulls out in front of recruiter.	The guy is a jerk. He can't drive. Why me? old people can't drive. They should take away his license.	Anger Frustration Self-pity

When we evaluate the thoughts, we find the recruiter is polarizing, using a role myth, and personalizing. The thoughts are not rational. They do not help the recruiter deal with the event at all. Rewriting the thoughts will result in entirely different feelings:

A. Event	B. Thoughts	C. Feeligs
Car pulls out in front of recruiter.	He probably didn't see me. I bet he feels bad about it. That's happened to me before. I'm glad we avoided an accident.	Relief Concern Empathy Happiness

This may seem like a little thing, but it's all the little things that combine to push us out of our optimum level of arousal and become overwhelmed.

Stress Is an Activation

Stress can be said to be an activation of our thoughts. Let's review some of the techniques to make sure stress activation does not take a negative toll.
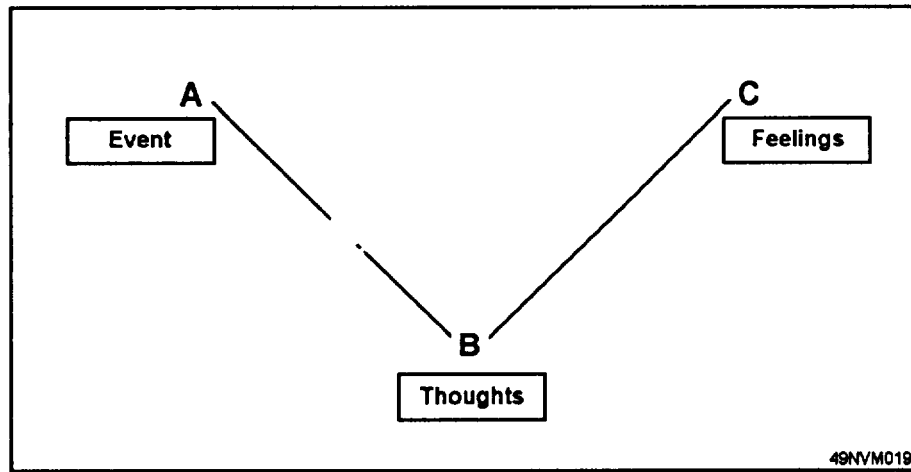
Figure 3-9.—ABC model.

ANALYZE THE DEMANDS.– Are they chronic or episodic? How much control do you have over the demand?

LOOK AT YOUR HABITS.– Are you a physical or mental stressor? Are you participating in the right kinds of activities for relaxation?

ANALYZE YOUR THINKING.– Is your thinking contributing to negative feelings? If so, try to change to more positive ways of thinking.

MARATHON ANALOGY

Marathons are designed to push an athlete 25 percent beyond normal human strength. An athlete will "hit the wall" before completing that extra 25 percent. The body has then depleted all available resources and is converting muscle and tissue into energy. To avoid "hitting the wall," nourishment stations are set up along the course to replenish the runners' bodies. Experienced marathon runners stop at the earlier placed stations to replenish <u>before</u> they feel the need. They realize that the body takes 20 to 30 minutes to break down the nourishment into usable fuel. Inexperienced runners may wait until they feel the need to replenish. Then it is too late. They have "hit the wall" and need to wait on their body to convert the nourishment to fuel. We, too, need to remind ourselves to replenish <u>before</u> we "hit the wall." Plan time to relax and reenergize before you feel the need. This kind of self preventive maintenance will enable you to maintain a better resistance level and reduce mismanaged stress.

BREATHING EXERCISES

The first reaction to stress seems to be a change in breathing. If we can control our breathing, we can better control our situation and reactions. These exercises can be done any time to replenish or reenergize.

Relaxation Breathing

Breathe in deeply through the nose. Hold air in to the count of three. Push air out through the mouth Repeat until you feel relaxed.

Bracing

This is an energizing breathing technique. Breathe in, filling your lungs in thirds. First fill your abdomen, then your upper chest, and finally the very top of your lungs. Slowly raise arms to shoulder level. Clinch fists and bend to the shoulder. Slowly outstretch arms with fists still clenched, then rapidly bend back and forth to shoulders. Blow out and slowly let arms relax downward.

Purifying Breathing

Breathe in, filling the lungs in thirds from the bottom to the top. Blow out, as if through a straw, in short bursts. Repeat several times to feel rejuvenated.

Alternating Breathing

This technique is good for headaches and sinus problems. Close off one nostril at a time with a thumb and little finger while the other three fingers

apply gentle pressure to the forehead. Breathe in through the nose, out through the mouth. Alternate nostrils.

SUPPORT NETWORK

A good support network can reduce stress as well as help prevent it.   Feeling that we have someone to turn to increases our confidence and well-being so that we are better prepared to meet those daily stressors. To determine if you have a good support network ask yourself what person you have in your life who will provide the following functions:

- ● Listening

- ● Providing personal guidance

- ● Providing technical guidance

- ● Playing

AUTOGENIC RELAXATION

Autogenic relaxation can be as simple as telling yourself you are relaxed. There are a number of commercially prepared tapes that use autogenic relaxation techniques. This is a form of self-hypnosis that we can use to talk ourselves down to a more serene consciousness.

PROGRESSIVE RELAXATION

A number of commercially produced audio and video tapes are available to lead you through progressive relaxation.   The concept is based on becoming aware of each set of muscles individually, then progressively relaxing the muscles until the entire body is completely relaxed. This helps rid the body of unwanted tensions and allows for a more rejuvenating rest. Many tapes use the sensations of warmth and heaviness to promote deep relaxation.

PERSONAL COPING STRATEGIES

In developing personal strategies for coping with stress, we must realize that a certain amount of stress is absorbed, You can be better prepared to absorb stress by taking care of yourself. Some stress must be adapted to. It may require a change in the way you lead your life or think about situations. Most stress can be managed.   Our skills in time management, handling conflict, communication, influencing,

negotiation, and assertiveness can all help in stress management. Most importantly, choose the coping strategies that work for you. Give each a try. If it works, great, you have a personal coping strategy. If it doesn't, maybe it will be a method that you can pass on to someone else.

COMBINED DEFINITION OF STRESS

"Stress is a physiological and/or psychological response to our perception and appraisal of a demand placed on us."

This definition takes into account both the mental and physical aspects of stress.   Demands will be placed upon us. We are in a demanding profession. This definition helps us to understand that stress is our response to our perception and appraised of those demands. We have a lot of control over our stress.

COUNSELING AND REFERRAL SOURCES

You should be familiar with counseling techniques from previous experience and Navy leadership courses.   *Military Requirements for Chief Petty Officer,* NAVEDTRA 12047, also offers a section on counseling personnel.   Regardless of the type of counseling you are conducting, it is important to keep in mind that your objective is to give your personnel support in dealing with problems so that they can be productive members of the organization. An important aspect of counseling is being able to recognize when it's time to refer your recruiters to someone else. Due to the relative isolation from other Navy facilities, it is not always easy to make those referrals. You cannot advise beyond your area of expertise.   Some situations demand professionals. When you find yourself faced with personnel problems that are beyond your ability to solve, notify the next person in your chain of command. If the problem requires assistance from outside the command, smooth the way and have the information available. The following support resources may be useful.

FAMILY SERVICE CENTERS

Family service centers' core skills for living program offers stress management, suicide prevention, financial education, personal enrichment, and family enrichment services.   They also provide relocation assistance, deployment support, and special needs

programs such as family advocacy, exceptional family member, single parent families, foreign-born spouses, and dual-career military families. They also provide referral services. Call Washington, DC, Family Service Center at (202) 433-NAVY for the nearest family service center.

HEALTH BENEFITS ADVISOR

The health benefits advisor (HBA) provides assistance in obtaining and claiming active duty health and dental care. The HBA provides CHAMPUS and Delta Dental information and claims assistance. They can also liaison with the appropriate claims offices for questions or problems. Get the HBA number from your NRD. The Defense Eligibility Enrollment System (DEERS) toll-free number is 1-(800)-538-9552. Delta Dental Plan numbers are (916) 381-9368 for claims west of Mississippi and (313) 489-2240 for claims east of Mississippi.

OMBUDSMAN PROGRAM

Navy *Recruiting Command Ombudsman Program,* COMNAVCRUITCOMINST 1754.1, provides policy and guidance for the NRC Ombudsman Program. There is an ombudsman assigned to CNRC, Navy Recruiting Orientation Unit (NORU), each Area, District, and Zone, Most of your dealings will be with the Zone ombudsman. Ombudsmen provide valuable information and referral service to Zone families and single members. They provide direct outreach both in person and by telephone, participate in the Sponsor Program, attend NRD training, originate newsletters, and maintain a resource and assistance file of military and civilian referral sources.

COMMAND MASTER CHIEF

The command master chief (CMC) is the senior enlisted advisor to the command in formulating and implementing policies pertaining to morale, welfare, utilization, and training of all enlisted personnel. As such, the CMC has direct access to the CO. Additionally, the CMC is responsible for carrying out established command policy in specific areas as directed by the CO and the XO. The CMC takes precedence over all enlisted members within a command.

DRUG AND ALCOHOL ABUSE PROGRAM ADVISOR

The Drug and Alcohol Abuse Program Advisor (DAPA) is the primary command point of contact for drug and alcohol abuse problems. Each NRD will have a DAPA assigned.

COUNSELING AND ASSISTANCE CENTER

The Counseling and Assistance Center (CAAC) has the capability of providing counseling and assistance on drug abuse, alcohol abuse, and psychological disorders.

AREA CHAPLAIN

Each Navy recruiting Area has a chaplain assigned. In addition to their recruiting duties, chaplains can provide counseling on personal problems and religion. There may also be a Naval Reserve chaplain in your Area who is willing to provide counseling support.

NAVY RELIEF SOCIETY

The Navy Relief Society can provide loans and outright grants to alleviate financial emergencies. It also provides family budget counseling. Call Washington, DC, Navy Relief Society Headquarters at (202) 696-4904 for the number of the nearest office.

CREDIT UNIONS

Credit unions offer a wide variety of services, including financial counseling, bill consolidation loans, and savings plans. All personnel assigned to a production recruiter billet are eligible to join the Navy Federal Credit Union, Washington, DC. The number is 1-(800)-656-7676.

AMERICAN RED CROSS

The Red Cross provides emergency assistance of all types, including emergency leave verification and travel assistance.

NAVY WIFELINE ASSOCIATION

Wifeline is an informational and educational organization comprised of volunteer Navy wives. The objective of Wifeline is to increase Navy wives'

understanding of the Navy's mission and commitments. Phone (202) 433-2333 between the hours of 1000 and 1300 EST.

DEFENSE FINANCE AND ACCOUNTING SERVICE, CLEVELAND CENTER

For customer service at the Defense Finance and Accounting Service (DFAS), Cleveland Center, call 1-(800)-346-3374.

NAVAL LEGAL SERVICE OFFICE

The Naval Legal Service Office (NLSO) can provide legal advice including wills, powers of attorney, and notarizing services. The NLSO can also provide counseling on sales contract matters, child custody, immigration, naturalization, citizenship, lease preparation, repair work disputes, divorce and separation, and more.

ETHICS/PROHIBITED PRACTICES

Certain practices are prohibited by members in the recruiting force. These include fraternization, socializing with prospects or members of DEP, harassment, using abusive language, and other activities. Prohibited activities and policies governing them, as well as investigations, are covered in the following paragraphs.

FRATERNIZATION

The Navy firmly prohibits fraternization. The Recruiting Command further defines and prohibits fraternization between recruiting personnel and prospects, applicants, or DEP personnel. For further information on this topic, refer to *Fraternization,* COMNAVCRUITCOMINST 5370.1.

Definitions

The following definitions apply to CNRC's fraternization policy:

PROSPECT.– Any person who has expressed an interest and appears to possess the potential and qualifications for enlisting in or receiving a commission in the U.S. Navy, Army, Air Force, Marine Corps, Coast Guard, or any Reserve components of those services.

APPLICANT.– Any person who has commenced processing by beginning to complete a Record of Military Processing Armed Forces of the United States, DD Form 1966, or Application for Commission or Warrant Rank, U.S. Navy or Naval Reserve, NAVCRUIT Form 1100/11.

DEP PERSONNEL.– Any person who accesses into the pool of highly qualified personnel as a member of the Individual Ready Reserve and has agreed to commence active duty or active duty for training at a later date.

RECRUITING ENVIRONMENT.– Any function, gathering, or meeting, in a public or private place, that recruiting personnel attend in their official capacity.

PROHIBITED ACTIVITIES.– Recruiting personnel must not participate in any of the following activities:

● Forming or attempting to form a dating or social relationship with any prospect, applicant, or DEP person. This includes dating or otherwise socializing on an individual basis but does not include attendance at organized, command-sanctioned recruiting or DEP activities where a dating or individual social relationship does not exist and is not formed during the function.

● Allowing any prospect, applicant, or DEP person to remain in any recruiting offices except for official purposes.

● Engaging in physical contact with a prospect, applicant, or DEP person including, but not limited to, caressing, hugging, kissing, fondling, holding hands, and other touching of an unauthorized nature except reasonable physical contact required in an emergency to protect life or limb or in self-defense of an unprovoked attack.

● Harassing any prospect, applicant, or DEP person. Harassment is defined as any unpleasant, humiliating, or degrading activity in conjunction with the enlistment qualification process.

● Using abusive language that tends to degrade the prospect, applicant, or DEP person, whether directed at the person or used in the presence of such person. The individual sensitivities of the person being processed must be considered in making determination of what constitutes abusive language.

● Using any prospect, applicant, or DEP person for personal gain or for personal use.

● Permitting or soliciting any person to engage in physical contact with, harassing, or abusing any prospect, applicant, or DEP person.

● Allowing or inviting any prospect, applicant, or DEP person to enter into or be transported in the recruiting person's private vehicle unless such transportation is authorized in writing by a privately own vehicle (POV) use authority, is for official purposes, or is a matter of standard operating procedure; for example, attendance at a DEP meeting.

● Gambling with any prospect, applicant, or DEP person, including playing any game of skill with money or other things of value at stake.

● Accepting or receiving money, property, favors, or anything of value in return for favors, privileges, or other preferential treatment for any prospect, applicant, or DEP person.

● Borrowing or lending money or any articles of value from or to any prospect, applicant, or DEP person.

● Offering to engage in or engaging in any financial or business dealings with a prospect, applicant, or DEP person.

● Photographing or accepting any pictures of prospects, applicants, or DEP personnel other than those required for the applicant's record or those taken for other official purposes.

● Allowing any applicant, prospect, or DEP person to spend the night at a recruiter's home or apartment, without prior command approval.

● Enlisting or commissioning any person with whom they have a social relationship. If a person who has formed a social relationship with a recruiter desires to enlist or be commissioned, that person should be referred to another recruiter.

● Entering any portion of an establishment known to be a MEPS lodging or meal facility, except when their official duties make it necessary to assist in the proper check-in and check-out of an applicant or DEP member. Recruiting personnel may not enter any other part of such facility and will leave the facility upon completion of the check-in or check-out process.

● This list is not meant to be all-inclusive.

Policies

All recruiting personnel should make sure the following requirements are met:

● Immediately report known violations to the appropriate level within the chain of command.

● Expeditiously address and resolve alleged violations of the prohibited practices of this instruction.

● Include COMNAVCRUITCOMINST 5370.1 in the mandatory reading materials for newly assigned recruiting personnel and integrate its contents into command training programs to ensure that it is disseminated to all recruiting personnel.

RECRUITING IRREGULARITIES

The Navy acts on every apparent recruiting or enlistment processing irregularity. An irregularity is any noncompliance with prescribed policy or established procedure. The discovery of an irregularity that leads to enlistment or program disqualification is examined to determine if it was preventable by Navy recruiting. apparent irregularities will be investigated at the appropriate level. As a chief petty officer, you may be called upon to investigate an irregularity. The report of investigation will be thoroughly reviewed. The review process includes the NRD CO, Navy Recruiting Area Commander, COMNAVCRUITCOM Inspector General (IG), and CNRC.

Categories of Investigations

For purposes of identifying the nature of apparent recruiting and/or enlistment processing irregularities, each case will be categorized by COMNAVCRUITCOM according to the descriptions in the following paragraphs. The category assigned will not be changed during the investigation or review process without specific approval of the COMNAVCRUITCOM IG.

CATEGORY I.– These investigations are the most serious concerning the applicant's background or

status. These indicate facts that would disqualify the applicant for enlistment if they were known by the Navy at the time of enlistment.

CATEGORY II.– These investigations involve serious incidents in an applicant's background or status that, if true, could have been waived or otherwise acted upon, resulting in a proper enlistment.

CATEGORY III.– These cases are sent to the field for information only, although an investigation or inquiry may be directed by the field if deemed appropriate. These cases include, among others, those to which the 2-year Statute of Limitations (Uniform Code of Military Justice [UCMJ], Article 43) would apply. More specifically, if an irregularity was determined to have taken place, cases involving minor allegations and those in which the recruiting personnel involved are no longer subject to the UCMJ as a matter of law (for example, discharged or deceased) or policy (for example, retired) would be covered by this category.

CATEGORY IV.– These cases are those forwarded to the U.S. Military Enlistment Processing Command (MEPCOM) or other agencies outside the Navy for action or information as deemed appropriate by those commanders.

CATEGORY V.– These inquiries involve incidents or information initially indicating an apparent minor recruiting or processing irregularity with respect to an otherwise properly documented enlistment. The effort required to resolve the matter may involve a minimal number of persons or documents and may indicate that only a single aspect of the enlistment need be addressed.

Investigation Procedures

The investigation must be conducted by an impartial commissioned officer, warrant officer, or senior enlisted person, E-7 or above. If feasible, the investigating officer should not be junior to any person whose conduct or performance of duty will be subject to investigation. *Policies and Procedures Governing Recruiting and Enlistment Processing Irregularities,* COMNAVCRUITCOMINST 1137.2, gives detailed procedures for conducting and reporting the investigation. Investigations and the ensuing report of investigation must be completed within 30 days after receipt of notification of the apparent irregularity. Requirements for additional time must be

requested from the IG. Completed reports provide an excellent source of management information. They should be routed to all persons affected by the information to correct weak points in the recruiting process. The definitions in the following paragraphs apply to recruiting/enlistment processing irregularities.

MALPRACTICE.– When a person in recruiting engages in unethical or illegal conduct while dealing with an applicant or when handling the application for enlistment, he or she is guilty of malpractice. Malpractice involves improper conduct willfully perpetrated by a member of COMNAVCRUITCOM in violation of an established law, regulation, policy, or directive in order to enlist an applicant who does not meet enlistment eligibility requirements. Improper conduct amounting to malpractice also occurs when a member of COMNAVCRUITCOM wrongfully places an applicant in a higher mental or educational category than the facts warrant or wrongfully places an applicant in a program for which he or she is not qualified. The key element to a malpractice determination is that the wrongful action is knowingly or intentionally accomplished by the responsible member of COMNAVCRUITCOM, or that the improper action was accomplished with such gross negligence as to demonstrate a reckless disregard for the consequences.

IRREGULAR ENLISTMENT.– Included within the term *malpractice* are several categories of irregular enlistments. In the armed forces, irregular enlistments are categorized as void or voidable, depending upon whether the defect in the enlistment requires, or merely allows, the enlistment to be terminated. In certain instances an enlistment may change from void to voidable. There are special rules applicable to determinations of entitlement to pay and allowances and to court-martial jurisdiction that may vary, or appear to vary, from these definitions. For our purposes, the definitions in the following paragraphs apply.

Irregular Enlistment. – An enlistment entered into under the color of the law, but that is imperfect by reason of the existence or nonexistence of some particular fact or circumstance (for example, a defect) that renders it not substantially in compliance with applicable law or regulations.

Erroneous Enlistment.– An enlistment agreement into which the government would not have entered had the true facts been known or had the legal

conclusions based upon such facts been correctly reached at that time.

Fraudulent Enlistment.– An enlistment procured through any deliberate material misrepresentation, omission, or concealment by a person to the government which, if known at the time, might have resulted in rejection of that applicant.

Misconduct.– Conduct that does not affect the enlistment qualifications of the applicant, but that is in violation of regulations of policy (for example, fraternization).

ADMINISTRATION OF RECRUITING PERSONNEL

Due to the unique assignments within the recruiting environment, there are some unique administrative procedures for recruiting personnel. *Administration of COMNAVCRUITCOM Military Personnel,* COMNAVCRUITCOMINST 1300.3, provides guidance on the assignment and management of CRF personnel, the ADSW/OYR Program, and the administration of 9585 and support personnel. As a member of the CRF community, you should become familiar with this instruction.

CRF ASSIGNMENT AND MANAGEMENT

CRF members fill key middle management billets. Our assignments are based on overall manning needs and personal qualifications. The CRF detailer works with the CNRC CMC, Area CMCs, and District CRs to fill billets with the best qualified individuals. Each District submits a quarterly CRF personnel status report. This report details the status of all CRF billets (filled and vacant) and current RQS levels of personnel assigned. The Area reviews and transmits the report to COMNAVCRUITCOM (Code 11) on the first working day of each quarter. Code 11 uses this information to liaison with the Bureau of Naval Personnel (BUPERS) and ensure equitable distribution of personnel. Each CRF member should submit a CRF Duty Preference Form, NAVCRUIT 1306/1, annually or as changes occur. Although every effort is made to meet the member's request, all assignments are made to meet the needs of the Recruiting Command.

Zone Supervisor Assignments

All ZSs should be CRF paygrades E-7 or E-8. The CO of the District may address a letter of exception to the Area requesting approval to assign a qualified non-CRF member as acting ZS until CRF E-7 or E-8 personnel are available. The request must fully justify and explain the rationale for such an assignment. All personnel selected to fill a ZS position must complete the CRF Academy Course at NORU before assignment to the billet. All CRF E-8 personnel will be RQS-qualified for ZS. All CRF E-7 personnel should complete RQS qualification for ZS within 24 months of graduation from the CRF Academy. Once an individual is board-qualified as ZS, he or she remains qualified unless qualification is rescinded as a result of a ZS evaluation board. Deficiencies in completing qualification should receive appropriate comment in performance evaluations.

Relief of Zone Supervisors

The CR may request from the CO, NRD to relieve a ZS if the CR loses confidence in the professional ability or determines the lack of support by the ZS. In any case of relief of a ZS, the CO must request a ZS evaluation board from COMNAVCRUITAREA.

ZONE SUPERVISOR EVALUATION BOARD.– The Zone Supervisor Evaluation Board (ZSEB) will consist of the following members:

● Chairman: Area commander

● Members: Area command master chief
   Chief recruiter (from an NRD other than where the ZS is assigned)
   Area trainer (must be RQS qualified as ZS)

ZSEB FINDINGS AND RESULTS.– Findings and results of the board are forwarded to COMNAVCRUITCOM, with a copy to the NRD, and will contain one of the following recommendations:

● Retain as ZS with training or counseling as may be specified

● Relieve as ZS with recommendation to retain as a RINC or in another capacity, as may be appropriate

Any disciplinary actions should be concluded, if possible, before final recommendation is forwarded to COMNAVCRUITCOM. Performance deficiencies are to be formally reported to BUPERS (PERS-83). Any necessary PCS moves will be coordinated on a case-by-case basis with COMNAVCRUITCOM.

CRF Termination

Personnel selected or serving in the CRF are expected to do so for the remainder of their Navy careers. Reversion to prior rating for personnel who have served in recruiting for a total of less than 5 consecutive years and who have no less than 12 months nor more than 36 months since CRF designation may be recommended by the NRD CO. If the Area commander agrees with the recommendation, a CRF evaluation board will be convened. Membership is the same as a ZSEB. Board recommendations to revert members to their former rating are forwarded to COMNAVCRUITCOM.

Administrative Actions for CRF Deficiencies/Infractions

Members who have over 36 months in CRF or more than 5 consecutive years in recruiting since CRF designation may not be recommended for termination from CRF and rating reversion or conversion. Members who demonstrate lack of integrity, create disciplinary problems, or fail to perform at a level commensurate with the leadership and technical expectations of a CRF of their paygrade will be subject to the following actions:

● Relief from a position of responsibility. Where necessary, proximity or out of proximity moves should be coordinated with CNRC (Code 11) to place such members in a position where they may be employed in a supervised environment.

● Termination of SDAP. In instances where an individual is no longer performing the job for which SDAP is designated, it must be immediately terminated.

● Documentation of performance deficiencies in periodic or special evaluations and by report to BUPERS.

ACTIVE DUTY FOR SPECIAL WORK/ONE YEAR RECALL PROGRAM

CNRC is authorized to recall members of the Naval Reserve to the ADSW/OYR Program to assist in the recruiting mission. ADSW/OYR is not a career program and continuation on active duty beyond the period of the orders issued or until Fleet Reserve eligibility is not implied or guaranteed. The NRC uses two types of ADSW/OYR billets–recruiter and support.

Eligibility for ADSW/OYR

Applicants must be a Ready Reservist at time of recall. Six months must elapse since the applicant's last release from extended active duty (USN, TAR, or USNR 24-month general assignment). Waivers of this requirement will be considered on a case-by-case basis. However, a minimum of 31 days must elapse since the last release from active duty for recall to ADSW. Fleet Reservists and enlisted personnel who were previously transferred to the Retired List of the United States Navy are not eligible for recall to ADSW. Applicants and ADSW/OYR members must maintain quality control standards and must be eligible for retention according to the high year tenure (HYT) restrictions. Applicants must meet physical requirements for recall to active duty. Physical standards encompass Navy body fat/fitness standards, as well as general good health. A negative HIV screen within the past 6 months must be annotated in the member's health record. Pregnant applicants will not be accepted during the pregnancy. Applicants will be in permanent paygrades E4 through E-6 at time of recall. E4 candidates must demonstrate the financial solvency to be assigned away from major military concentrations and the CO's endorsement must contain a statement regarding maturity and capability to perform in the assignment requested.

Additional ADSW/OYR Requirements and Information

Additional requirements and application procedures are contained in the latest edition of *Administration of COMNAVCRUITCOM Military Personnel,* COMNAVCRUITCOMINST 1300.3. The initial term of ADSW/OYR will be from the date of recall to 30 September of the fiscal year. Approval of subsequent orders to ADSW/OYR are contingent upon

continued satisfactory performance of duty and COMNAVCRUITCOM manpower requirements.

ADMINISTRATION OF RECRUITER (9585) AND SUPPORT PERSONNEL

Enlisted personnel are ordered to duty at Recruiting Areas or Districts, as either recruiters (9585) or recruiting support personnel, by CHNAVPERS (PERS-40).

Recruiter Suitability Boards

One of your responsibilities as a CRF is to evaluate new recruiters. Normally, recruiters who have been in a production capacity for 6 months will develop the skills and self-confidence necessary to become successful, productive recruiters. However, some individuals do not possess the necessary qualities to succeed in recruiting. These individuals should be considered for board review action as soon as identified. Some individuals, although not yet succeeding, are highly motivated toward recruiting. They may take slightly longer than 6 months to become proficient.   You should provide extensive training and monitoring to these individuals. Each case must be judged independently; however, any unsuccessful production recruiter should not be retained beyond 1 year. Under no circumstances will a recruiter who has been on board more than 1 year be nominated for a recruiter suitability board (RSB). You should exercise care to ensure professional, positive training and assistance is provided to each recruiter assigned.   Before recommending any recruiter to an RSB, you need to ask yourself if you have given this individual every possible opportunity to succeed. Some reasons for recommendation to an RSB include the inability to communicate, adapt to the recruiting environment, interact with the applicants or the community, and comprehend the recruiting systems.

Board Composition and Requirements

The NRD XO presides as board president. Members will include the EPO, CR, and a ZS, The report of an RSB includes a brief description of the recruiter's problems and a board recommendation. The CO will add his or her decision to the report. The board can recommend a transfer for recruiters who are working hard but are determined by the board to be lacking in recruiting ability. This procedure should not be confused with fault and no-fault

transfers, which are explained later in this chapter. The number of transfers authorized per year will be provided annually to Area commanders.

RSB Transfers

When a recruiter is nominated for transfer from recruiting duty as a result of an RSB, a Naval Message Availability Report is submitted to CHNAVPERS. The member's NEC 9585 will be revoked and he or she will be reassigned within his or her rating.   The individual should be advised to contact his or her detailer to discuss future assignments.   Reassignment will be made by the rating detailer to a shore duty billet available closest to the NRD from which the member is being transferred for completion of the normal shore tour. SDAP is terminated when the recruiter is taken off production, but may be retained until transfer, if the recruiter is kept on production.   The transfer evaluation will cite an inability to perform recruiting duty through no lack of effort on the part of the individual.

FAULT/NO-FAULT TRANSFERS

Recruiters may be recommended for fault/no-fault transfers when they are considered unsuited for recruiting duty. Fault and no-fault transfers are not to be used as substitutes for disciplinary actions. Recruiters who have a fault/no-fault transfer lose their NEC 9585 and SDAP upon removal from a production status. A recruiter being processed for a fault/no-fault transfer must be provided an opportunity to review the transfer request letter. The recruiter should provide a signed statement that he or she has reviewed the transfer request and either has no statement or will provide a written statement to be forwarded with the CO's letter. Availability y reports will be initiated only after the transfer request is approved by CHNAVPERS and the message prompting availability is received. Personnel made available for fault/no-fault transfer are considered ineligible for either future assignment to recruiter duty or recruiter support duty.

Fault Transfers

Recruiters may be considered for a fault transfer when they are considered unsuited for continued recruiting duty as a result of their own actions. Some possible reasons for fault transfer include lack of integrity, misconduct or misappropriation, and

indebtedness. The transfer request must not be submitted before final disposition of NJP, civil action, or medical boards. When reassignment is approved, the normal shore tour will be terminated and the member will be assigned to sea duty.

No-Fault Transfers

You should consider recommending a no-fault transfer for a good Navy member who has sincerely tried to be an effective recruiter, but cannot recruit due to reasons clearly beyond his or her control. A no-fault transfer is to be recommended only if a recruiter is considered unsuitable for continued duty through no fault of his or her own. Before resorting to a no-fault transfer recommendation, make sure you have exhausted all available referral resources to help the member rectify the problem. The no-fault transfer request must list the specific reason the recruiter is being recommended for transfer, but such action will not be reflected in the service record. Some reasons for possible no-fault transfer include medical, dependent, financial, legal, and domestic problems. Reassignments for approved no-fault transfers will be as follows:

● 12 months or more remaining on normal shore tour. An available shore billet, closest to the NRD, will be assigned for the remainder of the normal shore tour.

● Less than 12 months remaining on normal shore tour. An available shore duty billet, in the corporate limits of the NRD, will be assigned for the remainder of the normal shore tour; however, if there is no available billet, the member will be assigned to sea duty.

NEC 9586 RECRUITER CLASSIFIER

The NEC 9586 NRD recruiter/classifier will perform as a classification interviewer at NRDs. Recruiter/classifiers will interview applicants for enlistment to determine optimal program using the Personalized Recruiting for Immediate or Delayed Enlistment (PRIDE) system. They may have signature authority to assign applicants to programs at the discretion of the NRD CO. To receive a 9586 NEC designator, personnel must meet the following criteria:

● Have the NEC 9585

● Have at least 1 year of field recruiter experience

● Be open to E-5 through E-9 personnel from any rating

● Have 2 years remaining until PRD

● Be able to type 15-20 words per minute or have, at a minimum, a working knowledge of the typing keyboard

● Request the designation in writing

Once the request is approved, the member attends 4 weeks of instruction at NORU and can be a classifier only in recruiting. SDAP for NEC 9586 is the same as for NEC 2612 ($165 per month). The CO may return the 9586 to duties as a field recruiter (9585) at any time with reinstatement of SDAP-5 ($275).

CHANGE OF STATION MOVES

Due to the large geographic area covered by an NRD, there are times when you may need to recommend a change of station move within the District. Before requesting change of station moves, you need to consider several factors:

● Could your objective be met with additional training of personnel in place? If you are recommending a move to fill a RINC position, carefully consider the personnel currently at the recruiting station. If you can institute an intensive training program to allow one of them to take the RINC position, that is the route you should choose.

● Does the move promote upward mobility? If you are recommending a lateral move, there will be little benefit for the individual being uprooted.

● Is territory familiarization time offset? It takes time for recruiters to familiarize themselves with the territory and become known to the community. Will time left on board offset this indoctrination period?

● Is the loss of stability/consistency offset? Anytime a move occurs there is some loss of stability and consistency at both stations as personnel adapt to the new environment and personnel. You need to weigh the benefits of your recommendation against this loss.

● What will be the impact on the recruiter's family? Consider the spouse and children in any move recommendation. Will they be able to make the transition with minimal difficulty? Will the move affect school terms? A negative impact on the recruiter's family can leave him or her in a stressful situation.

● What will be the overall morale impact? Consider those personnel in the station the recruiter will be leaving as well as those in the station the recruiter will be moving to. Will the move have an overall positive effect in the Zone? If, after careful consideration, you have determined it is in the best interest of all to recommend a change of station move, you must now decide which type of move will be required: no-cost, proximity, or out of proximity.

No-Cost Moves

The CO may approve a no-cost move. A no-cost move is authorized when the new assignment is within the same permanent duty station as the old assignment and the commuting distance does not require a change of place of residence. A permanent duty station is the corporate boundaries for the location of the unit or activity. For example, a change of assignment from COMNAVCRUITCOM to the Pentagon (approximately 5 miles) is not a change of permanent duty station because both units are located within the corporate boundaries of Arlington, Virginia. A change of assignment from the Pentagon to NAVSTA Anacostia (approximately 5 miles) is a change of permanent duty station because NAVSTA Anacostia is in the District of Columbia.

Proximity Moves

If the new assignment involves a change of permanent duty station in the proximity, PCS orders will be required. Members will be entitled to travel and transportation allowances only. Proximity is defined as an area where two permanent duty stations are serviced by the same local transportation network or where the member can reasonably be expected to commute daily from the same residence to both duty stations. This would be the case of the Pentagon to NAVSTA Anacostia example.

The maximum allowable PCS cost for proximity moves is $150. Entitlements include 1 day's per diem, less lodging, and monetary allowance in lieu of transportation (MALT) from present duty station to proposed permanent duty station. Relocation of household effects is generally neither required nor authorized for these moves unless need is certified by the Chief of Naval Operations (CNO). If relocation of household effects is waived, the move then becomes a full cost PCS move equivalent to an out of proximity PCS move.

The member must have at least 12 months remaining on board until PRD. A request for extension may be included with the original proximity move nomination.

Proximity moves cannot be conducted until official orders are received from CHNAVPERS.

Out of Proximity Moves

Out of proximity moves require full PCS orders. Members executing these moves receive all PCS entitlement, including relocation of household goods. Districts will contact the local housing representative for a complete breakdown of costs for transfer. For planning purposes, out of proximity will be limited to $4,000 total entitlement. Members must have at least 18 months remaining on board until their PRD. As with proximity moves, an extension request may accompany the transfer request. Moves cannot be conducted until official orders are received from CHNAVPERS. There is no action that can be taken to deny members entitlement associated with cost moves.

CHAPTER 4

NAVY RECRUITING STATION OPERATIONS AND ADMINISTRATION

The last chapter dealt with people issues. Now we are going to take a look at your material assets, the recruiting stations and assigned vehicles. This chapter will detail the use of these assets as well as cover other operational and administrative subjects concerning the Navy recruiting station (NRS).

RECRUITING FACILITIES

Our recruiting stations send a message to the public. We want that message to be positive and professional and to reach as much of the target market population as possible. You may be tasked to evaluate present recruiting stations or make recommendations for new locations. You also have an ongoing responsibility to assess your recruiting station(s) to ensure standards are maintained. To make an effective assessment, you should be cognizant of the location and facility requirements for an NRS.

EVALUATING LOCATION

The location of any business is an important marketing consideration. You can make the most of current locations, but if you are making recommendations for new locations, you want to consider several factors that can enhance your recruiting efforts. Let's take a look at the considerations for till-time stations and part-time offices separately.

Full-Time Stations

There are four major factors in selecting a location for a full-time recruiting station.

ACCESS TO MASS TRANSPORTA-TION.– Your applicants should be able to get to your station. Transportation from your station to the test site and the military entrance and processing station (MEPS) is also a consideration. Check local bus lines, trains, and even airline information for some areas.

HIGH PEDESTRIAN TRAFFIC.– High pedestrian traffic is ideal for personally developed contacts (PDCs). You want to choose an area where people frequently are found on foot. Stopping by the NRS might not have been on their original agenda, but since they are here. . .

GOOD VISIBILITY.– Your station, itself, will be a form of advertising. You want it located where as many people as possible will see it. A fifth floor office in a heavily populated area may not attract much attention. Not only do you want people to see the station, you want them to see it in professional surroundings. Look at the businesses in the area. Are they consistent with the Navy's values?

MARKET PROXIMITY.– Using your marketing data, which we'll discuss in detail in the next chapter, determine if the location is close to schools and other target market centers where military-age people congregate. The area with the greatest concentration of population density may not be the best location. Look closely at market quality. We should be located as close as possible to the market we are recruiting. The NRS station market analysis and review techniques (SMART) board, Station Level Market Share Report, and the Department of Defense (DOD) All-Service Accession Data Report will all be useful to you in identifying market proximity. Your final evaluation of the location should be based on actual on-site observations.

Part-Time Offices

Due to cost, part-time offices are authorized on an exception basis. Any separate part-time office should be in office spaces only, not exceed 150 square feet, and be at least 50 miles from full-time stations. Joint use of part-time office space with other service recruiters is encouraged. A substantial number of businesses are willing to make space in their firm available to a Navy recruiter. There are no objections to accepting an offer for desk space in an office of a local firm as long as it is clearly understood that no favors have been asked for and none granted. Space should never be solicited and offers should be referred to the chain of command.

FACILITIES MANAGEMENT

The Army Corps of Engineers (COE) is the executive agent responsible for supporting all production level military recruiting offices. The COE programs, budgets, and finances all costs of acquiring and maintaining recruiting facilities. Included in these costs are lease agreements, secure parking arrangements, utilities, facility repairs and maintenance, and custodial services. The Commander, Navy Recruiting Command (CNRC) submits requirements to the COE based on input from the Areas who have collected data from their Navy recruiting districts (NRDs). You are, in effect, the eyes and ears of the NRD, Area, CNRC, and the COE. Each command develops a fiscal year (FY) facilities program. Field input provides the information and requirements to develop the program.

Facilities Input

The logistics support officer (LSO)/facilities officer requests a FY Facilities Input and Current Status of Recruiting Stations Report from each station annually, This is the recruiters'-in-charge (RINCs') opportunity to provide comments and recommendations concerning their stations on the facilities information sheet shown as figure 4-1. Based on the RINCs' knowledge, anything that needs done to improve the space can be identified.

NOTE: Serious deficiencies should be reported to the facilities officer via your chain of command immediately.

Facilities Management and Planning Meeting

Also annually, each NRD LSO coordinates a facilities management and planning meeting. Key members of the command–the executive officer (XO), enlisted programs officer (EPO), chief recruiter (CR), all zone supervisors (ZSs), and the LSO–meet to recommend to the commanding officer (CO) which facility action requests must be submitted to CNRC. This meeting gives ZSs the opportunity to plead their cases as to the priority of their stations' facility requests.

Facility Actions

Sufficient attention must be placed on facilities so that the recruiting stations add to the Navy image and contribute to accomplishing the recruiting mission.

Planning and programming current and future facility actions are essential. Facility actions include the establishment, disestablishment, relocation, expansion, or upgrade of recruiting facilities and the renewal or extension of existing leases and service contracts. The following terms are used for planning and programming facility actions:

● New office – The establishment of a recruiting facility.

● Relocation – The movement of personnel and equipment from one recruiting facility to another. The action includes reduction of space or disestablishment of an existing facility and establishment of a new facility.

● Expansion – The addition of space to an existing recruiting facility.

● Upgrade – The renovation of an existing facility.

● Minor upgrade – One or more upgrades whose combined total is less than $1,000 per year per office.

Facility Standards

To effectively provide input to the NRD, you should be aware of the acceptable standards for recruiting offices. If you experience problems with access, building services, or accommodations, first check your tenant/lease agreement. If you find conditions of the agreement are not being met, try informally approaching the building manager or owner, if known and local. If results are still unsatisfactory, use the chain of command to notify the facilities officer.

ACCESS.– Military should normally have the right to use the space and facilities beyond normal working hours, Saturdays, Sundays, and federal holidays.

BUILDING SERVICE.– Janitorial cleaning service should be provided 3 days per week. Larger stations may need to request daily service. Carpet cleaning and other essential building maintenance should be performed at least annually. Offices should be painted on a 3-year cycle and carpeted on a 5-year cycle.

FACILITIES INFORMATION SHEET

Date:_____

1.   NRS:

2.   Address:

3.   Circle other services collocated with you.

    ARMY   AIR FORCE   MARINES

4.   Number of personnel <u>currently assigned including</u> RINC and recruiters who man your PTO if you have one. _____ Reserve recruiter on board._____

5.   If you have a PTO, list the address below and circle services collocated there:

    ARMY   AIR FORCE   MARINES

6.   Total number ofvehicles _____

7.   Please list all telephone number _____

    _____
    _____
    _____
    _____
    _____

8.   Based on your knowledge or that of others on board, indicate <u>what</u> you need done to improve the space you occupy.   Plan <u>ahead</u> and indicate anything you expect to need within the next 3 years. For example, "11 - Painting - Aug 94" or "17 - Miniblinds - Now, due to excessive sunlight in the morning."

<u>Code</u>   <u>Item</u>   <u>When Needed</u>

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Figure 4-1A.—Facilities information sheet (front).

9.   Facility action codes

NEW - New recruiting office
RELO - Relocation from one location to another
EXP - Expansion to an existing Facility
CLOSE - Upgrade an existing facility
REDUCE - Reduce in area an existing facility

10.   Facility upgrade codes

 1 - Provide and install exterior signs
 2 - Install floor-to-ceiling partitions
 3 - Install partitions in office area
 4 - Install acoustical tile ceiling
 5 - Install lowered ceiling (acoustical tile)
 6 - Repair ceiling
 7 - Install adequate lighting
 8 - Install/repair heating/AC system
 9 - Install water cooler
10 - Install/repair restroom facilities
11 - Repaint
12 - Construct secure storage facilities
13 - Repair floors/install floor covering
14 - Electrical outlets/install window screens
15 - Soundproof mechanical room
16 - Repair doors or windows
17 - Miniblinds
18- Repair/replace wallpaper
19 - Install windows
20 - Install doors
21 - Install deadbolt locks
22 - Other

11.   Comments/Recommendations

Figure 4-1B.—Facilities information sheet (back).

ACCOMMODATIONS.– All recruiting stations should have the following accommodations:

- Hot and cold potable water.

- A chilled water drinking fountain.

- Elevator if office space is above the second floor.

- Heating and air conditioning.

- Good illumination.

- Soundproofing in partitions.

- Separate toilet facilities for men and women for spaces of 1,000 square feet and larger.

- Signs (a permanent standard armed forces recruiting exterior sign and a directory board or directional signs inside the building).

- Secure parking for each government vehicle assigned should be provided within a four-block radius and, although not leased by the COE, parking should be available for privately owned vehicles within the same proximity,

SPACE STANDARDS.– Each recruiting station should have a display area, reception and office area, storage room, and testing room. Additional space should be allocated for a private ZS office. The DOD Occupancy Guide, DOD Directive 5160.58, establishes general policy and prescribes quality standards and space standards for evaluating, selecting, and maintaining facilities for full-time and part-time recruiting stations and ZS offices. You should check with your LSO for current square foot allowances.

VEHICLES

Vehicles are assigned to CNRC activities by a General Services Administration (GSA) interagency fleet management center. The activity pays a flat monthly rental charge plus a charge per mile for use of the vehicles. The following paragraphs cover official use, domicile-to-duty, allowances, maintenance, inspection, and reporting policies and procedures.

OFFICIAL USE

Government owned and rented vehicles should be used for official purposes only according to the provisions of *Management, Acquisition and Use of Motor Vehicles,* DOD Directive 4500.36. Failure to comply with these provisions constitutes a violation of subparagraph 638a(c)(2) of Title 31, *United States Code.* If this sounds ominous, it can be. A great deal of responsibility rests on the operator of a government vehicle.

Authorized Transportation

The term *For Official Use Only* includes, but is not limited to, the following:

- Transportation essential to the successful completion of the DOD function, activity, or operation.

- Transportation of military and civilian personnel officially participating in public ceremonies, military field demonstrations, and parades directly related to official activities. Transportation of other individuals (for example, hitchhikers, friends, family members) is prohibited unless the individual transported can be considered as essential to the completion of the assigned mission.

- Transportation of prospective military recruits provided in connection with interviewing, processing, and orientation.

Vehicle Use Notification Letter

All personnel should be thoroughly briefed on CNRC and local command requirements during the NRD check-in. Personnel are then issued a vehicle use notification letter and are required to acknowledge its contents by signature. Page 3 of the letter is used by the vehicle coordinator as a checklist to document the member's qualifications to operate a government vehicle. A copy of this letter is retained on file at the NRD.

Vehicle Log

A Vehicle Use Log, NAVCRUIT 11240/4, is maintained for each vehicle. All entries should be made in ink. These logs are maintained by each operator, reviewed by the RINC, and submitted monthly to the NRD vehicle coordinator.

TRIP LOG.– Each driver is required to record in section A his or her name, mileage out, time of departure, major destination, mileage in, and time of return at the end of the workday *or* as drivers change. The driver will sign each entry. Initials, rubber stamps, printed names, or single signatures diagonally or vertically across several entries are not acceptable.

MONTHLY RECAP AND CERTIFICA-TION.– Section B is the monthly recap of miles driven and scheduled maintenance. This section is tilled out by RINCs for station vehicles or by ZSs for their assigned vehicles. Section C is used to document all credit card purchases. This section is filled in as purchases occur. At the bottom of this section the responsible RINC or ZS certifies that the vehicle has been operated only for official business, that all costs are proper, and that the safety inspection, section D, has been performed.

SAFETY INSPECTION.– Section D contains a safety inspection checklist, a remarks section, and an operator's checklist. The safety inspection will be performed monthly. The operator's checklist gives requirements for items to be checked before, during, and after each operation of the vehicle, weekly accomplishments, and items to be checked at each refueling of the vehicle.

DOMICILE-TO-DUTY

The Department of the Navy policy is to use government transportation for official use only, allowing use between residences and places of duty only in those situations where the individual concerned has an assignment or official obligation away from his or her regular duty station that requires him or her to proceed directly to the place of assignment or obligation without reporting first to his or her regular duty station, or to return from such place of assignment or obligation after normal working hours.

Domicile-to-Duty Limitation

Domicile-to-duty mileage is limited to less than 1 percent of the total monthly mileage driven for each government vehicle assigned.

Eligible Personnel

Domicile-to-duty use of a government vehicle can only be authorized for those personnel engaged in field work away from their regular duty station. Recruiters personally engaged in production recruiting are eligible. Domicile-to-duty use is not authorized for any enlisted or officer personnel whose primary responsibility is supervisory except in the following circumstances: Field production supervisors, CRs, and ZSs can use domicile-to-duty when and only when engaged in field work directly related to production or goal attainment. Production or goal attainment refers to civic lectures, high school and college visits, fairs and exhibits, applicant home visits with production recruiters, or similar evolutions.

Authority

Domicile-to-duty use of a government vehicle must be approved in advance of each separate instance by a responsible official appointed by the CO. Responsible officials include RINCs, ZSs, and CRs. Individuals may not approve their own use of a vehicle for domicile-to-duty. No individual is authorized blanket permission for domicile-to-duty use of a government vehicle. Under no circumstances may domicile-to-duty use be authorized for convenience or because of a lack of secure parking for a vehicle.

Domicile-to-Duty Log

A Domicile-to-Duty Log, NAVCRUIT Form 11240/2, shown in figure 4-2, is maintained by each approving official to record the nature, dates, and time each domicile-to-duty use is permitted. Individuals authorized domicile-to-duty should record the use in the vehicle use log and report the mileage to the approving official no later than the next working day. The mileage to be recorded in the domicile-to-duty log is as follows:

● Mileage out – The number of miles from the recruiter's office to his or her domicile

● Mileage in – The number of miles from the recruiter's domicile to the recruiter's office

This log should be reviewed and annotated by the next senior in the chain of command or the XO and forwarded along with the vehicle logs to the vehicle coordinator each month. No use of domicile-to-duty is reported by forwarding a negative report. Copies of all logs are maintained by the NRD transportation clerks.

Figure 4-2.–Domicile-to-Duty Log, NAVCRUIT Form 11240/2.

PARKING IN HIGH CRIME AREAS

COs of NRDs, with the concurrence of the Area commanders, are permitted to park their government vehicles at the closest available secure overnight parking location such as a military installation or safer suburban recruiting station when the station to which the vehicle is assigned is located in a high-crime area. Recruiters are permitted to collect their vehicles from these locations daily and continue to their stations where vehicles can be parked adjacent to their stations during normal working hours. The intent in making off-site parking arrangements is to reduce the risk of vandalism and at the same time alleviate a concern for the safety of the recruiters who must work in these high-crime areas. To document that these secure parking arrangements are not violations of domicile-to-duty rules, Area commanders must annually report a consolidated list of authorized off-site parking to CNRC.

VEHICLE ALLOWANCE

CNRC approves an overall vehicle allowance for each Area based on the manpower allowance for billets authorized. Areas, in turn, distribute vehicles among the recruiting districts. One vehicle is authorized per ZS and a .75 allowance per enlisted recruiter. This is a district allowance and may not reflect exactly within your zone. It should be used as a general guideline to determine if your zone has its fair share of vehicles assigned. For example, a zone with an allowance of 1 supervisor and 15 recruiters should be assigned approximately 12 vehicles. ZSs should use the same basic guideline to check distribution within the zone. A recruiting station with

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an allowance of four recruiters should have three vehicles assigned. If manning is inconsistent with allowance, adjustments need to be made.

MAINTENANCE

Each operator is responsible for maintaining the government vehicle he or she is operating. The RINC will have overall responsibility for all vehicles assigned to the NRS. Scheduled maintenance should be accomplished in a timely manner and care should be taken during vehicle inspections to identify any unscheduled repairs or services that are required.

Scheduled Preventive Maintenance

The GSA sends a Motor Vehicle Service Authorization, GSA Form 3478, to district vehicle coordinators for each vehicle requiring scheduled maintenance. Scheduled maintenance includes such services as oil change, lube, and tune-ups. The district vehicle coordinator forwards the form to the vehicle operator responsible for having the maintenance performed. You have 5 working days after receipt of this form to have the scheduled maintenance completed.

Unscheduled Repairs

If you find your vehicle needs repair or unscheduled maintenance that cannot be completed within the $50 credit card limit or the repair or maintenance is listed as a prohibited credit card purchase, obtain approval from the GSA maintenance control center. Notify the vehicle coordinator who will either call for the authorization or give you the appropriate number. The vehicle coordinator may also give you a preferred repair shop that has an informal agreement with GSA. After normal working hours, call the fleet manager at the number listed in the vehicle operator's manual for instructions. If you are unable to reach the fleet manager, use your best judgement and document your actions. If commercial repairs are done, you must call the GSA maintenance control center the next workday to get authorization.

If repairs are performed at a commercial establishment, make sure the following information is given on the invoice: the class and tag number of the vehicle involved, current odometer reading, date the service is performed, purchase order number furnished by the maintenance control center, type of service performed with the amount indicated for each service,

and total. The driver should sign the invoice and send it to the address provided by GSA or the vehicle coordinator. Be sure to submit the invoices in a timely manner, as the NRD is liable for interest on late payments.

Government Credit Card

A U.S. Government Credit Card, SF 149, is furnished with each vehicle. You must use tight security over these credit cards. They should be accounted for at all times and never be left in an unattended vehicle. Upon the completion of a trip and at the end of each workday, credit cards should be removed from the vehicles and placed in a secure location.

AUTHORIZED PURCHASES.– Use of the credit card is limited to the following items for GSA vehicles: unleaded gasoline, gasohol, diesel fuel, regular grade lubricating oil, tire repairs, washing of vehicle, and emergency replacement of defective fan belts, windshield wiper arms and blades, lamps, and radiator coolants. Under no circumstances should repairs in excess of $50 be made without prior approval of the local GSA motor pool.

UNAUTHORIZED PURCHASES.– Procurement of the following items with a credit card is not authorized: waxes and polishes, storage and parking, tires and tubes, batteries, routine repairs, or any item for personal use such as air freshener or cigarettes.

CREDIT CARD ACCOUNTABILITY.– On all purchases, the vehicle operator should make sure the number of gallons, price per gallon, value of purchase, vehicle tag number, mileage, and driver's signature are on the driver's copy of the receipt. The purchase must be entered on the vehicle log and copies of all credit card purchase receipts must be forwarded monthly with the vehicle log to the district vehicle coordinator. Lost or stolen credit cards must be reported immediately to the NRD traffic coordinator.

SAFETY STAND-DOWN

A vehicle safety stand-down should be conducted each quarter on a zonewide basis. Each stand-down should be 2 hours in duration and should normally be held in conjunction with the scheduled zone meeting. ZSs should submit a report of completion of this training to the traffic safety coordinator. The

stand-down should include the following agenda items:

● A detailed discussion of all district vehicle mishaps that have occurred over the last quarter and ways they could have been prevented. ZSs will receive this information at the quarterly traffic safety council meeting.

● A thorough inspection of every vehicle by someone from a station other than the one to which that vehicle is normally assigned.

● At least two safety stand-downs each year should use an outside resource such as the state highway patrol, city police, or American Automobile Association (AAA) representative.

● Training aids such as films and peripheral vision and reaction-time test equipment can be obtained from an NRD, Area, or community sources.

DRIVER EDUCATION AND TRAINING PROGRAM

The Enlisted Navy Recruiting Orientation (ENRO) program provides a 2-hour driver safety indoctrination. Personnel not attending ENRO must receive an equivalent 2-hour driver safety training program at their command. In addition, all personnel operating government vehicles must fulfill the following requirements:

● Pass a written examination covering traffic regulations for the state of assignment

● Be briefed on mishap reporting procedures

● Complete a road check with the vehicle coordinator

Personnel temporarily assigned to an activity (in programs such as the Recruiter Assistance Program [RAP], Hometown Area Recruiting Assistance Program [HARP], and other personnel on temporary additional duty [TEMADD]) may be exempted from these requirements at the discretion of the CO.

Military or civilian personnel who have been determined to have been at fault in a traffic accident while operating a government vehicle are required to attend an 8-hour AAA Driver Improvement Program

(DIP) course. This course must be conducted by a naval safety center-approved instructor.

SAFETY REGULATIONS

All personnel operating government vehicles must comply with the provisions of *Issuance of Navy Traffic Safety Program,* OPNAVINST 5100.12. In addition, the following precautions must be taken:

● No individual may operate a DOD-owned or DOD-controlled motor vehicle while consuming or within a period of 6 hours after consuming any quantity of alcoholic beverages, or permit the operation of a government motor vehicle by any other individual who has consumed any alcoholic beverages within 6 hours. Consuming or permitting the consumption of alcoholic beverages by any occupant of a government vehicle is prohibited. Operating a government vehicle within 6 hours of consuming any alcoholic beverage may result in disciplinary action and immediate removal from recruiting duties.

● The emergency/parking brake must be engaged whenever a vehicle is left unattended.

● The driver has the responsibility for maintaining the mechanical and cosmetic condition of the vehicle.

● All drivers have the right and the responsibility to ground a vehicle that they determine to be unsafe. No one is ever required to operate an unsafe vehicle.

● When advised by local news media or the highway patrol that roads and highways are considered hazardous and that nonemergency travel is not recommended, it is each driver's responsibility to determine if conditions are safe for traveling, If a driver is on the road and a hazardous weather advisory is issued or if the driver determines that further travel is unsafe, he or she should notify the command duty officer (CDO) for authority to remain in commercial lodging until conditions improve. Special caution must be exercised by all drivers during periods of adverse weather.

● Individuals are morally and legally responsible for conducting themselves in a manner that will not endanger or cause injury to themselves or others. This is particularly important when operating motor vehicles where any traffic violations or mishap

involving Navy recruiters has had or may have an adverse impact on recruiting efforts and upon relations with the public.

● All motor vehicle operators must immediately report any mishap that they are involved in to the traffic safety coordinator or vehicle coordinator via the chain of command.

MOTOR VEHICLE MISHAP/INCIDENT REPORTING AND INVESTIGATIONS

A motor vehicle mishap is a mishap involving the operation of a DOD motor vehicle involved in a collision with other vehicles, objects, or pedestrians; personal injury or property damage due to cargo shifting in a moving vehicle; personal injury in moving vehicles or by falling from moving vehicles; and towing or pushing mishaps. If an improperly parked vehicle (for example, the hand brake not engaged or transmission not in park) rolls and strikes pedestrians, objects, or vehicles, the incident is considered a mishap. It is also considered a mishap when an illegally parked vehicle is struck by another vehicle. A vehicle incident report should be submitted on a motor vehicle only when the vehicle was damaged while it was unoccupied and properly and legally parked (not merely stopped in traffic). The following paragraphs briefly outline the reporting requirements for mishaps and incidents and the criteria for determining when an investigation is warranted.

What To Do if You Are Involved in a Motor Vehicle Mishap

Even the safest drivers may find themselves involved in a motor vehicle mishap. First of all don't panic. Here's what you should do:

● Take any necessary emergency action and notify the police.

● Don't sign or make any statements about responsibility except to your supervisor.

● Get the facts. Get names and addresses of all persons involved and the extent of injuries, if any. Get names and addresses of all witnesses. Ask each of them to complete a Statement of Witness, SF 94. Study the scene of the accident and fill out Operator's Report of Motor Vehicle Accident, SF 91. Don't rely on memory.

● Make an immediate report. call your supervisor as soon as possible and report the accident to the district vehicle coordinator. Obtain a state motor vehicle department accident report from the police and submit it as required by local law. Each government vehicle should have a full mishap reporting kit in the glove compartment. It should contain the following forms:

Operator's Report of Motor Vehicle Accident, SF 91.

Investigation Report of Motor Vehicle Accident, SF 91A, (Use this form if the accident damage is estimated to be $500 or more.)

Data Bearing upon Scope of Employment of Motor Vehicle Operator, OF 26 (especially important in cases of third-party involvement).

Federal Employee's Notice of Traumatic Injury and Claim, CA 1 (if applicable).

Statement of Witness, SF 94.

What To Do If You Have an Accident, GSA 1812.

● Submit all required forms, written repair estimates, and pictures of the damage to the vehicle coordinator within 10 calendar days,

Incident Reporting Requirements

Incident reports are submitted by the NRD to the Area. The NRD will need the following information from you to complete the report:

● Type of incident

● Local date, time, and day of week when the incident occurred

● Location of the incident

● Personnel involved

● Damages incurred

● Law and investigative agencies notified

● Brief narrative including operational impact

- Public affairs or news media interests or ramifications

- When the next situational report is expected, if applicable

JAG Manual Investigations

A *JAG Manual* investigation should be conducted if any of the following conditions apply:

The mishap or incident may result in claims against or in favor of the government,

- A mishap resulted in a combined total of $1,000 or more for all DOD and non-DOD vehicles and property involved.

- A traffic ticket or summons has been issued to the federal operator.

- A resulting disabling injury or death occurred to any party involved.

- The CO decides an investigation is needed.

All commands should have a policy for assigning *JAG Manual* investigations, such as to the ZS of the recruiter. Procedures for conducting *JAG Manual* investigations are discussed in chapter 9.

STATION OPERATIONS

All Career Recruiter Force (CRF) members should be competent in the basic operation of NRSs. The following pages contain information about displaying your location, hours of operations, office layout, budget input, and security.

DISPLAYING RECRUITER'S LOCATION

We are in the marketing business, and keeping our location in the public eye makes good business sense. As a supervisor, you should take a few steps to make sure the public knows where the recruiting stations are. Keep in mind that you are fulfilling two purposes: showing that the Navy product is available and advertising its location and phone number. Window cards, posters, special displays, exhibits, and directional signs are all useful in displaying the recruiter's location.

Window Cards and Posters

Window cards and posters are a form of advertising, They communicate the benefits of service in the Navy to prospects, parents, and teachers. Window cards and posters are distributed to recruiting stations periodically to replace those already up or to put in new locations. They must carry the address of the NRS in bold print that can be read from a few feet away. They should also show the NRS telephone number and Navy toll-free telephone number (1-800-USA-NAVY), In arranging for new locations or rechecking old locations, you should consider the following three criteria.

SUITABILITY.– This is a judgement call you will have to make regarding the local reputation of the place being considered. Obviously, a place with a bad reputation is not what the Navy has in mind. You are placing the Navy stamp of approval on any place you put up a card or poster the same way that they are approving of you. It won't do the Navy or your recruiting efforts any good if you put up advertising in an establishment that is inappropriate.

AMOUNT OF TRAFFIC.– The amount of traffic going by, pedestrian or other, is of key importance, Windows on side streets are better than nothing, but try to get on the main streets and get as close as you can to the busiest intersections.

PERMISSION AND COOPERATION.– Once you have decided that there is enough traffic passing the place being considered and that the establishment is suitable, you are ready to practice public relations for the Navy. Talk with the proprietor, manager, or owner about permitting a card/poster in his or her window. Make a courtesy call first, then on the second call have the sign with you and ready to put up. Another approach is to make arrangements at civic or fraternal club luncheons or meetings, or other functions where the conversation lends itself to asking for this sort of cooperation.

Special Displays and Exhibits

Because of the cost and special nature of exhibits, special handling and attention to physical security are needed. All exhibits should indicate the location and telephone number of the local NRS as well as the toll-free telephone number. You can request displays and special exhibits from CNRC via your chain of command. You can also "do it yourself" with the

help of local civic organizations or Navy organizations. Reserve centers may be able to provide assistance. Keep abreast of CNRC policy changes, as exhibits are constantly changing.

Directional Signs

If the NRS is one of many other offices in the same building, you want to make certain a person entering the building can easily find you. A good person to get to know is the building manager. Persuade the manager to permit you to put up directional signs to meet your needs. Your lease agreement should make allowances for a directory board or directional signs.

Maintenance of Displays

Once you have displayed your recruiter's location, check the signs periodically for signs of wear and damage. A Navy sign that has become sloppy gives that precise impression to the viewer about the entire Navy.

HOURS OF OPERATION

NRS office hours should be posted in a conspicuous place and updated with the Navy Opportunity Information Center (NOIC) via your district's lead tracking center (LTC).

Actual hours of operation should be left up to the discretion of the RINC. The hours of 9 a.m. to 5 p.m. have become standard, but you can use innovative ideas to increase your customer service and sales time. Larger stations will especially benefit from using flexible hours that accommodate your early risers and late workers. Not only will the recruiters benefit from working hours that fit their life-style, but the Navy will benefit by increased hours of accessibility,

OFFICE LAYOUT

The physical layout and appearance of your office is just as important as the location. Your surroundings send a message to the public about you and the Navy. A professionally laid out office will be aesthetically pleasing as well as operationally effective.

Neatness Counts

Look around your office space. Are desks free from clutter? Is reading material organized and neatly placed? Are pubs and files neatly arranged? Make sure you have made every effort to keep your office spaces neat and orderly. Attention to these details gives recruiters more pride in their working space and creates a pleasing, professional atmosphere.

Wise Use of Space

There are numerous considerations when deciding how to use the space assigned to recruiting stations. If there are two or more office spaces, consider placing all personnel in one and equipment and supplies in another. The testing room should be well lit, ventilated, and easily monitored.

Furniture Placement

The actual floor plan of your office space will determine furniture placement. Take the following considerations into account before deciding on your office arrangement:

● The RINC's desk should be located where unobtrusive supervision can be accomplished. This keeps the RINC up to date, aware, and within helping distance when needed.

● Applicant chairs should be placed beside recruiters' desks. This prevents the desk from becoming a physical and psychological barrier to communication. It allows better eye contact between recruiter and applicant and makes the use of evidence easier.

● The office should have at least a small waiting area for applicants and visitors. Suitable reading matter should be available,

NOTE: *Navy Times* is often inappropriate reading material for NRS waiting areas. The majority of headlines concentrate on the negative aspect of military service. Without the proper background, many articles could discourage enlistment.

● Station and prospect card tiles should be placed within easy access of the RINC.

● The delayed entry program (DEP) status board and any DEP picture or award boards should be placed prominently so DEP members and applicants alike can easily see them.

How important can office layout really be? Let's take a look at NRS Suburbia, a recruiting station with a RINC and three other recruiters. Figure 4-3 shows how the previous RINC had set up the office. Figure 4-4 shows how the current RINC changed the arrangement. First, notice the obvious improvements. The RINC is now co-located with the recruiters to easily observe the office routine. The RINC made sure there was easy eye contact between himself and all recruiters. The DEP status board was moved to just inside the main door where it is highly visible to DEP personnel and prospects. The test table, movies, and office equipment were moved to the separate
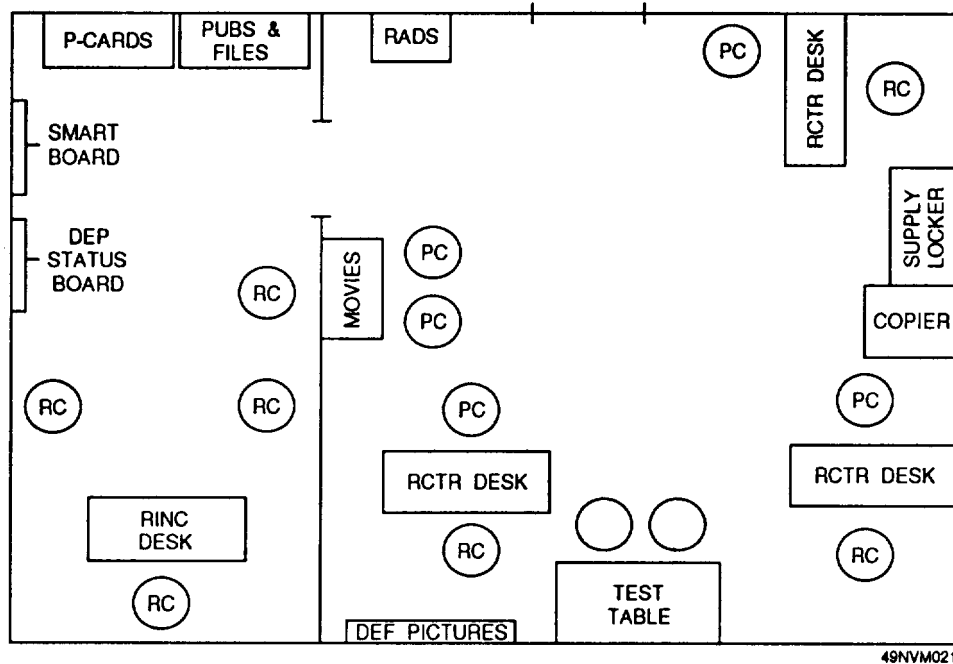
Figure 4-3.-Ineffective use of office space.
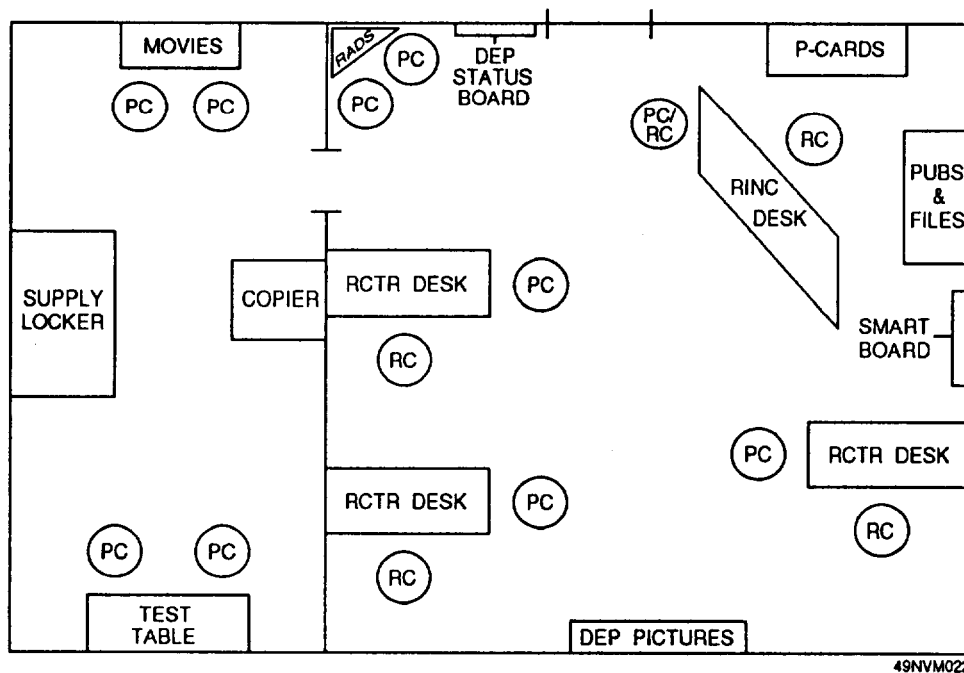
Figure 4-4.—Effective use of office space.

4-13

office space, giving more privacy and relieving the congestion in the main office. Applicant chairs were moved beside the recruiter's desk to eliminate the physical communication barrier.

Now, let's look deeper. What clues do these changes provide about the difference in the way the two RINCs approached their job? The first RINC used the separate office space to set up his personal realm. He secluded himself with his files, pubs, prospect-cads, SMART board, and DEP status board. He approached his RINC job as one of an office manager. His systems were impeccable but the station's production was inconsistent. When the ZS asked for updates, he usually had to yell for a recruiter to come into his office to provide the information. The second RINC knew he was not just in charge of a team, but a part of that team. He realized the recruiters were his first priority. He was quick to identify training needs, provide interview assistance, and was on top of office morale as well as business. Needless to say, production increased. You can probably imagine many other differences between the two RINCs just by noting the differences in the office layouts. Of course, not all office space allows for an ideal arrangement, but you should look for ways to improve.

BUDGET INPUT

The budgeting process begins in May and concludes with the receipt of funds to begin the new fiscal year. Your participation in the budget process will probably be limited to the initial data gathering phase, but it is helpful to understand the basic process from beginning to end.

Budget Worksheets

During May or June of each year Area and district staffs begin to gather data for budget meeting input. This data comes in the form of the budget input worksheet. Worksheets are designed to roll up costs to the next level of supervision. The RINCs' worksheets are consolidated into the zone worksheet; the zones' worksheets are consolidated into the EPO's worksheet. You estimate budget requirements for applicant travel, lodging, and subsistence based upon estimated goal and your applicant conversion rate. Production TEMADD is projected for itineraries requiring TEMADD. Exhibit booth rental, meal ticket expenses, and center of influence (COI) (including DEP/bring a friend) events are projected as well as other miscellaneous requirements. ZSs also project costs for administrative TEMADD and travel, such as station visits, headquarters trips, RINC meetings, classifier field training, and so on. All the estimates are then broken down by quarter for the coming fiscal year. Remember, these are worksheets only. Figures 4-5 and 4-6 show the budget input worksheets for RINCs and ZSs.

Budget Planning

Department heads and program managers use the worksheets to prepare line item budget requests to submit to the CO. During the July-September time frame the district will receive an annual control figure from the Area. A budget meeting is then held with all department heads and management personnel to revise the previous budget requests to match the figure given by the Area. All fixed costs (such as civilian labor, vehicles, telephones, out-of-pocket expenses [OPE], and applicant transportation) must be funded. Priorities of the other requirements are determined in the budget meeting. Worksheets are edited after receipt of the final control figure from the Area to reflect the actual funding in the annual spending plan. The Area staff reviews all NRD budget requests for recommendation and approval by the commander. Once the Area commander approves and returns the budget requests, they become the annual spending plan by quarter.

NRS SECURITY

RINCs are responsible for ensuring all security regulations are observed within their stations. ZSs are responsible for monitoring the security practices of their stations. NRS security applies to processing information, testing material, plant property and equipage, transportation requests (TRs), bulk tickets, meal tickets, and the physical security of the facility and vehicles.

PROCESSING INFORMATION

Processing applicants for enlistments requires that we gather an abundance of personal information. We must maintain this information in a secure manner. Make sure all your recruiters are familiar with the policies concerning requesting, recording, filing, and divulging information on applicants and recruits.

BUDGET INPUT WORKSHEET
NAVY RECRUITING STATION

F/SFC	RESPONSIBLE OFFICIAL	Applicant Travel, Lodging, and Subsistence	1 QTR	2 QTR	3 QTR	4 QTR	ANNUAL BUDGET
CP	RINC 0313	Estimated goal_____. # of applicants needed to make goal_____. Transportation used: bus, train, plane, gov't Auto (circle one) From:_____To: _____ Number of one way applicants ____ X Cost per applicant $_____ Number of round trip applicants _____ X Cost per applicants $_____ Other costs (lodging, meal, tickets, etc.)___					
CP	RINC 0290	Production TEMADD (Itineraries requiring TEMADD) Number of days' TEMADD per month ___ X $12 Per diem $_____	$___	$___	$___	$___	$___
CP	RINC 0319	Exhibit Booth Rental Number of booths per month ___ X No. of months ___ X Est. Cost per booth $____ = Total cost $___	$___	$___	$___	$___	$___
CP	RINC 0320	Meal Ticket Expenses	$___	$___	$___	$___	$___
CP	RINC 0313	COI (including DEP/bring a friend) Events Number of events per month __ X No. of months __ X number of attendees per COI (average)_____ X Est. cost per person $___ = Total cost $_____	$___	$___	$___	$___	$___
		Other Misc Requirements Item Est Cost	$___	$___	$___	$___	$___

Figure 4-5.—Budget input worksheet for Navy recruiting stations.

BUDGET INPUT WORKSHEET
ZONE SUPERVISOR

F/SF	RESPONSIBLE OFFICIAL	Applicant Travel, Lodging, and Subsistence (estimated cost of bus/train fares, meal tickets, etc.)	1 QTR	2 QTR	3 QTR	4 QTR	ANNUAL BUDGET
CP	ZONE SUPS 0310	STATION Est goal___-success rate___% = No. of App.___ No. of App.___ X Cost per App. $____ = $____ STATION Est goal___-success rate___% = No. of App.___ No. of App.___ X Cost per App. $____ = $____ STATION Est goal___-success rate___% = No. of App.___ No. of App.___ X Cost per App. $____ = $____ STATION Est goal___-success rate___% = No. of App.___ No. of App.___ X Cost per App. $____ = $____ STATION Est goal___-success rate___% = No. of App.___ No. of App.___ X Cost per App. $____ = $____ STATION Est goal___-success rate___% = No. of App.___ No. of App.___ X Cost per App. $____ = $____ STATION Est goal___-success rate___% = No. of App.___ No. of App.___ X Cost per App. $____ = $____ STATION Est goal___-success rate___% = No. of App.___ No. of App.___ X Cost per App. $____ = $____ TOTAL ENLISTED T, L, S Success Rate = successful applicants total applicants	$___	$___	$___	$___	$____
	ZONE SUPS 0320	Meal Ticket Expenses (Consolidated RINC Requests) $___	$___	$___	$___	$___	$____
	ZONE SUPS	Other Miscellaneous Cost (Consolidate RINC Request) Item Est Cost $___	$___	$___	$___	$___	$____

Figure 4-6.—Budget input worksheet for zone supervisor

F/SF	RESPONSIBLE OFFICIAL	Applicant Travel, Lodging, and Subsistence (estimated cost of bus/train fares, meal tickets, etc.)	1 QTR	2 QTR	3 QTR	4 QTR	ANNUAL BUDGET
CS	ZONE SUPS 0313	<u>COI (including DEP/bring a friend) Events</u> (Consolidate RINC Request) Number of events per month __ X No. of months__ X number of attendees per COI (average)_____ X Est. cost per person $___ = Total cost $_____.	$___	$___	$___	$___	$___
CP	ZONE SUPS 0319	<u>Exhibit Booth Rental</u> (Includes all cost of exhibit booth) (Consolidate RINC Request) Number of booths per month __ X No. of months__ X Est cost per booth $___ = Total cost $_____.	$___	$___	$___	$___	$___
CP	ZONE SUPS 0290	<u>Administrative TEMADD and Travel of staff</u> <u>Zone Supervisor</u> Station visits per month __ X 12 = _____. Avg. Per Diem $___ X No. of visits ___ = $___. Headquarters visits ___ X per diem $ ___ = $___. <u>RINCS/RECRUITERS</u> Headquarters visits ___ X per diem $ ___ = $___. <u>OTHER PRODUCTION TEMADD TRAVEL</u> (Consolidate RINC Request) (Zone Supervisor/RINC Conference, Classifier Field Training, etc; Explain) Total other travel $_____ Total Production TAD/Travel	$___	$___	$___	$___	$___

Figure 4-6.—Budget input worksheet for zone supervisors—Continued.

Privacy Act

Personal Privacy and Rights of Individuals Regarding Their Personal Records, COMNAVCRUI'ICOMINST 5211.3, details the recruiting command's policy of compliance with the Privacy Act of 1974. General policy and requirements covered by this instruction include the following:

● Individuals have the right to know what records pertaining to them are collected, maintained, used, or disseminated in the Navy Recruiting Command (NRC). They have the right to have access to and copies made of all or any portions of such records and to have any discrepancies amended.

● The command may collect, maintain, use, or disseminate records of identifiable persona information only for necessary and lawful purposes and in a manner that ensures that the information is current and accurate.

● Adequate safeguards must be provided to prevent misuse of personal information in records.

● Requests of individuals for notification, access, or amendment of their records must be acted on within 10 working days.

● Providing personal information to the parent is an invasion of the applicant's privacy. Only if the applicant is under 18 years of age does the parent or legal guardian have the right to access.

● All individuals asked to provide information for a system of records must be advised of the authority for collection of the information, purpose(s) for which the information will be used, and whether disclosure is mandatory or voluntary, as well as the consequences of not providing the requested information. The Privacy Act statement on the back of the Prospect Card, NAVCRUIT Form 1130/6C, may be used for this purpose.

● The required Privacy Act statement must also be given during telephone or face-to-face interviews when any part of the personal information is recorded and retained. It's not necessary to cite the specific authority in all instances. The following sample Privacy Act statement is provided for verbal exchanges:

"To properly assist you in determining the program that best suits your needs, I will require some personal information concerning your background. All questions are voluntary and you do not have to provide the information. However, it may not be feasible to properly determine your eligibility for application without this information."

You may want to paraphrase the statement in your own words. The following adaptation is also acceptable:

"I'll need to ask some personal questions about your background to determine how the Navy can best benefit you. Answering these questions is purely voluntary; however, I may not be able to determine your eligibility without it."

Freedom of Information Act

Providing Records to Members of the Public Under the Freedom of Information Act (FOIA), COMNAVCRUITCOMINST 5720.11, provides policy and procedures for implementing the FOIA within the NRC. You should caution recruiters that serious penalties can be levied for overenthusiastic compliance with the FOIA that results in unwarranted invasions of privacy. All requests for information under the provisions of this act should be forwarded to the district Privacy Act/FOIA coordinator. Requests should be forwarded as quickly as possible because they must be acted upon within 10 working days.

TESTING MATERIAL

The *Navy Recruiting Manual-Enlisted,* COMNAVCRUITCOMINST 1130.8, provides guidance for storage, security, inventory, and administration of prescreening tests and test materials. Normally the only testing materials kept at the recruiting station will be enlistment screening tests (ESTs), answer sheets, and answer keys.

Enlisted Screening Tests

Compromising the validity of the ESTs and completed answer sheets would negate their usefulness. All EST material, except blank answer sheets, should be stored in a locked desk or file cabinet when left unattended. EST material may be stored in unattended, locked automobiles, preferably in the trunk or otherwise out of sight. There are no stowage requirements for the blank answer sheets.

REPRODUCTION.– All EST materials (tests, answer sheets, scoring keys, and prediction tables) are authorized for local reproduction.

SCORING.– EST answer sheets should be scored without marking the correct answers, which would create a scoring key of each answer sheet.

ANSWER SHEET RETENTION.– Completed answer sheets should be retained at the NRS and destroyed when 3 months old, preferably by burning or shredding.

DESTRUCTION OF ESTS.– ESTs found to be unfit for further use should be destroyed by burning or shredding under the supervision of a person designated to handle test material. This is usually accomplished at the NRD.

LOSS OR COMPROMISE OF EST.– Loss or compromise of EST material must be reported to the CO who should take appropriate corrective action.

Nuclear Field Qualification Test

NRD testing personnel (educational specialists, enlisted classifiers, and test control officers) may take the nuclear field qualification test (NFQT) on overnight trips. Test materials must be carried in separate locked containers and stored in the NRS when overnight storage is required. Station personnel should accept the material from the test administrators in a locked container only. The locked container should be stored overnight, in its entirety, in a safe or locked filing cabinet.

SECURITY CONTAINERS

Each NRS should have a safe or storage cabinet, preferably metal, for secure stowage. Combination locks should be used on all security containers. Only NRS personnel should have knowledge of the combination numbers.

Lock Combination Changes

Lock combinations should be changed and submitted to the NRD security officer, normally the XO, annually or upon the departure of any recruiter assigned to the NRS.

Security Container Information Form

Security Container Information, Standard Form 700, is used to report combination changes and record those personnel with access to the combination. Part 1 of the form is placed on the inside of the security container. In the event the container is found open, responsible parties can be notified. Part 2a, which contains the combination, is placed in the envelope, which is part 2, and submitted to the security officer.

PLANT AND MINOR PROPERTY

Plant property material is equipment having an estimated or actual cost of $5,000 or more and an expected useful life of 1 year or more. Minor property is property acquired for immediate use and having a unit cost of less than $5,000. At a minimum, all furniture, fixtures, or office equipment costing more than $300 and less than $5,000, and all equipment that is classified, pilferable, or sensitive should be monitored through a property management system. Pilferable property includes items such as calculators, typewriters, cameras, audiovisual equipment, communication devices, computer accessories, and power tools. The *Logistics Support Manual,* COMNAVCRUITCOMINST 4400.1, gives complete guidance for property management systems.

Minor Property Administrators

Each NRD designates a minor property administrator who is responsible for maintaining the property management system. The administrator ensures required inventories are conducted; physically marks all minor property with a tag, plate, or other control device; and provides a listing of minor property to each minor property responsible officer,

Minor Property Responsible Officer

NRDs should formally assign, in writing, a network of minor property responsible officers who maintain item control over minor property. As a recruiting manager, this responsibility may be assigned to you. Minor property responsible officers make sure all minor property is identified with the ownership designation U.S. Navy and advise minor property administrators of all acquisitions, dispositions, and transfers of minor property. For missing, lost, or stolen property, they notify the NRD physical security officer and submit a missing, lost, stolen, or recovered (M-L-S-R) report. The minor property responsible officers verify minor property listings and sign each page of automated minor property Lists or each manual custody card, if used, upon relief and upon completion of the triennial (every 3 years) and semiannual inventories.

Required Inventories

A physical inventory must be conducted triennially in April by personnel other than the minor property responsible officer. The initial inventory was conducted in April 1988. Semiannually in April and October, the minor property responsible officer verifies the listing of minor property. When the minor property responsible officer transfers, the incoming minor property responsible officer conducts an inventory by verifying the minor property listing. All reconciliation of inventory lists must be completed by the April and October deadlines, so you probably will be required to complete your verification 1 or 2 months before that time.

TRAVEL REQUESTS, BULK TICKETS, AND MEAL TICKETS

A security container with a combination lock should be used to store transportation and meal tickets. Accountability of these items must be maintained.

Usage Logs

Each NRS maintains a log containing the following as a minimum:

● TR and/or bulk ticket log. Serial number of government tickets, name of person using the ticket, origin, destination, and date of issue. A report of the TRs used during the month is submitted on the last day of the month. Negative reports are not required.

● Meal ticket log. Date issued and the name of person(s) the ticket(s) is(are) issued to.

Returning TRs

TRs returned for any reason must be sent via certified mail or hand carried to the NRD by authorized personnel.

LETTER TO POLICE AND FIRE DEPARTMENTS

Names, local addresses, and phone numbers of all recruiters assigned to the NRS must be submitted to the local police and fire departments. This requirement also applies to part-time offices where minor/plant property or files are located. A sample letter is shown in figure 4-7.

STATION ADMINISTRATION

The administration of an NRS is not all that different from any other professional Navy office. We are responsible for incoming and outgoing correspondence. We are required to maintain the publications and directives that pertain to our mission. We also have periodic reports that require submission and review. The following paragraphs detail these requirements as they pertain to the Navy recruiting environment.

STATION FILES

Station files should be maintained according to the *Department of the Navy Standard* Subject *Identification Codes* (SSICs), SECNAVINST 5210.11.

The following paragraphs give you an overview of the SSIC, periodic report tiles, and updating requirements.

Standard Subject Identification Codes

The Navy uses the SSIC system to identify subjects and provide a standard tiling method for all correspondence and directives. Each major subject group indicates a broad subject. Within that major subject group, the code also may identify specific subjects that fall under the broad subject. An example would be:

1000- Military Personnel

1100- Recruiting

1133- Enlisted Recruiting

Figure 4-8 gives a listing of each major subject group within the SSIC system and some of the more specific codes you may want to use in your NRS filing system. You may consolidate more if you find file numbers not being used, Most administrative offices have separate tiles for incoming and outgoing correspondence. This is not necessary in the recruiting station. You can use your station files for all correspondence, reports, information pamphlets, or anything else you need to file. The idea is that all subjects fall under a number in the system. This way you and anyone else can retrieve information from your files.

Periodic Report Files

You should maintain a file folder for each periodic report. The folder should contain copies of reports submitted, blank forms, and a copy of the instruction covering submission, if applicable. These folders can be filed under the appropriate number within your SSIC filing system or in a separate file drawer. Some periodic reports that you should have folders for are as follows:

● TR/meal ticket logs

● OPE claims

● Recruiting referral recognition requests

● ESTs

● Station applicant logs

● Station planners

DEPARTMENT OF THE NAVY
Navy Recruiting Station
123 Main Street
Pensacola, FL 32507

5000
Ser: NRS 101
January 5, 1995

Chief of Police/Fire Department
325 Alarm Drive
Pensacola, FL 32501

Dear Chief,

In case of any emergency concerning the Navy Recruiting Station at 123 Main Street, please contact one of the following personnel:

NCC Sam S. SMITH
100 River Street
Pensacola, FL 32501
Phone: 904-551-1212

AT1 Jamie L. JONES
200 Sandlot Park
Pensacola, FL 32505
Phone: 904-551-1000

BM2 Kyle S. WHITE
300 Lake Avenue
Pensacola, FL 32504
Phone: 904-552-2020

I appreciate your keeping this information on file. If we can be of any assistance, please call on us at any time. The office phone number is 904-555-1212.

Sincerely,

SAM S. SMITH
Chief Navy Counselor, U.S. Navy
Recruiter-in-Charge

Figure 4-7.–Sample letter to police or fire department.

STANDARD SUBJECT IDENTIFICATION CODES

SSIC NUMBER	SUBJECT	SUGGESTED CONTENTS
1000-9999	Military Personnel	Uniforms, leave, liberty
1100	Recruiting	May have separate file folders or combine all in 1100 file depending upon volume of files
1131	Officer Recruiting	
1133	Enlisted Recruiting	Station logs, planners, goals
1140	Advertising	
1200-1299	Classification & Designation	Billet descriptions, testing (ESTs), interviewing
1300-1399	Assignment & Distribution	Orders, manning
1400-1499	Promotion & Advancement	Advancement handbooks
1500-1599	Training & Education	Academy/ROTC, training materials
1600-1699	Performance & Discipline	Awards, evaluations
1700-1799	Morale & Personal Affairs	Recreation, voting, survivors' benefits
1800-1899	Retirement	Guide for Retired Navy Personnel and Their Families
1900-1999	Separation	Separation documents
2000-2999	Telecommunications	Phone systems
3000-3999	Operations & Readiness	Operations plan input
4000-4999	Logistics	Travel, TRs, transportation, supply, inventory
5000-5999	General Administration & Management	NAVCRUIT 5305/1, hometown news releases, meetings, police/fire letters, public affairs, leadership/management
6000-6999	Medicine & Dentistry	CHAMPUS, Delta Dental
7000-7999	Financial Management	Budget, pay charts, OPE
8000-8999	Ordnance	Rarely used in NRS, either combine in one folder or delete
9000-9999	Ship Design & Material	
10000-10999	General Material	Exchange, office equipment and supplies, audiovisual equipment, equipment owner's manuals
11000-11999	Facilities & Activities Ashore	Copy of lease agreement
12000-12999	Civilian Personnel	As applicable
13000-13999	Aeronautical & Astronautical Material	Rarely used in recruiting, may delete

Figure 4-8.–Standard subject identification codes (SSICs).

- Station inspections and inspection report discrepancy tracking sheets

- Any other report made to or required from your NRS that you feel you will need to access easily

Updating Your Files

Routine files should be maintained by calendar year for 2 years. You should have the current year and past 2 years' files in your stations. An easy method of file maintenance is to have two full sets of SSIC folders–one set for the current year and immediately behind them a set for the previous year. The second out year can be either kept in another set of file folders behind the second year or consolidated and stored in large envelopes. Each January, you should rotate the files, discarding the second out year and starting with empty folders for the current year. Your reports folders and other material that should remain easily accessible can be retained in the current year files.

CAUTION: Review files being purged for materials that should be retained longer than the routine 2-year period, such as lease agreements, inspection reports, equipment owner's manuals, and so on. These can be retained in the current year folders or in a separate file.

CORRESPONDENCE

The *Department of the Navy Correspondence Manual,* SECNAVINST 5216.5, gives standards for writing quality, correspondence formats, and paper work management. This instruction applies to all who prepare or approve correspondence. You may want to consult this manual if you feel your writing needs improvement or if you wish to draft specialized correspondence. The following paragraphs give a brief explanation of the standard naval letter and the business letter.

Standard Naval Letter

The standard naval letter is used when correspondence is being sent to a military addressee.

LETTERHEAD.– Whether typing or stamping a letterhead, begin with DEPARTMENT OF THE NAVY centered on the fourth line from the top of the page. The activity's name and address go on succeeding lines.

MARGINS.– Allow 1-inch margins on the top, bottom, and sides of each page. Several exceptions exist. On letterhead paper, typing starts more than 1 inch from the top when the letterhead is printed and less than 1 inch if it is typed. Typing may end more than 1 inch from the bottom of the page on which the signature appears.

SENDER'S SYMBOLS.– The upper right corner should include the sender's symbols. The first line contains the SSIC file number for the subject this correspondence covers. The second line is used for an originator's code and/or serial number. The third line is used for the date.

FROM, TO, AND VIA LINES.– The From, To, and Via (if used) lines include the title of the activity head, the name of the activity, and the location when needed.

SUBJECT LINE.– The Subject line should be in normal word order and all letters should be capitalized.

REFERENCES.– When used, references are labeled with lowercase letters in parentheses even if there is only one reference.

ENCLOSURES.– Material enclosed with the letter is identified with numbers in parentheses; again, even if there is only one.

PARAGRAPH FORMAT.– Number all the main paragraphs. Indent each new subdivision of a paragraph by four spaces and start typing on the fifth space. Start all continuation lines at the left margin. If subparagraphs are needed, use at least two. Start a paragraph near the end of a page only if that page has room for two lines or more. Continue a paragraph on the following page only if two lines or more can be carried over. A signature page must have at least two lines of text. Figure 4-9 shows an example of a standard naval letter.

DEPARTMENT OF THE NAVY
NAVY RECRUITING STATION
123 Main Street
Any City, Florida 32507

5000
Ser: NRS 101
5 January 1995

From: Recruiter-in-Charge, Navy Recruiting Station, Any City, FL 02503
To: Chief Recruiter, Navy Recruiting District, Big Town, FL 03459
Via: Zone Supervisor, Central Zone, Chiefsburg, FL 06804

Subj: NAVAL LETTER FORMAT

Encl: (1) Material enclosed

1. This sample of a naval letter is provided for your use. The station information is centered as on letterhead. The number 5000 is the SSIC file number for general administration. The serial number is not required at the station level, but all naval letters should include the originator's code. The originator's code is decided upon locally. A good idea would be to use NRS and your station identification number.

2. Leave three lines after the end of the letter contents, then type the name of the individual who will be signing the letter centered on the fourth line.

I. M. SAILOR

Figure 4-9.—Standard naval letter.

Business Letter

Use the business letter to correspond with agencies or individuals outside the Department of the Navy who are unfamiliar with the standard naval letter. The business letter also may be used for official correspondence between individuals within the Department of the Navy when the occasion calls for a personal approach.

LETTERHEAD.– Because the business letter has no From block, every copy that goes to addressees outside your activity must have a letterhead printed, typed, stamped, or reproduced from the original to show its origin.

TEXT.– Normally, business letters are single-spaced within paragraphs with two spaces between paragraphs. Don't number paragraphs. Indent the first lines of subparagraphs, which you may letter and number in standard letter fashion.

COMPLIMENTARY CLOSE.– Use _Sincerely_ for the complimentary close of a business letter. Start typing at the center of the page on the second line below the text.

SIGNATURE.– Start all lines of the Signature block at the center of the page beginning on the fourth line below Sincerely. Type or stamp the following information: (1) the name of the signer in all capital letters, (2) military grade (spelled out), and (3) functional title.

NOTE: Refer back to figure 4-7, the sample letter to police or fire departments, for an example of a business letter.

PUBLICATIONS

The following publications should be maintained at each recruiting station:

● _Basic Military Requirements,_ NAVEDTRA 10054

● _Military Requirements for Petty Officer Third Class,_ NAVEDTRA 12044, _Military Requirements for Petty Officer Second Class,_ NAVEDTRA 12045, _Military Requirements for Petty Officer First Class,_ NAVEDTRA 12046, _Military Requirements for Chief Petty Officer,_ NAVEDTRA 12047, _Military Requirements for Senior and Master Chief Petty Officer,_ NAVEDTRA 12048

● _Navy Guide for Retired Personnel and Their Families,_ NAVPERS 15891

● _Navy Driver's Handbook,_ NAVFAC MO 403

● Current _ZIP Code Directory_

● City directories (if available)

● Naval Reserve Officer Training Corps (NROTC) Bulletin for the current year

DIRECTIVES

Directives required in the recruiting station take the form of instructions and notices. Our recruiting manual and the _Science and Arts of Navy Recruiting Manual,_ COMNAVCRUITCOMINST 1133.6, are both instructions. Check the current COMNAVCRUITCOM Notice 5215 for a full listing of effective instructions and notices that you should have on file in the recruiting station. It is important to keep these instructions up to date, make required changes as they are received, and watch for cancellation instructions. Wrong information is worse than no information.

Instructions

Instructions remain in effect until they are superseded by another instruction or otherwise canceled by the issuing authority. When filing new instructions, look for the cancellation paragraph. It will tell you what instruction it is replacing or superseding.

Notices

Notices should contain a cancellation date in the upper right-hand corner. They are to remain in effect for no longer than 1 year. A monthly purge of notices is recommended to avoid using outdated information. One of the most important notices in the recruiting station is the annual goaling notice. This notice not only details goals, but also may give important policy information for the fiscal year.

CLAIMS AND REQUEST PROCESSING

Claims and requests must be handled quickly and accurately. The following paragraphs will cover two of the most recurrent claims and requests in recruiting, the OPE claims and requests for recruiting recognition. Since both involve the expenditure of government funds, you should carefully review all submissions for which you are responsible.

OPE Claims

Joint Federal Travel Regulations (JFTR), NAVSO P-6034, provides reimbursement of OPE for military personnel whose primary assignment is to perform recruiting duty and who have incurred specified expenses in the course of those recruiting duties. Eligibility for this entitlement includes personnel other than recruiters, such as the CO, XO, EPO, CR, and ZS who, in the performance of their duties, are functioning as recruiters. Support personnel are not authorized reimbursement under the provisions of OPE.

REIMBURSABLE EXPENSE LIMITATIONS.– Claims for reimbursement must be explicit. Except in unusual circumstances, OPE claims should not exceed $75 in any month. If your claim does exceed $75 in any month, document the claim and attach an explanation. All legitimate claims are honored; however, you should not routinely exceed that amount. Receipts are required for all items claimed in excess of $25. If a receipt is not available, attach an explanation as to why the receipt is not available. Reimbursable expenses are limited to the following:

● Snacks, nonalcoholic beverages, and occasional but not frequent lunches and dinners, when purchased by the member for prospective recruits, candidates, and their respective families or other individuals who directly assist in the recruiting effort

● Parking fees incurred while at itinerary stops and actually engaged in recruiting or processing applicants

● Official telephone calls

● Purchase of photographic copies of vital documents for prospective recruits; including birth certificates, school transcripts, diplomas, registration certificates, passports, duplicate alien registration cards, or doctors' letters required by the applicant

● Other small but necessary expenditures related to recruiting duty that the member must pay from personal funds

MINI-DEP EVENTS.– OPE funds are authorized to conduct mini-DEP events within the provisions of the JFTR, which allows the expenditure of OPE funds for prospective recruits and individuals who directly assist in recruiting. Expenditures for mini-DEP events are limited to the purchase of food and nonalcoholic beverages with a total cost not to exceed $75 per event. Mini-DEP events must be approved in advance by the NRD CO.

UNAUTHORIZED EXPENSES.– The following examples of items are not authorized for reimbursement under OPE:

● Batteries for cameras

● Rental charge for information booth

● Keys for vehicle or office

● Maps

● Dry cleaning of curtains

● Street directories

● Auto repair or services

● Membership fees

● Parking fees when not engaged in recruiting

● Mileage for local and TEMADD travel

● Gratuities (tips)–should not be listed separately but should be included in the cost of reimbursable meals

● Photo/reprographic copies for meetings, office, and routine use

● Lodging for applicants

● COI events

● Flowers, greeting cards, and so on

CLAIM SUBMISSION.– Claims for reimbursement should cover only 1 calendar month and should be submitted, via the designated approving official, to supply no later than the 15th of the month following the period covered. The CO will designate in writing an E-8 or above attached to the command to approve OPE claims. NRDs will establish cutoff dates for OPE claims. Late claims should be submitted with written justification stating the reason for the delay via the XO for approval.

Out-of-Pocket Expense Form.– NAVCRUIT Form 7000/2 is designed to be used as a log of recruiter expenses. The size was specifically designed to fit into a uniform pocket. Instruct your recruiters to carry them at all times for recording their expenses when they are incurred. This simplifies the end-of-the-month claim submission process. Figure 4-10 shows a completed OPE form. The first entry shows the date, lunch, 2 (for the number of prospects), and the total amount of the luncheon bill. No further detail is necessary or desired.

Claim for Reimbursement for Expenditures on Official Business.– At the end of the month, the completed OPE form is tallied and attached to a Claim for Reimbursement for Expenditures on Official Business, Standard Form 1164. These forms are submitted to the designated official for approval. Approved claim forms are submitted to the LSO who verifies the arithmetic and ensures documentation is complete. Forms are then batched and forwarded to disbursing for payment.

NOTE: The Standard Form 1164 must include the annotation as shown in the From and To columns of the completed claim in figure 4-11.

Claims for Reimbursement Other Than OPE.– Claims for parking, tolls, and mileage incurred on official business may be made on a Standard Form 1164. Claims for tolls and parking should be accompanied by receipts or an explanation why a receipt is not available. Claims for mileage should include detailed odometer readings on a separate sheet of paper. Prior written approval from the CO must be obtained to use privately owned vehicles for official business. These claims should be submitted to the designated approving official, who may or may not be the same official that approves OPE claims.

CLAIM FOR REIMBURSEMENT REPORT FOLDER.– It is recommended that a copy be retained for each claim for reimbursement submitted, whether for OPE or other official expenditures. These can be annotated when checks are issued to cover the reimbursement. The folder should also contain blank claim forms and a copy of local instructions covering OPE claims.

Recruiting Recognition Requests

The *Recruiting Referral Recognition Program,* COMNAVCRUITCOMINST 5305.1, establishes eligibility requirements and procedures for administration of the referral recognition program. ZSs are responsible for making sure this program is aggressively and quickly carried out at the NRS level.

ELIGIBILITY.– Any DEP members, officer candidates, Regular or Reserve Navy members, other service recruiters, and others who have contributed to Navy recruiting are eligible to receive recruiting referral recognition awards. Military and civilian personnel assigned or employed by Navy recruiting are not authorized any awards under this program.

CLAIMANT NAME SAILOR, I. M.		CLAIM PERIOD (Mo. Yr) MM /YY	PAGE 1
DAY	NATURE OF EXPENSE	NO. PROSPECTS/S/S	AMT.
DD	LUNCH	2	6.50
DD	SNACK + BEVERAGE	1	3.20
DD	BIRTH CERT. COPY	1	4.00
DD	LUNCH	1	4.50
DD	PARKING FEE ON I.T.	1	2.00
	SUB-TOTAL		20.20

OPE CLAIM NAVCRUIT 7000/2 (9-84)

DAY	NATURE OF EXPENSE	NO. PROSPECTS/S/S	AMT.
DD	SNACK + BEVERAGE	2	4.20
DD	LUNCH	1	3.80
DD	PARKING FEE- MEPS	2	4.00
DD	SNACK + BEVERAGE	2	5.60
DD	LUNCH	1	4.50
DD	BIRTH CERT. COPY	1	4.00
	PAGE TOTAL		46.30

NAVCRUIT 7000/2 (9-84) (Back) ☆ U.S. Government Printing Office: 1984-709-788 49NVM023

Figure 4-10.—Out-of-Pocket Expense Form, NAVCRUIT Form 7000/2.

AWARDS.– The awards structure for this program includes referral recognition awards, general recruiting referral recognition awards, and the nuclear power officer candidate (NUPOC) award.

Referral Recognition Awards.–These awards are used to recognize those Navy members who provide referrals that result in new contracts. Officer candidates and members in enlisted DEP or initial entry training, including those who were never in DEP, are eligible to receive the referral recognition awards. Awards include a hip pack, honorary recruiter card, sweat shirt, letter of appreciation from the NRD CO, certificate of appreciation from CNRA, E-2 and E-3 advancement, CNRC letter of commendation, certificate of commendation, and lapel pin. Specific requirements are listed in COMNAVCRUITCOMINST 5305.1

General Referral Recognition Awards.– Recruiting referral recognition awards, with the exception of hip pack, sweat shirt, and advancement, are authorized for recipients who are non-DEP personnel.

CLAIM FOR REIMBURSEMENT FOR EXPENDITURES ON OFFICIAL BUSINESS

CLAIM FOR REIMBURSEMENT FOR EXPENDITURES ON OFFICIAL BUSINESS	1. DEPARTMENT OR ESTABLISHMENT, BUREAU, DIVISION OR OFFICE NRD ADDRESS

2. VOUCHER NUMBER

3. SCHEDULE NUMBER

Read the Privacy Act Statement on the back of this form.

5. PAID BY

CLAIMANT

a. NAME *(Last, first, middle initial)*
SAILOR, IRA M.

b. SOCIAL SECURITY NO.
000-00-0000

c. MAILING ADDRESS *(Include ZIP Code)*
123 MAIN ST
PENSACOLA, FL 32570

d. OFFICE TELEPHONE NUMBER
(904)
555-1212

6. EXPENDITURES *(If fare claimed in col. (g) exceeds charge for one person, show in col. (h) the number of additional persons which accompanied the claimant.)*

DATE 19___ (a)	CODE (b)	Show appropriate code in col. (b): A–Local travel B–Telephone or telegraph, or C–Other Expenses *(itemized)* *(Explain expenditures in specific detail.)* (c) FROM	(d) TO	MILEAGE RATE ¢ NO. OF MILES (e)	MILEAGE (f)	FARE OR TOLL (g)	ADD. PER- SONS (h)	TIPS AND MISCEL- LANEOUS (i)
		"THIS CLAIM FOR REIMBURSEMENT OF EXPENSES INCURRED IN THE PERFORMANCE OF OFFICIAL RECRUITING DUTY IS SUBMITTED IN ACCORDANCE WITH JTR, VOL I, PART L, ART M5600, FOR	THE					
		PERIOD __YYMMDD__ THROUGH __YYMMDD__. THE ATTACHED NAVCRUIT 7000/2 FORMS CONSTITUTE THE ITEMIZED LIST OF EXPENSES REQUIRED BY ARTICLE M56001."		THE				

If additional space is required continue on the back.   SUBTOTALS CARRIED FORWARD FROM THE BACK

7. AMOUNT CLAIMED *(Total of cols. (f), (g) and (i).)* ▶ $ 46.30   TOTALS   46 30

8. This claim is approved. Long distance telephone calls, if shown, are certified as necessary in the interest of the Government. *(Note: If long distance calls are included, the approving official must have been authorized, in writing, by the head of the department or agency to so certify (31 U.S.C. 680a).)*

Sign Original Only

APPROVING OFFICIAL SIGN HERE ▶   DATE

9. This claim is certified correct and proper for payment.

Sign Original Only

AUTHORIZED CERTIFYING OFFICER SIGN HERE ▶   DATE

ACCOUNTING CLASSIFICATION

10. I certify that this claim is true and correct to the best of my knowledge and belief and that payment or credit has not been received by me.

Sign Original Only

CLAIMANT SIGN HERE ▶ *Ira M. Sailor*   DATE YYMMDD

11.   CASH PAYMENT RECEIPT

a. PAYEE *(Signature)*   b. DATE RECEIVED

c. AMOUNT
$

12. PAYMENT MADE BY CHECK NO.

STANDARD FORM 1164 (Rev. 11-77)
Prescribed by GSA, FPMR (CFR 41) 101-7

49NVM024

Figure 4-11.–Claim for Reimbursement for Expenditures on Official Business, Standard Form 1164.

Nuclear Power Officer Candidate Award.– CNRC headquarters awards a NUPOC jacket to each individual who provides a referral during interview by Director, Division of Naval Reactors. Applicants who do not provide a referral at that time, but who do make a referral after the interview, are also awarded a NUPOC jacket.

RECRUITING REFERRAL RECOGNITION REPORTS FOLDER.– A copy of each Recruiting Referral Recognition Request, NAVCRUIT 5305/1, should be kept in the folder. The following folder composition is suggested. Keep a copy of the form you have submitted on the right side of the folder. As awards are issued, they are returned with a completed copy of the request. Simply pull the copy on the right side of the folder and file the copy received from the NRD on the left side of the folder. This is an easy way to account for pending and issued recognition requests. You may also want to include blank forms and a copy of COMNAVCRUITCOMINST 5305.1.

TIMELINESS OF RECOGNITION.– As with any form of recognition, timeliness is extremely important. Make sure you submit requests as soon as possible after the support is given. Follow up on pending requests and present awards to those who have earned them at the earliest opportunity. Short delays to make the presentations at DEP meetings or other gatherings that provide public recognition are acceptable and preferred.

CHAPTER 5

MARKETING

Marketing in the Navy recruiting environment consists of identification and analysis processes to help us recruit the local population with available resources. The basic idea is to find out where our market is and develop a plan to reach it. This chapter will familiarize you with market segment categories, territory analysis, manning and goaling, station market analysis and review techniques (SMART) system, the prospect card system, and the marketing operations plan.

MARKET SEGMENTS

Our total market for recruiting is called military available. This term applies to all people who are within the recruitable age. The target market population is segmented into a primary and secondary target market. Further market divisions are based on mental groups, educational background, prior service, and minorities. In the following paragraphs, we take a look at the different market segments to familiarize you with the terminology of marketing.

PRIMARY TARGET MARKET

The primary target market includes males 17 to 21 years of age. They may be in or out of school. If they are in high school, they are considered will-grads. If they are attending a posthigh school institution, they are considered either 2-year or 4-year college or trade school market. If they are not in school, they are a part of the work force market. This is considered the primary market because, not only are they at the stage of life that career decisions are natural, they are also at the optimum training age.

SECONDARY TARGET MARKET

The secondary target market consists of the male 22- to 29-year-old age group, which can be high school diploma graduates (HSDG), high school graduates (HSGs – high school equivalency), or nonhigh school graduates (NHSGs – dropouts). Although out of the school environment longer than the primary market, the secondary target market is still considered to be within the preferable age range.

MENTAL GROUPS AND EDUCATION

The Navy requires that the majority of accessions be upper mental group (those who attain a 50 percentile or above Armed Forces Qualifying Test [AFQT] score). Lower mental group enlistments must be HSDGs. Obviously, we are looking for the quality market. Population groups are divided into cells based on their mental group and education. Figure 5-1 shows the mental group and education cell designations.

"A" Cell

"A" cells are the upper mental group HSDGs. This is the market on which we must place the most emphasis. Today's Navy demands personnel who are capable of filling challenging and demanding billets. This is also the most competitive market. Colleges, civilian industry, and other services will all vie for the "A" cell market interest.

"B" Cell

"B" cells are upper mental group nonhigh school graduates. The *Navy Recruiting Manual-Enlisted* (CRUITMAN-ENL), COMNAVCRUITCOMINST 1130.8, and the annual goaling notice places restrictions on the recruitment of these individuals.

CELL MATRIX	HS DIPLOMA GRAD	NON-HS DIPLOMA GRAD
Upper mental group	A	B
Lower mental group	C	D

Figure 5-1.—Mental group and education cell matrix.

"C" Cell

"C" cells are lower mental group HSDGs. This market may be freely recruited.

"D" Cell

"D" cells are lower mental group NHSGs. We do not enlist this market.

PRIOR SERVICE

The prior service market is composed of individuals who have served on active duty in the Navy, Air Force, Army, Marine Corps, Coast Guard, or any of the Reserve components for a minimum of 180 consecutive days for paygrades E-4 and above or 365 consecutive days for paygrades E-1 through E-3. Although the prior service prospects have experience to offer, their enlistment is restricted based on current manning needs. The prior service market is divided into two categories — Navy veterans (NAVETs) and other service veterans (OSVETs). Marketing efforts for prior service personnel are contingent upon goals within your district.

MINORITY MARKETS

You also should consider your territory's minority markets. You should identify the location of Black upper mental group (BUMG) and Hispanic upper mental group (HUMG) populations. The concept of minority upper mental group goaling is to ensure each population group is equally represented within the Navy.

TERRITORY ANALYSIS

Territory analysis consists of gathering together as much marketing information as you can about your specific territory and making some educated assumptions about your market. This information is used to develop prospecting plans, recommend manning requirements and facility locations, and evaluate goals, and becomes the basis for your input to the district's marketing operations plan.

STANDARDIZED TERRITORY EVALUATION AND ANALYSIS FOR MANAGEMENT

The Standardized Territory Evaluation and Analysis for Management (STEAM) process of market analysis is used at all districts. The STEAM is a systematic analysis of the district. Zone and Navy recruiting station (NRS) boundaries, educational institutions, and populations are identified by ZIP Codes. After a thorough analysis of STEAM data and subjective factors, sound decisions can be made on recruiter assignment and goaling.

Purpose

Recruiting success requires that you locate the recruitable population and assign goals based on the market. Market identification makes sure each NRS has a fair share of the market and goals are fairly apportioned based on that share of the market.

Updating Requirements and Reports

A complete STEAM is conducted at each Navy recruiting district (NRD) every 24 months. Area marketing staffs schedule and provide technical guidance for the STEAM process. The STEAM is updated annually upon receipt of the ZIP Code Market Analysis (ZCMA) report and quarterly upon receipt of the Department of Defense (DOD) all service accession data report. Initial STEAM information and updates will be issued in District, Zone, and Station Level Market Share reports.

ZCMA REPORT.– Commander, Navy Recruiting Command (CNRC) Code 22 annually distributes the ZCMA report to the Area and district level. Figure 5-2 is a sample ZCMA report. This report gives the following information by station and ZIP Code:

● Primary target market population (males 17 to 21 years old) total and black and Hispanic segments.

● Secondary target market population (males 22 to 29 years old).

● Current student Armed Services Vocational Aptitude Battery (ASVAB) results for males only, including the total number of males testing in the upper mental group and percentage, total testing in categories 3L and 4, total tested, and the same information broken out separately for black and Hispanic testers. These numbers only reflect institutional ASVAB results and do not reflect ASVABs given at mobile examining team (MET) sites or military entrance and processing stations (MEPS).

● NAVET military available, based on information provided on DD Forms 214N.

DISTRICT: 999
ZONE: 99

STA ID	ZIP CODE	1992 POPULATION MALES ONLY 17-21			22-29 POP	1995 STUDENT ASVAB RESULTS - MALES ONLY													P8509 NVMA <1Y SEP
		TOT	BLK	HSP		MALE TOT 1-3U	TOT% 1-3U	TOT 3L	TOT 4	TOT TST	BLK 1-3U	BLK 3L	BLK 4	BLK TST	HSP 1-3U	HSP 3L	HSP 4	HSP TST	
999	00901	1035	80	57	1254	0	0.0	0	0	0	0	0	0	0	0	0	0	0	5
999	00911	0	0	2	7	1	108.0	0	0	1	0	0	0	0	0	0	0	0	0
999	00918	258	20	13	502	2	66.7	0	1	3	0	0	0	0	0	0	0	0	0
999	00920	422	33	22	878	0	0.0	0	0	0	0	0	0	0	0	0	0	0	1
999	00923	322	25	17	365	2	66.7	1	0	3	0	0	0	0	0	1	0	1	3
999	00927	448	32	22	635	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0
999	00931	72	3	2	187	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0
999	00952	1204	93	63	1863	1	100.0	0	0	1	0	0	0	0	0	0	0	0	1
999	00954	708	62	42	927	7	31.0	4	9	22	0	0	0	1	0	0	1	1	0
999	00955	1867	145	37	2543	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0
999	00960	655	51	34	862	2	19.2	0	2	11	0	0	2	6	0	0	0	0	2
999	00962	299	23	16	496	18	65.2	4	2	26	0	1	0	1	0	0	0	0	0
999	00964	57	4	3	105	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0
999	00965	775	60	40	1002	1	100.0	0	0	1	0	0	0	0	0	0	0	0	2
999	00968	92	7	9	211	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0
999	00970	195	15	10	368	0	0.0	0	0	4	0	0	0	2	0	0	0	0	0
999	00974	160	12	3	256	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0
999	00976	18	1	1	78	0	0.0	0	0	0	0	0	0	0	0	0	0	0	1
999	00977	2330	180	122	3658	5	17.9	4	10	28	0	1	7	16	0	1	1	1	3
999	00980	567	43	29	711	7	33.3	11	2	21	1	0	0	1	0	1	0	1	0
999	00983	387	30	20	563	3	100.0	0	0	3	0	0	0	0	0	0	0	0	0
999	00984	155	12	9	168	8	33.3	8	8	24	0	0	0	0	1	1	3	5	0
999	00986	55	4	3	88	1	100.0	0	0	1	0	0	0	0	0	0	0	0	0
999	00989	283	22	15	325	0	0.0	2	0	2	0	0	0	0	0	0	0	0	0
999	00993	271	21	14	298	1	100.0	0	0	1	0	0	0	0	0	0	0	0	1
999	00994	406	31	21	631	1	16.7	2	2	6	1	0	0	1	1	0	0	0	1
999		13044	1010	626	1896	60	38.0	36	36	158	1	2	9	28	1	4	4	9	20

Figure 5-2.—ZIP Code market analysis report.

DOD ALL SERVICE ACCESSION DATA REPORT.– The all service accession data report is issued quarterly by DOD from information received from MEPCOM. Figure 5-3 provides a sample of this report. This is one of your most useful gauges of success on recruiting. The report contains enlistment and accession data by ZIP Code, including quality and quantity information. This report lets you compare your success with the other services. It becomes an easy task to pinpoint ZIP Codes where additional emphasis is needed or where a recruiter is having exceptional success. Use the report to identify both your strengths and weaknesses.

DISTRICT/ZONE/STATION LEVEL MARKET SHARE REPORT.– The working marketing information comes in the form of the Station Level Market Share report. This same information is consolidated in reports by zone and district. We will cover the Station Level Market Share report shown in figure 5-4, column by column.

● Identification Data - The zone, station ID number, NRS name, ZIP Code, and city or town (optional) are listed in the first five columns.

● Male SRs - The number in this column reflects the number of male seniors attending a high school that is physically located in the corresponding ZIP Code. The students may actually live in other ZIP Codes, but are reported in the school's ZIP Code.

● Other Males 17 to 21 - This column lists males 17 to 21 years old who live in the indicated ZIP Code. High school seniors have already been subtracted from these numbers.

● Males 22 to 29 Years Old - The number in this column indicates all males 22 to 29 years old living within the indicated ZIP Code. These may or may not be high school graduates.

● % of Market - This number indicates the percent of the NRD market contained in the indicated ZIP Code. This number should be recalculated to find the percent of the station or zone market. Remember, it shows only the percent of the entire NRD market covered by the ZIP Code.

● RAF - This column gives the recruiter assignment factor (RAF) for each ZIP Code. An RAF of 1.0 is used as the basis for a market that should support one recruiter. An RAF is computed using male seniors, other males 17 to 21 years old, and males 22 to 29 years old. To get the total RAF for a recruiter, station, or zone, simply add the appropriate ZIP Code's RAFs. RAFs are covered in more detail later in this chapter when we discuss manning.

FYTD ALL SERVICE ACCESSION/NEW CONTRACTS QTR ENDING_____

B1193R MENTAL CATEGORY	NAVY ACCESSIONS N-CONTRACT				ARMY ACCESSIONS N-CONTRACT				AIR FORCE ACCESSIONS N-CONTRACT				MARINES ACCESSIONS N-CONTRACT				TOTAL ACCESSIONS N-CONTRACT			
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
310110 2N 03 OKALOOSA 32501 PENSACOLA																				
BLACK																				
I-IIIA	0	2	0	3	1	1	1	1	0	2	0	0	0	1	0	0	1	6	1	4
IIB-IV	0	5	0	5	2	5	0	4	0	0	1	0	0	2	0	0	2	12	1	9
HISPANIC																				
I-IIIA	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
NON-BLACK/HISPANIC																				
I-IIIA	0	4	1	2	0	0	0	1	0	1	0	0	0	1	0	0	0	6	1	3
TOTALS																				
I-IIIA	0	6	1	6	1	1	1	2	0	3	0	0	0	2	0	0	1	12	2	8
IIIB-IV	0	5	0	5	2	5	0	4	0	0	1	0	0	2	0	0	2	12	1	9
ZIP TOTAL	0	11	1	11	3	6	1	6	0	3	1	0	0	4	0	0	3	24	3	17

Figure 5-3.—Department of Defense all service accession data report.

ZONE	STA ID	NRS	ZIP CODE	NAME	MALE SRS	MALE 17-21	MALE 22-29	% OF MKT	RAF	NMA	BLACK MALES	HISP MALES	REC NO
1	245111	IDEAL	02500		0	500	920	.11	.10	0	25	5	201
1	245111	IDEAL	02501		240	560	892	.40	.38	1	50	2	202
1	245111	IDEAL	02502		280	1200	2305	.48	.43	21	350	20	203
1	245111	IDEAL	02503		586	2604	4820	1.00	.88	28	500	20	204
1	245111	IDEAL	02504		0	440	700	.08	.04	8	75	4	205
1	245111	IDEAL	02505		141	800	1195	.30	.29	5	175	10	206
1	245111	IDEAL	02506		112	894	1308	.30	.29	2	200	4	207
1	245111	IDEAL	02507		0	510	870	.10	.09	0	125	2	208
TOTAL					1359	7508	13010	2.94	2.82	65	1500	67	

ZONE	STA ID	NRS	ZIP CODE	NM	2YR COLL	4YR COLL	ASVAB	TOT UMG	% UMG	ALL SVC LAST FY	NAV NC LAST FY	% NC LAST FY	ALL SVC FYTD	NAVY NC FYTD	% NC FYTD	REC NO
1	245111	IDEAL	02500		0	0	30	15	.50	2	2	1.00	1	0	.00	201
1	245111	IDEAL	02501		0	0	80	32	.40	20	10	.50	7	3	.43	202
1	245111	IDEAL	02502		0	0	100	30	.30	40	16	.40	10	3	.30	203
1	245111	IDEAL	02503		0	1425	120	36	.30	60	26	.43	25	9	.36	204
1	245111	IDEAL	02504		0	0	4	2	.50	9	3	.33	3	1	.33	205
1	245111	IDEAL	02505		0	0	50	20	.40	21	7	.33	10	5	.50	206
1	245111	IDEAL	02506		0	0	60	18	.30	30	6	.20	12	3	.25	207
1	245111	IDEAL	02507		0	0	2	2	1.00	8	2	.25	6	2	.33	208
TOTAL					0	1425	446	155	.35	190	72	.38	74	26	.35	

Figure 5-4.—Station level market share report.

● NMA - This column gives the number of NAVET military available that are documented to be living in the indicated ZIP Code. These numbers are determined by input from the home of records indicated on DD Forms 214N when individuals are released from active duty or discharged.

● Black Males - This number indicates the black 17- to 21-year-old population for each ZIP Code.

● Hispanic Males - This number indicates the Hispanic 17- to 21-year-old population for each ZIP Code.

● Rec. No. - This abbreviation stands for record number and is used by the statistician or computer operator to pull up an individual line from the report for changes.

● Male 2YR COLL - This column lists males who are attending a 2-year educational program within the applicable ZIP Code. This would include 2-year colleges and posthigh school vocational schools.

● 4YR COLL - The number in this column represents the number of males enrolled in a 4-year college located in the applicable ZIP Code. This number includes all students, regardless of their actual residence or home of record.

● ASVAB Information - This section gives the total number of students tested with the institutional version of the ASVAB for each ZIP Code, the total scoring in the upper mental group categories, and the percent of those tested who scored in the upper mental group categories.

NOTE: When using the ASVAB results to determine market quality, make sure enough of the

population was tested to give an accurate picture of the entire market. A good rule of thumb is at least 20 percent of the male high school seniors (MHSS) must test in order to use the ASVAB as a quality indicator. If less than 20 percent tested, you can use all service accession data or past production information.

● Accession Data - These columns give the total from each ZIP Code accessed by all services for the last fiscal year (FY), the number of Navy contracts for the last FY, the percent of all service accessions that went Navy for the last FY, and the same information for the current FY to date.

Verification of Market Reports

It is your responsibility to verify the information given on the market share reports. You should use both internal and external sources to complete your verification.

EXTERNAL SOURCES OF MARKETING INFORMATION.– The supply of external sources of marketing information seems to be endless. Some of the most used sources include the following:

● Census data - A national census is conducted at 10-year intervals. This information becomes less accurate as time passes. Local and state agencies may conduct more frequent censuses that will be more up to date.

● Universities - Most universities have a marketing project ongoing in their business curriculum. Many publish comprehensive demographic reports that may include information on population, economy, employment, and other relevant subjects.

● City planning commissions - They usually keep population figures and projections.

● Chamber of Commerce - The Chamber of Commerce can not only give census-type data but also can give you a great deal of information about competition such as industry and educational facilities.

● Schools - It is imperative that up-to-date information regarding current enrollment be obtained directly from your assigned schools. For some reason, these numbers may differ from the ones obtained from state boards of education.

● Tax offices - Tax offices may have some relevant information, but keep in mind that some of your population may not be listed on local tax rolls.

● Transportation offices - Public transportation systems often keep demographic information on file to plan for future routes and services.

● You would also want to obtain figures concerning any institution or population group that may be included in census data that you know should be deleted from your recruitable market. Examples would be military installations, prison systems, large institutions or communities whose religion prohibits military service, and large concentrations of otherwise ineligible population. Keep in mind that the numbers you collect have in all probability already been subtracted from your marketing data. Occasionally, circumstances change or you may find something that was missed in a previous analysis.

INTERNAL SOURCES OF MARKETING INFORMATION.– You will be able to verify some of the data on the marketing reports with information available within your station, zone, or NRD. Rough check Navy new contracts with past production records. Some statistics may differ slightly due to out-of-area contracts. You should be able to cross-check ASVAB information with listings provided to your stations. A complete verification of all ASVABs is not necessary, but if you get the feeling the upper mental group percentages are off, cross-check a few schools.

Steam Conference

When the time comes for your district to conduct its biannual STEAM, the enlisted programs officer (EPO) will task you with providing up-to-date demographic information. Recruiters in charge (RINCs) should gather information about their assigned territory and the zone supervisor (ZS) will consolidate the information for the stations within the zone. Any discrepancies found in previous marketing reports should be fully documented with written evidence to be presented at the STEAM conference. Keep in mind that small deviations of population will not significantly change your RAF or gosling share. If you want to challenge the numbers, (1) be sure the difference is significant and (2) have documentation to support your claims. The following data is required to conduct a STEAM:

● ZIP Code list by station and zone

- Total number of production recruiters on board the NRD and their station assignment

- Total MHSSs identified by ZIP Code location of the school

- Male 2-year posthigh school by ZIP Code location of the school

- All other males 17 to 21 years old by ZIP Code (MHSSs must be subtracted from this total in order not to double-count)

- Males 22 to 29 years old by ZIP Code

- NAVET military available by ZIP Code

- Black males 17 to 21 years old by ZIP Code

- 4-year college population by ZIP Code location of campus

- Total number of students ASVAB tested (student testing program) by ZIP Code

- Total number of students that tested in upper mental group categories by ZIP Code

- The number of upper mental group new contracts written by the Navy and by all services for the previous year by ZIP Code

- The number of upper mental group contracts written by the Navy and all services for the current year by ZIP Code

- Any documentation that may alter previously reported data

CONFERENCE FORMAT.– Each educational institution is verified by ZIP Code and enrollment figures. Population, testing, and accession statistics are also verified. Any discrepancies between statistics are arbitrated. Ultimately, an NRD map is developed, showing all ZIP Code, station, and zone boundaries. Following a thorough analysis and assessment of all data collected, new NRD totals are computed. New totals are used to recalculate market percentages and RAFs for all ZIP Codes. You will receive this new information in the Station and Zone Level Market Share reports.

AREA STEAM TEAM.– Each Area commander directs the formation of an Area STEAM team, with the Area marketing support officer acting as the Area STEAM coordinator. The STEAM team will help NRDs conduct their STEAM.

NRD EDUCATION SPECIALIST.– The NRD education specialist (EDSPEC) is tasked with becoming the NRD STEAM expert. The EDSPEC will provide educational population figures obtained from the state board of education to be bounced against those collected from the field.

OTHER DEMOGRAPHIC CONSIDERATIONS

Demographics is a term used to cover statistics related to a human population including size, density, distribution, economy, employment, and a myriad of other vital statistics. When making a marketing analysis, we have to consider all the factors that may affect the recruiting environment. As we discussed earlier, STEAM will provide the marketing data for population size, distribution, testing results, and accession data. Your territory analysis should also include information about the area's economy, employment, and attitudes.

Economics

You should have a good idea of the economic situation of your territory. What is the per capita income? How does the Navy pay compare to average local wages for young people? Is the local economy stagnant or is it steadily growing? Answering these questions will help you know your territory.

Employment

Local employment is always a competitive consideration. Find out what the employment opportunities are and what the unemployment percentage is for your territory. This unemployment percentage should be compared to the rest of the zone and NRD. When unemployment is high, there is less competition for the new work force market. Conversely, when unemployment is very low, jobs are plentiful and competition is high.

Propensity to Enlist

Propensity to enlist is a term that has been alternately raised and dismissed as a factor in recruiting success. Propensity to enlist basically refers to how inclined people of an area are to enlist in the military service. Local attitudes, customs, and values may affect recruiting efforts. There are parts of the country that are

considered to be more mobile, where pulling up roots and moving on is a way of life. Other areas are more inclined to "nest" or stay in the same community for generations.

Usually, propensity to enlist is the result of one of the other demographic factors at work, but there are times when an area may seem to be either very pro-military or just the opposite for no obvious reason. A little investigation may lead you to find that the trend is a result of past publicity or recruiting practices that left the community with either some very positive or negative impressions. Be very careful when using propensity to enlist as a subjective factor in gosling or manning considerations. A professional prospecting and public awareness plan can boost the propensity to enlist dramatically.

USING YOUR TERRITORY ANALYSIS INFORMATION

Now that you have gathered all this marketing information for your territory, it is time to use the analysis for decisions and recommendations on territory distribution, manning, and gosling.

Territory Distribution

Zone, station, and recruiter boundaries should be evaluated to determine if they are equitable, manageable, and logically drawn.

RECRUITER BOUNDARIES.– The RINC should use the STEAM data to determine the exact market share and RAF for each recruiter. Then the territory should be evaluated for quality and market segment distribution. The RINC is responsible for making sure each recruiter has a fair share of the military available within the NRS boundaries to ensure the NRS territory is properly covered. When dividing territory among recruiters, a pie slice distribution will usually result in the most equitable market distribution.

Pie slice distribution involves giving each recruiter a little of each type of territory available, such as a few ZIP Codes from rural, suburban, and metropolitan areas. Figure 5-5 shows a pie slice territory distribution. Obviously, this will not always work. Some stations are comprised of only one type of territory. Others may have logistic problems in using the pie slice method. Your goal should be to accomplish fair share distribution while maintaining logical divisions.

STATION BOUNDARIES.– When evaluating station boundaries, you should determine if they are geographically manageable with the available assets. If you find areas that would be more easily prospected from another station, recommend changing the boundaries. The commanding officer (CO) must approve all boundary changes. You should also assess the quality and quantity of the available market to ensure each station has a reasonable opportunity to meet its objectives within the district's quality restraints. If you find a station with a very low percentage of upper mental group ASVAB scores, look for a neighboring ZIP Code that is producing the quality they are lacking. Then, recommend a boundary change. ZSs are responsible for making sure each NRS receives a fair share of the military available within the zone boundaries.

ZONE BOUNDARIES.– The chief recruiter (CR) and EPO will evaluate zone boundaries. You, however, can make observations and forward relevant information up your chain of command. Zone boundary considerations should include the number of stations and recruiters supervised, geographical anomalies, manageability, and an attempt to see that each zone has a fair share of available markets.

Manning

Ultimate duty assignments are made by the CO. The CR and the EPO make recommendations on manning and assignments. As a member of the Career Recruiting Force (CRF) community, you also are responsible for making manning recommendations. In making these recommendations, you should consider recruiter assignment factors, your other territory analysis data, and the training and experience levels of those assigned.

RECRUITER ASSIGNMENT FACTOR.– The RAF found on the Station Level Market Share report considers numbers only. The STEAM program automatically figures RAF for each ZIP Code, using the following formulas:

1. Compute the NRD weighted market:

NRD MHSS X .40 + NRD 17-21
X .40 + NRD 22-29 X .20 =
NRD WEIGHTED MARKET

2. Compute the ZIP Code weighted market:

ZIP MHSS X .40 + ZIP 17-21 X .40 + ZIP 22-29
X .20 = ZIP WEIGHTED MARKET

49NVM025

METRO   SUBURBAN   RURAL

RECRUITER   ZIP CODE
BOUNDARIES   BOUNDARIES
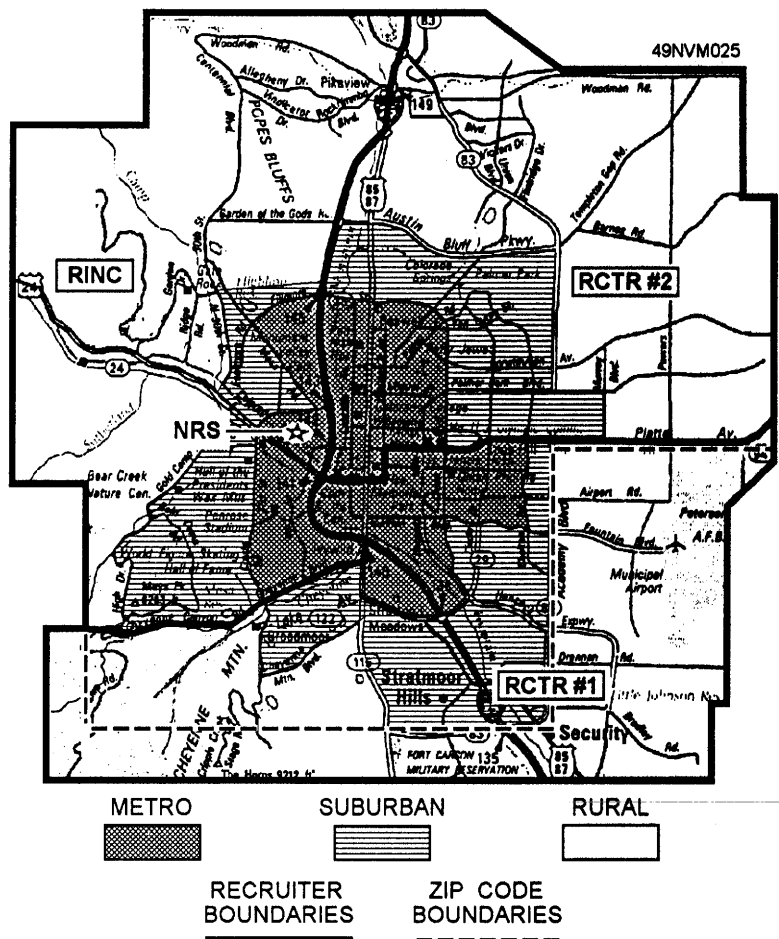
Figure 5-5.—Pie slice territory distribution.

3. Compute the RAF:

ZIP WEIGHTED MARKET/NRD WEIGHTED
MARKET X TOTAL NRD PRODUCTION
RECRUITERS = RAF

The RAF is the most important factor considered for recruiter manning assignments; however, it must be used in conjunction with other factors that affect the recruiting environment.

TERRITORY ANALYSIS FACTORS.— Other manning considerations include the following:

- Quality of past production

- Competition from industry and other services

- Resources available (travel funds, manpower, support personnel, time, vehicles, location of NRS, and LEADS)

- Educational cost and ability to obtain a marketable skill

- Prior service markets

- Priority programs, difficulty to recruit, and goal restrictions

- Attitudes within the local area toward the military

- Weather conditions

- Any other factors that are peculiar to individual recruiting stations

TRAINING AND EXPERIENCE LEVELS.— When actual assignments are considered, you should take into account the training and experience level in your recruiting stations. If you have a new RINC with a relatively inexperienced team, you may not want to pile additional training requirements on the station until the RINC is ready to take on more

responsibility. On the other hand, you may have a station of seasoned players who could use a fresh and eager recruiter to liven up the office. Consider actual recruiter qualification standards (RQS) levels of your personnel, leadership experience, skill levels, and attitudes when recommending assignments.

Goaling

The EPO, with input from the CR, distributes production goals to the ZSs. The ZSs then calculate the station goals and submit them back to the EPO via the CR. The EPO reviews the station goals and, if approved, includes them in the district's monthly goaling notice, which is signed out by the CO. Whether calculating monthly or quarterly goals, the fair share goal method is used. Fair share goaling uses market share and recruiter share, systematically weighted, to determine zone and station goal shares. The basic formula is as follows:

> Zone goal share = MKT WT X MKT
> Share + 1 - MKT WT X RCTR Share

MARKET SHARE.– Zone market share is taken straight from the Zone Level Market Share report. The total market share percentage is used for each zone. Station market share must be computed as a percentage of the zone market share before using in the goal share formula. Remember, the Station Level Market Share report gives the market percentage of the NRD market for each ZIP Code and a total for the NRS. To determine the station's percentage of zone market, simply divide the NRS total market share percentage by the zone total market share percentage.

RECRUITER SHARE.– Zone recruiter share is computed by dividing the number of recruiters in the zone by the total number of production recruiters in the district. Station recruiter share is derived by dividing the number of recruiters in the station by the number of recruiters in the zone. All recruiters assigned should be counted, even "off production" RINCs.

WEIGHTS.– Weights are applied to compensate for inequities in manning, experience, and territory factors. Basically, you are deciding which should have more impact on the goal, the number of recruiters assigned or the market potential. If all things were fairly equal, a 50/50 weight distribution would suffice. When determining weights keep in mind that, although being undermanned may be considered a negative aspect, each recruiter does have a bigger slice of the pie, so to speak, from which to recruit. Stations that are overmanned may

have smaller individual territories, but the overall market coverage is greater. The weighting assignment is a subjective decision that is meant to equalize the goal assignments. At the station level, small shifts in weight factors will not overly affect goals.

USING THE FAIR SHARE GOAL METHOD.– Let's use the fair share goal method to calculate the goals for stations within a theoretical zone. You are the ZS for Zone Alpha which has a total of 25 recruiters. Your zone has 30 percent of the district's market. You have five assigned stations with the following district market shares and numbers of recruiter:

NRS 001, 5 percent of district market share, five recruiters

NRS 002, 10 percent of district market share, eight recruiters

NRS 003, 4 percent of district market share, three recruiters

NRS 004, 6 percent of district market share, five recruiters

NRS 005, 5 percent of district market share, four recruiters

The CR has called your zone goal to you as follows:

New contract goal: 40
NPSWF: 20
"A" Cell: 30
UMGB: 8
UMGH: 2
NF: 3

Compute New Contract Goals.– The first thing you should do is compute the station new contract goals.

1. Determine each station's percentage of zone market by dividing their district market share percentage by the zone's share of the district market percentage.

NRS 001: .05 divided by .30 = .1666

NRS 002: .10 divided by .30 = .3333

NRS 003: .04 divided by .30 = .1333

NRS 004: .06 divided by .30 = .2000

NRS 005: .05 divided by .30 = .1666

2. Determine each station's recruiter share by dividing the number of recruiters in the station by the total number of recruiters in the zone:

NRS 001: 5 divided by 25 = .20

NRS 002: 8 divided by 25 = .32

NRS 003: 3 divided by 25 = .12

NRS 004: 5 divided by 25 = .20

NRS 005: 4 divided by 25 = .16

3. Determine weights for market share and recruiter share. For this exercise we will consider manning conditions are ideal based on RAF and subjective assignment factors. Training levels are fairly equal and there are no other significant considerations. Therefore, we will make the market share weight .50. Recruiter share is 1 - the market share, which would also be .50.

4. Now, let's use the formula to compute each station's goal share.

NRS 001: .1666 X .50 + .20 X .50 = .0833 + .10 = .1833

NRS 002: .3333 X .50 + .32 X .50 = .1666 + .16 = .3266

NRS 003: .1333 X .50 + .12 X .50 = .0666 + .06 = .1266

NRS 004: .2000 X .50 + .20 X .50 = .1000+ .10 = .2000

NRS 005: .1666 X .50 + .16 X .50 = .0833 + .08 = .1633

If these numbers are easier to understand in percentages, just move the decimal over two places. For example, NRS 001's goal share of .1833 becomes 18.33 percent.

5. Now multiply the goal share times the zone new contract goal of 40 to get the individual station new contract goals.

NRS 001: .1833 X 40 = 7.33

NRS 002: .3266 X 40 = 13.04

NRS 003: .1266 X 40 = 5.06

NRS 004: .2000 X 40 = 8.00

NRS 005: .1633 X 40 = 6.53

6. Round goals off, ensuring the total equals 40. Station goals would be 7, 13, 5, 8, and 7 respectively.

7. Compare required production per recruiter (PPR) for each station by dividing the goal by the number of recruiters assigned. There should not be a significant difference between stations. If you find the difference to be 1.0 or greater, you probably have a manning imbalance. Weights should be adjusted to compensate.

Goaling Worksheet.– You may find the goaling worksheet, provided in figure 5-6, helpful when computing goals for your stations.

Assign Work Force, "A" Cell, Minority and Program Goals.– Using data from your STEAM reports and other territory analysis information, assign goals for work force, "A" cell, minority upper mental groups, and programs. Make sure you distribute these goals fairly over the course of the FY, not just 1 month at a time. For example, let's say that the Hispanic population is broken down as follows:

NRS 001 - 20 percent

NRS 002 - 50 percent

NRS 003 - 5 percent

NRS 004 - 15 percent

NRS 005 - 10 percent

This month you are goaled with two Hispanic upper mental group (HUMG) contracts. You could goal NRS 001 and NRS 002 each with one HUMG for the month. However, if you continued this over the course of the year, NRS 001 would end up with 50 percent of your annual Hispanic goal instead of a fair 20 percent. NRS 002 would have a fair 50 percent of the zone's Hispanic goal, but the other stations would be undergoaled over the course of the year. To make sure your goaling practices are fair, you should alternate the minority goaling to ensure year-end percentages are equitable.

MARKET					
A. WEIGHT _____	NRS ___	NRS ___	NRS ___	NRS ___	ZONE TOTAL
B. MARKET PERCENTAGE					
A X B = MARKET SHARE					N/A

RECRUITER					
A. WEIGHT _____	NRS ___	NRS ___	NRS ___	NRS ___	ZONE TOTAL
B. # OF REC ASSIGNED					
C. PERCENT OF ZONE RECRUITERS					100
A X C = RECRUITER SHARE					N/A

GOAL					
	NRS ___	NRS ___	NRS ___	NRS ___	ZONE TOTAL
A. MARKET SHARE					N/A
B. RECRUITER SHARE					N/A
C. A + B = GOAL SHARE					N/A
C X ZONE GOAL = ACTUAL GOAL					

PPR COMPARISON					
	NRS ___	NRS ___	NRS ___	NRS ___	ZONE
# OF REC					
PPR REQUIRED					

Figure 5-6.—Goaling worksheet.

Not only would this be fair, it would also make the best use of the potential in each of the station's markets.

COMPETITION GOALS.– The goals in the NRD gosling notice are the only goals that can actually be set for a station or zone. Inflated goals to work for competition or make up for coming attrition are not allowed. If you are interested in competing with other stations and zones (and as a CRF member, you should be), then how do you instill that desire to others on your team? First of all, working toward a competitive goal must be a consensus of all your personnel. They should all buy in and find the goal acceptable. It may not be unanimous that everyone truly desires to compete, but there should be no objectors. It cannot be just majority rules, where the minority is ignored. So, your first job is to sell the idea to the team. Do your homework; know what it will take to be competitive. Refer to the section on goal setting to make sure you have a valid and complete goal. Above all, have a plan to achieve the goal. Fostering the competitive spirit in others requires a great deal of confidence in yourself and your team. Most importantly, they should be doing the extra because they want to, not because it has been imposed upon them. Your job is once again that of a fire starter, Sell a few key people and they will help create enthusiasm in the other members of the team. Once that forward momentum is achieved, you are on your way to success.

STATION MARKET ANALYSIS AND REVIEW TECHNIQUES

The SMART system is designed to identify where the quality market can be found and where target market center locations are. It shows where recruiting resources and emphasis should be placed to achieve the best results. With this data, we can compare and analyze strengths and weaknesses so new strategies and training can be applied. The data produced by the STEAM process provides the majority of the information needed for the SMART system. The SMART system consists of the NRS territorial map, the new contract/qualified not enlisted (QNE) overlay, and the recap sheets which are all maintained on the SMART board, the recruiter travel itineraries, school folders, and the Delayed Entry Program (DEP) status board. The *Science and Art of Navy Recruiting Manual,* COMNAVCRUITCOMINST 1133.6, gives guidance on developing each component of the SMART system. In the following paragraphs, we will give you pointers about how to evaluate a station's SMART system.

NRS TERRITORIAL MAP

The NRS territorial map should be large enough to post the entire territory in detail. An NRS with both rural and metropolitan areas may require two maps to adequately represent the area. The territorial map gives a graphic view of the NRS area of responsibility. Individual recruiter territories, ZIP Code boundaries, and educational institutions are all marked. This view of the NRS territory helps ensure market distribution is not only fair by the numbers but also logistically sound. The territorial map remains in place on the SMART board (fig. 5-7) until changes occur, so you should make sure the map is neat, accurate, and easily read.

NEW CONTRACT/QNE OVERLAY

Analysis of the territorial map should be done in conjunction with the new contract/QNE overlay. The clear acetate overlay shows the location of all new contracts and QNEs by posting yellow and red dots, respectively, over the location of their domicile. Minorities are further identified with appropriate letters (B for black, H for Hispanic, and O for other) written on the dots. The overlay is maintained on an FY basis and retained for 1 year. This enables you to compare last year's contract information with this year's information graphically on the map. You should make the comparison to identify locations where additional emphasis may result in more contracts and locations where new methods are producing better results. This information should already be identified on the STEAM data, but seeing the results pictorially will sometimes give a better idea of what is happening and may trigger ideas for solutions.

Recap Sheet

The station, zone, and district recap sheets are computer-generated reports that are distributed monthly. They are the permanent record of FY gosling and attainment. Only the most current monthly station recap sheet should be posted on the SMART board because the report is cumulative. It is strongly suggested that you retain the end of the FY report as a permanent goal and production record to be used for analysis and comparison over the next 2 years. Figure 5-8 is a sample station recap sheet. The zone recap sheet is the same. Attainments are listed as net numbers. Attrites are subtracted from recap sheets with the exception of Naval Reserve Officers Training Corps (NROTC) accessions

49NVM026
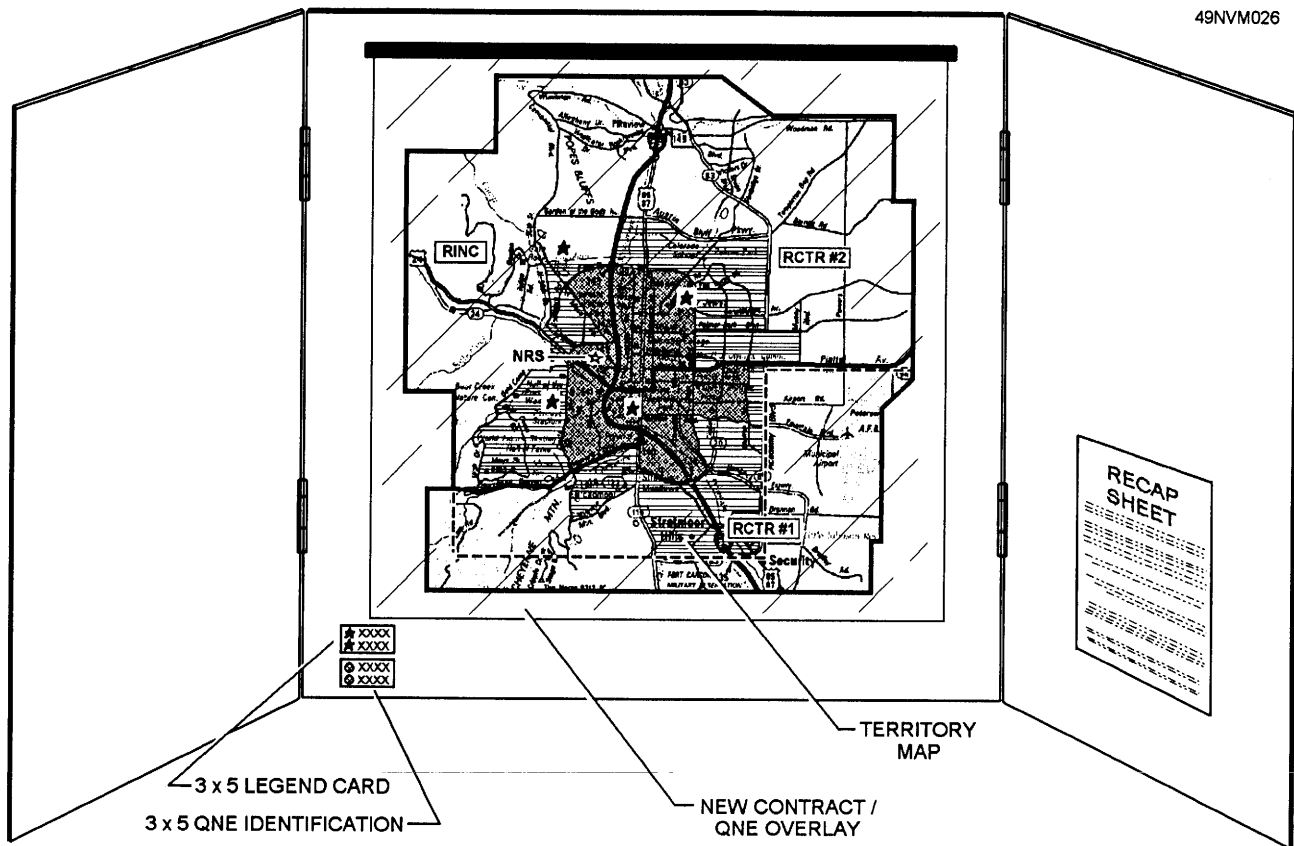
Figure 5-7.–NRS SMART board.

who attrite from DEP. Stations and zones will not lose credit for the NROTC accession. NRDs, however, must replace the attrite. Any of the categories, with the exception of accessions (at the NRD and Area levels), may be recouped for the quarter or FY if the deficit is made up. Figure 5-9 shows the same report on the district level. Notice the district recap sheet includes DEP slope objective (DSO) instead of work force and has an additional column for accession goal and attained.

Station and Zone Competition

New contract attainment is competition between stations and used for all NRD zones. Local award and incentive programs may also be initiated. Stations compete based on their respective RAFs, Station size categories are as follows:

- Small station. RAF of 2.5 or less

- Medium station. RAF of greater than 2.5 and equal to or less than 4.5

- Large station. RAF of greater than 4.5

NRDs may subdivide stations within the district to reward more than one winner in each size category. Zones are evaluated and compete solely on new contract attainment regardless of size.

District and Area Competition

District competition within the Area is based on new contract attainment with the addition of DEP slope objective (DSO), admiral's emphasis, and shipping attainment. Area competition is identical to the district's competition.

DSO.— DSO is the number of contracts that need to be DEPped this month to ship within the next 3 months in order to reach the ideal DEP slope of 90 percent, 80 percent, and 70 percent for the first, second, and third out-month, respectively.

ADMIRAL'S EMPHASIS.— The Admiral's emphasis column is used by COMNAVCRUITCOM to emphasize immediate critical elements. This category is issued as required.

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```
DATE:          RECAP SHEET FOR THE MONTH OF JANUARY 95
1/2/95                    NRS:   ANYWHERE
                                          VER 1.0
```

	NCO	WORK FORCE	UMG	BLK UMG	HISP	NF	FEM.	STATUS
OCT GOAL:	5	3	3	1	0	1	1	MADE GOAL
OCT ATTN:	5	3	4	1	1	1	1	
OCT ATTAINMENTS ENTERED YES=1> 1								
NOV GOAL:	4	3	3	0	1	0	0	MISS HISP
NOV ATTN:	5	3	4	0	0	0	1	
NOV ATTAINMENTS ENTERED YES=1> 1								
DEC GOAL:	4	3	3	0	0	1	1	MISS NCO
DEC ATTN:	3	3	2	1	1	1	1	
DEC ATTAINMENTS ENTERED YES=1> 1								
1ST GOAL:	13	9	9	1	1	2	2	MADE GOAL
QTR ATTN:	13	9	10	2	2	2	3	
JAN GOAL:								
JAN ATTN:								
JAN ATTAINMENTS ENTERED YES=1>								
FEB GOAL:								
FEB ATTN:								
FEB ATTAINMENTS ENTERED YES=1>								
MAR GOAL:								
MAR ATTN:								
MAR ATTAINMENTS ENTERED YES=1>								
2ND GOAL:								
QTR ATTN:								
APR GOAL:								
APR ATTN:								
APR ATTAINMENTS ENTERED YES=1>								
MAY GOAL:								
MAY ATTN:								
MAY ATTAINMENTS ENTERED YES=1>								
JUN GOAL:								
JUN ATTN:								
JUN ATTAINMENTS ENTERED YES=1>								
3RD GOAL:								
QTR ATTN:								
JUL GOAL:								
JUL ATTN:								
JUL ATTAINMENTS ENTERED YES=1>								
AUG GOAL:								
AUG ATTN:								
AUG ATTAINMENTS ENTERED YES=1>								
SEP GOAL:								
SEP ATTN:								
SEP ATTAINMENTS ENTERED YES=1>								
4TH GOAL:								
QTR ATTN:								
FYTD GOAL:	13	9	9	1	1	2	2	MADE GOAL
FYTD ATTN:	13	9	10	2	2	2	3	

	NCO	WF	UMG	BUMG	HISP	NF	FEM
DELTA:	0	0	1	1	1	0	1
% ATTAINED:	100.0	100	111.1	200	200	100	150

```
                    FEMALE NCA = 23.1%
```

49NVM045

Figure 5-8.-Station recap sheet.

5-15

```
DATE:                   RECAP  SHEET  FOR  THE  MONTH  OF
4/28/95                            NRD
                                              VER  1.0

|                                BLK                              STATUS
|         NCO   DSO   UMG   UMG  HISP  NF   FEM.  ACCN
-----------------------------------------------------------------||----------
|OCT  GOAL:  140   77    87    11    11    4    11     1  ||
|     ATTN:  140   81    58    11     4    4    11     1  ||MISS UMG
-----------------------------------------------------------------||----------
|NOV  GOAL:                                                ||
|     ATTN:                                                ||
-----------------------------------------------------------------||----------
|DEC  GOAL:                                                ||
|     ATTN:                                                ||
=================================================================||==========
|1ST  GOAL:  140   77    87    11    11    4    11        ||
|QTR  ATTN:  140   81    58    11     4    4    11        ||MISS ACCN
=================================================================||==========
|JAN  GOAL:                                                ||
|     ATTN:                                                ||
-----------------------------------------------------------------||----------
|FEB  GOAL:                                                ||
|     ATTN:                                                ||
-----------------------------------------------------------------||----------
|MAR  GOAL:                                                ||
|     ATTN:                                                ||
=================================================================||==========
|2ND  GOAL:                                                ||
|QTR  ATTN:                                                ||
=================================================================||==========
|APR  GOAL:                                                ||
|     ATTN:                                                ||
-----------------------------------------------------------------||----------
|MAY  GOAL:                                                ||
|     ATTN:                                                ||
-----------------------------------------------------------------||----------
|JUN  GOAL:                                                ||
|     ATTN:                                                ||
=================================================================||==========
|3RD  GOAL:                                                ||
|QTR  ATTN:                                                ||
=================================================================||==========
|JUL  GOAL:                                                ||
|     ATTN:                                                ||
-----------------------------------------------------------------||----------
|AUG  GOAL:                                                ||
|     ATTN:                                                ||
-----------------------------------------------------------------||----------
|SEP  GOAL:                                                ||
|     ATTN:                                                ||
=================================================================||==========
|4TH  GOAL:                                                ||
|QTR  ATTN:                                                ||
*****************************************************************************
|FYTD GOAL:  140   77    87    11    11    4    11        ||
|     ATTN:  140   81    58    11     4    4    11        ||MISS ACCN
*****************************************************************************
              NCO   DSO   UMG  BUMG  HISP   NF   FEM
    DELTA:     0     4    -29    0    -7    0     0
% ATTAINED: 100.0 105.2  66.7  100  36.4  100   100

           FEMALE  NCA  PERCENTAGE  =  7.86%
```

Figure 5-9.–District recap sheet.

SHIPPING ATTAINMENT.– The terms *shippers, accessions,* and *One Navy goal* all identify our real purpose in recruiting. This is the number of enlistees we actually send to basic training. This critical goal originates at Bureau of Naval Personnel (BUPERS) as mandated by Congress. Shortfalls in shipping attainment cannot be recovered in subsequent periods.

ITINERARIES

Itineraries are developed to increase awareness of Navy opportunities and produce enlistments. Itinerary Data Cards, NAVCRUIT Form 1133/49, are developed by each recruiter, reviewed by the RINC, and approved by the ZS. They should be evaluated after every run of the itinerary during the RINC's daily production review (DPR) and periodically by the ZS.

Evaluating the New Itinerary

The RINC should actually run the new itinerary with the recruiter to review stops and make recommendations. The ZS need not run the itinerary before approving it, but should make inquiries to evaluate its effectiveness. The ZS should conduct training by making an annual check ride with each RINC. The following considerations should be made whether actually running the itinerary or reviewing the itinerary data card.

GEOGRAPHIC COMPOSITION.– You should look at the total geographic area of the recruiter's assignment. Does the itinerary cover a significant portion of that territory? Have considerations been made for difficulty in travel? Do weather conditions have an impact on the itinerary? Is the itinerary rural, metropolitan, or a combination? You want to ensure the itinerary is viable in relation to time and distance.

TIME.– The recruiter should not be spending more than half of the entire itinerary time behind the wheel of a car. Windshield time should be kept to a minimum to maximize the time spent at each stopping point, where the actual recruiting evolutions are accomplished. Look closely at the driving time and stopping time for each destination. Another time factor to consider is the total time required to conduct the itinerary. Some of the most productive itineraries are all-day trips. The recruiter spends the entire day out in the territory being covered. This provides enough time to adequately canvass the area as well as conduct some interviews on the road.

FLEXIBILITY.– Arrival and departure times on an itinerary are sacred and should not change except for the most pressing of reasons. How then do we allow time for developing new centers of influence (COIs), personally developed contacts (PDCs), and the evaluation of potential target market centers? Flexibility must be built into the itinerary. Some stopping points or target market centers may be listed as areas instead of specific establishments. This provides the recruiter with built-in time to hold interviews, prospect, or get to know the area better. The use of this flexible time should be planned in advance of each itinerary.

MILITARY AVAILABLE.– Check data from the STEAM reports to determine percentages of the target market covered by the itinerary. Time spent in an area should be in direct proportion to the percentage of military available located in that area. An area that contains a small portion of the market may be covered on an itinerary, but run less frequently than an area with a greater percent of the market. Review all service accession data to see how productive the area has been for all services and how the Navy compares. All segments of a recruiter's territory do not necessarily need to be covered on an itinerary. There are areas that are best covered by phone prospecting, school visits, or LEADS center support.

TARGET MARKET CENTERS.– The next step is to take a look at the actual stopping points on the itinerary. Ask yourself if the stops are logically a source of prospecting activity or leads generation. Activity centers are locations where the recruiter can generate new prospects, such as schools, arcades, and fast food restaurants. Lead generation centers are locations where the recruiter can generate leads, such as media establishments and locations where literature and take-one racks can be placed. Each location should be evaluated for its probability of success, suitability, and best time for visiting. Some target market centers have specific times of the day when a visit can be productive. For instance, a stop at the local burger joint at 0900 would doubtfully produce a PDCing opportunity. The same establishment may be thriving with opportunity during the lunch hour or after school. Encourage recruiters to select target market centers that reflect their personal interests. If the recruiter is an avid fisherman, bait and tackle shops and sporting goods stores may be excellent target market center choices. This gives the recruiter a sense of familiarity and makes initial conversation more comfortable.

Evaluating Existing Itineraries

Evaluating existing itineraries starts the same as for a new itinerary but now we have actual results to evaluate and additional questions to consider.

MATCH ITINERARY WITH THE OVERLAY.– Go to the SMART board and mentally draw out the itinerary route. Do yellow accession dots frequently crop up on the route? In a rural area this is an especially good indicator of itinerary success. Some target market centers will draw prospects from other areas and may be difficult to identify with the efforts of an itinerary. This step should still be done to get a mental picture of the itinerary route in relationship to the rest of the territory.

DISCUSS EACH POINT OF CONTACT.– Ask the recruiter about each point of contact. How many referrals have been provided? Have those referrals resulted in new contracts? Check the referral recognition request file to see if the contact has been recognized. What has the recruiter done to encourage referrals? If the referrals are coming in, great, the stopping point is effective. If not, first help the recruiter develop new tactics for requesting referrals. Then, if that is not effective, recommend deleting that stopping point or finding a new point of contact. If the stopping point is a lead-generating activity, discuss what activity has taken place. Has the media center run hometown news releases or public service advertising? If a take-one rack has been placed, what sort of turnover of materials is happening? Have leads been identified as originating from the literature placed there? You are primarily trying to determine if the stopping point is worthwhile or should be replaced.

PERSONALLY DEVELOPED CONTACTS AND REFERRALS.– You should check the last few months of applicant logs to see if PDC and referral interviews are being generated in the area of the itinerary. If not, you should determine if the recruiter is beginning the itinerary with a goal in mind or approaching the task in a hit-or-miss fashion. The RINC should help the recruiter set goals before each itinerary is run. If goals are set, but not met, training should be accomplished as soon as possible. The RINC should accompany the recruiter on the itinerary (this does not have to wait for the scheduled run date; itineraries may be run any time in addition to the scheduled days of travel) to provide actual show-and-tell training. Try pairing the recruiter up with another recruiter on an itinerary. Not only do they learn from each other, there is confidence in numbers.

POTENTIAL TARGET MARKET CENTERS.– The recruiter should be identifying potential target market centers on the back of the itinerary data card. These should be evaluated as time allows to determine whether or not they should be added to the actual itinerary. The potential target market centers should not remain on the card indefinitely. They either prove effective and are added to the front of the card or are deemed unproductive and lined out indicating no further evaluation is required. Every recruiter should be identifying potential target market centers as a means to continued improvement and keeping pace with social change.

Itinerary Check Rides

You can evaluate certain elements of an itinerary in the office. A thorough evaluation can only be accomplished by running the itinerary with the recruiter and observing his or her interaction with the community. As mentioned earlier, the RINC will run the itinerary with the recruiter as part of the regular review for new itineraries. The RINC will also run existing itineraries with new recruiters before they decide to keep them or develop their own. ZSs should conduct annual check rides with all RINCs. The check ride can tell you a lot about how the itinerary is being run. The following paragraphs will cover some important considerations to make during check rides.

ITINERARY PREPARATION.– Before departing the NRS, discuss the recruiter's preparation activities.

Preprospecting.– Was this itinerary preprospected? The RINC should have loaded the working tickler with prospect cards from the area a few days before the actual day of travel.

Additional Contacts.– Additionally, the working tickler may be loaded with cards without phone numbers, DEP cards, or other cards that should be contacted. Taking the time to consider these contacts on an itinerary can save the recruiter a lot of road time and make the itinerary that much more effective.

Goals Set.– The RINC and recruiter should also have set specific goals for the itinerary. How many referrals and PDCs does the recruiter plan to obtain? What new COIs will be contacted? How will flexible time during the itinerary be used? Setting goals for the itinerary is the most important preparation step. Goals refine the itinerary plan and give the recruiter a measure of success.

Materials to Take on an Itinerary.– Have all materials that may be needed been anticipated and obtained? Materials to consider taking on an itinerary include the following:

- Collateral material (take-ones, pamphlets, giveaways)

- Enlistment screening test (EST) material

- Blank prospect cards

- Prospect cards on prospects to be interviewed

- Blank kits

- School folders, ASVAB results, school lists

- Local map of the area (if the map on the back of the itinerary data card is hand drawn or incomplete)

- Press releases for local or school newspapers

- Films or other material requested for schools or other target market centers

- Public service announcement (PSA) spots

- Advertising items such as posters and window cards

- Applicant processing forms that could be required from the area to be visited such as police checks or birth verifications

- The itinerary data card itself

IS THE RECRUITER KNOWN IN THE AREA?— When the same recruiter appears in the area week after week, he or she generally becomes well known. Observe how the recruiter is greeted at stopping points. Does it seem that a genuine rapport has been established? Does the recruiter know appropriate background information on points of contact? Is it evident that there is more than a passing interest both on the part of the recruiter and the point of contact?

REFERRALS.— Notice how the recruiter approaches the subject of referrals. Does the recruiter draw a picture of the type of individual the Navy is looking for or just ask for names? Ideas to help the recruiter increase referrals can be found in chapter 6.

PDC ACTIVITY.— Does the recruiter take advantage of PDC opportunities or seem to walk right by the potential prospects? Check for PDC training methods in chapter 6.

TIMING.— Compare the timing on the itinerary data card to the time actually spent. Are arrivals and departures on schedule? Do times seem to be realistic?
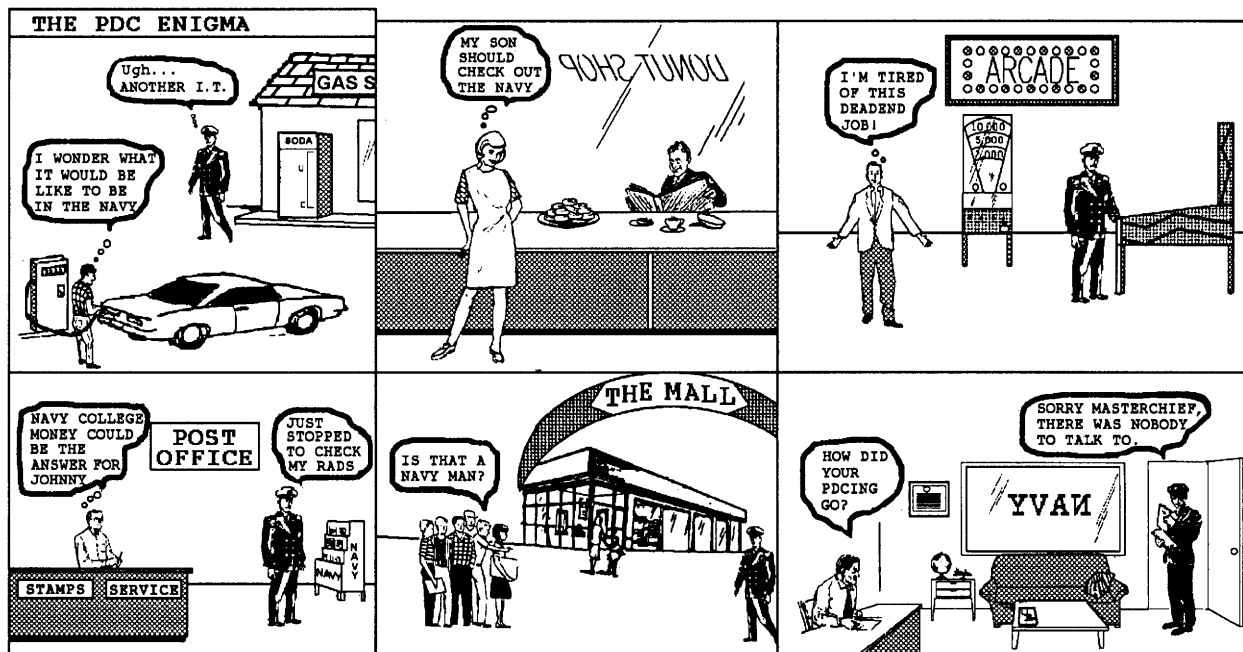
PDC opportunities.

In other words, do you seem rushed at some stopping points and needlessly loitering at others? Are the times effective? If planned activity cannot be accomplished due to lack of prospects or COIs, ask proprietors what times are more apt to produce the crowds you are looking for.

SCHOOL FOLDERS

The School Folder, NAVCRUIT Form 1133/37, provides a planned approach to prospecting in educational facilities. The school folders list minimum activities that should be conducted through the school year and should be maintained on all high schools, vocational/technical schools, trade schools, and junior colleges in the area. The recruiter uses the school folder as a plan for the high school canvassing program, a log of activity accomplished, and an organizer for the information gathered on each educational facility. The RINC will approve the plan each month by initialing the school folder and may line out activities that do not apply to the school. The ZS will review the folders during each station visit and initial the folders when the month's school plan has been completed or rescheduled. Let's look at some of the things you will want to consider during these reviews.

School Year Goal

Each high school should be goaled for the school year. The NRD should goal each zone for will-grads. ZSs, in turn, will compute a will-grad goal for each of their stations. Each RINC will take this goal and distribute it among the NRS's assigned high schools. These goals are computed on a fair-share basis. Determine what percentage of will-grads is located in each zone, station, or high school and multiply that percentage times the district, zone, or station will-grad goal respectively. ZSs and RINCs may make subjective adjustments to account for past recruiting trends, quality, or other factors that may affect the recruiting efforts in assigned schools.

School New Contract Production

During each review you should check the progress of the school year goal attainment. Compare the current year production to that of the past 3 years on page 3 of the school folder. Note improvements and ask what the recruiter has done to increase the production. Do not forget to compliment the improvement. If production seems to be declining, further evaluation of the school canvassing program is needed to develop a plan for improvement. Let the recruiter develop the plan but be ready to advise and recommend changes if necessary.

Faculty Blueprinting Information

When reviewing school folders, look to see if there is sufficient blueprinting information listed for educators and staff. If only names are filled in, take some time to see if the recruiter knows more about the faculty than is listed in the folder. If this is the case, have the recruiter provide further documentation in the folder. If the recruiter cannot provide additional details, chances are he or she has an inadequate school canvassing program. Training should be conducted and the RINC may want to accompany the recruiter on the next school visit. The idea behind blueprinting faculty is to continuously add to the recruiter's COIs and make each faculty member a "friend of the Navy." This information should be documented to give the next recruiter a history of information. It also gives a good overview of the recruiter's efforts in the school, so supervisors can better advise on additional coverage.

Recruiter Activities

Review the activities planned and completed during the month. Ask pertinent questions and look for notes explaining the status and/or success of activities that are listed. Be alert to frequent rescheduling of activities. Ask whether these reschedules could have been avoided with better planning and attention. The school visits themselves should only be rescheduled at the school's request or extreme emergency. Although the RINC is authorized to line out activities that do not apply to the school, make sure this is not being done just as a matter of convenience. Check to see if additional activities have been added by the recruiter or RINC. Each school will have special needs and activities that should be added to the school folder. Additional comments and notes sections can be used by anyone planning or reviewing the school folder. This section can be used for additional activities, suggestions for improvement, or acknowledgement of successes.

Additional School Folder Information

The school folder should be a complete canvassing encyclopedia for the school. The more documentation you provide in the folder, the better history you are leaving for the next recruiter. Make the folder work for you. Any information, reminders, or status that you find useful can be included.

SCHOOL POLICIES.– School policies should be entered on page 9 of the school folder. Some policy guidance should be included for the following activities:

- School visit frequency and advance notice

- Interview location and notice or permission

- Students missing classes for interviews, testing, or processing

- Setting up displays, take-ones, and pop stands

- Class talks

- ASVABs

- School lists

- Obtaining transcripts, references, and letters of past issuance

MISCELLANEOUS INFORMATION.– Other information you may want to add to the school folder includes a school calendar of events, letters of appreciation, notes on cooperation, career day information, special giveaways provided, and any special assistance given for sporting events, chaperoning, tutoring, stay in school talks, or math and science presentations.

DEP STATUS BOARD

The DEP status board provides a 12-month rolling picture of the DEP pool. You should check its location in the recruiting station to make sure it is prominently displayed in view of prospects and DEP personnel. The DEP status board includes the school year will-grad target for the station, school year attainment, DEP accessions for the current month, and the total number of DEP personnel. The board lists each DEP member in the month he or she will be shipping along with the high school, ship date, recruit training command, program, recruiter, and number of referral accessions. The RINC is responsible for DEP status board maintenance but may delegate the duty of making the entries. You may prefer to have each recruiter make his or her own entries as the new DEP member returns from contracting. This allows for a ceremonious addition to the official list of DEP personnel. The ZS should periodically review the board for accuracy. Pay special attention to the referral accessions columns on the board. It is a quick look at the DEP referral success of the

station. Occasionally, cross-check these entries with the Recruiting Referral Recognition Requests, NAVCRUIT Forms 5305/1, DEP prospect cards, and applicant logs.

PROSPECT CARD SYSTEM

Often thought of as an administrative system, the prospect card system is actually one of your marketing tools. The STEAM data gives you the market potential. SMART provides tools for identifying where the quality market can be found. The prospect card system identifies individual market segments by name and provides information needed for contact. The objective of the prospect card system is to maintain a working system for prospecting and follow-up over a period of time. In this portion of the chapter we briefly review use of the prospect card and the market segment files. Then we cover the working tickler and maintenance requirements of the system.

USE OF THE PROSPECT CARD

The Prospect Card, NAVCRUIT Form 1130/6, is used to identify the market individually and document blueprinting and contact information to assist in prospecting, determine eligibility, tailor sales presentations, and expedite processing. The more we know about a prospect, the easier it is to pick up the phone to initiate contact or follow-up. Documentation requirements are discussed in detail in the *Science and Art of Navy Recruiting Manual,* NAVCRUITCOMINST 1133.6, and are highlighted again in the discussion in chapter 8 of the DPR. Figures 5-10A and 10B provide basic documentation information.

MARKET SEGMENT FILES

Cards that are not actively being worked are filed in the appropriate market segment file. These market segment files represent your market identification.

School File

Cards in the school file are arranged alphabetically by school and by year of graduation. You should at least identify the current year's will-grads and if lists are available, go ahead and make cards for the juniors. Making cards out for grades below the junior year of high school is not recommended due to the probability of change. Just keep those lists on file and update with new information when the time comes. The school file is one of your best sources of qualified prospects.

Figure 5-10A.—Prospect card documentation requirements (front).

RECORD OF SALES ACTIVITY:

DBM/HISTORY OF CONTACTS/BLUEPRINTING INFO:

RECORD DATE, TIME AND
DISPOSITION OF ALL ATTEMPTS AND
CONTACTS.
1. WHAT TOOK PLACE. IF NOT
   INTERESTED, WHY?
2. STATE FUTURE PLANS, INTERESTS.
3. IF APPLICABLE, RECOMMEND DATE
   FOR RECONTACT.
4. FIND OUT BEST TIME TO CALL.

DATE   INFO

WANT:

NEED:

DBM:

REFERRALS

NAME   PHONE   EDUC   ENL DATE

ENSURE PROSPECT READS
PRIVACY ACT STATEMENT
PRIOR TO PROVIDING
REQUIRED INFORMATION

PRIVACY ACT

DEP CONTACT RECORD

(INDICATE DATE OF CONTACT IN BLOCK)

INDICATE DATE OF DEP CONTACT
IN APPLICABLE COLUMN.

J F M A M J J A S O N D

PHONE

IN PERSON

MAIN OBJECTION:

POLICE (J,P,C,T):

POLICE:
J - JUVENILE
P - POLICE
C - CIVIL
T - TRAFFIC

DRUGS (H,P,S,D,MJ):

DRUGS:
H - HALLUCINOGENS
P - PSYCHEDELIC
S - STIMULANTS
D - DEPRESSANTS
MJ - MARIJUANA

MEDICAL (A,A,I,I,M):

MEDICAL:
A - ALLERGIES
A - ASTHMA
I - INJURIES
I - ILLNESS
M - MEDICATIONS

AUTHORITY TO BUY:

DEP AWARDS/DATE:

NAVCRUIT 1130/6C (12/90)

49NVM029

Figure 5-10B. — Prospect card documentation requirements (back).

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Work Force File

The work force file contains the cards for individuals who are eligible to ship directly to recruit training command. They may be high school graduates or nongraduates. Cards are retained in the work force file for 4 years from graduation. Again, this is one of your primary sources of qualified prospects. Cards should be arranged alphabetically and broken down by male and female. In addition, cards may be arranged by ZIP Code, school, or graduation year.

College File

The college file is arranged alphabetically by first and second year of college and may be further arranged by ZIP Code or school. This file includes 2- and 4-year college students. Once they have entered their third year of college, they are turned over to officer programs for prospecting. The RINC should pull cards from this segment during school breaks and holiday periods to maintain contact and update status.

Inactive File

The inactive file is arranged alphabetically and by year. They may also be arranged by ZIP Code. This file contains the cards of disqualified and rejected applicants (male and female) and prior service individuals. This file is purged monthly following retention requirements listed in the following paragraphs.

DISQUALIFIED, REJECTED AND NO FURTHER ACTION CARDS.– During the DPR the RINC determines the specific reason for disqualification, rejection, or no further action and notes the reason on the back of the card. A diagonal red line is drawn across the front of the card to signify a disqualified, rejected, or no further action applicant. Cards are retained in the inactive file for a period of 2 years from the date of disqualification, rejection, or no further action determination. At the end of the 2 year period the RINC should determine if the disqualification is still a factor and either load it into the working tickler or discard it, as appropriate.

PRIOR SERVICE CARDS.– The inactive file also contains prior service cards. Prospect cards on DEP personnel are placed in this file the day the individual graduates from recruit training command (RTC). It may be necessary to retrieve the card for documentation of conversations with parents, referral activity, hometown area recruiting program (HARP) participation, and the

like. The prior service card is maintained in the inactive file for a period of 2 years from the RTC graduation date. When prior service cards are received at the NRS from outside lead sources, such as Personnel Accounting Machine Installation-Continental United States (PAMI-CONUS) and national advertising lead tracking system (NALTS), the RINC determines if the applicant appears to be eligible and within current goal restraints. If eligible, the card is placed in the working tickler for prospecting. If the applicant appears to be ineligible or cannot be located, the card should be retained in the inactive file for a period of 2 years from date of receipt.

WORKING TICKLER

The working tickler is arranged for the 12 months of the year with the first month further divided by 31 days. This tickler contains prospect cards to be "worked," itinerary data cards, QNE cards, DEP cards, recurring reports ticklers, lead tracking, and no-phone cards to be identified. The working tickler is the tool used by the RINC to ensure the recruiters have the resources to complete their planned prospecting and meet the station's goals.

Loading the Working Tickler for Prospecting

On the last working day of each week, the RINC will load the working ticklers for each recruiter for the following weeks prospecting. At no time should the RINC load the working tickler for more than 1 working week. The RINC monitors the working ticklers daily to make sure there are enough cards to achieve goal. Cards that require future follow-up should be placed in the applicable day or out-month section of the working tickler. The cards will normally remain in the working tickler until a contract is signed, the applicant is disqualified or rejected, or the RINC determines during the DPR that no further action is currently required. The card is then properly documented and refiled in the appropriate market segment file.

CONSIDER GOALS.– The first consideration when loading the working tickler should be the station goals. What individuals are we looking for? Work force, will-grads, minorities, upper mental group percentages, special program, and prior service goals should all be considered. Cards must be loaded in sufficient proportion to achieve assigned goals. Keep in mind that markets do not produce the same prospecting ratios. For example, more work force cards than will-grad cards are usually required to net the same number of interviews.

CHECK STEAM DATA AND SMART SYSTEM.– Your next step is to go to your marketing data to find out where you are most likely to find the individuals to meet the assigned goals. All areas should still be covered, but special emphasis should be placed on the areas that are identified as likely to yield the quality contracts you are looking for.

CHECK STATION PLANNER.– Check the station planner to determine prospecting requirements for the coming week. How much phone prospecting is planned? What preprospecting requirements must the recruiters meet for itineraries, school visits, and so on? Working ticklers should not be arbitrarily level loaded. The number of prospect cards should coincide with the recruiter's plan for the day.

CONSIDER INDIVIDUAL RECRUITER AND TERRITORY.– Individual allowances also should be made for each recruiter and territory. What cards are available to prospect from? How many can each recruiter effectively make a disposition on within the time planned? What are the recruiter's success ratios? Although we do not keep "numbers" on the recruiters, you should know how many interviews each recruiter needs to net a contract, how many appointments are needed to produce an interview, and how many contacts are needed to set an appointment. Have the recruiter keep track for a couple of months to establish these ratios. This will give you a good idea of how many prospect cards to load as well as training needs.

CONSIDER WHAT IS ALREADY IN THE WORKING TICKLER.– The working tickler may already contain cards that need follow-up from previous prospecting. The recruiter may also have leads and referrals to continue prospecting. You do not want to overload the working tickler with new prospecting if the recruiter has a good follow-up base.

GO TO THE MARKET SEGMENT FILES. – Now you are ready to go to the market segment files and pull cards to support your station's goals. Do not always go to the front of each segment to start pulling your cards. You may want to make use of a "stop" card to mark where you have pulled to within each segment. Whatever method you use, just make sure you are getting a good rotation on all the cards in the market segment. Selectively pull the quantity and quality of cards that you have determined will meet station goal. There is no magic number.

DETERMINING HOW MANY CARDS TO LOAD.– That's right, there is no magic number. Each RINC will develop his or her own method to determine the number of cards each recruiter will need. Some use the five-card method, believing five good dispositions per day will suffice for every recruiter. Some use exact ratios for each recruiter, Others may use a bank system. The important thing to remember is that you should never give a recruiter more cards than can be effectively worked each day. When cards start to snowball and recruiters see their daily phone prospecting pile grow and grow, their enthusiasm proportionately wanes.

An old story about duck hunters correlates well with the idea of selectively loading only as many cards as can effectively be worked. One duck hunter used a shotgun, but could not stand to keep his eyes open when he shot. He just knew if he closed his eyes with the shotgun pointing in the general direction of a flock of migrating ducks, all that buckshot was bound to hit something. Well, he did occasionally hit something, but not the ducks he was hoping for. The other hunter took careful aim at one duck in particular. He would miss sometimes but just aim again at the same duck. He usually enjoyed roast duck for dinner. Phone prospecting is very similar. Have your recruiters take careful aim and be persistent in contacting the prospects the Navy needs.

CARD BANK CONCEPT.– Pulling prospect cards to load the working ticklers can be a time-consuming task. Level loading cards can cause a buildup that overwhelms the recruiter. One method of preventing this is the card bank system.

CAUTION: Check with your chain of command before using the card bank system.

This system allows the RINC to pull cards at the end of a week for the entire following weeks prospecting. The first day of the working tickler is loaded with sufficient cards to complete that day's planned prospecting. The rest of the cards are filed at the end of the week to provide a "bank." At the production review, all cards that have been dispo'd (appointment set, disqualified, or otherwise determined to require no further action) are replaced from the bank. This ensures cards do not build up to an unmanageable level in the recruiter's working tickler. RINCs using this method must exercise great care to make sure their banks do not contain any more than 1 working weeks worth of prospecting.

Other Cards to Load in the Working Tickler

The working tickler is designed to contain cards for all recruiting activity. It becomes the day's work plan. Not only do the additional cards serve as reminders, they are also easily located within the system.

FOLLOW-UP CARDS.— One of the best ways to determine if your RINCs are running effective working ticklers is to check for cards loaded in out-days and months for follow-up. You should find cards programmed for contact that have previously been identified as awaiting scholarships, trying new jobs, needing retests, having temporary medical problems, and so on.

ITINERARY DATA CARDS.— Itinerary data cards should be filed in the working tickler behind the day they are next scheduled to be run. The only time they are not in the working tickler is when they are accompanying a recruiter on the itinerary or being evaluated.

QNE CARDS.— Prospect cards for individuals who have qualified but not enlisted (QNE'd) are maintained in the working tickler for 6 months to ensure the required monthly contacts are made.

DEP CARDS.— Prospect cards for personnel in the DEP are maintained in the working tickler. They should be filed behind the day they are planned to be contacted. All DEP cards should not be filed together. There should be a plan of phone and face-to-face contact that will determine DEP card placement in the working tickler.

RECURRING REPORTS.— A 5 by 8 card should be filed for each recurring report that is required from the station. There is no required format for the report tickler cards used in the working tickler; however, the Navy does have a Recurring Reports Record, NAVSO 521 3/7, shown in figure 5-11. You can use this card, adapt it to your needs, or use any 5 by 8 index card to create your own. Recurring reports that you should maintain tickler cards for include the following:

- Vehicle reports

- Annual equipment inventory

- Transportation request/bulk ticket/meal ticket logs

- Out-of-pocket expense claims

1. REPORT SYMBOL	2. TITLE	3. FORM NUMBER	4. TICKLER DATE
5. PERIOD COVERED OR AS OF DATE		6. MAILING DATE	
7. OFFICE PREPARING REPORT			
8. PERSON TO CONTACT		9. TELEPHONE EXTENSION	
10. DISTRIBUTION *(Original, copies, via, etc.)*			
11. DIRECTIVES *(Bureau and Local)*			
12. SPECIAL COMMENTS			
RECURRING REPORTS RECORD			49NVM030

Figure 5-11.—Recurring Reports Record, NAVSO 5213/7.

● DEP reports

● Combination lock change

LEAD TRACKING. – Local and national lead cards should be maintained in the recruiter's working tickler for 4 months, until contracted or the lead becomes unworkable, whichever comes first. The lead feedback card should be filed in the RINC's working tickler behind the same day that the lead card itself is filed in the recruiter's working tickler. The RINC will roll the feedback card daily, in tandem with the lead card.

NO-PHONE CARDS.– Prospect cards without phone numbers should periodically be loaded into the recruiters' working ticklers for further identification. The RINC may have the recruiter take a few along on an itinerary to attempt a face-to-face contact, leave a door-knocker, or send a personal mail-out. DEP personnel are often successful in providing further information on these no-phone cards. Therefore, the RINC may want to load a couple in conjunction with DEP contacts.

MAINTENANCE OF THE SYSTEM

Maintenance of the prospect card system is the responsibility of the RINC. Maintenance is a daily evolution that involves proper documentation, filing, purging, and initial market identification. We have covered documentation and filing requirements. Now let's take a look at purging the system and adding to it through market identification.

Purging the Prospect Card System

The prospect card system is purged daily during the production review. Cards are returned to the working tickler, filed in their appropriate market segment file, or filed in the inactive file based on the RINC's opinion of further prospecting needs. Individual market segment purges should be accomplished annually, with the exception of the in-service file that is purged monthly. During these purges, you should follow retention requirements mentioned earlier.

Market Identification

Market identification is a vital part of the marketing process. For without names and a method to contact these individuals, all our marketing numbers cannot be very useful. One of the first things you will check in a new station is the percent of market identification. A

quick estimate of the number of prospect cards in a system can be made by measuring with a ruler. Use the gauge of 100 cards per inch to determine a ballpark figure of the number of cards you have in each market segment file. Make a quick check of cards to make sure there is not an abundance of duplicates or stapled continuation cards that will artificially increase your count. Bounce school file totals with the population figures in the school folder and Station Level Market Share report. Multiply the number of high school seniors times 4 to determine the number of work force cards you should have.

NOTE: If your station retains the cards longer than 4 years, use the appropriate multiplier. College population and prior service numbers can be taken from the Station Level Market Share report. The in-service file identification can be compared to past years' production figures.

It is virtually impossible to identify every military available individual within your territory. You should strive for a minimum of 75 percent market identification, This should give you a good base to load working ticklers for prospecting.

If you find your station's market identification below 75 percent, you should institute a plan of action to correct this deficiency at once. Each recruiter should be responsible for adding to his or her territory's market identification. Overall responsibility still rests with the RINC. The following ideas may assist your market identification efforts:

● Your lead tracking center (LTC) can provide lists by ZIP Code.

● School lists and college drop lists are excellent sources.

● Libraries often have old yearbooks with the names of graduating classes to get you started.

● Phone books and cross-reference directories can help provide contact information.

● DEPPERs are still some of your best resources for market identification.

● Companies that print yearbooks, take class pictures, and provide class rings usually have names of current and past graduates. Many will provide the information. If they require a fee,

contact your LTC for information on name list purchases.

MARKETING OPERATION PLAN

Each NRD, with its Area's guidance, develops and implements annual operations plans according to the *Marketing Operations Plan,* COMNAVCRUITCOM-INST 3121.2. The Area marketing officer coordinates the development of the plans. Each district also establishes a marketing council or quality management board (QMB) consisting of key advisors and decision makers. Your input from the station and zone level is a crucial element in the development of the district marketing operations plan.

PURPOSE AND BENEFITS

The marketing operations plan is designed to identify where we are as a district now and where we are going. It is a usable planning document that reviews the past year's production and identifies strong points and problem areas. The operations plan is designed to accomplish the following:

● Stimulates thinking to make better use of available resources

● Reduces crisis management

● Assigns responsibilities and schedules work

● Improves communications within the command

● Coordinates and unifies efforts

● Facilitates control, monitoring, and evaluation of results

● Provides source marketing information for current and future reference

● Facilitates progressive advancement toward a goal

CONSTRUCTION

An operations plan has five basic requirements: it must be (1) simple and easy to understand, (2) clear, precise, and detailed to avoid confusion, (3) practical and realistic, (4) flexible, adaptable to change, and (5) complete (cover all significant marketing factors and assign responsibilities). The operations plan includes the enlisted programs plan, the officer programs plan, and an executive summary.

Enlisted Programs Plan

The enlisted programs plan includes a situation analysis, an evaluation of resource allocation and goal apportionment, and plans of action and milestones (POA&Ms). The EPO will use information from the zone situational analyses and past marketing data to formulate the enlisted programs plan.

SITUATION ANALYSIS.– The situation analysis section of the plan will include data on resource projections and implications regarding production recruiters and operating assets, marketing assumptions and implications, past production and activity analysis, and a final section on strengths and weaknesses. This section is not meant to identify crutches, but rather point out possible hurdles with plans to overcome them.

RESOURCE ALLOCATION AND GOAL APPORTIONMENT. – In this section, districts list how they are going to weight market share and recruiter share and the rationale behind the decision. This section is also used to address any subjective considerations used in goaling or RAF manning deviations.

PLAN OF ACTION AND MILESTONES. – This is the real heart of the operations plan. All the other steps lead to this point. The POA&Ms are the operations plan in effect. All the analysis sets us up to write down how we are going to logically, methodically, and chronologically accomplish our goals for the coming year. Required enlisted program categories include nonprior service (NPS), nuclear field (NF), minority, DEP, and prior service (R/Z). POA&Ms must be written for these five major programs, at a minimum. The district has the discretion of adding more, if desired.

Elements of the POA&M.– Although POA&Ms are unique to the district and program being addressed, they share the same basic elements such as the following:

● Objective. Every district's generic objectives are the same – to improve over last year and meet or exceed all qualitative and quantitative enlisted and officer program requirements. This is understood and does not need to be restated on each POA&M. Specific or secondary objectives should differ somewhat between districts. An example of a district's specific objectives might be to increase DEP referrals by 50 percent over last year.

● Action items. These are the steps planned to reach the objective. An example of an action item might be to develop specific actions and tracking system to provide for obtaining 20 percent of new contracts from DEP referrals.

● Action officers. This column lists the persons accountable for making sure the action step is accomplished on time.

● Due date. This column is used to establish start/stop/due dates when the action is to be accomplished. For most actions there will be only a single date; if it is ongoing, monthly, or quarterly, these requirements should be listed.

● Monthly columns. These columns are used to graphically display when the action step is to be accomplished. They can also be used as a progress chart. As actions are completed, the chart can be annotated as desired.

● Out-of-limits condition. At the bottom of each POA&M, there should be an explanation as to what constitutes an out-of-limits condition, with respect to satisfactory progress, along with resulting action required. This may be simply a maximum time-late for the action step with the accountable officer required to report reasons and corrective action to the CO. Figure 5-12 shows a POA&M with all the required elements.

Use of the POA&Ms.– All key participants should be involved in the plan's development process. The EPO together with the CR takes the lead in formulating enlisted inputs to the command operations plan. Through the CR, the EPO maintains communication with field elements to stimulate and ensure the two-way flow of accurate market information. All levels of the production chain should fully understand the POA&Ms as well as their responsibilities to contribute to them. The EPO updates the executive officer (XO) and QMB monthly as to the status of completed milestones. ZSs and RINCs should give a monthly status on any POA&Ms under their cognizance to be included in the EPO's update. Remember, this is the working portion of the operations plan. Implementation and follow-up of the POA&Ms should ensure objectives are met.

PLAN OF ACTION AND MILESTONES																
OBJECTIVE: To increase market identification in the primary target market. PROGRAM: EPO NPS GENERAL PAGE 1 OF 20																
ACTION ITEMS	ACTION OFFICERS	DUE DATE	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O
In coordination with OPO, clearly identify junior/ 2-year college market. OUT OF LIMITS CONDITION: EPO will report list of all junior/2-year colleges not clearly identified by 1JANXX to the CO.	EPO,OPO, EDSPEC, CR,ZSs, RINCs	1JAN XX																

Figure 5-12.— Plan of action and milestones.

Officer Programs Plan

The officer programs plan covers the same elements as the enlisted plan. The officer programs officer (OPO) takes the lead in formulating officer programs input to the plan. The OPO recommends specific courses of action in regard to prospecting, lead generation, advertising, market analysis, and processing to achieve the officer program objectives.

Executive Summary

This section is written last. It provides a one- or two-page overview summarizing the enlisted and officer sections of the plan that has already been written. The XO normally writes the executive summary with the OPO and EPO as it summarizes both sections of the plan. This narrative serves as an introduction to the situation analysis. The work already done in the situation analysis and completed tables are supporting arguments for statements made in the summary.

ZONE SITUATION ANALYSIS

We have discussed the marketing operations plan that is developed at the district headquarters. Now let's take a look at the zone situation analysis that provides a major part of the district enlisted programs plan input. Keep in mind that although you are providing the information to the district for inclusion in the operations plan, the information and evaluation should be used within your zone for decisions concerning prospecting and recommendations for manning and goaling. Your territory analysis evaluated your market to show what you have to recruit from. Your station situation analysis will go a step further and evaluate resources, past productivity, and activity along with the marketing data. This will give you a more complete picture of where you are now and what directions you should take. Look at what you have and what has been done with it to determine what you should do next.

Resource Projections and Implications

Your resource projections include production recruiters and operating assets. As you address the production recruiter portion of your analysis, consider manning levels, comparing individual station RAFs to actual onboard counts. Take a look at your personnel turnover rate, both projected rotation dates and your average annual loss due to fault/no-fault transfers. Next consider the experience levels of personnel assigned. Check recruiter qualification standard (RQS) levels

required and attained. You should also consider CRF personnel assigned or required. Operating assets should include your zone's funding requirements for temporary additional duty (TAD), applicant travel, equipment and furnishings, and any DEP/COI functions planned. You can take this information from your budget input sheets.

Marketing Assumptions and Implications

Use the information that you have gathered for territory analysis to address economic and demographic assumptions, political and social assumptions, and goals and policy.

ECONOMIC AND DEMOGRAPHIC ASSUMPTIONS.– As you gather information on your territory, look at per capita income figures, unemployment rates, population figures, and the type of area you cover, such as rural or metro. You are looking for differences as well as trends that may affect recruiting. If per capita income is extremely high, a steady income may not be your biggest selling point. If unemployment is steadily decreasing, you may find stiffer competition for the recruitable market. Attitudes tend to differ in rural and metropolitan populations. Once you have identified some basic assumptions, look for ways to either overcome the detriment or capitalize on the benefit.

POLITICAL AND SOCIAL ASSUMPTIONS. – Political and social assumptions are made by gauging the local support for the military, rapport with the educational community, support for high school ASVAB testing, propensity to enlist, and competition from local industry and other services. Again, you are gathering data and making an educated assumption of its impact on recruiting so that you can develop a plan.

GOALS AND POLICY.– The NRD plan will include an annual goal planning matrix. At your level, you should make general statements concerning anticipated policy considerations. Include information on quantity as well as quality. An example would be that NRS A, a station with historically low ASVAB scores, will be goaled with a lower percentage of upper mental group enlistments, which will be offset by NRS B, which has steadily yielded 75 percent upper mental group enlistments. These considerations should all be based on available marketing data.

Past Productivity and Activity

This section of your analysis should include an evaluation of the previous year's ending recap sheet. You should also consider processing results. Your MEPS conversion rate will tell you how many applicants you should be processing to attain assigned goals. (This information was also used on your budget worksheet to determine applicant travel funds.) Evaluate your conversion ratios to determine training needs.

NALTS and LEADS results should be evaluated. What percent of your assigned goal can you plan from NALTS or LEADS? Is your station or zone meeting the district average in lead-to-contract ratios? Use your DOD all service accession data report to determine if you are getting the Navy's fair share of all service contracts. Finally, this section should contain leadership and management initiatives you have used or plan to implement.

CHAPTER 6

RECRUITING

This chapter covers the actual art and science of recruiting. We start with prospecting in each of the five modes and then briefly highlight enlistment eligibility requirements. Next we take a detailed look at the psychology and techniques used to sell the Navy. Wrapping up the chapter, we cover processing requirements.

As you read the prospecting and sales portions of this chapter, try to view the techniques and philosophies through the eyes of your recruiters. Many "natural" salespeople gravitate to the Career Recruiting Force (CRF) community. To be a successful recruiter, you may not have needed all the strategies. Now, as a recruiting supervisor, you are responsible for providing <u>all</u> the tools necessary for recruiting success to a variety of sailors with different personalities and characteristics. You must have a solid foundation of the basics to provide effective training to all. Even experienced recruiters who have regained their success after a period of decreased productivity oftentimes credit the turnaround to "getting back to basics."

PROSPECTING

The word *prospecting* often brings to mind the miners of old, with pick and shovel, in search of valuable mineral deposits. The miners' labors rarely met with success without some mental consideration and exploration. Like those miners, we too must exercise mental forethought and marketing exploration to achieve our goal of locating the valuable resources of quality prospects. With proper planning all modes of prospecting can yield results. Over the next several paragraphs we cover the five prospecting modes known as TRAMP (telephone, referrals, advertising, mail-outs, and personally developed contacts [PDCs]).

TELEPHONE PROSPECTING

The telephone is a valuable time-saver for prospecting. This method allows a recruiter to contact the most prospects in the least amount of time. It also can help to prequalify prospects to avoid wasted travel and interview time. Correct telephone technique will assure recruiters of legitimate contacts who are prepared to meet with them at agreed times and places.

Plan Calls and Mentally Prepare

Just knowing that the telephone is an efficient prospecting mode is not enough. Recruiters must plan their calls and mentally prepare themselves to project the proper image. The better the planning the more likely the recruiter will be to achieve the goal of setting an appointment. Random phone prospecting through stacks of prospect cards can lead to frustration and failure. You should train recruiters and remind them from time to time about the purpose of a phone contact, phone rejection, and phone power principles.

Purpose of a Phone Contact

Tell your recruiters that the purpose of a phone contact is to sell themselves to the extent of setting an appointment. They should never try to sell an enlistment over the phone. Only answer objections that have to do with getting an appointment on the phone. Objections to the Navy are best handled by promising to discuss them when they get together in person and have the time to examine the objections properly.

Phone Rejection

Some recruiters may dread phone prospecting because of the fear of rejection. They should understand there are four major reasons for recruiters to get rejected by prospects on the phone and only one of those reasons has anything to do with the recruiter.

- A phone call is always an interruption.

- The prospect thinks the recruiter will take too much of his or her time.

- The prospect is busy at the time the recruiter wants the appointment.

- The recruiter is not interesting over the phone.

By understanding these reasons, the recruiter can come to expect initial rejection over the phone and be more prepared to overcome it through effective phone techniques. A positive approach to rejection is illustrated by the story of a young sailor who loved to

dance. Now, he was not all that good-looking on the outside, but he had a good personality and a positive mental attitude. He would go to the club every weekend ready to dance. He would ask one young lady after another for a dance. Did we mention he was not good-looking? Well, some might even describe him as just plain homely. At any rate, he was rejected time after time. A shipmate asked how he could put himself through all that rejection and still keep a smile on his face. He responded, "One out of every ten ladies I ask will dance with me. So, every no puts me that much closer to a yes". The same positive attitude toward phone prospecting can keep those rejection blues away.

Phone Power Principles

Once your recruiters have developed confidence and familiarity with basic phone techniques, they should develop discipline in the use of the phone to make it profitable. The following five basic rules will pay off with more appointments:

1. Chain yourself to the desk. Schedule time to use the phone wisely and use it.

2. Set a time limit that will fit your overall schedule and stick to it.

3. Don't let anyone or anything disturb you. Save that cup of coffee for later.

4. Don't use the phone just because you need an appointment. When you believe the prospect will benefit from your phone call, you project enthusiasm over the phone.

5. Don't stop on an unsuccessful attempt. Stop on success.

PHONE POWER STEPS

The appointment power, phone/PDC technique, shown here in figure 6-1, gives a step-by-step plan for setting appointments. The technique also provides suggested dialogue covering some of the circumstances encountered by recruiters when using the telephone as a prospecting tool. We'll start with determining the best time to call, then review the steps and analysis of phone power.

Determining the Best Time to Call

All phone prospectors know that some times of the day are better than others to contact prospects. You can logically narrow down some times. Knowing school hours, work shift schedules, and the like can reduce the number of attempts needed to make a contact. Every "not home" contact should include the question, "When is the best time to call back?" Adding this type of blueprinting information (more about blueprinting later) to the prospect card can increase phone efficiency. What about planning cold calls where no previous blueprinting has been done? How can a recruiter determine the best time for phone prospecting for his or her territory? Keeping a simple clock log can narrow down the most effective hours for phone prospecting. Have the recruiter keep track of all phone attempts and contacts for 1 week. The recruiter should try to schedule phone prospecting for a variety of times during this week. The more attempts that are made, the more accurate a picture can be drawn. Make a simple tick mark in the hour that the attempt is made and circle the mark if a contact with the prospect is made. At the end of the week, have the recruiter compute the attempt to contact ratios for the different times of the day. The lower the ratio, the more effective the time is for planning phone prospecting. Keep in mind, people's schedules do change and the recruiter may want to recalculate the best time to call every 3 to 6 months.

Smile

Smiling is contagious and puts a pleasant lift into your voice. It's difficult to sound enthusiastic with a frown on your face. If your recruiters have planned phone prospecting and appear tired or in a poor frame of mind, suggest that they take a few minutes to relax or revitalize before picking up the phone. Their attitude must be positive to reap results.

Identification

The identification step lets the person answering the phone know that the caller is a Navy representative. Trick calls or misleading representations have no place in professional phone prospecting. You are a representative of the Navy — be proud of that fact.

Courtesy Statement

Use a courtesy statement to convey to the prospect that you realize that a phone call is an interruption. The recruiter, in effect, is removing one of the reasons

APPOINTMENT POWER
PHONE/PDC

1. (PROSPECT'S NAME). THIS IS (YOUR NAME)

2. DO YOU HAVE A MINUTE?

3. THE REASON I'M CALLING IS, I'M THE NAVY REPRESENTATIVE HERE IN _____ AND

   A. REFERRAL: I WAS TALKING WITH A MUTUAL FRIEND OF OURS _____ AND HE/SHE HAD SOME NICE THINGS TO SAY ABOUT YOU; HE/SHE ALSO FELT THAT SOME OF THE IDEAS THAT WE DISCUSSED WOULD BE OF SOME VALUE TO YOU.

   B. ASVAB: I JUST RECENTLY RECEIVED YOUR ARMED SERVICES VOCATIONAL APTITUDE BATTERY SCORES THAT YOU TOOK AT ____ H.S. I HAVE THOSE SCORES.

   C. RÉSUMÉ: I RECENTLY RECEIVED/REVIEWED YOUR RÉSUMÉ AT THE PLACEMENT OFFICE (CAMPUS) AND FIND YOUR BACKGROUND QUALIFICATIONS (IMPRESSIVE/INTERESTING).

   D. DIRECT MAIL: I RECENTLY RECEIVED YOUR REPLY CARD REQUESTING INFORMATION ABOUT_____. DID YOU RECEIVE IT YET? _____ WELL FINE. (PROSPECT'S NAME), I HAVE SOME ADDITIONAL INFORMATION TO SHARE WITH YOU.

   E. COLD CALL: I'VE BEEN WORKING WITH OTHER GROUPS/ORGANIZATIONS/STUDENTS HERE (NAME OF CITY/SCHOOL/CAMPUS) AND SOME OF THE IDEAS WE'VE DISCUSSED I FEEL WILL BE OF SOME VALUE TO YOU.

   F. RZs-PRIOR SERVICE: EXPAND ON BENEFITS DERIVED FROM BROKEN SERVICE ENLISTMENTS.

   G. LEADS: I WAS NOTIFIED BY MY DISTRICT PERSONNEL OFFICE THAT YOU WERE INTERESTED IN NAME OF FIELD/PROGRAM.

4. AND BESIDES THAT I WOULD LIKE TO MEET YOU/YOUR SON/DAUGHTER PERSONALLY,

5. AND I WAS WONDERING

   A. PROSPECT IS AT HOME: DO YOU NORMALLY HAVE A DAY OFF/FREE PERIOD DURING THE WEEK?

             WOULD MORNING OR AFTERNOON BE BETTER?
             WOULD TIME OR TIME BE BETTER FOR YOU?

   (1) (PROSPECTS NAME) DO YOU HAVE A PEN AND PAPER?

   (2) MY NAME IS (SPELL IT), MY PHONE NUMBER IS _____ .

   (3) I'M WRITING DOWN (DATE) AND (TIME) AND YOU WRITE DOWN (DATE) AND (TIME).

   (4) VERIFY THE PLACE OF APPOINTMENT.

Figure 6-1.—Appointment power, phone/PDC technique.

(5) IN THE EVENT YOU DO NOT WANT TO GET IN TOUCH WITH ME SOONER THAN (DATE) AND (TIME) JUST GIVE ME A CALL.

(6) BY THE WAY, WHICH PHONE NUMBER DID I GIVE YOU (HOME OR OFFICE)?

(7) (PROSPECTS NAME), DO YOU HAVE WHEELS, TRANSPORTATION, ETC.?

6. (PROSPECT'S NAME) JUST SO I'M BETTER PREPARED FOR WHEN WE DO GET TOGETHER, DO YOU MIND IF I GET YOUR ANSWERS TO A FEW QUESTIONS?

A. HOW TALL ARE YOU?

B. HOW MUCH DO YOU WEIGH?

C. HOW OLD ARE YOU?

D. DID YOU GRADUATE FROM HIGH SCHOOL WITH AN ACADEMIC DIPLOMA?

E. IN YOUR OPINION, WHAT IS YOUR PHYSICAL CONDITION?

F. DO YOU HAVE ANY HOBBIES OR INTERESTS?

7. GREAT (PROSPECTS NAME) I'M LOOKING FORWARD TO MEETING YOU ON (DATE) AND (TIME).

OBJECTIONS

1, UNIVERSAL: FEEL. FELT. FOUND. "I UNDERSTAND HOW YOU FEEL, OTHERS HAVE FELT THE SAME WAY UNTIL THEY FOUND..."

2. CATCHALL: I'LL KEEP THAT IN MIND!"

3. NOT INTERESTED: "YOU KNOW THAT DOESN'T REALLY SURPRISE ME, HOW CAN YOU BE INTERESTED IN SOMETHING YOU REALLY HAVEN'T HAD A CHANCE OF SEEING, AND THAT'S WHY I CALLED RATHER THAN JUST SHOW UP UNEXPECTEDLY." WOULD DAY OR DAY BE BETTER?

4. MAIL ME THE INFORMATION: I COULD DO THAT, BUT THEN I WOULDN'T HAVE THE CHANCE OF MEETING YOU PERSONALLY. WOULD DAY OR DAY BE BETTER?

5. TELL ME OVER THE PHONE: I COULD DO THAT, BUT THEN I WOULDN'T HAVE THE CHANCE OF MEETING YOU PERSONALLY. WOULD DAY OR DAY BE BETTER?

6. NO TIME. TOO BUSY: YOU'RE BUSY AND I'M ALSO BUSY, THAT'S WHY I CALLED RATHER THAN JUST SHOW UP UNEXPECTEDLY, WOULD DAY OR DAY BE BETTER?

7. WHAT ARE THESE IDEAS: THEY'RE IDEAS THAT LEND THEMSELVES TO SHOWING YOU RATHER THAN TELLING YOU OVER THE PHONE. WOULD DAY OR DAY BE BETTER?

8. WHEN ALL ELSE FAILS: (NAME) LETS MAKE A DEAL, WHAT I HAVE TO TELL YOU WILL TAKE ABOUT 10 MINUTES, AND I'LL BE HAPPY TO INVEST 10 MINUTES OF MY TIME AGAINST YOUR OPEN-MINDEDNESS—IS THAT FAIR ENOUGH?

9. FAIL SAFE: I'LL PROMISE NOT TO RECRUIT YOU IF YOU PROMISE NOT TO ENLIST (NAME). WOULD DAY OR DAY BE BETTER?

Figure 6-1.—Appointment power, phone/PDC technique–Continued.

for phone rejection. The courtesy statement also establishes initial rapport with the prospect.

Create Interest

This step immediately uses the initial rapport the recruiter has established to further show the prospect why he or she should be interested in meeting with the recruiter face to face.

Ask for the Appointment

This step is where we meet the objective of the phone call. In the previous steps, the recruiter mentions getting together. Now, the recruiter continues immediately by suggesting a couple of alternate times for the appointment. By offering alternate times or days, the recruiter has given the prospect two choices, either of which is acceptable. If asked, "Can we set a time to get together?", the prospect still has two choices. The difference is that the choice of saying no is not to the recruiter's advantage.

Ensuring the Appointment

To decrease the no-show rate, make the appointment at a location convenient for the applicant. The ideal location for the interview is in the Navy recruiting station (NRS). It is easier for recruiters to control the interview in their own environment. Additionally, recruiting aids and evidence are more readily available. There are times, however, when it will be more advantageous to set the appointment outside the office. If transportation is a problem for the applicant or if the recruiter has already planned to be in the area, outside appointments may be preferred. Recruiters should always restate the date, day, time, and place of the appointment to confirm in the prospect's mind the agreement to meet with them and make sure the appointment won't be forgotten. There are two insurance policies that also will help recruiters cut down on their no-show rates.

REMINDER NOTE.– If the appointment is several days away, write a brief note or postcard.

Example:

DEAR (PROSPECTS FIRST NAME),

I'm looking forward to meeting with you personally on

_____
(DATE)   (TIME)   (LOCATION)

_____
RECRUITERS SIGNATURE, U.S. NAVY

REMINDER CALL.– The evening before the scheduled appointment, contact the prospect and, using steps 1 and 2 of the appointment power technique, explain that your schedule has changed slightly. You will be a few minutes early or late (whichever you choose) and you were wondering if that would affect the prospect's schedule. Another idea to use for your reminder call is to call the prospect ahead of time and tell him or her that you would like to know where his or her interests lie before you get together so you can be sure to have information available. At this point, you will find out if the prospect is a bona fide appointment or a scheduled no-show. If it is the latter, determine why, overcome the objection, and try to reschedule the appointment. Don't waste gas or your most valuable asset – time – by driving or waiting in your office for a prospect who has no intention of keeping the appointment.

Handling Objections

Prospects frequently raise objections to meeting with recruiters. Make sure your recruiters understand that this is not a failure on their part to sell the appointment, but a display of human nature. We have conditioned ourselves to say no to phone solicitations and ask "What's the catch?" when offered a benefit. As with phone rejection, recruiters should expect objections, so they will be more prepared to deal with them. A refusal to meet on Tuesday or Wednesday may not be a turndown. The prospect may simply need a more desirable day. If the individual is unable to meet with the recruiter on several alternative dates, chances are it's an excuse not to set an appointment. Find out what the real objection is and return to the appointment power script. Make sure you understand what the prospect is objecting to. Seek referrals even if you cannot secure an appointment.

Analyzing Phone Power

So far, we've reviewed the basics of phone power. You will need to monitor your recruiter's phone prospecting success and determine needs for further training. The only way to evaluate recruiters' phone technique effectively is to listen when they are actually phone prospecting. Role playing was fine in Enlisted Navy Recruiting Orientation (ENRO), but you should be involved with the actual prospecting evolution to determine problem areas. You should check the recruiter's phone voice, use of the script, objection handling, and effectiveness in different situations,

PHONE VOICE.– Check the recruiter's phone voice. Does it project enthusiasm? Is it natural and positive? Also critique the rate of speech, volume, tone (well modulated versus monotone), and how easily the recruiter is to understand. The primary question is whether or not the recruiter sounds interesting.

USE OF THE SCRIPT.– It is fine for recruiters to keep a copy of the appointment power script in front of them. They should, however, know it well enough to deliver it comfortably. They should feel free to use some of their own words, as long as they stay with the intent of the script. All recruiters must understand and believe <u>the script works</u>. Alternate phone calls with them to show them that using the script will net appointments. Don't worry if all your phone attempts don't result in an appointment. It is also good for recruiters to see you calmly handle phone rejection, ask for referrals, and maintain your positive enthusiasm.

HANDLING OBJECTIONS.– Listen for objection-handling techniques. Does the recruiter handle only those objections to the appointment and refrain from answering objections to the Navy over the phone? How many objections did the recruiter overcome before throwing in the towel? There is no magic number. Some salespeople say that you should take up to seven no's before giving up. Others will tell you that an appointment made after overcoming seven objections will likely be a no-show. It is up to you, based on experience in the area, and the recruiters, based on their perception of the prospect, to determine how many objections they should overcome.

SPECIFIC SITUATIONS.– Check how well the recruiter adapts to different situations. He or she may not find the prospect at home or contact may be made with or without a resulting appointment.

Prospect Is Not at Home. – If the prospect is not at home but contact with someone occurs, rate how well the recruiter relates with the person on the phone. Does the recruiter determine who is on the line, ask a few blueprinting questions, get a best time to call the prospect back, and ask for referrals?

Contact Is Made Without Setting an Appointment.– When contact is made and no appointment is set, in addition to checking the voice, script use, and objection handling, see if the recruiter was able to maintain rapport with the prospect. Were some basic blueprinting questions answered? Did the recruiter ask for referrals? Did the recruiter let the prospect know he or she would check back with the prospect again? Did the recruiter leave the prospect an excuse for changing her or his mind later? A good line to use is, "Keep in mind that people's plans do change. If yours do, I'd like to hear from you," Leaving this opening for future contacts can help the prospect who, after thinking about it or having a change in personal circumstance, decides that he or she would like to meet with a Navy recruiter after all.

Contact and Appointment Is Made.– If an appointment is made, how far in advance should it be set? Appointments set too far in advance have no-show potential. The prospect may lose interest, succumb to peer pressure, have a change of plans, or simply forget. Is the location the most advantageous for the prospect? Although the office is the best location for the recruiter, it may not be for all prospects. Make sure the recruiter took the prospect and his or her transportation alternatives into consideration when setting the location. Did the recruiter blueprint? Ask the recruiter how he or she feels about the appointment? Did the prospect sound eager to meet with him or her or did the prospect surrender? If the recruiter does not feel good about the appointment being kept, he or she should take some insurance policy steps to increase the odds. The recruiter might even want to get a delayed entry program (DEP) member to talk with the prospect before the appointment date. If the recruiter is going to have to drive out to meet with the prospect, he or she should try to schedule another appointment in the area for effective time management.

REFERRALS

Referral prospecting is preferred by successful recruiters more than any other mode. They realize that referrals can be pre-blueprinted. Add that to having a mutual acquaintance and conversations can be much

easier to initiate. Referral sources are important. More important than who you ask for referrals, though, is how you ask for them. We'll discuss both sources and technique in the following paragraphs.

Referral Sources

Virtually anyone can become a source of referrals. All you have to do is ask. Some sources, however, will have more frequent contact with the quality market you are looking for.

DEP PERSONNEL. – Your best sources of referrals are personnel in the DEP. They have already decided to go Navy and can have considerable influence with their peers. Some may readily provide referrals but most will need some motivating toward that end. The Delayed *Entry Program (DEP) Leadership Manual,* COMNAVCRUITCOMINST 1133.7, provides information on establishing a written DEP advancement plan based on referrals. There are also a variety of "Who do you know?" sheets that help to trigger the DEP member's memory when providing referrals. Figure 6-2

WHO DO YOU KNOW?

This is a good referral generating exercise to use at delayed entry program (DEP) meetings or anytime you have a DEP member who has trouble thinking of people to refer. Use five or six questions from the list at a time. After the DEP members have provided names, let them know that these names could be the starting point you need to start working for them to help them reach their referral/advancement goal. Blueprint to find out if the names can be bona fide referrals. Besides qualifying questions, ask about their plans, interests, and hobbies. Use your imagination to add to the list. Some questions identify physical or mental attributes, benefit needs, and others are just for fun and memory jogging. Good luck and have fun with it.

1. Who is your best friend? Worst enemy?
2. Who was the best student in math class? Science class?
3. Who was the best all-around athlete in your graduating class? Class clown?
4. Who sat in front of you in English class? Behind you?
5. Who drives a red car? A car that needs to be painted?
6. Who is the best auto mechanic?
7. Who is the smartest person you know? Strongest?
8. Who do you know that works in a hardware store? An auto parts store? A gas station?
9. Who do you know that works in a fast-food store?
10. Who is the best dressed person you know?
11. Who is the best baseball player? Basketball player? Football player?
12. Who has the fastest car? Best-looking car?
13. Who has the biggest dog? Strangest pet?
14. Who owns a motorcycle? A four-wheeler?
15. Who has a parent that is retired military? On the police force? Unemployed? Working in a factory?
16. Who has red hair?
17. Who do you know that bags groceries? Delivers pizza?
18. Who do you know that plays chess?
19. Who is the best video game player? Pool player? Bowler?
20. Who is starting to get a receding hairline?
21. Who took welding in VOTECH? Electronics?
22. Who wants to go to college but thinks it's unaffordable?
23. Who dropped out or is not going back to college?
24. Who is the best shot with a pistol, rifle, or shotgun?
25. Who is the best swimmer? Wrestler? Weight lifter?
26. Who has a flag flying in front of their house?
27. Who likes to hunt? Fish? Go camping?
28. Who do you know that has been to Hawaii? Europe?
29. Who owns a CB radio? Corvette? Personal computer?
30. Who likes to scuba dive? Skydive? Race cars or bikes?
31. Who has or is getting a pilot's license?
32. Who is looking for a job?
33. Who has complained about making minimum wage? Boring jobs?

Figure 6-2.—Who do you know? - referral sheet.

gives an example of such a form. The form should not be used in its entirety. Instead, ask a few of the descriptions at a time and then blueprint the resulting referrals, Recruiters should not ask for more than they can effectively follow up on at one time.

PROSPECTS AND APPLICANTS.– Every interview, whether closed, scheduled for follow-up, or disqualified, should end with a request for referrals. Try asking "Who do you know. . ? rather than "Do you know. . ?" This assumes that yes, of course, they know someone who can benefit from hearing about Navy opportunities. Don't discount those individuals who are not enlistment eligible themselves, especially when they have displayed a genuine interest in the Navy. By letting them know that they can be a part of the Navy in another way, as an Honorary Navy Recruiter, you can be well on your way to developing a productive center of influence (COI). All applicants should be tasked with providing referrals during the initial interview. Let them know that providing referrals will enable you to start working for them right away to help them earn an advancement before they even leave for basic training.

CENTERS OF INFLUENCE.– Anyone can be a potential COI. COIs, however, must be cultivated by the recruiter. They should know the type of prospect we are looking for and a little of what we can provide. Recruiters should build rapport with COIs just as they would with a prospect. Scout leaders, youth group advisors, YMCA/YWCA personnel, and teen employment counselors are natural choices for COI cultivation. Other potential COIs might include managers of fast-food restaurants, video arcades, cycle shops, or any other establishment that appears to draw the target market crowd. Use your imagination and keep an open mind whenever you are meeting people in the community.

SCHOOL COUNSELORS.– A natural source of referrals is the school guidance counselors. They are in the position to have frequent contact with a large part of your primary market. They are also involved with helping these young people plan their futures. Some counselors may want to push every student toward continued education. Recruiters should educate the counselors on the excellent training and educational opportunities offered by the Navy. Make sure they are kept up to date on information that will meet their goals as well as ours. By providing Armed Services Vocational Aptitude Battery (ASVAB) information and analysis, updates on past graduates who have enlisted,

and support for school activities, recruiters can build rapport that will enhance their referral business. A bit of personalized rapport can go even further. Use your imagination to find out counselors' birthdays and send them a card each year. Thank-you cards for any special assistance can make a hit. Keep in mind that recognition is not as frequent in the educational community as you may be used to in the Navy. Those letters of appreciation and commendation can be important in increasing counselors' support of Navy recruiting. Imagine the surprise of counselors who have not been too helpful in the past when the letter of appreciation is delivered by the recruiter, framed and ready for hanging. They may decide there are some ways they can help after all.

OTHER SERVICE RECRUITERS.– Recruiters also should build and maintain rapport with the other service recruiters in their territory. Many times eligibility requirements differ slightly from one service to another. Qualified prospects may decline enlistment in one branch of the armed services but still be open to another. Be cautious when accepting referrals who do not qualify for another service. We don't want to look like the service of last resort.

PARTICIPANTS IN RECRUITING ASSISTANCE PROGRAMS.– There are several programs designed for active duty personnel to provide assistance to Navy recruiters. The *Standard Operating Procedures Manual,* COMNAVCRUITCOMINST 5400.2, provides information on the Recruiting Assistance Leave Program. The *Administrative Procedures for the Hometown Area Recruiting Program (HARP), Officer Hometown Area Recruiting Program (OHARP), and Senior Minority Assistance to Recruiting (SEMINAR) Program,* COMNAVCRUITCOMINST 1300.1, and *Policies and Administrative Procedures for the Hometown Area Recruiting Program (HARP), Officer Hometown Area Recruiting Program (OHARP), and Senior Minority Assistance to Recruiting (SEMINAR) Program,* OPNAVINST 1300.16, provide background, policy, and procedures for the HARP, OHARP, and SEMINAR Programs. To get the best results from participants in these programs, the recruiter-in-charge (RINC) should spend sometime with them for training, indoctrination, and planning. Participants should see recruiters at work and be given instruction on telephone and personal contact skills. They should be provided some information on Navy programs and eligibility requirements. The RINC should help participants set up a plan of action and goals based on their knowledge and abilities. Recruiting assistance

program participants should be expected to provide personal referrals, phone contacts, and interface with COIs. They may also be helpful by making presentations or visits at local schools and participating in interviews with high school counselors and teachers. Most of the participants will not readily know how they can help the recruiting effort. It is up to the RINC to help them see where they can be most useful. The ultimate goal of recruiting assistance program participants is to provide referrals who will enlist, but there are many other benefits that can be derived from their assignment. Their very presence in the community can be a living example of Navy opportunities. Make sure they know that they are advertising for the Navy each time they go out in the community. Stress the importance of professional appearance and conduct. Above all make them feel that they have an important job to do during their assignment. Make sure press releases are made announcing their arrival. Provide training and monitor their progress. Now let's look at the programs individually so you will have a better understanding of your participants.

Recruiting Assistance Leave program.– To qualify for receiving 5 days of nonchargeable leave, personnel must be on regular leave between A or C school or apprenticeship training and their first permanent duty station. Members are authorized to help the local recruiter for 5 consecutive days. They are expected to participate in regularly scheduled school canvassing visits, to speak at recruiting functions and civic activities, to follow up PRO-Navy recruit training center (RTC) referrals, and to accompany recruiters on home visits. After completion of recruiting assistance, members with the proper endorsement from the Navy recruiting district (NRD) will be credited with up to 5 days of nonchargeable leave.

Hometown Area Recruiting Program.– HARP is a program that returns enlisted personnel to their hometowns for a 12-day period to help local recruiters by relating their Navy experiences to their peers. Participants are assigned to the recruiting station nearest their hometown on permissive no-cost temporary additional duty (TEMADD) authorizations normally in conjunction with regular leave. HARP duty is not authorized in conjunction with permanent change of station (PCS) orders. Participants must be screened by their commanding officers (COs) and exemplify the highest standards of military appearance, conduct, and courtesy. They must be high school graduates from the town where they want to participate in HARP and their home must be within 30 miles of a recruiting station.

They should normally be under 24 years of age (waivers are considered on a case-by-case basis) and must provide their own transportation to and from the NRS. The NRD may authorize them to operate government vehicles during their assignment for recruiting business only.

Senior Minority Assistance to Recruiting Program.– The SEMINAR Program was established to provide assistance to the Navy in its efforts to recruit more black and Hispanic applicants and to enhance the Navy's image in these communities. Through this program, the Navy temporarily returns (for a minimum of 20 days) highly qualified black and Hispanic officers and senior enlisted personnel to their home communities to meet with local influential community members and to discuss the variety of educational, career, and advancement programs the Navy offers. Although the program is specifically targeted to black and Hispanic communities, participation is open to other minorities when the Navy needs specific recruiting assistance. SEMINAR is performed in conjunction with PCS orders and, usually, the participant is entitled to per diem and travel allowances. SEMINAR participants must be volunteers in paygrades E-6 through E-9 or W-2 through O-6, Personnel in grades O-4 and below will be screened by their COs. There are no rate or age restrictions.

Referral Techniques

As we mentioned before, how you ask for a referral is more important than who you ask. If you walk into a room and ask who knows someone who wants to go in the Navy, rarely will a profusion of hands be raised. Ask who knows someone who needs money for college, a good job, training, travel opportunities, or financial security and you are likely to get a more positive response. When asking for referrals, we must paint a picture of the prospect we are looking for. People need some frame of reference to remind them of people they know who would benefit from Navy opportunities. Be creative, One particular y imaginative recruiter was working with a COI to get some new referrals. The recruiter asked, "Who do you know that I should be talking to – someone who has good potential but needs some new opportunities, someone who would make a good team player, someone who needs to continue his or her education, someone who can be a leader. . ." Each picture left the COI without a referral in mind. Finally, the recruiter asked, "Okay, I'll bet there is some young fellow who hot rods up and down your street that you'd like to send to boot camp." The COI smiled

and said, "Now that you mention that, Johnny Smith is a really nice kid, but he loves to tinker with his car late at night. I did hear that he was looking for a job as a mechanic." With a bit more blueprinting, this recruiter was ready to make a solid referral contact. Another innovative recruiter, upon connecting with a wrong telephone number, began a friendly conversation with an elderly lady on the other end, apologizing for the inconvenience. He told her she sounded like a very nice person on the phone and asked if by any chance she was patriotic. She responded favorably. So the recruiter went on to ask if she could do one thing for her country that wouldn't cost her a dime, would she be interested. Again she responded positively. The recruiter then said, "Well ma'am, if you were the Navy recruiter here in town, and it was up to you to put three new sailors in the Navy this month to save this great country of ours, who would be the first three names that would come to mind?" Needless to say, the recruiter got three referrals, plenty of preapproach blueprinting, and a new friend of the Navy — all from a wrong number.

Referral Follow-Up, Feedback, and Recognition

The best way to continue getting referrals from any source is to be sure to follow up immediately, provide feedback, and give timely recognition. When recruiters receive referrals they should also do some blueprinting to include a good time to reach the prospect either by phone or in person. Then they should follow up on the contact as soon as possible. After contact has been made, recruiters should get back to the source of the referral to let them know the outcome. If the referral results in a contract, a request for referral recognition should be submitted immediately. The *Recruiting Referral Recognition Program,* COMNAVCRUITCOM-INST 5305.1, provides policy and procedures for requesting recognition, awards, and advancement for referrals that result in new contracts. By keeping the referral source informed, giving feedback on the progress of their referrals, and providing recognition, you are including them in the Navy team. Continued support from these individuals will be likely.

ADVERTISING

One of the primary goals of advertising is generating qualified leads for recruiter follow-up. Although recruiters do not purchase advertising themselves, they work the leads that are generated from it. There are two sources of advertising leads, local

advertising and national advertising. Chapter 7 will cover advertising efforts in detail. In the next few paragraphs we will look at the prospecting, reporting, and follow-up of both local and national leads.

Local Leads

Leads generated from local advertising are processed through the NRD's LEADS tracking center (LTC). The LTC uses a system called the Local Effective Accession Delivery System (LEADS) to process responses to locally placed ads and direct mail. The *LEADS Tracking Centers,* COMNAVCRUITCOM-INST 1143.2, provides complete guidance and policy. Prospects call a special phone number at the NRD or send a response card back to the LTC. Trained interviewers screen the callers using a script to see if they are qualified and interested in talking to a recruiter. If they are, the LTC notifies the recruiter right away – within 30 minutes if possible – by phone and forwards a prospect card within 24 hours by mail. LTCs with three-way calling capability will get the recruiter on the line, introduce the prospect, and sign off. Recruiters must fill out a leads feedback sheet and return it to the LTC after working the lead. We must remember that these leads are interested in a job and training but not necessarily in the Navy. The prospects are prescreened, but it is still up to the recruiter to sell the prospect on the Navy.

RECRUITER FOLLOW-UP AND REPORT-ING.– Every qualified and interested lead sent to a recruiter includes a feedback sheet in the format of figure 6-3. These sheets must be completed and returned to the LTC within 15 working days. Lead attempts must be made daily until contact is made. Lead cards will remain in the working tickler for 4 months, or until contracted, disqualified, or otherwise made unworkable. Some LTCs may send qualified but not interested leads to recruiters. These are useful for market identification and future follow-up but do not require feedback.

LTC REPORTS.– The LTC supervisor provides several reports that are useful for leads effectiveness evaluation. The Enlisted LTC Production Report, Enlisted Leads Dispatch Report, and the RTC Dispatch Report are sent weekly to the chief recruiter (CR), zone supervisors (ZSs), and RINCs. The tracking reports for newspaper advertising and direct mail efforts are not usually distributed to the field but are available from the LTC if you want to review them.

```
                    ENLISTED LEADS FEEDBACK WORKSHEET

 *************************************************************************
 *     PROSPECT NAME:   [                                          ]  *
 *           ADDRESS:   [                                          ]  *
 *                  :   [                                          ]  *
 *         TELEPHONE:   [                    ]                         *
 *************************************************************************


                                        Return to LTC by:_____

 From:    NRS_____

 To:      LEADS Tracking Center

 Subj:    Enlisted LEADS Feedback

 1. I contacted _____ on _____ and he/she was:
                    (prospect)          (date)

         (   )   Not qualified for the Navy because _____
                                                          (reason)

         _____

         (   )   Not interested in Navy opportunities because _____

         _____
                                    (reason)

         (   )   Interested and I am continuing to work the lead.

 His/Her social security number is: _____.



                        _____
                                    (Recruiter)
```

Figure 6-3.-Leads feedback sheet.

● Enlisted LTC Production Report. This report is issued weekly and provides local lead and the RTC PRO-Navy referral lead information by station, zone, and NRD total. This report gives the number of leads sent for the week, month, and year to date along with fiscal year to date ratios for lead to contract. Supervisors should spend some time comparing these ratios to determine if their people are aggressively pursuing leads.

● Enlisted Leads Dispatch Report. This report lists leads sent to each NRS with name and phone number. The weekly dispatch report is a vital follow-up document for supervisors. Carry the report to station visits. These are cards you will want to see when checking for prospecting efforts. How a station works its leads usually tells a supervisor alot about its overall prospecting efforts.

● RTC Dispatch Report. This is a weekly report of all RTC PRO-Navy referrals sent by station and zone. Be cautious when analyzing these leads. Stations that work their DEP personnel vigorously for referrals before they ship may not receive many RTC leads or may have already contacted those that they do receive.

● Newspaper/Advertising Tracking Report. This is a monthly report generated by the LTC, The report lists all ads, number of times run, responses, and costs figured per qualified interested lead and contract, The LTC must make sure advertising is cost-effective. If you request ads be run in specific papers, the LTC will check for past productivity of advertising before placing new ads.

● Direct Mail Tracking Report. This is also a monthly report. It details direct mail efforts and figures cost per lead and contract for effectiveness tracking.

National Leads

The Navy Opportunity Information Center (NOIC) is a prime source of leads. The NOIC is a computerized lead fulfillment system that answers inquiries sent in response to national advertising in magazines, direct mail, public service, take-one cards, and all advertising with the NOIC reply address. The NOIC processes all inquiries made in response to advertising via the toll-free telephone number, 1-800-USA-NAVY. The NOIC prescreens leads for the recruiter based on information available on the response card. This information is usually limited to name, address, and phone number. Each prospect is sent literature and a personalized letter within 24 hours by return mail. The local recruiter's NRS address, phone number, and the hours of operation are included in this letter. The prospect is invited to contact the recruiter for further information. At the same time the letter and literature are mailed to the prospect, the NOIC will send the prospect's name to the recruiter on a 5 by 8 prospect card and to the NRD LTC by computer modem. If the inquirer has checked <u>Call me</u> on the reply card, a special notation prints out on the prospect card. The NOIC helps eliminate undesirable leads by rejecting invalid responses. Pranksters who use names of well-known public figures or multiple responses from an individual using the same address are also rejected. Additionally, names may be eliminated by the recruiter by sending in a name deletion form to the LTC.

NATIONAL LEAD TRACKING SYSTEM.– The National Lead Tracking Systems (NALTS) is the system used to track NOIC leads. The NALTS is a management tool designed to measure and improve the quality of nationally produced leads and to help you make goal. The only source of information for evaluating NOIC leads is the recruiter completed NALTS feedback card. This card is attached to every prospect card generated by the NOIC. The NALTS is a full loop follow-up system. Recruiters must return every NALTS card to the NRD LTC within 30 days. The LTC verifies each card for accuracy and updates the NOIC computer files via the NALTS Electronic Transmission (NET) system. Before returning the NALTS card to the LTC, recruiters must be sure a final disposition is provided for the lead by answering question 2, 3, or 10. Otherwise the lead is considered an open lead and cannot be processed. If the NALTS card is not returned on time, it is considered overdue and this is noted on a report to the CR. If after 105 days the NALTS card is still outstanding, it is considered delinquent. After 136 days the lead is automatically closed out.

NOIC NALTS REPORTS.– As part of the NALTS, the NOIC generates a series of weekly and monthly management reports that detail lead status and compare NRS/NRD/Commander, Navy Recruiting Area (CNRA) performance in following up on national leads.

NOIC Weekly Lead Dispatch Report.– The NOIC Weekly Lead Dispatch Report is distributed to all ZSs, It is an extremely effective tool to evaluate national leads follow-up. This report lists all eligible leads sent to NRSs for the week with the same information that was shown on the NALTS lead card. Overdue, delinquent, and force-closed leads are listed as well as NALTS field reported activities. ZSs should carry this report on station visits for eligible lead follow-up and immediately clear any overdue, delinquent, or force-closed dispositions. Even force-closed leads can be reopened and given a recruiter-supplied disposition by returning the NALTS feedback card, a blank NALTS card with appropriate information applied, or an accession reporting card.

NALTS Executive Summary.– The NALTS Executive Summary is a management report showing the performance of each station, district, and Area in following up national leads. This report reflects total leads sent to the field since the beginning of the fiscal year. It specifies those leads working, accessed or not accessed, and those that have not been reported on within allotted periods. The NALTS Executive Summary details from best to worst performance,

national lead production based on ratios of leads accessed by enlisted leads for all districts within an Area, and enlisted and officer by all Areas.

NALTS RANKING REPORT.– The NALTS Ranking Report is a management report derived from the NALTS Executive Summary. It provides a quick overview of the national standing of each district and Area in the follow-up of both officer and enlisted leads in the major performance categories of overdue leads, tested leads, system force-closed leads, and accessed leads.

NALTS MONTHLY LEAD STATUS REPORT.– The NALTS Monthly Lead Status Report is an accounting report of all national leads that an Area, district, or station is handling during a fiscal year. The report is divided into four categories — leads in process, total accessed, total not accessed with reasons, and overdue leads not reported on and force-closed by the system. The performance of an Area/district/station in these categories can be compared to the national average of all Areas/districts/stations to determine if performance is above or below the national norm.

NAVY RECRUITING STATION AND ZIP CODE LISTING.– The station and ZIP Code listing provides to the NRDs the phone number, address, and hours of operation for the district and all stations within the district. It also provides a listing of all ZIP Codes and zone codes currently assigned to the stations as directed by the district and recorded by the NOIC. The NRS and ZIP Code listing is distributed monthly to the LTC for update or changes. The stations receive a copy of the ZIP Code territory listing for informational purposes only. The information on this report is used daily to direct prospects from national advertising to their local district and station and to issue NALTS prospect cards for follow-up.

PERSONALLY DEVELOPED CONTACTS

The *Science and Art of Navy Recruiting Manual,* COMNAVCRUITCOMINST 1133.6, defines personally developed contacts (PDCs) as a method of prospecting an individual with whom the recruiter initiates conversation to determine whether or not he or she is a candidate for the Navy. This method of prospecting is basic canvassing – getting out in your territory and canvassing the people you meet. PDC canvassing is not always easy. Some recruiters have a natural ability to initiate conversations. Others may be inhibited by a culture that teaches them not to speak with strangers. It

takes a certain amount of confidence and enthusiasm to PDC. Recruiters should understand that rejection is not the end of the world. A <u>no</u> on the street should be no more traumatic than a <u>no</u> on the phone. The right approach to PDC canvassing will vary depending on the personality of the recruiter, but the following paragraphs offer suggestions to consider.

PDC Planning

A little planning goes a long way in developing PDCs. Familiarize yourself with your territory, You should know where to concentrate your PDCing efforts. Look for places where potential prospects congregate. PDCing will be a part of every itinerary, but should be scheduled at other times as well. Talk with business owners or others in the area that can recommend the best time to find the market you are looking for. Once primary canvassing targets and times are identified, each recruiter must develop his or her own approach and be aggressive in creating and using opportunities for initiating conversation. Always carry a good supply of calling cards and some small giveaway items.

Using the Appointment Power, Phone/PDC Script

The appointment power script is designed for PDCing as well as phone prospecting. Recruiters must use the script in a natural and fluid manner to be effective. This requires practice and real life application, Recruiters may want to tailor the script to fit their personalities and the style of the market they are prospecting.

Friend-Finding

Sometimes recruiters are intimidated by PDCing because they are looking for people to join the Navy. To help these individuals become more confident and comfortable with approaching strangers, have them try friend-finding first. Give them a wheelbook or other small notebook and send them, or better yet take them, out in their territory. The goal is to meet people and introduce themselves as Navy representatives. They should ask open-ended questions to find out a little about each person they meet. After each meeting, they should make appropriate notes in their wheelbook. As an example: Kyle Becker works afternoons at Pizzeria, likes baseball, plays first base for Milton High School, and has a brother in the Navy. Now, the next time the recruiter approaches this individual, it will not be as a stranger. The recruiter has some ready made conversation starters and can move on to the idea of an

appointment or request for referrals. All the friend-finding efforts should not be limited to potential prospects. Have the recruiter approach potential COIs the same way. Somehow, going out to find a friend of the Navy is not nearly as awe-inspiring as going out to find someone to enlist.

Team PDCing

Another technique that can increase your PDCing contacts is team PDCing. Pair up recruiters to canvass an area. There is more confidence in numbers. It can be especially effective when you team inexperienced recruiters with those who have been productive PDCers. They can learn from each other and are usually more effective as a team than they would be alone.

Using Recruiting Advertising Items

Some recruiters like to PDC using a recruiting advertising (RAD) item. The RAD item gives them a reason for starting a conversation with the prospect and can serve as a lead-in. By referring to pictures and passages in the RAD item, the recruiter has a planned approach to conversation with the prospect.

PROSPECTING – AN ONGOING EVOLUTION

Prospecting is an ongoing evolution. Recruiters and supervisors who truly believe in their product cannot help but be constantly on the alert for someone who may benefit from Navy opportunities. Prospecting opportunities are everywhere. You stop on the way to work to pick up your dry cleaning. Perhaps the lady behind the counter has a son or daughter looking for college money. You go to lunch, the young man bussing tables looks bright and enthusiastic. The waitress says she wishes she had a chance to travel. You pick up a newspaper later in the day. The salesman has pictures of his family behind the register. You drop by the barbershop for a haircut. Several customers are waiting. They all know someone you could talk to about Navy opportunities if asked properly. You stop on the way home for milk and bread. The cashier is curious about your ribbons. The bagboy is wearing a letter jacket from a local high school with this year's grad date sewn on it. Later, you take your family out to a movie. You have the opportunity to talk with the ticket clerk, the usher, and the concession folks. Just look around. Potential sailors are everywhere.

ENLISTMENT ELIGIBILITY

Our discussion of enlistment eligibility will be abbreviated due to fluctuating enlistment requirements. Enlistment eligibility requirements are prescribed by the *Navy Recruiting Manual - Enlisted,* COMNAVCRUIT-COMINST 1130.8. Frequent changes are issued to this instruction due to current Navy needs. It is imperative that all recruiters keep their manuals up to date to maintain accuracy and integrity. Thorough blueprinting is necessary to ensure all eligibility requirements are met. In the following paragraphs we discuss basic enlistment eligibility requirements, program qualifications, waivers, and referrals to officer programs.

BASIC ENLISTMENT ELIGIBILITY REQUIREMENTS

Basic enlistment eligibility requirements (BEERs) are requirements that every enlistee must meet, regardless of the type or length of his or her program. BEERs categories include name, age, social security number, citizenship, education, dependency, prior service, Armed Forces Qualifying Test (AFQT) scores, drug usage, police involvement, and physical requirements.

Age

The minimum enlistment age for enlistment is 17 years old. Applicants who have not reached their 18th birthday will require their parents' consent. The maximum age for enlistment for nonprior service individuals is 34. They must not have reached their 35th birthday. The maximum age for reenlistment of individuals with prior service is determined as follows. Applicants must be able to complete enough service creditable for transfer to the Fleet Reserve before reaching their 55th birthday or complete 30 years' active duty service before their 65th birthday.

Social Security Number

All applicants must have a social security number before enlistment. Since 1943, the social security number has been used as the member's military personnel identification number upon entering the Navy.

Citizenship

To be eligible for enlistment in the U.S. Navy or Naval Reserve, an applicant must be a U.S. citizen, a

noncitizen national of the United States, or an immigrant alien to the United States. An exception of this policy is the enlistment in the U.S. Navy from the Republic of the Marshall Islands and the Federated States of Micronesia. All other nonimmigrant aliens are ineligible for enlistment.

Education

There are three main education classifications – high school diploma graduate (HSDG), high school graduate (HSG), and nonhigh school graduate (NHSG). Traditional education is simple to classify, but the myriad of alternative education programs may prove more difficult. Consult your NRD education specialist (ED SPEC) for a classification on any education that does not fall neatly within the requirements listed in the *Navy Recruiting Manual - Enlisted,* COMNAVCRUIT-COMINST 1133.8.

HIGH SCHOOL DIPLOMA GRADUATE.– Included in this classification are applicants who fall into one or more of the following categories:

● They attended and completed a 12-year/grade day program of classroom instruction and have a locally issued diploma.

● They did not graduate high school but have attended a college or university and completed 15 semester or 22 quarter hours of college-level credit.

● They have a secondary school diploma awarded for attending and completing an adult education or continuation high school program. The key element is that the program must be attendance-based rather than competency-based.

● They have an associate of arts or higher degree from an accredited junior college, college, or university, whether or not the holder has achieved any type of high school diploma. All applicants with 4-year college degrees should be referred to officer programs. Be careful to preserve the applicants for enlisted programs if they do not meet criteria for officer selection. Officer program qualifications change often as do enlisted.

● They have completed their junior year in high school and are expected to graduate and receive a diploma within 365 days. These applicants are considered will-grads (11S) and are classified the same as HSDGs.

HIGH SCHOOL GRADUATE.– This classification includes applicants who possess one of the following certificates or diplomas:

● A general education development (GED) or other test-based high school equivalency certificate or diploma.

● An attendance-based certificate or diploma, sometimes called certificates of completion or attendance. A person who later gets a local- or state-issued diploma on the basis of an attendance credential is not to be considered an HSDG.

● A high school diploma or certificate from a correspondence or home study school that is accredited by the Accrediting Commission of the National Home Study Council.

● Completed at least 11 years of regular day school and has attended a vocational, technical, or proprietary school for at least 6 months and has a certificate of attendance or completion showing such.

NONHIGH SCHOOL GRADUATES.– This classification is used for applicants who do not have any of the previously discussed credentials. NSDGs must score 31 or above on the ASVAB to meet basic enlistment eligibility. The Commander, Navy Recruiting Command (COMNAVCRUITCOM) periodically takes management action that exceeds minimum standards. Consult the current fiscal year gosling letter to determine enlistment eligibility.

Dependency

Married applicants for enlistment in paygrades E-1 through E-3, except for married applicants reenlisting under continuous service conditions, must have no more than one dependent. Married nonprior service applicants should not be encouraged to enlist due to the potential hardship situation at the onset of their enlistment. There are no dependency restrictions on married applicants for enlistment or reenlistment in paygrades E-4 and above. All prospective enlistees, however, should be carefully screened for financial responsibility.

Nonmarried applicants who have dependents, but who do not have custody of the dependents, are considered eligible for enlistment or reenlistment with regard to dependency provided (1) they do not have more than one dependent and are not contributing to the financial support of more than one individual/dependent

and (2) definite legal custody of the dependent has been awarded to a former spouse, parent, or another adult by order of a court of competent jurisdiction. Custody determinations are explained in detail in the *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOM-INST 1130.8.

Prior Service

Prior service prospects are considered Navy veterans (NAVETs) if their last tour of active duty or active duty for training was in the Navy or Naval Reserve, they have been discharged or released for more than 24 hours, have completed a minimum of 180 consecutive days' active duty or active duty for training, and are E-4s or above. They are considered other service veterans (OSVETs) if they meet these requirements except their last tour of duty was in a branch of service other than the Navy. Applicants in paygrades E-1 through E-3 with less than 366 days' time in service may be enlisted as nonprior service. Considerable restrictions are placed on the enlistment or reenlistment of prior service personnel. Once you have determined that your prospect does meet the requirements for prior service processing, check with the recruiting zone (RZ) recruiter to see if current prior restrictions will permit enlistment.

Armed Forces Qualifying Test Scores

The Navy Recruiting Manual - Enlisted, COMNAV-CRUITCOMINST 1130.8, gives minimum AFQT scores for enlistment and contains a matrix for determining success chances for recruits entering the Navy (SCREEN) scores. These minimum requirements are normally superseded by current gosling policy.

Drug Abuse

Navy policy does not permit the enlistment of drug- and alcohol-dependent personnel, current drug and alcohol abusers, or persons whose preservice abuse of drugs and/or alcohol indicates the probability of continued abuse. Some people, however, have clear potential to become creditable performers despite past exposure to drug and/or alcohol abuse. A matrix of waiver policy for alcohol and drug abusers is provided in the *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOMINST 1130.8. Separate waiver requirements are listed for basic enlistment and specific programs. Drug abuse is divided into four categories — alcohol; marijuana (THC, cannabis);

stimulants and depressants; and narcotics, hallucinogenic, or psychedelic drugs. Additional requirements are listed for convictions of alcohol and drug abuse offenses.

Police Involvement

Charts are provided in the *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOMINST 1130.8, to classify offenses into four categories — minor traffic, minor nontraffic/minor misdemeanors, nonminor misdemeanors, and felonies. Waiver policy for civil offenses in each classification is also provided. Only offenses for which there is a conviction or adverse adjudication, or which have been processed through a pretrial intervention program require waivers. Blueprinting civil involvement must be thorough. Applicants may not think of traffic citations as criminal involvement. Others may believe juvenile records don't count. Ask specifically about traffic and juvenile records as well as any arrests. Also ask if they have any court action pending, including civil and criminal.

Physical Eligibility

Final determination of an applicant's physical qualifications for enlistment is a responsibility of the Military Entrance and Processing Station (MEPS) at which enlistment is performed, Recruiters should conduct a preliminary screening of applicants to detect those who are obviously physically unfit for military service. The Applicant Medical Pre-Screening Form, DD Form 2246, facilitates physical screening. Height, weight, and body fat requirements are provided in the *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOMINST 1130.8, as well as lists of conditions that are generally disqualifying or requiring supportive documents.

PROGRAM QUALIFICATIONS

Besides BEERs, many enlistment programs have specific qualification criteria. These are listed in chapter 3 of the *Navy Recruiting Manual - Enlisted,* COM-NAVCRUITCOMINST 1130.8, It is the classifier's job to make sure all applicants are eligible for the program in which they are enlisted. Once personnel are in the DEP, recruiters should review program qualification criteria with the enlistees. Personnel in the DEP must be counseled to notify their recruiter in case of any change in physical characteristics or police or drug involvement.

WAIVERS

Applicants who require a waiver of any enlistment eligibility requirement or program qualification should not be processed unless they are considered to be particularly desirable applicants. Requests for waiver consideration are carefully weighed using the <u>whole person</u> concept as the general rule. The single most important aspect of a waiver request is the recommendation made by the CO. Final determination of acceptability for applicants who have been involved with civil authorities will be made after considering these additional factors:

● Nature of offense(s) and degree of participation

● Age at time of offense(s)

● Length of time since last offense

● Established pattern of offenses

● Success chances for recruits entering the Navy (where applicable)

● Record of behavior and attendance at school

● Home environment at time of offense(s)

● Results of home visit, interviews with school officials, probation officers, or other persons who are familiar with the applicant's reputation and standing in the community

● The applicant's motivation toward serving his or her country in the Navy

Most NRDs have a locally prepared waiver cover sheet on which the recruiter and RINC make their personal recommendations. Careful consideration should be given to the same <u>whole person</u> concept that is used to determine the waiver approval or rejection. There are times when an applicant may be well within waiverable limits in one area, but is so borderline in several others that waiver consideration should not be requested. The other side of the coin is that recruiters should be open-minded about applicants who may have a single waiver requirement but are highly qualified in all other respects, Stress to recruiters that they are giving their personal recommendation to the applicant. It is their word that they feel the individual would become a good sailor, an asset to the Navy.

SALES

Navy recruiting is definitely a business of sales, but different in concept and approach than most. Usually, selling involves the exchange of goods or services for a price. In Navy recruiting, we are selling the intangible — a Navy enlistment. Our sales do not involve an exchange. Instead, we offer opportunities and provide the motivation that will cause our prospects to take advantage of them. Our job is to establish faith, confidence, and belief in our product – the Navy. We use the art of persuasive communication to enable our prospects to see the value of joining our team. Most salespeople with a set product like encyclopedias or vacuum cleaners can use the same approach for all potential buyers. The value and benefits of their products are basically the same for every customer, The Navy means many things to different people. Its value is different for each individual. So, we must use consultative sales to tailor our presentation to our prospects' wants, needs, and dominant buying motives (DBMs). We ascertain their goals and show them how the Navy will help achieve them. Recruiting is actually the art of diagnosing and solving problems. The following paragraphs begin by covering the psychology of sales, the science of sales, and the steps of a sale. Next, we take a look at evaluating recruiters' sales presentations and using the sales script followed by a look at the competition.

SALES PSYCHOLOGY

A basic understanding of the psychological aspects of recruiting will help you understand yourself as well as other people. This understanding is fundamental to recruiting success.

The Law of Psychological Reciprocity

Professional recruiters understand the law of psychological reciprocity. This law says that if we give our prospects credit for their intelligence, then they are mentally and morally bound to give us credit for ours. We know that we must not challenge our prospects' beliefs. We tailor our presentations to our prospects' beliefs and desires. This law applies as well when you are dealing with your recruiters and people in general,

Basic Human Wants and Needs

When considering the psychology of sales, it is helpful to understand that people, ourselves included, have basic wants and needs in life. If we approach

recruiting with prior knowledge and understanding of human beings, our chances of success will be enhanced. We will be building our sales presentation based on each individual's wants, needs, and DBM. Let's look first at the wants and needs that are common to all people. These are important tools in understanding human behavior. Figure 6-4 shows the basic human wants and needs in relation to each other.

BASIC WANTS. – The four basic human wants are the following:

● I want to live and be healthy. The most basic wants of all are life and health.

● I want to love and be loved. This includes the family love of parents, spouse, children, and other relatives as well as the social acceptance, admiration, and respect of peers, subordinates, and superiors alike.

● I want to feel important. Everyone wants to feel that they have importance and self-worth.

● I want a little variety. It is said that variety is the spice of life. Variety can take many forms, from seeing different places, to doing different kinds of work, or meeting different challenges. Everyone wants to grow beyond their current horizons.

BASIC NEEDS. – The five basic human needs are the following:

● Survival. These are the basic needs such as air, food, water, and shelter. Obviously survival needs are the first needs to be considered.

● Security. Once most of our physical needs are met, we look ahead to future safety. Security needs relate to an orderly, stable, predictable environment. Stability can have a different meaning for different

THE FOUR BASIC HUMAN WANTS STAIRSTEP UP THE HUMAN NEEDS TRIANGLE. AS EACH LEVEL, STARTING AT THE BASE, IS ACHIEVED, THE NEXT HIGHER LEVEL BECOMES MORE IMPORTANT.
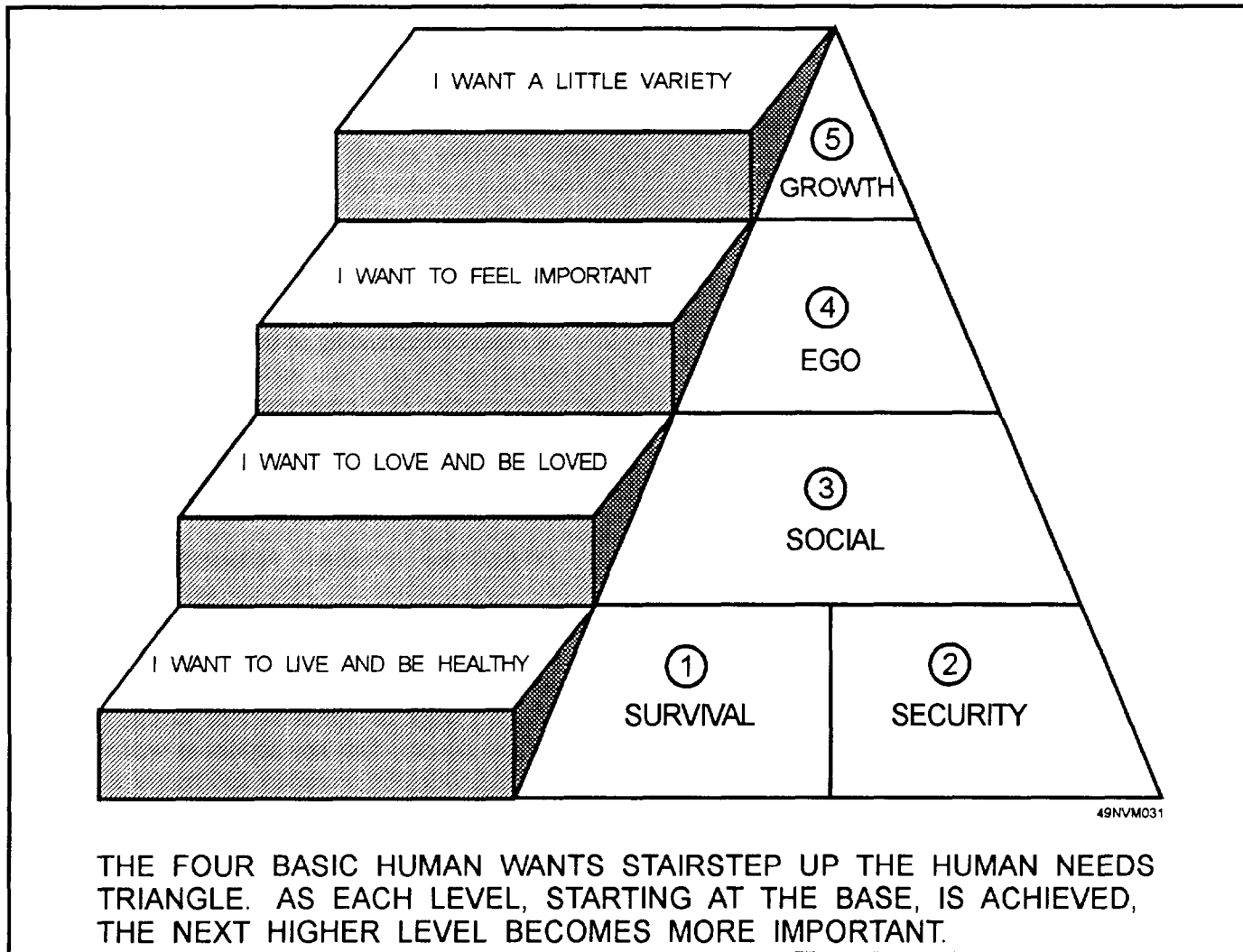
Figure 6-4.—Basic human wants and needs.

people. Some may simply want a job with no layoffs. Others want money in the bank, insurance, or a paid-off mortgage before they feel their security needs are completely met.

● Social. If most survival and security needs are met, then social needs emerge, Love, approval, and acceptance by others constitute social needs. Social needs include the feelings for others as well as the receipt of those feelings.

● Ego. All the needs that make us feel more important fall within the category of ego or esteem needs. At this level, it becomes increasingly difficult to make exact distinctions between needs. The need to belong to and be identified with a group is just a short step from the need for status and recognition by the group.

● Growth. Even when people have satisfied most of their ego needs, they usually feel the urge to move on to a higher level. Growth needs involve self-fulfillment, sometimes called self-actualization. We must remember the differences between people. The average person has as much capacity for self-fulfillment as the outstanding leader in any field. Each person has a different measure of his or her own growth needs.

The needs listed previously are in order of relative importance. People generally will take care of their basic needs first and as each is achieved move to the more complex needs. Why would this information be important to our recruiters? If they understand the wants and needs of all people, they can more easily anticipate behavior and reactions of their prospects. By finding what needs their prospects have already satisfied, recruiters can better design their sales presentation to include the fulfillment of those needs that the prospects are still reaching for.

Qualities of a Professional Navy Recruiter

Two qualities that are important to the professional Navy recruiter are empathy and drive. Empathy is the ability to perceive what other people are feeling and to relate to them in their frame of reference. It bears directly on the recruiters' abilities to identify their customers' interests and needs and to be sensitive to their reactions. Drive is a motivational force that makes goal attainment important. Recruiters with drive like to win for the sake of winning. It is very important to these recruiters to make their customers do what they want them to do – go Navy. Figure 6-5 illustrates the need to balance the right combination of empathy and drive to be successful.
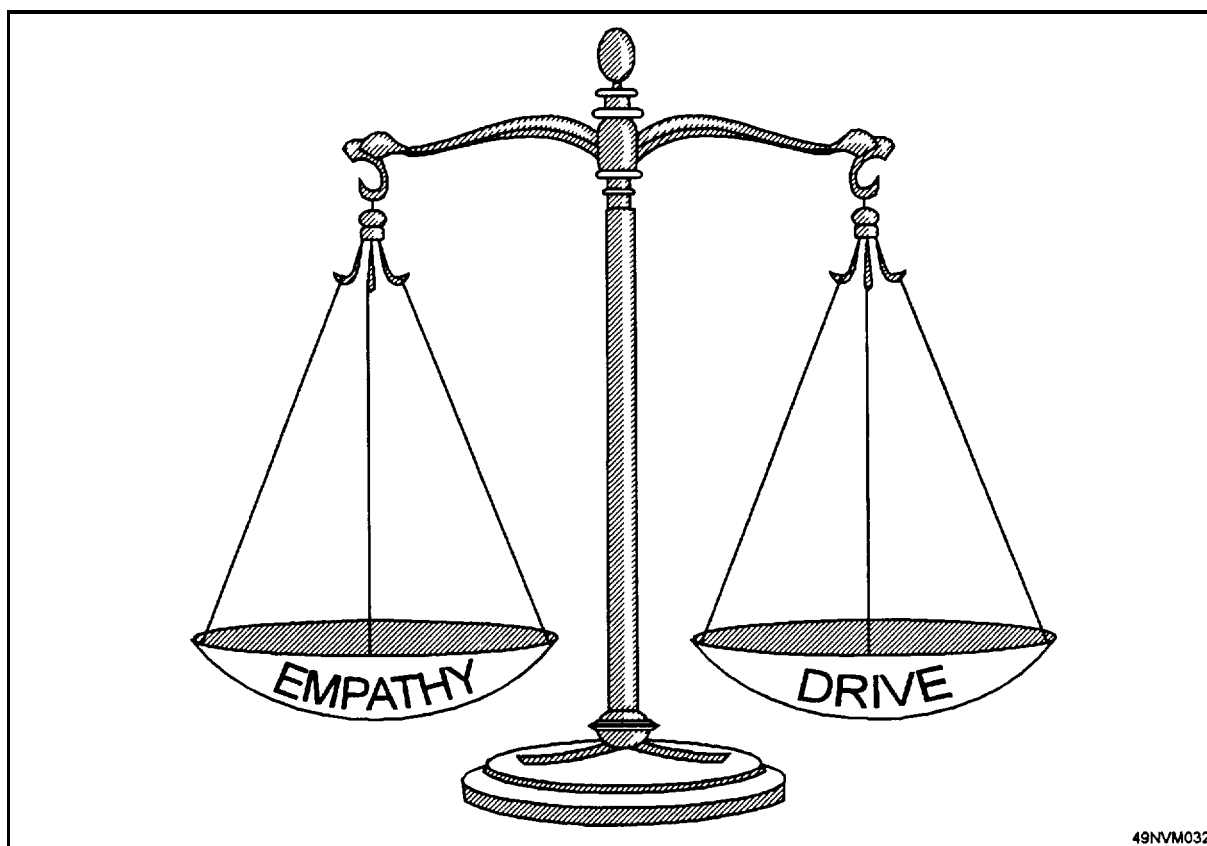
Figure 6-5.—The professional Navy recruiter balances empathy and drive.

The following are some qualities shared by recruiters with drive and empathy:

● They have an interest in people and a genuine desire to help them, beyond getting another mark on the wall.

● They are generally able to establish rapport and gain credibility because of their sales ability to relate to people and win their confidence.

● They can relate to the prospect's frame of reference and, therefore, tailor their presentations to reflect the prospect's needs and interests.

● They have a feel for their territory and what will sell there.

● They have enough personal motivation so they can work on their own, coping with the strain of monthly goals, being the forgotten sailor, and any perceived neglect up the line.

● They enjoy recruiting and the challenge it presents.

● They have the motivation to be a good prospector and to make the extra effort necessary to bring in the sale.

● They are able to counter objections and any negative public image of the Navy or recruiters in general because of their belief in themselves (both their abilities and their inherent worth) and the Navy.

A Healthy Attitude Toward Failure

The very nature of sales prevents us from making every sale. We just don't win every time. Recruiters must develop a healthy attitude toward failure. Failure in a sales situation should be a learning experience— an opportunity to practice technique and perfect performance. Failure can be seen as the negative feedback we need to change course in our direction. Failure is also an opportunity to develop our sense of humor.

Crippling Traits

The following characteristics were judged by buyers to be bad enough in and of themselves to prevent closing a sale. They are known as the sales cripplers and the public enemies that the supervisor must hunt down and overcome.

DISBELIEF.– Disbelief in selling, the product, Navy policy, superiors, or themselves can effectively cripple a recruiter. Signs of disbelief are usually easy to identify. Watch out for the following signs of disbelief and take immediate action to prevent the spread of the crippling disease.

● In selling. Recruiters may make statements like "Selling is a game, a racket; selling is a stopgap until a good job comes along; selling is a real tough and miserable occupation." Their disbelief may, however, be shown in more subtle ways. Watch attitudes and body language that may be telling you the same thing.

● In product. Recruiters who feel product knowledge is unimportant are showing disbelief in their product – the Navy. Listen for contemptuous attitudes or references to the Navy. Those who do not personally recommend the Navy are not going to be successful recruiters.

● In Navy policy. Occasionally blowing off a little steam is natural; but, when the beefing becomes habitual or excessively derogatory, you must take measures to stop it. You should lead the way in displaying your belief in Navy policies and never allow inaccuracies, griping, or defamation in front of the public.

● In superiors. Making superiors out to be scapegoats and otherwise showing them contempt erodes the chain of command and morale. Recruiters who do not believe in their superiors often lack the conviction to give the extra effort to attain team goals. Disbelief in superiors also may show itself in more passive ways. Recruiters who have no belief in their superiors often are less confident, afraid to take initiative, and may feel they are not getting the support they need.

● In themselves. Recruiters who do not believe in themselves may be recognized by a lack of confidence and assertiveness. They may try to overcompensate for this lack of belief by putting forth the opposite image, appearing boastful or belligerent. Also watch for recruiters who avoid certain buyers. They may be telling you indirectly that they do not feel they have the ability to sell that type of prospect.

LACK OF CARE. – The other characteristic that can cripple your recruiters is a lack of care. Recruiters who do not take care of themselves and their belongings can turn off prospective buyers. Be alert to recruiters who fail to maintain their health or have a tendency to complain about it often. Constantly sneezing or coughing during phone calls can ruin phone power. Unsightly appearance, such as dirty hair or nails and disheveled uniforms, can also be a crippler. Take note of recruiters' surroundings. Is their desk clean and free from clutter? Are the government vehicles they drive maintained and cleaned regularly? A little care can go a long way in establishing a professional image.

THE SCIENCE OF SELLING

The science of selling can never be an exact one. There are, however, certain attributes that we know can lead to success. What characterizes a truly professional recruiter as opposed to the nonprofessional? Professional recruiters think of their prospects <u>first, last and always.</u> They build their circle of success from their product knowledge, selling skills, and selling attitude. Above all, they have a positive mental attitude. Let's take a closer look at the circle of success and positive mental attitude.

The Circle of Success

The circle of success, shown in figure 6-6, represents 100 percent of a recruiter's success potential. As you can see in the figure, product knowledge accounts for only 15 percent of that potential. The other 85 percent is made up of selling skills and selling attitude. Many recruiting leaders will tell you that selling attitude should actually represent over half of the circle of success. Product knowledge, selling skills, and selling attitude are the attributes of a professional recruiter.

PRODUCT KNOWLEDGE. – Recruiters should be savvy on Navy programs and opportunities. New recruiters, especially those with a relatively short time in service should compile a fact sheet or notebook to remind them of some of the basics of Navy benefits. Figure 6-7 provides an example of a desktop reminder sheet recruiters can use. It is not intended to be used as an applicant handout.

SELLING SKILLS.– Knowing how to sell is not enough by itself. Recruiters also should understand the why and when for each step of the sale. Later in this chapter we delve into the specifics of the interview
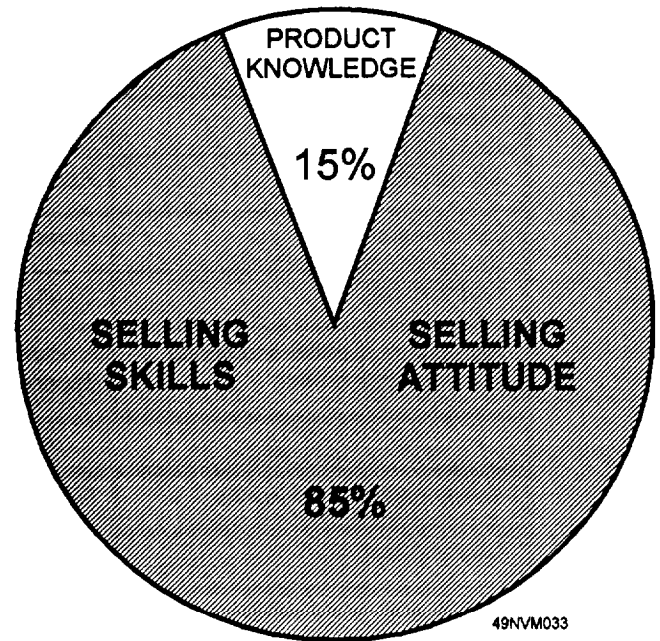
Figure 6-6.—The circle of success.

process.

SELLING ATTITUDE.– A selling attitude includes the recruiters' attitudes about themselves, others, and the job itself. A selling attitude is the most important ingredient in the circle of success. You probably remember prospects that joined the Navy though you barely discussed Navy opportunities. They joined because of your attitude. Not only will the right selling attitude contribute to your recruiting success, it will also contribute to your personal quality of life. By the right selling attitude, we're referring to a <u>positive mental</u> **attitude** (PMA).

Positive Mental Attitude

We've all heard about having a PMA, so, what exactly does that mean? PMA is the belief in your ability to do the job well. PMA is the result of enthusiasm and confidence.

ENTHUSIASM.– Enthusiasm is a must for sales. Enthusiasm comes from knowing your product and believing that your product will truly benefit your prospect. This knowledge and belief makes recruiters want to go out and show every prospect how the Navy can benefit them.

CONFIDENCE.– Confidence comes from a combination of technique and analysis. Technique

NAVY BENEFITS		
THE JOB		
Variety - over 60 jobs	Responsibility	Leadership/management
Job security	Recognition	Advancement
Civilian-related jobs	Cross-training	Experience
Paid training	30 days' paid vacation	Equal opportunity
100 percent medical and dental coverage for member	Medical and dental plan for dependents	Low-cost life insurance
MONEY		
Steady paycheck/no layoffs	Free room and board	Free medical and dental care
Advancement	Longevity raises	Cost of living raises
Special duty and incentive pays	Tax breaks (federal and some states)	Exchanges and commissaries
Credit unions	BAQ and VHA	Military discounts
TRAINING		
Paid training	Formal training	Experienced instructors
On-the-job training	Advanced training	Leadership training
Cross-training	Physical training	Classroom training
National Apprenticeship Program	General military training	Train on state of the art equipment
TRAVEL		
Immediate travel	Shorebases around the world	Ship cruises
Experience different cultures	Air Mobility Command (AMC) flights	USO tours, MWR discounts
Military discount for civilian transportation	Meet people from other countries	Indoctrination on foreign customs
COLLEGE/EDUCATION		
Montgomery G.I. Bill	Tuition assistance	DANTES courses
Vocational/technical schools	College credit for Navy experience	Free CLEP exams
Free GRE exams	ACE credits	Navy CAMPUS
Program for Afloat College Education (PACE)	SOCNAV	Enlisted Educational Advancement Program (EEAP)
Enlisted Commissioning Program (ECP)	Extension courses conducted on most bases	Education specialists

Figure 6-7.—Navy benefits reminder sheet.

involves knowing how to use sales skills. Analysis requires recognizing and evaluating successes as well as failures.

STEPS OF THE SALE

Selling is not a step-by-step, mechanical procedure. Why then do we require all recruiters to perform a step-by-step sales presentation in ENRO? By learning the steps of a sale, recruiters have a means of control. They can understand where they should go, whether they should skip a step or go back a step. We do not actually use a script in Navy recruiting. Instead we define the steps of the sale and provide recruiters with verbal bridges to transit from one step to another. Surely, you have heard recruiters complain that the script just doesn't work. Perhaps they have used the bridges as a script without understanding the purposes of each step and when to use them. Another possibility is that they have not committed the bridges to memory well enough to deliver them naturally. Sales training is extremely important. It can be such an all-encompassing subject that you should take time to determine where your training needs to be concentrated. Now let's look at blueprinting and the five steps of the sale.

BLUEPRINTING

Blueprinting, simply stated, is fact-finding, before and during your interview. The purpose of blueprinting is to reduce or eliminate call reluctance. Call reluctance is a fear based on concern for self instead of the prospect. The more you know beforehand about a prospect, the more confidence and enthusiasm you can have in making a contact, whether on the phone or in person. Blueprinting starts with the few questions you asked when setting the appointment. It gets more in-depth during the first step of the sale and continues during the entire interview process. There are five categories of blueprinting questions: qualifications, authority to buy, wants, needs, and DBMs.

Qualifications

After some basic rapport has been established, recruiters should complete the qualification questions. Caution recruiters not to jump right in with an interrogation of the prospect before they have achieved rapport, The prospect card itself should be left alone during the initial phase of setting rapport. Some prospects will be distracted and overly concerned if they get the idea paper work of some kind is being initiated. The Privacy Act statement should be used at this time. The prospect card is used to document the social security number, date of birth, citizenship, education, dependents, and any prior service or previous ASVAB testing. Most of this information can be obtained during normal conversation. Then, the recruiter should remind the prospect of the Privacy Act, make sure rapport has been maintained, and continue with the qualification questions on the back of the prospect card concerning physical, police, and drug usage. Questions concerning an applicant's qualifications should be asked in a natural tone of voice and not lead the applicant toward any desired response. Thorough blueprinting of qualification information is necessary to avoid wasting both the recruiter's and the prospect's time.

Authority to Buy

Authority to buy refers to the prospect's ability to make the decision to enlist without needing to consult with another person. Seventeen-year-old applicants obviously do not have the authority to buy because they will need parental consent. Your question then may need to be phrased, "What do your folks think about your coming down to see a recruiter today?" Age, however, is not the only criteria for authority to buy. Many prospects, 18 years of age and older, rely on advice from others before making decisions. Generally, authority to buy can be determined by asking the question, "Is there anyone you need to consult with before making a major decision?" Not having the authority to buy does not mean halting the interview process. It simply lets you know that the sale will probably not be over at the end of your presentation. You may have to make additional presentations or rely on the prospects to sell their authority.

Want

This blueprinting question is designed to find out what the prospect is looking for in life. It may be tangible, such as a college degree or a fancy sports car. It may be a career field, such as a job in electronics or mechanics. Questions such as "What do you plan for after graduation? What do you want out of life? Now that you've been out of school for a while, what do you want to do?" may help to elicit the prospect's want. Some prospects may not know what they want. Young people face an extremely difficult milestone when they are expected to make decisions about the rest of their life. They are not all up to the task. You should help these prospects by suggesting several general wants as choices. Be very careful not to narrow down their choices too much so they make a choice simply because

they feel they must pick one. If prospects appear especially perplexed about what they want, you might ask, "There are so many choices in the world today. Are you looking for a little direction?" This makes a great unit of conviction, which we'll discuss later.

Need

The need is what the prospect feels he or she must have to attain the want. Let's say the want was a good job. Your next question would be, "What do you feel you would need to get a good job?" Remember, it's what the prospect <u>feels</u> he or she needs to fulfill the want, not necessarily what you believe he or she will need.

Dominant Buying Motive

The number one emotional impulse that will cause your prospects to buy is called their DBM. The DBM is an emotional fulfillment caused by the attainment of the want and need. This may be the hardest blueprinting question to get an answer to. Prospects have often been asked what they want in life, even more often told what they need, but rarely has anyone asked what all that would do for them in the future. Let the prospect take time to answer. You can't lead them on this blueprinting step; it must come from within themselves. The DBM is why prospects want to do or achieve something in their lives.

We must understand that buying decisions are emotional rather than logical. Figure 6-8 illustrates that only 10 percent of a buying decision is based on the stated obvious benefit or logical reason while 90
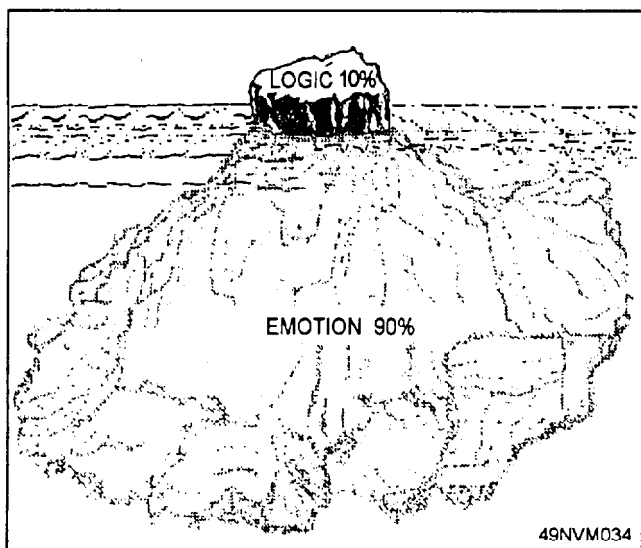
Figure 6-8.—The DBM is like the bottom of an iceberg.

percent of the buying decision is based on the nonstated emotional drive. Like in the case of the iceberg, only the logical reasons are usually apparent. Prospects will readily tell you that they want a good job, education, or travel. The recruiter's job is to dig down to the bottom of the iceberg and find the prospect's nonstated emotional drive. Only then can the recruiter make an effective sales presentation. The recruiter's chance of selling a prospect on the obvious benefits is increased by knowing the emotional drive behind the stated want. If you know and can fulfill the prospect's DBM, the sale is almost closed.

To find a prospect's DBM, ask questions like "I know a college degree is important. Once you have the money and earn that degree, what do you feel it will do for you?" or "Once you have the training and get that good job, how do you feel you will benefit most from it?" Although we are trying to determine the prospects' emotional benefit, try to avoid asking how attaining the want and need will make them feel because they are likely to respond with an adjective like good, better, or great.

Translating

Real life is never as simple as we make it appear in discussions of sales technique. Prospects have never studied sales; therefore, they don't always respond as we plan. The art of persuasive communication includes the ability not only to hear what your prospect is saying but also being able to translate that as well. For instance, you ask the prospect what he wants in life. He answers that he really wants financial security. Hmmm, security of any kind constitutes an emotion and that means DBM. Don't let it throw you. Simply ask the prospect what would give him financial security. The response might be "A good paying job." You now have the want and the DBM. All you have to do now is ask what the prospect feels he would need to get a good paying job, and you can summarize and move along to the next step of the sale. Another example of being able to translate what the prospect is telling you to sales terms we use to build our presentation is picking up on clues. Let's say your prospect tells you he is really bored with small town life, asks if you really have bases like the tropical scene on a poster in your office, and looks longingly at all the places marked on the world map that you have been stationed. You ask what he really wants in life. He says he just doesn't know, but it's not in this town. It's a pretty safe bet that this young man is looking for travel.

An even more challenging translation is required by the prospects who do not give you honest answers to your want, need, and DBM queries. Another prospect shows up for an interview. During the initial conversation you ask her how school is going, and she replies, "Okay, I guess, but I'll be glad when it's over. " You get to the point of asking what she wants after graduation from high school. She tells you that she wants to get a college degree. You ask what she feels she needs, and she replies, "Nothing much, Mom and Dad will pay for everything." She continues to tell you that she just hasn't decided on a college yet, even though she graduates next month.

Some prospects are going to tell you what they feel they are expected to say. It is up to the recruiter to pick up on clues and get the real answers. If this prospect wants a college degree and the needs to that end are already met, why then has she come to the recruiting station? Other clues are that she will be glad when school is out this year and she has not yet decided on a college. That procrastination should tell us that she has not been convinced that is what she really wants. At this point, we cannot challenge our prospect by saying we don't believe she really wants a college degree. Instead, we can let her know that yes, a college degree is important. The Navy can certainly help her with it, but what else does she really want in life? The ability to translate what our prospects tell us is an art form that starts with good listening skills.

CONVERSATION

The purpose of the conversation step of the sale is to get the prospect listening to you and liking you. There are no magic bridges in the conversation step. It should be a natural interaction between the recruiter and prospect that allows them both to relax and be comfortable with each other. You are getting to know the prospect and, just as importantly, the prospect is getting to know you. First impressions are important. People normally make their first judgement about someone they've just met within the first 7 seconds. That's not long to impress the prospect, but a professional appearance, warm greeting, and genuine smile can make a positive effect. The following paragraphs provide guidance on establishing and maintaining rapport with the prospect, some conversational ideas and rules, and the conversation summary.

Establishing and Maintaining Rapport

The first goal in the conversation step is to set rapport. To accomplish that goal, the recruiter should keep in mind the primary rule in making a favorable first impression – to forget about yourself completely. Instead of thinking about your own nervousness, think of the prospect's and do everything within your power to relieve that discomfort. Your most valuable tool in establishing and maintaining a conversation is the question that requires more than a yes or no answer, an open-ended question. Prospects are usually more comfortable when they can participate in conversation by answering questions.

CONVERSATION IDEAS.– Asking open-ended questions about mutual interests or acquaintances can be a great conversation starter. You might start with an example-type story about someone you know who went into the Navy who has something in common with the prospect. Use exhibits, displays, pictures, or Navy-related items around the office to generate a conversation. Curiosities, compliments, and services are all ideas you may want to try for openers. Some very successful recruiters like to use a trial close as a conversational starter. They ask their close in a lighthearted way that's easy to back away from if needed. An example would be, "We've got our ship parked out back, are you ready to get aboard?" or "Come on in, I've got two chairs here, one for those who are ready to join, and one for those who want to talk about the Navy a little first – take your pick." The prospect card, itself, can be a great conversational tool when used correctly.

CONVERSATIONAL RULES.– Even though the conversation step of the sale is highly individualized, a few rules that everyone should follow to make this step fulfill its purpose are as follows:

● Listen carefully, providing verbal and physical feedback.

● Smile – be relaxed and pleasant,

● Don't smoke.

● Don't handle your prospect.

● Watch your prospect's body language and be aware of yours.

● Don't challenge your prospect's beliefs.

● Don't sell out of bounds.

Conversation Summary

After we have talked with our prospect for a while, we can sense the rapport and probably have some feel for qualifications, want, need, and DBM. To complete our qualifying questions, we might lead into this phase with something like this:

● "John, I do want to talk with you in a little more depth. Do you mind if I get your answers to a few more questions?"

● Advise the prospect of the Privacy Act as necessary.

● Complete the qualifying questions using the prospect card as appropriate.

Once you have qualified your prospect, you might return to questioning toward determination of DBM. Once you feel that you have the prospect's DBM, you should summarize the want, need, and DBM by confirming them individually. This helps to focus the prospect's mind on his or her problems and to ensure your understanding. Here is an example summary. "John, let me see if I understand you correctly. You said you want to travel. Is that correct? You also mentioned that you need money to travel. Is that correct? And once you get the money to travel, you're going to have the variety in life that you've been looking for. Is that correct? Did I miss anything'?"

At the end of the conversation step of the sale, your prospect should be mentally saying to himself or herself, "He's a nice guy, I like him," or "She's a nice gal, I like her."

CURIOSITY

In the previous step we have actually been trying to sell ourselves. Now we are going to make the prospects hungry to hear our proposal. This step is missed by more salespeople than any other. It is easy enough to conclude, however, that if the prospects are not interested in what we are talking about, we are wasting our breath. The curiosity step will arouse their interest and give them a reason to pay attention.

Verbal Bridge

We briefly mentioned that Navy sales uses a series of bridges rather than a script. The purpose of a verbal bridge is to provide a smooth flow of conversation from one step of the sale to another. Figure 6-9 provides a ready reference to the verbal bridges in the sales process.

Verbal Bridge From Conversation to Curiosity

The first verbal bridge is used to make the transition from conversation to curiosity. The bridge used is the following:

"The reason I mention (ask) this, we have a way for you <u>Want, Need, DBM   Navy   </u>
    (DBM-Related Claim)   (Product Identification)

The idea of the bridge into curiosity is to make the prospects <u>hungry</u> to hear more as you tell them that they can realize their want, need, and DBM right here in the Navy. An example would be as follows:

"The reason I mention this is that we have a way for you to get that good job with training and experience so you can have a secure future right here in the United States Navy."

At this point you want your prospect thinking or even saying, "Tell me more."

CONVICTION

The next step of the sale is conviction. The prospect is now anxious to hear how we can satisfy the want, need, and DBM. In this step we will provide a presentation of conviction units and evidence to convince our prospect that our proposal will solve his or her problem.

Bridges From Curiosity to Conviction

Four bridges are provided to provide a smooth flow into the conviction step. Your choice is optional and any combination that works for you will accomplish the purpose.

"Based on what you told me. . ."

"For example. . ."

"You mentioned earlier. . ."

BLUEPRINT

? ? ? ?
? ? ?
? ? ? ?

CONVERSATION

1. ESTABLISH RAPPORT
2. CONTINUE BLUEPRINTING
3. SUMMARIZE TO CONFIRM DSM

THE REASON I MENTION (ASK) THIS

WE HAVE A WAY FOR YOU

CURIOSITY

1. STATE DSM CLAIM

(WANT, NEED, DSM)

2. IDENTIFY PRODUCT

(NAVY)

BASED ON WHAT YOU'VE TOLD ME

PROVIDED YOU QUALIFY

YOU MENTIONED EARLIER

FOR EXAMPLE

SUPPORTIVE CLAIM

YOU WILL

YOU CAN

WANT OR NEED

BECAUSE —

FACT (ONIONS)	WHICH MEANS TO YOU	BENEFIT (MEAT)	AND THE REAL BENEFIT TO YOU IS	BUYER'S BENEFIT (EMOTIONAL) WANT, NEED, DSM

EVIDENCE
- STORIES
- TESTIMONIALS
- ANALOGIES
- RECRUITING AIDS

IN YOUR OPINION DO YOU FEEL
WANT
NEED
NAVY

DBM

YES - CLOSE
NO - HANDLE OBJECTION
I'M NOT SURE - HANDLE AS OBJECTION
(UNCLEAR THOUGHT)

CLOSE DESIRE WEIGHING CLOSE

TC NOW, IN YOUR OPINION DO YOU FEEL

IRON INQUIRE OBJECTIVELY
REVERSE IF POSSIBLE
OFFER SOME EVIDENCE (STAR)
NUMBER ANOTHER UNIT OF CONVICTION

THAT BRINGS UP A QUESTION   THE QUESTION IS
IS THAT THE QUESTION?

EMPATHY I CAN UNDERSTAND HOW YOU FEEL,
I, HE, THEY FELT THAT WAY

T.C. THEN IN YOUR OPINION DO YOU FEEL

JUST SUPPOSIN' JUST SUPPOSIN' FOR A MOMENT THAT (MEET CONDITION EXACTLY)
WASN'T A CONCERN

OBV YOU OBVIOUSLY YOU HAVE A REASON FOR SAYING THAT,
DO YOU MIND IF I ASK WHAT IT IS?

NO

TRIAL CLOSE IN YOUR OPINION DO YOU FEEL

49NVM035

Figure 6-9.-Verbal bridges in the sales process.

"Provided you qualify. . ."

Unit of Conviction

Next, you will develop your unit of conviction to help the prospect justify buying your proposal. A unit of conviction is made up of a supportive claim, a fact, a benefit package, and the buyer's emotional benefit all tied together with verbal bridges.

● Supportive claim. The supportive claim starts with "You will" or "You can" followed by attainment of the want or need. For example, "You will get to travel. . ." or "You can get a college degree. . ." are both supportive claims that will be expounded on. When possible, the supportive claim should be built on the want. If the prospect has his or her want, the need becomes immaterial.

BRIDGE: Because. . .

● Fact. This step of conviction is used to state a short fact that will be further explained in the benefits package. For example, ". . the Navy is a great place to start, . ." or ". . the Navy is a worldwide organization. . ." could be used for facts.

BRIDGE: Which means to you. . .

● Benefits package, Now we are ready to get to the real meat of the presentation. Give enough information to prove your supportive claim. Usually, narrowing down the benefits to four or five main ideas will be most effective. You want to give enough information to help the prospects justify buying but not so much that you overwhelm them. Make sure each of the benefits that you expound on relates to the prospect's want or need that you have used in the supportive claim.

BRIDGE: And the real benefit to you. . .

● Buyer's emotional benefit. At this point you want to tie it all together by letting them know with the Navy's benefits they will be able to realize their DBM.

Let's take a look at a couple of examples of units of conviction.

"Dustin, based on what you've told me and provided you qualify, you will get to travel because the Navy is a worldwide organization; which means to you that you will start your travel from the first day of your active duty by traveling to the Recruit Training Command in Orlando, Florida; San Diego, California; or Great Lakes, Illinois. After that you'll receive training at one of the fine naval training centers located across the United States. It won't stop there, Dustin. Our ships visit foreign ports most people only read about and we have Navy duty stations around the world. Also, you'll have the benefits of being able to use our Navy travel services for reduced airfare on commercial flights or flying free on military aircraft This map shows all the countries I have visited while I've been in the Navy and that postcard next to it is from a young man who graduated from high school last year and is now stationed right there in Hawaii. And the real benefit to you is that with the travel and pay benefits in the Navy you will have the variety in life you said was so important to you."

"Daniel, based on what you've told me and provided you qualify, you will get that direction in life you are looking for because the Navy provides guidance throughout your career which means to you that starting with your visit to the Military Entrance and Processing Station, the Navy's classifier will sit down with you and find you a career field based on the potential you have shown on the Armed Service Vocational Aptitude Battery and your own desires. Not everyone gets a chance to see where their best potential really is before deciding on an occupation. I will continue that guidance while you are here in delayed entry. I'11 make sure you are thoroughly prepared for recruit training. In recruit training, professional petty officers will indoctrinate you on the Navy way of life so when you report to your first command, you'll have a good idea of how the Navy works. During your training period, some of the most knowledgeable and experienced technicians in the world will provide further direction by teaching you the intricacies of the career field you have chosen based on the classifier's advice. Throughout your Navy career, direction and guidance will be provided. We have career counselors assigned to every Navy duty station whose job is to make sure you have the best advice possible about career, training, and education decisions. Let me show you an article from our local paper. This is a picture of Johnny Jones. He joined the Navy last year. He had no idea what he wanted to do for a career until he had the chance to sit down with the Navy classifier and find out where his potential was. He was surprised to find that he had an aptitude for mechanical jobs and this article proves that was true. He was meritoriously promoted at his first command for being one of the top Aviation Machinist Mates on board, And the real benefit to you, Daniel, is that once you have

direction in life, and some career guidance, you will have that self-satisfaction you're looking for."

Evidence

You'll notice that, in our examples, the recruiters showed the prospect a map, a postcard from a prior recruit, and a newspaper article to illustrate Navy opportunities. This is called using evidence. The purpose of evidence is to add credibility to your words when you feel the need to be more convincing, Evidence can be used anytime, but is especially effective toward the end of the conviction step of the sale. Visual evidence is especially effective. The saying "a picture is worth a thousand words" is proven in sales. People normally are more likely to believe what they can see. There are four types of evidence that are represented by the acronym STAR:

● Stories. A story-type example about yourself, a shipmate, or another prospect. Stories are especially effective if you can relate one about someone from the prospect's own school or area.

● Testimonials. A testimonial is verbal or written proof of your benefit. A letter from a recruit, a copy of your college degree and an explanation of how you used Navy education programs to obtain it, or a newspaper article about a hometown recruit realizing some of the prospect's own desires are all examples of testimonials.

● Analogy. An analogy is a comparison. A good example of an analogy is to compare getting a college degree in the Navy with traditional 4-year institutions. Another might be to compare a military pay chart and added monetary value of benefits with what a prospect is now being paid. The idea is to compare your evidence with something the prospect can relate to.

● Recruiting aids. A multitude of recruiting aids can provide additional proof during your unit of conviction. Supporting materials are especially effective when explaining benefits such as educational opportunities and training programs.

THE SUBTLE SIGNALS

Recognizing a prospect's buying signals can help shorten your interview time by as much as 50 percent and sometimes even save a sale. We've all heard of body language. Subtle signals are the individual gestures, expressions, actions, and verbalizations that make up body language. A recruiter must become experienced at reading these subtle signals that can tell him or her how the prospect actually feels about what is being said or shown. Subtle signals can be positive buying signals or negative signals. Buying signals are defined as anything the prospect says or does that indicates mental ownership. Negative signals indicate lack of interest or belief.

Buying Signals

Buying signals may be either physical or verbal. The following are provided as examples, but are by no means all-inclusive:

● Physical buying signals. Stroking the chin, sparkling eyes, sudden relaxation, suddenly reexamining a product-related object or recruiting aid, or suddenly becoming friendlier

● Verbal or audible buying signals. Exhalation of breath, friendlier tone of voice, asking questions that indicate the prospect is mentally involved in some aspect of Navy life; for example: "How much will I get paid?"

Negative Signals

Recruiters must be just as receptive of negative signals so they can alter the interview course and regain rapport or provide additional evidence. Negative signals also can indicate misidentification of the prospect's want, need, or DBM. Some examples of negative signals include the following:

● Tenseness

● Crossed arms

● Negative facial expressions

● Touching the nose

● Checking watch or clock often

● Nervous energy

Some prospects may be nervous about coming to the recruiting station. For some it is the first job interview they have been on. Others may simply be ill at ease in talking with an authority figure. Negative subtle signals that result from this type of anxiety should be handled the same as those that are caused by

disinterest or disbelief. The recruiter's job is still to work on building rapport and making the prospect feel comfortable enough to open up with the recruiter and concentrate on the sales presentation.

THE TRIAL CLOSE

It is often said that the secret to closing is knowing when to rather than how to. The trial close is designed to find out when to close. Known as the salesperson's thermometer, the trial close is an opinion-asking question. You can use the trial close to check your prospect's response to your conviction or evidence when you suspect a buying signal or anytime you feel the need to check the prospect's temperature. The bridge into a trial close is "In your opinion, do you feel. . ." The rest of the question becomes "the wants and needs provided by the Navy will give you your DBM?" Now, the prospects have already told us that if they get their wants and needs they will have their DBM. All we are adding is "provided by the Navy." The natural response would be yes. If they will realize their DBM with the attainment of their wants and needs, then they also will realize their DBM when the Navy provides them their wants and needs. Of course that won't always happen. The following responses should be made to hot, lukewarm, and cold prospects.

Hot Prospect

If the prospects respond favorably to your trial close — CLOSE! That's right, no further talking is necessary. It is time to move your prospects on. In effect, they have given you that green light that says "Okay. put me in the Navy." Talking too much can actually unsell prospects.

Lukewarm Prospect

Lukewarm prospects may respond with an "I'm just not sure" or "Well it looks good, but. . ." If the prospects ask for more information, by all means provide more conviction and/or evidence. If they express an unclear thought, handle it as an objection.

Cold Prospect

Cold prospects may answer with a flat-out no. They may even continue with a reason for the negative response. Either way, go into objection-handling, which we will discuss directly after the close.

THE CLOSE

The purpose of your close is to let your prospects know they have bought. The close is a critical point in the sales presentation. Well-published sales motivator Tom Hopkins said, "Closing is the process of helping people make decisions that are good for them." The close is a call to action. Recruiters must understand the psychology of the close as well as the techniques.

The Psychology of the Close

We must understand the psychology of the close, both from the perspective of the prospect and the recruiter. The prospect generally hates making decisions. Decision making is not usually easy for anyone. Your prospect may be particularly inexperienced at making his or her own decisions. Therefore, the recruiter must be relaxed and assumptive to help the prospect through this mental turmoil. One way to do this is by making sure the close asks for a minor decision. Asking prospects directly if they are ready to enlist may add to their turmoil. Asking for a minor decision helps the prospects ease into their decision to enlist.

Types of Minor Decisions

We use five basic types of closes. All types ask for a minor decision from the prospect. The decision may be in the form of an outright answer or the completion of a requested action. The five types of minor decisions with an example of each are as follows:

1. Minor point. "My people take their physicals and process on Tuesday; I will pick you up."

2. Alternate proposal. "I can schedule you for a physical and processing on Tuesday or Wednesday. Which would be better for you?"

3. Gift. "I'd like to present you with the pamphlet *How You Can Join the Navy.* I'll write in the times for your test and physical right here in the front."

4. Action. "Jason, here's your first Navy assignment just grab that envelope over there, and we'll get started on your application."

5. Impending doom. "It's now or never."

CAUTION: You should be careful with this type of close. Be sure that you are willing to back up the threat.

It is probably best used with procrastinators after follow-up interviews. Of course some impending doom closes are imposed on the recruiter, such as few openings in some market segments or upcoming eligibility requirement changes.

OBJECTION HANDLING

Even the most professional sales presentation may be met with objections from the prospect. Most of us are conditioned to say no, especially when confronted by a salesperson. We all like to own after we've bought, but none of us likes to be sold. Recruiters should be conditioned to expect objections and be prepared to meet them professionally. The next few paragraphs will discuss the psychology of objections and give the steps for handling them.

Psychology of the Objection

Our prospects say no for one or more of the following reasons:

● They are trying to avoid making a decision by slowing you and themselves down.

● They are testing your conviction.

● They need more information.

● They have real concerns (possibly hidden).

Regardless of the reason, the prospect is trying to sidetrack the motion of the sale. The prospect is challenging the recruiter and expects a nonprofessional response that will require mental defense. It is imperative that the recruiter be professional and not ask why or try to answer an objection until it is clear what is on the prospect's mind. Many sales are lost because a recruiter tries to answer objections that do not exist.

Steps in Objection Handling

Objection handling uses a series of bridges and steps as follows:

● "Obviously you have a reason for saying that. Do you mind if I ask what it is?" Notice the psychological reciprocity. The purpose of this step is to stop the motion of the sale from becoming sidetracked. The prospect expected to draw sides with the negative reply. Instead the recruiter calmly relates understanding and concern.

● "Just suppose for a moment that ___(objection exactly as stated by the prospect)___ was not a concern, . ." With this step you are trying to verify, smoke out, or bury the objection. It is followed by a trial close: ". . then in your opinion, do you feel. . ." If the prospect answers with yes, the objection is still a concern and can be handled now that it is verified. If the prospect answers with a no, then the real objection must still be smoked out. Just back up and repeat or paraphrase the "Obviously you. . ." step. If the prospect replies, "Well, I guess ___(objection)___ is not really that big a deal," you have effectively buried the objection, and it's time to close.

Once you have verified an objection, you can continue handling it by relaxing the prospect, turning the objection into a question, and answering it. The following steps will guide your way:

● Empathy cushion. Empathy is the ability to put yourself in the prospect's shoes without becoming emotionally involved. The purpose is to relax the prospect. We want to let the prospect know that we understand how he or she feels and that he or she is not alone in having those feelings. We don't want to sympathize, though. To understand the difference between empathy and sympathy, let's take a look at an example of each in response to the verified objection, "I can't swim."

> Right – Empathy. "I understand how you feel; others have felt the same way until they saw the quality of swimming instruction offered by the Navy."

> Wrong – Sympathy. "I understand how you feel; there's a lot of ocean out there."

● Treated question. All real objections are questions in disguise. Our job is to turn the objection into a question in the prospect's mind, so we can answer it. The bridge words are "That brings up a question. The question is ___(restate the objection as a question. Is that the question?" There are three main ways of turning the objection into a question.

> Direct – The question is "How much money will I make in the Navy?"

> Comparison – The question is "How do Navy training and experience compare with those of the other services?"

Despite or even though – The question is "Can I take advantage of the education, money, and financial security (the applicant's want, need, and DBM) in the Navy despite the fact that I'11 be leaving the area?"

If the prospect responds with a no, you have not gotten the real objection. Then you should ask, "Then, what is the question?" Hopefully, the prospect will tell you the real objection. If the prospect just keeps coming up with more objections, the probability exists that rapport has been broken or the prospect may not want to admit the real objection. If the prospect says, "Yes that's the question," then you can continue with objection handling.

● IRON out the answer. IRON stands for <u>I</u>nquire objectively, <u>R</u>everse if possible, <u>O</u>ffer some evidence (STAR), and <u>N</u>umber another unit of conviction. You can use one, a combination, or all the IRON techniques to answer his or her question(s). Let's look at an example of the IRON step using all four techniques combined for the verified treated question "The question is How much money will I make? Is that the question?" The prospect responds with a yes and you begin to IRON out an answer. "Let me ask you a few questions, John. How much money are the jobs offering around here? And how much money do you need for rent? Food? Workclothes? That may be the very reason you should join the Navy today. Take a look at this pay chart. You'll have more money each month because this starting pay is basically your spending money, John, which means to you that the Navy will pay for your living quarters, your food, even your uniforms. You'll receive regular pay raises as you advance in rate and meet longevity marks. Our pay is also adjusted each year for cost of living increases, and the real benefit to you is you'll have that financial security you are looking for."

● After IRONing out the question, use a trial close again. Based on the prospect's response, you will close, provide more conviction and evidence, create desire, or use a weighing close.

CREATING DESIRE

Although our sales presentation tends to create desire, we may have to help the prospects see themselves enjoying our proposal. The purpose of the desire step is to remind the prospects of their problems and help them to sense the advantages that our proposal will provide. If our proposal is correct, the following are the only two reasons prospects don't buy:

● They are not aware of their problems.

● They are not sufficiently disturbed by their problems.

Knowing When to Create Desire

People will buy if they can mentally see or imagine themselves enjoying the benefits, Key phrases that will let you know the desire step is needed include "I can't see myself in the Navy;" "I can't picture myself doing that;" or "I just can't imagine being able to do that."

Steps in Creating Desire

Again, we have a series of steps to follow to make this step of the sale successful.

● Remind your prospect of his or her problem.

"You want a <u>(want/need)</u> that will <u>(DBM)</u>."

● Get the prospect's confirmation.

"Is that correct?"

● Tell the prospect that your proposal will solve the problem.

"Our <u>(benefits)</u> will do that for you,"

● Project the prospect to a specific point in the future.

"It's <u>(time period)</u> from now. You're at <u>location</u>."

● Paint the prospect a word picture that helps him or her to be there enjoying the DBM. Do this by using language that appeals to the senses and emotions. This language is called concrete language. Try to use as many of the senses (sight, hearing, smell, taste, and touch) as you can when painting your word picture. Make them feel like they are really there. Remember your goal in this step is to stir up the prospects' emotions and let them see what realizing that DBM is going to be like.

● Make direct eye contact and trial close with "Is that what you really want?"

● Your next step depends again on the prospect's response. If the response is a yes, close. If the prospect is still lukewarm, provide more conviction or evidence. If he or she seems to be putting off making a decision, use a weighing close.

Let's look at a desire step that would fit the want of a college degree, the need of money, and the DBM of making the prospect's parents proud by being the first in the family to complete college.

"Daniel, you want a college degree that will make your parents proud. Is that correct? Well, our Navy educational programs will do that for you. You enter the Navy and here's what happens. It's 3 years from now, and you're in Norfolk, Virginia. It's a beautiful day. It's your day – the day that your dream, as well as the dream of your parents, will be realized. You walk across the campus at Old Dominion University and feel the sun warming the morning air. You hear birds singing in the magnolia trees that are in full bloom and filling the ocean breezes with their sweet scent. As you approach the stadium you can hear the band playing a well-known march as people fill the stands, They are here to watch you receive that long awaited diploma. It hasn't been easy. You reflect on the courses you completed with your tuition assistance and are thankful for all the credits awarded based on your Navy schools and experience. You say a silent thanks to your parents who encouraged you so much toward your goal and wish they could be here on this important day, They sounded so excited about your being the first in the family to earn a degree when you last talked with them. Soon, you hear your name called and proudly step forward to receive your diploma. You firmly shake the dean's hand and look out into the crowd. You can barely believe your eyes. Right there in the second row is your Mom and Dad. They have made a surprise trip to join in the celebration of your achievement. Their smiles have never been broader and Mom even has a tiny tear slipping down one cheek. You can feel the pride and love radiating from these two most important people. Is that what you really want?"

WEIGHING CLOSE

We have reached the end of our selling chain. We have performed our sales presentation to the best of our ability and possibly even created desire. As a final attempt to help our prospect we have the weighing close. Although this technique is called a weighing close, it does not fit the definition of a close and is not included in the five types of closes we use in consultative sales. The weighing close ends with a trial close, asking for an opinion, rather than a minor decision.

When to Use the Weighing Close

The weighing close is normally used at the end of the sales presentation when procrastination becomes the dominant block in our prospect's decision-making ability. Listen for trigger words like "Let me think it over" or "See me next trip."

How to Use the Weighing Close

Start with a lead-in bridge, "Before making a decision, one must weigh the ideas opposed against the reasons for enlisting now." Then, you should draw the diagram as shown in figure 6-10. Then ask the prospect, "What are your ideas opposed?" Do not try to overcome any new objections or remind the prospect that you have already shown an idea to be of no concern. We also want to avoid giving the prospect any help in thinking of ideas opposed. (If he or she can't think of any ideas opposed, then you should close.) When the prospect is done, ask "Okay, now what are your reasons for enlisting now?" Every response on this side is telling you that this prospect wants to be put in the Navy. If the prospect is unable to come up with enough reasons for, remind him or her of the previously identified want, need, and DBM. You may even ask if some of your benefits package qualifies as reasons for. Just make sure that your prospect includes more reasons for than ideas opposed. The DBM should be the last item on the reasons for enlisting now side. If he or she gives you the DBM before the list is complete, say that you want to set that aside for a moment. Then, when the reasons for side outweighs the ideas opposed side, say something like, "Okay, Jamie, because (DBM) is so important to you, I'd like you to write that down." For the weighing close to be effective, it must be the prospect's list. Try not to give him or her reasons for enlisting now. Instead, gently remind your prospect of what he or she said was important, if necessary. Every reason for your prospect gives you is telling you and the prospect that yes, he or she does have reasons for enlisting now. That is the purpose of the weighing

IDEAS OPPOSED	REASONS FOR ENLISTING NOW
Have to move	Education
	G.I. Bill
	Money
	Financial Security

Figure 6-10.-The weighing close.

enlisting now. That is the purpose of the weighing close, to help the procrastinator reach a decision.

● When the sale is finished, ask the trial close, "Now, in your opinion, which outweighs the other, the ideas opposed or the reasons for enlisting now?"

● If the prospect answers, reasons for, close. If the prospect answers ideas opposed, respect that decision. Do not return to selling that day. Set a follow-up appointment that allows adequate time for the prospect to consider the information given. Give the prospect the weighing close to take home and ask for referrals.

EVALUATING RECRUITERS' SALES PRESENTATIONS

There are two methods of evaluating a recruiter's sales presentation. First, you can role play. That, of course, is not always realistic. Recruiters will probably perform differently with a real prospect. There is no substitute for observing an actual interview when you wish to evaluate a recruiter's sales presentation for content and technique. Use a contracts evaluation worksheet, shown in figure 6-11, for the interview critique. After the recruiter has finished with the prospect, give the recruiter an in-depth critique for each step of the interview process.

Evaluating the Conversation Step

This is the most important step of the interview. Did the recruiter set rapport with the prospect? How was the eye contact, tone of voice, and smile? Did the recruiter avoid challenging or interrupting the prospect? Was blueprinting thorough? Did the recruiter make sure not to lead the prospect into desired answers? Was the sales objective (want, need, and DBM) properly established and verified?

Evaluating the Curiosity Step

This is a one-line step. The key to its success is enthusiasm. Did the recruiter seem genuinely enthusiastic about having a way to help the prospect with Navy opportunities?

Evaluating the Conviction Step

Besides the basic bridge work, check to see if the recruiter gave a short fact followed by an appropriate benefits package. Was there enough "meat" in the package? In other words, did the recruiter give the prospect enough information to justify buying the proposal? What kind of evidence was used? Was it effective? If faced with an objection, was the recruiter relaxed and professional? Was the objection verified, smoked out, or buried? Did the recruiter empathize with the prospect but avoid sympathizing? Did the recruiter change the objection into a question so it could be answered? Did the recruiter effectively IRON out the objection?

Evaluating the Desire Step

Did the recruiter remind the prospect of the problem and get confirmation? Was the prospect projected to a specific point in time and location? Most importantly, was a word picture painted so the prospect could see himself or herself enjoying the DBM? Did the recruiter use concrete language to appeal to the prospect's senses and emotions?

Evaluating the Close

The close is the most misunderstood step of the sale. It is often blamed for a recruiter's lack of sales success, but is rarely the real problem. Few recruiters are afraid to close if it is time to close. What we're saying is that if a recruiter knows that a prospect has bought, that their sales presentation had done its job, closing is a natural and simple step to take. The problem comes in when the recruiter understands that the prospect has not bought the product yet. Perhaps the real problem was as far back as conversation. Maybe we built the entire presentation on the wrong want, need, and DBM. Whatever the reason, the recruiter is not comfortable with closing because it is apparent that the sales presentation has not succeeded, To evaluate the close itself, determine if the recruiter closed on a minor decision without resorting to step-selling? Did the prospect know that he or she had bought? Was the recruiter calm and assumptive to help the prospect through the mental turmoil of making a decision? Beyond considering these points, if you still feel you have a recruiter who has a problem with the close, explain to him or her that no answer is the same as a "no" answer. The result is still the same. So, what is there to be afraid of? We don't have an applicant now; the worst that could happen after a close is that we still won't have an applicant. The alternative is that we will have an applicant for the Navy, and that's what it's all about.

CONTRACTS EVALUATION WORKSHEET

<u>Directions to evaluator</u>: As the interview progresses, you should make notes in each section of the sales process. These notations will aid in preparing the summary section. In addition to knowing, understanding, and using the five steps of a sale, you should consider the following questions: Did the recruiter use proper bridges to maintain a smooth flow of conversation? Did his/her trial closes and objection-handling techniques keep him/her in control? Was he/she confident and enthusiastic? Based on his/her level of experience, did he/she do a professional job?

1. **CONVERSATION/ATTENTION**

    a.   Establish Rapport
- 1. Reason for appt mentioned   _____
- 2. Eye contact   _____
- 3. Smile when talking   _____
- 4. Rate of speech   _____
- 5. Too tense   _____
- 6. Tone of voice (attitude)   _____
- 7. Compliments   _____
- 8. Challenged prospect   _____
- 9. Interrupted prospect   _____
- 10. Gestures   _____

    b.   Blueprinting
- 1. Privacy Act   _____
- 2. SSAN   _____
- 3. DOB   _____
- 4. Citizenship   _____
- 5. Education   _____
- 6. Tested   _____
- 7. Dependents   _____
- 8. Prior Service   _____
- 9. Physical - Illness   _____
  - Injuries   _____
  - Medication/Allergies   _____
- 10. Juvenile/Civil   _____
  - Police - Criminal/Traffic   _____
- 11. Drugs - Dangerous   _____
  - Narcotics   _____
  - Marijuana   _____

    c.   Establish Sales Objective
- 1. Wants/Needs _____
- 2. DBM _____
- 3. Summarize _____

2. **CURIOSITY/INTEREST**

    a.   TRIMTWHAWFY _____ (Want/Need) ____DMB_____ Navy.

Figure 6-11.-Contracts evaluation worksheet.

6-35

3. **CONVICTION**   Enthusiasm _____

    a.   Unit of Conviction
        1.   Optional bridge _____ S.C. _____
        2.   Because _____
        3.   WMTY _____
        4.   ATRBTYI _____

    b.   In your opinion, do you feel
    c.   Evidence (if needed) _STAR_____

    d.   Objection Handling
        1.   Obviously you _____
        2.   Just supposing _____
        3.   Then in your opinion, do you feel _____
        4.   Empathy _____
        5.   Treated question _____
        6.   IRON _____
        7.   Now in your opinion, do you feel _____

4. **DESIRE**

    a.   Remind - You want _____ that will _____

    b.   Confirm - Is that correct? _____

    c.   Our _____ opportunities will do that for you.

    d.   Project - You enter the Navy, and here is what happens/
        It's _____ from now. You're at _____

    e.   Paint word picture _____

    f.   Is that what you really want? _____

    g.   Weighing close
        1. Bridge in _____
        2. Ideas opposed/reasons for enlisting now _____
        3. Which in your opinion outweighs the other, the ideas
            opposed or the reasons for enlisting now?

5. **CLOSE**

    a.   Close on a minor decision (type) _____

    b.   Congratulate

    c.   Ask for referrals _____

Evaluator Comments: _____

_____

_____

_____

Figure 6-11.-Contracts evaluation worksheet-Continued.

USING THE SALES SCRIPT

We said earlier that our sales technique was not an actual script. It does get practiced like one, except for the actual proposal and pictures we paint along the way. If sales is not a step-by-step mechanical procedure, why so much memorization? The reason is that by learning the bridges so they can be naturally delivered we always have focus. We can smoothly go from one step of the sale to the other, Now, let's talk reality. Every prospect will not move from step to step as we have practiced. We have to know when to skip a step and when to go back.

Determining what step is needed can be made easier if we remember the purpose of each step. Recruiters must be constantly alert to the prospect's subtle signals as well as to what he or she says so recruiters know where they are in the sales presentation. Sales can be made using as few as two steps, conversation and close. Conversation must be a part of every interview to make sure rapport exists, eligibility is determined, and want, need, and DBM are identified. Even presold prospects should be blueprinted to include the want, need, and DBM in case they balk at MEPS or get buyer's remorse. Recruiters may have to return to the conversation step many times with some prospects before completing the sales cycle. The close is the other step of the sale that must always be used. Every prospect must be aware that he or she has bought before he or she becomes an applicant. We should tailor the presentation not only to our prospect's want, need, and DBM but also to his or her capacity for absorption. Move too slow and you could lose the sale to boredom; move too fast and you could lose the prospect along the way. It is an art – an art that can be refined through practice and analysis.

KNOWING YOUR COMPETITION

All professional salespeople take the time to get to know a little about what the competition is offering. In recruiting, we should be aware of the programs offered by other services, vocational and technical schools in our area, and civilian industry. Keeping up on the competition is not a lever to use the information to degrade them, but a method of offering fair comparison analogies and preventing misconceptions. Supervisors should be especially conscious of gathering information on the competition and ensuring it is issued regularly at zone training. The following are examples of competition comparison information you should know about.

Educational Programs

Obtain current information on the Army College Fund, Air Force College, civilian colleges, and vocational/technical schools. Look into local tuition fees, placement guarantees, and any special considerations made for veterans. This is information that you should know or at least have available to use as evidence for prospects wanting to continue their education. Use the *Educational opportunities in the Navy* pamphlet to show Navy programs,

Civilian Industry – the Local Labor Market

Be alert to local labor market shifts, Are they hiring, laying people off, freezing wages or new hires? These are all factors you should be aware of in the civilian industry. Reading the local newspaper financial section, talking with Chamber of Commerce personnel, and generally keeping in touch with the area will go a long way in making sure you are up to date on the local industry and labor market.

Training Differences

A prime selling point for the Navy has always been our training programs. The Navy offers more than *60* different jobs. All other services offer more, with both the Army and Air Force boasting of over 400 different jobs from which to choose. On the surface this may seem like an unlikely point to bring to the attention of our prospects. Let's look a little deeper to see what that means to them. The Navy offers a much broader range of training within the 60-some job fields. If you look at the job titles for the other services, most end with the word *specialist.* They tend to specialize a lot more than the Navy. Of course, we do have specialty Navy Enlisted Classification (NEC) codes, but our initial training covers a broader spectrum in most occupational fields. Most of this difference is brought about by necessity. Our ships limit the number of personnel that can comfortably and safely be assigned. We cannot afford to take on a team of specialists, when one thoroughly trained technician can do the job. Let's take the Navy's rating of Aviation Machinist Mate (AD) for example. Other services may take up to seven different job titles to cover the same training as a Navy AD. This gives the Navy trained individual a much broader base of knowledge and makes him or her more marketable to civilian employers. It also tends to give the individual more variety on the job and a sense of knowing more about the overall occupation.

Pay and Advancement Differences

Recruiting personnel also should keep up to date on pay and advancement differerences between services and the civilian sector. The *Navy Times* often offers advancement comparison for the different services. A pay chart is a "must have" in every recruiting station. With that, you may want to keep seapay and subpay information as well. Tlese two incentive pays are positive selling points, but be aware that the other services also have special duty pay for some assignments. Another good piece of evidence is a copy of your latest Personal Statement of Military Compensation. It shows what your military pay is actually worth. For comparison with the civilian pay, you can get average and median income figures from the Chamber of Commerce or local tax officials. A common way to make a comparison for advancement in the civilian labor market is to ask the individuals how long they would have to work at their current job, or their parents at theirs, before they would get an advancement. Some may answer, tongue in cheek, that they would have to wait for someone to die or retire before they would get promoted. You can easily show the benefits of the Navywide advancement system.

PROCESSING

As in the section on enlistment eligibility, the primary reference for processing requirements is the *Navy Recruiting Manual - Enlisted,* COMNAVCRWTCOMINST 1130.8. In the following paragraphs we highlight procedures for testing, physical examinations, classification, MEPS processing, applicant briefings, and the treatment of rejected applicants. Red carpet service is the key to processing success. A great deal of work and time has gone into bringing your applicant to this stage. Rapport and professional salesmanship must continue to keep your applicant on track. Unfortunately, much of the processing is anything but personal. Recruiters should overcome this by giving individualized care and consideration to every applicant and making sure that he or she is well briefed on what to expect both at the MEPS and during his or her first few weeks of Navy life.

ENLISTED SCREENING TEST

The Enlisted Screening Test (EST) is given to all applicants not previously tested with the EST or ASVAB. The EST is designed to give an accurate prediction of how the applicant will perform on the ASVAB. A conversion chart provided with the EST materials provides the applicant's percentage chance of attaining an ASVAB score of at least 21, 31, 50, and 65. If the percentage chance for a qualifying score is over 50 percent, the recruiter has a fair idea that the applicant will be able to attain that score or better on the ASVAB.

EST Administration

The EST is administered by the canvasser recruiter. Proctoring is informal as the recruiter need not be physically present throughout the test. The test has two parts. The verbal section of 35 questions has a 12-minute time limit. The math section of 30 questions has a time limit of 35 minutes.

EST Security

EST booklets, answer keys, and used answer sheets should be kept in a locked desk, file cabinet, or automobile. Local reproduction is authorized. Any compromise of the EST should be reported to the NRD CO via your chain of command Used answer sheets are retained on file for 3 months. After that time, they may be destroyed by shredding or burning. ESTs that have been made unfit for use may also be destroyed by shredding or burning. There are no security requirements for unused EST answer sheets or conversion charts.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY

The ASVAB is a battery of 10 subtests, The scores of the subtests are combined to yield two types of composites – academic and occupational. The ASVAB is designed to determine not only what the potential learning capacity of the individual may be, but also what occupational fields the examinee may be best suited for. The Military Entrance and Processing Command (MEPCOM) has overall responsibility for procurement, control, and administration of all ASVAB tests. Let's take a look at other responsibilities for student testing, production tests, and printed material that can assist in your efforts to "sell" the ASVAB.

Student Testing

The ASVAB is offered through the Department of Defense (DOD) Student Testing Program to interested high schools and postsecondary institutions. This program is designed to stimulate interest in occupational

and training opportunities in the military services. It also helps recruiters in efficiently contacting students based on the students' plans and abilities. The ASVAB is the most widely used vocational aptitude battery in the country. About 1 million students in some 14,000 high schools and postsecondary institutions participate in the program each year, Although you represent the Navy specifically, the ASVAB is a DOD test and must be presented as such. It is also to your benefit, in talking with educators and students, to stress the joint-service nature of the test. This approach gives you the widest market appeal.

MARKETING THE ASVAB.– One of recruiters' important responsibilities is to arrange for testing in the schools. Each year the schools are divided proportionately among the military services by the local Interservice Recruitment Committee (IRC). This committee is made up of local recruiting unit COs. Each recruiting station receives a list of schools for which they are responsible for scheduling the ASVAB. Many schools already usc the test annually, and recruiters will only have to arrange for them to continue testing. RINCs should review all school folders before the school year begins to determine what efforts should be made for ASVAB marketing. Some schools may test only certain grades, make test participation optional, or decline the testing entirely. The ED SPEC is responsible for introducing and selling the ASVAB to education administrators. Initial efforts will be made by the recruiter assigned to the school. The RINC and ZS also should become involved if there is a problem with scheduling student testing in a school. Our goal is to test as many students as possible in grades 10 through 12, Freshmen are not tested. You should try to encourage mandatory testing in all schools. Sell the counselor on the overall benefits of percentile comparisons when the entire grade is tested. Mandatory testing may result in some students willfully misrepresenting their abilities on the test, but the goal of market identification is still accomplished. The preferred grade for mandatory testing is grade 11. ASVAB scores are good for 2 years from the date of the test, so they will still be valid when the student graduates. The obvious benefit is that you will have your 11S market identified and partially blueprinted before the school year begins.

SCHEDULING THE ASVAB.– When scheduling the ASVAB, recruiters should obtain a preferred and alternate date for testing from the school official. These dates are coordinated with the master testing schedule maintained by the Chief, Testing Management Section

(CTMS) at each MEPS. Test dates have to be satisfactory to both the school and the CTMS. When a test date must be changed, every effort is made to accommodate the school. The CTMS also must be advised of the number of students to be tested so the test administrator will bring adequate materials on testing day.

PUBLICIZING THE ASVAB.– Recruiters should meet with school officials and develop a plan to publicize the ASVAB. The plan should include provisions for addressing student assemblies, faculty meetings, and parent-teacher organizations; providing and distributing ASVAB promotional materials; placing articles in school newspapers; and, when appropriate, sending news releases to local media. Recruiters may want to conduct a phone blitz to juniors and seniors reminding them of ASVAB test dates. The object is to attract as many students as possible to take the test. The more pretest activity that is generated, the more successful the turnout. Materials that will help in promoting the ASVAB are shown in figure 6-12.

PROCTORING THE ASVAB.– Test security requires a minimum of 1 proctor for every 40 students to be tested. You can request the school furnish these proctors. However, if school proctors are not available, arrangements must be made for military proctors. The recruiter responsible for the school should always be present for ASVAB administration. Usually the local IRC will establish procedures for arranging military proctors. They may notify the responsible service to arrange for them, or notify each service of the number of proctors they should provide. Whether the school is a Navy-assigned school or not, always check on arrangements before test day. Absolutely no recruiting activities are allowed during the administration of the ASVAB.

TEST SCORE RESULTS.– ASVAB scores are reported to the school in the form of percentiles. This means that each student's performance on the test is compared with a representative sample of American youth that is considered the base of reference population. For example, if a student scored at the 45th percentile on the composite, that student did as well or better than 45 percent of the people in the reference population. Juniors, seniors, and postsecondary students receive two sets of percentile scores. One set compares them to students of the same grade and sex, and the other set compares them to the total reference population. The Counselor Summary compares scores to all students of the same grade and students of the

ASVAB PRINT MATERIALS	
ITEM	DESCRIPTION
MATERIALS FOR COUNSELORS	
ASVAB: A Brief Guide for Counselors and Educators	Summarizes content, technical specifications, use of test information, and frequently asked counselor questions.
Counselor's Manual for the ASVAB Form 14	In-depth definitive user's guide for counselors and others working with ASVAB.
Technical Supplement to the Counselor's Manual	Provides statistical and other detailed technical information to substantiate ASVAB credibility.
Military Career Guide: Employment and Training Opportunities in the Military	Provides occupational basis for interpreting ASVAB by describing over 130 clusters of jobs related to ASVAB scores and linking them to civilian careers.
MATERIALS FOR STUDENTS	
Explore Your Potential	A poster/brochure with minimum text about the ASVAB, high-tech computer graphics, and a collage of sample jobs.
Coming Attractions	A one-page handout announcing the test date and providing a sign-up stub to register for the test.
Your Career Starts Here: A Student's Guide to the ASVAB	Introduces student to ASVAB and its use in career exploration and planning. Provides sample test questions and answers commonly asked student questions.
MATERIALS FOR PARENTS	
Time of Decision: A Parent's Guide to the ASVAB	A brochure providing an overview of ASVAB, its relevance to students for career exploration and planning, and answers to frequently asked parent questions.

Figure 6-12.-ASVAB print materials.

opposite sex in the same grade. This additional information gives counselors more assistance in interpreting the scores for students. The school tests results summary by grade gives counselors an overall picture of how their students are performing in relation to the reference population. Recruiters receive the ASVAB-14 Service Printout 7 to 10 days after the schools receive their results. This printout provides recruiters with students' personal data (name, grade, sex, address, and phone number), the students' scores and AFQT score, military aptitude composites, and the students' plans after graduation. Also included are any special instructions the school may have indicated for using the information for recruiting purposes. It is vital that recruiters honor any special instructions that have been given by the school. The school may indicate any of the following options covering the use of the data:

● No special instructions

● No recruiter contact until 60 days after results are returned

● No recruiter contact until 90 days after results are returned

● No recruiter contact until 120 days after results are returned

● No recruiter contact until the end of the school year

● No telephone solicitations

● Not valid for enlistment purposes

● No recruiter contact from this listing of student results

Production Tests

Production versions of the ASVAB are administered at MEPS and Mobile Examining Team (MET) sites across the nation.

RETEST POLICIES.– Immediate retests may be authorized by the MEPS commander for applicants tested under adverse conditions or considered to have attained inflated scores through improper means. Otherwise, testers must wait 1 calendar month after an initial ASVAB test for a retest. After one retest, applicants must wait 6 calendar months before another retest can be requested. Recruiters should be cautioned

to verify test dates as any retests given before the mandatory waiting period will be invalid. Applicants must then wait 6 calendar months to retest. Applicants with qualifying AFQTs should not be retested simply to increase their score or qualify for a specific program.

COMPROMISE AND PROHIBITED PRAC-TICES.– All ASVAB test compromise incidents must be reported immediately to the CO via the chain of command, so the CO can report the incident to MEPCOM headquarters by telephone. Most compromise situations are easily defined. The *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOMINST 1130.8, gives a list of actions and situations that constitute compromise. Recruiters should be trained in identifying compromise situations and understand that any action that might be construed as helping applicants in testing must be avoided. Recruiters are allowed to give applicants the USMEPCOM publication, *Your Future is Now,* for ASVAB familiarization. They also may give applicants expected to take the Nuclear Field Qualifying Test (NFQT) the following items: the chemical periodic table of the elements, math and physics RAD items, and the Navy correspondence course, *Mathematics,* volume I. Recruiters are prohibited from conducting any formal or informal training sessions, using commercially prepared ASVAB information and study guides, referring applicants to commercial schools or courses whose purpose is to familiarize applicants with the ASVAB, or becoming involved with any other sort of coaching or unauthorized ASVAB familiarization.

CONVERSION.– Raw scores, the number of questions answered correctly, are converted to standard scores for each subtest of the ASVAB. Conversion charts for current ASVAB versions are contained in the *Navy Recruiting Manual - Enlisted,* COMNAVCRUIT-COMINST 1130.8. AFQT scores for ASVABs taken after 3 January 1989 are computed by adding the standard scores of $2(VE) + MK + AR$. Figure 6-13 shows each subtest, the abbreviation, the number of questions in each subtest, and the derived scores equations.

SUPPLEMENTAL TESTING

There are two types of supplemental testing that the Navy uses for program qualification, the NFQT and the Defense Language Aptitude Battery (DLAB).

ASVAB SUBTEST AND DERIVED SCORE INFORMATION (for ASVABs taken after 3 January 1989)		
SUBTEST NAME	ABBREVIATION	# OF QUESTIONS
General Science	GS	25
Arithmetic Reasoning	AR	30
Word Knowledge	WK	35
Paragraph Comprehension	PC	15
Numerical Operations	NO	50
Coding Speed	CS	84
Auto and Shop Information	AS	25
Mathematics Knowledge	MK	25
Mechanical Comprehension	MC	25
Electronic Information	EI	20
Verbal (Sum of Word Knowledge and Paragraph Comprehension)	VE	50
AFQT percentile = standard score of 2(VE) + MK + AR	AFQT	99 (MAX SCORE)

Figure 6-13.–ASVAB subtest and derived score information.

Nuclear Field Qualifying Test

All applicants for enlistment whose ASVAB composite meets Nuclear Field (NF) program requirements will take the NFQT. Potential candidates include the top one-third of high school graduation classes and those with a C average or better in 1 year of algebra. The NFQT is a 2-hour, 80-question examination that can be administered by the test control officer (TCO), classifier, recruiter-classifier (designated in writing by the CO), the NRD ED SPEC, and designated assistant test control officers (ATCOs). Retests on the NFQT are not authorized. Because of the nature of this examination, recruiters may want to schedule the NFQT before enlistment processing. The NFQT may be given in high schools to advanced math and science classes or at a central point for select groups. The NFQT is often referred to as the advanced programs test to alleviate applicants' feelings of failure if they do not attain a qualifying NFQT score. They can still qualify for other programs, such as advanced technical or advanced electronics fields.

Defense Language Aptitude Battery

The DLAB is a language aptitude test given to all candidates for the Cryptologic Technician - Interpreter (CTI) rating. Authorized test administrators must be designated in writing. They may include the TCO, classifiers, ED SPECS, and ATCOs, Retest authorization may be requested from the Bureau of Naval Personnel (PERS-23).

PREENLISTMENT KITS

Recruiting supervisors must be cognizant of preenlistment document quality control. Recruiters and RINCs should understand that they are attesting to the accuracy and completeness of the preenlistment paper work and supporting documentation when they put their signatures on the kit envelope. The processor who initially screens the preenlistment kit at MEPS begins a kit error feedback form that is continued during the applicant's processing. At the end of the day the Enlisted Processing Division Supervisor (EPDS) will forward a copy of the completed form to the Enlisted

Programs Officer (EPO)/Chief Recruiter (CR) and the NRS RINC. Most districts also will route copies to the ZS. Training directed to the discrepancies noted on these forms must be conducted at the station level. Trends or frequent errors should be included in zone training evolutions. If you find your zone or station experiencing problems in kit quality, consider inviting Navy processing personnel out for training. Not only can they provide expert processing information, but the rapport built during these training evolutions can help build the team concept and get away from the "we/they" syndrome that can only inhibit smooth operation.

PHYSICAL EXAMINATIONS

Recruiters should make sure all applicants view the video *Self-Identification of Preexisting Medical Conditions* before they report to MEPS. Videos may be requested from COMNAVCRUITCOM, Code 514. Preliminary physical screening should be accomplished by the recruiter for all applicants for enlistment. This is done by completing the Applicant Pm-Screening Form, DD Form 2246, which is required in the preenlistment kit. In addition, recruiters are encouraged to review the SF 88 and SF 93 with each applicant before he or she is sent to MEPS for a physical examination. Identifying preexisting medical conditions can save recruiters time and prevent unnecessary applicant delay. Documentation of known conditions can be obtained to assist the MEPS medical staff in making a determination. Remember, red carpet service is a key to better MEPS conversion ratios. Thorough blueprinting can smooth the way for physical processing.

CLASSIFICATION

Every applicant is interviewed by an enlisted classifier or canvasser recruiter classifier to determine occupational interest, motivation, and qualifications for placement into an appropriate enlistment program.

Personalized Recruiting for Immediate and Delayed Enlistment

After the applicant has been certified as qualified for the program desired, the enlisted classifier uses the Personalized Recruiting for Immediate and Delayed Enlistment (PRIDE) terminal to obtain the desired program and the shipping window or date. More than one reservation per applicant at one time is not authorized.

PRIDE Reservation Categories

The following categories of PRIDE reservations are used as appropriate.

DELAYED ENTRY PROGRAM.– DEP reservations are made for all personnel for whom a United States Naval Reserve (USNR) DEP contract is executed, regardless of when they are actually shipped.

DIRECT SHIP.– Direct Ship (DIR) reservations are made for personnel who will begin active duty within 24 hours and for whom no USNR (DEP) contract is executed.

DIRECT DEPOSIT DEP.– A direct deposit DEP (DDD) is a reservation with a signed contract that does not count as a new contract until the following month, when they are converted to a DIR or DEP.

DELAYED ENTRY.– Delayed entry (DEL) reservations may be made when no contract is executed but the applicant is fully qualified for enlistment in a specific program. An example of a case where a DEL reservation might be made would be when an applicant wishes to discuss the options with his or her parents. DEL reservations never can be held for more than 10 working days.

DELAYED ENLLISTMENT RESERVE.– The Delayed Enlistment Reserve (DER) program was developed in June 1989 to allow school reservations for Reserve/Guard personnel without requiring immediate enlistment into the DEP. Reservations for all types of Reserve component members must be made via the DER program whether or not an approved Request for Discharge or Clearance from Reserve Component, DD Form 368, is obtained. An approved DD Form 368 must be obtained before shipping. DER reservations are authorized for a period not to exceed 365 days and are not counted as new contracts. On the actual ship date, DERs are converted to DIR reservations.

APPLICANT BRIEFINGS

Recruiters are responsible for briefing applicants about the processing procedures they will go through at MEPS. In addition, they should brief all applicants on conditions of Navy life, the Navy's drug policy, prescribed medications at the RTC, the Enlisted Statement of Understanding, the Montgomery G.I. Bill, RTC smoking restrictions, and the Navy's health care benefits.

Conditions of Navy Life

One of the two videos designed to indoctrinate viewers on the conditions of Navy life is required viewing for all applicants, *Civilian to Sailor in Eight Weeks* is shown to all male applicants and describes the 8 weeks of recruit training, *Right, Right, Right On* is the female version of recruit training indoctrination. Married applicants and their spouses also must read and sign the Married Applicants and Spouses Fact Sheet, which highlights information on ship deployment and underway schedules, housing, child care facilities, and moving household goods, Applicants should discuss areas of concern with their recruiter.

The Navy's Drug Policy

All applicants, including prior service applicants, must view the video *Drug Abuse - Not in My Navy.* This video, about 6 minutes in length, provides a brief look at the Navy's policy on drug use and the reasons drug use is not tolerated in the Navy.

Prescribed Medications

Applicants should continue to use any medicines prescribed by a physician during MEPS processing and upon reporting to the RTC. Recruiters should not advise applicants to discontinue prescribed medicines.

Enlisted Statement of Understanding

The recruiter must brief each applicant on the contents of the Enlistment Statement of Understanding, NAVCRUIT Form 1133/53, and have the applicant initial the appropriate block. The original copy is placed in the enlisted service record, with a copy provided to the applicant and the residual file.

Montgomery G.I. Bill

All applicants at DEP-in are given the Navy Recruiting Commands welcome aboard letter on the Montgomery G.I. Bill signed by the NRD CO. The welcome aboard letter also includes the G.I. Bill RAD item.

Recruit Training Command Policies

All applicants should be briefed that the smoking lamp is out at the RTC. No tobacco products of any kind will be allowed at the RTC.

Recruits should be counseled that as soon as uniforms are issued, all civilian clothing and personal effects will be mailed to their home of record at their own expense or discarded at their discretion.

The *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOMINST 1130.8, provides specific guidance on what items to bring and what not to bring to the RTC for both male and female recruits,

Health Care Benefits

The Health Care Benefits Summary Fact Sheet must be used to brief all applicants on their eligibility for various medical and dental benefits. A copy of the fact sheet is found in the *Navy Recruiting Manual - Enlisted,* COMNAVCRUITCOMINST 1130.8. It covers medical and dental benefits for active duty members and their dependents at military and civilian health care facilities. Applicants should be advised that detailed health care questions should be directed to the appropriate Civilian Health and Medical Programs of the Uniformed Services (CHAMPUS) advisors or health care personnel.

TREATMENT OF REJECTED APPLICANTS

Rejected applicants must be made to feel that the Navy also regrets that they cannot be accepted and that their interest in the Navy is sincerely appreciated. Whenever a recruiter feels that the rejection of an applicant may be cause for disrupting good local community relations, all pertinent information bearing on the situation should be forwarded to the NRD for consideration and further disposition. Those potential rejection cases that are likely to stimulate interest on the part of national or state officials should be forwarded to COMNAVCRUITCOM for final action. All rejected applicants should be urged to visit the local state employment service office to get assistance in pursuing their civilian careers.

Medical Disqualification

In cases of applicants who are rejected for enlistment because of medically disqualifying conditions, the MEPS examining physician is responsible for informing the applicant of the disqualifying condition either in person or in writing. Medical information concerning a disqualifying diagnosis should be conveyed to the applicant only by a MEPS physician.

Nonmedical Rejections

The recruiter is responsible for informing applicants rejected for enlistment for any nonmedical reason that they do not qualify for enlistment in the naval service.

CHAPTER 7

PUBLIC AFFAIRS

The responsibility for promoting positive public relations is shared by all Navy members. We, in the recruiting business, must be especially attuned to public affairs issues. We must be conscious that our actions- both on and off duty-directly impact local public opinion toward the Navy. Public opinion plays a major role in our recruiting success. As a member of the Career Recruiting Force (CRF), you will need to train your people on public affairs liaison, participation in public affairs events, the use of exhibits, and public speaking. You should also be able to provide effective input to your Navy recruiting district's (NRD's) advertising plan. This still and chapter highlights each of these subjects. The strongest public affairs message, however, is sent by each recruiter's daily appearance conduct in the community.

PUBLIC AFFAIRS PROGRAMS

Every NRD will have a public affairs program. You should familiarize yourself with the local instructions for specific policies and guidance. The *Standard Operating Procedures* (SOP) *Manual,* COMNAVCRUITCOMINST 5400.2, also contains a chapter on public affairs within the Navy Recruiting Command (NRC). The following paragraphs will cover NRC public affairs principles and objectives.

PUBLIC AFFAIRS PRINCIPLES

Navy public affairs is a three-part discipline consisting of public information, community relations, and internal relations. Effective public affairs programs and activities will support effective recruiting. The following principles are provided to guide NRC personnel at all levels when planning and executing public affairs programs and activities:

- All public affairs programs and activities must be aggressive.

- They must plan efforts and coordinate resources.

- They must follow up, deliver on promises, and complete all projects.

- They must record, measure, and report activities throughout the command.

- They must be ethical at all times.

Figure 7-1 graphically shows the principles of public affairs in a pyramid.
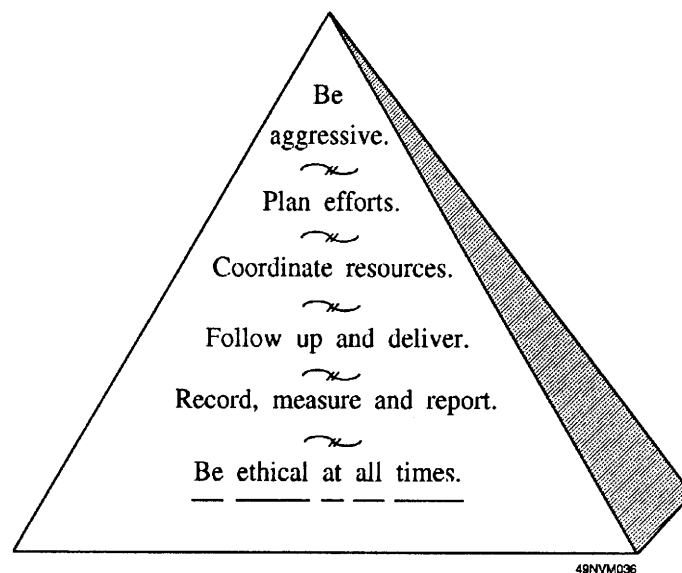
Figure 7-1.—The pyramid of public affairs principles.

PUBLIC AFFAIRS OBJECTIVES

General NRC public affairs objectives are as follows:

● To support the NRC mission by stimulating public interest and sustaining public awareness of Navy opportunities

● To help generate leads and increase quality walk-in traffic

● To respond quickly and accurately to media questions about Navy recruiting policies and activities and Navy career opportunities

● To communicate Navy and command policy to recruiters and their dependents and to promote recruiting duty throughout the Navy

● To promote the professional growth of all command personnel

● To integrate and coordinate NRC public affairs plans and initiatives with the Chief of Information (CHINFO) and overall Navy public affairs goals and missions

PUBLIC AFFAIRS LIAISON

To run an effective public affairs program, you must have a network of people to act as liaison or points of contact. One of the most important contacts will be the NRD public affairs officer (PAO). You should also keep in touch with other military personnel, civilian community leaders, service organizations, the educational community, and the media.

NRD PUBLIC AFFAIRS OFFICER

The NRD PAO can be one of your most valuable assets in public affairs matters. Some of the tasks of the PAO are promoting public service advertising (PSA), coordinating community relations, and sending out news releases for delayed entry program (DEP) and newly assigned personnel. The PAO is normally assigned as the action officer for any public affairs events within the district. The PAO assists in the training of recruiting personnel in all facets of public affairs. The PAO should be your number one contact when contemplating new public affairs endeavors.

CIVILIAN COMMUNITY LEADERS

You should encourage and assist your recruiters in meeting and cultivating relationships with community leaders. Positions of leadership carry a great deal of credibility in the community. You want them on our side. Some contacts to cultivate include the following:

● Government officials (mayor, representatives, town or city council, and so on)

● Chamber of Commerce president and members

● Youth organization leaders (YMCA, YWCA, scouting groups, 4-H, Junior Achievement, and so on)

● Civil servants (chief of police, fire chief, housing directors, and so on)

ORGANIZATIONS

It's not necessary for recruiters to join a long list of organizations, but they do need to maintain liaison with civic and fraternal organizations. They should maintain regular contact with all recruiting district assistance. council (RDAC) and Navy League members in their territory. Contact should be initiated with veterans' groups and fraternal organizations. The purposes of these contacts are to maintain a positive Navy awareness and to cultivate centers of influence (COIs) to assist in the recruiting effort.

EDUCATIONAL COMMUNITY

The educational community is in a position to have frequent contact with your best quality market. Therefore, public affairs efforts must include every facet of the educational community. Scheduled school visits will ensure planned contact with educators and administrators at the local schools. In addition, school boards and parent teacher groups should be included in your liaison efforts.

MEDIA

Media contacts are vital to our mission of Navy awareness. Assist your recruiters in establishing contacts at all media centers within their territory. Recruiters cannot pay for advertising themselves. All paid advertising must be done through the NRD local effective accession delivery system (LEADS) tracking center (LTC) or originate from national advertising efforts. Recruiters and recruiting supervisors can, however, make significant contributions to advertising efforts by encouraging PSA coverage and making recommendations to the NRD advertising plan.

MEDIA ADVERTISING

All Navy advertising, whether paid or public service, must be truthful in all respects, make no promises that cannot be fulfilled, be in good taste, and reflect the Navy's high standards of pride, professionalism, and performance. In the next few paragraphs we discuss the different types of media advertising, what advertising efforts are being accomplished, and what you can do to supplement Navy awareness through media contact.

There are four types of advertising programs: national advertising, local advertising, PSA, and collateral materials. We briefly discuss the first three types now and cover collateral materials later in this chapter when we learn about the use of recruiting materials.

NATIONAL ADVERTISING

National advertising programs include a mix of electronic and print media and direct marketing. National advertising has two major objectives: (1) to build awareness in the target market and (2) to generate leads to field recruiters. A secondary objective is long-term program identity in both the target market and COIs.

LOCAL ADVERTISING

Districts and Areas are provided ceilings and authorized to place advertisements in regional media and conduct local direct mail campaigns to generate leads for recruiter follow-up. Newspaper advertising is placed through the national buying service contract. All other advertising is placed directly with the media.

District Advertising Plan

Each district has an advertising council that develops the fiscal year advertising plan. The plan strategies are developed for advertising in metropolitan daily newspaper classified and direct mail campaigns.

Making Field Input to the Advertising Plan

Field input to the advertising plan has obvious benefits. You know your territory, population, and current events better than district personnel. You should be aware of changes in your market that could present advertising opportunities. Pay particular attention to plant closings, employee layoffs, unemployment figures, special trends, and specific quality content. You can request that direct mail campaigns and classified ads target specific population groups. You may want to target specific publications for advertising efforts that you feel have a better circulation potential. Your input to the advertising plan gives you a piece of the ownership and builds more belief and confidence in the system.
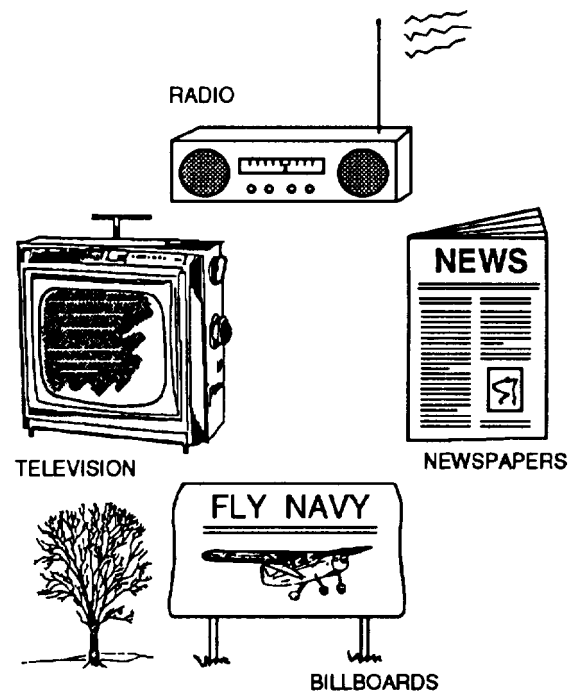
Use all media sources to spread Navy awareness.

PUBLIC SERVICE ADVERTISING AND FREE MEDIA EXPOSURE

Most media sources allot a portion of their advertising space for public service messages.

Distributions of advertising material are made to various media nationwide for quarterly placement as a public service to the Navy. National efforts are only a start. There can be no substitution for the face-to-face field contacts. By making regular visits to the media and developing contacts, you can do more to ensure the PSAs actually are given time and space. Your PAO can provide you with prepared advertising in assorted formats for newspaper, radio, television, and billboards. In addition to prepared advertising, there are other ways to get free media exposure that increases Navy awareness and interest in enlistments. Let's take a look at efforts in each of the media separately.

CAUTION: Whenever you or your recruiters have extemporaneous dealings with the media, keep in mind they see you as the Navy. Be cautious in answering opinion-type questions. Current events questions are normally referred to the PAO or appropriate responses are suggested from higher authority. Try to steer conversations back to Navy opportunities and career information whenever possible. Just remember that many a passing comment has been taken out of context to become tomorrow's headlines.

Newspapers

Newspaper advertising is usually the easiest media coverage to obtain. Reproducible material in various sizes and formats is distributed quarterly by the Commander, Navy Recruiting Command (COMNAVCRUITCOM) to most newspapers for use whenever space is available. Hometown news releases should be used for special events in all recruits' careers. DEP-in, reporting to and graduating from the Recruit Training Command, graduation from schools, advancements, honors and awards, and transfers all make appropriate news releases. A news release should also be submitted for significant events in the careers of recruiting personnel such as reporting, awards, and advancement. The PAO will initiate DEP and newly reported personnel releases and is available to assist you in submitting any special event release. Newspapers in large metropolitan areas may not be as eager to give space as smaller town papers. Check to see if there are neighborhood papers or weeklies that will run your releases. Check with high school and college newspapers. Sometimes it's just a matter of contacting the right person. If the newspapers agree to run PSAs, make sure you have either obtained your ad from the district or have

had it approved before submitting it for publication. Letters from recruits often make interesting newspaper articles. Obtain a news release authorization from the recruit before you submit it for publication. You may want to write your own articles for any special circumstances. To give you a few ideas, these are headlines from articles that have been written by recruiters in the past: FOUR GENERATIONS OF NAVY, A NAVY FAMILY (submitted after son joined mother and father in a Navy enlistment), TWINS GO NAVY, MORE ROCKETS CHOOSE NAVY (submitted after enlistment of two more high school seniors in DEP, making a total of 25 percent of the graduating class), NAVY DEPPERS CLEAN UP THE BEACH (submitted after Navy DEP members volunteered for a beach clean-up day), NAVY RECRUITER COMES HOME (submitted after a recruiter reported for duty in the same office he had enlisted in). With a little ingenuity almost any event can become a newsworthy article.

Radio

Radio offers more variety in public awareness efforts. COMNAVCRUITCOM provides 30- and 60-second spots to over 4,400 radio stations nationwide each quarter. They will also provide PSAs localized with the recruiter's name, phone number, and location for personal delivery. You should pay particular attention to the radio stations that most of the young people in your area are listening to; however, other stations should not be ignored altogether. They can still play an important part in getting the word to parents, educators, and potential COIs. Provide a variety of PSA tapes to the radio stations in your territory. Rotate the advertising from time to time so each station is getting a change as often as supply will allow. Remember, a tape heard too many times is not really heard at all. In other words, people will start tuning out messages they have heard repeatedly.

Use your imagination for soliciting air time, Volunteer for talk shows, especially those that cover careers and training. Challenge local deejays with Navy-related trivia, ball games with DEP personnel, or contests of some sort. One innovative recruiter visited with a local deejay once each week on the air. Callers could win Navy promotional items for answering Navy trivia questions. Not incidentally, the name and location of local recruiters were included on each show, with an invitation to stop in any time. If you or your recruiters are going to go

on a talk show, make sure you know the format and anticipated topics before the show is taped. If any topics, other than Navy career opportunities, are to be discussed, contact your district PAO for guidance.

Television

Television air time is extremely expensive. Our PSA efforts in this media are very important. COMNAVCRUITCOM distributes 1- and 2-inch videotapes and 3/4-inch videocassettes in 15- and 30-second lengths three times a year to television stations throughout the nation. Contact local stations and cultivate COIs that will ensure your PSAs get on the air. This is a media that requires constant follow-up, not only to ensure the PSAs are run, but to negotiate for better time slots. Television stations are usually swamped with PSA requests, so you should use some serious selling skills in this arena. Most local stations have local talk shows or community interest programs. Be persistent in contacting the scheduling directors to include a Navy recruiter periodically. Many new recruiters may be reluctant to appear on television for the first time. If you do the show for them, have them accompany you. Many will surprise you and take the lead halfway through. **Voilà!** A star is born! A with radio talk shows, make sure you have a thorough briefing before the show is taped

Outdoor Advertising

COMNAVCRUITCOM conducts direct mail solicitations semiannually to outdoor posting companies offering a variety of Navy posters for use on billboards. Once again to maximize the use of this form of advertising personal follow-up is required. If you have an outdoor advertising company in your recruiting territory, get acquainted and sell the Navy.

PUBLIC AFFAIRS EVENTS

Public affairs events include both those initiated by local communities and those you may wish to initiate from the Navy side. Fairs, parades, and local celebrations all offer an excellent opportunity to spread the Navy's word Educator orientation visits (EOVs), Navy cruises, Navy days, and performances by Navy bands, drill teams, or performance units can all add positive Navy awareness. The following paragraphs cover participation in community events and parades, the

use of bands and demonstration teams, special Navy recruiting events, and sea power presentations.

FAIRS, CARNIVALS, AND LOCAL CELEBRATIONS

Every town has local celebrations of some kind that people turn out for. These occasions are ideal to increase your Navy awareness. Again, your imagination is the only limit to the possibilities for participation. Above all, make your project fun and involve as many recruiters as possible. Whether you plan a display, booth, or demonstration make it professional and interesting. Most people are in a festive mood at these activities, so join in and make some lasting contacts.

Funding for Space Costs

If the event charges a booth rental or space fee, you will need to submit an internal request document to supply for funding approval. Event coordinators often require advance deposits. The Navy cannot pay in advance and most coordinators will waive the deposit for government purchase orders. Once funding is approved, you can go ahead with the event participation. Have the event coordinators send an invoice to the NRD. NRD supply will submit the invoice for payment. Remember to plan ahead for booth rental fees when you submit your budget input worksheet for the fiscal year, as discussed in chapter 3.

Setting Up Displays

The key to setting up a display is to make it professional. A plain table stacked with brochures and pamphlets is rarely the eye-catching display you want to attract prospects and potential COIs. Refer to the discussion of exhibits, found later in this chapter, for ideas to enhance your booth or space. Check with the NRD for use of a Navy banner. Try to keep the display simple. A main theme or exhibit will be more appealing than a cluttered assortment of pamphlets. Use promotional items sparingly. Instead of leaving them out for everyone, use them as a reward for filling out a referral card or requesting additional information on Navy opportunities. One of the most important aspects of your display will be the uniformed recruiters who are working the event. Make sure everyone is looking sharp. Arrange for frequent shift changes and breaks to keep them fresh and attentive.

PARADES

Everyone loves a parade. Old and young turn out for hometown and regional parades. They offer an excellent opportunity to show off the Navy. As a recruiting supervisor, you need to be aware of parades planned in your territory. Work with the recruiter-in-charge (RINC) to decide on the extent of participation. There is a multitude of choices for parade participation. You can request a drill team or color guard unit from a naval installation if logistics allow. You can coordinate with local naval reservists for extra manpower. DEP personnel can be trained in marching fundamentals. Of course, recruiters themselves can participate as a marching unit or color guard.

Drill Teams

Most naval training centers have a drill team that is available for parades. Work with your PAO to find out if there is a team in your area. Most teams have specific mileage limitations on their travel. Some require funding for meals, lodging, and perhaps even transportation.

Color Guards

As with the drill team availability, check with your PAO to find color guard units for parade participation. In the absence of an assigned color guard, recruiters can fill this task easily themselves.

Coordinate with local reserve centers for flags, parade rifles, and leggings. Figure 7-2 shows a proper color guard formation.

DEP Participation

DEP personnel are normally eager to represent the Navy. Advance planning is a must to prepare them for public performance. Marching fundamentals can be used as general military training (GMT) at regularly scheduled DEP meetings. Extra practice will make sure they look professional on the day of the parade. Have the DEP personnel dress alike. Navy T-shirts or iron-ons teamed with blue jeans and a Navy ball cap can become instant uniforms. Check out the Navy banner from your NRD and you now have your own performing unit. You might want to even teach them a couple of cadences fitting for public marching.

MUSIC FOR RECRUITING

The Music for Recruiting Program is supported by the U.S. Navy Band in Washington, DC, and by field bands located across the nation. COMNAVCRUITCOM coordinates the U.S. Navy Band national tours in support of recruiting. The CHINFO funds Navy recruiting Areas (NAVCRUITAREAs) for use of the regional Navy bands.

Figure 7-2.—Color guard formation.

Policy

Navy band performances must not place military musicians in competition with professional civilian musicians. Admission may not be charged for these performances unless all profits go to one of the government recognized combined programs such as the United Fund or the Community Chest and not to a single cause. Funding for the use of Navy bands is provided by CHINFO to each COMNAVCRUITAREA. Additional funding for special band tours may be available from COMNAVCRUITCOM.

Procedures

Requests are submitted by NRDs in writing to the appropriate band unit via the COMNAVCRUITAREA. Advance direct liaison with all bands and performance units is authorized to determine availability of desired units. Early scheduling is encouraged.

Official Navy Bands

Official Navy bands are assigned specific geographic areas of responsibility. These boundaries are established by the program manager for Navy bands at the Bureau of Naval Personnel (BUPERS). All Navy bands have been instructed to perform only in their assigned area. Exceptions to move bands across geographic areas must be approved by COMNAVCRUITCOM. Exceptions may be granted when the local band is previously booked, or when there is significant reason to use an out-of-area specialty band.

NATIONWIDE RESPONSIBILITY.– The following bands are available for nationwide performances:

- U.S. Navy Band, Washington, DC

- Concert Band - Rock/Pop

- Country Current - Country/Bluegrass

- Commodores - Jazz

- Sea Chanters - Choral

REGIONAL RESPONSIBILITY.– Specific areas of responsibility for the following bands are listed in chapter 4 of the SOPMAN, COMNAVCRUITCOMINST 5400.2:

- Navy Band, New Orleans, Louisiana
  Steel Band - Calypso
  High Tide - Rock/Top 40
  Dixieland - Show Band

- Navy Band, Newport, Rhode Island
  Free Fall - Rock/Pop
  Show Band-Northeast - Big Band

- Navy Band, Great Lakes, Illinois
  Lake Shore - Country/Top 40
  Holiday - Rock/Top 40
  Voyage - Show Band

- Navy Band, Memphis, Tennessee
  Sternwheel Drive - Show Band
  Atlantis - Rock
  Country Empire - Country/Western

- Navy Band, San Francisco, California
  Ocean Express - Rock/Top 40
  Forecast - Rock/Top 40
  Show Band - West
  Nautilus - Country

- Navy Band, Seattle, Washington
  Show Band - Northwest
  Rock
  Variety

- Navy Band, San Diego, California
  Spirit - Rock/Top 40
  Port & Starboard - Top 40

- Atlantic Fleet Band, Norfolk, Virginia
  Four-Star Edition - Rock/Pop
  Navy Show Band - Stage/Show

- Naval Academy Band, Annapolis, Maryland
  Electric Brigade - Rock/Pop
  Chesapeake - Show

DEMONSTRATION TEAMS

The Navy has long supported the recruiting effort with demonstration teams. The Navy Parachute Team, Navy Balloon Team, and Blue Angels are always crowd pleasers. You can request their participation in local events through your PAO.

Navy Parachute Team

The *Navy Parachute Team (NPT) in Support of Recruiting,* COMNAVCRUITCOMINST 5720.18, provides policy and guidance on the NPT. The team, known as the Leap Frogs, is composed of Sea Air, Land (SEAL) personnel from the Navy's special warfare groups. The team is based at the Naval Amphibious Base, Coronado, California. The Leap Frogs consist of approximately 10 enlisted personnel and 1 officer. They assist recruiting at community events throughout the nation. In addition to well-executed and colorful performances, members of the team also assist recruiting by speaking to high school classes and youth groups, appearing at hospitals and on local radio and television programs, and talking with spectators, DEP personnel, and prospects before and after performances. At least one member of the team will work with local recruiters at recruiting booths or exhibits after each performance.

Navy Balloon Team

The *Navy Balloon Team (NBT) in Support of Recruiting,* COMNAVCRUITCOMINST 5720.22, provides guidance and policy on the NBT. The team is operated and maintained by the NRD, Albuquerque, New Mexico. The NBT has two balloons that alternate between serving as a practice and crew certification platform and as a show balloon. The balloon can be used in two modes of operation–free-flight or tethered. The majority of the events are conducted in the tethered mode. Any person may be embarked in the balloon during tethered flight. Free-flight rides are limited to (1) prospective recruits, (2) opinion leaders, VIPs, and other individuals who, by their influence, can help build public understanding of the Navy and its mission, (3) news media representatives, (4) active duty military and federal government personnel in conjunction with recruiting activities, and (5) immediate family members (over the age of 10) of NRD Albuquerque personnel. The possibility of canceling a balloon performance due to adverse weather conditions dictates that the Navy balloon be used as a method of enhancing the Navy's image at an event or location where large numbers of spectators are already assembled It should not be used as the single performance for a gathering where cancellation would result in a negative reaction by the general public.

Blue Angels

The *Navy Flight Demonstration Squadron (Blue Angels) in Support of Recruiting,* COMNAVCRUITCOMINST 5720.20, provides policy and guidance for the Blue Angels. The instruction includes detailed instructions for requests, planning and preparation, and formats for 1- and 2-day shows. The Blue Angels' primary mission is to enhance the recruiting effort. A Blue Angels' visit can be a tremendous asset to recruiting, if properly planned and coordinated. Early planning and close coordination with the air show sponsor and the Blue Angels are absolutely necessary to ensure a smooth and successful recruiting effort during the visit. Performance requests must be submitted before 1 July of the year preceding the event.

Sponsorship of Performance Teams

The cost of transportation per diem, vehicles, fuel, and incidental expenses for performance teams is normally paid by the sponsoring activity. Military sponsors such as your NRD may issue Tango numbers directly to the team to fund the trip. Civilian sponsors may support the costs of the team by presenting a check to COMNAVCRUITCOM a minimum of 30 days before the perforrmance. A combination of support between military and civilian show sponsors is also an option. These performances can become very expensive. If you would like to bring a performance team to your area, work closely with your PAO and never directly with the team itself, until all funding is approved and scheduled You can create interest in your area and urge civilian sponsorship efforts. Local business establishments will often donate meals, lodging or other expenses to help support the performance teams.

After the Performance

After action reports are required for most performance team events. These will require your input to the NRD. The most important after action requirement, however, is <u>follow-up</u>. If you have worked the performance right, recruiters will have obtained prospect names and numbers and made potential COI contacts. Make an immediate follow-up while the interest is peaked. Supervisors need to stay on top of the referrals and contacts garnered from these performances to ensure maximum effort is made to turn the publicity into

contracts. Another after action item to take care of is recognition for all those who extended a helping hand through monetary support, publicity, or labor. You can use your own ideas for appropriate recognition or request that the NRD provide letters, plaques, or recruiting referral recognition awards, as appropriate.

SPECIAL NAVY RECRUITING EVENTS

There are many special Navy recruiting events that can increase Navy awareness. EOVs, ship visits, Navy cruises, and local Navy recruiting station (NRS) generated events can all enhance our public affairs programs.

Educator Orientation Visits

The SOPMAN, COMNAVCRUITCOMINST 5400.2, provides policies and procedures for conducting EOVs to Navy training and fleet sites in support of Navy recruiting. EOVs are designed to strengthen civilian educator awareness of the professional training methods and outstanding educational opportunities available to young men and women in the Navy. Selected educators, escorted by Navy recruiting personnel, tour various Naval Education and Training Command activities and fleet sites to view the training of today's Navy men and women. Tours include briefings, meetings, and conferences with Navy officials, ship visits, discussions with recruits and students, and familiarization visits to classroom sessions, berthing, messing, recreational areas, and other support activities.

AUTHORIZED PARTICIPANTS.– EOV participants must be bona fide educators or adult youth group advisors, including Boy Scouts of America executives, Explorer chairmen, school administrators, teachers, guidance counselors, school board members, 2- and 4-year college professors, placement officials, and coaches. Representatives of state Department of Labor employment offices may also be included. Media representation is encouraged. With limitations, media representatives, high school or college journalists and student leaders, and clergy members may also be included. Participants must pay for their own lodging and meals.

HOW YOU CAN CONTRIBUTE TO THE EOV.– The NRD will do the planning and preparation for the EOV. In fact, the NRD

commanding officer (CO) and/or executive officer (XO) and the education specialist (EDSPEC) will host the visit themselves. The NRD, however, cannot make the EOV work for you. Only you can do that. When the NRD announces dates and destination for an EOV, you need to ensure all recruiters are trained on soliciting participants. They also need to know how to decide who the most advantageous participants would be. A natural tendency is to invite those educators who have been supportive in the past. This may be a nice reward, but think of the increased support you could get from previously negative or neutral educators once they see what the Navy is all about.

Get involved with these people. Accompany the recruiter to the school or agency and help sell that individual on participating in the EOV. Take a look at some of the administrators that might have the power to give your recruiters better access to schools and lists. Another way you may be able to make the EOV a success is by participating as an escort. One escort is required for every 15 guests. As an escort, you are in a position to get to know the educators and leaders outside of their normal trappings and vice versa. Many friendships and recruiting partnerships are the result of an EOV. Being an escort is a great way to show off your Navy with pride.

Ship Visits and Navy Cruises

Ship visits and Navy cruises in support of Navy recruiting are covered in the SOPMAN, COMNAVCRUITCOMINST 5400.2. Ship visits provide opportunities to generate positive Navy awareness. In addition, ship visits allow prospects, DEP personnel, educators, media, and COIs to see Navy life firsthand. Navy cruises expose educators and community leaders to the Navy in an operational setting.

SHIP VISITS.– The primary objective of the ship visits program is to expose visitors to shipboard life and operations, encouraging contact between them and the crew. Another objective is to expose the media and COIs to the training received and skills employed by Navy men and women. The NRD PAO will normally act as the port visit action officer. Your responsibilities will include maximizing publicity for the visit and coordinating tours for DEP personnel and prospects from your area. You may also have the opportunity to "work" the crowd in an information booth or roving

capacity. These visits require a great deal of planning and preparation. You need to urge all recruiters to take full advantage of this Navy awareness opportunity. Once again, immediate follow-up on all contacts made during the evolution is of paramount importance. Capitalize on the excitement.

NAVY CRUISE PROGRAM.– There are three Navy cruise programs that are readily accessible to NRC-sponsored guests. The Navy Cruise Program targets middle level executives, educators, secondary school principals, guidance counselors, coaches, outstanding teachers, and COIs who will have a direct contribution to Navy recruiting. These programs are the Guest of the Navy Cruise, Civilian Orientation Cruise, and the Go Navy Cruise.

Guest of the Navy Cruise.– The Guest of the Navy Cruise program provides cruises of relatively short duration (3 to 5 days). This program is administered by the CHINFO naval base commander. Normally, a maximum of five billets is available on any one ship.

Civilian Orientation Cruise.– The Civilian Orientation Cruise program provides a 1-day tour of the training carrier. Guests are flown to and from the ship via carrier onboard delivery (COD) aircraft. Groups of up to 15 people can be accommodated. This program is administered by Chief of Naval Air Training (CNATRA). Cruises originate out of NAS Corpus Christi, NAS Pensacola, and NAS Key West. Contact your PAO for more information.

Go Navy Cruises.– Go Navy Cruise programs are provided for the exclusive use of the NRC. Based on ships' schedules and availability, fleet commanders provide billets for 1- to 2-day cruises to NAVCRUITCOM/NRDs who are responsible for filling assigned billets.

Local NRS-Sponsored Events

Local NRS-sponsored events are especially useful for smaller audiences and times when you feel Navy awareness is needed before lead times for more involved events can be met. There is no limit to the type of event you can plan. Resourceful recruiters have garnered increased awareness and enlistments through a wide diversity of ideas. Model building contests with prizes donated from local business establishments—knot-tying

demonstrations–getting DEP personnel to volunteer for a community service project–close order drill demonstrations–Navy Days at malls or other target market centers using displays and exhibits-these are all examples of local events that can enhance your recruiting efforts. Get your recruiters together and have them do some brainstorming until the right project is agreed upon. You may find you have a few hidden talents in the zone that can be capitalized on. These local events can help build on your team unity and add some fun and variety to the job.

SEA POWER PRESENTATIONS

The Chief of Naval Operations (CNO) Sea Power Presentation program was developed to help educate the American public on the importance of sea power and the need for a Navy. The program assists recruiters by providing them with a marketable, inexpensive product–Sea Power presentations–that can be used to gain and reinforce access to schools, youth groups, and organizations with the capability to assist Navy recruiting.

Presentations

The Sea Power story is primarily told through 35mm slide presentations. A package of Prospect Referral Operation-Navy (PRO-Navy) cards accompanies each order for presentations. The booklet, *You Can Help the Navy,* is another tool that recruiters can use when making presentations. Each package also includes information on the topic of the presentation, reprints of pertinent magazine articles and speeches, an information letter, and other material to assist the speaker. These presentations are an excellent method of introducing a recruiter to public speaking. They are planned, professional, and easy to deliver.

Arranging for Speaking Engagements

Speaking engagements don't just happen. They must be solicited and this is done by letting the community know that the program exists. A brochure is available that advertises Sea Power presentations and can be mailed to organizations in the community. The local Chamber of Commerce may be able to provide you with a list of clubs and organizations. Word-of-mouth promotion with community leaders often opens doors. Once a

speaker becomes known and members of the community have heard a presentation, others may then want to schedule the speaker for their groups. You may want to approach high school and community college educators and administrators with the offer to deliver presentations as an academic supplement to the curricula.

Reporting and Recognition

The CNO *Sea Power Presentation Program,* COMNAVCRUITCOMINST 5720.19, provides guidance on reporting Sea Power presentations to COMNAVCRUITCOM and eligibility requirements for CNO Certificates of Merit. Individual and command membership awards are earned for delivering a specified number of presentations. These are personalized, suitable for framing, and are accompanied by appropriate commendatory correspondence signed by the CNO. Award schedules are found in the previously mentioned instruction.

EXHIBITS

There is a variety of exhibits available to assist recruiters in their Navy awareness efforts. The Navy Recruiting Exhibit Center (NAVCRUITEXHIBCENT) vans and static displays, portable exhibits, and other Navy source exhibits offer a wide selection of public interest choices.

NAVY RECRUITING EXHIBIT CENTER

The *Procedures for Navy Recruiting Exhibit Center* (NAVCRUITEXHIBCENT) *Exhibit Scheduling,* COMNAVCRUITCOMINST 1150.1, provides guidance and policy on scheduling the NAVCRUITEXHIBCENT vans and static displays. The NAVCRUITEXHIBCEN inventory includes five information vans. This permits assignment of one van to each Navy recruiting Area to be directed during the school year, 15 October through 31 May. Each NRD will solicit field input to forward a consolidated schedule request to the COMNAVCRUITAREA. Each Area coordinates scheduling with the NAVCRUITEXHIBCENT. Once schedule dates are confirmed, it is up to you to ensure maximum use of the vans during your scheduled time. A recruiter must man the van during all show hours. DEP and hometown area recruiting assistance program (HARP) personnel may assist the recruiter, but not act as substitutes.

The following descriptions and audience targets can help in your decision of where to schedule the vans.

Career Education Vans

The career education vans each have six audiovisual modules. The first module uses videotape to emphasize Navy adventure and comradeship. Modules two and three provide the viewer activated computer information on career fields available in the Navy. Module four provides information concerning Navy vocational opportunities. The show provides information concerning recruit training, basic schools, on-the-job training, and advanced technical schools. Module five conveys information about the different Navy educational and scholastic assistance programs. Module six presents a television short, Ports of Call Around the World.

Target audience: High school, vocational, community college students.

Nuclear Power Specialty Van

This exhibit provides information concerning ocmpational specialties aboard nuclear ships. A television and two computers provide information about officer and enlisted programs to test the viewer's knowledge on basic training programs, program entry qualifications, and schooling available. Other attractions are an edited video emphasizing the various aspects of the nuclear Navy and a functional submarine periscope through which visitors can scan the area surrounding the van.

Target audience: Scientific and technically oriented students and general public.

Naval Aviation Specialty Van

This exhibit features a cutaway model jet engine with narration explaining the principal parts and theory of jet propulsion. There is a video monitor and the forward section has a stand-up theater that features associated films of naval aviation.

Target audience: Aviation recruitables.

Multitheme Vans

Multitheme vans provide information about the three naval communities: aviation, surface, and submarine forces. A multitheme van is sectioned

into three parts containing five video monitors showing three different programs. Also included are two computer modules and phototransparencies providing additional information about the three communities.

Target audience: Students, influential, and naval organizations when participating with recruiters.

America's Sea Power Exhibit Van

This van defines the importance of sea power and the necessity for the United States to have a strong Navy. This van provides attractive phototransparencies in lighted boxes. In addition, it contains a computer, a 6-foot model of a Spruance-class destroyer, and two video monitors highlighting the importance of sea power in today's Navy.

Target audience: Students, influential, and naval organizations when participating with recruiters.

Static Displays

Several static displays are cataloged and available for scheduled placement as well as assignment for extended periods. The objective is to gain maximum exposure of the display to the target audience.

MEDAL SHOWCASE.– This is a free-standing unit that rotates slowly to display the Medal of Honor and Navy medals.

Target audience: General public.

BLACK COMBAT ART EXHIBIT.– This exhibit consists of 20 framed photoreproductions selected from the Navy's combat art collection. Included is a free-standing TV module that highlights job opportunities in today's Navy.

Target audience: Recruitables and the general public.

PATCH DISPLAY EXHIBIT.– This is an octagon-shaped island exhibit consisting of eight 2-foot by 6-foot panels that display Navy rank structure and unit patches from various Navy commands.

Target audience: Recruitables and the general public.

NAVY ADVENTURE EXHIBIT.– This exhibit addresses the Navy's adventure, training, travel, and education. The exhibit consists of five photographic and chrome frame panels and a section for recruiting advertising (RAD) materials.

Target audience: Recruitables and the general public.

MULTITHEME EXHIBIT.– This exhibit consists of three roll-around modules. Two of the modules are large illuminated transparency boxes. The third module consists of a moving message unit and a television monitor that has four video options: General Navy, Aviation, Surface, and Subsurface. These four options can be selected by the viewer.

Target audience: Recruitables and the general public.

LORE OF FLIGHT EXHIBIT.– This exhibit features a video presentation entitled The Lore of Flight that takes you through a brief history of naval aviation and brings you up to date in today's naval aviation. The exhibit consists of two structures: a roll-around video monitor module and a backdrop panel section containing silkscreen art and graphics with an attached literature rack.

Target audience: Recruitables and the general public.

THE NAVY - A PROUD TRADITION.– This is a video production entitled I Am the American Sailor. This show highlights the history of the United States through the eyes of the American sailor. The exhibit consists of two structures: a roll-around video monitor module and a backdrop panel section containing silkscreen art and graphics with literature rack.

Target audience: Recruitables and the general public.

MINORITY ENLISTED OPPORTUNITIES EXHIBIT.– This exhibit consists of five curved panels that form a semicircular display. Graphics and an audiovisual presentation on minorities in enlisted career fields are also provided. There is a show for Black History and Hispanics.

Target audience: Minority events and the general public.

Recruiter Support of Exhibits

Recruiter support starts with the selection of an exhibit. Select an exhibit that has a theme targeted at your audience and consistent with the theme of the event. You must then consider the logistics. Portable exhibits should be setup on ground floors only, in buildings without cargo elevators. Make sure the exhibit will fit into the allotted floor space, complies with all local fire, safety, and dimensional regulations, and the doors, elevators, and passageways will allow access. Consider exhibits used by competitive exhibitors. Make sure the exhibit support (electricity, a working party, time, forklifts, security, and so on) is available. Finally exhibit manning can be a tedious duty. Schedule frequent breaks to maintain a sharp appearance. This is where your teamwork will come into play as the displays must be manned during all hours of public display.

Promoting and Working the Exhibit

A great deal of coordination at several levels of the Recruiting Command have resulted in an exhibit scheduled for your territory. To make the best use of this valuable resource, proper promotion and working the exhibit is essential. When possible, pre- and postpromotion releases should be placed in local community and school newspapers. Public address announcements are also valuable. All releases provide good free exposure. Press release information is available, on request, from the NAVCRUITEXHIBCEN. Send out letters of invitation to prospects. Invite them to your exhibition. Make them feel important and let them know you have something to offer. Invite them to bring a friend. At the show site, introduction is everything. Don't say "May I help you?" rather say "Have you had a chance to learn about Navy opportunities?" or something more personal. Exhibit viewers expect a host who is first and foremost knowledgeable, then friendly, businesslike, and genuinely interested in them. Be sure you have an adequate supply of RAD materials for handouts. The exhibit vans do not carry a supply of RADs.

PORTABLE EXHIBITS

The COMNAVCRUITCOM *Portable Exhibit Program,* COMNAVCRUITCOMINST 7102.1, provides guidance and policy on the portable exhibits and display items that are provided to field activities, mainly NRDs.

Use of Portable Exhibits

Portable exhibits are used for the following purposes:

● As a substitute for NAVCRUITEXHIBCEN resources, when unavailable

● To allow recruiter participation in public events

● To perpetuate Navy public awareness

● To support both general and specific recruiting efforts

NRD Portable Exhibit Inventories

COMNAVCRUITCOM maintains or expands NRD portable exhibit inventories at least annually. The inventories are contingent upon available funding and NRD requirements. Examples of current inventory items are the following:

● Panel glide and nomadic displays

● Computerized electronic signs

● U.S. Navy banners

● Exhibit graphics

● Tabletop displays

Check with your NRD PAO to see what portable exhibits are available.

OTHER DISPLAY RESOURCES

Other display resources include the following:

● CHINFO's combat art and combat art lithographs

● Naval Sea Systems Command's ship models

● Naval Air Systems Command's surplus aircraft

● Curator of the Navy's loan of collectibles and artifacts

THE USE OF RECRUITING MATERIALS

A wide assortment of Navy recruiting materials is available to help you get the Navy message to the public. Business cards and collateral and promotional materials are provided to assist your awareness campaign. Use these items to the full extent of their intended purposes. The only way they can help is to get them into the hands of those they were designed to reach.

BUSINESS CARDS

The *Business Cards for Department of the Navy Recruiters,* COMNAVCRUITCOMINST 5604.1, prescribes eligibility, form, and style of those business cards authorized to be printed in the NRC with appropriated funds. Figure 7-3 shows an example of an authorized business card. These should be ordered through the supply department before each recruiter reports on board. Reorders are authorized, so don't be afraid to be generous with your cards. DEP personnel should all have a supply of their recruiter's cards to pass out. Enclose them with individual mailouts and leave them with COIs. Some recruiters even leave a business card routinely each time they dine out.

COLLATERAL MATERIALS

Collateral materials include brochures, pamphlets, calendars, posters, booklets, and the like. Because of the critical nature of the collateral materials program in supporting the recruiting

Able B. Seaman
DP1, USN
Navy Recruiter

Navy Recruiting Command

Navy Recruiting Station
Ballston Tower, Room 169
4915 Wilson Blvd
Arlington, VA 22203
(703) 696-6945/46

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Figure 7-3.–Authorized Navy recruiter business card.

mission and its relatively high annual cost, effective management of the program is essential. The SOPMAN, COMNAVCRUITCOMINST 5400.2, provides guidance for management of the program.

Collateral Material Classifications

Each collateral item is designed for a specific purpose and can be classified into one of five steps in the recruiting process:

1. Lead generation–Recruiters should distribute these items wherever large numbers of recruitable young people are gathered, such as county fairs, job fairs, school assemblies, and sporting events. All items have the toll-free number and a business reply mail card to allow a recipient to request additional information.

2. Fulfillment–Individuals who respond to advertising by calling the 800 number or returning a business reply card are sent these informational materials. Leads generated by national advertising are fulfilled through the Navy Opportunity Information Center (NOIC). Local leads are fulfilled through the NRDs.

3. Sales closing–Items used by recruiters or classifiers (Classifier's Rating Factsheet Kit) in face-to-face discussions with prospective recruits are considered to be sales closing items. These items help the recruiter to motivate the prospect to go to the military entrance and processing station (MEPS) or take the next step in the enlistment or selection process. The pamphlet, How *You Can Join the Navy,* is one of the most effective closing tools you can use.

4. Transition–Individuals who have joined the Navy and are in the DEP awaiting recruit training or an officer school class receive transition collateral materials designed to help them ease their transition from civilian life into the Navy. The pamphlet, *Recruit Training Command,* lets each DEP member know what to expect during the first 8 weeks in the Navy.

5. Awareness–These materials are used to help gain access to high school counselors, to use as display items in area businesses, or to announce recruiter visits. These can be used anywhere and in any way the recruiter desires to make people aware of the Navy presence.
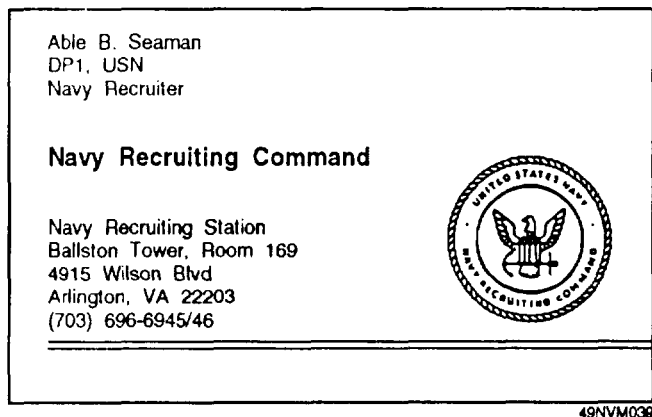
Up-To-Date Collateral Materials

Using outdated collateral materials is detrimental to the recruiting mission and reflects poorly on the Navy's professionalism. To prevent the use of outdated materials, check the list of current collateral materials that is periodically sent to the field. Destroy those that do not appear on the list. Collateral materials are identified by RAD number. Here is an example of how to read RAD number 111-5815.

1 - the first digit indicates the fiscal year in which the item was produced. In this case the number indicates that the RAD item was produced in fiscal year 1991.

11- the second two digits indicate the designator of the program the item supports. In this case the RAD item supports general enlisted programs. All enlisted RAD items will carry this designator. NROTC RAD items carry a 55 designator, PSA RAD items carry a 90 designator, and the remainder of designators are used for officer programs.

5815 - The last four digits are internal Chief Navy Recruiting Command (CNRC) tracking numbers.

Distribution of Collateral Materials

A per recruiter number is imprinted on each collateral material item to provide usage information. The number shows the minimum amount each recruiter will receive per distribution, the planned number of distributions, and the planned usage period of the item. For example, 15 EA/2X/12M0 indicates each recruiter would receive a minimum of 15 each, 2 times per year over the planned usage period of 12 months. The per recruiter number is found on the back of collateral material items with the RAD number.

Your Collateral Materials Program Responsibilities

Each recruiting station is responsible for destroying RAD items that no longer appear on the current item notice and ensuring the correct use of all collateral materials. Additionally, each recruiting station must establish and maintain a RAD locker and ensure annual collateral materials program training is conducted and documented using the CNRC collateral materials training video. Contact your collateral materials program manager for a copy of the video. The most important responsibility lies with each recruiter; that is, to get the collateral materials into the hands of the folks they are intended for. RAD items stockpiled in a locker cannot serve their purpose.

PROMOTIONAL MATERIALS

Promotional items include ball caps, heritage folders, coffee mugs, Navy flyers, Navy pens, stick-on watch calendars, iron-ons, bumper stickers, key rings, and ice scrapers. The *Promotional Items,* COMNAVCRUITCOMINST 1140.1, provides guidance and policy on the distribution and use of promotional materials. Money for promotional items is allocated based on market share. Each NRD chooses promotional items within its allocation and they are distributed once each year.

PUBLIC SPEAKING

Few aspects of public affairs can strike fear in the hearts of your recruiters like public speaking. Occasionally you will have a recruiter who seems to be a natural and thoroughly enjoys the opportunity to speak before a group. More times than not, you will need to provide training, encouragement, and maybe even a bit of prodding to get them through their first few speaking engagements. The best way to alleviate their concerns is to make sure they are prepared. The following paragraphs provide you with the basics for training your recruiters in public speaking. Their training can only be completed by actual performance.

PURPOSES OF PUBLIC SPEAKING

Public speaking has three main purposes: (1) to persuade, (2) to inform, or (3) to entertain. These purposes can be fulfilled alone or in conjunction with one another. Figure 7-4 shows the three purposes of public speaking in a pie-shaped graph.

Persuasive Speeches

Persuasive speeches are designed to persuade an audience to either take a specific course of action or adopt a line of thought provided by the speaker. A speech delivered to a group of potential prospects may include the objective to persuade them to set an appointment with the local Navy recruiter.
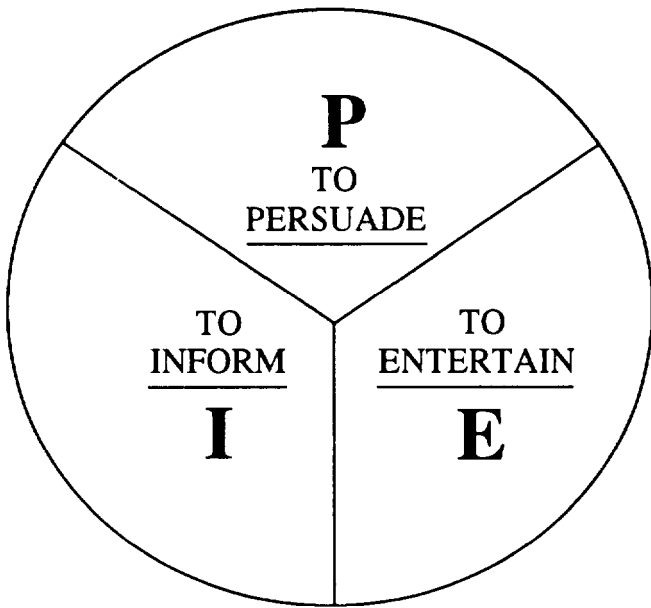
Figure 7-4.–The three purposes of public speaking.

Informative Speeches

Informative speeches are meant to give the audience new or additional information on a relative subject. Sea Power presentations would qualify for informative speeches. A speech to local educators on educational opportunities in the Navy would be another example of an informative speech.

Entertaining Speeches

Entertaining speeches are meant to amuse the audience and provide enjoyment. Rarely is this purpose used alone. In the area of recruiting, entertainment will be secondary to one of the other purposes of public speaking. Acknowledging it as a secondary purpose to your speech can have obvious benefits. People normally will pay closer attention to a speech that also provides some enjoyment.

FACTORS TO CONSIDER - PREPARATION

Before setting pen to paper to start your speech preparation, there are several considerations you will want to make. Your point of contact should be able to provide information as to type of speech expected, your audience composition, and physical surroundings.

Know Your Audience

It is important to know a little bit about the people who will be listening to your speech. What are their needs and interests? What is their current knowledge and experience level? Background information can be very helpful when preparing the speech. You want to prepare your speech on their level and be able to relate your topic to things they already understand or are interested in. Personalization is a key ingredient to public-speaking success.

Physical Surroundings

It is also important to know what your physical surrounding will entail. If at all possible, you should make a visit beforehand to the room where you will be speaking. Note lighting conditions, acoustics, the size of the space, and available equipment. Taking this time to ensure the surroundings will be adequate can prevent some embarrassing surprises later.

KEY POINT OUTLINE

Now you are ready to develop your speech. The easiest way to organize a speech is with a key point outline, which includes the parts of a short speech: the introduction, the body or presentation, and the conclusion or close. By writing only a key point outline, you avoid the tendency to read your speech. You appear to speak almost extemporaneously, but in reality your outline makes it seem that you are well prepared.

Introduction

The introduction should start with an appropriate greeting to your audience. You should then introduce yourself and your topic. Give a brief history of your background to credentialize yourself. To complete the introduction, you need an attention getter of some sort. Some people like to use a joke or humorous anecdote that correlates with their topic. You may just want to let them know why the topic is important to them. Another attention-getting technique is to ask a rhetorical question that you will answer in your presentation.

Body or Presentation

This is the part of your speech that delivers the information you have planned for the audience to

receive. You should arrange the information logically. Move from basic ideas to more complex ones, give information chronologically, and try to take them from known to unknown as smoothly as possible. Public speeches should be limited to three or four main ideas that you can expound on. Too many themes will confuse the audience and make retention of important ideas more difficult.

Conclusion or Close

In the conclusion or closing portion of your speech, it is important to summarize the main points. Also offer a remotivation of some kind to reinforce the idea that they will benefit from the information received. The last part of your close will ask for questions.

Three T's of Public Speaking

As you read through the introduction, body, and conclusion parts of a short speech, you can see that it is designed to do the following:

● Tell 'em what you're gonna say.

● Tell 'em.

● Tell 'em what you said.

These are what is known as the three T's of public speaking. This simple idea is a great organizational key for prepared or impromptu speeches.

DELIVERY TECHNIQUES

How you say what you say is just as important as what you say. Say, what? The idea is that delivery of your speech is important if you want your audience to listen, learn, and remember. By using good personal techniques, effective training aids, fielding questions professionally, and following some general public-speaking guidelines, you can ensure the success of your presentation.

Primary Personal Techniques

The primary personal techniques of public speaking are voice, eye contact, gestures, and attitude. Putting them into an anagram, VEGA, makes it easy to perform your own public-speaking checklist. Vega is the brightest star in the constellation Lyra. Close attention to VEGA can make you a public-speaking star, as suggested by figure 7-5.

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Figure 7-5.–VEGA can make you a public-speaking star.

7-17

VOICE.– Voice inflection is extremely important to maintain interest. Speak in a pleasant, conversational tone. You want to make sure you speak loudly enough to be heard and slowly enough to be understood. Speak clearly and fluctuate your tone to avoid the monotone drone that can lose listeners.

EYE CONTACT.– Make eye contact with your entire audience. Use a random rotation to include everyone. Try to avoid patterns that the audience can pick up on. Using a key point outline will help you to avoid reading your subject matter. Notice verbal and nonverbal buying signals from your audience.

GESTURES.– Gestures can effectively add to your command presence. Hand gestures should be purposeful. Facial and eye gestures should be random. Most importantly, be aware of your body language.

ATTITUDE.– Like most things in recruiting, and life in general for that matter, your attitude will hold the key to success. Three main ingredients will shape your attitude during a public-speaking presentation: your belief, your enthusiasm, and your sincerity. The audience must feel that you truly believe in what you are saying. You should enthusiastically relay the information or message. And above all, you must be sincere in what you are saying. These ingredients will ensure the audience picks up on your positive attitude so that they too can believe and become enthusiastic with a sincere interest.

Use of Training Aids

Training aids should augment your presentation, never dominate it. When using training aids, make sure they can be clearly seen by all your audience. They should be professional in appearance and correct in content. You may want to refer back to chapter 2 for a more complete discussion of training aids.

Fielding Questions

First of all, you want to make sure your audience feels welcome to ask questions. When you are done with your conclusion, take a step toward the audience and say, "I now have time for a few questions. What are your questions?" This psychologically brings you closer to their access and by assuming that they do have questions, they are more likely to respond. When questions are asked of you, repeat the question and answer to the entire group. This prevents anyone from being left out or misunderstanding your response. If you are asked a question you are unable to answer, be honest. Promise to research the answer and get back to the individual. Then make sure you follow through. Handling hostile questions can be an art. First, try to rephrase the question, taking the sting out of it, so you can answer it. If that is not possible, you may have to thank them for their opinion and ask them to meet with you after the presentation for further discussion. Never allow yourself to be drawn into a public debate.

Public-Speaking General Guidelines

There are as many tips on public speaking as there are public speakers, but some good basic guidelines should help new speakers get started. The more accustomed we become to public speaking the more natural and proficient we become.

● Always plan your entire speech in advance. Try to memorize your introduction and close, but not the body of your key point outline.

● Toastmasters International advocates the idea that a good speech consists of an attention-arresting opening and a conclusive ending, spaced not very far apart.

● Try not to show fear, even though you may feel it. Display confidence in your subject and ability.

● Know your subject. Knowledge will give you power and help you forget your fear.

● Never thank an audience for listening to you or for their time but you may thank them for the opportunity to meet them. Never apologize or give excuses. If necessary, explanations are acceptable.

CHAPTER 8

RECRUITING MANAGEMENT AND ANALYSIS SYSTEMS

As we start this chapter on management and analysis systems, it is appropriate to discuss this business of <u>management</u>. Management is not the same as leadership; it can never take its place. Management techniques do, however, affect leadership and vice versa. Both are very necessary skills for the supervisor to refine. Management concepts have evolved dramatically through the years. Navy recruiting, as the Navy in general, has been responsive to these changes in philosophy. The old management by results focused on numbers only. Recruiters were tasked with meeting numbers in virtually every prospecting and processing category. This fostered many problems. Now, recruiting supervisors are tasked with providing quality leadership by working on the methods and correcting problems through the systems. We'll still look at statistics. They are important business management tools. We'll be using those statistics to find indicators of where to start looking for problems and solutions. Statistics provide a method to identify symptoms rather than determine the final diagnosis. Statistics also show evidence of success. It is just as important to identify success so that it will continue. This chapter focuses on providing leadership by managing and improving our systems.

PROBLEMS FOSTERED BY USING NUMERICAL GOALS TO JUDGE PERFORMANCE

We mentioned the changes in management philosophy. Let's take a look at some of the problems fostered by the old system of judging performance by the attainment of numerical goals. Avoiding these pitfalls will make your job easier and your recruiters more successful. Some of these problems are included in the following paragraphs.

SHORT-TERM THINKING

Recruiters aimed only at attaining the numbers tended to look at the immediate concern rather than long-range recruiting efforts. The request for a presentation to middle school students was declined so the recruiters could log a few hundred phone attempts. There was no incentive to participate in activities that would benefit the recruiting command in years to come.

MISGUIDED FOCUS

Focus has become a leadership and management buzz word The problem with focusing so much is that sometimes we fail to see the whole picture. Management by results often focused on one category of numbers that was not being met without seeing the surrounding reasons. Misguided focus results in frustration at all levels.

INTERNAL CONFLICT

When numbers take priority, internal conflict is likely to result. The team effort gets overlooked and people are less likely to combine efforts toward a common goal. Internal conflict occurs between superiors and subordinates as well as between peers. In a business of sales, such as ours, this conflict tends to destroy attitudes that account for over half of the circle of success.

FUDGING THE FIGURES

Focusing only on the numbers to judge performance results in the temptation to fudge on those figures. "Well, if they want numbers, I'll give them numbers," becomes a common attitude. We end up with a lot of numbers with no results to show for them. When this happens, analysis becomes difficult or even impossible. Supervisors end up pinpointing the wrong problem and training efforts are misdirected. Tempting people to fudge the numbers just does not make good leadership sense.

GREATER FEAR

Fear is natural when too much emphasis is placed on the attainment of numbers. Fear results in poor attitudes and a catch-22 situation ensues. The more fear, the poorer the results; the poorer the results, the

greater the fear. This fear often comes from within the individual. Fear of failure can be all-consuming to the point of mental exhaustion and stress overload.

BLINDNESS TO CUSTOMER CONCERNS

Recruiters focused only on numbers are often blind to the concerns of their customers or prospects. This blindness takes the form of poor listening skills during interviews, failure to provide red carpet service during processing, and lack of good delayed entry program (DEP) management. The results are loss of contracts, fewer referrals, and higher DEP attrition. Recruiters who genuinely put their prospect first, last, and always are going to enjoy continued success.

QUALITY LEADERSHIP

Quality leadership emphasizes results by working on the methods. Recruiting supervisors must constantly work on improving the systems and training their people. The 85/15 management rule states that 85 percent of problems can only be corrected by changing the systems. This is a management responsibility. Many problems that are attributed to the recruiters are really training problems. Training is a system. That leaves only 15 percent of the problems controlled by the recruiters themselves. This is the attitude that we, as Career Recruiting Force (CRF) members, must adopt. We must take responsibility for the problems and control the systems to correct them. We will use a variety of analysis methods to find potential problems. Always keep in mind, however, the only way to verify a problem and provide a solution is to get involved with hands-on observation and training.

ENLISTED RECRUITING PERSONNEL MANAGEMENT SYSTEM

The Enlisted Recruiting Personnel Management System (ERPMS) is designed to allow the recruiter in charge (RINC) to manage and control all the available assets within the Navy recruiting station (NRS) to achieve goal. The zone supervisor (ZS) is tasked with providing the RINC with direction, guidance, and training to accomplish this. The ERPMS provides production personnel with an effective plan and evaluation of recruiting activities necessary to achieve goal. The system consists of the station planner, the applicant log, the ZS monthly planner/itinerary, the production analysis/training evaluation sheet, and the NF/RZ applicant tracking log. This system provides the statistics we mentioned at the beginning of the chapter. Daily production reviews (DPRs) provide the input for the ERPMS, as well as an opportunity to share the results of its evaluation. Analysis of activity statistics is crucial for proper problem identification and determination of training needs. The following paragraphs cover the ERPMS components used by recruiters, RINCS, and the ZS.

STATION PLANNER

The Station Planner, NAVCRUIT Form 5220/18, is the primary form used for planning and executing station activities. Each RINC maintains a station planner for each week. This planner is developed by the RINC, using recruiter input based on the Production Analysis/Training Evaluation (PATE) Sheet, NAVCRUIT Form 1500/6, and all known activity to be scheduled. The planner is prepared on the last prospecting day of the week for the following week. It contains the hourly, daily, and weekly plan for each recruiter to support goal. The number of appointments and interviews planned and attained are listed each day by recruiter. Figure 8-1 shows a sample planner excerpt for one recruiter.

Planner Preparation

There are probably as many ideas on the perfect planner as there are members in the CRF community. The objective is to develop a plan that works for the recruiters and the RINC that will be using it. Although goal-directed, plans are time-oriented. Planners will help us to plan how our time is used. They must take into account what happened last week, last month, even last year. Planning and controlling go hand in hand. Plans point the way to goal attainment and controls provide guidance to keep those plans on track. The best laid plans are only paper until the action has been applied. Each recruiter should keep some sort of time management tool for planning purposes and use when away from the NRS. The Navy supply system provides an appropriate planning calendar in spiral notebook form.

PLANNER ENTRIES.– All NRS functions that are planned should be entered on the planner for the coming week. The RINC should maintain a planner for each week of the month to make entries as they are planned or become known. Test and military

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ZS DATE AND INITIAL DURING EACH STATION VISIT						
	MON	**TUE**	**WED**	**THUR**	**FRI**	**SAT**
08-0900	↕ PH — 1 HR	↑ PDC GOAL: ZAPPT	↑ KIT + BRIEF BOND	↑ MEPS	↑ CALL RDS 1 HR ↓	(LONG, PD, I3L)
09-1000		ITINERARY B-I	↓	RUN	(JAMES), PH, I2L	
10-1100		SANTA ROSA COUNTY		PROC: BOND		
11-1200	(SMITH), PH, I2L				DPR W/RINC	
12-1300	↕ PH — ½ HR	(JONES) I1S, RD AT MHS	①PDC APPT MCDONALDS · I		↑ ZONE TRAINING	
13-1400					AT RESCEN	
14-1500	(BOND) RN, I2L	↓	(LONG) PD, I3L			
15-1600	CALL ALL DEPPERS 1 HR	↓ BOND, RN, I2L	↕ PH ½ HR	↓	↓	
16-1700	DPR W/RINC	DPR W/RINC	DPR W/RINC	DPR W/RINC		
17-1800						

APPT   2 / 2   2 / 1   2 / 2   0 / 0   1 / 1   0 / 0

INT   2 / 1   2 / 2   1 / 0   0 / 0   1 / 1   0 / 0

Figure 8-1.–Sample planner excerpt.

entrance processing station (MEPS) trips, itineraries, schools visits not planned in conjunction with itineraries, all training requirements, all appointments by name under the appropriate recruiter's column, and any other activities considered necessary to the successful operation of the NRS should be entered on the planner. The RINC enters the prospecting plan from each recruiter, based on activity analysis. The PATE sheet provides the information needed for the analysis. Each recruiter's prospecting plan is based on individual PATE sheet data. The use of the PATE sheet to develop prospecting plans is discussed in greater detail later in this chapter. New recruiters should use station averages from the NRS PATE sheet until they accumulate 3 months of activity. Only the first day's prospecting plan should be entered initially. The prospecting plan for the following days will be dependent upon previously attained activity. The RINC should make sure preprospecting is planned for itineraries and school visits, time off is planned as appropriate, and planned activities are sufficient to meet the station's goal. The initial plan is entered in black ink.

PLANNER ADJUSTMENTS.– The best laid plans will need adjustments from time to time. RINCS need to make sure activity is accomplished to keep adjustments to a minimum. Adjustments to the plan should be made in pencil, circled, and arrows used to indicate the rescheduled date and time to make analysis easier. Reducing required prospecting to reward recruiters for their success is a positive motivator. It shows immediate benefit to improvement and success for the recruiter. Continuous prospecting, however, is the key to long term success. Eliminating planned prospecting is never acceptable.

Planner Retention Requirements

The station planners must be maintained in-month and for the previous 12 months.

Review and Analysis

ZSs review and initial the station planners during each station visit. The two most important questions to ask during this review are: 1) Is the plan being followed? and 2) Is the plan working? If the answer to both questions is yes, your review is basically over. The only thing left is to possibly make suggestions to improve the efficiency of the plan to save recruiters' time and effort. If not, the following areas should be checked to determine problem areas:

● What was used for justification of the plan? Does the RINC know what the station needs to accomplish to meet its objective? Were PATE sheet projections used? Has the RINC received and reviewed the goaling letter thoroughly? Has the goaling letter been taken in to account on the plan?

● Are adjustments made? <u>Every</u> plan must be adjusted from time to time. Adjustments should be made based on results of the DPR. Look for the frequency of rescheduled activities. If too many adjustments are happening, perhaps the plan was not effective from the start or the RINC is not ensuring that the recruiters follow the plan when they should. In either case, training should be conducted on developing a prospecting plan and the "real benefit to them" in following it. If no adjustments are being made, be suspect. Perhaps the planner is being used as a log, after the fact. In that case, the RINC needs training on the use and benefits of the planner.

● Dots the plan allow for flexibility? The planner should allow for new additions to the schedule. There is no sense in filling in every hour of the day for the entire week. Time should remain open for new appointments and processing evolutions. Imagine the recruiter with a hot referral, scheduling the appointment a week down the road, because the planner was full.

● Look at no-show appointments. The RINC should make sure that the individual is recontacted for a new appointment and the time period is used for prospecting activity. This does not necessarily mean phone prospecting. If the time is not effective for phone power, the RINC should make sure some other type of activity is planned. This could be contacting centers of influence (COIs) for referrals, personally developed contact (PDC) canvassing, refining lists, door-knocking or making personalized mailouts to cards with no phone numbers, or any other endeavor that contributes to station goal.

Review of Our Sample

Let's take another look at figure 8-1. This recruiter initially planned on attaining two appointments and holding two interviews on Monday. The plan called for 2 hours of phone prospecting and 1 hour of prospecting for DEP referrals. The recruiter actually accomplished 1 and 1/2 hours phone and 1 hour DEP referrals. Since the two planned appointments were attained, no prospecting activity needed to be rescheduled. Notice one of the planned interviews was rescheduled for Tuesday.

Tuesday the recruiter runs an itinerary. The RINC and recruiter agreed on a goal of two PDC appointments and preprospecting the day before has resulted in an appointment during the itinerary. The recruiter conducts two interviews for the day but only completed half of the scheduled PDC prospecting. They reschedule 1 hour of PDC prospecting for the following day. The rescheduled interview commits to processing for the Navy so kit preparation time and a MEPS run are scheduled on the planner for the next 2 days.

Wednesday's DPR finds that the kit is complete, an appointment was made in both the PDC and phone modes, and the scheduled interview no-shows a second time. The recruiter recontacted the prospect and scheduled the interview for Saturday morning. The RINC trains the recruiter. Saturday appointments are sometimes necessary, but why schedule yourself to come in on a day off for a prospect who has a high no-show probability. The RINC reminds the recruiter to confirm the appointment the day before.

Thursday, the recruiter spends most of the day on a MEPS run and combining a supply run to the Navy Recruiting District (NRD) makes for better time management. The day resulted in no new prospecting or interviews but was very productive with the addition of a new contract.

Friday, the recruiter spends the planned hour of referral prospecting, holds an interview, and secures to attend zone training. The recruiter calls to confirm

Saturday's appointment, and is met with yet another reschedule request. This time the recruiter schedules the appointment at the prospect's house during a scheduled itinerary the next week.

This planner was effective, allowed for flexibility, and was adjusted when necessary. The recruiter followed the plan and accomplished phone prospecting in less time than scheduled, showing an improvement.

APPLICANT LOG

Each recruiter, RINC and ZS maintains a current-month Applicant Log, NAVCRUIT Form 522012. This allows recruiting personnel and their supervisors to track applicants for possible enlistment and serves as a training tool. The *Science and Art of Navy Recruiting,* COMNAVCRUITCOMINST 1133.6, provides detailed instructions for completing the applicant log. The recruiter's log contains the names of all individuals, prospected and non-prospected, who were interviewed face-to-face, whether or not they are qualified. The RINC's log contains the names of all individuals from the recruiters' logs who appear to be qualified mentally, morally, and physically. The ZS's log should contain all of the individuals from the RINC's station logs. As a minimum, ZSs must update their applicant log daily during a DPR with each RINC. This transfer of information may be accomplished in person or by phone. Faxing of logs for this purpose is prohibited. The DPR will be explained in greater detail later in this chapter. The applicant logs must be maintained for the current and past 12 months. The applicant logs are effective analysis tools for a variety of recruiting activities. Figure 8-2 is a sample applicant log for a recruiter.

Using the Applicant Log to Evaluate School Canvassing

When evaluating school canvassing efforts, check the applicant logs in addition to the school folders. Look for counselor referral interviews, coded RC on the log. If the log seems to be lacking in RC interviews, chances are that the station school canvassing program needs some attention. Look for total 11S interviews. You may also want to cross-check the interview dates with scheduled school visits. If many 11S interviews are being conducted at the school, delve a bit further. Are they being conducted in a one-on-one situation? Is there a reason so many prospects could not come to the office for

interviews? Have follow-ups in the office been scheduled?

Using the Applicant Log to Evaluate Itineraries

When evaluating itineraries, you should also check the applicant logs for PDC and COI referral interviews, coded PD and RI respectively. If the station has effective itineraries, they should be resulting in contracts and interviews in these modes. If you find the logs lacking in these areas, it's a good indication that you will need to spend some time training to itineraries.

Using the Applicant Log to Evaluate DEP Leadership

The number of RD interviews on the applicant logs gives you a good clue to an important facet of DEP leadership. Are the DEP personnel being properly trained and motivated to provide referrals? A station cannot afford to miss out on this source of prospects. If you determine that there is a shortfall of RD interviews, plan on attending the next DEP meeting to find out firsthand where your training needs to be directed.

Using the Applicant Log to Evaluate Applicant Quality

As a recruiting supervisor, you are tasked with monitoring applicant quality. The applicant log provides the information you need to determine if the station is spending time with the correct markets. Check to see if upper mental group, high school diploma graduate, minority, and potential special program applicants are being interviewed in sufficient quantities to meet the station's goal. Problems in this area may signal you to conduct RINC training on loading working ticklers to achieve station goals.

Using the Applicant Log to Evaluate Prospecting

The applicant logs can tell you quite a bit or at least give you an indicator about prospecting within the station. One of the obvious indicators is the number of interviews being conducted in each prospecting mode. Does it appear that all the prospecting tools are being used? Is the station generating sufficient numbers of applicants? Another effective indicator is the number of interviews that

SAMPLE

C/O &/OR DATE	NAME LAST FIRST MI	PHONE	INT CODE	AGE	EDLV	RACE	DEPN	EST	ASVAB	NFQT		PASS	TMR	FAIL	WAIV	NC DATE	DISPO	LAPSE TIME
C/O 12/20	SAILOR, IMA G.	626-0000	PH	17	11S	C	O	–	14-82 11/5/94		91	X				1/5	DEP	17 DAYS
1/3	JONES, JON J.	623-1111	RD	18	12L	B	O	93	17-95 1/4/95		91	X				1/5	DEP	2 DAYS
1/4	SMITH, KIM T.	626-2222	RN	19	12L	C	O	75	17-65 1/6/95		F			X	M		PMR	
1/5	TAYLOR, ROY D.	623-3333	PD	17	11S	C	O	50									DECL	
1/6	LOPEZ, JUAN S.	622-1010	RD	18	13L	H	O	65									DECL	
1/9	BROWN, JIM B.	622-4444	PH	19	12L	C	O	44	18-48 1/11/95		88						DECL	
1/16	DOWNS, DON O.	623-0101	PH	18	12L	B	O	50									DECL	
1/22	LOY, KIM S.	622-5555	RC	17	11S	O	O	99									C/O	
1/25	COATS, CARY L.	623-5151	WI	20	12L	C	O	31	18-20 1/24/95		78						NMQ	
1/25	CLARK, JIM L.	622-6161	WI	21	12L	C	O	40	17-22 1/26/95		78						NMQ	
1/27	RIVER, PAT R.	622-7777	PH	18	12L	C	O	85	17-88 1/28/95	60	91	X				1/29	DEP	2 DAYS
1/28	SEAMAN, DAN C.	623-7878	RD	17	11S	C	O	65									C/O	
TOTALS	11								7		3					3		21

APPLICANT LOG | RECRUITER / NRS / ZONE | MONTH JAN 95

ANNEX B

INTERVIEW CODES

PH - PHONE
RL - LOCAL LEAD
RN - NATIONAL LEAD
RD - DEP
RA - APPLICANT
RC - SCHOOL COUNSELOR
RI - COI
RS - OTHER SERVICE
PD - PDC
PN - PRO-NAVY
MO - MAIL OUT
WI - WALK-IN
RP - RAP/HARP/SEMINAR

DISPO CODES

C/O - CARRY OVER
NMQ - NOT MENTALLY QUALIFIED
DEP - DELAYED ENTRY PROGRAM
TMR - TEMPORARY MEDICAL REJECT
PMR - PERMANENT MEDICAL REJECT
NME - NOT MORALLY ELIGIBLE
NBQ - NOT BEERS QUALIFIED
ONE - QUALIFIED NOT ENLISTED
EOS - ENLISTED OTHER SERVICE
DIR - DIRECT SHIP
DECL - DECLINE TO ENLIST

WAIVER CODES

N - NRD
A - AREA
C - CNR
M - MEDICAL
O - OTHER

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Figure 8-2.-Sample Applicant Log, NAVCRUIT Form 52202

decline further processing. No station is so perfect that it will contract every interview. If all the interviews seem to end up as contracts, ask yourself if prospecting efforts are effective or are they only interviewing those people who are already planning to join, such as disguised walk-ins. Another possibility is that not all the interviews are finding their way to the applicant log. Whether this is because they are not qualified to count as an interview on the RINC's log or because they are just not being entered until they agree to process, training needs to be conducted.

Using the Applicant Log to Evaluate Sales

Sales effectiveness indicators are also provided on the applicant log. Look for interviews that have declined further processing. Does there appear to be a common thread among the declines? Does one recruiter, objection, or type of applicant stand out? Sometimes looking at the interviews conducted over a longer period of time (month, quarter, or even year) will show you problems that might not be as apparent in the DPRs.

Using the Applicant Log to Evaluate Processing

One of the first things to check when evaluating processing is the percent of interviews moving on to each step. This is easily seen when you take a look at the production analysis/training evaluation sheet. Another evaluator is the time between steps. If too much time elapses between processing steps, applicants will be lost. The enthusiasm built during the initial interview wanes proportionately with the time between steps. Lapse time on the applicant log

readily identifies the time from interview to new contract. The 72-hour rule says we should have our applicant under contract within 72 hours of the interview. Understandably, this rule is not appropriate to all situations or areas of the country. Many times documents must be obtained or logistics preclude meeting the 72-hour timetable. It's more a sense of urgency than an ironclad rule.

PRODUCTION ANALYSIS/TRAINING EVALUATION SHEET

The Production Analysis/Training Evaluation (PATE) Sheet, NAVCRUIT 1550/6, provides information necessary to conduct a production analysis and provide a baseline of information for the RINC and ZS to establish a prospecting plan. The information entered on the sheet is gathered from the station and zone applicant logs. The PATE sheet is the only activity analysis form authorized by the Commander, Navy Recruiting Command (COMNAVCRUITCOM). Figure 8-3 is a sample PATE sheet for a recruiter.

PATE Sheet Maintenance

Each recruiter, RINC, and ZS maintains a current month PATE sheet. Recruiters and RINCs attach their PATE sheets to their respective applicant logs for retention. ZSs submit their zone PATE sheet to the CR at the end of each month, keeping a copy for their files. The PATE sheet has five sections:

● Section I - Prospecting Generated. This section is a guide for recruiter generated activity and provides the data for building the weekly prospecting plan. Three months of phone, PDC, and DEP referral activity along with actual hours spent in each mode are entered and averages computed.

● Section II - Other Generated Activity. This section allows the recruiter, RINC, and ZS to determine the effort and contribution to new contract goal from other sources such as LEADs, NALTs, and PRO-NAVY referrals.

● Section III - Average Time of Interview to New Contract. This section provides a measurement of recruiter sense of urgency and effectiveness. This information is important when implementing prospecting plans.

● Section IV - Processing Analysis. This information provides a baseline of information that allows the recruiter, RINC, and ZS to determine time management, sales effectiveness, and required processing activity necessary to attain goal.

● Section V - Training Required. This section is used to document identified weaknesses. Numbers alone do not represent an analysis. You need to provide a narrative of what was learned from the documentation of the previous sections. After recording the information in this section, schedule, conduct, and document the training.

Using PATE Sheet Data

The PATE sheet is used for planning, evaluation, and analysis. The sheet provides each recruiter with data needed to develop prospecting and processing plans. It helps the supervisor track activity to determine if current prospecting and processing levels will be sufficient to meet goals. It also provides information necessary to make adjustment decisions during the month.

DEVELOPING PROSPECT PLANS FROM PATE DATA.– Recruiters develop their prospecting plan based on the information from their PATE sheets. They should plan contracts from proven modes of prospecting, while still working on the modes that have not been as successful. Their plans should be based on what they have done in the past, even though training is being conducted to improve the future. Common sense must be used when the hours required for planned contracts become unmanageable. The RINC should work with the recruiter to come up with a workable plan while training is taking place. Make sure recruiters understand that the planned hours of prospecting are based on their history. Their goal should be to meet the required appointments, interviews, and ultimately contracts with less hours of prospecting than planned. This shows improvement and greater efficiency. Recruiters also need to be aware of their average time from interview to new contract so they know when activity should be completed to result in the contracts needed for station goal.

IDENTIFYING STRENGTHS AND WEAKNESSES FROM PATE DATA.– Supervisors must analyze their PATE sheets to identify strengths and weaknesses. This information is used to determine and plan training needs. ZSs can compare

ANNEX C

PRODUCTION ANALYSIS TRAINING EVALUATION (PATE)

MONTH **FEB 95**   RCTR / NRS / ZONE **S A M P L E**

SECTION I   PROSPECTING GENERATED

MONTH	PH HRS	A/I	NC	PD HRS	A/I	NC	RD HRS	A/I	NC
Nov 94	10	6/4	1	4	2/0	0	4	2/2	0
Dec 94	8	7/5	1	6	1/1	0	4	4/3	1
Jan 95	12	6/3	2	8	2/1	0	4	4/3	1
TOTALS	30	19/11	4	18	5/2	0	12	10/8	2

Divide total HRS, APPT and INT by total NC to obtain average.

	TIME	APPT	INT	NC
REQ'D FOR 1 PH NC	7.5	4.8	3	1
REQ'D FOR 1 PD NC	N/A	N/A	N/A	1
REQ'D FOR 1 RD NC	6	5	4	1

Enter average in chart above.

SECTION II   OTHER GENERATED

MONTH	RL INT	NC	RN INT	NC	PN INT	NC	RC INT	NC	RI INT	NC	RA INT	NC	RP INT	NC	MO INT	NC	RS INT	NC	WI INT	NC
Nov 94	2	0	2	1	0	0	1	0	2	1	0	0	0	0	0	0	0	0	2	1
Dec 94	0	1	0	0	0	0	2	1	1	0	0	0	0	0	0	0	0	0	1	0
Jan 95	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0
TOTALS	2	1	3	1	0	0	4	1	3	1	0	0	0	0	0	0	0	0	5	1

SECTION III   AVERAGE TIME OF INTERVIEW TO NEW CONTRACT

MONTH	Nov	Dec	Jan	TOTALS
NC's	4	4	3	11
DAYS	12	20	21	53

$$\frac{53}{(Days)} \div \frac{11}{(NC's)} = \frac{4.8}{(AVG)}$$

SECTION IV   PROCESSING ANALYSIS

MONTH	APPTS	INTS	EST's	ASVAB	PASS	TMR	PMR	TOTALS	NC
Nov 94	32	15	12	10	4	1	0	5	4
Dec 94	20	13	12	6	4	0	0	4	4
Jan 95	21	11	11	7	3	0	1	4	3
TOTALS	73	39	35	23	11	1	1	13	11
1 NC	6.6	3.5	3.2	2.1	1			1.18	

SECTION V

TRAINING REQUIRED *Looking Good But We'll Work on PDC'ing - RINC Will Accompany on Next IT (WI Average Skewed by 3 Non-Quals)*

NAVCRUIT 1500/6 (6-94)   CH-4

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Figure 8-3.– Sample PATE sheet.

stations' activity requirements per contract to identify stations that may need additional training. Supervisors can use the information to identify prospecting and processing problems. Remember, the form helps identify possible problem areas. You will need to dig deeper to find out the actual cause. On the positive

side, the PATE sheet will also identify those stations that are most efficient. Call on these RINCs to share their success strategies at zone training sessions. The *Science and Art of Navy Recruiting,* COMNAVCRUITCOMINST 1133.6, provides a comprehensive trouble-shooting guide for activity and processing analysis.

ZONE SUPERVISOR MONTHLY PLANNER/ITINERARY

Each chief recruiter (CR), ZS, NRD trainer, and NF/RZ recruiter maintains a Monthly Plainer/Itinerary, NAVCRUIT Form 5220/1, that is published and distributed to each NRS and key NRD and MEPS personnel. We will only cover the ZS planner.

Publishing and Long-Range Planning

Only the current month's planner/itinerary needs to be published, but it is recommended that 12 out-month planners be maintained for long-range planning purposes. Use the out-month planners to list follow-up station visits, known meetings, conferences, leave, and the like.

Preparation of the ZS Monthly Planner/Itinerary

The first consideration in the preparation of the ZS monthly planner/itinerary is your zone's needs. Consider recruiter qualification standards (RQS) training and qualification needs, specific training requirements, inspections, follow-up visits, DEP meetings, zone meetings, RINC training, and time to meet and indoctrinate new personnel. Other considerations include personal and professional meetings and commitments and leave and liberty. Leave some flexibility in your planner. You need some time slots left open to take care of unexpected production problems, interview potential attrites, and honor requests for assistance within the zone. Within the space restraints of the planner, try to include not only the name of the station, but also the main purpose you want to accomplish during that visit. This serves as a reminder to the RINC if certain personnel need to be present. You may find that some problems are taken care of before you arrive to train them simply because they know what you are coming to check. We discuss frequency of planned visits in chapter 9, "Meetings, Visits, and Inspections."

RINC DPR

The DPR is the most important one-on-one time that RINCs spend with their recruiters. Conducted at the end of each day or before the start of the next working day, the daily production review allows for evaluation of prospecting and processing efforts as well as an overall status of the recruiters' contributions to station goal. Besides production updates, the review provides a good time to check recruiters for attitude, motivation, and general morale. Usually, the RINC will have obtained most of the DPR information during the course of the day. The one-on-one DPR still needs to be accomplished to get the big picture, provide training, and afford each recruiter an opportunity for a more private conversation.

DPR Process

The DPR should be conducted individually with each recruiter. Start by setting some rapport with the recruiter. As previously mentioned, the RINC should use the DPR for an attitude check as well as a production review. Next, determine the status of eligible applicants previously recorded on the applicant log and analyze prospecting results. Determine what action, if any, needs to be taken, provide training, conduct counseling, or recommend an adjustment of the recruiter's activities. Make sure you lead the recruiter in the right direction and the recruiter's changes to the plan meet a specific objective. Summarize the DPR and close on a positive note. This is an overview. In the next paragraph we'll look at a step-by-step approach to the DPR.

Steps of a DPR

There is no required sequence to the steps of a DPR as long as the RINC starts with some rapport and winds up with a summary and positive note. What happens in between will differ with each recruiter and situation.

CHECK PROSPECT-CARDS ON NEW INTERVIEWS.– Check the prospect-cards (P-cards) on new interviews for blueprinting documentation to include proper identification of the want, need, dominant buying motive (DBM) and basic enlistment eligibility requirements (BEERs). Make sure the next step in processing has been scheduled or disposition is completed. Make sure the recruiter asked for

referrals and recorded the appropriate information on the station applicant log.

CHECK STATUS OF PROSPECT/ APPLICANTS SCHEDULED FOR FURTHER PROCESSING.– Make sure dates are verified and follow-up is being accomplished. Ask about the status of kit preparation, documentation, parental consent (if required), and any anticipated medical or classification problems.

CHECK P-CARDS FOR FOLLOW-UP ON NO-SHOW APPOINTMENTS.– Make sure an attempt was made to reschedule no-show appointments. If the prospect declined to reschedule, make sure the objection is listed and discuss the objection handling that was accomplished. Discuss ways to prevent future no-shows. Make sure the recruiter still asked for referrals.

CHECK FOR FOLLOW-UP ON P-CARDS WHERE THE RECRUITER CONTACTED SOMEONE OTHER THAN THE PROSPECT. – Make sure the recruiter asked for a best time to contact the prospect. Check to see if blueprinting was attempted and referrals requested. If the prospect was working, did the recruiter ask for the working hours and place of employment? If the prospect was attending school, did the recruiter ask about future plans and interests? Did the recruiter ask for referrals?

CHECK P-CARDS WHERE CONTACT WAS MADE WITHOUT AN APPOINTMENT BEING SET.– Check to see if the recruiter used the appointment power script. Ask the recruiter about the objection-handling sequence he or she followed. Discuss asking open-ended questions and make sure the recruiter asked for referrals.

CHECK P-CARDS WHERE ATTEMPTS WERE MADE WITHOUT CONTACT.– Make sure the phone number is correct. Discuss varying calling times and using DEP personnel to blueprint prospects. Suggest alternate ways to contact these prospects; for example, on a school visit or itinerary.

CHECK P-CARDS OF DEP PERSONNEL.– Check to see if contact was made with DEP cards loaded in this day's working tickler. Make sure the recruiter is rechecking BEERs, building rapport, and encouraging the DEP members to provide referrals. Discuss the DEP goals set and progress towards attainment. Check the card to make sure DEP awards and referral information is complete and up to date. If the recruiter does not contact the DEP member, yet contacts a family member, ensure the recruiter established rapport and asked questions.

SCHOOL VISIT.– If a school visit was conducted, review the school folder along with the P-cards for the day. Check to see if any interviews were conducted, follow-up contacts made, or DEP personnel contacted. Discuss the development of any new COIs. Check on referrals and discuss any other activities accomplished. Review the school folder for documentation, reschedule any missed activity, and discuss overall status of the school's will-grad goal.

If a school visit is scheduled for the next day, review what activities the recruiter has planned to accomplish. Help the recruiter set goals for meeting new COIs, contacting DEP personnel, getting referrals, and any other activities that could assist in the school canvassing program.

ITINERARY.– If an itinerary was conducted, review the itinerary data card, discussing each stop with the recruiter. Ask about new COIs, referrals obtained, and any DEP personnel that were contacted. Discuss what new Navy awareness activities were accomplished. Make sure new potential target market centers are being identified and evaluated. Ask if the recruiter feels the itinerary is effective and if not, what changes he or she would recommend.

If an itinerary is scheduled for the next day, review preprospecting efforts, check to see if any DEP personnel need to be contacted, and ask about cards without phone numbers that might be contacted on the itinerary. Help the recruiter set goals for PDC contacts, referrals, new COIs, and new Navy awareness efforts. Discuss the evaluation of potential target market centers, both old and new.

ENSURE PRECISE DIRECTION AND UNDERSTANDING.– As you summarize the DPR, provide very precise direction on future activities. This can be your direction or a reinforcement of the recruiter's plans. There should be no doubt in the recruiter's mind about what is to be accomplished the next workday as well as a long-range picture. Get feedback to check for understanding.

END ON A POSITIVE NOTE.– Whether your DPR has resulted in training, counseling, rescheduling

of activities, or a pat on the back, it should always end on a positive note. Keep in mind that we are in the business of selling ourselves as well as the Navy. All recruiters should leave the DPR with the feeling that they can do that.

ZS's DPRs

The ZS's DPR with each station is very much like the RINCs' DPR with their recruiters. ZSs need to tailor their DPR to the experience and skill level of the RINC. A DPR with a new RINC will undoubtedly be much more detailed than one with an experienced and successful RINC. The ZS is actually training the RINC by the questions that are asked. If the RINC does not have an answer, he or she will know that the question should have been asked during his or her own DPR. The following steps are provided for a detailed station DPR. You may want to tailor it for your own RINCs.

Check Status on All Carry-Overs

Interviews should have only been carried over if they are scheduled for processing. Check on their progress.

Check Status on All Interviews Without Disposition

Check the status of all previous interviews that have not contracted. Update processing schedules and identify delays.

Check on All Scheduled to Process

Review BEERs, waiver requirements, and any medical concerns, If applicable, check on parental consent, Inquire on kit completion and any documentation problems. Discuss anticipated classification concerns. If nuclear field (NF) qualified, check to make sure transcripts are in hand.

Check on Those Scheduled to ASVAB Locally

Determine if step-selling may be a problem with those applicants who are scheduled for Armed Services Vocational Aptitude Battery (ASVAB) only. Do they have the authority to buy? Is there a plan for follow-up once the test is administered?

Document New Interviews

New interviews that are eligible, committed, and consenting to further processing should be entered on the ZS's applicant log. Make sure the next step is firmly scheduled, Discuss strategy for follow-up.

Discuss New Interviews That Are Not Scheduled for Processing

Although interviews that have not consented to further processing are not kept on the ZS applicant log, you still need to find out more about them. Have the RINC explain the interview briefly. Discuss objection-handling and follow-up plans.

Discuss Prospecting Plan Status

Discuss prospecting plan status. Is the plan on track? Have adjustments been made, if necessary? Are there additional steps that need to be taken? This does not mean taking numbers; simply monitor progress. Ask about results of scheduled school visits and itineraries.

Check on Shippers

Check on remaining shippers for the month to make sure any problems are identified well in advance of the ship date.

Check on DEP Problems

Although RINCs should advise the ZS when problems arise within the DEP pod, it doesn't hurt to add this to your DPR. A quick question asking if any DEP problems have been identified can head off problems before they get a chance to grow.

Determine Station's Overall Status

Determine the station's overall status towards goal attainment. The ZS should know the average number of working applicants required per contract by each station. Compare their progress to the figures on the PATE sheet. Always know the number of days left in the month that MEPS will be open. Ask yourself if the station has enough applicants working to meet its objective with the remaining time. If not, ask for their plan to get on track.

Give Them the News

Remind the RINCs of upcoming visits and meetings. Update them on any NRD policy changes. Let them know how the zone is progressing towards zone goal. Share the successes of others.

Ask What They Need

Last, but certainly not least, ask your RINCs what you can do for them.   What do they need and how can you help?

PERSONALIZED RECRUITING FOR IMMEDIATE AND DELAYED ENLISTMENT

The Personalized Recruiting for Immediate and Delayed Enlisted (PRIDE) system is used throughout the recruiting command. The system is used for classification, accounting, analysis, and communications. You may not have access to most of these reports, but you should know of their existence. PRIDE reports are used to track attainments that affect what contracts you and your recruiters will be able to send to MEPS. As a member of the CRF community, you should become more involved with the NRD goals and attainments. The PRIDE system provides a wealth of district production information.   In the following paragraphs we explain some of the programs and reports generated by this system.

CLASSIFICATION PROGRAMS

The Navy classifier uses the PRIDE system to identify program goals and availability, reserve programs, and request Navy veteran (NAVET) programs.

Control File Report Programs

The control file report programs update as changes occur. CAGOAL is used for USN programs and CRGOAL is used for USNR programs. These programs provide the classifiers with enlistment program   availabilities   by district and show reservations made to date.   Classifiers must stay within the availabilities not yet reserved. If a recruiter wonders why an applicant winds up with a reserve program, you can explain that the availability was on the CRGOAL.

Classification and Assignment Within PRIDE

Classifiers use Classification and Assignments within the PRIDE program (CLASP) to input information on applicants, make reservations, and request prior service waivers and guarantees.

● OCEAN/OCEANR – Classifiers enter the applicant's personal, medical, and moral qualifications along with occupational preferences into OCEAN or OCEANR, depending upon the availability from the CAGOAL or CRGOAL. The program then gives a list of available enlistment options from which the applicant may choose.

● ONBRD/ONBRDR – The ONBRD for USN and ONBRDR for USNR programs are used to make actual reservations for seats once the applicant has agreed to a program.

● Prior Service Programs, PRISE I, PRISE II, PREV – These programs are used for prior service applicants. PRISE I is used to request and reserve guaranteed duty assignments for prior service. PRISE II is used to request and reserve guaranteed school assignments for prior service. PREV is used to send waiver information to COMNAVCRUITCOM and request Recruiting Selective Conversion Reenlistment (RESCORE) change of rating reenlistments for personnel in overmanned ratings.

ACCESSION FILE REPORT PROGRAMS

Accession tile report programs are updated based on reservations and cancellations made with the CLASP programs and goals input through special function programs.   These reports are used to track goals and attainment.   Information provided by accession file reports is vital to production planning and management.

SOLD Program

The SOLD program lists all reservations made by day. This report updates as reservations are made. The SOLD report run at the end of each day will show all new contracts and reclassifications for that day. The report can be run during the course of the day to see the progress of applicant classification.

UNSOLD Program

The UNSOLD program lists all reservations that have been canceled by day due to attrition or reclassification. If a DEP member is reclassified, they will appear as a cancellation on the UNSOLD report, and as a new reservation on the SOLD report. This report updates as the action occurs.

Net Contract Report

The net contract (NETCON) program is the number one management tool in recruiting. The report shows the DEP posture at the start of the month and a progression indicating where new contracts are being placed. It gives shipping and new contract goal and attainment. Every CRF member should be familiar with the NETCON. Figure 8-4 provides a sample NETCON. Let's take a line-by-line look at the information it provides.

PART I.– The information in this section of the NETCON is always as of the first day of the month. It remains the same during the course of the month. Information is listed for a rolling 13 months.

Shipping and new contract goals are estimated for the upcoming fiscal year if they are not yet available.

● NC OBJ – This is the new contract objective for each of the 13 months with a total.

● GOAL – This is the shipping goal for each month with a total.

● DEP – This row reflects the number of people in DEP for each of the 13 months with a total. Reminder: This number is as of the first day of the month and will not change as the month progresses.

● DEFICIT– This row reflects the difference between the goal and the DEP for each month. This is the number of shippers needed for each month as of the first of the month.

PART II.– NC TRGT stands for the new contract target and indicates the current month's new contract placement targets. This number is input using a PRIDE program called the Update New Contract Goal (UPDNCG) program. Some may remember the old Tab E and similar systems used to target the DEP placement of new contracts.

```
                               NETCON

NRD/AREA  XXX  SAMPLE

                            TOTAL NAVY

MON YR  CUMULATIVE NET CONTRACT PLACEMENT/DEP POSTURE AS OF DD MON YR AT XX:XX
          OCT   NOV  DEC  JAN  FEB  MAR  APR  MAY  JUN  JUL  AUG  SET  OCT  TOT
NC OBJ    150   156  130  165  156  160  140  130  164  165  169  159  150  1994
GOAL      121   148  160  161  174  167  160  145  169  157  144  140  121  1967
DEP       118   146  125  113  126  102   55   15   75   94   58    8    0  1035
DEFICIT     3     2   35   48   48   65  105  130   94   63   86  132  121   932

NC TRGT     3     0   11    0    0   20   25   25   15   20   11   20    0   150

N/C         2     2    9   14    1    1   11    9    6    1   18   23    0    97
DN/C        2     0    1    1    0    0    2    1    0    0    0    0    0     7
TOTAL     122   148  135  128  127  103   68   25   81   95   76   31    0  1139
DEP     100.81 00.0 84.4 79.5 73.0 61.7 42.5 17.2 47.9 60.5 52.8 22.1  0.0  57.9
ATT         1     0

DSO:       66    DSO NC ATTN:    56    DSO NC ATTN%: 84.8      DSO NC REMAIN: - 10
NC OBJ:   150    NC ATTAINMENT: 104      PERCENT ATTN: 69.3       NC REMAINING: - 46
MUMG G:    80    A:  58  BUMG G:  17   A:  11   FEMT G:  22  A:  18   CSM A:   1
FUMG G:    17    A:  17  TUMG G:  97   A:  75   HUMG G:  10  A:   6
SHIP/DAYS LEFT:  8  ONE NAVY  0.12 P/DAY  N/C  6.62 P/DAY    Y-DN/C  9
```

Figure 8-4.–Sample NETCON report.

PART III.– This section is updated as indicated throughout the month. It gives numbers and percentages for contracts and placements.

● N/C – This row indicates net contracts attained for each of the 13 months counted from the beginning of the first month displayed until 0001 of the current day. In other words, it reflects contracts for the month up to close of business the day before the report is run.

● DN/C– These numbers indicate the net contracts attained for each of the 13 months counted from 0001 of the current day until the report was requested. This is today's net business. A negative number indicates at least one attrite was taken from the month in which it appears.

● TOTAL – This row shows the total contracts this month placed in each of the 13 months. It is the sum of N/C + DN/C + DEP.

● DEP – These numbers indicate the total monthly contracts as a percent of the monthly goal. It equals TOT/GOAL.

● ATT– This number indicates the difference between the first 2 months' total contracts attained and the first 2 months' goal. It equals GOAL-TOT. A negative number indicates the month's attainment is below the month's goal. A positive number indicates the month's attainment is over the month's goal.

PART IV.– This section of the NETCON provides goals and attainment of new contract and DEP slope objectives. It also contains per day requirements based on the number of working days left in the month.

● DSO – This indicates the DEP slope objective for the month. It also lists the DSO attained, percentage, and number remaining to meet the objective.

● NC OBJ – This month's new contract objective, the same as NC OBJ on the first line, part I.

● NC ATTAINMENT– The number of net new contracts written this month up to the time of this report. This number equals the total column of N/C and DN/C added together.

● PERCENT ATTN – This is the percent of the NC OBJ that has been attained so far this month.

● NC REMAINING – This is the number of net new contracts left to attain the NC OBJ.

● MUMG G AND MUMG A – The male upper mental group goal and attained for the month.

● BUMG G AND BUMG A – The black upper mental group goal and attained for the month.

● FEMT G – The total female goal for the month.

● CSM A– The total number of compensatory screening model attained for the month.

● FUMG G AND A – The female upper mental group goal and attained for the month.

● TUMG G AND A – Total upper mental group goal and attained for the month.

● CSM A– This month's attained compensatory screening model enlistments.

● HUMG G AND A – Hispanic upper mental group goal and attained for the month.

● SHIP/DAYS LEFT – The number of days left to meet shipping objective for the month. Normally the number of days MEPS will be open for business. Does not take into consideration local MEPS training days and Saturday MEPS opens.

● ONE NAVY P/DAY – This is the number of shippers per day needed to meet shipping goal as of 0001 of the day the report is requested,

● N/C P/DAY – This is the number of new contracts needed per day to meet new contract objective.

● Y-DN/C – The net new contracts attained yesterday.

Accession Quality Program

The Accession Quality (ACQAL) program is used to evaluate in-month accession quality. The report shows the numbers shipped and left to ship for the month.

DEP Quality Program

The DEP Quality (DEPQAL) program shows DEP quality for in-month and out 12 months. The report shows placement of all in-month new contracts by quality.

DEP Quality Fiscal Year Program

The DEP Quality Fiscal Year (DEPQFY) program is used to show DEP quality for the current or next fiscal year, depending on which is requested.

REPORT Program

The REPORT program, often referred to as your shipping list, shows applicants scheduled to ship by cycle. It is run by the classifiers or statistician for the next month to verify the DEP pool. This report updates as reservations are made. ZSs should receive a copy of REPORT monthly to validate shippers for the following month.

SPECIAL FUNCTION PROGRAMS

PRIDE also includes several special function programs designed to provide information on policies, programs, personnel, goals, reservations, and cancellations.

NEWZ Program

The NEWZ program is used to issue changes in program policies, Commander, Navy Recruiting Command (CNRC) policy changes, waiver status, and urgent information that the Area wants to dispatch to NRDs. The NEWZ should be run at least daily to get updates.

PERSON Program

The PERSON program is used to add, delete, or modify information on recruiters attached to the NRD. Recruiters must be entered in the PERSON file before they can write a contract.

Goaling Letter Program

Areas use the goaling letter (GOALLT) program to input goals into PRIDE by NRD.   Goals are updated monthly by the actual written goaling letter.

Reservations by Cycle Program

The Reservations by Cycle (RESCYC) program shows the number of seats reserved by NRD by shipping cycle and program.

Update New Contract Goal Program

The UPDNCG program is used to update the NRD new contract objective and input new contract targets.

Attrite Report Program

The Attrite Report (ATRRPT) program shows in-month and out-month attrites and roll-outs.

Attrite See Program

The Attrite See (ATRSEE) program lists DEP personnel by name who were counted on the ATRRPT for the current month.

QUEST Program

The QUEST program checks for applicants who have multiple reservations and those who have been in DEP over 1 year.   The program shows potential problems within a district's DEP pool. It is an extremely useful tool to use when determining DEP integrity.

WAIVER AND ATTRITION ANALYSIS

Time is one of our recruiters' most valuable assets.   The applicant at MEPS or DEP member represents an investment of countless hours of recruiting evolutions.   Recruiting supervisors must make sure these investments are paying off. Waiver and attrition analysis are management tools that can help the supervisor pinpoint a variety of potential production and processing problems.

WAIVER ANALYSIS

Supervisors should analyze waivers to monitor quality, maintain integrity, and ensure the good use of recruiters' time. There is not a prescribed format for the analysis, but the following paragraphs highlight factors to consider and describe potential problem identification.

Waiver Analysis Factors

The most important factor to consider is the waiver approval rate. If a station is submitting many waivers that are not being approved, there is an obvious problem. A station with a large number of waivers, but equally high approval rate, may not have a waiver problem at all. Each territory needs to be evaluated separately to determine what proportion of contracts from waivers would be acceptable. Determine what percentage of the station's total contracts are waivers and see if the number falls within the acceptable limit you have set. Another factor to consider is the types of waivers being requested. Waivers that may be approved at the NRD level have a better chance of resulting in a contract than one that must go to higher authority. Not only is the reason for the waiver usually more serious when higher approval authority is required, but they take longer. Long waits can often mean loss of applicant interest. Time considerations must also be a factor in your waiver analysis. How much time was actually expended on the applicant? Is the time justified?

Potential Problem Identification

Once you have made a tally of the factors involved in your analysis, you need to look for significant trends that may signal potential problems that will require further training.

LOW APPROVAL RATES.– Low approval rates may be the result of poor blueprinting. Find out if waiver requirements were identified before processing was started. Low approval rates may also mean that the recruiters and RINC are unfamiliar with command expectations. Discuss the "whole person" concept with RINCs to evaluate their understanding. A low waiver approval rate shows wasted time on undesirable applicants.

HIGH PERCENTAGE OF WAIVERS.– Stations consistently requesting a high percentage of waivers may not be prospecting the quality market. Check applicant logs to see where most of these waivers are coming from. The cause may be territory specific. There are some areas where applicants will be more likely to require a waiver than others. You must know your territory to make this judgement. Check past production and waiver information and compare notes with the other services. Compare with attrition information. If no other problems surface, no action needs to be taken on the high percentage rate.

LOW PERCENTAGE OF WAIVERS.– A low percentage of total contracts requiring waiver may also signal potential problems. Check for effective blueprinting. You want to make sure the low percentage is not a result of missed waiver requirements. Talk with the RINC to ensure recruiters are not unnecessarily restricting enlistments because they do not want to request a waiver. Compare to attrition figures. Low waiver percentages coupled with high attrition percentages should be a red flag.

ATTRITION ANALYSIS

Attrition analysis is conducted to identify factors that contribute to statistically higher attrition. This information is used to identify personnel in DEP with greater attrite potential so that preventive steps can be taken. Attrition analysis can also identify possible processing or DEP management problems with a station or individual recruiter. The bottom line is to reduce attrition and improve effectiveness. The benefits of reducing DEP attrition are obvious, as it affects our net attainment. Not so obvious, but of just as great an impact, is recruit training center (RTC) attrition. Recruiters need to understand RTC attrition hurts their efforts in several ways. First, we will have to make up RTC attrition in the long run. National goals take into account current attrition rates. Secondly, RTC attrites can make a serious negative impact on return to the community. RTC attrites are usually not pro-Navy and rarely accept responsibility for their discharge. This negative publicity is not going to help your recruiting efforts. Reducing both RTC and DEP attrition should be a continuous goal of every recruiting supervisor.

Conducting Attrition Analysis

The first step in your attrition analysis is to look at the percentage of DEP and RTC attrites for the station. The analysis is conducted separately first, then information is used together for complete problem identification. Find out what the NRD and national average attrition rates are and strive to stay below them. The next step is to consider the following factors for each attrite:

● Reason for the attrite – Many refused-to-ship attrites may signal a sales or DEP management problem. Many medical attrites may signal improper blueprinting methods. If you find a significant number of waivers for the same reason, look for a common problem.

● Recruiter/territory – Check to see if one recruiter or territory is having more than a fair share of the attrition. The problem may be lack of training or a territorial difficulty.

● Length of time in DEP – Divide DEP time into 3- or 4-month intervals and plot out the attrites. Determine which time frame is resulting in the most attrites. Long periods in DEP may result in a waning of interest if DEP management efforts falter. Short DEP periods may leave the recruit unprepared for shipping to RTC.

● DEP involvement – Besides the length of time in DEP, check on the depth of DEP involvement. Did the attrite attend DEP meetings? Were required DEP contacts made?

● BEERs factors – Look for similarities in BEERs factors such as age, education, police involvement, drug abuse, and pre-existing medical problems.

● Sex – Determine if attrition percentages are significantly different for males or females.

● Program – Check to see if program is a significant factor. Are more attrites coming from nonschool guarantee program or longer enlistment requirement programs?

● Waiver – Determine if a significant portion of the attrites required waivers for enlistment.

● Identification – For DEP attrites, find out when the attrite was identified. All attrites should be identified as soon as possible. If in-month attrition is significantly high, take a look at DEP management. BEERs and motivation should be checked during every DEP contact.

**Using Your Analysis Factor
Information**

As with the waiver analysis, the attrition analysis will help recruiting supervisors identify potential problems that reduce the effectiveness of their teams. Look for trends in the factors we discussed. Do some factors seem to be common to more attrites than others? The idea is to paint a picture of the DEP member most likely to attrite. We do this not to avoid enlisting these types of individuals, but to identify those in DEP who may need greater attention and motivation. We are also looking at potential

training requirements in the station. The analysis information is only the beginning. Once you have identified potential problems, you need to dig in. First, talk with the RINC and/or recruiters involved. Get their opinions, possible problems, and solutions. Check P-cards for all attrites, conduct DEP executive phone calls, observe DEP and recruiter interaction, and attend DEP meetings. This hands-on problem identification will enable you to plan appropriate training.

DELAYED ENTRY PROGRAM LEADERSHIP

Successful recruiters know that the customer relationship does not end with the sale. They realize that the relationship only begins with the sale. Beyond being simply a sales agent, recruiters must grow into a sustaining resource for their customers who are now members of the DEP. Effective DEP leadership must meet two main objectives: train and motivate DEP members and generate referral activity. A strong, motivated DEP provides a major source of prospects. A poorly organized DEP is detrimental and fosters attrition. The *Delayed Entry Program* (DEP) *Management Manual,* COMNAVCRUITCOMINST 1133.7, provides in-depth information on DEP leadership responsibilities, conduct of DEP meetings, and training materials.   This instruction should be used as a source for all DEP leadership training.

DEP LEADERSHIP RESPONSIBILITIES

DEP leadership is a responsibility at every level in our chain of command. The recruiter is responsible for maintaining and recording contacts with DEP members, providing them with a list of items to bring and not to bring to MEPS when reporting for active duty, updating the DEP members on Navy information and monitoring eligibility requirements during the DEP period. The RINC is ultimately responsible for scheduling all NRS DEP meetings and implementing and operating the NRS DEP. The RINC also makes sure the DEP status board is prominently displayed and up to date.   The ZS identifies and trains to weaknesses and deficiencies to reduce or eliminate DEP attrition. The ZS must conduct DEP executive telephone screens each month. The ZS also provides the CR with a monthly zone DEP meeting schedule and assists in presenting lectures and awards at those meetings. The CR attends a minimum of one DEP meeting each month and assists in DEP award presentations.   The commanding officer (CO),

executive officer (XO), and enlisted programs officer (EPO) each attend a minimum of one DEP meeting each month. The CO also ensures one meeting in each zone is attended by either the CR, EPO, XO, or CO.

POSITIVE REINFORCEMENT

When new DEP members finish at MEPS, they have just made a big step in their lives. For some, it represents the first major decision they have faced. It must be positively reinforced, immediately and throughout their DEP period. The recruiter should meet the newly sworn-in DEP members at MEPS or the NRS, if possible. Reinforce and congratulate their decision to join the Navy and the program they selected. Explain to new DEP members that they may encounter some negative responses to their decision. Offer to meet with the DEPper and any individual providing negative input to clear up any misconceptions. Those individuals who decline to attend will lose credibility. If they do agree to a meeting, be careful not to challenge anyone's beliefs. Use your sales training. Within 72 hours after processing, the RINC and recruiter should meet with the new DEP member. Include parents, spouse, or guidance counselor when possible. Have the new DEP member come to the office for indoctrination. All recruiters in the office should congratulate new DEP members. Take their pictures, add their name to the DEP status board, and generally make a big production. After they have been welcomed to the Navy team, conduct the DEP indoctrination. Present them with DEP handouts and a schedule of DEP meetings and provide information on DEP requirements and referrals. Always treat DEP personnel as sailors. Don't use them for the dirty work. Instead, show them the importance of assignments and provide motivation to contribute to the recruiting mission.

WARNING SIGNALS

Supervisors should always be alert to warning signals of ineffective DEP leadership. Some include high DEP or RTC attrition, numerous roll-outs and reclassifications, and a decline in DEP referral contracts.

PREVENTIVE MAINTENANCE

These warning signals are usually the result of DEP mismanagement over a period of time. Let's take a look at some preventive maintenance that can preclude these more drastic warning signals.

Check Prospect Cards

Check P-cards to ensure two required contacts are made each month, at least one of which is face to face. Look at DEP meeting attendance. Check the card for referrals and awards.

Check for Referrals

Besides each DEP member's P-card, check for referrals on the DEP status board and make sure a recruiting recognition request form has been initiated.

Attend DEP Meetings

RINCs should always attend station DEP meetings. They may be run by the recruiters, but the RINC should be there. The ZS should attend as many zone DEP meetings as possible. This should be accomplished whether there are identified DEP leadership problems or not. Observe the operation of the meeting. Is there a professional atmosphere? Are military titles being used instead of first names? Is training conducted? Was the material presented in an interesting manner? Was a schedule or agenda followed? What percent of the DEP members were in attendance? What kind of enthusiasm was shown during the meeting? Were DEP members asked for and did they provide referrals? Were any guests in attendance? If so, were they introduced and made to feel welcome? The question that needs to be answered is, "Would I continue to attend DEP meetings if I were one of these DEP members?"

Executive Telephone Screening

ZSs must conduct an executive telephone screening with 25 percent of each station's DEP members each month. A script to use for executive telephone screenings can be found in the *Science and Art of Navy Recruiting Manual,* COMNAVCRUIT-COMINST 1133.6. The telephone screening script is designed to identify potential problems with individual DEP members as well as overall DEP operation. DEP personnel who cannot answer your questions are not well briefed and will likely be ill-prepared for active duty.

Use Report Program

Each month, the district should provide ZSs with an updated copy of the REPORT program printout which is a shipping list. ZSs should verify their shippers by name with each RINC. Most districts use a DEP update sheet that the member fills out to answer updated BEERs questions. These can be checked off against the REPORT printout as they are received.

Interviewing Potential Attrites

Potential attrites must be brought to the attention of the RINC, ZS, and NRD chain of command as soon as they are identified. An interview should be scheduled starting with the RINC and advancing up the chain of command, if required. Before you meet with a potential attrite, carefully review all blueprinting information available on the P-card and talk with the recruiter of record. When talking with potential attrites, calmly ask open-ended questions to determine the nature of the problem. Determine what assistance the recruiter is providing. Do not attempt to overcome any objections over the phone. You need to schedule a face-to-face meeting. On meeting with the potential attrite, continue to blueprint to determine if the problem can be resolved. You may have to use stronger than usual blueprinting techniques at this point as some potential attrites have had a change in eligibility that they may not want to reveal. Review want, need, and dominant buying motive. People's priorities and plans do change. For example, the DEP member may have originally been sold on travel and excitement but now has decided that an education is more important. Use sales techniques to resell and remotivate the potential attrite. Coercion should never be employed to save a shipper.

DEP Events

Monthly DEP meetings are required and should be used for training and referral generation. Other events can add to the effectiveness of your DEP. The following ideas are only a start. Have your recruiters suggest what events they might like to conduct. Then ask the DEP personnel what activities they would like to be a part of.

DEP FAMILY NIGHTS.– DEP family nights have proven to be an asset to DEP programs. A meeting is held with all DEP members and their families are invited. Topics that are normally covered include recruit training, Red Cross emergency liaison, educational benefits, pay and allowances, medical and dental benefits, and referral recognition programs. Guest speakers might include the chain of command, recruit company commanders, Red Cross military representatives, health benefits advisors, and recent recruits who are home on leave. Invited guests can include undecided prospects and their families, educators, or potential COIs. Serve refreshments and make the presentation as organized and professional as possible. These family nights can go a long way in calming the fear of the unknown in the minds of DEP members and their families. After a detailed discussion of DEP advancements for referrals, don't be surprised if parents start calling with names and numbers. They may realize the advantage of the advancement more clearly than their offspring. These DEP family nights are most effective as zone functions if logistics will permit. This increases attendance, creating confidence in numbers. It also provides more efficient use of guest speakers.

CENTER OF INFLUENCE EVENTS.– Funds are available for the entertainment of COIs. Invite COIs who have been helpful as well as those you are beginning to cultivate. Civic and business leaders, educators, members of professional groups, groups of prospective Navy applicants, high school coaches, media representatives, high school or college students identified as leaders, and other influential groups all qualify for invitation to COI events. Approval for COI events must be obtained in advance from the cognizant Commander, Navy Recruiting Area (CNRA). No event should exceed $1,000, with a per person limit of $7 for breakfast, $8 for lunch, and $11 for dinner. Contractors must agree not to charge for no-shows. A Navy disbursing office will make payment directly to the vendor for approved events. Recruiters may not fund these events themselves and seek out-of-pocket-expense (OPE) reimbursement.

REGULAR DEP EVENT.– Regular DEP events are informal gatherings that require advance approval by the cognizant CNRA. DEP functions are limited to a maximum of $500, not to exceed $8 per person. As with COI events, purchase orders are required for contracting regular DEP events, contractors must agree not to charge for no-shows, and all payments are made directly to the vendor by a Navy disbursing office. Immediate family members are authorized a one-time attendance at regular DEP events requiring funding.

MINI-DEP EVENTS.– Almost any outing can become a productive mini-DEP event. Ball games with other DEP pools (Navy or other service) can build team concepts and foster camaraderie. Potlucks, picnics, and pizza parties all provide an opportunity to reinforce team and family values important to the Navy. The recruiter sponsoring the mini-DEP event may file an OPE claim for reimbursement of food items purchased. The claim must be submitted with a copy of the mini-DEP event request and approval form as justification for exceeding the normal OPE limit. Mini-DEP events are limited to a total cost of $75 per event and must be approved in advance by the NRD CO.

TIME MANAGEMENT

No chapter on management systems could leave out the subject of time management. As mentioned earlier, time is one of our most valuable assets. Managing your time in the recruiting environment can be even more challenging than other supervisory positions due to the geographical area to be covered and the diverse background of personnel assigned. Another challenge faced by recruiting supervisors is training our recruiters to make the wisest choices for the use of their time. We must make sure our recruiters understand that time is a very large factor in all work. The management of time greatly affects our quality of life. An author going by the single name Seneca wrote, "We are always complaining that the days are few, and acting as though there would be no end to them." Getting control of the timing and content of what you do is the goal of effective time management.

THE ABCs OF TIME MANAGEMENT

The ABCs of time management refer to the prioritizing of tasks to ensure the most important get the first attention. We'll look first at the original ABCs of time management and then look at a version just for recruiting.

Original ABCs of Time Management

The original version of the ABCs of time management prioritizes all tasks into three groups:

A – The highest priority includes important and urgent tasks that must be done immediately.

B – Priority items that must get done soon.

C – Less important tasks that are not urgent and can be done at your leisure.

The idea of the ABC method is to divide tasks and tackle them by priority. Get right to the A tasks. Once they are completed, start on the B list. If you still have time left over, handle a few of the items on your C list. This way you will get the most important jobs done first.

Recruiting ABCs

The ABC method of time management adapts well to recruiting life. The recruiter needs to plan prospecting, processing, and time off for revitalization. Initially, prospecting is on the A list, processing is on the B list, and time off is on the C list.

A – Prospecting

B – Processing

C – Time Off

Train recruiters to understand that as the A priority is accomplished, it moves to the bottom of the list in the C position and the other two move up one step. When prospecting is accomplished it becomes a C. Processing becomes our new A priority, with time off now in the B position.

A – Processing

B – Time off

C – Prospecting

When processing is accomplished, time off takes on the A priority with prospecting and processing following.

A– Time off

B – Prospecting

C – Processing

After the recruiter has enjoyed time off, the ABC list returns to the original order. This model is simplistic, but realistically shows the recruiter that prospecting must happen first so we have someone to process, and there is a way for time off to take on top priority. It also shows that recruiting is an ongoing

evolution. There must be a continual cycling of efforts to remain successful.

AVOID SUPER-RINCING

Both the RINC and ZS can become guilty of super-RINCing. What does it mean? The RINC who takes on the problems of every recruiter and the ZS who takes on the problems of every RINC are equally guilty of super-RINCing. It might be easier to understand the concept if we follow a mythical ZS around for 1 day.

Super-RINC Scenario

Chief Taylor is extremely conscientious and goal-oriented. He believes he is the best person around for solving problems and leading his troops. Chief Taylor starts his day by delivering some medical prescreening forms to Station A, as the RINC had called last night to say they were out and she had a kit to prepare this morning. While there, the RINC tells the Chief, "We have a problem. I think two shippers for next month are getting cold feet." Chief Taylor is in a bit of a hurry, so he tells the RINC that he will get back to her later in the day. The RINC breathes a sign of relief as her problem is now in the hands of the ZS and requires no further worry on her part at this point. The ZS arrives late at his first scheduled station visit of the day. The RINC at this station tells him they are having problems getting access to one of the schools in their territory. Chief Taylor says he will call the education specialist (EDSPEC) and schedule a time for them both to meet with the principal.

Before they can discuss it further, the phone rings and it is yet another RINC calling for the ZS. The RINC starts with, "We have a problem, Chief. You know that NF-qualified applicant I have scheduled to contract tomorrow? Well, he's balking right now in my office. I was wondering if you could swing by and talk to him?" Chief Taylor, always ready to come to the rescue, says sure, he can make it in 30 minutes. The scheduled station visit is abandoned and the Chief is on his way to Station C. The Chief can't quite talk the applicant into going to MEPS tomorrow, but he does agree to meet with him again next week. Come Saturday, Chief Taylor is in his office trying to catch up on all the work that had been planned earlier in the week. He wonders why nothing ever happens as he plans it. Meanwhile, RINCs A, B, and C enjoy a family picnic in a local park. The conversation turns

to work as it usually does and the following comments are heard: "Chief Taylor is a nice guy, but he takes forever to get back to you on anything. I've been waiting all week for him to schedule a visit at Hickory High School." "I know just what you mean. He hasn't taken care of two shippers of mine that he's supposed to be talking to and they ship next month." "That's nothing, I had a NUC scheduled for this week. Then Chief Taylor talked to him and now they're going to talk again next week before the kid will do anything."

Who Is Working For Whom?

Just who is working for whom in this scenario? These RINCs have been trained to think of station problems as "our problems," sharing them with the ZS. The subordinates effectively assigned their problems to the supervisor. By taking possession of the problems, the ZS is now working for the RINCs. The same scenario happens in many stations. These RINCs take on the problems of every recruiter. They become overwhelmed with tasks that should have been handled by the recruiters. Super-RINCing just cannot work for the long term. You may remember an article by William Oncken, Jr. and Donald Wass that was used in several Navy leadership schools entitled *Who's Got the Monkey.* Every problem, required action, or decision was called a monkey. The article detailed how easy it becomes for those monkeys to leap from one back to another. This, in effect, is what Chief Taylor allowed, and even encouraged to happen. You may think that your subordinates' problems are your problems. That is true to a certain extent. However, the reason for their positions is to take care of that potion of your problems. So, how do we avoid super-RINCing? A few simple rules will go a long way in returning ownership.

Return Ownership

During a ZS training course, each ZS was asked, "How many stations do you have?" Each ZS responded with a number ranging from four to eight until it came to one who responded, "I don't have any stations. I have one zone and I train and lead six RINCs who each have a station." That is the attitude that we want to reinforce. RINCs should believe that everything in their station is their responsibility; they own it all. Station ownership is one of the most important ingredients to a RINC's success. If you have instilled this sense of ownership, they will be

more likely to take the initiative to solve their own problems. Sometimes problems are fleeted up just to avoid decision making. The applicants aren't the only ones who sometimes hate making decisions. When presented with a problem, make sure the bearer realizes who actually owns it, now, and when your conversation is concluded. Of course, you can set time aside to help the RINC arrive at a joint decision, if necessary. More often than not, when faith and confidence are displayed in their ability and they are reminded who owns the problem, RINCs will determine their own corrective action.

Don't Let Fire Fighting Become a Full-Time Occupation

We've all heard the expression, "I've been putting out fires all day." We can never recoup time spent putting out fires. So, we spent all day fighting fires, only to have tomorrow start out 1 full day behind schedule. Because we are behind, everything must be rescheduled, which requires more time not previously planned. Pretty soon, it becomes a vicious circle because all of those things put off until the last moment due to fire fighting have now become fires of their own. When it goes too far, the supervisor either gundecks what is behind schedule or just throws in the towel altogether. Before dropping everything to rush to the fire scene, ask yourself whose training time is being consumed. Give your subordinates credit for their intelligence and abilities. Ask them what they feel they should do to correct the problem.

Delegate Whenever Possible

Delegating is a skill required of all supervisors. We can never delegate responsibility, but we should do some delegating of duties. Not only is it necessary for effective time management, it is a necessary part of our training program. Every zone should have an assistant ZS and every multiple-person station should have an assistant RINC. Besides acting as the supervisor in his or her absence, assistant RINCs should be assigned some duties as part of an ongoing training evolution. Plan time to follow up on delegated duties to ensure training has been effective.

Use Your Planner

In a previous chapter, we discussed the ZS monthly planner/itinerary and the station planner. The RINC and ZS should realize that their time must be planned just as efficiently, perhaps more so, than the

recruiters'. Leave some time on your planner open for flexibility. You may have to provide some unexpected training to help one of your RINCs solve a problem.

From Super-RINC to Effective ZS

Let's take another look at Chief Taylor after he acknowledges some basic ideas of time management and sound leadership. He has now set some ground rules for the RINCs to follow. He takes no calls other than emergencies during the hours from 1000 to 1400. These hours are dedicated to RINC training at scheduled station visits. Routine problems are now handled during the time allotted for the DPR with each RINC. He has also made sure the RINCs understand that their problems are just that – their problems. And that they will still be their problems after discussing them with him. He will gladly schedule time to train and advise, even to work out a joint decision, but the problem will remain the RINCs'. The same day now looks quite different. Chief Taylor arrives on time for his first station visit of the day. He never knows that Station A ran out of medical prescreening forms because the RINC took the initiative to swing by another NRS and borrow some until her next supply run. The station visit goes well. The RINC was having trouble getting access to one high school. Chief Taylor provided training and had the RINC schedule a joint school visit for the recruiter, RINC, and ZS during the next scheduled station visit. In the meantime, the RINC has a alternative plan for identifying the high school's market.

The remainder of the visit was spent with the RINC and the newest recruiter on a scheduled itinerary. Chief Taylor was pleased that the previous month's training had paid off and the new recruiter was becoming proficient in PDCing and obtaining referrals. After returning to his office, he finds out the NF-qualified applicant scheduled for tomorrow may be a problem, but the RINC outlines what steps he has taken to resell the applicant. Chief Taylor offers a few more ideas and tells the RINC to keep him posted. During production review with Station A, he finds that two of next month's shippers are getting cold feet. He discusses strategies with the RINC. She tells him she has appointments with both the following day and will incorporate the ZS's ideas to resell the DEPpers. She will report the results to the ZS during tomorrow's production review. After

production reviews are done, Chief Taylor completes scheduled paper work and goes home. The weekend finds the entire zone, including Chief Taylor, enjoying a family picnic and celebrating the success of the month.

DIVISION OFFICER PLANNING GUIDE

In addition to your required planners, you may want to order a division officer planning guide from supply. These guides are extremely helpful as ticklers for general military dates and deadlines. They also contain helpful reminders for providing feedback to subordinates.

ZS PLANNING TICKLER

Appendix II provides a planning tickler for ZSs. Many items on the list can be used at the RINC level as well. ZSs can use the tickler as it is or transfer the information to index cards to make their own working tickler file. The tickler can help save you from last-minute projects that interfere with a well-planned schedule. You can undoubtedly add items to the planning tickler to make it work better for you.

HELPFUL HINTS FOR IMPROVED TIME MANAGEMENT

Time is a great equalizer of people. No one has more of it than anyone else. Some, however, have learned to make better use of their allotment than others. Time must be viewed as a valuable commodity. Once used up, it cannot be regained. The good news is each day will bring a renewed resource and we can learn to make wiser choices for its use. The following hints are provided as food for thought:

● Make a "to-do" list for tomorrow before you secure each day.

● Prioritize each item on your list by importance and urgency.

● Determine if any of the activities can be delegated.

● Set a starting time for projects on your to-do list.

● Don't procrastinate.

● Try doing unpleasant tasks first to get them out of the way.

● Avoid distractions that eat up your time.

● Don't let paper work pile up. Leave a clean desk each day. Free yourself from clutter. Get rid of what you don't need.

● Handle incoming paper only once; act on it, file it, or throw it away.

● Keep organized files so you won't waste time finding what you need.

● Control your telephone and socializing time. Don't be shy about telling others that you are busy.

● Don't put off decision making. Small matters should be decided on quickly. Larger issues may need time for research, but don't delay the decision after you have the necessary background. You are not only wasting your time, but possibly your subordinate's as well.

● Complete one task before you start another.

● Don't overcommit yourself.

● Identify sources of wasted time and make a plan to reduce or eliminate them.

● Use the most efficient method of communication. Don't plan a meeting if a memo or phone call can serve your purpose.

● Do it right the first time. Band-aid fixes usually wind up costing more time later.

● Develop effective listening skills and use the feedback loop to ensure understanding of tasks assigned to and by you.

● Set clear-cut goals and make sure activities planned contribute to their attainment.

● Simplify your work, whenever possible. Combine tasks, reduce the frequency, change the order of steps, and eliminate unnecessary steps or the task itself if feasible.

CHAPTER 9

VISITS, INSPECTIONS, AND MEETINGS

As a member of the Career Recruiting Force (CRF), most of your time will be dedicated to interface with your recruiters. Effective station visits, inspections, and meetings require planning, preparation, and professional application. Your approach to these encounters will set the tone for the zone. The zone supervisor (ZS) can do more than any other individual to affect the attitude of a zone. In our business of sales, attitude is everything. By taking time to be well prepared and purposeful, you can make sure you are spreading the right attitudes. This chapter provides guidance in both the preapproach and conduct of station visits, inspections, and meetings.

STATION VISITS

Effective station visits do not just happen. They require some advance work to make sure they are productive for the station. We'll cover planning, preparation, and conduct of the station visit to make sure you do not become a "professional visitor." You've heard of these supervisors. They spend all their time in the stations, using the phone, telling sea stories, and generally wasting everyone's time. We want to go with a plan, take care of business, and leave as planned.

PLANNING AND PREPARATION

Proper planning and preparation will result in effective station visits that save you and your people time. You will use your ZS itinerary/planner to publish your planned station visits for the month. Before issuing your planner, you must consider the frequency of visits and the purpose or agenda of each visit.

Determining Frequency of Visits

There is no magical number of times you should visit each station in the zone during the month. You will have to make judgement calls based on your observations and experience. Some considerations include the experience level of the recruiter in charge (RINC), training requirements, systems development, and actual productivity of the station. Be careful not to ignore the successful stations nor overvisit the struggling stations. The successful RINCs need attention, too. You may learn from them as well as help them improve. Most successful RINCs take pride in showing you what they are doing right. Struggling

RINCs need to be trained and then be given the breathing room to put the training to work. Try not to overwhelm them. We know our visit is going to be an interruption to normal business, no matter how hard we try not to interfere. Weekly visits work well for most stations. Geography, distance, and special circumstances may require a different schedule. You may want to plan several days in a row with newly assigned RINCs. Then give them some time to take the training on board before visiting again.

Developing Your Agenda

It is important to let the RINC know your planned agenda before the station visit. The RINC can make sure personnel who need to be present plan for the visit. Let the RINC know what you intend to look at and the inclusive hours of the visit, Review previous months' logs and reports, past station visit notes, training requirements, and your ZS tickler to develop your plan. Some items will be checked at each station visit, some monthly, and others as you determine the need. Let's take a look at some items you will need to review before planning an agenda.

PREVIOUS PROSPECTING AND PROCESSING RESULTS.– Review all information on previous prospecting and processing results. Check production reports, Production Analysis/Training Evaluation (PATE) sheets, and applicant logs. You are looking beyond the obvious of whether or not the station is making goal. Find out where you can give the most help. Increasing the effectiveness of all stations, even those making goal, is your objective.

LOCAL EFFECTIVE ACCESSION DELIVERY SYSTEM AND NATIONAL LEAD TRACKING SYSTEM.– Review all LEADS and NALTS reports. Compare conversion ratios with other stations in your zone and the district average. Be especially attentive of any overdue, delinquent, or forced-closed leads. Identify new leads you intend to check on during the station visit.

PLAN OF ACTION AND MILESTONES.– Review POA&Ms and inspection discrepancy corrective action plans that pertain to the station and determine follow-up requirements.

SHIPPERS.– Review shipping lists. Make note of any identified attrites and overall attrition problems. Compare recruit training center (RTC) and delayed entry program (DEP) attrition percentages to the rest of your zone and Navy recruiting district (NRD).

RECRUITER QUALIFICATION STANDARDS.– Review RQS status of all personnel and determine training needs.

KIT ERROR FEEDBACK REPORTS.– Review the past month's kit error feedback reports. Look for any recurring errors with special emphasis on those that delayed applicant processing.

STATION VISIT SHEETS.– Most districts provide a station visit sheet to make notes on planned and accomplished activity at each station visit. A sample station visit sheet is provided in figure 9-1. Notice that all items are not checked on each visit. The form merely provides a guide. Lines are left open for additional requirements. You may want to circle or highlight items you plan to check on the visit sheet before you arrive at the station. You should make two copies of the completed visit sheet-one for the RINC and one for your records. Review past station visit sheets to remind you of follow-up items.

Take Appropriate Materials

Conduct a mental checklist to make sure you are taking all needed materials. You are setting an example when you visit. Make sure you are prepared.

CONDUCTING YOUR STATION VISITS

Every station visit will be different. The personnel are different and the requirements are different. The following paragraphs, however, apply to all visits.

Be On Time

Timeliness is essential for station visits. Arrive and depart on schedule. RINCs need to be able to plan their time. You need to set an example.

Look Through Prospect's Eyes

As you enter the station, look around as a prospect might. What image of the Navy is being projected? The physical appearance of the office will probably give you a clue to other aspects of the station operation.

Set Some Rapport

Set some rapport before you get down to business. Take a few minutes to greet each recruiter as well as the RINC. Take an attitude check, be upbeat, and then get on with your planned visit.

Control Phone Use

Your station visit is planned training time for the RINC. That time belongs to the RINC you are visiting. Do not allow others to steal it away. You should have a policy in your zone that restricts phone calls during scheduled training time, unless they are emergencies.

Don't Dethrone the RINC

Ask the RINC which desk you should use. We work hard at encouraging station ownership. When supervisors come in and immediately take the RINC's desk, they are subtly taking over that ownership. You are there to train, not to assume the watch.

Follow Your Plan

Don't be easily sidetracked. Follow your plan. If the RINC has additional requests for assistance, weigh them against what you have planned. If you have planned to check items of concern, do that first. Then, if time allows, add the RINC's requests. Otherwise, work out a schedule to provide the RINC's requested assistance later.

Recognize That You Are an Interruption

Leave when you have-completed your objectives. Save all day visits for when you are concerned about overall station operation or have a specific reason.

Catch Them Doing Something Right

Look for things you can commend the RINC and recruiters on. Sometimes we get so caught up in looking for ways to improve, we forget to let them know what they are doing right. Being a "good finder" will make them more receptive to the ideas you have for improvement. It also can help remind you to pass on the ideas that are working to other RINCs.

STATION VISIT SHEET				
NRS: RINC:			DATE: CONDUCTED BY:	
NOT ALL ITEMS CHECKED AT EVERY VISIT (MARK S-SAT, NI-NEEDS IMPROVEMENT, OR U-UNSAT, EXPLAIN NI AND U MARKS)	S	NI	U	COMMENTS
APPEARANCE (EVERY VISIT)				
STATION PLANNER (EVERY VISIT)				
ACTIVITY ANALYSIS (APPLICANT LOGS/PATE SHEET/PLANNER)				
SMART BOARD				
SCHOOL FOLDERS (1ST VISIT EA. MON.)				
ITINERARIES				
DEP MANAGEMENT (STATUS BOARD, CONTACT, REFS, EXECUTIVE SCREEN RESULTS)				
P-CARD SYSTEM (WORKING TICKLERS, MARKET ID, DOCUMENTATION)				
RECRUITING RECOGNITION FORMS				
LEADS/NALTS				
TRAINING RECORDS (GMT/FORMAL/RQS/OJT)				
RQS REPORT & PROGRESS				
SHIPPERS				
POA&Ms/INSPECTION CORRECTIVE ACTION				
EST MATERIALS				
TICKET/TOKEN/MEAL LOGS				
STATION FILES & PUBS				
VEHICLES AND LOGS				
KIT QUALITY CONTROL				
TRAINING PROVIDED:				
FOLLOW-UP ITEMS:				
REMARKS:				

Figure 9-1.-Sample station visit sheet.

Always Leave On a Positive Note

Regardless of the results of a visit, leave on a positive note. If the visit was less than satisfactory, let them know you have faith in their ability to overcome the problems.

RECORDKEEPING AND FOLLOW-UP

You should organize your reports, logs, and station visit sheets so everything you need on a station is easily accessible. We'll describe two methods of recordkeeping that can help in your organization and follow-up endeavors.

Station Folders

Many ZSs keep individual station folders. Everything on that station can be filed there. As an example, you can put station visit sheets on one side and all reports and applicable correspondence on the other. This way, you only need to take one folder with you on the road.

Zone Notebook

Most ZSs have some sort of zone notebook, even if they use individual station folders. The zone notebook should include current and past reports, logs, and information pertinent to the zone. You may want to include a section for each station instead of using the folders. The advantage is having all information in one reference volume. The disadvantage is the notebook may end up quite cumbersome.

NAVY RECRUITING STATION INSPECTION AND DISCREPANCY CORRECTION PROGRAM

The purpose of the Navy recruiting station inspection and discrepancy correction program is to identify all zone, station, and recruiter deficiencies and make sure corrective action is taken through a systematic plan. Necessary training can then be conducted to resolve those deficiencies. When problems or discrepancies are noted during a visit or an inspection, corrective plans must be initiated to cover all major problems. Major problems are defined as those that affect production, recruiter development, and/or NRS operations that must be corrected in a timely manner. The program includes inspections conducted by the Mobile Inspection and Training Team (MITT), and periodic, turnover, and production

inspections. We'll cover each inspection and related reporting requirements.

MOBILE INSPECTION AND TWINING TEAM

The MITT is made up of experienced recruiting managers who identify problems and provide on-the-spot training and suggested corrective action. MITT inspections are scheduled every 12 to 24 months, with every 18 months being the norm. Scheduled MITT inspections are published in advance and conducted using the MITT checklist that is available through your Commander, Navy Recruiting Area (CNRA) headquarters. MITT inspections include every department of the NRD. Field inspectors meet with ZSs and inspect predetermined stations within the zone. Each station inspected and the zone receive an inspection report.

PERIODIC INSPECTIONS

Each Navy recruiting station (NRS) not inspected by the MITT must be inspected within 4 months following the MITT inspection by upper management of the NRD. Authorized inspectors include the commanding officer (CO), enlisted programs officer (EPO), chief recruiter (CR), ZS from another zone, and designated CNRA inspectors accompanied by the ZS. These inspections are conducted using the MITT checklist. This inspection format is also used by the incoming and outgoing RINCs during a normal turnover or by the ZS before the relief of any RINC.

PRODUCTION INSPECTIONS

A production inspection is designed to inspect the production portions of an NRS and is a limited purpose inspection. NRD COs may include production inspections as an integral part of the NRD's inspection cycle, if necessary. The inspection aids in the identification of problems and must be conducted when an NRS does not achieve new contract objective for 2 consecutive months. Production inspections are conducted using the priority one items from the most current MITT checklist. One waiver of a production inspection may be given in writing by the EPO for extenuating circumstances for an NRS. An NRS may never go 3 consecutive months missing new contract objective without a production inspection being conducted. Authorized inspectors include the EPO, an assistance enlisted programs officer (AEPO), the CR, or a ZS from another zone. When the inspection is

conducted, the 2-month requirement starts over. The production inspection may be used by the ZS as a management tool. It also may be used for reference by inspectors and trainers. Corrective plans are developed by the responsible ZS in concert with the RINC of the inspected NRS. Corrective plans should be directed at the major cause(s) of production problems. Production inspections take priority over all other types of inspections.

YOUR ROLE AS THE INSPECTOR

You may be called upon to conduct a production or periodic inspection in another zone. You undoubtedly will need to perform turnover inspections. Before any inspection, we must adopt a certain mind-set. Remember the purpose of the inspection program-to identify deficiencies so they can be corrected. You may want to approach each type of inspection a bit differently. Production inspections, by their very nature, are more serious than a periodic or turnover inspection. The goal, however, is still to find ways to increase productivity and efficiency. Use the MITT inspection checklist. If you find something that doesn't look right, ask questions. Remember you are inspecting the billet and not the person. You want to refrain from any personal attacks on the RINCs and be sure not to countermand anything their chain of command may have required. Never argue; keep your demeanor pleasant but professional. Try not to editorialize. The inspection is for facts, not opinions. Look at the entire system as you inspect. Isolated errors do not always indicate a problem. Overall, you want to be helpful. The way you communicate your ideas to the RINCs will determine how much they decide to take on board.

YOUR ROLE AS THE INSPECTEE

Everyone takes their turn as the recipient of an inspection. Look on it as an opportunity to shine and possibly learn some new ideas that will help your recruiters become more successful. Keep an open mind. We advise those inspecting not to personalize the inspection. When you are being inspected, the reverse is true. The inspection is a reflection of the job you do every day. Take it personally. If mistakes are found, systems are discovered to be dysfunctional, or any discrepancies are noted, take the responsibility. Whether you are the RINC or the ZS, take the rap. On the other hand, if you feel a discrepancy is being unduly written, speak up. If you can show the inspector the discrepancy does not exist, he or she will normally remove it from your report. Again, the way you communicate will go

a long way in finding an open mind. Don't argue. Simply present your case professionally. Review the MITT inspection checklist before you are inspected. Try to have as much of the information the inspector will need readily available. If possible, lay out reports, logs, and other inspection items on a table or desk where you want the inspector to work during his or her stay. Greet the inspector as a shipmate instead of the enemy. Remember—you too, will have to till the role of inspector at some point.

INSPECTION REPORTING AND TRACKING

Original inspection reports are maintained at the NRS for 3 years. ZSs should maintain the original ZS inspection report in their office. Copies of all inspection reports are sent to the CO via the chain of command for review. The EPO will maintain the copy on file at the NRD for 3 years. The CR makes sure corrective action plans are developed by the appropriate supervisors to correct problems and deficiencies noted during all NRS inspections. There is no required format for the corrective action plan as long as it is written and implemented. Supervisors may want to make a formal POA&M or simply a written plan to correct the deficiencies. All personnel involved with the corrective action should receive a copy of the plan. Make sure all concerned understand their responsibilities and the overall goal of the corrective action plan. ZSs initiate inspection report discrepancy tracking sheets listing the discrepancy number and the date corrected and submit them monthly to the CR until all discrepancies have been resolved.

ZONE PRODUCTION AND PLANNING MEETINGS

Zone production and planning meetings fulfill a variety of purposes. Training, production review, and goal setting can all be accomplished at the meeting, They provide an excellent time to give public recognition. The meetings can be used for group problem solving and provide an increased opportunity for team building. All major sales forces have some sort of meeting or conference to discuss production, planning, and generally stir up the fires of motivation. These meetings are especially important because recruiters are scattered around. Enthusiasm and momentum can often be reclaimed as the result of getting together with a group of one's own. Effective meetings are well-thought-out and follow set rules and agendas. We'll cover those considerations, your role as

a facilitator, and situational meetings in the following paragraphs.

CONSIDERATIONS

When planning your zone meetings you should consider several factors. You must decide on the frequency, format, and meeting place and time.

Frequency of Meetings

Most ZSs hold production and planning meetings monthly. However, if your zone covers a large geographical area, you may need to meet less often.

Format

The format of your meeting will depend on the planned agenda. You can choose between a classroom lecture type of format or more of a round table, guided discussion format.

Place and Time

The meeting place should be as convenient to all as possible. Pick a central site or try to rotate the location between the stations. Look around for appropriate facilities. RINCs usually have contacts for free meeting sites they use for their DEP meetings. Schools, fraternal and veterans' organizations, Reserve centers, and government buildings are all usually more than happy to let you use their facilities. Set your meeting time to avoid getting recruiters on the road too early or keeping them on the road late at night.

SET GROUND RULES

You should establish ground rules for zone meetings so everyone understands your policy on attendance, participation, courtesies, assignments, breaks, and interruptions.

Attendance/Promptness

There should be no question in the recruiters' minds that attendance is mandatory at these meetings. Have RINCs clear exceptions with you in advance. Make sure everyone understands promptness is important. Delaying the meeting will eat up everyone's time.

Participation

Encourage total participation of all assigned. Every RINC and recruiter are important to the team and should be urged to participate in planned training as well as impromptu ideas and solutions. Draw out the quiet ones.

Courtesies

Explain that common courtesies cannot be overlooked. The golden rule is in effect. Also remind personnel of the sensibilities of others.

Assignments

Share the podium. Assign training to others in the zone, especially those RINCs who may be aspiring for increased responsibility. Recruiters who have proven successful in an area should be encouraged to share that knowledge with others. Another tactic is to have someone train in areas in which they themselves may need help. They will be forced to research and may concentrate long enough in their preparation to train themselves in the process.

Breaks

If your meeting is going to be over an hour long, schedule breaks. They should be at least 10 minutes out of every hour.

Interruptions

Set a policy for interruptions. If you want them to feel free to interrupt you during the training, let them know. On the other hand, if you would prefer to take questions and comments only at the end of your training, say that too. Under no circumstances should you allow zone members to interrupt each other.

SETTING AN AGENDA

Well-planned meetings must include an agenda. This provides you with a set plan of the topics you want to cover and the order in which you want to cover them. Figure 9-2 shows a sample agenda for a zone meeting. This meeting will start with an awards presentation by the CO to get everyone motivated. The ZS then plans to lead the RINCs in a production review and planning session. After that, three topics required by this month's training plan will be covered-two by RINCs and the other by the ZS. A military entrance

12 AUGUST 1995 ZONE MEETING
AGENDA

TIME	SUBJECT	PRESENTER
0830	Awards Presentation	CO
0900	July Production Review	ZS/RINCs
0930	August Goals	ZS
1000	Market Analysis/SMART	DP1 SMYTHE
1030	Prospecting	RM2 JONAS
1100	Daily Production Review	ZS
1130	Kit Quality Control	PN1 TIPE (MEPS)
1200	Review/Critique	

Figure 9-2.-Sample zone meeting agenda.

processing station (MEPS) processor has been invited to provide kit quality training. Time is scheduled for a quick review and critique before adjourning the meeting at lunchtime. This schedule allows RINCs and recruiters ample time to get together after the meeting for lunch. You may find more solutions are found during these informal get-togethers than at the actual training evolution. You may want to encourage this by setting up a luncheon following training yourself, or enlisting the aid of a RINC or two to instigate the get-together. Because of the distance between stations, zone meetings may provide the only opportunity for some recruiters and RINCs to enjoy this type of fellowship.

Distribute in Advance

Send a copy of your agenda to each RINC and out-of-zone participant well in advance of the scheduled meeting. This allows everyone enough time to think of questions and input they may have on the topics you are going to present.

Topics

Choose topics for training from the NRD annual training plan and add your zone requirements as determined by your production reviews, station visits, and activity analysis.

Presenters

As suggested in chapter 2, add some variety to your meetings by inviting others to present training topics. Call on RINCs, NRD staff, and MEPS personnel to present training.

Time Guidelines

Set time guidelines and stick to them. This allows for better planning for attendees. Try not to exceed 4 hours for training. Attention spans tend to wane after that.

Warm-Up

Plan some type of warm-up for the meeting. The warm-up should be something that will bring the group together, encourage participation, and enhance morale. A group congratulations for achieved success makes a motivating warm-up. If congratulations are not in order, try something that focuses on planned improvement.

Review of Agenda

Take a few minutes to review the meeting's agenda so everyone knows what to expect.

Break

Schedule hourly breaks of at least 10 minutes.

Meeting Evaluation

Set some time aside for meeting evaluation. Ask participants how they feel the training went. Ask them if they have suggestions for future meetings. Get feedback.

YOUR ROLE AS A FACILITATOR

Assume the role of facilitator whenever possible during your zone meetings. This is an especially

effective technique during production review and planning. Ask open-ended questions designed to stimulate conversation. Let RINCs arrive at their own conclusions about what went wrong or right. Ask for ideas from other RINCs when problems surface from a RINC who needs input. Joint problem solving is usually helpful to others in the group who can put the offered solutions to work in their stations, as well. By guiding the conversation, instead of monopolizing it, you are building teamwork and fostering ownership. Let everyone have a piece of the pie.

SITUATIONAL MEETINGS

Occasionally, you may need to hold situational meetings. You may need to get all RINCs together for special training or brainstorming. You may want to meet with all of those not yet qualified under the RQS. Plan and prepare for these situational meetings as you would a zone meeting. Make sure a meeting is needed then plan your agenda.

APPENDIX I

The zone supervisor's (ZS's) tickler is provided as a guide to assist you in planning. Suggested uses include copying the information on 5 by 8 index cards for a ZS working tickler or copying the pages and including them in your ZS notebook.

The tickler is by no means all-inclusive. Personalize it with your own requirements and reminders. Update the tickler with new items as they are issued. You may want to add more information such as meeting dates, required training topics, recruiter itinerary days, DEP meeting schedules, and other activities that impact your schedule.

Before making out your monthly itinerary or planning a meeting agenda, take a few minutes to review the tickler items.

JANUARY

Holidays: 1 Jan - New Year's Day:
3d Monday- Martin Lither King, Jr.'s birthday

Start new year's SSIC file and purge 3d out year.
Ref: SECNAVINST 5210.11; CNRCINST 1133.6

E-7 advancement examination this month.
Ref:BUPERINST 1430.16; current NAVADMIN msg

EEAP applications due to CNET NLT 1 Feb.
Ref: OPNAV NOTE 1510

Dedicated study time commences for E-5/6 candidates.
Ref: CNRCINST 5400.2

Letters to the E-8/9 selection board must be postmarked NLT 1 Feb.

FEBRUARY

Holidays: 3d Monday - President's Day

● E-4/5/6 advancement examinations are next month.
   Ref: BUPERSINST 1430.16, current NAVADMIN msg

● E-8/9 selection boards convene next month; letters to the board
   must be postmarked by 1 Feb.
   Ref: BUPERSINST 1430.16

● Need E-5 evaluation input; due next month.
   Ref: BUPERSINST 1616.1

MARCH

Holidays:

● E-4/5/6 advancement examinations this month.

● E-5 evaluations due this month; reporting period ends 31 Mar.

● CRF selection board meets this month

● E-8/9 selection board meets this month.

● Submit eval input for E-9; eval due next month.

● Do midyear eval brief with E-7/8 personnel.

● 2-year NROTC applications due to CNET NLT 15 Mar.

● Verify minor property listing; due next month.

● Start planning now for May DEP Family Night.

● College break coming next month.

APRIL

Holidays: 3d Sunday - Easter

- Daylight savings time; set clocks ahead 1 hour.

- E-9 evaluations due this month.

- Letters to E-7 active selection board must be postmarked NLT 1 May.

- Minor property listing verification due.

- PRT.

MAY

Holidays: 4th Monday - Memorial Day

- Order new school folders.

- Discuss summer leave plans.

- High school graduations.

- College break.

- Need E-4 evaluation input.

- Begin budget input worksheets.

- Do midyear eval review with E-6 personnel.

JUNE

Holidays:

- E-4 evaluations due this month; reporting period ends 30 Jun.

- E-7 selection board meets.

- Remind RINCs about summer school,

- Close out school folders and start new ones.

JULY

Holidays: 4 July - Independence Day

- CRF selection board meets.

- Dedicated study time for E-5/6 candidates begins.

- LDO/CWO applications due by 1 Aug.

AI-4

AUGUST

Holidays:

● Conduct zone situational analysis.

● Order new overlays for SMART boards.

● Need E-7/8 evaluation input; due next month.

SEPTEMBER

Holidays: 1st Monday - Labor Day

● E-7/8 evaluations due this month; reporting period ends 30 Sep.

● Verify minor property listings; due next month.

● Submit input for annual awards.

● Get updated school enrollment figures.

● All school files must be purged NLT 1 Sep.

● E-4/5/6 advancement exams this month.

● CWO selection board meets.

● Do midyear eval review with E-5 personnel.

OCTOBER

Holidays: 2d Monday - Columbus Day
         13th - Navy birthday

● Need eval input from E-6 personnel; due next month.

● Enlisted commissioning (ECP) applications due to CNET NLT 1 Nov.

● Return to standard time; set clocks back 1 hour.

● New overlays must be in place on SMART boards 1 Oct.

● Discuss inclement weather conditions, if applicable.

● Purge ERPMS logs.

● Dedicated study time commences for E-7 candidates.

● PRT.

NOVEMBER

Holidays: 11th - Veteran's Day
         4th Thursday - Thanksgiving

● E-8/9 worksheets submitted this month.

● 4-year NROTC and BOOST applications due to CNET NLT 1 Dec.

● Discuss holiday leave and liberty policies.

● CRF selection board meets.

● E-6 evals due; reporting period ends 30 Nov.

DECEMBER

Holidays: 25th - Christmas

● E-7 advancement examination next month.

● NROTC and BOOST applications must be mailed NLT 1 Dec.

● Check on midterm graduates.

● Reminder to prospect college students during holiday break.

MONTHLY

● Executive phone screen 25 percent of each NRS DEP.

● Check ride itinerary.

● Attend DEP meetings.

● Sign school folders.

● RQS tracking sheet update.

● Check training records.

● Spot check leads follow-up.

● Vehicle and domicile to duty logs to NRD.

● OPE claims submitted.

● TR/bulk ticket logs forwarded to NRD.

● EST answer sheets purged.

AI-7

QUARTERLY

● Conduct waiver analysis.

● Conduct attrition analysis.

● Conduct safety standdown.

SITUATIONAL

● Update duty preference sheet as needed, at least annually.

● Change lock combinations upon departures, minimum once each year.

● New letters to fire and police departments upon personnel change.

● Inspections upon turnover and within 4 months if not MITT inspected.

APPENDIX II

REFERENCES USED TO DEVELOP THE TRAMAN

NOTE: Although the following references were current when this TRAMAN was published, their continued currency cannot be assured. Therefore, you need to be sure that you are studying the latest revision.

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INDEX

Assignment Questions

Textbook Assignment: Chapter 1, pages 1-1 through 1-17, chapter 2, pages 2-1 through 2-21, and chapter 3, pages 3-1 through 3-24.

1-1. The CRF is described as a cadre of exceptional recruiting managers. Which of the following statements best describes the purpose of this cadre?

1. To provide technical expertise to newly assigned recruiters
2. To provide consistency and leadership to the recruiting effort
3. To provide marketing insights to the recruiting effort
4. To provide a constant pool of recruiting volunteers

1-2. The CRF community should make up what specific percent of the recruiting strength?

1. 10 percent
2. 15 percent
3. 20 percent
4. 25 percent

1-3. The CRF selection board meets at which of the following times?

1. January and July of each year
2. February and November of each year
3. March, July, and November of each year
4. July and December of each year

1-4. As a CRF member, your tasks actually can be narrowed down to which of the following responsibilities?

1. Marketing, sales, and management
2. Prospecting, sales, and processing
3. Supervision, accountability, and follow-up
4. Leadership, training, and managing

1-5. You have been assigned as zone supervisor (ZS) and find one of your RINCs is very senior to you. Which of the following actions should you take?

1. Establish your positional authority dominance immediately
2. Make it clear to the senior member that you are in charge
3. Solicit the individual's input and expedite his or her training
4. Defer to the senior individual's decisions and desires

1-6. The CR has told you and the other ZSs to make immediate improvements to prospect card documentation. How should you pass this concern on to your zone?

1. Send a memo stating the CR's instructions
2. Notify RINCs that the CR will probably be inspecting prospect card documentation during station visits
3. Call all the RINCs and tell them the CR wants to see immediate improvement
4. As you make station visits, let the RINCs know you want to see improvement if it is needed

1-7. Motivational techniques include which of the following methods?

1. Hammer, carrot, and internal
2. Hammer, PMA, and rewards
3. Carrot, external, and internal
4. Rewards, discipline, and power

1-8. When you take over a new zone, there is normally a heightened level of concern among the RINCs and recruiters. You should take which, if any, of the following steps to alleviate the concern?

1. Let them know you are a friend
2. Restabilize as quickly as possible
3. Increase their anxiety by promising inspections
4. None; don't restabilize too quickly

1-9. Knowing your people consists of understanding which of the following characteristics?

1. Their strengths and weaknesses
2. Their goals and aspirations
3. Their ideals and convictions
4. All of the above

● In answering questions 1-10 through 1-14, select the zone behavior that corresponds to the stage of team growth described in each question.

1-10. The zone members are constantly testing the ZS. They squabble between themselves and sometimes challenge the ZS's authority.

1. Forming
2. Storming
3. Norming
4. Mourning

1-11. The zone members seem uncertain and full of questions. They appear to be checking out the ZS as well as each other.

1. Forming
2. Storming
3. Norming
4. Performing

1-12. Production has started to decline and many zone members express discontent with new methods.

1. Forming
2. Storming
3. Norming
4. Mourning

1-13. The zone is operating efficiently as a team. They can take care of business with PMA.

1. Forming
2. Norming
3. Performing
4. Mourning

1-14. Which of the following behaviors will best enhance your zone's morale?

1. Give liberal time off
2. Pay attention to the individuals who make up the team
3. Look at the team as a whole
4. Use carrot motivational techniques

1-15. When planning where you are going to spend training time, you should consider which of the following factors as the most important?

1. The number of recruiters assigned
2. The market covered by each NRS
3. The RINC's requests for assistance
4. Your assessment of actual needs

1-16. Which of the following elements will minimize interference in two-way communication?

1. Feedback
2. Written confirmation
3. Filters
4. Concentration

1-17. The training program for Navy Recruiting Command field activities includes which of the following elements?

1. The command training plan
2. Training records maintenance instructions
3. Indoctrination training requirements
4. All of the above

1-18. Required training topics should be delivered at which of the following times?

1. In the month listed only
2. Before or during the month listed only
3. During the month listed or 1 month before or after only
4. During the month listed or 2 months before or after

1-19. Topics listed with an asterisk in the command training plan may be delivered by which of the following means?

1. POD notes only
2. Formal training only
3. Formal or OJT only
4. Formal or informal training

1-20. Training records should include which of the following documents?

1. Navy recruiting personnel record
2. Training syllabuses and RQS card
3. Indoctrination training record and completion letter
4. All of the above

1-21. Production recruiters should complete the NRS indoctrination within what maximum period of time after reporting to the NRD?

1. 10 days
2. 20 days
3. 30 days
4. 90 days

1-22. Original indoctrination completion letters should be maintained in which of the following locations?

1. Individual's training record
2. Command training file
3. NRS SSIC file
4. Personal service record

1-23. Under the RQS system, CRF personnel must qualify at the next higher billet after qualifying in their present billet.

1. True
2. False

1-24. All RQS modules must be completed in what maximum period of time?

1. 60 days
2. 180 days
3. 240 days
4. 365 days

1-25. Of the following personnel, which may approve an exception to RQS qualification time due to emergency leave?

1. EPO only
2. CO only
3. EPO and CO only
4. EPO, XO, and CO

1-26. A CRF member reports to a new district. The member was RQS qualified as a RINC and had started ZS qualifications. What RQS requirements must be met at the new NRD?

1. A full RQS RINC board must be conducted within 3 months of the reporting date
2. The RINC RQS modules must be resigned and an RQS board conducted with 4 months
3. The member remains RINC qualified and must complete the ZS module by original maximum qualification date
4. The member must completely requalify as a RINC within 6 months

1-27. The RQS tracking report should be submitted at which of the following times?

1. As changes occur
2. Monthly
3. Quarterly
4. Annually

1-28. Most RQS training should be conducted by which of the following methods?

1. Demonstration
2. Lecture
3. Formal training session
4. Guided discussion

1-29. Your signature as qualifier on the RQS sheet represents your certification of which of the following conditions?

1. The individual has received training in all modules
2. The individual is fully prepared for the final qualification board
3. The individual has performed each task listed in the modules
4. The individual has met the qualification time

1-30. Of the following types of questions, which is most effective for an RQS board?

1. Conceptual
2. Leading
3. Rote memory
4. Trick

1-31. Training needs should be confirmed by which of the following means?

1. DPR
2. Activity analysis
3. Personal observation
4. The recruiter's opinion

1-32. In the guided discussion teaching method, the instructor should fill which of the following functions?

1. Mediator
2. Facilitator
3. Instigator
4. Debater

1-33. Select the basic components of a learning objective.

1. Behavior, condition, and standard
2. Condition, accuracy, and time
3. Time, standard, and method
4. Demonstration, performance, and evaluation

1-34. Steps you want the student to accomplish in order to meet the terminal objective are known as which of the following objectives?

1. Reacting
2. Intermediate
3. Enabling
4. Resultant

1-35. The conclusion of a lesson plan should include which of the following elements?

1. Summary only
2. Summary and closure only
3. Summary, closure, and readiness
4. Summary, remotivation, and closure

1-36. When delivering a lesson plan, you should use which of the following types of communication?

1. One-way
2. Two-way
3. Demonstration performance
4. Active participation

1-37. Which of the following characteristics should NOT be used in effective questions?

1. Challenging
2. Limited to one idea
3. Containing more than one idea
4. Purposeful

1-38. Develop a pattern when questioning students for comprehension to make sure no one is left out.

1. True
2. False

● In answering questions 1-39 through 1-41, match the question given to the correct type.

1-39. What is PMA? By the end of this lesson we'll not only know the answer but have some as well.

1. Rhetorical
2. Overhead
3. Direct
4. Reverse

1-40. How would you evaluate a new itinerary,... Dustin?

1. Overhead
2. Direct
3. Relay
4. Reverse

1-41. That's an important question; can someone in the class help him out?

1. Rhetorical
2. Direct
3. Relay
4. Reverse

1-42. ENRO is designed to fulfill which of the following functions?

1. Fully prepare students to perform as recruiters
2. Give students polished sales skills
3. Provide students with basic orientation to recruiting
4. Provide students with an in-depth knowledge of recruiting

1-43. Of the following time periods, which should be given as dedicated study time to candidates for the March E-6 examination?

1. 1 day per week for 6 weeks starting in January
2. 1 day per week for 10 weeks starting in December
3. 1 afternoon per week for 6 weeks starting in January
4. 1 afternoon per week for 10 weeks starting in December

1-44. Individual annual awards are determined by which of the following processes?

1. Production analysis
2. Nomination
3. Application
4. Election

1-45. Which of the following awards is earned for excellence in minority recruiting?

1. MEDSTAR
2. Trident
3. Heritage
4. Admiral's Award

1-46. The REIP is an advancement incentive program for which of the following achievements?

1. Meritorious achievements only
2. Recruiting production only
3. Both 1 and 2 above
4. Recruiting support

4

1-47. The number of meritorious advancements an NRD is authorized under the REIP is based on which of the following criteria?

1. Average enlisted manning
2. Actual on board Manning
3. Enlisted production only
4. Enlisted and officer production

1-48. Production advancements under the REIP are based on which of the following criteria?

1. Average enlisted manning
2. Actual on board manning
3. Accessions and UMG attainments
4. Enlisted and officer production

1-49. For those personnel not eligible to participate in the E-5 or E-6 advancement exam, what maximum portion of TIR may be waived to be eligible for a REIP advancement?

1. 1 month
2. 1 year
3. One third of total TIR
4. One half of total TIR

1-50. Candidates must have served in their district for what minimum period of time to be considered for a REIP advancement?

1. 12 months
2. 15 months
3. 18 months
4. 24 months

1-51. The sum of meritorious and production advancements under the REIP should not exceed what percentage of the average enlisted fiscal manning?

1. 5 percent
2. 7 percent
3. 10 percent
4. 12 percent

1-52. A Gold Wreath with an excellence scroll and one gold star denotes which of the following number of awards?

1. 10
2. 12
3. 14
4. 16

1-53. Final authority to approve Gold Wreath awards rests with which of the following individuals?

1. EPO
2. NRD CO
3. CNRA
4. CNRC

1-54. Of the following infractions, which would NOT be disqualifying for Gold Wreath award purposes?

1. Nonjudicial punishment
2. A civil court conviction for a nonminor misdemeanor
3. A substantiated malpractice
4. A category V investigation

1-55. Recruiters should write what minimum number of contracts in a consecutive 3-month period to be eligible for a Gold Wreath?

1. 6
2. 8
3. 9
4. 10

1-56. ZSs should meet which of the following objectives for 3 consecutive months to be eligible for a Gold Wreath?

1. New contract goals only
2. New contract and UMG goals
3. New contract and program goals
4. New contract and WF goals

1-57. Your EPO should be eligible for a Gold Wreath after meeting which of the following objectives for 3 consecutive months?

1. Accession goals
2. New contract goals
3. DEP slope objective
4. All of the above

1-58. A RINC of a two-person station may earn a Gold Wreath in what minimum period of time?

1. 1 month
2. 2 months
3. 3 months
4. 4 months

1-59. The Awards Program for Outstanding Production Recruiters provides recognition in which of the following forms?

1. Meritorious advancements
2. Certificate of commendations
3. Navy Achievement Medals
4. Navy Commendation Medals

1-60. SDA pay levels are based on which of the following criteria?

1. Pay grade
2. Time in service
3. Job tenure
4. Billet assignment

1-61. The sixth award of the Navy Recruiting Service Ribbon is denoted by attaching which of the following devices to the ribbon?

1. One 3/16-inch bronze star
2. Five 3/16-inch bronze stars
3. One 3/16-inch silver star
4. Five 3/16-inch silver stars

1-62. Which of the following directives should you consult to determine the amount of sea duty credit personnel at an NRD will earn?

1. Science and Art of Navy Recruiting Manual
2. Navy Recruiting Manual-Enlisted
3. Enlisted Transfer Manual
4. NAVPERS Manual

1-63. Although we understand the importance of planning, we often neglect it for which of the following reasons?

1. Planning is never urgent
2. We are people of action
3. Both 1 and 2 above
4. We don't believe it will benefit us

1-64. Goals must be reasonable yet challenging. Realistic goals should have what minimum chance of being attained?

1. 25 percent
2. 50 percent
3. 75 percent
4. 90 percent

1-65. Stress is a(n) _____ for successful performance.

1. Deterrent
2. Necessary ingredient
3. Unnecessary ingredient
4. Psychological barrier

1-66. Stress levels effect mental concentration. Too little stress can cause which of the following effects?

1. Missing relevant cues
2. Becoming easily distracted
3. Becoming overwhelmed
4. Having increased concentration

1-67. Most stressors fall into which of the following categories?

1. Distressors
2. Eustressors
3. Neutrals
4. Mechanisms

1-68. Which of the following symptoms may signal mismanaged stress?

1. Loss of confidence
2. Impulsive behavior
3. Changes in sleeping habits
4. All of the above

1-69. Select the best definition for cognitive restructuring.

1. Changing your beliefs
2. Changing your attitudes
3. Changing your thinking
4. Changing your lifestyle

1-70. Specific practices that constitute fraternization in the recruiting environment are explained in which of the following directives?

1. COMNAVCRUITCOMINST 1300.2
2. COMNAVCRUITCOMINST 5400.1
3. COMNAVCRUITCOMINST 5370.1
4. COMNAVCRUITCOMINST 5720.2

Textbook Assignment: Chapter 3, pages 3-1 through 3-31 and chapter 4, pages 4-1 through 4-29.

● COMNAVCRUITCOM categorizes each case of recruiting or enlistment processing irregularity. In answering questions 2-1 through 2-4, select the category for the situation described as the question.

2-1.   The most serious type of investigation, indicating facts that would disqualify the applicant if known at the time of enlistment.

1.   Category I
2.   Category II
3.   Category III
4.   Category IV

2-2.   An incident involving an apparent minor recruiting or processing irregularity in an otherwise properly documented enlistment.

1.   Category I
2.   Category III
3.   Category IV
4.   Category V

2-3.   Cases sent to the field for information purposes only, involving minor allegations and those in which recruiting personnel are no longer on active duty.

1.   Category I
2.   Category II1
3.   Category III
4.   Category V

2-4.   Cases forwarded to the U.S. MEPCOM or other agencies outside the Navy for action or information by those commanders.

1.   Category I
2.   Category III
3.   Category IV
4.   Category V

2-5.   Malpractice involves which of the following actions?

1.   Improper conduct willfully perpetrated
2.   Improper conduct without intent
3.   Proper conduct unintentionally misdocumented
4.   Proper conduct misconstrued

● When reviewing, investigating, or training to enlistment irregularities, it is important to understand the nomenclature used. In answering questions 2-6 through 2-9, select the term described by the definition given as the question.

2-6.   An enlistment entered into under the color of the law, but that is imperfect by reason of the existence or non-existence of a fact or circumstance that renders it not in compliance with law or regulation.

1.   Irregular enlistment
2.   Erroneous enlistment
3.   Fraudulent enlistment
4.   Misconduct

2-7.   An enlistment procured through any deliberate material misrepresentation, omission, or concealment, which would have disqualified the applicant if known at the time of enlistment.

1.   Irregular enlistment
2.   Erroneous enlistment
3.   Fraudulent enlistment
4.   Misconduct

2-8.   An enlistment that included conduct that is in violation of regulations that does not affect the enlistment qualifications of the applicant.

1.   Irregular enlistment
2.   Erroneous enlistment
3.   Fraudulent enlistment
4.   Misconduct

2-9.   An enlistment agreement into which the government would not have entered had the true facts been known.

1.   Irregular enlistment
2.   Erroneous enlistment
3.   Fraudulent enlistment
4.   Misconduct

2-10.   Guidance on the assignment and management of CRF personnel can be found in which of the following publications?

1.   COMNAVCRUITCOMINST 1130.8
2.   COMNAVCRUITCOMINST 1133.6
3.   COMNAVCRUITCOMINST 1300.3
4.   COMNAVCRUITCOMINST 5370.1

2-11. The CRF personnel status report details which of the following information?

1. Status of all CRF billets
2. Current RQS levels of personnel assigned
3. Both 1 and 2 above
4. CRF duty preferences

2-12. All CRF E-7 personnel should complete ZS RQS qualifications within what maximum period of time?

1. Within 6 months of assignment as a ZS
2. Within 6 months of graduation from the CRF academy
3. Within 24 months of graduation from the CRF academy
4. Within 24 months of CRF selection

2-13. A ZSEB should consist of which of the following members?

1. Area commander, Area CMC, NRD CO, and the CR from member's NRD
2. Area commander, Area CMC, NRD CO, NRD EPO, and NRD CR
3. Area commander, Area CMC, CR from another NRD, and an Area trainer
4. Area commander, NRD CMC, NRD CR, and an Area trainer

2-14. The NRD CO may recommend reversion to prior rating for those personnel serving in recruiting for what maximum period of time?

1. 1 year
2. 2 years
3. 5 years
4. 6 years

2-15. Members with over 36 months in CRF may not be recommended for termination from CRF and rating reversion or conversion.

1. True
2. False

2-16. Individuals who have not demonstrated the necessary qualities to succeed in recruiting should be nominated for board review at which of the following times?

1. As soon as identified
2. After completion of 3 months recruiting duty only
3. After completion of 6 months recruiting duty only
4. After completion of 12 months recruiting duty only

2-17. Before recommending a recruiter to an RSB, you should ask yourself which of the following questions?

1. Have I given the individual every possible opportunity to succeed?
2. Has the individual been a burden to the NRS?
3. Has the individual been a disciplinary problem?
4. Would the individual be happier off recruiting duty?

2-18. Which of the following individuals should preside as board president on an RSB?

1. NRD CO
2. NRD XO
3. NRD EPO
4. Area CMC

2-19. Individuals made available for reassignment as a result of an RSB should have SDAP terminated at which of the following times?

1. The date the availability message is sent
2. The date the RSB is conducted
3. The date the individual is taken off production
4. Upon transfer only

2-20. No-fault transfers should e considered for which of the following reasons?

1. Lack of integrity
2. Misconduct
3. Indebtedness
4. Domestic problems

2-21. Personnel should have what minimum amount of field recruiting experience to be considered for assignment as a recruiter/classifier?

1. 1 year
2. 2 years
3. 6 months
4. 18 months

2-22. No-cost moves may be approved by which of the following authorities?

1. NRD CO
2. Area commander
3. CNRC
4. CHNAVPERS

2-23. Members transferring in the same proximity should receive which of the following allowances?

1. Travel and transportation only
2. Travel, transportation, and per diem only
3. Travel, transportation, per diem, and DLA only
4. All PCS entitlements

2-24. Out of proximity entitlements should be limited to which of the following amounts?

1. $1,000
2. $2,000
3. $3,000
4. $4,000

2-25. When evaluating a location for a full-time station, you should consider which of the following factors?

1. Access to mass transportation
2. Pedestrian traffic
3. Visibility and market proximity
4. All of the above

2-26. Joint use of part-time office space with other services is encouraged.

1. True
2. False

2-27. Which of the following agencies acts as the executive agent to support production level recruiting offices?

1. General Services Administration
2. Army Corps of Engineers
3. Selective Service Administration
4. Government Accounting Office

2-28. The facility information sheet is used to identify station needs over which of the following periods of time?

1. Current year only
2. Next year only
3. Next 2 years only
4. Next 3 years

2-29. Of the following accommodations, which is NOT required in all recruiting stations?

1. Hot and cold potable water
2. A chilled water drinking fountain
3. A window
4. A permanent exterior sign

2-30. Each recruiting station should have a display area, reception and office area, storage room, and testing room.

1. True
2. False

2-31. Space standards for recruiting stations are established in which of the following regulations?

1. DOD *Occupancy Guide*
2. *Logistics Support Manual*
3. *Supply Ashore Manual*
4. *Army Corps of Engineers Manual*

2-32. All personnel should be thoroughly briefed on CNRC and local command requirements for vehicle operation during check-in. This briefing is acknowledged by which of the following means?

1. Signing a page 13 entry
2. Signing the vehicle use notification letter
3. Initialing a training record entry
4. Initialing a government vehicle driver's license

2-33. Section C of the Vehicle Use Log should be filled in at which of the following times?

1. At the end of each month
2. Weekly
3. As purchases occur
4. Daily

2-34. The safety inspection in section D of the Vehicle Use Log should be completed at what interval?

1. Before each use
2. Daily
3. Weekly
4. Monthly

2-35. Domicile-to-duty use of a government vehicle may be authorized to any member of the Recruiting Command.

1. True
2. False

2-36. Under which of the following circumstances may domicile-to-duty be authorized?

1. The ZS is going to conduct a station inspection
2. There is no secure parking at the assigned NRS
3. The CR is going to give a speech at a Chamber of Commerce meeting
4. A RINC is going to give training at another NRS

2-37. The commanding officer may give which of the following individuals authority to grant domicile-to-duty use of a government vehicle?

1. CR and above only
2. ZS and above only
3. RINC and above only
4. Any production personnel

2-38. Authorized use of domicile-to-duty must be reported to the approving official at which of the following times?

1. The next working day
2. Within 5 working days
3. Within 10 working days
4. At the end of each month

2-39. If your zone has had no domicile-to-duty use for the month, which, if any, of the following actions should you take?

1. Forward a negative report
2. Call in a negative reply
3. Send a memo stating no domicile-to-duty use was made
4. None of the above

2-40. The district's vehicle allowance is based on which of the following allotments for enlisted recruiters?

1. One vehicle per recruiter
2. .75 vehicle per recruiter
3. .50 vehicle per recruiter
4. .33 vehicle per recruiter

2-41. The vehicle coordinator will notify operators of required scheduled maintenance by which of the following means?

1. Forwarding a Motor Vehicle Service Authorization
2. Forwarding a maintenance memorandum
3. Calling the RINC responsible for the vehicle
4. Scheduling the maintenance with an authorized dealer

2-42. After notification of required preventive maintenance, you should have the maintenance completed within what maximum period of time?

1. 5 working days
2. 10 working days
3. 15 working days
4. 30 working days

2-43. Your government vehicle has a flat tire, requiring tube repair, Which of the following actions should you take?

1. Use the government credit card
2. Obtain authorization from the vehicle coordinator
3. Obtain authorization from GSA
4. Have the repair bill forwarded to the NRD

2-44. Of the following services, which is NOT authorized for purchase with the government credit card?

1. Gasohol
2. Fan belts
3. Wax
4. Windshield wiper arms

2-45. Safety stand-downs should be conducted at which of the following intervals?

1. Monthly
2. Quarterly
3. Semiannually
4. Annually

2-46. A report of completion of safety stand-down training should he submitted to which of the following officials?

1. CR
2. EPO
3. Traffic safety coordinator
4. GSA fleet manager

2-47. One of your recruiters has been determined to have been at fault in a traffic accident while operating a government vehicle. The recruiter should complete which of the following requirements'?

1. Complete a new road check with the ZS
2. Complete a driver's improvement program course
3. Complete a driver's safety test
4. Complete a safety inspection checklist

2-48. All drivers have the right and responsibility to ground a vehicle that they determine to be unsafe.

1. True
2. False

2-49. A vehicle incident report should be submitted in which of the following circumstances?

1. Your government vehicle is hit from behind while you are stopped at a red light
2. You hit a parked car with the government vehicle
3. You parked the government vehicle in a designated space and find it has been sideswiped while unattended
4. You are involved in a two-vehicle accident with another government vehicle

2-50. If you are involved in a motor vehicle mishap, all required forms, repair estimates, and pictures should be submitted to the vehicle coordinator within what maximum period of time?

1. 10 calendar days
2. 10 working days
3. 30 calendar days
4. 30 working days

2-51. A JAG Manual investigation is required in which of the following situations?

1. The mishap resulted in a combined total of $1,000 or more for all vehicles involved
2. The federal operator is issued a traffic citation
3. The CO decides an investigation is needed
4. All of the above

2-52. Of the following information, which is/are required on window cards and posters?

1. NRS telephone number
2. Navy toll-free number
3. NRS address
4. All of the above

2-53. In arranging for new locations for window card advertising, which of the following criteria should you consider?

1. Suitability
2. Amount of traffic
3. Permission and cooperation
4. All of the above

2-54. Applicant chairs should be placed in which of the following locations?

1. Across the desk from the recruiter
2. Beside the recruiter's desk
3. Close to the RINC's desk
4. Close to a supply of reading material

2-55. Of the following items, which should NOT be displayed for prospect viewing?

1. DEP status board
2. DEP picture board
3. Navy Times
4. Navy Recruiter magazine

2-56. Budget worksheets are normally submitted in which of the following quarters?

1. First
2. Second
3. Third
4. Fourth

2-57. Budget requests become the annual spending plan by quarter after approval by which of the following authorities?

1. The NRD LSO
2. The NRD CO
3. The Area supply/fiscal officer
4. The Area commander

2-58. Requests from individuals desiring access to their records should be acted on within what maximum period of time?

1. 5 working days
2. 10 working days
3. 48 hours
4. 72 hours

2-59. A Privacy Act statement should be given before recording personal information in which of the following situations?

1. Telephone blueprinting
2. Face-to-face interviews
3. Applicant processing
4. All of the above

2-60. Completed EST answer sheets should be retained for what specific period of time?

1. 1 month
2. 2 months
3. 3 months
4. 4 months

2-61. ESTs found to be unfit for further use should be disposed of by which of the following methods?

1. Burning only
2. Shredding only
3. Burning or shredding
4. Normal waste disposal

2-62. When a test administrator takes the NFQT on an overnight trip, which of the following security requirements should be met?

1. Station personnel should accept the NFQT in a locked container and store the container in a safe or locked file cabinet
2. Station personnel should log the NFQT serial numbers and place it in a safe or locked file cabinet
3. The test administrator should seal the NFQT in an envelope and personally lock it in the NRS safe
4. The test administrator should keep the NFQT in his or her possession at all times

2-63. Lock combinations should be changed at which of the following times?

1. Departure of a recruiter assigned to the NRS
2. Arrival of a recruiter at the NRS
3. Departure of the NRD security officer
4. Arrival of a new NRD security officer

2-64. Security Container Information, Standard Form 700, is used to report combination changes and record those personnel with access to the combination. Select the correct disposition for Part 1 of this form.

1. Submit it to the security officer
2. File it in the NRS SSIC file
3. Place it on the inside of the container
4. Place it on the outside of the container

2-65. Plant property includes equipment having an estimated or actual cost of what minimum dollar amount?

1. $500
2. $1,000
3. $2,500
4. $5,000

2-66. Minor property includes which of the following items?

1. Furniture costing $1,200
2. Equipment costing $700
3. Pilferable equipment
4. All of the above

2-67. Station files should be maintained in accordance with which of the following directives?

1. COMNAVCRUITCOMINST 5215.1
2. COMNAVCRUITCOM NOTE 5216
3. SECNAVINST 5210.11
4. SECNAVINST 5215.4

2-68. Correspondence relating to awards should be filed under which of the following SSIC numbers?

1. 1100
2. 1300
3. 1400
4. 1600

2-69. Routine files should be maintained for what specific period of time?

1. 1 calendar year
2. 1 fiscal year
3. 2 calendar years
4. 2 fiscal years

2-70. Select the correct format for a subject line of a standard Naval letter.

1. DEP FAMILY NIGHT, scheduling of
2. DEP Family Night, scheduling of
3. DEP Family Night
4. DEP FAMILY NIGHT

2-71. Of the following complimentary closes, which should be used on a business letter?

1. Yours truly
2. Sincerely
3. Respectfully
4. Very respectfully

2-72. Notices should contain a cancellation date in the upper right-hand corner. They should remain in effect for what maximum period of time?

1. 1 year
2. 2 years
3. 3 years
4. 4 years

2-73. If your OPE exceeds $75 for the month, which of the following actions should you take?

1. Submit a claim for the entire amount and attach an explanation
2. Submit a claim for the amount you have receipts for only
3. Submit a claim for $75 this month and carry the remainder over to next month's claim
4. Submit a claim for $75 only

2-74. Of the following purchases, which should be reimbursed as an OPE?

1. Replacement keys to the NRS
2. Map of the NRS territory
3. Parking fees to attend training
4. Duplicate alien registration card

2-75. Of the following referral recognition awards, which may be awarded to a non-DEP individual for enlistment referrals?

1. Hip pack
2. Sweat shirt
3. Lapel pin
4. NUPOC jacket

Textbook Assignment: Chapter 5, pages 5-1 through 5-31.

3-1.   The basic goal of marketing in Navy recruiting is to accomplish which of the following actions?

1.   Find out where our market is and develop a plan to reach it
2.   Contact as many people as possible
3.   Equalize recruiting efforts in all areas
4.   Develop a system to ensure level loaded goaling

● In answering questions 2 through 6, select the appropriate market segment term for the market given as the question.

3-2.   Our total market.

1.   Primary target market
2.   Military available
3.   A cell
4.   Non-prior service

3-3.   Upper mental group high school diploma graduates.

1.   A cell
2.   B cell
3.   Primary target market
4.   Secondary target market

3-4.   Upper mental group non-high school diploma graduates.

1.   A cell
2.   B cell
3.   C cell
4.   D cell

3-5.   22- to 29-year old males.

1.   A cell
2.   B cell
3.   Primary target market
4.   Secondary target market

3-6.   17- to 21-year old males.

1.   A cell
2.   B cell
3,   Primary target market
4.   Secondary target market

3-7.   The purpose of the STEAM is to ensure which of the following conditions are met?

1.   Each NRS has an equal share of the market
2.   Each NRS has a fair share of the market
3.   Goals are based on market share
4.   Both 2 and 3 above

3-8.   Which of the following reports provides an accurate gauge of your recruiting success compared to the other services?

1.   Daily production report
2.   All service accession data report
3.   ZIP code market analysis report
4.   Station level market share report

3-9.   RAF is computed using which of the following populations?

1.   Male 17- to 21-year olds
2.   Male 22- to 29 year olds
3.   Male high school seniors
4.   All of the above

3-10.   What minimum percent of MHSS should test before you can use the ASVAB results to evaluate a school's quality?

1.   10 percent
2.   20 percent
3.   30 percent
4.   50 percent

3-11.   If you feel your STEAM data is incorrect, which of the following actions should you take?

1.   Submit revised numbers to the EDSPEC
2.   Obtain documentation to support your claim
3.   Request a re-STEAM
4.   Submit a memorandum stating your claim to the EPO

3-12. Propensity to enlist refers to which of the following concepts?

1. The inclination of people in an area to enlist in the military
2. The percentage of people in an area that meet enlistment criteria
3. The historical recruiting success an area has produced
4. The effort expended by recruiters to produce enlistments

3-13. When making territory distribution among recruiters, which of the following criteria should you consider?

1. Market quality
2. Market segment distribution
3. Type of territory
4. All of the above

3-14. If you determine station boundaries need to be changed, which of the following actions should you take?

1. Make the change and send a copy of the new ZIP code assignments to the LTC
2. Make the change and submit a revised listing to NOIC
3. Request the change be approved by the EPO
4. Request the change be approved by the CO

3-15. Responsibility for ensuring each NRS receives a fair share of the military available rests with which of the following individuals?

1. RINC
2. ZS
3. CR
4. EPO

3-16. Ultimate duty assignments for recruiters are made by which of the following individuals?

1. ZS
2. CR
3. EPO
4. CO

3-17. RAF considers which of the following factors?

1. Numbers only
2. Numbers and demographics
3. Quantity and quality
4. Quantity and subjective considerations

3-18. The most important factor considered for manning assignments is _____.

1. RAF
2. market quality
3. recruiter preference
4. past production

3-19. The station level market share report lists a market share for each ZIP code. This share is based on a percentage of which of the following totals?

1. Station
2. Zone
3. District
4. Area

3-20. Select the formula for fair share goaling

1. MKT WT X MKT share + 1-MKT WT X RCTR share
2. MKT WT X RCTR WT
3. MKT share + RCTR share
4. TOT MKT X WT + TOT RCTR X WT

3-21. When computing recruiter share, which of the following personnel should be counted?

1. On production recruiters only
2. 9585 personnel only
3. 9585 and 2186 personnel less off-production RINCs
4. All recruiters including off-production RINCs

3-22. NRS 101 has 20 percent of the zone market and 4 of the 16 recruiters assigned to the zone. With a zone goal of 40 and equal market and recruiter weights, compute the goal for NRS 101.

1. 7
2. 8
3. 9
4. 10

3-23. After computing fair share goals for stations in your zone, you compare PPRs. The highest PPR requirement is 3.4 and the lowest is 2.0. Which, if any, of the following actions should you take?

1. Raise goals so that each NRS needs 3.4 to achieve goal
2. Readjust goals so that all NRSs will require a 2.7
3. Adjust weights and recompute goals for all stations
4. None

3-24. Upper mental group, work force, and minority goal should be assigned based on which of the following criteria'?

1. Historical production
2. Known carryovers
3. All service accessions
4. STEAM data

3-25. The SMART system is designed to fulfill which of the following purposes?

1. Ensure fair share goal distribution
2. Assist in manning assignment decisions
3. Identify where the quality market can be found
4. Evaluate prospecting efforts

3-26. New contract overlays are retained for what minimum period of time?

1. 1 year
2. 2 years
3. 3 years
4. 4 years

3-27. The purpose(s) of an itinerary is/are to accomplish which of the following actions?

1. Increase awareness of Navy opportunities
2. Produce enlistments
3. Both 1 and 2 above
4. Save recruiters time

3-28. The ZS should provide itinerary training to RINCs by conducting check rides at what minimum interval?

1. Monthly
2. Quarterly
3. Semiannually
4. Annually

3-29. An itinerary requires a total of 6 hours to complete. What maximum amount of time should be spent driving?

1. 1 hour
2. 2 hours
3. 3 hours
4. 4 hours

3-30. Flexibility should be built into an itinerary.

1. True
2. False

3-31. Time spent in an area should be in direct proportion to which of the following factors?

1. Size of the territory
2. Percentage of military available
3. Number of MHSSs
4. Economic conditions

3-32. Which of the following locations is an example of an activity center?

1. Radio station
2. Pizza restaurant
3. Newspaper office
4. Post office

3-33. Which of the following locations is an example of a lead generation center?

1. High school
2. Pizza restaurant
3. Television station
4. Video arcade

3-34. If a recruiter is not getting referrals from a point of contact at an itinerary target market center, which of the following actions should you first take?

1. Change the point of contact
2. Change the target market center
3. Train the recruiter on referral techniques
4. Train the recruiter on PDCing techniques

3-35. RINCs should run itineraries at which of the following times?

1. Before a new recruiter decides whether to keep an existing itinerary or develop his or her own
2. Each time a new itinerary is developed
3. When itineraries are not proving productive
4. All of the above

3-36. Of the following steps, which is most important in itinerary preparation?

1. Setting goals to attain on the itinerary
2. Reviewing new RAD material
3. Contacting DEP members in the area of the itinerary
4. Looking for additional contacts that may be made on the itinerary

3-37. School folders should be maintained on which of the following educational facilities?

1. High schools
2. Vocational/technical schools
3. Junior colleges
4. All of the above

3-38. The RINC approves a recruiter's school canvassing plan by which of the following activities?

1. Initialing the school folder at the beginning of each month
2. Initialing the school folder after each visit
3. Making a training record entry
4. Including the recruiter's input in the station plan

3-39. ZSs should review and initial school folders at which of the following times?

1. During each visit
2. During the first visit each month
3. During the first visit each quarter
4. During the first visit following the scheduled school visit

3-40. School year goals for will-grads should be based on which of the following criteria?

1. Fair share only
2. Past production only
3. Quality only
4. Fair share and subjective factors

3-41. The DEP status board should be displayed in view of prospects and DEP personnel.

1. True
2. False

3-42. Maintaining the DEP status board is the responsibility of which of the following personnel?

1. DEP coordinator
2. RINC
3. ZS
4. Recruiter designated in writing

3-43. The DEP status board provides which of the following information?

1. A rolling 12-month picture of the DEP pool
2. DEP referral success
3. Accession dates
4. All of the above

3-44. If lists are available, you should fill out a prospect card for which of the following students?

1. Seniors only
2. Seniors and juniors only
3. Seniors, juniors, and sophomores only
4. Seniors, juniors, sophomores, and freshman

3-45. Cards we retained in the work force file for what specific period of time?

1. 1 year from graduation
2. 2 years from graduation
3. 3 years from graduation
4. 4 years from graduation

3-46. The college file includes cards on which of the following individuals?

1. All 2- and 4-year college students
2. First and second year students attending 4-year colleges only
3. First year students attending 2- or 4-year colleges only
4. First and second year students attending 2- or 4-year colleges

3-47. The inactive file contains cards on which of the following individuals?

1. Disqualified and rejected individuals
2. Prior service prospects
3. Individuals the RINC has deemed not requiring further contact
4. All of the above

3-48. Which of the following methods should be used to designate a card for the inactive file?

1. Write INACTIVE across the front of the card
2. Draw a diagonal red line across the front of the card
3. Note the reason for disqualification or rejection on the back of the card
4. Both 2 and 3 above

3-49. Cards are retained in the inactive file for what specific length of time?

1. 1 year
2. 2 years
3. 3 years
4. 4 years

3-50. Prior service cards should be retained for what specific period of time?

1. 1 year after release from active duty or discharge
2. 2 years after release from active duty or discharge
3. 2 years after RTC graduation
4. 3 years after RTC graduation

3-51. The working tickler should be arranged by which of the following methods?

1. 12 months of the year with the first month divided by 31 working days
2. 12 months of the year with the first 3 months divided by working days
3. 12 months of the year with the first week divided by working days
4. 12 months only

3-52. Of the following tools, which enables the RINC to ensure recruiters have the resources to complete planned prospecting and meet the station's goals?

1. Station planner
2. PATE sheet
3. Working tickler
4. SMART system

3-53. The RINC should load the working tickler at which of the following times?

1. The first day of each week
2. The first day of each month
3. The last working day of each week for the following week
4. The last working day of each month for the following month

3-54. Of the following considerations, which should come first when loading working ticklers?

1. Recruiter personality
2. Past productivity
3. NRS goals
4. Carryovers

3-55. More work force cards are usually required than will-grad cards to net the same number of interviews.

1. True
2. False

3-56. The number of prospect cards loaded into a recruiter's working tickler should coincide with which of the following factors?

1. Station contact ratios
2. Station goals
3. The recruiter's plan for the day
4. The recruiter's goal for the month

3-57. Prospect cards for individuals who have QNE'd should be maintained in the working tickler for what specific period of time?

1. 1 month
2. 5 months
3. 6 months
4. 12 months

3-58. Local leads cards should be maintained in the working tickler for what specific period of time unless contracted or determined unworkable?

1. 1 month
2. 2 months
3. 3 months
4. 4 months

3-59. Maintenance of the prospect card system is the responsibility of which of the following individuals?

1. Each recruiter
2. RINC
3. ZS
4. All of the above

3-60. At what minimum interval should the prospect card system be purged?

1. Daily
2. Weekly
3. Monthly
4. Annually

3-61. To estimate the number of cards in the prospect card system, 1 inch of cards should equal what specific number of cards?

1. 50 cards
2. 100 cards
3. 150 cards
4. 200 cards

3-62. Which of the following methods should you use to determine the number of work force cards a station should have?

1. Multiply the number of high school seniors by 2
2. Multiply the number of high school seniors by 4
3. Use the number of 22- to 29-year olds from the STEAM data
4. Use the total of high school seniors, 2- and 4-year college students

3-63. What minimum percentage of market identification should you strive for?

1. 50 percent
2. 60 percent
3. 75 percent
4. 80 percent

3-64. The marketing operations plan is designed to accomplish which of the following actions?

1. Stimulate thinking
2. Improve communications
3. Unify efforts
4. All of the above

3-65. The situation analysis portion of the marketing operations plan includes which of the following information?

1. Goals for the coming year
2. Past production and activity analysis
3. Subjective goaling considerations
4. POA&Ms

3-66. POA&Ms must be written for what minimum number of programs?

1. 10
2. 5
3. 3
4. 4

3-67. Every district's generic objectives—to improve over last year and meet or exceed all requirements—should be included in which, if any, portion of each POA&M?

1. The objective
2. Action items
3. Out of limits
4. None; they are understood

3-68. The executive summary of the marketing operations plan is written at which of the following stages in development?

1. The beginning
2. Directly before the POA&Ms
3. Directly after the situation analysis
4. The end

3-69. The zone situation analysis includes an evaluation of which of the following information?

1. Marketing data
2. Past productivity
3. Activity
4. All of the above

3-70. Your resource projections in the situation analysis include which of the following assets?

1. Production recruiters
2. Demographic conditions
3. Market population
4. All of the above

Textbook Assignment: Chapter 6, pages 6-1 through 6-30.

4-1. Which of the following prospecting methods allows a recuiter to contact the most prospects in the least amount of time?

1. Telephone
2. Referral
3. PDCing
4. Advertising

4-2. Random phone calls through stacks of prospect cards normally produces which of the following results?

1. Quality prospects
2. Increased production
3. Frustration and failure
4. Dedication and persistence

4-3. Select the purpose of a phone contact.

1. Sell the Navy
2. Sell programs
3. Sell yourself
4. Sell military training

4-4. Identifying yourself as a Navy representative should be done at what point in your phone prospecting?

1. After an appointment is made
2. After the courtesy statement
3. When the caller asks
4. At the beginning

4-5. What is the purpose of the courtesy statement?

1. To remove one for phone rejection
2. To establish initial rapport with the prospect
3. Both 1 and 2 above
4. Create interest in the Navy

4-6. To decrease no-show rates, recruiters should make appointments in which of the following locations?

1. NRS only
2. Applicant's home only
3. A location centrally located for the recruiter and the prospect
4. A location convenient for the prospect

4-7. If the prospect wants to make an appointment several days away, which of the following actions should a recruiter take?

1. Make the appointment and send a brief reminder note or postcard
2. Make the appointment and call the prospect daily until the appointment date
3. Refuse to schedule the appointment more than 2 days in advance
4. Schedule another appointment for the same time

4-8. Receiving objections to phone prospecting requests for appointments is a failure on the recruiter's part.

1. True
2. False

4-9. Which of the following methods should be used to evaluate a recruiter's phone technique?

1. Role playing
2. Activity analysis
3. Listening when they are phone prospecting
4. Asking some of their prospects how they thought the phone calls sounded

4-10. When a prospect declines an appointment over the telephone, which of the following techniques will leave the door open for future contacts?

1. Make the contact as brief as possible
2. Tell the prospect about Navy opportunities over the telephone
3. Let the prospect know that people's plans do change
4. Ask for referrals

4-11. If a recruiter does not feel certain about an appointment, which of the following steps should be taken?

1. Schedule another appointment in the area
2. Ask a DEP member to talk to the prospect before the appointment
3. Send or telephone a reminder
4. All of the above

4-12. Which of the following factors is most important in referral prospecting?

1. How you ask for referrals
2. Who you ask for referrals
3. The number you require DEP members to provide
4. The amount of blueprinting that is known prior to the contact

4-13. *Who Do You Know* sheets should be used in which of the following ways?

1. Have DEP members fill in as many as possible
2. Use a few of the descriptions at a time
3. Ask the DEP member to answer all the questions

4-14. Every interview should end with which of the following actions?

1. Close
2. Set a follow-up appointment
3. Document blueprinting information
4. Ask for referrals

4-15. The recruiting assistance leave program allows participants to receive what maximum number of days of nonchargeable leave to help recruiters?

1. 4
2. 5
3. 10
4. 12

4-16. The HARP allows participants to return to their hometown to help recruiters for what specific period of time?

1. 5 days
2. 10 days
3. 12 days
4. 30 days

4-17. Which of the following personnel should be eligible for HARP participation?

1. A 20-year-old FN whose leave address is 45 miles from the nearest recruiting station
2. A 25-year-old BM2 whose leave address is 35 miles from the nearest recruiting station
3. A 20-year-old ET3 whose leave address is 20 miles from the nearest recruiting station
4. A 21 -year-old non-high school graduate who attended school in a state different from the leave address

4-18. The Navy recruiting district may authorize HARP members to operate government vehicles.

1. True
2. False

4-19. The SEMINAR program is designed to fulfill which of the following purposes?

1. Assist in minority recruiting and enhance the Navy's image in minority communities
2. Provide a respite for minority members to return to their hometowns
3. Provide public speakers to community groups
4. Conduct conferences for minority educators

4-20. SEMINAR is performed in conjunction with which of the following types of orders?

1. Leave
2. Temporary additional duty
3. Permanent change of station
4. Special duty

4-21. When asking for referrals, which of the following techniques should you use?

1. Ask for names of people who should join the Navy
2. Paint a picture of the type of individual you are looking for
3. Be vague about enlistment qualifications
4. Promise not to mention the source

4-22. To continue getting referrals from a COI, you should complete which of the following actions?

1. Follow up immediately
2. Provide feedback
3. Give timely recognition
4. All of the above

4-23. Leads generated from local advertising are processed through which of the following offices?

1. NRD LTC
2. NOIC
3. NALTS
4. LEADS

4-24. Lead feedback sheets should be returned to the LTC within what maximum period of time?

1. 5 working days
2. 10 working days
3. 15 working days
4. 30 working days

4-25. The Enlisted LTC Production Report provides which of the following information?

1. Number of leads sent for the week, month, and year to date
2. Name and phone number of all leads sent during the previous week
3. PRO-Navy referrals sent during the previous month
4 All ads, run dates, and cost for the month

4-26. NOIC prescreens leads for recruiters including which of the following blueprinting?

1. Name, address, and phone number
2. Age, education, and interests
3. Age, education, and health
4. Complete blueprinting

● In answering questions 4-27 through 4-30, select the answer most accurately defined in each question.

4-27. A management tool designed to measure and improve nationally produced leads.

1. NOIC
2. NALTS
3. LEADS
4. NET

4-28. A computerized lead fulfillment system that answers prospect inquiries.

1. NOIC
2. NALTS
3. LEADS
4. NET

4-29. Listing of all eligible leads sent to NRSs for the week and a listing of overdue, delinquent, and force-closed leads.

1. NOIC weekly disptatch report
2. LTC production report
3. NALTS executive summary
4. NALTS ranking report

4-30. Management report showing the performance of each station, district, and Area in following up national leads.

1. NOIC weekly dispatch report
2. LTC production report
3. NALTS executive summary
4. NALTS monthly leads status report

4-31. If a recruiter is timid about PDCing, which of the following methods should you suggest to make the recruiter more comfortable?

1. Friend-finding
2. Team PDCing
3. Both 1 and 2 above
4. Forced PDCing

4-32. PDCing can best be described by which of the following definitions?

1. A method of prospecting an individual with whom the recruiter initiates conversation to determine whether or not he or she is a candidate for the Navy
2. A method of prospecting to be used during itineraries
3. A method of prospecting that allows recruiters to meet prospects face-to-face and discuss Navy eligibility
4. A method of prospecting that requires the use of the appointment power script

4-33. Which of the following categories is NOT included in BEERS?

1. Citizenship
2. Name
3. Dependency
4. Employment

4-34. What is the maximum age for enlistment?

1. 24
2. 30
3. 34
4. 35

● In answering questions 4-35 through 4-39, select the graduate or nongraduate that is most accurately defined in each question.

4-35. Attended and completed a 12-year/grade day program of classroom instruction and has a locally issued diploma.

1. High school diploma graduate
2. High school graduate
3. Nonhigh school graduate

4-36. Awarded a secondary school diploma for completing an attendance-based adult education program.

1. High school diploma graduate
2. High school graduate
3. Nonhigh school graduate

4-37. Awarded a state-issued diploma based on a certificate of completion from high school.

1. High school diploma graduate
2. High school graduate
3. Nonhigh school graduate

4-38. Awarded a high school diploma from a home study school that is accredited by the Accrediting Commission of the National Home Study Council.

1. High school diploma graduate
2. High school graduate
3. Nonhigh school graduate

4-39. Did not graduate from high school but completed 10 credit hours at a local community college.

1. High school diploma graduate
2. High school graduate
3. Nonhigh school graduate

4-40. Married applicants for enlistment in pay grades E-1 through E-3 should have no more than what specific number of dependents to be eligible without a waiver?

1. One
2. Two
3. Three
4. Four

4-41. Non-married applicants who have dependents, but who do not have custody are considered eligible for enlistment provided which of the following conditions exist?

1. They do not have more than one dependent and are not contributing to the support of more than one individual
2. Definite legal custody of the dependent has been awarded to a former spouse, parent, or another adult by court order
3. Both 1 and 2 above
4. They do not claim the individual as a dependent

4-42. The drug and alcohol waiver matrix divides drug abuse into which of the following categories?

1. Marijuana, stimulants, depressants, and narcotics
2. Marijuana and stimulants, depressants, and narcotics
3. Alcohol, marijuana, stimulants and depressants, narcotics, hallucinogenic, or psychedelic drugs
4. Alcohol, marijuana, hallucinogenic, and non-hallucinogenic drugs

4-43. Final determination of an applicant's physical qualifications for enlistment should be made at which of the following times?

1. When the recruiter completes blueprinting
2. When the applicant completes the Medical Pre-screening Form
3. After the MEPS physical
4. After classification

4-44. All Navy programs have the same physical qualification requirements.

1. True
2. False

4-45. Which of the following concepts should be used in waiver considerations?

1. Whole person
2. Potential for success
3. Current attitude
4. Determination

4-46. The single most important aspect of a waiver request is which of the following elements?

1. The recruiter's recommendation
2. The commanding officer's recommendation
3. The background information
4. The applicant's statement

4-47. The law of psychological reciprocity can best be described by which of the following statements?

1. All people have four basic wants and needs in life
2. A basic understanding of the psychological aspects of behavior is important to recruiting success
3. If we give our prospects credit for their intelligence, they are mentally and morally bound to give us credit for ours
4. If we give our prospects credit for what they already know about the Navy, we can shorten the interview time

4-48. Which of the following wants are basic to all people?

1. Live and be healthy, love and be loved, feel important, and a little variety
2. Live and love, feel rewarded, be challenged, and a little variety
3. Love and be loved, be needed, have food and shelter
4. Food, shelter, happiness, and security

4-49. When a person's survival and security needs are met, which of the following needs emerge?

1. Growth
2. Ego
3. Social
4. Professional

4-50. Each person has a different measure of his or her own growth needs.

1. True
2. False

4-51. Which of the following qualities must the professional Navy recruiter balance for success?

1. Assertiveness and care
2. Drive and empathy
3. Motivation and drive
4. PMA and confidence

4-52. Professional recruiters build their circle of success from which of the following ingredients?

1. Product knowledge, selling skills, and selling attitude
2. Selling skills, PMA, and DBMs
3. The sales script, enthusiasm, and confidence
4. Drive, empathy, and enthusiasm

4-53. A selling attitude includes the recruiter's attitude about which of the following aspects?

1. Themselves
2. Other people
3. The job
4. All of the above

4-54. PMA is the result of which of the following characteristics?

1. Confidence and enthusiasm
2. Confidence and drive
3. Attitude and skills
4. Attitude and enthusiasm

4-55. What two factors contribute to a recruiter's confidence?

1. Knowing Navy programs and benefits
2. Selling skills and attitudes
3. Knowing their product and believing their product will benefit the applicant
4. Knowing how to use sales skills and analyzing successes and failures

4-56. Selling is a step-by-step mechanical procedure.

1. True
2. False

4-57. Select the best definition for blueprinting.

1. Fact-finding, before and during your interview
2. Finding the applicant's want, need, and DBM
3. Reviewing the applicant's enlistment eligibility
4. Asking open-ended questions during the interview process

4-58. Select the best definition for DBM.

1. The logical reason that will cause your prospect to buy
2. The fulfillment of career goals
3. The number one emotional impulse that will cause your prospect to buy
4. The logic behind the want and need

4-59. Of the following goals, which could be considered as a DBM?

1. A new car
2. A job in electronics
3. Financial security
4. A college degree

4-60. What percentage of a buying decision is based on a logical reason?

1. 10 percent
2. 15 percent
3. 20 percent
4. 25 percent

4-61. You ask a prospect what he wants in life. He tells you he wants a secure future. Which of the following conclusions should you make?

1. Accept that response as the prospect's want and go on to find his need
2. Tell him that is not quite what you're looking for
3. Ask what he feels would give him a secure future
4. Forget about the want and build your presentation solely on a secure future

4-62. Prospects sometimes respond with answers they feel are expected instead of their true desires.

1. True
2. False

4-63. What is the purpose of the conversation step of the sale?

1. To get the prospect liking the Navy
2. To get the prospect listening to and liking you
3. To alleviate any concerns the prospect may have
4. To make the prospect want to hear more

4-64. Your first goal in the conversation step should be to accomplish which of the following actions?

1. Set rapport
2. Complete blueprinting
3. Fill in the prospect card
4. Make the prospect curious

4-65. Which of the following steps is missed by more sales people than any other?

1. Conversation
2. Curiosity
3. Conviction
4. Desire

4-66. Which of the following purposes is filled by a verbal bridge?

1. To provide a smooth flow of conversation from one step to another
2. To make a clear separation of the steps of the sale
3. To make the prospect hungry to hear more
4. To help the recruiter to memorize the steps

4-67. Select the verbal bridge used to make the transition from conversation to curiosity.

1. The reason I mention this, we have a way for you...
2. Based on what you told me and provided you qualify .,.
3. Obviously you have a reason...
4. Just supposing for a moment...

4-68. Of the following verbal bridges, which should NOT be used to transit from curiosity to conviction?

1. Based on what you told me...
2. For example,..
3. You mentioned earlier...
4. Which means to you...

4-69. Which of the following statements represents the best technique for building a benefits package?

1. Only tell the prospect enough to raise his or her curiosity
2. Tell the prospect every benefit that you can think of relating to his or her DBM
3. Give enough information to prove your supportive claim
4. Hold back on the best benefits in case you need them later

4-70. What is the purpose of using evidence in a sales presentation?

1. To increase rapport
2. To add credibility to your words
3. To take the place of the unit of conviction
4. To make the recruiter sound more knowledgeable

4-71. What are the four types of evidence?

1. RADs, testimonies, stories, and analogies
2. RADs, letters, pictures, and pamphlets
3. Letters, pictures, and stories
4. Personal stories, testimonies, and letters

4-72. Recognizing a prospect's buying signals can shorten the sale by as much as what percent?

1. 10 percent
2. 25 percent
3. 50 percent
4. 75 percent

4-73. Of the following signs, which should be considered a positive buying signal?

1. Stroking the chin
2. Rubbing the nose
3. Crossing the arms
4. Pulling on an ear

4-74. The secret to closing is knowing which of the following techniques?

1. How to
2. When to
3. Why
4. Which close to use

4-75. The close lets a prospect know which of the following events have taken place?

1. The recruiter is done
2. He or she has bought
3. Rapport has been interrupted
4. Objections have been overcome

ASSIGNMENT 5

Textbook Assignment.   Chapter 6, pages 6-30 through 6-45 and chapter 7, pages 7-1 through 7-18.

5-1.   To help the prospect through the mental turmoil of a close, the recruiter should display which of the following characteristics?

1. Alert and aggressive
2. Relaxed and assumptive
3. Assertive and direct
4. Calm and carefree

5-1.   All closes should ask for which of the following decisions or actions?

1. Direct action
2. Immediate action
3. Minor decision
4. Major decision

⬤ In answering questions 3 through 6, select the type of close you would be using in each of the questions.

5-3.   My folks take their physical and process on Monday. I will pick you up at 5:00 in the morning.

1. Minor point
2. Alternate proposal
3. Impending doom
4. Action

5-4.   I'd like to give you this pamphlet to take home with you. I'll write the time I'll be picking you up for the ASVAB in the front.

1. Action
2. Minor point
3. Gift
4. Alternate proposal

5-5.   Here's your first Navy assignment; just pass that envelope over there to me and we'll get started on your paperwork.

1. Minor point
2. Action
3. Alternate proposal
4. Impending doom

5-6.   It's now or never.

1. Action
2. Alternate proposal
3. impending doom
4. Minor point

5-7.   Our prospects say no for which of the following reasons?

1. They are trying to avoid making a decision
2. They are testing your conviction
3. They have real concerns
4. All of the above

5-8.   To stop the motion of the sale from being sidetracked, which of the following objection handling techniques should you use?

1. Obviously you...
2. Just suppose for a moment . . .
3. Empathy
4. Treated question

5-9.   Of the following techniques, which should you use to relax the prospect?

1. Obviously you...
2. Just suppose for a moment . . .
3. Empathy
4. Treated question

5-10.   To verify, smoke out, or bury the objection you should use which of the following techniques?

1. Obviously you...
2. Just suppose for a moment . . .
3. Empathy
4. Treated question

5-11.   Turning the objection into a question in the prospect's mind so you can answer it is the purpose of which of the following techniques?

1. Blueprinting
2. Weighing close
3. Empathy
4. Treated question

5-12. When a prospect responds with a no to your treated question, which of the following steps should you take?

1. Close
2. Trial close
3. Ask what the question is
4. IRON out the objection you have treated

5-13. The desire step of the sale is designed to fulfill which of the following purposes?

1. Let prospects see themselves in the Navy
2. Let prospects feel more comfortable in making a decision
3. Remind prospects of their problems and help them see the advantages our proposal will provide
4. Remind prospects of the objections that have been overcome with evidence

5-14. If your proposal is correct, which of the following reasons may cause prospects not to buy?

1. They are not aware of their problems
2. They are not sufficiently disturbed by their problems
3. Both 1 and 2 above
4. They need more information

5-15. Language that appeals to a prospect's senses and emotions is called _____ language.

1. sensual
2. emotional
3. concrete
4. clear cut

5-1. Which of the following sales techniques should be used when procrastination becomes the dominant block to our prospect's decision making ability?

1. Close
2. Trial close
3. Weighing close
4. Alternate proposal

5-17. Which of the following items should be listed last on the "reasons for enlisting now" side of the weighing close?

1. Want
2. Need
3. Desire
4. DBM

5-18. Of the following problems, which is most often responsible for making a recruiter uncomfortable with closing?

1. It is apparent that the sales presentation has not succeeded
2. They are unfamiliar with the five types of closes
3. They are not sure which type of close to use
4. They cannot appear calm and assumptive

5-19. Any compromise of an EST should be reported through the chain of command to which of the following officials?

1. EPO
2. XO
3. TCO
4. CO

5-20. Used EST answer sheets are maintained on file for what specific period of time?

1. 1 month
2. 2 months
3. 3 months
4. 4 months

5-21. The ASVAB is a battery of what specific number of subtests?

1. 5
2. 10
3. 15
4. 20

5-22. The Interservice Recruitment Committee (IRC) is made of which of the following individuals?

1. MEPS personnel
2. Local recruiting COs
3. RDAC members
4. Test administrators

5-23. Which of the following goals should we strive for in ASVAB testing?

1. Test seniors only
2. Test juniors and seniors
3. Mandatory testing of grades 9 through 12
4. Test as many students as possible in grades 10 through 12

5-24. Once recruiters obtain preferred and alternate dates for high school ASVABs, the dates are coordinated with which of the following officials?

1. Chief, Testing Management Section
2. Chief, MEPS Test Control
3. M E P C O M
4. NRD EDSPEC

5-25. To ensure test security, which of the following requirements must be met for the ASVAB?

1. 1 proctor for every 25 students
2. 1 proctor for every 40 students
3. 2 full time proctors
4. 4 full time proctors

5-26. No recruiting activities are allowed during the administration of the ASVAB.

1. True
2. False

5-27. The counselor summary of the ASVAB compares scores to which of the following groups?

1. All students of the same grade
2. Students of the opposite sex in the same grade
3. Both 1 and 2 above
4. All students who took the ASVAB that year

5-28. School officials may give special instructions concerning ASVAB results to cover which of the following restrictions?

1. No recruiter contact from the ASVAB listing
2. No recruiter contact until the end of school
3. No telephone solicitations
4. All of the above

5-29. Immediate retests may be authorized for applicants tested under adverse conditions by which of the following officials?

1. NRD CO
2. MEPS liaison petty officer
3. MEPS testing chief
4. MEPS commander

5-30. After one retest, applicants must wait what minimum period of time before testing again?

1. 1 calendar month
2. 6 calendar months
3. 3 calendar months
4. 4 calendar months

5-31. ASVAB scores for ASVABs taken after 3 January 1989 are computed using which of the following equations?

1. 2(VE) + MK + AR
2. 2(VE) + WK + AR
3. W K + P C + A R + M K
4. WK + PC + MK + l/2N0

5-32. What are the two types of supplemental testing the Navy uses for program qualification?

1. NFQT and AEF
2. NFQT and DLAB
3. DLAB and PIP
4. DLAB and EST

5-33. The NFQT is an 80 question examination that applicants have what maximum time to complete?

1. 1 hour
2. 2 hours
3. 30 minutes
4. 45 minutes

5-34. Retests on the NFQT are authorized under which, if any, of the following situations?

1. The applicant was within 5 points of passing
2. The applicant completes further education
3. The applicant was not feeling well
4. None of the above

5-35. The DLAB is given to all candidates for which of the following programs?

1. NF
2. IS
3. CTI
4. CTO

5-36. Recruiters complete a preliminary physical screening of all applicants by which of the following methods?

1. Completing a DD Form 2246
2. Completing the SF 88 and 93
3. Conducting a visual screening of the applicant
4. Requesting all previous medical records

5-37. Classifiers use which of the following systems to obtain the desired program and shipping window for qualified applicants?

1. PAMI CONUS
2. PRIDE
3. PERSON
4. CLASSIFY

5-38. Recruiters should brief all applicants on which of the following subjects?

1 Conditions of Navy life
2. The Navy's drug policy
3. The Navy's health care benefits
4. All of the above

5-39. All rejected applicants should be urged to visit which of the following locations?

1. Their Congressman's office
2. Their local state employment office
3. The recruiting station
4. The NRD

5-40. When an applicant is rejected for enlistment because of medically disqualifying conditions, which of the following personnel is responsible for notifying the individual?

1. The NRD CO
2. The MEPS commander
3 The MEPS physician
4. The recruiter

5-41. The responsibility for promoting positive public relations rests with which of the following personnel?

1. Recruiters
2. Recruiting managers
3. Recruiting support personnel
4. All of the above

5-42. Navy public affairs is a three-part discipline consisting of which of the following elements?

1. Public information, private information, and community relations
2. Public information, community relations, and internal relations
3. Internal relations, external relations, and information access
4 Internal relations, external communications, and community involvement

5-43. All successful public affairs programs must possess which of the following qualities?

1. Assertive and regulated
2. Assertive and restrictive
3. Aggressive and ethical
4. Aggressive and impromptu

5-44. Of the following duties, which is NOT assigned to the PAO?

1. Sending out news releases for DEP personnel
2. Sending out news releases for newly assigned recruiters
3. Promoting public service advertising
4. Coordinating high school yearbook advertisements

5-45. All paid advertising must be done through the NRD LTC. Recruiters can make contributions to advertising efforts by which of the following means?

1. Paying for small local ads themselves
2. Encouraging media to run PSAs
3. Contracting the advertising and having bills sent to the NRD
4. Using OPE funds for local ads

5-46. Select the four types of advertising programs.

1. National, local, rural, and metro
2. National, local, PSA, and collateral materials
3. Television, radio, newspaper, and billboards
4. Television, radio, print, and RADs

5-47. What is the easiest media coverage to obtain?

1. Newspaper
2. Radio
3. Television
4. Outdoor advertising

5-48. Before submitting a recruit's letter as a news release, you should complete which of the following actions'?

1. Obtain your ZS's approval
2. Obtain a verbal agreement from the recruit
3. Obtain a news release authorization from the recruit
4. Obtain a news release authorization from the recruit's parents

5-49. COMNAVCRUITCOM provides radio spots to stations nationwide at what specific interval?

1. Monthly
2. Quarterly
3. Semiannually
4. Annually

5-50. Before appearing on a radio or television talk show, you should obtain which of the following information?

1. The format and anticipated topics
2. A complete script of what will be said
3. An outline of the host's viewpoints
4. All of the above

5-51. Booth or space rental for public affairs events should be funded by which of the means?

1. Pay the charge and submit an OPE claim after the event
2. Pay the charge and submit receipt to supply for reimbursement after the event
3. Submit an internal request document to supply for approval before participating in the event
4. Participate in the event and send the invoice to supply

5-52. When setting up a display, you should follow which of the following guidelines?

1. Keep it simple
2. Try to display as many themes or exhibits as possible
3. Use promotional items to the maximum extent possible
4. Leave small giveaway items out within easy reach

5-53. Under which of the following conditions may admission be charged for a Navy band performance?

1. When a portion of the profits will be donated to Navy Relief
2. When a portion of the profits go to an educational organization
3. When all profits go to the United Fund
4. When all profits go to a single cause

5-54. The Navy parachute team is known by which of the following names?

1. Leap Frogs
2. Flying Fish
3. Jumpmasters
4. Navy Seals

5-55. Free-flight balloon rides by the Navy Balloon Team are authorized for which of the following individuals?

1. Prospective recruits
2. News media representatives
3. Navy recruiters
4. All of the above

5-56. The Blue Angels has which of the following primary missions?

1. Training
2. National security
3. Enhancing recruiting efforts
4. Entertaining

5-57. Civilian sponsors may support a Blue Angels performance by which, if any, of the following means?

1. Presenting a check to COMNAVCRUITCOM a minimum of 30 days before the performance
2. Presenting a check to COMNAVCRUITCOM within 30 days after the performance
3. Presenting a check to the NRD on the day of the performance

5-58. What is the most important after-action requirement for any performance team demonstration?

1. News releases
2. Funding disbursement
3. Follow-up
4. Report submission

5-59. EOV participants must pay which of the following expenses?

1. Their transportation and lodging
2. Their transportation and meals
3. Their lodging and meals
4. Their meals only

5-60. Recruiters should take the initiative to set up their own public affairs events to generate Navy awareness.

1. True
2. False

5-61. Sea Power presentations are primarily conducted in which of the following formats?

1. Formal lecture
2. Slide presentation
3. Movie presentation
4. Panel discussions

5-62. The Navy Adventure exhibit consists of which of the following elements?

1. A van with computerized graphics
2. Photographic and chrome frame panels
3. Navy rank structure and unit patches
4. A rotating display of Navy medals and awards

5-63. Portable exhibits should be set up in which of the following locations?

1. Indoors only
2. Outdoors only
3. Ground floors only unless the building has a cargo elevator
4. Only in buildings which provide 24-hour security guards

5-64. Exhibit promotion releases should be made at which of the following times?

1. Before the exhibit
2. During the dates of the exhibit
3. After the exhibit
4. All of the above

5-65 Collateral material targeted to individuals responding to the Navy's toll-free number has which of the following classifications?

1. Lead generation
2. Fulfillment
3. Sales closing
4. Transition

5-66. Awareness collateral material targets which of the following audiences?

1. High school seniors
2. Work force
3. High school counselors
4. DEP personnel

5-67. The How You Can Join the Navy pamphlet is an example of which type of collateral material?

1. Transition
2. Awareness
3. Sales closing
4. Lead generation

5-68. A RAD number of 211-3814 indicates the item was produced in what fiscal year?

1. 1991
2. 1992
3. 1993
4. 1994

5-69. A per recruiter number of 10EA/3X/l2M0 on a RAD item indicates which of the following distribution schedules?

1. Every 10 recruiters will receive 3 items once each year
2. Each recruiter will receive 10 items 3 times a year
3. Each recruiter will receive 10 items each year
4. 10 items will be received for every 3 recruiters annually

5-70. Money for promotional items is based on which of the following factors?

1. Market share
2. Number of recruiters
3. Goal attainment
4. Area preference

5-71. Why is it important to know your audience when preparing for a speech?

1. You want to prepare your speech to their level
2. You want to prepare your speech above their level so they will be impressed
3. You want to tell them only things that they already know about
4. You want to tell them only things they want to hear

5-72. What are the three parts to a short speech?

1. Introduction, narrative, and ending
2. Introduction, presentation, and close
3. Attention, readiness, and motivation
4. Attention, readiness, and conclusion

5-73. Which of the following elements should be included in you speech's conclusion?

1. Summary
2. Remotivation
3. Call for questions
4. All of the above

5-74. Training aids should _____ your presentation.

1. dominate
2. augment
3. overshadow
4. guide

5-75. Always plan your entire speech in advance. Try to memorize your introduction and close, but not the body of your key point outline.

1. True
2. False

Textbook Assignment: Chapter 8, pages 8-1 through 8-15.

6-1.   Using numerical goals only to judge performance
        may cause which of the following results?

        1.   Long-term thinking
        2.   More focus
        3.   Blindness to customer concerns
        4.   More accurate accounting

6-2.   Quality leadership emphasizes results by working
        on which of the following areas of concern?

        1.   Methods
        2.   Statistics
        3.   Recruiter's efforts
        4.   Administration

6-3.   The Enlisted Recruiting Personnel Management
        System (ERPMS) is designed to fulfill which of
        the following objectives?

        1.   Provide a paperwork trail for accountability
        2.   Allow the RINC to manage and control
              available assets to achieve goal
        3.   Allow the RINC to compare recruiters'
              performances
        4.   Identify market trends

6-4.   Input for the ERPMS is provided by which of the
        following functions?

        1.   RINC observations
        2.   Daily production reviews
        3.   ZS analysis
        4.   STEAM

6-5.   The station planner is prepared at which of the
        following times?

        1.   Last working day of the week for the
              following week
        2.   First working day of each week
        3.   First working day of the month

6-6.   Planner preparation should be standardized
        throughout the nation?

        1.   True
        2.   False

6-7.   Which of the following activities should be
        entered on the station planner?

        1.   Training
        2.   MEPS trips
        3.   Itineraries
        4.   All of the above

6-8.   Initial input for planning prospecting on the station
        planner should come from which of the following
        individuals?

        1.   Recruiter
        2.   RINC
        3.   ZS
        4.   CR

6-9.   Prospecting plans should be based on which of the
        following criteria?

        1.   What the recruiters feel they can accomplish
        2.   What the recruiters have previously
              accomplished
        3.   What the RINC feels the recruiters can
              accomplish
        4.   District averages for past performance

6-10.   Station planners should be maintained for what
        minimum period of time?

        1.   1 year
        2.   2 years
        3.   6 months
        4.   9 months

6-11.   ZSs should review and initial the station planner at
        which of the following times?

        1.   Weekly
        2.   Monthly
        3.   During the first station visit each month
        4.   During each station visit

6-12. The RINC should ensure that no-show appointments are recontacted for a new appointment and the time period is used for which of the following activities?

1. Phone prospecting only
2. The same mode of prospecting used to set the original appointment only
3. Any prospecting activity
4. Administrative duties

6-13. The RINC's applicant log should contain the names of which of the following individuals?

1. Those interviewed and tested only
2. Those interviewed and determined fully eligible only
3. Those interviewed as the result of prospecting activity only
4. Both prospected and non-prospected interviews

6-14. The ZS applicant log should contain the names of which of the following individuals?

1. Both prospected and non-prospected interviews
2. Applicants from the station logs who are eligible and consenting to processing only
3. All eligible applicants from the station log
4. All of the above

6-15. RINCs should NOT provide input to the ZS applicant logs by which of the following means?

1. Telephone
2. In person
3. Telecopier

6-16. Applicant logs can be used to evaluate which of the following systems?

1. School canvassing
2. Itineraries
3. DEP leadership
4. All of the above

6-17. During applicant log review, you note that applicant quality is not sufficient to meet station goal. You should schedule training in which of the following areas?

1. Prospecting
2. Itinerary development
3. Loading working ticklers
4. Interview techniques

6-18. If an applicant log shows that every interview results in a contract, which of the following conditions may exist?

1. Contracts may not be the result of prospecting
2. All interviews are not documented
3. Both 1 and 2 above
4. The station personnel have perfect selling skills

6-19. If too much time is lost between the initial interview and processing, applicants may be lost. Which of the following statements represents a good processing rule to follow?

1. Applicants should be under contract within 48 hours of the initial interview
2. Applicants should be under contract within 72 hours of the initial interview
3. Applicants should be under contract within 1 week of the initial interview
4. Applicants should be under contract within 2 weeks of the initial interview

6-20. Which of the following documents provides a baseline of information for the RINC and ZS to establish a prospecting plan?

1. The applicant log
2. The PATE sheet
3. The station planner

6-21. PATE sheets use activity from what specific period of time to develop averages required per contract?

1. 1 month
2. 2 months
3. 3 months
4. 4 months

6-22. Completed PATE sheets are maintained in which of the following locations?

1. The back of the current month's applicant log
2. The back of the first week's station planner
3. The station SSIC file
4. The RINC's working tickler

6-23. The RINC and ZS use the PATE sheet for which of the following activities?

1. Planning
2. Evaluation
3. Analysis
4. All of the above

6-24. The PATE sheet should be used to accomplish which of the following functions?

1. Identify the cause of problems
2. Identify possible problem areas
3. Identify the weakest recruiter

6-25. Monthly Planners, NAVCRUIT Form 5220/1, are maintained by which of the following personnel?

1. CR only
2. CR and ZS only
3. CR, ZS, and NF/RZ recruiter

6-26. Which of the following considerations should you make first when preparing your ZS monthly planner?

1. Your personal schedule
2. Your zone's needs
3. Scheduled meetings
4. Leave and liberty

6-27. Daily production reviews should be conducted at the end of each day or before the start of the next work day.

1. True
2. False

6-28. The DPR should be conducted in which of the following formats?

1. One-on-one only
2. No more than two recruiters at a time
3. Simultaneously for all recruiters
4. Any of the above

6-29. Prospect cards for no-show appointments that decline to reschedule should be checked for which of the following documentation?

1. The want and need
2. Complete blueprinting
3, The objection
4. The DBM

6-30. Prospect cards where the recruiter contacted someone other than the prospect should contain which of the following documentation?

1. Best time to contact the prospect
2. Blueprinting attempts
3. Referrals requested
4. All of the above

6-31. If an itinerary was conducted, the DPR should include which of the following information?

1. A review of each stop
2. An overview of the itinerary
3. A review of productive stops only
4. A review of schools visited only

6-32. As you summarize the DPR, which of the following techniques should you use?

1. Provide general direction for future activities
2. Provide precise direction for future activities
3. Reinforce what has not been accomplished
4. Reinforce each negative aspect of the DPR

6-33. Every DPR should end on a positive note to help the recruiter maintain a positive self-image.

1. True
2. False

6-34. Which of the following statements represents the philosophy you should follow for ZS production reviews with RINCs?

1. Standardize your DPR for all stations
2. Be as detailed as possible with all stations
3. Assume RINCs have taken care of all processing problems
4. Tailor each DPR to the experience and skill level of the RINC

6-35. Which of the following questions should the ZS ask RINCs last in station DPRs?

1. How many contracts are you going to write for the month?
2. Can you overship for the zone?
3. What do you need and how can I help you?
4. What are you going to do different tomorrow?

6-36. The PRIDE system is used for which of the following purposes?

1. Classification
2. Accounting and analysis
3. Communications
4. All of the above

6-37. Which of the following programs provide classifiers with enlistment program availability for USN programs?

1. CRGOAL
2. CAGOAL
3. CLASP
4. OCEAN

6-38. Which of the following programs is used to make actual reservations for seats once an applicant agrees to a program?

1. CAGOAL
2. CLASP
3. OCEAN
4. ONBRD

6-39. Accession file report programs are updated based on which of the following inputs?

1. Reservations and cancellations made with CLASP
2. Goals input through special function programs
3. Both 1 and 2 above
4. CHNAVPERS input

6-40. The SOLD report run at the end of the day will show which of the following information?

1. All new contracts for the day only
2. All new contracts and reclassifications for the day only
3. All new contracts, reclassifications, and attrites for the day
4. Previous days contracts, reclassifications, and attrites

6-41. Which of the following programs is considered to be the number one management tool in recruiting?

1. CLASP
2. NETCON
3. NEWZ
4. QUEST

● In answering questions 42 through 46, refer to the sample NETCON (fig 8-4) on page 8-13 of the text.

6-42. How many contracts did this district write yesterday?

1. One
2. Six
3. Eight
4. Nine

6-43. What is the shipping goal for the month of January?

1. 48
2. 113
3. 161
4. 165

6-44. How many more male upper mental group contracts need to be written to attain this month's goal?

1. 20
2. 22
3. 32
4. 58

6-45. What percent of the March shipping goal has been placed in DEP so far?

1. 61.7
2. 65.0
3. 73.0
4. 79.5

6-46. Before start of business this month, how many shippers had been contracted for the month of December?

1. 125
2. 130
3. 135
4. 160

l   In answering questions 47 through 50, select the PRIDE program described in the question.

6-47. The program that shows DEP quality for in-month and out 12 months and all in-month new contracts by quality.

1. ACCQAL
2. DEPQAL
3. DEPQFY
4. REPORT

6-48. The program used to evaluate in-month accession quality, showing the numbers shipped and left to ship for the month.

1. ACCQAL
2. DEPQAL
3. DEPQFY
4. REPORT

6-49. The program used to show quality for the current or next fiscal year.

1. ACCQAL
2. DEPQAL
3. DEPQFY
4. REPORT

6-50. The program that shows applicants scheduled to ship by cycle.

1. ACCQAL
2. DEPQAL
3. DEPQFY
4. REPORT

6-51. The NEWZ program provides which of the following information?

1. CNRC policy changes
2. Waiver status
3. Urgent information from Areas
4. All of the above

6-52. Recruiters must be entered in which of the following program files before they write a contract?

1. REPORT
2. PERSON
3. ONBRD
4. CONTRACT

6-53. Of the following programs, which lists attrites by name?

1. ATRRPT
2. ATRSEE
3. ATTRITE
4. QUEST

6-54. Applicants who have multiple reservations and those who have been in DEP over 1 year will be shown on which of the following programs?

1. ATRRPT
2. ATRSEE
3. QUEST
4. RESCYC

Textbook Assignment: Chapter 8, pages 8-16 through 8-23 and chapter 9, pages 9-1 through 9-8.

7-1.   Which of the following factors is most important in analyzing waivers?

1.   Mental group
2.   Approval rate
3.   Education level
4.   Type of waiver

7-2.   Once you have tallied factors in your waiver analysis, which of the following steps should you take next?

1.   Look for significant trends
2.   Look for the most common factor
3.   Train to all factors
4.   Train to most common factor

7-3.   Stations with consistently high percentages of waivers may need training in which of the following areas?

1.   Increase referral prospecting
2.   Increase will-grad recruiting
3.   Prospect in the quality market
4.   Prospect upper mental groups only

7-4.   When one of your stations has a significantly low percentage of waivers, you should check for which of the following problems?

1.   Ineffective blueprinting
2.   Undue restricting of enlistments
3.   Both 1 and 2 above
4.   Prospecting in the wrong market

7-5.   Your goal in attrition analysis should be to meet which of the following objectives?

1.   Identify DEP personnel with high attrition potential so that preventive action can be taken
2.   Identify DEP personnel with high attrition potential so additional time is not wasted on them
3.   Identify applicants with high attrition potential so they can be avoided
4.   Identify prospects with high attrition potential so they are not prospected

7-6.   DEP leadership should meet which of the following objectives?

1.   Train and motivate DEP personnel
2.   Generate referral activity
3.   Both 1 and 2 above
4.   Provide additional office manpower

7-7.   DEP leadership is a responsibility at which of the following levels in the chain of command?

1.   Recruiter of record only
2.   RINC only
3.   Recruiter, RINC, and ZS only
4.   Every level

7-8.   The RINC and recruiter should meet with new DEP members within what maximum time after processing?

1.   12 hours
2.   24 hours
3.   48 hours
4.   72 hours

7-9.   When evaluating a DEP meeting, you must consider which of the following questions as the most important question that needs to be answered?

1.   Did they get enough referrals?
2.   Were the DEP personnel attentive?
3.   If I were one of these DEP members, would I continue to attend DEP meetings?
4.   If I were one of these DEP members, would I feel obligated to give referrals?

7-10.   ZSs must conduct an executive telephone screening with what specific percentage of each station's DEP members each month?

1.   10 percent
2.   15 percent
3.   20 percent
4.   25 percent

7-11. When interviewing potential attrites, which of the following techniques should you use to determine the nature of the problem?

1. Ask rhetorical questions
2. Ask open-ended questions
3. Be assertive and brusque
4. Be kind and gentle

7-12. DEP family nights are most effective when held at which of the following levels?

1. Recruiter
2. Station
3. Zone
4. District

7-13. Approval for COI events should be obtained in advance from which of the following authorities?

1. NRD EPO
2. NRD CO
3. CNRA
4. CNRC

7-14. Regular DEP events should not exceed what dollar amount per person?

1. $4.50
2. $5.50
3. $7.00
4. $8.00

7-15. Mini-DEP events should be claimed for reimbursement in which of the following ways?

1. File an OPE claim
2. Submit the bill to the NRD LSO
3. Submit a voucher for disbursement to the NRD
4. Send a memorandum requesting reimbursement to the EPO

7-16. Which of the following goals should be met with effective time management?

1. Gain control of the timing and content of what you do
2. Gain control of every task and assignment
3. Have more leisure time
4. Have more time to plan and coordinate

7-17. As a supervisor, when you take on the problem of your subordinates, which of the following conditions exist?

1. You are now completely in charge
2. You are now working for your subordinates
3. You can ensure the problem is solved correctly
4. You have misused the chain of command

7-18. Delegating duties to subordinates should cause which of the following results?

1. Less responsibility for the manager
2. More accountability for the manager
3. More effective time management and training

7-19. You should prioritize each item on your "to do" list by importance and urgency.

1. True
2. False

7-20. How can the feedback loop in communication increase time management effectiveness?

1. Conversations will be shorter
2. You can hold the person accountable
3. You ensure understanding of the task assigned
4. The individual understands the assignment must be done quickly

7-21. Which of the following activities will contribute to more effective time management?

1. Simplify your work
2. Set clear cut goals
3. Keep organized files
4. All of the above

7-22. The frequency of station visits should be based on which of the following factors?

1. Size of station
2. Number of recruiters
3. Size of goal
4. Your observations

7-23. You should visit struggling stations as many times per week as possible.

1. True
2. False

7-24. Of the following items, which should you review before planning a station visit agenda?

1. LEADS and NALTS reports
2. POA&Ms
3. RQS status
4. All of the above

7-25. Station visit sheets should be used in which of the following ways?

1. Check all items listed at each visit
2. Check all production related items at each visit only
3. Check each item once during each month only
4. Use the list as a guide and check each item as applicable

7-26. As you enter a recruiting station, you should look around, putting yourself in the shoes of which of the following individuals?

1. Recruiter
2. RINC
3. Inspector
4. Prospect

7-27. If the RINC asks for unplanned assistance during a scheduled station visit, you should follow which of the following courses of action?

1. Skip your planned agenda and provide the requested assistance
2. Tell the RINC not to sidetrack you and follow planned agenda only
3. Follow you planned agenda first then, if time allows, provide the requested assistance
4. Provide the requested assistance first, then go on with your planned agenda

7-28. During a station visit, you should look for which of the following situations?

1. Systems being used incorrectly only
2. Obvious enlistment irregularities only
3. Things that are being done right
4. All of the above

7-29. ZS copies of the Station Visit Sheets should be maintained in which of the following locations?

1. Station folder
2. Station Notebook
3. Either 1 or 2 above

7-30. Major inspection problems are those that deal with which of the following subjects?

1. Production
2. Malpractice
3. Fraternization
4. Vehicle use

7-31. MITT is made up of experienced recruiting managers who provide which of the following services?

1. Problem identification
2. Training
3. Both 1 and 2 above
4. Counseling

7-32. Each NRS not inspected by MITT must be inspected within what maximum time period following the MITT inspection?

1. 1 month
2. 2 months
3. 3 months
4. 4 months

7-33. Which of the following personnel is NOT authorized to conduct a post-MITT periodic station inspection?

1. CO
2. EPO
3. CR
4. RINC

7-34. A production inspection should include which of the following portions of the MITT check-off?

1. Priority one only
2. Priority one and two only
3. Priority two and three only
4. All portions

7-35. The EPO may grant what maximum number of waivers for a station requiring a production inspection?

1. One
2. Two
3. Three
4. Four

7-36. Corrective plans should be developed to correct inspection discrepancies by which of the following personnel?

1. RINC
2. ZS
3. CR
4. EPO

7-37. Which of the following inspections take priority over all other types of inspections?

1. MITT
2. Production
3. Periodic
4. Turnover

7-38. The purpose of the inspection program is to identify which of the following factors?

1. Recruiter malpractice
2. Discrepancies, so they can be corrected
3. Misuse of government vehicles
4. Discrepancies, so they can be punished

7-39. Original inspection reports are maintained at the NRS for what minimum period of time?

1. 1 year
2. 2 years
3. 3 years
4. 4 years

7-40. Corrective action plans to correct inspection discrepancies must meet which of the following criteria?

1. Follow a specific format
2. Be a formal POA&M
3. Be written and implemented
4. Cover all production systems

7-41. Inspection Report Discrepancy Tracking Sheets should be initiated by which of the following personnel?

1. EPO
2. CR
3. ZS
4. RINC

7-42. As an inspector, you should maintain what kind of demeanor?

1. Stoic and reasonable
2. Aloof and assured
3. Pleasant and professional
4. Friendly and humorous

7-43. Zone production and planning meetings can fulfill which of the following purposes?

1. Training
2. Recognition
3. Team building
4. All of the above

7-44. Most zone production and planning meetings are conducted at what interval?

1. Weekly
2. Monthly
3. Quarterly
4. Semiannually

7-45. The format for your meeting depends on which of the following factors?

1. Time of the meeting
2. Location of the meeting
3. Agenda topics
4. Anticipated attendance

7-46. Training at zone meetings should be conducted by which of the following personnel?

1. Recruiters
2. RINCs
3. ZS
4. All of the above

7-47. During training meetings, you should give personnel a 10-minute break at which of the following intervals?

1. Every hour
2. Every 2 hours
3. Every 3 hours
4. Every half hour

7-48. Well planned meetings should include which of the following elements?

1. A roster
2. An agenda
3. A point paper
4. An impromptu talk

7-49. Agendas should be distributed at which of the following times?

1. At the meeting
2. After the meeting
3. The day prior to the meeting
4. Well in advance of the meeting

7-50.   Training at zone meetings should not exceed what duration?

1.   1 hour
2.   2 hours
3.   3 hours
4.   4 hours

7-51.   As a ZS, you should try to assume which of the following roles during your zone meeting?

1.   Commentator
2.   Documenter
3.   Facilitator
4.   Negotiator