## CHANGE RECORD

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### COURSE OUTLINE TABLE

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SECTION 2.0
SECURITY AWARENESS NOTICE

This course does not contain any classified material.

*****************************************************************************
SECTION 3.0
SAFETY/HAZARD AWARENESS NOTICE

This notice promulgates safety precautions for students at Navy Recruiting Orientation Unit (NORU). All personnel must remain alert for any hazards within the training facilities. At a minimum, each individual is responsible for knowing, understanding, and observing all safety precautions applicable to NORU. In addition, you are responsible for observing the following general safety precautions:

a. Each individual shall report for work rested and emotionally prepared for the tasks at hand.

b. You shall use normal prudence in all your functions, commensurate with the work at hand.

c. You shall report any unsafe conditions, or any equipment or material which you consider to be unsafe, and any unusual or developing hazards.

d. You shall warn others whom you believe to be endangered by known hazards or by failure to observe safety precautions, and of any unusual or developing hazards.

e. You shall report to the school any mishap, injury, or evidence of impaired health occurring in the course of your work or during non-training environment
SECTION 4.0
HOW TO USE YOUR STUDENT GUIDE

This publication has been prepared for your use while under instruction. It is arranged in accordance with the topics taught, and is in sequence with those topics. By using the table of contents you should be able to locate the lesson topics easily. By following the enclosed course schedule, you should be able to follow the course of instruction in a logical manner.

Under each topic there may be the following instruction sheets:

• **OUTLINE SHEETS**: Provide a listing of major teaching points. The outline is consistent with the outline of the discussion points contained on the DDA pages in the lesson plan. It allows the trainee to follow the progress of lesson topic, to take notes as desired, and to retain topic information for future reference.

• **INFORMATION SHEETS**: Amplify supplemental information from the reference materials for the course, from technical manuals, or from instruction books. You may be tested on this material during the course.

• **PROBLEM SHEETS**: Normally used for paperwork troubleshooting when the equipment is not available. Can also be used for drill-and-practice problems related to the topic.

• **JOB SHEETS**: Provide step-by-step instructions for developing your skills in performing assigned tasks and maintaining the equipment when and where the work is assigned, in the laboratory or practical areas.

• **ASSIGNMENT SHEETS**: To assist you in being prepared for the lesson topics and laboratory/practical exercises BEFORE they are presented by the instructor or occur in the course.

• **DIAGRAM SHEETS**: These are used as necessary to simplify the instruction. They are to aid you in understanding the systems, equipment, or topics presented.

All of the instruction sheets are identified by their unit and lesson topic number. They are listed in the order of their use. Each lesson topic will contain at least one Enabling Objective.

The Enabling Objectives listed in this Guide specify the knowledge and/or skills that you will learn during the course, and reflect the performance expected of you on the job. The Enabling Objectives specify the knowledge and/or skills you will learn in a specific lesson topic. You should thoroughly understand the Enabling Objectives for a lesson topic and what these objectives mean to you before you start each lesson topic.
Each learning objective contains behavior(s), conditions, and standards. They are defined as follows:

The **behavior** is a description of the performance and/or knowledge that you will learn in that lesson topic;

The **conditions** under which you will be able to perform or use the knowledge;

The **standard(s)** to which you will be able to perform or use the knowledge.

The objectives provide a means by which you can check your progress during training. The objectives also enable you to evaluate your training when you have finished, so you can ensure that you have satisfied the goals of the course. Your instructor will explain the objectives to you at the start of the course. Feel free to ask for additional information during training if you feel that you are not learning as you should.

- **STUDY TECHNIQUES:**

Classroom and laboratory sessions will be conducted by one or more instructors. You will be responsible for completing the material in this guide, some of it **before class time**. Prior to starting to use this guide, read through the front matter and become familiar with the organization of the material, then follow directions below for each lesson topic:

1. READ the Enabling Objectives for the lesson topic and familiarize yourself with what will be expected of you.

2. STUDY each reading assignment.

3. WRITE any written assignment.

- **EXAMINATIONS AND QUIZZES**

Exams and quizzes will be administered as required by the Course Master Schedule. A blitz is an informal test used to check for understanding, and may be given by your instructor at any time. These quizzes do not count toward your final grade. In any event, only the material covered will be tested. All computer or written tests will be in the form of multiple choice, completion, or true/false items. Labs/performance tests will be provided to test job skills as appropriate. Success on exams is dependent upon an understanding of the objectives, involvement in class activities, and good study habits.
SECTION 5.0
TERMINAL OBJECTIVES

Terminal Objectives:

1.1.0 **Complete** the 4 modules of classroom facilitated FULL SPEED AHEAD training building on the foundational elements of personal engagement, peer accountability and intervention, values-based decision-making, and leadership.

1.2.0 **Complete** the Navy Pride and Professionalism Workshop to **achieve** an understanding of the topics of Navy Core Values, Decision-Making, Communication and Conflict Management, Mentoring, Diversity, Equal Opportunity, Violent Crime and Suicide Awareness, Military Etiquette and Courtesy, Uniform Wear and Navy Family Readiness.

1.3.0 **Explain** the importance of proper fitness and nutrition in preparation for Officer Candidate School (OCS) and Recruit Training Command.

1.4.0 **Demonstrate** the adult cardiopulmonary resuscitation (CPR) steps required for certification by the American Heart Association.

1.5.0 **Demonstrate** ability to Run, Hide, Fight to survive an Active Shooter.

1.6.0 **Explain** ethical behavior and prohibited practices as they pertain to Navy Recruiting Command Personnel in accordance with Navy and NRC Directives.

1.7.0 **Deliver** a planned or impromptu speech to groups or organizations in support of the Navy Recruiting mission.

1.8.0 **Explain** uniform regulations to include grooming standards for both males and females in accordance with the NAVPERS 15665I

2.1.0 **Apply** the VALOR sales process by recalling each of the four phases.

2.2.0 **Identify** uses for the Interview Overlay.

2.3.0 **Apply** the four R’s of objection-handling to resolve specific prospect objections.

2.4.0 **Apply** VALOR Coaching conversation by recalling each of the four steps.

3.1.0 **Identify** whether a prospect meets standards, does not meet standards or needs a waiver to apply for a commission as a Navy Officer given a scenario in a group setting.
3.2.0 **Explain** the pathway to commissioning through establishing credibility and ensuring program requirements are met in accordance with program authorizations. Develop a credibility kit Using Microsoft Power Point.

3.3.0 **Explain** how to identify officer market types and how use affinity groups, OSTEMM and ORAMPS to assist in penetrating the market.

3.4.0 **Explain** program availability and timelines and how to effectively network and engage with gatekeepers. **Explain** the steps to effectively engage with strategic partners and develop mutual value to win high demand Prospects.

3.5.0 **Describe** officer kit flow. **Explain** the requirements for Very Important Prospects and **Conduct** kit quality assurance given a completed kit in a group.

3.6.0 **Explain** Medical programs and products.

3.7.0 **Identify** a Medical Officer market given an officer program and PM weekly.

3.8.0 **Explain** GENOFF programs and products.

3.9.0 **Summarize** the Navy recruiting NROTC program in support of the Navy Recruiting Mission.

3.10.0 **Demonstrate** an awareness of and a greater respect for a wide range of ideas, values, beliefs and behaviors Different from one’s own.

4.1.0 **Describe** Fair Share Allocation, and the Station Marketing Analysis Review Technique (SMART) System and ANALYZE ASAD by filtering columns and use the AVERAGE functions to identify where quality markets exist.

4.2.0 **Describe** and **demonstrate** in detail the processes of fair share goaling at the station and division levels within a Navy Recruiting District (NRD).

4.3.0 **Identify** the various modes, methods and tools used for prospecting in the Navy Recruiting environment.

4.4.0 **Explain** the relationship between Enlisted Recruiting Production Management System and long term recruiting success.

4.5.0 **Determine** qualifications for applicants deserving enlistment by utilizing the COMNAVCURITCOMINST 1130.8 (Series).

4.6.0 Properly **conduct** an effective Daily Production Review (DPR) in accordance with COMNAVCURITCOMINST 1130.8 (Series).

4.7.0 **Explain** the need for and process of Attrition Analysis in the Operations Department.
4.8.0 **Analyze** MEPs conversion and Identify potential training opportunities.

4.9.0 **Identify** importance of social media to U.S. Navy Recruiting Command.

4.10.0 **Explain**, implement and maintain an effective and productive Delayed Entry Program (DEP) Program in accordance with COMNAVCURITCOMINST 1130.8 (Series).

4.11.0 **Explain** the relationship between the ASVAB Career Exploration Program and the PiCAT testing procedures for recruiting.

4.12.0 **Determine** a planned approach in utilizing the High School / Community College Program.

5.1.0 **Explain** the Navy Recruiting Command’s organization and how the Career Recruiting Force impacts pride and mission.

5.2.0 **Utilize** the Training Program to identify and correct production recruiter deficiencies to maximize productivity.

5.3.0 **Utilize** the training program to properly train recruiters on PQS and strengths and weaknesses.

5.4.0 **Explain** in detail the philosophy and basic components of the Recruiting Command Advancement Program (NRMAP) and incentives.

5.5.0 **Explain** the characteristics and use of transformational leadership, transactional leadership, and situational leadership as it pertains to recruiting leaders in the current recruiting environment.

5.6.0 **Demonstrate** the ability to effectively deliver a Standard Operating Procedures (SOP) in a classroom environment utilizing Personal Leadership Philosophy (PLP).

5.7.0 **Communicate** the requirements for completion and submission of Performance Evaluations and Fitness reports.

5.8.0 **Describe** recruiting personnel actions, including fault, no fault transfers, and NRD change of station/move requests.

5.9.0 **Identify** the uses of the SWOT Analysis and **Demonstrate** the ability to perform a SWOT Analysis on NRS, Division, or District.

5.10.0 **Explain** the NRC Privacy Program requirements as they pertain to officer and enlisted recruitment and processing.
5.11.0 **Explain** the Navy Enlisted Retention and Career Development Program and the purpose of the Career Navigator Program (CAREER WAYPOINT).

5.12.0 **Achieve** an understanding of the organization and content of the Enlisted Recruiting Manual (CRUITMAN).

6.1.0 **Explain** the Naval STEM (Science Technology Engineering Mathematics) program.

6.2.0 **Describe** the role of the LEADS Production Team (LPT) and how it contributes to NRD mission attainment.

6.3.0 **Identify** prior service markets and **Explain** the requirements of the NAVET/OSVET Programs.

6.4.0 **Explain** the purpose of the Personalized Recruitment for Immediate and Delayed Enlistment (PRIDE) program and demonstrate how to use the system to enlist applicants into the Navy and its reports functions.

6.5.0 **Utilize** the Web R-TOOLS System in support of the Navy Recruiting mission.

6.6.0 **Recognize** how Navy Operational Stress Control (OSC) can enhance your ability to prosper physically, emotionally and professionally.

6.7.0 **Demonstrate** an understanding on resolving issues using hypothetical scenarios that arise in the daily recruiting environment.
### SECTION 5.0 COURSE MASTER SCHEDULE

#### COURSE MASTER SCHEDULE

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| 2.4     | Instruction | 2.0      | VALOR Coaching                | 24:1  |
| 2.4     | LAB    | 1.5      | VALOR Coaching Role Play      | 24:1  |
| 2.1/2/3 | LAB    | 3.0      | VALOR Sales Lab Demonstration| 24:1  |

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| 3.4       | Instruction | 2.0      | Officer Recruiting Prospecting | 24:1  |
| 3.5       | Instruction | 2.0      | Officer Kit and Processing     | 24:1  |

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| 3.8       | Instruction | 2.0      | GENOFF Programs AC & RC        | 24:1  |
| 3.9       | Instruction | 1.0      | NROTC                          | 24:1  |
| 3.10      | Instruction | 1.0      | Cultural Competence            | 24:1  |
| 3.2       | Presentation | 1.5      | Present Credibility Kits       | 24:1  |

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CRFA Week 6

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| Day 2 | | | | | |
|-------|---------|----------|--------------------------------|-------|
| -     | PT      | 2.5      | Command Physical Fitness       | 24:1  |
| -     | Exercise| 2.0      | DLCPO PQS training             | 24:1  |
| 6.7   | Presentation | 3.0   | Challenged Division Scenarios (Preparations) | 24:1 |

| Day 3 | | | | | |
|-------|---------|----------|--------------------------------|-------|
| 6.7   | Presentation | 3.0     | Challenged Division Scenarios (Presentation) | 24:1 |
|       | Instruction | 1.0      | Challenged Division Scenario debrief | 24:1  |
| -     | Presentation | 3.0     | ARGDOAL, PRIDE and Business Rules | 24:1  |

| Day 4 | | | | | |
|-------|---------|----------|--------------------------------|-------|
| -     | PT      | 2.5      | Command Physical Fitness       | 24:1  |
| -     | Exam    | 1.5      | CRFA Week 6 Test               | 24:1  |
| -     | Admin   | .5       | Course Critiques               | 24:1  |
| -     | Admin   | 1.0      | Computer Turn In               | 24:1  |
| -     | Admin   | .5       | OIC Brief                      | 24:1  |
| -     | Admin   | .5       | SEL Brief                      | 24:1  |
| -     | Admin   | .5       | Graduation Rehearsal           | 24:1  |
| -     | Admin   | 1.0      | Field Day/Community Service    | 24:1  |

| Day 5 | | | | | |
|-------|---------|----------|--------------------------------|-------|
| -     | Admin   | 1.0      | Service Record Review          | 24:1  |
| -     | Admin   | 1.0      | Admin/Training Jacket Review   | 24:1  |
| -     | Admin   | 1.0      | Graduation                     | 24:1  |
# SECTION 7.0 RECRUITING TERMS, ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>A</th>
<th>Definition</th>
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<tbody>
<tr>
<td>“A” Cell</td>
<td>Upper Mental Group, High School Diploma Graduate</td>
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<tr>
<td>ACDU</td>
<td>Active Duty</td>
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<tr>
<td>ACES</td>
<td>Aviation Certification Examination Screening</td>
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<td>ACR</td>
<td>Assistant Chief Recruiter</td>
</tr>
<tr>
<td>ACT</td>
<td>American College Test</td>
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<tr>
<td>ADCO</td>
<td>Advertising Coordinator</td>
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<td>ADDOCS</td>
<td>Advance Documents</td>
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<td>ADSO</td>
<td>Advertising Systems Officer</td>
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<td>AECF</td>
<td>Advanced Electronics Computer Field</td>
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<td>AEF</td>
<td>Advanced Electronics Field</td>
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<td>AFQT</td>
<td>Armed Forces Qualification Test</td>
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<td>AIS</td>
<td>Automated Information Systems</td>
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<td>AMCAS</td>
<td>American Medical College Admissions Screening</td>
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<td>AMDO</td>
<td>Aviation Maintenance Duty Officer</td>
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<tr>
<td>ANTHROS</td>
<td>Anthropometrical Measurements</td>
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<tr>
<td>AQR</td>
<td>Academic Qualification Test (Part of the ASTB)</td>
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<tr>
<td>AR GOAL</td>
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<tr>
<td>ASAD</td>
<td>All Services Accession Data</td>
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<td>ASTB</td>
<td>Aviation Selection Test Battery</td>
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<td>ASVAB</td>
<td>Armed Services Vocational Aptitude Battery</td>
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<tr>
<td>ATB</td>
<td>Authority to Buy</td>
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<td>ATF</td>
<td>Advanced Technical Field</td>
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<tr>
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<td>BCNR</td>
<td>Board for Correction of Naval Records</td>
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<td>BDCP</td>
<td>Baccalaureate Degree Completion Program</td>
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<td>BE</td>
<td>Binocular Visual Efficiency</td>
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<td>BEERS</td>
<td>Basic Enlistment Eligibility Requirements</td>
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<tr>
<td>BERS</td>
<td>Basic Eligibility Requirements</td>
</tr>
<tr>
<td>BI</td>
<td>Background Investigation</td>
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<tr>
<td>BLUE &amp; GOLD</td>
<td>Reserve Officer (Assists in Recruiting for Officer for the Naval Academy)</td>
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<tr>
<td>BOOST</td>
<td>Broadened Opportunity for Officer Selection and Training</td>
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<td>BOY</td>
<td>Beginning of Year</td>
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<td>BPOR</td>
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<td>Background Questionnaire</td>
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<td>Business Reply Card</td>
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<td>Chief Administrator</td>
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<td>CCB</td>
<td>Configuration Control Board</td>
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<td>Description</td>
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<tr>
<td>CEC</td>
<td>Civil Engineer Corps</td>
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<tr>
<td>CEU</td>
<td>Continuing Education Units</td>
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<td>CLO</td>
<td>Campus Liaison Officer</td>
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<td>CM</td>
<td>Collateral Materials Card</td>
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<td>CMO</td>
<td>Chief Medical Officer</td>
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<tr>
<td>CMP</td>
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<td>CNGREC</td>
<td>Change Record (Change a record in the PORT System)</td>
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<td>CNRC</td>
<td>Commander, Navy Recruiting Command</td>
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<tr>
<td>CNRRC</td>
<td>Commander, Navy Reserve Recruiting Command</td>
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<tr>
<td>COI</td>
<td>Center of Influence</td>
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<tr>
<td>COMDOCS</td>
<td>Commissioning Documents</td>
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<td>COMNAVCURITCOM</td>
<td>Commander, Navy Recruiting Command</td>
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<td>CONSUBPAY</td>
<td>Continuous Submarine Pay</td>
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<td>CPR</td>
<td>Cardiopulmonary Resuscitation</td>
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<td>Chief Recruiter</td>
</tr>
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<td>CRF</td>
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<td>CRUITMAN</td>
<td>Recruiting Manual</td>
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<td>Career Recruiter Force Hometown Recruiter</td>
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<td>DoDMERB</td>
<td>Department of Defense Medical Examination Review Board</td>
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<td>Drop on Request or Date of Rank</td>
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<td>Information Management Plans</td>
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<td>INTERN</td>
<td>Person engaged in first year of medical education after medical school.</td>
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<td>Application Forms &amp; Documents</td>
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<td>Local Effective Accession Delivery System</td>
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<td>Law School Admission Test</td>
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<td>Logistics Support Manual</td>
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<td>Logistics Support Officer or Learning Standards Officer</td>
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<td>LEAD Tracking Center Supervisor</td>
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<td>Maximum Allowable Quantity</td>
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<td>MEDIVP</td>
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<td>Military Service Obligation</td>
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<td>Medical Support Petty Officer</td>
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<td>NAO</td>
<td>National Agency Check/Local Agency Check/Credit Check</td>
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<td>NALT</td>
<td>National Advertising Leads Tracking System</td>
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<td>NASIM</td>
<td>Naval Aerospace Medical Institute</td>
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<td>New Accession Training</td>
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<td>Navy Recruiting</td>
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<td>College Assistance/Student Headstart Program</td>
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<td>National Chief Recruiter</td>
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<td>NEC</td>
<td>Navy Enlisted Code</td>
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<tr>
<td>NETCOM</td>
<td>New Enlistment Contracts Report</td>
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<tr>
<td>NEWREC</td>
<td>New Record (Create a new record in PORT system)</td>
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<td>Nuclear Field Program</td>
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<td>Naval Flight Officer Candidate</td>
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<td>NFQT</td>
<td>Nuclear Field Qualification Test</td>
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<td>NOIC</td>
<td>Navy Opportunity Information Center</td>
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<tr>
<td>NORS</td>
<td>Navy Officer Recruiting Station</td>
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<td>NORU</td>
<td>Navy Recruiting Orientation Unit (AKA NAVCRUITCOM ORIENT UNIT)</td>
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<td>Non-Pay</td>
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<td>NPQ</td>
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<td>Non-Prior Service</td>
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<td>Navy Parachute Team</td>
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<td>Navy Recruiting Accession Management System</td>
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<td>NRLA</td>
<td>Navy Recruiting Leadership Academy</td>
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<td>NROTC</td>
<td>Naval Reserve Officer Training Corps</td>
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<td>NRR</td>
<td>Navy Recruiting Region</td>
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<td>NRS</td>
<td>Navy Recruiting Station</td>
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<td>NSHS</td>
<td>Naval School of Health Sciences</td>
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<tr>
<td>NSI</td>
<td>Naval Science Institute or Naval Science Instructor</td>
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<td>Nuclear Trained Officer</td>
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<td>NTT</td>
<td>National Training Team</td>
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<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>NUPOC</td>
<td>Nuclear Propulsion Officer Candidate</td>
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<td>O</td>
<td>Officer Aptitude Rating</td>
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<td>NAVETs discharged to over manned ratings reenlist with a guaranteed “A” school in a critical rating.</td>
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<tr>
<td>SAM</td>
<td>Sea and Air Mariner</td>
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<td>SAPR</td>
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<td>SAT</td>
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<td>SATO</td>
<td>Scheduled Airline Ticket Office</td>
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<td>Strong Campbell Interest Inventory</td>
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<td>SDA</td>
<td>PAY Special Duty Assignment Pay</td>
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<td>Standardized Territory Evaluation and Analysis for Management</td>
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Terminal Objective:

1.1.0 Complete the 4 modules of classroom facilitated FULL SPEED AHEAD training building on the foundational elements of personal engagement, peer accountability and intervention, values-based decision-making, and leadership.

Enabling Objectives:

1.1.1 Describe what a picture of “right” looks like with regard to the Navy’s Core Values, the Navy Ethos, the Navy’s Core Attributes and the Navy’s culture of professionalism and values that distinguish it from other “cultures of business.”

1.1.2 Demonstrate how to make “right” actionable beyond merely following the rules by doing the right thing (socially, morally, ethically, and legally), whether or not explicitly stated in rules and regulations.

1.1.3 Recognize that small behaviors and small steps towards positive change (personally, professionally, and in the workplace) create a ripple effect in the behavior of others.

1.1.4 Describe barriers to behavioral and cultural change, including long-held traditions and practices; social consequences of intervening or attempting to influence change; the pull of one’s culture and environment; and resistance from micro-climates, peers, and leaders.

1.1.5 Recognize that silence in the face of wrong-doing will be perceived as consent by shipmates and as authorized behavior by subordinates.

1.1.6 Describe the influential role of the Sailors in the “Critical Middle” (E5-E8, O1-O4) with regard to their unique ability to motivate, inspire, and influence positive culture change due to their direct leadership of Junior Sailors as well as their access to Sailors higher in the chain of command.

Topic Outline:

1. Introduction
   a. The purpose of the Full Speed Ahead (FSA) training course builds on the foundational elements of personal engagement, peer accountability and intervention, values-based decision-making, and leadership articulated in the Take the Helm (SAPR-L, SAPR-F), Bystander Intervention to the Fleet (BI2F), and Chart the Course (CTC) training products.

   (1) – We’re all influenced, to some degree, by those around us. And just as we’re influenced by others, we leave an impact on others too.
(a) Have you ever stopped to think about what kind of impact you leave?

(b) Do you inspire and motivate those around you?

(c) Do you promote a culture of excellence?

(2) The focus of this course is on each one of us.

(a) It’s about how our actions and our leadership can have a direct and positive impact on our shipmates and our Navy profession, and how those actions and leadership can elevate our entire culture.

(b) Each of us needs to own this.

   i. This is not a charge for the Sailors to the left and right of us.

   ii. It’s not for the Sailors who are higher in rank than us or lower in rank than us.

   iii. It’s a call to me. It’s a call to you.

(c) As professional Sailors, it’s a call that every single one of us has the responsibility to answer.

2. Module 1: INTEGRITY

   a. Integrity means that our behaviors and our decisions align with our values as a profession.

      (1) We must uphold the values of the Navy, 24/7.

      (2) To elevate our workplace and our Navy culture, every Sailor must set a positive example for shipmates.

      (3) Every Sailor’s conduct must be upright and honorable at all times, even when no one is looking.

      (4) One person can create a domino effect for positive change

   b. View Video 1 ACT 1, then be prepared to answer and discuss the following questions:

      (1) There was a lot going on in that video.

         (a) Was there anything that made you think, “Wow, they seem to have some issues”?
(2) Would you say that the issues you just mentioned reflect on the characters’ integrity? Why?

(3) Which characters did demonstrate integrity?
   
   (a) How?

(4) As Sailors, where do we learn our shared professional values?

(5) Think about some of the things you value.
   
   (a) Do those values affect how you behave and influence the decisions you make?
      
      i. Explain.

(6) We can all probably think of real life examples of Sailors who did not act with integrity.
   
   (a) Why do you think sailors sometimes make destructive decisions?

(7) The Navy is unlike corporate America; we constitute a profession of arms.
   
   (a) Why is it so important that we conduct ourselves in accordance with Navy’s values, both on and off duty?

(8) When we talk about influential leadership and positive culture change, Sailors in the E5-E8 and O1-O4 range are sometimes referred to as the “Critical Middle.”
   
   (a) Why?

(9) What other things can you do to foster a culture of trust and respect?
   
   c. Participate in the Classroom Activity “CREATE YOUR OWN ENDING”; be prepared to answer and discuss the following questions:

   (1) It’s pretty easy to sit here in training and say, “Walsh needs to turn Jordan down and report her.” But if you found yourself in this situation in real life, it would probably be much more difficult.

      (a) Why?

   (2) Whose responsibility is it to ensure that Sailors uphold the Navy’s values, act with integrity, and reinforce the culture of excellence?
(3) Is it possible for one person to counteract a negative culture?

(a) If so, how?

d. View Video 2 INTEGRITY

3. **Module 2: ACCOUNTABILITY**

a. View Video 3 ACT 2, then be prepared to answer and discuss the following questions:

(1) Who was responsible for the error in this situation?

(2) When we make an error, how can we demonstrate accountability in the immediate term?

(3) In the long term?

b. Participate in the Classroom Activity “AVERT THE CRISIS”; be prepared to answer and discuss the following questions:

(1) It can be intimidating to approach our leaders-especially with problems.

(a) Why?

(2) What advice can you share with Junior Sailors about reaching out to leaders for help and support?

(3) Have any of you ever experienced a situation in which you lacked information, resources, or support?

(4) Can someone tell us about that situation and how it affected you?

(5) To avoid setting our Sailors up for failure, we need to ask ourselves some tough questions:

(a) What types of questions do we need to consider before issuing a tasker?

(b) How should leaders react when Sailors respond to tasks by asking “why?”

c. View Video 4 ACCOUNTABILITY

4. **Module 3: INITIATIVE**
OUTLINE SHEET 1.1
FULL SPEED AHEAD

a. View Video 5 ACT 3, then be prepared to answer and discuss the following questions:

(1) What are some ways in which initiative was demonstrated in the drama?

(2) It can be frustrating to work with or supervise Sailors who do the minimum required and then call it a day.

(a) If you’ve had a peer or subordinate like that, did you find any workarounds or strategies to address the negative impact of that attitude in your workplace or unit?

(3) Rewards and incentives can go a long way towards motivating Sailors and encouraging initiative.

(a) What types of rewards and incentives do you find motivating?

(4) Sometimes, for efficiency, leaders consistently give the same Sailor the most important tasks. Unfortunately, there are consequences to playing favorites.

(a) What are they?

b. Participate in the Classroom Activity “ROOM FOR IMPROVEMENT”; be prepared to answer and discuss the following questions:

(1) What can you do to empower Junior Sailors and encourage initiative?

(2) Petty Officer Sumner took Chief and Gunno’s rejection pretty hard.

(a) If you were in Walsh’s shoes, what would you tell Sumner about showing initiative and perhaps about resilience?

c. View Video 6 INITIATIVE

5. Module 4: TOUGHNESS

a. View Video 7 ACT 4, then be prepared to answer and discuss the following questions:

(1) Toughness has a few different meanings.

(a) In what ways are sailors tough?

(2) Petty Officer Walsh realizes that she has demonstrated toughness throughout her Navy career.
(a) Thinking back throughout the entire video, when and how did she demonstrate toughness and other core attributes?

(3) What can we all do, on a regular basis, to make it easier for Sailors to speak up when they need help?

6. FULL SPEED AHEAD CONCLUSION

   a. Summary and Review.

   b. Exercise good judgment when making decisions.

      (1) Act professionally at all times and treat everyone with dignity and respect.

      (2) Do what is “right” when faced with any decision, even the hard ones.

      (3) Reflect on the Navy Core Values and Navy Ethos to guide your actions.

        (a) Will you be proud of your decision afterward?

7. Application

   a. Apply Full Speed Ahead in all areas of personal and professional life.

8. Evaluation

   a. CBT

9. Assignment

   a. None.
Terminal Objective:

1.2.0 Complete the Navy Pride and Professionalism Workshop to achieve an understanding of the topics of Navy Core Values, Decision-Making, Communication and Conflict Management, Mentoring, Diversity, Equal Opportunity, Violent Crime and Suicide Awareness, Military Etiquette and Courtesy, Uniform Wear and Navy Family Readiness.

Enabling Objective:

None

1. Introduction

2. Navy Pride and Professionalism workshop that addresses basic Navy principles and policies for Sailors.

3. Assignment
   a. None

4. Evaluation
   a. None

5. Application
   a. None.
Terminal Objective:

1.3.0 Explain the importance of proper fitness and nutrition in preparation for Officer Candidate School (OCS) and Recruit Training Command.

Enabling Objectives:

1.3.1 Identify the three primary elements of a physical fitness program.

1.3.2 Describe the importance of proper nutrition and the role that it has in promoting fitness and overall health.

1.3.3 Explain the recommended exercise sequence to improve performance and reduce injury.

1.3.4 Explain how to avoid common initial training injuries.

1.3.5 Explain the importance of proper hydration as it pertains to nutrition and the reduction of heat causalities.

1.3.6 Explain the Wet Bulb Globe Temperature/Heat Index limitations for conducting Physical Training outdoors.

Topic Outline:

1. Introduction

2. Safety while conducting Future Sailor physical training (PT) is the primary concern. All Recruiting personnel will follow the NRC F&NG strictly. Do not assume more risk for Future Sailor, yourself, or the Navy.

3. The three primary elements of a physical fitness program:

   a. Aerobic (Cardiovascular)

      (1) Aerobic activities, such as running and swimming, help the heart, lungs and blood vessels become more effective at delivering to the muscles what they need to function – oxygen and glucose.

   b. Muscular Strength and Endurance

      (1) These activities include exercises such as pushups, curl-ups, or weight training. Muscular strength and endurance activities help your muscles become stronger,
OUTLINE SHEET 1.3
FUTURE SAILOR PT, FITNESS AND NUTRITION

giving them both the raw strength and ability to work repeatedly without undue fatigue.

c. Flexibility

(1) Flexibility or stretching exercises are necessary to prevent injury to the muscles and joints, and to allow the muscles to work efficiently through a full range of motion.

4. The recommended exercise sequence below will improve performance and reduce the risk of injury. As with any exercise program, there is always some risk of injury. Remember to pace yourself, especially if you have not been regularly exercising. The sequence should be conducted three to six days per week for best results.

a. Warm-Up. A warm-up prior to exercise is recommended to prepare the muscles and heart for the workout. Participation in a 3 to 5 minute warm-up during the first portion of your exercise session will assist you in decreasing your chances of getting injured. Examples of warm-up exercises include walking, slow jogging, or any non-vigorous, low intensity activity.

b. Stretching. After your warm-up, you should always begin with a period of stretching. Stretching makes the muscles, ligaments, and tendons more flexible and elastic-like. Rather than tearing or breaking when under strain, a flexible muscle is more likely to stretch and give. Flexibility prevents injuries, like back injuries and sprained ankles, and helps you perform everyday tasks with greater ease. Page 6 of the NRC F&NG provides various different stretches.

c. Physical Activity Session

(1) Aerobic (walking, jogging, swimming, cycling, Elliptical, rowing, etc)

(2) Confined Space Exercise Routine. Ten listed exercises in the NRC Fitness and Nutrition Guide. Routine can be conducted more than once during a Physical Training Session. It is extremely important to know and understand the fitness levels/abilities and continue to monitor your Future Sailors as you lead them through Physical Training.

(3) Muscular strength/endurance exercises. Additional Strength Training exercises can be performed by Future Sailors to increase their muscular strength. These exercises require a gym facility with listed/type equipment. Recruiters should not be conducting these exercises with their future Sailor, however exercises are listed for Future Sailor’s benefit.
OUTLINE SHEET 1.3
FUTURE SAILOR PT, FITNESS AND NUTRITION

(a) Leg Press/Squat Machine
(b) Leg Extension
(c) Chest/Bench Press
(d) Lat Pull Down/Mid Row
(e) Bicep Curls
(f) Triceps Extension

(4) Sporting event participation

d. Cool down/Stretching. A cool-down consists of 5-10 minutes of light to moderate slow activity such as walking or spinning slowly after vigorous exercise, followed by stretching. Stopping exercise abruptly can result in lightheadedness and can cause excessive stress to your heart. A proper cool down reduces heart rate and breathing gradually. Types of cool down exercises and stretching include:

Bridge Pose
(1) Plank/Dolphin Plank Pose
(2) Lunge Shoulder Stretch
(3) Seated Lower Back Stretch
(4) Additional stretches from the Warm-up/Stretching portion of the Future Sailor PT Guide.

5. Injury Prevention. The 5 primary injuries most commonly incurred by personnel during Navy initial training schools include: ligament sprains, muscle strains, shin splints, stress fractures, and runners knee (also known as Iliotibial Band Friction Syndrome [ITBS]). Approximately 20% of individuals participating in initial training will obtain these types of injuries, which could affect their successful completion of initial training.

a. Sprains

(1) A sprain is a partial or complete tear of a ligament, the tissue that binds bones together to form a joint. A sprain is most often a result of a sudden force, typically a twisting motion that surrounding muscles are not strong enough to control. Both ankles and knees are vulnerable to sprains during initial training.

b. Strains

(1) A muscle strain is a partial or complete tear of muscle fibers or a tendon and is sometimes referred to as a muscle “pull”. There are many different causes, but it most often results from a violent contraction of the muscle. A strain may be caused by fatigue, overexertion, muscle imbalance or weakness, or electrolyte or water imbalance. To prevent strains, complete a full-body warm-up before working out,
take precautions not to overdo, and work toward balancing the strength and flexibility in opposing muscles.

c. Shin Splints

(1) A shin splint refers to any pain in the front of the lower leg (shin). Early signs are acute burning pain or irritation in the lower third of the leg. This may progress to slight swelling, redness, warmth, and inflammation. Shin splints may come early in an exercise program and are particularly common in those who are out of shape, overweight, or who have anatomical/mechanical problems.

d. Stress Fracture

(1) A stress fracture is a very small, microscopic break in a bone caused by overuse. Unlike a broken bone, which occurs with a distinct traumatic event, a stress fracture is the result of cumulative overload that occurs over many days or weeks. Doing too much too soon is the major cause. Bone is living tissue that adjusts to exercise force demands placed on it. As force is applied, bone will remodel itself to better handle the force. If too much force is applied, the bone may fracture before it can successfully remodel. Running extreme mileage, doing impact activities such as running, wearing worn-out shoes, exercising on hard surfaces such as asphalt or concrete, and having poor foot mechanics may cause a stress fracture.

e. Runner’s Knee (Iliotibial Band Friction Syndrome)

(1) Runners knee is an overuse condition commonly occurring in runners, in individuals who are out of shape or who do too much physical activity too soon (overuse). Running repetitively along the outside slope found on many paved streets may also cause Runner’s Knee. The iliotibial band is located on the outside part of the thigh and connects at the knee. Irritation usually develops at the outside thigh and knee area where friction is created.

6. Nutrition is vital in maintaining a healthy diet and providing your body with the proper nutrients needed for a lifestyle which promotes fitness and overall health. Your body is like a car. How well it performs is based on:

| Quality Fuel | → | Good Nutrition |
| How well it is tuned | → | Exercise |
| How much drag factor | → | Excess Weight |

a. Some helpful guidelines to follow:
OUTLINE SHEET 1.3
FUTURE SAILOR PT, FITNESS AND NUTRITION

(1) Eat at least 3 meals per day. Add an additional 3 healthy snacks in between meals to suppress hunger. Avoid missing any meals.

(2) Eat 2-3 cups of fruit and vegetables per day.

(3) Choose Whole Grains (“whole” wheat bread, cereal)

(4) Choose lean protein (*non-fried* chicken, fish, pork, beef)

(5) Limit sugary beverages (soda, energy drinks, punch)

(6) No more than one dessert of sweet per day.

b. During the course of the day snacking on healthy foods can minimize the amount of sugars and unhealthy preservatives. Some healthy alternatives include:

(1) Whole grain breads, bananas

(2) Low fat cheese, turkey

(3) Rice, fruit, low fat yogurt

(4) Instant oatmeal, raisins, nuts.

c. Effective weight loss and living a healthy lifestyle requires healthy food choices and regular physical activity. Diets and starvation do not work in the long run, and should not be attempted as a means of rapid weight loss! A food diary is one of the most effective tools for making changes to the way that you eat. Include everything you eat and drink for multiple days. Identify trends and set goals for you to make gradual improvements.

d. There is NO magic pill or fad diet that will help you achieve results. Following these simple steps will help you achieve a higher level of fitness and health:

(1) Track your daily food intake on a food log.

(2) Be active at least 60 minutes per day.

(3) Eat Breakfast every day.

(4) Sleep 7-8 hours per night.

(5) Set realistic goals: No more than 1-2 pounds of weight loss per week.

(6) Get support from your recruiter, peers, family, etc.

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(7) Never give up!

7. Safety before, during, after conduct of Future Sailor PT. It is your responsibility to ensure that physical activities are conducted in a safe and proper manner. The following conditions MUST be met before conducting ANY Physical Training evolutions with Future Sailors or Officer Candidates/Direct Accessions. The following list is not all inclusive. All requirements are listed in the Navy Recruiter Guide for Physical Activity.

a. All Physical Training sessions will be monitored by at least one CPR qualified Recruiter who has completed the online NKO CFL course and one dedicated safety observer.

b. Future Sailors and Officer Candidates/Direct Accessions will NOT be used as safety observers.

c.ORM checklist will be completed in advance of organized PT.

d. All participants will have a valid MEPS (or other NRC authorized) physical examination and have signed the Hold Harmless Agreement.

e. Temperature conditions must be appropriate for outdoor PT.

f. Verify the Wet Bulb Globe Temperature limitations only if conducting PT on a military installation and follow flag conditions (Black Flag + NO PT OUTDOORS). Conduct PT off military installations only under approved NRC guidelines.

   (1) \[ \text{WBGT} = (\text{WBT} \times 0.7) + (\text{Air Temperature} \times 0.3) \]

9. Summary & Review

10. Evaluation

   a. CBT

11. Application

   a. Use in daily recruiting activities and in own personal fitness and nutrition plan.

12. Assignment

OUTLINE SHEET 1.4
CARDIOPULMONARY RESUSCITATION (CPR)

Terminal Objective:

1.4.0 **Demonstrate** the adult cardiopulmonary resuscitation (CPR) steps required for certification by the American Heart Association.

Enabling Objective:

None

1. Introduction

2. Adult cardiopulmonary resuscitation (CPR) course for certification by the American Heart Association.

3. Assignment
   a. None

4. Evaluation
   a. Skills Demonstration

5. Application
   a. For emergency use on and off duty once certified
Terminal Objective:

1.5.0 **Demonstrate** ability to Run, Hide, Fight to survive an Active Shooter.

Enabling Objective:

None

1. Introduction

2. Video is shown to demonstrate what to do in the event of an active shooter.

3. Assignment
   a. None

4. Evaluation
   a. None

5. Application
   a. None.
Terminal Objective:

1.6.0 Explain ethical behavior and prohibited practices as they pertain to Navy Recruiting Command Personnel in accordance with Navy and NRC Directives.

Enabling Objectives:

1.6.1 Describe NRC Fraternization policy as it pertains to applicants, prospects and Future Sailors.

1.6.2 Explain the policies regarding familiarization or Coaching of applicants and Future Sailors by recruiting personnel.

1.6.3 Identify the four different types of recruiting irregularities and investigations.

1.6.4 Explain the use of Government Vehicles to include Domicile to Duty procedures, emergency and accident procedures, and Government Vehicle Credit Card Use.

1.6.5 Explain Government Cellular Phone Use.

1.6.6 Explain the policies and requirements of the Government Travel Card.

1.6.7 Explain the use of the Recruit With Integrity Card

1. Introduction.

2. Definition of Fraternization: Any personal relationship prejudicial to good order and discipline, or of a nature to bring discredit on the naval service. Certain prohibited activities, behavior, transactions which include personal relationships that do not respect the difference between grade or rank, and relationships between recruiting personnel and prospects, applicants or Future Sailors. Personal relationships that are unduly familiar between recruiting personnel, prospect, applicants, Future Sailors or their family members are prohibited.

a. Definition of a Prospect. Any person who has expressed, to recruiting personnel, an interest in enlisting or receiving an appointment in the U. S. Navy or U. S. Navy Reserve and who appears to possess, or who may in the future possess, the potential and qualifications for enlistment or appointment in the U. S. Navy or U. S. Navy Reserve.

b. Definition of an Applicant. Any person who has commenced processing for enlistment or appointment in any of the Armed Forces by beginning to complete a DD Form 1966, NAVCRUIT 1131/238, or comparable form is an applicant.

(1) Applicants or prospects that become disqualified but possess the potential and/or qualifications for enlistment or appointment remain in an applicant or prospect status.

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OUTLINE SHEET 1.6
ETHICS AND PROHIBITED PRACTICES

Applicants or prospects who possess the potential to meet qualifications include, but are not limited to, individuals who do not meet minimum age requirements, score too low on the qualification testing but will be eligible to retest, or who have not completed their education.

(2) A prospect or applicant who expresses a loss of interest in enlistment or appointment shall continue to be a prospect or an applicant under this instruction for a period of six months from the date they express this loss of interest to recruiting personnel.

(3) An individual who expresses an interest in enlistment or appointment but is permanently barred under existing regulations is not a prospect or an applicant.

c. Future Sailor or Delayed Entry Program member. Any person who accesses into the DEP of any of the Armed Forces and has agreed to commence active duty or active duty for training at a later date.

3. Prohibited Activities. Recruiting personnel shall not:

a. Form, or attempt to form, a dating or private social relationship with anyone known to be a prospect, applicant, or Future Sailor. Mutual attendance at previously planned, command authorized DEP functions, or similar recruiting environment events is not prohibited.

b. Allow anyone known to be a prospect, applicant, or Future Sailor to remain in any recruiting office except for official business.

c. Allow anyone known to be a prospect, applicant, or Future Sailor to ride in any government vehicle except for official purposes. Recruiting personnel shall not ride in the personal vehicle of anyone known to be a prospect, applicant, or Future Sailor.

d. Engage in consensual sexual act or have any physical contact with anyone known to be a prospect, applicant or Future Sailor. Prohibited physical contact includes, but is not limited to, caressing, massaging, hugging, kissing, fondling, and holding hands. Authorized physical contact includes, but is not limited to, shaking hands or performing required body fat measurements on a member of the same sex.

e. Perform body fat measurements on any prospect, applicant, or Future Sailor of the opposite sex.

f. Harass any prospect, applicant, or Future Sailor. Harassment includes, but is not limited to:

(1) Any language or act which would, measured by an objective standard, constitute cruelty, oppression or maltreatment under Article 93, Uniform Code of Military Justice, if the victim were subject to the orders of the harasser.

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ETHICS AND PROHIBITED PRACTICES

(2) Abusive language which tends to degrade a prospect, applicant, or Future Sailor, whether directed at or used in the presence of such person.

g. Use anyone known to be a prospect, applicant, or Future Sailor to provide any benefit, financial or otherwise, for themselves or others.

h. Allow or invite any prospect, applicant, or Future Sailor to enter into, operate, or be transported in the privately owned vehicle (POV) of recruiting personnel unless authorized in advance by the Commanding Officer.

i. Gamble with any prospect, applicant or Future Sailor, including playing any game of skill with money or other things of value at stake.

j. Solicit or accept, directly or indirectly, anything of value from any source in return for granting favors, privileges or other preferential treatment to any prospect, applicant, or Future Sailor.

k. Solicit or accept, directly or indirectly, anything of value from anyone known to be a prospect, applicant, or Future Sailor.

l. Borrow money or any articles from, or lend the same to, anyone known to be a prospect, applicant, or Future Sailor.

m. Engage in, or offer to engage in, any unofficial financial or business dealings with anyone known to be a prospect, applicant, or Future Sailor.

n. Photograph or accept any pictures of anyone known to be a prospect, applicant, or Future Sailor other than those required for official purposes.

o. Spend the night with, or allow anyone known to be a prospect, applicant, or Future Sailor to spend the night, in the same home, apartment, or hotel room without prior command approval.

p. Process for enlistment or appointment any person with whom they developed a social relationship prior to that person becoming a prospect, applicant, or Future Sailor, or prior to learning that person was a prospect, applicant, or Future Sailor.

q. Enter any portion of an establishment known to be a MEPS lodging and/or meal facility, except that recruiting personnel may enter the main lobby of such a facility when their official duties make it necessary to assist in the proper check-in and check-out of an applicant and/or Future Sailor.

4. “Official Use” of Government Vehicles

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ETHICS AND PROHIBITED PRACTICES

a. Transportation of military and civilian personnel officially participating in public ceremonies, military field demonstrations, and parades directly related to official activities is allowed. Transportation of other individuals (e.g., hitchhikers, friends, family members) is prohibited.

b. Transportation of prospective military recruits may be provided in connection with interviewing, processing, and orientation. The use of POVs for transportation of applicants or to accomplish official business is prohibited unless authorized by competent authority.

c. Electronic Devices. The use of portable headphones, earphones and cell phones by operators of GOVs while the vehicle is moving is prohibited. The use of a GPS device by operators is not prohibited. Operators will refrain from any activity that may be a distraction while driving and lead to traffic mishaps (i.e. adjusting or programming the device).

d. Domicile-to-Duty

(1) The use of GOVs for transportation between an individual’s Domicile and place of duty is permitted only when; the individual has an assignment or official obligation away from their regular duty station which requires them to either proceed directly to the place of an assignment, or obligation, without reporting first to their regular duty station, or to return from such place of assignment or obligation after normal duty hours.

(2) Individuals requesting authorization to use a GOV for transportation between domicile and place of duty must submit a written request, to an authorized official (LPO/LCPO or above) prior to the date of such use is requested.

e. Safety Regulations

(1) All personnel operating Government-owned or controlled motor vehicles shall comply with current instructions.

(a) All vehicle operators will conduct themselves in a manner, which will not endanger or cause injury to themselves or others.

(b) All drivers have the right and the responsibility to ground a vehicle which they determine to be unsafe. No one shall be required to operate an unsafe vehicle.

(c) Safe/defensive driving shall be practiced at all times.

(d) No individual shall operate a Government-owned or leased motor vehicle while consuming, or within a period of eight hours after consuming, any quantity of alcoholic beverage.
OUTLINE SHEET 1.6
ETHICS AND PROHIBITED PRACTICES

(e) Consuming or permitting the consumption of alcoholic beverages by any occupant of a Government motor vehicle is prohibited.

(f) The driver has the responsibility for maintaining the mechanical and cosmetic condition of the vehicle.

f. Monthly Vehicle Log Report

(1) Logs shall be forwarded within 5 calendar days of the end of each month to the NRD Vehicle Coordinator.

g. Emergency/Accident Procedures

(1) Vehicle operators must report any accidents and incidents immediately by telephone to the Logistics Support Department and the chain of command. This includes damage resulting from accidents, thefts, vandalism, or arising from natural phenomena.

(2) Within three working days of an accident, the motor vehicle accident reporting kit (SF-91, SF-94) which is contained in the glove compartment of each vehicle, shall be submitted by the operator involved in the accident/mishap to the Logistics Support Department. If you are involved in an accident:

(a) Take necessary emergency action.

(b) Do not sign or make a statement as to responsibility except to your supervisor or Government Investigator. Do not engage in arguments at the accident scene. Do not divulge personal insurance information.

(c) Get names and addresses of all persons involved and extent of injuries, if any.

(d) If it is a serious accident, report by telephone to your supervisor.

h. Credit Card Use/Purchasing Fuel

(1) Tight security of credit cards shall be maintained. Upon completion of a trip and at the end of each working day, credit cards will be removed from the vehicle and placed in a secure location.

(2) On all purchases, the vehicle operator shall ensure that the number of gallons, price per gallon, value of purchase, vehicle tag number, mileage, and driver’s signature are on the drivers’ copy of the receipt. Copies of all credit card purchase receipts will be forwarded monthly to the district Vehicle Coordinator. Maximum purchase allowed is
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$100. Purchases exceeding $100 must have prior GSA approval. Guidelines are as follows:

(a) Use self-service pumps only.

(b) Fraudulent use of the credit card is subject to criminal prosecution.

   i. Procurement of the following items with a credit card is unauthorized:

      • Waxes and polishes
      • Storages and parking
      • Tires and tubes
      • Batteries
      • Routine repairs
      • Items for personal use

   i. Vehicle Care/Maintenance/Repair

      (1) The vehicle operator has the primary responsibility for maintaining the mechanical and cosmetic condition of the vehicle and ensuring the appropriate safety items are in the vehicle.

      (2) Unscheduled Repairs

         (a) Emergency/After hours: If GSA MCC cannot be reached for authorization; the driver must notify the LSO/Vehicle Coordinator. The Chain-of-command must decide if repairs must be completed immediately or if they can be delayed until GSA approval can be obtained. If immediate repairs are decided, they can be utilized up to $100.

5. Computers

   a. Physical security standards will be implemented in accordance with current OPNAV directives. The NAVCRUITDIST Systems Administrator (SYSAD) is responsible for maintaining full accountability of all automated data processing (ADP) hardware and software. In addition, the following physical security measures will be taken:

      (1) The SYSAD will ensure that all computers are accounted for by custody records, signatures and verified semi-annually in April and October.

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(2) At close of business, all laptops will be properly secured in a locked container (filing cabinet, locked desk drawers, etc.) or taken home.

6. Cellular Telephones

a. Use of cellular telephones is governed by the following: Cellular telephones are for official business only. Use of the cellular phone for other than authorized purposes is prohibited.

b. Cellular phone users are encouraged to use government communications lines whenever possible (i.e., in office). Excessive use of cell phones may result in un-programmed additional charges such as exceeding contract minutes.

c. Directory assisted calls are very costly, and as a result, are PROHIBITED.

d. The individual assigned a cellular phone is responsible for safeguarding against unauthorized use.

7. Government Travel Charge Card

a. All military and DoD civilian employees are required to apply for the government travel card. The government travel card is the primary means by which travelers will receive cash advances, pay for lodging, meals, rental vehicles, etc., while TAD only. The cardholder will:

   (1) Limit use of card for official TAD travel expenses only. Use for other than official business can result in a disciplinary action I.A.W. the UCMJ.

   (2) Pay financial obligations to bank on time.

   (3) Notify Agency Program Coordinator of any changes.

b. Financial Obligations and Liability:

   (1) The use of the split pay option is mandatory for all military personnel.

   (2) Government assumes no liability. Cardholders are liable for all billed charges. Must pay whether or not reimbursement has been received.

8. Concealing Information.

   (1) Under no circumstances will recruiting personnel instruct an applicant to withhold any information regarding the commission of any civilian offenses, no matter how minor; medical/physical information, to include treatment, medication prescribed, or minor medical conditions.
illnesses, regardless of when treatment occurred or the applicant’s current medical/physical status; or any other information that could later result in the applicant being discharged for fraudulent enlistment/commission. Inform applicants who state they have had no previous military service that, should they conceal such service, the fact will become known as soon as their documents reach the DoN, and they will be subject to disciplinary action or discharge for fraudulent enlistment/commission.

9. ASVAB Familiarization/Coaching
   a. Several information devices are available to familiarize applicants with the ASVAB:
      (1) The USMEPCOM publication, *Your Future is Now*, is an institutional Promotion Tool is authorized.
      (2) The Enlistment Screening Test
   b. Study Guides. Several ASVAB information/study guides, such as the ARCO ASVAB preparatory study guide, have been commercially produced. Use of these commercial publications by NRC personnel is Strictly Prohibited. It is recognized that these commercial publications are available to applicants; however, NRC involvement with these publications is limited to informing applicants that they are available in some stores. Under no circumstances shall NRC personnel use a commercial ASVAB study guide to familiarize applicants with the ASVAB. NRC personnel are prohibited from possessing any ASVAB Study Guides.
   c. Schools. NRC personnel must NOT refer applicants to any commercial ventures or schools whose purpose is to familiarize applicants with the ASVAB. NRC personnel may not offer their services to these schools, act as a distributor for their information materials, or become involved with them in any way.
   d. NRC personnel must be fully aware that acts which are conducive to test loss or compromise will not be tolerated and that individuals who are found to have aided or abetted test compromise will be subject to disciplinary action under the UCMJ.

10. Recruiting Irregularities and Investigations
    a. Irregularity definitions:
       (1) Malpractice: Malpractice is concealment of or conspiracy to conceal a disqualifying factor of an applicant; action to qualify an ineligible applicant in violation of directives; or any intentional violation of recruiting policy or procedure, which results in the processing and enlistment of an ineligible applicant. A person in recruiting, while dealing with an applicant or processing an application for enlistment is guilty of malpractice when he/she intentionally violates an established law, regulation, written
policy or directive in order to enlist an applicant who does not meet the basic enlistment eligibility requirements.

(2) Erroneous enlistment: An enlistment agreement into which the government would not have entered had the true facts been known or had the legal conclusion based on such facts been correctly reached at that time.

(3) Fraudulent enlistment: An enlistment with deliberate misrepresentation, omission or concealment by an applicant to the government, which, if known at the time, might have resulted in rejection of that applicant.

(4) Misconduct: Conduct that does not affect the enlistment qualifications of the applicant, but which is in violation of regulations or policy.

(a) Every alleged or apparent recruiting or enlistment processing irregularity is to be acted upon and investigated at the appropriate level to determine if it occurred and how it could have been prevented.

(b) Investigation Procedures: The investigation will be conducted only by an impartial commissioned officer, Warrant Officer or senior enlisted person, (E-7, E8, or E9).

b. Congressional inquires. Most common inquires.

(1) Promised reclassification in Recruit Training.

(2) College graduate promised commission after boot camp.

(3) Fraternization/harassment.

(4) Harassment of potential applicants from recruiters.

c. CNRC Hot line complaints. Most common complaints:

(1) Quality of life – working hours.

(2) Recruiting Procedures – DEP Discharge request.

(3) Misconduct – Misuse of GOV vehicle.

(4) Command Policies – Relief of position.

11. Present the “Recruit with Integrity” card.
OUTLINE SHEET 1.6
ETHICS AND PROHIBITED PRACTICES

a. Background: Recent reports of recruiter misconduct, sexual assault, and other complaints by applicants have the potential to erode the public’s confidence in the military and can seriously impact our ability to achieve mission. As recruiters, we must remember that we represent the Navy in our local communities and must conduct ourselves professionally at all times while upholding our core values of honor, courage and commitment.

b. Action: In order to ensure prospects, applicants, Future Sailors, and their families understand that they will be treated with dignity and respect throughout the enlistment process, the recruiter will provide the “Recruit with Integrity” card to prospective applicants at first contact.

(1) Be professional at all times when dealing with prospects, applicants, and Future Sailors. Treat them with courtesy and respect throughout the entire recruiting process.

(2) Provide the “Recruit with Integrity” card to the prospective applicant at first contact. Discuss and check for understanding.

(3) If parents or other persons are present, provide them a card and ensure they are aware of the Navy’s “Recruit with Integrity” policy.

c. Navy recruiter’s Responsibilities to you.

(1) Treat you with courtesy and respect throughout the recruiting process.

(2) Determine your eligibility and prepare you for success during recruit training and first term of enlistment.

(3) Inform you of any changes to Navy policy that could impact your enlistment program, training, or entitlements.

d. Your responsibilities to your recruiter.

(1) Treat them with same courtesy and respect they provide you.

(2) Be honest and forthcoming when providing information for your enlistment application.

(3) Notify your recruiter of any changes in your status to include education, health, police involvement, drug use or dependency.


a. Coach or entice you to provide false statements, records or documents to affect your enlistment.
b. Bribe or coerce you to process for enlistment.

c. Under no circumstances shall recruiting personnel intervene with police or judicial authorities on your behalf.

d. Form, or attempt to form, a dating or private and unofficial social relationship with you.

e. Solicit to engage in, or engage in, any unofficial financial or business dealings with you.

f. Transport you in their personally owned vehicle, gamble with you, or solicit or accept anything of value from you.

13. Summary & Review:

14. Application:

   a. Apply in daily recruiting activities

15. Evaluation

   a. CBT

16. Assignment

   a. None
Terminal Objective:

1.7.0  **Deliver** a planned or impromptu speech to groups or organizations in support of the Navy Recruiting mission.

Enabling Objectives:

1.7.1  **Define** the three purposes of speeches.

1.7.2  **State** the factors to consider in preparing for a speech.

1.7.3  **Describe** techniques used to effectively field questions.

1.7.4  **Identify** the components of a speech.

1.7.5  **Describe** Impromptu Speeches

1.7.6  **Perform** a 5-7 minute oral presentation.

1. Introduction

   a. Social media creates an opportunity to change the way Sailors recruit and it creates a new platform to engage applicants and prospects, as well as mentor Future Sailors and develop COI’s.

2. Three purposes of oral presentations.

   a. To Persuade.

      (1) 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

   b. To Inform.

      (1) Informative speeches are meant to give the audience new or additional information on a relative subject. A speech to local educators on educational opportunities in the Navy would be an example of an informative speech.

   c. To Entertain.

      (1) Entertaining speeches are meant to amuse the audience and provide enjoyment. People normally will pay closer attention to a speech that provides some enjoyment.
3. Preparing for a speech

   a. Before setting pen to paper to start your speech preparation, there are several considerations you will want to make.

      (1) Know your audience

          (a) What are their needs and interests?

          (b) What is their current knowledge and experience level?

          (c) 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.

          (d) Personalization is a key ingredient to public-speaking success.

      (2) Physical surroundings

          (a) Make a visit beforehand to the room where you will be speaking.

          (b) Note lighting conditions, acoustics, the size of the space, and available equipment.

          (c) Taking this time to ensure the surroundings will be adequate can prevent some embarrassing surprises later.

4. Now you are ready to develop your speech. The easiest way to organize a speech is with a key point outline. By writing only a key point outline, you avoid the tendency to read your speech. The 3 parts of a speech are:

   a. Introduction

      (1) Greeting your audience

      (2) Introduce yourself and your topic.

      (3) Give a brief history of your background to credentialize yourself

      (4) Deliver an Attention getter of some sort.

      (5) Give brief outline of your key talking points.

   b. Body

      (1) Delivers the information you have planned for the audience to receive.
(2) Information should be arranged 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.

(3) Speeches should be limited to three or four main ideas that you can expound on.

c. Close

(1) Summarize the main points of your speech.

(2) Offer a re-motivation of some kind to reinforce the idea that they will benefit from the information received.

(3) The last part of your close will ask for questions.

5. Delivery techniques

a. Primary personal techniques: The primary personal technique of public speaking is VEGA.

(1) Voice

(a) Voice inflection is extremely important to maintain interest.

(b) Speak in a pleasant conversational tone.

(c) You want to make sure you speak loudly enough to be heard and slowly enough to be understood.

(d) Speak clearly and fluctuate your tone to avoid the monotone drone that can lose listeners.

(2) Eye contact

(a) Make eye contact with your entire audience.

(b) Use a random rotation to include everyone. Try to avoid patterns that the audience can pick up on.

(c) Using a key point outline will help you avoid reading your speech.

(3) Gestures
(a) Gestures can effectively add to your command presence.

(b) Hand gestures should be purposeful. Facial and eye gestures should be random.

(c) Most importantly, be aware of your body language.

(4) Attitude

(a) Like most things in recruiting your attitude will hold the key to success.

(b) Three main ingredients will shape your attitude during a public-speaking presentation: your belief, your enthusiasm, and your sincerity.

(c) The audience must feel that you truly believe in what you’re saying.

(d) You should enthusiastically relay the information.

(e) Above all, you must be sincere in what you are saying.

b. Use of training aids

(1) Training aids should augment your presentation, never dominate it.

(2) When using training aids, make sure they can be clearly seen by all your audience.

(3) They should be professional in appearance and correct in content.

c. Fielding questions: By following these tried and proven techniques you will be able to keep control of your audience and make a positive and lasting impression.

(1) Step towards audience and say “I now have time for a few questions. What are your questions?”

(2) When questions are asked of you, repeat the question making sure the entire audience can hear the question.

(3) Answer the question to the entire audience.

(4) Look back to the person that asked the question and ask if that answered his/her question. 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.

(5) Handling hostile questions can be an art.
(a) First, try to rephrase the question, taking the sting out of it, so you can answer it.

(b) 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.

(c) Never allow yourself to be drawn into a public debate.

d. Public-Speaking General Guidelines:

   (1) Always plan your entire speech in advance. Try to memorize your introduction and close, but not the body of your key point outline.

   (2) Try not to show fear, even though you may feel it. Display confidence in your subject and ability.

   (3) Know your subject. Knowledge will give you power and help you forget your fear.

   (4) 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.

6. Impromptu Speeches

   a. On occasion you will find yourself in the position of having to speak to an audience with little or no notice. This type of speech is called an impromptu. This will most likely occur in a High School.

7. Summary and Review

   a. Identify the three types of speeches.

   b. Describe the three parts of speech preparation.

   c. Describe techniques used to effectively field questions.

8. Application:

   a. Demonstrate presentation at the end of the week

9. Evaluation:

   a. A group using the oral presentation evaluation sheet will evaluate students.

10. Assignment:
OUTLINE SHEET 1.7
Public Speaking

a. Practices for 5-7 Minute oral presentation
Terminal Objective:

1.8.0 **Explain** uniform regulations to include grooming standards for both males and females in accordance with the NAVPERS 15665I

Enabling Objectives:

1.8.1 **Explain** the history of the Naval Uniform.

1.8.2 **Identify** grooming standards in the Navy for both male and female.

1.8.3 **Explain** authorized clothing allowances for Naval Personnel.

1. Introduction

2. History of the Naval Uniform.

   a. Historically, uniforms have been the product of a sailor's environment: physical, geographical and technical. Uniforms were provided for protection against the elements or to create distinction among specialists in a growing Navy. Foremost, however, was an element of simplicity providing a uniform that would not interfere with the Sailor's everyday tasks. Women's uniforms, on the other hand, were designed to duplicate civilian fashion trends.

   b. Today's Navy has narrowed the gap between men and women's career paths. Women now perform many of the same tasks and have the same specialties as their male counterparts. These changes necessitated a more definitive policy to bring the uniforms of both men and women more closely in line with each other.


   a. The primary consideration is to have a neatly groomed appearance while wearing naval uniforms. Grooming standards are based on several elements including neatness, cleanliness, safety, military image and appearance.

   b. The limits set forth are reasonable, enforceable, and insure that personal appearance contributes to a favorable military image. The difference between men's and women's grooming policies recognizes the difference between the sexes; sideburns for men, different hairstyles and cosmetics for women. Establishing identical grooming and personal appearance standards for men and women would not be in the Navy's best interest and is not a factor in the assurance of equal opportunity.
c. Image. United States Navy personnel must set and maintain the high standards of smartness in uniform appearance. The military image reflected by attention to detail, while wearing your uniforms, is a key element in the public image of the Navy.

d. Cleanliness. Uniforms shall be kept scrupulously clean, with lace, devices and insignia bright and free from tarnish and corrosion.

e. The following are standards to be abided while in uniform for both men and women in Naval Service:

(1) Bags (i.e. briefcases, gym bags, backpacks, lunch bags, suit cases, garment bags, etc. (this does not include women’s handbags/purses) shall be hand carried with the following exceptions:

(a) Backpacks/gym bags may be worn while in uniform in the following manner. Brief case may be worn across the left shoulder of service and working uniforms or may be carried in the left hand to facilitate saluting. When wearing a bag, the strap must be worn across the left shoulder fore & aft with the bag hanging on the same side of the body.

(b) Women's Navy certified handbags should be carried over the left shoulder or forearm, placing the top of the handbag at waist level.

(c) A full sea bag may be carried/worn on the shoulders. Bags should be carried in the left hand to facilitate saluting.

(2) Glasses

(a) Prescription Glasses. No eccentric or faddish glasses are permitted. Retainer straps are authorized for FOD prevention and safety only. If retainer straps are required, they shall be plain, black and worn snugly against the back of the head.

(b) Sunglasses. Conservative sunglasses are permitted, except in military formations. Retainer straps are authorized for FOD prevention and safety only. If retainer straps are required, they shall be plain, black and worn snugly against the back of the head.

(c) Contact Lenses. Tinted contact lenses must be a natural color (blue, green, brown, etc).

(3) Undergarments. Appropriate undergarments shall be worn to preserve the dignity and appearance of the uniform.
(4) Military Creases. Military creases on shirts are an individual option. Sewn-in creases are not authorized.

(5) Personal Appearance. Because it is impossible to provide examples of every appropriate or unacceptable hairstyle of "conservative" or "eccentric" grooming, the good judgment of leaders at all levels is key to enforcement of Navy grooming policy. Therefore, hair/grooming standards while in uniform shall present a neat, professional appearance.

(6) Authorized Hairstyles for Men.

(a) Keep hair neat, clean and well groomed. Hair above the ears and around the neck shall be tapered from the lower natural hairline upwards at least 3/4 inches and outward not greater than 3/4 inch to blend with hairstyle. Hair on the back of the neck must not touch the collar. Hair shall be no longer than four inches and may not touch the ears, collar, extend below eyebrows when headgear is removed, show under front edge of headgear, or interfere with properly wearing military headgear. The bulk of the hair shall not exceed approximately two inches.

(b) Hair coloring must look natural and complement the individual. Faddish styles and outrageous multicolored hair are not authorized. Varying hairstyles, including afro, are permitted if these styles meet the criteria of maximum length and bulk, tapered neck and sides, and do not interfere with properly wearing military headgear. Plaited or braided hair shall not be worn while in uniform or in a duty status. Keep sideburns neatly trimmed and tailored in the same manner as the haircut. Sideburns shall not extend below a point level with the middle of the ear, shall be of even width (not flared) and shall end with a clean-shaven horizontal line. <Figure 2-2-1> refers. 

(7) Authorized Hairstyles for Women.

(a) Hairstyles shall not be outrageously multicolored or faddish, to include shaved portions of the scalp (other than the neckline), or have designs cut or braided into the hair.

(b) Hair coloring must look natural and complement the individual. Haircuts and styles shall present a balanced appearance.

(c) Lopsided and extremely asymmetrical styles are not authorized. Ponytails, pigtails, widely spaced individual hanging locks, and braids, which protrude from the head, are not authorized.

(d) Multiple braids are authorized. Braided hairstyles shall be conservative and conform to the guidelines listed herein.
(e) Foreign material (i.e., beads, decorative items) shall not be braided into the hair. Short hair may be braided in symmetrical fore and aft rows (corn rowing), which minimize scalp exposure. Cornrow ends shall not protrude from the head, and shall be secured only with inconspicuous rubber bands that match the color of the hair.

(f) Appropriateness of a hairstyle shall also be judged by its appearance when headgear is worn. All headgear shall fit snugly and comfortably around the largest part of the head without distortion or excessive gaps. Hair shall not show from under the front of the brim of the combination hat, garrison, or command ball caps. Hairstyles which do not allow headgear to be worn in this manner, or which interfere with the proper wear of protective masks or equipment are prohibited.

(g) When in uniform, the hair may touch, but not fall below a horizontal line level with the lower edge of the back of the collar. With jumper uniforms, hair may extend a maximum of 1-1/2 inches below the top of the jumper collar.

(h) A maximum of two small barrettes/combs/ clips, similar to hair color, may be used in the hair. Additional bobby pins or rubber bands matching hair color may be used to hold hair in place, if necessary.

(8) Hairpieces. Wigs or hairpieces shall be of good quality and fit, present a natural appearance and conform to the grooming standards set forth in these regulations.

(9) Shaving and Mustaches (Men). The face shall be clean-shaven unless a shaving waiver is authorized by the Commanding Officer.

(10) Cosmetics (Women). Cosmetics may be applied in good taste so that colors blend with natural skin tone and enhance natural features. Exaggerated or faddish cosmetic styles are not authorized with the uniform and shall not be worn.

(11) Fingernails.

(a) Men. Fingernails should not extend past the end of the fingers.

(b) Women. Fingernails shall not exceed 1/4 inch measured from the fingertip. They shall be kept clean. Nail polish may be worn, but colors shall be conservative and complement the skin tone.

(12) Jewelry. Conservative jewelry is authorized for all personnel and shall be in good taste while in uniform. Eccentricities or faddishness are not permitted. Jewelry shall
not present a safety or FOD (Foreign Object Damage) hazard. Jewelry shall be worn within the following guidelines:

(a) Rings. While in uniform, only one ring per hand is authorized, plus a wedding/engagement ring set. Rings are not authorized for wear on thumbs.

(b) Earrings

i. Men. Not authorized while in uniform. Additionally, earrings are not authorized in civilian attire when in a duty status or while in/aboard any ship, craft, aircraft, or in any military vehicle or within any base or other place under military jurisdiction, or while participating in any organized military recreational activities.

ii. Women. One earring per earlobe (centered) may be worn while in uniform. Earrings shall be 4mm - 6mm ball (approximately 1/8 - 1/4 inch), plain with shiny or brushed matte finish, screw on or with posts. Gold for Officers/CPOs, and silver for enlisted personnel. Small single pearl earrings are authorized for wear with Dinner and Formal Dress uniforms.

iii. Body Piercing. Not authorized while in uniform. No articles, other than earrings for women specified above, shall be attached to or through the ear, nose, or any other body part. Additionally, body piercing is not authorized in civilian attire when in a duty status or while in/aboard any ship, craft, aircraft, or in any military vehicle or within any base or other place under military jurisdiction, or while participating in any organized military recreational activities

4. Maternity Uniforms.

a. Certified maternity uniforms are mandatory for all pregnant women in the Navy when a uniform is prescribed, and regular uniforms no longer fit.

b. Personnel are expected to wear regular uniforms upon return from convalescent leave; however, commanding officers may approve the wear of maternity uniforms up to six months from the date of delivery based on medical officer diagnosis/recommendation.

5. Cell Phones. Members may wear cell phones on either side as to not be seen from the front while in uniform.

a. General. In Executive Order 10113 of 24 February 1950, the President has delegated to the Secretary of Defense the authority to prescribe the quantity and kind of clothing or cash allowances in lieu of clothing, for enlisted personnel.

b. Amount. Allowances are based on the useful wear life of the various uniforms. DOD Directive 1338.5 outlines the policies and regulations pertaining to allowances. DOD Instruction 1338.18, reissued annually, sets the amount of clothing replacement allowances. The Department of Defense Military Pay and Allowances Entitlements Manual is the authority for paying of clothing allowances.

c. Annual Clothing Replacement Allowance (CRA).

(1) CRA is a cash allowance provided for replacing a minimum quantity of each required uniform and paid over the estimated useful life of the articles.

(2) CRA is for replacing uniforms. Washing, dry cleaning, alterations, and repairs are the member's responsibility. Any unusual wear and tear, damage, or loss of various articles may result in out-of-pocket costs.

6. Special Clothing Allowance for Recruiting

a. All 9585/2186 personnel filling production recruiters also receive an extra clothing allowance normally given in March of every year. The exceptions are Headquarters Staff, Region Personnel (Trainers, etc.) and NORU.

7. On-line Shopping

a. On-Line shopping is available to those sailors not in close proximity to a NEX, which is the most case with sailors on recruiting duty. With this said, there is no excuse for our recruiters to not be able to get the uniform items that they need.

8. Summary & Review:

9. Application:

a. None.

10. Evaluation:

a. CBT

11. Assignment

a. None.
Terminal Objective:
2.1.0 APPLY the VALOR sales process by recalling each of the four phases.

Enabling Objectives:
2.1.1 DESCRIBE in sequence the four VALOR sales phases.
2.1.2 ASSOCIATE three key words used to understand each sales phase (What, When & How).
2.1.3 DEMONSTRATE Sales Starters.
2.1.4 DEFINE the three W’s.
2.1.5 DESCRIBE the four types of discovery questions
2.1.6 APPLY discovery questions to the VALOR sales conversation.
2.1.7 DESCRIBE the six categories of Navy Opportunities

1. Introduction.

How has selling changed over the years? It has evolved from telling and persuading to building authentic relationships and creating value. Why? Because people have changed and how they buy has changed. Today they are more informed than every because they can search the internet for just about anything. They also expect quick responses, and they thrive on connection and communication.

Value-Oriented Recruiting (VALOR) addresses these changes and is designed to help you be more successful as Navy Recruiters. It focuses on how your Prospect defines value and provides you with the knowledge, skills, and tools that are based on the best practices of high performing Recruiters.

2. GROUP EXERCISE – Introductions

   a. Select a team name for your Table Team
OUTLINE SHEET 2.1
VALOR: SALES PROCESS

b. List your team members on your turn chart/VAP.

c. Be prepared to share your team name with the group and introduce your team members.

3. INDIVIDUAL/GROUP EXERCISE – The Value of the Navy

d. Individually answer the question below.
b. Share your answers with your team.
c. Choose a scribe and write your answers on your turn chart/VAP.
d. Choose a spokesperson to share your answers with the group.
e. QUESTION: Put yourself in the shoes of a Prospect and answer the following question: What is the value you expect to receive from joining the Navy?

4. Current Trends in Sales

a. In the 1970’s sales people were taught a lot about products and not much about skills or their customers. Selling was about telling.
b. In the 1980’s the focus was more on features and persuading.
c. In the 1990’s it was benefits and gaining agreement.
d. In 2000 the focus shifted to providing solutions.
e. Today, solutions are not enough. Selling today means building genuine relationships and creating value. This means the Recruiter needs to understand what the Prospect values and be able to describe how the Navy Opportunity will provide value to the Prospect.
5. The Art and Science of Selling

a. Words used to describe selling as a SCIENCE involve being DISCIPLINED, PREDICTABLE, thinking “INSIDE-THE-BOX”, EXECUTION, using REALITY as focus for future goals, and having KNOWLEDGE of your product and prospect.

b. Words used to describe selling as an ART involve being CREATIVE, EXPRESSIVE, thinking “OUT-OF-THE-BOX”, using your IMAGINATION, having a VISION of where the sale is going, and developing SKILLS to be successful.

c. You could argue that ART is disciplined and SCIENCE involves vision and skills, but this is one way to think about it. Science tends to be more focused on the “rational” and Art tends to be more focused on “emotional” expression.

d. Some people approach selling in a scientific way and want a clearly defined process, while others approach selling in a more artistic way, applying skills in a more intuitive way. Both need a common approach to get consistent goals.

6. Workshop Objectives

a. At the end of this week you will understand the following:

   (1) The VALOR four-step process taking an applicant from a Recruit to a Sailor.

   (2) Understanding the prospects wants, needs, and decision criteria by asking specific discovery questions.

   (3) Effectively handle prospects objections utilizing the four R’s (Recognize, Relate, Realize, & Respond).

   (4) Utilize the Sales Interview Overlay to uncover the applicant’s pressures and plans, reveal the Navy’s opportunities (BBETRR) and advantages and unique value of the applicant joining the Navy.

7. The VALOR Four-Step Process
OUTLINE SHEET 2.1
VALOR: SALES PROCESS

a. VALOR is a four-step process beginning when the Recruiter ENGAGES a prospect and builds rapport that leads to them discussing the Navy. The Recruiter will ASSESS the prospect’s life pressures and future plans and REVEAL relative Navy opportunities and advantages that can apply to the prospect’s situation by answering the question “Why Navy?” Finally, the Recruiter will WIN the prospect’s commitment to join.

b. Each step of the VALOR sales process has three key words that every Recruiter must remember in order to effectively complete that step.

(1) WHAT – The purpose of the sales step.

(2) WHEN – The appropriate timing for the sales step.

(3) HOW – Details to effectively complete the sales step.

8. Engage with a Prospect

a. WHAT – Build rapport and confirm the prospect’s willingness to learn more about Navy opportunities.

b. WHEN – The Recruiter and the prospect are ready to conduct business.

c. HOW – Utilize FORM (Family, Occupation, Recreation, & Mutual Acquaintance). Blueprint prospect to ensure mental, moral, and physical qualification. State the “WIIFM” to the prospect. Finally, request permission to explore the prospect’s situation.

9. Engage with a Prospect Continued

a. Blueprint the prospect to determine if they are mentally, morally, and physically qualified. Use an effective sales starter. The goal is to have a conversation and not sound scripted.

b. Explore topics of interest with the prospect and gain insight into options the prospect is considering (i.e., college, work
force, or other military branch).

c. Develop the prospect’s interest in the Navy and confirm their willingness to learn more.

d. Resolve any initial objections. Apathy is the most likely to occur during the Engage Phase.

10. **GROUP EXERCISE** – Knowing your prospects.

<table>
<thead>
<tr>
<th>NUKE</th>
<th>FEMALE</th>
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<tbody>
<tr>
<td>RESERVES</td>
<td>NSW/NSQ</td>
</tr>
</tbody>
</table>

a. As a team, brainstorm the different characteristics of a Navy prospect and develop a prospect profile by answering the following questions:

(1) Who are they?
(2) What’s important to them?
(3) Where do you find them?
(4) What are some objections you could expect to hear from them during the sales process?

11. Sales Starters – Guidelines

a. The overall goal is to have a conversation and not sound scripted!

b. First impressions matter.

c. Clearly state your name. ASK for their name and remember to use it during the conversation!

d. Be aware of your non-verbal cues: eye contact, gestures,

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OUTLINE SHEET 2.1
VALOR: SALES PROCESS
postures, tone of voice, and always give a firm handshake.

e. It helps to start conversations; i.e., “break the ice” by bringing up topics in common, such as surroundings or what you may already know about the prospect, utilizing FORM.

f. If you truly believe you are going to help them, it will come across.

12. Sales Starters

a. After rapport has been established in the conversation by “breaking the ice” and using FORM recruiters can transition to Sales Starters using the three W’s.

b. The three W’s for Sales Starters are:

   (1) Why are we talking?
   (2) What are we going to talk about?
   (3) What’s in it for me?

13. Sales Starters – WHY

a. The following examples are meant to mix and match based on the situation you are encountering with a potential prospect:

   (1) “May I take a few minutes of your time to ask you some questions about your plans and share some high level information with you?”

   (2) “What I would like to do today is talk with you about your plans for success and show you how the Navy can help you achieve those plans.”

   (3) “Hello, my name is … I was referred to you by… S/he already told me…about you and I’m looking forward to getting to know you better.”

14. Sales Starters – WHAT

a. The intent here is to let the prospect know that the focus is not the Navy, but on you getting to know him or her.
OUTLINE SHEET 2.1
VALOR: SALES PROCESS

b. It’s about understanding the prospect’s needs and wants, learning what their future plans are, and figuring out what challenges there are to making their plans happen.

15. Sales Starters – WIIFM

a. The intent here is to let the prospect know that the Recruiter has a lot to offer them in terms of how to achieve their plans.

b. By successfully stating this to the prospect they will be aware of options they may never have considered before and be prepared to move forward with achieving their plans. Additionally, they will be able to make a good decision about their future and understand how the Navy will help them achieve their plans.

16. Sales Starters – Prospecting Scenario

a. Placing all three parts together and using the three W’s during a typical prospecting scenario (i.e., in high school, on the street, over the phone) it would look like this:

(1) “What I would like to do today is talk with you about your plans for success and show you how the Navy can help you achieve those plans. That way, you’ll be aware of options that you may never have considered before.”

17. Sales Starters – Face to Face Walk In Scenario

a. The three W’s change when the prospect is coming to you and walks into your recruiting station:

(1) “Hello my name is Bryan. I’m very glad you came in today and I am looking forward to getting to know you and why you came in today. This isn’t about me telling you about the Navy just yet. I want to understand and know about you. We’ll discuss together how the Navy will help you achieve your plans and is the best fit for you.”

18. Discovery Questions

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OUTLINE SHEET 2.1
VALOR: SALES PROCESS

a. Discovery is a natural process that Recruiters use when they meet people and want to know more about them.

b. Decision criteria are the things that are important to the prospect and drive his/her decisions.

c. Use discovery questions to uncover and possibly confirm or validate the pressures and plans the prospect has.

19. Four Types of Discovery Questions

a. **Open-Ended** – require more than a limited response and encourages discussion. A Recruiter will use this type of question when they need to learn more. Example: “Where do you see yourself five years from now?”

b. **Closed-Ended** – require a specific or limited response and discussion. A Recruiter will use this type of question when they need to validate information. Example: “Are you happy living with your mom and dad?”

c. **Thought-Provoking** – causes the prospect to reflect and think. A Recruiter will use this type of question to promote prospect self-awareness. Example: “How would having more money change your college experience?”

d. **Value-Focused** – discovers what the prospect values most. A Recruiter will use this type of question to connect to the prospect on an emotional level. Example: “Why would continuing your education be important to you?”

20. Assess with a Prospect

a. **WHAT** – Build a genuine relationship based on trust and credibility by uncovering the prospect’s PRESSURES and PLANS.

b. **WHEN** – The Recruiter wants to gain information about the prospect.

c. **HOW** – Use discovery questions to uncover the prospect’s

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OUTLINE SHEET 2.1
VALOR: SALES PROCESS
pressures and plans, and then validate the prospect’s pressures and plans to ensure accuracy.

21. Reveal with a Prospect

a. WHAT – reveal that the Navy is the best choice for the prospect and answer the question “Why Navy?”

b. WHEN – The Recruiter has a clear understanding of the prospect’s PRESSURES and PLANS.

c. HOW – Reveal Navy Opportunities (BBETRR) and align the advantages to the prospect’s PRESSURES and PLANS and then confirm the prospect’s acceptance of the opportunities and advantages.

d. Navy Opportunities are how the Navy enables the prospect to solve his/her PRESSURES and achieve his/her PLANS. The six Navy Opportunities are: Brand & Reputation, Benefits, Experience, Training, Resources, and Relationships.

e. Navy Advantages are how specific Navy Opportunities exceed options the prospect is considering.

22. Win with a Prospect

a. WHAT – Secure prospect’s commitment to the Navy.

b. WHEN – The prospect clearly understands how the Navy’s opportunities and unique advantages solve their pressures and plans.

c. HOW – Summarize accepted Navy advantages, advise prospects on the appropriate next steps and then utilize a sales closing statement to secure their commitment to the Navy.

d. During the Win phase of the sale the Recruiter needs to be prepared to meet with prospect’s influencers. An influencer may be a spouse, significant other, family member, or friend whose opinion the prospect values. In discussions with influencers it’s important to understand their perspective.
OUTLINE SHEET 2.1
VALOR: SALES PROCESS

23. PARTNER EXERCISE - ENGAGING

a. In groups of three (Recruiter, Prospect, Evaluator) take 5 minutes to develop your personalized sales starters. Then rehearse engaging by utilizing FORM and following the steps to Engage that were previously discussed in this lesson.

24. PARTNER EXERCISE - ASSESSING

a. In groups of three (Recruiter, Prospect, Evaluator) take 5 minutes to develop your personalized discovery questions to uncover the prospect’s pressures and plans. In groups, rehearse those questions to get to the bottom of what pressures are causing the Prospect to make specific plans.

25. PARTNER EXERCISE – REVEALING

a. In groups of three (Recruiter, Prospect, Evaluator) take 5 minutes to write down the specific BBETRR Navy Opportunities and how they align with the Prospect’s specific pressures. In groups, rehearse stating those opportunities to the Prospect and how the Advantages align with their pressures.

26. What is our Competition saying…How do we position the Navy? OTHER SERVICES

a. Being prepared for what the other services (i.e., Army Air Force, Marine Corps) will say about life in the Navy is an important piece of the sales process that cannot be understated.

b. Recruiters should spend time soliciting feedback from prospects who have interviewed with other services to learn the tactics they are using to outsell the Navy. Unfortunately, Recruiters from other services occasionally resort to lies and perpetuating misconceptions about the Navy.

c. A Navy Recruiter’s job is to handle these misconceptions and lies with integrity and truth. Position the Navy as the better choice for the prospect using references (i.e., pictures,
27. What is our Competition saying…How do we position the Navy?

WORKFORCE/COLLEGE

a. Being prepared for what local employers and colleges will say about life in the Navy is also an important piece of the sales process. There are many competitive advantages for prospects to choose the Navy over college and local employment after high school.

b. Recruiters should be aware of the common misconceptions there are about the Navy so they can compete with colleges and employers for high-level prospects.

28. PARTNER EXERCISE - WINNING

a. In groups of three (Recruiter, Prospect, Evaluator) take 5 minutes to write down your specific closing statements as it relates to your Prospect. In your groups, rehearse your winning statements.

29. Summary & Review:

30. Evaluation:

a. CBT

31. Application

a. CBT

32. Application

a. None
Terminal Objective:

2.2.0 IDENTIFY uses for the Interview Overlay.

Enabling Objectives:

2.2.1 DESCRIBE the VALOR sales flow utilizing the Interview Overlay.

2.2.2 APPLY VALOR sales to conversations with influencers.

2.2.3 DESCRIBE the application and use of the Interview Overlay.

2.2.4 DEMONSTRATE the ability to effectively perform an interview overlay.

1. Introduction

The VALOR sales process is an effective way of handling prospects objections while uncovering needs and wants, ultimately ending in solving their pressures and helping them achieve their plans. In order to do this, the Recruiter must be accurate and effective at completing each of the VALOR steps. Even for the most advanced Recruiter this can be a challenging task to do from memory.

The VALOR Interview Overlay is meant to assist the Recruiter in documenting the sales conversation, maximizing effectiveness in each step of the sale, and ensuring the Prospect’s commitment to join the Navy.

2. The Interview Overlay

a. The Interview Overlay is a tool that Recruiters can use to take notes and help them structure a sales call.

b. An easy way to create an Interview Overlay is simply by taking a blank sheet of paper and dividing it into four equal sections.

c. Label the top left section NOTES. Label the top right section PRESSURES & PLANS. Label the bottom right section OPPORTUNITIES & ADVANTAGES. Finally, label the bottom left section UNIQUE VALUE.
### OUTLINE SHEET 2.2
### VALOR INTERVIEW OVERLAY

<table>
<thead>
<tr>
<th>NOTES</th>
<th>PRESSURES &amp; PLANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIQUE VALUE (PLAN FORWARD)</td>
<td>OPPORTUNITIES &amp; ADVANTAGES</td>
</tr>
</tbody>
</table>

3. Four Sections of the Interview Overlay

a. **NOTES** - Another term for this section can be “blueprinting information”. All of the information a Recruiter solicits from the prospect that determines if they qualify for the Navy, or not, will go into this section (i.e., mental, moral, and physical qualification information). Additionally, hobbies, interests, and current circumstances will also be placed in the NOTES section.

b. **PRESSURES & PLANS** – A Prospect’s PRESSURES are circumstances causing them to consider joining the Navy. A Prospect’s PLANS are what the Prospect is doing to try to change his/her circumstances. Another way of looking at them is, a Prospect’s PRESSURES are things that are beyond their control and their PLANS are what they want to do about it.

   (1) A Recruiter’s use of discovery questions will uncover many PRESSURES & PLANS if they are being effective. They should make every attempt at prioritizing the Prospect’s PRESSURES & PLANS based on importance.

   (2) Finally, the Recruiter must ask the Prospect “Why is it so important for them to fix their PRESSURE?” and “How would it make them feel if they could fix their PRESSURE?” This information helps the Recruiter during the UNIQUE VALUE/PLAN FORWARD step and should be recorded in that section.

   (1) Examples of PRESSURE questions:
OUTLINE SHEET 2.2
VALOR INTERVIEW OVERLAY

(a) “What is one thing you would like to change about your current situation?”

(b) “What stresses do you currently have going on?”

(2) Examples of PLANS questions:

(a) “What are you doing about that stress?”

(b) “What are you doing to change your situation?”

(c) “Where do you see yourself in five years?”

c. OPPORTUNITIES & ADVANTAGES – OPPORTUNITIES are how the Navy enables the prospect to achieve his/her plans (i.e., Brand & Reputation, Benefits, Experience, Training, Resources, and Relationships). ADVANTAGES are how specific Navy OPPORTUNITIES exceed other options the prospect is considering.

(1) When a Recruiter effectively positions the specific ADVANTAGES of the Navy it shows the Prospect what the Navy is capable of doing that no other alternative option can do. This is where the Recruiter sets the Navy apart from everything else.

(1) Standard OPPORTUNITY statement:

(a) “The Navy Opportunity that best applies to your circumstance is our…”

(2) Standard ADVANTAGE statement:

(b) “The specific Advantage to you is….How that works is…”

d. UNIQUE VALUE (PLAN FORWARD) – The UNIQUE VALUE is a Prospect’s emotional realization that the Navy will enable him/her to achieve their PLANS and relieve their PRESSURES in life.

(1) It helps the Prospect answer the question, “Why Navy?”
OUTLINE SHEET 2.2
VALOR INTERVIEW OVERLAY

(2) If OPPORTUNITIES & ADVANTAGES are about what the Recruiter believes can help the Prospect, then the UNIQUE VALUE is when the Prospect believes it themselves. This is done by asking the Prospect why achieving their specific plans and relieving their specific pressures are so important to them, and ultimately how would it make them feel to do that.

(3) Once the Recruiter has grasped this emotion from the Prospect they make the connection to the Navy ADVANTAGES to show proof that they can make it happen. This is the emotional realization moment.

(4) After using a closing statement to confirm the Prospect’s commitment the Recruiter must PLAN FORWARD. This gives the Prospect a detailed path of what needs to happen before joining the Navy.

(5) Examples of PLAN FORWARD steps include meeting with parents for parental consent, collecting SSN Card/birth certificate/diploma, and scheduling the date for ASVAB and physical.

(6) Standard closing statement:

(a) “Are you ready to join the Navy?”

(b) “My people join on Wednesday or Tuesday. Which day is better for you?”

4. Validating PRESSURES & PLANS

a. Before moving from PRESSURES & PLANS the Recruiter must validate what they think they heard the Prospect’s PRESSURES & PLANS are. The best way to do this is to use “SWIBITY” (So Would It Be Important For You). This closed-ended discovery question confirms the Prospect’s information. Without this validation the Recruiter risks the chance of selling the wrong Navy OPPORTUNITY and ADVANTAGE.

b. EXAMPLE: Let’s say a Prospect had a PRESSURE of “independence”, PLAN of “get an apartment”, answered the WHY IS IT IMPORTANT question by saying “Because my
parents think I need to move out of the house.”, and answered the HOW WOULD IT MAKE YOU FEEL question by saying “I’d feel awesome, like I was an adult and could take care of myself!” The Recruiter’s validation question would be “So would it be important to you to get an apartment, so you can have your independence and get out of your parents’ house so you can feel awesome and take care of yourself like an adult?”

5. Sales Recap

a. Effective sales interviews can take up to 30 minutes. Especially when the Recruiter is “showing proof” as they sell by going through recruiting flyers, looking on the internet, or handling numerous questions from the Prospect and their Influencers. Before confirming the commitment to join the Navy, the Recruiter must recap the entire sale. This reminds the Prospect of the state of mind they were in before they first sat down.

b. Additionally, it confirms ALL sections of the Interview Overlay. If there is anything missing or inaccurate on the Interview Overlay the Recruiter will realize it as soon as they begin to confirm the Prospect’s commitment to join.

c. Example of recap statement: “When we first sat down you talked about THIS PRESSURE in your life, and THIS PLAN you had to figure it out. I discussed THIS OPPORTUNITY and THIS ADVANTAGE and how it was going to give you…Ultimately what we’re talking about doing today is (answer the WHY IS IT IMPORTANT question & HOW WOULD IT MAKE YOU FEEL question)

6. GROUP EXERCISE – Conduct an Interview Utilizing the Interview Overlay

a. In groups of three (Recruiter, Prospect, Evaluator), each Recruiter will conduct a sales interview using an Interview Overlay. Each recruiter will participate in all three roles by the end of the exercise.

b. The Evaluator will use the Sales Lab Grading Sheet to critique the Recruiter’s effectiveness.

7. Summary & Review

8. Evaluation

a. CBT & Proficiency Lab

9. Application

FOR TRAINING USE ONLY
OUTLINE SHEET 2.2
VALOR INTERVIEW OVERLAY

a. Proficiency Lab
Terminal Objective:

2.3.0 APPLY the four R’s of objection-handling to resolve specific prospect objections

Enabling Objectives:

2.3.1 SUMMARIZE prospect objections (Apathy, Doubt, Confusion, Obstacle)

2.3.2 SUMMARIZE the four R’s (Recognize, Relate, Realize, Respond)

1. Introduction

At this point you have built up experience working through all four steps of the VALOR sales process in a smooth flowing sales conversation. In reality, however, Recruiter’s face a number of specific objections from prospects. Effectively handling these objections will ensure the prospects commitment to join the Navy.

2. Handling Prospect Objections

   a. Objections fall into FOUR main categories:

      (1) APATHY – means “I don’t care”.

      (2) DOUBT – means “I don’t believe”.

      (3) CONFUSION – means “I don’t understand”.

      (4) OBSTACLE – means “I don’t like”.

   b. Handling these objections is achieved using the FOUR R’s of objection-handling:

      RECOGNIZE – determining the type of issue the prospect has by actively listening. Active listening means to be engaged in the conversation and listening to what the prospect is saying, not thinking about the next question to ask. If you are face-to-face, maintain eye contact and occasionally nod your head in the affirmative to indicate that you hear what the prospect is saying. If you are on the phone, stay focused on the conversation, not distracted by email or other interruptions.
(1) RELATE – empathizing with the prospect by restating what you heard for clarification and conveying that you appreciate how the prospect feels.

(2) REALIZE – discovering the source of the issue by asking open and closed discovery questions and identifying the cause of the issue and why.

(3) RESPOND – addressing the issue by aligning relevant Navy opportunities and confirming that you effectively handled the issue.

3. Handling Objections Overview – APATHY

a. Apathy occurs when a prospect is happy with their current situation or is resisting the Recruiter’s effort to advance the conversation.

b. The desired outcome of handling apathy is to gain commitment to move forward.

c. The Recruiter must try to get the prospect to express a Pressure or Plan so the sales conversation can take place. The best method to ensure this happens is by using F.O.R.M.

d. Examples of apathy:

   (1) “Sorry, but I currently have a job.”

   (2) When I graduate I plan on finding a job in the civilian sector.”

   (3) I am satisfied being a nurse at the local hospital where I work.”

   (4) “Thanks, but I’m not interested.”

e. Points to remember with apathy:

   (1) Apathetic prospects may have wants and needs they are not aware of. Make them aware of them.

   (2) Ask discovery questions to help prospects realize pressures and discuss plans.

   (3) Successful Recruiters help point out the reality of the Prospect’s circumstances to make him/her aware of a need/want.
f. Apathy sample statement:

(1) “I can appreciate…Do you mind if I ask you a couple of questions about your circumstances?"

(2) “I appreciate you came in just for a pamphlet. Since you’re already here, do you mind if I ask you a couple of questions? That way, if I can’t help you now, I can help you in the future.”

4. Handling Prospect Objections – DOUBT

a. Doubt occurs when a prospect doesn’t believe what the Recruiter is saying, but may also occur when the prospect doesn’t believe what the Navy can offer.

b. If the Recruiter doesn’t know the process fully, it may appear sketchy to the prospect. For this reason it is important the Recruiter takes time to learn the various advantages of all Navy opportunities.

c. Doubt typically surfaces during the REVEAL step of the VALOR sales process, but could happen at any time.

d. Examples of doubt:

(1) “I can’t believe the Navy is going to pay for me to finish college.”

(2) “I don’t feel certain the Navy will have the right job for me.”

(3) “I find it hard to believe the navy will pay me a monthly stipend to attend medical school.”

(4) “Free medical coverage sounds too good to be true.”

e. Points to remember with doubt:

(1) People will natural doubt a Recruiter because of family and social media. Accept it, embrace it, and fix it.
(2) If you don’t fully know what you’re talking about, or can’t explain it well, people will doubt you.
(3) An effective way of selling Navy Opportunities and Advantages is to show proof while you sell it.

5. Handling Prospect Objections – CONFUSION

a. Confusion occurs when a prospect doesn’t believe the Navy can deliver or provide something that the Navy actually does.

b. There are two situations in which prospects will be confused. They have second-hand information about something and the Recruiter hasn’t discussed it yet. Or, the Recruiter failed to fully explain a Navy Opportunity and didn’t align the value of the Navy Advantage, leaving them confused about how it works to help change their circumstances.

c. Confusion typically occurs during the REVEAL step in the VALOR sales process, but could happen at any time.

d. Examples of confusion:

   (1) “I like the idea of becoming a Nuclear Engineering Officer, but have to pass on the opportunity. I’m not interested in going to Afghanistan.”

   (2) “Being at sea for four years on a ship is not my idea of fun.”

   (3) “The Navy seems like a great opportunity, but I can’t justify terminating my college education while I am serving.”

e. Points to remember with confusion:

   (1) Realize prospects may have more wants and needs you failed to uncover. They may feel you don’t have something they want, when you actually do, leaving them unsatisfied.

   (2) Prospects may have received misinformation about Navy Advantages from a third party.
6. Handling Prospect Objections – OBSTACLES
   a. Obstacles occur when a prospect doesn’t like something they will have to do or circumstances they will be faced with if they join the Navy.

   b. If the objection is something that can’t be fixed, it’s an Obstacle. Recruiters can’t get around this issue by offering new opportunities because no matter what else you offer the prospect, the Obstacle isn’t going away.

   c. Obstacles are typically encountered during the WIN step of the VALOR sales process, but can also occur during the REVEAL step.

   d. Examples of Obstacles:

      (1) “I don’t like the idea of being away from home for such a long time.”

      (2) “I don’t want to have to go out on a ship.”

      (3) “I’m not interested in that long of a commitment.”

   e. Points to remember with obstacles:

      (1) An obstacle is something that can’t be fixed or solved by offering new Opportunities and Advantages.

      (2) Use **psychological reciprocity** when asking them to ignore the obstacle and join the Navy anyway.

      (3) Help them realize that if they don’t join the Navy their Pressures will remain.

      (4) Show enthusiasm when outweighing with Navy Opportunities and Advantages. Always paint a positive image of the Navy and secure their commitment to join.

7. **PARTNER EXERCISE** – Handling Objections
OUTLINE SHEET 2.3
VALOR: OBJECTION HANDLING

a. Brainstorm a list of questions and/or statements to use during each of the 4 R’s of Objection Handling.

b. Refer to your Student Guide for ideas.

c. Choose a partner and practice handling objections using the questions/statements you developed.
   (1) One person plays the role of Prospect and selects one of the 4 objections to role play.

   (2) The other person will play the role of the Recruiter and determine what objection the Prospect is demonstrating and determine how best to address the objection being raised.

   c. Remember: You are looking to not just “handle” the objection but also to “tie back” to something that the Prospect values (i.e., Plans and Pressures)

8. GROUP EXERCISE – Objections Role Play

a. In groups of three (Recruiter, Prospect, Evaluator) review the applicant profiles. Then each Sailor takes a turn role-playing. The prospect will give an objection and the recruiter will utilize the 4 R’s to overcome it. The evaluator will observe and take notes. Keep going around the table until each member has role played each of the four objections.

9. Summary & Review

10. Evaluation:
   a. CBT

11. Application
   a. CBT
OUTLINE SHEET 2.3
VALOR: OBJECTION HANDLING

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JANUARY 2018
### Terminal Objectives:

2.4.0 **APPLY** VALOR Coaching conversation by recalling each of the four steps.

### Enabling Objectives:

2.4.1 **DESCRIBE** in sequence the four VALOR Coaching Steps

2.4.2 **ASSOCIATE** successful coaching practices to VALOR Coaching conversation.

2.4.3 **DISCUSS** overcoming objections during the VALOR Coaching conversation.

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1. **Introduction**

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2. **Lesson Objectives**

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3. **Safety**

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4. **Coaching Introduction**
   
   a. Coaching is a training process where both parties help each other learn and develop in a mutually beneficial relationship.
   
   b. Leading Petty Officers & Chief Petty Officers will learn what methods work when training new recruiters. New recruiters will learn how to become more efficient on the job.
   
   c. The two types of coaching widely used in Navy recruiting are peer coaching and leadership coaching.

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5. **Group Discussion**
   
   a. How do you know when there is a need to develop or assess a certain behavior?
   
   b. What is the ideal environment to hold a coaching session and how do we create it?
6. Coaching Overview
   a. The four steps of the VALOR Coaching process are: ENGAGE, ASSESS, REVEAL and WIN.
   b. To be effective at coaching you will need to know WHAT to do, WHEN to do it, and HOW it is done.

7. Engage Phase
   a. WHAT: Create an environment for a coaching session
   b. WHEN: You must believe that there is a need to develop or assess a certain behavior
   c. HOW: You must secure an area suitable for the coaching session that is free of distractions and allows the free exchange of ideas
   d. Resolve Objections using objection handling if any arise

8. Assess Phase
   a. WHAT: Discuss specific behavior or skill that requires coaching
   b. WHEN: When you’ve discovered an area for improvement
   c. HOW: Use discovery questions to understand the recruiter’s perspective on the topic, and then provide your perspective on the topic and request feedback. Finally, secure buy-in on the behavior that requires coaching.
   d. You assess your recruiter when you observe a behavior in their prospecting or while they are conducting a sales call.

9. Reveal Phase
   In the Reveal phase we will be revealing the plan that you and your recruiter have agreed on to help improved their proficiency.
   a. WHAT: Reveal a plan to correct the identified behavior.
   b. WHEN: After you secure buy-in on the need to improve the identified behavior.
   c. HOW: By collaborating with the recruiter to develop a plan to improve the identified behavior.
   d. Discuss what successful execution of the plan looks like and how it will be measured in a follow-up.
OUTLINE SHEET 2.4
VALOR: COACHING

e. Resolve objections

10. Win Phase
   a. WHAT: Follow up on the plan to improve the agreed upon behavior.
   b. WHEN: Follow up is conducted at an agreed upon time between the coach and recruiter.
   c. HOW: The coach observes the recruiter executing the plan that was agreed upon and provides performance feedback.
   d. You win by conducting a successful Coaching session with your recruiter.
   e. If identified behavior was not corrected start the coaching process over.

11. Recap Coaching Model

12. What good Coaches do
   a. Good coaches are observant and are adapt at diagnosing their recruiters specific sales weaknesses. They observe an action; recommend ways to improve and follow-up for efficiency.
   b. Be specific and demonstrate what behaviors are working and what can be changed. Work with the recruiter on discovering what their concerns are.
   c. Ensure that all of your recruiters have all of the tools they need to be successful and share information.
   d. Understand what is needed of you and move towards a commitment.

13. Overcoming Coaching Objections
   a. Coaching takes a lot of patience on both parts. Remember to some people find it hard to receive criticism on their performance.
   b. Occasionally you will run into a roadblock while trying to conduct your coaching session. If this situation occurs use VALOR Objection handling techniques you learned in previous lessons to overcome the recruiter’s reluctance to adjust their performance.
   c. If you feel that things are getting heated on either side of the conversation do not hesitate to take a break from the conversation and reschedule for a later time.

14. Review and Summary

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OUTLINE SHEET 2.4
VALOR: COACHING
Terminal Objective:

3.1.0 Identify whether a prospect meets, does not meet or needs a waiver to apply for a commission as a Navy Officer given a scenario in a group setting.

Enabling Objectives:

3.1.1 Identify Basic Eligibility Requirements.

3.1.2 Describe the preliminary interview.

3.1.3 Identify waiverable conditions.

3.1.4 Describe the use of WEB R-Tools in blueprinting.

1. Introduction.

a. Basic Commissioning Process

b. Blueprinting.

   (1) Obtain information about a prospect from:

      (a) Medical Pre-Screening

      (b) Interview

      (c) Tests

      (d) Background information supplied by applicant

   (2) Compare prospect’s information with Basic Eligibility Requirements (BERs) and Program Authorizations (PA) to verify applicants’ eligibility in terms of:

      (a) Mental

      (b) Moral

      (c) STET

      (d) Program
OUTLINE SHEET 3.1
BERS AND BLUEPRINTING

(3) Begin to collect documentation

(4) Populate Web R-Tools with blueprinting information.

2. Two sets of standards
   a. Basic Eligibility Requirements (BERs)
   b. Program Requirements

3. Applicant Evaluation
   a. Applicants are evaluated against two standards
      (1) Basic Eligibility Requirements (BERs)
         (a) Universal standards used to evaluate all Officer Program applicants.
         (b) Used to determine if applicants are Morally, Mentally and Physically qualified to serve as a Navy Officer
         (c) Applicants must meet BERs requirements before they can be considered for a specific program
         (d) Many NAVCRUITDISTs have a blueprinting checklist to help you capture pertinent data.

      (2) Program Authorization (PA) Requirements
         (a) Requirements established by Officer Communities
         (b) May include more stringent requirements than BERs standards
4. Basic Eligibility Requirements

a. Eligibility. Applicants from the following demographic groups may be eligible for one or more officer programs:

(1) Civilians: graduates and students

(2) ROTC participants

(3) Active and Inactive Duty Commissioned Officers

(4) U.S Public Health Service Officer

(5) Enlisted OSVET
    - Active
    - Inactive

(6) Enlisted NAVET
    - Active
    - SELRES
    - IRR

(7) Former participants disenrolled from a Commissioning Program

b. Age

(1) Per PA guidance; may be waiverable

(2) 42 years maximum; may not be able to retire

c. U.S. Citizenship

(1) All programs require U.S. citizenship

(2) Dual citizens must renounce non-U.S. citizenship prior to final selection

d. Birth and Citizenship Verification
OUTLINE SHEET 3.1
BERS AND BLUEPRINTING

(1) See COMNAVCRUITCOMINST 1131.2 (Series), Exhibit 020201 for acceptable documentation

(a) Foreign birth certificates require “certified but true” copies and translations

(b) Use DD Form 372 to request verification if the applicant does not have it

(c) Secondary evidence may be used if no agency can verify birth

e. Social Security Number

(1) Required to enlist/receive a commission

(2) Acceptable forms
   --Card issued by Social Security Administration
   --DD Form 214
   --NGB Form 22

(3) Cards stamped with “Issued for work purposes only” or any other phrase are not valid for enlistment/ commissioning

(4) Recruiter may photocopy social security cards
   --Mark as a true copy
   --Mark “REPRODUCED FOR REFERENCE PURPOSES ONLY”

f. Education

(1) Letters of Acceptance (LOA)/Academic Year Statement (AYS)
   -Required for FAP applicants for residency programs, scholarship recipients and Collegiates.

(2) Letters of good standing required for:
   -All Medical Program and FAP applicants
   -JAG workforce applicants

(3) Accreditation required for degree to be accepted
   -Database of Accredited Institutions of Postsecondary Institutions and Programs
(4) Transcripts
   (a) Must be sent directly from school to NAVCRUITDIST.
   (b) Recruiters may pick up official transcripts directly from school officials if they are in a sealed envelope.
   (c) E-7 and above, and Officer Processor Lead (OPL) may print and certify electronic copies.

g. Professional Qualifications
   (1) Professional School Entrance Exam Report:
      - Dental Corps
      - Medical Corps
      - Medical Services Corps—Optometrist
      - Judge Advocate General’s Corps
   (2) Copy of Professional License or Certificate
      Varies by program
   (3) Professional Interviews
      Varies by program

h. Third Class Swim Test
   - All OSC/ODS students tested
   - Applicants identify ability to swim
   - If self-identified “no,” applicant receives written notification from NAVCRUITDIST CO or R-OPS encouraging to practice

i. Dental
   (1) Braces authorized for students only
   (2) Retainers authorized
   (3) Ornamentation not authorized

j. Tattoos
OUTLINE SHEET 3.1
BERS AND BLUEPRINTING

(1) Four criteria determine suitability
- Not prejudicial to good order and discipline, and morale
- Does not bring discredit on the Navy
- Does not symbolize affiliation with gangs, supremacist or extremist groups
- Does not advocate illegal drug use

(2) Tattoos may not:
- Be located on face, neck or scalp
- Be visible while wearing a crew neck undershirt
- Be visible through white uniform clothing
- Be larger in size than the wearer’s hand with fingers extended and joined with the thumb touching the base of the index finger.

(3) Cosmetic tattoos are authorized if completed by a licensed, qualified medical professional must have completed the procedure

(4) Permanent make up is authorized for female applicants
- It must be in good taste, blend naturally with skin tone and enhance natural appearance

(5) ALL tattoos require R-OPS review

(6) MEPS documents tattoos that are not readily visible while in PT gear or equivalent.
- Recruiters should NEVER try to inspect or photograph tattoos covered by clothing.
OUTLINE SHEET 3.1
BERS AND BLUEPRINTING

k. Mutilation

(1) Intentional alteration of the body, head, face or skin for the purpose of and resulting in an abnormal appearance

(2) It is always prohibited

l. Physical Requirements

(1) Pre-Screening Questionnaire

(a) DD Form 2807-1, Report of Medical History

(b) Any “yes” answer requires supporting documentation

Make sure you allot enough time to gather documentation. Chief Medical Officer review can take 2 days to 1 week. This must be taken into account when attempting to schedule MEPS physicals.

(c) Officer Recruiters should be familiar with medical conditions not generally waiverable and those that are generally waiverable.

(2) Courtesy Review

(a) Initial medical risk assessment to see if Officer Recruiter should invest time processing applicant

(b) Use N3N Officer Applicant Coversheet/Quality Assurance (QA) Checklist

(3) Physical Exam

(a) Completed at MEPS or contract location

(b) Covers
   Medical Profile
   Vision
   Hearing
   HIV
OUTLINE SHEET 3.1
BERS AND BLUEPRINTING

Height and weight

m. Gang Association
   (1) Gang association is not a basis for automatic rejection
   (2) Applicants who disclose gang association or are suspected of gang association require a CO interview
   (3) History of violence or criminal activity makes the applicant ineligible

n. Drugs and Alcohol
   (1) Applicants are not permitted to enter naval service if:
      (a) They are drug and/or alcohol dependent
      (b) They abuse drugs and/or alcohol
      (c) Pre-service abuse indicates a propensity to continue the abuse while in service

o. Moral (Legal/Conduct)
   (1) Applicants with no criminal convictions, fines or periods of restraints are morally eligible for enlistment/commission.
   (2) Officer recruiters get information during interviews with applicant.
   (3) Once applicants have submitted a kit, they must notify recruiter, in writing, within 14 days of involvement in any new legal or conduct issues.
   (4) Forms used to document moral issues
      (a) DD Form 369, Police Record Check.
         It will take Officer Recruiters time to get the experience required to identify questionable cases that warrant use of DD Form 370.
      (b) DD Form 370, Request for References
      (c) SF-86, Questionnaire for National Security Positions
(5) Identified Misconduct

(a) Depending on the level of misconduct uncovered, Officer Recruiters have four options:

- Take no further action
- Request a misconduct waiver
- Request legal determination from NAVCRUITCOM 00J
- Automatically reject applicant

5. Preliminary Interview

a. During the preliminary interview, the Officer Recruiter collaborates with the applicant to reveal the following about applicants:

(1) Pressures, Plans and Problems

(2) Desire for Naval service

(3) Involvement in any unusual circumstances

(4) Status
   - Age
   - Dependency
   - Prior service
   - Education

(6) All other information required to make a preliminary eligibility determination

b. If any disqualifying mental, conduct, or physical characteristic is uncovered during the preliminary interview, the recruiter must tactfully inform the applicant and stop further processing.

c. Character
OUTLINE SHEET 3.1
BERS AND BLUEPRINTING

(1) Throughout the blueprinting process, applicants must demonstrate they are:

(2) Of the highest moral character

(3) Are capable of a satisfactory pattern of conduct

d. During the preliminary interview, the Officer Recruiter should begin to collect and request BERs documents.

(1) BERs documents are the output of the blueprinting stage of the basic commissioning process. They include copies of:

(a) Social Security Card
(b) Birth certificate
(c) Official Transcripts
(d) LOA/AYS
(e) Letter of Good Standing
(f) Licenses
(g) Certifications
(h) Resume
(i) Curriculum Vitae

e. Web R-Tools

(1) After the preliminary meeting, the Officer Recruiter enters the applicant’s blueprint information into Web R-Tools. Information includes any police, medical or drug problems that may have been uncovered during the interview.

(2) The Web R-Tools blueprint screen also provides a means for capturing applicants’ VALOR information.

(3) As applicants complete tests, the Officer Recruiter enters this data into Web R-Tools.
OUTLINE SHEET 3.1
BERS AND BLUEPRINTING

6. Waiverable Conditions

a. Applicants fall into one of three categories:

   (1) Eligible. Meets mental, moral and physical standards established by BERs and meets PA requirements. May require waiver.

   (2) Marginal. Meets mental, moral and physical standards established by BERs and PA. Requires waiver.

   (3) Automatic Rejection. Does not meet mental, moral and/or physical standards established by BERs and specifically identified as an automatic rejection in COMNAVCRUITCOMINST 1131.2 (Series).

b. Waivers

   (1) Applicants sometimes do not meet one or more mental, moral or physical standards. If there is not a reason for an automatic rejection, recruiters can request a waiver.

   (2) Waivers are available for:

      (a) Age.
         Per PA. Waivers require CO endorsement letter and a passing PFA.

      (b) Tattoo
         Size may be waived as long as content, size and location meet CRUITMAN criteria.

      (c) Disability Compensation
         NAVETs/OSVETs with a rating of less than 30% may request a waiver if they agree to waive disability compensation.

      (d) Drug Use
         Non-nuclear officers may apply for a pre-service drug waiver. They must reject further drug use.

         NUPOCs have more stringent requirements and must sign the Nuclear Propulsion Program Pre-Service Drug Abuse Statement.

         Review CRUITMAN EXHIBIT 020901.

      (d) Alcohol abuse
(e) Misconduct
Applicants under civil restraint are not eligible are not authorized a waiver

(f) Reenlistment Codes
Recruiters must review DD Form 214 or NG Form 22 to determine applicants’ reenlistment codes. Certain codes prohibit application for a commission. These cannot be waived.

(3) Officer Recruiter’s Role in Waivers
(a) Screen applicants: question and counsel applicants
(b) Investigate: gather documentation
(c) Initiate waiver requests per COMNAVCRUITCOMINST 1131.2 (Series)

(4) Bottom Line
(a) Two elements must be present for a waiver to be recommended:

- Highly favorable traits or mitigating circumstances exist which outweigh the reason for disqualification

- The enlistment/commission is clearly in the best interests of the Navy

(b) Waiver is reviewed using the whole-person concept.

7. Summary and Review
   a. 

8. Assignment
   a. None.

9. Evaluation
   a. Computer Based Testing
10. Application

a. You make the call.

(1) Brian Smith

(a) Age – 20
(b) Attending Akamai University in Hawaii
(c) Broke his left leg when he was 8
(d) Enrolled in Bachelor of Science with a Professional Studies major
(e) Overall cumulative GPA is 3.8
(f) Tri-athlete
(g) U.S. Citizen
(h) Has two misdemeanors for marijuana possession his freshman year (2 years ago)
(i) Height 70 inches and weight is 163
(j) Wants to be a SWO

(2) Rosa Gomez

(a) Age- 26
(b) Attending a regionally-accredited nursing school
(c) No physical issues
(d) Overall cumulative GPA is 2.8
(e) Attends school part time
(f) Marathon runner
(g) Naturalized Citizen
(h) Smoke Marijuana 10 times in the last 5 years (the last time was 2 months ago)
(i) Was a Presidential Scholar in High School
(j) Has already completed a Bachelor’s Degree 2 years ago. Major was psychology

(3) Tanya Williams

(a) Age - 24
(b) Accepted to Baylor University MBA program with a specialization in Healthcare Administration
(c) Used inhaler as a child
(d) Undergraduate GPA 4.0
(e) In great physical shape
OUTLINE SHEET 3.1
BERS AND BLUEPRINTING

(f) US citizen
(g) States she cannot swim
(h) Academic Scholar awarded from High School
(i) Height 72 inches and weight is 191
(j) She wants to be the next Admiral of the Medical Service Corps

(4) Sean Sanders

(a) Age - 40
(b) Has a Doctor of Medicine Degree from the University of Tennessee and completed a residency in General Surgery at the Med in Memphis, TN in 2009
(c) 1 prior knee arthroscopy
(d) Board Certified in General Surgery
(e) Is currently being sued by a patient
(f) US Citizen
(g) Prior DUI in 2000
(h) Working full-time at Baptist Hospital in Memphis, TN
(i) Has asked his recruiter about being stationed only in San Diego and nowhere else
(j) Height is 70 inches and weight is 191 lbs.

(5) Karen Taylor

(a) Age - 48
(b) Has a Doctor of Dental degree from the University of Illinois in 2009
(c) Marathon Runner
(d) Works in very active Dental Practice
(e) Spouse was prior Dental Corps Officer
(f) US Citizen
(g) Volunteers overseas with “Children with Smiles” Organization
(h) Wants to deploy
(i) Says she will go to any duty station. She just wants to “serve”
(j) Height is 70 inches and weight is 177 lbs.
OUTLINE SHEET 3.2-1

ESTABLISHING CREDIBILITY

A. TERMINAL OBJECTIVE:

3.2.0 EXPLAIN the pathway to commissioning through establishing credibility and ensuring program requirements are met in accordance with program authorizations. DEVELOP a credibility kit using Microsoft Power Point.

B. ENABLING OBJECTIVES:

3.2.1 EXPLAIN how to establish credibility.

3.2.2 IDENTIFY the pathways to commissioning.

3.2.3 EXPLAIN program requirements IAW the appropriate program authorization.

3.2.4 DEVELOP a credibility kit using Microsoft Power Point IAW performance checklist.

C. CREDIBILITY

a. Types of knowledge required for credibility

   i. Program and Organizational Knowledge

   ii. Prospect/Partner Knowledge

   iii. Personal Knowledge

b. Pathways to Commissioning

   i. Officer Categories

      1. Unrestricted Line Officer

      2. Restricted Line Officer

      3. Staff Corps Officer

   ii. Pathways
OUTLINE SHEET 3.2-1

ESTABLISHING CREDIBILITY (CONT.)

1. Direct Accessions (DA)

2. Direct Commission Officer (DCO)

3. Student Programs

   iii. Component-Type Intersection

   1. Active Component
   2. Reserve Component
   3. Medical
   4. General Officer (GENOFF)

   iv. Pathways to Commissioning

   1. Officer Candidate School (OCS)
   2. Officer Development School (ODS)
   3. Direct Commission Officer Indoctrination Course (DCOIC)

   v. CRUITMAN Program Entries

   vi. Program Authorizations (PAs)

   1. Introduction
   2. Citizenship
   3. Education
   4. Physical
   5. Aptitude/Mental Qualification

JANUARY 2018
OUTLINE SHEET 3.2-1

ESTABLISHING CREDIBILITY (CONT.)

6. Interview
7. Selection
8. Program Specific Information
9. Experience
10. Ecclesiastical Endorsement
11. Disciplinary Actions/Conduct
12. Entry Level Credit
13. Source
14. Training/Indoctrination
15. Professional Licenses/Qualifications
16. Enlistment
17. Appointment
18. Service Obligation
19. Pay and Allowances
   vii. Credibility Kits
1. Career Progression/Timeline
2. Day-In-The-Life
3. Job Description
4. Program Authorization

JANUARY 2018
OUTLINE SHEET 3.2-1

ESTABLISHING CREDIBILITY (CONT.)

5. Preferred Selection Criteria

6. Program Communications

7. Industry Research

8. Navy Resources

9. Schedule of Boards

INFORMATION SHEET 3.2-2

CREDIBILITY

A. INTRODUCTION:

Credibility is the “quality of being believable or worthy of trust”. You need three types of knowledge in order to be credible.

B. REFERENCE:

1. VALOR Sales Manual

2. How to Build the Expert Sales Force: The Missing Link in Across-the-Board Sales Performance Improvement

C. INFORMATION:

1. Program and Organizational Knowledge
   a. What you need to know about programs, products and processes

Figure 3-1-2-1: Credibility
CREDIBILITY (CONT.)

b. In order to be credible, you must display fluency when talking about Navy programs and recruiting processes. Fluency = Accuracy + Speed + Breadth & Depth of knowledge.¹

2. Prospect and Partner Knowledge
   
a. What you need to know about the prospect’s or partner’s pressures and plans
   
b. A partner is a person or group you are involved with in a long-term commitment for the purpose of achieving specific goals.

3. Personal Knowledge
   
a. What your abilities are in the skills you need to effectively recruit officers
   
b. You should know your abilities in the following skills:
      
      (1) VALOR
      
      (2) One-on-One Communication
      
      (3) Presentations
      
      (4) Active Listening
      
      (5) Social Media
      
      (6) Planning & Preparation
      
      (7) Problem Solving
      
      (8) Internal Collaboration
      
      (9) External Networking
   
   c. If you aren’t sure about how well you can perform in of the areas above, ask someone to evaluate you.

¹ Definition of fluency used with permission courtesy of Mike Schultz and John Doerr, “How to Build the Expert Sales Force: The Missing Link in Across-the-Board Sales Performance Improvement” (RAIN Group, 2011).
CREDIBILITY EXAMPLES

A. INTRODUCTION:

Now that you know what makes up credibility, let’s see if you can spot whether or not a recruiter has established credibility.

B. REFERENCE:

1. VALOR Sales Manual.

C. INFORMATION:

1. Examples:

   a. Through extensive research, a medical officer recruiting team was able to locate and visit a hospital with several orthopedic surgeons. By coincidence, the six orthopedic surgeons on call had a few minutes to spare between cases. They asked the team to give a mini presentation in their break room about opportunities in the Navy, relative to their specialty. Because the group had done their research, they were knowledgeable about reserve programs applicable to the orthopedic surgeons. As a result, one of the surgeons decided to join the Navy Reserves.

   b. During a hospital visit, a Navy medical officer recruiting team was asked to provide a presentation of Navy opportunities and advantages to a large group of perioperative nurses. Because the navy medical recruiting team was not well versed in program knowledge regarding perioperative nursing, they immediately lost the attention of their audience. Each member of the team appeared frozen in their tracks when asked to provide information about their organization and how it could benefit this group of perioperative nurses.

   c. A medical officer recruiter conducting an interview with an anesthesiologist lost credibility when he decided to shoot from the hip. When asked specific questions about time-in-service payback, he decided to guess. He began spitting out numbers that weren't even close to the required years of payback. Unfortunately, the anesthesiologist had done some research prior to their appointment and knew the recruiter was way off. The doctor immediately ended the interview and walked out of the meeting.

2. You try. Read the following two scenarios and see if you can determine if the recruiter has established credibility or not. Be ready to explain your answer.
INFORMATION SHEET 3.2-3

INFORMATION SHEET TITLE (CONT.)

a. NC1 Smith is goaled with a NUPOC and is PDCing at a local university when he stumbles into his old department head, CDR Jones. As they catch up, NC1 Smith asks CDR Jones what he’s doing at the university. CDR Jones says he is retired, and his wife, Sheila, is a physics professor in the engineering department and suggests he introduce NC1 Smith to her. NC1 Smith tells Sheila about the Navy Nuclear program and asks if he could speak to a group of engineering students. Sheila agrees and offers to let him talk to 30 students who are just finishing up a school function.

NC1 Smith is well prepared because he researched the NUPOC program and is confident that he could handle anything thrown at him. His presentation was going great when one of the students asks him if he is an engineer in the Navy and if he liked the quality of life. NC1 Smith responded that he is not an engineer because he is enlisted and not an officer. NC1 Smith also mentions that his quality of life was good.

b. HM1 Garcia is goaled with a direct commission reserve doctor and is meeting with a Graduate Medical Education (GME) coordinator at the local surgical training hospital. During the meeting, the coordinator asks HM1 Garcia if she is a doctor. HM1 Garcia thinks about this question for a moment and responds that she is a Navy Medicine Representative and the Navy sent her in to inform civilian physicians about Navy medicine. She also states that Navy physicians are expected to keep their skills up to date and apply them to taking care of Sailors and their families. Having them recruit would result in a loss of focus. She finally states she has the contact information of several Navy surgeons and would be happy to put them in contact with anybody who is interested in learning more about life as a Navy physician. The GME coordinator likes the idea that her trained physicians would be sharpening their skills in the Navy.
A. INTRODUCTION:

Pathways to commissioning offer applicants a means of becoming a Navy officer. Depending on their circumstances, future Navy officers receive their officer training in one of three programs: Officer Candidate School, Officer Development School, or Direct Commission Officer Indoctrination Course.

B. REFERENCE:

1. Becoming a Navy Officer.

2. MANUAL OF NAVY OFFICER MANPOWER AND PERSONNEL CLASSIFICATIONS, NAVPERS 158391

3. A Path to Professional Leadership: Becoming a Navy Officer


5. COMNAVCRUICOMINST 1131.2 (Series), NAVY RECRUITING MANUAL-OFICER

C. INFORMATION:

1. Officer categories are an administrative means for classifying, identifying and documenting officer manpower resources and requirements. There are three officer categories:

   a. Unrestricted Line Officer. Officers who are not restricted in the performance of duty and are eligible to command ships, submarines, aircraft squadrons, fleets and shore bases

   b. Restricted Line Officer. Officers who are restricted in the performance of duty by having been designated for aviation duty, engineering duty, aerospace engineering duty, or special duty

   c. Staff Corps Officer. Specialists in career fields that are professions unto themselves

2. Component-Type Intersection. Another way to categorize officer accession programs is by differentiating between medical and non-medical officers—general officers (GENOFF). You will combine these with active and reserve components to customize recruiting tactics and techniques and be more effective in making goal.
INFORMATION SHEET 3.2-4

PATHWAYS TO COMMISSIONING (CONT.)

a. Active Component -- Programs leading to commissioning as an active duty Naval Officer

b. Reserve Component -- Programs leading to commissioning in the Navy Reserves

c. Medical -- Programs leading to commissioning in the Medical Corps, Dental Corps, Nurse Corps, and Medical Service Corps

d. General Officer (GENOFF) -- Programs leading to commissioning in non-medical corps designators

e. All goaled programs will be a combination of two of the big four as illustrated in figure 3-1-4-1 below.

Figure 3-1-4-1: Component-Type Intersection
INFORMATION SHEET 3.2-4

PATHWAYS TO COMMISSIONING (CONT.)

3. Officer training schools are the capstone for the pathways and are used to categorize programs in the CRUTIMAN.
   
a. Officer Candidate School (OCS)

b. Officer Development School (ODS)

c. Direct Commission Officer Indoctration Course (DCOIC)

d. Additional information is available at the Officer Training Command website http://www.netc.navy.mil/nstc/otcn/index.html
INFORMATION SHEET 3.2-5

PUTTING THE PROGRAMS IN THE PATHWAYS

A. INTRODUCTION:

Officer programs establish requirements for applicants for commissioning as U.S. Naval Officers and determine processing requirements for officer applications. Aligning programs with their corresponding pathway to commissioning and accession type will help you map out how to build program and process knowledge fluency for your goaled designators; it will also help with identifying markets and planning prospecting evolutions.

B. REFERENCE:

1. COMNAVCRUCOMINST 1131.2 (Series), NAVY RECRUITING MANUAL-OFFICER

2. OPNAVINST 1120.13 (Series), PROFESSIONAL RECOMMENDATION FOR OFFICER ACCESSIONS

C. INFORMATION:

a. Program Authorizations (PAs). Policy documents that prescribe commissioning qualifications, eligibility requirements, accession source, obligated service requirements, and other related topics for a specific community or designator’s officer accession program.

b. Combining accession types, programs, and training completes the pathways to commissioning.

   i. Figure 3-1-5-1 illustrates the programs aligned with the three pathways to commissioning.

   ii. Table 3-1-5-1-1 displays detailed information about the pathways, pipelines, and programs.

   c. Connecting each pathway with corresponding accession types and programs will help you identify what you need to know to increase your program and process knowledge fluency.
INFORMATION SHEET 3.2-5

PUTTING THE PROGRAMS IN THE PATHWAYS (CONT.)

<table>
<thead>
<tr>
<th>DA</th>
<th>GENOFF, NUPOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCO</td>
<td>N/A</td>
</tr>
<tr>
<td>STUDENT</td>
<td>CEC, NUPOC</td>
</tr>
</tbody>
</table>

**OCS**

<table>
<thead>
<tr>
<th>DA</th>
<th>Cyber Warfare Engr, Medical, Nuke Inst/Engr, Chaplain, JAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCO</td>
<td>Medical, Chaplain</td>
</tr>
<tr>
<td>STUDENT</td>
<td>HPSP, HSCP, SEGA, JAG</td>
</tr>
</tbody>
</table>

**ODS**

<table>
<thead>
<tr>
<th>DA</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCO</td>
<td>GENOFF</td>
</tr>
<tr>
<td>STUDENT</td>
<td>NCP, FAP, CCPO</td>
</tr>
</tbody>
</table>

**DCOIC**

Figure 3-1-5-1: Pathways to Commissioning
### INFORMATION SHEET 3.2-5

**PUTTING THE PROGRAMS IN THE PATHWAYS (CONT.)**

Table 3-1-5-1: Officer Programs Mapped to Indoctrination Schools

<table>
<thead>
<tr>
<th></th>
<th>DA</th>
<th>DCO</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OCS</strong></td>
<td>Civil Engineer Corps (CEC); EOD; Info Professional; Info Warfare; Intel; NFO; NUPOC; Oceanography; PAO; Pilot; Submarine Engineer Duty; Supply Corps; SWO</td>
<td>CEC; NUPOC</td>
<td>GENOFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MEDICAL</td>
</tr>
<tr>
<td><strong>ODS</strong></td>
<td>Cyber Warfare Engineer; Chaplain; JAG; Nuclear Instructor/Engineer</td>
<td>JAG; SEGA</td>
<td>GENOFF</td>
</tr>
<tr>
<td></td>
<td>Dental Corps; Medical Corps; Medical Service Corps; Nurse Corps</td>
<td>HPSP; HSCP</td>
<td>MEDICAL</td>
</tr>
<tr>
<td><strong>DCOIC</strong></td>
<td>AEDO; AMDO; CEC; Chaplain; EDO; HR; Info Professional; Info Warfare; Intelligence; Oceanography; PAO; Supply Corps; SWO</td>
<td>CCPO</td>
<td>GENOFF</td>
</tr>
<tr>
<td></td>
<td>Dental Corps; Medical Corps; Medical Service Corps; Nurse Corps</td>
<td>NCP</td>
<td>MEDICAL</td>
</tr>
</tbody>
</table>
INFORMATION SHEET 3.2-6

PROGRAM AUTHORIZATION

A. INTRODUCTION:

While program authorizations (PAs) follow a similar format, some can be challenging to review. Knowing the common sections of a PA will help to extract needed information quickly and accurately.

B. REFERENCE:

1. COMNAVCRUITCOMINST 1131.2 (Series).

C. INFORMATION:

1. Sections of a PA:
   a. Introduction
   b. Citizenship
   c. Education
      - Accredited Educational Institution - An educational institution accredited by an agency that is on the list of nationally recognized accrediting agencies published by the Secretary of Education. A list of accredited institutions is maintained by the Department of Education at: http://ope.ed.gov/accreditation/.
   d. Physical
   e. Aptitude/Mental Qualification
   f. Interview
   g. Selection
   h. Program Specific Information
   i. Experience
   j. Ecclesiastical Endorsement
   k. Disciplinary Actions/Conduct
   l. Entry Level Credit.
INFORMATION SHEET 3.2-6

PROGRAM AUTHORIZATION (CONT.)

- The entry grade and date of rank awarded to a direct accession officer when appointed. Credit is computed using days of prior active duty service as a commissioned officer, and time spent on advanced education and training, and may also include credit for professional experience.

m. Source

n. Training/Indoctrination

o. Professional Licenses/Qualifications

p. Enlistment

q. Appointment

r. Service Obligation

s. Pay and Allowances
JOB SHEET 3.2-7

PROGRAM AUTHORIZATION REVIEW

A. INTRODUCTION:

OPNAVINST 1120.12 charges NRC to “recruit officer candidates per the approved PAs and determine if the applicant meets the basic enlistment and commissioning eligibility requirements, including security clearance eligibility, medical qualification and physical fitness and body composition standards.”

This job sheet provides guidelines to help you review a program authorization (PA) in order to carry out this charge. Being able to extract information quickly and accurately from a PA will help you begin building knowledge fluency and is the foundation for market identification and prospecting.

B. EQUIPMENT / MATERIALS:

1. Program authorizations

C. REFERENCES:

1. OPNAVINST 1120.13 (Series)

D. SAFETY PRECAUTIONS:

1. None

E. GUIDELINES:

1. Review goaling letter to determine program.


3. Identify pertinent information to help you locate qualified leads and talk credibly about the program.
PROBLEM SHEET 3.2-8

PROGRAM AUTHORIZATION REVIEW

A. INTRODUCTION

The purpose of this exercise is to help you become familiar with reviewing program authorizations (PAs). The ability to extract information will set you up for success when recruiting officers.

B. PROBLEMS:

1. Find the PA for each of the following three officer programs. Answer the questions for each PA. You may not work with a partner for this exercise. Prepare to discuss your answers during debrief.

2. Review the program authorization for Aviation Officer Candidates and find the following requirements:
   a. What are the age requirements?
   b. What are the mental requirements?
   c. What are the mental requirements?
   d. What are the physical requirements?
   e. What active duty requirements are incurred?

3. Review the program authorization for the Financial Assistance Program for the Dental Corps and find the following requirements:
   a. What are the education requirements?
   b. What are the professional experience requirements?
   c. What are the training requirements?
   d. Where are participants assigned upon appointment?
e. What is the minimum active duty service obligation if enrolled in FAP for three years?

f. How does FAP affect retirement?

g. What happens if a FAP participant fails to complete the minimum active duty service obligation?

4. Review the program authorization for the AD Civil Engineering Corps and find the following requirements:

   a. What is the maximum age for participation?

   b. What degrees are acceptable for this program?

   c. Which engineering degrees are desirable for this program?

   d. What additional requirements must a participant with a degree in engineering technology?

   e. What are the academic requirements for collegiates?

   f. What is the active minimum service obligation associated with this program?

   g. What is the total service obligation associated with this program?
INFORMATION SHEET 3.2-9

CREDIBILITY KITS

A. INTRODUCTION:

The credibility kit is designed to provide you with additional information and guidance. It will provide better intelligence, better strategic planning, better preparation, and better credibility. The kits are means to gather all information on a program in one place, and a method to ensure you don’t overlook helpful information.

B. REFERENCE:

1. VALOR Sales Manual

C. INFORMATION:

1. A credibility kit is focused on one officer program, possibly sub-specialty, and is broken down into the following ten sections:

   a. Career Progression/Timeline. Gives you knowledge on the education level, work background, and timeline for each level of education required to become an officer in the target designator.

   b. Day-In-The-Life. Provides a typical daily routine of an officer in the Navy as well as some examples for civilian.

   c. Job Description. Summarizes specific responsibilities, work environment, training and advancement, educational opportunities, and pay range.

   d. PA. Provides the direct link to the PA for that specialty role.

   e. Preferred Selection Criteria. Examples of positive/negative factors affecting selection, preferred candidates characteristics, and competitive profiles.

   f. Program Communications. Information on where to find all key communications affecting recruiting.

   g. Industry Research. Various links and information sources to expanded knowledge on this specialty role.

   h. Navy Resources. Key links to foundational Navy knowledge.

   i. Schedule of Boards. Links to current FY selection boards. Contains foundational information for planning.
PROBLEM SHEET 3.2-8

PROGRAM AUTHORIZATION REVIEW (CONT.)


2. Credibility kits can become an essential part of your planning (PRE-SOAR) to ensure you are prepared to meet with partners, contacts, prospects, and applicants.
JOB SHEET 3.2-10

CREATE A CREDIBILITY KIT

A. INTRODUCTION:

As you have seen in class, credibility kits are a great job aid in helping you plan to recruit for a specific officer program. The ability to develop a credibility kit in the field will help make your job easier.

B. EQUIPMENT/MATERIALS:

1. Computer with internet access, MS Word and PowerPoint
2. Credibility kit template
3. Program Authorizations

C. REFERENCES:

1. VALOR Sales Manual

D. GUIDELINES:

1. Review existing credibility kits and NORGs.
2. Review N31 sites on NRC's iNavy portal.
3. Review Officer Community Manager and Navy.com sites.
   Use search operator “site:.navy.mil” and “site:.navy.com” in search engine.
4. Brainstorm with recruiting team to identify information sources.
5. Conduct research and write summaries/descriptions where appropriate.
   Include Joint Advertising Market Research & Studies (JAMRS).
6. Fill in the template.
7. Update often.
PROBLEM SHEET 3.2-11

DEVELOP A CREDIBILITY KIT

A. INTRODUCTION:

As you have seen in class, credibility kits are a great job aid in helping officer recruiters plan to recruit for a specific officer program. The ability to develop a credibility kit in the field will help make your job easier.

B. REFERENCE:

1. VALOR Sales Manual

C. PROBLEM:

1. Your team is assigned to build a Recruiter Credibility Kit and Navy Opportunities Reference Guide for an active or reserve officer program. As your instructor assigns your program, check the appropriate boxes below.

   a. Component:

      □ Active
      □ Reserve

   b. Program:

      □ Civil Engineer Corps Officer
      □ Chaplain
      □ Dental Corps; specialty _____________________________
      □ Information Warfare Officer
      □ Pilot
      □ Medical Corps; specialty _____________________________
      □ Medical Service Corps; specialty ______________________
      □ Navy Flight Officer
      □ Nuclear; specialty _____________________________
      □ Nurse Corps; specialty _____________________________
      □ Supply Corps Officer _____________________________
DEVELOP A CREDIBILITY KIT (CONT.)

2. Project is due for presentation class on: ____________________________.

D. DIRECTIONS

1. Use the credibility kit template provided and Job Sheet 3-1-10 to build a kit.

2. Here are some key facts to keep in mind when developing the credibility kit.
   a. Purpose. Provide information to help plan and execute recruiting officer program School of Area of Responsibility (SOAR).
   b. Sections
      (1) Cover
         • Picture (optional)
         • Role: title of target program
         • Description: of target program
      (2) Career Progression/Timeline
         • Specialty terminology: a list of all abbreviations, acronyms, and definitions of terms associated with the program
         • Timeline: a graphic display of milestones with accompanying explanations and hyperlinks of what one needs to achieve to become the target Navy officer program, for example general practitioner in the Medical Corps
      (3) Day in the Life
         • Description of a typical day in the life of the civilian equivalent of the Navy officer program.
         • Description of a typical day in the life of the target Navy Officer.
      (4) Job Description
         • Description of the Navy officer job
         • Description of the equivalent civilian job
DEVELOP A CREDIBILITY KIT (CONT.)

(5) Program Authorization (PA)
   - PA number(s) and hyperlink(s)

(6) Preferred Selection Criteria
   - Selection requirements
   - Positive selection factors
   - Negative selection factors
   - Competitive profile or application goaling quality threshold criteria

(7) Program Communications – POCs and Other Sources of Information.
   - Information from NOPO Grams (GENOFF), medical PM documents, or other sources

(8) Industry Research
   - Summaries of and hyperlinks to articles that provide intel on the officer program’s community or civilian equivalent job market. Intel should help the Officer Recruiter to identify possible Pressures, Plans and Problems or Navy Opportunities and Advantages.
   - Summaries and hyperlinks to Joint Advertising Marketing Research and Studies (JAMRS) pertinent to the prospect market

(9) Navy Resources
   - List of resources pertinent to the program covered available to help the Officer Recruiter. They include: guidelines, Navy social media sites, NAVCRUITCOM “Behind the Ribbons” site, and recruiting cycle time.

(10) Schedule of Boards
   - Information from NRC’s iNavy Portal including selection board schedules and dashboard information

   - A summary of some Navy Advantages by the BBETRR categories tailored to target officer program and designator
PROBLEM SHEET 3.2-11

DEVELOP A CREDIBILITY KIT (CONT.)

3. Once you complete the credibility kit, prepare a brief to present to the class. The brief should be 10 minutes long and highlight the following:
   a. What is unique about your credibility kit?
   b. What difficulties did you encounter? How did your team overcome them?
   c. What “aha” moments did you have while creating the kit?

4. How your project will be graded
   a. Recruiter Credibility Kit
      □ Follows the template outline
      □ Information is pertinent to the officer program and/or civilian equivalent
      □ Information is of sufficient depth and breadth
      □ Information is accurate
      □ Sources are credible
      □ Product is usable
      □ NORG addresses each BBETRR opportunity satisfactorily
      □ NORG Navy advantages apply to assigned prospect market
   b. Presentation
      □ Lasts 8-12 minutes
      □ Focuses on novel and unique aspects of the kit
      □ Includes difficulties encountered and how you overcame them
      □ Includes “aha” moments; what did you learn that was unexpected?
A. **TERMINAL OBJECTIVE:**

3.3.0 EXPLAIN how to identify officer market types and how use affinity groups, OSTEMM and ORAMPS to assist in penetrating the market.

**ENABLING OBJECTIVES:**

3.3.1 IDENTIFY officer market types.

3.3.2 DIFFERENTIATE between accredited and non-accredited programs.

3.3.3 DESCRIBE affinity groups.

3.3.4 DESCRIBE the data elements of Officer Science, Technology, Engineering, Mathematics and Medical (OSTEMM).

3.3.5 EXPLAIN requirements to develop, maintain and use the Officer Recruiter Annual Market and Prospecting System (ORAMPS) IAW COMNAVCURUITCOMINST 1131.2.

3.3.6 IDENTIFY officer target market centers in accordance with performance checklist.

B. **TOPIC OUTLINE:**

1. Officer Market Types.
   a. College Market.
   b. Workforce Market.
   c. Diversity Market.
   d. Navy Reserve Component.

2. Differentiating Accredited and Non-Accredited Programs.
   a. Institutional Accreditation.
   b. Specialized Accreditation.
c. Seven Regional Accrediting Agencies.

3. Affinity Groups.
   a. Super Seven Affinity Groups.

4. Officer Science, Technology, Engineering, Mathematics and Medical (OSTEMM).

5. Officer Recruiter Annual Market and Prospecting (ORAMPS).
   a. Developing, maintaining and using ORAMPS

6. Identifying target market centers.
INFORMATION SHEET 3.3-2

ACREDITATION

A. INTRODUCTION:

Accreditation is the recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice. Being able to determine if prospect’s degree meets Navy requirement will help you use your time more efficiently.

B. REFERENCES:

1. COMNAVCRUITCOMINST 1131.2 (Series).


C. INFORMATION:

1. Accreditation is the recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice. The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality.
   a. Institutional Accreditation - Normally applies to an entire institution, indicating that each of an institution’s parts is contributing to the achievement of the institution’s objectives, although not necessarily all at the same level of quality.
   b. Accrediting agencies are organizations (or bodies) that establish operating standards for educational or professional institutions and programs, determine the extent to which the standards are met, and publicly announce their findings.

2. Specialized Accreditation - Normally applies to the evaluation of programs, departments, or schools, which may be parts of a total collegiate or other postsecondary institution.

3. There are six regional accrediting agencies you should be familiar with:
   b. Middle States Commission on Higher Education (MSCHE).
   c. New England Association of Schools and Colleges (NEASC).
   d. Northwest Commission on Colleges and Universities (NWCCU).
INFORMATION SHEET 3.3-2

ACCREDITATION (CONT.)

e. Southern Association of Schools and Colleges (SACSC).

f. Western Association of Schools and Colleges (WASC).

4. Some NAVCRUITDISTs, such as New York, may use other accreditation agencies. Your DLCPO or OACR will be able to help you with these agencies.

5. Specialized accrediting agencies for specific programs are listed in the Accreditation Links Tab of Officer Recruiter Annual Market and Prospecting System (ORAMPS). Specialized accreditation is based on education requirements found in program authorizations. The following specialized accreditation agencies are examples:

a. Accreditation Board for Engineering and Technology, Engineering Accreditation Commission (ABET-EAC) for Civil Engineer Corps: http://www.abet.org/.

b. Commission on Collegiate Nursing Education (CCNE) for Nurse Corps: http://www.aacn.nche.edu/ccne-accreditation
INFORMATION SHEET 3.3-2

ACCREDITATION (CONT.)

6. See your Education Services Specialist if a prospect has a bachelor’s degree from an unaccredited for foreign institution.
A. INTRODUCTION:

Assessing whether or not a program is accredited is an easy process. Being able to do this quickly and proficiently will increase your credibility with prospects.

B. EQUIPMENT / MATERIALS:

1. ORAMPS.

C. REFERENCE:


D. SAFETY PRECAUTIONS:

1. None.

E. JOB STEPS:


2. Determine if the degree is awarded by a foreign institution.

3. If the degree-awarding institution is foreign, contact your Educational Services Specialist.

4. Choose “Get data for one accredited institution/site.”

5. Enter program information.

6. Verify program is accredited by one of the seven regional agencies.

7. Determine if the officer program(s) require specialized accreditation.

8. Determine accrediting agency in ORAMPS.

9. Navigate to the accrediting agency’s website.

10. Verify the degree is accredited.
F. QUESTIONS:

1. A student at Villanova is studying for BS in nursing and would like to become a Navy Nurse. Answer the following questions:
   
   (a) Is the school accredited?
   
   (b) Does the program require specialized accreditation?
   
   (c) If the program requires specialized accreditation, is it accredited?

2. A YN1 in the Navy Reserves just received her BBA in Human Resource Management from Grantham University and would like to apply for a DCO commission as a Human Resources Officer. Answer the following questions:
   
   (a) Is the school accredited?
   
   (b) Does the program require specialized accreditation?
   
   (c) If the program requires specialized accreditation, is it accredited?
INFORMATION SHEET 3.3-4

OFFICER SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS AND MEDICAL (OSTEMM)

A. INTRODUCTION:

The OSTEMM provides a statistical overview of educational institutions and hospitals—including departments and areas of study that are typically at the foundation of all CNRC critical goals—within your Area of Opportunity (AOR). It captures data regarding accreditation types, demographic breakdowns, degree programs offered by school, diversity population, foreign exchange student population, Veteran Affairs programs, residency programs, and other information that will help you assess market source potential.

B. REFERENCE:

1. COMNAVCRUITCOMINST 5720.13 (Series).
2. COMNAVCRUITCOMINST 1131.2 (Series).
3. ACGEME site - http://www.acgme.org/About-Us/Overview

C. INFORMATION:

1. The OSTEMM provides a statistical overview of educational institutions and hospitals—including departments and areas of study that are typically at the foundation of all CNRC critical goals—within your Area of Opportunity (AOR). It captures data regarding accreditation types, demographic breakdowns, degree programs offered by school, diversity population, foreign exchange student population, Veteran Affairs programs, residency programs, and other information that will help you assess market source potential.

2. The OSTEMM helps you assess your market source potential. You must consider the following four areas when identifying market source:

   a. Quantity - the population or number of prospects in a given market
OFFICER SCIENCE, TECHNOLOGY, ENGINEERING, MATHMATICS AND MEDICAL (OSTEMM) (CONT.)

b. Quality - the potential of individuals in this market to possess the characteristics and skills required to receive commissioning. This not only includes educational qualifications, but the mental, moral, and physical fitness of a prospective applicant.

c. Accessibility - the geographical location, an organization's willingness to allow or support recruiting activities based on their beliefs, attitudes, and feelings towards the Navy. As an officer recruiter it is important that you review an organization’s mission and vision statements. You would not want to recruit individuals who are affiliated with organizations whose mission and vision conflicts with the core values of the Navy.

d. Past history of production – the number of accessions from PRIDE MOD II One Navy Report, and Officer Recruiter Annual Market and Prospecting (ORAMPS).

3. OSTEMM Data Elements:

a. NRD
b. District
c. DIV
d. RSID
e. UnitID
f. Institution
g. Accreditation Council for Graduate Medical Education (ACGEME) Data Resident Program Count
h. ACGEME Data Resident Count
i. High Degree Offered
j. ROTC
k. Historically Black Colleges and Universities (HBCU) – “any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of
DIAGRAM SHEET 3.3-4

OFFICER SCIENCE, TECHNOLOGY, ENGINEERING, MATHMATICS AND MEDICAL (OSTEMM) (CONT.)

Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation.”

l. Hospital

m. Medical

n. Tribal – Tribal Colleges and Universities (TCUs). TCUs maintain, preserve, and restore Native languages and cultural traditions; offer a high quality college education; provide career and technical education, job training, and other career building programs; and often serve as anchors in some of the country’s poorest and most remote areas.

o. Programs of Study – contains two columns:

(1) Program with whole number – the number of graduates the program is expected to produce for a particular school each year.

(2) Program % of NRD – the percentage of total graduates all schools in the NRD are expected to produce in a given year for a particular program.

p. Demographic Breakdown:

(1) Total Enrollment

(2) Gender

(3) Race/Ethnicity

(4) Non-Resident Aliens
DIAGRAM SHEET 3.3-5

ORAMPS LIFECYCLE

CO
- Review and approve ORAMPS

OPS-O*
- Lead officer program inputs into ORAMPS
- Identify & list every accredited program, degree, advanced course, residency & fellowship program using OSTEMM
- Provide contact info for all COIs per respective program
- Document key known events
- Gather local affinity group information

OR
- Execute ORAMPS
- Conduct AAR
- Provide Feedback
- Update ORAMPS

OPS-O*
- Leads ORAMPS inputs
- Review ORAMPS Monthly
- Recommend COAs
- Brief CO Monthly

*With OACR
IDENTIFYING TARGET MARKET CENTERS

A. INTRODUCTION:

Maintaining a continuous flow of new names on a continuous basis is essential to a recruiter’s success. Properly identifying target market centers will help you do this, and help you set yourself up for success.

B. EQUIPMENT / MATERIALS:

2. Program Authorizations.
4. Program Manager/N31 Communications.
5. OSTEMM
6. ORAMPS

C. REFERENCES:

1. COMNAVCURITCOMINST 1131.2 (Series)

D. SAFETY PRECAUTIONS:

1. None.

E. JOB STEPS:

1. Review goaling letter to determine programs used to identify target market center.
2. Officer recruiters may receive one of the following two types of goals:
   a. In-year goals. Goals assigned and due within a given year
   b. Out-year goals. For more complex programs, goals are assigned in a given year, but due in the next year so the recruiters have more time to work towards achieving goal. These are called out-year goals.
3. Determine status of goaled programs:
   a. Review One Navy Report for GENOFF program status.

JANUARY 2018
IDENTIFYING TARGET MARKET CENTERS (CONT.)

b. Review Dashboard for medical program status.

4. Prioritize programs:
   a. Review board schedules to prioritize programs.
   b. Review program manager/N31 communications for any additional guidance.

5. Determine program requirements.

6. Assess organizations in the AOR:
   a. Select best institutions to focus on:
      (1) Review OSTEMM for quantity.
      (2) Review ORAMPS for quality and accessibility.
      (3) Review last three years of One Navy Report for quality.
   b. Verify selected institutions and programs are accredited.
   c. Identify COIs targeted organizations:
      (1) Review websites.
      (2) Verify or update ORAMPS data.
IDENTIFYING TARGET MARKET CENTERS

A. INTRODUCTION:

This problem will give you hands-on experience in identifying officer target market centers (TMC).

B. PROBLEM

1. Your team has just received your goaling letter for FY16. (See hand out.) You must identify the target market centers to achieve these goals for NRD Phoenix.

C. DIRECTIONS:

1. Work with a partner to identify the TMC in accordance with Job Sheet 3-2-5.

2. When you are finished, you should have an updated ORAMPS for the goaled program.

3. Share your findings with the class. Be prepared to discuss the following:
   a. Which tabs of the ORAMPS did you use?
   b. What strategies did you use?
   c. What institutions/organizations did you add to ORAMPS? Why?
   d. What was easy.
   e. What was difficult.
   f. How was this experience similar to identifying enlisted TMCs.
   g. How was this experience different from identifying enlisted TMCs.
Terminal Objective:
3.4.0 EXPLAIN program availability and timelines and how to effectively network and engage with gatekeepers. EXPLAIN the steps to effectively engage with strategic partners and develop mutual value to win high demand Prospects.

Enabling Objectives:
3.4.1 DEVELOP an outline of program availability and timelines IAW performance checklist.
3.4.2 EXPLAIN the guidelines for liaising with gatekeepers.
3.4.3 EXPLAIN guidelines for liaising with strategic partners.
3.4.4 EXPLAIN objection resolution techniques.

1. Introduction
2. Lesson Objectives
3. Safety
4. DEVELOP an outline of program availability and timelines.
   a. PURPOSE/GOAL: To plan effectively in order to meet program availability and timelines
   b. WHEN TO USE: When determining where and when to prospect
   c. EXERCISE: Developing officer Prospecting Plans
5. Guidelines for liaising with gatekeepers.
   a. PURPOSE/GOAL: Provide recruiters the ability to network with key personnel within their Area of Opportunities. Additionally, liaising with gatekeepers will also provide recruiters’ the ability to handle objections in an attempt to create/maintain genuine relationships.
   b. WHEN TO USE: During EVERY prospecting evolution.
OUTLINE SHEET 3.4
OFFICER PROSPECTING

c. Understanding Gatekeepers
d. Factors that impact their decision to allow access to the Decision Maker

(1) What role or function does the Gatekeeper have within the organization?

(a) Examples
   Graduate Medical Education (GME) Coordinator have access to residents
   (physicians PGY-1-4)
   Director of Education (DOE) has access to the didactic training schedule of
   residents

(2) Your ability to provide information regarding what you want

(a) Examples
   Why do you want an appointment?
   What programs are available that benefit the organization?

(3) How the Gatekeeper benefits from calls you make within the organization/department

(a) Decrease resident stress (housing, parking passes, meals, etc.)
(b) Increased patient care
(c) Increased GPA and/or graduation rate

(4) How well you minimize the Gatekeepers concerns or discomfort

(a) Product Knowledge
(b) Previous success stories/student testimonials from their school when possible

(5) Effective engagement of the Gatekeeper

(a) Conversation starters

6. LIAISING WITH STRATEGIC PARTNERS

a. What is Mutual Value?

(1) Answers two questions:
   (a) Who has what I need?
   (b) Who needs what I have?
OUTLINE SHEET 3.4
OFFICER PROSPECTING

b. Strategic partner: a person or group involved in a long-term commitment for the purpose of achieving specific goals.

(1) Strategic partnerships help each other identify non-competing opportunities. NASA often says that they will not create cities and communities in space, but instead NASA will provide the highways that allow other commercial companies to build cities and communities in space.

(2) Example: A COI is an influential person – as perceived by the prospect! A COI cannot be dictated merely by positionality, but must in fact hold a perceived value in the eyes of the prospect. Parents, older sibling, spouse, teacher, religious mentor, friend in the military or a veteran thereof. However, for officer recruiting, the COI can also be defined in terms of their influence of the larger association – be that professional or academic.

(3) Legal partnerships contrast strategic partnerships. Consider the case when a single parent company co-locates seemingly competing retailers together, such as Olive Garden® and Red Lobster® restaurants, or Express® and Abercrombie® clothing stores to corner the local market. But these companies are legally owned by the same parent company.

c. The goal of liaising with strategic partner is to maintain a continuous flow of new names on a continuous basis, which is essential to your success. You can liaise using different methods:

   (1) Face to face
   (2) Telephone
   (3) Email
   (4) Social Media

d. You should have agreed-upon follow-up actions at the end of every liaison evolution with a strategic partner.

e. WHEN TO USE

   (1) To gain access to a restricted population.
   (2) To establish credibility with a given population through the affiliation of the strategic partnership.
   (3) To offer the strategic partner an option they wouldn’t have otherwise been able to obtain.
f. Guidelines

(1) Consistently reinforce the WIIFM established when developing the relationship. (Who needs what I have?)

(a) Assess your knowledge of the strategic partner’s pressures and plans.
   - Show empathy.
   - Listen for opportunities to help their situation.
   - Listen for criticism of the Navy, Navy Recruiting, or Navy programs.

(b) Avoid the following common errors:
   - Neglect to follow up.
   - Let too much time go by between contacts.
   - Forget about mutual value.

(2) Maintain mutual value.

(a) Assess the return on investment (ROI) if you help the strategic partner.

(b) Make sure the request is legal and ethical.

(3) Ethical boundaries.
OUTLINE SHEET 3.5
OFFICER KIT AND PROCESSING

Terminal Objective:
3.5.0 Describe officer application kit flow. Explain the requirements for Very Important Prospects and Conduct kit quality assurance given a completed kit in a group.

Enabling Objectives:

3.5.1 DESCRIBE officer application package flow.
3.5.2 DESCRIBE officer application package processing roles and responsibilities.
3.5.3 LOCATE the appropriate checklist within each officer program.
3.5.4 RECOGNIZE CV red flags within applicant profile and sample CV.
3.5.5 IDENTIFY programs that require Centralized Credentialing and Privileging Directorate (CCPD).
3.5.6 EXPLAIN the Centralized Credentialing and Privileging Directorate process.
3.5.7 IDENTIFY programs requiring professional interviews.
3.5.8 IDENTIFY programs that offer VIP trips.
3.5.9 DESCRIBE VIP request submission process.
3.5.10 LIST the information contained in an applicant record in Personalized Recruiting for Immediate and Delayed Enlistment Modernization II (PRIDE MOD II).
3.5.11 DESCRIBE the commissioning/enlistment coordination process.
3.5.12 IDENTIFY FINDOC requirements.
3.5.13 DESCRIBE the process of obtaining a reserve billet.
3.5.14 DESCRIBE how an officer is gained to a Navy Operation Support Center (NOSC).
3.5.15 EXPLAIN the requirements for MEDICAL Very Important Prospects(MEDVIPS), NUCLEAR Very Important Prospects(NUCVIPS), and CHAPLAIN candidates interviews.
OUTLINE SHEET 3.5
OFFICER KIT AND PROCESSING

1. Introduction

2. Lesson Objectives

3. Safety

1. Officer package flow.
   a. The purpose of following the Officer selection procedures is to ensure that the Navy is meeting the mission by recruiting members of the highest caliber possible.
   b. ORs are responsible for tracking their applicant’s progress in CIRIMS from the time of entry through final approval.
   c. Submitting the package:
      (1) Applicant Identification.
      (2) CV submitted for review/appointment made with applicant to complete paperwork.
      (3) Centralized Credentialing and Privileging Directorate (CCPD) submitted if they have full unrestricted license.
      (4) Conduct interviews.
      (5) Applicant completes SF-86 in NASIS.
      (6) Schedule physical.
      (7) Package compiled IAW checklist.
      (8) PM compiles package for Profession Review Board (PRB).
      (9) PM submits scroll to scroll manager.
      (10) PRB reviews and provides recommendations.
      (11) Work with applicant detailers for DA or Reserve Affairs Officer for Billet for DCO.
      (12) CNRC – final selects.
      (13) Paperwork to PERS for commissioning documents.
      (14) NRD swears in member and uploads signed paperwork.
      (15) CNRC reviews commissioning documents.
      (16) Deliver gain package to NOSC (if DCO) and obtain INDOC date. Inform new Officer of date.

2. Officer package roles and responsibilities.
   a. OR roles and responsibilities (Section 1)
      (1) OR will print appropriate checklist
      (2) Determine if applicant is qualified
      (3) Advise applicant on the following;
         (a) Contents of applicable service agreement
         (b) Type and duration of training to be received.
(c) After processing and approval, sent to NAVCRUITCOM for final action.
(d) Written notification NAVCRUITDIST required for withdrawal or declination of selection (including reason for request).
(e) Marginal applicants be prepared for rejection.
(f) Screen applicant for potential disqualifying medical conditions.
(g) The OR/OP will provide NASIS access in order for the applicant to complete the SF-86.

b. OP/OPL roles and responsibilities (Sections 2-8)
(1) OP/OPL will create a tracking file for applicant items.
(2) OP/OPL will work with the prospect to complete all items on the appropriate program checklist.

3. Locating the appropriate officer program checklist
   a. The purpose of obtaining the appropriate checklist is to ensure that each applicant is qualified for the program they are applying for.
   b. PRACTICE

4. Recognizing red flags when reviewing a CV
   a. PURPOSE: The purpose for reviewing CVs for red flags is to ensure that the applicant best exemplifies the moral, mental and physical fitness standards required of a Navy officer.
   b. EXERCISE – Recognizing CV red flags

5. Programs requiring Centralized Credentialing and Privileging Directorate (CCPD)
   a. Medical Corps (MC) (2100/2105)
   b. Dental Corps (DC) (2200/2205)
   c. Nurse Corps (NC) (2900/2905)
   d. Medical Service Corps (MSC)

6. Centralized Credentialing and Privileging Process
   a. Submitting a CCPD and receiving approval takes 14-21 days to complete.
   b. After receiving a positive CV review:
      (1) Contact the applicant
      (2) Provide a copy of the CCPD checklist and review.
      (3) Confirm processor availability and make an appointment with the applicant.
      (4) Review documents at the appointment to ensure they are complete.
      (5) Present applicant to Processor for submission.

7. Programs requiring professional interviews
   a. In person interviews are required for:
      (1) Nuclear Program
      (2) Chaplains
OFFICER KIT AND PROCESSING

(3) Naval Special Warfare (SEAL)
(4) CYBER Warfare Engineers (CWE)
b. Electronic interviews may be utilized for:
   (1) Civil Engineers
   (2) Medical Corps HPSP/HSCP
   (3) Active/Reserve Medical Service Corps
   (4) Active/Reserve Medical Corps
   (5) Active/Reserve Nurse Corps
   (6) Active/Reserve Dental Corps
   a. Officer programs offering VIP trips.
   a. The primary objective of the professional interview is to determine the applicant’s potential as a Navy officer. The interview process also provides an opportunity to inform the applicant of program details, inform the applicant on the training they will receive, as well as the opportunity to answer questions
   b. Nuclear program – highly recommended for all Nuclear Officer candidates.
   Designed to be conducted prior to the Nuclear Officer in person interview.
      (1) NUCVIP
         (a) In person interview is required.
         (b) If the interview is successful, a final decision will be rendered.
         c. Medical Programs (Critical) – used to encourage placement of mission critical medical positions. Three days in length, and sites alternate between San Diego, California, and Portsmouth, Virginia.
            (1) Medical Corps HPSP/HSCP
               (a) At least one interview must be conducted by a MC Officer.
               (b) Second interview may be conducted by any officer (Active, Reserve, or retired).
               (c) No interview can be conducted by anyone in the direct recruiting process.
               (2) Active/Reserve Medical Service Corps
                  (a) At least one interview must be by a MSC Officer in the subspecialty applying for. (Subspecialty of the interviewer must be annotated on the Interviewer’s Appraisal Sheet).
                  (b) Second interview may be from any officer (Active, Reserve, or Retired).
                  (c) Neither can be from anyone in the direct recruiting process.
                  (d) All interviews must be included in the kit.
                  (3) Active/Reserve Nurse Corps
                     (a) At least one interview must be by a NC Officer.
                     (b) Second interview may be from any officer (Active, Reserve, or Retired).
                     (c) Neither can be from anyone in the direct recruiting process, and at least one must be in person.
                     (d) All interviews must be included in the kit.
                     (4) Active/Reserve Dental Corps
OUTLINE SHEET 3.5
OFFICER KIT AND PROCESSING

(a) At least one interview must be by a Navy DC Officer in the subspecialty applying for. (Subspecialty code of the interviewer must be annotated on the Interviewer’s Appraisal Sheet).
(b) Second interview should also be from a Navy DC Officer, but may be from any officer (active, Reserve, or Retired).
(c) Neither can be from anyone in the direct recruiting process and at least one should be in person.

a. Chaplain Candidate interview requirement
   (1) Must interview with representatives with from Washington, D.C. from the Chaplain Program.
   If interview is successful, a final selection decision will be rendered.

8. Submission of requests for VIP visits.
   a. Nuclear Officer VIP visits
      (1) Travel arrangements are made through NAVCRUITREG Nuclear Trained Officer (NTO).
      (2) Applicant receives applicant travel orders, but does not receive per diem.
   b. Medical Officer VIP visits.
      (1) Medical Program Accessions generates annual MEDVIP trip schedules, coordinates the MEDVIPS, and prepares the trip itineraries.
      (2) MEDVIP travelers receive travel orders, but do not receive per diem.
      (3) NAVCRUITDIST will identify VIP travelers and provide those names to NAVCRUITCOM N314 no later than 30 days prior to a scheduled MEDVIP trip.
      (4) Travel submitted via DTS no later than 14 days prior to a scheduled MEDVIP trip.
   a. NACRUITCOM PM reviews kit.
      (1) N311: AC/RC GENOFF programs.
      (2) N313: Nuclear and Submarine programs.
      (3) N314: Medical Programs.
      (4) The PM makes one of three decisions at this point.
         (a)Preps the kit for the appropriate board.
         PM recommends entry grade credit for applicants commissioned at higher pay grade other than O-1 per appropriate OPNAVINST 1120 series.
         (b) Table the application for a future board.
         (c)Recommend cancelation (PROREC – X) of the application.
b. NAVCRUITCOM PM forwards kit to Professional Recommendation Board (Proboard).

(1) Proboard reviews kits using the whole person concept. OPNAVINST 1120.13 (Series) outlines selection procedures and criteria.

(2) Applicants’ statements can make a big impact at with the Probaord. Applicants should avoid generic statements such as “I want to serve my country.” Statement should be personal and have impact. For example, did the person overcome adversity while completing a degree? Any deficiencies in the package should also be addressed in the statement.

(c. Proboard recommendation.

(1) PROREC – N:

(a) Application sent to appropriate NAVCRUITCOM Director for final determination.

(b) PROREC – N applicants who have applied for more than one designator will have their application reviewed by all Proboards prior to further action. Recruiters must reconfirm the Navy’s unique value with applicants during this time to ensure they stay committed to the Navy.

(c) DO NOT notify applicant of a Proboard recommendations. Final PROREC – N PERS-911 sends a letter of non-selection to applicants after a final determination is made.

(2) PROREC – Y:

(a) Recruiter obtains FINDOCs and forwards them to the NAVCRUITCOM Program Manager. 
-SF 86
-NAVCRUITCOM N3M Medical Letter

(b) DO NOT notify applicant of a Proboard recommendations. Applicants are not selected until FINSEL.

(c) Officer Recruiter fills out scroll prescreen and sends to R-OPS.

(d) NAVCRUITCOM N3 Program Manager generates final selection (FINSEL) documents. 
-PERS-911 sends a letter of selection to applicants after a final determination is made.
OUTLINE SHEET 3.5
OFFICER KIT AND PROCESSING

(e) NAVCRUITCOM N3 PM requests commissioning documents (COMDOCs) from PERS-8.

(f) NAVCRUITCOM N3 PM forwards COMDOCs to NAVCRUITDIST.

(g) NAVCRUITDIST administers the commissioning oath to the candidate.

3. Commissioning/Enlistment coordination process.

a. Officer Processor Lead (OPL)
   (1) Validates kit for completeness/checks for errors.
   (2) OPL will direct OP to correct any errors identified.
   (3) OPL forwards to NAVCRUITDIST R-OPS for validation.
   (4) OPL and R-OPS sign as required, kit scanned and uploaded into PRIDE MOD II.
   (5) Completed signed checklists submitted to appropriate NAVCRUITCOM processor with the kit. Copy is maintained in file.

b. Application/NAVCRUITCOM
   (1) NAVCRUITCOM will review application for completion and accuracy.
   (2) Enter a received date into PRIDE MOD II.
   (3) Application determined incomplete, notify NAVCRUITDIST via PRIDE MOD II of actions needed.
   (4) Application considered complete when all documents required by the application checklist for the specific program.
   (5) Complete and accurate applications from NAVCRUITCOM processor.
   (6) Accurate kit sent to appropriate NAVCRUITCOM program manager.
   (7) Selection process initiated.
   (8) Identifying FINDOC requirements.

a. N3M verified/appropriate designator.
   b. Security clearance verified.
   c. Scroll received/sent for approval.
   d. Final official transcripts
   (9) Process to obtain a reserve billet.

a. Contact Manpower via reserve.manpower@med.navy.mil.
   (1) Dominance Corp
   (2) Medical Billets
   (3) Explosive Ordinance/Human Resource Billets
   (4) Chaplain/COMNAVRESFORCOM Reserve Chaplain Program Manager
   (5) Pilot/Exceptions.

12. Gaining an officer to a Navy Operation Support Center (NOSC)
OUTLINE SHEET 3.5
OFFICER KIT AND PROCESSING

a. DA: Once applicant commissions, contact detailer for orders.
b. DCO:
   (1) Request Billet Information from BUMED Reserve Manpower Officer
       (Reserve.manpower@med.navy.mil)
   (2) Applicant’s full name
   (3) Applicant’s designator / specialty
   (4) Applicant’s scroll rank
   (5) Applicant’s nearest NOSC
   (6) Complete Ready Reserve Transfer Agreement
   c. Upload or email the signed incentive APSR to the Bonus Shop at RESFOR:
      (1) cnrfc_officerbonus_shop@navy.mil
      (2) https://private.navyreserve.navy.mil/cnrfc/n-codes/n1/cnrfc_n112a/pages/n112a.aspx
d. Include a copy of the approved bonus quota in the Gain package to the NOSC.
e. Valid for 90 days.
f. Can lose incentive if NAVADMIN changes and they have not affiliated.
g. Deliver the Gain Package to the NOSC and follow-up with them daily until the
   Officer shows up in DEERS (by PERS911) and then they will Officially Gain them into
   the Command and Unit.
h. Once gained, determine when the INDOC weekend will occur.
i. Ensure you escort the Officer to their INDOC drill weekend.
TIP: It is important to ensure the new member is transferred to the NOSC correctly. If
not, the member could lose their financial incentive. If that happens, that person could
possibly hinder future recruiting opportunities.

13. Summary and Review
Terminal Objective:

3.6.0 Explain Medical programs and products.

Enabling Objectives:

3.6.1 Describe Medical Corps Programs.

3.6.2 Describe Dental Corps Programs.

3.6.3 Describe Medical Service Corps Programs.

3.6.4 Describe Nurse Corp Programs.

3.6.5 State credentialing requirements.

1. Introduction:

a. The other half of the Big Four consists of AC and RC Medical programs. Although recruiting to these programs has much in common with GENOFF, Medical Officer Recruiters face additional challenges in gaining program and product knowledge—mostly due to the complex training pipeline required for these specialties.

2. Navy Medicine Composition:

a. Medical Corps (Physicians)

b. Dental Corps (Dentists)

c. Medical Service Corps (Administrators, Clinicians, and Scientists)

d. Nurse Corps (Nurses)

3. Accession Types:

a. Active Component (AC):
   (1) Direct Accession (DA).
   (2) Student Programs

b. Reserve Component (RC):
OUTLINE SHEET 3.6
Officer Med Programs AC & RC

(1) DCO.

(2) NAVET.

(3) Training in Medical Specialties.

4. Guiding Instructions for Medical Programs
   a. Program Authorizations.
   b. OPNAVINST 1120 (series).

5. Medical Corps
   a. Medical Corps training pipeline “how do you become a doctor.”
   b. Medical Corps Training Pipeline
      (1) Undergraduate Studies: Normally awarded BS or BA. Complete Medical School prerequisites.
      (2) Courses vary, but normally one year of general chemistry, organic chemistry, and biology with additional coursework in physics and calculus are required.
      (3) Medical College Admission Test (MCAT).
         (a) Four part exam taken by students wishing to go to Medical School.
         (b) Normally taken during an Undergraduate’s Junior or Senior year of college before applying to medical school.
         (c) Three multiple choice sections on the MCAT. Each section is scored from 1-15 so the maximum MCAT score is 45. The average score is 24, or an 8 on each of the multiple choice sections. Scores of 10's and 11's in each section are competitive for most medical schools and 12's and higher for top 10 medical schools.

   (4) Medical School.
      (a) Two types of Medical Schools:
          -Allopathic- MD
          -Osteopathic-DO
(b) A physician who is a DO (Doctor of Osteopathy) is held to the same standards as an MD. They both attend four years of medical school and complete their training during the same residency programs.

Both types of physicians must pass examinations in order to receive a license to practice medicine

(c) MDs are required to take the United States Medical Licensing Examination (USMLE).

(d) DOs take the Comprehensive Osteopathic Medical Licensing Examination (COMLEX).

(5) USMLE and COMLEX consist of three steps:

(a) Step 1 is taken during the end of second year of Medical School.

(b) Step 2 is taken during the end of fourth year Medical School.

(c) Step 3 is taken at the end of first year of Residency (Internship year).

(6) Residency

(a) Medical students apply for Residency during their 4th year of Medical School. Residency is training in the specialty that a physician decides to practice in after Medical School.

(b) Some Specialties (Residencies)

-Primary: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Dermatology, Emergency Medicine

-Surgical: General Surgery, Orthopedic Surgery, Urology

-Ancillary: Occupational Medicine, Preventive Medicine, Anesthesiology, Diagnostic Radiology

(c) The residency selection process is known as “the Match.”

In the Match students rank their choice of residency while Residency directors rank their choice of applicants. Results are released on “Match Day” which is the third Friday in March each year.

Ideally, residency programs get their desired choices to fill their open positions
while new physicians are placed with the programs they wanted to attend.

(d) Key things that happen during Residency:

- PGY-1 (Internship Year) – All physicians must complete an internship before they can become licensed.

- USMLE/COMLEX Step 3 - This is the final assessment of physicians’ ability to assume independent responsibility for delivering general medical care.

- PGY-2+ (Residency) - The number of years spent in residency will vary depending on specialty.

(7) Fellowship: Additional training within a specialization after completion of residency.

Example: Cardiologists are Internal Medicine Doctors (Internists not Interns) who have completed a Cardiology Fellowship.

c. Medical Corps Student Programs

(1) Armed Forces Health Professions Scholarship Program (AFHPSP or HPSP)

(a) HPSP is a scholarship for medical, dental, and select MSC specialties. MSC specialties vary from year to year see slide for current specialties.

(b) Pays 100% of Tuition, Books, and Equipment.

(c) Monthly Stipend: $2229.30.

See Military Health System ltr “Revised Policy for Active Duty Health Professions/Financial Assistance Program Stipend and Annual Grant Amount.”

(d) Critical Skills Accession Bonus: $__________

(This bonus is ONLY available for Medical and Dental Corps).

(e) HPSP participants are entitled to 45 days of Active Duty time each year for Annual Training. During AT they receive pay and allowances as an O-1.

(f) Payback is year for year (3 year minimum), 4 year payback if bonus is taken.

(g) HPSP students are IRR Collegiates who are managed by Navy Medicine Professional Development Center (NMPDC).
(2) Health Services Collegiate Program (HSCP).

(a) Available for medical, dental, and select MSC specialties (MSC specialties will vary from year to year see slide for current specialties).

(b) HSCP are active duty collegiates who are enlisted as E-6 with full pay and benefits.

(c) Can be promoted to E-7 if they provide a referral who accesses for medical program.

(d) Not eligible for Tuition Assistance or Clothing Allowance.

(e) Payback is year for year (3 year minimum).

(f) Students in the HSCP program are Active Duty Collegiates who are managed by NRC recruiters will learn more about specific responsibilities for managing active duty collegiates in CM lesson.

(g) HSCP is the only active duty collegiate program offered for Medical.

(3) HPSP/HSCP Medical Competitive Profile:

(a) GPA: __________

(b) MCAT: __________

(c) Positive factors considered by the Professional Recommendation Board:

- Leadership in an organization.
- Moral Character - No history of negative legal interactions, arrests, Honor Code violations, drug use, DUI. Application is evaluated for integrity.
- Academic Potential - Shows improving grades, post-baccalaureate degrees are excellent, strength of the school, academic major.
- Motivation for Military Career and Medicine - ROTC, USNA, history of being a military child or spouse, prior service, shadowing in a military facility, extracurricular activities in hospital or medical setting.

(4) HPSP and HSCP Pipelines.
(a) The pipeline for HPSP and HSCP participants can differ from the civilian pipeline discussed earlier.

(b) Some of the notable differences are:

- HPSP and HSCP participants participate in the Military Match held in December each year.

- During the Military Match, students apply for Navy Graduate Medical Education or request permission to participate in the civilian Match in March.

(c) All doctors (both civilian and military) are required to complete an internship. At the end of internship they will take the USMLE/COMLEX Step 3 which is the last step before they can receive a license to practice medicine.

(d) Approximately 50% of Navy doctors will do a General Medical Officer (GMO) tour upon completion of Internship.

GMO tours include:

- Ship
- Fleet Marine Force
- Flight Surgeon
- Undersea Medical Officer

Individuals who do a GMO tour complete their residency training after their tour. They may apply for a Navy residency or choose to get out of the Navy and apply for a civilian residency program. Individuals who have completed a GMO tour are given priority when applying for Navy residency positions.

(5) Programs while in Residency or Fellowship.

(a) Financial Assistance Program (AC).

For Medical or Dental Corps Residents or Fellows.

Annual Grant: $45,000.

Monthly stipend: $2229.30.
See Military Health System ltr “Revised Policy for Active Duty Health Professions/Financial Assistance Program Stipend and Annual Grant Amount.”
This pay is in addition to any pay received from the Residency or Fellowship program.

Average salary of a 1st year resident is approximately $50,000.

Payback: Year for year plus one (3 year minimum).

(b) Training in Medical Specialties Flexible Reserve Drill Option (RC).

- Receive drill credit during Residency and Fellowship.

- Open to all physician residents withBUMED approval.

- No mobilization while in training residency and fellowship.

- Three-year SELRES obligation upon completion of residency or fellowship (2 years protection from mobilization).

- Two-week AT is available but not required.

- Certain Critical Specialties may elect to receive monthly stipend (same amount as HPSP or FAP) and Loan Repayment but must obligate an additional 1 year for each 6 months that they receive Stipend.

- Must sign TMS Page 13.

- Prior to working and applicant for FAP or TMS you must forward their Curriculum Vitae (CV) and USMLE/COMLEX scores to Medical Corps Program Manager to ensure that they are qualified.

d. Medical Corps Direct Accession (DA) and Direct Commission Officer (DCO)

(1) PA 113.

(2) Age: Able to complete 20 years of service as an Officer by 68.

(3) NAVCRUITCOM may waiver ages 47-57.

(4) DCNO (N1) waiver available for 58 to 64.5 for critical needs if able to complete a full 3-year service obligation.
OUTLINE SHEET 3.6
Officer Med Programs AC & RC

(5) Education:

(a) North America - Graduate of an LCME (MD) or COCA (DO) accredited school.

(b) Foreign Education - Must complete ECFMG process and complete an ACGME accredited residency or fellowship in US.

(6) Experience:

(a) Residency trained and board certified.

(7) Licensure:

(a) Must be licensed to practice medicine or surgery in a state, territory, or commonwealth of the US or District of Columbia.

(b) Must be board Certified and working in specialty within the last 2 years.

(8) Service Obligation:

(a) Three years + balance of 8 years in IRR 4 years if bonus is taken.

(9) Current AC and RC incentives:

(a) See CNP ltr Ser 00/053 for AC incentives.

(b) Current incentives for RC are listed in the current FY NAVADMIN Recruiting Incentives for Selected Reserve Officers.

e. Prior to working someone for DA or DCO you must forward their Curriculum Vitae (CV) to the Medical Corps Program Manager.

6. Dental Corps.

a. Dental Corps training pipeline shows how to become a dentist.

b. Undergraduate Studies: Normally awarded BS or BA.

c. Complete Dental School prerequisites. Courses vary, but normally one year of general chemistry, organic chemistry, and biology with additional coursework in physics and calculus are required.

d. Dental Admission Test (DAT):
OUTLINE SHEET 3.6
Officer Med Programs AC & RC

(1) Four section test taken by someone applying to Dental School. The maximum score on this examination is 30. The average standard score is 17.

e. Two types of Dental School: DMD and DDS. There is no significant difference in curriculum.

f. National Board Dental Examination.

(1) Similar to medical doctors, dentists are required to take a series of examinations before they are awarded a dental license. These examinations are called the National Board Dental Examination (NBDE).

(2) Part I of the NBDE is normally taken after second year of dental school.

(3) NBDE Part II is normally taken in fourth year of dental school.

g. Residency. Unlike physicians, dentists may complete their state licensing requirements and practice dentistry upon graduation from Dental School. Dentists who wish to attend residency training must apply and go through a matching process similar to physicians.

h. Examples of dental residencies include:

(1) Endodontist – Root canals.

(2) Prosthodontist – Dental implants

(3) Periodontist – Gum disease.

(4) Orthodontist – Braces.


(6) Dental Corps Student Programs: HPSP and HSCP.

(7) Dental students may apply to HPSP and HSCP. Refer to the overview of HPSP and HSCP program covered in Medical Corps section for information on these programs.

(8) Since a residency is not required for dental school, graduates most HPSP and HSCP participants start working as Navy dentists upon completion of dental school.

(9) Some of HPSP and HSCP students complete Navy Advanced Education in General Dentistry Programs (AEGD) or a General Practice Residency (GPR) after dental
school. These programs are designed to expand the scope and depth of the graduates' knowledge and skills, enabling them to provide comprehensive oral health care to a wide range of population groups. Graduates of these programs have the foundation to act as independent clinicians providing and managing patient-focused care from diagnosis to restoration of oral health and function.

(10) Dental school typically more expensive than Medical school making HPSP especially attractive.

(11) HPSP/HSCP Dental Competitive Profile.

(a) GPA: __________

(b) DAT: __________

(c) Positive factors considered by the Professional Recommendation Board:

- Leadership in an organization.

- Moral Character - No history of negative legal interactions, arrests, honor code violations, drug use, DUI. Application is evaluated for integrity.

- Academic Potential - Shows improving grades, post-baccalaureate degrees are excellent, strength of the school, academic major.

- Motivation for Military Career and Medicine - ROTC, USNA, history of being a military child or spouse, prior service, shadowing in a military facility, extracurricular activities in hospital or medical setting.

i. Dental Corps Direct Accession (DA) and Direct Commission Officer (DCO)

(1) PA 114

(2) Age: Must complete 20 years of commissioned service by age 62. Age may be waived up to age 56.

(3) Education: Graduate of a Commission on Dental Accreditation (CODA) accredited school within the United States, Canada, or Puerto Rico.

(4) Licensure: Must be licensed to practice dentistry in a state, territory, or commonwealth of the US or District of Columbia. Recent graduates are exempt.

(5) Experience: Must be actively engaged in dentistry or a graduate within 6 months.
(6) Current AC and RC incentives:

(a) See CNP ltr Ser 00/053 for AC incentives.

(b) See for current FY NAVADMIN Recruiting Incentives for Selected Reserve Officers for RC incentives.

(7) Prior to working someone for DA or DCO you must forward their Curriculum Vitae (CV) to Dental Corps Program Manager to ensure that they are qualified.

7. Medical Service Corps

a. Administrators, Clinicians, and Scientists

(1) PA 115.

(2) There are 31 different MSC specialties so becoming an expert at MSC recruiting can take some time because the training pipeline for each specialty is different. (PA lists 22 specialties.)

(3) Clinical Psychology Pipeline:

(4) MSC Student Programs:

(a) Clinical Psychology USUHS.

(b) Clinical Psychology Internship.

(c) Clinical Psychology Post-Doctoral Fellowship.

(d) Social Work Fayetteville.

(e) Social Work Intern.

(f) Physical Therapy Baylor.

b. HPSP and HSCP Specialty availability varies from year to year.

(1) Refer to the Medical Corps section for the HPSP and HSCP program overview.

c. MSC Direct Accession (DA) and Direct Commission Officer (DCO)

(1) PA 115.
(2) Refer to MSC Sub Specialty Directory for preferred requirements hyperlink to MSC subspecialty directory.

(3) Current incentives (shown on PowerPoint slide).

(4) Prior to working someone for MSC DA or DCO you must forward their Curriculum Vitae (CV) to MSC Program Manager to ensure that they are qualified. CV review not required for student programs.

8. Nurse Corps.

a. The Nurse Corps training pipeline slide shows how to become a General Nurse.

b. Pre-Nursing: Complete Nursing School prerequisites.
   
   (1) Requirements vary but most programs require general chemistry, anatomy and physiology, microbiology, physics, psychology, and clinical nutrition.

   c. Nursing Schools must be accredited by the Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE).

d. New graduates must complete licensure requirements upon completion of nursing school:
   
   (1) Apply for license to board of nursing where license is desired.

   (2) Take and pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

e. There are many different types of nurses that the Navy actively recruits for. The General Nurse pipeline will apply to all types but depending on the specialty there will be additional education and/or experience requirements.

f. Some of the nursing specialties that the Navy recruits for are:
   
   (1) Perioperative Nurse- Nurses who assists surgeons in the Operating Room before and after surgery.

   (2) Certified Registered Nurse Anesthetist (CRNA) –Nurses who manage the administration of anesthesia and pain relief to patients.

   (3) Critical Care Nurse- Nurses who provide high intensity care and interventions to patients with life-threatening problems.
(4) Psychiatric Nurse- Nurses who work with patients suffering from various Mental Health issues.

g. Nurse Candidate Program.
   (1) PA116C.
   (2) Provides financial incentives to students enrolled in an accredited baccalaureate degree nursing program.
   (3) $10,000 Accession Bonus: $5000 at start and $5000 after 6 months in the program.
   (4) $1,000/month Continuation Bonus for up to 24 months.
   (5) Payback is 4 years for 12 months of benefits or 5 years for 24 months of benefits.
   (6) Students in NCP are Reserve Collegiates who are managed by Navy Medicine Professional Development Center (NMPDC).

h. NC Direct Accession (DA) and Direct Commission Officer (DCO).
   (1) PA 116.
   (2) Experience:
      (a) Must have BSN.
      (b) For AC recent graduates or applicants within 6 months of graduation are acceptable.
      (c) For RC a minimum of 90 days experience required (DCO all specialties).
   (3) License:
      (a) Must possess an unrestricted license as a registered nurse in a state, territory, or commonwealth of the United States or District of Columbia.
      (b) Recent graduates must have passed the NCLEX-RN exam prior to reporting to ODS.
   (4) Incentives.
      (a) Nurse Corps Accession Bonus (NAB).
OUTLINE SHEET 3.6
Officer Med Programs AC & RC

-3 year agreement: $______________.

-4 year agreement: $______________.
See Navy Medical Department Special Pays for current FY AC incentives.

(b) DCO
-Incentives for Critical Shortage Specialties are listed in the current FY NAVADMIN Recruiting Incentives for Selected Reserve Officers.

i. Prior to working someone for Nurse Corps DA or DCO you must forward their Curriculum Vitae (CV) to Nurse Corps Program Manager to ensure that they are qualified.

9. Credentialing.

a. Credentialing is required for healthcare practitioners who are permitted to practice independently under state law.

b. Credentials verified include:

   (1) License.

   (2) Board Certification.

   (3) Education.

   (4) National Practitioner Data Bank Information.

   (5) Sanctions or Limitations on Licensure.

   (6) Quality of Care Issues, Grievances.

c. All credentialing paperwork for Navy providers is submitted to Centralized Credentials and Privileging Department (CCPD) in Jacksonville Florida.

d. Recruiters should use the Credentialing Checklist to determine which items are required to be submitted for the different types of providers. All CCPD requests require a completed Personal and Professional Information Sheet.

e. All non-student MC, DC, and NC specialties require credentialing and 10 MSC specialties require credentialing. List 10 MSC specialties in right column.

   (1) Audiologist
OUTLINE SHEET 3.6
Officer Med Programs AC & RC

(2) Clinical Dietician
(3) Occupational Therapist
(4) Optometrist
(5) Clinical Pharmacist
(6) Physical Therapist
(7) Physician’s Assistant
(8) Podiatrist
(9) Clinical Psychologist
(10) Clinical Social Worker

10. Credentialing Checklist is located on NAVCRUITCOM Forms page and RQ.

11. Summary & Review.

12. Assignment.
   a. None.

13. Evaluation

   a. Apply knowledge in daily recruiting activities.
Terminal Objective:

3.7.0 Identify a Medical Officer market given an officer program and PM weekly.

Enabling Objectives:

3.7.1 Describe how to identify a Medical Officer market.

3.7.2 Identify how to prospect to a Medical Officer market.

1. Introduction:

   a. In the lesson on prospecting plan you learned how to plan your recruiting activities in order to meet your goal. Just as Medical Officer programs differ from GENOFF programs, identifying the medical market presents unique challenges.

   b. This lesson covers how to identify and prospect the market for potentially qualified prospects for medical programs.


   a. Identify Goal.

   b. Evaluate Program Availability.

   c. Identify Education/Professional Requirements.

   d. Identify Market Resources.

   e. Create Plan.

   f. Execute Plan.

3. Framework in depth.

   a. Identify Goal.

      (1) Recruiter Goaling Letter.

         (a) Medical Programs are goaled by: 1) Corps (MC, DC, MSC, NC), and 2) Accession Type (DA, DCO, Student).
OFFICER MED MARKETING

(b) Recruiters must identify which specialties are available in their market to meet this goal.

(2) One NAVY Report.

(a) Available on the iNavy Portal.

(b) Shows annual goal broken down by Region and NAVCRUITDIST (NRD).

b. Evaluate Program Availability.

(1) Medical Program Managers.

(a) The Medical Program Managers (PMs) reside at NAVCRUITCOM (NRC) Headquarters in Millington, TN. Their primary job is to accomplish annual goals assigned to them by the Director of Medical Accessions.

(b) Duties involve screening kits for accuracy and applicant eligibility in preparation for the professional review boards.

(c) PM contact information can be found on the NRC website by selecting “Internal Links”, then “Recruiting Quarterdeck” (CAC Required), then “Departments”, then “N3”. Scroll down to N314; these are the PM’s for the programs discussed in this lesson.

(2) PM Weekly Reports.

(a) Medical PMs submit weekly reports, which provide current status of all Medical Programs.

(b) These reports provide up-to-date information on program availability, requirements, and board dates.

(c) Medical recruiters are responsible for reading the PM Updates to stay current.

(d) These reports help recruiters determine the best medical programs to prospect each year.

(e) Available on the iNavy Portal under N3 (N314).

c. Identify Education/Professional Requirements.

(1) Program Authorizations. Available on
(2) OPNAVINST 1120 series.

d. Create a Plan and Execute.

(1) Once you know what programs are available and have an understanding of what the professional requirements are then you can begin create a plan to effectively target that program.

(2) Taking action on your plan means executing the activities that you have planned.

(3) It is crucial to get out of your office each week to conduct prospecting activities if you are to be a successful Medical Recruiter.

4. Prospecting Medical and Dental Student Programs (HPSP and HSCP).

a. Refer to Medical Student and Dental on the medical dash board to determine current program availability.

(1) For these programs you must pay attention to the graduation year listed on the Medical Dash Board.

Your primary target each year will be 4th-year HPSP/HSCP students. These students are Seniors in college.

(2) Identify the Pre-Professional Advisors, Departments, and Student Organizations for each Bachelor Degree conferring institution in your territory:

(a) Pre-Health

(b) Pre-Med

(c) Pre-Dental

(3) Identify each LCME, AOA, and ADA-accredited schools in your territory.

(a) Liaison Committee on Medical Education (LCME): http://www.lcme.org/directry.htm

(b) American Osteopathic Association (AOA): http://www.osteopathic.org/inside-aoa/about/affiliates/Pages/osteopathic-medical-schools.aspx

(c) American Dental Association (ADA): http://www.ada.org/267.aspx
(4) Some of the key departments that will help you penetrate the student market are:

(a) Admissions.

(b) Financial Aid.

(c) Student Affairs.

(5) Identify the Medical Collegiates assigned to your schools.

(a) Motherload Report.

Shows all Medical IRR Collegiates in training throughout the country.

(b) HPSP, NCP, FAP.

Recruiters should use these Collegiates for referrals and to gain access into the educational institutions and Residency programs.

b. Medical and Dental Student Best Practices.

(1) PDC/Network with Pre-Professional Advisors or Science Advisors (at smaller schools) to identify who is going to Medical or Dental school.

(2) Use pre-professional programs to identify MCAT/DAT test takers, and the students accepted to medical or dental school.

(3) Set up presentations for pre-professional students throughout the year.

(4) Most students interview for medical/dental school in the fall and begin receiving Letters of Acceptance in January through March of each year.

(5) Send mailouts and emails to pre-professional students.

(6) Set up information booth at second look days at Medical and Dental school.

(7) Typically students will apply to multiple medical/dental school. On a second look days students are invited to come take a “second look” to decide what school they wish to attend.

(8) Social Media (Student Doctor Network, Facebook etc.)

5. Prospecting Medical and Dental Residency Programs (FAP and TMS)
OUTLINE SHEET 3.7
Officer Med Marketing

a. Refer to Medical and Dental PM on the Medical Dash Board to determine current FAP availability.

TMS will not appear on the Medical Dash Board because there is not a set number for TMS each year.

b. Medical or Dental School.

(1) Identify Financial Aid, Student, and Academic Affairs Advisors for 4th-year medical and dental schools in your territory.

(2) March Match (Medical) 3rd Friday in March each year.

(3) Dental graduates are not required to do a residency but will also have a “Match Day” for those who do apply for residency.

c. Use FREIDA to identify Medical Residency Program Coordinators and Program Directors at the Accreditation Council for Graduate Medical Education (ACGME)-accredited residency programs in your market.

https://freida.ama-assn.org/Freida/user/viewProgramSearch.do

d. Identify Dental Residency Program Coordinators and Residency Directors for ADA accredited residencies.

http://www.ada.org/5502.aspx

e. Medical and Dental Residency Prospecting Best Practices.

(1) In Medical and Dental School

(a) Mailouts and emails to 4th-year Medical and Dental students through Student/Academic Affairs.

(b) Identify who is responsible for planning Match Day Events.

(c) Set up information booths or presentations during Financial Aid exit interviews at your Medical and Dental Schools.

(2) At Residency Programs.

(a) PDC/Network with Residency Coordinators.

(b) New residents typically start in July.
OUTLINE SHEET 3.7
Officer Med Marketing

(c) Conduct presentations for residents between July and November.

(d) Mailouts and emails to residents and fellows via the residency coordinators (quarterly).

6. Prospecting Medical Service Corps (Student and DA/DCO).

a. There are 31 different MSC subspecialties. Each specialty has a unique market and professional requirements.

b. Refer to MSC-Student and MSC-DA on the Medical Dash Board to determine current program availability.

c. Be aware of program timelines when recruiting for MSC student programs.

d. Many programs close early in the FY so you may need to identify potential applicants in the prior FY.

Examples of this are Clinical Psychologist USUHS and the PT Baylor Program.

e. MSC Student Best Practices

(1) PDC/Network with Pre-Professional Advisors or Science Advisors (at smaller schools).

(2) Set up presentations for pre-professional students between Jul – Nov (Optometry, Physician Assistants).

(3) Mailouts and emails to pre-professional students and students accepted to Optometry or Physician Assistant Schools/Programs.

(4) Social Media.

f. As with Medical and Dental Corps student programs it is essential that you pay attention to the graduation year listed on the Medical Dash Board for each program to identify where to target.

Example: For Clinical Psychology HPSP recruiters typically set up presentations for students during the 1st year of their Doctoral Program.

g. For Clinical Psychology Internship program you should identify students at the beginning of the 4th (or final) year of their Doctoral Programs.

h. Clinical Psychology Market Identification.
OUTLINE SHEET 3.7
Officer Med Marketing

(1) Clinical Psychology pipeline.

(2) All Clinical Psychology programs must be accredited by the American Psychological Association (APA).

(3) APA-accredited Clinical Psychology Programs

(4) APA Accredited Internship Programs

i. MSC DA/DCO.

   (1) Use PA 115 to Identify Professional Requirements.

      (a) Penetrate Workforce

         Be sure to utilize your local NOSC for DCO

      (b) State licensure lists

      (c) Professional Organizations

7. Prospecting Nurse Corps Student and DA/DCO.

   a. Refer to Nurse Corps PM Weekly to determine current program availability.

   b. Nurse Corps Student Best Practices.

      (1) Identify the CCNE/ACEN accredited 4 year nursing schools in your market.

      (2) As with the other student programs, you must pay attention to the graduation year listed on the Medical Dash Board to identify where to target. All NCP students must be admitted or enrolled in a BSN program.

         (a) Target sophomore nursing students for two-year NCP.

         (b) Target junior nursing students for one-year NCP.

      (3) Identify Faculty Advisors, and Student organizations at each accredited 4-year nursing schools in your market.
(a) Commission on Collegiate Nursing Education (CCNE):
http://www.aacn.nche.edu/ccne-accreditation/accredited-programs

(b) Accreditation Commission for Education in Nursing (ACEN):
http://www.acenursing.net/accreditedprograms/directorySearch.htm

c. Nurse Corps DA and DCO Best Practices.
   (1) Seniors BSN students are prime targets for NC-DA (General Nurse 1900).
   (2) Reserve NC requires 3 months nursing work experience for DCO.
   (3) Utilize NOSC.
      (a) Monthly attendance by AC/RC Medical Recruiters.
      (b) Meet monthly with unit COs.
      (c) Obtain Operational Health Support Unit (OHSU) roster and find out where these people are working.

         OHSU members should act as mini-recruiters.

         Be sure to provide incentives to them for referrals.
   (4) Identify state and local professional associations for critical nursing specialties.
      (a) American Association of Critical-Care Nurses (AACN):
         http://www.aacn.org/dm/chapters/findchapter.aspx
      (b) Association of Perioperative Registered Nurses (AORN):
         http://www.aorn.org/customapps/Chapters/ChapterResource.aspx
      (c) American Association of Nurse Anesthetists (AANA):
         http://www.aana.com/aanaaffiliates/Pages/State-Associations.aspx

8. NAVCRUITCOM Medical Resources.
   a. Medical VIP Trips.
   b. Educator Orientation Visits (EOVs).
   c. Medical Speakers Bureau.
d. Support at National Medical Conventions.

e. Assist with finding specialty medical officers for applicant interviews.

9. Summary & Review.

a. Medical Processing Framework
   
   (1) Identify goal.
   
   (2) Evaluate Program Availability.
   
   (3) Identify Market Resources.
   
   (4) Create Plan.
   
   (5) Execute Plan.

b. Prospecting to Specific Programs.
   
   (1) Medical and Dental Students (HPSP and HSCP).
   
   (2) Medical and Dental Residency Programs (FAP and TMS).
   
   (3) Medical Service Corps (Student, DA and DCO).
   
   (4) Nurse Corps (Student, DA and DCO).
   
   (5) NAVCRUIITCOM Medical Resources.

10. Assignment.

a. None.

11. Evaluation


a. Apply knowledge in daily recruiting activities.
Terminal Objective:

3.8.0 Explain GENOFF programs and products.

Enabling Objectives:

3.8.1 Describe Program Authorizations.

3.8.2 Define Competitive Profiles

3.8.3 Define Quality Threshold Criteria

3.8.4 Explain GENOFF Programs.

1. Introduction.

a. Recall from the Big Four from earlier lessons: AC, RC, GENOFF, and Medical Programs. This lesson will give you the basics of some key AC and RC GENOFF programs.

2. Program Authorizations (PAs)

a. Document MINIMUM basic requirements for each officer program that the Navy offers

(1) Based on U.S. Title 10 laws containing the basic eligibility

(2) Cover Active AND Reserve components

(3) Located on NAVCRUITCOM Directives webpage: http://www.cnrc.navy.mil/Program-Authorizations.htm

b. Sections of a typical PA

(1) Program Authority

(a) Citation of law authorizing program appointments

(2) Cancellation Notice

(a) PA(s) cancelled by current PA
OUTLINE SHEET 3.8
GENOFF PROGRAMS

(3) Quota

(a) References Deputy CNO (MPTE)

(4) Qualifications

(a) Citizenship
(b) Gender
(c) Age
(d) Education
(e) Professional
(f) Physical
(g) Marital Status
(h) Work Experience (RC only)

(5) Source

(a) Demographic pool(s) that can apply for a particular program
- Civilian
- Enlisted
- Commissioned Officers
- ROTC

(6) Training/Indoctrination

(a) OCS
(b) ODS
(c) DCOIC

(7) Special Requirements

(a) Interviews, for example

(8) Enlistment

(a) For collegiate programs

(9) Appointment

(a) Details of commission accepted applicants will receive
- Component
- Grade
- Designator
OUTLINE SHEET 3.8
GENOFF PROGRAMS

(10) Service Obligation/Requirements

(a) Length
(b) Component

(11) Funding/Pay and Allowances

(a) For Collegiates

3. Student Programs

a. Baccalaureate Degree Completion Program (BDCP)
   (1) Receive full pay and benefits of active duty E-3 (includes BAS, BAH, Medical/Dental and leave)
   (2) Can be promoted up to E-5 based on grades and providing a referral who accesses
   (3) Not eligible for Tuition Assistance or Clothing Allowance
   (4) Time spent in program counts towards retirement
   (5) Can be in program for up to 36 months
   (6) Program is currently unavailable!
   (7) No billets for FY-14

b. Nuclear Propulsion Officer Corps (NUPOC)- PA 100A

   (1) Collegiate program for baccalaureate or graduate students. Program graduates will serve as submarine officers or SWOs on nuclear-powered vessels.

   (2) Requirements:

      (a) Within 2.5 years of bachelor degree or 1 year master degree completion.

      (b) Full-time student.

      (c) Degree completion plan must provide transcripts after each semester/quarter.

      (d) Completion of one year of calculus and physics with grades of “C” or better.

      (e) Grade of “C” or better in all technical, math and science classes.

   (3) Pay:
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(a) May be enlisted on active duty as an E-6 and receive all pay and allowances (except clothing).

c. Naval Reactor Engineer/Nuclear Power School Instructor - PA 100B

(1) Collegiate program for baccalaureate or graduate students. Program.

(2) Naval Reactor Engineer Requirements:

(a) Within 1 year of bachelor degree or 1 year master degree completion.

(b) Maintain full-time student standing.

(c) Degree completion plan; must provide transcripts after each semester/quarter.

(d) Completion of one year of calculus and physics with grades of “B” or better.

(e) Grade of “B” or better in all technical, math and science classes.

(3) Nuclear Power Instructor Requirements:

(a) Within 2.5 years of bachelor degree or 1 year master degree completion.

(b) Maintain full-time student standing.

(c) Degree completion plan; must provide transcripts after each semester/quarter.

(d) Completion of one year of calculus and physics.

(e) Grade of “B” or better in all technical, math and science classes.

(4) Pay:

(a) May be enlisted on active duty as an E-6 and receive all pay and allowances (except clothing).

(d) Civil Engineers Corps (CEC) – PA 104A

(1) Collegiate program for students and graduates in engineering or architecture programs.

(2) Requirements:
(a) Enrolled in an ABET or NAAB accredited baccalaureate program.

(b) Within three semesters or four quarters of degree completion, or be able to complete a master degree in 12 months.

(c) Preferred degrees are pure engineering degree programs including civil, mechanical, electrical engineering, architecture, bio medical and physics.

Engineering technology degrees are not acceptable. Recruiters should be careful because ABET accredits both engineering and engineering technology programs.

(d) Degree completion plan; must provide transcripts after each semester/quarter.

(3) Exceptional Students:

(a) Within 18-24 months of graduation.

(b) 3.0/4.0 GPA, or grades of “B” or better in all technical and science classes.

(4) Pay:

(a) Full pay and allowances (except clothing) for rank E-3.

(b) NO tuition, books or other expenses.

e. Chaplain Candidate Program Officer (CCPO) – PA 219

(1) Program that familiarizes graduate students of religion with religious support activities in the military environment and to aid in meeting future year accession requirements for chaplains on the Active Duty List and in the Reserve Component.

(2) Requirements:

(a) Bachelor degree; undergraduates may be accepted on a case-by-case basis for administrative purposes, but may not sign commissioning.

(b) Enrollment in a graduate-level, degree-granting religious studies program from a qualified educational institution.
(c) Maintain full-time student standing.

(d) Receive a letter of approval from a religious organization registered with DoD as able to provide ecclesiastical approvals.

(e) Be able to complete educational, ecclesiastical, and professional experience requirements for an original appointment prior to reaching 42 years of age

(f) Application must be validated by the Chief of Chaplains with the assistance of the Chaplain Appointment and Recall Eligibility (CARE) Advisory Group

(3) Pay:

(a) None, except during periods of Active Duty for Training

(b) CCPOs are appointed as Ensigns in the IRR.

f. Judge Advocate General’s (JAG) Corps – PA 209

(1) Program that aids in attaining future accession requirements for the JAG Corps on the active-duty list and in the Reserve Component

(2) Requirements:

(a) Enrollment in and completion of one year toward a law degree program accredited by the American Bar Association

(b) Eligibility to become a member of the Bar of a Federal court or the highest court of a state or territory of the United States or the District of Columbia

(3) Pay:

(a) None, except during periods of Active Duty for Training

(b) JAG Corps students are commissioned in the IRR as line officers under instruction (designator 1955).

4. Competitive Profiles

a. Just as when you apply to a college or university, meeting the minimum requirements may not be good enough for an applicant to be selected for a commission as a Naval Officer.
b. Competition plays a major factor on whether or not someone will be selected. Each community sponsor holds one or more boards per year, depending on the accession goal for the community. The boards recommend applicants for commission based on the whole-person concept, which includes:

(1) Academic Performance: grades, school, major, activities, employment.

(2) Test Scores: MCAT, LSAT, etc.
Aviation Selection Test Battery (ASTB).

(a) Test used to make selection determinations for GENOFF Programs.

(b) Contains seven sections, but most people will just take three to generate an Officer Aptitude Rating (OAR):
- Math, Reading, Mechanical Comprehension
- OAR score ranges from 20-80

(c) Pilot and NFO applicants must take the entire test and will have three additional ratings:
- Academic Qualification Rating (AQR)
- Pilot Flight Aptitude Rating (PFAR)
- Flight Officer Aptitude Rating (FOFAR)

(d) Exam is administered in a web based format (APEX platform). Paper tests may be requested in remote locations.
- Pilot and NFO must take the web-based version.
- ASTB can only be taken 3 times in a lifetime.
- Applicants must wait 90 days between attempts
- The last score is the one that counts.

(e) CEC, Chaplain, JAG, Nukes, and Medical are NOT required to take the ASTB.

(3) Professional Certification: Pilot license, Engineer in Training, Professional Engineer, etc.

(4) Commitment: Motivation to serve as a naval officer and attitude towards public service.

(5) Leadership Potential: Demonstrated leadership and teamwork, multitasking experience in academic or civil organizations.
(6) Work Experience: Employment history and references.

(7) Foreign Language and Cultural Expertise: Verified fluency in foreign language(s), cultural knowledge, living or studying abroad.

(8) Character: Honor, courage and commitment demonstrated by references, professional interviews and misconduct history.

(9) Prior Service: Nature of service; focus on nature of disenrollment’s from other commissioning programs.

(10) Adversity: Overcoming significant personal or environmental hardships.

c. NAVCRUITCOM – N3 has made it easier for recruiters to navigate how to match the best candidates to meet the profession recommendation boards’ expectations—the competitive profile.

d. Competitive profiles are published for AC and RC GENOFF programs periodically and identify competitive candidates for each program. Competitive profiles may contain the following data elements:

(1) GPA

(2) OAR

(3) AQR

(4) PFAR/FOFAR

(5) Major/Coursework

(6) Other Positive Factors

(7) Significant Negative Factors

(8) Work Experience

(9) Demonstrated Leadership

e. Recruiters should compare applicants against competitive profiles prior to submitting an application.
f. Commonly goaled designators with Competitive Profiles are:

(1) Civil Engineers Corps (CECs)

(2) Nuclear Propulsion Officer (NUPOC)

(3) Information Warfare Officer (IWO)

(4) Intelligence (Intel)

(5) Cyber Warfare Officer

g. CECs

(1) PA 104A

(a) Age: Max <35

(b) GPA: 2.0

(c) OAR: 35

(d) Engineering or Architecture degree

(e) Civil, mechanical, and electrical engineering degrees preferred

(f) Graduate of accredited program: ABET or NAAB

(2) CEC Competitive Profile

See latest NAVCRUITCOM – N3 Competitive Profile Spreadsheet:

(a) GPA:

(b) Major/Coursework:

(c) Other Positive Factors:

(d) Significant Negative Factors:

h. NUPOC

SWO and Submarine
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GENOFF PROGRAMS

(1) PA 100A
(a) Age: Max 29
(b) GPA: 2.0
(c) One year each of calculus and calculus-based physics with “c” or better

(2) NUPOC Competitive Profile
See latest NAVCRUITCOM – N3 Competitive Profile Spreadsheet
(a) GPA:
(b) Major/Coursework:
(c) Other Positive Factors:
(d) Significant Negative Factors:
i. IWO
(a) PA 108C
(b) Age: Max 42
(c) GPA: 2.2
(d) OAR: 35
(e) STEM degree strongly preferred; one year each of calculus and calculus-based physics with “c” or better preferred
(f) Certifiable foreign language skills are favorable
(g) Pre-nomination interview with Fleet Cyber Security Command Security Directorate

(2) IWO Competitive Profile
See latest NAVCRUITCOM – N3 Competitive Profile Spreadsheet
OUTLINE SHEET 3.8
GENOFF PROGRAMS

(a) GPA:

(b) Major/Coursework:

(c) Other Positive Factors:

(d) Significant Negative Factors:

j. Intel

(1) PA 108A

(a) Age: Max 42

(b) GPA: 2.2

(c) OAR: 35

(d) STEM degree preferred; one year each of calculus and calculus-based physics with “c” or better preferred

(e) Certifiable foreign language skills and cultural background/expertise highly desired

(f) Pre-nomination security interview

(2) Intel Competitive Profile

See latest NAVCRUITCOM – N3 Competitive Profile Spreadsheet

(a) GPA:

(b) Major/Coursework:

(c) Other Positive Factors:

(d) Significant Negative Factors:

5. Quality Threshold Criteria

a. The aim of application goaling is to reduce quantity of officer applicants to certain officer programs while maintaining high quality among the applicants selected into the programs.
b. Normally, when recruiters submit applications for an officer program, they have to wait for the professional recommendation boards to meet to find out if they are credited towards achieving their goals. A “yes” recommendation awards credit; a “no” recommendation does not. Historically, this required recruiters to continue to prospect and submit numerous applications to these programs to make goal.

c. Application goaling has done away with this. By pre-establishing quality threshold criteria, application goaling allows recruiters to receive credit toward achieving goal as long as the application meets the quality threshold criteria. This allows them to use their time more efficiently while meeting the Navy’s needs for officers.

d. Four designators use application goaling:

(1) SWO
(2) Pilot
(3) NFO
(4) Supply

e. Surface Warfare Officer (SWO): 1160

(1) PA 100
(a) Age: Max 29
(b) GPA: 2.0
(c) OAR: 35

(2) SWO Competitive Profile
(a) GPA: 3.25
(b) OAR: 50
(c) Other Positive Factors: Leadership/management experience, extracurricular/sports involvement, Strong EVALs if prior service

(3) SWO Application Goaling Quality Threshold (QT) Criteria
(a) GPA: 3.0
GENOFF PROGRAMS

(b) OAR: 48

f. Pilot: 1390

(1) PA 201

(a) Age: Max 27 (waiverable to 29)
(b) GPA: 2.5
(c) OAR: 35
(d) AQR: 4
(e) PFAR: 5

(2) Pilot Competitive Profile

(a) GPA: 3.25
(b) OAR: 50
(c) AQR: 6
(d) PFAR: 6

(e) Other Positive Factors: Flight experience, High ASTB scores, AQR & PFAR will outweigh a low GPA

(f) Significant Negative Factors: Drug use/abuse

(3) Pilot Application Goaling Quality Threshold (QT) Criteria

(a) GPA: 3.0
(b) OAR: 50
(c) AQR: 6
(d) PFAR: 6

g. Navy Flight Officer (NFO): 1370
OUTLINE SHEET 3.8
GENOFF PROGRAMS

(1) PA 201

(a) Age: Max 27 (waiverable to 31)
(b) GPA: 2.5
(c) OAR: 35
(d) AQR: 4
(e) FOFAR: 5

(2) NFO Competitive Profile

(a) GPA: 3.25
(b) OAR: 6
(c) AQR: 6
(d) PFAR/FOFAR: 6
(e) Other Positive Factors: Flight experience
(f) Significant Negative Factors: Drug use

(3) NFO Application Goaling Quality Threshold (QT) Criteria

(a) GPA: 3.0
(b) OAR: 50
(c) AQR: 6
(d) FOFAR: 6

h. Supply Corps Officer: 3100

(1) PA 102

(a) Age: Max 29
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GENOFF PROGRAMS  

(b) GPA: 2.5  
(c) OAR: 35  
(d) Major in business or Science, Technology, Engineering and Math (STEM) preferred  

(2) Supply Traditional Competitive Profile  
(a) GPA: 3.25  
(b) OAR: 50  
(c) Major/Coursework: Business related preferred  
(d) Other Positive Factors: Related work experience/Prior service  
(e) Significant Negative Factors: Bankruptcy or significant debt  

(3) Supply Application Goaling Quality Threshold (QT) Criteria  
(a) GPA: 3.0  
(b) OAR: 48  
(c) Major: Business/Finance degree  

6. Other Significant Designators:  
   a. Chaplains  
      (1) PA 110  
      (a) Age: Max 40  
      (b) Post-baccalaureate degree in theological or related studies from a qualifying institution with at least 72 hours of study.  
      (c) Two years religious leadership experience.  
      (d) Ecclesiastical certification required.  
      (e) Absence of disqualifying adverse actions and good moral character.
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(f) Whenever you meet someone who is interested contact your regional chaplain and have them speak with the prospect

(g) They will give the thumbs up or down to continue working them

(h) Interview with a chaplain required (O-4 or above recommended)

(i) DA applicants go to CARE Board in Washington D.C. for interview

b. Judge Advocate General’s Corps

(1) Student program offers no money for school just a job guarantee after graduation

(2) Direct Accession is someone who has finished ABA accredited law school and passed the bar

(3) Whenever you meet someone who is interested instruct them to go to JAG website to apply

(4) If selected your NAVACRUITDIST is contacted by JAG community manager to complete remaining paperwork.

7. RC GENOFF Programs

a. Includes

(1) Direct Commission Officer (DCO)

(2) Navy Veteran/Other Service Veteran (NAVET/OSVET)

b. NAVET/OSVET

(1) NAVETS and OSVETS are individuals who have separated from active duty and wish to join the Navy Reserve

(2) Finding qualified NAVETs is critical to making annual reserve officer mission

(3) Primary methods for identifying NAVETS

(a) Individual Ready Reserve list

(b) CTO Hard No List
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GENOFF PROGRAMS

(c) TGPS Class

(4) No competitive profile for NAVETS

(a) If applicants are physically qualified and meet accession plan they will be approved.

(b) Applicants can affiliate in as little as 1 day.

(5) Career Transition Office (CTO)

(a) In place to help Navy officers and enlisted directly from AC to RC as drilling Navy Reservist.

(b) Transition Assistant will advise officer about benefits of Navy Reserve and assists with paperwork and drill unit assignment.

(c) CTO also assists with recalling drilling reservists to active duty.

(d) CTO will refer NAVETs who have already separated to you.

(e) You will refer NAVETs still on active duty to the CTO.

(f) Recruiters should not contact the CTO directly.

-Must go through R-OPS and NAVCRUITCOM CTO liaison.

(6) Some NAVETS and OSVET designators are eligible for an Affiliation Bonus.

(a) Refer to NAVADMIN 165/13 for eligible designators and current amounts (currently 6k or 10k).

(b) Must affiliate for a minimum of 3 years for bonus.

(c) Bonuses may only be available to specific pay-grades.

(7) All NAVETs and OSVETs who affiliate with the Navy Reserve within 6 months (183 days) of release from active duty qualify for a 2 year deferment from Involuntary Mobilization. Sailors who join the Reserves seven to 12 months after leaving active duty are eligible for a one-year deferment. (NAVADMIN 007/07)

(8) The following RC GENOFF designators only accept NAVETs/OSVETs:
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GENOFF PROGRAMS

(a) SWO (NAVET)

(b) Pilot (NAVET/OSVET)

(c) NFO (NAVET/OSVET)

c. DCO

(1) DCOs are individuals without prior service who access with the Navy Reserve.

(2) Typically under the age of 42 but can be older in some cases (i.e. Medical).

(3) Refer to PA for specific requirements for each designator.

(4) Most hold an advanced degree and/or have significant civilian work experience.

(5) DCOs must attend DCOIC within the first year of commissioning (Newport, RI).

(6) Market

(a) Review national accession plan.

(b) Compare RC needs (numbers and designators) with local market.

(c) Identify target market centers.

(d) Prospect, prospect, prospect.

8. Assignment.

a. None.

9. Evaluation


10. Application.

a. None.

2. Summary and Review.
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GENOFF PROGRAMS

a. Program Authorizations (PAs) contain the MINIMUM program requirements applicants must meet to have their kit reviewed by the Professional Recommendation (PROREC) Board. They form the foundation of an Officer Recruiter’s program and product knowledge. You must become very knowledgeable on the PAs of the programs you are goaled with.

b. NAVCRUITCOM – N3 gathers feedback from the PROREC Boards and uses the data to periodically publish competitive profiles. Competitive profiles capture the whole person concept the PROREC Boards considers favorable. If competitive profile exists for a program with which you are goaled, you should use it when blueprinting prospects.

c. NAVCRUITCOM – N3 OPNOTE 4 establishes application goaling.

(1) Application goaling covers four programs:

(a) Pilot

(b) NFO

(c) SWO

(d) Supply Corps.

(2) As long as applicants meet the Quality Threshold Criteria established in N3 OPNOTE 4, the NAVCRUITDIST may send it forward to the PROREC Board
Terminal Objectives

3.9.0 **Summarize** the Navy recruiting NROTC program in support of the Navy Recruiting Mission.

Enabling Objectives

3.9.1 **Describe** ACT/SAT minimum requirements.

3.9.2 **Describe** the electronic application process as it relates to the applicant and the recruiter responsibilities in completing the application.

3.9.3 **Explain** the importance of the officer interview to the application package.

3.9.4 **Identify** the characteristics of competitive applicants.

3.9.5 **Identify** the NRD 4 year, Nurse, and Diversity application targets.

1. Introduction

2. Naval Reserve Officer Training Corps (NROTC)
   
   a. The NROTC Scholarship program was established to provide an alternative commissioning source for unrestricted line officers in the Navy. This highly competitive program has become the Navy’s largest commissioning source and only the best qualified applicants are selected.

   b. Scholarship programs. The NROTC scholarship ($180,000) pays for full tuition, fees, books, and other related educational costs such as lab fees.

   c. Scholarship also includes a subsistence yearly allowance of $250 – freshman, $300 – sophomore, $350 – junior and $400 – senior years of schooling each month.

3. There are two categories of NROTC programs:

   a. Three and Two-Year NROTC Scholarship Programs

   b. Four-Year NROTC Scholarship Program

4. Programs options. An applicant may apply for only one of three options:

   a. Navy
b. Navy Nurse

c. Marine Corps.

d. An applicant may apply through CNRC for only the Navy or Navy Nurse option. Marines Corps applicants apply through Marine Corps recruiting offices.

5. NROTC Basic Requirements for Eligibility:

a. U.S. citizen, U.S. born or naturalized

b. Not less than 17 years old by September 01 of year starting college and no more than 23 years old on June 30th of that year.

c. High School Grad or possess equivalency certificate by August 01 of the year starting college.

d. Physically qualified by Navy or Marine Corps standards.

e. Have no moral obligations or personal convictions that prevent bearing arms and supporting the Constitution of the United States.

f. Apply for and gain admission to an NROTC college.

g. Achieve qualifying scores on the Scholastic Aptitude Test (SAT) or American College test (ACT).

h. All Navy and Nurse Applicants must perform an NROTC Applicant Fitness Assessment (AFA) and provide their scores to their recruiter. The test can be administered by any physical education instructor, athletics coach, active duty officer or NJROTC instructor. Recruiting Command personnel are not authorized to conduct the AFA.

i. College test (ACT).

   (1) SAT: (Combined of 1200)

      (a) 550 Critical Reading

      (b) 540 Math

   (2) ACT: (Combined of 47)

      (a) 22 English

      (b) 21 Math
j. Athletic involvement – Display healthy lifestyle

k. Community / Extra Curricular involvement

l. Every effort shall be made to utilize local NROTC unit officers to conduct interviews without creating substantial delays in the application process or requiring substantial travel for the applicant

6. Recruiter Responsibilities.

   a. Establish contact, conduct high school / career presentations /complete applications which must include the following:

      (1) High School Transcripts

      (2) SAT / ACT scores

      (3) Officer interview

      (4) Endorsements / Evaluations – Teachers

      (5) Personal Statement – Applicant

   b. NROTC Applicants in DEP

      (1) If an NROTC applicant desires to or has already enlisted into the DEP, the Future Sailor shall not be shipped to RTC until final determination (selection or non-selection) is made.

7. Summary & Review

8. Assignment

   a. None

9. Evaluation

   a. CBT

10. Application

    a. Apply knowledge in daily recruiting activities.
Terminal Objective:

3.10.0 Demonstrate an awareness of and a greater respect for a wide range of ideas, values, beliefs and behaviors different from one’s own

Enabling Objectives:

3.10.1 Recognize how diversity is different from culture.

3.10.2 Describe how cultural competency impacts Navy Recruiting.

3.10.3 List the components and sub-components of culture.

3.10.4 Develop an understanding of the levels of cultural competency and how to progress in cultural proficiency.

3.10.5 Define diversity, culture, cultural competency, ethnocentrism and stereotyping.

1. Introduction

2. Culture in our world

   a. With over 190 countries in the world today, there are countless ethnic groups, languages, religious beliefs, customs, and traditions that one may encounter. Common sense dictates that no one person can be an expert when it comes to interacting with all of the various cultures in existence today. However, a true understanding of culture and having the ability to be culturally sensitive and competent will greatly assist you when interacting with individuals from new and different cultures.

   b. Interacting with new or different cultures is commonplace in the U.S., and in the global Navy environment. It is also commonplace in Navy Recruiting, however proper interaction and cultural competency is vital to your success as a Navy recruiter.

3. Are Culture and Diversity the same?

   a. We hear about diversity all the time in the Navy. It is important to first distinguish the difference between diversity and culture.

   b. Diversity in the Navy refers to all the different characteristics and attributes of individual Sailors and civilians that enhance the mission readiness of the Navy.

   c. The desired effects of diversity in the Navy are
(1) That our Navy harvests and represents the strength of the Nation’s diversity.

(2) That our leadership represents the force it leads.

d. Diversity in Navy recruiting means targeted prospecting of assigned demographics in order to meet goal. This goal postures the Navy to meet the overall desired effects of a diverse workforce and leadership.

e. In general, diversity is the reality created by individuals and groups from a broad spectrum of demographic, philosophical, personal characteristic, skill and ability differences.

f. Diversity is all-inclusive. It does not refer solely to gender or race, but includes the characteristics that make each person unique. Diversity does not mean setting quotas, affirmative action or special privileges. The concept and goal of diversity encompasses acceptance and respect. It is about valuing each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual, and understand how each makes a group stronger.

4. The Dimensions of Diversity

a. A diverse environment includes everyone and everything they represent. People differ from each another in many ways. We look at these as the dimensions of diversity.

b. The scope of diversity is very broad and it includes all facets of our lives. Some dimensions of diversity have more impact than others on the opportunities people have. The major dimensions of diversity can be categorized as primary and secondary dimensions.

(1) The primary dimensions are unalterable and are extremely powerful in their effect.

(2) The secondary dimensions are important in shaping us, but we have some measure of control over them.

5. How Important Are the Various Dimensions?

a. While there are many dimensions, there are several specific things that are noticed first. Research has shown there are specific things people in our society notice first. The nine dimensions are, in order of recognition:

(1) Skin Color

(2) Gender
(3) Age

(4) Appearance

(5) Facial expressions

(6) Eye contact

(7) Movement

(8) Personal space

(9) Touch

b. When we see another person, we notice, make assessments, and make decisions about how to interact with that individual based on these nine factors. These reactions, which are often a split-second assessment, can influence our relationships from the first perception.

6. Then what is Culture?!?

a. What is culture? This question has been, and will continue to be, pondered, discussed, and debated. For centuries, differing definitions of culture have emerged as sociologists, cultural anthropologists, and others have studied in great detail various cultures and societies from around the world.

b. Merriam-Webster’s defines culture as “the integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations”. In the broad sense, this definition speaks to the basics of culture; the passing on of learned behaviors from generation to generation.

c. The Navy’s Center for Language, Regional Expertise and Culture (CLREC), defines culture as “a common way of life shared by a group of people including how they think, feel, and behave.”

(1) This “common way of life” is an acquired system of values, beliefs, behaviors, and norms shared among a group or societies which are passed on through learning from one generation to the next.

(2) Culture is not genetically passed from parent to child, it is learned behavior.

7. Ethnocentrism. The belief that one’s own culture is superior to others and that all cultures need to be measured against theirs.
Cultural Competence

a. We are ethnocentric when we use our cultural norms to make generalizations about other peoples' cultures and customs and it often leads us to make false assumptions about cultural differences.

b. This behavior often occurs without a conscious awareness. We have all seen or heard ethnocentric comments when dealing with different ethnic groups or cultures.

8. Stereotypes. Generalizations, or assumptions, that people make about the characteristics of all members of a group or society.

a. When dealing with different cultures it is important to realize that there are no absolutes. Not every member of an ethnic group or culture will act exactly as the next.

b. Stereotyping can and will negatively impact your recruiting efforts. Assumptions applied to all members of a certain group, whether dealing with aptitude, behavior, willingness to enlist, are stereotypes and should be avoided.

9. Cultural Competency is the ability to learn, respect and demonstrate sensitivity towards the values, beliefs, behaviors and norms of other cultures.

a. Cultural competency also includes the capacity to put your personal beliefs aside should you encounter certain aspects of other cultures you disagree with. This does not necessarily mean you must like or agree with all of the things you experience when interacting with a different culture. You may, in fact, be frustrated or even offended by certain aspects of a new culture.

b. Demonstrating sensitivity towards the beliefs of others will greatly benefit you and help in fostering productive relationships. For most people, an increased knowledge and understanding will lead to a greater respect, tolerance, and acceptance of different cultures. We can illustrate this growth through the Cultural Competency Continuum.

(1) Destructiveness - The negative end of the spectrum. Refers to the blatant attempts to destroy the culture of a given group. Assumes that one group is superior over another. Acknowledges only one way of being and purposefully denies or outlaws any other cultural approach.

(2) Cultural Incapacity - The capacity is lacking to be responsive to different groups, though not intentional. Ignorance and unfounded fear is often the underpinning of the problem. Failure to recognize mistreatment is due to cultural differences and perpetuates its occurrence.

(3) Cultural Blindness - Blindness or ignorance of cultural differences. Perceives of themselves as “unbiased”. They believe that culture makes no difference in the way a
person or group acts or reacts. Fosters the assumption that we are all basically alike so what works with members of one group will work with members of all other cultures.

(4) Cultural Pre-Competence - Movement toward cultural sensitivity. Actively pursues knowledge about differences and attempts to integrate this information into delivery of services. Recognizes that cultural differences exist but those differences are acknowledged as “differences” and nothing more. Learning and understanding of new ideas is encouraged along with solutions to improve performances or services.

(5) Cultural Competence - The capacity to function in an effective manner within the context of the targeted group. Acceptance and respect of differences. Continual expansion of knowledge about the target group. Actively seeks advice and consultation. Committed to incorporating new knowledge and experiences into a wider range of practice.

(6) Cultural Proficiency - The positive end of the spectrum. Proactively regards cultural differences. Promotes improved cultural relations among diverse groups. Holds culture in very high esteem. Regarded as a specialist in developing culturally sensitive practices

c. Progressing along the continuum is a developmental process that requires a long-term commitment. It requires an honest self-assessment of where we truly stand, not just in our own minds, but in our actions.

10. Cultural Competence and Navy Recruiting

a. Navy recruiters come in contact with numerous people on a daily basis. Whether it is a college fair, a home or school visit, an affinity group meeting, or during every day prospecting, Navy recruiters are continually interacting with the local population.

b. Often, success in recruiting simply comes down to an individual’s ability to interact with, and integrate themselves in, all facets of the local community.

c. If the demographics of your area include diverse ethnic groups, you must prospect for these applicants just as you would any other applicant. The more you know about the cultures of the various ethnic minorities in your area, the better prepared and more successful you will be with your recruiting efforts.

d. A significant number of ethnic minority families adhere to, or continue to be influenced by, many traditional customs and norms.

e. Often, we assume home visits are only required when parental consent is required due to the applicants’ age. In many cultures however, families make major decisions together, and these decisions are made with the entire family’s interests in mind, not just the
applicants’. Regardless of the applicants’ age, in some cultures, parental consent is a requirement, prior to making any major life decision.

f. Your ability to demonstrate cultural competency, with both the applicant and the family is important. By displaying fundamental knowledge of an applicant’s culture, you demonstrate to the applicant, and their family, which you are aware of, and sensitive to, their customs, beliefs, and concerns. What may seem like a small gesture on your part, for example learning a traditional greeting, either verbal, non-verbal or both, will go a long way in fostering trust and communications.

11. Components of Culture. It is within the definition of culture, “a common way of life shared by a group of people including how they think, feel, and behave.” that we find the specific components that define a culture. They are values, beliefs, behaviors and norms.

a. Values are the standards and ethics a group or society desires to achieve and deems truly important. Values can vary significantly between cultures, so the ability to know what appeals most to your applicant will assist you greatly in your recruiting efforts.

(1) Values can take on a human element. For example, in Filipino culture; family is the single most important element within society. The well-being of the family, including the extended family, is placed above all else. Additionally, from an early age, Filipino’s are taught to respect and care for their elders.Courtesy and reverence are displayed towards elders, both in tone and actions. Additionally, it is common for families to care for parents and grandparents as they get older.

(2) Because individuals feel strongly about values and define moral behavior through them, they tend to defend them vigorously when confronted with different value systems held by other people.

(3) It is important for recruiters to understand the values - what it is that matters most, to their applicants. Individuals join the Navy for a host of reasons, to gain valuable job skills and experience, to travel, or for educational benefits. A recruiter that accurately understands what the applicant really desires is the recruiter that will be most successful.

(4) The ability to respect the values of others, and not to be judgmental or ethnocentric, is extremely important. By doing so, we are demonstrating cultural competency and sensitivity by not imposing our values upon others.

(5) In Navy recruiting, an individual’s values and desired standards may come as a surprise to us in some cases. Their thoughts on what is considered desirable may differ greatly from what we are trained to sell as recruiters. Choice of profession or designator is a good example. Not every officer applicant will choose a career path which we consider better, even if he/she has the aptitude to do so. Although NUPOC
or the medical profession may seem appealing with all the potential benefits tied to them, a qualified applicant may choose to pursue being a Supply Officer instead. This may be directly related to the individuals thought process on values and desired standards or possibly that of his or her family.

(6) As always matching an applicant’s desires and qualifications to the needs of the Navy may be challenging at times.

b. Beliefs are the things members of a culture hold to be true. They are the “facts” accepted by all or most members of the group or society and typically include all the things a people know, believe, and accept as true.

(1) Beliefs, just as with values, are not necessarily visible, but one can often accurately assess a group’s beliefs by examining their behavior.

(2) Beliefs, both religious and non-religious, are powerful motivators in all cultures. People all over the world willingly kill and die to preserve or spread their beliefs. To us that may seem extreme, right?

(3) Religious beliefs and associated convictions are the most staunchly defended of all beliefs. Cultural competency and sensitivity is critical when broaching the topic of religion. Today more than ever, society has an endless number of debatable issues related to religion or religious conviction. Examples include:

(a) Evolution vs creationism

(b) Abortion

(c) Same sex marriage

(d) Separation of church and state

(e) The death penalty

c. Behaviors are observable patterns of action. Behavior is what most members of a culture will normally do in given situations. By observing behavior patterns, you may for example, identify what people consider right and wrong, or in other words, their cultural values. Having knowledge of the behavioral practices of a culture will be of great assistance to you.

(1) Aspects of behavior include but are not limited to:

(a) Religious practices
OUTLINE SHEET 3.10
Cultural Competence

i. The calendar year is filled with religious holidays, holy days of obligation, ceremonies and festivals. Be mindful of scheduling appointments or other activities during periods of religious celebration that may affect your applicant. Not doing so may result in a conflict for your applicant and his or her family and shed a negative light on you.

(b) Social interactions, introductions, meeting and greeting

(c) Non-verbal communications

i. Personal space

ii. Eye contact

iii. Hand gestures

iv. Facial expressions

v. Physical contact

(d) Business and meeting etiquette

(e) Gender roles

d. Norms also referred to as social norms, are the customs, guidelines and typical rules of behavior that a society uses to interact with each other. Generally speaking, they are the rules that a society or group lives by. Norms are also the agreed-upon expectations and rules by which a culture guides the behavior of its members in any given situation. Norms vary widely across cultural groups. Americans, for instance, maintain fairly direct eye contact when conversing with others. Asians, on the other hand, may avert their eyes as a sign of politeness and respect. Examples of social norms include the following:

(1) Language

(2) Proper manners

(3) Food and dining etiquette and behavior

(4) Personal appearance and style of dress

(5) Recreational activities

12. Becoming a Culturally Competent Recruiter
OUTLINE SHEET 3.10
Cultural Competence

a. Do your homework. Know your geographic area, schools, community

b. Use your tools

   (1) City-data.com

   (2) NRC guidance/systems

   (3) Community Based Organizations (CBO)

      (a) Social Services Department

      (b) Cultural Centers

      (c) Churches, community centers

      (d) Executive directors, leaders of CBO’s as COIs

   (4) World Wide Web – You will find sites by ethnicity. They will link you to advocacy organizations and cultural interest sites that may not give you direct cultural information, but may identify local organizations and individuals that may be of assistance. Dot-com and dot-org sites are typically more reliable.

   (5) Telephone Book

   (6) OCAT –Operational Cultural Awareness Training

      (a) Created and maintained by Navy Center for Language, Regional Expertise and Culture

      (b) 181 different cultures and ethnic groups

      (c) Presents information in the following areas

         i. Geography

         ii. History

         iii. Peoples and Ethnic Groups

         iv. Language

         v. Religious Influences
vi. Society and Norms

vii. Behavior and Etiquette

viii. Cultural Summary

13. Summary and Review

14. Application
   a. Apply knowledge in daily recruiting activities.

15. Evaluation
   a. CBT

16. Assignment
   a. OCAT Utilization Exercise
   b. Review SECNAV and CNO diversity policy statements
OUTLINE SHEET 4.1-1

MARKET

A. TERMINAL OBJECTIVE:

3.1.0 DESCRIBE fair share allocation, and the station marketing analysis review technique (SMART) system to identify where quality markets exist.

B. ENABLING OBJECTIVES:

3.1.1 ANALYZE ASAD to identify all markets by filtering columns of the Microsoft Excel to determine high propensity to enlist in the military with 80% accuracy while using WebSTEAM and All Service Accession Data.

3.1.2 ANALYZE Navy Recruiting Station territories to identify target market center by zip code and resulting in equal distribution of market with 80% accuracy while using WebSTEAM data and Recruiter territory breakdown (exhibit 030201 vol.1).

3.1.3 ANALYZE School of Area Responsibility (SOAR) distributions to identify target market center by zip code and equal distribution of market with 80% accuracy while using a case study and WebSTEAM data

3.1.4 ANALYZE Web-based Standardized Territory Evaluation and Analysis for Management (WebSTEAM) data to identify target market population for propensity to enlist with 80% accuracy while using a case study and WebSTEAM data

3.1.5 ANALYZE past production trends and performance for attainment of goal with 80% accuracy while using a goal recap sheet

C. TOPIC OUTLINE:

1. Introduction

2. Identifying high propensity markets using All Service Accession Data (ASAD).

3. Analyzing Web-based Standardized Territory Evaluation and Analysis Management (WebSTEAM) data to identify target markets.

4. Evaluating territory distributions
OUTLINE SHEET 4.1-1

MARKET

5. School Area of Responsibility (SOAR) distributions

6. How to utilize Goal recap sheet to monitor recruiting station Performance

7. STATION PERFORMANCE EXERCISE
JOB SHEET 4.1-1

TERRITORY BREAKDOWN

A. INTRODUCTION:

As a Career Recruiter you must ensure that you have priorities established within each Recruiter’s Territory. Not every zip code is as important as the other. You must know and continuously train to know what zip code warrants prospecting. This is critical to ensuring a strategic and systematic approach is executed to ensure over all team mission contribution and mission accomplishment is achieved.

B. REFERENCE:

1. COMNAVCURITCOMINST 1130.8.
2. WebSTEAM Quick Guide

C. DIRECTIONS:

1. Filter ASAD for sub-category goals.
2. Identify zip codes in market.
3. Compare zip codes to WebSTEAM Population, Quality, and History reports and populate fields on Exhibit 030201 for station. Identify all zip codes and schools.
4. Divide market by the number of recruiters.
5. Complete Exhibit 030201 for one (1) Recruiter in your Navy Recruiting Station (NRS).
## JOB SHEET 4.1-1

**TERRITORY BREAKDOWN (CONT)**

**EXHIBIT 030201. RECRUITER TERRITORY BREAKDOWN**

**RECRUITER TERRITORY BREAKDOWN (WEBSTEAM DATA)**

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**EXHIBIT 030201. RECRUITER TERRITORY BREAKDOWN**

**JANUARY 2018**
JOB SHEET 4.1-2

STATION PERFORMANCE EXERCISE (CONT)

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JANUARY 2018
JOB SHEET 4.1-2
STATION PERFORMANCE EXERCISE

INTRODUCTION:

Purpose of this exercise is ASSESS station performance utilizing Goal Recap sheet

A. EQUIPMENT / MATERIALS:

1. None

B. REFERENCES:

1. COMNAVCURITCOMINST 1130.8

C. DIRECTIONS:

1. Review Example Goal Recap sheet

2. Answer questions

D. STUDY QUESTIONS:

1. Quarter 1, was Active Component Goal met?   YES/ NO
2. At the end of FY 15, was the Active Component Shipment Goal met?   YES/ NO
3. Was the Female Test Category upper met for FY 15?   YES/ NO
4. In the second quarter, was the active component met?  YES/ NO
5. In the third quarter, was the Nuclear Field Goal met?  YES/ NO
6. Was the Total Test Category Goal met?  YES/ NO
7. In the second quarter, was Black Test Category upper goal met?  YES/ NO
8. Was the Active Component shipped goal met at the end of second quarter?  YES/ NO
9. Total Active Component net at the end of the fourth quarter was 36.  YES/ NO
10. This recruiting station met its Total Active Component goal.  YES/ NO
### JOB SHEET 4.1-2

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**FY 2015**

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| Nov | 3 | 3 | 22% | 4 | 4 | 22% | 3 | 3 | 22% | 4 | 4 | 22% | 3 | 3 | 22% |
| Dec | 3 | 3 | 22% | 3 | 3 | 22% | 3 | 3 | 22% | 3 | 3 | 22% | 3 | 3 | 22% |
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**JANU**
OUTLINE SHEET 4.2-1

GOALING

A. INTRODUCTION:

4.2.0  Describe and demonstrate in detail the processes of fair share goaling at the station and division levels within a Navy Recruiting District (NRD).

B. ENABLING OBJECTIVES:

4.2.1  Given a case study, WebSTEAM analysis data, and a monthly goal, CALCULATE NRS goals with no more than 2 discrepancies IAW Performance Test Checklist.

C. TOPIC OUTLINE:

1. Introduction

2. Calculating NRS Goals
INFORMATION SHEET 4.2-2
CALCULATING GOALS BEST PRACTICES

A. INTRODUCTION:

As a Career Recruiter, you should understand how, and more importantly why, you are being goaled. By grasping a complete understanding of how to use the “goaling equation” you can ensure your Sailors are goaled fairly and provided a realistic mission assignment. Additionally, this will give you the ability to assess how NRS goals are assigned.

B. REFERENCE:

1. Best Practices

C. INFORMATION:

1. Identify manning in NRS.
2. Identify each NRS market share based on Web STEAM.
3. Determine the market share recruiter weights.
4. Divide each NRS market share by divisions.
5. Divide each NRS manning by divisions.
6. Multiply each Station Market Share and Manning by appropriate weight.
7. Calculate goal share by adding market share and manning share.
8. Review previous months NRS goals.
9. Round and assign NRS goals.
JOB SHEET 4.2-3

CALCULATING GOALS EXERCISE

A. INTRODUCTION:

As a Career Recruiter, you should understand how, and more importantly why, you are being goaled. By grasping a complete understanding of how to use the “goaling equation” you can ensure your Sailors are goaled fairly and provided a realistic mission assignment. Additionally, this will give you the ability to assess how NRS goals are assigned.

B. EQUIPMENT / MATERIALS:

1. Web STEAM Data Analysis

C. REFERENCES:

1. Best Practices

D. SAFETY PRECAUTIONS:

1. None

E. JOB STEPS:

1. Identify manning in NRS.
2. Identify each NRS market share based on Web STEAM.
3. Determine the market share recruiter weights.
4. Divide each NRS market share by divisions.
5. Divide each NRS manning by divisions.
6. Multiply each Station Market Share and Manning by appropriate weight.
7. Calculate goal share by adding market share and manning share.
8. Review previous months NRS goals.
9. Round and assign NRS goals.
JOB SHEET 4.2-3

CALCULATING GOALS EXERCISE (CONT.)

**Given Variables:**

Division 1 Market Share = 10.123  
Division 1 Recruiter Share = 14 Recruiters  
Total goal assigned to Division 1 by NRD = 20  
(Use 50/50 Weight)

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<th>Recruiter Share:</th>
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<td>NRS D: 2.217</td>
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<td>NRS E: 3.113</td>
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**GOALING EXERCISE WORKSHEET:**

**GIVEN VARIABLES:**

- Total assigned Division goal = 20  
- NRD assigned weight = 50/50  
- Total number of assigned Recruiters to Division = 14
- Recruiters:
  - NRS A = 2 Recruiters  
  - NRS B = 2 Recruiters  
  - NRS C = 3 Recruiters  
  - NRS D = 3 Recruiters  
  - NRS E = 4 Recruiters

**Required WebSTEAM Variables needed:**

- Division Market Share = ________  
- NRS A Market Share = ________  
- NRS B Market Share = ________  
- NRS C Market Share = ________
JOB SHEET 4.2-3

CALCULATING GOALS EXERCISE

- NRS D Market Share = ________
- NRS E Market Share = ________

Step One: Calculate Percent of Market Share by NRS (Show your work)

NRS A: __________________________ = __________
NRS B: __________________________ = __________
NRS C: __________________________ = __________
NRS D: __________________________ = __________
NRS E: __________________________ = __________

Step Two: Calculate Percent of Recruiter Share by NRS (Show your work)

NRS A: __________________________ = __________
NRS B: __________________________ = __________
NRS C: __________________________ = __________
NRS D: __________________________ = __________
NRS E: __________________________ = __________

Step Three: Calculate Market Share by NRS using Weights this time (Show your work)

Weight: .50

NRS A: __________________________ = __________
NRS B: __________________________ = __________
NRS C: __________________________ = __________
NRS D: __________________________ = __________
NRS E: __________________________ = __________

Step Four: Calculate Recruiter Share by NRS using Weights this time (Show your work)

Weight: .50

NRS A: __________________________ = __________
NRS B: __________________________ = __________
NRS C: __________________________ = __________
NRS D: __________________________ = __________
NRS E: __________________________ = __________
Step Five: Now, calculate station goals using the weighted shares. Then, round to show corrected goals.
(Show your work)

NRS A: __________________ = __________________ = ___________ Rounded Goal = _________
NRS B: __________________ = __________________ = ___________ Rounded Goal = _________
NRS C: __________________ = __________________ = ___________ Rounded Goal = _________
NRS D: __________________ = __________________ = ___________ Rounded Goal = _________
NRS E: __________________ = __________________ = ___________ Rounded Goal = _________
OUTLINE SHEET 4.3
PROSPECTING

Terminal Objective:
4.3.0 IDENTIFY the various modes, methods and tools used for prospecting in the Navy Recruiting environment.

Enabling Objectives:
4.3.1 DEFINE the purpose of prospecting and DEVELOP a prospecting plan

1. Introduction

2. Prospecting is the means by which a prospect is contacted. The purpose of contacting an individual is to arrange and conduct an interview with them.
   a. Purpose. To get face-to-face with an individual that appears to be eligible for enlistment or re-enlistment.
   b. There should never be a day without prospecting or selling.

   a. The division and station level-prospecting plan is an accumulation of all the recruiter's plans. A prospecting plan is required at the division and station level and shall be reviewed by the immediate supervisor of each level at the beginning of each month to allow the recruiter an opportunity to prospect a sufficient amount of activity based on the averages taken from the PATE.
   b. Prospecting is conducted for three basic reasons:
      a. To fill the applicant log with qualified applicants.
      b. To create Navy awareness.
      c. To gather enough blueprinting information to make a determination if and when to call the person back.

4. Factors to be considered when developing a prospecting plan
   a. Prospecting days which are typically 16 days a month.
   b. Processing days which are typically 20 days a month.
   c. Having a good understanding of your market.
   d. Where you should go, what you should do, and how long it should be done.
4. Now that you have determined what you will do during what will maximize your chances of setting appointments. There is not right or wrong number and it can be adjusted as needed. Most important factor is that each recruiter understands the prospecting plan and has the tools to execute the plan. On average a recruiter spends 70% of their time outside of the office and 30% inside the office. Activities to be performed outside the office include but are not limited to PDCing, Developing COIs, Door Knocks, School visits/presentations, interviews and MEPS processing/shipping.

5. Example of a Prospecting Plan:

a. Daily Activity: How many appointments / Interviews
b. Surveys obtained
c. Presentations Conducted
d. RADs left out
e. Mail Outs
f. Phone Power attempts and contacts
g. Set days for set wickets i.e. NUC Mondays or Female Wednesdays
h. Determining a disposition on a certain number of prospects per day.

6. Prospecting Modes:

a. Team PDCing. Another technique that can increase your PDCing contacts is team PDCing. Pair up with another recruiter to canvass an area. There is more confidence in numbers. It can be especially effective if you team with an experienced and effective PDCer. You can learn from each other and are usually more effective as a team.

b. Finding and Developing COI’s. A Center of Influence is someone who has influence over the target market you are looking for. A “good” COI can be just about anyone. COI’s, 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 COI’s just as they would a prospect. Some examples of potential COIs are:
   a. Scout Leaders
   b. Teachers/Other School Officials
   c. Youth Group Advisors (JROTC, Church Leaders)
   d. YMCA/YWCA personnel
   e. Managers of fast food restaurants or other places where young people work.
   f. Any establishment that appears to draw your target market.

7. Referral Prospecting. Referral prospecting is probably the easiest method for generating activity available to the recruiter. It entails nothing more than describing the type of individual you are looking for and then asking people if they know anyone who fits that
description. Each individual the recruiter meets or comes in contact with is a potential source of referrals.

8. Other tools

   a. Public Service Announcements (PSA). Radio, television, newspaper, magazines, outdoor billboards.

      1) Free advertising and is generally regarded as advertising in the public interest, promoting causes and goals of nonprofit organizations which contribute to the welfare of the community.

      2) The recruiter’s responsibility is to ensure maximum Navy PSA exposure in the community.

11. Summary & Review

12. Application

   a. None

13. Evaluation

   a. None

14. Assignment

   a. None
Terminal Objective:

4.4.0 **Explain** the relationship between Enlisted Recruiting Production Management System and long term recruiting success.

Enabling Objectives:

4.4.1 **Explain** the purpose of the Recruiting Production Management System (RPMS).

4.4.2 **Describe** the components of the RPMS to include: Applicant Log, Recruiter’s Weekly Planner and Production Analysis Training and Evaluation (PATE).

4.4.3 **Explain** how prospecting ratios are determined.

4.4.4 **Explain** how to analyze prospecting to enhance team success.

1. Introduction.

2. Recruiter Production Management System (RPMS).

   a. Purpose: Designed to provide production personnel with an effective plan and evaluation of recruiting activities necessary to achieve goal.

      (1) When used in conjunction with other available systems, RPMS can effectively increase production, manage assets and improve recruiter quality of life.

   b. Components of RPMS.

      (1) Monthly Planner/itinerary. Each CR, ACR, DIVISION LCPO, NAVDIST Trainer, NSW/NSO coordinator, NROTC coordinator, and NF coordinator should maintain a monthly planner/itinerary but is not required; however commanding officers may require planners to be maintained electronically.

      (2) Station Planner. The primary tool used to indicate prospecting/processing activity to be accomplished in order to achieve the NAVCRUITSTA’s assigned goal; however it is not required unless commanding officer requires it to be maintained electronically.

      (3) Recruiters Weekly Planner. The recruiter’s planner reflects the daily prospecting and processing plan, and is used to update the station planner during the Daily Production Review (DPR). A paper planner is not required unless commanding officer requires it to be maintained electronically.
(4) Applicant Log. This will be computer generated for recruiter, WSC, and NF recruiters and NSW/NSO coordinators. Retain current month plus previous 12 months.

(5) Production Analysis Training and Evaluation (PATE) is the only program approved by COMNAVCRUITCOM to analyze division, station, and individual prospecting and sales performance. Each recruiter, LPO/LCPO and DIVISION LCPO shall maintain a monthly PATE sheet based on a three month rolling period and completed using data collected from the planner and applicant logs. Each month the pate sheet is required to be updated with current data no later than the second working day of the month. Retain current month plus previous 24 months.

3. Planner Purpose. Success is measured by results obtained from daily, weekly, monthly and annual activities. Many people wrongly equate effort with the amount of time spent at work, when it is the quality of time that is important.

a. Scheduling and Planning. Detailed scheduling and planning reduces conflicts, maximizes productive time, and focuses effort.

(1) Scheduling occurs in response to tasks received from others and is the primary key to success. Recruiters shall be able to construct daily, weekly, monthly, and yearly plans and shall revolve around the two most important tasks for a recruiter, prospecting & selling.

(2) Planning is the primary key to success. The recruiter’s planner is used to keep track of daily activities. Recruiters must keep planners with them at all times to ensure each scheduled activity fits into the plan. Recruiters should know what they want to accomplish for the day prior to walking into the office.

(3) LPO/LCPO’s, Leading Chief Petty Officers and Chief Recruiters/ACR’s have the authority to modify a subordinate’s schedule or plan.

c. Station Planner is developed using the following inputs:

(1) The Recruiters weekly planner/PATE. The recruiter’s planner will be prepared and turned in to the LPO/LCPO on the last prospecting/processing day before the start of the next week.

(2) All previously scheduled and known activities. Such as but not limited to.

(a) Production/Division Meetings
(b) Area Canvassing
(c) School visits
(d) DEP Recruit mentoring sessions,
(e) Shippers
4. Applicant Log. Each recruiter, LPO/LCPO, NF recruiter, NSW/NSO coordinator and DIVISION LCPO shall maintain a current month Applicant Log. This allows recruiting personnel to track applicants being processed for possible enlistment and serves as a training tool. All applicant logs shall be updated daily.

a. Recruiter’s Applicant Log. Enter all sales interviews conducted into Web-RTOOLS. Any interview that has been conducted in the previous 12 months and is interviewed again will be counted as a carryover.

b. Station Applicant Log. Enter all interviews conducted. The Station applicant/prospect log will reflect the data from the station recruiter applicant/prospect log. Any interview that has been conducted in the previous 12 months and is interviewed again shall be counted as a carryover. The LPO/LCPO is required to conduct follow-up screenings on all qualified interviews entered on the applicant log and has the final decision of placement of all records in RTOOLS.

(1) An interview is defined as an applicant who appears to be mentally, morally, physically qualified and a sales presentation was conducted.

(2) Applicants that disclose problems with BEERs during the blueprinting process are not to be considered as interviews until the applicant resolves all issues pertaining to disclosed problems.

c. Analysis of Applicant Log. A sense of urgency is essential in getting face to face with qualified applicants that can be moved to the next step. Applicant logs must be analyzed by order of priority.

(1) Hot - These are applicants that have a high probability to enlist or have attempted to enlist and are awaiting some form of documentation or medical consultation. These applicants require daily follow-up by the LPO/LCPO.

(2) Warm - These applicants have given a favorable response to the recruiter’s proposal, but need time to think about it or consult with a significant other prior to making a decision. These applicants require daily LPO/LCPO/recruiter attention.

(3) Cold - These applicants are basic follow-ups that declined or were not qualified at the time of interview. A waiting period may be required prior to continue processing. These applicants require daily recruiter attention to determine if circumstances have changed.
d. There is a logical chain of events that takes place from interview to new contract. The cause and effect relationship between these chains of events are the essence of analyzing division, station and recruiter performance. Interest levels of applicants usually decrease over time. It is imperative that recruiters focus their efforts on applicants at the peak time.

5. Production Analysis Training and Evaluation (PATE).

a. Recruiting uses standard forms to collect and analyze data and set mission objectives. The collected data helps identify whether enough prospecting was accomplished to meet mission objectives.

b. Analysis of the data will indicate how effective a recruiter was at various recruiting activities (prospecting, screening, selling, processing) and identifies specific strengths and weaknesses.

c. Collecting data is meaningless unless it is accurate and used to make the recruiting effort more efficient.

d. The PATE Sheet (Exhibit 050301) shall be used to analyze individual prospecting and sales performance.

e. The PATE provides information necessary to conduct proper activity analysis and a baseline for the Recruiter to develop an effective prospecting plan.

f. The data for the PATE sheet comes from the past three months applicant logs and planners of the Recruiter.

(1) The following criteria shall be used to build and analyze the PATE sheet:

   (a) Each recruiter will maintain a current month PATE sheet. PATE sheets shall accompany the applicant logs for the month in which the activity is being tracked.

   (b) Retain current plus previous 2 years of recruiter PATE worksheets.

(2) The PATE sheet has four sections:

   (a) Section I – Prospecting Generated. This section is the three month historical prospecting data broken down into three primary source codes: PH, REF, and PD. The recruiter will place all appointments, interviews and new contracts in the last three months prospecting activity blocks and totals at the bottom of the chart.
OUTLINE SHEET 4.4
RPMS

(b) Section II – Prospecting Summary -- (Ratios for 1 New Contract): This section calculates each prospecting mode into an average number of appointments, interviews, and physicals required to write one New Contract in each of the 3 primary modes of prospecting. These averages are obtained by dividing the total number of appointments, interviews and physicals by the total NC in each prospecting mode respectively. These numbers will be rounded one decimal place.

c) Section III – Prospecting Plan Guidance.

(1) Monthly Goal – In this sub-section, the recruiter will place their monthly goal broken down by each primary source code and place the total of the three source codes in the NC total block.

(2) Monthly Minimum Activity Required to Achieve Goal – This Sub-section includes the total number of appointments, interviews, physicals and new contracts for the current month that a recruiter is required to obtain to meet the monthly prospecting objectives. This section will add from each primary source code in Section II, the total number of appointments, interviews, physicals and new contracts required based on the three month averages. This section is where the recruiter will build their daily, weekly and monthly prospecting plans from.

d) Section IV – Other Activity – This section provides the recruiter the three month historical look at the total number of interviews and New Contracts written for the two remaining source codes MO (Mailouts) and WI (Walk-ins).

7. Summary & review.

8. Application:

   None.

9. Evaluation:

   CBT.

10. Assignment:

    None.
Terminal Objective:

4.5.0 **Determine** qualifications for applicants deserving enlistment by utilizing the COMNAVCRUITCOMINST 1130.8 (Series).

Enabling Objectives:

4.5.1 **Demonstrate** the ability to research enlistment qualifications and make determinations for an applicant’s eligibility to enlist into the United States Navy in accordance with COMNAVCRUITCOMINST 1130.8 (Series).

1. Introduction.
   a. Purpose: Volume II provides enlistment and affiliation standards for contracting applicants into the Active (AC) and Reserve (RC) Components of the Navy. Additionally, instructions concerning waivers of enlistment standards and eligibility requirements are provided.

2. Recruiter Guidelines:
   a. Eligibility Requirements.
      
      (1) The recruiter must review the basic enlistment eligibility requirements BEERS discussed throughout this volume before scheduling any applicant for enlistment or affiliation processing.

4. Basic Requirements:
   a. To join the U.S. Navy applicants must be 17-34 years of age for service in the Active Component (AC), or 17-39 years of age for service in the Reserve Component (RC).
   b. Be a U. S. citizen, permanent resident alien, or U. S. non-citizen national.
   c. Possess a Social Security Card.
   d. Be a High School Diploma Graduate (HSDG/Tier 1) or meet Tier 2 or Tier 3 criteria. Be proficient in reading, speaking, writing, and understanding the English language.
   e. Have no more than one dependent (waivers may be granted for financially responsible applicants with more dependents). If single, applicant must not have custody of a dependent if processing for enlistment in the AC.
   f. Score at least 35 on the Armed Forces Qualification Test (AFQT). Applicants with AFQT scores less than 50 must be HSDG/TIER I.
OUTLINE SHEET 4.5
Basic Enlistment Eligibility Requirements (BEERS)

4.5-

1.0

Basic Enlistment Eligibility Requirements (BEERS)

g. Pass a physical examination.

h. Not be under civil restraint, a substance abuser, nor have a pattern of minor convictions or any non-minor misdemeanor or felony convictions (waivers may be granted depending on number and severity). Applicants with lawsuits pending by or against them must not be enlisted without prior approval by CNRC (00J).


a. Automatic Rejections. Application for enlistment shall be rejected from any individual who:

(1) Is awaiting trial, awaiting sentence, or on parole.

(2) Has pending unpaid civil fines/court dates.

(3) Is on supervised conditional/monitored probation, deferred sentence, or suspended jail time. Has not completed court requirements such as counseling, driver school, and etc. Suspended jail time in the case of Chart B offenses is the only condition that may be eligible for an Exception to Policy from COMNAVCRUITCOM (N35).

(4) Has been a trafficker (supplier) of illegal drugs.

(5) Holds religious beliefs that conflict with the principle that voluntary enlistees/re-enlistees are subject to unrestricted service on a 24-hour-a-day, seven-days-a-week basis.

(6) Has a reservation about military service because of religious, moral, or ethical reasons.

(7) Has a reservation about upholding and defending the Constitution of the United States, and its guarantees of civil rights and equal protection under the law for all residents of the United States regardless of their race, creed, color, sex, religion, or national origin.

(8) Is pregnant. Exception for certain RC applicants

(9) Exhibits transsexual or other gender identity disorders.

(10) Engages in exhibitionism, transvestitism, voyeurism, or other forms of deviant behavior.

(11) Is unmarried with physical custody of minor children.
(12) Is required by any State or Federal court, statute, or administrative regulation, to register as a sex offender.

(13) Has been convicted of rape, carnal knowledge, forcible sodomy, sodomy of a minor, prostitution involving a minor, indecent assault, assault with intent to commit rape, assault with intent to commit sodomy, indecent act with a minor, indecent language with a minor, kidnapping of a minor (by a person not a parent), pornography involving a minor, attempt to commit any of the foregoing, conspiracy to commit any or the foregoing, or solicitation to commit any of the foregoing.

(14) Participated in any organization that espouses supremacist causes, attempt to create illegal discrimination, advocates use of force/violence against the U.S. government and territories/possessions. Participation also includes engaging in any other activity that relates to those organizations or are in furtherance of those organizations’ objectives when such activities are detrimental to good order and discipline or mission accomplishment.

(15) Has been convicted of a hate crime or received adverse adjudication resulting from a hate crime offense.

b. Domestic Violence Rejections. Any applicant who has been convicted of a crime of domestic violence shall be ineligible for enlistment.

7. Age Requirement
   a. Parental Consent.
      (1) Prior to a physical examination for enlistment, 17-year old unmarried applicants must obtain written consent from their parents or guardians. Under no circumstances shall an unmarried 17-year old applicant take a physical examination or enlist into the Navy without the proper parental or guardian consent (except emancipated minors). The consent shall be given by both parents, if living.


Basic Enlistment Eligibility Requirements (BEERS)

a. All applicants must have a valid Social Security Number to process for enlistment. An applicant who has applied for, but has not yet received, a Social Security Number shall not be processed.

b. The following documents shall be used verify an applicant’s SSN:

   a. SSN card or replacement card issued by Social Security Administration Office.

   b. DD Form 214 - Certificate of Release or Discharge from Active Duty for prior service veterans.

   c. NGB Form 22 – Report of Separation & Record of Service for former Army National Guard or Air National Guard members.

   d. Social Security Administration Printout: Are printouts issued by Social Security Administration, which may be used for AC DEP enlistment processing. In all cases were a Social Security Administration Printout was used for DEP enlistment, a valid SSN card is required to be shown to recruiting personnel, copied, and filed in the member’s enlistment kit and residual file prior to accession.

10. Education Requirement.

   a. The Navy uses Department of Defense education enlistment criteria, known as the Three-Tier System, to select applicants with the greatest likelihood of completing a full first term of service.

   (1) TIER I: HIGH SCHOOL DIPLOMA GRADUATE (HSDG). Applicants with the following education codes are TIER I/HSDG status: 8, 9, B, D, F, G, K, L, M, N, R, S, U, and W. An applicant shall be classified as a HSDG when they meet the following program definition:

      (b) Traditional High School Diploma Graduate, Education Code “L”. An applicant who has attended and completed a 12-year/grade, daytime, structured program of classroom instruction and possesses a locally issued diploma. The diploma must be issued from the school where the applicant completed the program requirements. These applicants will be coded as “12L”. The term “traditional” is used to define an environment of four (4) years of formal academic education type curriculum, nine (9) months a year, five (5) days a week, in a teacher-student classroom environment.

      (c) High school seniors who successfully completed all academic requirements for graduation, but failed a state-mandated secondary school exit exam, are authorized TIER I status. Applicant is coded 12F, and must not be shipped to RTC any earlier than 6 months after the date their senior class graduated.
(d) High School Senior (11S). High school students who have completed their junior year and earned at least 70 percent of the required graduation credits are considered high school seniors. Senior status must be verified prior to DEP enlistment by use of the High School Senior/Graduate Status Verification document, Exhibit 020401. An original diploma or an official, signed, and dated transcript must be obtained within 14 days after graduation for any FUTURE SAILOR.

(i) Mid-Year Graduates. High school juniors that will be mid-year graduates can enlist into the DEP as “11S” provided they are 17 years old and have completed at least 70% of the required credits for graduation, and have a will-grad letter from the school.

(e) Adult High School Diploma Graduate. Ed Code “B”.

(f) Postsecondary Education with less than a degree. Ed Code “8”. Applicants who have attended and completed 15 semester hours of credit, 22 quarter hours of credit, or 675 clock hours of classroom instruction from an accredited post-secondary institution listed in the current ACE Directory.

(g) Job Corps Programs. Ed Code “8”. Applicants attending Job Corps must complete the GED or high school diploma and receive a Job Corps certificate of completion from a vocational/technical program consisting of at least 675 clock-hours of vocational/technical education in order to be considered Tier 1.

(h) Currently enrolled other than High School Diploma. Ed Code “M”. An individual who is currently attending class in a Tier 1 category (credential) other than a traditional high school. The Ed Code of “M” shall be changed to either an “8” or “B” accordingly.

(i) Postsecondary Degree.

(i) Associate Degree “D”
(ii) Baccalaureate Degree “K”
(iii) Master’s Degree “N”

(i) Prior Service. Prior service vets who have completed 4 year or more enlistment in any branch of the Armed Forces are eligible to enlist as high school diploma graduates and will be coded as “12L” unless they possess a high level education credential.

(2) TIER II: (HIGH SCHOOL GRADUATE (HSG)). Applicants processing with the following education codes are considered TIER II/HSG status: 5, 7, C, E, H, J or X.
OUTLINE SHEET 4.5
Basic Enlistment Eligibility Requirements (BEERS)

TIER II applicants must have ASVAB AFQT scores of 50 or higher, spend a minimum of 90 calendar days in DEP and complete DEP PQS prior to shipping to RTC.

(a) Home School Diploma, Education Code “H”. A home school diploma from the parent, guardian or home school association with certification and transcripts issued in compliance with state laws. DOD authorizes home school graduates with AFQT scores of 50 or higher and a completed AIM (Assessment of Individual Motivation) to be enlisted with TIER I status.

(b) National Guard Youth Challenge Program (NGYCP). Ed Code “X”.

(c) Seaborne Challenge Corps (SCNGC). Ed Code “X”.

(d) Test-Based Equivalency Diploma. Applicants who have earned a diploma, certificate of General Education Development (GED), or other test-based high school equivalency diploma will be coded as “--E”.

(e) High School Certificate of Attendance or Completion. Ed code “J”.

(f) Correspondence School, Distance Learning, Home Study, or Independent Study. Ed Code “7”.

(g) Occupational Program Certificate. Ed Code “C”.

(h) Other Non-Traditional High School Credential. Ed Code “5”.

(3) TIER III: Non-High School Graduate (NSHG). Applicants who are not currently attending high school and who are neither a high school graduate nor alternate high school credential holder. All Tier III applicants must have ASVAB AFQT scores of 50 or higher, spend a minimum of 90 calendar days in DEP and complete DEP PQS prior to shipping to RTC.

b. WEBSTEAM High School Directory.

(1) The NAVCRUITDIST CO shall ensure the WEBSTEAM High School Directory database is properly updated and maintained for all traditional high schools, public, non-public, and adult or alternative high school programs within the NAVCRUITDIST area of responsibility.

(2) Applicants from schools or programs not listed in the WEBSTEAM High School Directory cannot DEP or access until the school has been evaluated by the ESS.
4.5 Basic Enlistment Eligibility Requirements (BEERS)

(3) Education credentials from outside the NAVCRUITDIST must also be verified. Verification by the NAVCRUITDIST can be made by reviewing the National Education Website, or by contacting the NAVCRUITDIST or ESS where the school is located.

e. Credential Laundering.

(1) Credential laundering is defined as “recruiter advice or assistance provided to an applicant or prospect for the purpose of, or which has the effect of, converting or transforming a TIER II credential to a TIER I credential solely for the purpose of meeting education enlistment eligibility requirements.”

(2) Recruiters are prohibited from participating in or condoning credential-laundering activities. Such activity is punishable under the UCMJ.


a. Physical standards establish uniformity in conducting physical examinations and in interpreting the physical fitness of applicants for naval service. The object is to select and retain personnel who are physically fit and temperamentally adaptable to the conditions of military life. The standards are intended to define applicant physical fitness that best meets the Navy’s needs. These standards are subject to change depending upon the Navy’s personnel needs at any given time.

b. All applicants under 18 years of age must have their parents’ or legal guardians’ consent for a physical examination when reporting for the enlistment physical examination. A completed Section VII (Parental/Guardian Consent for Enlistment) of the DD Form 1966 is required.

c. Physical Processing for Active Components.

(1) All NON-Prior Service (NPS) and Prior Service (PS) applicants for AC enlistment shall have their physical examination administered at MEPS.

(2) NPS or PS applicants found not physically qualified by MEPS are ineligible for further processing without a N3M waiver review.

d. Physical Processing of Reserve Component

i. All NPS applicants for RC enlistment shall have their physical examination administered at MEPS.

e. Requirements for Re-examinations

(1) All applicants and DEP recruits shall undergo a complete physical re-examination if a period of 24 months has transpired since the date of original complete physical.
(2) A complete physical re-examination and report are required in each instance in which the applicant has an illness or injury which causes material changes in his or her physical condition since the date of the last physical examination.

f. Validity Period of Physical Examination.

(1) Physical examinations performed by the MEPS are valid for a period of 24 months from the date of examination.

(2) The most recent complete military provided physical examination is valid for enlistment for a period of 6-months from the date the member separated from active duty or stopped drilling as a SELRES.

(3) MEPS Drug and Alcohol Test (DAT): Testing for drug and alcohol usage before being sworn into DEP.

   (a) Individuals testing positive through DAT, but questioning test validity, will not be retested or reconsidered, regardless of the circumstances.

   (b) Applicants who test positive for any substance, excluding alcohol, on any MEPS DAT are permanently ineligible for Navy service.

   (c) Applicants who test positive for alcohol on any test are ineligible for Navy service for a period of 45 days from the test date and require a NAVCRUITDIST CO waiver.

g. Eligibility Determinations.

(1) Tattoos/body art/brands. Four criteria will be used to determine whether tattoos/body art/brands are permitted for Navy personnel:

   (a) Content. Tattoos/body art/brands located anywhere on the body that are prejudicial to good order, discipline, and morale or are of a nature to bring discredit upon the naval service are prohibited.

   (b) Location. No tattoos/body art/brands on the head, face (to include ear) and scalp. One tattoo is authorized on the neck and shall not exceed one inch in any dimension (height/width). Tattoos meeting these requirements are acceptable behind the ear. The area of the neck is defined as between the collar line of a crew neck T-shirt and the base of the jaw bone.

   (c) Size. Individual tattoos/body art/brands exposed by wearing a short sleeve uniform shirt shall be no larger in size than the wearer’s hand with fingers
OUTLINE SHEET 4.5
Basic Enlistment Eligibility Requirements (BEERS)

extended. This is waiverable as long as they do not violate content or location criteria.

(d) Cosmetic Tattoos. This regulation does not prohibit cosmetic tattooing to correct medical conditions requiring such treatment.

a. Mutilation. Intentional mutilation of any part of the body is prohibited. Mutilation is defined as the intentional radical alteration of the body, head, face or skin for the purpose of and/or resulting in an abnormal appearance.

b. Dental Ornamentation. The use of any veneers for the purpose of dental ornamentation is prohibited.

h. Medical Waivers.

(1) Requests for medical waivers shall be sent to and processed by CNRC (N3M). CNRC (N3M) will review the medical waiver request and recommend approval or disapproval to CNRC (N3M).

(2) Applicants who are drawing (or have a claim pending for) a pension, disability allowance, disability compensation, or disability retired pay from the Federal Government by virtue of prior military service, who are found physically qualified and authorized to enlist by CHBUMED, must waive their disability compensation, effective the day they enlist or affiliate.


a. Purpose. The moral character of an applicant must be determined:

(1) To prevent enlistment of persons whose social habits, such as theft, arson, resistance to authority, etc., are a threat to unit morale and cohesiveness.

(2) To screen out persons who would likely become serious disciplinary problems in the Navy, and who would consequently divert resources from the performance of military missions.

(3) To assure enlistees and their parents that the enlistee will not be serving in an organization that accepts persons with undesirable criminal behavior or histories.

b. Criteria.

(1) Applicants with no criminal convictions, fines, or periods of restraint are morally eligible for enlistment; however, any voluntarily disclosed, self-admitted, or recruiter discovered form of police or criminal involvement by an applicant warrants further
investigation and may be grounds for disqualification. In such cases, moral waivers may be considered.

c. Civil Restraint.

(1) Ineligible. Applicants under civil restraint are ineligible for enlistment. Do not begin processing an applicant during a period of supervised, conditional probation. Waiver of this restriction is not authorized.

(2) Eligible. Applicants are eligible for enlistment while under unsupervised unconditional probation. The term unsupervised unconditional probation is defined as a probationary status imposed by a criminal or juvenile court that places no conditions upon the individual.

e. Pending lawsuits and court cases.

(1) Applicants who may be required to appear in court as witnesses or who have lawsuits pending by or against them must not be enlisted without prior approval of COMNAVCRUITCOM (00J).

f. Self-admitted crimes.

(1) Self-admitted crimes and offenses shall be processed in the same manner as adverse adjudications when the crimes or offenses are not revealed in police record checks or on file with civil authorities. Self-admitted crimes and offenses shall be classified (charted) and waived at the appropriate level.

g. Physical violence crimes.

(1) Applicants charged with domestic violence require a COMNAVCRUITCOM (00J) determination of enlistment eligibility.

(2) The NAVCRUITDIST CO or XO shall conduct a physical violence interview with any applicant who has been arrested and charged with the commission of child molesting, sex crimes, or crimes involving physical violence regardless of the disposition or adjudication of the charged offense.

(3) Applicants convicted or received adverse adjudication for a crime involving physical violence requires a physical violence interview and waiver. The waiver interview must be conducted by either the NAVCRUITDIST CO or XO.

15. Drug & Alcohol Screening Requirement.
a. Department of the Navy policy is that drug and alcohol dependent applicants, current drug and alcohol abusers, and those individuals whose pre-service abuse of drugs and/or alcohol indicates a proclivity to continue abuse in the service, are not permitted to enter the naval service. The Navy recognizes that some people have clear potential to become creditable performers despite past exposure to drug and/or alcohol abuse. Recruiting procedures must include positive measures to identify and screen out drug and/or alcohol abusers at the point of application for enlistment.

b. Applicants who test positive at MEPS for alcohol, marijuana, cocaine, and/or methamphetamine are ineligible; if preliminarily enlisted pending receipt of drug test results, and they must be DEP discharged.

(1) Applicants who test positive for marijuana, cocaine or methamphetamine on their initial test are permanently barred from processing for the Navy.

(2) Applicants who test positive for alcohol on their initial DAT are ineligible for military service for a period of 45 days from the date of the DAT. If they test positive on their second test are permanently ineligible.

16. Enlistment Name Requirement.

a. The name shown on the applicant’s SSN card shall be used as the applicant’s enlistment or affiliation name of record and is required to be used on all enlistment or affiliation processing forms and documents (DD Form 1966, USMEPCOM Form 680-3A-E, etc).

(1) If the name on the SSN card is different than the name shown on the applicant’s birth certificate, then the enlistment name is considered a “preferred name.”

(2) Applicants enlisting with USCIS documents are not allowed to process with preferred enlistment names. The name shown on their SSN card must be the same as the name used for their USCIS documents. The use of derivative names for first and middle names are acceptable, and middle names may be represented by an initial or omitted.

17. Summary & review.

18. Application:

a. None.

19. Evaluation

a. CBT
OUTLINE SHEET 4.5
Basic Enlistment Eligibility Requirements (BEERS)

20. Assignment:
   
   a. None.
Terminal Objective:

4.6.0 **Properly** conduct an effective Daily Production Review (DPR) in accordance with COMNAVCURITCOMINST 1130.8 (Series).

**Enabling Objectives:**

4.6.1 **Explain** the purpose and need for an effective DPR.

4.6.2 **Describe** the general questions the LPO/LCPO and DLCPO must be able to explain.

4.6.3 **Describe** all applicable items the LPO/LCPO must review in addition to conducting the Formal DPR.

1. **Introduction**

2. The Daily Production Review is one of the most critical operations in a Navy Recruiting Station. It allows the chain of command to review, plan, adjust, and train to recruiting activities. The DLCPO and LPO/LCPO must be able to explain the following questions:

   a. What is the status of any remaining shippers for the current and next out month?

   b. How many production days are available for the remainder of the month?

   c. How many new contracts are necessary to attain the NAVCRUITSTA, Division and NAVCRUITDIST mission?

   d. What program goals still need to be filled to attain NAVCRUITSTA, Division, and NAVCRUITDIST mission?

   e. What is each recruiter's fair share of the NAVCRUITSTA mission?

   f. Is the current prospecting plan working or are adjustments necessary?

   g. On average, how many new interviews are needed to obtain a new contract?

   h. Are there any constraints in certain programs, sub-goals, or mental categories? Are there any scheduling problems or special circumstances?

3. Daily production review from the LPO/LCPO to the recruiter. As each new recruiter checks into the NAVCRUITSTA, the LPO/LCPO must train the recruiter on how to prepare for, and what to expect during the DPR. Additionally, the LPO/LCPO should make note of the questions that are repeatedly asked by the DIVISION LCPO during the LPO/LCPO to DIVISION LCPO DPR. Although questions may vary from day to day, certain standards will
appear over time. As a guideline of what to expect from the DIVISION LCPO, review the DIVISION LCPO to LPO/LCPO DPR.

a. The formal DPR shall be held a minimum of once each workday. This is the single most important daily interaction between the LPO/LCPO and recruiter and should not be changed if possible. Begin the DPR in an uncluttered environment and assign another recruiter to answer the telephone and take care of the office. The more prepared the LPO/LCPO is during the DPR, the more efficient the recruiter will perform.

b. Follow-ups shall be done in a timely manner; training deficiencies shall not become production problems because each interview shall be reviewed in depth.

c. The LPO/LCPO shall continually check on the recruiter’s progress throughout the day, as needed, to ensure the plan is being accomplished as approved, and that the desired results are being achieved.

d. In addition to conducting a formal DPR with the recruiter, the LPO/LCPO shall review the following items:

(1) The recruiter's Applicant Log for any new appointments or interviews.

(2) The Planner to ensure the interview/appointment is logged.

(3) Remarks section for the next scheduled processing activity.

(4) MEPS processing schedule.

(5) Working Tickler for proper filing of records and to review blueprinting information of applicants.

(6) Records of applicants with New Contract date for completion of DEP-in procedures.

(7) Number of interviews held to date. Are there sufficient interviews/new contracts to meet recruiter's fair share of station goal/personal goals? The LPO/LCPO needs to be aware of this before going any further.

(8) How many interviews did the recruiter conduct today?

(9) All records loaded in the Working Tickler and ensure they comply with prospecting requirements in the NAVCRUITEM DIST Goaling letter.

(10) LEADS to ensure they are being actively worked. Qualified LEADS are to be maintained in the Working Tickler for four months or until enlisted, whichever comes first. Once the
disposition is obtained on the prospect, the card shall be placed in the appropriate market segment file.

(11) Ensure that no records are in the Working Tickler with a Working Tickler date older than five days. This is the first sign of a follow-up problem.

(12) Ensure all known activity and new commitments are logged on the planner.

(13) Ensure the Station Planner is updated and that any scheduling conflicts are resolved.

(14) Ensure all DEP records are scheduled for the required monthly contacts. Schedule executive interview with LPO/LCPO for DEP personnel who will ship to RTC in the next 60 days.

(15) The LPO/LCPO has the final decision on the placement of all records. Recruiters are not authorized to control Working Ticklers.

4. DIVISION LCPO to LPO/LCPO DPR. The purpose of the DIVISION LCPO daily production review is to determine whether the Station is following the prospecting planned and is on track to attain all assigned goals.

a. The depth and frequency of the DPR will depend to a great extent on the experience level of the LPO/LCPO. Normally, the production review is accomplished daily however; DPR’s for experienced LPO/LCPOs may only need to be held every other day or twice a week.

b. The following items shall be completed in addition to the formal DPR:

(1) Review new appointments and interviews that were held since the last DPR and ensure that all entries are correct. Review BEERS, discuss how the interviews went, and determine the next scheduled step in the process. Is executive follow-up required?

(2) Review previous entries to the applicant log. Ensure that the next processing step is scheduled, accomplished or has a disposition. Is an Executive follow-up required?

(3) Have applicants been scheduled for processing on the Applicant Processing Log at MEPS

(4) Does the recruiter have parental consent?

(5) Is the kit completed or when will it be?

(6) Does the recruiter have all the BEERS documents?

(7) Were there any problems with processing today?
OUTLINE SHEET 4.6
Daily Production Review

(8) How many interviews did the recruiter have scheduled for today?

(9) How many interviews did the recruiter conduct today?

(10) Were no-show and decline interviews followed-up?

(11) If rescheduled, what date, where and with whom?

(12) Were adjustments made on planner for prospecting shortfalls?

(13) How many interviews are scheduled for tomorrow?

(14) What modes of prospecting were used?

(15) What were the names of the referrals?

(16) How can I Help? Is there any required training to be conducted?

(17) What activities were projected or accomplished today?

(18) What does tomorrow's prospecting planned look like?

(19) What prospecting modes are scheduled?

(20) What market are we prospecting in?

(21) Has a required follow-up prospecting been accomplished?

(22) Did the recruiter receive any LEADS today? What is the status of overdue LEADS?

(23) Is the working tickler loaded in accordance with the District Goal Letter?

(24) Have all Future Sailor contacts been accomplished per CNRC guidelines?

5. Summary/Review:

6. Application:
   a. Demonstration Role Play

7. Evaluation:
   a. CBT.
OUTLINE SHEET 4.6
Daily Production Review

8. Assignment:
   a. None.
Terminal Objective:

4.7.0 **Explain** the need for and process of Attrition Analysis in the Operations Department.

**Enabling Objectives:**

4.7.1 **Describe** the purpose of Attrition Analysis.

4.7.2 **Identify** the various types of DEP/Collegiate attrition.

4.7.3 **Identify** factors/trends that contribute to DEP/Collegiate attrition.

4.7.4 **Define** the process of attrition analysis and the R-OPS role in that process.

4.7.5 **List** reports/tools that are used in attrition analysis.

2. Introduction

3. Purpose- The primary purpose of attrition analysis is to identify the trends associated with attrition in order to develop a plan of action for minimal impact on mission success.

4. Types of Attrition Analysis

   a. Delayed entry Program (DEP) Attrition. DEP attrition is a loss of personnel from the DEP program due to disqualification or ineligibility. DEP attrition impacts Navy Recruiting Districts shipping mission as well as DEP Slope Target.

   b. Recruit Training Command (RTC) Attrition is a loss of personnel from RTC due to ineligibility, a sailor’s failure to adapt to recruit training, or fraudulent enlistment. RTC attrition is identified by the Recruit Quality Assurance Team (RQAT) and the report is available to the NRD on a monthly basis. RTC attrition impacts the fleet manning levels which can ultimately affect the Navy Recruiting Command’s goal.

   c. Collegiate attrition is a loss of personnel from the Officer Program collegiate program. Collegiate attrition results from disqualification, ineligibility, or academic disenrollment. In some cases collegiate that fail to maintain eligibility in the program can and will be ordered onto active duty but collegiate attrition impacts the NRD’s ability to obtain officer mission.

5. DEP/Collegiate attrition reasons
a. Refuse to obligate (RTO) is when a Future Sailor declines to fulfill his/her contract and will not ship to RTC. RTO attrites may signal a sales problem or a DEP management problem.

b. Medical attrition is when a Future Sailor no longer meets the medical eligibility requirements and will not be allowed to fulfill his/her obligations. Medical attrition may signal training or blueprinting problem.

c. Legal attrition is when a Future Sailor no longer meets the legal eligibility requirements and will no longer be allowed to fulfill his/her obligation. Legal attrition may signal a blueprinting problem or a mentoring problem.

d. Dependency attrition occurs when a Future Sailor/collegiate no longer meets the dependency requirement to fulfill his/her obligation. Dependency attrition may signal a lack of training and mentoring.

e. Education attrition occurs when a Future Sailor/Collegiate no longer meets the education requirements to fulfill his/her obligation. Education attrition may signal a lack of follow up by the recruiter or bad applicant selection.

f. Drug Use attrition occurs when Future Sailors/Collegiate no longer meet the drug use requirements to fulfill his/her obligation. Drug use attrition may signal a lack of mentoring and training.

6. RTC attrition occurs when a Future Sailor ships to RTC and does not meet eligibility requirements of the Navy and will have to be discharged. Although RTC attrites do not count against the NRD’s goal, the extensive cost of RTC attrition demands that the R-OPS conduct a monthly RTC attrition analysis to identify trends, to develop corrective actions, and to reduce RTC attrition. Some types of RTC attrition are:

a. Separation Police - occurs when the applicant’s police record extends beyond the acceptable limits. Police Separation may signal fraudulent enlistment, poor enlistment documentation and quality assurance standards, or applicants hiding information.

b. Separation Medical- Occurs when the applicant’s medical conditions are beyond the acceptable limits. All applicants will undergo a physical at RTC and any conditions are documented to verify eligibility and physical readiness. If conditions are identified that make the applicant physically ineligible then medical separation will occur. Medical separation could also signal fraudulent enlistment, poor documentation, or applicants concealing information.

c. Separation Drugs- Occurs when an applicant test positive for drugs or admits to drug use beyond the acceptable waiver able limits. Drug separation may signal fraudulent
enlistment, poor DEP mentoring, poor DEP training, or poor or non-existing MEPS and recruiter drug testing.

d. Separation other- occurs when it is necessary to discharge applicants that do not meet Navy standards or do not possess the qualities the Navy is looking for. Some types of these separations are failure to adapt and disciplinary reasons, which may signal poor DEP leadership and poor mentoring.

7. R-OPS role in attrition analysis

a. The R-OPS will conduct a monthly analysis of DEP and RTC attrition, and forward results along with recommended corrective actions to the commanding officer for review.

b. Maintain a current database of potential problems by division, station, recruiter, Future Sailor name, program, and ship date. In addition to the early identification of problems and aid in the possible prevention of attrition, this database forms the best source of data for attrition analysis.

8. When conducting attrition analysis common trends can help identify reasons for attrition as well as helping to understand and uncover underlined problems throughout the NRD. Items to consider when conducting attrition analysis are as follows:

a. Recruiter- the recruiter is the most important link in the Future Sailors/Collegiates’ development and is the commands front line defense against attrition. Attrition trends pointing at a recruiter maybe the result of poor training, poor selling skills, poor mentoring, or poor judgment and character of the recruiter.

b. Station- Attrition trends pointing at a station maybe the result of poor DEP management, poor training, poor leadership, or a lack of mentoring and involvement from the Work Center Supervisor.

c. Division- Attrition trends pointing at a division maybe the result of a lack of training and involvement by the LCPO or Division Officer.

d. Time in DEP- Time in DEP affects attrition as long periods in DEP may result in waning of interest if DEP management falters.

e. DEP involvement- By determining the Future Sailor’s level of involvement it will be apparent if motivation and mentoring is occurring. Motivated Future Sailors will often have a higher level of DEP involvement then unmotivated Future Sailors.

f. In Month/Out Month- The time an attrite is taken can signal management problems throughout the NRD. If attrition is consistently taken in month then there may be a lack of
screening of the DEP pool, improper DEP management, or a lack of buy-in to the NRC’s attrition policy.

g. Reason for attrite- look for patterns to determine if reason for attrite is consistent. If the reason for attrite is consistent then there may be a training deficiency throughout the NRD.

8. Other factors to include but are not limited to when conducting attrition analysis are as follows:

   a. Gender

   b. ASVAB score

   c. Program

   d. Waivers

   e. Pre-Accession Eligibility

   f. Roll outs/ Reclassifications

9. Reports available to assist in attrition analysis:

   a. Attrite Report (ATRRPT)- The attrite report shows In-month/Out-month attrition and roll outs taken by the NRD. This report provides information in the form of numbers and can provide a statistical analysis of the NRD’s attrition.

   b. Attrite See Report (ATRSEE)- This report includes the information on the ATRRPT but also include the attrites name, Recruiter, and reason code for the attrite. This report will provide more detail of attrition and will help provide a more detailed analysis of attrition throughout the NRD.

   c. Quest Report-This report checks for applicants that have multiple reservations and have been in DEP for more than a year. This report shows potential problems and is useful in determining the integrity of the NRD’s DEP pool.

10. Summary & Review

11. Assignment

   a. Complete a Attrition Analysis on the NRS or Division that you will be reporting to. Start by calling the NRD and asking STATS for a up to date copy attrition analysis.
12. Evaluation
   a. CBT

13. Application
   a. Apply in daily recruiting activities.
Terminal Objective:

4.8.0 **Analyze** MEPs conversion and Identify potential training opportunities

Enabling Objectives:

4.8.1 **Analyze** MEPs conversion and establish a process for improvement.

1. **Introduction.**

2. **Analyzing and Improving MEPS Conversions**
   a. The purpose of analyzing MEPS conversions is to establish and hold recruiters to an expectation through proper blueprinting and sales efficiency. This data is used to aid the individual recruiter improve their blue printing techniques.

   b. When used: Analyzing MEPS conversions can be conducted at any time. It is recommended that they be monitored weekly in order to identify potential training opportunities as early as possible.

   c. **EXERCISE**

      TIP: Conduct effective pre-briefs with all applicants processing at MEPS, conduct regular VALOR sales training, use a CR’s questionnaire, and/or use MEPS personnel to conduct “common trends” training at all divisional training evolutions.

3. **Summary & review.**

4. **Application:**
   (a) None.

5. **Evaluation**
   (a) CBT

6. **Assignment:**
   (a) None.
Terminal Objective:

2.10.0  **Explain** how to effectively recruit utilizing Social Media.

Enabling Objectives:

2.10.1  **Define** Social Media and Social Networking.

2.10.2  **Identify** the target markets that utilize Social Media.

2.10.3  **Describe** proper use of social media.

2.10.4  **List** the benefits of using Social Media and Social Networking for prospecting.

2.10.5  **Explain** how to penetrate selected markets using social media.

2.10.6  **Demonstrate** proper navigation of networking sites associated with prospecting enlisted and officer applicants.

1.  Introduction

2.  Definition of Social Media and Social Networking.

   a.  The definition of social media is: Social media is **media** for social interaction, using highly accessible and scalable communication techniques. Social media is the use of web-based and mobile technologies to turn communication into interactive dialogue. Social Media is often associated with marketing, advertising, or persuasive communication.

   b.  Social Networking: an online service, platform, or site that focuses on building and reflecting of social networks or social relations among people, e.g., who share interests and/or activities. A social network service essentially consists of a representation of each user (often a profile), his/her social links, and a variety of additional services. Most social network services are web based and provide means for users to interact over the internet.


   a.  According to the Pew Research Center as of 2016, seven in ten people use social media on their phones.

   b.  Approximately 86% of ages 18-29 use at least one form of social media.
Social Media

c. According to the same research, for the same ages, 88% of people in the US use Facebook, 59% use Instagram, 36% use Pinterest, 34% use LinkedIn and 36% use Twitter.


a. Acceptable

   i. Be truthful in all that you put on social media.

   ii. Should you inadvertently mistype untruthful information, admit your mistake. Do not try and cover it up.

   iii. Ensure you always use sound logic, in all that you put out on social media. Keep everything professional.

b. Unacceptable

   1) To establish an unprofessional relationship with other service members, applicants, prospects, or Future Sailors.

   2) Intentionally attempting to deceive potential Prospects regards to what the Navy can provide.

   3) Posting or commenting on anything that is in violation of the UCMJ.

   4) Posting directly to a Future Sailor’s, Applicant’s or Prospect’s personal page.

5. Now that we have the policies of social media, what are the benefits of using it for prospecting?

   a. The major benefit of having control of what goes on the social media page allows for recruiters to change or modify the content to meet the needs of NRC and district goals.

   b. Real time information can be updated within minutes to adjust requirements put out by NRC or the district.

   c. The ability to upload photos, video, or comment of opportunities gives increased flexibility to the recruiter in diverse markets or geographic areas.

   d. As a recruiter, you are able to develop and foster relationships, creating COI’s that you might not normally have made.
Social Media

e. You are able to share personal stories and give information to a wider audience regarding the Navy.

6. Benefits in regards to Future Sailors and Collegiates:

   a. Sites will allow you to stay in more contact with your Future Sailors and Collegiates.

   b. Contacts through sites can satisfy required phone contacts.

   c. Scheduling of events can be made in mass evolution, as well as reminders of events (as long as they are only to the Future Sailors/Collegiates, and not made public).

   d. Posting appropriate photos or sharing information for DEP evolutions can increase Navy awareness.

   e. Great source of information for parents, who can become a part of your professional Facebook page.

7. Social Media Sites.

   a. FACEBOOK: www.facebook.com As of July 2015, Facebook has over 1.59 billion active users. Of the active users 1.04 billion are daily users. This site gives the ability to find someone of a similar interest to you, and to contact them.

      (1) It can be used to refer someone to another person who might offer something of interest.

      (2) When applied to recruiting, it allows recruiters to search, contact, notify and obtain referrals from Future Sailors’ friends. These friends can now see the information you are putting on your site and will be visible on their site, as well.

      (3) Add images & videos – Adding images and videos or linking them from other sites such as YouTube or Flickr can help prospects understand more about the Navy and its programs. Facebook is the largest image sharing site on the internet and people enjoy looking at photos.

      (4) There are many different ways to attract prospects on Facebook free of charge. The more creative and compelling the content you post, the more it will be “liked” and commented on.

      (5) Schedule Posts – use the status bar to post events such as school visits, SOAR’s, and DEP Meetings.
Social Media

(6) Target locations – Tagging locations you are visiting during the day, such as schools, colleges, career centers, fitness clubs, and YMCA’s will make it easy for prospects to know where you will be if they are interested in Navy programs.

(7) Pinning posts – Recruiters can “pin” a post to the top of their page by clicking the pencil icon so it’s the first post seen every time someone visits the page.

(8) You can “boost”, or advertise, from your Facebook page and see the who and how this advertisement is spread. More to come on this.

b. LINKEDIN: www.linkedin.com LinkedIn allows recruiters to interact with applicants who have professional degrees and companies that are looking for those professions. Over 100 million professionals use LinkedIn to exchange information, ideas and opportunities.

(1) The value of using LinkedIn is that it allows Officer Recruiters to prospect for applicants in their recruiting territory, especially for seeking the hard to fill medical specialties.

(2) For Officer programs, we recruit individuals from their junior year of college (approximately 20 years of age) to upwards of 45 years old (Chaplains and doctors).

(3) By creating a professional LinkedIn account, Officer recruiting could be made more efficient and overall, easier. It will allow users to narrow their search to specifics, providing a more targeted market to prospect.

c. TWITTER: www.twitter.com Twitter has processed more than one billion tweets. January 2010 passed 1.2 billion tweets, averaging almost 40 million tweets per day. Based on research conducted by Twitter, the Huffington Post, eMarketer and the Statistic Brain Research Institute on 1SEP2016, there are over 695 registered users, 342 million daily users, and 58 million tweets per day.

(1) Use Twitter to follow high school and college sports teams, professional and student clubs and other high school and college affiliated groups.

(2) “Follow” community groups for building COI’s. This allows the recruiters to be

d. INSTAGRAM: www.instagram.com Instagram provides a way to share photos and videos, either publicly or privately. These photos and videos can also be shared on other social media platforms through Instagram. The user can be creative with the photos through the website or cell phone application. Having pictures of positive Navy images will provide people with another view from the stereotypes that are out there. . . always away from home, no free time, “drunken Sailor, etc.
8. A more in depth look at FaceBook.
   a. Facebook Profile verses a Facebook Page.
      (1) Profile is about a person – your recruiter profile.
      (2) Page is about a business – your station’s page.
   b. Newsfeed – the first thing you see when you log into your Facebook.
   c. Creating a professional Facebook Profile:
      (1) Go to the Facebook website, and create a professional profile following the directions laid out.
      (2) Use a different email address than your personal Facebook page.
      (3) Put your title in parentheses, to show that you are in the Navy, i.e. Carolyn Masino (Chief Petty Officer).
      (4) Use a picture as your cover photo that is Navy related.
         a) You in uniform.
         b) Volunteer work.
         c) On a ship/submarine/aircraft.
         d) Anything depicting a positive image of the Navy.
      (5) Implement privacy on your profile.
         a) Click on “Settings”, then “Privacy”.
            1. Note: Ensure that you approve anything posted on your timeline, or you could have inappropriate items posted on your professional profile.
            2. Indicate who you want to view your profile. Allowing anyone to see it could draw more people in.
      (6) Add pictures to show your experience since joining the Navy.
d. Create a page for your NRS/NORS.

(1) On a page, not a profile, you can “boost”, or advertise, to specific locations, gender, ages, etc.

(2) Set the permissions here, as well, so that no one can post anything without your permission.

(3) Boosting:

   a) To boost, create a post that you want to spread in your area.

   b) Click “Boost Post” in the lower, right hand corner.

   c) Set your budget and target your audience by age, interests, gender, zip code, etc. It will also provide a length of time and the number of people that you could reach through your boost.

   d) After you have boosted, you will be able to see the result of your advertising. You can manage your boosts through an app called “Pages”. You won’t be able to manage the page through the Facebook application.

   e. Insights.

   (1) You have an overview page, which provides just that, an overview of each of the following below on one page.

   (2) Next, you will see how many people “liked” your page, and where they “liked” it.

   (3) Paid likes are people who liked your page from the boost.

   (4) Organic likes are those who liked your page, and NOT from the boost directly.

   (5) Next three will show the number of fans who were reached, number of people reached and how many were engaged.

   (6) You can also see the times that people were reached, as well as the dates people were reached.

   (7) Finally, you can see the dates that your boost was most effective.

9. Summary and Review

10. Application:
OUTLINE SHEET 4.9
Social Media

11. Evaluation:

a. CBT
Terminal Objective:

4.10.0 Explain, implement and maintain an effective and productive Delayed Entry Program (DEP) Program in accordance with COMNAVCRUITCOMINST 1130.8 (Series).

Enabling Objectives:

4.10.1 Define the elements of the Delayed Entry Program to include: the purpose of the Division Supervisor duties and Leading Petty Officer responsibilities.

4.10.2 Explain proper preparation for recruit training.

4.10.3 Identify and demonstrate the purpose and practical application of the 72-hour indoctrination.

4.10.4 Explain the purpose and benefits of conducting monthly mentoring contacts.

4.10.5 Explain the purpose of holding monthly DEP Meetings.

4.10.6 Explain the U.S. Navy Delayed Entry Program Standards Transition Acknowledgement Requirements Training (S.T.A.R.T) Guide to include the two phases of training.

1. Introduction

2. Delayed Entry Program (DEP).

   d) The Delayed Entry Program is a critical part of the sailorization process. Properly administered, the DEP reduces both DEP and RTC attrition, prepares recruits for RTC, and generates quality referrals in sufficient quantity to produce new enlistments. The goals of the DEP include:

   a. Maintain Future Sailors motivation throughout their time in the DEP. Central to this purpose is the mentoring relationship established and maintained between the recruiter and Future Sailor.

   b. Mentally and physically prepare Future Sailors for RTC with the objective of reducing attrition. Inherent to this requirement is the ability to pass the NIDT and Initial Fitness Assessment (IFA) prior to shipping
c. Consistently screen Future Sailors to ensure they continue to meet enlistment criteria. This also ensures that the Future Sailors remains qualified for program guarantees or enlistment options.

d. Encourage Future Sailors to provide quality referrals to recruiters who can discuss Navy benefits and opportunities with these prospects.

e) DEP Program Responsibilities. Each member of the chain of command must ensure the DEP is meeting intended objectives to support program effectiveness while seeking program improvements.

f) Division Supervisor (DLPO/DLCPO). The Division Supervisor leadership role is critical to the success of the DEP. The Division Supervisor will:

(1) Ensure the DEP is properly administered in each NAVCRUITSTA per COMNAVCUITCOMINST 1130.8 (Series)

(2) Conduct a minimum of one NAVCRUITSTA visit per month. Any exception must be granted, in writing by the R-OPS.

(3) Ensure that all assigned LPO/LCPO’s and recruiters are properly trained on DEP leadership policies and procedures.

(4) Maintain a shipping log for Future Sailors in the Division and a list of potential problems by station, recruiter, Future Sailor’s name, program, and ship date. Verify shipping dates accurately through PRIDE MOD II.

(5) Attend DEP functions as frequently as possible, with a minimum of two monthly and ensure the use of the DEP Tool Kit in planning and conducting DEP meetings.

(6) Provide LPO/LCPO’s with written feedback on the quality of their DEP meetings with recommended improvements (DEP Meeting Feedback and Evaluation). This feedback shall be retained in the DEP binder. Things to look for:
   a. Consistency
   b. Time and environment
   c. Meeting structure
   d. Behavior expectations

(7) Review all DEP re-certification forms and DEP records during NAVCRUITSTA visits. Identify and take corrective action on any problems discovered.

(8) Conduct a Division DEP audit at least quarterly to identify attrition trends.
4.10
DEP Leadership

(9) Conduct First Out-month Shipper Verifications no later than the 15th of the current month on all shippers scheduled for the next out month (i.e., 15th August, complete verifications on all September shippers). All findings shall be documented in R-Tools and any further action taken as necessary to resolve any issues that might impact shipping.

(10) Review all Turnover Audits. Retain on file for two years. Use DEPCO for assistance to obtain an attrition analysis.

g) Leading Petty Officer (LPO/LCPO). The LPO/LCPO’s leadership role is critical to the success of the DEP; more simply put, no one is more important. The LPO/LCPO must be held accountable for what happens, or what does not happen, with his/her DEP pool. Duties and responsibilities are as follows:

a. Provide the overall supervision required to ensure the NAVCRUITSTA and assigned recruiters comply with this instruction and local policies promulgated by the Commanding Officer.

b. Schedule and coordinate DEP activities/functions. Ensure all Future Sailors and their families are afforded the opportunity to attend and contribute to the program. Ensure recruiters use the DEP Tool Kit in planning and conducting DEP meetings.

c. Maintain consistent and continuous contact with each Future Sailor. A minimum of three phone contacts and two face to face contacts per month including DEP Meetings.

d. Ensure solicitation of referrals from Future Sailors.

e. Establish a DEP Training Folder that contains 72 hour indoctrination, DEP recertification, Hold Harmless Agreement and DEP Referral Form (5305).

f. Ensure that 72-Hour Indoctrinations (EXHIBIT 020101) are conducted at the Future Sailor’s home no later than three days following enlistment. The LPO/LCPO will accompany all new recruiters on their initial 72 hour Indoctrination. All Future Sailors who receive their 72-hour indoctrination by the recruiter only, will be contacted by the LPO/LCPO via phone or face to face within 5 days minimum after completion of the 72-hour indoctrination. Recruiters should use ACE to reinforce the Future Sailors decision and their parents or guardians support.

g. Ensure all required DEP Recertification's (EXHIBIT 020107) are completed and retained in the DEP Training Folder until graduation from RTC.

h. The recruiter is encouraged to write one personal letter from their recruiter while at RTC.
h) Recruiter. The most important element relating to the ultimate success of the Future Sailor is the hands on involvement of the recruiter. The recruiters responsibilities include, but are not limited to:

a. Take the role of mentor and provide guidance to the Future Sailor on all issues. The goal is to develop and maintain a professional trust and bond with the Future Sailor, and ensure a smooth transition during the journey from civilian life to military life.

b. Conduct the DEP in accordance with the guidance set forth in this instructions and local policies promulgated by the Commanding Officer.

c. Maintain consistent and continuous contact with each Future Sailor. A minimum of three phone contacts and two face to face contacts per month including DEP Meetings.

d. Document and update Future Sailor contact and participation in R-Tools.

e. Respond promptly to Future Sailor needs as they arise, especially when it may alter shipping status. Inform and coordinate this activity through the LPO/LCPO.

f. Solicit referrals from Future Sailor and provide the disposition of each referral to the Future Sailor.

g. Ensure that 72 hour indoctrinations are conducted at the Future Sailor’s home. The 72-hour indoctrination will be held no later than three days following enlistment unless scheduling conflicts do not allow the Future Sailor’s parents/spouse to be present. In this case Recruiters are allowed five days to complete the 72 hour indoctrination.

h) Preparation for Recruit Training. All Future Sailors must be physically and mentally prepared to cope with the challenges of recruit training.

i) Future Sailors must be mentally prepared for recruit training both in terms of attitude and knowledge. Mental preparation begins with the 72-hour Indoctrination and concludes with a final briefing just before shipping.

k) All Future Sailors assigned to the same NRS should be organized into a DEP Division. This can increase mental preparation by familiarizing Future Sailors with the Navy chain of command.

l) 72-Hour Indoctrination. A good 72-hour Indoctrination will eliminate buyer’s remorse and provides a good foundation for the Future Sailors relationship with the recruiter during time in DEP. The US Navy Delayed Entry Program Standards Transition Acknowledgement Requirements Training (S.T.A.R.T) Guide will be used to ensure all Future Sailors are informed of their Navy opportunities and acknowledge receipt of this information. Written authorization is required from the Division Supervisor prior to conducting 72-hour indoctrination outside the
DEP Leadership

Future Sailor’s home. The LPO/LCPO shall accompany each new Recruiter on their initial 72 hour indoctrination.

m) Monthly Mentoring Contact. The purpose of the monthly contact is to continue the mentoring relationship established at the 72-hour Indoctrination. It provides the recruiter with the time necessary to go over DEP START Guide, verify Future Sailor’s enlistment eligibility, conduct physical fitness training, and discuss referral prospecting.

(1) The number of mentoring contacts will vary based on each Future Sailor, but shall be no less than once per month. If at all possible, the monthly mentoring contact should not be held in conjunction with the monthly DEP meeting.

(2) The initial mentoring contact shall take place at least one week after the 72-hour indoctrination.

n) Complete the DEP certification.

n) All mentoring contacts will be documented in R-Tools.

o) DEP Meeting. DEP Meetings are designed to prepare the Future Sailors for RTC and produce referrals. Attendance should be 80% or better.

(1) Hold a DEP meeting at least once per month.

(2) DEP Flex events should be scheduled to allow Future Sailors who have different work schedules a chance to attain the training needed.

(3) Monitor/Motivate Future Sailors to Produce Referrals

a. Ensure there is a DEP referral/5305 Binder to track all DEP referrals so they can receive their awards/recognition in a timely manner. Document all referrals in Web R-Tools for both Future Sailor and referee.

b. During 72 hour Indoctrinations, describe the importance of referrals to all Future Sailors. Inform them that referrals have a positive impact on their career and count towards advancement. Highlight the fact that this can all occur prior to them shipping.

c. When discussing referrals with Future Sailors, be sure to not convey an image of being focused solely on gaining new contracts. Thoroughly explain how the Future Sailor stands to benefit as well.

d. Use DEP referrals as a source of competition between members of the DEP.

e. Provide other incentives to Future Sailors to provide referrals (i.e.: Navy Challenge Coin, etc.).

1. Award the Future Sailors who have provided qualified referrals in front of peers, schools, or a public setting.

4. Application:

Demonstration Role Play in accordance with NIT demonstration.

5. Evaluation:

CBT.
OUTLINE SHEET 4.11
ASVAB CAREER EXPLORATION PROGRAM & PRESCREEN ASVAB GUIDANCE

Terminal Objective:

4.11.0 Explain the relationship between the ASVAB Career Exploration Program and the PiCAT testing procedures for recruiting.

Enabling Objectives:

4.11.1 Identify the purposes of the DOD Student Testing Program (ASVAB Career Exploration Program).

4.11.2 Describe the three main components of the ASVAB Career Exploration Program.

4.11.3 Explain the difference between scores on the ASVAB Summary Results Sheet and the Recruiter Service Copy.

4.11.4 Explain the different purposes of high school assessments (ASVAB, SAT, ACT).

4.11.5 Identify recruiter responsibilities for pre-test, test day, and post-test activities.

4.11.6 Identify the different types of ASVAB Testing to include components of the test.

4.11.7 Explain the procedures for registering an applicant to take the Prescreen ASVAB.

4.11.8 Explain the Prescreen ASVAB testing procedures including score lookup and verification testing.

1. Introduction

a. The ASVAB Career Exploration Program (CEP) provides military recruiters with approximately 480,000 pre-qualified leads per year. In fact, over 14% of all accessions for the past two fiscal years have used their high school ASVAB scores to enlist. The ASVAB CEP was rated by recruiters as the #3 lead sources in a 2006 survey. Working this program correctly can help you achieve your recruiting goals.

2. Presentation

a. Purposes of the Department of Defense’s ASVAB Career Exploration Program (CEP)

(1) To provide the military services with access to the high school market and recruiters with prequalified leads.
OUTLINE SHEET 4.11
ASVAB CAREER EXPLORATION PROGRAM & PRESCREEN ASVAB GUIDANCE

(2) To provide a public service for U.S. youth with the offer of a career exploration program, free of charge, to secondary and post-secondary schools, when the school permits ASVAB testing.

(3) Services provided to the school whether or not they allow recruiter contact with students after schools receive the scores.

b. Three Main Components of the ASVAB CEP

(1) The ASVAB provides students with a snapshot of their current skills and abilities.

   (a) The ASVAB includes 8 subtests.

   (b) ASVAB scores include a valid AFQT for juniors, seniors, and post-secondary students

(2) The Find Your Interests (FYI) interest inventory helps students identify work-related interests. Holland’s theory of vocational choice identifies six interest areas.

   (a) Realistic

   (b) Investigative

   (c) Artistic

   (d) Social

   (e) Enterprising

   (f) Conventional

   (g) The FYI also provides a tool that allows students to see how gender influences their interest codes.

(3) The OCCU-Find organizes occupations by interest codes and provides the importance of skills for over 400 occupations.

   (a) The OCCU-Find combines the results of the ASVAB and the FYI in the context of career exploration.

   (b) Skill importance ratings provide the relative importance of skills for occupations.

   (c) The OCCU-Find provides four career information resources for student exploration.

      i. O*Net Online

      ii. Occupational Outlook Handbook
iii. Military Careers

iv. Career Clusters

c. ASVAB Summary Results (ASR) and Recruiter Service Copy scores

(1) ASVAB Summary Results Sheet

(a) ASR provides a valid AFQT score only.

(b) ASR standard scores do not equate to standard military line scores.

(c) Percentile scores show a student’s standing when compared to peers.

(d) Score bands

(e) Web access codes

(2) Recruiter Service Copy

(a) Recruiter Service Copy provides standard scores for classification and enlistment.

(b) This copy provides student’s personal information.

(c) The Recruiting Service Copy lists a student’s career plan.

d. High School Assessments

(1) ACT

(a) The ACT is based on high school curriculum and is considered an achievement test.

(b) The ACT is widely accepted as a college readiness test.

(2) SAT

(a) The SAT is college admission test.

(b) The SAT tests reading, writing, and math.

(3) ASVAB

(a) The ASVAB is an aptitude test.
(b) The ASVAB has been shown to predict future occupational and academic success, particularly in the military.

(c) It is impossible to fail an aptitude test.

e. Recruiter Responsibilities

(1) Pre-Test

(a) Survey facilities

(b) Verify proctor arrangements

(c) Confirm testing dates

(d) Promote the ASVAB CEP

(2) Test Day

(a) Proctor the test session

i. No direct recruiting activities authorized.

(b) Conclude the test session

(3) Post-Test

(a) Verify that the school received test results.

(b) Assist or provide test interpretation.

i. No direct recruiting during this session.

(c) Follow-up on leads using the Recruiter Service Copy.

(d) Make arrangements for the next testing session.

3. Prescreen iCAT ASVAB (PiCAT) Introduction

4. CAT-ASVAB is the Computerized Adaptive Test (CAT) that tailors the test to the ability or skill level of the examinee. CAT-ASVAB is given at all MEPS with an internet based version...
given at MET site locations called iCAT. All examinees begin the test with a test question of average difficulty. If they answer the question correctly the computer selects a harder item for question two. If they answer the first question incorrectly then follow item will be easier.

5. The CAT-ASVAB test is comprised of ten sections that vary in the number of questions and each section is timed. The PiCAT has the same ten sections and number of questions however it is NOT timed in any section of the exam.

6. The Prescreen ASVAB (PiCAT) can be used to predict ASVAB scores or converted to a valid ASVAB score through a short verification test administered at MEPS. The PiCAT is intended for use as an un-proctored therefore a test administrator is NOT required. The PiCAT can only be taken once by anyone who has not previously taken an enlistment or student ASVAB version.

7. The PiCAT should be taken only with reliable high speed internet using Internet Explorer. The PiCAT is not design or compatible with tablets or smart phones. Applicants will NOT receive their scores at the end of the exam and must contact the recruiter that registered them to obtain the scores. Recruiters must stress to the applicants not to look up answers for the exam as a verification test will be required.

8. Registering Applicants for the PiCAT ASVAB

   a. The PiCAT ASVAB requires the use of two different iCAT web applications.

      (1) The iCAT Authorization and Reporting (iCAT-AR) Application is used by the recruiter to register test takers and look-up scores. Your Site Security Manager (SSM) at your NRD will be able to grant you access to this system. Typically this is your Command SYSAD.

      (2) The iCAT Test Delivery Application with the web application used by the applicant to take the exam.

   b. Recruiters will use the following web address using internet explorer to register a new applicant for the exam: https://www.dmdc.osd.mil/icat-ar/.

      (1) Click OK on the consent message to access the home page. Then click on the Registration Tab in the middle of the page.

      (2) At this point you will provide a copy of the Privacy Act Statement for the applicant to read. This is Appendix B of the PiCAT user guide. This can be send via electronic format to the applicant.

      (3) To register you simply enter the name and social security number of the individual. DO NOT enter fake SSN into this system as this is tracked and monitored. Ensure
that you are verifying the correct spelling or the name and the proper SSN from BEERS documents.

(4) If an applicant has previously registered for the PiCAT or taken another version of the ASVAB previously the recruiter will receive an error/warning message indicating such.

c. Once registration is submitted successfully the recruiter will receive an Access Code for the applicant. This access code is valid for 31 days only! There are NO exceptions to this timeframe. If the applicant fails to complete the PiCAT for any reason during the allotted time they will be required to take the ASVAB at MEPS or a MET Site location.

(1) Once the applicant begins the exam they have 48 hours to complete the exam. If they fail to complete within the allotted timeframe they will be required to take the ASVAB at MEPS or a MET Site location.

d. Once registration is complete the recruiter should fill out the testing instruction page provided in Appendix A of the PiCAT user guide and give to the applicant. This can be send via electronic format to the applicant.

e. If the applicant misplaces the Access Code the recruiter can look it up in the same web application using the applicants SSN. The Access Code lookup is located on the left hand side of the screen.

9. PiCat ASVAB testing procedures including score lookup and verification testing.

a. To take the PiCAT ASVAB the applicant will go to the following web page: https://www.dmdc.osd.mil/icat/prescreen using Internet Explorer only. The applicant will follow the on screen instructions to complete the exam. Once the Access Code is entered the 48 hour clock begins.

b. If at the end of the first five subtests the examinee’s score is too low the test will end and the remaining five tests will not be administered. If the test is interrupted for any reason (computer crash or internet connection) the examinee can return to the web page and enter the Access Code again. The test will resume in the spot the interruption occurred.

c. Once the PiCAT has been completed the scores must be verified within 30 days. If the applicant passes the Verification Test (Vtest) then the PiCAT becomes their score of record for enlistment purposes. If the applicant does not pass the Vtest a full version of the iCAT ASVAB will be immediately administered and that test will become their score of record.

d. In order to retrieve scores for an exam the recruiter must log back into the iCAT-AR application and click on the Reports Tab. Only the recruiter that registered the exam can
OUTLINE SHEET 4.11
ASVAB CAREER EXPLORATION PROGRAM & PRESCREEN ASVAB GUIDANCE

access the scores. To pull a single report you enter the examinee’s name and SSN. If you need to access multiple scores you can enter a date range in proper format.

e. Once the score is recorded the recruiter must ensure the applicant is eligible to take the Vtest. Under the section labeled Vtest Status you will find the following:

   (1) Eligible – May take the Vtest
   (2) Not Eligible – May NOT take the Vtest
   (3) Score Transferred – Vtest complete and verified (now score of record)
   (4) Contact MEPS – Vtest failed. Recruiter must contact MEPS in order to find out the results of the full iCAT ASVAB given.
   (5) Not Taken – Applicant has not completed Vtest

10. Summary and Review

11. Application

   a. Apply knowledge in all areas of recruiting.

12. Evaluation

   a. CBT

13. Assignment

   a. None.
Terminal Objective:

4.12.0 Determine a planned approach in utilizing the High School / Community College Program.

Enabling Objectives:

4.12.1 Describe the purpose of the High School/Community College program.

4.12.2 Describe the development of a sound plan for the High School/Community College program by collecting and organizing school information.

4.12.3 Describe how to prepare for the initial visit and the objectives that must be considered.

4.12.4 Identify how recruiters “work their schools” by executing the High School/Community College plan.

4.12.5 Explain how to conduct the initial visit and the points of emphasis.

4.12.6 Explain how to conclude the high school visit and the documentation required.

4.12.7 State how to run a progressive High School/Community College program by maintaining contact with schools.

1. Introduction

2. The primary purpose of the High School/Community College program is to:

   a. Generate referrals.

   b. Produce quality contracts.

   c. Increase Navy awareness

   d. The high schools, community colleges, and all academic centers in a Navy Recruiting Stations (NAVCRUITSTTA) territory are the major source of quality prospects. To identify and meet the greatest number of students, the recruiter must establish a good rapport with the schools, gain exposure and maintain an effective program for the recruiter in the schools.

      (1) Enhance the recruiter’s ability to contact students.
(2) Keep school officials, faculty members, coaches, and students informed and up-to-date about Navy Programs.

(3) Establish a lasting and positive impression of the Navy.

3. The success of the High School/Community College program depends on aggressive and thorough annual plan that is consistently executed year after year. This program is continuous and starts 1 June of each year or immediately after completion of current school year. Goals include:

a. Full school access allows the recruiter to conduct school presentations, interview prospects, utilize school facilities for DEP meetings/functions, and distribute Navy literature.

b. Obtain list of all high school seniors and community college students, of recruitable age, for immediate prospecting.

   (1) Requesting lists. The recruiter must ask for an updated senior list or a post grad list, even if a list was obtained during the final visit of the previous school year.

   (2) Pursue other avenues to obtain names or lists through the following.

      (a) High school directory

      (b) High School yearbook

      (c) Newspapers

      (d) School Photographers and Jewelers

      (e) School Library

      (f) School Website

c. Meet with Future Sailors in school to monitor, mentor, organize, and direct their referral efforts and to continue building a solid relationship that will ultimately result in them shipping to RTC.

   (1) First Future Sailor: The first Future Sailor is the first senior enlisted from any school. They should be recognized as the “1st Future Sailor” within the DEP pool. The 1st Future Sailor is the initial source of referrals, lists, and other information about the school Enlist a senior in each school as early in the school year as possible
OUTLINE SHEET 4.12
High School/Community College Canvassing Management

d. Obtain timely education verification for Future Sailor’s/applicants and other background information necessary for enlistment.

4. Collecting and Organizing School Information.

a. To develop a sound plan for the upcoming high school program, the LPO/LCPO and recruiter must gather current information about their schools, organize it and then evaluate it to determine the best course of action. To do this the following steps must be initiated.

(1) Review known schools for changes in population, closing, consolidations, relocations, or new openings.

(2) Organize the information obtained from each school on a new High School/Community College (NAVCRUIT 1133/37) folder by 1 June of each year. The HS/CC folder outlines the minimum program and required actions dates for accomplishing it in each working school. All scheduled visits and other relevant information is recorded in this folder.

(a) School lists and ASVAB readouts are retained in the school folder.

(b) School Folders are retained for current school year plus the previous 2 school years.

5. Preparing for the initial visit.

a. The initial visit and its importance cannot be overemphasized. It sets the pace of the program and tenor of the recruiters’ relationship with the school.

b. Before the recruiter visits the school, some basic information should be considered and preparation made.

(1) Are promotional materials, proof sources and business cards ready?

(2) Has the recruiter practiced anticipated selling skills required?

(3) Has the recruiter considered possible probes to uncover needs and role-played the selling skills required to support them?

c. Specific goals or objectives for the school Visit must be considered.

(1) Meet with the Principle and all department heads to discuss school policies (e.g., guidance, athletic, band, etc.).
OUTLINE SHEET 4.12
High School/Community College Canvassing Management

(2) Review dates for career, NROTC, and program specific presentations.

(3) Reconfirm ASVAB testing dates.

(4) Obtain an area or space to display brochures, literature, and instructional videos.

(5) Obtain a schedule or calendar of school events.

6. Working your schools.

a. Recruiters are responsible for working their schools and executing the High School/Community College plan. When making the Initial Visit, it is important for the recruiter to conduct presentations to emphasize and clearly explain the following aspects of the programs. Types of presentations are:

(1) NROTC Scholarship Program. Encourage guidance counselors to publicize the availability of the scholarship and application deadlines. NROTC classroom presentations that not only provide information about the Naval-Marine Reserve Officer Training Corps (NROTC) Scholarship and Programs, but are also an opportunity to gain exposure and stimulate interest in other programs.

(2) ASVAB Testing Program. Explain that the ASVAB is DOD sponsored nationwide. Emphasize that the test relates to a variety of job skills and occupations, which can help counselors in their guidance of students.

   (a) Besides being another source for senior lists, ASVAB testing of all or a majority of students saves recruiters an enormous amount of time in mental screening and testing.

   (b) Request the school make testing mandatory or at least publicize it sufficiently in advance to maximize participation.

(3) Career Talks: These are presentations, usually during the career days, where the opportunities and benefits of enlistment in the Navy are discussed to large groups of students.

(4) Diversity Presentations: The primary objectives of these presentations are to promote the awareness of Navy opportunities to the diversity market groups, as well as to promote the accomplishments of the diversity market groups in today’s navy.

   (a) The prescribed uniform for recruiting personnel appearing at any presentation, career fairs, conferences, television program, public gathering, patriotic celebration or other such event shall be the appropriate dress uniform.
High School/Community College Canvassing Management

b. Fruit Stands. A “fruit stand” is a full display of Navy print and video advertising in a high traffic area of the school to attract prospects. When using “fruit stands” keep the following in mind.

(1) Display Navy literature, the blue Navy recruiting service blanket, TV, and a variety of DVD’s or films.

(2) Hold expensive promotional items such as T-shirts and hats in reserve for applicants who request appointments and share information.

(3) Involve Future Sailors and HARP personnel.

(4) Aggressively follow up on all contacts.

7. Maintaining contact with schools.

a. A progressive amount of visits to the school must be planned throughout the year. The following are recommended actions to maintain contact with the schools.

(1) Each athletic season (football, basketball, etc...), the Recruiter should meet with coaches to discuss sports opportunities within the Navy.

(2) Periodically update counselors on changes to Navy programs.

(3) Schedule and conduct presentations,

(4) Check literature racks and spaces regularly.

(5) Advertise as often as possible in the school newspapers and the school website, especially prior to presentations or canvassing.

(6) Meet the parents and faculty through PTA/PTO presentations of Navy opportunities.

(7) Arrange frequent meetings with Future Sailors at school to continually enhance exposure to the rest of the student body.

(8) The recruiter should take every sailor back to his or her school after recruit training.

(9) Use returning Sailors in technical NEC’s for vocational or career presentations.

(10) Attend graduations and award ceremonies to present Navy awards.

(a) Arrange to have the NROTC Scholarships presented by the CO, XO, OPO, R-OPS, or other commissioned officers.
8. Concluding the school visit.
   a. Place any additional information obtained during the school visit on the HS/CC Folder.
   b. Place any agreed upon dates for the program in the HS/CC folder in the column next to the appropriate area.
   c. Record the results of the school visit and put general comments in the folder.
   d. Put future action dates in the folder to follow up on any outstanding matters or unscheduled events.
   e. Ensure the school visit is reported to the LPO/LCPO who is required to update and record comments in the folder.

9. Final Visits. The Final Visit is conducted in schools to close out the current senior program year. This visit is conducted during April or May of the current school year.
   a. Discuss with the Principle the desired changes for the upcoming school year.
   b. Send “Thank You” notes to principals, counselors, secretaries, and staff who assisted in the recruiting effort at appropriate times during the year.

10. SOAR - School of Area Responsibility
    a. The SOAR is made up of zip codes and the high schools within those zip codes. This is a Planned Recruiting Evolution (PRE) and a prospecting approach centered around blocks of zip codes assigned to a specific high school.
    b. Each high school folder will be put into a SOAR Binder.
11. Key elements for SOAR:
   
a. A MOTIVATED recruiter.
   
b. Imagination.
   
c. Accurate SMART system analysis.

12. Benefits of using SOAR
   
a. Time management.
   
b. Increased Navy Awareness.
   
c. Increased market penetration.
   
d. Expanding referral base.
   
e. Increased new contract production.
   
f. Less stress on recruiters.
   
g. Better Quality of Life for all hands.

13. Conducting a SOAR.
   
a. SOAR Preparation. Before departing the NRS the LPO/LCPO will evaluate the recruiter’s preparation. The recruiter should not be spending more than half the entire SOAR time behind the wheel of a car. Windshield time should be kept to a minimum to maximize prospecting efforts.

   (1) PRE-SOAR– The Recruiter will prospect records from the area to be visited a few days before the actual day of travel. These records will be loaded into the working tickler by the LPO/LCPO.

   (2) Gather materials to take on an SOAR – Have all materials ready ahead of time. Materials to consider taking on an SOAR include the following:

   (a) SOAR binder that has your school folders, ASVAB results, school lists for that area.
OUTLINE SHEET 4.12
High School/Community College Canvassing Management

(b) Prospect records on prospects to be interviewed as well as any open leads.

(c) Posters, take-one racks, Lead producing RADs, and promotional items.

(d) Lots of business cards.

(e) Bring your Future Sailor’s.

(f) Applicant processing forms that could be required from the area to be visited such as police checks, birth verifications and blank kit forms.

(g) Money.

(3) Set Goals. The LPO/LCPO and recruiter should also have set specific goals for the SOAR. How many referrals, posters, COI’s, and Initial Interviews 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. A SOAR should be run with little or no deviation.

(a) Raising awareness - When the same recruiter appears in the target markets centers week after week, he or she generally becomes well known. The recruiter is greeted at stopping points and it seems that a genuine rapport has been established? The recruiter knows appropriate background information on points of contact? It is evident that there is more than a passing interest both on the part of the recruiter and the point of contact?

(b) Ask for referrals- The recruiter draws a picture of the type of individual the Navy is looking for and doesn’t just ask for names?

(c) Obtain appointments and interviews - The recruiter takes advantage of every opportunity, never walking right by potential prospects.

(4) Examples of goals to be accomplished on your SOAR.

(a) Develop new COI’s.

(b) Hang new posters and replenish RAD’s.

(c) Conduct initial interviews. (I/I)

(d) Conduct follow-up interviews. (F/U)

(e) Visit existing COI’s.
(f) Visit high school.

(g) Ask for Referrals.

14. Summary and Review:
   a. Major source of quality contracts are a great way to keep up with Future Sailors and build Centers of influence in the schools.

15. Application:
   a. Apply knowledge in daily recruiting activities.

16. Evaluation:
   a. CBT

17. Assignment:
   a. None.
OUTLINE SHEET 5.1-1

Serving as the Focal Point for Total Force Recruiting

A. TERMINAL OBJECTIVE

1.0 EXPLAIN the Navy Recruiting Command’s organization and how the Career Recruiting Force impacts pride and mission.

B. ENABLING OBJECTIVES:

1.1. DESCRIBE methods of instilling pride in recruiters.

1.2. DESCRIBE how the Career Recruiting Force provides consistency to Total Force recruiting effort.

1.3. DESCRIBE Navy Recruiting Command’s organization.

1.4. DESCRIBE how enlisted and officer mission goals are developed and distributed.

1.5. Given the NC (CRF) Career Path and selection board precepts, DEVELOP short-term and long-term goals that are specific, measureable, achievable, relevant, and time-bound (SMART).

JAN 2018
JOB SHEET 5.1-1

Serving as the Focal Point for Total Force Recruiting

A. INTRODUCTION:

As a leader in the CRF community you must be able to motivate and instill pride within your sailors. It is imperative to take ownership in the future of “your” enterprise to encourage the sustainment of mission readiness. Essentially, we are the Human Recourses Department of the United States Navy. The purpose of this exercise is to develop personal goals for the short-term and long-term.

B. EXERCISE:

MANAGE career and professional goals.

C. DIRECTIONS:

1. Utilizing the NC (CRF) CAREER PATH and blank sheet provided.
2. Write down short term goals broken into 3 sections
   - 3 months
   - 6 months
   - 12 months
3. Write down long term goals broken down into 3 sections
   - 24 months
   - 36 months
   - 48 months
JOB SHEET 5.1-1

Serving as the Focal Point for Total Force Recruiting

The NC (Career Recruiting Force) rating is not open to the incoming recruit. This rating requires a thorough knowledge of the Navy organization, including personnel and administrative procedures and policies. Because the NC rating accepts only second class petty officers and above, it is not open to first-term enlistees. A service member who intends to apply for this rating must have experienced the total environment of the Navy in addition to possessing the 9585(recruiter) NEC. The individual’s background must clearly indicate familiarity with sea duty, first-hand knowledge of varied aspects of Navy life and duties gained through participation in a wide range of activities and assignments, a high level of leadership as well as comprehension of diverse assigned duties. Duties performed by NC’s include: interviewing personnel; career counseling; preparing and delivering presentations; organizing, training, motivating and managing an aggressive career information program; establishing and maintaining liaison with military and civilian agencies; recruit civilian personnel into the Navy.

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<th>YEARS OF SERVICE</th>
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<th>COMMISSIONING OR OTHER SPECIAL PROGRAMS</th>
<th>SEA/SHORE FLOW</th>
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## JOB SHEET 5.1-1

Serving as the Focal Point for Total Force Recruiting

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<td>LPO, Advanced Officer</td>
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<td>Recruiter.</td>
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<td>RECRUITS</td>
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JOB SHEET 5.1-1

Serving as the Focal Point for Total Force Recruiting

Notes:

1. Each member of the NC Career Recruiting Force (CRF) must first acquire the Canvasser Recruiter NEC of 9585 and complete a successful tour as a recruiter. If selected to the Career Recruiting Force, each member is required to attend a 5-week CRF Leadership Academy course.

2. Every member prior to selection and becoming a CRF, must complete the Personnel Qualification Standard of Station Leading Petty Officer and Advanced Officer Recruiter, a 6-18 month qualification process. Qualified personnel serve as leaders in one of the 1400 recruiting stations throughout the nation. The next level of qualification is Divisional LCPO, a 9-12 month qualification process. Upon qualification, member would be assigned as a Divisional LCPO in one of the 220 divisions in the nation, leading and directing an average of 19 Sailors and responsible for 5-8 recruiting stations. 52 Senior Chief Positions as Assistant Chief Recruiters and two for each Navy Recruiting District is the next qualification level, a 9-12 month qualification process. The final qualification is the Master Chief position of Chief Recruiter. One for each of the 26 Navy Recruiting Districts with a qualification process of 12-24 months.

3. CRF personnel do not have the traditional sea/shore rotation. Rather, their rotation is on-production and off production. On production is defined as having an individual mission/goal to recruit and access someone into the Navy, or responsible for a larger goal in a Recruiting Station consisting of a group of 2-7 recruiters. A Recruiting Division consisting of a group of 5-8 recruiting stations, or a Recruiting District comprised of 100-250 recruiters, 35-50 stations and 7-11 Recruiting Divisions. These are our front line positions and billets.

4. As there are more challenging recruiting areas throughout the nation, it is desirable for a CRF member to have varying geographically assigned duty stations. This ensures a diversified recruiting experience. Repeated tours in the same geographical location aren’t desired, unless individual progresses in billet complexity.

5. Career enhancing billets would include any staff position, as these positions require a minimum of 36 months of successful experience as a Divisional LCPO. Region Staff and training billets are high op-tempo positions that require an average of 24 weeks TAD during a Fiscal Year (FY). CNRC and Region Staff are all Flag command screened positions that provide inspections, training, marketing and leadership throughout the entire Navy recruiting organization. Command Trainer billet requires a formal certification process to hold billet. Instructors are assigned to the Navy Orientation Recruiting Unit, providing initial training to all Sailors initial assignment to recruiting duty. Senior CRF personnel are assigned as instructors at NORU’s Leadership Academy, which provides in-rate training to all CRF personnel, Officer Recruiters, Classifiers, Operations Officers, and prospective Executive Officers.

6. Acronyms:
   a. CR – Chief Recruiter
   b. ACR - Assistant Chief Recruiter
   c. CT-Command Trainer
JOB SHEET 5.1-1

Serving as the Focal Point for Total Force Recruiting

d. Station LPO/LCPO (previously titled as Recruiter-in Charge(RINC))
e. NTT – National Training Team
f. MAO - Marketing and Advertising (Previously titled as Leads Production Team Supervisor (LPTS))
g. NORU- Navy Orientation Recruiting Unit
h. Divisional LCPO (previously titled as Zone Supervisor)
JOB SHEET 5.1-1
Serving as the Focal Point for Total Force Recruiting

**SHORT TERM GOALS**

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JOB SHEET 5.1-1

Serving as the Focal Point for Total Force Recruiting

LONG TERM GOALS

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Terminal Objective:

5.2.0 **Utilize** the Training Program to identify and correct production recruiter deficiencies to maximize productivity.

Enabling Objectives:

5.2.1 **Describe** the Initial Training Phase to include timelines.

5.2.2 **List** the types of training.

5.2.3 **Define** On-The-Job Training.

5.2.4 **State** the purpose of the Training Jacket.

5.2.5 **State** the deadlines for PQS Qualification of the billets of Recruiter and LPO/LCPO.

1. Introduction

2. Training Program for Field Activities. CNRC has established formal training at NORU (N7N) for many functional areas in recruiting. Most importantly, the formal training courses Enlisted Navy Recruiting Orientation (ENRO) and the Career Recruiter Force Academy (CRFA) are the beginning of an important training continuum for Recruiters. NRLA or the Navy Recruiting Leadership Academy provides advanced skills and applied leadership training to all levels of recruiting leadership.

a. ENRO and NRLA provide orientation to the basic skills of both Enlisted and Officer Recruiters. NORU’S formal classroom training must be followed by a sound training program at the Navy Recruiting Districts.

b. At the Districts, each individual must receive a quality station level indoctrination, a Recruiter Development Board.

c. The initial training phase ends with a successful Personnel Qualification Standards Board.

d. Training continues after the PQS board with continued meaningful demonstration of PQS criteria, ongoing leadership, professional development training, and skill-based production-related training.

e. The field provides the most effective environment to practice and refine those skills initially learned in the classroom.
f. Supervisors must be the subject matter experts and therefore the primary source for this training in the field.

g. The NRD Executive Officer is the Commands Training Officer and is responsible for implementing, monitoring, and evaluating the NRD’S Training Program. The NRD Department Heads must ensure they are proactive in identifying and training to any recognized weaknesses.

h. The types of training to be incorporated are:

(1) Professional Training.

(2) Personnel Qualification Standard (PQS).

(3) Recruiter Development Board (RDB).

(4) Command Indoctrination: There are two types of indoctrination, Command and Station. Indoctrination training must be completed within 45 working days of reporting. The individual’s immediate supervisor shall prepare the Indoctrination Completion Letter and forward the Letter along with a copy of the Station and Command Indoctrination checklist’s to the Executive Officer for inclusion in the command’s training file. The original of each of the above shall be maintained in the members Training Jacket until the member transfers from the command.

(5) General Military Training (GMT).

(6) On-the Job Training (OJT): Is a form of training where an individual is shown how to perform a certain task and is given an opportunity to perform the task while being observed by the trainer. This process starts with the supervisor identifying a specific weakness and then builds a plan with solutions to the weakness.

(7) In-rate Training: Preparation for advancement examinations is a continual process for which an individual is responsible. We must provide the requisite time to the individual to ensure the opportunity to succeed is available.

(8) Sales Training: Ongoing sales training is vital to the sustained productivity of the recruiting team. Each Recruiter begins with VALOR during their NORU training. A DLCPO should observe a sales call/interview when it is a new recruiter, poor production or when an issue is identified.

(9) Required Annual Training: Each member of the recruiting team will receive the following training annually.
OUTLINE SHEET 5.2
Training

(a) Ethics Training

(b) Privacy Act Training

(c) Information Assurance Awareness Training

(d) Trafficking in Persons Basic Awareness Training

(e) Prevention of Sexual Harassment Training

i. Training Documentation. Individual Training Jackets shall capture all training completed. The training shall be documented on the Training Log and also Coaching Developmental Action Plans with the names of the trainer and trainee. The Training Jacket is to be used as a library of training resources where the individual can reflect back to for refreshment of previously received training. Documentation of training should never be one-liners or titles of training given only.

j. Departmental/Division Training Binders. Each department and division shall maintain a Departmental/Division Training Binder to document formal training items not normally contained in an individual’s Training Jacket. Divisions are considered divisions, and each division shall maintain one Division Training Binder to document the division’s formal training. These binders shall include:

(1) All lesson plans, power point presentations and training aides used during the current and previous four quarters.

(2) Any training aids used directly from another source without any changes need only document the location of the source with enough specifics to be able to locate at a later date if needed.

3. Personnel Qualification Standards (PQS). A standardized, on-the-job training and qualification system for NAVCRUITCOM is an integral component of an effective continuum of learning. This continuum starts with formal classroom based training; however, the need to reinforce knowledge gained in the classroom exists for all production recruiters. Only through a good handoff between formal training and field training will the learning continuum be effective across the entire spectrum of skills needed within Navy Recruiting. The desired outcome is to provide a systematic method to optimize “show and tell” training within the actual work environment and ensure the trainee masters needed knowledge, skills and abilities resulting in increased productivity.

a. PQS System Implementation. Upon initial check-in or initial assignment to a position requiring PQS completion, the trainee shall initiate position qualification procedures using the appropriate qualification module.
b. Qualification Time. Upon commencement of initial qualifications or higher level qualifications, individuals shall complete their qualifications and have an initial board within six months. An additional three months is authorized if remediation is required. The nine month period includes all boards, re-boards and remedial training. If the recruiter fails to complete PQS within the nine month period, a Recruiter Evaluation Board should be convened immediately to determine the recruiter’s potential to succeed in recruiting and to make necessary recommendations in regards to his/her future. Failure to complete PQS within prescribed time constraints may result in initiating an incompatible/fault/no-fault transfer since the qualification is required for current positional assignment.

c. Positional Prerequisites. To fill any position of LPO/LCPO or above, the member must be PQS qualified in that position before assignment. To maximize trained assets within the NRD and reduce the need for costly relocations, Training Officers will ensure that all recruiters commence LPO/LCPO PQS within one year of assignment to the NRD. Completion of PQS and a qualification board must be held within the first 18 months of reporting aboard. This timeline will ensure the command has sufficient resources to account for normal LPO/LCPO turnover. Immediate fill requirements requiring a waiver should be extremely rare circumstances, based upon unforeseen events.

(1) DLCPO Additional Requirements. DLCPO positions shall be filled by a E7 or above personnel

(2) Assistant Chief Recruiter (ACR) Additional Requirements:

(a) Be DLCPO certified with a minimum of 24 months experience.

(b) Be recommended for advancement to the next pay grade.

(c) Obtain positive Commanding Officer and Region Commander Recommendation.

(d) Be a graduate of the CRF Academy.

d. PQS Disqualifications. Personnel, who after reasonable extensions fail to achieve PQS, fail to maintain PQS for their billet, or lose the confidence of the chain of command, shall be remedially trained, counseled and possibly disqualified. The final decision for relieving personnel due to loss of confidence always resides with the NRD Commanding Officer.

(1) Commanding Officers may, at times, have to fill critical billets with individuals not currently qualified for that billet. Only in rare circumstances should a Commanding Officer continue to fill a billet with an individual who has been submitted for disqualification due to the failure of PQS qualification.
OUTLINE SHEET 5.2
Training

(2) Additionally, Commanding Officers may at their discretion, remove an individual from a billet without formally removing their qualification. For any position with qualifications granted above the Commanding Officer level, the Commanding Officer must seek approval from their Region Commander for the removal in writing together with the anticipated disposition of the individual’s qualifications.

e. Additional Qualifications. Individuals with multiple PQS qualifications give the command greater flexibility in personnel assignment and development. Any person striving for a higher or alternate track qualification may initiate the training track and PQS for that billet, if approved by their chain of command. Districts are encouraged to support multiple PQS qualifications. DLCPO’s are highly encouraged to learn as much as possible about the qualifications for the ACR billet.

f. PQS Boards. Final certification shall be accomplished by a PQS qualification board. Though specifically identified as required in several boards, the CMC and CR should participate in all NRD level boards as feasible to help monitor overall command production readiness, training status, and quality of life.

g. Recertification. Personnel reporting to a new command may be required to re-certify at their current PQS level within 90 days at the Commanding Officer’s discretion.

h. CRF PQS and Career Development. Recruiting personnel will have completed at least LPO/LCPO PQS prior to selection for the CRF. CRF personnel shall be qualified DLCPO no later than two years following graduation from the CRF Academy.

4. Summary & review.

5. Application:
   a. Apply knowledge in daily recruiting activities.

6. Evaluation:
   a. CBT.

7. Assignment:
   a. None.
Terminal Objective:

5.3.0 UTILIZE the training program to properly to train recruiters on PQS and strengths and weaknesses.

Enabling Objectives:

5.3.1 EXPLAIN the purpose and responsibilities for conducting home and school visits with new recruiters
5.3.2 CONDUCT DLCPO (Division Leading Chief Petty Officer) Portion of Basic Recruiter PQS IAW COMNAVCRUITCOMINST 1136.2.
5.3.3 EXPLAIN the purpose and responsibilities for conducting on-the-job (OJT) training
5.3.4 EXPLAIN the DLCPO responsibilities for supporting recruiters to meet personal and professional development goals IAW COMNAVCRUITCOMINST 1130.8
5.3.5 EXPLAIN the supervisor's responsibilities for subordinate's advancement and in-rate study time requirements.

1. New Recruiter Home and School Initial Visits

   (1) Every new recruiter must be accompanied by the LPO/LCPO when making their first home visit.

   (2) The purpose for having the new recruiter accompanied by the LPO/LCPO is:

       (a) Make sure the new recruiter understands the delicate nature of the home visit.

       (b) Evaluate the new recruiter on their technique, etiquette, and knowledge of the home visit requirements.

       (c) Help the recruiter with any objection handling requirements.

       (d) Give the new recruiter tips and pointers on their overall

2. EVALUATE telephone techniques IAW VALOR Sales Manual

   a. The purpose of evaluating sales calls is to discover any sales deficiencies a recruiter may have so they may be corrected to improve the recruiter’s performance.

   (1) A sales call is any particular form of prospecting or interview that a recruiter conducts with an applicant, potential applicant, or Future Sailor.

   (2) When evaluating sales calls be sure to use the coaching techniques outlined in the VALOR Sales Manual.
OUTLINE SHEET 5.3
Developing Recruiters

(3) Make sure the recruiter being trained/evaluated understands that the primary purpose of the call is to sell the prospect on an appointment, not on the Navy.
   b. The DLCPO should evaluate sales calls

(1) When a recruiter is new
(2) Periodically
(3) When deficiencies are discovered or assessed to be present due to low performance
   c. When evaluating sales calls, the DLCPO should use the VALOR 4 step coaching process.
   d. Sales Calls Preparation

(1) When making sure the recruiter is prepared for making sales calls, be sure the recruiter has:
   a) Set aside time dedicated to focusing the sales call.
   b) Has a positive attitude.
   c) Considers every contact a potential contract.
   d) Has supporting tools readily available, including the appropriate telephone script, contact lists, and Web R-Tools, previously gathered information.
   e) Establishes a relaxed, and quiet, office environment that minimizes disruptions, and distractions.
   f) Has Interview Overlay forms on hand to be sure they are following the format during the conversation.

3. EXPLAIN methods to evaluate new recruiter Centers of Influence (COI) development IAW COMNAVCRUITCOMINST 1130.8.
   a. “Ride Along” in field, to observe/evaluate new recruiter COI development.
   b. Evaluate development in the relationship of the COI. Does the recruiter see a return on Investment (ROI) from their COI?
   c. Observe Recruiter ability to educate COI on what type and quality of prospect needed.
   d. Utilize Daily Production Reviews to analyze new recruiter development of COI relationships and provide sales coaching as applicable.
   e. Maintain COI tracking mechanism/spreadsheet. Not required.

(1) The CR should ensure recruiters are meeting the COI’s needs as well as the Navy’s mission.

1. Delivering Training Lectures.
OUTLINE SHEET 5.3
Developing Recruiters

a. The ability to effectively communicate is a key element in delivering training lectures.
   (1) Effective communication is a two-way information sharing process.
       (a) The sender composes an easily understood message.
       (b) The receiver actively listens.
       (c) The receiver confirms the message the sender intended.

b. When delivering training, be sure to adhere to the 7 C’s concept:
   (1) Clear – Be clear about your purpose or goal.
   (2) Correct – Give all the necessary information.
   (3) Concise – Stick to your main point.
   (4) Concrete – Give only pertinent details.
   (5) Complete – State time/date/location to take action.
   (6) Coherent – Logically connect the information.
   (7) Courteous – Be respectful.

c. Active listening is another important element of effective training delivery:
   (1) Includes making a conscious effort to focus.
   (2) Demands concentration and attention.
   (3) Shows the trainee that they are important, and have your undivided attention.

d. Barriers to effective communication:
   (1) Physical distances, objects, or background noise.
   (2) A lack of sender or receiver attention.
   (3) The use of jargon or unfamiliar language.
   (4) Differences in opinion or values.
   (5) Emotionally volatile situation.

5. The Career Development Board, or CDB is also a professional development tool.
   (1) While a CDB can be convened to formally discuss and document a demonstrated
deficiency in a recruiter and how to overcome it, is normally used to continuously assist
enlisted personnel in upward mobility and promote job satisfaction, thus improving retention
of qualified personnel.

6. Physical Readiness Program enforcement is another key element of personal and professional
development.
   (1) Your responsibility for Physical Readiness Program adherence are:
       (a) Identify/enforce standards within current instructions.
       (b) Monitor daily nutrition habits when applicable.
       (c) Recognize signs of poor nutrition habits.
       (d) Train to NOFFS (Navy Operational Fitness and Fueling).
       (e) Lead by example.
OUTLINE SHEET 5.3
Developing Recruiters

(f). Promoting a culture of fitness is another important part of the Career Recruiter’s responsibility for exemplifying NRC’s standards in the field. Some methods of doing this are:

1. Mentor personnel assigned to FEP. Offer to pair up for PT.
2. Encourage them to set realistic goals and track progress towards goals.
3. Work with CFL to get information on nutrition guidelines and recommended PT programs.
4. Incorporate physical activity into group outings and recreation events.
5. Participate with Sailor during FEP as much as possible.

7. Supporting Subordinate Rating Advancement

   a. Recruiting is a highly demanding task that consumes most of a recruiter’s time and focus. While CRF personnel are working in their rate constantly, this puts Non-CRF personnel at a disadvantage for advancement via rating exam.

   b. Non-CFR personnel eligible for advancement must be given dedicated periods of time for study prior to each Navy-wide advancement examination.

   (1) E5 and E6 candidates must be permitted 4 hours per week for six consecutive weeks for the March examination and for the September examination.

   (2) E7 candidates must be authorized 4 hours per week for six consecutive weeks for the January examination.

8. Exercise- Identifying Recruiter Strengths and Weaknesses
Terminal Objective:
5.4.0 **Explain** in detail the philosophy and basic components of the Recruiting Command Advancement Program (NRMAP) and incentives.

Enabling Objectives:

5.4.1 **Explain** the performance requirements for awarding of the Gold Wreath to include: eligibility and criteria for enlisted production recruiters.

5.4.2 **Describe** the requirements for Recruiting awards and incentives for individual and team achievement.

5.4.3 **Describe** the requirements for promotion under the Navy Recruiting Meritorious Advancement Program (NRMAP).

5.4.4 **Explain** the requirements for specific recruiting awards for Excellence and National Awards.

5.4.5 **Describe** the purpose and criteria for the Admiral's Inspirational Leadership Award and Admiral's Accelerator Award.

5.4.6 **Explain** the requirements for the Recruiting Service Ribbon.

1. **Introduction**

2. **Gold Wreath Award Criteria.**

   a. The Gold Wreath is a metallic device worn by designated recruiting personnel in conjunction with the recruiting badge.

   b. Navy recruiting personnel must be onboard for a minimum of 90 days or three production months to be eligible for the gold wreath. This requirement cannot be waived.

   c. All military and civilian personnel assigned to CNRC are eligible for the Gold Wreath Award. Personnel returning to recruiting duty maintain eligibility for subsequent, sequential Gold Wreath Awards.

   d. Gold Wreaths will be based on the net new contract objective and Reserve attainment goals obtained from the District’s monthly Goaling Letter.

   e. Officer and Enlisted recruiters must be PQS qualified and not delinquent in qualifications to be eligible for Gold Wreath Awards.
f. Time period for the Gold Wreath award is three consecutive production months. Once an award is earned, the time period covered by that award cannot be used for subsequent awards. At the end of any consecutive three-month period, if the established objectives for that time frame have been met, a gold wreath is awarded, regardless of attainment in any given month during that period.

g. Criteria by Recruiting Role

(1) Recruiter.

(a) Enlisted Recruiters are eligible for a Gold Wreath when they net any combination of four net new contracts/Reserve gains (affiliations and/or enlistments) within a consecutive (non-overlapping) three month period or less, or three net upper mental group new contracts in a three month, non overlapping period.

(b) All recruiters must be onboard for a minimum of 90 days or 3 production months to be eligible for the Gold Wreath.

(c) Minimum time onboard will not be waived.

(2) Station LCPOs/LPOs.

(a) Are eligible for a Gold Wreath when their NAVCRUITSTA achieves 100% Active Accession, 100% Active NCO, 100% NPS Reserve Accession, 100% NAT NCO and 100% Prior Service Affiliation, and 100% TTCU goals for a consecutive (non-overlapping), three month period.

(3) Division Officers and DLCPOs.

(a) Are eligible for a Gold Wreath when their division achieves 100% Active NCO, 100% NPS Reserve Accession, 100% NAT NCO and 100% Prior Service Affiliation, and 100% TTCU goals for a consecutive (non-overlapping), three month period.

(4) NROTC Coordinators.

(a) Are eligible for Gold Wreaths when the NAVCRUITSDIST achieves total application goals and sub-goals at the 50% and 100% gates. Coordinators must achieve the 100% gates and all diversity sub-goals for both four-year and Nurse Scholarship programs.

(5) Naval Special Warfare/Naval Special Operations/Air Rescue Swimmer (NSW/NSO/AIRR).
OUTLINE SHEET 5.4
Awards and Incentives

(a) Coordinators are eligible for a Gold Wreath when the district achieves both SEAL and NSW/NSO/NCO and accession goals during a consecutive (non-overlapping) three month period (and maintain > 85% rate for passing and remaining in programs at RTC).

(6) NAVCRUITDIST Enlisted Programs Officer’s & Staff,

(a) Eligibility is based on 100% attainment of active accessions, active NCO, NAT accessions, NAT NCO, and enlisted prior service affiliation.

(7) Production Awards for Recruiters.

(a) NAVCRUITDIST awards notices shall be reviewed and approved by the respective NAVCRUITREG for legality, mission cohesiveness, and functionality. If eligible for more than one production award (i.e. from the Region or CNRC, the higher level authority takes precedence.

(8) Production Awards for LPO/LCPO’s/States.

(a) Eligibility for a team award is as follows, LPO/LCPOs and recruiters must be assigned to the Navy recruiting Station for a minimum of six months. This requirement can only be waived by CNRC.

(9) Post presentation of an award.

(a) If the awardee’s honorable service is questioned after the presentation of the award, forward the entire case to the Navy Department Board of Decorations and Medals, via the chain of command as appropriate, for a determination and final disposition.

3. Transfer of personnel.

a. In the event personnel transfer prior to award presentation the CO determines whether an award will be forwarded based on the contributions of the transferee and the status of the station at the time of transfer.

4. Navy Recruiter Meritorious Advancement Program (NRMAP).

a. NRMAP is an incentive program designed to provide increased meritorious promotion opportunities and enhance the overall production of the enlisted recruiting force in order to meet Navy’s accession and Test Category Upper (TCU quality goals.

b. COMNAVCRUITCOM is the only shore command authorized to advance sailors outside the Navy’s established advancement system.
c. NRMAP differs from the Command Advancement Program (CAP) in that NRMAP is designed to incentivize production of 100% of recruiting goals.

d. Districts are authorized a base number of NRMAP advancements (meritorious) as a factor of average annual enlisted manning. Additional NRMAP advancements (production) may be authorized if the NAVCRUITDIST meets specific recruiting goals. The terms meritorious and production are used solely to determine the number of District NRMAP authorizations.

e. CNRC computes total District NRMAP authorization by adding meritorious and production NRMAP authorizations. These authorizations will be derived from the Personnel Status Report (PSR), based on the average annual enlisted manning data and New Contract summary provided by CNRC for FY goal attainments.

f. Meritorious advancement authorizations are based on the average annual enlisted manning of each District. Meritorious advancements are equal to one per 50 enlisted or fraction thereof.

$$\text{Meritorious RC Advancements} = \frac{\text{Average (AC) Enlisted annual manning}}{50}$$

Any fraction will be rounded to the next highest whole number i.e., if the above calculation yielded 3.21, the resultant number of advancements authorized would be four.

(1) Production

(a) Districts achieving 100% NSW/NSO New Contract Objective (NCO) are eligible for 1% x NAVCRUITDIST average annual enlisted manning.

(b) Districts must meet two of the following production criteria to earn an additional 1% NAVCRUITDIST average annual enlisted manning per category:

i. 100% fiscal year (RC) test category upper (TCU)

ii. 100% fiscal year (AC) test category upper (TCU)

iii. 100% fiscal year (RC) Accession

iv. 100% fiscal year (AC) Accession

(c) Any fraction will be rounded to the next highest whole number (i.e. if the calculation yielded 1.35, the resultant number of advancements authorized would be two)

(d) The total number of NRMAP advancement authorizations for a NAVCRUITDIST (2% meritorious advancements + 2% production advancements) may not exceed 5% overall of the NAVCRUITDIST’s average annual enlisted manning.

(e) Each district will submit their best RC CANREC candidates to the Region. CNRC will not submit more than 26 RC candidates per NRMAP cycle. The
promotions will be distributed to the regions based on a proportion determined by average RC enlisted CANREC manning.

(f) Unused District NRMAP cannot be reapportioned to other Districts. CNRC total production NRMAP advancements may not exceed 2% of CNRC total average enlisted manning.

(g) NRMAP open season will take place from 1 July to 31 August. The effective date for advancement is the date of the Cos MAP Certification Letter (MCL) or 1 July.

(h) MAP redistribution season will take place from 1 September to 30 September. The effective date of advancement is the date of the CO’s MCL or 1 September.

g. Basic Requirements for NRMAP:

(1) Enlisted personnel in paygrade E4 through E6 with the excluding AC and RC Career Recruiting Force (CRF), are eligible for NRMAP consideration.

(2) Only AC E5 through E-6 and RC E5 personnel selected for conversion to CRF (NEC 2186) within the current fiscal year are eligible for nomination.

(3) Personnel must be PQS qualified for their current position. No waivers are authorized.

(4) Members participating in the advancement exam as a result of the TIR waiver due to an early promote (EP) on their most recent periodic evaluation, but who do not meet regular advancement TIR requirements are not eligible for NRMAP. TIR waivers apply only to advancement earned through the Navy-wide examination system.

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

(6) Must meet physical fitness assessment (PFA) standards.

(7) Personnel who have been permanently transferred from the NRD during the fiscal year are eligible for consideration.

(8) All NRMAP nominees must be advancement eligible. This includes the Sailors that took the Spring Navy Wide Advancement Exam(NWAE) and Sailors eligible for the fall NWAE.

h. Procedures:
OUTLINE SHEET 5.4
Awards and Incentives

(1) NRD Commanding Officers will convene a board to consider candidates for advancement based on the basic requirements of the NRMAP instruction.

(2) Screen service records of candidates for selection to E-7 to verify they have met normal leadership and technical progression for advancement to Chief Petty Officer in their rating.

(3) E-6 CANRECS are not eligible for meritorious promotion to E7 under this instruction.

(4) Districts may designate alternate E5 and E6 personnel in the event an E7 nominee is not selected for advancement. Deferred NRMAPs are not authorized.

(5) The number of regular nominees excluding alternates cannot exceed the total number of NRMAPS authorized. Excess nominees are not authorized.

(6) National ROY Does not count toward the Districts 5% advancement cap.

5. CNRC Inspirational Leadership Award
   a. Success in today’s complex, fast-changing recruiting environment demands a new kind of leadership at all levels. Managers or supervisors are not leaders just by virtue of their position. A leader must have insightful vision which successfully contributes to creative problem solving, team vision, critical thinking, encouraging and inspiring others, creating and getting things done through networks of relationships both within and outside the organization; working in teams and task forces; and communicating effectively with a wide variety of people.
   b. The Inspirational Leadership Award is based solely on peer and subordinate nominations. Navy Recruiting personnel serving in a leadership position may be nominated for this award.
   c. The nomination is confidential and should be forwarded directly to the appropriate Regional Commander.

6. Admiral's Warrior Award:
   a. The Admirals Warrior Award is a quarterly program designed to provide incentive for specific production requirements as identified by CNRC.
   b. Award categories are established to recognize exceptional performance in enlisted and officer production, processing and recruiter training.
c. COMNAVCRUITCOMINST 3100.1 outlines Recruiter Incentive System which is a point-based program for enlisted and officer recruiting that provides the basis for Production awards and Recruiter of the Year selections.

d. Military performance and conduct will be a determining factor when submitting nominees.

7. District and Division Awards.
   a. Numerous awards can be earned at NRD and Division levels. The recruiter should read the NRD awards instruction when checking into command.

   a. Awarded to officer and enlisted personnel of the United States Navy and Navy Reserve, including Active Duty for Special Work (ADSW) personnel (formerly TEMAC), in support of recruiting.

   b. Awarded to Career Force Recruiters (CRF) and Canvasser Recruiters (CANREC) at the recommendation of their commanding officer or officer in charge, upon completion of a successful tour of duty in recruiting. CRF personnel are eligible for the ribbon upon completion of three consecutive years of recruiting duty. Reserve CANRECS and ADSW recruiting personnel are eligible for the ribbon after completion of three consecutive years of combined recruiting duty, provided no break in service of more than 60 days occurs during the period.

   c. Awarded for a successful tour. A successful tour is defined as completing the prescribed tour of duty. Personnel who complete a minimum of 18 months on recruiting duty, but were transferred prior to their original PRD to a non-recruiting activity, may submit a waiver to CNRC. In the case of Navy Reserve recruiting personnel who have at least two consecutive years of recruiting duty, and are recalled USN or FTS prior to completing three years of recruiting duty, a waiver request may be submitted, via the recruiting chain of command. Fault transfers or personnel who are not recommended for continuation and are subsequently terminated are not eligible for this ribbon. Waivers will not be considered.

   d. Subsequent Awards. Personnel receiving Gold Wreath awards for superior productivity shall wear a bronze 5/16 inch Arabic numeral on the Recruiting service ribbon indicating the total number of awards received after 1 January 1980. Personnel receiving Individual Awards of the Recruiting Service Ribbon shall wear a 3/16 inch bronze star for second and subsequent awards.

10. Application:
   a. Apply knowledge in daily recruiting activities.

11. Evaluation:
   a. CBT

12. Assignment:
   a. None.
Terminal Objective:

5.5.0 Explain the characteristics and use of transformational leadership, transactional leadership, and situational leadership as it pertains to recruiting leaders in the current recruiting environment.

Enabling Objectives:

5.5.1 Describe transformational, transactional and situational leadership.

5.5.2 Explain the pros and cons of using each type of leadership approach in specific situations.

5.5.3 Provide historical examples to gain an understanding of successful leadership practices.

1. Introduction.

a. Important leaders throughout history have employed various forms of leadership at distinct times to motivate and encourage their followers to achieve the unachievable. Important American leaders including, John D. Rockefeller, Norman Schwarzkopf, and famed UCLA men’s basketball coach John Wooden have exhibited these forms of leadership and utilized the fundamental characteristics to a high degree of success. Recruiting leaders are charged with developing their Sailors utilizing the leadership abilities they’ve developed through their experiences and knowledge gained along the way. History has shown that leaders from all walks of life can benefit from these three types of leadership.

2. Transformation leadership defined. Transformational leadership is a style of leadership where a leader works with subordinates to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group.

a. Transformational leaders are sometimes called quiet leaders and are often the ones that “lead by example”. They utilize rapport, inspiration and empathy to engage people. Courageous and confident, transformational leaders are willing to make sacrifices for the greater good.

b. While transformational leadership is about inspiring people, it cannot be overstated that innovation is a key leadership concept these leaders utilize.
c. Recruiting Force 2025 vision states “We are a People-First” Team that is The Undisputed Talent Acquisition Leader in the DoD.” To embrace this vision recruiting leaders will utilize transformational leadership to prepare recruiters for the future of Navy Recruiting. Transformation leaders are noted for their ability to set a direction forward, but expecting a change in course, then experimenting and adapting to learn what works. Through the re-organization of Navy Recruiting Command in the coming years successful recruiting leaders will be transformational.

d. Example of transformational leadership. John D. Rockefeller. Founder of Standard Oil, Co. and famous American industrial leader at the turn of the 20th century. Standard Oil started as a single oil refinery and grew to a huge company. Much of the company’s growth came through acquisition of other companies, but Rockefeller also spent a considerable amount of time streamlining the organization as it grew. Specifically, he built a reputation for his company early on that guaranteed product quality. One of the reasons for his success was he could align his company with one simple vision, and then he held everyone accountable for their part in making it happen.

(1) Famous Rockefeller quote: “Good leadership consists of showing average people how to do the work of superior people.”

e. Advantages and disadvantages of transformational leadership.

(1) Advantages – Transformation leaders are excellent at communicating new ideas. They can balance short-term vision and long-term goals. They have experience building strong/diverse teams and establishing mutual trust. Above all else they have integrity and a high level of emotional intelligence (i.e. empathy).

(2) Disadvantages – They are often ineffective during initial stages and are primarily effective when general solutions apply to a broad problem, rather than specific narrowly-defined issues. Transformational leaders require an existing structure to fix and are a bad fit in bureaucratic structures (i.e., companies overly concerned with procedure at the expense of efficiency or common sense)

f. One of the best uses of this leadership style is in an organization that is outdated and requires innovative change to remain successful.

3. Transactional leadership defined. Transactional leadership, also known as managerial leadership, focuses on supervision, organization, and performance. It is a style of leadership in which leaders promote compliance through both rewards and punishments.

a. Transactional leadership focuses on results by conforming to the existing structure of an organization and measures success according to that organization’s system of rewards and penalties.
b. Transactional leadership relies heavily upon people who are self-motivated and work well in a structured, directed operational environment.

c. Recruiting Force 2025 states, “The increasingly volatile, uncertain, complex, and ambiguous environment, in which Navy Recruiting Command operates, requires greater organizational agility to anticipate and accelerate change to drive desired evolution versus reacting to rapidly changing external factors that increase the probability of mission failure.” In order to do this, recruiting leaders must be self-motivated to achieve the required milestones swiftly and efficiently. Transactional leaders manage teams that require rules and regulations to complete objectives on time or move people and supplies in an organized way to make it happen.

d. Example of transactional leadership. General Norman Schwarzkopf. West Point grad and retired Army General, he was an advisor to the South Vietnamese army during the Vietnam War. He was wounded twice and awarded three Silver Star medals. In 1978 he became Brigadier General and in 1988 he became a four star General and in this capacity he used the rules and regulations of the military to coordinate operations on several continents.

(1) Famous General Schwazkopf quote: “When placed in command, take charge.”

e. Advantages and disadvantages of transactional leadership.

(1) Advantages – Rewards those who are motivated by self-interest to follow instructions. Provides a clear and exact structure for organizations, and allows systems that utilize repetitive tasks and reproducible environments. Transactional leadership can achieve short-term goals very quickly and the rewards/punishment system is clearly defined for the Sailors.

(2) Disadvantages - Rewards Sailor’s on a practical level only (special liberty, NAM, FLOC). Deters creativity because goals and objectives are already set. Does not reward personal initiative.

f. Police organizations, first responders, and the Navy use transactional leadership so that all areas of the organization are consistent. It’s also easier to apply this leadership style in crisis situations, where everyone must know what is required of them and how a task is to be done under pressure. Additionally, to many people, practical rewards such as special liberty and NAM’s are a powerful motivator.

4. Situational leadership defined. Situational leadership refers to when the leader or manager of an organization must adjust his style to fit the development level of the followers he is trying to influence.
### LEADERSHIP STYLES

a. Situational leadership is a flexible form of leadership that adapts to the existing work environment and the needs of the organization. It is not based on a specific skill of the leader, but how he or she modifies their leadership style of to benefit the organization.

b. The difference between situational leadership and other leadership styles is that it incorporates many different techniques. The style of choice depends upon the organization’s environment and the competence and commitment of its followers.

c. Recruiting Force 2025 states that recruiting leaders will require, “Leadership Behavior that will shape a culture fully engaged in high speed evolution.” To do this we will need to ask our Sailor’s how processes can be improved, listen to them, take action if it makes sense, adjust the plan if it isn’t working, celebrate the effort even if it fails, use the tools provided by Navy Recruiting Command it do the job effectively, communicate with the chain of command, and provide superior customer service and quality of life while doing it. Recruiting leaders that display strong situational leadership characteristics will thrive—as will their Sailors—in this recruiting environment.

d. Example of situational leadership. John Wooden, UCLA Men’s Basketball coach from 1948 to 1975. In his first eight years he won three Pacific Coast championships. During that time he had notable basketball players such as Kareem Abdul-Jabbar, Bill Walton, Lynn Shackelford, and Henry Bibby come of age and graduate to play in the NBA while developing new players to take their place, all the while maintaining that championship presence. Beginning with the 1966-67 season the UCLA Bruins won seven straight championships and completed a record 88-game winning streak.

(1) Famous John Wooden quote: “It’s what you learn after you know it all that counts.”

e. Advantages and disadvantages of situational leadership.

(1) Advantages – It’s easy to use, because when the leader has the right leadership style they know it is working. All the leader needs to do is evaluate the situation and apply the correct leadership style. Leaders have the permission to change management styles as they see fit.

(2) Disadvantages - It ignores the valuable differences between female and male leaders. Situational leaders can divert attention away from long-term strategies by handling each situation rather than looking at the bigger picture.

f. Recruiting leaders must have the insight to understand when to change their management & leadership style and what strategy fits each new situation. Any team environment, including the Navy that has frequent turnover provides an opportunity to apply situational leadership principles.

5. Summary & Review
6. Application:
   a. None.

7. Evaluation
   a. CBT

8. Assignment
   a. None.
Terminal Objective:

5.6.0 **Demonstrate** the ability to effectively deliver a Standard Operating Procedures (SOP) in a classroom environment utilizing Personal Leadership Philosophy (PLP).

Enabling Objectives:

5.6.1 **Describe** Leadership.

5.6.2 **Identify** the basic elements that a Personal Leadership Philosophy must include.

5.6.3 **Identify** the critical thinking elements necessary to develop a Personal Leadership Philosophy.

5.6.4 **Present** a Standard Operating Procedure (SOP).

1. Introduction

2. Are YOU the “Last Man Standing”?
   
   a. As a middle manager in a downsizing organization, don’t just stand there waiting for the ax to fall. Transform yourself into a strong, take charge leader.
   
   b. The Navy has already begun cutbacks and manning reductions. Management staffs will be reduced to the bare minimum, doing more with less manpower. Most of us are not ready to retire, it can be a lonely and to be honest a scary feeling if you are not prepared.
   
   c. Take charge, do not be the Leader that is trying to fly underneath the radar, not making any waves, and just hoping that the ax-wielders simply won’t notice you. It’s up to you to ensure your own survival as Leader in this organization. According to Dennis Haley, Naval Academy graduate and CEO of Academy Leadership, this is not the time to test the status quo line, instead Haley suggests, and I quote, “As one of the metaphorical “last men standing’ you have an opportunity-no an obligation-to take a strong leadership stance.”
   
   d. Ethical and financial scandals that have rocked the business community lately were caused, or at least enabled, by yes-men and women that adapted, chameleon-like, to what was going on around them. This fact is reason enough to adopt a policy of strong, inspirational, principle-based leadership. Perseverance, accountability, communication, self-discipline, they have to become more than just good sounding words. They are the
building blocks of character. The other reason is that when people are being weeded out, those with the strongest roots are the hardest to get rid of.

3. Leadership is defined as: “The position or office of a leader.”

4. A "leader" is defined as: “One that leads or guides; the principle performer.”

5. Developing a Personal Leadership Philosophy. A tool for you to use and rely on when the “cloud of uncertainty” settles around you and your path is unclear. Take your time and really think about what your beliefs and standards are. This document is the foundation for everything you do and say from here on out. Your PLP is a written document that includes four basic elements:
   a. Your personal values.
   b. How you will carry out your responsibilities.
   c. What your priorities are.
   d. What do you expect of your people?

   a. Familiarize yourself with goals and values of your organization / command. Read your commands mission statement and really ponder it. Is it just a string of empty words or do all members of the command live up to it.
   b. Ask yourself the following questions:
      (1) How do they fit into your personal philosophy?
      (2) Are they in “synch”?
      (3) If your goals/values differ, what’s next?
      (4) “This above all: to thine own self be true” or translation- Don’t lie to yourself.

7. Articulate your personal philosophy and command goals/values to your team.
   a. Once written, share your PLP with superiors and subordinates alike.
   b. Explain the connection between your PLP and command goals/values to your team.
   c. Team must be crystal clear on what you stand for and what you expect from them.
Station Leadership & Expectations

8. Model your personal leadership philosophy.

a. Your people expect you to lead by example. Saying one thing and doing another will not inspire anyone. If you expect your team to pull an all-nighter to meet a deadline, then you must burn the mid-night oil with them. Anything less will breed resentment and you will lose the respect of your team.

   (1) Passion is the key to successful leadership

   (2) Subordinates buy into your vision.

9. Don’t be afraid to make the tough decisions.

a. No one ever inspired a team by being half-hearted or wishy-washy. When you love your work—when you come in each morning burning with the desire to do a great job and exceed all expectations, that’s when your people will really buy into your vision.

b. In the heat of combat, military leaders must make split-second decisions that really are matters of life and death. Likewise, the decisions you make at work really can affect the vitality—and in some cases, the creditability of our organization. That’s why you must make your decisions with confidence and resolve. Even when we think we’re making the right decisions, it doesn’t always turn out the way we expected.

   (1) Military life.

   (2) The right decision isn’t always the popular one.

   (3) See your PLP to define the boundaries of your decisions.

10. Hold people accountable.

a. When men are lead into battle, everyone must depend on the rest of their shipmates not to let them down. This is the very definition of accountability.

b. Now, translate this principle to the battlefield that is called recruiting. Your team and each member’s livelihood depend on this level of accountability. You must be consistent. The rules you have established must apply to everyone, including yourself.

   (1) Team members must depend on each other.

   (2) As a leader, you owe 100% effort to everything you do.
(3) If you have made the rules clear, then there is unshakeable basis from which to provide honest feedback.

(4) Do it.

11. Build your bench.

a. Too many people view leadership as some mysterious trait that you are born with. But in service academies it’s expected that many people have leadership potential and Commands should strive to bring out that potential. As a leader, you are only as good as your ability to develop others.

(1) Identify potential.

(2) Empower people to make decisions.

(3) A strong leader is not a one-person operation.

b. If you can’t delegate, you can’t lead. In recruiting we have the opportunity to interact with a diverse group of people and often it is necessary to accomplish the job. Adopt this attitude as a part of your PLP and you’ll go far as a leader. Sometimes people who are very different from you have exactly what your team needs to get the job done. Focus on your ability to connect with everyone.

c. In this changing landscape of recruiting, with a flatter, leaner management structure, more critical decisions will be made at lower levels than ever before. You must be sure that your people have the leadership ability and experience to make these decisions.

12. Don't get stuck in survival mode.

a. In anxious times we tend to operate with tunnel vision, working fast and furious to meet our goals. That’s normal, but when things are a bit more relaxed (First 10 days of the month), perhaps it’s time to step back and reflect on the big picture.

b. Ask yourself the following:

(1) Has the market shifted?

(2) Has attitudes/circumstances changed?

(3) Fewer people?

(4) Are you missing an opportunity to move in a new direction?
13. Never, ever, stop growing
   a. Don’t be afraid to adjust your PLP if there is a good reason to change it. It goes without saying; don’t forget to communicate any changes to your team.
   b. You must grow as a leader every day and your team must grow as well. In successful organizations the two will happen in tandem.
   c. Don’t be afraid to take well-thought-out risks. Try something new or different. A wise man once said, "The definition of insanity is doing the same thing over and over again and expecting a different result". Success can bring complacency, that’s when you get run over by the competition.

   (1) Life is change.
   (2) Don’t use uncertain times as an excuse to be static.
   (3) Standing still is a risk.

14. View this period of change as an opportunity not a liability.
   a. When an organization has lots of business and profits are high, such as how things have been going for us in recruiting, there is absolutely no incentive to try something new. Is there?
   b. It’s not broke, so don’t fix it, right? Well, when it does break, there is a desperate need for someone to fix it. Shouldn’t that someone be you? You can play an integral role in turning around a struggling organization-and at the same time, create a name for yourself as a leader who can really make things happen. When things aren’t going so well, you have a chance to make a real difference as a leader. What could be more rewarding than that?

15. Developing a Personal Leadership Philosophy for Your team.
   a. Standard Operating Procedures (SOP) is a written set of instructions or guidelines that members of your Team will follow to complete their job, in a way that maximizes operational and production requirements.
   b. An SOP is no different than the Leader’s Personal Leadership Philosophy (PLP) and should be in tune with Command philosophy.

OUTLINE SHEET 5.6
Station Leadership & Expectations

17. Evaluation:
   a. CBT

18. Application:
   a. Apply knowledge in daily recruiting activities.

19. Assignment:
   a. Complete Assignment Sheet 5.6-1.
ASSIGNMENT SHEET 5.6-1
Station Leadership and Expectations

ASSIGNMENT: Write an SOP. Each student will write a finished SOP to be turned in on Monday.

Keep in mind the lessons learned during this PLP training session before writing your SOP. Here are some tips to assist you in writing your SOP:

1. How much someone knows about the entire process or job, affects the way your sailors complete that job.
2. Write an SOP to be as long as necessary.
3. People tend to ignore long SOP’s because they cannot remember all the information.
4. Understand your training needs
5. Prioritize
6. One shoe may not fit all your sailors
7. Consider the teams skills/circumstances prior to writing the SOP
8. Ask for Feedback from your Team, before setting in stone
9. Review effectiveness and make changes as necessary

General set up of an SOP- What Topics do you want to establish guidelines for your TEAM?
Terminal Objective:

5.7.0 Communicate the requirements for completion and submission of Performance Evaluations and Fitness reports.

Enabling Objectives:

5.7.1 Explain the instructions for specific performance/information blocks contained in Evaluations and Fitness Reports.

5.7.2 Describe the difference between enlisted evaluations and fitness reports.

5.7.3 Summarize sound writing techniques for Evaluation and Fitness report writing.

1. Introduction.

2. The instructor will present current information and references.

3. Summary and Review.

4. Application:
   a. None.

5. Evaluation:
   a. CBT

6. Assignment:
   a. Apply knowledge in daily recruiting activities.
Terminal Objective:

5.8.0 **Describe** recruiting personnel actions, including fault, no fault transfers, and NRD change of station/move requests.

Enabling Objectives:

5.8.1 **Describe** the assignment of recruiting personnel to the NRS level.

5.8.2 **Identify** the three types of professional Boards used to assess recruiters.

5.8.3 **Define** Incompatible, No-Fault, and Fault Transfers.

5.8.4 **Define** NRD Change of Station/Move Procedures.

5.8.5 **List** the Authorized Moves that can be made within a NRD for recruiting personnel.

5.8.6 **State** the use of the NRD Personnel Status Report.

1. Introduction

2. NRD Assignment of Personnel

   a. Upon initial communication with a member desiring orders to Recruiting Duty, the NRD must temporarily assign the member to a Division prior to release of orders. Every effort must be made to assign the member to a NRS within that Division upon receipt of the member’s PCS orders.

   b. Upon receipt of PCS orders assigning a member to recruiting duty, the NRD must provide the transferring command with the Ultimate Duty Assignment (UDA) for inclusion in the members transfer package.

   c. Changing the UDA must be done with the members express permission once the UDA has been issued.

3. Measurement Boards

   a. ENRO Student Training Record Review. NORU will provide the NRD with an assessment of the recruiter’s performance while at ENRO. This should be reviewed by the NRD to assist with the development of a tailored training plan. Maintain in the command residual and the recruiter’s training jacket.
OUTLINE SHEET 5.8
Standard Operating Procedures Manual (SOPMAN)

b. Recruiting Development Board (RDB). Held during the recruiter's third month of production and anytime afterwards as needed.

(1) Purpose: Check the recruiter’s progress since graduation from NORU, determine status towards PQS qualification, identify training needs, and discuss personal/professional issues that may hinder their development.

(2) Final Recommendations: Must be either:
   
   (a) Satisfactory

   (b) Unsatisfactory. Requires a specific training track within two days to help qualify by the sixth month of production.

c. Recruiter Qualifications Board (RQB). Typically held no later than the recruiter’s sixth month of production. Normally, recruiters who have been on production for six months have developed the initial skill sets and self-confidence necessary to become consistent in production.

(1) Final recommendations must be either:

   (a) Qualified

   (b) Failed with only limited improvement needed to qualify by their ninth month.

   (c) Unsatisfactory with formal counseling required and a detailed POA&M.

d. Recruiter Evaluation Board. Is held for those recruiters who fail to pass the RQB by their ninth month of production, or who successfully pass the RQB but whose production has been continually below the average during their time on production.

(1) Purpose: Evaluate whether the recruiter has the potential to eventually succeed or is incompatible with recruiting duty and should be made available for orders.

(2) Should be held no later than the end of the recruiter’s ninth month on production.

(3) Final recommendations must be either:

   (a) Retain on recruiting duty.

   (b) Recommended for transfer for incompatibility with recruiting duty.

4. Incompatible/No-Fault/Fault Transfers.
OUTLINE SHEET 5.8
Standard Operating Procedures Manual (SOPMAN)

a. General Policies

(1) Cannot be substituted for disciplinary action.

(2) Only apply to fleet personnel with 9585, 9586, or 9587 NEC’s.

(3) The recruiter cannot request these transfers.

(4) If transfer is approved, their NEC is revoked, SDAP must be terminated.

(5) Recruiters being processed for transfer must be provided an opportunity to review the transfer request package.

(6) Requests are initiated at the NRD by the CO or by Region, routed through CNRC and forwarded to CNP.

(7) If eligible, the recruiter can request transfer to the Fleet Reserve.

(8) Requests must be handled expeditiously, as retention of nonproductive personnel for extended periods imposes undue hardship on the individual and is counterproductive to the maintenance of high production and good morale.

(9) Reassignments are made IAW the guidelines of the MILPERSMAN.

(10) Personnel made available for transfer are considered ineligible for either future assignment to recruiter duty or recruiter support duty.

b. Incompatible with Recruiting Duty Transfer. Are made without prejudice to the recruiter and should not reflect unfavorably on their record.

c. No-Fault Transfer. Are made without prejudice to the recruiter and should not reflect unfavorably on their record. Reasons for no fault transfers normally relate to the mental and physical well-being of the recruiter and/or their family.

(1) They should not be requested due to low production.

(2) The command should provide adequate assistance to help rectify the problem whatever it may be.

d. Fault Transfer. Are made with prejudice to the recruiter and should reflect unfavorably on their record. CO’s should use the fault transfer when the infraction could impact recruiting efforts in the community or results in the inability of the member to perform in the capacity of a recruiter. The request cannot be submitted prior to the final disposition.
of NJP/civil action/medical boards, including appeals. Reasons for fault transfers include:

1. Recruiter Malpractice
2. Misconduct
3. Misuse of government property or funds
4. Indebtedness and failure to discharge just obligations.

5. Pregnancy on recruiting duty. Female recruiters who become pregnant must be retained on recruiting duty as recruiters unless they request to be separated from active duty. OPNAVINST 6000.1 contains the guidelines to be followed for the management of pregnant sailors.

5. Change of Station/NRD Move Procedures and Criteria.
   a. PCS procedures have been established for the purpose of moving production recruiters, CRF, and recruiter/classifiers within a NRD to meet emergent requirements and provide for upward mobility.
   b. Definitions:
      1. Permanent Duty Station (PDS). A member’s PDS is the activity to which they were originally assigned and includes corporate boundaries of the city or town in which the activity is located. A move within the same PDS is a “NO COST” move.
      2. Short Distance Move. Both permanent duty stations are in an area serviced by the same local transportation network or where the member can reasonably be expected to commute daily from home to both duty stations. A relocation of household is not authorized.
   c. Authorized Moves:
      1. Short Distance (No Cost) Moves. All short distance moves that are no cost less than 50 miles from the member’s household goods to proposed PDS can be approved by the NRD CO. All moves more than 50 miles can be approved by the Region Commander.
      2. Out of Proximity Moves. If the new assignment involves a change of PDS that is not in proximity to the old PDS, a PCS order is required. Members executing these moves receive all PCS allowances. This move must be requested using TAB G. The member must have a minimum of twelve months on board with at least eighteen
OUTLINE SHEET 5.8
Standard Operating Procedures Manual (SOPMAN)

months remaining on board until PRD. Moves cannot be executed until the month authorized by the official BUPERS order.

(3) Permissive Reassignment for Personal Convenience. A member may wish to be transferred to a new PDS solely for personal convenience. Conversely, permissive reassignments should not be used solely to move personnel into positions of upward mobility. All of these reassignments less than 50 miles from the member’s household goods can be approved by the NRD CO. Region Commanders are the approval authority on any move over 50 miles.

(4) Important. Under NO circumstances should moves be executed until the month authorized by official approving letter.

6. Off-Duty Employment. Subject to CO’s approval and provisions of SECNAVINST 5370.2

7. Manpower Authorization Billet Change Requests. Any requests for manpower authorization must be forwarded to CNRC N1 via the chain of command.

8. NRD Personnel Status Report (PSR). The PSR is designed to give Navy Recruiting Command a quick reference of all personnel on a monthly basis. This tool gives each NRD the ability to foresee any manning problems than may occur in the future regarding the status of personnel.


10. Application:

   a. Apply knowledge in daily recruiting activities.

11. Evaluation:

   a. CBT.

12. Assignment:

   a. None.
Terminal Objectives:

5.9.0 Identify the uses of the SWOT Analysis and Demonstrate the ability to perform a SWOT Analysis on NRS, Division, or District.

Enabling Objectives:

5.9.1 Define the SWOT Analysis as it pertains to Navy Recruiting.

5.9.2 Name the four quadrants of the SWOT Analysis and identify if the factors that are internal or external to an NRS, Division, or District.

5.9.3 Describe the importance of being able to perform a SWOT Analysis.

5.9.4 Explain the purpose, requirements and benefits of conducting an effective SWOT Analysis.

5.9.5 Describe the process of conducting a SWOT within an NRS, Division, or District

1. Introduction

   a SWOT Analysis is a useful technique for understanding the Strengths, Weaknesses, Opportunities and Threats of a district, division, or station. The SWOT is a basic, analytical framework that assesses what an NRD can and cannot do, for factors both internal, as well as external. Using environmental data to evaluate the position of a district, a SWOT analysis determines what assists them in accomplishing its objectives, and what obstacles must be overcome or minimized to achieve desired results: where the district, division, or station is today, and where it may be positioned in the future.

2. A SWOT Analysis is presented as a square with each of the four areas making up one quadrant. This visual arrangement of the information provides a quick overview of the NRD’s position. Although all the points under a particular heading may not be of equal importance, there are some insights to be had in seeing how the number of opportunities measures up to the number of threats, and so forth.
OUTLINE SHEET 5.9
SWOT Analysis

**SWOT Analysis**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities</td>
<td>Threats</td>
</tr>
</tbody>
</table>

a  **Internal Strengths:** Describe what an organization excels at and separates it from the competition.

(1) Great morale

(2) Mission attainment

(3) Enforcing standards

(4) All sailors are PQS qualified up to current watch station.

(5) Consistent performers

(6) Excellent NSW/NSO program

b  **Internal Weaknesses:** Stop an organization from performing at its optimum level.

(1) High turnover numbers in the division or district

(2) 11S prospecting

(3) Sense of urgency

(4) Inexperienced DLCPOs & Officer Recruiters

(5) High in-month and out-month attrition rate

(6) Low MEPS conversion rate
c  **External Opportunities:** refer to favorable external factors that an organization can use to give it a competitive advantage.

(1) Attrition analysis & early detection of attrition

(2) Strategic planning for divisional leadership

(3) Professional growth of sailors

(4) Increase navy presents in the high schools to improve production and community relations

(5) Mission attainment by 75% gate

(6) Continuous training to increase recruiting knowledge

d  **External Threats:** refers to external factors that have the potential to harm an organization.

(1) Negative perception of the military in the local area

(2) Marijuana legalization

(3) Local MEPS constraints

(4) Reduction in recruiters assigned to the field

(5) JPAS/OPM backlog

(6) Limited access in high schools

3. Advantages of SWOT Analysis. A SWOT analysis is a great way to guide our mission-strategy meetings. It can be very powerful to have everyone in the room to discuss the core strengths and weaknesses of the district, and then move from there to defining the opportunities and threats, and finally to brainstorming ideas. SWOTs are to be used for overall business strategy sessions, but it can also be used to for a specific segment like marketing, production, or sales.

4. Executing a SWOT Analysis in your NRD is a three part process:

   a  **Pre-SWOT Homework.** Before you set out to do a SWOT analysis with your management team or other group, there is some preparation. The first step is to take a time to create an organization profile, which is simply a description of what the business, does and who the main customers are. If time allows or your division is sprawling and
OUTLINE SHEET 5.9
SWOT Analysis
complex, you may need to profile each segment to capture what they add to the business. It also helps to outline strengths, weaknesses, opportunities and threats that you’ve perceived so you can prompt the group if needed.

b Leading the SWOT Process. Lay out the four quadrants and outline the content you are looking to populate it with, but let the group lead off. In a highly segmented business, you will probably find that the leads in the separate areas have more specialized knowledge as to the strengths and weaknesses in their areas. In most cases, a single SWOT chart is sufficient to capture the current condition of the division or district.

c Working with the SWOT Chart. At this point in the process, you will likely have an imbalance between internal and external factors. People are much more aware of the current state within the company and less likely to be thinking of the direction of the business sector as a whole. If needed, you can prompt more entries under opportunities by encouraging them to think about how a current strength can be leverage to create new opportunities, or how fixing a weakness could lead to a larger opportunity in the future.

5. Summary & Review

6. Application

   a Apply knowledge as it applies in Navy recruiting.

7. Assessment

   a Laboratory

8. Assignment

   a None
Terminal Objectives:

5.10.0 **Explain** the NRC Privacy Program requirements as they pertain to officer and enlisted recruitment and processing.

Enabling Objectives:

5.10.1 **Define** Personally Identifiable Information (PII) and the mandates that govern its collection and protection.

5.10.2 **Identify** common examples of PII handled in Navy Recruiting.

5.10.3 **Describe** current requirements and restrictions for creating, possessing, and handling PII.

5.10.4 **Describe** the requirements and restrictions for possessing PII and the use of authorized forms and IT equipment.

5.10.5 **Describe** the potential for PII loss posed by Navy Recruiting IT assets.

1. **Introduction**

2. **Personally Identifiable Information (PII)**
   
a. The collection of PII by NRC personnel is authorized under the Navy Privacy Act Systems of Records’ Notices.

   b. This information is routinely used to determine eligibility for enlistment and commissioning in both the active and reserve components of the Navy.

   c. Due to the recent loss and compromise of PII by various activities within DoD and DoN, new policies and procedures have been implemented.

3. **What is Personally Identifiable Information?**
   
a. Financial, credit, and medical data

   b. Security clearance level

   c. Leave balances/types of leave

   d. Home address and telephone
e. Email/web address

f. SSN

g. Mother’s maiden name

h. Drug test results/rehab participation

i. Family data

j. Religion, race, national origin

k. Performance ratings

l. Names of GOV Travel card holders

4. The following is the guidance for authorized Recruiting Forms and Documents for all Officer and Enlisted Recruiting, to include the processing of applicants for Active and Reserve Components.

a. Forms and Documents necessary for the processing of Navy applicants for Active and Reserve Components for enlistment, affiliation and commissioning can be located on the NAVCRUITCOM directives/forms web page.

b. Recruiters must only utilize the applications found in WebRTools, CIRIMS and OTOOLS or Official NRC forms to build enlistment, affiliation, and commissioning kits to process applicants.

5. Unauthorized PII Documents and storage media.

a. Locally generated forms and documents are prohibited. These include but are not limited to.

   (1) Self-created blueprinting forms.

   (2) Locally generated forms or documents that recruiters utilize for the capturing of PII information on potential candidates for Naval service.

b. Unauthorized storage media.

   (1) Only media devices issued and approved by NRC can be utilized by recruiting personnel for the processing of potential candidates for Naval service.

   (2) Personal media devices include but are not limited to the following: Laptop
OUTLINE SHEET 5.10
Privacy Program

computers, external hard drives, data base systems, thumb drives and all forms compact disk/DVD are strictly PROHIBITED!

6. All NRC personnel shall:
   a. Ensure that each office space/NORS/NRS/NRPS under their purview has stopped using unauthorized forms and media devices.
   b. Ensure that any and all unauthorized forms are destroyed immediately.
   c. Ensure the removal of any links to unauthorized forms posted on any websites.
   d. Ensure that there are no personal computers/electronics devices being utilized by any NRC personnel to collect PII.

7. NRC personnel responsibilities for the collection and protection of PII material.
   a. NRC must be fully aware and capable of executing the protection of PII in accordance with applicable instructions and guidance.
   b. All NRC personnel must practice situational awareness in all environments to ensure compliance with current directives and instructions.

8. Protecting PII
   a. Challenge anyone who asks to see Privacy Act Information
   b. Do not maintain records longer than permitted under records disposal
   c. Do not destroy records before disposal requirements are met
   d. Do not place unauthorized documents in PA storage.
   e. Do not commingle information about different people in the same file.
   f. Do not transmit personal data without ensuring it is properly marked with:
      “For official use only - Privacy Sensitive”.
   g. Do not use interoffice envelopes to mail Privacy Data
   h. Do not place privacy data on shared drives, multi-access calendars, the Intranet or Internet that can be accessed by individuals who do not have an official need to know
   i. Do not create a new system of records without first consulting Privacy Office (DNS-36)
If you collect it . . . You must protect it!

PSDs should only be removed from authorized workspaces for “compelling operational necessities”. Any PSD containing 500 or more PII records removed from an authorized workspace shall be encrypted, properly marked, and signed in and out by a designated command representative.

When transmitting information with PII (letters, memos, emails, etc.), mark with:

“For Official Use Only (FOUO) - Privacy Sensitive”

Dispose of paper PII via cross-cut shredders.

Extra caution must be used by personnel who maintain PII on laptops, PDAs, Blackberry’s, and iPhones.

COMNAVNETWARCOM VA 061635Z OCT 06 provides amplifying guidance.

IAW COMNAVNETWARCOM VA ALCOM 071/07, effective 01OCT2007, storage of any form of PII is prohibited on personally owned computers (including laptops), mobile computing devices, and removable storage media.

Laptop computers, mobile computing devices and data stored on removable storage media must be password protected. In the event of an unauthorized disclosure of PII is made, the activity shall take immediate action by reporting to the NRC PA Coordinator.

The following information must be provided within 24 hours:

(1) The PA Coordinator will notify Chief of Naval Operations (CNO) (DNS-36) via email within 24 hours with “Identity Theft Notification” in the subject line, with a synopsis of the disclosure made, number of individuals affected, actions taken, and actions to be taken. COMNAVCRUITCOMNOTE 5239 contains additional reporting requirements if the compromise involves the lost or theft of computer equipment.

(2) Organization involved

(3) Number of individuals impacted (government employees and private citizens affected)

(4) Brief description of the incident, including date, circumstances, PII lost or compromised

(5) Description of remedial efforts, including notification of those affected
s. The NRC PA Coordinator, upon notification, will take the following actions:

   (1) Help determine whether OPREP 3 reporting required

   (2) Within 10 days, notify all affected individuals by letter, including the specific data involved and the circumstances surrounding the incident

   (3) If unable to readily identify affected individuals, will send a generalized notice to the potentially affected population

9. Training Requirements

   a. Distribute a copy of 301309Z MAR 07 CNO POLICY FOR HANDLING PROTECTED PERSONAL INFORMATION AND PRIVACY ACT TRAINING REQUIREMENTS to each member of your command.

   b. All personnel must complete “What You Need to Know About Protecting Personally Identifiable Information” PowerPoint (available at www.privacy.navy.mil)

   c. Complete Privacy Act 100, 101, 102, 103 (as appropriate) for every new military member, GS, or contractor within 10 business days of reporting for duty.

   d. Implement procedures to ensure the above requirements are completed at check-in for all newly reporting personnel.

10. What can I do?

   a. Conduct refresher training annually.

   b. Have an aggressive PA program that seeks out and corrects bad practices.

   c. Send frequent reminders to Recruiting Stations via POW.

   d. Add “informal” requirements to review PII security on the Station Inspection Checklist.

   e. Ensure all station laptops have downloaded the RTOOLS patch to eliminate SSNs from the local database.

   f. Inspect command spaces frequently (including trash cans) to ensure PII is disposed of properly.
OUTLINE SHEET 5.10
Privacy Program

11. Summary and Review

12. Assignment
   a. None

13. Evaluation
   a. CBT

14. Application
   a. Protect all forms of PII in daily recruiting activities.

g. Review your systems of records and ensure each has the appropriate level of PII protection (command recall rosters, applicant/Future Sailor residual files, qualifyingADMIN databases, service records, etc.).

h. Treat your laptop computers as your “weapon”.

i. Use only the last four of the SSN whenever possible.

j. Train, train, train!!
Terminal Objectives:

5.11.0 Explain the Navy Enlisted Retention and Career Development Program and the purpose of the Career Navigator Program (CAREER WAYPOINT).

Enabling Objectives:

5.11.1 Explain the policies and programs provided for Navy Enlisted Retention and Career Development Program.

5.11.2 Identify the procedures of action taken with Career Navigator Program (CAREER WAYPOINT).

1. Introduction

2. Navy Enlisted Retention and Career Development

   a. This program is designed to improve the ability of our sailors to achieve their professional goals and positively impact their desire to remain on Active duty or transition to the Navy Reserves.

   b. Active involvement of the chain of command, from the top down, is the key element to a successful career development program and provides the guidance our Sailors need to meet their personal and professional goals. This program, as per direction from Chief of Naval Operations and instruction (OPNAVINST 1040.11c) functions as guidance for all Navy commands.

3. The Navy Enlisted Retention and Career Development program provides a means of strengthening all policies and programs designed to:

   a. Maintain personnel stability by retaining top quality Sailors in the proper skills balance and at the required numbers.

   b. Ensure all Sailors and their families are provided the necessary guidance to make informed career decisions.

   c. Encourage members to actively participate in the Navy Reserve if they leave active Navy service and to ensure they receive appropriate transition counseling.

   d. Ensure the Command Master Chief/Chief of the boat/Senior Enlisted Leader (CMC/COB/SEL) and Command Career Counselor (CCC) team is the focal point for career development initiatives within the command.
4. Responsibility and Action

a. Navy Recruiting Command shall:

   (1) As per BUPERSINST 1150.1 (Series), establish and maintain recruiting support programs that provide opportunities for Sailors to assist local recruiters in locating and enlisting, or commissioning, qualified individuals.

   (2) Provide direction and support to accomplish coordination scheduling, and presentation of Navy Reserve briefings for Active duty Sailors.

b. CO and Officers in Charge (OICs) shall:

   (1) Establish and maintain an aggressive and proactive command career development program, as outlined in OPNAVINST 1040.11D. Ensure the use of CIMS for the career development of their Sailors.

   (2) Ensure command career development team meetings are conducted quarterly, at a minimum. Team composition will include CO, XO, and CMC/COB/SEL, CCC/unit CC, Department heads and department leading chief petty officers.

   (3) Ensure the CMC/COB/SEL and CCC/unit CC develops and maintain a career development team training program. All unit, department and division CCs must attend the Command District Trainer Course (CDTC).

   (4) Ensure all department/division/unit CCs are designated in writing.

   (5) Use the CCC/unit CC as the primary source of Career Information (CI) and to organize, manage and train the career development team and supervisors. Client-to-counselor ratio should be no greater than 30:1.

   (6) Ensure the CCC/unit CC has a computer system that is capable of running career development and associated online programs.

   (7) Ensure the CCC/unit CC has suitable office space, access to private counseling space, voice and data communications and internet capability, as each platform allows.

   (8) Ensure all transitioning or de-mobilizing Sailors receive formal, pre-separation counseling using DD 2648, Pre-separation Counseling Checklist for Reserve Component released from Active or Reserve duty, respectively, as required by Navy Recruiting Commands.
(9) Ensure the CMC/COB/SEL chairs, monitors and participates in the command’s Career Development Board (CDB) program.

(10) Review CDB minutes and endorse as appropriate.

(11) Ensure the command conducts effective command sponsor and indoctrination programs.

(12) Ensure the CMC/COB/SEL and the CCC/unit CC conduct periodic internal Career Information Program Management (CIPM) review. At a minimum, these reviews should be conducted when key leadership changes occur.

(13) Encourage conversion from overmanned to undermanned ratings to provide the greatest opportunity for upward mobility, utilizing career reenlistment objectives.

(14) Establish and maintain an aggressive officer career development program.

(15) Ensure all single parents and military couples with family members are counseled.

(16) Ensure all sailors in pay grades E1 through E4 attend a First Term Success Workshop (FTSW) and ensure all Reserves attend Reserve Affiliation Success Workshop (RASW) upon affiliation.

(17) Provide feedback on performance, preparedness and counselor knowledge on all initial tour CCC/unit Cc, using the CCC/Unit CC Fleet Feedback report.

(18) Ensure all eligible transitioning Sailors receive counseling on the benefits of Navy Reserve affiliation.

(19) Encourage Sailors to participate in the ARGUS career Milestone Survey at key career milestone transition points. The ARGUS Survey can be found on the Bureau of Naval Personnel (BUPERS) Online Web portal.

c. CMCs/COBs/SELS shall:

(1) Directly supervise and support CCC/unit CCs in the performance of their duties.

(2) Support career development program management emphasizing of their duties.

(3) Chair CDBs, ensure they are being conducted and participate in career development team meetings, command sponsor and indoctrination programs.
(4) Forward a written report to the CO or OIC discussing CDB actions and recommendations.

(5) Provide feedback on performance, preparedness, and counselor knowledge on all initial tour CCC/unit CCs.

(6) Coordinate quarterly training for the CPO Mess on career development programs.

d. CCC/unit CCs shall:

   (1) Be responsible to the CO and report directly to the XO via the CMC, COB, or SEL for all matters related to CDP management.

   (2) Manage the career development program.

   (3) Be a graduate of the CCC course (A-501-0011) or Reserve Component CI course (R-501-0005).

   (4) Be encouraged to attend the pre-separation counselor training course through Commander, Navy Installations Command as funding and command schedule permits;

   (5) Conduct CDTCs that will maintain training levels of 100 percent for all department and division CCs;

   (6) Conduct monthly CDT training;

   (7) Prepare a monthly report and brief monthly career information to include but not limited to the following:

       (a) CDB minutes;
       (b) Fleet RIDE and PTS results;
       (c) Command retention statistics.
       (d) Advancement statistics;
       (e) Scheduled reenlistments;
       (f) 15-month losses (EAOS and PRD);
       (g) 24 month high year tenure list;
       (h) Pre-separation counseling and TAP;
       (i) Summary of CDT meeting and training; and
       (j) CMS-ID results.

   (8) Ensure all Sailors in pay grades E-1 through E-4 attend an FTSW and ensure all newly affiliated Reserve Sailors attend RASW during initial assignment.
(a) Department CCs will assist in facilitating CDTC and FTSW.

(b) NRAs shall conduct the RASW for supported units in conjunction with command indoctrination.

(9) Conduct an annual review of each department's CDP and provide written feedback to the respective department chain of command;

(10) Distribute career information throughout the command, as outlined in reference (b);

(11) Ensure all separating Sailors with remaining military service obligation receive counseling about the Individual Ready Reserve;

(12) Ensure all transitioning Sailors receive formal, pre-separation counseling using DD 2648 Pre-Separation Counseling Checklist For Active Component (AC) Service Members,

(13) Ensure every transitioning Sailor is provided assistance with developing an individual transition plan, if

(14) Coordinate TAP quotas for Sailors who are separating, transferring to Fleet Reserve, or retiring

(15) Ensure all de-mobilizing Sailors receive formal, pre-separation counseling using DD 2648-1 Transition Assistance Program (TAP) Checklist For Deactivating/Demobilizing National Guard and Reserve Service Member.

5. Career Navigator Program.

a. Based on Sailor feedback, the entire career management process continuum has been reviewed and improved in many areas. This
(1) Change affects both active component (AC) and reserve component (RC) Sailors and increases Sailors’ opportunities across the entire continuum of active and reserve service.

b. Included career events covered are: reenlisting, changing ratings, choosing orders and transition between AC and RC or RC to AC. This process has replaced PTS (Perform to Serve) and is now simpler, provides faster responses and returns reenlistment power back to the commanding officer.

c. Commanding Officer input is key to ensuring the right Sailors are retained in the Navy. Sailors will still indicate their intention to reenlist or separate with the career counselor.
d. AC/FTS reenlistment process updates. The Navy has made significant progress in achieving balance across enlisted ratings. In 2011 there were 35 overmanned ratings representing 6,000 Sailors; as of May 2013 there were only 9 overmanned ratings with less than 800 Sailors. Improvements in advancement rates and reenlistment approvals are a result of this improved balance. The Navy continually adjusts the number of Sailors needed in each rating to meet current and future mission requirements. The Career Waypoint-Reenlistment process (formerly Fleet RIDE – Perform to Serve/PTS) helps ensure the Navy has the right number of Sailors in each rating based on mission requirements.

e. The reenlistment screening process is now simplified to be based on rank, performance evaluations and critical NECs. The Sailor Portal will allow Sailors to obtain and review their competitiveness for reenlistment under new weighted performance factors when researching career opportunities.

f. Reenlistment for E6 Sailors. Although there is still a need to notify the Navy of a Sailor’s intentions of either reenlisting or separating via the Career Counselor, E6 Sailors who desire to reenlist and have command approval to do so will be given reenlistment approval on their first application.

g. E5 and below reenlistment request processing. Categories of skill sets have been created to expedite reenlistment request processing for Sailors E5 and below. All eligible and command approved reenlistment E5 and below Sailors will receive answers about reenlistment requests earlier using these categories:

   (1) OPEN REENLISTMENT. Sailors in undermanned skill sets. All eligible and command approved non-Nuclear E5 and below Sailors in open skill sets will receive approval to reenlist on their first application (within approximately 30 days).

   (2) BALANCED REENLISTMENT. Sailors in skill sets that are fully manned. Reenlistment request processing for all eligible and command approved reenlistment Sailors who are in skill sets that are fully manned will be based on the manning in their year group. Sailors in undermanned year groups will receive approval on their first application and all Sailors will know at least 10 months from the end of their contract if they will be able to reenlist in their current rate.

   (3) COMPETITIVE REENLISTMENT. Sailors in skill sets that are over manned or have special requirements. Reenlistment request processing for all eligible and command approved reenlistment Sailors who are in skill sets that are over manned or that have special requirements such as the Nuclear community will follow a prescribed timeline for final reenlistment approval prior to Soft Expiration of Active Obligated Service (SEAOS). All Sailors in this category will know at least 10 months from the end of their contract whether they will be able to reenlist in their current rate.
h. Reenlistment requests. All Sailors will continue to indicate their intentions to reenlist or separate with their Career Counselor using Career Waypoints. This “check-in” will happen 13 months in advance of the Sailor’s end of enlistment contract, one month earlier than previously authorized. Sailors can still change their minds, and if they do, are encouraged to let their Career Counselors know as soon as possible. Understanding Sailors intentions to reenlist or separate is critical for Navy to accurately predict how many Sailors are in each skill set, rating and paygrade and ensures Sailors have the maximum opportunity to reenlist in rate, offers opportunities for Sailors to convert to a new rating, or transition between the AC and RC and improves advancement opportunity. Although Sailor reenlistment approval will still be based on manning levels and Sailor performance, the application timeline has been significantly changed to make two critical improvements:

(1) In-rate reenlistment approval in time to review Career Management System Interactive Detailing (CMS-ID) opportunities.

(2) Increased opportunity to apply for conversion to another rating so that more Sailors are retained in the Navy.

i. Reenlistment request timeline change. Reenlistment requests for SEAOS-based applications will begin at 13 months prior to SEAOS vice 12 months. Sailors will now receive up to 8 looks to remain on active duty (13 to 6 months from their SEAOS).

(1) Months 13/12/11/10: During this period, Sailors submit reenlistment applications for active duty in-rate, active duty conversion, or transition to selected reserves (SELRES), or indicate their intention to separate. Limiting in-rate applications to the first four looks ensures Sailors receiving in-rate application to the first four looks ensures Sailors receiving in-rate approvals are able to utilize the full CMS-ID order negotiating window during months 9 to 6. Nuclear-trained personnel are only authorized to submit application to reenlist in-rate 13 to 10 months from SEAOS.

(2) Months 9/8/7/6: During this period Sailors submit applications for rating conversion or transition to SELRES. At this stage, active duty in-rate applications are not authorized. Nuclear-trained personnel are only authorized to submit applications for SELRES quotas 9 to 6 months from SEAOS.

(3) Months 5/4/3: During this period Sailors may submit applications for transition to Selected Reserves (SELRES). At this point, active duty in-rate or conversion applications are not authorized.

6. Summary & Review

7. Assignment
OUTLINE SHEET 5.11
Career Management

8. Evaluation
   a. CBT

9. Application
   a. Apply knowledge in daily recruiting activities.
Terminal Objective:

5.12.0 Achieve an understanding of the organization and content of the Enlisted Recruiting Manual (CRUITMAN).

Enabling Objectives:

5.12.1 Describe the basic contents of the Enlisted Recruiting Manual.

5.12.2 Utilize the Enlisted Recruiting Manual to locate specific policies and procedures used in daily recruiting activities.

Introduction

1. The Navy Recruiting Manual-Enlisted is your primary resource when you have questions on recruiting, policies and procedures. Every recruiter should take the time to become familiar with the CRUITMAN. We will review the CRUITMAN by chapter to familiarize you on what it contains.

2. Volume I – Recruiting Operations
   a. Chapter One- Changes, Recruiter Assistance, Ethics, conduct and operations
      1) Section 1 Changes to CONNAVCRUITCOMINST 1130.8 and distribution.
      2) Section 2 Assistance to Recruiters
      3) Section 3 Punitive Applications of COMNAVCRUITCOMINST 1130.8
      4) Section 4 Military Conduct on Recruiting Duty
      5) Section 5 Operations
      6) Section 6 The Recruiting Process
   b. Chapter 2 Automated Prospect Record Recruiting System
      1) Section 1 Recruiting Tools (WEBTOOLS)
      2) Section 2 COMNAVCRUITCOM Intergrated Recruiting Information Management (CIRIMS) Web System.
   c. Chapter 3 Market- Analysis- Active Component
OUTLINE SHEET 5.12
Enlisted Recruiter Overview

1) Section 1 STEAM (Standardized Territory Evaluation and Analysis for Marketing Technique)

2) Section 2 Station Market and Analysis Review Technique (SMART)

3) Section 3 Market Analysis - Reserve Component (Targeting the Market)

d. Chapter 4 Prospecting

   1) Section 1 Modes of Prospecting
   2) Section 2 Blueprinting
   3) Section 3 High School/Community College Program
   4) Section 4 High School Awards Programs

e. Chapter 5 Enlisted Recruiting Production Management System

   1) Section 1 Introduction
   2) Section 2 Planners
   3) Section 3 Production Analysis Training and Evaluation (PATE)
   4) Section 4 Applicant Logs
   5) Daily Production Review

f. Chapter 6 Sales

   1) Section 1 Selling Navy

3. Volume II – Eligibility Requirements

   a. Chapter 1 Basic Guidelines

      1) Section 1 General

   b. Chapter 2 Basic Eligibility Requirements

      1) Section 1 Age Requirement
      2) Section 2 Citizenship Requirement
3) Section 3 Social Security Number Requirement

4) Section 4 Education Requirement

5) Section 5 Dependency Requirement

6) Section 6 Mental Aptitude Requirement

7) Section 7 Physical Requirement

8) Section 8 Conduct Requirement

9) Section 9 Drug and Alcohol Screening Requirement

10) Section 10 Enlistment Name Requirement

c. Chapter 3 Waivers

1) Section 1 General

4. Volume III - Forms and Documents

a. Chapter 1 Forms and Documents

1) Section 1 Introductions

2) Section 2 Instructions for Completing Forms

5. Volume IV - Programs

a. Chapter 1 Active Component Programs

1) Section 1 Nuclear Field Program

2) Section 2 Advanced Electronics Field (AEF)/Advanced Technical Field (ATF)

3) Section 3 Warrior Challenge Program

4) Section 4 Submarine Programs

5) Section 5 Professional Apprenticeship Career Track (PACT) Program

6) Section 6 School Guarantee (SG) Program
OUTLINE SHEET 5.12
Enlisted Cruitman Overview

7) Section 7 Aircrewman Program
8) Section 8 Navy Veterans (NAVETS)
9) Section 9 Prior Service Reenlistment Eligibility (PRISE) III Program
10) Section 10 Other Service Veterans (OSVETS)

b. Chapter 2 Reserve Component Programs
1) Section 1 Full Time Support (FTS) Program
2) Section 2 New Accession Training (NAT) Program
3) Section 3 Navy Veteran (NAVET) Program
4) Section 4 Prior Service Reenlistment Eligibility – Reserve (PRISE-R) Program
5) Section 5 Other Service Veteran (OSVET) Program

c. Chapter 3 Special Programs
1) Section 1 Reserved for Future Use
2) Section 2 Heritage Language Recruiting Program (HLRP)
3) Section 3 National Call to Service Program
4) Section 4 Loan Repayment Program (LRP)
5) Section 5 Enlistment Bonus Program
6) Section 6 College First Program (CFP)
7) Section 7 Advanced Paygrade Program
8) Section 8 Navy College Fund Program (NCF)
9) Section 9 Buddy Program
10) Section 10 Special Recruit Companies
11) Section 11 U.S. Naval Academy Preparatory School (NAPS)
12) Section 12 Navy Music Program

13) Section 13 Direct Procurement Enlistment Program (DPEP)

d. Chapter 4 Active Component Classification

1) Section 1 Navy Supplementary Test Administration

2) Section 2 Active Component Reservations Entries

3) Section 3 Personnel Security Screening Questionnaire (PSSQ)

4) Section 4 Prior Service Requirements

e. Chapter 5 Reserve Component Classification

1) Section 1 Navy Reserve Categories

2) Section 2 Erroneous or Fraudulent Accessions

3) Section 3 Selected Reserve Affiliation

4) Section 4 Reserve Component Reservation Categories

6. Volume V - Delayed Entry Program (DEP)

a. Chapter 1 General

b. Chapter 2 Preparation for Recruit Training

c. Chapter 3 Recruiting Referral Recognition Program

d. Chapter 4 Navy Liaison DEP Administration

1) Section 1 Policies and Procedures

2) Section 2 Reenlistment of Former DEP Personnel

e. Chapter 5 After the Sale

7. Summary & Review

8. Assignment
OUTLINE SHEET 5.12
Enlisted Cruitman Overview

a. None

9. Evaluation
   a. CBT

10. Application

Apply knowledge in daily recruiting activities
Terminal Objective:

6.1.0 Explain the Naval STEM (Science Technology Engineering Mathematics) program.

Enabling Objectives:

6.1.1 Describe STEM program and ONR (Office of Naval Research) responsibility for program management.

6.1.2 Describe R-OPS role and responsibilities of STEM program management at NRD.

1. Introduction

2. America is the world’s technology leader, however, in recent years, the supply of graduates in science, technology, engineering, and mathematics (STEM) education has not kept up with increasing demand. This trend threatens America’s future economic security and our ability to provide naval forces with the breakthrough technologies that give Sailors and Marines their edge.

3. Some interesting statistics include:

   a. The U.S. is ranked 27th (out of 29) for the rate of STEM bachelor’s degrees awarded in developed countries according to a 2010 National Academies report. (http://flagstaffstemcity.edu)

   b. In 2007, men earned a majority of bachelor’s degrees awarded in engineering, computer sciences and physics.

   c. More than 30% of current DOD Science and Technology professionals are expected to retire by 2020. For security reasons, DoN must rely on U.S. citizens for classified technology work, which represents a unique challenge.

   d. Scientific innovation has produced roughly half of all U.S. economic growth over the past 50 years.

4. Our STEM advantage enables the success of naval missions, yet, America is losing its STEM lead. To help address this shortfall, the Department of the Navy’s STEM program aims to increase, inspire and support the talent pool from which the next-generation of great Sailors, naval engineers and scientists will come.
OUTLINE SHEET 6.1
Science, Technology, Engineering and Math (STEM)

5. STEM is managed by Office of Naval Research (ONR) which reports to the Secretary of the Navy through the Assistant Secretary of the Navy for Research, Development and Acquisition. Led by the Chief of Naval Research, its senior leadership oversees a portfolio of investments ranging from immediate, quick-turnaround technologies to long term basic research.

6. The STEM2Stern Coordination Office works alongside all of the Naval Laboratories and Warfare Centers to ensure that the impact of our entire STEM portfolio is maximized.

7. By offering a broad range of STEM education and outreach programs, the Naval Service seeks to address the national crisis of decreasing college enrollments and careers in science and engineering. Through STEM2Stern, students, parents, teachers, and mentors can seek new programs and partnerships to strengthen STEM education.

8. As part of Recruiting Force 2030 (RF2030) one goal is to establish a STEM program at every Navy Recruiting District (NRD). NRDs can create partnerships and develop centers of influence by using recruiting personnel for education outreach in both K-12 and undergraduate levels.

9. More information about STEM and ONR at the following websites:
   http://www.onr.navy.mil/
   http://www.stem2stern.org/index

10. Summary & Review:

11. Application:
   a. None.

12. Evaluation:
   a. CBT.

13. Assignment:
   a. None.
Terminal Objective:

6.2.0 Describe the role of the LEADS Production Team (LPT) and how it contributes to NRD mission attainment.

Enabling Objectives:

6.2.1 Explain the role and responsibilities of the LPT to include the Marketing and Advertising Officer (MAO), and Advertising Coordinator (ADCO) and LEADS assistants.

6.2.2 Determine the requirement for LEADS contribution to goal and the EPO role in field conversion.

6.2.3 Explain the difference in national and local LEAD generation receipt.

6.2.4 Identify field requirements for effective LEADS processing.

1. Introduction

2. LEADS Production Team Objective
   a. LEADS Production Teams were established at every District to centralize all local advertising and leads tracking functions in one department.
   b. Coordinates Local Advertising planning, leads generation and follow-up, which is designed to help recruiters work/process high quality young men and women for enlistment in the Navy.
   c. The LPT, via the ADCO, is responsible for planning all direct mail and newspaper activity in coordination with the EPO and Command Marketing Council.

3. EPO Responsibilities
   a. Build NRD Marketing Plan for enlisted and officer goal attainment. Coordinate with the CR and MAO to develop the district ad plan and establish LEAD generation objectives based on the overall command marketing objectives.
   b. Provide input to the MAO on changes to advertising objectives based on outcome of Market Council meetings and/or goal changes.
   c. Monitor advertising effectiveness and recruiter LEAD follow-up/dispositions.
d. Ensure Chief Recruiter (CR) and Divisional LCPO (DLCPO) actively supports the lead generation system and train recruiters in the use of sales leads.

e. Monitor LPT screening procedures to ensure compliance with BEERS and goal requirements.

f. Ensure recruiters actively solicit name lists and provide to the LPT.

g. Ensure timely follow-up by recruiters on all eligible

h. LEADS.

i. Conduct periodic executive phone power on eligible LEADS.

j. Check upcoming/overdue leads to ensure proper disposition. Check hot leads and unassigned reserve lead to ensure proper disposition within WEBRTOOLS.

k. Ensure officer recruiters accurately report leads generated by advertising on college campuses and actively solicit student lists and provide to the LPT.

l. Ensure all mail outs and responses to mail outs are processed through the LPT to ensure proper documentation.

m. Ensure the return of all LEADS dispositions to LPT.

4. MAO Responsibilities

a. E-7 or above.

b. NEC 9585 or 2186 with successful field experience.

c. Recruiter PQS qualified and must have completed the recruiter LCPO/LPO module.

d. The MAO shall:

(1) Process and track sales leads, and provide management reports necessary for managers to monitor recruiter follow-up and program effectiveness.

(2) Ensure that reports pertinent to the EPO, CR/ACR, Division LCPO/LPO, Nuclear and NSO/NSW/AIRR Coordinators management are trained to and read every month.

(3) Attend all Marketing, Production, and Planning meetings.
(4) Interface with EPDS, CR or ACR Nuclear and NSO/NSW/AIRR Coordinators on a weekly basis to keep current with production needs.

(5) Make a minimum of two to four station visits per month, with priority given to low or non-productive stations.

(6) Provide a schedule of station visits/training each month to the chain of command, and document all training using Tab B.

(a) Conduct training on any weak areas in leads follow-up and ways to improve conversion.

(b) Document all training conducted.

(c) Submit an “After Action” report to the Executive Officer, via the EPO, CR, and ACR, outlining station concerns and weaknesses, observations, training conducted, and any recommended action(s).

(d) Submit POA&Ms, as needed per this instruction, to NAVCRUITCOM N94 via the Region.

(7) Solicit suggestions from recruiters on how to improve local advertising for their area.

(8) Ensure that LPT personnel receive leads specific training.

(9) Submit required reports to N94 as necessary.

(10) Maintain a recruiter WebRTools account to verify the status of Incomplete, Unassigned, and Overdue Leads on a weekly basis.

e. Acts as a Department Head.

(1) Coordinate with EPO to develop and provide CO/XO with Leads Department advertising input based on overall command marketing objectives.

(2) Establish and adjust lead generation objectives and field support for LPT as directed by the NAVCRUITDIST Marketing Council.

(a) LPT ORGANIZATION

(b) Commanding Officer
OUTLINE SHEET 6.2
Local Effective Accession Delivery System (LEADS)

(c) Executive Officer

(d) Marketing and Advertising Officer (LPT)

(e) Public Affairs Officer

(f) Supply Officer

(g) Recruiting Operations Officer

(h) Admin Officer

(i) Advertising Coordinator

(j) Phone Watch (Recruiter)

(k) Leads Production Team Assistant

(3) Review recruiting program goals with EPO/CR/ACR, monthly, at a minimum

(4) Develop, submit, and adjust LPT advertising budget input

(5) Finalize NAVCRUITDIST advertising plan, utilizing allocated media budget, with EPO, XO and ADCO. Submit to NAVCRUITCOM for approval with a copy to NAVCRUITREG.

(6) Implement, maintain, and manage production objectives within the Advertising Plan.

(7) Place/order all newspaper and direct mail advertising.

(8) Produce cost effective newspaper and direct mail-outs; manage Internet job board advertising (if used).

(9) Track and report all advertising expenditures.

(10) Review historical leads production data to determine lead generation trends.

(11) Review current and projected manning assets to determine production capabilities. Submit timely manning requirements to XO.

(12) Review monthly direct mail and newspaper tracking reports to identify the most productive letters/name lists and ads/papers to support NAVCRUITDIST mission.
OUTLINE SHEET 6.2
Local Effective Accession Delivery System (LEADS)

(13) Monitor effectiveness of all advertising campaigns.

(14) Process all incoming leads, ensuring all leads are screened and meet current program requirements. Expeditiously forward to recruiters for follow-up.

(15) Track and evaluate recruiter follow-up on all leads and provide lead production reports for management review utilizing NALTS and the recruiter WebRTools and WEBRTOOLS. Identify and advise NAVCRUITDIST Marketing Council of problem areas requiring improvement, recommend solutions, and gather suggestions.

(16) Ensure LPT prospect files accurately reflect activity generated through advertising and dispositions reported by recruiters.

(17) Process, maintain, and update all name lists in NALTS for purposes of market identification and direct mail operations.

(18) Train all enlisted and officer recruiters on effective use of leads to ensure timely disposition and adequate contribution to goal is attained.

(19) Supervise and train the ADCO, LPT Assistant/Direct Mail List Manager and the phone watch.

(20) Ensure compliance with all security and PII measures.

(21) Identify, compile, analyze, submit, and disseminate required LPT reports per this instruction.

(22) Maintain LPT files per this instruction.

(23) Participate in NAVCRUITDIST Market Council, Advertising, Department Head, Division LCPO, Recruiter LCPO/LPO and DEP production/planning/training meetings.

(24) Initiate, review, enforce, maintain, and disseminate all incoming/outgoing correspondence/directives, as required.

(25) Consult with XO/EPO/CR or ACR prior to implementing changes in advertising which may impact planned operations and budget.

(26) Conduct in-depth indoctrination with newly arriving recruiters on LPT operations/procedures/requirements and expectations.

(27) Supervise LPT daily routine and personnel (military and civilian). Establish sufficient/adequate working hours to meet mission objectives.
OUTLINE SHEET 6.2
Local Effective Accession Delivery System (LEADS)

(28) Coordinate quota requests via NAVCRUITCOM ORIENT UNIT for upcoming LPT courses for newly assigned MAOs and ADCOs.

(29) Recommend recognition and awards for LPT and recruiting personnel for lead generation/coordination efforts.

(30) Submit input to annual LPT and GMT training plans.

(31) Implement NAVCRUITCOM/NAVCRUITDIST training plan.

(32) Schedule, prioritize, monitor, conduct, enforce, evaluate, adjust, document, train, and inspect Recruiting Station personnel with regard to the overall advertising leads process.

(33) Ensure cross training of Leads personnel in all areas of leads generation, evaluation, tracking, etc. (See Tab A of this chapter).

(34) Ensure the LPT achieves all assigned/planned goals.

(35) Perform NAVCRUITSTA territory zip code and station maintenance as needed in NALTS. Review the territory zip code maintenance on a quarterly basis utilizing the RFMIS and WebSTEAM listings as the point of reference for NAVCRUITSTA information updates.

(36) Monitor all Overdue Leads and Unassigned Leads within the recruiter WebRTools and WEBRTOOLS, work with EPO to ensure these leads are worked in a timely manner (72 hours of create date).

(37) Ensure that “hot zip codes” are utilized when developing a plan for mail-outs.

(38) Work closely with the Nuclear/NSW/NSO/AIRR coordinators to ensure that prospective zip codes are targeted for advertisement and mail-outs.

(39) Maintain an updated turnover notebook.

(40) Provide NROTC report from NALTS to the NROTC Coordinator each week.

5. Advertising Coordinator Job Responsibilities:

a. The ADCO, who works for the MAO, shall:
OUTLINE SHEET 6.2
Local Effective Accession Delivery System (LEADS)

b. Place all advertising, purchase all name lists, enter/update ad planning/execution
details/costs in NALTS, including all related ad management details.

c. Work closely with program managers to ensure that advertising is placed per recruiting
objectives and that the advertising is effective in generating cost efficient leads.

d. Track all expenditures for newspaper, direct mail and other media advertising; track
responses for newspaper (utilizing tick sheets); analyze results utilizing applicable
reports; make necessary and timely entries in NALTS to update data.

e. Attend all Marketing, Production, and Planning meetings.

f. Submit required reports to N94 as necessary

g. Perform other tasks related to the position or as required by NAVCRUITREG or
NAVCRUITCOM.

h. Develop advertising and marketing plans, identifying objectives, milestones, primary
market priorities, and budget resources required for mission achievement. Amend the
advertising plan as necessary.

i. Place cost effective advertising for newspaper, direct mail and other media. Provide
method of tracking responses (ticks sheets) to LPTA for all newspaper and other media
ads being run.

j. Identify and develop new, improved and authorized advertising and marketing
techniques.

k. Conduct marketing analysis on advertising procedures that indicate key advertising and
program trends; make recommendations for improvement for long range planning or for
alternate advertising based on information collected.

l. Perform quarterly budget reconciling required to assure proper expenditures of federal
advertising funds. Submit reports to N94.

m. Prepare advertising expenditures reports and submits as required to NAVCRUITCOM
N94.

n. Reconcile actual expenditures with planned expenditures and coordinate as needed with
LSO/BA.

o. Receive procurement training for use of government wide purchase card; enter
expenditures in funds administration system.

OUTLINE SHEET 6.2
Local Effective Accession Delivery System (LEADS)

q. Analyze and evaluate newspaper, direct mail, and other media advertising reports with management.

r. Coordinate with other departments to determine trends in market demands toward which the Navy Recruiting District may find it necessary to amend its advertising efforts.

s. Make adjustments to advertising plans based on analysis of ads and leads generated, taking into account goal changes and other marketing factors.

t. Disseminate and file NAVCRUITCOM advertising guidance as appropriate, and promote use of the Direct Mail Guidebook and ADPACK for local advertising needs.

u. Advise on advertising objectives and marketing strategies based on analysis of past performance, current market conditions, and recruiting needs.

v. Administer booth funding per established procedures set forth in Tab C of this chapter.

w. In the temporary absence of the MAO, assume the duties as “Acting” MAO for up to 180 days, until the billet is filled.

x. Coordinate with assigned PNS units on budget matters, policies, planned and actual expenditures of allocated funds.

y. Other duties as assigned by the MAO.

6. LPT Assistant Job Responsibilities

a. Conduct first response on leads generated from inquiries resulting from local newspaper, direct mail, and other media.

   (a) Respond to between 200-300 telephone calls per week and interview callers using a defined set of questions, recruiting sales and objection handling techniques.

b. Complete required forms and call log records (tick sheets) associated with local advertising efforts.

c. Use required screening criteria to determine possible applicant qualifications and forward eligible leads to field recruiters for follow-up action via NALTS.

d. Track leads from initial response to final disposition through NALTS and the recruiter WebRTools and WEBRTOOLS; ensuring NALTS lead records are properly updated.
e. Maintain and import direct marketing lists into NALTS using established procedures set forth in this instruction.

f. Track and coordinate recruiting objectives and action steps in generating awareness of the cultural diversity of officer and enlisted personnel for recruiting goal strategies.

g. Update and maintain student (high school and college) listings and provide updated listing to station recruiters via recruiter WebRT tools and WEBRTOOLS for prospecting purposes.

h. Note: Maximum name lists of 1,500 records per download.

i. (9) Input leads record information into NALTS, process suspected duplicate leads, suppress names that no longer desire contact; enter contract information on applicants that have joined the Navy or Navy Reserve.

j. (10) Maintain file documentation for all leads generated/contracted for audit purposes per this instruction.

k. (11) Review files after prospect processes through MEPS to ensure all validation forms are accurate and match leads records.

l. (12) Ensure proper disposition of leads files after the DEP process is completed.

m. (13) Gather records and provide statistical data to assist the MAO and ADCO in determining the advertising effectiveness for all leads generating programs and Return on Investment (ROI).

n. (14) Other duties as assigned by the MAO and/or ADCO.

7. LEADS contribution.

a. Active Enlisted:

   (1) A combined National and Local LEADS contribution to goal equal to or greater than 34%.

   (2) National Enlisted LEADS conversion rate percentage equal to or greater than 5%.

   (3) Local Enlisted LEADS conversion rate equal to or greater than 5%.

b. Reserve Enlisted. Combined National and Local Enlisted LEADS conversion rate percentage equal to or greater than 5%.
OUTLINE SHEET 6.2
Local Effective Accession Delivery System (LEADS)

c. Active Officer (must achieve two of the three):

   (1) Combined National and Local LEADS contribution to goal equal to or greater than 20%.

   (2) National Officer LEADS conversion rate percentage equal to or greater than 2%.

   (3) Local Officer LEADS conversion rate equal to or greater than 5%.

d. Reserve Officer. Combined National and Local Enlisted LEADS conversion rate percentage equal to or greater than 3%.

8. Types of LEADS.

   a. National LEADS

   (1) Generated by national advertising and received at the Navy Opportunity Information Center (NOIC) / National Navy Recruiting Information Center (NNRIC) in the form of coupons or Business Reply Cards (BRCs), letters, electronic BRCs (from the internet), or input from NNRIC, the toll free call center.

   (2) Within 24 hours of receipt, NOIC electronically transmits all enlisted and officer LEAD files to the database via NALTS web server, for access by the MAO, NAVCRUITSTAs and NAVCRIUTDISTs via RTOOLS.

   b. Local LEADS

   (1) Generated by the district’s LEADS team advertising in the local papers, mail outs that target specific areas (zip codes), high school/college newspapers, magazines, other media (social networking sites) and recruiter canvassing the area utilizing the district’s toll free number.

9. Effective LEADS processing

   a. Recruiters are required to contact applicants with 24 hours of receipt of information.

   b. Provide feedback through RTOOLS within 30 days of initial receipt.

   c. Must attempt a minimum two times daily.

   d. Will remain in the working tickler for four months or until final disposition.

10. Summary and Review

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OUTLINE SHEET 6.2
Local Effective Accession Delivery System (LEADS)

a. A LEAD prospecting is the responsibility of all production personnel. We spend a lot of money targeting the right people to reach our assigned goal. Remember we are looking for the right people (“FIT vs FILL”).

11. Assignment
   a. None

12. Evaluation
   a. None

13. Application
   a. Utilize in your daily recruiting duties
Terminal Objective:

6.3.0 Utilize the Web R-TOOLS System in support of the Navy Recruiting mission.

Enabling Objectives:

6.3.1 Describe basic usage of Web R-TOOLS.

6.3.2 Identify the 8 Market Segment Files in the Web RTOOLS.

6.3.3 State the procedures for the daily use of the Applicant Record System.

6.3.4 Express the procedures for purging/updating the Applicant Record System.

6.3.5 List the sources from which names of prospects are downloaded.

1. Introduction

1. Identifying prior service markets.
   a. The purpose of identifying prior service markets is to locate all qualified prospects in the NAVET & OSVET market.
      (1) NAVETS-Navy Veteran.
      (2) OSVETS-Other Service Veteran.
   b. Compare reservation lists with the PRISE-R Matrix.
      (1) Reservation list-
         (a) Eligible ratings.
         (b) List requirements.
      (2) PRISE-R Matrix-
         (a) PRISE-R Program-Excel spreadsheet with open/closed ratings and conversion criteria.
         (b) Obtain from NRD (Navy Recruiting District) Reserve Quality Assurance Supervisor.
   c. Review WebRTools to identify qualified prospects.
d. Review IRR (Individual Ready Reserve) list.

e. Assess the quality of individuals.
   (1) Determine if the individual is eligible to re-enlist.
   (2) Determine if individual has a waiverable RE (Re-enlistment) Code.

   (1) BNA Report-a list of jobs with individuals assigned to them that have not enlisted.
   (2) Determine if unavailable reservation is on BNA.
   (3) If so, request billet through region.
   (4) Review reservation list and PRISE-R matrix prior to engaging prospect.

g. Identify college and university markets.
   (1) Identify VA representatives (VET Rep).
   (2) Obtain school lists of individuals receiving VA (Veterans Affairs) benefits.
      (a) What % student population receiving active and reserve education benefits.

h. Conduct research to identify organizations that employ/serve veterans.
   (1) Identify places of employment that has a potential for employees who have prior military service.
      (a) Law enforcement offices/organizations.
      (b) Hospitals.
      (c) Work source and employment offices.
   (2) Partner with Navy Officer Recruiter on college visits.

2. Liaising with NAVET and OSVET strategic partners.

a. The purpose of liaising with strategic NAVET and OSVET partners in the community is to create awareness of opportunities available and establish COIs.

b. Strategic NAVET and OSVET personnel.
   (1) NOSC (Navy Operational Support Center) staff.
   (2) Recruiters at other service recruiting stations.
   (3) COIs/VET Reps from TMCs.
c. Establish and maintain working relationships
   
   (1) Establish credibility.
   
   (a) Review reservation list and PRISE-R Matrix.
   (2) Create mutual value.
   
   (a) Understand strategic partner needs and how the Navy can help meet needs.
   (3) Regular contact and follow-up.
   
   – Periodic visits.
   
   – Balance request for assistance with offering assistance.
   (4) Provide, monitor, and replenish appropriate recruiter assistance devices (RADs).

3. Assessing effectiveness of prior service target market centers (TMC).
   
   a. The purpose of identifying prior service markets is to increase effectiveness and efficiency in making mission.
   
   b. Evaluate relationship with the TMC
      
      (1) Is there an established COI/VET Reps?
      
      (a) Has recruiter established mutual value?
      (b) Is there a history of referrals?
   
   c. Review the TMCs ability to generate awareness.
      
      (1) RAD location (placement and type).
      (2) RAD replenishment frequency.
   
   d. Does the TMC host events that will promote Navy Reserve Awareness?
      
      (1) Workforce or college career fairs.
      (2) What is the ROI or potential ROI of event?
      
      (a) Volume of potential veteran attendees.
      (b) Cost to participate
      (c) Referrals generated at past events.
   
   e. EXERCISE- Assessing prior service TMCs.
   a. Align prospecting modes to appropriate time of day.
      (1) Morning- Email and LEADS (Local Effective Accession Delivery System).
      (2) Morning/Mid-afternoon- Area canvassing and college/COI visits.
      (3) Evening- Social media and phone power.
   b. Customize VALOR BBETRR to prior service audience.
      (1) Brand and reputation, benefits, experience, training, resources and relationships (BBETRR).
         (a) Example-
            – Benefits- Reserve Medical Plan.
            – Resources and Relationships- SELRES can assist with reserve benefits and positive reinforcement of rating changes.
         (b) Non-example-
            – Brand and reputation- Is already understood and not a draw to applicant.

5. Affiliating and enlisting Selected Reserves (SELRES) with Navy Operations Support Center (NOSC).
   a. Selected Reserve (SELRES) affiliation - a member of the Navy Individual Ready Reserve, with a remaining incurred obligation, accessing into a pay drill billet with an established drilling unit or Individual Mobilization Augmentee (IMA) billet of the Navy Reserve.
   b. SELRES enlistment- to Navy Veterans (NAVETS), who no longer have a contractual obligation or Other Service Veterans (OSVETS).
   c. To affiliate or enlist a SELRES into the Navy Reserve, the applicant must have:
      (1) A valid physical and
      (2) Been determined to be “physically qualified.”
      (3) An approval from the proper authority.
   d. Post affiliation or enlistment:
OUTLINE SHEET 6.3
Enlisted Navy Veterans And Other Service Veterans

(1) The LPO/LCPO must check the kit for accuracy within 3 working days to ensure timely submission of paperwork to the appropriate NOSC.

(2) Member must drill within two months following the attainment credit month.

(3) The prior service recruiter must acquire a copy of the drill verification and upload it into PRIDEMOD II to complete the process once member has completed their initial drill weekend.

6. Summary and Review
Terminal Objective:

6.4.0 Explain the purpose of the Personalized Recruitment for Immediate and Delayed Enlistment (PRIDE) program and demonstrate how to use the system to enlist applicants into the Navy and its reports functions.

Enabling Objectives:

6.4.1 Define and explain the use of the Program Recruiting Immediate Delayed Entry System.

6.4.2 Define and explain ONE NAVY as it pertains to classification.

6.4.3 Explain PRIDE programs and their functions.

1. Introduction

2. PRIDE Overview.

a. PRIDE is a group of management reports. The program allows for the efficient processing of enlistments while utilizing the Classification and Assignment within PRIDE (CLASP) Program, which is a series of programs which enables the classifier to place the applicant in the “right” job. The system does not provide a quality control point for enlistment or program eligibility. The MEPS staff must do that. NRC’S SOPMAN (CNRC 5400.2 Series) along with the PRIDE User’s Guide (4/92) provides specific guidance.

3. PRIDE Reports.

a. AFEESM. The Armed Forces Entrance and Examining Station Management report is used to report the enleistees that have or have not confirmed outside the cycle of their scheduled enlistment date by NRD or Team Code.

   (1) The report will only search for enlistment reservation records with confirmation dates within the range specified by the user.

   (2) The AFEESM program does not give totals but prints two lines of data on each record found under the specified search criteria.

   (3) Other purposes of AFEESM include:

   (4) List of personnel scheduled to ship by shipping cycle within a month sorted by Ship Day.
OUTLINE SHEET 6.4
PRIDE/ONE NAVY/NETCON REPORTS

(5) Lists all NRD DEP members

(6) Updates as shippers are confirmed, rolled, or cancelled.

(7) MLPO or Shipping PO will utilize this to ensure all shippers are scheduled with the MEPS for transportation to RTC.

(8) This program should be checked daily at the close of business to ensure all shippers of the day have been confirmed. If not, a DAR should be generated either to attrite or roll-out the remaining names on the list.

(9) This must be cleared every day.

b. ATRRPT. The Attrite Report is a tool that is utilized at the Enlisted Recruiting leadership Level to identify and analyze all attrition and roll-outs. Using this report, we can identify trends, whether with a particular recruiter, station, or zone and build a training plan to correct the deficiency. It can also be used comparatively to past attrition to identify time frames when attrition is more likely to occur.

c. ATRSEE. The Attrite See report should be utilized in conjunction with the ATRRPT when doing attrition analysis. It provides the names, programs, Station ID’S, recruiter, classifier, ship date, attrite date, type of attrite, and how the attrite was coded.

d. DELDDD. This report gives you the ability to seat all seats that are not traditional DEP.

e. DEPMAN. Delayed Entry Program Manning. This report lists all types of activity in PRIDE by reservation type. It should be used in conjunction with the NETCON, SOLD, and UNSOLD reports to verify contract numbers.

f. DEPQUAL.

g. GETREC. The Get Record report provides a history of all reservations under a particular SSN, including those that have been cancelled.

   (1) It is used to display the contents of a recruit’s enlisted reservation record.

   (2) The records can be retrieved by using either the Pride Control Number (PCN) or the Team Code and SSN under which the reservation was made.

   (3) Classifiers must put a copy into the applicant’s residual file.

h. NETCON. The New Enlistment Contracts report provides real-time data on the total number of net active and reserve enlistment contracts written during a 13-month period.
OUTLINE SHEET 6.4
PRIDE/ONE NAVY/NETCON REPORTS

The user may request the report to begin with the current month or the prior month. The report can be run for district or region with district totals. It’s run daily to help classifiers focus on placement targets, and to help NRD managers monitor progress throughout the month.

i. QUEST. The QUEST report provides a list of records for applicants in DEP, already shipped, or discharged that fall within certain parameters. Originally designed for use by inspectors. Regions and NRDS should use this report for self-assessment.

j. SOLD. The SOLD report displays all enlistment reservations made under a particular Team Code.

   (1) The program will display a one line listing of each unconfirmed or un-cancelled enlistment reservation under the TEAM Code.

   (2) This report is one of several that will be run at the close of business each day to ensure each new contract is listed.

k. UNSOLD. The UNSOLD report is used to display all enlistment reservations that have been cancelled under a specific Team Code and within a specific period of time.

   (1) Unlike the SOLD report, there are no restrictions on the time period specified by the user.

   (2) For each cancellation the report will display three lines of information.

   (3) This report is run along with the SOLD at the close of shop each day to ensure each contract is listed.

l. ONE NAVY. This report is a combination of all active duty programs (including active duty Navy Reserve programs). These add up to your Shipping Goal. Your Shipping Goal changes every month according to DEP Slope Target (DST). Your ONE NAVY or Shipping Goal will be the net of what you started the month with plus or minus your DST for that month. Use the program PCLOAD to obtain the ONE NAVY report.

4. Summary and Review

5. Assignment
   a. Complete ONE Navy /NETCON exercise and be prepared to discuss in class.

6. Evaluation
   a. CBT
7. Application
   
a. Apply knowledge/skills CRF duties.
8.
Terminal Objective:

6.5.0 Utilize the Web R-TOOLS System in support of the Navy Recruiting mission.

Enabling Objectives:

6.5.1 Describe basic usage of Web R-TOOLS.

6.5.2 Identify the 8 Market Segment Files in the Web RTOOLS.

6.5.3 State the procedures for the daily use of the Applicant Record System.

6.5.4 Express the procedures for purging/updating the Applicant Record System.

6.5.5 List the sources from which names of prospects are downloaded.

1. Introduction

2. Description and use of Web R-TOOLS

   a. Web Recruiting Tools (R-TOOLS): Web R-TOOLS is a web application designed to provide access to prospect data information in an assigned territory.

   b. All NRS’S shall utilize the Web R-TOOLS system. The objective is to maintain a working system for prospecting and follow-up over a period of time, and retain information on each prospect for future application.

   c. The system employs an automated data entry system. It allows for the storage of sales activity, follow-up, contact information, recruiter remarks, blueprint information, and processing data.

   d. Applicant Record Files: Applicant records shall be assigned to market segment files. The market segment files are to be used to organize market segments and store records not actively being worked. All records are automatically stored alphabetically within each market segment.

3. Market Segments:

   a. The “None” Market Segment. This file contains all the available names, male and female, of anyone that has been downloaded from an outside source. This may include name lists of hand-entered records. These records need to be transferred to the appropriate market segment as soon as possible.
b. The “School” Market Segment. This file contains all the available names, male and female, of high school students in the NAVCRUITSTA assigned territory.

(1) These records may be pulled by name, school, graduation year, test scores, gender, and zip code.

(2) Records in this file must be converted to the Work Force file as soon as possible after the graduation date and no later than 1 Sep. The Global Record Change function completes this process.

c. The “College” Market Segment. This file will contain the names of individuals, male and female, currently attending either a 2 or 4-year College for prospecting during holiday and semester breaks.

(1) If a person drops out of college or is not a full-time student, the record will be placed in the work force file or the working tickler for prospecting.

(2) Prospect records of students entering their 3rd year of college will be forwarded to OPO via the Export Records function.

d. The “Work Force” Market Segment. This file will contain all available names of people, male and female, which appear to be out of school and eligible to ship directly to RTC. Name, school, graduation year, test score, gender, or zip code may be used to pull these records.

e. The “Prior Service” Market Segment. This file contains all the names of individuals that have prior active military service. A duplicate copy of this file will be kept in CIRIMS at all times.

f. The “In-Service” Market Segment. This file will contain all the names of individuals who are currently serving on Active Duty in one of the branches of military. This file will be transferred to CIRIMS one year after accession date of DEP member.

g. The “Female” Market Segment. Optional for NRD use.

h. “Inactive” Market Segment. This file will contain the prospect records of disqualified or rejected, male and female, prospects for a period of 5 years from the date of disqualification/rejection.

(1) The LPO/LCPO shall determine during the DPR the specific reason for disqualification/rejection/no further action and note the reason on the applicant record.
(a) The Working Tickler: Each individual’s complete Working Tickler is displayed when the user selects the View/Working Tickler from the menu. The user can use the record query screen to select a given date range within the individuals' Working Tickler.

4. Operation of the System

a. The WEB R-TOOLS system allows records to be scheduled on a specific day from the present to a future day. This allows the LPO/LCPO to operate on a rolling day/month basis, keeping the next 31 days current.

b. A recruiter’s Working Tickler is loaded in accordance with the NAVCRUITDIST goaling letter.

c. The Working Tickler should be loaded on the last working day of the current week for the following week (these should be loaded with records from specific recruiting areas 24-48 hrs. prior to the evolution taking place).

d. The LPO/LCPO should not let any given day build to more than 50 records.

e. Loading The Working Tickler

(1) The LPO/LCPO will select records that have never been prospected or have been idle for a long period of time as designated by the LPO/LCPO.

(2) The LPO/LCPO will review the goaling letter to ensure all sub goals are properly loaded. It is imperative the station is prospecting to achieve all assigned sub goals as well as NCO.

(3) Target the zip code(s) with the highest propensity to enlist first (ensuring quality is monitored). Always work from high to low.

(4) The LPO/LCPO’S primary job is to ensure that the team of recruiters is actively and aggressively working their market.

(a) Qualified but not enlisted (QNE). When an applicant QNE’S, the record will remain in the recruiter’s working tickler for six months. The recruiter will contact the QNE at least once a month during this time frame. The record shall be returned to the pool in the appropriate market segment after six months.

(b) DEP Tracking. The DEP member’s record shall be maintained in the recruiter’s Working tickler. Contact will be maintained and documented on the record through the entire DEP period and RTC graduation.
OUTLINE SHEET 6.5
WEB RTOOLS

(c) Local Effective Accession Delivery System (LEADS). Locally and/or nationally produced LEADS shall be maintained in the working tickler for four months, until contracted or when disposition renders the LEAD non workable, whichever comes first.

(d) Purging the System. The WEB R-TOOLS system shall be purged each time a new name list is received to prevent duplicates. In addition, when graduation occurs, the recruiter shall elevate the level of education from 11S to 12L as soon as possible following High School graduation each year, but no later than 1 September using the Global Record Change function.

(e) Updating the System. Regular updating of the system is critical. Before entering High School records in the system, the LPO/LCPO shall ensure these records do not duplicate existing records. A copy of any list obtained shall be forwarded to LEADS.

(f) Source Codes. WEB R-TOOLS uses an ORIGINAL SOURCE code to indicate the source of downloaded records. The following list contains Original Source abbreviations/codes:

i. RL – Local lead (school and direct mail, newspaper, and other locally generated lead)

ii. RN – National Lead

iii. MO – Mail Out

iv. AS – ASVAB

v. RZ – Prior Service

vi. SS – Selective Service

vii. HS- High School List

viii. RT – Name lists (school lists, DMV lists, etc.)

ix. SN – Social Networking

x. OA – Online Application

xi. PN – Pro-Navy (Generated by a referral by an active duty Navy member)

xii. RP – RAP/HARP/SEMINAR Referral
f. Applicant record retention: Applicant records not previously discussed shall be retained in the appropriate market segment file at least four years from the high school Graduation date (i.e., HS Grad date June 2008, remove record from file 1 July 2012).

g. TABS. There are 10 Tabs of additional information at the bottom of the one screen. They are as follows.

(1) Additional Tab - will be used to export data to the kit and JPASS at a later date.

(2) Sales Activity Tab - describes the various methods that a recruiter can attempt to contact an applicant. This record cannot be deleted and will create an additional attempt with the selected contact type and current date/time each time you click the Submit Sales Activity button on the tab or the Save button at the top of the page.

(3) Remarks Tab - is used to annotate all contact with the applicant and family, as well as any other important information.

(4) Blueprint Tab – The only information required in the Blueprint screen is a BLUEPRINT DATE, LEAD SOURCE and the 7 steps of the PSVP. Also list questions dealing with DRUG, MEDICAL, and POLICE involvement/history.

(5) Medical Tab - is used to enter the physical test result information of the applicant when processing is completed.

(6) Employment Tab - is used to enter the applicant’s employment history.

(7) Tests Tab - is used to enter any related test results information the applicant has taken as a prerequisite to joining the Navy.

(8) Education Tab - is used to enter the high school and college information about an applicant.

(9) Prior Service Tab - is used to enter information for all applicants that have had prior military service. Most of this information is derived from the DD214 or DD215 that the applicant would have received upon separation from a branch of service.

(10) Projection Tab – is used to project applicants for ASVAB and physical through MEPS and project for hotel if necessary.

(11) Feedback Tab - The only records that will contain information in this tab will be records that are in the Database as a result of a "Leads Information Download". On all other records the Tab will remain grey.

5. Summary & review.
6. Application:
   a. None.

7. Evaluation:
   a. CBT.

8. Assignment:
   a. None.
Terminal Objective:

6.6.0 Recognize how Navy Operational Stress Control (OSC) can enhance your ability to prosper physically, emotionally and professionally.

Enabling Objectives:

6.6.1 Identify common sources of stress particular to the military and/or recruiting duty.

6.6.2 Describe indicators of the four phases in the Stress Continuum.

6.6.3 Identify actions for managing stress reactions and injuries and getting help for stress illnesses.

6.6.4 Explain your role in Operational Stress Control.

1. Introduction

2. What is Stress?
   a. The process by which we respond to challenges to the body or mind.
   b. Stress can be positive or negative.

3. Operational Stress Control
   a. Comprehensive approach to prevent, identify & manage the adverse effects of Operational Stress and Stress injuries on the health and readiness of Sailors.
   b. OSC is not just for “operational” commands in the historic sense. It is for all Navy personnel, in any mission, any environment.
   c. OSC seeks to create an environment where Sailors, commands and families can thrive in the midst of stressful operations. Just as world-class athletes gain the winning edge by using every means at their disposal – coaches, trainers, even sports psychologists – our world-class Sailors need to employ every available resource to stay fit, ready and resilient as well as seek assistance for stress reactions early before they become problems.

4. Causes of Stress
   a. The levels of reported stress have shown significant increase in recent years in both the officer and enlisted ranks.
OUTLINE SHEET 6.6
Operational Stress Control (OSC)

b. Of the top ten reported causes of stress Navy-wide, most will still apply while on recruiting duty.

c. Stressors can have different effects on Sailors and their families.

5. Impact of Negative Stress
   a. Irritability
   b. Physical symptoms (migraine, fatigue, weight gain/loss, trouble sleeping)
   c. Decrease in work quality or output
   d. Damaged Relationships (personal/professional)
   e. Compromise of morals or ethics
   f. Depression/Suicide

6. Stress Continuum
   a. The goal of Navy OSC is to get back to Green.
      (1) Ready – Green - To stay mission ready. Keep fit, eat right, relax and balance.
      (2) Reacting – Yellow - To recover and build resilience. Get adequate sleep, talk to someone you trust.
      (3) Injured - Orange - To begin healing. Talk to a chaplain, counselor or medical provider.

7. Scenarios

8. Your Role in OSC
   a. Help build positive relationships
   b. Help to foster trust
   c. Communicate
d. Help others to see the bigger picture

e. Refer to the right resources

9. Resources

a. Shipmate, family member, or command leadership

b. Ombudsman

c. Fleet and Family Support Center

d. Doctor, nurse or other medical staff member

e. Military One Source (www.militaryonesource.com)

g. Navy Operational Stress blog (www.navynavstress.com)

h. Navy Stress Facebook Page (www.facebook.com/navstress)

i. Navy Personnel Command Suicide Prevention (www.suicide.navy.mil)

10. Summary & Review

a. Stress is a fact of life, some stress can actually push us to achieve our personal best, but it’s important to know how to recognize when stress is becoming a problem. Using the Stress Continuum can help you learn more about the signs and symptoms of too much stress, as well as what you can do to help yourself or your shipmates stay healthy.

b. The goal of OSC is to Get Back to Green.

11. Application

a. Apply OSC in all areas of personal and professional life.

12. Evaluation

a. CBT

13. Assignment

a. None
Terminal Objectives:

6.7.0 **Demonstrate** an understanding on resolving issues using hypothetical scenarios that arise in the daily recruiting environment.

Enabling Objectives:

6.7.1 **Describe** different hypothetical issues as a group and resolve the problems using guidelines and references provided.

6.7.2 **Identify** priority issues for the scenarios and provide explanation.

1. Introduction

2. Discussion of hypothetical scenarios as a group and resolving the issues using resources provided.

3. SCENARIO #1

   a. You just took over a new division, transferring in from another district. The following conditions exist:

<table>
<thead>
<tr>
<th>Stations</th>
<th>Recruiters</th>
<th>Market</th>
<th>PQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS AAA</td>
<td>4</td>
<td>3.4</td>
<td>LPO/LCPO is PQS qualified</td>
</tr>
<tr>
<td>NRS BBB</td>
<td>3</td>
<td>2.8</td>
<td>LPO/LCPO is PQS qualified</td>
</tr>
<tr>
<td>NRS CCC</td>
<td>2</td>
<td>1.9</td>
<td>LPO/LCPO is not PQS qualified</td>
</tr>
<tr>
<td>NRS DDD</td>
<td>1</td>
<td>1.1</td>
<td>LPO/LCPO is not PQS qualified</td>
</tr>
<tr>
<td>DIVISION</td>
<td>10</td>
<td>9.2</td>
<td></td>
</tr>
</tbody>
</table>

   (1) 60% of the recruiters are PQS qualified
   (2) 2 recruiters will be checking out next month, the next recruiter checking in is in three months
   (3) ASAD for last quarter was 24%
   (4) Last FY ASAD was 28%
   (5) NCO last quarter was 85%
   (6) So far this FY NCO is 91% (down 11 contracts)
   (7) Conversion at MEPS has been terrible, 68% last month, 70% this quarter
   (8) The doctor at MEPS is killing your conversion, and the EPDS says your division is all screwed up
   (9) Your recruiters spend more time complaining about MEPS than anything else.
(10) In month attrition last month was 20%, 4 out of 20 didn’t ship.
(11) Overall, FYTD attrition is 22%.

b. You have all CPO’s as LPO/LCPO’s;
   (1) They are pretty good leaders but lack teamwork. Their main mode of operation is coercive, working recruiters from 0800 until late in the evening (2100). They take great pride in the fact that they work harder than any other division, despite the fact that they are the worst divisions NCO% for the last 6 months. The workweek always includes Saturdays.

c. You have a conversion rate as follows:
   (1) Interview to NCO overall 6:1
   (2) 11S INT-NC 7:1
   (3) WF INT-NC 4:1
   (4) PDC contracts 11:1 with only three contracts from PDCing in the last 6 months.
   (5) LEADS and phones are your best modes, with an average of 40% LEADS contracts, and 30% phone.

d. There are 2 IG investigations going on in the division; one for fraternization, and the other for processing irregularity.

e. The morale in the division is down and out, people complain all day long about the District and how it is the worse District in Navy Recruiting.

f. The CO and CR have not been in the division for over 6 months, the division is several hours from the NRD and you seldom get visitors. With this independence the division has taken advantage of it and seldom wears covers, often wears civilian clothes even to interviews and to MEPS. Yesterday 2 of your recruiters went on a school visit in PDC gear. There is not PT program in place, three recruiters are grossly overweight and 25% of the division failed the last PRT.
   (a) Most recruiters do not use VALOR. The district trainer lives near your division and she is VIC qualified.

g. Well, it is your division now!

(1) Evaluate and develop a corrective plan. Here are some things to look at:

   (a) What are your priorities?

   (b) What is out of limits, and what is within limits?

   (c) How are you going to fix morale?

   (d) What are you going to do to get the division to 100% by the end of the FY?

   (e) What is your training plan?
OUTLINE SHEET 6.7
Challenged Station-Division

(f) With a 60% recruiter/40% market share split, and a division goal of 18 what are the stations’ goals?

(g) What are you going to do about the lack of military bearing?

4. SCENARIO #2

a. You have just taken over the division. The following conditions exist:

<table>
<thead>
<tr>
<th>Stations</th>
<th>Recruiters</th>
<th>Market</th>
<th>PQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS A</td>
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<td>4.1</td>
<td>Interim LPO/LCPO is not PQS qualified</td>
</tr>
<tr>
<td>NRS B</td>
<td>3</td>
<td>2.5</td>
<td>LPO/LCPO is not PQS qualified</td>
</tr>
<tr>
<td>NRS C</td>
<td>3</td>
<td>2.9</td>
<td>LPO/LCPO is PQS qualified</td>
</tr>
<tr>
<td>NRS D</td>
<td>2</td>
<td>1.9</td>
<td>LPO/LCPO is PQS qualified</td>
</tr>
<tr>
<td>NRS E</td>
<td>2</td>
<td>2.1</td>
<td>LPO/LCPO is not PQS qualified</td>
</tr>
<tr>
<td>NRS F</td>
<td>3</td>
<td>2</td>
<td>LPO/LCPO is not PQS qualified</td>
</tr>
<tr>
<td>Division</td>
<td>17</td>
<td>15.6</td>
<td></td>
</tr>
</tbody>
</table>

(1) 80% of recruiters are PQS qualified.
(2) Will not have any new recruiters checking in until 4 months from now, then you lose 4 of the recruiters you currently have, 2 of which are your top producers.
(3) So far this FYTD, NCO IS 82%.
(4) Attrition FYTD, 22%
(5) The following make up your LPO/LCPO’s:

(a) NRS A- PO2 recently made LPO/LCPO, CPO that was LPO/LCPO was relieved as LPO/LCPO working out of the station as the “admin guy” NCO FYTD 65% (LPO/LCPO has 5 years in the Navy).

(b) NRS B- OS1, 19 years in Navy, been in station for 1.5 years, been LPO/LCPO for 4 months. Besieged with financial problems, creditors calling office, etc. (FYTD NCO 78%)

(c) NRS C-PO2, promoted to LPO/LCPO of new station because he showed signs good leadership as a recruiter. One of the better recruiters in the division. LPO/LCPO FOR 1 YEAR. (FYTD NCO 98%)
OUTLINE SHEET 6.7
Challenged Station-Division

(d) NRS D- PO1, promoted to LPO/LCPO after being in NRS for 2 years. Has some leadership challenges. Is now in charge of the same recruiters that he recruited with. (FYTD NCO 44%)

(e) NRS E- PO2, Great recruiter, lousy LPO/LCPO, problems at home, he and wife constantly arguing on the phone at work, she shows up at office and hangs out, disrupting work. (FYTD NCO 76%)

(f) NRS F- CPO, The only CPO (on production) you have in the division, but she did not support the last division supervisor. She will make goal but on her terms. (FYTD NCO 100%)

(6) Your first week in the division is disastrous:

(a) You go along with your recruiter from NRS E on a home visit. The government vehicle is trashed (McDonalds bags all over, empty soda cans, baby bottles, diapers, etc.). The tires on this same government car are bald, the oil in the engine is black and the car has had no maintenance in a while.

(b) One of your NRS is being investigated for fraudulently enlisting an applicant and one of your recruiters has a paternity suit currently pending against them.

(c) Division best mode of prospecting is LEADS.

(d) The morale in the division is like a roller coaster, one day good, the one next bad. You suspect misuse of government vehicles throughout the division.

(e) LPO/LCPO’s continuously hold attrition and have become infamous for taking last minute attrites.

(f) There is no such thing as ERPMS in this division, R-TOOLS is never updated, and DEP Management is horrendous.

(g) Average DEP meeting is to order Pizza, tell a few sea stories and go home after 20 minutes.

(h) Workday goes from 0900-1700 regardless whether anything has been accomplished.

(7) Same questions as before. After having one week to access your division, what steps or measures are you going to take to fix it?
5. Summary & Review

6. Assignment
   a. None

7. Evaluation
   a. CBT

8. Application
   a. Apply knowledge in daily recruiting activities.