TRAINEE GUIDE

FOR

Enlisted Navy Recruiter Orientation
(ENRO)

S-501-0020

PREPARED BY
NAVY RECRUITING ORIENTATION UNIT (NORU)
385 MILLINGTON AVE
PENSACOLA, FLORIDA 32508

10 March 2015
(With Change 11 Entered 03 January 2018)
# CHANGE RECORD

<table>
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<tr>
<th>Number and Description of Change</th>
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<td>CH-1 Referenced content updated and minor sequencing revisions.</td>
<td>G.A. Jewell CCA/CCMM</td>
<td>06 JAN 2014</td>
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<td>CH-2 Changed sequencing CPR and NP&amp;P. Also Sequencing of PII and Phone Script.</td>
<td>NCCS Corelli Course Supervisor</td>
<td>1 MAY 2014</td>
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<td>CH-3 Revised Lesson 3.3 to comply with CH6 of CNRCINST 1130.8J.</td>
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<td>20 MAY 2014</td>
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<td>CH-4 Added SAPR SD and Active Shooter Lesson Topics; re-sequenced Week 1 and Week 2 lessons accordingly.</td>
<td>NCCS Corelli Course Supervisor</td>
<td>16 DEC 2014</td>
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<td>CH-5 Added Common Recruiting Terms, Acronyms and Abbreviations to Front Matter</td>
<td>G.A. Jewell CCA/CCMM</td>
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<td>CH-6 Revised Lesson 1-10 and Lesson 3.3 to comply with current directives.</td>
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<td>CH-7 Revised Lesson 4-4 to comply with current directives.</td>
<td>NCC Zorda ENRO MOD IV CS</td>
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<td>CH-8 Revised Lessons 3.1 through 3.8 to comply with current NRC directives</td>
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<td>CH-9 Re-sequenced and revised Lesson content to reflect current NRC directives</td>
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<td>CH-10 Replaced Chart the Course Lesson 1.1 with Full Speed Ahead Lesson 1.1.</td>
<td>Glenn Jewell, Dir. of Learning</td>
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<td>CH-11 Added ASVAB Career Exploration/Picat Lesson to Week 4. Added Social Media / Cyberspace Recruiting Lesson to Week 3.</td>
<td>LT J. N. Kyzer Learning Standards Officer</td>
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SECTION 2.0
SECURITY AWARENESS NOTICE
*****************************************************************************

This course does not contain any classified material.

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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

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 **Describe** Navy Recruiting Command’s (NRC) mission and the Enlisted Program Recruiting Chain of Command

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

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

1.5.0 **Demonstrate** the basic life support (BLS) steps required for certification by the American Heart Association.

1.6.0 **Describe** the dangers that can be encountered during an active shooter event, actions to be taken by personnel in the event area and actions expected to be taken by Emergency Response Personnel.

1.7.0 **Identify** sound financial management techniques to reduce financial problems while on recruiting duty.

1.8.0 **Describe** the proper driving techniques used to manage driver visibility, time and space while operating a motor vehicle.

1.9.0 **Explain** the fundamentals of effective listening; how to prepare for listening; how to listen effectively; how to overcome barriers to listening.

1.10.0 **Demonstrate** the use of rapport and identify verbal and non-verbal communication skills while interacting with others.

1.11.0 **Explain** the purpose and message behind the current Navy brand and how it relates to and is used in Navy Recruiting.

1.12.0 **Explain** the Navy’s Opportunities and the Navy’s Advantages with regards to Navy Active Duty and Navy Reserve opportunities.

1.13.0 **Apply** the VALOR sales process by recalling each of the four VALOR sales phases.
1.14.0 **Apply** the four R’s of objection-handling to resolve specific prospect objections. Identify uses for the Interview Overlay.

1.15.0 **Identify** uses for the Valor sales overlay.

1.16.0 **Conduct** a simulated recruiting “cold-call” utilizing the phone prospecting script in a classroom role-play.

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

2.2.0 **Define** the qualities of a Navy Recruiter.

2.3.0 **Describe** Fair Share Allocation, and the Station Market Analysis Review Techniques (SMART) system to identify where quality markets exist.

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

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

2.6.0 **Explain** the relationship between Recruiting Production Management System (RPMS) and long term recruiting success.

2.7.0 **Explain** how to conduct an effective Daily Production Review (DPR).

2.8.0 **Explain** the NRC Privacy Program requirements as outlined in DoD Directive 5400.11, COMNAVCURITCOMINST 5211.4 (Series), COMNAVCURITCOMINST 1130.8 (Series) and COMNAVCURITCOMINST 1131.2 (Series) as it pertains to Officer and Enlisted recruitment and processing.

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

2.10.0 **Explain** how to effectively recruit utilizing Social Media.

2.11.0 **Explain** Naval Special Warfare/Naval Special Operations (NSW/NSO) within Navy Recruiting Command.

3.1.0 **Identify** the responsibilities of a Navy Recruiter, and the proper ethics and conduct while serving on recruiting duty.

3.2.0 **Determine** applicant qualifications for enlistment utilizing the COMNAVCURITCOMINST 1130.8 (Series) Volume II
3.3.0 **Demonstrate** a general knowledge of all forms and documents required to complete and process an applicant’s enlistment/affiliation package in the Navy/Navy Reserve.

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

3.5.0 **Determine** program requirements for enlistment into the Active and Reserve components of the Navy using the COMNAVCRUITCOMINST 1130.8 (Series) Volume IV.

3.6.0 **Complete** error free JPAS/SF86 for applicants enlisting into the United States Navy to ensure proper processing.

3.7.0 **Explain** the relationship between the ASVAB Career Exploration Program and recruiting success in schools. Explain the PiCAT Testing procedures for recruiting and applicant access.

4.1.0 **Define** the philosophy and basic components of the Recruiting Team Incentives and Awards Program in accordance with CNRC directives.

4.2.0 **Identify** an effective and productive Delayed Entry Program (DEP) Program in accordance with COMNAVCRUITCOMINST 1130.8 (Series) Vol. V.

4.3.0 **Define** the Recruiter Training Pipeline in accordance with NRC directives.

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

4.5.0 **Explain** the function of the Delayed Entry Program Tool Kit and Training Folder.

4.6.0 **Describe** features and benefits of the Navy COOL program.

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

4.8.0 **Describe** the importance of creating a prospecting plan to target female markets.

4.9.0 **Describe** the importance of creating a prospecting plan to target NAT markets.

4.10.0 **Describe** the importance of creating a prospecting plan to target High School student markets.

4.11.0 **Demonstrate** the ability to perform a sales call using the skills learned in MOD I.

4.12.0 **Demonstrate** the ability to perform an interview using the skills learned in MOD I.

4.13.0 **Demonstrate** the ability to perform a home visit and effectively communicate with influencers using the skills learned in MOD IV.
4.14.0 **Demonstrate** the ability to perform a 72hr Indoctrination, using the skills learned in MOD IV.

4.15.0 **Describe** the importance of being able to perform a DEP meeting. Explain the purpose, requirements and benefits of conducting an effective DEP meeting.
### SECTION 6.0 COURSE MASTER SCHEDULE

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## MOD I (WEEK 2)

### Day 1

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### Day 2

- PT 2.5 Physical Training 24:3

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### Day 3

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### Day 4

- PT 2.5 Physical Training 24:3
- Exam 1.0 MOD I Exam 24:1
- Admin 0.5 End of Week Critique 24:1

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### Day 5

- Admin 0.5 Uniform Inspection 24:1

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## MOD IV (WEEK 5)

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### Day 2

| -        | PT     | 2.5      | Physical Training               | 24:3  |
| 4.4      | Instruction | 0.5  | Ethics RQAT Report Overview     | 24:1  |
| 4.5      | Instruction | 1.0  | DEP Toolkit/DEP Training Jackets | 24:1  |
| 4.5      | Demo   | 0.5      | DEP R-Tools/ Quarterdeck Familiarization | 24:1  |
| 4.6      | Instruction | 1.0  | Navy Cool                       | 24:1  |
| 4.7      | Instruction | 1.5  | VALOR Coaching                  | 24:1  |
| 4.8      | Instruction | 1.0  | Capstone Female Prospecting     | 24:1  |

### Day 3

| 4.9      | Instruction | 1.0  | Capstone NAT Prospecting        | 24:1  |
| 4.10     | Instruction | 1.5  | Capstone High School Presentations | 24:1  |
| 4.11     | Instruction | 0.5  | Capstone Phone                  | 24:1  |
| 4.12     | Instruction | 0.5  | Capstone Interview              | 24:1  |
| 4.13     | Instruction | 0.5  | Capstone Home Visit             | 24:1  |
| 4.14     | Instruction | 0.5  | Capstone 72 HR Indoc            | 24:1  |
| 4.15     | Instruction | 1.0  | Capstone DEP Meeting            | 24:1  |
| -        | Instruction | 1.0  | End-of-Week Review              | 24:1  |

### Day 4

| -        | PT     | 2.5      | Physical Training               | 24:3  |
| -        | Exam   | 2.0      | Final Exam                      | 24:1  |
| -        | Admin  | 0.5      | End of Course Critique          | 24:1  |
| -        | Admin  | 0.5      | MRI Turn-in                     | 24:1  |
| -        | Admin  | 1.0      | OIC/SEL Ethics Brief            | 24:1  |
| -        | Admin  | 1.0      | Graduation Rehearsal            | 24:1  |
| -        | Admin  | 2.0      | Student-Instructor Question/ Answer Session | 24:1  |
| -        | Admin  | 0.5      | Cleaning Stations               | 24:1  |

### Day 5

| -        | Admin  | 0.5      | Muster                          | 24:1  |
| -        | Admin  | 1.0      | Graduation                      | 24:1  |
## SECTION 7.0 RECRUITING TERMS, ACRONYMS AND ABBREVIATIONS

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<td>Aviation Certification Examination Screening</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 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.

1. Introduction

2. Purpose

   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 (B12F), 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?

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(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.

3. 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

4. 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

5. Module 3: INITIATIVE

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

6. 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?
7. 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?

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

9. Evaluation
   a. CBT

10. Assignment
    a. None.

A. Trainee Support Material:
   1. Trainee Guide

Instructor Preparation:

A. Review Assigned Trainee Material

B. Training Materials Required:
   1. NRC Facilitator’s guide
   2. SAPR D power point presentation
   3. SAPR NRC video
   4. White Board and dry erase markers
a. State name and topic.

b. Display NRC SAPR Stand down Power Point.

c. Present NRC SAPR D video.
Terminal Objective:

1.2.0 Describe Navy Recruiting Command’s (NRC) mission and the Enlisted Programs Recruiting Chain of Command.

Enabling Objectives:

1.2.0 Identify the mission of Navy Recruiting Command.

1.2.1 Identify the NRC Enlisted Programs Recruiting Chain of Command.

1.2.2 Explain the use of the Chain of Command.

1.2.3 Utilize the enlisted Chain of Command through class structure.

1. Introduction

2. Navy Recruiting Command’s Mission is to recruit the best quality men and women to resource the world’s greatest Navy. To do this, we must:

   a. Maintain an effective, motivated recruiting force.

   b. Develop a consolidated, strategic organization.

   c. Execute best business practices.

3. NRC Responsibilities:

   a. Navy Recruiting Command (NRC) is responsible for recruiting all first enlistment men and women for active duty, and active duty for training, in enlisted and officer programs, and for recruiting prior service veterans for continued active duty service in the U.S. Navy and Full Time Support (FTS) Navy Reserve. Navy Recruiting Districts (NRDs) are strategically placed throughout the nation to effectively cover all areas. Each District is divided into Divisions. Each Division contains several Navy Recruiting Stations.

4. Navy Recruiting District (NRD) Chain of Command:

   a. Commanding Officer (CO) - COs have overall responsibility for the command. The primary mission of the CO is to ensure the NRD achieves all assigned requirements, by category, for each month and year.
b. Command Master Chief (CMC) - CMCs are the principal enlisted advisor to the Commanding Officer. CMCs formulate and implement policies concerning morale, welfare, discipline, job satisfaction, training and assignment of enlisted personnel. The Command Master Chief takes precedence over all other enlisted members within the command and has direct access to the Commanding Officer. When directed by the Commanding Officer, the CMC represents the Navy and the command at community and civic functions.

c. Executive Officer (XO) - XOs have the traditional responsibility as second in command, and are responsible for coordination and supervision of the NRD. The XO shall actively participate in the operation of the NRD. The XO is assigned as the Training Officer.

d. Enlisted Programs Officer (EPO) - EPO serves as the Enlisted Programs Department Head and ensures attainment of qualified applicants for enlistment into the United States Navy through the supervision of assigned personnel and application of assigned resources. The Department Head is responsible for processing of all enlisted applicants.

e. Officer Programs Officer (OPO) - OPO serves as the Officer Programs Department Head and ensures attainment of qualified applicants for commissioning into the United States Navy through the supervision of assigned personnel and application of assigned resources. The Department Head is responsible for processing of all officer applicants.

f. Chief Recruiter (CR) - The CR serves as Recruiting Operations Department Leading Chief Petty Officer. The CR executes the command-training program for all production/processing personnel and manages, supervises and coordinates the use of all NRD resources, training and systems to attain recruiting goals. The CR serves as the primary enlisted advisor to the Commanding Officer and Recruiting Operations Officer in matters pertaining to production and personnel. He/she is responsible for knowing and being able to perform the functions listed in the Enlisted Recruiter, Officer Recruiter, Leading Petty Officer, Divisional LCPO and Assistant Chief Recruiter job descriptions.

g. Officer Assistant Chief Recruiter (O-ACR) - O-ACR serves as an Assistant Department Leading Chief Petty Officer and trains, mentors and develops Division Officers, Divisional LCPOs and Officer Recruiters. He/she assists in the coordination of all NRD training resources and systems to attain officer recruiting goals. The O-ACR assists the Chief Recruiter in all matters pertaining to officer production and is responsible for knowing and being able to perform the functions listed in the Officer Recruiter, Enlisted Recruiter, Divisional Leading Chief Petty Officer, Leading Chief Petty Officer/Leading Petty Officer and Training Officer job descriptions.

h. Enlisted Assistant Chief Recruiter (E-ACR) - E-ACR serves as an Assistant Department Leading Chief Petty Officer and trains, mentors and develops Division Officers, Divisional Leading Chief Petty Officers and Special Programs Recruiters regarding all enlisted missions. He/she assists in the coordination of all NRD training resources and systems to attain enlisted
recruiting goals. He/she assists the Chief Recruiter in all matters pertaining to enlisted production and is responsible for knowing and being able to perform the functions listed in the Officer Recruiter, Enlisted Recruiter, Leading Petty Officer, Divisional LCPO and Training Officer job descriptions.

i. Division LCPO/LPO - DLCPOs train, mentor and develop all divisional personnel. They also lead, manage and coordinate the use of all Navy Recruiting systems and resources to ensure sufficient numbers of qualified applicants to meet mission requirements and are responsible for knowing and being able to perform the function listed in the Leading Chief Petty Officer/Leading Petty Officer (LPO), Enlisted and Officer Recruiter job description.

j. Station LPO/LCPO - Through leadership, LPOs/LCPOs train and develop Sailors and lead, manage and coordinate the use of all Navy Recruiting Station (NRS) systems and resources to ensure sufficient numbers of qualified applicants to meet mission requirements. He/she is responsible for knowing and being able to perform the functions of a Recruiter.

k. Recruiter - Recruiters work directly for the LPO/LCPO and are responsible for the recruitment of all potentially qualified personnel within his/her assigned territory.

5. Summary and Review.

6. Application:

a. The Recruiter through Chief Recruiter positions will be duplicated in the class structure.

7. Evaluation:

a. CBT

8. Assignment:

a. None.
Terminal Objective:

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

Enabling Objectives:

1.3.1 **Identify** common sources of stress particular to the military and/or recruiting duty.

1.3.2 **Describe** indicators of the four phases in the Stress Continuum.

1.3.3 **Identify** actions for managing stress reactions and injuries and getting help for stress illnesses.

1.3.4 **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.
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.


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 to Get Back to Green.

11. Application

a. Apply OSC in all areas of personal and professional life.

12. Evaluation

a. CBT

13. Assignment
OUTLINE SHEET 1.3
OPERATIONAL STRESS CONTROL

a. None
OUTLINE SHEET 1.4
FITNESS AND NUTRITION

Terminal Objective:

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

Enabling Objectives:

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

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

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

1.4.4 Explain how to avoid common initial training injuries.

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

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

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, 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.

         (a) Leg Press/Squat Machine
         (b) Leg Extension

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OUTLINE SHEET 1.4
FITNESS AND NUTRITION

(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.

(1) Refer to NRC FN reduce risk of injury is shown below. This exercise sequence and should be conducted between 3 to 6 days per week. As with any

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 \rightarrow Good Nutrition
- How well it is tuned \rightarrow Exercise
- How much drag factor \rightarrow Excess Weight

a. Some helpful guidelines to follow:
OUTLINE SHEET 1.4
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.
(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) \[ \text{WBGT} = (\text{WBT} \times 0.7) + (\text{Air Temperature} \times 0.3) = ____ \]

8. Summary & Review

9. Evaluation

a. CBT

10. Application

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

11. Assignment

OUTLINE SHEET 1.7
FINANCIAL AWARENESS/GOVERNMENT LEASE HOUSING

Terminal Objective:

1.7.0 Identify sound financial management techniques to reduce financial problems while on recruiting duty.

Enabling Objectives:

1.7.1 Describe the reasons for financial problems.

1.7.2 Explain how to improve or enhance an individual’s financial health.

1.7.3 Describe the Government Leased Housing program.

1.7.4 Calculate your personal income using the Financial Planning Worksheet.

1. Introduction

2. Operational commanders have identified financial issues as having a direct impact on readiness and retention. Management of personal finances presents an increasing challenge to Navy members and their families. The lack of basic consumer skills and training in how to manage finances can set the stage for financial difficulty. Other contributing factors that contribute to financial difficulties are:

   a. High cost of living in some areas in the United States and overseas.
   
   b. Prevalence of easy credit and predatory lenders
   
   c. High pressure sales tactics
   
   d. Clever advertising techniques that include internet ads
   
   e. Undisciplined buying
   
   f. Consumer rip-offs

3. In many cases financial problems have had a serious negative impact on Navy members and their families as well as a debilitating effect on operational readiness, morale and retention.

4. Personal Financial Management is a quality of life program. A service member and the Navy have a joint responsibility to address personal financial obligations. Members have an obligation to discharge their just financial debts in a timely fashion and meet financial needs of their families. Commanding Officers (CO’s) have a responsibility to encourage financial responsibility and sound financial planning.

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5. Government Leased Housing (GLH) program

   a. Recruiting personnel are often assigned to locations where housing costs are not adequately documented and supported by the Basic Allowance for Housing (BAH), and where military housing is not available within a reasonable commuting distance. In some cases, recruiters are required to pay far more out of pocket expenses for housing costs than their peers in the "Fleet."

   b. To improve housing quality of life for recruiters and their families, Navy Recruiting Command arranged with the Army Corps of Engineers to procure leased housing in conjunction with the Naval Facilities Engineering Command Family Housing Headquarters.

   c. The following information outlines the procedures for applying for this highly successful Quality of Life program:

      (1) Member fills out the GLH Application online

      (2) Application goes to the member's NRD.

      (3) Command certifies member is qualified and forwards application request to NRC.

      (4) NRC reviews, approves and coordinates funding and forwards to the District Army Corps of Engineers Realty Specialist.

      (5) The Army Corps of Engineers determines fair market value, locates home, contacts member and signs the lease. They have a 30 day deadline from receipt of application.

   d. Web Site information for applications can be found at: www.cnrc.navy.mil/eligibility.htm.

      (1) NRC GLH Point of contact is:
          Peter Atkins (901) 874-7325
          peter.atkins@navy.mil

6. Summary and Review

7. Application:

   1. None
OUTLINE SHEET 1.7
FINANCIAL AWARENESS/GOVERNMENT LEASE HOUSING

8. Evaluation:

   1. CBT
Terminal Objective:

1.9.0 **Explain** the fundamentals of effective listening; how to prepare for listening; how to listen effectively; how to overcome barriers to listening.

Enabling Objectives:

1.9.1 **Describe** the difference between listening and hearing.

1.9.2 **Recognize** the three elements of active listening.

1.9.3 **List** the rules for effective listening.

1.9.4 **Explain** the six barriers to effective listening.

1.9.5 **Identify** the four ways of maintaining effective listening skills.

1. Introduction

2. The difference between hearing and listening is that:
   a. Hearing is MECHANICAL.
   b. Listening is MENTAL

3. Three elements of active listening:
   a. In order to become a good listener, you must develop your Self-Discipline.
   b. Build your awareness of when you are listening and when you are not.
   c. Develop the skills you need to be a more effective listener.

4. Rules for effective listening:
   a. Show in a physical way that you are listening.
   b. Have an open mind. Give feedback.
   c. Be genuinely interested.
   d. Do not prejudge.
LISTENING

e. Listen for what is not being said.

f. Use silence as a creative tool.

g. Take smart, simple notes.

5. Six barriers to effective listening:

a. External distraction: Events in the immediate surroundings that divert your concentration; e.g., telephones ringing, other conversations in the same room, etc.

b. Hard-to-listen-to speakers: Customers who are difficult to listen to or understand; e.g. prospects who speak with accents of unusual mannerisms or gestures.

c. Encountering the unfamiliar or unexpected: Something unfamiliar or unexpected that you don’t understand; e.g. a customer that has a problem that is completely new to you, or who has a situation you are unfamiliar with.

d. Putting one’s own point of view first: Caring more about what you have to say than what the customer has to say; e.g. feeling the urge to argue, disagree, or take over the conversation.

e. Lack of readiness to listen: A physical or mental state that makes you unable to listen at full efficiency; e.g. fatigue, anxiety, personal distractions, etc.

f. Selective Listening: Listening too intently can distract from comprehension (becoming a transcriber), and listening too sparsely prevents thorough understanding.

6. Overcoming barriers to listening:

a. Remove the barrier if you can: Go to another room. Have all telephone calls held and try to eliminate the source of noise or distraction.

b. Listen through it: Refocus your attention and “rev-up” your concentration to eliminate the effects of the barrier to your listening.

7. Four ways to maintain levels of listening:

a. Use verbal behavior to “rev-up” your attention and concentration. Ask questions, offer your own observations and periodically summarize what has been said so far. This will force you to pay attention to the speaker.
b. Use nonverbal behavior to your advantage. Lean forward in your seat, assume a positive posture, nod and give other nonverbal signals to the speaker that indicates your attention. If possible, change positions or get up and walk around for a moment.

c. Use the mental exercise of envisioning or imagining. Imagine that you have to report back to your boss on exactly what is being said and agreed to in this meeting. Imagine yourself in a crisis, and channel the energy boost that you get into this situation.

d. Try talking to yourself, saying things such as: “Come on, pay attention. This is important. I really need to understand this.”

8. Summary and Review

9. Application
   a. Use skills in daily recruiting activities

10. Evaluation:
   a. CBT

11. Assignment:
   a. None
OUTLINE SHEET 1.10
RAPPORT

Terminal Objective:

1.10.0 Demonstrate the use of rapport and identify verbal and non-verbal communication skills while interacting with others.

Enabling Objective:

1.10.1 Describe rapport to include: purpose, with whom a recruiter should establish rapport, and how to establish rapport using the FORM technique.

1. Introduction

2. Purpose of Rapport
   a. Purpose of rapport: To get the customer listening to and liking you.

3. Establishing and Maintaining Rapport
   a. The primary tool in establishing and maintaining rapport is to ask open-ended questions.
   b. The primary rule in making a favorable impression is to forget about you completely.

4. How to establish rapport:
   a. First impressions are important; people normally make their first judgment about someone they’ve just met within the first 7 seconds. That is not long to impress the prospect, but a professional appearance, warm greeting, and genuine smile can make a positive effect.

5. FORM—the acronym FORM stands for:
   a. Family: Discuss with your prospect his/her immediate family.
   b. Occupation/Organization: What occupational interest does your prospect have?
   c. Recreation: What recreational activities are your prospects interested in?
   d. Mutual Acquaintances: Whom do both you and the prospect know?

6. Some other ideas for rapport/conversation topics:
   a. Items of mutual interest
   b. Mutual acquaintances (especially Future Sailors)
   c. Exhibits

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d. Curiosities

7. Rules of Conversation: Even though the conversation step of the sale is highly individualized, there are a few rules everyone should follow:

   a. Listen carefully providing verbal and physical feedback.
   b. Smile—be relaxed and pleasant.
   c. Do NOT smoke.
   d. Don’t handle your prospect.
   e. Watch your prospect’s body language (be aware of yours).
   f. Do not challenge your prospect’s beliefs.

8. The success of any program depends on the rapport that is established between the parties concerned. You are dealing with a professional element of our society and marketing an intangible product. A professional approach is critical.

9. Summary and Review

10. Application:

    a. Apply skills in daily recruiting activities.

11. Evaluation

    a. CBT and Sales Lab

12. Assignment:

    a. None.
Terminal Objective:

1.11.0. **Explain** the purpose and message behind the current Navy brand and how it relates to and is used in Navy Recruiting.

Enabling Objectives:

1.11.1. **Explain** the meaning of the current Navy brand.

1.11.2. **Describe** ways in which the Navy brand is to be used in Navy Recruiting.

1.11.3. **Identify** authorized Navy brand resources available to Navy Recruiters.

Topic Outline:

1. Introduction

2. Navy Recruiting slogan history.
   c. “Live the Adventure” (1986-1988)
   d. “You are tomorrow, you are the Navy” (1988-1990)
   e. “Full speed ahead” (1990-1996)
   g. “Accelerate Your Life” (2001-2009)
   i. “America’s Navy - Forged by the Sea” (2017-Present)

3. With all the different taglines the Navy has had over the years it has made it hard on Navy Recruiting to educate potential recruits due to inconsistency.
4. NRC released its current brand “America’s Navy – Forged by the Sea” in Dec 2017. It is 
designed to attract and ultimately enlist or commission new recruits and officers – a call to 
serve that draws on generations past and present who value service before self.

a. Sailor inputs were the force behind selecting a brand that shows Navy efforts around the 
globe in order to accurately communicate the core essence of Navy life to the public.

b. The new brand was tested among groups of Sailors, potential recruits, veterans, and 
influencers. Survey results validated that the themes were seen positive, authentic and 
motivating.

c. The brand is designed to inspire Future Recruits, Build a strong brand story, and Enhance 
internal Pride. Several months were spent getting these concepts correct and checking 
and re-checking.

5. All Navy Leaders, including the Recruiting Force, should brand all their communication 
products and reference the brand in all speeches and presentations to internal and external 
audiences.

a. Current brand should be on all official material such as business cards, advertising 
products, RADs, social networking sites etc.

b. Brand should be utilized when creating local or personal materials such as surveys, 
handouts, professional social media pages etc.

6. All Navy branding material including access to links for Navy Social Media websites can be 
found at the Navy Recruiting Command portal.

7. Summary & Review

a. It is vital that recruiters in the field understand the Navy brand and are able to 
communicate and model its message in our daily activities as we spread Navy awareness.

8. Assignment

a. None

9. Evaluation

a. CBT

10. Application

a. Use and model the Navy Brand in all areas of recruiting activities.

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OUTLINE SHEET 1.12
NAVY OPPORTUNITIES AND ADVANTAGES

Terminal Objective:

1.12.0 **Explain** the key Navy opportunities and advantages with regards to Navy Active Duty and Reserve opportunities.

Enabling Objectives:

1.12.1 **Identify** the 6 categories of Navy’s Opportunities: Brand & Reputation, Benefits, Experience, Training, Resources, and Relationships (BBETRR).

1.12.2 **Describe** relevant Navy’s Advantages associated with the 6 categories of Navy’s Opportunities: Brand & Reputation, Benefits, Experience, Training, Resources, and Relationships (BBETRR).

1. Introduction

2. The Navy is the most diversified branch of the military services. The possible opportunities that we can offer interested prospects are almost endless. To organize these opportunities into something that the Navy Recruiter can communicate to prospects, we have identified 6 categories of Navy’s Opportunities. Under each category, specific Navy’s Advantages are listed to support the category.

a. Categories of Navy’s Opportunities. The definition of Navy Opportunities is: How the Navy enables the prospect to solve his/her problems and achieve his/her plans. The purpose of identifying the Navy’s Opportunities is: To collaborate with the prospect on how best to solve his/her problems and achieve his/her plans.

(1) Brand & Reputation is defined as: How the Navy provides a rich tradition and embodies the core values of “Honor, Courage, and Commitment”.

(2) Benefits are defined as: How the Navy provides benefits and services during and after his/her service.

(3) Experience is defined as: How the Navy helps prospects grow and do things not otherwise possible.

(4) Training is defined as: How the Navy works with the prospect to acquire skills he/she needs.

(5) Resources are defined as: How the Navy provides technology and infrastructure to help the prospect meets his/her wants and needs.
OUTLINE SHEET 1.12
QUALITIES OF A NAVY RECRUITER

(6) Relationships are defined as: How the Navy helps the prospect be enriched by new relationships.

3. Navy’s Advantages. The definition of the Navy’s Advantages is: How specific the Navy’s Opportunities exceed options the prospect is considering. The purpose of explaining the Navy’s Advantages is to help the prospect understand the navy’s competitive advantages.

a. Brand & Reputation. The specific Navy’s Advantages that apply to Brand & Reputation include but are not limited to the following: Uniform, Pride of Belonging, and Navy Heritage.

b. Benefits. The specific Navy’s Advantages that apply to Benefits include but are not limited to the following: Education, VA Loans, and Tricare.

c. Experience. The specific Navy’s Advantages that apply to Experience include but are not limited to the following: Worldwide Travel, MWR, and Adventure.

d. Training. The specific Navy’s Advantages that apply to Training include but are not limited to the following: RTC, OJT, “A” School, NKO, BUDS.

e. Resources. The specific Navy’s Advantages that apply to Resources include but are not limited to the following: High Tech Equipment, Navy Rank Structure.

f. Relationships. The specific Navy’s Advantages that apply to Relationships include but are not limited to the following: Networking, Fraternities, and CPOA.

4. Summary and Review

5. Application

a. Apply knowledge in daily recruiting activities.

6. Evaluation

a. CBT

7. Assignment

a. Complete Opportunities and Advantages Homework
OUTLINE SHEET 1.13
VALUE-ORIENTED RECRUITING (VALOR) SALES PROCESS

Terminal Objective:

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

Enabling Objectives:

1.13.1  Describe in sequence the four VALOR sales phases.

1.13.2  Associate three key words used to understand each sales phase (What, When & How).

1.13.3  Demonstrate Sales Starters.

1.13.4  Define the three W’s.

1.13.5  Describe the four types of discovery questions

1.13.6  Apply discovery questions to the VALOR sales conversation.

Topic Outline:

1. Introduction.
   a  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 ever because they can search the internet for just about anything. They also expect quick responses, and they thrive on connection and communication.

   b  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

   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
   a  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).

7. The VALOR Four-Step 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
VALUE-ORIENTED RECRUITING (VALOR) SALES PROCESS

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>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVES</td>
<td>NSW/NSO</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, 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.
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

   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 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.

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.
OUTLINE SHEET 1.13
VALUE-ORIENTED RECRUITING (VALOR) SALES PROCESS

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, websites, and testimonials).

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. Evaluation
   a. CBT

32. Application
   a. Apply in your duties as a Navy recruiter.
OUTLINE SHEET 1.14
VALUE-ORIENTED RECRUITING (VALOR) OBJECTION-HANDLING

Terminal Objective:

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

Enabling Objectives:

1.14.1 Summarize prospect objections (Apathy, Doubt, Confusion, Obstacle).

1.14.2 Summarize the four R’s (Recognize, Relate, Realize, Respond).

1. Introduction

a. 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:

(1) 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.

(2) RELATE – empathizing with the prospect by restating what you head for clarification and conveying that you appreciate how the prospect feels.

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

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(4) 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?"
OUTLINE SHEET 1.14
VALUE-ORIENTED RECRUITING (VALOR) OBJECTION-HANDLING

(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
OUTLINE SHEET 1.14
VALUE-ORIENTED RECRUITING (VALOR) OBJECTION-HANDLING

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

   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.
d. 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 1.15
VALUE-ORIENTED RECRUITING (VALOR) INTERVIEW OVERLAY

Terminal Objective:

1.15.0 Identify uses for the Interview Overlay.

Enabling Objectives:

1.15.1 Describe the VALOR sales flow utilizing the Interview Overlay.

1.15.2 Apply VALOR sales to conversations with influencers.

1.15.3 Describe the applications of the Interview Overlay.

Topic Outline:

1. Introduction.
   a 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.

   b 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 1.15
VALUE-ORIENTED RECRUITING (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.

(3) Examples of PRESSURE questions:

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

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

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OUTLINE SHEET 1.15
VALUE-ORIENTED RECRUITING (VALOR) INTERVIEW OVERLAY

(4) 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.

   (2) Standard OPPORTUNITY statement:

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

   (3) Standard ADVANTAGE statement:

       (a) “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?”

   (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.
OUTLINE SHEET 1.15
VALUE-ORIENTED RECRUITING (VALOR) INTERVIEW OVERLAY

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

a Proficiency Lab
Terminal Objective:

1.16.0 Conduct a simulated recruiting “cold-call” utilizing the phone prospecting script in a classroom role-play.

Enabling Objectives:

1.16.1. Identify the steps in the Phone Prospecting script in accordance with (IAW) the COMNAVCRUITCOMINST 1130.8(Series)

1.16.2. Explain the use of each step of the phone script during a phone prospecting attempt.

1.16.3. List three reasons to phone prospect and why planning is essential.

1.16.4. Explain how to win the prospect’s commitment.

1. Introduction.

2. Telephone Prospecting is a valuable time saver for prospecting. This method allows a recruiter to contact the most prospects in the least amount of time.

   a. Primary purpose. The primary purpose of the phone call is to make contact with the prospect and obtain an appointment. When contact is made, sell the prospect on an appointment, not on the Navy. If the applicant is unavailable and a family member answers the phone, try to find out as much blueprinting information as possible.

   b. Authority to buy. Authority to buy refers to the prospect's ability to make the decision to enlist without the need to consult another person. Seventeen year old prospects do not have the authority to buy, as they need parental consent. The recruiter’s question need to be rephrased, i.e., "What do your folks think about your coming down to see a recruiter today?" Age however is not the only criteria for authority to buy. Many prospects, 18 years of age and older, rely on advice from others before making major decisions. Generally, authority to buy can be determined by asking the question, “Is there anyone you need to consult before making a decision?” A recruiter should not halt the interview process because the prospect does not have the authority to buy. The prospect’s lack of authority to buy simply informs the recruiter that the sale will probably not be made at the end of the sales presentation. The recruiter have to conduct a POINTS plan and make additional presentations to other significant individuals and/or the prospect, or rely on the prospect to sell the Navy opportunity to their significant other. Although this is not a recommended method, the recruiter must take caution to ensure all the prospect’s questions are answered in a manner that the prospect can thoroughly explain opportunities, advantages and unique value of the Navy without the recruiter being present.

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c. An interview to sell the Navy occurs once the recruiter gets face-to-face with the prospect. There are three factors that will affect the degree of effectiveness and ultimately the results achieved from telephone prospecting:

(1) Preparation
(2) Planning
(3) Technique

d. Considering the amount of prospecting that is conducted over the phone, time spent preparing for phone prospecting is absolutely necessary.

(1) A positive mental attitude is of equal importance.
(2) Consider every contact a potential contract.

e. Have the supporting tools readily available:

(1) Telephone Script
(2) Contact Lists
(3) Computers
(4) Blueprinting Forms

f. Establish a relaxed and quiet office environment that is conducive for making telephone calls and minimizes disruptions and distractions.

(1) Five principles of phone prospecting
   (a) Chain yourself to the desk. (Not literally)
   (b) Set a time limit and adhere to it.
   (c) Don’t let anyone or anything disturb you.
   (d) Use the telephone because you believe the prospect will benefit from your phone call.
   (e) Don’t stop on an unsuccessful attempt, stop on success.

3 Planning and scheduling

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a. Identifying the market to be contacted and the best time to call that market is extremely important in improving the quality and success of phone prospecting.

b. Once phone prospecting is scheduled, every effort shall be made to meet the target activity. Every effort must be made to schedule phone prospecting during the hours when it can be accomplished and will have the most impact on your target market.

c. To schedule prospecting without a definitive time frame for accomplishment is not effective planning and will minimize results.

d. Proper planning requires examining each steps:

   (1) Confirmation. To verify you are speaking with the right person.

   (2) Courtesy Statement. Establishes rapport with the person answering the telephone. The courtesy statement is used to convey to the prospect that you realize a phone call is an interruption.

   (3) Identification. This step identifies the recruiter to the person answering the phone.

   (4) Create Interest. This step is to immediately use the rapport you have established to further show the prospect why he or she should be interested in meeting with you face to face.

   (5) Ask for the Appointment. This is the objective of the sales message. Be direct, ask for what you want. “Would today or tomorrow be more convenient for you?” Always use the alternate choice method; either proposal is to your advantage.

   (6) Ensuring the Appointment. To decrease the “no show” rate, the appointment should be made at a location convenient for the applicant. The ideal location for the interview is your NRS. Literature, films, testimonials, etc. are readily available for your utilization.

   (7) Privacy Act/ Blueprinting

   (8) Ask for referrals

   (9) Confirm Commitment

   (10) Closing
4. Summary & Review
   a. Today we have discussed how to request an appointment on the phone. By learning the purpose of screening, asking for referrals and closing the call on the phone.

5. Application
   a. Apply in daily recruiting activities

6. Evaluation
   a. CBT

7. Assignment
   a. Practice role plays in preparation for phone lab.
Terminal Objective:

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

Enabling Objectives:

2.1.1 Describe basic usage of Web R-TOOLS.

2.1.2 Identify the 8 Market Segment Files in the Web R-TOOLS System.

2.1.3 List the sources from which names of prospects are procured.

2.1.4 Demonstrate the procedures for entering new record into Web R-TOOLS system.

2.1.5 Demonstrate the procedures for entering blueprint information into Web R-TOOLS system.

2.1.6 Demonstrate the procedures for entering appointment and interview information into Web R-TOOLS system.

1. Description and use of Web R-TOOLS.

a. Web Recruiting Tools (Web 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.

e. 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.
OUTLINE SHEET 2.1
WEB R-TOOLS

2. 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.

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.

d. The “Work Force” Market Segment. This file will contain all available names of people, male and female, who 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.

f. The “In-Service” Market Segment. This file contains all the names of individuals who are serving on Active Duty in one of the branches of military.

g. The “Female” Market Segment. Optional for NRD use.

h. The “Inactive” Market Segment. This file will contain the prospect records of disqualified/rejected, male and female, applicants for a period of five years from the date of disqualification/rejection.

3. Source Codes. Web R-TOOLS uses an original and LEAD source codes to indicate the source the records. The following list contains LEAD Source abbreviations/codes:

   (a) PH – Phone
   (b) PD – Personally developed contact
   (c) SN – Social Networking
   (d) RD – DEP referral
   (e) RA – Applicant Referral
   (f) RN – National LEAD
   (g) RL – Local LEAD
OUTLINE SHEET 2.1
WEB R-TOOLS

(h) OA – Online Application
(i) WI – Walk-in
(j) RI – School/counselor referral
(k) RS – Other service referral
(l) PN – Pro-Navy
(m) RP – RAP/HARP/SEMINAR referral

4. Entering a New Record.
   a. Refer to R-TOOLS handout for entering a new applicant.
   b. Enter a new applicant and select enter.
   c. Fill out page 1 information with applicant basic information.

5. Entering basic blueprint information for a new applicant.
   a. Refer to R-TOOLS handout for entering applicant blueprint information.
   b. Blueprint Tab contains specific physical and circumstantial information about the applicant that may or may not be a special situation to consider before the applicant will qualify to be accepted into the Navy.

6. Sales Activity Tab - This function shall be used every time a recruiter makes an attempt, attempt and contact, contact and appointment, maintenance call or any type of DEP contact.
   a. Refer to R-TOOLS handout for entering new appointment and interview information.
   b. VALOR Data obtained during an interview and utilizing the overlay will be documented. Fillable VALOR information is as follows: Pressures and Plans along with Advantages and Unique Value. Objections can be documented in the fillable block: Apathy, Doubt, Confusion and Obstacle. A pull-down menu with the six types of Navy Opportunity Value completes the tab.

7. Summary & Review:
   a. Discussed Web R-TOOLS and some of its applications, to include:
      (1) Market Segments
      (2) Source Codes
      (3) Entering new applicants in the system
      (4) Entering basic blueprint information
      (5) Inputting new appointment and interview
8. Application:
   a. None

9. Evaluation
   a. None

10. Assignment
    a. None
OUTLINE SHEET 2.2
QUALITIES OF A NAVY RECRUITER

Terminal Objective:

2.2.0 Define the qualities of a Navy Recruiter.

Enabling Objectives:

2.2.1 Explain how applying psychology of sales, including the Law of Psychological Reciprocity, will enable Recruiters to understand the mental process of the applicant as well as their own thoughts and emotions during the interview.

2.2.2 Explain the positive traits that make recruiters effective and traits that can hinder a recruiter’s ability to sell the Navy to an applicant.

1. Introduction

2. Psychological Aspects of Recruiting
   a. Understanding and applying the psychological aspects involved in sales and the recruiting process helps us to understand ourselves, as well as other people, and is fundamental to recruiting success.
   
      b. When an applicant has a need, there’s a reason. Sometimes the reason is another need, a need behind the one that’s initially expressed. The why behind the need is usually a larger goal the customer wants to accomplish and is often related to:

         (1) Finance
         (2) Life performance or productivity
         (3) Image
         (4) Personal productivity

   c. The law of Psychological Reciprocity

      (1) Professional recruiters understand that if we give our prospect credit for his or her intelligence, then he or she is mentally and morally bound to give us credit for ours.
      (2) We must not challenge our prospect’s beliefs. We tailor our presentations to our prospects beliefs and desires.

3. Qualities of a Professional Navy Recruiter

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QUALITIES OF A NAVY RECRUITER

a. Empathy

   (1) Ability to perceive what other people are feeling and to relate to them in their frame of reference.

   (2) It bears directly on a salesperson’s ability to identify the customer’s interests and needs and to be sensitive to their reactions.

b. Drive

   (1) A motivational force that makes goal attainment important.

   (2) Recruiters with drive like to win for the sake of winning. It is very important to these recruiters to make their customers do what they want them to, JOIN THE NAVY!

c. If a recruiter has both empathy and drive it means that they:

   (1) Have an interest in people and a genuine desire to help them, thinking of them as more than just a number.

   (2) Are generally able to establish rapport and gain credibility because of his or her sales ability to relate to people and win their confidence.

   (3) Can relate to the prospect’s frame of reference and therefore tailor their presentations to reflect the prospect’s needs and interests.

   (4) Have a feel for his or her territory and what will sell there. Has enough personal motivation so that they can work on their own, coping with the strain of monthly goal, being the “forgotten person”, and any perceived neglect up the line.

   (5) Enjoy recruiting and accept the challenges it presents.

   (6) Are motivated to be a good prospector and make the extra effort necessary to bring in the contract.

   (7) Are able to handle concerns and any negative public image of the Navy because of their belief in themselves (his or her abilities and inherent worth) and the Navy.

4. Positive Traits of a recruiter: Outstanding recruiters are willing to be 24-hour recruiters. They will sell the Navy anywhere, and every time there is an opportunity.
QUALITIES OF A NAVY RECRUITER

a) They know their area and take the time to travel it. They get to know people and develop productive sources for finding qualified prospects. They actively cultivate centers-of-influence in the community.

b) They view referrals as the most important source of prospecting.

c) They find school activities and school lists a vital source of prospects. Work their schools thoroughly, taking time to develop relationships with coaches, counselors, teachers and others that may be a source of prospects.

d) They continuously visit areas where young people tend to gather such as sporting events, fast food restaurants, bowling alleys, pool halls, video game stores, community centers, country stores or even gas stations in rural areas. They are not afraid to talk Navy to anyone they encounter.

e) An outstanding recruiter always follows up on prospects until a disposition is obtained.

f) They make good use of the telephone to schedule appointments with prospects. They do not pressure but are firm in trying to get commitments to an appointment. They memorize the phone script to maximize effectiveness on the telephone.

g) They are good at asking thought provoking questions. They possess a feel for people and use their Valor selling skills.

h) An outstanding recruiter listens versus talking. They take the time to interpret what they hear before formulating a sales plan.

i) They know the Navy and how to explain it in terms that the prospect can understand.

j) They tailor their approach and presentation to fit an individual’s interest and needs. They identify how the Navy can satisfy an applicant’s needs.

k) They are not intimidated by applicant concerns. They are eager to handle concerns or objections to ultimately get prospects to see how joining the Navy could be beneficial.

l) And finally the professional Navy recruiter sees the win as logical and natural conclusion to their interviews as well as practice to improve their winning techniques.

m) The Science of Selling can never be an exact one. There are however, certain attributes that we know can lead to success. What characterizes a truly professional recruiter as opposed to the non-professional? Professional recruiters think of their prospects First, Last and Always.
5. Negative Traits: The following characteristics were judged by buyers to be bad enough to make them not want to buy.

   a. Disbelief. Watch out for the following signs of disbelief and take immediate action to prevent the spread of these negative traits.

      (1) Disbelief in selling someone:
          a) Recruiting is 36 one month tours.
          b) Recruiting is a numbers game.
          c) No one joins the Navy out of that area.

      (2) Disbelief in the Navy:
          a. Product knowledge is unimportant.
          b. Do not personally recommend the Navy.
          c. Does not take time to educate themselves on Navy opportunities (i.e. NKO, Navy.com, Reserves)

      (3) Disbelief in Navy Policy:
          a) Points out inaccuracies or makes derogatory remarks.

      (4) Disbelief in your supervisors or C.O.C.:
          a) Making the designated leadership scapegoats and otherwise showing contempt for the Chain of Command.

      (5) Disbelief in yourself:
          a) Lack of confidence and competency in themselves and their own abilities.
          b) Insincerity in promises, boasts etc.
          c) Avoid certain customers for fear of rejection or that you would not be able to sell them.

      (6) Not Caring:
          a) Do not stay healthy or complain about it.
          b) Unprofessional demeanor during an interview to include use of profanity, inappropriate jokes or comments, etc.
          c) Unsightly appearance: Unsatisfactory uniform, hair, nails, or even bad breath or body odor.
          d) Excessive alcohol consumption, weight control problems, chain smoking, maintaining an unorganized workspace, vehicle cleanliness.

6. Summary & Review:

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OUTLINE SHEET 2.2
QUALITIES OF A NAVY RECRUITER

7. Application:
   a. Apply skills in daily recruiting activities

8. Evaluation
   a. CBT

9. Assignment:
   None
Terminal Objective:

2.3.0 **Describe** Fair Share Allocation, and the Station Market Analysis Review Techniques (SMART) system to identify where quality markets exist.

Enabling Objectives:

2.3.1 **Define** the term “marketing” as it pertains to Navy Recruiting Command.

2.3.2 **Describe** demographics in terms of the target market population of Military Available, Upper mental groups, Non-prior service and diversity markets.

2.3.3 **Name** the systems used to identify “quality markets”.

2.3.4 **Explain** the purpose of each section of the SMART System to include the value of the SMART System in developing recruiting market strategies.

1. Introduction

2. Marketing in the Navy recruiting environment consists of identification and analyzing processes to help us recruit the local population with available resources. The basic idea is to find out where our market is and develop a plan to reach it.

   a. Market Analysis is critical to mission success by assisting recruiters in identifying and analyzing their market area; it pinpoints sources of potential quality and quantity prospects.

3. Marketing Environment

   a. Demographics is a term used to cover statistics related to a human population including size, density, distribution, economy, employment, and other statistics.

   b. Demographic data in Navy recruiting is organized by zip codes. Zip Codes are combined to establish Navy Recruiting Stations. Navy Recruiting Stations are combined to establish divisions and divisions are combined to establish the Navy Recruiting District.

   c. The One Navy market population consists of individuals of recruitment ages 17-34 years for Active Component (AC) and 18–39 for Reserve Component (RC) 17 year old applicants may enlist with parental consent. High school seniors may enlist in the following Reserve Component programs: NAT (New Accession Training) and FTS (Full Time Support).
d. The Military Available market for (AC) is divided into three categories:

1. Primary Market. 17-21 Years of age. The applicant is in high school or has dropped out of high school and is attending an accredited post-secondary school.

2. Work Force Market. 17 – 34 Years of age. The applicant is not attending school.


(4)

e. The Military Available market for (RC) is divided into one primary category and two secondary categories:


f. New Contract Objective (NCO). The Navy requires that the majority of accessions be Upper Mental Group (UMG), those who attain a 50 percentile or above AFQT. Lower mental group enlistments must be High School Diploma Graduates (HSDG’s).

(1) Mental Groups
   (a) TSC I-A 93 – 99
   (b) TSC IIA 65 – 92
   (c) TSC IIIA 50 – 64
   (d) TSC IIIB 31 - 49

(2) Quality vs. Quantity. Research shows that applicants in Category A (HSDG and TSC I-IIIA) show greater performance potential and reduce risk of attrition.

(3) Nuclear and Priority Rating Recruiting. Navy Recruiting Districts are goaled with certain sub-goals, including priority ratings. Recruiters are encouraged to recommend the Nuclear Field and Priority Ratings to all applicants they perceive to qualify.

(4) Gender Market (Female). The Quality female market is increasingly important for the NRD, particularly with strict controls by gender. Frequently, the fraction of females taking the ASVAB is low and the STEAM data on the quality market is limited to males.
(5) Diversity Markets. A Navy priority is to recruit a diverse workforce. Considerable emphasis is placed on locating the diverse quality markets.

(6) Diversity Goal- Because a Navy Recruiting Station may be assigned special program and diversity goals, these market segments must also be identified.


   a. STEAM is the tool used to ensure that each recruiter and Navy Recruiting Station has a fair share of the market and goals are fairly assigned, based on the market available. A fair share of the Market is defined.

   b. Primary source of data used to identify the recruiting market potential. The key purpose of STEAM is to assist the NRD in assigning recruiting assets to the right recruiting markets. The number of recruiters assigned to a station should be consistent with the station size, and is determined by the Recruiter Assignment Factor (RAF).

   c. Recruiter Assignment Factor (RAF) translates the NRS market share into a recruiter share. The table below outlines the business rules for NAVCRUITSTA manning.

   ![Table: STEAM MANNING BUSINESS RULES]

<table>
<thead>
<tr>
<th>RAF (VALUES)</th>
<th>NAVCRUITSTA MANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1.8</td>
<td>1 - Recruiter</td>
</tr>
<tr>
<td></td>
<td>(Note: NAVCRUITCOM guidance is that NAVCRUITSTA Territory supporting only 1 Recruiter is a candidate for a Part-time Office (PTO) or possible realignment and consolidation with another NAVCRUITSTA)</td>
</tr>
<tr>
<td>1.81-2.80</td>
<td>2 - Recruiters</td>
</tr>
<tr>
<td>2.81-3.80</td>
<td>3 - Recruiters</td>
</tr>
<tr>
<td>3.81-4.80</td>
<td>4 - Recruiters</td>
</tr>
<tr>
<td>&gt; 4.81</td>
<td>5 or more Recruiters</td>
</tr>
<tr>
<td></td>
<td>(Note: NAVCRUITCOM guidance is that NAVCRUITSTA Territory supporting more than four Recruiters is a candidate for realignment and potential new NAVCRUITSTA)</td>
</tr>
</tbody>
</table>
d. The current version of STEAM is known as WEBSTEAM. It is web based and allows users to quickly access/assess market research data in making resource decisions. It provides a visual/graphical map-based interface of the resulting market data, as well as an extensive reporting feature.

Simply described, STEAM is a systematic analysis of the district.

(1) Establishes NRS boundaries by zip code.

(2) Assists in locating the target market in quantity, quality, mental category, and ethnicity.

(3) Determines Market Share.

e. STEAM Reports. The reports in STEAM provide the user with many levels of output on demographic and production related data. The standard reports are:

(1) History Report – contains information from the current year plus the previous 3 years by zip code. The information is formatted as Navy contracts compared to the sum of all services contracts written.

(2) Quality Report – contains information on the diversity upper mental group (A Cell) individuals located in each zip code.

(3) Population Report – contains demographic information (education, race, age, etc) on individuals by zip code.

(4) Totals Report – a snap shot of all frequently used information and is totaled for use as a quick reference.

5. Station Market Analysis and Review Technique (SMART)

a. The SMART system was designed to identify where the quality market can be found and where target market center locations are.

b. It shows where recruiting resources are and where emphasis should be placed to achieve the best results.

c. The data produced by the STEAM process provides the majority of the information needed for the SMART system.
(1) The SMART system consists of 5 PARTS:

a. Department of Defense (DOD) All Service Accession Data (ASAD).

(1) The ASAD report is issued by DOD from information received from MEPCOM. The current DoD All Service Accession Data (ASAD) report with statistics from the previous quarter shall be retained as part of the SMART system. All Service Accession Data shall be retained current year, plus previous two years.

(2) The report contains enlistment and accession data by zip code, including quality and quantity information.

(3) ASAD is useful in analyzing trends of market potential and areas where the Navy and other recruiting services have been successful in generating quality contracts and accessions. It becomes an easy task to pinpoint zip codes where additional emphasis is needed or where a recruiter is having exceptional success. This report lets you compare your success with the other services.

b. Goal Recap Sheets.

(1) The Goal Recap Sheet can be used as either a spreadsheet or a paper record of goals and attainments and is updated monthly to provide a valuable “at-a-glance” evaluation of a station, division, or district.

(2) The data entered into the Goal Recap Sheet will provide a quick reference for where emphasis must be placed for a station to get on track to meet fiscal year goals.

(3) The current copy of the NRS Goal Recap sheet is maintained at the station level along with two previous fiscal years.
c. DEP Status Board. Utilized to maintain a twelve-month rolling picture of the delayed entry pool.

(1) As an individual enters the DEP, his/her name, high school, ship date, program information and recruiter’s name is entered in dry erase marker on the DEP Status board. They are now referred to as Future Sailors.

(2) For incentive purposes, the accession block on DEP Status Board tracks DEP referrals.

(3) The DEP Status board will be placed in a prominent location visible to both applicants and DEP members.

(4) Blocks at the top of the DEP Status board should be completed as follows:

   (a) School Year-to-Date Will Grad (SYTD WG) Target – total number of grads assigned to as a target within the NRS. The Chief Recruiter will assign the percentage total of the "will grad” market for the station.

   (b) SYTD WG ATT – total number of "will" grads attained for present school year.

   (c) DEP accessions – number of new contracts to date for the current month.

   (d) TOTAL DEP – Total number of individuals in the DEP pool.

(5) The following color code will be indicated on the board with a legend

   (a) GREEN- All NSW/NSO Future Sailors

   (b) RED- All Female Future Sailors

   (c) BLUE- All High School Male Future Sailors

   (d) BLACK- All Work Force Male Future Sailors

d. High School/Community College Data Sheet.

(1) The High School and Community Colleges are your prime sources of market identification. It is crucial that you maintain a positive and consistent working relationship with each school in your territory. Establish a School Data Sheet for each high school and community college in your territory. The data sheet shall be a word or excel document maintained on desktop or portal at station level.
e. School Of Area Responsibility (SOAR):

   (1) The combination of zip codes and high schools comprise a School of Area Responsibility (SOAR). A NAVCRUITSTA will be broken down into areas equal to the number of recruiters assigned to the NAVCRUITSTA and documented on a “recruiter territory breakdown” sheet, exhibit 030201, for each recruiter.

6. Summary & Review

7. Application

   a. Apply in daily recruiting activities

8. Evaluation

   a. CBT

9. Assignment

   a. None
Terminal Objective:

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

Enabling Objectives:

2.4.1 **Describe** the ten main modes of prospecting to include PH, PD, RA, RI, RC, RD, RL, RN, OA and SN.

2.4.2 **Explain** how to prepare for and initiate the various modes of prospecting.

2.4.3 **Demonstrate** how to cultivate Centers of Influence (COI) and referrals.

2.4.4 **Identify** the purpose of the various Recruiter Assistance Devices (RAD) and other tools used in prospecting.

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.

3. Principal modes of prospecting. The following is a list of the ten modes of prospecting:

   (a) **PH – Phone prospecting.** Phone prospecting is a way to contact the greatest number of prospects in the shortest amount of time. You must plan your phone call and mentally prepare yourself to project the proper image.

   (b) **PD – Personally Developed Contacts (PDC).** A PDC is a method of prospecting an individual with whom the Recruiter initiates conversation for the purpose of determining whether or not he/she is a candidate for the Navy.

   (c) **RA – Applicant Referral.** Recruiters should always ask for referrals from applicants even if they don’t end up joining the Navy.

   (d) **RI – Center of Influence (COI) Referral.** This is a referral obtained from a COI that you have developed. It is important to maintain relationships with your COI’s and not just demand referrals.

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(e) RC – School Counselor Referral. This is a referral obtained from a school counselor.

(f) RD – Referral from Future Sailor in Delayed Entry Program. All successful recruiters utilize their future sailors in their prospecting plan.

(g) RL – Local Lead. These are leads generated from advertising processed through the Navy Recruiting District (NRD) Leads department.

(h) RN – National Lead. These are leads generated from advertising processed at the national level. Cyberspace.....................

(i) OA – Online Application. These are individuals that have started an application online for entrance into the Navy.

(j) SN – Any prospect generated from efforts through Social Networking. Examples of this would be a prospect you made initial contact with through Facebook.

4. PDC prospecting. PDC prospecting is done while physically canvassing your assigned territory. Anyone is a potential prospect, a COI, or even a source of immediate referrals. There is an art to PDC prospecting and it involves the skills you will learn in VALOR.

(a) Make sure you go out in the right frame of mind. You have to show that you’re open and approachable. Take advantage of opportunities rather than walking right by potential prospects.

(b) Smile, it’s contagious.

(c) Identify who you are and your purpose.

(d) Prepare and use a courtesy statement to establish rapport. The purpose of establishing Rapport is to: Get them listening to and liking you!

(e) Create interest with the people you’re engaging. Build rapport and state the value to talking to you if you encounter apathy.

(f) Some other things to consider with PDC:

(1) Participate with the people you’re trying to enlist. Join local groups, serve as an advisor or attend a function in the community.

(2) Display genuine interest in the people you meet. Be tactful and have a conversation rather than jumping right into “Do you want to join the Navy?”
(3) Make sure you bring a good supply of business cards and some small giveaway items. For each card you give get a name and number in return. This helps with follow-up and updating the database to get dispositions on those that are qualified and not qualified.

(4) When you are conducting your SOAR beyond just the school visit are your arrivals and departures on schedule? Do your planned times seem to be realistic? In other words, do you seem rushed at some stopping points and needlessly loitering at others? Are the times effective? If planned activity cannot be accomplished due to lack of prospects or COI’s, ask proprietors what times are more apt to produce the crowds you are looking for.

(5) Friend-Finding. Sometimes recruiters are intimidated by PDCing because they are looking for people to join the Navy. To help yourself become more confident and comfortable with approaching strangers, try friend-finding first. Get a wheel book or other small notebook and head out to your territory. The goal is for you to meet people and introduce yourself as a Navy representative. Ask open-ended questions to find out a little about each person you meet. After each meeting, make appropriate notes in your wheel book. As an example: Kyle Becker works afternoons at Pizzeria, likes baseball, plays first base for Milton High School, and has a brother in the Navy. Now, the next time you approach this individual, it will not be as a stranger. Instead you have some readymade conversation starters and can move on to the idea of an appointment or request for referrals. All the friend-finding efforts should not be limited to potential prospects. Approach potential COIs the same way. Somehow, going out to find a friend of the Navy is not nearly as awe-inspiring as going out to find someone to enlist.

(6) 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.

Look at the following scenario which shows a recruiter on a typical canvassing trip to his territory.
5. 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 COIs 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.

6. 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...
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description. Each individual the recruiter meets or comes in contact with is a potential source of referrals.

(a) Applicant Referral – RA. Every applicant should be tasked with providing referrals during the interview. The key to obtaining referrals from applicants rests with the way the recruiter asks for them. The recruiter must let the applicant know exactly what they are looking for and help the applicant in the process of remembering names of friends, families, co-workers, or anyone the applicant believes will benefit from the opportunities the Navy offers.

(b) DEP Referrals – RD. Effective recruiters obtain positive results from prospecting their future sailors. It goes without saying that recruiters should make this an organized activity.

(1) Let future sailors help with blueprinting. If the future sailor knows the prospect, this is considered third party reference. This is reassuring because pertinent information is obtained on a prospect and it is no longer considered a cold call.

(2) Recruiters should ensure that future sailors understand that they can earn advancement through referrals that access into the Navy.

(a) Recruiting Referral Recognition Program Request NAVCRUIT 5305/1 is used to submit awards recommendations under this program.

(b) Members may qualify for recognition if, during the period of eligibility, they refer the required number of applicants to a Navy recruiter and the referrals enlists in an USN or USNR enlisted program.

(3) Recognize what you can expect from a future sailor in regards to asking for referrals. Conducting a proper DEP will build unit cohesion. Proper mentoring of your future sailor will not only prepare them for RTC but produce quality referrals. In a later lesson you will learn how to conduct a proper Delayed Entry Program but for now think about what you can do beyond recognition and awards to encourage future sailors to provide referrals to you.

(a) Ask – But you should ask the right way. Rather than just saying “You got someone to join the Navy?” use an approach that will gain more information about a group of people instead of just one name and number.

(b) When conducting a mentoring contact with a future sailor who is a high school senior, ask about particular classes they are taking or groups that they belong to. Have them note the people around them and give you some details about them. For instance:
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“Who sits to the left or right or behind you in Algebra II?” Once you get a name ask: “Are they as smart as you? Do you know if they’re athletic?” If it appears to be someone potentially qualified you may ask: “What other classes do they have with you? Are they doing well in those classes too?”

Asking these questions will help you discover information about their friends and acquaintances. Then you can sell them on the benefits of continuing to look for qualified prospects the entire time they are in DEP.

(c) School Counselor Referral – RC. The single most important activity the individual recruiter performs is becoming an expected, welcome, and useful presence in the school and its activities. Every student, faculty member, or person on the administrative staff from custodian to principal/dean, should know who the Navy recruiter is and perceive him/her as a natural part of the school educational environment. They are in the position to have frequent contact with a large part of your primary market. They are also involved with helping these young people plan their futures.

(1) Some counselors may want to push every student toward continued education. Recruiters should educate the counselors on the excellent training and educational opportunities offered by the Navy. Make sure they are kept up to date on information that will meet their goals as well as ours. By providing Armed Services Vocational Aptitude Battery (ASVAB) information and analysis, updates on past graduates who have enlisted, and support for school activities, recruiters can build rapport that will enhance their referral business.

(2) A bit of personalized rapport can go even further. Use your imagination to find out counselors’ birthdays and send them a card each year. Thank-you cards for any special assistance can make a hit.

(3) Keep in mind that recognition is not as frequent in the educational community as you may be used to in the Navy. Those letters of appreciation and commendation can be important in increasing counselors’ support of Navy recruiting. Imagine the surprise of counselors who have not been too helpful in the past when the letter of appreciation is delivered by the recruiter, framed and ready for hanging. They may decide there are some ways they can help after all.

(d) Center of Influence (COI) Referral – RI. Whether they are attached to a school or not, COI’s should never feel as though they are being used. Recruiters shall make it a habit to thank COI’s every chance they get to make them feel part of the team. They are very interested in the applicant they referred to the Navy, if they weren’t they would not have referred them to begin with. The most important thing for the recruiter to remember about COI’s is the more of them that are cultivated, the more people are working for the
recruiter, and the better chances the recruiter has of getting referrals that can potentially become contracts.

(e) Drilling Reservist. Drilling reservists are excellent prospect sources. Spend time during the drill weekends visiting with the reservists and asking for referrals. Remember the reservist have a wide range of contacts, because they are heavily involved in the civilian community for the other 28 days.

7. Referral Follow-up, Feedback, and Recognition. The best way to continue getting referrals from any source is to be sure to follow up immediately, provide feedback, and give timely recognition.

(a) When you receive a referral do some blueprinting to include a good time to reach the prospect and the best way to contact them.

(b) Follow up and contact the prospect as soon as possible.

(c) After contact has been made, get back to the source of the referral to let them know the outcome. If the referral results in a contract, a request for referral recognition (NAVCRUIT 5305/1) should be submitted immediately.

8. Leads. Advertising is aimed at generating qualified leads for recruiter follow-up. Aggressive recruiter follow-up of sales leads and referrals is essential in converting leads into new contracts. Your use of promotional items and continuous PDC prospecting in your area creates Navy awareness and will aid in the creation of leads.

(a) Local Leads – (RL). As discussed earlier these leads are mainly produced from advertising done by the NRD Leads Department usually from blind ads in local newspapers. The important thing to remember about leads generated through advertising is that the prospect is interested in a job and training but not necessarily the Navy.

(1) Recruiters may not purchase advertising themselves. Recruiters are prohibited from making mass mail outs.

(b) National Leads – (RN).

(1) Leads are a result of M&A expenditures at the national level and include CYBERCHAT, national direct mail, national email, requests for information from Navy.com, NIMITZ/BURKE displays, job board postings, and Cost Per Lead buys.

(a) Gross Leads flow into NALTS, are filtered for suppressions and duplications, and the remaining Program Eligible Leads (or PELs – typically around 93%) are then routed to the IOstudio call center in Nashville. This is one of many functions
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NRC pays our advertising agency to provide. Call center reps (civilian contractors, but nearly all of them are prior military recruiters) recontact the Leads and blueprint them for interest level, program of interest, and basic qualification (education, medical, criminal, citizenship, etc). ONLY those leads who are qualified and interested (about 30% of the PELs) are then routed to RTOOLS and pushed to the field. These leads are told to expect a call from a recruiter within 72 hours. Info collected during blueprinting is put into the NALTS COMMENTS section which will transfer into the REMARKS section in RTOOLS for the field Recruiter’s awareness.

(b) The feedback tab in RTOOLS will show source code (ex. National Direct Mail, or Navy.com) to let the field Recruiter knows where the LEAD originated

(c) Even though these prospects have been blueprinted by an outside source, recommend verifying the blueprint information to ensure they are qualified.

(d) CYBERSPACE is an N9 division manned by trained Navy recruiters who take initial questions via online Chat on Navy.com, encourage the chatter to then transition to a phone call, and during this phone call interested prospects are blueprinted using the same scripts used by the IOstudio call center. Qualified and Interested CYBER national leads are then sent directly to the field.

(e) Leads are screened and blueprinted by recruiters in Cyberspace for information such as police involvement, GPA, and medical issues. That info is put into the NALTS COMMENTS section which will transfer into the REMARKS section in RTOOLS for the field Recruiter’s awareness.

(f) The feedback tab in RTOOLS will show source code (ex. CYBER CHAT) to let the field Recruiter knows where the LEAD originated.

(g) This helps to provide the field Recruiters with pertinent information and talking points to make it easier to build rapport with the prospect.

(h) Pre-screen leads for the recruiter based on information available on the response card.

(i) The local recruiter’s NRD address, phone number, and the hours the NRD is open are included in the letter

(c) Online Application – (OA). Individuals start an application to join the Navy online from Navy.com which is essentially self-screening and blueprinting. They are sent through NALTS to the appropriate Navy Recruiting Station via the applicant’s zip code and
program of interest. OA’s are different than RN’s because they know they are applying for entrance into the US Navy. They are NOT simply requesting more information.

9. Marketing 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.

(b) Recruiter Assistance Devices (RADs). They support the Recruiting process and are designed to perform the following:

(1) Fulfillment items – Are in response to direct mailing or other advertising efforts. Recruiters are not to use these items as part of their sales inventory.

(2) Lead generating – Items that generate interest and get a response.

(3) Awareness items – Assist in promoting Navy awareness in the community.

(4) Transition items – Reinforce the Future Sailor’s decision to join the Navy and help him/her prepare for RTC.

(5) Sales Closing – Contain detailed information to help the Recruiter or Classifier close the sale. This information should only be given to serious applicants.

(6) Recruiting Aid Devices (RADs) lead the prospect to the next logical step in the Recruiting process by providing appropriate information and encouraging him/or to take that step. Whether it is requesting more information (Leads generating), contacting the recruiter and getting more information in person (Fulfillment), the step-by-step enlistment process and items used by the Classifier to discuss specific ratings and enlistment options (Sales Closing), and those items that provide reassurance on their decision to join the Navy (Transition).

(c) Special events. Carefully plan Navy participation in community gatherings such as fairs, conventions, air shows, boat races, etc. Have collateral materials available. Get names, addresses, telephone numbers, and then follow-up.
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(d) Personnel home on leave. Most young men and women home on recruit training leave are enthusiastic about the Navy. The efficient recruiter will take the initiative to fully use programs such as:

(1) Hometown Area Recruiting Program (HARP) and Recruiting Assistance Leave Program (RLAP), designed to return outstanding Navy personnel to their home areas to assist local recruiters in locating quality prospects and establishing COIs;

(2) Senior Minority Assistance to Recruiting (SEMINAR) Program. Provides outstanding minority personnel, E-6 through O-6 to interface with influential community leaders and inform them of opportunities for minorities in today’s Navy.

10. Summary & Review

11. Application

   (a) None

12. Evaluation

   (a) CBT

13. Assignment

   (a) None

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Terminal Objective:

2.5.0 Determine a planned approach in utilizing the High School / Community College Program

Enabling Objectives:

2.5.1 Describe the purpose of the High School/Community College program.

2.5.2 Describe the development of a sound plan for the High School/Community College program by collecting and organizing school information.

2.5.3 Describe how to prepare for the initial visit and the objectives that must be considered.

2.5.4 Identify how recruiters “work their schools” by executing the High School/Community College plan.

2.5.5 Explain how to conduct the initial visit and the points of emphasis.

2.5.6 Explain how to conclude the high school visit and the documentation required.

2.5.7 State how to run a progressive High School/Community College program by maintaining contact with schools.

2.5.8 Define the term School of Area Responsibility (SOAR).

2.5.9 Describe the purposes and objectives of a SOAR and the benefits and key elements of a SOAR.

2.5.10 Define things to bring on a SOAR and how to conduct a SOAR.

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 (NAVCRUITSTA) territory are the major source of quality prospects. To

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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. Unlimited school access allows the recruiter to conduct school presentations, interview prospects, utilize school facilities for DEP meetings/functions, and distribute Navy literature.

b. Obtain a list of all high school seniors and community college students, of recruitable age, for immediate prospecting.

(1) Requesting lists. The recruiter must ask for a 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 / Websites

(f) Other Branches

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c. Meet with Future Sailor’s 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.

d. Obtain timely education verification for Future Sailors/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 Data Sheet by 1 June of each year. The HS/CC Data Sheet shall be a word or excel document maintained on desktop or portal at station level that contains the following information:

(a) School Name

(b) School website hyperlink.

(c) Primary Point of Contact

(d) Male/Female senior population

(e) How often the school can be visited (Monthly, Quarterly, or Annually).

(f) School Year to Date (SYTD) target.

5. Preparing for the initial visit.

a. Prior to the initial visit develop and maintain a School Data Sheet for the school. The initial visit is the first formal visit of the program year. During the visit, recruiters inform high school officials about the various programs and opportunities the Navy has to offer.
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b. Before the recruiter visits the school, some basic information should be considered and preparation made.

(1) Are promotional materials, Navy literature, and business cards ready?

(2) Has the recruiter practiced anticipated selling skills required?

(3) Has the recruiter considered possible discovery questions to uncover pressures, plans and problems and have they role-played the selling skills required to support them?

c. Specific goals or objectives for the Initial Visit must be considered.

(1) Meet with the Principal and all department heads to discuss school policies (e.g., guidance, athletic, band, etc.).

(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.
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(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!!!

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.
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(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 Sailor’s 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, 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 Data Sheet
   b. Place any agreed upon dates for the program in the HS/CC Data Sheet.
   c. Ensure the school visit is reported to the LPO/LCPO who will document as required.

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 Principal 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.

11. Key elements for conducting a successful SOAR:
   a. A MOTIVATED recruiter.

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b. Imagination.

c. Accurate SMART system analysis.

12. Benefits of conducting a 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-prospecting – 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) Web-Rtools prospect records for prospects in working tickler and leads that are not yet dispositioned for that SOAR area.

   (b) Posters, take-one racks, lead producing RADs and promotional items.

   (c) Lots of business cards.

   (d) Bring your Future Sailors.
(e) Applicant processing forms that could be required from the area to be visited such as police checks, birth verifications and blank kit forms.

(f) Money.

(g) MRI computer.

(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, to 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.

(5) 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.
(5) This is a sample day and will vary from area to area so use it as a guideline only.

c. TBA – Confirm previously scheduled Apts.

   0900 - Recruiter departs NRS for SOAR Area. Arrive in area and start executing plan.
   0930 - Visit with existing COI from last run in area prior to going on 1000 school visit. Get referrals if possible.
   1000 - School visit, during which time recruiter does an INT with a 11S appt. made from Pre-prospecting area yesterday.
   1130 - Lunch in area with Future Sailor, DEP referrals, COI’s, or a PDC I/I.
   1230 - Develop new COI (1 Minimum). Hang posters as well during this time. Get referrals if possible.
   1245 - Conduct INT with workforce appt from yesterday’s Pre-prospecting.
   1330 - Canvass area and show uniform to raise awareness, establish new RAD locations and TMCs, visit all existing RAD and poster locations in area and replenish as needed, take this time to PDC and visit with COI’s also. Get referrals if possible.
   1430 - Conduct F/U Interview with previously qualified applicant from the applicant log.
   1515 - Return To NRS for phone power and pre-prospecting for SOAR 2.
   1545 - DPR with LPO/LCPO.
   1600 - Conduct F/U interview/prospect

(2) Activity accomplished:

   2 INT
   1 F/U INT (A 2nd F/U INT is possible after return to NRS)
   1 New COI
   1 poster hung
   All previous activity in area visited
   Pre-prospected for 2 I/I’s in SOAR 2.
   2 referrals

(3) Let’s say this recruiter has four high schools therefore he would have 4 SOAR areas. Under this system this recruiter would generate at least 8 INT, 8 REF and 4 F/U a week as well as an equal number of COI’s and TMC’s. Under this plan the walk-in traffic will also increase dramatically due to the high amount of Navy awareness being pumped into each area.

14. Summary & Review:

15. Evaluation:

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a. None

16. Assessment
   a. CBT

17. Assignment
   a. None
Terminal Objective:

2.6.0  Explain the relationship between Recruiting Production Management System (RPMS) and long term recruiting success.

Enabling Objectives:

2.6.1  Explain the purpose of RPMS.

2.6.2  Describe the components of the RPMS to include: Applicant Log, Production Analysis Training and Evaluation (PATE), and Recruiter’s approved prospecting plan.

2.6.3  Explain how prospecting ratios are determined.

2.6.4  Explain how to build a prospecting plan to include all known activity.

2.6.5  Explain how to analyze and make proper adjustments as required to meet personal goal objectives utilizing your (PATE) worksheet.

1.  Introduction.

2.  Recruiter Production Management System (RPMS).
   
   a.  Purpose:  Designed to provide production personnel with an effective and efficient prospecting plan and method of evaluating recruiting activities necessary to achieve goal.

3.  When used in conjunction with other available systems, RPMS will effectively increase production, manage assets and improve the recruiter's quality of life.
   
   a.  Components of RPMS:

      (1)  Applicant Log.  This will be computer generated for the recruiter and the LPO/LCPO.  Each recruiter will maintain a current month's Applicant Log.  This allows you to track applicants being processed for possible enlistment and serves as a training tool.  All applicant logs will be updated daily.

      (a)  Recruiter’s Applicant Log. Enter all sales interviews conducted into WEBRTOOLS.  Any interview that has been conducted in the last 12 months and is interviewed again will be considered a CARRYOVER.

      (b)  A qualified interview is defined as an applicant who appears to be mentally, morally, physically qualified and has been formally interviewed.
OUTLINE SHEET 2.6
RECRUITING PRODUCTION MANAGEMENT SYSTEM (RPMS)

(c) Applicants that disclose problems during the blueprinting process and do not meet basic enlistment eligibility requirements (BEERs) are not to be considered as qualified interviews until the applicant resolves all issues pertaining to the disclosed problems.

(d) 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.

Hot - These are applicants that have a high probability to enlist, have attempted to enlist, and are awaiting some form of documentation or medical consultation. These applicants require daily follow-up by the recruiter.

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 recruiter attention.

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 processing. These applicants require ongoing recruiter attention to determine if circumstances have changed.

(e) 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 recruiter performance. Interest levels of applicants usually decrease over time. It is imperative that recruiters focus their efforts on applicants at the peak time.

(2) Production Analysis Training and Evaluation (PATE). This is the only program approved by COMNAVCRUITCOM to analyze individual prospecting and sales performance. You will retain current month plus previous two (2) years PATE worksheets for long term trend analysis.

(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.
OUTLINE SHEET 2.6
RECRUITING PRODUCTION MANAGEMENT SYSTEM (RPMS)

(c) Collecting data is meaningless unless it is accurate and used to make the recruiting effort more efficient.

(d) The PATE 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 of applicant logs of the Recruiter.

(g) The following criteria shall be used to build and analyze the PATE sheet:

(h) 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.

(i) Retain current plus previous 2 years of recruiter PATE worksheets.

(j) The PATE sheet has four sections:

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.

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.

Section III – Prospecting Plan Guidance

• 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.

• 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.

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This section will add from each primary source in 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.

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 (Mail outs) and WI (Walk-ins).

(3) Recruiter’s Weekly Plan. Each recruiter shall work from an approved daily prospecting plan. This plan will be documented or maintained in a manner approved by your District chain of command. Success is measured by results obtained from daily, weekly, monthly, and annual prospecting activities. Many people wrongly equate effort with the amount of time spent at work. Wasted time is a recruiter's greatest enemy. Once lost, time can never be made up.

(a) Scheduling and Planning. Detailed scheduling and planning reduces conflicts, maximizes productive time, focuses effort and improves a recruiter's overall efficiency.

(b) 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 and SELLING.

(c) Recruiters must stick to their approved plan at all times to ensure each scheduled activity is accomplished.

(d) Recruiters should know what they want to accomplish for the next day, prior to walking into the office.

(e) The LPO/LCPO has the authority to modify a recruiter's schedule or plan.

(f) The recruiters plan will be prepared by the recruiter and reviewed by the LPO/LCPO on the last prospecting/processing day the week before the start of the next week.

(g) Items that should be considered in developing the prospecting plan can include, but are not limited to:

• Prospecting
OUTLINE SHEET 2.6
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- Processing
- Training
- College/High School visits
- SOARs
- Other activity deemed necessary to achieve assigned goal.

(h) Station LPO/LCPO will assign prospecting expectations. These expectations will be discussed during DPR.

b. Building a Prospecting Plan.

(1) The prospecting plan shall be developed by taking the number of projected new contracts for the month (for each individual recruiter), to include attrition and the number of interviews required for one N/C based off of the recruiter’s pool of new prospects/contracts. New recruiters shall use NRS averages to determine prospecting levels until they have developed their own pool of prospective new contracts. This process will normally take 6 to 8 weeks. Prospecting is conducted for three basic reasons:

(a) To fill the applicant log with qualified interviews.

(b) To create Navy awareness

(c) To gather enough blueprinting information to make a determination if and when to call the person back.

(2) Prospecting Plan Guidelines. The following information must be taken into consideration when building a prospecting plan:

(a) MEPS run shippers and previously scheduled activity listed in the planner.

(b) Planned recruiting evolutions

(c) School visits

(d) Planned Area Canvassing (SOAR). Community events (i.e. fairs, concerts, rodeos, etc.).

(e) No carry over activity is brought forward from the previous month.
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RECRUITING PRODUCTION MANAGEMENT SYSTEM (RPMS)

(f) One hour of prospecting should yield at least one appointment.

(g) Examples of Known Activity:

• PT will be planned Monday, Wednesday and Friday.
• Division Training is scheduled the first Friday of every month.
• DEP meeting before the 15th of every month.
• DEP maintenance (Call-ins on Mon, Mentoring sessions etc.)
• Shippers
• DPR
• Planned or scheduled school visits
• MEPS closings and processing Saturday
• Drill weekends at the NOSC
• Previously scheduled appointments

c. Review and Analysis of the planners:

(1) All scheduled prospecting activity not accomplished must be made up within the month.

(2) Some important questions to ask are:

(a) What was the justification of the plan?

(b) Are adjustments made? Every plan must be adjusted from time to time. Adjustments should be made based on results of the DPR. Look for the frequency of rescheduled activities. If too many adjustments are happening, perhaps the plan was not effective from the start or possibly adjustments were not made during the DPR.

(c) Does the plan allow for flexibility? The planner should allow for new additions to the schedule. There is no sense in filling in every hour of the day for the entire week.
OUTLINE SHEET 2.6
RECRUITING PRODUCTION MANAGEMENT SYSTEM (RPMS)

(d) Look at no-show appointments. The recruiter will make sure the individual is re-contacted for a new appointment time.

4. Summary & Review:

5. Evaluation:
   a. None

6. Assessment
   a. CBT

7. Assignment
   a. None
Terminal Objective:

2.7.0 Explain how to conduct an effective Daily Production Review (DPR).

Enabling Objectives:

2.7.1 Describe State the purpose of an effective DPR.

2.7.2 Describe the tools designed to better prepare the recruiter for the DPR to include: Applicant Log, Approved Prospecting Plan, PATE, SOAR, R-Tools and Basic Applicant Information.

1. Introduction.

2. Daily Production Review (DPR). Allows the Chain of Command to review, plan, adjust, and train to recruiting activities.

   a. Purpose. The DPR is one of the most critical operations in a Navy Recruiting Station. A formal DPR will be conducted at a minimum of once each day but the LPO/LCPO will conduct mini- DPR’s throughout the day.

   b. Review. The LPO/LCPO shall review the following items to ensure proper prospecting, processing, and documentation is being accomplished.

      (1) Applicant log. Will be reviewed for any new appointments or interviews. Are applicants on the log being processed in a timely fashion? The LPO/LCPO is looking for recruiting trends such as blueprinting and sense of urgency issues. Be sure to handle all PII (applicant data) properly.

      (2) Approved Prospecting Plan. Will be reviewed to ensure interviews/appointments are accounted for and previous activity has been accomplished.

      (3) Web R-Tools. Web R-Tools records will be reviewed to ensure complete documentation and updates being entered. Are LEAD’s being actively worked and followed up on? Are DEP records updated with required weekly contacts/mentor sessions? Be sure to handle all PII (applicant data) properly.

      (4) High School/Community College Data Sheet (HS/CC). HS/CC Data Sheets will be reviewed to ensure school visits are being accomplished. Are the school data sheets updated with up to date information? Are school visits effective? Be sure to handle all PII (applicant data) properly.
(5) DEP folders. Are they updated to ensure all required shipping documents are in the folder? Are all other required documents in the folder, i.e. DEP recertification, and PQS? Be sure to handle all PII (applicant data) properly.

c. Approved Prospecting Plan.

(1) The LPO/LCPO and Recruiter will ensure that an effective prospecting plan is in place with enough prospecting activity to achieve all individual and station goals.

d. Adjust.

(1) The LPO/LCPO will analyze the plan and determine if adjustments are necessary.

(2) The Recruiter is responsible for daily activities and will be held accountable for this activity. If a recruiter misses any prospecting activity due to prospecting shortfalls identified by the LPO/LCPO, the Recruiter’s plan will be adjusted accordingly.

e. Training.

(1) The purpose of the training is to build on strengths and to correct prospecting shortfalls and overcome deficiencies to help in the success of the recruiter.

(2) The LPO/LCPO will conduct one-on-one OJT training with each recruiter to identify individual recruiter prospecting strengths as well as areas for improvement.

3. Summary & Review

a. Daily Production Review (DPR)

4. Application

a. Role play

5. Assessment

a. CBT

6. Assignment

a. None.
OUTLINE SHEET 2.8
PERSONALLY IDENTIFIABLE INFORMATION (PII)

Terminal Objective:

2.8.0 **Explain** the NRC Privacy Program requirements as outlined in DoD Directive 5400.11, COMNAVCURITCOMINST 5211.4 (Series), COMNAVCURITCOMINST 1130.8 (Series) and COMNAVCURITCOMINST 1131.2 (Series) as it pertains to Officer and Enlisted recruitment and processing.

Enabling Objectives:

2.8.1 **Define** Personally Identifiable Information (PII) and the reason why it must be protected.

2.8.2 **Identify** common examples of PII and how it is maintained.

2.8.3 **Describe** current requirements and restrictions for creating, possessing, and handling PII and the use of authorized forms and IT equipment.

2.8.4 **Explain** how PII collected for the purpose of recruiting is required under a federal system of records.

2.8.5 **Describe** the potential for PII loss posed by laptop computers and thumb drives.

2.8.6 **Describe** current requirements and restrictions for possessing PII and the type of media on which it is maintained.

1. Introduction

2. Background

   a. The collection of Personally Identifiable Information (PII) by NRC personnel is authorized under the Navy Privacy Act System of records’ Notices.

   b. This information is routinely used to determine eligibility for enlistment and commissioning in both 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

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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. Why we collect PII

a. To hire, retain, pay, separate, compensate, locate, educate, discipline, rate, and provide services to individuals.

b. All PII is Privacy Sensitive and requires protection.

5. 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.

6. 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.
PERSONALLY IDENTIFIABLE INFORMATION (PII)

(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 computers, external hard drives, data base systems, thumb drives and all forms compact disk/DVD are strictly PROHIBITED!

7. 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.

8. 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.

9. 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 Privacy Act record systems

e. Do not commingle information about different people in the same file

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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)

j. If you collect it…You must protect it!
k. 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.

l. When transmitting information with PII (letters, memos, email, etc.) mark with: “For Official Use Only (FOUO) – Privacy Sensitive”

m. Dispose of paper PII via cross-cut shredders.

n. Extra caution must be used by personnel who maintain PII on laptops, PDAs, and Blackberrys.

o. COMNAVNETWARCOM VA 061635Z OCT 06 provides amplifying guidance.

p. 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.

q. 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.

r. The following information must be provided within 24 hours:

(1) Organization involved

(2) Number of individuals impacted (government employees and private citizens affected)

(3) Brief description of the incident, including date, circumstances, PII lost or compromised
(4) 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.

10. 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.

11. 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” requirement to review PII security on 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.

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PERSONALLY IDENTIFIABLE INFORMATION (PII)

g. Review your systems of records and ensure each has the appropriate level of PII protection (command recall rosters, applicant or Future Sailors residual files, qualifying ADMIN 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!

12. Summary & Review

13. Application
   a. None

14. Evaluation
   a. CBT

15. Assignment
   a. None
Terminal Objective:

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

Enabling Objectives:

2.9.1 Define the three purposes of speeches.
2.9.2 State the factors to consider in preparing for a speech.
2.9.3 Describe techniques used to effectively field questions.
2.9.4 Identify the components of a speech.
2.9.5 Perform a 3-5 minute oral presentation.
2.9.6 Introduce MATTRESS presentation format

1. Introduction

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 credential 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. MATTRESS Presentation

a) Money – Know how much money you actually make in the Navy and be able to speak about it in a way that makes sense.
b) Adventure – Have a couple of “school friendly” stories about fun and exciting things you have seen and done.
c) Training – Cover the hands on OJT and how that differs from setting in a college classroom. Real Life!
d) Travel - Have a couple of “school friendly” stories about fun and exciting places you have traveled. Point out the fact that the Navy took you there for free.
e) Recreation – This is where you speak about the different sports on base, the gym, pools, MWR, etc.
f) Education – This is the vital piece where you speak about all of the different ways we have to pay for college or earn college credits. You want to outline the program without giving too much away and stress that it is FREE.
g) Success – This covers all of the achievements you have had in the Navy including advancement and the large differences in pay and responsibility from the day you started to today in such a short timeframe. Be sure to compare this to civilian recognition.
h) Security – No cutbacks or layoffs, 20 year retirement/Blended Retirement System, free medical and dental. All of the items everyone normally stresses about that you don’t have to be concerned with.

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.
d. Memorize and perfect the MATTRESS presentation.

8. Application:
   a. Demonstrate presentation at the end of the week

9. Evaluation:
   a. A group using the oral presentation evaluation sheet will evaluate trainee.

10. Assignment:
    a. Practice 3-5 Minute oral presentation.
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
   a. Establish Contact
   b. Review Objectives
   c. Motivation
   d. Safety (As Required)
   e. Lesson Overview

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.
2.10 Social Media

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.

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)

   5)

   6) 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.

   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.
OUTLINE SHEET 2.10
Social Media

(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.

(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.
OUTLINE SHEET 2.10

Social Media

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.

(1) Share pictures from the port visits, deployment and personal travel.

(2) Invite Future Sailors to share your pictures.

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:
   a. None

11. Evaluation:
   a. CBT

12. Assignment:
   a. None
Terminal Objective:

2.11.0 **Explain** Naval Special Warfare/Naval Special Operations (NSW/NSO) within Navy Recruiting Command.

Enabling Objectives:

2.11.1 **Identify** the mission of the NSW/NSO program and how it relates to the Navy Recruiting Command mission.

2.11.2 **Explain** NSW/NSO program support roles and functions within NRC.

2.11.3 **Explain** NSW/NSO recruit qualifications, incentives and training timeline.

1. Introduction

2. The NSW/NSO program was created to serve as coordination team between Naval Special Warfare/Special Operations communities and Commander, Navy Recruiting Command. Assist NRC in policy establishment, procedures and guidelines to improve the quality and quantity of applicants to each of these programs and to assist in managing a quality shipping goal.

3. Subject matter expert will facilitate discussion of the NSW/NSO program to include but not limited to program responsibilities and team member roles, recruit qualifications, incentives and training timeline, NSW/NSO program specifics and NRD responsibilities.

4. Summary & Review

5. Evaluation
   a. CBT

6. Application
   a. Apply skills/knowledge in duties as recruiter.

7. Assignment
   a. None

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JANUARY 2018
Terminal Objective:

3.1.0 Identify the responsibilities of a Navy Recruiter, and the proper ethics and conduct while serving on recruiting duty.

Enabling Objectives:

3.1.1 Explain the proper points of contact when contacting recruits at Recruit Training Command (RTC).

3.1.2 Describe proper Military Conduct while on recruiting duty.

3.1.3 Identify personally identifiable information (PII).

3.1.4 Demonstrate delivery of Privacy Act (PA)/Freedom of Information Act (FOIA) of 1974 to applicants.

1. Introduction.

2. Recruit Quality Assurance Team And Recruit Affairs Office.

   a. Recruiters are authorized and encouraged to telephone the Recruit Quality Assurance Team (RQAT) to obtain information concerning unfulfilled promises, the reasons a recruit is being discharged, or obtain information for parents and relatives.

   b. When a parent or relative is in the Navy Recruiting Station and has questions a recruiter cannot readily answer, the recruiter should not hesitate to telephone RQAT. Parents shall not be referred to the RQAT. If parents or relatives need to contact the Recruit Training Command (RTC), they will be referred to the RTC Public Affairs Office (PAO). Under the Privacy Act of 1974, the RTC PAO will provide only general, non-derogatory information over the telephone.

   Recruit Quality Assurance Team
   Recruit Training Command
   Building 1405
   Great Lakes, IL 60088-5522
   COMM: (847) 688-2419/20

   Public Affairs Office
   Recruit Training Command
   Great Lakes, IL 60088-3127
   COMM: (847) 688-2405

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3. Interpretations of Content.
   a. Personnel requiring an interpretation of the intent of wording in this instruction shall contact their Chain of Command.
   b. All Navy applicants shall be processed in accordance with this instruction. If their eligibility circumstances do not fall within the parameters described herein, they shall not be processed.

   a. COMNAVCURITCOMINST 1130.8(Series) has the same force as orders from Commander, Navy Recruiting Command. Violation of COMNAVCURITCOMINST 1130.8(Series) provides a basis for disciplinary action under the Uniform Code of Military Justice (UCMJ), e.g., Articles 84 and 92. Violations of COMNAVCURITCOMINST 1130.8(Series) may also be cause for appropriate civil action in addition to any penalty provided by the UCMJ.

5. Fraudulent Enlistment.
   a. If procedures for enlisting and processing are not strictly followed due to the apparent misconduct or negligence of recruiting personnel it does not make the applicant immediately ineligible for enlistment. NAVCRUITDIST COs shall, however, ensure the applicant had no culpability in, or knowledge of, the fraudulent act. Applicants are ineligible for enlistment when found to have complicity in, or knowledge of, the fraudulent act.

   a. Purpose.
      (1) This section outlines procedures that foster professional military standards for Sailors serving on independent recruiting duty.
   b. Acceptance for Enlistment or Reenlistment.
(1) All applicants who meet prescribed standards are acceptable for enlistment or reenlistment. No applicant will be refused enlistment because of race, color, religion, national origin, gender, or sexual orientation.

c. Recruiter Awareness.

(1) The Navy recruiter is the indispensable element of mission accomplishment. Therefore, it is essential that each recruiter must be thoroughly familiar with this manual, the steps in processing and have the knowledge to determine qualification for enlistment.

d. Recruiting Ethics.

(1) The penalty for knowingly enlisting ineligible applicants is punishable under Article 84 of the Uniform Code of Military Justice.

(2) Recruiting personnel shall not make oral or written promises to applicants, parents, or to others except as authorized by this Manual or by other appropriate Navy Directives. Misrepresentation or deception shall not be tolerated. Implied or direct assurances and/or promises are prohibited.

(3) Recruiting personnel shall not suggest to rejected personnel that by contacting or sending correspondence to DOD, DON, CNO, BUPERS, CNRC, or to a political representative could assist in gaining enlistment preference or overcoming the reason for their rejection.

(4) The Navy is a challenging career. If properly presented, this should be sufficient attraction for young men and women of the desired character. Under no circumstances shall recruiting personnel directly or indirectly characterize duty in the Navy as a life of ease and pleasure.

(5) Recruiting personnel shall reinforce to each applicant that only those promises actually written into their enlistment contract will be honored. Real or implied promises that cannot be honored and questionable recruiting practices jeopardize accomplishment of the mission and mar the integrity of the individual Navy recruiter, CNRC, and the Navy. Such methods are strictly prohibited.

(6) Under no circumstances shall recruiting personnel intervene or appear on behalf of anyone pending civil action with court authorities.

(7) Recruiting personnel shall not appear in court or before judicial authorities at any time (i.e., District Attorney (DA), Assistant DA, Prosecuting Authority, etc.) nor will they initiate communication with the same on behalf of anyone.
CRUITMAN VOL 1: RECRUITER ASSISTANCE, ETHICS, CONDUCT AND OPERATIONS

(8) Informal conversations with defense attorneys or Probation/parole officers will be limited to explaining Navy Recruiting policies. Recruiting personnel are prohibited from expressing their personal or professional opinions with applicants or members of the judicial system regarding enlistment or retention of an unqualified individual. The normal course of court action must occur without the assistance, intervention, or influence of recruiting personnel.

(9) Correspondence regarding enlistment opportunities is prohibited with anyone currently incarcerated. Recruiting personnel are not authorized to assist anyone seeking to perform volunteer work at Navy Recruiting offices for the purpose of fulfilling a court imposed community service requirement.

(10) If an applicant attempts to bribe recruiting personnel for any purpose, it will be reported to the NRD CO, via the chain of command, and forwarded to the REGION Commander. The applicant will be rejected and permanently banned from future enlistment.

e. Screening Of Applicants.

(1) Applicants must be able to demonstrate that they are capable of maintaining a satisfactory pattern of conduct.

(2) Individuals who are not of the highest moral character would be a liability as a member of the Navy. An individual’s acceptability, in so far as character is concerned, will be determined at the time of application, and after a careful review of their completed file.

f. Gang Association. Applicants who disclose or who are suspected of gang association shall be interviewed by the NRD CO to determine degree of participation and ability to maintain a satisfactory pattern of conduct. Applicants who have affiliated with gangs should not be denied enlistment on that affiliation alone. However, applicants who have a history of criminal activity or violence associated with gang activity are not enlistment eligible.

(1) Supremacist/Extremist. Applicants who participated in supremacist/extremist organizations, reveal any extreme prejudice or vices against any individual(s), or have a history that they illegally denied the rights of any individual are not enlistment eligible.

g. Concealing Applicant Information.

(1) Under no circumstances shall recruiting personnel instruct an applicant to withhold any information regarding the commission of any civilian offenses, no matter how
minor the offense. The recruiter must ensure that the applicant understands that we will not tolerate any instances of withheld information.

h. Personally Identifiable Information (PII) and Safeguarding Application Information.

(1) Any information or characteristics that may be used to distinguish or trace an individual’s identity, such as their name, social security number, birth date, home address, home phone number, or biometric records.

(2) Information regarding an applicant shall not be divulged to any source outside the Navy, except properly authorized USMEPCOM personnel.

i. Uniforms.

(1) The prescribed uniform for recruiting personnel appearing at any official/formal event such as a career fair/Conference (i.e. NSBE, NAACP, etc.), television program, public gathering, or patriotic celebration shall be the appropriate Navy Dress uniform.

j. Inspections

(1) Frequent inspections of, or visits to, Navy Recruiting Stations by the NRD CO’s or representative are essential to proper functioning of the recruiting effort. Recruiting methods shall be under constant inspection by the NRD CO so that no discredit can be brought on the Navy by questionable advertising, false promises, or unethical practices.

(2) The Operations Officer –Enlisted Production Officer (EPO), Chief Recruiter or Assistant Chief Recruiter shall conduct a production inspection whenever a Navy Recruiting Station fails to meet its assigned new contract goal for two consecutive months.

(3) The EPO may grant a one-time waiver exception. Greater frequency of inspections is encouraged where circumstances and time permit.

(4) PQS qualified Division Leading Chief Petty Officers and District Trainers may perform inspections/visits when directed by the Commanding Officer.

7. Conduct With Applicants.

a. All applicants will be treated with courtesy, respect, dignity, and consideration. This applies equally to rejected applicants. Recruiters have the responsibility for tactfully informing disqualified applicants of their ineligibility to enlist or reenlist. Rejected applicants must be made to feel their interest in the Navy is greatly appreciated.
b. Recruiters are under the daily scrutiny of the public. As such, any action that jeopardizes the public trust and confidence, will adversely affect our ability to accomplish our mission.

c. Recruiter conduct shall be above reproach at all times. Vulgar, sexually explicit, or obscene language or conduct is unprofessional and shall not be tolerated. Furthermore, members of the opposite sex should never be made to feel that a recruiter is ever taking advantage of a situation; even the appearance of a situation that could be misconstrued will not be tolerated. Perception is everything.

d. Privacy Act/ Freedom Of Information Act 1974

(1) Forms and documents concerning prospects, applicants, and enlistees shall be maintained in a secure manner. Recruiters shall be familiar with the policies concerning requesting, recording, filing or divulging information on applicants and recruits obtained in the course of their work.

(2) Only if the applicant is under 18 years of age does the parent or legal guardian have the right of access. Parents or guardians of applicants 18 or older shall be informed that the disclosure of the applicant’s records is an invasion of their privacy under the Privacy Act of 1974.

8. Summary & Review

9. Application:

   a. Apply knowledge in daily recruiting operations.

10. Evaluation

   a. CBT

11. Assignment

   a. None
Terminal Objective:

3.2.0 Determine applicant qualifications for enlistment utilizing the COMNAVCRUITCOMINST 1130.8 (Series) Volume II

Enabling Objectives:

3.2.1 Demonstrate the ability to research enlistment qualifications and make determinations for an applicant’s eligibility to enlist into the United States Navy utilizing the Recruiting Manual.

1. INTRODUCTION

2. PURPOSE

a. 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.

3. 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.

b. Blueprinting.

(1) Recruiters are guided in determining an applicant’s eligibility from information obtained from the following:

(a) Interviews

(b) Pre-screening Mental Tests

(c) Applicant provided background information

c. Interview.

(1) The preliminary interview is designed to reveal the applicant’s desire to enlist/reenlist, involvement in any unusual circumstances, status (age, dependency,
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prior service, education), and all other information required to make a preliminary eligibility determination.

(2) The recruiter is to obtain all necessary information and question, in depth, any vague answers to ensure eligibility.

(3) Any non-prior service applicant who appears to be eligible should be given an Enlistment Screening Test (EST) to determine whether formal processing should continue. The EST is not required for applicants with valid and qualifying ASVAB scores.

(4) If any disqualifying mental, conduct or physical characteristic is identified, the recruiter must tactfully inform the applicant and stop further processing.

4. CHARACTER

a. Applicants must be able to demonstrate, at the time of enlistment, that they’re capable of maintaining a satisfactory pattern of conduct. Individuals who are not of the highest moral character would be a liability as a member of the Navy. An individual’s acceptability, insofar as character is concerned, will be determined at the time of application, and after a careful review of their completed file.

5. BASIC REQUIREMENTS

a. To join the U.S. Navy applicants must be 18-34 years of age (17 with parental permission) for service in the Active Component (AC), or 18-39 years of age for service in the Reserve Component (RC). Enlistment into the Full Time Support, New Accession Training and National Call to Service programs is open to 17-39 year olds.

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 II or Tier III 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. However, the 90 day waiting period after the custody transfer date on court record is no longer a requirement for processing. These individuals must remain in Delayed Entry Program (DEP) for minimum 90 days.
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f. Score at least 35 on the Armed Forces Qualification Test (AFQT). Applicants with AFQT scores less than 50 must be HSDG/TIER I.

g. Pass a physical examination.

h. Not be under civil restraint, a substance abuser, nor have a pattern of minor convictions or any misconduct or major-misconduct 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 NRC (00J).

6. MANDATORY REJECTIONS/WAIVERS NOT AUTHORIZED

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 civil unpaid 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 minor offenses (100 series or 200 series offenses) is the only condition that may be eligible for an Exception to Policy from NAVCRUITCOM (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. Refer to SECNAVINST 1000.11 dated 4 NOV 16 for further guidance. CNRC will not start processing these applicants till 1 JUL 17. Processing is on hold per CNRC.
(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.

NOTE: COMNAVCRUITCOM (00J) will determine enlistment eligibility, with or without waiting periods, or mandatory rejection for any applicant who has had charges dismissed or who has been released from probation, suspended sentence, or any other form of civil restraint for the purpose of enlisting or affiliating.

(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 is 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.

(16) Is identified as a potential subject in an active criminal investigation.

(17) Has ever tested positive for drugs on a Military Entrance Processing Station (MEPS) drug and alcohol test (DAT)

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
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(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.

Per CNRC NOTE 5000 (RAD) Count 39 Single Parent Consent no longer must go to 00J for approval. NRD CO now has approval authority.

(2) 17-year old applicants may enlist into the Delayed Entry program but may not ship prior to their 18th birthday, unless their 18th birthday will occur no later than 60 days from date of shipping. (Note 1)

(3) Ward of the State. Applicants under custody of the state (I.e. Surrogate, Family Courts) need consent from a court official of that court or the director of the assigned agency. SOCIAL WORKERS DO NOT MEET THIS PREREQUISITE.

8. CITIZENSHIP REQUIREMENT


9. SOCIAL SECURITY NUMBER REQUIREMENT

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 to verify an applicant’s SSN:

(1) SSN card or replacement card issued by Social Security Administration Office.

(2) DD Form 214 - Certificate of Release or Discharge from Active Duty for prior service veterans.

(3) NGB Form 22- Report of Separation & Record of Service for former Army National Guard or Air National Guard members.

(4) SSA Printouts: Are printouts issued by Social Security Administration, which may be used for AC DEP enlistment processing. In all cases where a SSA Printouts was used for DEP enlistment, a valid SSN card is required to be shown to recruiting
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. *Tier-level education enlistment determinations are supported by the first secondary credential awarded.*

(1) TIER I: High School Diploma Graduate (HSDG). Applicants with the following education codes are TIER I/HSDG status: 7, 8, B, D, G, H, K, L, M, N, R, S, U, and W. An applicant shall be classified as a HSDG when they meet the following program definition:

(a) 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.

(1) 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.

(b) 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, (will grad) Exhibit 020401. An original diploma or an official, signed, and dated transcript must be obtained within 14 days after graduation for any Future Sailor.

(1) 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 properly executed and verified High School Senior/Graduate Status Verification Document from the School.
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(c) Adult High School Diploma Graduate.

   Ed Code “B”. A diploma issued to a graduate of a public or private non-traditional school using alternative methods of instruction to complete graduation credit requirements based on state law.

(d) Postsecondary Education with less than a degree.

   Ed Code “8”. A non-high school diploma graduate who completes 15 semester hours/22 quarter hours of college level credit, or 675 clock hours of classroom instruction from an accredited traditional or on-line post-secondary institution listed in the current NCES Website http://nces.ed.gov.

(e) Job Corps Programs. Ed Code “8”. A Job Corps graduate with a GED or an alternative high school credential AND a Job Corps certificate of completion from a vocational/technical program consisting of at least 675 clock-hour credits of vocational/technical education. If an applicant completes 675 clock hours, but dropped out of the vocational/technical program before earning a certificate of completion, or fails to earn a GED, they are ineligible for Tier 1 status.

(f) Currently enrolled other than High School Diploma.

   Ed Code “M”. An individual who is currently attending class in a Tier 1 program other than a traditional high school. The Ed Code of “M” shall be changed to either an “8”, “B”, “7” or “H” accordingly (as per CRUITMAN situations).

(g) Postsecondary Degree.

   (1) Associate Degree “D”
   (2) Baccalaureate Degree “K”
   (3) Master’s Degree “N”

(h) Home School Diploma, Education Code “H”. A home school diploma from the parent, teacher/school district or umbrella association with certification and transcripts issued in compliance with state laws. DOD authorizes home school graduates with AFQT scores of 35 or higher for enlistment. If a home school senior they shall be coded as 11M on enlistment documents.

(i) Virtual/Distance School Diploma, Education Code “7”. A diploma awarded upon completion of an accredited Home Study, Distance Learning, Independent Study, Self-Study, Correspondence School, Cyber School or Virtual Learning Program.
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(j) 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 higher level education credential.

(2) TIER II: (High School Graduate (HSG)). Applicants processing with the following education codes are considered TIER II/HSG status: E, X, J or C. 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) National Guard Youth Challenge Program (NGYCP). Ed Code “X”.

(b) Test-Based Equivalency Diploma. A certificate of General Educational Development (GED) or other test-based credential obtained solely by testing will be coded as “E”.

(c) High School Certificate of Attendance or Completion. Ed code “J”.

(d) Occupational Program Certificate. Ed Code “C”.

(3) TIER III: Non-High School Graduate (NHSG), Education Code “1”. An individual who is not currently in a secondary education program and has no diploma/credential. Tier III applicants are not enlistment eligible due to historically high first-term attrition rates.

(4) National School Directory

(a) The NAVCRUITDIST CO shall ensure the National 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.

(b) Applicants from schools or programs not listed in the National School Directory cannot DEP or access until the school has been evaluated by the ESS.

(c) Education credentials from outside the NAVCRUITDIST must also be verified. Verification by the NAVCRUITDIST can be made by reviewing the National School Directory, 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 meeting education enlistment eligibility requirements.”

(2) Recruiters are prohibited from participating in or condoning credential-laundering activities. Such activity is punishable under the UCMJ.

11. DEPENDENCY REQUIREMENT

a. The intent of this Section is to eliminate from consideration those who cannot balance the demands of family and service, or who would experience a financial hardship at the onset of naval service.

b. Definition of a dependent for enlistment purposes is defined as any of the following:

(1) A spouse by marriage, not to include a common law spouse. A spouse is not considered a dependent when the spouse is on active duty or serving as a SELRES in Reserve Component of any service. A spouse in the IRR is considered a dependent.

(2) Any natural child (legitimate or illegitimate) or child adopted by the applicant provided:

(a) The child is unmarried
(b) Is considered a dependent under the laws of the state having jurisdiction
(c) The applicant claims the child as his/hers
(d) The applicant's name is listed on the birth certificate as a parent
(e) A court order establishes paternity or if any person makes an allegation of paternity that has not been adjudicated by a court.
(f) Children over the age of 18 that are claimed on applicant’s income tax return (example: children under the age of 23 that are supported while enrolled in college)
(g) Note: A child support order is required by all AC single applicants who have out of wedlock children prior to processing. The order must be from the state where the child resides.

   a. Unborn child(ren) of applicants that self-admit to being the father of an unborn child(ren) or for whom a positive legal/medical paternity determination has been made are considered to be dependent(s) for enlistment and affiliation purposes.

(3) Stepchildren of the applicant or the applicant’s spouse.

(4) Any parent or other person who can be claimed as a dependent on the applicant’s income tax return.
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2. **WARNING**: Relinquishing custody does not terminate dependency. Recruiting personnel are prohibited from having any involvement in an applicant’s decision to relinquish custody of a minor dependent or in acting upon this decision. Single Parent applicants with custody of a dependent may not enlist AC or FTS but may enlist in the RC NAT.

12. MENTAL APTITUDE REQUIREMENT

   a. Acceptable AFQT score for enlistment of non-prior service applicants is 35.

   b. The ASVAB is used to determine enlistment eligibility and qualification for programs and schools.

   c. Two versions of the ASVAB are administered:

      (1) The Production ASVAB is used solely to test individuals specifically applying for enlistment. Production ASVAB is given at the MEPS or at the MET sites. An applicant must be 17 years old to be administered the production ASVAB.

      (2) The Student ASVAB is administered at no cost to secondary and post-secondary school students in the 10th, 11th & 12th grades.

   d. Use of ASVAB test scores

      (1) Enlistment Eligibility. The most recent, valid test score is used for enlistment purposes.

   e. Retest Policy and Procedure.

      (1) RETESTING OF DEP PERSONNEL. Future Sailors in the Delayed Entry Program are not authorized to retake the ASVAB.

      (2) Student ASVAB retesting within six calendar months of a production or student ASVAB is not authorized.

      (3) Production ASVAB retesting is authorized on or after one calendar month has elapsed from the date of the initial test.

      (4) After two retests, six calendar months must elapse from the retest before another retest can be requested.

   f. The Pre-screening, internet-delivered Computer Adaptive Test (PiCAT) located online at

g. This is an un-proctored version of the ASVAB with the same nine sections. Applicant must have not previously taken an enlistment or student ASVAB version. Once taken the applicant takes a verification test internet Computerized Adaptive Test (iCAT) at MEPS. If score does not verify to the PiCAT then applicant must retake the full ASVAB.

13. PHYSICAL REQUIREMENT.

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. Recruiters must conduct a preliminary screening of applicants to detect those individuals who are obviously physically unfit for military service. DD Form 2807-2 facilitates applicant preliminary screening and must be completed as set forth in Chapter 3.

c. 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.

d. 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.

e. Physical Processing of Reserve Component

(1) All NPS applicants for RC enlistment shall have their physical examination administered at MEPS.

f. Requirements for Re-examinations

(1) All applicants and Future Sailors 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.

g. 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) NAVET applicants on contract with separation less than 24 months, or off contract with separation less than 6 months ago do not require a complete new physical examination, provided they meet the following retention standard requirements outlined in the COMNAVCRUITCOMINST 1130.8(Series) Volume II.

h. Medical Tests.

(1) Color Perception Examination: Check for normal or acceptable color perception. (Color Blindness).

(2) Vision: Check near or far vision.

(3) Hearing: Checking for hearing loss.

(4) HIV Antibody Screen:
   (a) All applicants are given HIV screening during the physical exam at the MEPS. The results of this test are normally received within 48 to 72 hours.

   a. Positive HIV results received by the MEPS require a registered letter from the MEPS Chief Medical Officer (CMO) to have the applicant return to the MEPS to discuss a medical problem. The CO, NRD, receives a copy of this letter. The recruiter makes transportation arrangements. The CMO will discuss the results of the HIV test with the applicant. The CMO will offer counseling.

(5) 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.
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(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.

i. Eligibility Determinations.

(1) Height & Weight: Your applicant must meet the Navy’s height and weight standard. If the maximum height is exceeded, the applicant must pass a body fat test. Males must be measured around the neck and waist, and females must be measured around the neck, waist and hips. In order to enter the Delayed Entry Program and ship to RTC, males must be at, or below, 25% body fat, and females must be at, or below, 36% body fat. All Future Sailors must meet Navy standards of 22% for males and 33% for females in order to graduate from RTC. Single site measurements may be used if over body fat percentage. 39 inches Male and 35.5 inches Female.

(2) Orthodontia:

(a) Applicants wearing orthodontic retainer appliances, either fixed or removable, are acceptable for enlistment or affiliation.

(b) Individuals wearing fixed orthodontic appliances (braces), who are otherwise mentally and physically qualified, may enlist into DEP. These applicants must present a letter from their orthodontist, on the date of initial physical examination, stating that orthodontic therapy will be concluded and the appliances removed, at the individual’s expense, prior to final processing onto active duty.

(3) 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, neck or scalp. The neck area for purposes of this regulation is any portion visible when wearing a properly fitting crew neck T-shirt. Tattoos on the inner lip not visible with an open mouth are acceptable provided they meet content criteria. Additionally, otherwise permissible tattoos/body art/brands shall not be visible through white uniform clothing.

(c) Size. Individual tattoos/body art/brands visible when wearing a properly fitting crew neck T-shirt may not be larger in size than the wearer’s hand with index fingers extended and joined with the thumb touching the base of the index finger.
(d) Cosmetic Tattoos. This regulation does not prohibit cosmetic tattooing to correct medical conditions requiring such treatment.

(4) 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.

- Examples of mutilation include, but are not limited to, a split for forked tongue, foreign objects inserted under the skin to create a design or pattern, enlarged or stretched holes in the ears (e.g. ear gauging) greater than a normal piercing, intentional scarring on the neck, face or scalp, and intentional burns creating a design or pattern.

(5) Dental Ornalementation. The use of any veneers for the purpose of dental ornamentation is prohibited.

j. Medical Waivers.

(1) Requests for medical waivers shall be sent to and processed by N3M before HIV and DAT results are obtained and documented on DD form 2808.

(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 BUMED, must waive their disability compensation, effective the day they enlist or affiliate.

14. CONDUCT REQUIREMENT

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.
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(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. Verification

(1) Recruiters will verify each applicant’s conduct qualification for enlistment through:

(a) Questions asked in the initial screening process and MEPS interviews.

(b) Explanation of penalties for withholding information.

(c) Using the EPSQ/SF-86 (Questionnaire for National Security Positions) and DD Form 1966 for each applicant.

(d) Use of DD Form 369 (Police Record Check) and DD Form 370 (Request for Reference), as required.

(e) Post-enlistment interviews.

d. 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.

(3) Use of Exhibit 020801 and Exhibit 020802 (charts) (Pages 2-8-10 - 2-8-15)

(4) Eligibility and waiver chart for applicants with civil/conduct offenses are waiverable by COMNAVCRUITCOM. (Pages 2-8-10, Exhibit 020801)

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 COMVAVCRUITCOM (00J).

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3.2-15
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 COMVACRUITCOM (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 And 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. Drug and alcohol waiver table are located on (Page 2-9-8, Exhibit 020902). NAVCRUITCOM is the waiver authority.

c. Applicants who test positive at MEPS for alcohol, marijuana, cocaine, and/or methamphetamine are ineligible; if preliminarily enlisted pending receipt of drug test results, 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. BLUEPRINTING

a. In order to continue with a sales call the recruiter must determine that Basic Enlistment Eligibility Requirements standard (BEERS) are met.

b. Definition of blueprinting: Fact finding prior to and during your sales call.

c. One of the main reasons for blueprinting is to reduce or eliminate call reluctance. Call reluctance is fear based on concern for oneself instead of the prospect. The more information known beforehand about a prospect’s pressures, plans and problems increases the recruiter’s confidence and enthusiasm when making contact. Blueprinting starts with using Discovery skills primarily in the Engage Phase and goes more in-depth throughout the entire phase of the Recruiting Roadmap.

d. Blueprinting during prospecting will increase your confidence and enthusiasm in holding the sales call.

e. Two basic categories of blueprinting:

   (1) Does he/she meet the qualifications (BEERS)?

      (a) Mentally

      (b) Morally

      (c) Physically

   (2) Does he/she have Authority to Buy (ATB)?

      (a) Authority to Buy refers to the prospects ability to make the decision to enlist without the need to consult another person. 17 year old prospects do not have ATB, as they need parental consent.

17. DOCUMENTATION OF BLUEPRINTING INFORMATION

a. During the initial interview, all pertinent information shall be obtained from the applicant and placed in the applicant record. This applicant record is part of a computerized system called Recruiting Tools (RTOOLS/CIRIMS) that you will use. You will be introduced to the RTOOLS user’s manual in a later lesson.

b. Most of this information can be obtained during normal conversation. Only after rapport has been established and the recruiter has reminded the prospect of the Privacy Act, should the recruiter continue with the qualification questions, e.g. physical, police, and
OUTLINE SHEET 3.2
CRUITMAN VOL II: BASIC ENLISTMENT ELIGIBILITY REQUIREMENTS

drug usage. Questions concerning prospects’ qualifications should be asked in a normal tone of voice and should not be phrased in a manner to lead the applicant into a normal response.

c. Sources of blueprinting:
   (1) ASVAB read-outs
   (2) DEP members
   (3) Family
   (4) Friends/acquaintances
   (5) Newspaper (school and city)
   (6) Centers of Influence
   (7) Other recruiters
   (8) The prospects themselves

d. Application - Blueprinting Role-Play
   (1) The following questions must be covered during a sales call:
   (2) Role-play each of the following steps.
      (a) Welcome to Office
      (b) Mention reason for appointment.
      (c) Build rapport by using FORM, or continue the rapport already built during the Engage phase in order to get the Prospect listening to and liking you.
      (d) Privacy Act/Freedom of Information Act (PA/FOIA)
      (e) Blueprint the Prospect to ensure that you are dealing with a completely qualified person. Moving to the Assess phase with an unqualified prospect is a major waste of time.
      (f) Have the prospect take the Enlisted Screening Test, ensuring they are mentally qualified.
(g) Once qualification has been established mentally, morally and physically, then the recruiter will utilize a Sales Starter Statement to begin the Skill of Discovery

(3) Ask each of the following blueprinting questions:

(a) Name: Last, First, Middle_______________________ (as appears on B.C.)
(b) Address:_____________________________________
(c) Home Phone:_________________________________
(d) Work Phone:_________________________________
(e) Cell Phone:_________________________________
(f) E-mail Address:_______________________________
(g) Age:_______________________________________
(h) Date of Birth:________________________________
(i) Occupation:_________________________________
(j) U.S. Citizen: YES/NO
(k) Marital Status:________________________________
(l) Children:____________________________________
(m) High School/College:__________________________
(n) Major/GPA:_________________________________
(o) Graduation Date:______________________________
(p) Prior Military Service/Branch:___________________
(q) Activities/Community Involvement:______________
(r) Medical Info/Ht/Wt/Vision/Asthma/Head Trauma/Psyche/Surgery/Current and Past Meds:______________________________________________________________
(s) Financial Issues:______________________________
(t) Police (Juvenile/Police/Civil/Traffic):______________________________
(u) Drugs_______________________________________
(v) Tattoos:____________________________________
(w) Enlisted Screening Test
(x) Congratulate or inform does not meet qualifications and why.

18. Summary & Review:

  c. We learned how to use the recruiting manual to make enlistments eligibility determinations.

  d. Blueprinting: Purpose and definition

  e. Two categories of blueprinting.
f. PII

g. PA/FOIA

h. We learned the proper methods for blueprinting an applicant and performed simulated blueprinting in a lab environment.

19. Application:

c. None

20. Evaluation:

c. CBT

21. Assignment:

c. Homework assignment, 20 Question lookup from Volume II
Terminal Objective:

3.3.0 **Demonstrate** a general knowledge of all forms and documents required to complete and process an applicant's enlistment/affiliation package in the Navy/Navy Reserve.

Enabling Objectives:

3.3.1 **State** the purpose of enlistment forms in accordance with COMNAVCURITCOMINST 1130.8 (Series) Volume III (CRUITMAN).

3.3.2 **Demonstrate** the ability to recognize required enlistment forms in accordance with COMNAVCURITCOMINST 1130.8 (Series) Volume III (CRUITMAN).

3.3.3 **Describe** current requirements and restrictions for creating, possessing, and handling PII and the use of authorized forms and IT equipment.

1. Introduction

2. 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, and official NRC forms to build enlistment, affiliation, and commissioning kits to process applicants.

3. 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.

      (3) Unauthorized storage media.
OUTLINE SHEET 3.3
CRUITMAN VOL III ENLISTMENT KIT (FORMS AND DOCUMENTS)

(a) Only media devices issued and approved by NRC can be utilized by recruiting personnel for the processing of potential candidates for Naval service.

(b) Personal media devices include but are not limited to the following: Laptop computers, external hard drives, data base systems, thumb drives and all forms compact disk/DVD are strictly PROHIBITED!

4. 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.

5. NRC personnel responsibilities for the collection and protection of PII material. NRC must be fully aware and capable of executing the protection of PII in accordance with applicable instructions and guidance.

6. All NRC personnel must practice situational awareness in all environments to ensure compliance with current directives and instructions.

7. USMEPCOM Form 680-3A-E
   a. USMEPCON Form 680-3A-E is used for initial visit and retest of applicants at Mobile Examining Team (MET) sites or MEPS.
      (1) For an applicant’s initial visit to a MEPS or MET site for any reason including medical pre-screening and for retests, recruiters shall complete USMEPCOM Form 680-3A-E.
      (2) The applicant must initially present one completed copy of the form (except shaded areas) jointly with recruiting service personnel.

8. Record of Military Processing – Armed Forces of the United States (DD Form 1966 pages 1-5)
   a. DD Form 1966 is the basic source document for collecting and documenting of information required to decide enlistment and program eligibility at each stage of the enlistment process.
9. Request For Verification of Birth (DD Form 372)
   a. Under Department of Defense (DOD) policy, the military services must verify documentary proof of U.S. citizenship before granting security clearances. This form is used for verification of birth when the original certificate cannot be located.
   b. The DD Form 372 may not be used for verification of birth of dependants. DEERS will not accept a DD Form 372 to enroll family dependants.

10. Medical Pre-Screen of Medical History Report (DD Form 2807-2 pages 1-6).
    a. Use of Applicant Medical Prescreening Form (DD Form 2807-2 is mandatory for initial enlistments and reenlistments for all applicants processed at MEPS.
    b. Forward the DD Form 2807-2 to the examining facility at least 2 working days prior to bringing the applicant to MEPS for medical examination.
    c. The Chief Medical Officer will review the DD Form 2807-2 and documentation submitted for evaluation and respond to the appropriate recruiting personnel, preferably within one working day of receipt.
    d. Parent or guardian consent is required for all applicants under the age of 18. Consent will be recorded in Item 8.

11. Police Record Check (DD FORM 369)
    a. Use of Form. One very important source of information concerning an applicant is any record of offenses held by local, county, or state officials. This information provides a more complete background profile and facilitates evaluation of an applicant’s potential using the “whole person” concept.
    b. Police record checks are required for all applicants that require a civil waiver for enlistment. A police record check must be processed for each city, county, state and juvenile agency, where the applicant lived for the last 3 years and place of offense.
    c. Have applicant read Privacy Act and consent statement in section 2 and sign the signature block. Any applicant who refuses to sign this consent statement must be rejected.
12. Request For Reference (DD Form 370)

a. This form is used to obtain additional information about the applicant to use in determining the applicant’s suitability for enlistment for Active duty or determining an applicant’s suitability for accession for the Navy Reserve.

(1) DD Form 370 may not be given to the applicant to complete under any conditions. The recruiter or appropriate recruiting personnel are solely responsible for this document.

b. References:

(1) Employer references are required for all applicants for whom an enlistment waiver pre-enlistment kit is submitted to NRC for enlistment approval.

(2) The Commanding Officer may request employer references by either DD Form 370 or by using the telephonic procedures. The Commanding Officer determines which procedure to use.

(3) Personal references may be used for full kit waivers only.

(4) Preparation. Prepare references in original only. Photocopies of references may be included in pre-enlistment kits forwarded to CNRC.

13. Recruiter’s Enlistment-Reenlistment Check-off (NAVCRUIT 1133/100). Located in WEBRTOOLS.

a. Use this form to process each applicant. When processing is completed, file the residual material in the envelope and keep in the residual file.


a. This form is used for all applicants entering the DEP and accessing on to active duty.

b. Applicants complete the form. If they change their responses to an item during processing, they must line through the incorrect answer and initial and date next to the lined-out response or, if there are numerous changes complete a new Certificate.

c. Drug, Alcohol and Aberrant Behavior waivers are documented on DD Form 1966, Section 6, Remarks, only.

d. Reproduced copies of the form are acceptable.
OUTLINE SHEET 3.3
CRUITMAN VOL III ENLISTMENT KIT (FORMS AND DOCUMENTS)

15. Request for Discharge or Clearance from Reserve Component (DD Form 368)

a. This form will be used in connection with the enlistment of any applicant who is currently under contract with the Reserve component of any other branch of the Armed Forces (including the Navy Reserve, National Guard, or Air National Guard).

16. Enlistee Financial Statement (NAVCRUIT 1130/13)

a. The Enlistee Financial Statement is for use by all applicants with dependents.

b. No special criteria for the amount of monthly expenditures to be entered for housing, food, utilities, etc. can be established due to the variation in circumstances present in each individual case; however, for the benefit of those who must determine whether a dependency waiver is to be granted, questionable or unrealistic entries must be explained. An example of a questionable entry would be $100 per month for food when the applicant has three dependents. While use of food stamps could explain the low amount, this must be explained in detail and attached to the form.

c. A realistic breakdown of monthly expenditures for most families would include additional categories that are not indicated on the financial statement (e.g., clothing, automobile expenses that are not included in car payments [gas, oil, tires, tune-ups, insurance, etc.], entertainment, miscellaneous). Entries of these expenses are especially applicable when an applicant's income is reported at $500 or $600 per month or more and monthly expenditures total $300 or $400 per month. The absence of these additional expenses is even more noticeable when little or no savings and/or checking account balances are indicated. In order for the total debt and total monthly payment data to have greater relevance for personnel reviewing the financial statement, each outstanding debt, and the monthly payment for each debt, must be indicated.

d. Enlistment eligibility is determined by the NRD CO after the financial statement is completed and recurring debt is evaluated.

17. Other Documents

a. Parent/Applicant Declaration of Desertion (NAVCRUIT 1133/97)

b. Authorization for release of Information (Standard Form 86)

c. Pre-accession drug screening acknowledgement.
   (1) (NAVCRUIT 1133/23)

d. Handwritten Statement (NAVCRUIT 1133/97)
18. Summary and Review:
   a. We have discussed the purpose and process of completing an enlistment kit. In order to
      save you and your applicant time and energy, it is vital that all documents are completed
      correctly and accurately.

19. Application:
   a. Each of these forms plays an important role in enlisting an applicant and proper
      completion helps to ensure a successful enlistment process as well as a life long record of
      how much the recruiter cared.

20. Evaluation:
   a. Students will have the opportunity to complete a standard enlistment application during
      the WEBRTOOLS lesson.
   b. CBT

21. Assignment:
   a. None
Terminal Objective:

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

Enabling Objectives:

3.4.1 Describe basic usage of Web R-TOOLS.

3.4.2 Identify the 8 Market Segment Files in the Web R-TOOLS System.

3.4.3 State the procedures for the daily use of the Applicant Record System.

3.4.4 Explain the procedures for purging/updating the Applicant Record System.

3.4.5 List the sources from which names of prospects are procured.

1. Introduction

2. Description and use of Web R-TOOLS.
   a. Web Recruiting Tools (Web 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 by the LPO 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.

(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 Officer Programs for prospecting.

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.

f. The “In-Service” Market Segment. This file contains all the names of individuals who are serving on Active Duty in one of the branches of military.

g. The “Female” Market Segment. Optional for NRD use.

h. The “Inactive” Market Segment. This file will contain the prospect records of disqualified/rejected, male and female, applicants for a period of five years from the date of disqualification/rejection. This file should be purged monthly, retaining only records for a five year period from the date of disqualification/rejection.

(1) The only segment the Recruiter is not able to select is “Inactive”. Inactive is reserved for the LPO/LCPO. 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.
i. 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. The LPO/LCPO shall load the records to be “worked” (prospected, tested, etc.) for the appropriate date. The records to be prospected will be selected from the pool, as necessary, to make NAVCRUITSTA goals (Non-Prior Service Work Force, “A” Cell, Black/Hispanic Test Category Upper, etc.). As the prospect is “worked” and information is collected, the recruiter shall update the applicant record appropriately.

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.

d. The LPO/LCPO should not let any given day build to more than 50 records.

e. When loading Working Ticklers for the following week, the LPO/LCPO shall load the recruiters’ Working Ticklers with records from specific recruiting areas 24-48 hours prior to the evolution taking place. Example: High School visits, Area Canvassing. This event is known as pre-prospecting.

5. Loading The Working Tickler

a. The LPO/LCPO will select Tools/Build Working Tickler. A “Build Working Tickler” screen will appear. The LPO/LCPO will use this screen to enter criteria for the system to display a set of records to be loaded. The LPO/LCPO will select the name of the recruiter from a dropdown menu. This recruiter’s working tickler will be loaded. The recruiter’s goal is to prospect 100% of the prospect records through the use of the market segments and the working tickler.

b. 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.

c. Target the zip code(s) with the highest propensity to enlist first (ensuring quality is monitored). Always work from high to low.
OUTLINE SHEET 3.4
WEB R-TOOLS

d. 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.

e. The LPO/LCPO’S primary job is to ensure that the teams of recruiters are actively and aggressively working their market.

6. 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.

7. DEP Tracking. The Future Sailor’s 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.

8. 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.

9. Purging the System. The WEBRTOOLS system shall be purged each time a new name list is received to prevent duplicates. In addition, when graduation occurs, the LPO/LCPO 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.

10. 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.

11. Source Codes. Web R-TOOLS uses an ORIGINAL SOURCE and LEAD SOURCE codes to indicate the source of downloaded records. The following list contains Original Source abbreviations/codes:

(a) RL – Local lead (school and direct mail, newspaper, and other locally generated lead)

(b) RN – National LEAD

(c) PN – Pro-Navy (Generated by a referral by an active duty Navy member.)

(d) MO – Mail out

(e) AS – ASVAB
12. 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 (e.g., HS Grad date June 2009, remove record from file 1 July 2013).

13. TABS. There are 11 Tabs of additional information at the bottom of the one screen. They are as follows:

(1) Additional Tab - This is the section where information not included in Data Record is located. The fields for spouse, mother, and father names, email address, languages, religion, citizenship, etc. are located within this section. This information will be needed for the application. The recruiter shall enter this data in this section during the initial interview. Note: This information is needed to populate the enlistment kit.

(2) Sales Activity Tab - This function shall be used every time a recruiter makes an attempt, attempt and contact, contact and appointment, maintenance call or any type of DEP contact. This is not an automatic function of the WEBRTOOLS system. This area is also utilized to log DEP PHONE and DEP IN-PERSON contacts.

Note: “Contact” means actually talking to the applicant. If the recruiter talks to mom, dad, a brother or sister, the recruiter shall use attempt and document in remarks that one of these individuals was talked to, and record any blueprint information that was obtained.
OUTLINE SHEET 3.4
WEB R-TOOLS

(3) Remarks Tab - is used to annotate all contact with the applicant and family, as well as any other important information.

(4) Blueprint Tab contains specific physical and circumstantial information about the applicant that may or may not be a special situation to consider before the applicant will qualify to be accepted into the Navy. This information is typically entered during the interview and processing stages. VALOR Data obtained during an interview and utilizing the whiteboard will be documented. Fillable VALOR information is as follows: Pressures, Plans and Problems along with Advantages, Reference and Unique Value. Objections can be documented in the fillable block: Apathy, Doubt, Confusion and Obstacle. A pull-down menu with the six types of Navy Opportunity Value completes the tab.

(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 utilized to electronically project/schedule an applicant for MEPS processing.

(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 "Leads Information Download". On all other records the Tab will remain greyed out and not available for use.

14. Summary & Review:

a. Discuss Web R-TOOLS and some of its applications, to include:

   (1) Market Segments

   (2) Working Tickler

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(3) Utilization of the Working Tickler

(4) Maintenance of the System

(5) Recruiters Process

b. Discuss the operation and maintenance of the system.

15. Application:

a. None

16. Evaluation

a. Computer Based Test

17. Assignment

a. None
Terminal Objective:

3.5.0 Determine program requirements for enlistment into the Active and Reserve components of the Navy using the COMNAVCRUITCOMINST 1130.8 (Series) Volume IV.

Enabling Objectives:

3.5.1 Describe the Active Component Navy Programs of Nuclear Power, AEF/ATF, and Warrior Challenge.

3.5.2 Explain the various program qualifications and rating requirements for enlistment or affiliation into a Reserve Component.

3.5.3 Utilize various Special Programs in recruiting for both Active and Reserve Components of the Navy.

1. INTRODUCTION

2. COMNAVCRUITCOMINST 1130.8 (series) VOL. IV Overview.

   a. Volume Four provides program requirements for both the Active and Reserve components of the Navy. It is utilized by both field Recruiters and Navy Liaison personnel at MEPS.

3. CHAPTER 1, ACTIVE COMPONENT PROGRAMS.

   a. Nuclear Field Program, Section 1. This program enlists personnel in the Active Duty Navy with a Nuclear Field (NF) designation. Recruiters and Classifiers must inform NF Program Applicants of the opportunities provided to them and the importance of their enlistment in this program. NF applicants must meet the qualifications described in this section.

   b. Advanced Electronics Field (AEF) and Advanced Technical Field (ATF), Section 2. This section covers qualifications and screening requirements for individuals who are accessing into this critical program. AEF/ATF ratings include CTI, CTN, CTT, IC, IS, MT, IT and STG. Applicants screening for CTI, CTT, and IS must qualify for a Top Secret clearance with access to Sensitive Compartmented Information (SCI).

   c. Warrior Challenge Program, Section 3. This program offers qualified applicants an opportunity to serve in one of the following ratings or programs: Special Warfare Operator (SO), Special Warfare Boat Operator (SB), Explosive Ordnance Disposal (EOD), Navy Diver (ND), Aircrew Rescue Swimmer (AIRR), or the Underwater Construction Team (UCT) Construction Diver. Section 3 outlines qualifications and
screening standards for the various Warrior Challenge programs as well as training pipelines.

4. Chapter 2, Reserve Component Programs

a. Full Time Support (FTS) Program, Section 1. The FTS Program was formerly known as the TAR Enlistment Program (TEP). This program provides for a first enlistment as an Active Duty Sailor in the Navy Reserve. Recruits are guaranteed Class “A” School training followed by a continuous tour of active duty at a Navy Operational Support Center (NOSC). Depending on the rate selected, some recruits will be eligible for assignment to a variety of operational platforms.

b. New Accession Training (NAT) Program, Section 2. NAT is designed to reduce critical Navy Reserve Selected Reserve (SELRES) manning shortfalls. NAT-specific ratings are identified and regularly revised via current goaling directives. Personnel enlisted in this program incur an eight-year Military Service Obligation (MSO). This program allows for the accession of Non-Prior Service (NPS) personnel to complete basic training, rating-specific Class “A” School, and affiliation as SELRES with the NOSC closest to their permanent residence.

   (1) Enlistment Term. Enlistment is for a period of eight years (MSO) with six years in SELRES status and the final two years in the Individual Ready Reserve (IRR).

   (2) Prior Service personnel are not authorized enlistment in this program.

   (3) Program members shall be administered as all other Future Sailors.

c. Navy Veteran (NAVET) Program, Section 3. This section provides for accession of personnel who have had prior active or inactive Navy/Navy Reserve service into the Selected Reserve (SELRES). Applicants must meet all BEERS requirements.

d. PRISE-R is formerly known as Reserve Selected Conversion for Reenlistment Reserve Program (RESCORE-R) Program, Section 4. This program allows for separated or discharged NAVETS in closed ratings (CREO 1 and 2) and OSVETS to access into open ratings via a change of rating.

e. Other Service Veteran (OSVET) Program, Section 5. This program provides an avenue of accession for personnel with prior active or inactive service with, or who are presently serving in, other Reserve Components. All applicants must meet BEERS requirements and rating requirements.

   (1) Rating Determination. The foremost consideration is the applicant’s primary MOS (Army and Marines), Air Force Specialty Code (AFSC), or Coast Guard Rating.
(2) Navy Class “A” School Graduates. Personnel who have attended a Navy Class “A” School while serving in another branch may be enlisted with the same permanent paygrade held in the other service (up to E-6) provided they meet the following criteria:

(a) The member was assigned a MOS/AFSC/Coast Guard rating which directly converts to a Navy rate AND

(b) The member is still under contract or has been discharged less than four years AND

(c) The member is enlistment eligible in all other respects.

5. CHAPTER 3, SPECIAL PROGRAMS

This Chapter covers the various Special Programs that are available to you to utilize in your recruiting efforts. The more knowledgeable that you are in these programs, the better prepared you will be to handle the various situations that will arise daily that can be solved with these recruiting programs. We will focus on a few of these programs today. It is your responsibility to understand all of the Special Programs the Navy has offered.

a. Loan Repayment Program (LRP), Section 4. This Education Feature Program of the Navy is designed to provide financial assistance to applicants who have existing educational debt at the collegiate level. If the applicant qualifies and has eligible loans, the Navy will pay $65,000 of debt off. This program is extremely beneficial to Recruiters who are located near college campuses.

b. Advanced Pay grade Program, Section 7. All Active Component and Reserve Component non-prior service applicants are enlisted in paygrade E-1 unless they qualify for enlistment in E-2 or E-3 by meeting one of the advanced paygrade qualifications listed in this Section. Retroactive advancements are not authorized. The following are ways to qualify for an advanced paygrade:

(1) College Credits
(2) Foreign Education
(3) Navy Sea Cadet Corps
(4) Civil Air Patrol/Billy Mitchell Award
(5) Junior ROTC Program
(6) Scouting
(7) Sea Scouts
(8) Young Marines
(9) Vocational/Technical School
(10) Military Academy
(11) DEP Referrals
OUTLINE SHEET 3.5
CRUITMAN VOL IV PROGRAMS AND QUALIFICATIONS

(12) Completion of DEP Guide PQS

c. Buddy Program, Section 9. The Buddy Program provides for the enlistment of small groups who desire to remain together throughout Recruit Training only. The entire group must meet the following program restrictions:

(1) The group can be no larger than 4 people of the same sex.

(1) All members of the group must be enlisted on the same day, at the same MEPS, and arrive at RTC together.

(2) All members of the group must have a VE line score of 41 or higher

d. Navy Music Program, Section 12. This program provides for both DEP and immediate enlistment/reenlistment of qualified applicants with guaranteed training for ultimate assignment to official Navy Fleet Bands. Qualified candidates are enlisted in the Regular Navy and attend MU “A” School upon completion of Recruit Training. United States Navy Band, Washington, DC, and U.S. Naval Academy Band, Annapolis, MD, are designated premier bands and can be applied for separately. This program also provides high profile recruiting assistance with all types of music shows.

e. Direct Procurement Enlistment Program (DPEP), Section 13. DPEP provides for the enlistment of applicants with civilian acquired postsecondary vocational/technical training and/or significant work experience. DPEP requirements apply to both Active and Reserve Component applicants except where Component-specific criteria are identified. Terms of enlistment are as follows:

(1) Non-Prior Service enlietees incur an eight-year MSO with a four-year commitment for Active Component or a six-year SELRES commitment for Reserve Component.

(2) Prior Service applicants will incur a minimum four-year commitment for Active Component or minimum three-year commitment for Reserve Component

6. Chapter 4, Active Component Classification

a. This chapter is mainly to be used by the classifiers at MEPS and other processing personnel. It provides guidance on handling Navy Supplementary Tests, Active Component Reservations, and Prior-Service requirements for individuals with prior Active or Reserve Service

7. Chapter 5, Reserve Component Classification

a. This chapter provides guidance in the processing of Reserve applicants. It also provides critical information in regards to some basic Reserve Benefits.

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JANUARY 2018
8. Summary & Review
   a. State Lesson Objectives Turn to cover page for objectives.

9. Application
   a. None.

10. Evaluation
    a. CBT

11. Assignment
    a. Homework 10 Questions to lookup in Vol IV
Terminal Objective:

3.6.0 Complete error free JPAS/SF86 for applicants enlisting into the United States Navy to ensure proper processing.

Enabling Objectives:

3.6.1 Identify the basic functions of the JPAS/SF86.

3.6.2 Describe the procedures to complete JPAS/SF86 to include creating, validating and modifying all information.

1. INTRODUCTION

2. TOPIC OUTLINE: SF 86 is a form that collects all the necessary information needed to complete an individual’s security background investigation.

   a. JPAS was developed by the Defense Security Service (DSS) to streamline the submission of packages for security clearances and reduce rejections and processing time.

      (1) Designed specifically to eliminate the rejection of investigation requests due to incompleteness or inaccuracy.

      (2) Processing time is reduced by electronically transmitting JPAS to (OPM).

3. PREPARATION BEFORE USING THE JPAS PROGRAM. If the user is well prepared, completing the JPAS will be easier. Depending on the type of security investigation being conducted, the user must document personal activity dating seven to ten years into the past. The following is a checklist of all information that will be required to complete a JPAS record:

   a. PERSONAL INFORMATION- Name, date, place of birth, physical characteristics.

   b. OTHER NAMES USED- Any other names you have used.

   c. CITIZENSHIP- Current citizenship, including naturalization or alien registration if applicable, or Form 240 information if born abroad of U.S. parents.

   d. WHERE YOU HAVE LIVED- All your residences for the past 7 to 10 years depending on type of investigation.

   e. WHERE YOU WENT TO SCHOOL- Education in last 7 or 10 years—if none during that period, provide last school attended after high school, if any.
OUTLINE SHEET 3.6
JOINT PERSONNEL ADJUDICATION SYSTEM (SF 86/JPAS)

f. EMPLOYMENT ACTIVITIES- Provide continuous history of employment, unemployment, self-employment for the past 7 to 10 years, including any federal civil service since your 16th birthday.

g. SELECTIVE SERVICE RECORD- Registration number for males born after December 31, 1959

h. MILITARY HISTORY- Accounting for all Military service.

i. PEOPLE WHO KNOW YOU WELL- Name, address, and phone number needed for 3 people covering the past 7 years for reinvestigations or NACs) or 10 years for SSBIs.

j. MARITAL STATUS- Current and former spouse(s).

k. RELATIVES AND ASSOCIATES- Names, address, citizenship.

l. CITIZENSHIP OF RELATIVES AND ASSOCIATES- Additional citizenship information about certain close relatives born outside the U.S.

m. FOREIGN CONTACTS AND ACTIVITIES- Foreign property ownership, contacts, business and passports.

n. MENTAL AND EMOTIONAL HEALTH- Any consultation or treatment with a health care professional for a mental health related condition(s) during the last 7 years—include the name, address, and phone number of each provider.

o. POLICE RECORDS- Charged or convicted offenses, including name of law enforcement agency and location of court.

p. ILLEGAL USE OF DRUGS OR DRUG ACTIVITIES- Any use in the past 7 years, including use while on the job, in a sensitive position, etc.

q. USE OF ALCOHOL- Treatment and/or counseling in last 7 years.

r. INVESTIGATIONS AND CLEARANCE RECORD- Others held, denied, revoked, or suspended.

s. FINANCIAL RECORDS- Bankruptcies, repossessions, wage garnishments, tax liens, unpaid judgments, and delinquencies.

t. USE OF INFORMATION TECHNOLOGY SYSTEMS- Use of all Information Technology Systems including all related Computer hardware, software, firmware and data systems.

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OUTLINE SHEET 3.6
JOINT PERSONNEL ADJUDICATION SYSTEM (SF 86/JPAS)

u. INVOLVEMENT IN NON-CRIMINAL COURT ACTION- Any in last 7 years not covered elsewhere in form.

v. ASSOCIATION RECORD- Association with, and/or participation in, organizations advocating violent overthrow of U.S. Government.

4. Summary & Review:

5. Application:
   a. None

6. Evaluation:
   a. CBT

7. Assignment:
   a. None
Terminal Objective:

3.7.0 Explain the relationship between the ASVAB Career Exploration Program and recruiting success in schools.

Explain the PiCat Testing procedures for recruiting and applicant access.

Enabling Objectives:

3.7.1 Identify the purposes of the DOD Student Testing Program (ASVAB Career Exploration Program).

3.7.2 Describe the three main components of the ASVAB Career Exploration Program.

3.7.3 Explain the difference between scores on the ASVAB Summary Results Sheet and the Recruiter Service Copy.

3.7.4 Explain the different purposes of high school assessments (ASVAB, SAT, ACT).

3.7.5 Identify recruiter responsibilities for pre-test, test day, and post-test activities.

3.7.6 Identify the different types of ASVAB Testing to include components of the test.

3.7.7 Explain the procedures for registering an applicant to take the Prescreen ASVAB.

3.7.8 Explain the Prescreen ASVAB testing procedures including score lookup and verification testing.
1. INTRODUCTION

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 source 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.

   (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
OUTLINE SHEET 3.7

(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.

1. O*Net Online
2. Occupational Outlook Handbook
3. Military Careers
4. 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

1. No direct recruiting activities authorized.

(b) Conclude the test session

(3) Post-Test
OUTLINE SHEET 3.7

(a) Verify that the school received test results.

(b) Assist or provide test interpretation.

1. 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

a. 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 answer the first question correctly the computer selects a harder item for question two. If they answer the first question incorrectly then follow item will be easier.

b. 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.

c. 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.

d. 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.

4. REGISTERING APPLICANTS FOR THE PiCAT ASVAB

a. The PiCAT ASVAB requires the use of two different iCAT web applications.
OUTLINE SHEET 3.7

(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 three 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 24 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.
OUTLINE SHEET 3.7

5. 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 24 hour clock begins.

b. If at the end of the first five subtest the examinee’s score is too low the test will end and the remaining five test 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 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

6. SUMMARY AND REVIEW
Terminal Objective:

4.1.0 Define the philosophy and basic components of the Recruiting Team Incentives and Awards Program in accordance with CNRC directives.

Enabling Objectives:

4.1.1 Identify the performance requirements for awarding of the Gold Wreath to include eligibility and criteria for enlisted production recruiters.

4.1.2 Explain the different types of national awards.

4.1.3 Explain the Admiral Warrior Award.

4.1.4 Describe the Production Awards System.

4.1.5 Describe the Recruiter Incentive System (RIS) program.

4.1.6 Identify the requirements for promotion under the Navy Recruiter Meritorious Advancement Program (NRMAP).

1. Introduction.

2. Gold Wreath Award Eligibility Criteria

(a) 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. Personnel returning to recruiting duty maintain eligibility for sequential Gold Wreath Awards.

(b) Officer and Enlisted recruiters must be PQS qualified or not delinquent in qualifications to be eligible for Gold Wreath Awards.

(c) Gold Wreaths will be awarded based on the net new contract objective and Reserve attainment goals obtained from the NAVCRUITDIST’s Monthly Goaling Letter.

(d) Enlisted recruiters will be eligible for a Gold Wreath Award when they net any combination of 4 new contracts or Reserve gains (affiliations and/or enlistment) within a consecutive (non-overlapping) 3 month period or less, or three net upper mental group new contracts in a three month (non-overlapping) period.

(e) Officer Recruiters are eligible for a Gold Wreath when they meet summation of AC and RC selects, attainments and pro-board eligible package submissions that meet or
exceed either FYTD or quarterly increment of the published monthly production gates.

(f) LPO/LCPO will be eligible for a gold wreath award when their NRS achieves 100% Active NCO, 100% NPS Reserve Accession, 100% NAT NCO, 100% Prior Service Affiliation (if goaled) and 100% TTCU (Total Test Category Upper) for a consecutive (non-overlapping) three month period. If responsible for officer mission, they must also achieve summation of AC and RC selects, attainments and pro-board eligible package submissions that meet or exceed either FYTD or quarterly increment of the published monthly production gates.

(g) The DIVISIONAL LCPO has the same requirements as the LPO/LCPO.

(h) Nuclear field Coordinators are eligible for a Gold wreath when the NRD achieves both NF NCO and accession goals during a consecutive (non-overlapping), 3-month period and remain above 75% on the NF stacking report.

(i) NROTC Coordinators fall under headquarters staff criteria

(j) NSW/NSO are eligible when NRD achieves both NSW/NSO NCO and accession goals during a consecutive (non-overlapping) three-month period and maintains \( \geq 85\% \) rate for passing and remaining in program at RTC.

3. National Awards are given annually by NRC. National Active Component (AC) and Reserve Component (RC) Officer and Enlisted Recruiters of the Year are eligible for a NAVCRUITCOM Navy Commendation Medal (NC). There are several other national award categories for the fiscal year: Diversity (Officer and Enlisted), Medical Programs, Nuclear (Officer and Enlisted), Naval Special Warfare/Naval Special Operations (NSW/NSO), LPO/LCPO, DIVISIONAL LCPO, Classifier, Enlisted Nuclear Field Coordinator, NSW/NSO Program Coordinator, Reserve Officer Training Corps (ROTC), and Support Person. All are eligible to receive Navy Commendation Medals. All national award winners will attend the Recruiter of the Year week events held in Washington, D. C.

4. Admiral’s Warrior Award is a quarterly program designed to provide incentive for specific production requirements identified by NAVCRUITCOM. Established to recognize exceptional performance in enlisted and officer production, processing and recruiter training.

5. Recruiter Incentive System (RIS). RIS is the only point system authorized to be used. It is used to provide commands with an authoritative data source to be considered for production awards.

   a. Contract Point Values for Recruiters. For individual recruiters, points are based primarily on the quality of the applicant at initial DEP-in/affiliation, or Officer
OUTLINE SHEET 4.1
RECRUITING AWARDS PROGRAM

package submission, selection, etc. Additional points can be received for accessions, referrals, and NROTC applications.

6. The Navy Recruiter Meritorious Advancement Program (NRMAP). NRMAP is an incentive program designed to provide 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.

a. CNRC is the only shore command authorized to advance Sailors outside the Navy’s established advancement system. NRMAP differs from the Command Advancement Program (CAP) in that NRMAP designed to incentivize production to exceed 100% of recruiting goals. Each NRD is authorized a base number of NRMAP advancements (meritorious) as a factor of average annual enlisted manning, one per 50 enlisted men. Additional NRMAP P advancements (production) may be authorized if CNRC and the NRD meet specific recruiting goals.

b. The total number of NRMAP advancements, meritorious and production may not exceed 5% overall of the NRD’s average annual enlisted manning.

c. Basic Eligibility Requirements for NRMAP:

   (1) PQS Qualified. Personnel must be PQS qualified for their current position. No waivers authorized.

   (2) Time in Rate. Members must meet all TIR advancement requirements.(12 Month waiver)

   (3) There is no time on board requirement for enlisted recruiters.

   (4) E7 Candidates must have taken the E7 advancement examination and be selection board eligible in the year in which they are nominated and the year of the CPO NRMAP Selection Board.

   (5) Personnel who have been previously advanced under any recruiting meritorious advancement program, i.e., NRMAP or REIP are not eligible for consideration.

   (6) Candidates must meet health and physical readiness requirements per OPNAVINST 6110.1.

   (7) Personnel who have been permanently transferred via PCS from the NRD during the fiscal year are eligible for consideration.

E5/E6 candidates must pass the September Navy-wide advancement exam given in the fiscal year for which they are nominated.
OUTLINE SHEET 4.1
RECRUITING AWARDS PROGRAM

7. Summary and Review:

8. Application
   a. None

9. Evaluation

10. Assignment
    a. None
Terminal Objective:

4.2.0 Identify an effective and productive Delayed Entry Program (DEP) Program in accordance with COMNAVCRUITCOMINST 1130.8 (Series) Vol. V

Enabling Objectives:

4.2.1 Define the purpose of the DEP program and the duties and responsibilities of recruiting personnel and Future Sailors in the DEP program.

4.2.2 Explain how to properly prepare a Future Sailor for Recruit Training Command (RTC).

4.2.3 Identify the purpose and procedures of conducting the 72 hour indoctrination.

4.2.4 Explain the purpose and requirements of DEP program contacts to include mentoring, DEP Meetings.

4.2.5 Identify the purpose and requirements of the DEP Personnel Qualification Standards (DEP PQS).

4.2.6 Explain DEP program administrative requirements to include DEP recertification, DEP screenings, and DEP custody turnovers.

1. Introduction

2. Delayed Entry Program (DEP).

   a. The Delayed Entry Program is a critical part of the Sailorization process. When 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:

      (1) Maintain Future Sailor’s motivation throughout their time in the DEP. Central to this purpose is the mentoring relationship established and maintained between the recruiter and the Future Sailor.

      (2) Mentally and physically prepare Future Sailors for RTC with the objective of reducing attrition.

      (3) Consistently screen Future Sailors to ensure they continue to meet enlistment criteria which may affect their ability or eligibility to ship.

      (4) Encourage Future Sailors to provide quality referrals.
b. DEP Program Responsibilities. Each member of the Chain of Command must ensure the DEP is meeting intended objectives to support program effectiveness while proactively seeking program improvements.

(1) 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. The LPO/LCPO will:

(a) Provide the overall supervision required to ensure the NRS complies with instructions and 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.

(c) Ensure recruiters use the Dep Tool Kit in planning and conducting Dep meetings (more in Lesson 4.5).

(d) Ensure referral prospecting of Future Sailors.

(e) Establish and maintain a DEP training folder for each new Future Sailor from Day of DEP in until graduation from RTC.

(f) Ensure that the 72-Hour Indoc is conducted by the LPO/LCPO and the Recruiter at the Future Sailor’s home.

(g) Ensure all required DEP recertification’s are completed and retained in the DEP Training Folder until graduation from RTC.

(2) Recruiter. The ultimate success of the Future Sailor is directly related to the proactive involvement of the recruiter. The recruiter will:

(a) Assume the role of mentor and provide guidance to Future Sailor on all issues.

(b) Conduct the DEP in accordance with the guidance set forth in the CRUITMAN and local policies promulgated by the Commanding Officer.

(c) Maintain DEP PQS tracking for all Future Sailors.

(d) Maintain consistent and continuous contact with each Future Sailor. A minimum of three phone contacts and two face to face contacts per month (to include the DEP meeting).

(e) Record and update Future Sailor contact and participation in R-Tools.
(f) Respond promptly to Future Sailor’s needs as they arise, especially when it may alter shipping status. Inform and coordinate this activity through the LPO/LCPO.

(g) Solicit referrals from Future Sailor and provide disposition of each referral to the Future Sailor.

c. 72-Hour Indoctrination. A good 72-hour indoctr will eliminate buyer’s remorse and will provide the Future Sailor with structure and clear understanding of his/her responsibilities during their time in DEP. The S.T.A.R.T. guide will be used to ensure all Future Sailors are informed of their Navy opportunities. The following will be covered at a minimum:

(1) Make the Future Sailor and their families feel part of the Navy team and explain how military titles will be used in all communications.

(2) Review the enlistment contract. Explain how program guarantees are contingent on the Future Sailor maintaining eligibility.

(3) For 11S Future Sailor, brief them on the Navy’s “Stay in School” policy as well as providing a copy of their grades each reporting cycle.

(4) Explain they must notify you of any illness, injury, academic problem or civil involvement, regardless of how small.

(5) Explain the requirements of the monthly mentoring contact and Monthly DEP Meeting.

(6) Explain DEP PQS, and that you will develop a schedule for PQS completion incorporated with mentoring contacts beginning at the initial mentoring contact.


(8) Ensure the Hold Harmless Agreement is signed and placed in the Future Sailor’s training jacket.

(9) Review each item of the Fraternization Policy Acknowledgement and review with both the Future Sailor and his/her family to ensure thorough understanding (CRUITMAN CH 5).

(10) Discuss the DEP referral and advancement process.

d. DEP Personnel Qualification Standards (DEP PQS). The DEP PQS is a mandatory, self-
paced program that will increase the Future Sailors’ familiarity with the Navy. The completed PQS is due NLT 10 days prior to the shipping date. There are two phases to the DEP PQS Program:

(1) The Training Phase. During the training phase the Future Sailor must learn fundamental information such as rank recognition, terminology, etc.

(2) The Sign Off Phase. During the sign off phase the Future Sailor must demonstrate a satisfactory level of the knowledge from the assigned module.

e. Monthly Mentoring Contact. The purpose of the monthly contact is to continue the mentoring relationship established at the 72-hour indoctrination.

(1) The number of mentoring contacts will vary based on Future Sailor, but shall be no less than once per month.

(2) The initial mentoring contact shall take place at least one week after the 72-hour indoctrination.

(3) DEP recertification will be completed at all Face-to-Face contacts and will be documented in WebRtools.

f. DEP Meeting. The DEP Meeting is designed to prepare the Future Sailor for RTC and produce referrals. Attendance should be 80% or better. The LPO/LCPO shall:

(1) Ensure all Future Sailors assigned to the same NRS are organized into a DEP Division. This can increase mental preparation by familiarizing Future Sailors with the Navy chain of command.

(2) Prepare an annual DEP Meeting schedule and submit to DEP coordinator via chain of command.

(3) Hold a DEP Meeting at least once a month using the DEP Tool Kit to plan and coordinate the function.

(4) Ensure each Future Sailor signs the DEP Muster Report.

(5) Schedule DEP Flex events for Future Sailors who are unable to attend the primary meeting.

(6) Encourage Future Sailors to invite friends, family and referrals to the DEP meeting.

g. Preparation for Recruit Training. All Future Sailors must be physically and mentally prepared to cope with the challenges of recruit training. Too much training time is lost
because Future Sailors arrive at RTC without the minimum level of strength and endurance. The LPO/LCPO and Recruiter will:

(1) Future Sailor executes a Hold Harmless Agreement and Release from Liability certificate.

(2) Ensure Future Sailor completes a MEPS medical exam.

(3) Ensure all Navy personnel leading physical training have completed the NKO Command Fitness Leader course, NKO Supervisor Managing Your Teams Risk, CPR certification, and NAVCRUITCOM approved training on the Fitness and Nutrition Guide and Recruiter Guide for Physical Training.

(4) Properly administer the Initial Fitness Assessment (IFA)

   (a) Participation in organized physical training and IFA is strictly voluntary.

   (b) The IFA will be administered in full accordance with OPNAVINST 6110.1 series with the exception of the 10-12 week advanced notification, completion of the PARFQ, and PRIMS entries.

   (c) An Operational Risk Management (ORM) analysis shall be completed at least 24 hours prior to the IFA.

   (d) During the IFA, there will be no less than 2 CPR qualified monitors present per 25 participants.

   (e) The location of the IFA shall be a flat even surface free from inclines and declines, be clearly marked for the 1.5 mile run and be accessible by emergency vehicles.

   (f) Water shall be made available for all participants before and after the IFA.

   (g) All Future Sailors participating in the IFA will have a current unexpired MEPS physical.

h. RTC Contact. The LPO/LCPO will encourage Recruiters to write their Future Sailors while in RTC.

   (1) Recruiters will also ensure the parents/spouse have the recruit’s contact information no later than one week after the Future Sailor ships to RTC and contacts them again one month after ship date.

i. DEP Administration. The LPO/LCPO and Recruiter will adhere to DEP administrative requirements to ensure proper documentation and accountability of the DEP program. These
include:

(1) DEP Action Request (DAR). A DAR is used to notify the Chain of Command of any changes in a Future Sailors status, regardless of how insignificant.

(2) DEP recertification. The purpose of DEP recertification is to promptly identify any issues that may impact enlistment eligibility. Recertification’s will be completed during:

(a) 30 days and 7 days prior to ship date.

(b) DEP meetings.

(c) Monthly mentoring contact.

(d) During a DEP custody turnover.

(e) Whenever the LPO/LCPO feels there is a need to recertify the Future Sailor.

(3) DEP Audits. The entire NRD DEP Program will be continuously monitored for effectiveness. DEP audits are to be conducted whenever there is a sign of excessive losses (in-month or out-month), and when a turnover of recruiter, LPO/LCPO or DLCPO occurs.

(4) DEP Custody Turnover. The LPO/LCPO shall ensure a face–to-face Future Sailor turnover occurs between the Future Sailor, LPO/LCPO and recruiter in each case where custody of the Future Sailor must be transferred to a different recruiter. The turnover shall occur within 30 days of recruiter transfer and will be documented in WebRtools.

(5) DEP Executive Screens. The purpose of the DEP executive screen is to measure DEP program effectiveness, confirm that the Future Sailor is motivated about his/her decision to join the Navy and verify that the Future Sailor is still eligible for enlistment and their rating/program and is ready to ship.

(6) DEP RTC Shipping Out-Brief. This briefing shall be conducted by the LPO/LCPO and recruiter during the seven-day recertification and reiterated 24-hours prior to ship date. It includes, but is not limited to, the following:

(a) Review the contents of the DEP training folder with the Future Sailor.

(b) Validate any DEP referrals and ensure all 5305’s are submitted.

(c) Reviews the Future Sailor’s PQS and ensure a page 13 is prepared once all requirements have been completed.
OUTLINE SHEET 4.2
CRUITMAN VOLUME V: DELAYED ENTRY PROGRAM LEADERSHIP

(d) Review list of authorized/unauthorized items at RTC.

(e) Answer any last minute questions the Future Sailor may have before shipping.

3. Summary & Review:

4. Evaluation:
   a. CBT

5. Assignment:
   a. None
OUTLINE SHEET 4.2
CRUITMAN VOLUME V: DELAYED ENTRY PROGRAM LEADERSHIP
Terminal Objective:

4.3.0 Define the Recruiter Training Pipeline in accordance with NRC directives.

Enabling Objectives:

4.3.1 Explain the Recruiter Development Board (RDB).

4.3.2 Describe the purpose, components and minimum standards for qualification under PQS.

4.3.3 Describe the Recruiter Evaluation Board and its composition.

4.3.4 List the minimum Annual Training requirements.

1. Introduction.

2. Recruiter Development Board (RDB).

   a. The purpose of the RDB is to check the recruiter’s progress since graduation from NORU, determine status towards PQS qualification, identify areas where the recruiter may need additional training and assistance, and discuss any personal/professional issues that may hinder their development.

   b. The RDB will be held during the recruiter’s third month on production (after check-in and indoctrination) and any time after as needed.

   c. Board members will consist of the following personnel.

      (1) Executive Officer (President)

      (2) Operations Officer

      (3) Command Master Chief

      (4) Chief Recruiter or ACR

      (5) NRD trainer (recorder)

   d. Final recommendation of the board will be either Satisfactory or Unsatisfactory.

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RECRUITER TRAINING PIPELINE

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3. Personnel Qualification Standards (PQS)

a. The PQS system bridges formal classroom to field training. It provides Navy Recruiting Districts with a tool to manage and track field training and professional development. Additionally, it provides a method to ensure long term professional development and standardization across Navy Recruiting Command.

b. The PQS system provides a valuable means to evaluate and select those individuals best suited to assume billets of greater responsibility.

c. Qualification Time.

   (1) The Basic Recruiter PQS module will be held within 45 days of reporting to the NAVCRUITDIST. A recruiter will not be placed on production until the Basic Recruiter Module is complete and is certified by a qualification board. The Advanced Recruiter PQS board shall be held within six months of reporting. An additional 90 days is authorized if remediation is required. The nine months includes boards, remedial training and re-boards.

   (2) Failure to complete PQS within prescribed time constraints may result in initiating a fault/no-fault transfer since the qualification is required for current positional assignment.

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OUTLINE SHEET 4.3
RECRUITER TRAINING PIPELINE

d. Positional prerequisites. To fill any position LPO/LCPO and above, the member must be PQS qualified in that position before assignment, except for immediate fill requirements which require a waiver. (i.e. SINGLE PERSON STATION)

e. Extensions

(1) Recruiters working to complete the Basic Recruiter module will be given up to 45 additional days for remedial training. Recruiters working to complete the Advanced Recruiter module will be given up to 90 additional days for remedial training. This remedial training will be documented in the member’s training jacket before a second board is convened.

(2) Personnel who fail to complete the Basic Recruiter PQS by their 90th day on board or the Advanced Recruiter PQS by their ninth month on board will have to attend a Recruiter Evaluation Board. This board should be convened immediately to determine the Recruiter’s potential to succeed in Recruiting and make necessary recommendations.

(3) LPO/LCPOs requiring a re-board on the first failure will be re-boarded in 30 days. A second failure will result in continued assignment at the level currently qualified and restart the PQS qualification process for the next higher level with re-board no earlier than six months.

f. PQS Disqualification. 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 disqualification resides with the Commanding Officer.

g. Remedial Training. Remedial training shall be documented in sufficient detail to provide the trainee with specific actions the trainee needs to take and to provide the trainee with a future reference.

h. PQS Boards. Final PQS certification shall be accomplished by a PQS Board composed of qualified individuals. Any exceptions to board composition must be approved in writing by the NAVCRUITREG Commander.

(1) Advanced Recruiter Qualification Board

(a) CR OR ACR (Chair)

(b) Command Trainer or DIVISIONAL LCPO from another Division

(c) LPO/LCPO

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(2) The final recommendation of the RQB must be one of the following:

(a) Qualified

(b) Failed with only limited improvement needed to qualify. A specific training track shall be provided to qualify the recruiter by their ninth month on production.

(c) Unsatisfactory with formal counseling required. A detailed Plan of Action and Milestones (POA&M) will be developed and a mentor/trainer assigned with the intent of qualifying the recruiter by the ninth month on production.

4. Recruiter Evaluation Board (REB). The REB is held for those recruiters who fail to pass the RQB by their ninth month on production, or who successfully pass the RQB but whose production has been continually below average during their first nine months in recruiting.

   a. The primary purpose of the REB is to evaluate whether the recruiter has the potential to eventually succeed or is incompatible with recruiting duty and should be made available to their rating detailer. The REB, if required, will be held no later than the end of the recruiter's ninth month on production.

   b. Recruiter Evaluation Board Members

      (1) Executive Officer (President)

      (2) Command Master Chief

      (3) Operations Officer

      (4) Chief Recruiter

      (5) Command Trainer (Recorder)

   c. The final recommendation of the REB is one of the following: RETAIN ON RECRUITING DUTY or TRANSFER DUE TO INCOMPATIBILITY. If CO approves the POA&M and retain on recruiting duty, the recruiter cannot be no-fault transferred at a later date.

5. Responsibility

   a. The Executive Officer is designated as the PQS Training Officer and is responsible for the administration of the PQS system.
b. The Department Heads are responsible for ensuring an individual’s original PQS qualification module, including board members’ signature page (qualification sheet), is maintained at the NAVCRUITDIST. The Department Head schedules PQS boards and ensures appropriate entries for final qualifications are made in member’s service record.

(1) Annual Training. The NAVCRUITDIST Leadership (CO, XO, CMC) and Department Heads (CR, OPERATIONS OFFICER, OPO, LSO) must receive and document all required training. This training can be accessed via DOD’s Standards of Conduct Office website at [http://dod.mil/dodger](http://dod.mil/dodger). This training includes, but is not limited to:

(a) Ethics Training

(b) Privacy Act Training

(c) Information Assurance

(d) Trafficking in Persons

(e) Prevention of Sexual Harassment Training

6. Individual Training Jackets shall capture.

a. Formal and Informal training

b. Remedial

c. OJT

d. Indoctrination

e. PQS

f. Sales Training – Each Production Recruiter (Officer and Enlisted) and Classifier shall conduct a monthly graded Valor Sales Lab.

7. Summary and Review

8. Application:

a. None
9. Evaluation:
   a. CBT

10. Assignment:
   a. None
Terminal Objective:

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

Enabling Objectives:

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

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

4.4.3 **Identify** the four different types of recruiting irregularities and investigations.

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

4.4.5 **Explain** Government Cellular Phone Use.

4.4.6 **Explain** the policies and requirements of the Government Travel Card.

4.4.7 **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.
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.
(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
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.
(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
$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
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 inquiries. 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 4.4
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.
OUTLINE SHEET 4.4
ETHICS AND PROHIBITED PRACTICES

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
OUTLINE SHEET 4.5
NAVY DELAYED ENTRY PROGRAM TOOL KIT AND TRAINING FOLDER

Terminal Objective:

4.5.0 **Explain** the function of the Delayed Entry Program Tool Kit and Training Folder.

Enabling Objectives:

4.5.1 **Describe** the proper use of the DEP Tool Kit book.

4.5.2 **Show** the electronic file of the DEP Tool Kit on quarterdeck.

1. Introduction.

2. Many of you will find yourselves checking into you NRS shortly and may be tasked with facilitating a DEP Meeting in the next few weeks. Future Sailors are relying on you to conduct thorough, effective and interesting training to prepare them for RTC and keep them motivated while in the Delayed Entry Program. A good DEP Meeting is one of the main ways to accomplish this.

3. Summary & Review:

4. Application:
   a. None.

5. Evaluation:
   a. None.

6. Assignment:
   a. None.
OUTLINE SHEET 4.6
Navy Credentialing Opportunities On-Line (COOL)

Terminal Objective:

4.6.0   Describe features and benefits of the Navy COOL program.

Enabling Objectives:

4.6.1   Explain the purpose of credentials and their value to Navy sailors.

4.6.2   Describe the information and links available at the Navy COOL website.

1. **Introduction**: This lesson will be presented as a brief by Navy COOL representatives on the current features and benefits of Navy COOL (Credentialing Opportunities On-Line) website.

2. COOL helps Navy Service members find information on certifications and licenses related to their jobs. Use COOL to get background information on credentialing and find detailed information on Credentials related to a Navy rating, collateral-duty/out of rate assignment, or designator

   a. Credential requirements and potential gaps between Navy training and civilian credentialing requirements

   b. Resources available to fill gaps between military training and civilian credentialing requirements

   c. How to get a COOL funded voucher to pay for credential exam and maintenance fees

   d. Other key resources such as Advancement Bibliographies (BIBs) and Learning and Development Roadmaps (LaDRs)

3. Many civilian jobs have certain professional and technical standards. Obtaining credentials (certifications and licenses) shows that you meet these standards.

   a. For example, a welder can show his welding certifications to an employer to document that he has specific skills and knowledge.

   b. In the civilian world, credentials may be required for a job, or can make you much more likely to be hired for a job.

4. For a Sailor, civilian credentials are important for two reasons:

   a. Career Advancement:
OUTLINE SHEET 4.6
Navy Credentialing Opportunities On-Line (COOL)

(1) The Navy has made them part of its workforce professionalization, so getting certified can help you in your Navy career while you’re still in service.

b. Smoother Transitions.

(1) When you transition back to civilian employment, credentials help you translate your military training and experience into something civilian employers can easily recognize. That can help you get hired, get a better job, or be promoted sooner!

5. The Navy COOL website provides important information, credentialing search and other links: http://www.cool.navy.mil/usn/index.htm

6. Summary & Review:

7. Assessment
   a. None

8. Assignment
   a. None
Terminal Objective:

4.7.0 Apply VALOR Coaching conversation by recalling each of the four steps

Enabling Objectives:

4.7.1 Describe in sequence the four VALOR Coaching Steps

4.7.2 Associate successful coaching practices to VALOR Coaching conversation.

4.7.3 Describe overcoming objections during the VALOR Coaching conversation.

1. 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.

2. 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?
   c. How do you determine if the behavior has been sufficiently corrected?

3. 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.

4. Engage Phase

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### OUTLINE SHEET 4.7
### VALOR Coaching

<table>
<thead>
<tr>
<th>5. Assess Phase</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. WHAT: Create an environment for a coaching session</td>
<td></td>
</tr>
<tr>
<td>b. WHEN: You must believe that there is a need to develop or assess a certain behavior</td>
<td></td>
</tr>
<tr>
<td>c. HOW: You must secure an area suitable for the coaching session that is free of distractions and allows the free exchange of ideas</td>
<td></td>
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<tr>
<td>d. Resolve Objections using objection handling if any arise</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Reveal Phase</th>
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</thead>
<tbody>
<tr>
<td>In the Reveal phase we will be revealing the plan that you and your recruiter have agreed on to help improved their proficiency.</td>
<td></td>
</tr>
<tr>
<td>a. WHAT: Reveal a plan to correct the identified behavior.</td>
<td></td>
</tr>
<tr>
<td>b. WHEN: After you secure buy-in on the need to improve the identified behavior.</td>
<td></td>
</tr>
<tr>
<td>c. HOW: By collaborating with the recruiter to develop a plan to improve the identified behavior.</td>
<td></td>
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<tr>
<td>d. Discuss what successful execution of the plan looks like and how it will be measured in a follow-up.</td>
<td></td>
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<tr>
<td>e. Resolve objections</td>
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</tbody>
</table>

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

12. What good Coaches do
   a. Good coaches are observant and are adept 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. Summary & Review:

15. Assessment
   a. CBT

16. Assignment
   a. None
Terminal Objective:

4.8.0 Describe the importance of creating a prospecting plan to target the Female market.

Enabling Objectives:

4.8.1 Demonstrate the ability to use all the tools learned in MOD II, to develop a power point presentation of a prospecting plan to target the Female market.

1. Introduction.

2. Recruiters will utilize systems learned during Mod II lessons to create and effectively articulate a plan that identifies and penetrates the female market in their prospecting territory. The following questions will need to be answered (at a minimum):

   a. How will the recruiter use the SMART system, and specifically what components, to identify the appropriate target market centers for females?

   b. Where will the recruiter attempt to develop possible COI’s and how do they plan to establish credibility with them?

   c. How will the recruiter use the RPMS system to attain appropriate amounts of appointments and interviews to consistently make female mission?

   d. What Opportunities and Advantages can the recruiter expect females to identify with and which ones could cause objections?

   e. How does the recruiter plan to handle objections regarding specific characteristics females may encounter while serving in the Navy?

3. Summary & Review

4. Application

   a. Apply knowledge as it applies in Navy recruiting.

5. Summary & Review

6. Application

   a. Apply knowledge as it applies in Navy recruiting.
7. Assessment
   a. Laboratory

8. Assignment
   a. None
OUTLINE SHEET 4.9
CAPSTONE New Accession Training (NAT) Prospecting

Terminal Objective:

4.9.0 **Describe** the importance of creating a prospecting plan to target the New Accession Training (reserves) market.

Enabling Objectives:

4.9.1 **Demonstrate** the ability to use all the tools learned in MOD II, to develop a power point presentation of a prospecting plan to target the New Accession Training (reserves) market.

1. Introduction.

2. Recruiters will utilize systems learned during Mod II lessons to create and effectively articulate a plan that identifies and penetrates the New Accession Training (NAT) market in their prospecting territory. The following questions will need to be answered (at a minimum):

   a. How will the recruiter use the SMART system, and specifically what components, to identify the appropriate target market centers for NAT?

   b. Where will the recruiter attempt to develop possible COI’s and how do they plan to establish credibility with them?

   c. How will the recruiter use the RPMS system to attain appropriate amounts of appointments and interviews to consistently make NAT mission?

   d. What Opportunities and Advantages can the recruiter expect NAT to identify with and which ones could cause objections?

   e. How does the recruiter plan to handle objections regarding specific characteristics NAT may encounter while serving in the Navy?

3. Summary & Review

4. Application

   a. Apply knowledge as it applies in Navy recruiting.

5. Summary & Review

6. Application

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a. Apply knowledge as it applies in Navy recruiting.

7. Assessment
   a. Laboratory

8. Assignment
   a. None
Terminal Objective:

4.10.0 **Describe** the importance of creating a prospecting plan to target High School student markets.

Enabling Objectives:

4.10.1 **Demonstrate** the ability to create and effectively deliver a PPT presentation to target High School students, with an overview of the Navy’s Opportunities and Advantages.

1. Introduction

2. Recruiter’s will utilize the following outline to create a PowerPoint presentation that would be suitable for a high school classroom presentation lasting 30 to 40 minutes;
   
   a. Objectives – What the presenter plans to achieve by delivering the presentation to the group.
   
   b. Agenda – An outline of what will be discussed during the presentation.
   
   c. Plan – List common plans that high school students have after graduating.
   
   d. Pressure – List common pressures that high school students have which lead them to develop the plan mentioned beforehand.
   
   e. Opportunities & Advantages – List the specific opportunities and advantages that apply to the common pressures just mentioned. (This section can be expanded beyond one slide to provide additional information to the class)
   
   f. Unique Value / Recap – Recap all sections of the presentation and solicit feedback from the group.
   
   g. Contact Information – Names, phone numbers, and addresses for presenters to be contacted at for future information.

3. Summary & Review

4. Application
   
   a. Apply knowledge as it applies in Navy recruiting.

5. Assessment
OUTLINE SHEET 4.10
CAPSTONE High School Presentation

a. Presentation

6. Assignment
   a. None
Terminal Objective:

4.11.0 Demonstrate the ability to perform a sales call using the skills learned in MOD I. This will be a role-play activity that would include instructor/student interaction.

Enabling Objectives:

4.11.1 Describe the importance of being able to perform a sales call utilizing blueprinting sheets and surveys.

1. Introduction

2. Trainees will play the role of recruiter and an instructor will play the role of prospect and role-play a phone conversation in front of the class.

3. The Trainee must be able to utilize VALOR sales skills introduced in MOD 1 to uncover pressures and plans, discuss opportunities and advantages, and overcome any objections in order to set an appointment.

4. The Trainee must be able to blueprint a prospect for qualification in accordance with the enlisted recruiting Manual (CNRCINST 1130.8 series) while utilizing the blueprint sheet before setting an appointment.

5. Evaluation will be debriefed to entire class.

6. Summary & Review

7. Application
   a. Apply knowledge as it applies in Navy recruiting.

8. Assessment
   a. Laboratory

9. Assignment
   a. None
Terminal Objective:

4.12.0 Demonstrate the ability to perform an interview using the skills learned in MOD I. This will be a role-play activity that would include instructor/student interaction.

Enabling Objectives:

4.12.1 Describe the importance of being able to perform an interview.

1. Introduction

2. Trainees will play the role of recruiter and an instructor will play the role of prospect and role-play a sales interview in front of the class.
   
   a. The Trainee must be able to utilize VALOR sales skills introduced in MOD 1 to uncover pressures and plans, discuss opportunities and advantages, and overcome any objections in order to gain the prospect’s commitment to join the Navy.

   b. The Trainee must be able to blueprint a prospect for qualification during the Engage phase of the VALOR sales process while utilizing the VALOR interview overlay sheet before gaining commitment from the prospect to join the Navy.

3. Evaluation will be debriefed to entire class.

6. Summary & Review

7. Application
   
   a. Apply knowledge as it applies in Navy recruiting.

8. Assessment
   
   a. Laboratory

9. Assignment
   
   a. None.
Terminal Objective:

4.13.0 Demonstrate the ability to perform a home visit and effectively communicate with influencers using the skills learned in MOD IV. This will be a role-play activity that would include instructor/student interaction.

Enabling Objectives:

4.13.1 Describe the importance of being able to perform a home visit.

1. Introduction

2. The Trainee will play the role of Recruiter and the Instructor will select other students to play the role of applicant and influencers in front of the class.
   a. Trainee’s must be able to conduct a VALOR sales presentation in front of the applicants influencers while handling influencer’s objections and confirm buy-in on the applicant’s decision to join the Navy.

3. Debrief will be conducted with the class at the end of the role-play.

4. Summary & Review

5. Application
   a. Apply knowledge as it applies in Navy recruiting.

6. Assessment
   a. Laboratory

7. Assignment
   a. None
Terminal Objective:

4.14.0 Demonstrate the ability to perform a 72hr Indoctrination, using the skills learned in MOD IV. This will be a role-play activity that would include instructor/student interaction.

Enabling Objectives:

4.14.1 Describe the importance of being able to perform 72 hour indoctrination, explain the purpose and requirements.

1. Introduction

2. The Trainee will play the role of recruiter and the Instructor will play the role of new Future Sailor and select two other Trainee’s to play the role of influencers during the 72 Hour Indoc.

   a. Trainee must be able to utilize all appropriate forms, discuss all applicable policies, and confirm expectations of the Future Sailor and the Future Sailor’s expectations of the Recruiter.

   b. Trainee must be able to answer any and all questions from the Future Sailor and/or influencers to eliminate buyer’s remorse.

3. Debrief will be conducted in front of the class at the end of the role-play.

4. Summary & Review

5. Application

   a. Apply knowledge as it applies in Navy recruiting.

6. Assessment

   a. Laboratory

7. Assignment

   a. None
Terminal Objective:

4.15.0 Demonstrate the ability to perform a DEP meeting utilizing DEP Tool Kit. This will be a role-play activity that would include the entire class interaction.

Enabling Objectives:

4.15.1 Describe the importance of being able to perform a DEP meeting. Explain the purpose, requirements and benefits of conducting an effective DEP meeting.

1. Introduction

2. Trainees will play the roles of recruiter within a Navy Recruiting Station and effectively complete a DEP Meeting in accordance with the DEP Toolkit.

   a. Other Trainees from the class will play the roles of Future Sailor’s and the Instructor will oversee the training evolution and provide feedback at the completion of the role-play.

3. Summary & Review

4. Application

   a. Apply knowledge as it applies in Navy recruiting.

5. Assessment

   a. Laboratory

6. Assignment

   a. None