TRAINEE GUIDE

FOR

OFFICER RECRUITER COURSES

Officer Recruiter – Enlisted (OR-E) S-501-0168
Officer Recruiter – Officer (OR-O) S-7C-2414

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

Revised January 2018
## CHANGE RECORD

<table>
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<th>Number and Description of Change</th>
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<th>Date</th>
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<td>CH-1: Restructured and revised to comply with current NRC directives.</td>
<td>NCC Chavez Course Supervisor</td>
<td>18 JAN 17</td>
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<td>CH-2: Replaced Chart the Course Lesson 1.1 with Full Speed Ahead Lesson 1.1.</td>
<td>Glenn Jewell, Dir. of Learning</td>
<td>28 FEB 17</td>
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<td>CH-2: Performed FCR: reorganized and updated course content to ensure compliance with NRC directives</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 TRAINEE 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 3 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 the Navy Recruiting Command (NRC) mission and the Recruiting Chain of Command

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

1.4.0 Describe the publications that guide the officer recruiter function.

1.5.0 Describe Navy Officer Programs.

1.6.0 Explain GENOFF Programs and products.

1.7.0 Explain Medical Programs and products.

1.8.0 Identify a Medical Officer market given an officer program and Medical Dashboard.

2.1.0 Explain the pathway to commissioning through establishing credibility and ensuring program requirements are met in accordance with program authorizations.

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

2.3.0 Explain the VALOR sales process by recalling each of the four VALOR sales phases.

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

2.5.0 Identify the uses for the Interview Overlay.

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

2.7.0 Apply prospecting modes given a scenario in a group setting.

2.8.0 Explain the Officer Recruiter Annual Market and Prospecting System (ORAMPS).
2.9.0 **Explain** Navy Recruiting District (NAVCRUITDIST) Officer Program goaling and how it affects the Officer Recruiter

2.10.0 **Create** a prospecting plan given a goaling letter, ORAMPS, and current iNavy program information in a group setting.

3.1.0 **Describe** Navy Recruiting Web based tools used in support of the Navy Recruiting Mission.

3.2.0 **Describe** the Collegiate Management Process and Reporting requirements.

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

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

3.5.0 **Explain** the importance of proper fitness and nutrition in preparation for Officer Candidate School (OCS) and Recruit Training Command.
## SECTION 6.0 COURSE MASTER SCHEDULE
### WEEK 1

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- | Instruction | 2.5 | VALOR Interview Overlay        | 24:1  |
- | Instruction | 2.0 | BERS/Blueprinting              | 24:1  |

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| | Instruction | 1.25 | Fundamentals of Prospecting   | 24:1  |
| 2.7       | Instruction | 1.5  | Officer Recruiting Annual Market and Prospecting System (ORAMP) | 24:1  |
| 2.9       | Instruction | 1.0  | Goaling Letter                | 24:1  |
| 2.10      | Instruction | 3.5  | Prospecting Plan              | 24:1  |

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- | PT | 2.5 | Physical Training              | 24:1  |
- | Lab | 2    | Credibility Kit Presentation   | 24:1  |
- | Lab | 2    | Sales Labs                     | 24:1  |
- | Review | 1.5 | Test Review                    | 24:1  |

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- | Test | 2    | Test                            | 24:1  |
- | Lab  | 2.0  | Credibility Kit Presentation    | 24:1  |
- | Lab  | 2.5  | Sales Labs                      | 24:1  |
### WEEK 3

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- **PT** 2.5  Physical Training  24:3
- Instruction 3.5  PRIDE MOD II  24:1
- Instruction 1.5  CPR  24:1

#### Day 3

- Instruction 2.5  Fitness and Nutrition  24:1
- Instruction 8.0  AAA Driver Improvement Program (DIP)  24:1

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- PT 2.5  PT  24:1
- Exam 2.0  Final Exam  24:1
- Admin 1.0  Computer Turn In  24:1
- Admin 1.0  Graduation Practice  24:1
- Admin 1.5  OIC/SEL Brief  24:1

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- Admin 4.5  Graduation  24:1
## SECTION 7.0 RECRUITING TERMS, ACRONYMS AND ABBREVIATIONS

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<td>PQ</td>
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<td>Personnel Qualification Standards</td>
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<td>Projected Rotation Date</td>
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<td>PRIDE</td>
<td>Personalized Recruiting for Immediate and Delayed Enlistment</td>
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<td>PRISE III PROGRAM</td>
<td>NAVETS discharged to over manned ratings reenlist with a guaranteed “A” school in a critical rating.</td>
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<td>PRN</td>
<td>Physicians Recruiting for the Navy</td>
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<td>PROMO</td>
<td>Promotional Item</td>
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<td>PROREP</td>
<td>Production Report – PORT Program</td>
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<td>PSA</td>
<td>Public Service Advertising or Public Service Announcement</td>
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<td>QMA</td>
<td>Qualified Male Applicant</td>
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<td>Qualified Not Interested</td>
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<td>Qualified No Jobs</td>
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<td>RAD</td>
<td>Recruiting Aid Device</td>
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<td>Recruiting Assignment Factor</td>
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<td>RBJ</td>
<td>Rejected, Reevaluation Believed Justified</td>
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<td>RCAP</td>
<td>Recruiter Command Advancement Program</td>
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<td>Report Control Symbol</td>
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<td>Recruiting District Assistance Council</td>
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<td>Recruiter Development Board</td>
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<td>Recruiting Data System</td>
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<td>REB</td>
<td>Recruiter Evaluation Board</td>
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<td>REPORT</td>
<td>Daily Transaction/Exception Reports – PORT Program</td>
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<td>RINC</td>
<td>Recruiter-in-Charge</td>
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<td>Recruiting Incentive System</td>
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<td>ROMO</td>
<td>Recruiting Officer Management Orientation</td>
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<td>Reserve Officer Training Corps</td>
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<td>ROY</td>
<td>Recruiter of the Year</td>
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<td>R-TOOLS</td>
<td>Recruiting Tools</td>
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<td><strong>S</strong></td>
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<td>SAM</td>
<td>Sea and Air Mariner</td>
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<tr>
<td>SAPR</td>
<td>Sexual Assault Prevention and Reporting</td>
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<td>SAT</td>
<td>Scholastic Aptitude Test</td>
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<td>SATO</td>
<td>Scheduled Airline Ticket Office</td>
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<td>SBI</td>
<td>Special Background Investigation</td>
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<td>SCII</td>
<td>Strong Campbell Interest Inventory</td>
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<td>SDA</td>
<td>PAY Special Duty Assignment Pay</td>
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<td>SECF</td>
<td>Submarine Electronics/Computer Field</td>
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<td>SEEREEDC</td>
<td>See Record – See a Record in the PORT Program</td>
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<td>SELRES</td>
<td>Selected Reserve</td>
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<td>SEMINAR</td>
<td>Senior Minority Assistance to Recruiting</td>
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<td>SMART</td>
<td>Station Market Analysis and Review Technique</td>
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<td>SOAR</td>
<td>School of Area Responsibility</td>
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<td>SOI</td>
<td>Sphere of Influence</td>
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<td>SRB</td>
<td>Selective Reenlistment Bonus</td>
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<td>SSN</td>
<td>Social Security Number</td>
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<tr>
<td>STASS-RTM</td>
<td>Standard Training Activity Support System - Recruit Training Management</td>
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<td>STEAM</td>
<td>Standardized Territory Evaluation and Analysis for Management</td>
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<td>STEM</td>
<td>Science, Technology, Engineering, Mathematics</td>
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<td>STO</td>
<td>Standard Transfer Order</td>
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<td>System Administrator</td>
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<td>TAR</td>
<td>Training and Administration of Reserves</td>
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<td>TCU</td>
<td>Test Category Upper</td>
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<td>TDRL</td>
<td>Temporary Disability Retirement List</td>
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<td>TFMMS</td>
<td>Total Force Manpower Management System</td>
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<td>TMMCA</td>
<td>Total Force Manpower Management System Micro Management Change Application</td>
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<td>TMR</td>
<td>Temporary Military Report</td>
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<td>UIC</td>
<td>Unit Identification Code</td>
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<tr>
<td>UPDATE</td>
<td>Update a Record in the PORT System</td>
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<td>USMMA</td>
<td>U.S. Merchant Marine Academy</td>
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<td>U.S. Naval Academy</td>
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<td>WF</td>
<td>Work Force</td>
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<td>Working Group</td>
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Terminal Objective:

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

Enabling Objectives:

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

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

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

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

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

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

Topic Outline:

1. Introduction

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

(1) – We’re all influenced, to some degree, by those around us. And just as we’re influenced by others, we leave an impact on others too.
FULL SPEED AHEAD

(a) Have you ever stopped to think about what kind of impact you leave?

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

(c) Do you promote a culture of excellence?

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

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

(b) Each of us needs to own this.

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

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

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

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

2. Module 1: INTEGRITY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(9) What other things can you do to foster a culture of trust and respect?

c. Participate in the Classroom Activity “CREATE YOUR OWN ENDING”; be prepared to answer and discuss the following questions:

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

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

(a) If so, how?

d. View Video 2 INTEGRITY

3. Module 2: ACCOUNTABILITY

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

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

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

(3) In the long term?

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

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

(a) Why?

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

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

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

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

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

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

c. View Video 4 ACCOUNTABILITY

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

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

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

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

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

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

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

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

   (a) What are they?

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

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

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

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

c. View Video 6 INITIATIVE

5. Module 4: TOUGHNESS

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

(1) Toughness has a few different meanings.

   (a) In what ways are sailors tough?

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

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

6. FULL SPEED AHEAD CONCLUSION

a. Summary and Review.

b. Exercise good judgment when making decisions.

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

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

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

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

7. Application

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

8. Evaluation

   a. CBT

9. Assignment

   a. None.
Terminal Objective:

1.2.0 Describe the Navy Recruiting Command (NRC) mission and the Recruiting Chain of Command.

Enabling Objectives:

1.2.1 Explain the mission, vision and guiding principles of Navy Recruiting Command.

1.2.2 Identify the Recruiting Chain of Command from NRC to the field recruiter.

Topic Outline:

1. Introduction

2. Navy Recruiting Command’s Mission and Vision:

   a. Mission: Leverage an inspirational culture to inform, attract, influence and hire the highest quality candidates from America’s diverse talent pool to allow America’s Navy to assure mission success and establish the foundation for Sailors to thrive in a life-changing experience.

   b. Vision: A people-first team that is the undisputed talent acquisition leader in the Department of Defense.

   c. Guiding Principles: Mission Oriented, People Focused, Ready Now and in the Future, and Conduct Beyond Reproach


   a. Commander, Navy Recruiting Command. Rear Admiral (Upper or Lower Half) position, responsible for the overall management, direction, and training and recruiting functions of Navy Recruiting Command.

      (1) NRC Responsibilities

         (a) Recruiting all first enlistment men and women for active and reserve duty in enlisted and officer programs.

         (b) Recruiting prior service veterans for continued active duty service in the U. S. Navy and Full-Time Support (FTS) Navy Reserve.
OUTLINE SHEET 1.2
Mission & Chain of Command

2. Region Commanders (East/West)
   a. Region Commander, O-6 position who reports directly to the Commander, Navy Recruiting Command. Responsible for fulfilling the recruiting mission assigned to their region. Implement NRC plans and policies, develop and execute an operating plan that organizes the efforts of NRC region and district personnel to ensure that all goals are met or exceeded. The Regional Commander is also responsible for knowing and being able to perform the items listed in the NRC Commanding Officer job description.
   b. Regional Chief Recruiter, E-9 CRF personnel who reports directly to the Region Commander. Represents the Regional Commander in matters pertaining to recruiter production, recruiting programs/aids, training of Chief Recruiters, NAVCRUITREG conferences and specific problem areas affecting the overall NAVCRUITREG recruiting effort as directed by the Commander. Operate as the NAVCRUITREG Commander’s primary assistant in stimulating production to achieve goal.

3. Navy Recruiting District (NRD) Recruiting Chain of Command
   a. The Commanding Officer has overall responsibility for their command. The primary mission of the CO is to ensure the NRD achieves all assigned requirements, by category, for each month and year.
   b. The Executive Officer has the traditional responsibility as second in command, and is 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.
   c. The Command Master Chief (CMC) is the principal enlisted advisor to the Commanding Officer. CMCs formulate and implement policies concerning morale, welfare, job satisfaction, discipline, 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, represents the Navy and the command at community and civic functions.
   d. The Chief Recruiter (CR) functions in a traditional role as the Senior Career Recruiter (NEC 2186) and is the principal advisor to the commanding officer on all aspects of enlisted and officer recruiting, and reports directly to the CO.
   e. Department Heads:
      1. Enlisted Programs Officer (EPO) will be responsible to all enlisted Active (AC) and Reserve Component (RC) missions, supported by the Enlisted Assistant Chief Recruiter (E-ACR).
OUTLINE SHEET 1.2
Mission & Chain of Command

2. Officer Programs Officer (OPO) will be responsible for all officer AC and RC missions, supported by the Officer Assistant Chief Recruiter (O-ACR).

f. Enlisted - Assistant Chief Recruiter (E-ACR) E-8 CRF will report directly to his or her department head under the advisement of the chief recruiter (CR).

g. Officer - Assistant Chief Recruiter (O-ACR) E-8 CRF will report directly to his or her department head under the advisement of the chief recruiter (CR).

h. Divisional Leading Chief Petty Officer. The DLCPO’s primary missions will align with their assigned department.

i. Leading Chief Petty Officer/Leading Petty Officer (LCPO/LPO) E-6 to E-8 personnel communicates directly with Divisional LCPO in all matters relating to Recruiting Station production and recruiting personnel. Leads, trains, mentors and develops all Recruiting Station personnel. Manages and coordinates use of all recruiting systems and resources supporting the Recruiting Station mission. Ensures proper management and screening of Recruiting Station Delayed Entry Program and/or Collegiate Program Future Sailors. Implements Recruiting Station training plan IAW Division and District training plans. Submits required reports to Divisional LCPO.

j. Recruiters

(1) Enlisted Recruiters: E-5 to E-8 personnel who work directly for the LCPO/LPO and are responsible for the recruitment of qualified personnel from within the AOR.

(2) Officer Recruiters: E-6 to O-4 personnel who report directly to the Department Chain of Command for all production matters.

4. Summary & Review

a. Navy Recruiting exists to provide sufficient quality and quantity applicants for enlisted, reserve and officer programs and to ensure applicants are processed and accessed in accordance with COMNAVCRUITCOM instructions.

5. Application

a. None

6. Evaluation

a. CBT.
OUTLINE SHEET 1.2
Mission & Chain of Command

7. Assignment
   a. Read CNRC Philosophy and NRD Organization Chart.

2. Application
   a. Apply in all areas of recruiting.

3. Evaluation
   a. CBT

4. Assignment
   a. None.
Terminal Objective:

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

Enabling Objectives:

1.3.1 **Describe** NRC Fraternization policy as it pertains to applicants, prospects, Collegiates, and Future Sailors.

1.3.2 **Explain** the policies regarding familiarization or coaching of applicants, collegiates and Future Sailors by recruiting personnel.

1.3.3 **Identify** the four different types of recruiting irregularities and investigations.

1.3.4 **Explain** the use of government vehicles to include Domicile to Duty procedures, emergency and accident procedures, and government vehicle credit card use.

1.3.5 **Explain** government cellular phone use.

1.3.6 **Explain** the policies and requirements of the government travel card.

1. Introduction.

2. Fraternization: Personal relationships that are unduly familiar between recruiting personnel, prospect, applicants, Collegiates and Future Sailors.

   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 regardless of whether or not the individual is qualified to join the U.S. Navy.

      (1) A prospect who expresses a loss of interest in enlistment or appointment shall continue to be a prospect under this instruction for a period of one year from the date they express this loss of interest.

      (2) A prospect who is permanently ineligible under existing regulations will continue to be a prospect for a period of one year from the date that the permanent ineligibility is documented by recruiting personnel.

   b. **Applicant:** Any person who has commenced processing for enlistment or appointment in any of the Armed Forces.
c. Future Sailor: An individual who has joined military service to include military academy cadets or midshipmen, ROTC cadets or midshipmen who are under contract and individuals in the Delayed Entry Program (DEP) awaiting to commence active duty.

d. Personal Relationships: A relationship that involves any activities that do no further the enlistment or officer accession process, but such activities do not necessarily need to be intimate or sexual.

e. Prohibited Activities: The prohibitions apply from the first contact between a prospect, applicant, collegiate or Future Sailor and a Recruiter, through entry-level training, and for six(6) months after the trainee completes entry-level training.

3. Prohibited Activities. Recruiting personnel shall not:

a. Develop, attempt to develop, or conduct a personal, intimate, or sexual relationship with a prospect, applicant, collegiate, Future Sailor, or their family members.

b. Develop, attempt to develop, or conduct a personal intimate, or sexual relationship with any person whom they believe, or reasonably should believe, to be currently enrolled in high school, regardless of whether the person has ever expressed in interest in joining the U.S. Navy.

c. Use grade or position, threats, pressure, or promise of return of favors or favorable treatment in an attempt to gain sexual favors from a prospect, applicant, collegiate, or Future Sailor or their family members.

d. Make sexual advanced toward, or seek or accept sexual advances or favors from, a prospect, applicant, collegiate, or Future Sailor or their family members.

e. Allow entry of any prospect, applicant, collegiate, or Future Sailor or their family members into their dwelling.

f. Establish a common household with a prospect, applicant, collegiate, or Future Sailor, or their family members, that is, share the same living area in an apartment (does not include facilities open to all members of a homeowners association or all tenants in an apartment complex), house, or other dwelling.

g. Allow entry of any prospect, applicant, collegiate, or Future Sailor in any government vehicle except for official purposes.

h. Allow entry of any prospect, applicant, collegiate, or Future Sailor into their privately owned vehicles. Exceptions are permitted for official business when the safety or welfare of a prospect, applicant, collegiate, or Future Sailor is at risk.
i. Provide alcohol to, or consume alcohol with, a prospect, applicant, collegiate, Future Sailor, or their family members on a personal social basis.

j. Attend social gatherings, clubs, bars, theaters, or similar establishments on a personal social basis with a prospect, applicant, collegiate, Future Sailor, or their family members.

k. Gamble with a prospect, applicant, collegiate, Future Sailor or their family members.

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

m. Harass any prospect, applicant, collegiate, 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, UCMJ, if the victim were subject to the orders of the harasser.

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

n. Use any prospect, applicant, collegiate, Future Sailor, or their family members to provide any benefit, financial or otherwise, for themselves or others.

o. 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, collegiate, or Future Sailor.

p. Solicit or accept, directly or indirectly, anything of value in an unofficial or personal capacity from any prospect, applicant, collegiate, Future Sailor, or their family members.

q. Borrow money or any articles of value from, or lend the same to, any prospect, applicant, collegiate, Future Sailor, or their family members.

r. Engage in, or offer to engage in, any financial or business dealings with any prospect, applicant, collegiate, Future Sailors, or their family members.

s. Hire or otherwise employ a prospect, applicant, collegiate, or Future Sailor (e.g., babysitting, maintenance jobs).

t. Photograph or accept, or solicit any pictures of any prospect, applicant, collegiate, or Future Sailor, other than those required for official purposes.
OUTLINE SHEET 1.3
ETHICS AND PROHIBITED PRACTICES

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

v. 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.

w. Participate in closed-door discussions with prospects, applicants, collegiate, or Future Sailors. Recruiters and trainers will keep doors open when meeting with prospects, applicants, collegiate, and Futures Sailors when:

   (1) There is another person at least 18 years of age or older present;
   (2) Based on the proximity of others, there is a need to protect personal identifiable information, sensitive information, or confidential information (these closed-door sessions will be short in duration); or
   (3) The design of the office is such that the door opens to a public area where the office is left unprotected from the elements or allows unwanted public interaction. In these cases, the door will be left unlocked and clearly marked that it is open for business and visitors are welcome. This provision does not apply to external entry and exit doors to the recruiting facility.
   (4) The nature of the interaction is likely to produce information that will be personal in nature. Examples would be collegiate or Future Sailor EXEC or other Future Sailor Counseling to confirm continued suitability and desire for Naval Service.

x. Communicate with a prospect, applicant, collegiate, or Future Sailor via any social media website other than the recruiter’s authorized Navy Facebook profile, or authorized NAVCRUITDIST Virtual Recruiting or NRC Cyber Recruiting activities.

4. Use of Government Vehicles (GOV)

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

b. Transportation of prospective military recruits may be provided in connection with interviewing, processing, and orientation.
c. Domicile-to-Duty is the use of GOVs for transportation between an individual’s Domicile and place of duty. It 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.

- Individuals requesting authorization to use a GOV for transportation between domicile and place of duty must submit a written request, to an authorized official prior to the date of such use is requested.

d. Safety Regulations apply to all personnel operating government-owned or controlled motor vehicles. Personnel shall comply with current instructions.

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

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

(3) 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.

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

e. Emergency/Accident Procedures. Vehicle operators must report any accidents and incidents immediately by phone to the Logistics Support Department and the chain of command. This includes damage resulting from accidents, thefts, vandalism, or arising from natural phenomena.

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

(1) Take necessary emergency action.

(2) 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.

(3) Get names and addresses of all persons involved and extent of injuries, if any.
OUTLINE SHEET 1.3
ETHICS AND PROHIBITED PRACTICES

g. Credit Card Use. 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.

h. 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 driver’s copy of the receipt. Copies of all credit card purchase receipts will be forwarded monthly to the district Vehicle Coordinator. Guidelines are as follows:

(1) Use self-service pumps only.

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

(3) Procurement of the following items with a credit card is unauthorized:

   (1) Waxes and polishes

   (2) Storages and parking

   (3) Tires and tubes

   (4) Batteries

   (5) Routine repairs

   (6) Items for personal use

i. Vehicle Care/Maintenance/Repair. The vehicle operator has the primary responsibility for maintaining the mechanical and cosmetic condition of the vehicle to include safety items. If unscheduled or Emergency/After hour repairs are needed and the GSA MCC cannot be reached for authorization, the driver must notify the LSO/Vehicle Coordinator.

5. Cellular Telephones

a. Use of cellular telephones is 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 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, and loss or destruction of the cellular phone and accessories.

6. Government Travel Charge Card. 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.

   (2) Pay financial obligations to bank on time.

   (3) Notify Agency Program Coordinator of any changes.

   (4) Use of the split pay option (mandatory for all military personnel) upon travel liquidation.

   (5) Assume liability for all billed charges. Cardholder must pay on time whether or not reimbursement has been received.

7. Familiarization/Coaching are methods directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills.

   (1) Coaching any prospect, applicant, collegiate or Future Sailor to give false statements to NRC, MEPS, OCS/ODS and RTC personnel is strictly prohibited. These include, but not limited to, medical history, medical processing, criminal history, drug usage, and education.

   (2) ASVAB/ASTB/OAR Familiarization/Coaching. Several information devices are available to familiarize applicants with the ASVAB/ASTB/OAR:

      (1) Use of the official ASVAB website is authorized

      (2) Use of the Enlistment Screening Test (EST) is authorized.

      (3) Sample for School Officials. An ASVAB specimen set is a sample for school Officials to familiarize them with the institutional ASVAB. NRC personnel are strictly prohibited from using it to familiarize applicants or students.

      (4) Study Guides. Several ASVAB and ASTB/OAR 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 study guides are available in some stores. Under no circumstances shall NRC personnel use a commercial ASVAB
OUTLINE SHEET 1.3
ETHICS AND PROHIBITED PRACTICES

or ASTB/OAR study guide to familiarize applicants with these tests. NRC personnel are prohibited from possessing any ASVAB or ASTB/OAR Study Guides.

(5) Schools. NRC personnel must NOT refer applicants to any commercial ventures or schools whose purpose is to familiarize applicants with any Navy entrance exam. 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.

(6) 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.

8. Recruiting Irregularities and Investigations

a. 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.

b. 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.

c. 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.

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

e. 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.

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

g. Congressional inquiries. The most common inquiries are:

(1) Promised reclassification in RTC
OUTLINE SHEET 1.3
ETHICS AND PROHIBITED PRACTICES

(2) College graduates promised commissioning after RTC

(3) Fraternization

(4) Harassment of potential applicants from recruiters
e. CNRC Hotline complaints. Most common complaints are:
   (1) Quality of life – working hours.
   (2) Recruiting Procedures – DEP Discharge request.
   (3) Misconduct – Misuse of GOV vehicle.
   (4) Command Policies – Relief of position.

9. Summary & Review

10. Assignment

11. Evaluation
   a. CBT

12. Application
   a. Practice ethical decision making in daily recruiting activities.
Terminal Objective:

1.4.0 Describe the publications that guide the Officer Recruiter function.

Enabling Objectives:

1.4.1 Locate COMNAVCURITCOM publications.

1.4.2 Identify contents of COMNAVCURITCOMINST 1131.2 (Series).

1.4.3 Describe Officer Recruiter qualification process.

1.4.4 Describe recruiter use of Program Authorizations and Checklists

Topic Outline:

1. Introduction.

2. Publications
   a. Navy Recruiting Command Directives
      (1) Instructions
      (2) Notices
      (3) Program Authorizations (PAs).
   b. Recruiting Quarterdeck and iPortal
      (1) Communications from Program Managers (N3)
         (a) Program Managers are HQ NAVCURITCOM personnel who are responsible for managing officer accession programs; their functions include:
            - Gatekeepers for officer selection boards
            - Clearinghouses for up-to-date information on kit tips and common errors, and available billets for the FY
            - Liaisons between Recruiters and community managers
      (2) Checklists
(a) Each officer program has a corresponding checklist. They specify what documents are required to apply for a given program and are used as a quality assurance guide.

3. COMNAVCRUICOMINST 1131.2 (Series)
   
   a. All Officer Recruiters MUST be very familiar with the contents of this publication.

   b. Purpose is to “promulgate policies and procedures for the guidance of personnel assigned to duties involving the procurement of Navy Officers, to establish the criteria for enlistment in officer candidate programs, to establish procedures governing the processing of applicants, and to summarize recruiting support programs to be used in accomplishing the Active and Reserve Component officer recruiting mission.”

   c. “Any deviation from the instructions in this manual must be authorized by Commander, Navy Recruiting Command.” (CNRC)

   d. It contains guidance on:

      (1) Actions and conduct of all personnel involved in recruiting and processing Navy applicants Information on officer programs

      (2) Enlistment/commissioning eligibility requirements

      (3) Information on officer programs

      (4) Procedures for enlisting, commissioning, and processing applicants into the Navy Active and Reserve Components

   e. Chapter 1: Officer Recruiter Leadership and Management

      (1) Punitive applications of publication

      (2) Duties and responsibilities

      (3) Military conduct on recruiting duty

      (4) Operations

      (5) General information

      (6) Prospecting
OUTLINE SHEET 1.4
Guiding Instructions

(7) Modes of prospecting

f. Chapter 2: Basic Eligibility Requirements (BERS)

(1) General eligibility and requirements information

(2) Citizenship

(3) Social security number requirement

(4) Enlistment/commissioning name requirement

(5) Education

(6) Professional qualifications

(7) Physical requirements

(8) Drug and Alcohol Screening Requirement

(9) Medical documentation/physical examinations

(10) Waivers

g. Chapter 3: Officer Programs

(1) OCS Student Programs

(2) Nuclear Officer Programs

(3) AC GENOFF OCS Programs

(4) GENOFF/MEDICAL Direct Commissioning Programs (DCO)

(5) Chaplain Programs

h. Chapter 4: Active and Reserve Officer Programs Processing

(1) General guidance

(2) Applicant Testing

(3) Application preparation and submission
OUTLINE SHEET 1.4
Guiding Instructions

(4) Navy Veteran (NAVET) and Other Service Veteran (OSVET) Applicant Processing

(5) NAVET appointments and reappointments

(6) JAG Corps Officer Processing

(7) Recall Processing

(8) Security and Scroll processes

(9) Enlistment/commissioning of officer candidates

(10) Orders

(11) Discharge of officer candidates

(12) Reserve affiliation

(13) Officer training school information

i. Chapter 5: Officer Recruiting Production and Management System (ORPMS)

   (1) Goal assignments and appointments

   (2) Officer Production Analysis Training and Evaluation (OPATE)

   (3) Market Analysis (AC and RC)

j. Chapter 6: OFFICER RECRUITER ANNUAL MARKET AND PROSPECTING SYSTEM (ORAMPS)

k. Chapter 7: Forms and Documents

   (1) List of forms with guidance on how to use them

l. Chapter 8: Officer Delayed Enlistment Program (DEP) Management

   (1) Program management and responsibilities

   (2) Active duty collegiate management

   (3) Individual Ready Reserve (IRR) collegiate management
m. Appendix A: Active Duty Collegiate Handbook

   (1) Handbook for issue to all Active Duty Collegiates

n. Appendix B: Glossary of Terms

4. Program Authorizations (PAs)
   a. Document MINIMUM basic requirements for each officer program that the Navy offers

      (1) Based on U.S. Title 10 laws containing the basic eligibility

      (2) Cover Active AND Reserve components

      (3) Located on NAVCRUITCOM Directives webpage: https://mpte.navy.deps.mil

      (4) Defined by each Officer Communities

   b. Sections of a typical PA

      (1) Program Authority

         (a) Citation of law authorizing program appointments

      (2) Cancellation Notice

         (a) PA(s) cancelled by current PA

      (3) Quota

         (a) References Deputy CNO (MPTE)

      (4) Qualifications

         (a) Citizenship
         (b) Gender
         (c) Age
         (d) Education
         (e) Professional
         (f) Physical
         (g) Marital Status
         (h) Work Experience (RC only)
(5) Source

(a) Demographic pool(s) that can apply for a particular program
   -Civilian
   -Enlisted
   -Commissioned Officers
   -ROTC

(6) Training/Indoctrination

(a) OCS
(b) ODS
(c) DCOIC

(7) Special Requirements

(a) Interviews, for example

(8) Enlistment

(a) For collegiate programs

(9) Appointment

(a) Details of commission accepted applicants will receive
   -Component
   -Grade
   -Designator

(10) Service Obligation/Requirements

(a) Length
(b) Component

(11) Funding/Pay and Allowances

5. Officer Recruiter Qualification Process

a. Officer Recruiter Course (NORU)
   -Provides orientation to basic Officer Recruiter skills

b. NAVCRUITDIST

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OUTLINE SHEET 1.4
Guiding Instructions

(1) Basic Recruiter PQS (45 days)

(2) Recruiter Development Board (90 days)

(3) Officer Recruiter PQS (180 days)

(4) Sales training, coaching, and Value Oriented Recruiting (VALOR) Continuous Learning System

  c. Mobile Medical Recruiter Academy

  d. N7 monthly virtual training topics

6. Summary and Review

  a. Publication Locations

  b. COMNAVCRUITCOMINST 1131.2 (Series)

  c. Officer Recruiter qualification process

7. Assignment

  a. None.

8. Evaluation

  a. CBT.


  a. None.
Terminal Objective:

1.5.0 Describe Navy Officer Programs.

Enabling Objectives:

1.5.1 State the Big Four

1.5.2 Identify Reserve Programs.

1.5.3 Describe GENOFF Programs.

1.5.4 Describe Medical Programs

1.5.5 Identify Pathways to Commission.

1.5.6 Define Student Programs.

1.5.7 Describe Officer Indoctrination Schools.

Topic Outline:

1. Introduction.

2. The Big Four:
   a. Active Component General Officer
   b. Reserve Component General Officer
   c. Active Component Medical Officer
   d. Reserve Component Medical Officer

3. Reserve Programs
   a. Reserve Component (RC) of America’s Navy
   b. Sum of multiple components
      (1) Ready Reserve
      (2) Standby Reserve
(3) Retired Reserve-Inactive

c. Ready Reserve

(1) Provides a pool of trained service members who are ready to step in and serve whenever and wherever needed

(2) Is made up of:

(a) Selected Reserve (SELRES)
   -Drilling Reservists
   -Full Time Support (FTS)

(b) Individual Ready Reserve (IRR)
   -Active Status Pool (ASP)
   -Volunteer Training Unit (VTU)

(3) SELRES

(a) Drilling Reservists
   -Designated Reservists available for recall to active duty
   -Largest group within Ready Reserves
   -Primary source of immediate manpower
   -Traditional drilling: 1 weekend per month, two weeks per year
   -Receive many of same benefits as Active Component (AC) Sailors; includes
      Active Duty for Training (ADT)
   -Recruiters with RC goals recruit for the SELRES

(b) Full Time Support (FTS)
   -Reservists who perform full-time active duty service that relates to training and administration of the Navy Reserve program
   -May be assigned to shore activities or commands, or operational units
   -Rotation rates are typically lower than for AC
   -Receive same pay and allowance as AC Sailors

(c) Individual Ready Reservists (IRR)
   -Individuals who have served on active duty or drilled as a SELRES
   -Personnel who must fulfill their Military Service Obligation (MSO)
   -Members who must fulfill a contractual service obligation
   -Personnel who have completed their MSO but choose to remain IRR
   -Subject to involuntary recall to active duty
   -Constitute a prime recruiting market for those with RC goals
(d) IRR Active Status Pool (ASP)
   - Non-pay, non-drill members who previously served in AC or SELRES
   - Screened and managed by PERS-93

(e) IRR Volunteer Training Unit (VTU)
   - Personnel who do not hold a billet
   - Eligible and willing to return to pay status OR
   - Not eligible for pay status but drill for retirement points
   - Screened and managed by local NOSC

4. General Officer (GENOFF) Programs
   a. AC and RC programs that include restricted and unrestricted line officers and staff officer
      EXCEPT Medical, Dental, Medical Service and Nurse Corps programs.
   b. Aviation
      (1) Pilot
      (2) Navy Flight Officer (NFO)
      (3) Aerospace Maintenance Duty Officer (AMDO)
   c. Business and Legal
      (1) Human Resources Officer
      (2) Judge Advocate General’s (JAG) Corps
      (3) Public Affairs Officer (PAO)
      (4) Supply Corps Officer
   d. Chaplain and Support
      (1) Chaplains
   e. Engineering and Applied Science
      (1) Civil Engineers Corps (CECs)
      (2) Engineering Duty Officer (EDO)
3. Surface Warfare Officer (SWO)
   (a) SWOs may combine with specialty option after initial tour and warfare qualification:
       - SWO EDO option
       - SWO Information Professional option
       - SWO Oceanography option
       - SWO Information Warfare option

f. Information Warfare Community
   (1) Information Professional (IP)
   (2) Information Warfare Officer (IWO)
   (3) Cyber Warfare Engineer (CWE)
   (4) Intelligence Officer (Intel)
   (5) Meteorology and Oceanography (METOC) Officer

g. Nuclear Energy
   (1) Naval Nuclear School Instructor
      (a) Nuclear Power School Instructor
      (b) Nuclear Prototype Instructor
   (2) Nuclear Reactors Engineer
   (3) Submarine Officer (Nuclear Submarines)
   (4) Surface Warfare Officer (Nuclear Aircraft Carriers)

h. Special Warfare/Special Operations
   (1) Sea, Air and Land (SEAL) Forces Officer
   (2) Explosive Ordinance Disposal (EOD) Officer

5. Medical Officer Programs
a. Medical Officer Programs are Active and Reserve Component staff officer programs that include Medical, Dental, Medical Service, and Nurse Corps.

b. Medical Corps (MC)

   (1) Navy doctors who attend to service members and their families in much the same way a civilian doctor would

   (2) Broader spectrum of experience faster as they practice at the forefront of medicine

   (3) Contribute to medical relief efforts across our country and around the globe

   (4) Practice in more than 31 specialties including:

      (a) Aviation Medicine
      (b) Aerospace Medicine
      (c) Anesthesiology
      (d) Surgery
      (e) Neurosurgery
      (f) OB/GYN
      (g) General Medicine
      (h) Ophthalmology
      (i) Orthopedic Surgery
      (j) Otolaryngology
      (k) Urology
      (l) Preventive Medicine
      (m) Occupational Medicine
      (n) Phys Med & Rehab
      (o) Pathology
      (p) Dermatology
      (q) Emergency Medicine
      (r) Family Practice
      (s) Internal Medicine
      (t) Neurology
      (u) Undersea Medicine
      (v) Undersea Medicine, Sub
      (w) Pediatrics
      (x) Nuclear Medicine
      (y) Psychiatry
      (z) Diagnostic Radiology
      (aa) Radiation Oncology
      (bb) Health Care Management
c. Dental Corps (DC)

(1) Navy dentists provide service members and their families with dental care

(2) Contribute to humanitarian missions in this country and virtually anywhere in the world

(3) Practice in more than a dozen different focus areas including:
   (a) Comprehensive Dentistry
   (b) Dental Education Programs
   (c) Dental Science and Research
   (d) Dentistry (General)
   (e) Endodontics
   (f) Health Care Management
   (g) Health Services Quality Assurance
   (h) Operative Dentistry
   (i) Oral Surgery
   (j) Oral Medicine/oral Diagnosis
   (k) Orthodontics
   (l) Pediatric Dentistry
   (m) Periodontics
   (n) Prosthodontics
   (o) Public Health Dentistry
   (p) Temporomandibular Disorders
   (q) Maxillofacial Prosthodontics Operative Dentistry
   (r) Oral and Maxillofacial Radiology
   (s) Oral Facial Pain Clinic
   (t) Oral Pathology
   (u) Research

d. Medical Service Corps (MSC)

(1) Officers in the Navy MSC are one of the most diverse officer corps. They are divided into three areas: Clinical Care Providers, Health Care Administrators, and Health Care Scientists.

e. Clinical Care Providers
   Directly attend to patients

(1) Specialize in any one of ten fields:
   (a) Audiology
   (b) Clinical Psychology
   (c) Dietitian/Food Management
(d) Occupational Therapy
(e) Optometry
(f) Pharmacy
(g) Physical Therapy
(h) Physician Assistant
(i) Podiatry
(j) Social Work

f. Navy Health Care Administrators

Supervise the care of those who serve, managing everything from delivery systems to training programs and expanding their expertise through unprecedented growth opportunities.

Concentrate their practice in one or more of the following areas:

(a) Education And Training Management
(b) Financial Management
(c) General Health Care Administration
(d) Health Care Facilities Planning
(e) Information Management
(f) Manpower Systems Analysis
(g) Medical Logistics Management
(h) Operations Research
(i) Patient Administration
(j) Plans, Operations And Medical Intelligence

g. Navy Health Care Scientists

Conduct research in support of Navy operations

Navy Health Care Scientists specialize in any one of 11 fields:

(a) Aerospace Experimental Psychology
(b) Aerospace Physiology
(c) Biochemistry
(d) Entomology
(e) Environmental Health
(f) Industrial Hygiene
(g) Medical Technology
(h) Microbiology
(i) Research Physiology
(j) Radiation Health
(k) Research Psychology
h. Nurse Corps (NC)

   (1) Provide high-quality nursing care for Sailors, Marines and servicemembers – and their families – wherever duty calls

   (2) Do everything a typical nurse would do: check vitals; treat wounds; manage triage; and lift spirits, restore hope and mentor others

   (3) Participate in humanitarian relief efforts

   (4) Navy Nurses can focus on any of more than a dozen sought-after practice areas, including:

      (a) Critical Care
      (b) Education
      (c) Emergency Trauma
      (d) Manpower System Analysis
      (e) Maternal/Infant
      (f) Medical/Surgical
      (g) Neonatal Intensive Care
      (h) Nurse Anesthetist
      (i) Nurse Midwife
      (j) Nurse Practitioner
      (k) Pediatrics
      (l) Perioperative
      (m) Psychiatric
      (n) Public Health
      (o) Research
      (p) Training Management

6. Pathways to Commissioning

   a. Pathways to Commissioning

      (1) Student

      (2) Direct Accession

      (3) Direct Commission

   b. Student / Collegiate Programs

      (1) Armed Forces Health Professions Scholarship Program (AFHPSP)
OUTLINE SHEET 1.5
Officer Programs Overview

(a) Inactive Ready Reserve (IRR) Program for students accepted to or enrolled in an accredited training program leading to a health profession degree.

(2) Health Professions Scholarship Program (HPSP)

(a) Four-year scholarship program in designated health professions to complete health profession degree/certification requirements and obtain reserve officer commission in the active duty component of Medical Corp (MC), Medical Service Corps (MSC), or Dental Corps (DC) upon graduation.

(3) Financial Assistance Program (FAP)

(a) Inactive Ready Reserve Program for physicians or dentists currently accepted to or enrolled in an accredited residency or fellowship program, progressing toward a specialty which has been designated as critical to the Department of Defense (DOD).

(4) Nurse Candidate Program (NCP)

(a) Financial assistance program for students enrolled in a baccalaureate nursing program.

(5) Nuclear Propulsion Officer Corps (NUPOC)

(a) Collegiate program for undergraduate and graduate students in programs with STEM courses.

(6) Civil Engineers Corps (CEC)

(a) Collegiate program for students and graduates in engineering or architecture programs.

(7) Chaplain Candidate Program Officer (CCPO)

(a) Program for graduate students of religion.

(8) Judge Advocate General’s (JAG) Corps

(a) Program for law students and graduates.

(9) Baccalaureate Degree Completion Program (BDCP)
OUTLINE SHEET 1.5
Officer Programs Overview

(a) Collegiate program for college students to complete bachelor’s degree requirements.

c. Commissioning for Degree Holders

(1) Direct Accession

(2) Direct Commission

d. Officer Indoctrination Programs

All Officer indoctrination take place at Officer Training Command, Newport (OTCN)

(1) Officer Candidate School (OCS)

(a) 12-week course for AC applicants only
   -Unrestricted/Restricted Line Officers
   -Nuclear Conventional Officers

(b) Develops civilians, enlisted, and newly commissioned personnel morally, mentally, physically, and imbue them with the highest ideals of honor, courage, and commitment, in order to prepare graduates for service in the fleet as Naval Officers

(c) Academic courses include:

   -Navy Programs and Policies
   -Sea Power
   -Engineering & Weapons
   -Damage Control
   -Naval Orientation and Warfare
   -Leadership
   -Naval Orientation and Seamanship (NOS)
   -Navigation
   -Military Law
   -Third class swim qualification

(2) Officer Development School (ODS)

(a) Five-week course for Active Duty applicants only (RC chaplains are the exception to the rule)
OUTLINE SHEET 1.5
Officer Programs Overview

(b) Most Staff Corps/Restricted Line Officers (Medical, JAG, Chaplains, Nuclear Engineer and Nuclear Power Instructors)

(c) Prepares officers of specific staff corps and restricted line communities as Navy leaders supporting fleet needs

(d) The academic courses include:

- Military Indoctrination
- Seamanship
- Damage Control
- Naval Leadership
- Division Officer
- Military Law
- Naval Warfare
- Special Emphasis
- Third class swim qualification

(3) Direct Commission Officer Indoctrination Course (DCOIC)

(a) Two-week course for Reserve Officers (staff and Restricted Line)

(b) Must attend within one year of commission

(c) Prepares officers for the responsibilities of commissioned service and follow-on skill training

(d) Curriculum includes:

- Leadership and Management
- Programs and Policies
- Military Customs, Traditions, and Regulations
- Naval History
- Naval Warfare
- Fitness and Wellness Programs

7. Summary and Review:

a. This lesson provided a high-level overview of Navy Officer Programs. We reviewed the SELRES and IRR programs in the Ready Reserves. We also reviewed GENOFF and Medical programs. Finally, we looked at the three pathways to commissioning: student, direct accession and direct commission. Applicants are sent to one of three officer training schools—OCS, ODS or DCOIC—depending on the program they enter.
OUTLINE SHEET 1.5
Officer Programs Overview

8. Assignment

   a. None.

9. Evaluation

   a. Computer Based Testing

10. Application

    None.
Terminal Objective:

1.6.0 EXPLAIN GENOFF programs and products.

Enabling Objectives:

1.6.1 DEFINE Competitive Profiles
1.6.2 DEFINE Quality Threshold Criteria
1.6.3 EXPLAIN GENOFF Programs.

1. Introduction.

2. Student Programs

a. Baccalaureate Degree Completion Program (BDCP)
   (1) Receive full pay and benefits of active duty E-3 (includes BAS, BAH, Medical/Dental and leave)
   (2) Can be promoted up to E-5 based on grades and providing a referral who accesses
   (3) Not eligible for Tuition Assistance or Clothing Allowance
   (4) Time spent in program counts towards retirement
   (5) Can be in program for up to 36 months
   (6) Program is currently unavailable!
   (7) No billets for FY-18

b. Nuclear Propulsion Officer Corps (NUPOC) - PA 100A
   (1) Collegiate program for baccalaureate or graduate students. Program graduates will serve as submarine officers or SWOs on nuclear-powered vessels.
   (2) Requirements:
      (a) Within 2.5 years of bachelor degree or 1 year master degree completion.
      (b) Full-time student.
      (c) Degree completion plan must provide transcripts after each semester/quarter.
      (d) Completion of one year of calculus and physics with grades of “C” or better.
OUTLINE SHEET 1.6

GENOFF Programs

(e) Grade of “C” or better in all technical, math and science classes.

(3) Pay:

(a) May be enlisted on active duty as an E-6 and receive all pay and allowances (except clothing).
(b) May be promoted to E-7 pay with a NUPOC referral who assess.

c. Naval Reactor Engineer/Nuclear Power School Instructor - PA 100B

(1) Collegiate program for baccalaureate or graduate students.

(2) Naval Reactor Engineer Requirements:

(a) Within 1 year of bachelor degree or 1 year master degree completion.
(b) Maintain full-time student standing.
(c) Degree completion plan; must provide transcripts after each semester/quarter.
(d) Completion of one year of calculus and physics with grades of “B” or better.
(e) Grade of “B” or better in all technical, math and science classes.

(3) Nuclear Power/Prototype Instructor Requirements:

(a) Within 2.5 years of bachelor degree or 1 year master degree completion.
(b) Maintain full-time student standing.
(c) Degree completion plan; must provide transcripts after each semester/quarter.
(d) Completion of one year of calculus and physics.
(e) Grade of “B” or better in all technical, math and science classes.

(4) Pay:

(a) May be enlisted on active duty as an E-6 and receive all pay and allowances (except clothing).
(b) May be promoted to E-7 pay with a NUPOC referral who assess.

d. Civil Engineers Corps (CEC) – PA 104A
OUTLINE SHEET 1.6
GENOFF Programs

(1) Collegiate program for students and graduates in engineering or architecture programs.

(2) Requirements:

(a) Enrolled in an ABET (Accreditation Board for Engineering and Technology) or NAAB (National Architectural Accrediting Board) accredited baccalaureate program.

(b) Within three semesters or four quarters of degree completion, or be able to complete a master degree in 12 months.

(c) Preferred degrees are pure engineering degree programs including civil, mechanical, electrical engineering, architecture, biomedical and physics.

- Engineering technology degrees are rarely acceptable . . . on case by case basis. Recruiters should be careful because ABET accredits both engineering and engineering technology programs.

(d) Degree completion plan; must provide transcripts after each semester/quarter.

(3) Exceptional Students:

(a) Within 18-24 months of graduation.

(b) 3.0/4.0 GPA, or grades of “B” or better in all technical and science classes.

(4) Pay:

(a) Full pay and allowances (except clothing) for rank E-3.

(b) NO tuition, books or other expenses.

e. Chaplain Candidate Program Officer (CCPO) – PA 219

(1) Program that familiarizes graduate students of religion with religious support activities in the military environment and to aid in meeting future year accession requirements for chaplains on the Active Duty List and in the Reserve Component.

(2) Requirements:

(a) Bachelor degree; from an accredited educational institution with a cumulative GPA of 3.0 on a 4.0 scale.
OUTLINE SHEET 1.6
GENOFF Programs

(b) Graduate: Currently enrolled in a graduate-level, degree-granting religious studies program from a qualified educational institution that requires at least 2/3 of course hours completed in residence.

(c) Must submit a curriculum plan demonstrating course requirements and projected completion date.

(d) Ecclesiastical Approval: Must have an approved DD Form 2088 from a qualified Religious Organization (RO), verifying that the individual is a Chaplain Candidate.

(e) Age: Refer to PA 219

(f) Applications will be forwarded to CNRC to the Chaplain Appointment and Retention Eligibility (CARE) Advisory Group for evaluation.

(3) Pay:

   (a) CCPOs are appointed as Ensigns, USNR, designator 1945.
   (b) No pay and allowances

f. Judge Advocate General’s (JAG) Corps – PA 209

   (1) Program that aids in attaining future accession requirements for the JAG Corps for both active and reserve components

   (2) Requirements:

      (a) Currently attending and expected to complete a law degree program accredited by the American Bar Association

      (b) Must be eligible to become a member of the Bar of a Federal court or the highest court of a state or territory of the United States or the District of Columbia

   (3) Pay:

      (a) JAG Corps students are commissioned in the IRR as line officers under instruction (designator 1955).
      (b) JAG Corp students do not receive any pay or allowances before starting their Navy training.

(4) Note: JAG applicants will be referred to recruiters after they have worked with the JAG Program Managers for their physical and security clearance qualifications. Applicants should be referred to www.navy.jag.mil.
3. Competitive Profiles

   a. Just as when you apply to a college or university, meeting the minimum requirements may not be good enough for an applicant to be selected for a commission as a Naval Officer.

   b. Competition plays a major factor on whether or not someone will be selected. Each community sponsor holds one or more boards per year, depending on the accession goal for the community. The boards recommend applicants for commission based on the whole-person concept, which includes:

      (1) Academic Performance: grades, school, major, activities, employment.

      (2) Test Scores: MCAT, LSAT, etc. Aviation Selection Test Battery (ASTB).

         (a) Test used to make selection determinations for GENOFF Programs.

         (b) Contains seven sections, but most people will just take three to generate an Officer Aptitude Rating (OAR):

              - Math, Reading, Mechanical Comprehension
              - OAR score ranges from 20-80

         (c) Pilot and NFO applicants must take the entire test, which will have three additional ratings:

              - Academic Qualification Rating (AQR)
              - Pilot Flight Aptitude Rating (PFAR)
              - Flight Officer Aptitude Rating (FOFAR)

         (d) Exam is administered in a web based format (APEX platform). Paper tests may be requested in remote locations.

              - Pilot and NFO must take the web-based version.
              - ASTB can only be taken 3 times in a lifetime.
              - Applicants must wait 30 days between attempts
              - The last score is the one that counts.

         (e) CEC, Chaplain, JAG, Nukes, and Medical are NOT required to take the full ASTB.

      (3) Professional Certification: Pilot license, Engineer in Training, Professional Engineer, etc.
OUTLINE SHEET 1.6
GENOFF Programs

(4) Commitment: Motivation to serve as a naval officer and attitude towards public service.

(5) Leadership Potential: Demonstrated leadership and teamwork, multitasking experience in academic or civil organizations.

(6) Work Experience: Employment history and references.

(7) Foreign Language and Cultural Expertise: Verified fluency in foreign language(s), cultural knowledge, living or studying abroad.

(8) Character: Honor, courage and commitment demonstrated by references, professional interviews and misconduct history.

(9) Prior Service: Nature of service; focus on nature of disenrollments from other commissioning programs.

(10) Adversity: Overcoming significant personal or environmental hardships.

c. NAVCRUITCOM – N3 has made it easier for recruiters to navigate how to match the best candidates to meet the profession recommendation boards’ expectations—the competitive profile.

d. Competitive profiles are published for AC and RC GENOFF programs periodically and identify competitive candidates for each program. Competitive profiles may contain the following data elements:

(1) GPA

(2) OAR

(3) AQR

(4) PFAR/FOFAR

(5) Major/Coursework

(6) Other Positive Factors

(7) Significant Negative Factors

(8) Work Experience

(9) Demonstrated Leadership
OUTLINE SHEET 1.6
GENOFF Programs

e. Recruiters should compare applicants against competitive profiles prior to submitting an application.

f. Commonly goaled designators with Competitive Profiles are: (Use most recent goaling and profiles per iNavy)

(1) Civil Engineers Corps (CECs)

(2) Nuclear Propulsion Officer (NUPOC)

(3) Information Warfare Officer (IWO)

(4) Intelligence (Intel)

(5) Cyber Warfare Officer

g. CECs

(1) PA 104A

(a) Age: Max <35

(b) GPA: 2.0

(c) OAR: 35

(d) Engineering or Architecture degree

(e) Civil, mechanical, and electrical engineering degrees preferred

(f) Graduate of accredited program: ABET or NAAB

(2) CEC Competitive Profile

See latest NAVCRUITCOM – N3 Competitive Profile Spreadsheet:

(a) GPA:

(b) Major/Coursework:

(c) Other Positive Factors:

(d) Significant Negative Factors:
h. NUPOC
   SWO and Submarine

   (1) PA 100A

      (a) Age: Max 29

      (b) GPA: 2.0

      (c) One year each of calculus and calculus-based physics with “c” or better

(2) NUPOC Competitive Profile

   See latest NAVCRUITCOM – N3 Competitive Profile Spreadsheet

      (a) GPA:

      (b) Major/Coursework:

      (c) Other Positive Factors:

      (d) Significant Negative Factors:

i. IWO

   (1) PA 108C

      (b) Age: Max 42

      (c) GPA: 2.5

      (d) OAR: 45

      (e) STEM degree strongly preferred; one year each of calculus and calculus-based
          physics with “c” or better preferred

      (f) Experience in disciplines related to cyber security, electronic warfare, or signals
          intelligence is strongly preferred.

(2) Complete Initial Suitability Screening with Fleet Cyber Security Command Security
   Directorate for AC and Pre-nomination interview with the local Special Security Officer for RC.
OUTLINE SHEET 1.6
GENOFF Programs

(3) IWO Competitive Profile

See latest NAVCRUITCOM – N3 Competitive Profile Spreadsheet

(a) GPA:

(b) Major/Coursework:

(c) Other Positive Factors:

(d) Significant Negative Factors:

j. Intel
   (1) PA 108A

(a) Age: Max 42

(b) GPA: 2.8

(c) OAR: 45

(d) STEM degree preferred; one year each of calculus and calculus-based physics with “c” or better preferred

(e) Certifiable foreign language skills and cultural background/expertise highly desired

(f) Pre-nomination security interview

(2) Intel Competitive Profile

See latest NAVCRUITCOM – N3 Competitive Profile Spreadsheet

(a) GPA:

(b) Major/Coursework:

(c) Other Positive Factors:

(d) Significant Negative Factors:

4. Quality Threshold Criteria

a. The aim of application goaling is to reduce quantity of officer applicants to certain officer programs while maintaining high quality among the applicants selected into the
b. Normally, when recruiters submit applications for an officer program, they have to wait for the professional recommendation boards to meet to find out if they are credited towards achieving their goals. A “yes” recommendation awards credit; a “no” recommendation does not. Historically, this required recruiters to continue to prospect and submit numerous applications to these programs to make goal.

c. Application goaling has done away with this. By pre-establishing quality threshold criteria, application goaling allows recruiters to receive credit toward achieving goal as long as the application meets the quality threshold criteria. This allows them to use their time more efficiently while meeting the Navy’s needs for officers.

d. Quality threshold criteria policy applies to applications received within these programs between 1 October 2016 and 30 September 2017 with the exception of SPECWAR, NCP, PILOT, NFO AND SWO. The excepted designators have application “seasons” and to receive credit refer to paragraph 3 on CNRC Note 1131 for specific requirements to receive application credit.

e. DCO

(1) DCOs are individuals without prior service who access with the Navy Reserve.

(2) Typically under the age of 42 but can be older in some cases (i.e. Medical).

(3) Refer to PA for specific requirements for each designator.

(4) Most hold an advanced degree and/or have significant civilian work experience.

(5) DCOs must attend DCOIC within the first year of commissioning (Newport, RI).

(6) Market

(a) Review national accession plan.

(b) Compare RC needs (numbers and designators) with local market.

(c) Identify target market centers.

(d) Prospect, prospect, prospect.

5. Summary and Review.

6. Assignment.
OUTLINE SHEET 1.6
GENOFF Programs

7. Evaluation

8. Application.
   a. None.
**Terminal Objective:**

1.7.0 **Explain** Medical programs.

**Enabling Objectives:**

1.7.1 **Describe** Medical Corps Programs.

1.7.2 **Describe** Dental Corps Programs.

1.7.3 **Describe** Medical Service Corps Programs.

1.7.4 **Describe** Nurse Corp Programs.

1.7.5 **State** credentialing requirements.

1.7.6 **Describe** instructions, directives and tools officer recruiters will use.

1. **Introduction.**

1. **Navy Medicine Composition:**

   a. Medical Corps (Physicians)

   b. Dental Corps (Dentists)

   c. Medical Service Corps (Administrators, Clinicians, and Scientists)

   d. Nurse Corps (Nurses)

2. **Accession Types:**

   a. Active Component (AC):

      (1) Direct Accession (DA).

      (2) Student Programs

   b. Reserve Component (RC):

      (1) DCO.

      (2) NAVET.
(3) Training in Medical Specialties.

3. Determining the competitiveness of candidates
   a. Differences between BERs qualified, PA qualified, and competitive in the medical programs
      (1) BERs qualified
      (2) PA qualified
      (3) Competitive
      a. Evaluate Program Availability.
         1. Medical Program Managers.
            a. The Medical Program Managers (PMs) reside at NAVCRUITCOM (NRC) Headquarters in Millington, TN. Their primary job is to accomplish annual goals assigned to them by the Director of Medical Accessions.
            b. Duties involve screening kits for accuracy and applicant eligibility in preparation for the professional review boards.
            c. PM contact information can be found on the iNavy Portal or on NRC website by selecting “Internal Links”, then “Recruiting Quarterdeck” (CAC Required), then “Departments”, then “N3”. Scroll down to N314; these are the PM’s for the programs discussed in this lesson.
      2. O-RAMP
         a. Officer Recruiter Annual Market and Prospecting Schedule.
         b. Functions as a quick reference guide for medical programs.
      3. PM Updates.
         a. Medical PMs submit updates, which provide current status of all Medical Programs.
         b. These reports provide up-to-date information on program, requirements, and board dates.
         c. Medical recruiters are responsible for reading the PM Updates to stay current.
OUTLINE SHEET 1.7

Medical Programs

d. These reports help recruiters determine the best medical programs to prospect each year.

e. Available on iNavy Portal under N3 (314).

4. PM Weekly Dashboard

a. Medical PM programs condensed

b. Offers current numbers of kits throughout the pipeline

c. LCDR Murriel maintains the dashboard

b. Evaluate Applicant Availability.

1. Program Authorization

a. Review associated PA numbers

2. OPNAVINST 1120.x (series)

a. Medical PMs submit weekly updates, which provide current status of all Medical Programs.

b. Located in the iNavy Portal under N314 folder (Medical Programs)

c. Details specific waiver and entry-grade credit criteria for fully trained and licensed medical personnel.

4. Medical Corps

a. Medical Corps training pipeline “how do you become a doctor.”

b. Medical Corps Training Pipeline

   (1) Undergraduate Studies: Normally awarded BS or BA. Complete Medical School prerequisites.

   (2) Courses vary, but normally one year of general chemistry, organic chemistry, and biology with additional coursework in physics and calculus are required.

   (3) Medical College Admission Test (MCAT).
(a) Four part exam taken by students wishing to go to Medical School.

(b) Normally taken during an Undergraduate’s Junior or Senior year before applying to medical school.

(c) The MCAT

- 2013-2015 version scored on a 0-45 scale.
  - Broken down into 3 categories that build the overall score.
  - (VR) Verbal Reasoning
  - (PS) Physical Science
  - (BS) Biological Science
  - Test averages approximately 5 hours

- 2015- MCAT scored on a 472-528 scale
  - Broken down into 4 categories that build the overall score.
    - Chem & phys foundations
    - Critical analysis
    - Bio & biochem foundations
    - Psych, social, and bio behavior
  - Test averages approximately 7 hours

- No definitive Navy equation between the new vs old MCAT, but AMA offers a new vs. old table

(4) Medical School.

(a) Two types of Medical Schools:

-Allopathic- MD

-Osteopathic-DO

(b) A physician who is a DO (Doctor of Osteopathy) is held to the same standards as an MD. They both attend four years of medical school and complete their training during the same residency programs.

Both types of physicians must pass examinations in order to receive a license to practice medicine

(c) MDs are required to take the United States Medical Licensing Examination (USMLE).
OUTLINE SHEET 1.7
Medical Programs

(d) DOs take the Comprehensive Osteopathic Medical Licensing Examination (COMLEX).

(5) USMLE and COMLEX consist of three steps:

(a) Step 1 is taken during the end of second year of Medical School.

(b) Step 2 is taken during the end of fourth year Medical School.

(c) Step 3 is taken at the end of first year of Residency (Internship year).

(6) Residency

(a) Medical students apply for Residency during their 4th year of Medical School. Residency is training in the specialty that a physician decides to practice in after Medical School.

(b) Some Specialties (Residencies)

- Primary: Family Medicine, Internal Medicine, Pediatrics, Psychiatry, Dermatology, Emergency Medicine

- Surgical: General Surgery, Orthopedic Surgery, Urology

- Ancillary: Occupational Medicine, Preventive Medicine, Anesthesiology, Diagnostic Radiology

(c) The residency selection process is known as “the Match.”

In the Match students rank their choice of residency while Residency directors rank their choice of applicants. Results are released on “Match Day” which is the third Friday in March each year.

Ideally, residency programs get their desired choices to fill their open positions while new physicians are placed with the programs they wanted to attend.

(d) Key things that happen during Residency:

- PGY-1 (Internship Year) – All physicians must complete an internship before they can become licensed.

- USMLE/COMLEX Step 3 - This is the final assessment of physicians’ ability to assume independent responsibility for delivering general medical care.
OUTLINE SHEET 1.7
Medical Programs

- PGY-2+ (Residency) - The number of years spent in residency will vary depending on specialty.

(7) Fellowship: Additional training within a specialization after completion of residency.

Example: Cardiologists are Internal Medicine Doctors (Internists not Interns) who have completed a Cardiology Fellowship.

c. Medical Corps Student Programs

(1) Armed Forces Health Professions Scholarship Program (AFHPSP or HPSP)

(a) HPSP is a scholarship for medical, dental, and select MSC specialties. MSC specialties vary from year to year see slide for current specialties.

(b) Pays 100% of Tuition, Books, and Equipment.

(c) Monthly Stipend: $ See Military Health System letter “Revised Policy for Active Duty Health Professions/Financial Assistance Program Stipend and Annual Grant Amount.”

(d) Critical Skills Accession Bonus: $20,000 (This bonus is ONLY available for Medical and Dental Corps).

(e) HPSP participants are entitled to 45 days of Active Duty time each year for Annual Training. During AT they receive pay and allowances as an O-1.

(f) Payback is year for year (3 year minimum), 4 year payback if bonus is taken.

(g) HPSP students are IRR Collegiates who are managed by Navy Medicine Professional Development Center (NMPDC).

(2) Health Services Collegiate Program (HSCP).

(a) Available for medical, dental, and select MSC specialties (MSC specialties will vary from year to year see slide for current specialties).

(b) HSCP are active duty collegiates who are enlisted as E-6 with full pay and benefits.

(c) Can be promoted to E-7 if they provide a referral that access for medical program.
(d) Not eligible for Tuition Assistance or Clothing Allowance.

(e) Payback is year for year (3 year minimum).

(f) Students in the HSCP program are active duty collegiates who are managed by NRC recruiters. More about specific responsibilities for managing active duty collegiates will be in the Collegiate Management lesson.

(g) HSCP is the only active duty collegiate program offered for Medical.

(3) Contact to Contract (MED STU)

   - Discuss the path and timeline including the “parallel processing” concept

(4) HPSP/HSCP Medical PA requirements:

   (a) GPA/MCAT Scores

   (b) Positive factors considered by the Professional Recommendation Board:

      - Leadership in an organization.

      - Moral Character - No history of negative legal interactions, arrests, Honor Code violations, drug use, DUI. Application is evaluated for integrity.

      - Academic Potential - Shows improving grades, post-baccalaureate degrees are excellent, strength of the school, academic major.

      - Motivation for Military Career and Medicine - ROTC, USNA, history of being a military child or spouse, prior service, shadowing in a military facility, extracurricular activities in hospital or medical setting.

(5) HPSP and HSCP Pipelines.

   (a) The pipeline for HPSP and HSCP participants can differ from the civilian pipeline discussed earlier.

   (b) Some of the notable differences are:

      - HPSP and HSCP participants participate in the Military Match held in December each year.

      - During the Military Match, students apply for Navy Graduate Medical Education
or request permission to participate in the civilian Match in March.

(c) All doctors (both civilian and military) are required to complete an internship. At the end of internship they will take the USMLE/COMLEX Step 3 which is the last step before they can receive a license to practice medicine.

(d) Approximately 50% of Navy doctors will do a General Medical Officer (GMO) tour upon completion of Internship.

GMO tours include:

- Ship

- Fleet Marine Force

- Flight Surgeon

- Undersea Medical Officer

Individuals who chooses to do a GMO tour (typically) complete their residency training after their tour. They may apply for a Navy residency or choose to get out of the Navy and apply for a civilian residency program. Individuals who have completed a GMO tour are given priority when applying for Navy residency positions.

(e) Exercise

(6) Programs while in Residency or Fellowship.

(a) Financial Assistance Program (AC).

For Medical or Dental Corps Residents or Fellows.

Annual Grant: $45,000.

Monthly stipend: $

See Military Health System letter “Revised Policy for Active Duty Health Professions/Financial Assistance Program Stipend and Annual Grant Amount.”

This pay is in addition to any pay received from the Residency or Fellowship program.

Average salary of a 1st year resident is approximately $50,000.
Medical Programs

Payback:  Year for year plus one (3 year minimum).

(b) Training in Medical Specialties Flexible Reserve Drill Option (RC).

- Receive drill credit during Residency and Fellowship.
- Open to all physician residents with BUMED approval.
- No mobilization while in training residency and fellowship.
- Three-year SELRES obligation upon completion of residency or fellowship (2 years protection from mobilization).
- Two-week AT is available but not required.
- Certain Critical Specialties may elect to receive monthly stipend (same amount as HPSP or FAP) and Loan Repayment but must obligate an additional 1 year for each 6 months that they receive Stipend.
- Must sign TMS Page 13.
- Prior to working and applicant for FAP or TMS you must forward their Curriculum Vitae (CV) and USMLE/COMLEX scores to Medical Corps Program Manager to ensure that they are qualified.

CVs are discussed in more detail during VALOR 2.

d. Medical Corps Direct Accession (DA) and Direct Commission Officer (DCO)

(1) PA 113.

(2) Age:  Able to complete 20 years of service as an Officer by 68.

(3) NAVCRUITCOM may waiver ages 47-57.

(4) DCNO (N1) waiver available for 58 to 64.5 for critical needs if able to complete a full 3-year service obligation.

(5) Education:

(a) North America - Graduate of an LCME (MD) or COCA (DO) accredited school.
(b) Foreign Education - Must complete ECFMG process and complete an ACGME accredited residency or fellowship in US.

(6) Experience:

(a) Residency trained and board certified.

(7) Licensure:

(a) Must be licensed to practice medicine or surgery in a state, territory, or commonwealth of the US or District of Columbia.

(b) Must be board Certified and working in specialty within the last 2 years.

(8) Service Obligation:

(a) Three years + balance of 8 years in IRR 4 years if bonus is taken.

(9) Current AC and RC incentives:

(a) Current incentives for AC/RC are listed on the quarterdeck, N314, respective corps.

e. Prior to working someone for DA or DCO you must forward their Curriculum Vitae (CV) to the Medical Corps Program Manager. CV requirements are on noted on slide and also will be discussed during VALOR 2.

5. Dental Corps.

a. Dental Corps training pipeline shows how to become a dentist.

b. Undergraduate Studies: Normally awarded BS.

c. Complete Dental School prerequisites. Courses vary, but normally one year of general chemistry, organic chemistry, and biology with additional coursework in physics and calculus are required.

d. Dental Admission Test (DAT):

(1) Four section test taken by someone applying to Dental School. The maximum score on this examination is 30. The average standard score is 17.
Medical Programs

e. Two types of Dental School: DMD and DDS. There is no significant difference in curriculum.

f. National Board Dental Examination.

(1) Similar to medical doctors, dentists are required to take a series of examinations before they are awarded a dental license. These examinations are called the National Board Dental Examination (NBDE).

(2) Part I of the NBDE is normally taken after second year of dental school.

(3) NBDE Part II is normally taken in fourth year of dental school.

g. Residency. Unlike physicians, dentists may complete their state licensing requirements and practice dentistry upon graduation from Dental School. Dentists who wish to attend residency training must apply and go through a matching process similar to physicians.

h. Examples of dental residencies include:

(1) Endodontist – Root canals.

(2) Prosthodontist – Dental implants

(3) Periodontist – Gum disease.

(4) Orthodontist – Braces.


(6) Dental Corps Student Programs: HPSP and HSCP.

(7) Dental students may apply to HPSP and HSCP. Refer to the overview of HPSP and HSCP program covered in Medical Corps section for information on these programs.

(8) Since a residency is not required for dental school, graduates most HPSP and HSCP participants start working as Navy dentists upon completion of dental school.

(9) Some of HPSP and HSCP students complete Navy Advanced Education in General Dentistry Programs (AEGD) or a General Practice Residency (GPR) after dental school. These programs are designed to expand the scope and depth of the graduates' knowledge and skills, enabling them to provide comprehensive oral health care to a wide range of population groups. Graduates of these programs have the foundation to act as independent clinicians providing and managing patient-focused care from...
diagnosis to restoration of oral health and function.

(10) Dental school typically more expensive than Medical school making HPSP especially attractive.

(11) HPSP/HSCP Dental Competitive Profile.

(a) GPA/DAT scores

(b) Positive factors considered by the Professional Recommendation Board:

- Leadership in an organization.

- Moral Character - No history of negative legal interactions, arrests, honor code violations, drug use, and DUI. Application is evaluated for integrity.

- Academic Potential - Shows improving grades, post-baccalaureate degrees are excellent, strength of the school, academic major.

- Motivation for Military Career and Medicine - ROTC, USNA, history of being a military child or spouse, prior service, shadowing in a military facility, extracurricular activities in hospital or medical setting.

i. Dental Corps Direct Accession (DA) and Direct Commission Officer (DCO)

(1) PA 114

(2) Age: Must complete 20 years of commissioned service by age 62. Age may be waived up to age 56.

(3) Education: Graduate of a Commission on Dental Accreditation (CODA) accredited school within the United States, Canada, or Puerto Rico.

(4) Licensure: Must be licensed to practice dentistry in a state, territory, or commonwealth of the US or District of Columbia. Recent graduates are exempt.

(5) Experience: Must be actively engaged in dentistry or a graduate within 6 months.

(6) Exercise

(7) Current AC and RC incentives:

(a) See iNavy Portal in section N314 for specific incentives.
OUTLINE SHEET 1.7
Medical Programs

(8) Prior to working someone for DA or DCO you must forward their Curriculum Vitae (CV) to Dental Corps Program Manager to ensure that they are qualified.

6. Medical Service Corps
   a. Administrators, Clinicians, and Scientists
      (1) PA 115.
      (2) There are 31 different MSC specialties so becoming an expert at MSC recruiting can take some time because the training pipeline for each specialty is different. (PA lists 22 specialties.)
      (3) Clinical Psychology Pipeline:
      (4) MSC Student Programs:
         (a) Clinical Psychology USUHS.
         (b) Clinical Psychology Internship.
         (c) Clinical Psychology Post-Doctoral Fellowship.
         (d) Social Work Fayetteville.
         (e) Social Work Intern.
         (f) Physical Therapy Baylor.
   b. HPSP and HSCP Specialty availability varies from year to year.
      (1) Refer to the Medical Corps section for the HPSP and HSCP program overview.
   c. MSC Direct Accession (DA) and Direct Commission Officer (DCO)
      (1) PA 115.
      (2) Refer to MSC Sub Specialty Directory for preferred requirements hyperlink to MSC subspecialty directory.
      (3) Current incentives (shown on PowerPoint slide).
      (4) Prior to working someone for MSC DA or DCO you must forward their Curriculum Vitae (CV) to MSC Program Manager to ensure that they are qualified. CV review
not required for student programs.

7. Nurse Corps.
   a. The Nurse Corps training pipeline slide shows how to become a General Nurse.
   b. Pre-Nursing: Complete Nursing School prerequisites.
      (1) Requirements vary but most programs require general chemistry, anatomy and physiology, microbiology, physics, psychology, and clinical nutrition.
   c. Nursing Schools must be accredited by the Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE).
   d. New graduates must complete licensure requirements upon completion of nursing school:
      (1) Apply for license to board of nursing where license is desired.
      (2) Take and pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN).
   e. There are many different types of nurses that the Navy actively recruits for. The General Nurse pipeline will apply to all types but depending on the specialty there will be additional education and/or experience requirements.
   f. Some of the nursing specialties that the Navy recruits for are:
      (1) Perioperative Nurse- Nurses who assists surgeons in the Operating Room before and after surgery.
      (2) Certified Registered Nurse Anesthetist (CRNA) –Nurses who manage the administration of anesthesia and pain relief to patients.
      (3) Critical Care Nurse- Nurses who provide high intensity care and interventions to patients with life-threatening problems.
      (4) Psychiatric Nurse- Nurses who work with patients suffering from various Mental Health issues.
   g. Nurse Candidate Program.
      (1) PA116C.
OUTLINE SHEET 1.7

Medical Programs

(2) Provides financial incentives to students enrolled in an accredited baccalaureate degree nursing program.

(3) $10,000 Accession Bonus: $5000 at start and $5000 after 6 months in the program.

(4) $1,000/month Continuation Bonus for up to 24 months.

(5) Payback is 4 years for 12 months of benefits or 5 years for 24 months of benefits.

(6) Students in NCP are reserve collegiates who are managed by Navy Medicine Professional Development Center (NMPDC).

h. NC Direct Accession (DA) and Direct Commission Officer (DCO).

(1) PA 116.

(2) Experience:

   (a) Must have BSN.

   (b) For AC recent graduates or applicants within 6 months of graduation are acceptable.

   (c) For RC a minimum of 90 days experience required (DCO all specialties).

(3) License:

   (a) Must possess an unrestricted license as a registered nurse in a state, territory, or commonwealth of the United States or District of Columbia.

   (b) Recent graduates must have passed the NCLEX-RN exam prior to reporting to ODS.

(4) Incentives.

   (a) Nurse Corps Accession Bonus (NAB).

      - 3 year agreement: $ ____20k__________.

      - 4 year agreement: $ ____30k__________.

      See Navy Medical Department Special Pays for current FY AC incentives.

   (b) DCO
-Incentives for Critical Shortage Specialties are listed in the current FY NAVADMIN Recruiting Incentives for Selected Reserve Officers.

i. Prior to working someone for Nurse Corps DA or DCO you must forward their Curriculum Vitae (CV) to Nurse Corps Program Manager to ensure that they are qualified.

j. Exercise

8. Credentialing.

a. Credentialing is required for healthcare practitioners who are permitted to practice independently under state law.

b. Credentials verified include:

   (1) License.
   
   (2) Board Certification.
   
   (3) Education.
   
   (4) National Practitioner Data Bank Information.
   
   (5) Sanctions or Limitations on Licensure.
   
   (6) Quality of Care Issues, Grievances.

c. All credentialing paperwork for Navy providers is submitted to Centralized Credentials and Privileging Department (CCPD) in Jacksonville Florida.

d. Recruiters should use the Credentialing Checklist to determine which items are required to be submitted for the different types of providers. All CCPD requests require a completed Personal and Professional Information Sheet.

e. All non-student MC, DC, and NC specialties require credentialing and 10 MSC specialties require credentialing.

   (1) Audiologist
   
   (2) Clinical Dietician
(3) Occupational Therapist

(4) Optometrist

(5) Clinical Pharmacist

(6) Physical Therapist

(7) Physician’s Assistant

(8) Podiatrist

(9) Clinical Psychologist

(10) Clinical Social Worker

9. Credentialing Checklist is located on NAVCRUITCOM Forms page and RQ.

10. Summary & Review

11. Assignment.
   a. None

12. Evaluation

   a. None.
Terminal Objective:

1.8.0 Identify a Medical Officer market given an officer program and Medical Dashboard.

Enabling Objectives:

1.8.1 Describe how to identify a Medical Officer market.

1.8.2 Identify how to prospect to a Medical Officer market.

1. Introduction.

   a. Identify Your Goal
   b. Evaluate Program Availability
   c. Identify Education/Professional requirements
   d. Identify Market Resources
   e. Create a Plan
   f. Take Action on Plan
   g. Be Expert in YOUR Market

2. Framework in depth.
   a. Identify Goal.
      1. Recruiter Goaling Letter.
a. Medical Programs are goaled by: 1) Corps (MC, DC, MSC, NC), and 2) Accession Type (DA, DCO, Student).

b. Recruiters must identify which specialties are available in their market to meet this goal.

2. One NAVY Report.
   a. Available on Recruiting Quarterdeck (RQ) and iNavy Portal.
   b. Shows annual goal broken down by Region and NAVCRUITDIST (NRD).

3. Medical Dashboard
   a. Available on the Recruiting Quarterdeck (N3) and iNavy Portal
   b. Shows “real-time” status of all medical programs

b. Identify Education/Professional Requirements.

1. Program Authorizations

2. OPNAVINST 1120 series.

c. Create a Plan and Execute.

1. Once you know what programs are available and have an understanding of what the professional requirements are then you can begin create a plan to effectively target that program.

2. Taking action on your plan means executing the activities that you have planned.

3. It is crucial to get out of your office each week to conduct prospecting activities if you are to be a successful Medical Recruiter.

3. Prospecting Medical and Dental Student Programs (HPSP and HSCP).

   a. Refer to Medical Student and Dental programs on the medical dashboard to determine current program availability.
OUTLINE SHEET 1.8
Medical Market

1. For these programs you must pay attention to the graduation year listed on the medical dashboard.

Your primary target each year will be 4th-year HPSP/HSCP students. These students are seniors in college.

2. Identify the Pre-Professional Advisors, Departments, and Student Organizations for each Bachelor Degree conferring institution in your territory:
   a. Pre-Health
   b. Pre-Med
   c. Pre-Dental

3. Identify each LCME, AOA, and ADA-accredited schools in your territory.
   a. Liaison Committee on Medical Education (LCME):
      http://www.lcme.org/directry.htm

4. Some of the key departments that will help you penetrate the student market are:
   a. Admissions.
   b. Financial Aid.
   c. Student Affairs.

5. Identify the Medical Collegiates assigned to your schools.
      Shows all Medical IRR Collegiates in training throughout the country.
   b. HPSP, NCP, FAP.
      Recruiters should use these Collegiates for referrals and to gain access into the educational institutions and Residency programs.
c. Use FREIDA to identify Medical Residency Program Coordinators and Program Directors at the Accreditation Council for Graduate Medical Education (ACGME)-accredited residency programs in your market. [https://freida.ama-assn.org/Freida/user/viewProgramSearch.do](https://freida.ama-assn.org/Freida/user/viewProgramSearch.do)

b. Medical and Dental Student Best Practices.

1. PDC/Network with Pre-Professional Advisors or Science Advisors (at smaller schools) to identify who is going to Medical or Dental school.

2. Use pre-professional programs to identify MCAT/DAT test takers, and the students accepted to medical or dental school.

3. Set up presentations for pre-professional students throughout the year.

4. Most students interview for medical/dental school in the fall and begin receiving Letters of Acceptance in January through March of each year.

5. Send mail outs and emails to pre-professional students.

6. Set up information booth at second look days at Medical and Dental school.

7. Typically students will apply to multiple medical/dental school. On a second look days students are invited to come take a “second look” to decide what school they wish to attend.

8. Social Media (Student Doctor Network, Facebook etc.)

4. Prospecting Medical and Dental Residency Programs (FAP and TMS)

a. Refer to Medical and Dental programs on the medical dashboard to determine current FAP availability.

TMS will not appear on the medical dash board because there is not a set number for TMS each year.

b. Medical or Dental School.

1. Identify Financial Aid, Student, and Academic Affairs Advisors for 4th-year medical and dental schools in your territory.

2. March Match (Medical) 3rd Friday in March each year.
3. Dental graduates are not required to do a residency but will also have a “Match Day” for those who do apply for residency.

c. Medical and Dental Residency Prospecting Best Practices.

1. In Medical and Dental School
   a. Mailouts and emails to 4th-year Medical and Dental students through Student/Academic Affairs.
   b. Identify who is responsible for planning Match Day Events.
   c. Set up information booths or presentations during Financial Aid exit interviews at your Medical and Dental Schools.

2. At Residency Programs.
   a. PDC/Network with Residency Coordinators.
   b. New residents typically start in July.
   c. Conduct presentations for residents between July and November.
   d. Mail outs and emails to residents and fellows via the residency coordinators (quarterly).

5. Prospecting Medical Service Corps (Student and DA/DCO).
   a. There are 31 different MSC subspecialties. Each specialty has a unique market and professional requirements.
   b. Refer to Medical Dashboard to determine current program availability.
   c. Also discuss information provided by the PM updates about upcoming boards, etc
   d. Be aware of program timelines when recruiting for MSC student programs.
   e. Many programs close early in the FY so you may need to identify potential applicants in the prior FY.
      Examples of this are Clinical Psychologist USUHS and the PT Baylor Program.
   f. MSC Student Best Practices
OUTLINE SHEET 1.8
Medical Market

1. PDC/Network with Pre-Professional Advisors or Science Advisors (at smaller schools).

2. Set up presentations for pre-professional students between Jul – Nov (Optometry, Physician Assistants).

3. Mail outs and emails to pre-professional students and students accepted to Optometry or Physician Assistant Schools/Programs.

4. Social Media.

5. As with Medical and Dental Corps student programs it is essential that you pay attention to the graduation year listed on the medical dashboard for each program to identify where to target.

6. MSC DA/DCO.

   a. Use PA 115 to Identify Professional Requirements.

      i. Penetrate Workforce

         Be sure to utilize your local NOSC for DCO

      ii. State licensure lists

      iii. Professional Organizations

6. Prospecting Nurse Corps Student and DA/DCO.

   a. Refer to Nurse Corps programs on the medical dashboard to determine current program availability.

   b. Nurse Corps Student Best Practices.

      1. Identify the CCNE/NLNAC accredited 4 year nursing schools in your market.

      2. As with the other student programs, you must pay attention to the graduation year listed on the medical dashboard to identify where to target. All NCP students must be admitted or enrolled in a BSN program.

         i. Target sophomore nursing students for two-year NCP.

         ii. Target junior nursing students for one-year NCP.
3. Identify Faculty Advisors, and Student organizations at each accredited 4-year nursing schools in your market.
   a. Commission on Collegiate Nursing Education (CCNE):
      http://www.aacn.nche.edu/ccne-accreditation/accredited-programs
   b. Accreditation Commission for Education in Nursing (ACEN):
      http://www.acenursing.net/accreditedprograms/directorySearch.htm
   c. Nurse Corps DA and DCO Best Practices.
      1. Seniors BSN students are prime targets for NC-DA (General Nurse 1900).
      2. Reserve NC requires 3 months nursing work experience for DCO.
      3. Utilize NOSC.
         a. Monthly attendance by AC/RC Medical Recruiters.
         b. Meet monthly with unit COs.
         c. Obtain Operational Health Support Unit (OHSU) roster and find out where these people are working.
            OHSU members should act as mini-recruiters.
            Be sure to provide incentives to them for referrals.
      4. Identify state and local professional associations for critical nursing specialties.
         a. American Association of Critical-Care Nurses (AACN):
            http://www.aacn.org/dm/chapters/findchapter.aspx
         b. Association of Perioperative Registered Nurses (AORN):
            http://www.aorn.org/customapps/Chapters/ChapterResource.aspx
         c. American Association of Nurse Anesthetists (AANA):
            http://www.aana.com/aanaaffiliates/Pages/State-Associations.aspx

7. Activity
OUTLINE SHEET 1.8
Medical Market

a. Instruct the students to get in groups and determine the eligibility of ASU and U Of A for medical prospects and COIs

1. “Goal” will vary from class to class

2. Students will need to verify the following
   a. The school’s accreditation
   b. The goal exists via the dashboard

3. Determine “Pro-military” assets already in place
   a. Existing scholarships
   b. Veterans organizations
   c. Veteran instructors

8. NAVCRUITCOM Medical Resources.
   a. Medical VIP Trips.
   b. Educator Orientation Visits (EOVs).
   c. Medical Speakers Bureau.
   d. Support at National Medical Conventions.

9. Assist with finding specialty medical officers for applicant interviews.

10. Summary & Review.
   a. Medical Processing Framework

   1. Identify goal.
   2. Evaluate Program Availability.
   3. Identify Market Resources.
   5. Execute Plan.

   b. Prospecting to Specific Programs.

   1. Medical and Dental Students (HPSP and HSCP).
OUTLINE SHEET 1.8
Medical Market

2. Medical and Dental Residency Programs (FAP and TMS).

3. Medical Service Corps (Student, DA and DCO).

4. Nurse Corps (Student, DA and DCO).

5. NAVCRUITCOM Medical Resources.

11. Assignment.
   a. None.

12. Evaluation


14. None.
OUTLINE SHEET 2.1-1

ESTABLISHING CREDIBILITY

A. TERMINAL OBJECTIVE:

2.1.0 Explain the pathway to commissioning through establishing credibility and ensuring program requirements are met in accordance with program authorizations.

B. ENABLING OBJECTIVES:

2.1.1 EXPLAIN how to establish credibility.

2.1.2 IDENTIFY the pathways to commissioning.

2.1.3 Given an officer program, EXPLAIN program requirements IAW the appropriate program authorization.

2.1.4 Given an officer program and template, DEVELOP a credibility kit IAW performance checklist.

A. CREDIBILITY

1. Types of knowledge required for credibility
   a. Program and Organizational Knowledge
   b. Prospect/Partner Knowledge
   c. Personal Knowledge

2. Pathways to Commissioning
   a. Officer Categories
      (1) Unrestricted Line Officer
      (2) Restricted Line Officer
      (3) Staff Corps Officer
OUTLINE SHEET 2.1-1

ESTABLISHING CREDIBILITY (CONT.)

b. Pathways

(1) Direct Accessions (DA)

(2) Direct Commission Officer (DCO)

(3) Student Programs

c. Component-Type Intersection

(1) Active Component

(2) Reserve Component

(3) Medical

(4) General Officer (GENOFF)

d. Pathways to Commissioning

(1) Officer Candidate School (OCS)

(2) Officer Development School (ODS)

(3) Direct Commission Officer Indoctrination Course (DCOIC)

e. CRUITMAN Program Entries

f. Program Authorizations (PAs)

(1) Introduction

(2) Citizenship

(3) Education
OUTLINE SHEET 2.1-1

ESTABLISHING CREDIBILITY (CONT.)

(4) Physical

(5) Aptitude/Mental Qualification

(6) Interview

(7) Selection

(8) Program Specific Information

(9) Experience

(10) Ecclesiastical Endorsement

(11) Disciplinary Actions/Conduct

(12) Entry Level Credit

(13) Source

(14) Training/Indoctrination

(15) Professional Licenses/Qualifications

(16) Enlistment

(17) Appointment

(18) Service Obligation

(19) Pay and Allowances

g. Credibility Kits

(1) Career Progression/Timeline
OUTLINE SHEET 2.1-1

ESTABLISHING CREDIBILITY (CONT.)

(2) Day-In-The-Life

(3) Job Description

(4) Program Authorization

(5) Preferred Selection Criteria

(6) Program Communications

(7) Industry Research

(8) Navy Resources

(9) Schedule of Boards

(10) Navy Opportunities Reference Guide (NORG)
CREDIBILITY

A. INTRODUCTION:

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

B. REFERENCE:

1. VALOR Sales Manual

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

C. INFORMATION:

![Diagram showing the components of Credibility]

Figure 3-1-2-1: Credibility

1. Program and Organizational Knowledge
   a. What you need to know about programs, products and processes
INFORMATION SHEET 2.1-2

CREDIBILITY (CONT.)

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

2. Prospect and Partner Knowledge

a. What you need to know about the prospect’s or partner’s pressures and plans

b. A partner is a person or group you are involved with in a long-term commitment for the purpose of achieving specific goals.

3. Personal Knowledge

a. What your abilities are in the skills you need to effectively recruit officers

b. You should know your abilities in the following skills:

   (1) VALOR

   (2) One-on-One Communication

   (3) Presentations

   (4) Active Listening

   (5) Social Media

   (6) Planning & Preparation

   (7) Problem Solving

   (8) Internal Collaboration

   (9) External Networking

   c. If you aren’t sure about how well you can perform in of the areas above, ask someone to evaluate you.

¹ Definition of fluency used with permission courtesy of Mike Schultz and John Doerr, “How to Build the Expert Sales Force: The Missing Link in Across-the-Board Sales Performance Improvement” (RAIN Group, 2011).
INFORMATION SHEET 2.1-2

CREDIBILITY (CONT.)
A. INTRODUCTION:

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

B. REFERENCE:

1. VALOR Sales Manual.

C. INFORMATION:

1. Examples:

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

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

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

2. You try. Read the following two scenarios and see if you can determine if the recruiter has established credibility or not. Be ready to explain your answer.
INFORMATION SHEET 2.1-3

INFORMATION SHEET TITLE (CONT.)

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

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

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

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

B. REFERENCE:

1. Becoming a Navy Officer.
2. MANUAL OF NAVY OFFICER MANPOWER AND PERSONNEL CLASSIFICATIONS, NAVPERS 158391
3. A Path to Professional Leadership: Becoming a Navy Officer
5. COMNAVCRUCOMINST 1131.2 (Series), NAVY RECRUITING MANUAL-OFFICER

C. INFORMATION:

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

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

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

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

2. Component-Type Intersection. Another way to categorize officer accession programs is by differentiating between medical and non-medical officers—general officers
INFORMATION SHEET 2.1-4

PATHWAYS TO COMMISSIONING (CONT.)

(GENOFF). You will combine these with active and reserve components to customize recruiting tactics and techniques and be more effective in making goal.

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

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

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

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

e. All goaled programs will be a combination of two of the big four as illustrated in figure 3-1-4-1 below.
3. Officer training schools are the capstone for the pathways and are used to categorize programs in the CRUTIMAN.

   a. Officer Candidate School (OCS)
   
   b. Officer Development School (ODS)
   
   c. Direct Commission Officer Indoctrination Course (DCOIC)
   
   d. Additional information is available at the Officer Training Command website http://www.netc.navy.mil/nstc/otcn/index.html
INFORMATION SHEET 2.1-5

PUTTING THE PROGRAMS IN THE PATHWAYS

A. INTRODUCTION:

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

B. REFERENCE:

1. COMNAVCRUCOMINST 1131.2 (Series), NAVY RECRUITING MANUAL-OFFICER
2. OPNAVINST 1120.13 (Series), PROFESSIONAL RECOMMENDATION FOR OFFICER ACCESSIONS

C. INFORMATION:

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

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

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

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

c. Connecting each pathway with corresponding accession types and programs will help you identify what you need to know to increase your program and process knowledge fluency.
INFORMATION SHEET 2.1-5

PUTTING THE PROGRAMS IN THE PATHWAYS (CONT.)

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Figure 3-1-5-1: Pathways to Commissioning
### INFORMATION SHEET 2.1-5

PUTTING THE PROGRAMS IN THE PATHWAYS (CONT.)

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

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<td>JAG; SEGA</td>
<td>GENOFF</td>
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<tr>
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<td>HPSP; HSCP</td>
<td>MEDICAL</td>
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<td>DCOIC</td>
<td>AEDO; AMDO; CEC; Chaplain; EDO; HR; Info Professional; Info Warfare; Intelligence; Oceanography; PAO; Supply Corps; SWO</td>
<td>CCPO</td>
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<tr>
<td>Dental Corps; Medical Corps; Medical Service Corps; Nurse Corps</td>
<td>NCP</td>
<td>MEDICAL</td>
<td></td>
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</tbody>
</table>
INFORMATION SHEET 2.1-6

PROGRAM AUTHORIZATION

A. INTRODUCTION:

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

B. REFERENCE:

1. COMNAVCRUITCOMINST 1131.2 (Series).

C. INFORMATION:

1. Sections of a PA:
   a. Introduction
   b. Citizenship
   c. Education
   
   - Accredited Educational Institution - An educational institution accredited by an agency that is on the list of nationally recognized accrediting agencies published by the Secretary of Education. A list of accredited institutions is maintained by the Department of Education at: http://ope.ed.gov/accreditation/.
   d. Physical
   e. Aptitude/Mental Qualification
   f. Interview
   g. Selection
   h. Program Specific Information
   i. Experience
   j. Ecclesiastical Endorsement
   k. Disciplinary Actions/Conduct
   l. Entry Level Credit.
INFORMATION SHEET 2.1-6

PROGRAM AUTHORIZATION (CONT.)

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

m. Source

n. Training/Indoctrination

o. Professional Licenses/Qualifications

p. Enlistment

q. Appointment

r. Service Obligation

s. Pay and Allowances
A. INTRODUCTION:

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

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

B. EQUIPMENT / MATERIALS:

1. Program authorizations

C. REFERENCES:

1. OPNAVINST 1120.13 (Series)

D. SAFETY PRECAUTIONS:

1. None

E. GUIDELINES:

1. Review goaling letter to determine program.


3. Identify pertinent information to help you locate qualified leads and talk credibly about the program.
A. INTRODUCTION

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

B. PROBLEMS:

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

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

3. Review the program authorization for the Financial Assistance Program for the Dental Corps and find the following requirements:
   a. What are the education requirements?
   b. What are the professional experience requirements?
   c. What are the training requirements?
PROBLEM SHEET 2.1-8

PROGRAM AUTHORIZATION REVIEW (CONT.)

d. Where are participants assigned upon appointment?

e. What is the minimum active duty service obligation if enrolled in FAP for three years?

f. How does FAP affect retirement?

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

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

a. What is the maximum age for participation?

b. What degrees are acceptable for this program?

c. Which engineering degrees are desirable for this program?

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

e. What are the academic requirements for collegiates?

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

g. What is the total service obligation associated with this program?
INFORMATION SHEET 2.1-9

CREDIBILITY KITS

A. INTRODUCTION:

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

B. REFERENCE:

1. VALOR Sales Manual

C. INFORMATION:

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

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

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

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

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

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

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

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

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

   i. Schedule of Boards. Links to current FY selection boards. Contains foundational information for planning.
CREATE A CREDIBILITY KIT

A. INTRODUCTION:

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

B. EQUIPMENT/MATERIALS:

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

C. REFERENCES:

1. VALOR Sales Manual

D. GUIDELINES:

1. Review existing credibility kits and NORGs.
2. Review N31 sites on NRC's iNavy portal.
3. Review Officer Community Manager and Navy.com sites.
   Use search operator “site:.navy.mil” and “site:.navy.com” in search engine.
4. Brainstorm with recruiting team to identify information sources.
5. Conduct research and write summaries/descriptions where appropriate.
   Include Joint Advertising Market Research & Studies (JAMRS).
6. Fill in the template.
7. Update often.
PROBLEM SHEET 2.1-11

DEVELOP A CREDIBILITY KIT

A. INTRODUCTION:

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

B. REFERENCE:

1. VALOR Sales Manual

C. PROBLEM:

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

   a. Component:
      - Active
      - Reserve

   b. Program:
      - Civil Engineer Corps Officer
      - Chaplain
      - Dental Corps; specialty ________________________________
      - Information Warfare Officer
      - Pilot
      - Medical Corps; specialty ________________________________
      - Medical Service Corps; specialty ________________________
      - Navy Flight Officer
      - Nuclear; specialty ________________________________
      - Nurse Corps; specialty _______________________________
      - Supply Corps Officer ________________________________
PROBLEM SHEET 2.1-11

DEVELOP A CREDIBILITY KIT (CONT.)

2. Project is due for presentation class on: ___________________________

D. DIRECTIONS

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

2. Here are some key facts to keep in mind when developing the credibility kit.
   a. Purpose. Provide information to help plan and execute recruiting officer program School of Area of Responsibility (SOAR).
   b. Sections
      (1) Cover
         - Picture (optional)
         - Role: title of target program
         - Description: of target program
      (2) Career Progression/Timeline
         - Specialty terminology: a list of all abbreviations, acronyms, and definitions of terms associated with the program
         - Timeline: a graphic display of milestones with accompanying explanations and hyperlinks of what one needs to achieve to become the target Navy officer program, for example general practitioner in the Medical Corps
      (3) Day in the Life
         - Description of a typical day in the life of the civilian equivalent of the Navy officer program.
         - Description of a typical day in the life of the target Navy Officer.
      (4) Job Description
         - Description of the Navy officer job
         - Description of the equivalent civilian job
PROBLEM SHEET 2.1-11

DEVELOP A CREDIBILITY KIT (CONT.)

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

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

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

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

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

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

   - A summary of some Navy Advantages by the BBETRR categories tailored to target officer program and designator
DEVELOP A CREDIBILITY KIT (CONT.)

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

4. How your project will be graded
   a. Recruiter Credibility Kit
      - Follows the template outline
      - Information is pertinent to the officer program and/or civilian equivalent
      - Information is of sufficient depth and breadth
      - Information is accurate
      - Sources are credible
      - Product is usable
      - NORG addresses each BBETRR opportunity satisfactorily
      - NORG Navy advantages apply to assigned prospect market
   b. Presentation
      - Lasts 8-12 minutes
      - Focuses on novel and unique aspects of the kit
      - Includes difficulties encountered and how you overcame them
      - Includes “aha” moments; what did you learn that was unexpected?
OUTLINE SHEET 2.2
NAVY OPPORTUNITIES AND ADVANTAGES

Terminal Objective:

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

Enabling Objectives:

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

2.2.2 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 2.2
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 2.3
VALUE-ORIENTED RECRUITING (VALOR) SALES PROCESS

Terminal Objective:
2.3.0 Apply the VALOR sales process by recalling each of the four VALOR sales phases.

Enabling Objectives:

2.3.1 Describe in sequence the four VALOR sales phases.

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

2.3.3 Demonstrate Sales Starters.

2.3.4 Define the three W’s.

2.3.5 Describe the four types of discovery questions.

2.3.6 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.
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
OUTLINE SHEET 2.3
VALUE-ORIENTED RECRUITING (VALOR) SALES PROCESS

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
OUTLINE SHEET 2.3
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.
OUTLINE SHEET 2.3
VALUE-ORIENTED RECRUITING (VALOR) SALES PROCESS

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.
OUTLINE SHEET 2.3
VALUE-ORIENTED RECRUITING (VALOR) SALES PROCESS

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 2.3
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.
OUTLINE SHEET 2.3
VALUE-ORIENTED RECRUITING (VALOR) SALES PROCESS

29. Summary & Review:

30. Evaluation:
   a. CBT

31. Evaluation
   a. CBT

32. Application
   a. Apply in your duties as a Navy recruiter.
OUTLINE SHEET 2.4

VALUE-ORIENTED RECRUITING (VALOR) OBJECTION-HANDLING

Terminal Objective:

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

Enabling Objectives:

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

2.4.2 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 heard 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.
OUTLINE SHEET 2.4
VALUE-ORIENTED RECRUITING (VALOR) OBJECTION-HANDLING

(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 2.4
VALUE-ORIENTED RECRUITING (VALOR) OBJECTION-HANDLING

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 2.4
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.
OUTLINE SHEET 2.4
VALUE-ORIENTED RECRUITING (VALOR) OBJECTION-HANDLING

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.
OUTLINE SHEET 2.4

VALUE-ORIENTED RECRUITING (VALOR) OBJECTION-HANDLING

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 2.5  
VALUE-ORIENTED RECRUITING (VALOR) INTERVIEW OVERLAY

Terminal Objective:
2.5.0 Identify uses for the Interview Overlay.

Enabling Objectives:
2.5.1 Describe the VALOR sales flow utilizing the Interview Overlay.
2.5.2 Apply VALOR sales to conversations with influencers.
2.5.3 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.
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?”
OUTLINE SHEET 2.5
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.
OUTLINE SHEET 2.5
VALUE-ORIENTED RECRUITING (VALOR) INTERVIEW OVERLAY

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

(6) Standard closing statement:

(a) “Are you ready to join the Navy?”

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

4. Validating PRESSURES & PLANS

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

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

5. Sales Recap

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

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

c Example of recap statement: “When we first sat down you talked about THIS PRESSURE in your life, and THIS PLAN you had to figure it out. I discussed THIS OPPORTUNITY and THIS ADVANTAGE and how it was going to give
OUTLINE SHEET 2.5
VALUE-ORIENTED RECRUITING (VALOR) INTERVIEW OVERLAY

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:

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

Enabling Objectives:

2.6.1 **Identify** Basic Eligibility Requirements.

2.6.2 **Describe** the preliminary interview.

2.6.3 **Identify** waiverable conditions.

2.6.4 **Describe** the use of WEB R-Tools in blueprinting.

1. Introduction:

Experienced Officer Recruiters begin evaluating potential prospects the minute they begin to talk with them. This lesson covers the basics on this process—blueprinting.

   a. Basic Commissioning Process.

   a. **Blueprinting.**

      (1) Obtain information about a prospect from:

      (a) Medical Pre-Screening

      (b) Interview
(c) Tests

(d) Background information supplied by applicant

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

(a) Mental

(b) Moral

(c) Physical

(d) Program

(3) Begin to collect documentation

(4) Populate Web R-Tools with blueprinting information

2. Two sets of standards:

a. Basic Eligibility Requirements (BERs)

b. Program Requirements

3. Applicant Evaluation

a. Applicants are evaluated against two standards

   (1) Basic Eligibility Requirements (BERs)

      (a) Universal standards used to evaluate all Officer Program applicants.

      (b) Used to determine if applicants are Morally, Mentally and Physically qualified to serve as a Navy Officer

      (c) Applicants must meet BERs requirements before they can be considered for a specific program

      (d) Many NAVCRUITDISTs have a blueprinting checklist to help you capture pertinent data

   (2) Program Authorization (PA) Requirements
OUTLINE SHEET 2.6

(a) Requirements established by Officer Communities

(b) May include more stringent requirements than BERs standards

4. Basic Eligibility Requirements

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

   (1) Civilians: graduates and students

   (2) ROTC participants

   (3) Active and Inactive Duty Commissioned Officers

   (4) U.S Public Health Service Officer

   (5) Enlisted OSVET

      (a) -Active

      (b) –Inactive

   (6) Enlisted NAVET

      (a) -Active

      (b) -SELRES

      (c) –IRR

   (7) Former participants disenrolled from a Commissioning Program

b. Age

   (1) Per PA guidance; may be waiverable

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

c. U.S. Citizenship

   (1) All programs require U.S. citizenship

   (2) Dual citizens must renounce non-U.S. citizenship prior to final selection
d. Birth and Citizenship Verification

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

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

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

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

e. Social Security Number

   (1) Required to enlist/receive a commission

   (2) Acceptable forms

      (a) --Card issued by Social Security Administration

      (b) --DD Form 214

      (c) --NGB Form 22

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

   (4) Recruiter may photocopy social security cards

      (a) Mark as a true copy

      (b) Mark “REPRODUCED FOR REFERENCE PURPOSES ONLY”

f. Education

   (1) Letters of Acceptance (LOA)/Academic Year Statement (AYS)

      (a) Required for FAP applicants for residency programs, scholarship recipients and Collegiates.

   (2) Letters of good standing required for:

      (a) All Medical Program and FAP applicants

      (b) JAG workforce applicants

   (3) Accreditation required for degree to be accepted
(a) Database of Accredited Institutions of Postsecondary Institutions and Programs

(4) Transcripts
   (a) Must be sent directly from school to NAVCRUITDIST (to include to the recruiter or processor).

   (b) Recruiters may pick up official transcripts directly from school officials if they are in a sealed envelope.

g. Professional Qualifications

   (1) Professional School Entrance Exam Report:

      (a) Dental Corps

      (b) Medical Corps

      (c) Medical Services Corps—Optometrist

      (d) Judge Advocate General’s Corps

   (2) Copy of Professional License or Certificate
       Varies by program

   (3) Professional Interviews
       Varies by program

h. Third Class Swim Test

   (1) All OSC/ODS students tested

   (2) Applicants identify ability to swim

   (3) If self-identified “no,” applicant receives written notification from NAVCRUITDIST CO or ROPS encouraging to practice

i. Dental

   (1) Braces authorized for students only

   (2) Retainers authorized

   (3) Ornamentation not authorized
j. Tattoos

(1) Four criteria determine suitability

(a) Not prejudicial to good order and discipline, and morale

(b) Does not bring discredit on the Navy

(c) Does not symbolize affiliation with gangs, supremacist or extremist groups

(d) Does not advocate illegal drug use

(2) Tattoos may not:

(a) Be located on face or scalp, and may NOT be more than one inch by one inch on neck or behind ear.

(b) Be visible while wearing a crew neck undershirt

(c) Be visible through white uniform clothing

(d) Be larger in size than the wearer’s hand with fingers extended and joined with the thumb touching the base of the index finger.

(e) Waivers might be given for size if below the neck. Waivers will not be given for location or for content.

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

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

(5) ALL tattoos require R-OPS review

(6) MEPS documents tattoos that are not readily visible while in PT gear or equivalent.

   (a) Recruiters should NEVER try to inspect or photograph tattoos covered by clothing.

k. Mutilation

(1) Intentional alteration of the body, head, face or skin for the purpose of and resulting in an abnormal appearance
OUTLINE SHEET 2.6

(2) It is always prohibited

1. Physical Requirements

(1) Pre-Screening Questionnaire

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

(b) Any “yes” answer requires supporting documentation

(i) Make sure you allot enough time to gather documentation. Chief Medical Officer review can take 2 days to 4 weeks. This must be taken into account when attempting to schedule MEPS physicals.

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

(2) Courtesy Review

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

(b) Use N3M Officer Applicant Coversheet/Quality Assurance (QA) Checklist

(3) Physical Exam

(a) Completed at MEPS or contract location

(b) Covers

(i) Medical Profile

(ii) Vision

(iii) Hearing

(iv) HIV

(v) Height and weight

m. Gang Association

(1) Gang association is not a basis for automatic rejection
(2) Applicants who disclose gang association, or who are suspected of gang association, require a CO interview.

(3) History of violence or criminal activity makes the applicant ineligible.

n. Drugs and Alcohol

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

o. Moral (Legal/Conduct)

(1) Applicants with no criminal convictions, fines or periods of restraints are morally eligible for enlistment/commission.

(2) Officer recruiters get information during interviews with applicant.

(3) Once applicants have submitted a kit, they must notify recruiter, in writing, within 14 days of involvement in any new legal or conduct issues.

(4) Forms used to document moral issues

   (a) DD Form 369, Police Record Check

      (i) It will take Officer Recruiters time to get the experience required to identify questionable cases that warrant use of DD Form 370.

   (b) DD Form 370, Request for References

   (c) SF-86, Questionnaire for National Security Positions

(5) Identified Misconduct

   (a) Depending on the level of misconduct uncovered, officer recruiters have four options:

      (i) Take no further action

      (ii) Request a misconduct waiver
(iii) Request legal determination from NAVCRUITCOM 00J

(iv) Automatically reject applicant

5. Preliminary Interview

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

   (1) Pressures and Plans

   (2) Desire for Naval service

   (3) Involvement in any unusual circumstances

   (4) Status

      (a) Age

      (b) –Dependency

      (c) -Prior service

      (d) –Education

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

b. If any disqualifying mental, conduct, or physical characteristic is uncovered during the preliminary interview, the recruiter must tactfully inform the applicant that they are not qualified, and stop further processing.

c. Character

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

      (a) Of the highest moral character

      (b) Are capable of a satisfactory pattern of conduct

d. During the preliminary interview, the officer recruiter should begin to collect and request BERs documents.

   (1) BERs documents are the output of the blueprinting stage of the basic commissioning process. They include copies of:
(a) Social Security Card
(b) Birth certificate
(c) Official Transcripts
(d) LOA/AYS
(e) Letter of Good Standing
(f) Licenses
(g) Certifications
(h) Resume
(i) Curriculum Vitae

e. Web R-Tools

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

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

(3) As applicants complete tests, the officer recruiter enters this data into Web R-Tools.

6. Waiverable Conditions

a. Applicants fall into one of three categories:

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

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

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

b. Waivers
OUTLINE SHEET 2.6

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

(2) Waivers are available for:

(a) Age

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

(b) Tattoo

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

(c) Disability Compensation

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

(d) Drug Use

   (i) Non-nuclear officers no longer need a drug waiver for marijuana use only. They must reject further drug use.

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

   (iii) Review CRUITMAN EXHIBIT 020901.

(e) Alcohol abuse

(f) Misconduct

   (i) Applicants under civil restraint are not eligible are not authorized a waiver

(g) Reenlistment Codes

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

(3) Officer Recruiter’s Role in Waivers

   (a) Screen applicants: question and counsel applicants
OUTLINE SHEET 2.6

(b) Investigate: gather documentation

(c) Initiate waiver requests per COMNAVCURITCOMINST 1131.2 (Series).

(4) Bottom Line

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

(i) Highly favorable traits or mitigating circumstances exist which outweigh the reason for disqualification

(ii) The enlistment/commission is clearly in the best interests of the Navy

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

7. Summary and Review

a. All applicants to Navy Officer programs are evaluated using two sets of criteria:

(1) Basic Eligibility Requirements (BERs)

(2) Program Authorization (PA) requirements.

b. BERs criteria assess an individual’s mental, moral and physical ability to commission as a Navy Officer. PA requirements may restrict certain BERs requirements, such as age or drug use. They also establish education, testing and work experience requirements.

c. The act of gathering applicant information and comparing it to BERs and PA requirements is called blueprinting. Blueprinting information is initially gathered using a tool such as a checklist. It is later transferred into Web R-Tools for tracking. Applicants’ Pressures, Plans and Problems are also gathered during the blueprinting process.

d. While blueprinting applicants, Officer recruiters may come across moral or physical issues requiring a waiver. Follow COMNAVCURITCOMINST 1131.2 (Series) for specific guidance.

8. Assignment

a. None.

9. Evaluation

a. Computer Based Testing

10. Application
a. You make the call.

(1) Brian Smith

(a) Age – 20

(b) Attending Akamai University in Hawaii

(c) Broke his left leg when he was 8

(d) Enrolled in Bachelor of Science with a Professional Studies major

(e) Overall cumulative GPA is 3.8

(f) Tri-athlete

(g) U.S. Citizen

(h) Has two misdemeanors for marijuana possession his freshman year (2 years ago)

(i) Height 70 inches and weight is 163

(j) Wants to be a SWO

(2) Rosa Gomez

(a) Age- 26

(b) Attending a regionally-accredited nursing school

(c) No physical issues

(d) Overall cumulative GPA is 2.8

(e) Attends school part time

(f) Marathon runner

(g) Naturalized Citizen

(h) Smoke Marijuana 10 times in the last 5 years (the last time was 2 months ago)

(i) Was a Presidential Scholar in High School

(j) Has already completed a Bachelor’s Degree 2 years ago. Major was psychology
(3) Tanya Williams

(a) Age - 24

(b) Accepted to Baylor University MBA program with a specialization in Healthcare Administration

(c) Used inhaler as a child

(d) Undergraduate GPA 4.0

(e) In great physical shape

(f) US citizen

(g) States she cannot swim

(h) Academic Scholar awarded from High School

(i) Height 72 inches and weight is 191

(j) She want to be the next Admiral of the Medical Service Corps

(4) Sean Sanders

(a) Age- 40

(b) Has a Doctor of Medicine Degree from the University of Tennessee and completed a residency in General Surgery at the Med in Memphis, TN in 2009

(c) 1 prior knee arthroscopy

(d) Board Certified in General Surgery

(e) Is currently being sued by a patient

(f) US Citizen

(g) Prior DUI in 2000

(h) Working full-time at Baptist Hospital in Memphis, TN

(i) Has asked his recruiter about being stationed only in San Diego and nowhere else
(j) Height is 70 inches and weight is 191 lbs

(5) Karen Taylor

(a) Age- 48

(b) Has a Doctor of Dental degree from the University of Illinois in 2009

(c) Marathon Runner

(d) Works in very active Dental Practice

(e) Spouse was prior Dental Corps Officer

(f) US Citizen

(g) Volunteers overseas with “Children with Smiles” Organization

(h) Wants to deploy

(i) Says she will go to any duty station. She just wants to “serve”

(j) Height is 70 inches and weight is 177 lbs
Terminal Objective:

2.6.0 Apply prospecting modes given scenario in a group setting.

Enabling Objectives:

2.6.1 Define the prospecting modes.

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

Topic Outline:

1. Introduction.

2. Prospecting Modes

a. Phones (PH): Phone prospecting is a way to reach a large number of people in a short amount of time. You must plan your phone call and mentally prepare yourself to project the proper image. The primary purpose of the phone call is to make contact with the prospect and obtain an appointment.

b. Referrals. Referral prospecting is probably the easiest method for generating activity available to the recruiter.

   (1) Applicant Referral (RA): Recruiters should always ask for referrals from applicants, even if they do not decide to join the Navy.

   (2) Center of Influence (COI) referral (RI): A referral obtained from a recruiter developed COI. It is important to maintain/cultivate relationships with your COI’s and not just demand referrals.

   (3) School Counselor Referral (RC) – A referral obtained from a school counselor at a high school or an advisor from a college

   (4) Collegiate/DEP referral (RD) – A referral from a Collegiate or a Future Sailor. All successful recruiters utilize their Collegiates/Future Sailors in their prospecting plan.

c. Personally Developed Contacts (PD): PD 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.

   (1) Social Network (SN): Any prospect generated from efforts through Social Media.
(2) Online Application (OA): These are individuals that have started an application online for entrance into the Navy (obtained via r-tools).

d. Advertising – LEADS: Recruiters will prospect a LEAD within 72 hours of receipt of that LEAD. The disposition of the LEAD will be annotated in WEBRTOOLS within 14 days of receipt or it will be considered overdue.

(1) Local LEADS (RL) – LEADS generated from advertising through the Navy Recruiting District’s (NRD’s) LEADS department.

(2) National LEADS (RN) – LEADS generated from advertising processed at the national level.

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

   a. 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.

   b. Lead generating – Items that generate interest and get a response.

   c. Awareness items – Assist in promoting Navy awareness in the community.

   d. Transition items – Reinforce the Future Sailor’s decision to join the Navy and help him/her prepare for OCS/ODS.

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

   f. Recruiting Aid Devices (RADs) lead the prospect to the next logical step in the Recruiting process by providing appropriate information and encouraging him/her 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).

4. Public Service Announcements (PSA). Radio, television, newspaper, magazines, outdoor billboards.

   a. 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.
OUTLINE SHEET 2.7
Fundamentals of Prospecting

b. The recruiter’s responsibility is to ensure maximum Navy PSA exposure in the community.

5. Summary and Review

6. Assignment
   a. Review COMNAVCRUITCOM 1131.2 (Series), Chapter 2.

7. Evaluation
   a. Computer Based Testing

8. Application
   a. None.
Terminal Objective:

2.8.0. Explain the Officer's Recruiter Annual Market and Prospecting System (ORAMPS).

Enabling Objectives:

2.8.1. Explain the purpose of the ORAMPS

2.8.2. List the key functions of the ORAMPS

2.8.3. Explain out-of-limit conditions and Plans of Action and Milestones

2.8.4. Describe officer recruiter responsibilities to update the ORAMPS.

1. Introduction.

2. Purpose of ORAMPS.

   a. The ORAMPS is the NAVCRUITDIST’s fiscal year execution document to aid the team in tracking its efforts, provides the primary vehicle to coordinate recruiting evolutions, and ensure effective utilization of assets and resources.

   b. The ORAMPS shall be reviewed and approved by the NAVCRUITDIST CO no later than September 1st of each year. The ORAMPS shall encompass the activities for the forthcoming fiscal year.

   c. The ORAMPS shall provide activities and milestones relevant to tracking and measuring the NAVCRUITDIST’s progress is reaching their assigned annual production goals.

   d. The ORAMPS shall facilitate several key functions by its content.

   The functional areas are as follows:

   (1) Verification. The ORAMPS shall be reviewed and electronically signed by the ACR, OPO, and XO at the following intervals to ensure prospecting, processing, and DEP management activities are progressing towards achievement of annual production goals:

      (a) OPO and O-ACR: Monthly

      (b) CO/XO: Quarterly

January 2018
OUTLINE SHEET 2.8

Officer Recruiting Annual Market and Prospecting System (ORAMPS)

(2) Manning. The NRD shall populate name, email and phone numbers for the OPO, ACRs, and Ops/OPLs. Additionally, recruiters shall have name, email, phone numbers, PRDs, and assigned recruiting categories identified.

(3) General Information. General guidance in populating Medical Corps, Dental Corps, Medical Service Corps, Nurse Corps, Non-Medical, NUPOC, and DCO Market sections of the ORAMPS is as follows:

(a) Utilizing educational requirements from respective Program Authorization's listed on the accreditation tab of the ORAMPS, each NRD shall identify and list every accredited program, degree, advanced course, residency and fellowship program offered throughout their respective district. These programs are listed via a drop down window and/or have been pre-populated in the ORAMPS which represent the minimum programs/information that must be researched, identified and documented.

(b) Utilizing the insert comment function of excel in the COI column, each NRD shall provide the name, position, address, phone number, and email address for all COI’s per respective program.

(c) A recruiter must be identified by name and will serve as Program Manager for his/her assigned program. As prospecting occurs, recruiters are required to document in the respective month/program, in the ORAMPS, details of the outreach activity conducted (e.g., “On 17 January I provided a presentation on HPSP/HSCP programs to 119 new medical students at USA Medical School. I have 12 interested leads to follow-up with.”).

(d) To facilitate proper planning for prospecting key known events, the following dates must be identified on the prospecting calendar:

(i) When each program finalizes selection of all future students;

(ii) When each program holds orientation;

(iii) When each program starts classes;

(iv) When each program graduates; and

(v) Dates for school-wide events (i.e., career fairs, health expos, etc.).

NOTE: A video tutorial providing detailed instructions on the ORAMPS is available on the N7 Portal.
e. Each NRD shall maintain a copy of their respective NAVCRUITDIST’s ORAMPS ON THE iNavy portal and make monthly annotations in the ORAMPS as to the success, failure or rescheduling of the significant recruiting events/efforts.

060102. BACKGROUND. An effective operations plan coordinates recruiting efforts and establishes the best allocation of resources, assignment of responsibilities, timing of actions and specific events, and the identification of recruiting opportunities. This instruction provides the basic framework for development and implementation of an operations plan. The primary objective is to integrate basic recruiting information into a coordinated plan of action for mission accomplishment for the coming fiscal year.

060103. ACTION. NAVCRUITDISTs will develop and implement annual operations plans. Each area will designate a Marketing Officer to coordinate the development and maintenance of the operations plan. One copy of the District's ORAMPS will be made available online for the CO, Navy Recruiting Orientation Unit (NORU) for use in the marketing curriculum. Plans should be forwarded no later than 30 September of each year.

060104. INTRODUCTION. Successful recruiters realize that time is valuable, and as such, they must properly analyze their assigned territory. This analysis is called marketing. As the size and composition of the primary market changes, it becomes increasingly important that the recruiter adopt a sound analytical approach to recruiting. The recruiter’s ability to gather and use pertinent market information to position their efforts will determine the degree of success achieved. Most individuals assigned to recruiting duty are experienced naval officers, chief petty officers, and in some cases senior petty officers, but have no previous sales or marketing experience. They are not expected to be marketing experts. The ORAMPS gives them an avenue to plan ahead to reach their goals. The approach used in this section is a step by step method by which a comprehensive and usable planning document may be developed. If each step of this handbook is followed, the end result will be a functional, usable operations plan that is easily updated and an excellent turnover document. There should be a thorough understanding of where you are and where you are going. This document should be utilized to plan for the current and next fiscal year. This is particularly true in those cases where officer programs close out early.

a. Concept and approach.
   
   (1) Stimulates thinking to make a better use of available resources.

   (2) Reviews the past year’s production.

   (3) Reduces crisis management.

   (4) Assigns responsibilities and schedules work.

   (5) Improves communications within the command.
OUTLINE SHEET 2.8
Officer Recruiting Annual Market and Prospecting System (ORAMPS)

(6) Coordinates and unifies efforts.

(7) Facilitates control, monitoring and evaluation of recruiting evolutions and results.

(8) Provides source of marketing information for current and future reference.

(9) Facilitates progressive advancement towards a goal.

b. Basic requirements. The Operations Plan should be:

(1) Simple (easy to understand).

(2) Clear (precise and detailed to avoid confusion).

(3) Practical (realistic).

(4) Flexible (adaptable to change).

(5) Complete (covers all significant marketing factors and assigns responsibilities).

060105. RESPONSIBILITIES.

a. OPO

(1) Takes the lead in formulating the officer programs input to the operations plan; recommends specific courses of action in regard to prospecting, lead generation, advertising, market analysis and processing to achieve officer program objectives.

(2) Updates the CO/XO monthly on goal attainment.

b. Officer Recruiter

(1) Effectively executes the assigned goaling letter utilizing ORAMPS and Program Calendars.

(2) Provides feedback to the OPO/O-ACR on recruiting events such as their success or failure, and the reasons for the success or failure, reason event was cancelled or rescheduled, and actual cost versus planned cost of the event.

(3) It is paramount that the officer recruiter provides early and valuable input to the OPO/O-ACR for the development of the next FY’s ORAMPS (career fair dates, projected costs for lunch and learns, name list fees, any updates for school accreditations of programs of study, etc.).
c. Advertising Coordinator

(1) Formulates the annual advertising plan in direct support of the ORAMPS.

(2) Monitors advertising budget distribution to meet officer and enlisted objectives and coordinates with Officer and Enlisted Programs officers to ensure timely and direct advertising support to meet all objectives.

d. LEADs Center Supervisor

(1) Directly assists the Executive Officer in the coordination and implementation of the plan.

(2) Is the staff advisor on all aspects of marketing and operations planning and factors which may affect the attainment of goals and objectives.

(3) Is responsible for the maintenance and management of all market analysis data.

060106. PARTNERING RESPONSIBILITIES. Navy officer recruiters must take an active part in the activities of the local community and the NAVCRUITDIST must become another local business. The attitudes an OR displays, actions they take, and activities they engage in shall reflect favorably upon the United States Navy.

a. Community Organizations. The officer recruiters and OACR shall, with the assistance of the Public Affairs Officer, gather contact information for affinity groups as identified in the NRD’s ORAMPS.

b. Recruiter Contact Information/Advertising. All ORs shall inspect their respective school and public advertising items to ensure the items and information are both in good condition and current. Posted materials (e.g. station/NAVCRUITDIST phone numbers) left in a tattered and worn state, or which contain out of date information, reflect poorly on the Navy, and leave a less than desirable impression on our target audience.

060107. TRAINING. Training in efficient time utilization, sales techniques, administrative skills, etc., can have a major impact on the effectiveness of Navy recruiting. For example, if results reveal that an officer recruiter is not meeting their anticipated potential, an investigation might indicate that the recruiter is in need of additional training in a particular area. Relatively inexperienced recruiters may require additional training in the time management aspects of recruiting. An experienced recruiter who seems to be having difficulty may find that a sharing of sales or prospecting techniques may provide him or her with new ideas. Training is an essential element of operational effectiveness. The format for defining and implementing training schedules is not prescribed in this guidance but can be found in COMNAVCRUITCOMINST 1500.4.
4. Conclusion: The ORAMPS is a manager's tool. Like any management tool it is only as good as the information put within it. ORAMPS SHOULDN'T BE COMPLETED JUST TO SATISFY AN INSPECTION. Make the ORAMPS work for you and your team!!!

5. Summary & Review:
   a. The ORAMPS stimulates thinking, reviews past productions, reduces crisis management, improves communication, coordination efforts, and is an evaluation of results.

6. Assignment
   a. Read COMNAVCRUITCOMINST 1131.2 (Series), chapter 6.

7. Evaluation
   a. Computer Based Testing

8. Application
   a. Review sample ORAMPS
   b. Find the following for their NRDs:
   c. Strengths and weaknesses from last year.
   d. Two schools/teaching hospitals in your NAVCRUITDIST.
   e. Two student associations.
   f. Required prospecting activities.
   g. What is missing?
Terminal Objective:

2.8.0 **Explain** Navy Recruiting District (NAVCRUITDIST) Officer Program goaling and how it affects the Officer Recruiter

Enabling Objectives:

2.8.1 **State** the purpose an officer recruiter goaling letter.

2.8.2 **Explain** the Officer Production Review.

1. Introduction.

2. Accession Planning
   a. OPNAV N13 develops FY accession plan
      (1) Five-year promotion plan
      (2) End-strength number IAW law
      (3) Identifies number of AC and SELRES officers required
   b. USNA and NROTC forecast graduating seniors for the fiscal year
   c. Review historical data on Fleet Sailor commissions
   d. Delta between USNA, NROTC and Fleet is assigned to NRC
   e. OPNAV determines SELRES needs with stakeholders
      (1) Two types of goals
         (a) DCO—civilians
         (b) NAVET—Navy officer and enlisted
      (2) NRC is goaled with all SELRES accessions

3. Goal Distribution
   a. NRC assigns AC and SELRES goals to Regions via a goaling memo
(1) Each Region assigns goals to its NRDs using a model to ensure Fair Share Goaling based on:

(a) Historical Productions

(b) Manning

(c) Market Data

b. NRDs goal Officer Recruiters based on the input from the OPO and OACR.

(1) Goals may be assigned to individual officer recruiters.

(2) Goaling letters are the means by which COs clearly communicate and assign Officer Recruiters their mission for a fiscal year.

(3) They are the recruiter’s “contract;” recruiters are held accountable for meeting the goals outlined in the letter.

4. Quarterly Demand Planning (QDP)

a. OPNAV N13 meets with BUPERS-3, NRC and other stakeholders quarterly

(1) Review accession plan

(2) Stakeholders may bring emergent requirements to table

(3) Review accessions and any change to USNA and NROTC graduation forecasts

b. Fiscal year accession plan may be updated as a result of the QDP

c. Updates to FY accession plan changes NRC’s goals

(1) Goals ripple from NRC to some field recruiters in the form of revisions due to program closures and/or goal adjustments.

5. Reviews

a. The officer recruiting process incorporates various opportunities for Officer Recruiters to meet with their NAVCRUITDIST leadership to review progress toward goal attainment and make course corrections as needed.

b. Officer Production Review
OUTLINE SHEET 2.9
Goaling Letter

(1) Officer Recruiters meet with the OACR, OPO or other leaders from their officer recruiting team

(2) Meetings occur weekly as a minimum, more often if required

(3) Objective is to monitor recruiter production and train as needed

c. Quarterly Review

(1) Officer recruiters meet with NAVCRUITDIST CO, XO, OPO, CR and OACR

(2) Purpose is to review progress in attaining goal

(3) Officer Recruiter and CO or XO sign the bottom of the original goaling letter

6. Summary and Review:

a. In this lesson we saw how OPNAV collaborates with shareholders to develop a fiscal year’s accession plan.

b. NAVCRUITCOM uses the plan to assign active duty and SELRES recruiting goals to the NAVCRUITREGs. The Regions use a model to ensure fair share goaling among the NAVCRUITDISTs. The NAVCRUITDIST COs use their, OPO, O-ACR and ORAMPS to guide goal assignment. Goals are assigned via a goaling letter for which Officer Recruiters will be held responsible.

c. We also reviewed the Quarterly Demand Planning which is a process OPNAV uses to correct the yearly accession course once a quarter. Resulting changes to the accession plan may affect and individual recruiter’s goal.

d. Finally, we saw how the NRD CO charges officer recruiters with their goal via a goaling letter. Recruiter progress towards meeting the goal is review at weekly and quarterly intervals.

7. Assignment

a. None.

8. Evaluation

a. Computer Based Testing

9. Application
OUTLINE SHEET 2.9
Goaling Letter

a. None.
Terminal Objective:

2.10 Create a prospecting plan given a goaling letter, ORAMPS, and current iNavy program information in a group setting.

Enabling Objectives:

2.11 Describe resources to develop a prospecting plan.

1. Introduction.

Prospecting is the means by which recruiters place themselves face to face with as many potentially qualified applicants as possible. It is the single, most important factor to your success as a recruiter and must be the cornerstone of every successful accession. To be successful, you must prospect continuously to achieve goal consistently. Although the structure of prospecting does not change, you will have to develop the right approach that fits your personality. This lesson will give you the basics to help you quickly develop your skills.

The prospecting plan has two goals: 1) help you to talk to qualified prospects and 2) help you to network with people who can help you identify and get in contact with qualified applicants.

2. Officer Recruiter Production Management System (ORPMS)

a. Consists of two components:

(1) Officer Prospecting Applicant Log (App log)

(2) ORAMPS

b. The Applicant log: tracks the status of processing of your contacts, prospects, applicants. The applicant log will be retained for the current month plus 12.

(1) Contact: Neither a prospect nor an applicant at this point, however may become one or a COI.

(2) Prospect: Any person who has expressed to recruiting personnel an interest in enlisting or receiving an appointment in the U.S. Navy or Navy Reserve, regardless of qualification to join.

(3) 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 This includes those who have
OUTLINE SHEET 2.10
Prospecting Plan

subsequently become disqualified.

As you begin to enter contacts on the Applicant Log, your data base is slowly being built. Five basic steps to assist you in turning a contact into a prospect.

(1) First start by prioritizing your contacts on the Applicant Log.
(2) Look at what you need for goal and the interest of the contact.
(3) It’s good to have a sense of urgency, since interest levels can diminish over time.
(4) Scheduled face-face interviews while the contacts interest is high.
(5) Using your VALOR skills to move the contact from left to right.
(6) As with any kind of data, just collecting it does nothing. Now we move into how to analysis the data.

3. School Canvassing Program: Canvassing programs will use recruiter resources to effectively recruit to, penetrate, and/or develop viable markets. The following elements are part of a school canvassing program:

a. General Program Guidance: Program will consist of recruiting activities planned throughout the year in coordination with the ORAMPS.

b. Analysis of School Market OPO, O-ACR, and OR will analyze the school market to determine if the schools have the market the Navy needs?

c. School Visits and Periodicity Requirements: NRD chain of command will determine in ORAMPS when and how often and OR will visit their schools.

d. Initial School Appointments: New schools or new recruiters should always make an initial appointment to visit the school for the first time.

(1) Never be late; always arriving on time and dressed to impressed. Always wear your dress uniform; NWU is never appropriate for school visits.

(2) Thank school representatives for their time when closing the appointment

(3) Always follow up with the school remember to have a plan and purpose

e. College Career Fairs/Days: Participation in these events is mandatory. This is a time we are allowed to promote career awareness. You must know what your college/university schedule(s) are. This allows you to plan well in advance for career fairs, campus visits,
OUTLINE SHEET 2.10
Prospecting Plan

presentations and any other events deemed necessary to make goal.

4. VALOR
   
a. VALOR 4 Step Sales process and Use of Discovery questions.

b. The 4 R’s of handling objections
   
(1) Recognize
   
(2) Relate
   
(3) Realize
   
(4) Respond

5. LEADS/Referrals
   
a. Lists of qualified names are key tools to attaining goal.

b. These can come from many sources:
   
   (1) IRR lists
   
   (2) CTO “Hard No” list
   
   (3) State licensing boards for RC goals
   
   (4) Collegiate referrals
   
   (5) School Registrars
   
   (6) School student career/placement centers
   
   (7) Web R-Tools Working Tickler
   
   (8) Centers of Influence

6. Navy References
   
a. Local AC and NOSC junior officers who may be willing to speak at local events.
b. BUMED Speakers Bureau.

7. Student Organizations

a. Campus Fraternity and Sorority Associations
   (1) Pan-Hellenic Conference
   (2) Pan-Hellenic Council

b. Student Pre-Professional Organizations
   (1) Medical
   (2) Engineering
   (3) Dental
   (4) Business

c. Honor Societies
   (1) Tau Beta Pi Engineering Honor Society
   (2) Sigma Theta Tau Honor Society of Nursing
   (3) Sigma Beta Delta Honor Society for Business Students

d. The Big “7” Affinity (Diversity) Groups
   (1) NSBE – National Society of Black Engineers
   (2) SHPE – Society of Hispanic Professional Engineers
   (3) APAMSA – Asian Pacific American Medical Student Association
   (4) SWE – Society of Women Engineers
   (5) AISES – American Indian Science and Engineering Society
   (6) MAES – Society of Mexican American Engineers and Scientists
   (7) SASE – Society of Asian Scientists and Engineers
OUTLINE SHEET 2.10
Prospecting Plan

8. NOSC
   Enlisted SELRES or IRR may have degrees and be willing to pursue a commission.

9. Professional Societies
   a. Institute of Electrical and Electronics Engineers
   b. Emergency Physician Professional Association

10. Community organizations

11. Board Schedules
   a. NAVCRUITCOM publishes professional recommendation board schedules every fiscal year. Officer recruiters should review the schedules and use them as a starting point for regression planning when mapping out the prospecting plan.

12. Requirements Documents
   a. Basic Eligibility Requirements
   b. Program Authorizations
   c. Competitive Profiles
   d. Application Goaling Quality Threshold Criteria

13. Recruiter creativity

14. Putting it together:
   a. Successful recruiters use the above resources to help plan and execute Planned Recruiting Evolutions (PREs).
   b. The PRE can be viewed as a three-phase cyclical Plan-Do-Review process.
      (1) Plan
         (a) Review your goaling letter, ORAMPS and board schedules to identify your targets and establish necessary lead times to have kits to the professional recommendation board by the required dates.
OUTLINE SHEET 2.10
Prospecting Plan

(b) Identify schools and Target Market Centers where you potentially qualified prospects will most likely be located.

(c) Identify organizations and POCs that can help put you in contact with your target market.

(d) Identify events these organizations have coming up and annotate on the planner. (Include NAVCRUITCOM Diversity events, if applicable.)

(e) You will use the planner during this phase to document your plan.

(f) Populate the planner with all known events. Include lunch, PT, medical appointments, processing appointments, etc.

(g) Enter planned school visits and personally developed contact time.

(h) Add LEADS prospecting around your prospects’ time frame and close to the events so you can set an appointment more easily.

(i) Send a copy of the weekly planner to the OPO and OACR.

(2) Do

(a) Execute your planner.

(b) Use VALOR skills when engaging prospects.

(c) Update the App Log.

(3) Review

(a) Review your actions daily and weekly to determine what’s working and what can be improved.

(b) Use your Worksheet to compare your activity with prospecting requirements.

(c) Review your app log. Are your prospects “moving to the right” as expected?

(d) OPO and/or OACR will conduct an Officer Production Review (OPR) weekly.

This is the most important interaction you will have with them as it will help diagnose, plan and expedite improvements to your sales skills, prospecting and processing procedures.


OUTLINE SHEET 2.10

Prospecting Plan
See COMNAVCURITCOMINST 1131.2 (Series), 050302 for details.

(e) The NAVCRUITDIST CO will conduct a quarterly review with you, XO, OPO, and OACR. This meeting is to review goal attainment milestones. The CO/XO and you must sign the letter.

15. Summary and Review
   a. To be added.

16. Assignment.
   a. Read Chapter 5, COMNAVCURITCOMINST 1131.2 Series

17. Evaluation.
   a. Computer Based Test

18. Application
   a. Prepare a Prospect Plan
      (1) Your team has been assigned a recruiting goal for the next quarter (goaling letter).
      (2) Using the provided Microsoft Outlook calendar document your team must decide how to make the assigned goals.
      (3) You team will be assigned An ORAMP with a specific Division’s Area of Operation (AOR).
      (4) Analyze your assigned territory and universities (be sure to keep diversity in mind).
      (5) Use the Outlook weekly planner to create a prospecting plan for the next 3 months.
      (6) Be sure to keep in mind “known activity” the day-to-day activities that may occupy your day and impact your ability to prospect. [Division/NAVCRUITDIST Training, Production Meetings (for DIVOs), PT, Personal appointments, Applicant Interviews and Processing, etc.].
      (7) Your team will present your prospecting plan back to the class. Presentation should be at least 15 minutes in length.
OUTLINE SHEET 3.1
WEBRTOOLS/PRIDEMODII

Terminal Objective:

3.1.0 Describe Navy Recruiting Web based tools used in support of the Navy Recruiting Mission.

Enabling Objectives:

3.1.1 Describe the basic use of the Web RTOOLS system.

3.1.2 List the sources from which names of prospects are downloaded.

3.1.3 Identify PRIDE MOD II and its function.

3.1.4 Describe how to navigate inside PRIDE MOD II.

3.1.5 Identify key operations of PRIDE MOD II.

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 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, 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. 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.

(2) 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
OUTLINE SHEET 3.1
WEBRTOOLS/PRIDEMODII

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.

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 code 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

   f. RZ – Prior Service

   g. SS – Selective Service

   h. HS- High School List
i. RT – Name lists (school lists, DMV lists, etc.)

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:

   a. 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.

   b. 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.

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

   d. 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.

   e. Medical Tab - is used to enter the physical test result information of the applicant when processing is completed.

   f. Employment Tab - is used to enter the applicant’s Employment history.

   g. Tests Tab - is used to enter any related test results information the applicant has taken as a prerequisite to joining the Navy.
14. Introduction to PRIDE MOD II

a. PRIDE MOD II – PRIDE Mod II will consolidate the officer and enlisted active and reserve processes into a seamless solution that will allow Navy Recruiting Command (NRC) to streamline its recruiting force and create multifunction field recruiters. The new system will be the sole source of officer accessions data for NRC and the Navy Total Force.

(1) The Personalized Recruiting for Immediate and Delayed Enlistment (PRIDE) system supports the mission of NRC. PRIDE supports the process of enlisting new recruits and assigning them to Navy positions.

(2) What is PRIDE Mod II designed to do?

(3) Consolidate six legacy programs under the NRC umbrella.

(4) Reduce administrative and training requirements.

(5) Decrease the cost of rework by having an automated system that checks form entry and kit accuracy prior to forwarding the kid from the NRD.

(6) Decrease application processing time.

(7) Reduce the number of fraudulent recruits.

(8) Streamline the shared processes with USMEPSCOM, NPC and RTC/OTC.

(9) Establish better accountability and visibility.
b. Access PRIDE MOD II from the Recruiting Quarterdeck and the iNAVY portal.

c. Navigating through PRIDE Mod II

(1) System requires CAC access and recruiter needs to be assigned primary role. The SYSAD will provide access for all hands at the NRD.

(2) Examples of primary roles: Recruiter, Processor, Classifier.

(3) Each primary role allows a different level of access depending on their scope of operations.

(4) Users can switch between roles if assigned multiple primary roles.

(5) Updates to processing requirements can be posted and accessed from PRIDE MOD II by clicking the hyperlink on the Home Page and selecting priority level.

(6) The Main Menu and submenus vary based on the role of the user.

(7) The system contains a HELP function for general (FULL) help and for specific (PAGE) help.

(8) ACTION button: Contains user role specific submenus including projection requests, applicant kits, working tickler access (PRIDE MOD II has a separate working tickler from WEBRTOOLS specific for processing)

(9) Applicant Search function – under the ACTION menu a Recruiter can search for applicants in the system using various data points (ie, last name, first name, school, degree, SSN)

(10) Processing Management button allows Officer and Enlisted Recruiters access to mission specific data.

(11) Reports button offers trending and performance analysis. It also offers access to the One Navy report.

15. Summary & Review:

16. Evaluation:

   a. CBT.

17. Application
OUTLINE SHEET 3.1
WEBRTOOLS/PRIDEMODII

a. CBT

18. Application

a. None
Terminal Objective:

3.2.0 Describe the Collegiate Management Process and Reporting requirements.

Enabling Objectives:

3.2.1 Define the purpose of Collegiate Management.

3.2.2 List the qualifying Collegiate Programs.

3.2.3 Explain the responsibilities of the Officer Recruiter, Collegiate and NRD to the Collegiate.

3.2.4 Explain the reporting process for Collegiates using the Officer Delayed Entry Program (DEP) recertification.

3.2.5 Explain the requirements and deadlines for Collegiate Management Reports (CMR).

1. Introduction.

1. Purpose:

   a. The Collegiate Program provides a means for recruiters to maintain Future Officers’ motivation and commitment to the Navy while they are in Delayed Entry Program (DEP) status. They do this by applying VALOR to establish a mentoring relationship with collegiates entrusted to their care.

   b. During the mentoring relationship, recruiters help Future Officers to prepare mentally and physically for initial training. If this relationship is successful, the outcome is lower attrition rates and quality referrals for the recruiter.

   c. Collegiates enlist in the Navy and are entitled to all pay, benefits and privileges commensurate with their paygrade. They also must fulfill all obligations per their service agreement, with the exception of wearing uniforms and adhering to grooming standards.

      Since they are active duty, they are carried on the NAVCRUITDIST’s manning documents as students and are included in such programs as physical fitness and urinalysis programs.

2. Active Duty Collegiates:
The following programs qualify as an Active Duty Collegiate:

(1) Bachelor Degree Completion Program (BDCP)

(2) Civil Engineer Corps (CEC)

(3) Nuclear Power Officer Candidate (NUPOC)

(4) Naval Reactors Engineer (NRE) / Nuclear Power School Instructor (NPI)

(5) Health Services Collegiate Program (HSCP)

Active Duty Collegiate Enlistment Grades and Promotion Opportunities:

(1) Nuclear Programs – Enlist as E-6. Advanced to E-7 for referring a lead that access into Nuclear Officer Program.

(6) HSCP – Enlist as E-6. Referring an applicant that accesses into a Medical Officer Program results in advancement to E-7.

(7) CEC – Enlist as E-3. Automatically promoted to E4 after 12 months in the program. May advance up to E-5 for referring leads that result in accession to a similar Navy Collegiate program.

(8) CEC are advanced to E-5 upon graduation then sent to OCS where they will commission upon graduating.

Leave

(1) Collegiates earn leave at the normal 2.5 days per month. However, they are not required to take leave unless they exit the continental United States or will miss scheduled classes.

Inactive Ready Reserve (IRR) Collegiates.

The following programs qualify as IRR Collegiates:

(1) MC HPSP – 1975

(2) DC HPSP – 1985

(3) MSC (Optometry) – 1,995
OUTLINE SHEET 3.2
Collegiate Management

(4) NCP (Nurse Candidate) – 29,002

(5) FAP (Financial Assistant Program) – 21,053

(6) JAG Students - 1955

(7) Chaplain Candidate Program Officer (CCPO) – 1945

b. IRR Collegiates are under the official supervision of the appropriate program manager. They do not have to check in with the NAVCRUITDIST or adhere to the same Active Duty Collegiate requirements (e.g. PFA and urinalysis). They do have to maintain their academic program requirements.

c. IRR Collegiates must give updated contact information to their appropriate program manager.

(1) Recruiters do not manage most IRR Collegiates; they notify them in writing that they are under the official supervision of the appropriate program manager upon enlistment / commissioning.

(2) The CCPO program manager is located in NAVCRUITCOM. Therefore, recruiters assist in managing CCPO Collegiates.

5. Responsibilities

a. NAVCRUITDIST

(1) The NRD has a responsibility to assist with any issues related to the program and to provide guidance program execution.

(2) COs, XOs, OPOs and OACRs take an active part in the program by conducting monthly Collegiate executive screens.

b. Recruiter

(1) The recruiter is the most important NAVCRUITDIST member to the success of the Collegiate management program.

(2) Recruiters are charged with:

(a) Supervising Collegiates

(b) Schedule and coordinate officer DEP activities and functions.
(c) Maintain consistent and continuous contact with each Future Officer.

(d) Mentor and guide Future Officers.

c. Collegiate responsibilities include:

(1) Conform to the Uniform Code of Military Justice

(2) Maintain mental, moral and physical readiness for naval service.

(3) Follow degree plan. Plans can be updated by submitting a request to change the degree plan through the NAVCRUITDIST chain of command to NAVCRUITCOM – N312. Requests may not be submitted after the fact.

(4) Submit official transcripts 30 days following the completion of each semester, quarter, or term.

(5) Report any changes in status—mental, misconduct, physical—that may affect their program eligibility.

(6) Complete mandatory training, including SAPR and GMT.

(7) Comply with the Navy’s PFA program:

(a) Annual PHA

(b) PARFQ

(c) Weigh in

(d) PRT

(8) Participate in command urinalysis program.

6. Active Duty Collegiate Reporting Procedures:

a. Officer recruiters manage CCPOs with Active Duty Collegiates. This includes the 72-hour indoctrination and follow-on contacts.

b. Following enlistment, schedule a face-to-face meeting with the Active Duty Collegiate within 5 days, not to exceed 3 working days. Ensure the 72-Hour Indoctrination is uploaded into CIRIMS and the original is retained in the Collegiate’s DEP folder.
c. DEP Recertification

(1) Officer Recruiters must contact each Collegiate at least once a month and document contact on Officer Delayed Entry Program (DEP) Recertification (NAVCRUIT 1131/39). Any “yes” response is considered a negative report and must be forwarded up the chain of command for NAVCRUITDIST CO signature.

(2) DEP recertification contacts may be completed via telephone. However, recruiters MUST meet with the Collegiate face to face once a quarter to complete the Officer DEP recertification. This allows recruiters to conduct BCAs and better assess the Future Officers’ continued readiness for naval service.

(3) Mentor Collegiates during the DEP recertification’s to keep them motivated and committed, reconfirm the Navy’s unique value to them, and request referrals.

(4) Monthly contacts are your opportunity to uncover changes in Future Officers’ circumstances and review/update the overlay. Use the VALOR you’ve learned in this course; do not limit your conversations to what is listed on the Officer DEP recertification form.

(5) Any change in physical or medical conditions must be relayed promptly to the NAVCRUITDIST. This includes prescription medications.

(a) Physicals are good for two years and must be good through Collegiates’ projected graduation dates from OCS/ODS.

(b) When a Collegiate becomes or claims to be Not Physically Qualified (NPQ), a medical consult is required.

(c) If you suspect or identify a potential NPQ condition, immediately engage your chain of command for further guidance.

(6) Active Duty Collegiate Academic Consequences:

(a) The most frequently encountered problem with Collegiates is failure to comply with the academic requirements of their service agreements.

(b) Collegiates who are not complying with academic requirements will be issued a warning from NAVCRUITCOM.

(c) Collegiates who fail to respond to counseling or whose academic performance warrants further action may be disenrolled from their programs and transferred to the fleet via RTC. Collegiates transferred to the fleet are reduced to E-3 and must
complete 24-month minimum tour.

(d) There will be times when sending someone to RTC is not in the best interest of the individual or the Navy. The NAVCRUITDIST CO may submit a request for discharge from BUPERS.

7. Active Duty Collegiate Management Reports (CMR)

a. IRR CCPO Collegiates require CMRs but do not require current PFA.

b. The officer recruiter must complete a CMR for each Collegiate assigned to him or her twice a year. The OPO will establish deadlines for the NAVCRUITDIST. All CMRs must be submitted to NAVCRUITCOM – N313 not later than January 31st and June 30th of each year.

   (1) Collegiates must provide transcripts.

   (2) NAVCRUITDIST will include PRIMS data with the CMR.

   (3) CMRs must also include Collegiates’ Annual Certificate of Physical Condition (NAVMED 6120/3)

8. Summary & Review:

a. NRD’s are responsible for ensuring Collegiates are taken care of during their college time. They are a good source of referrals and by providing outstanding service to Collegiates you give them a good first impression of the Navy.

9. Assignment

   a. None

10. Evaluation:

   a. Computer Based Testing

11. Application

   (1) None.
Terminal Objective:

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

Enabling Objective:

None

1. Introduction

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

3. Assignment

   a. None

4. Evaluation

   a. Skills Demonstration

5. Application

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

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

Enabling Objectives:

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

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

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

3.4.4 Describe how to avoid common initial training injuries.

3.4.5 Explain the importance of proper hydration as it pertains to nutrition and the reduction of heat causalties.

3.4.6 Identify the Wet Bulb Globe Temperature/Heat Index limitations for conducting Physical Training outdoors and calculate Wet Bulb Globe Temperature.

Topic Outline:

1. Introduction

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

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

   a. Aerobic (Cardiovascular)

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

   b. Muscular Strength and Endurance

      (1) These activities include exercises such as pushups, curl-ups, or weight training. Muscular strength and endurance activities help your muscles become stronger,
OUTLINE SHEET 3.4

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

c. Flexibility

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

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

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

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

c. Physical Activity Session

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

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

(3) Muscular strength/endurance exercises. Additional Strength Training exercises can be performed by Future Sailors to increase their muscular strength. These exercises require a gym facility with listed/type equipment. Recruiters should not be conducting these exercises with their future Sailor, however exercises are listed for Future Sailor’s benefit.
OUTLINE SHEET 3.4

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

(4) Sporting event participation

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

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

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

a. Sprains

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

b. Strains

(1) A muscle strain is a partial or complete tear of muscle fibers or a tendon and is sometimes referred to as a muscle “pull”. There are many different causes, but it most often results from a violent contraction of the muscle. A strain may be caused by fatigue, overexertion, muscle imbalance or weakness, or electrolyte or water imbalance. To prevent strains, complete a full-body warm-up before working out,
OUTLINE SHEET 3.4

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:

<table>
<thead>
<tr>
<th>Quality Fuel</th>
<th>→</th>
<th>Good Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well it is tuned</td>
<td>→</td>
<td>Exercise</td>
</tr>
<tr>
<td>How much drag factor</td>
<td>→</td>
<td>Excess Weight</td>
</tr>
</tbody>
</table>

a. Some helpful guidelines to follow:
OUTLINE SHEET 3.4

(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. Assignment

   a. Review NRC F&NG Guide and Recruiter Guide for PT (Information Sheet 1.1) prior to next NORU PT session.

10. Evaluation

    a. CBT

11. Application

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

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

Enabling Objectives:

3.5.1  Achieve early awareness of highway users.

3.5.2  Determine traction conditions of the road.

3.5.3  Predict possible actions to take when recognizing roadway hazards.

3.5.4  Assess the consequences of alternative responses while operating a motor vehicle.

3.5.5  Explain how to adjust your speed and/or position to avoid collisions.

1. Introduction

2. Summary & Review

3. Application
   a. Apply knowledge in daily use of government and personal vehicles.

4. Evaluation
   a. AAA Driver Improvement Program Written Test

5. Assignment
   a. None