VOLUME I

GUIDEBOOK FOR RECRUITERS

2014 EDITION

With Change 1, 2

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UNITED STATES MARINE CORPS
MARINE CORPS RECRUITING COMMAND
3280 RUSSELL ROAD
QUANTICO, VA 22134-5103

1130
NTT
26 Nov 2014

From: Commanding General
To: Distribution List

Subj: VOLUME I: GUIDEBOOK FOR RECRUITERS, 2014 EDITION

1. <u>Situation</u>. Volume I: Guidebook for Recruiters provides information on the organization, duties, and procedures used in the Recruiting Sub-Station.

2. <u>Cancellation</u>. Guidebook for Recruiters, Volume I of 2005.

3. <u>Mission</u>. This Guidebook sets forth doctrine, procedures, and techniques for the recruiting operations conducted at the Officer Recruiting Sub-Station level.

4. <u>Execution</u>. MCO 1130.76_ establishes the contents of this Guidebook as official Marine Corps doctrine for the conduct of Recruiting Sub-Station operations. Any conditions or modifications to the procedures and forms contained in this Guidebook will not be made without prior written approval of the Commanding General, Marine Corps Recruiting Command.

5. <u>Administration and Logistics</u>. Recommendations concerning the contents of this Guidebook may be forwarded to CG, MCRC (AC/S G3) via the appropriate chain-of-command.

6. <u>Command and Signal</u>

    a. <u>Command</u>. This Guidebook is applicable to the Marine Corps Recruiting Command.

    b. <u>Signal</u>. This Guidebook is effective the date signed.

M. A. BRILAKIS

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UNITED STATES MARINE CORPS
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3280 RUSSELL ROAD
QUANTICO, VA 22134-5103

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JUL 0 6 2017

From: Commanding General
To: Distribution List

Subj: VOLUME I: GUIDEBOOK FOR RECRUITERS, 2014 EDITION, CHANGE 2

Encl: (1) Summary of changes
(2) List of changes

1. <u>Situation</u>. To transmit change two for the Volume I: Guidebook for Recruiters, 2014 Edition.

2. <u>Execution</u>. As documented in the enclosures, this Volume has been substantially revised and should be completely reviewed.

3. <u>Filing Instructions</u>. Place this complete change transmittal behind the signature page.

W. C. GRAY
By direction

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Summary of Changes

- Added 'Digital Engagement Program' and 'Musician Enlisted Option Program" to the list of subordinate or related programs list
- Added guidance about the Delayed Entry Program (DEP) and Hold from the FROST Calls and working group decisions
- Global changes to the Volume I in order to align with Volume III, Change 2 with reference to the HS/CC Program, NWA definitions, and prospecting activities
- New chapter on Reenlistment or Prior Service Enlistment Program (PSEP)
- Update DC as a fifth prospecting activity
- Updated the SRI checklist

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List of Changes

1.   Grammar changes throughout the Volume I.

2.   Chapter 1:   General

     a.   Page 1-1, changed 'basic enlisted recruiting process' to read 'Enlisted Recruiting Process.'

     b.   Page 1-2, updated Enlisted Recruiting Process with EM and DC.

     c.   Page 1-2, changed paragraph 6f. "f.   Electronic Medium. Names of individuals obtained through electronic medium sources." To read, "Electronic Medium.   Any name, or sufficient information, for the primary reason of obtaining names, obtained through digital format, media; less any list identified from the Volume I, Chapter 1 (6.a.) that allows for the creation, sharing, and exchange of information and ideas on any electronic device other than a phone call.   See MCRC FROST Call 011-15 dated 13 February 2015 for further guidance."

     d.   Page 1-3, changed 'Sufficient follow-up information includes, but not limited to: telephone number, address, etc.' to read 'Sufficient follow-up information includes, but not limited to: telephone number, address, digital communication, etc.'

     e.   Page 1-4, added 'e.   Digital Communication (DC).   The act of a recruiter making contact with a prospect through the use of digital means, technology, or social media platforms. Although follow-up and on-going conversations may take place in the digital world, only the means by which the initial contact occurred is captured in the Source & Activity (Figure 1-2).   See latest policy for further guidance.'   DC as a 5th prospecting activity is a global change in the Volume I.

     f.   Page 1-6, rewrote the definition of 'Processing' to align with Volume III, Change 2.

     g.   Page 1-6, rewrote the definition of 'New Working Applicant (NWA)' to align with Volume III, Change 2.

3.   Chapter 2:   Systematic Recruiting

     a.   Page 2-4, rewrote the definition of 'High School/ Community College (HS/CC) Board' to align with Volume III, Change 2.

List of Changes

b. Page 2-5, paragraph 12, removed reference to Section 3.

c. Page 2-10, added DC to list of activities.

d. Page 2-12, added DC to list of activities.

e. Page 2-15, added DC to list of Terminology.

f. Page 2-15, rewrote the 'new contracts by source' to match the new activity analysis report which now includes EM.

g. Page 2-15, rewrote the 'new contracts by source' to match the new activity analysis report which now includes SN – for future use.

h. Page 2-20, removed the specific requirement for 'yarn' and allowed for 'any means to clearly define the route'.

i. Page 2-20, added the checklist requirement to 'highlight the specific requirement for major roads'.

j. Page 2-21, changed paragraph 21b(2) to read, 'Place a pin on the map to indicate the current home of record (Box 3, DD Form 4) at time of enlistment indicate the current home of record (Box 3, DD Form 4) at time of enlistment.' vice 'Place a pin on the map to indicate the home address of each enlistee contracted.'

k. Page 2-35, replaced 'Figure 2-13.--Activity Analysis Sheet' with updated figure.

l. Page 2-54, update responsibilities for populating the training file.

m. Page 2-55, replaced 'Figure 2-31.--Recruiter PAR Evaluation Form' with updated figure.

n. Page 2-57, expanded 'other documents' description.

4. Chapter 3: High School/Community College (HS/CC) Program

a. Page 3-1, rewrote the definition of 'High School/ Community College (HS/CC) Board' to align with Volume III, Change 2.

b.   Page 3-2, rewrote the definition of 'Initial Visit' to align with Volume III, Change 2.

c.   Page 3-2, rewrote the definition of 'Final Visit' to align with Volume III, Change 2.

d.   Page 3-2, rewrote the definition of 'First Senior' to align with Volume III, Change 2.

e.   Page 3-3, rewrote the definition of 'Lists' to align with Volume III, Change 2.

f.   Page 3-3, added MEOP paragraph to align with Volume III, Change 2.

g.   Page 3-3, expanded the Band Talks paragraph to align with Volume III, Change 2.

h.   Page 3-9, expanded the 'Marine Corps Youth Physical Fitness (YPF) Program for Secondary School Students'.

i.   Page 3-18, rewrote the definition of 'Full Access (F)' to align with Volume III, Change 2.

j.   Page 3-18, rewrote the definition of 'Limited Access (L)' to align with Volume III, Change 2.

k.   Page 3-18, rewrote the definition of 'No Access (N)' to align with Volume III, Change 2.

l.   Page 3-20, rewrote the definition of 'Non-Working/Small school' to align with Volume III, Change 2.

m.   Page 3-21, rewrote the definition of 'Assigning a status to each school' to align with Volume III, Change 2.

n.   Page 3-21, rewrote the definition of 'Community Colleges priority' to align with Volume III, Change 2.

5.   Chapter 4: Pool Program

a.   Page 4-8, expanded the instruction for the SNCOIC and Ops section to conduct a pool move.

b.   Page 4-9, changed pre-ships from a pre-determined date (15th of the month prior) to a rolling 30-days prior to shipping.

6.   Chapter 5, Command Recruiting (CDR) Program.   No changes.

7.   Chapter 6:   Direct Mail and Priority Prospect Program

a.   Page 6-4, removed paragraph 4.c.(5), "Age Respondents/File.   When a response to Direct Mail is received from a 14, 15, or 16 year old, a letter is sent, and the name is placed in the Coming of Age file.   A PPC is not immediately generated but the individual will receive an annual letter and incentive item on each birthday.   When the individual turns 17, a PPC is automatically generated and a special letter with Marine Corps literature is mailed from the Fulfillment Center. The words, "Coming of Age" will show under "Source of Lead" on this PPC." And renumbered remaining paragraphs.

b.   Page 6-9, added guidance to ask about musical involvement during PPC prospecting.

c.   Page 6-9, rewrote the instruction for 'Completing the Contact Report Card' (Good Lead, Not a Good Lead, Workable Lead, Not Workable Lead) to align with Volume III, Change 2.

d.   Updated Ad Portal figures (Figures 6-1 thru 6-5).

8. Chapter 7: Prospecting.   Updated DC as a fifth prospecting activity.

9.   Chapter 8:   Prospect Lists

a.   Page 8-1, added guidance on how to effectively prospect lists.

b.   Page 8-5, added '(5) The prospect is "hostile." Hostility is more than disinterest.   A hostile prospect threatens the recruiter's life, is argumentative, or is belligerent.   Annotate hostile in the comments section on the list.'

10.   Chapter 9:   Prospect Applicant Card.   Page 9-3, added guidance on how PACs are worked.

11.   Chapter 10:   Sales Tools.   No changes.

Enclosure (2)

12. Chapter 11: Itinerant Recruiting Trip. Page 11-6, removed the specific requirement for 'yarn' and allowed for 'any means to clearly define the route'.

13. Chapter 12: Media Program. No changes.

14. Chapter 13: Contacts. No changes.

15. Chapter 14: Selected Marine Corps Reserve (SMCR) Unit and Reserve Referrals. No changes.

16. Chapter 15: Prior Service Enlistment Program (PSEP). New chapter on Reenlistment or Prior Service Enlistment Program (PSEP).

17. Chapter 16: Staff Noncommissioned Officer In Charge (SNCOIC) Management Duties

    a. Page 16-9, added guidance for 'At the end of processing' colors.

    b. Page 16-10, added guidance about the Delayed Entry Program (DEP) and Hold from the FROST Calls and working group decisions.

    c. Page 16-23, updated sources based on updated Activity Analysis Sheet.

    d. Page 16-27, added guidance for DC from the SNCOIC point of view.

    e. Page 16-27, added guidance for PESOS expressing more purposeful statements.

    f. Page 16-30, added 'Digital Engagement Program' and 'Musician Enlisted Option Program" to the list of subordinate or related programs list.

    g. Page 16-38, amplified description of 3-6-9 Month Recruiter Evaluation/MOJT Checklist.

18. Appendix A, Command Recruiting Program Handbook. No changes.

List of Changes

19. <u>Appendix B, RSS-SRI Checklist</u>. Changes to the questions format, added numbers to left column, and added additional comments space following each section.

Volume I: Guidebook for Recruiters, 2014 Edition

RECORD OF CHANGES

Log completed change action as indicated.

Change Number	Date of Change	Date Entered	Signature of Person Incorporating Change
One	13 Nov 2015	13 Nov 2015	*R. Martinez*
Two	6 Jul 2017	6 Jul 2017	*R. Martinez*

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Chapter 1

<u>General</u>

1. <u>General</u>. This Guidebook establishes the mission, organization, and doctrine for the conduct of recruiting operations of the Marine Corps Recruiting Sub-Station (RSS). It is designed to assist the Marines assigned to recruiting duty in the planning and conduct of recruiting operations.

2. This Guidebook, along with Volume III, Guidebook for Recruiting Station Operations, describes Systematic Recruiting. Systematic Recruiting is an organized, well thought out approach for recruiters to go about performing the actions necessary to achieve assigned shipping, contracting, and quality control missions.

3. The remainder of this Guidebook deals with RSS functions and how the Staff Noncommissioned Officer In Charge (SNCOIC) and recruiters can effectively manage the recruiting effort to ensure that the RSS successfully accomplishes its mission.
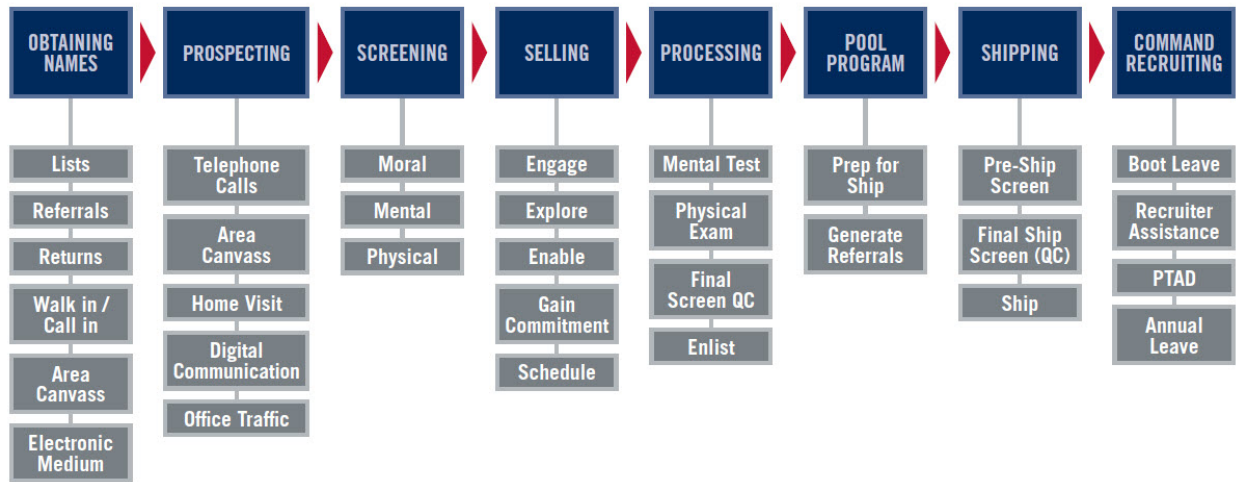
4. The mission of the RSS is to:

  • Attain all assigned shipping quotas, by component and category, on a monthly and yearly basis;

  • Attain assigned Net New Contracting mission, on a monthly and yearly basis;

  • Meet all quality control requirements, by component, on a monthly and yearly basis;

5. The individual recruiter is the key to making mission. In order for recruiters to make mission and succeed, an understanding of the enlisted recruiting process is essential. The Enlisted Recruiting Process (Figure 1-1) can be broken down into eight basic steps:

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THE ENLISTED RECRUITING PROCESS

OBTAINING NAMES	PROSPECTING	SCREENING	SELLING	PROCESSING	POOL PROGRAM	SHIPPING	COMMAND RECRUITING
Lists	Telephone Calls	Moral	Engage	Mental Test	Prep for Ship	Pre-Ship Screen	Boot Leave
Referrals	Area Canvass	Mental	Explore	Physical Exam	Generate Referrals	Final Ship Screen (QC)	Recruiter Assistance
Returns	Home Visit	Physical	Enable	Final Screen QC		Ship	PTAD
Walk in / Call in	Digital Communication		Gain Commitment	Enlist			Annual Leave
Area Canvass	Office Traffic		Schedule				
Electronic Medium							

Figure 1-1.--Enlisted Recruiting Process

6. <u>Obtaining Names</u>. A continuous flow of new names is essential to the recruiter's success. Recruiters obtain new names from various sources, some of which are listed below:

   a. <u>Lists</u>. High School Lists, Armed Services Vocational Aptitude Battery (ASVAB) lists, lists provided by HQMC, lists from motor vehicle registration agencies, newspapers, employment agencies, local organizations and businesses, etc.

   b. <u>Referrals</u>. Names of individuals given to recruiters by Poolees, command recruiters, local Selected Marine Corps Reserve (SMCR) units, and contacts in the local community.

   c. <u>Returns</u>. Names obtained from responses to Marine Corps advertising, national mail-out campaigns, priority prospect cards, and Take-Ones.

   d. <u>Walk-In/Call-In</u>. Names of individuals who walk or call into the recruiter's office to get information or discuss enlistment.

   e. <u>Area Canvass</u>. Names of individuals a recruiter meets while canvassing.

   f. <u>Electronic Medium</u>. Any name, or sufficient information, for the primary reason of obtaining names, obtained through digital format, media; less any list identified from this paragraph that allows for the creation, sharing, and exchange of information and ideas on any electronic device other than a

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phone call. See MCRC FROST Call 011-15 dated 13 February 2015 for further guidance.

7. Prospecting. This is the means by which a name is contacted. By contacting an individual, the recruiter can arrange an appointment. There are five prospecting activities (Figure 1-2) used in systematic recruiting:

    a. Telephone Call (TC). The act of calling a prospect on the phone to schedule an appointment. This includes all TCs from all types of lists and Prospect Applicant Cards (PACs).

       (1) A TC is counted any time a recruiter dials a prospect's number, and reaches someone at that number, whether it is the prospect or not, receives no answer, or reaches an answering machine/voicemail. The TC is recorded in Marine Corps Recruiting Support System-Recruiting Sub-Station (MCRISS-RSS).

       (2) A TC is not counted if a recruiter gets a busy signal, if the line is disconnected, or when an Interview was already conducted with the individual.

       (3) How TC's are counted can spark a great deal of discussion. Following the above guidelines will ensure accurate reporting and measuring of TC effectiveness. The simplest definition possible is provided to prevent any confusion. A definition altered from those listed above can skew data analyzed by those using a different definition of a TC.

    b. Area Canvass (AC). Meeting likely prospects face-to-face in your area to obtain their name and sufficient follow-up information. Sufficient follow-up information includes, but not limited to: telephone number, address, digital communication, etc. To count as an AC, a recruiter must have sufficient follow-up information. Just a name is not an AC Contact. Once the recruiter returns to the RSS/Permanent Contact Station (PCS), check the name against the prospect board in MCRISS-RSS. Individuals who have never been contacted become an AC contact, and are entered in the prospect board regardless of whether they are qualified or not. Individuals who are contacted initially during high school visits are also AC contacts. Care must be taken by the SNCOIC, however, to ensure that the high schools are not the only places recruiters AC. Recruiters must be made to work their entire areas to obtain new names.

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       Note: Obtaining names during a High School/Community College (HS/CC) presentation via questionnaires/

surveys are not counted as AC Contacts. This is
considered obtaining names. AC Contact is an isolated
one on one conversation between recruiter and
prospect.

   c.   Home Visit (HV). A visit by a recruiter to a house not
previously visited in an attempt to meet an individual not
previously contacted. A HV is not counted if the recruiter has
spoken to the individual on the phone, has met the individual
before, or has previously agreed to a visit. An appointment
made at the prospect's home as a result of a previous contact is
also not a HV.

   d.   Office Traffic (OT). Those individuals, who are brought
in by others, walk-in, call-in, or use digital communication
(DC) to contact a recruiter or RSS to discuss enlistment. This
does not include individuals who come into the office as a
result of a scheduled appointment.

   e.   Digital Communication (DC). The act of a recruiter
making contact with a prospect through the use of digital means,
technology, or social media platforms. Although follow-up and
on-going conversations may take place in the digital world, only
the means by which the initial contact occurred is captured in
the Source & Activity (Figure 1-2). See latest policy for
further guidance.

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USE OF TECHNOLOGY
                              ACTIVITY      SOURCE
-Facetime                        TC      CAL:  Call In
-Skype                           AC      CAN:  Area Canvass
-Text                            HV      CDR:  Command Recruiting
-Xbox                            OT      DCR:  Dual Credit
                                 DC      DEP:  Poolee
SOCIAL MEDIA                             EM:   Electronic Medium
                                         LIS:  List Canvass
-Mobile (app, etc.)                      LOC:  Local Return
   -Creation                             MCR:  Marine Corps Reserve
   -Exchange                             OTH:  Other
   -Sharing                             PPC:  Priority Prospect Card
-Web based (FB, Twitter, etc.)           REF:  Referral
                                         RRA:  Recruiter Aide
                                         SN:   For Future Use
                                         WKI:  Walk In
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Figure 1-2.--Prospecting Activities

8.   Screening. The continuous process of evaluating a
prospect's enlistment eligibility as defined in the current

edition of the Marine Corps Recruiting Command Enlistment
Processing Manual (MCRC EPM) and eliminating from the enlistment
process those who fail to meet the minimum acceptable standards.
Prospects a recruiter meets, keeps Appointments with, or who
walk into the recruiter's office must all be screened prior to
conducting an Interview. Screening a prospect before attempting
to gain his/her commitment to join the Marine Corps will ensure
that a recruiter does not waste time selling an obviously
unqualified prospect. Specific actions to take when screening
applicants are:

     a. Administering the Wide Range Achievement Test (WRAT) and
Enlistment Screening Test (EST) to determine whether the
prospect is likely to pass the Armed Services Vocational
Aptitude Battery (ASVAB) Test.

     b. Inquire about the prospect's physical qualifications by
using a physical checklist, such as the checklist contained in
the screening chapter of the Marine Corps Enlisted Opportunity
Book, the DD Form 2246, DD Form 2807, DD Form 2808, and
supplemental health screening form or current Military Entrance
Processing Station (MEPS) screening forms.

     c. Question the prospect to ensure the following enlistment
criteria are met:

          (1) Age

          (2) Education

          (3) Citizenship

          (4) Dependents

          (5) Drug/alcohol abuse or involvement

          (6) Police record involvement

          (7) Prior Service

          (8) Tattoos and Body Ornamentation

          (9) Physical

9. Selling. Selling is the process of having a consultative
conversation with prospects and gaining commitment to enlist.

Selling occurs during a face-to-face Interview between the recruiter and the prospect.

a. Interview. A face-to-face consultative sales presentation with a screened and basically qualified prospect. An Interview occurs after the recruiter has screened the prospect. A sales presentation given to an unqualified individual is not an Interview; it is a waste of time. An Interview is carried for 90-days. On the 91st day, the Interview is dropped.

b. Often the selling process will involve the prospect's parents, other family members and influencers.

10. Processing. This is the act of testing, examining, re-screening, and enlisting basically qualified New Working Applicants.

a. Definition of a New Working Applicant (NWA). A NWA is | Ch. 2 | an individual that is basically qualified (Screened), committed to enlisting in the Marine Corps (Sold), have agreed to process for enlistment (Scheduled), and accepted by the OpsO. Prospects that are 17 years old and meet the "Three S's" will be declared as a NWA; however, parental consent is required before these individuals can take the medical/physical examination. A NWA may also be an individual who was previously dropped as a NWA, either by the RSS or the OpsO, but becomes re-qualified as a NWA, is redeclared by the SNCOIC, and reaccepted by the OpsO. An individual will not be counted as a NWA twice within 90 days (this maintains the integrity of the data used in computing your activity analysis). On the 91st day an NWA (that is not pending a waiver physically at the district or higher and under review) must be dropped and can be reclaimed, if desired. NWAs may also fall into one or more of the following categories:

(1) An applicant who has passed the Armed Services Vocational Aptitude Battery (ASVAB) and is waiting to go to Military Entrance Processing Station (MEPS) to medical/physical and enlist.

(2) An applicant awaiting MEPS consult.

(3) An applicant who has passed the ASVAB and medical/physical examination, but has not yet enlisted.

(4) An applicant requiring a waiver which the RS has approved or which the RS has decided to submit to higher headquarters for approval.

(5) An individual in the processing chain who has not failed any screening test and can reasonably be expected to progress directly to enlistment without any undue delays.

(6) An applicant for reenlistment whose package is pending approval of a higher headquarters.

(7) An individual who is awaiting a verification retest.

(8) Operations must manually change date declared to the day that the OpsO accepts the NWA in MCRISS.

b. Mental Testing. The NWA has previously taken or takes the ASVAB Test.

c. Physical Examination. The NWA has previously undergone or undergoes a physical examination at the MEPS to ensure the physical qualifications for enlistment are met.

d. Final Screening. The NWA is interviewed at the MEPS by both the MEPS and Marine Corps Liaison and all criteria for enlistment are met.

e. Enlistment. The NWA is enlisted by the MEPS either directly onto active duty or into the Delayed Entry Program (DEP).

11. Pool Program. Applicants enlisted into the DEP or the Initial Active Duty for Training (IADT), become "poolees." The Pool Program is designed to generate quality new contracts and to prepare and motivate poolees for shipping and recruit training.

12. Shipping. Shipping involves placing poolees on active duty and sending them to recruit training, or, in the case of reenlistments, ordering them to a duty station. Whether the NWA enlisted immediately onto active duty or into the DEP they will, at some point, have to ship. If the applicant was enlisted immediately onto active duty, they will usually ship within 24 hours of their enlistment. If the applicant was enlisted into the DEP they will be assigned a ship date. On the day they are scheduled to ship, a recruiter must get them to the MEPS. The MEPS administers a physical examination per the current MEPCOM

directives and an administrative check to ensure the shipper remains qualified to ship to training.

13. <u>Command Recruiting</u>. This is the process of maintaining contact and following through with enlistees throughout recruit training, while in the operational forces or serving as a drilling reservist. Recruiters must maintain contact, encourage, and motivate their enlistees during recruit training to ensure they graduate. These Marines will be employed as walking and talking proof sources to generate more enlistments. Recruiters should take every opportunity to use them during boot leave, periods of Permissive Temporary Additional Duty (PTAD) from the operational forces, or while on annual leave/liberty.

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Chapter 2

Systematic Recruiting

1. General. The goal of systematic recruiting is to organize
the recruiter's efforts so that the required contacts,
appointments, interviews, New Working Applicant (NWA), and
contracts are achieved. These goals extend to managing the pool
and conducting an effective Command Recruiting (CDR) program.
Systematic recruiting is also designed to leverage supporting
assets such as the High School/Community College (HS/CC) Program
and Media Program to achieve consistent quality results by
increasing awareness of Marine Corps opportunities.

2. Systematic recruiting assists the recruiter and Staff
Noncommissioned Officer In Charge (SNCOIC) in developing
effective annual and monthly plans, plus weekly and daily
schedules.

3. Systematic recruiting focuses the efforts of both the
recruiter and SNCOIC on those activities and programs that are
vital to effective recruiting.

4. Systematic recruiting has five elements, or characteristics.

    a. Organization. Organization of territory, organization
of assets, and organization of effort expended by recruiters.
This is critical to the efficient functioning, and ultimately,
the success of the recruiter and the Recruiting Sub-Station
(RSS).

    b. Standardization. Standardization in systematic
recruiting promotes interoperability, affords streamlined
internal processes, and provides consistency in procedures,
practices, definitions, and systems throughout the Marine Corps
Recruiting Command (MCRC) which are instantly recognizable and
consistently stand up to rigorous examination.

    c. Management. Systematic recruiting establishes
procedures for the collection and analysis of critical
information, and provides basic procedures to follow to keep a
recruiter or an RSS pointed in the right direction. It includes
planning, trouble-shooting, and other techniques to keep the RSS
functioning smoothly.

    d. Training. Once you have a standardized way of doing
business and can detect problem areas, you can provide training

to improve the performance of those recruiters who need it. The importance of training recruiters and ensuring they know how to do their jobs cannot be overemphasized. No Marine is exempt from the necessity for training.

    e. <u>Action</u>. The recruiter cannot sit behind a desk and wait for contracts to walk in the door; they must prospect. The SNCOIC cannot sit at the RSS and collect reports. SNCOICs must get out from behind their desks and into the field with their recruiters. Systematic recruiting provides recruiters and SNCOICs a framework in which they can take dynamic action.

5. No system is perfect, nor can it provide a set solution for every problem. Systematic recruiting does provide a proven framework in which to operate. It also provides recruiters and SNCOICs a critical ingredient for a successful and enjoyable tour on recruiting duty. It is not a substitute for good, solid leadership.

6. Systematic recruiting operates via Marine Corps Information Support System (MCRISS) and MCRISS-RSS and is based on action/event dates. Dates must be assigned to each commitment before entering it into the Working File. This ensures that the mission is accomplished prior to target dates or phase lines. Action/event dates drive systematic recruiting.

7. Systematic recruiting is comprehensive. All prospecting activities and recruiting programs are included in the Working File. This ensures that all prospects, poolees, command recruiters and recruiting assets within an RSS are scheduled for contact and use on a regular basis.

8. The components and programs of systematic recruiting are intertwined. The components work together to form the infrastructure of systematic recruiting.

9. Systematic recruiting provides the recruiter and SNCOIC with continuous feedback and information about performance.

10. Systematic recruiting is comprised of the eleven basic components listed below:

    a. <u>Assets/Enlistment Maps</u>. The RSS will maintain two maps that provide a detailed view of the RSS recruiting territory. Both maps will be prominently displayed in the RSS.

(1) <u>Assets Map</u>. Display's the locations of all the resources available in the RSS's area.

(2) <u>Enlistment Map</u>. Display's the individual enlistment results of the current and previous Fiscal Year (FY).

b. <u>Staff Noncommissioned Officer In Charge (SNCOIC) Management Book Module</u>. A management tool comprised of the plans, reports, and data necessary to drive the current month's mission, source documents for profiling the RSS's resources, and historical statistics on the performance and progress of the RSS.

c. <u>Programs Book</u>. Serves as a ready reference for Marine Corps recruiting related documents. It contains Orders, FROST Calls and recruiting directives.

d. <u>Working File</u>. Systematically distributes the RSS workload by action dates. The date a recruiter sets for action, and the SNCOIC approves, is incorporated into their daily, weekly, and monthly schedule.

e. <u>Command Recruiting File</u>. Serves as a file and a source for potential Command Recruiters and Recruiter Aides. It provides a continuous pool of proof sources that can help the local recruiting effort.

f. <u>Schedule and Results (S&R) Book</u>. Organizes a recruiter's approved daily, weekly, and monthly prospecting and processing activities plan. The S&R Book further serves as a tool to analyze the effectiveness of all these activities against assigned objectives.

g. <u>Pool Board</u>. Provides the status of the RSS's pool and displays pertinent information regarding each poolee. The Pool Board will be prominently displayed in the RSS.

h. <u>Electronic Priority Prospect Card (ePPC) Data Base/Ad Portal</u>. Contains names of individuals who have requested information on the Marine Corps from various sources. The ePPC system is located in the Ad Portal at <u>https://adportal.marines.com</u> and contains the name, address, date of birth and, if provided by the individual, phone number, and school. The ePPC system will identify the specific source lead code the prospect responded to (e.g., website, High School Mailing, Magazine).

i. <u>List Folders</u>. A storehouse that contains a list, or collection, of names compiled from various sources and organized for effective prospecting.

j. <u>SNCOIC/Recruiter Training File</u>. Documents the training and counseling received by the SNCOIC/Recruiters.

k. <u>High School/Community College (HS/CC) Board</u>. Provides the status of the RSS's current senior year and shows the progress toward achievement of assigned milestones. The HS/CC Board will be prominently displayed in the RSS.

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11. Systematic recruiting helps the recruiter by:

a. Providing the recruiter with the tools necessary to effectively work their sector to produce names (e.g., HS/CC visits, obtaining lists, area canvass, home visits).

b. Determining the prospecting activities a recruiter must conduct to contact an individual once a name is obtained.

c. Driving action in regards to follow up with applicants, poolees, command recruiter and other individuals in their area of responsibility (e.g., counselors, media, and contacts).

d. Providing a tool to analyze data that shows recruiters not only how much they must do but also points out their strengths and weaknesses so they can improve their performance.

12. Recruiters are responsible for enlisting quality applicants of the required quantity, component and category into the Marine Corps. To do this properly, a recruiter must:

a. Listen to guidance and training provided by the SNCOIC.

b. Use systematic recruiting.

c. Perform all required tasks and functions.

d. Continually evaluate and improve the following:

(1) Personal work habits/time management

(2) Prospecting skills

(3) Screening techniques

(4) Marine Corps Communication and Consulting Skills

(5) Use of all recruiting programs

13. S&R Book (Figure 2-1). Recruiters are responsible for maintaining the S&R Book. The S&R Book organizes a recruiter's approved daily, weekly, and monthly prospecting and processing activities plan. The S&R Book further serves as a tool to analyze the effectiveness of all these activities against assigned objectives. The four views (accessed by tabs) are:

- Section 1 – Month-in-Sight
- Section 2 – Week-in-Sight
- Section 3 – Removed
- Section 4 – Time Sheets

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Figure 2-1.--Scheduling and Results Book

    a. Section One: Recruiter Month-in-Sight (Figure 2-2). The recruiter should take the following steps with the SNCOIC to develop a mission oriented plan. Identify and use all available assets by:

    (1) Having SNCOIC review all Action and Tracking Cards that apply to the recruiter. All Action and Tracking Cards from the Working File that have an event scheduled for current month

will reflect on Month-In-Sight once approved by the SNCOIC. Any unallocated or unscheduled events will need to be schedule prior to SNCOIC approval of current Month-In-Sight.

(2) Planning all tracking cards (Prospect Applicant Card, PPCs, Pool, Marine Corps Recruiting Depot [MCRD]) by sector working days.

(3) Planning all action cards (High School Visit, List Schedule, Itinerant Recruiting Trip (IRT), Take-One, Contact, Media) by sector working days.

(4) Prioritize and distribute time

(a) High schools and high school areas are already prioritized. This was done when the recruiter and SNCOIC established priorities for the HS/CC program at the beginning of the school year. For example:

HIGH SCHOOL NAME	PRI	SECTOR	H.S.CODE/AREA	# HSSR
PORTSMOUTH HIGH SCHOOL	2	A	A4	175
EDINGEN HIGH SCHOOL	1	A	A2	200
AMHERST HIGH SCHOOL	3	A	A3	125
NASHUA HIGH SCHOOL	1	A	A1	300

(b) The quantity of time required to service any HS area within a sector is a variable factor.

(c) Regardless of the status or priority of the HS /area, there are still many variable assets that must be worked or given attention. The key point is that the amount of time planned must be commensurate with the areas priority.

(d) A practical way to determine in distribute time to each area is to base the calculations on the percentage of the total male senior in the HS area. For example:

TOTAL NUMBER OF NAMES YOU HAVE AVAILABLE = 800

	# NAMES		
PORTSMOUTH HIGH SCHOOL	175	DIVIDED BY **800** = 22%
EDINGEN HIGH SCHOOL	200	DIVIDED BY **800** = 25%
AMHERST HIGH SCHOOL	125	DIVIDED BY **800** = 16%
NASHUA HIGH SCHOOL	300	DIVIDED BY **800** = 38%
	800		

(e) Multiply the above percentages by the number of working or prospecting days in the month to determine the number of prospecting days for each area. For example:

HIGH SCHOOL NAME	AREA	%NAMES		# WORKDAYS		DAYS TO WORK
PORTSMOUTH HIGH SCHOOL	A4	22%	X	20	=	4.4 days (4)
EDINGEN HIGH SCHOOL	A2	25%	X	20	=	5.0 days (5)
AMHERST HIGH SCHOOL	A3	16%	X	20	=	3.2 days (3)
NASHUA HIGH SCHOOL	A1	38%	X	20	=	7.6 days (8)
						TOTAL 20

(5) Develop a Prospecting Plan

(a) List Scheduling. Each month the List Scheduling Cards should be reviewed to determine how many names are left to contact from each list and put the numbers in the table below, for example:

LIST	NAMES ON LIST	NAMES LEFT TO CONTACT
11HSA1	289	150
10HSA1	278	33
09HSA1	299	12
11HSA2	125	75
10HSA2	133	25
09HSA2	123	4
11HSA3	200	145
10HSA3	178	33
09HSA3	198	12
11HSA4	175	142
10HSA4	171	41
09HSA4	168	11
	2337	683

(b) A practical way to determine and distribute time to each area is to base the calculations on the percentage of the total male names needing to be contacted in the high school's area. For example:

TOTAL NUMBER OF NAMES NOT CONTACTED = 683

	# NAMES			
PORTSMOUTH HIGH SCHOOL	194	DIVIDED BY **683**	=	28%
EDINGEN HIGH SCHOOL	190	DIVIDED BY **683**	=	28%
AMHERST HIGH SCHOOL	104	DIVIDED BY **683**	=	15%
NASHUA HIGH SCHOOL	195	DIVIDED BY **683**	=	29%
	683			

(c) Multiply the above percentages by the number of working or prospecting days in the month to determine the number of prospecting days for each area. For example:

HIGH SCHOOL NAME	AREA	%NAMES		# WORKDAYS		DAYS TO *WORK*
PORTSMOUTH HIGH SCHOOL	A4	28%	X	20	=	5.6 days (5)
EDINGEN HIGH SCHOOL	A2	28%	X	20	=	5.6 days (6)
AMHERST HIGH SCHOOL	A3	15%	X	20	=	3.0 days (3)
NASHUA HIGH SCHOOL	A1	29%	X	20	=	5.8 days (6)
					TOTAL	20

(d) The previous table shows 683 names left to contact from active lists. Break the total down by senior and graduate names.

(e) Depending on priorities, Telephone Call (TC) objectives, and mission, decide how many and which lists to schedule for prospecting.

(f) Prospect Applicant Card (PAC) and PPCs. Making contact with these prospects is essential as interest levels usually decrease with time; efforts must focus on PACs and PPCs while the interest is at its peak. Review all unscheduled events PACs/PPCs for the month and set priorities.

1. **HOT** - These are probable enlistments. These prospects are ones that have been interviewed and there is a high probability that they will become NWAs. This category also includes NWAs waiting processing. These cards should be scheduled within the first three working days of the month.

2. **WARM** - These are follow-ups or contacts that gave a favorable response. These could go either way. These cards should be scheduled in the first half of the month.

3. **COLD** - These are college rechecks and follow-up calls on individuals who said they were not interested in the past. Spread-load these throughout the month.

(6) Effective use of recruiting programs requires sound planning. First, on the Month-In-Sight, review known events or commitments (e.g., high school visits, pool meetings). Next, schedule events for Pool and MCRD Cards (e.g., poolee weekly contact, pre-ship visits, letters to recruit training, boot leave, PTAD).

(7) <u>Consider all Assets</u>. Other available assets must be integrated into the plan. Systematically schedule events for your assets (e.g., IRT's, Take-One, contacts, media, and reserve centers) into your monthly plan. The sequence to develop a Month-In-Sight is as follows:

(a) Block out those days considered not working (e.g., liberty, leave, holidays, training, RS functions).

(b) Next, designate the dates and days you will prospect each HS area based on your time distribution plan.

(c) Schedule list related events based on prospecting plan and mission assigned. For instance, if the mission is two, one grad and one senior, the market is evenly split. This would suggest that 50 percent of available time should be spent in the grad market and 50 percent in the senior market. Schedule/Validate HS/CC events (e.g., table set ups, talks, list obtainment).

(d) Schedule/Validate individual poolee events on the Month-In-Sight (e.g., ship dates, poolee contact).

(e) Schedule/Validate individual CDR events on the Month-In-Sight (e.g., recruit graduations, PTAD).

(f) With the remaining time fit in additional assets (e.g., IRTs, media, contacts).

(g) The Prospecting Plan is now complete for a given month.

[Figure 2-2](#).--Recruiter Month-in-Sight

(8) Now that monthly prospecting and processing activities have been documented, the S&R Book will keep tasks recorded and organized. Tabs and hyperlinks enable switching between Activities and Results, Month-In-Sight, Week-In-Sight, Day, and Task views. The best way to ensure planning has maximized productive time is to review the plan each day with the SNCOIC. Keep in mind that each day is different and variables will affect a recruiter's day. The Daily Plan must be carefully scrutinized by recruiter and SNCOIC and appropriate adjustments made.

(a) The Activities and Results Tab of the S&R Book displays the amount of effort or the number of TCs, ACs, HVs, OTs and DCs accomplished during each day and week of the month. By comparing these numbers with the established objectives, a recruiter can easily see if they fell short, achieved or exceeded the prospecting objectives. Also provides a means to keep track of the effectiveness of the recruiting and processing activities, (e.g., interviews, NWAs, contracts generated by prospecting activity, and NWAs tested [MT, PT], qualified [MQ, PQ], disqualified [UNQ], and contracted).

(b) When an appointment is scheduled as a result of an activity, the name will display in the schedule portion of

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the S&R Book in the appropriate date and time slot. Also, the name, place, time, source, and activity will be displayed in the "Appointment/Interview Scheduled" section.

(c) Once the SNCOIC approves the In, Mid, Out Brief, the recruiter's activities and results will display on the Activities and Results Tab. This includes referrals, (i.e., Pool Referrals and Command Recruiter Referral). The "Enlistment Credit Section" will record the number of enlistments obtained from referrals.

(d) Events MUST be annotated and completed properly on the Daily Plan as they occur. The recruiter's totals will display in the Activity and Results Tab of the S&R Book. Accurate scheduling and tracking of activities and results will provide the data necessary to analyze activities identify the source of contracts and set objectives for future months.

(e) The Activities and Results Tab (Figure 2-3) of the S&R Book has a section for comments by the recruiter and SNCOIC. These sections provide room for the recruiter to summarize the week concluded and the SNCOIC to provide feedback and any necessary redirection of the recruiter's effort. This section will supplement, not replace, face-to-face discussion between the recruiter and the SNCOIC.

	Telephone Calls										Daily Total				Off Traff		Area Canv			Home Visits				Electronic Prospect			
	Morning			Afternoon			Evening			Made	Cont	Appt	Int	Scr	Int	Cont	Appt	Int	HV	Cont	Appt	Int	Sent	Cont	Appt	Int
	Made	Cont	Appt	Made	Cont	Appt	Made	Cont	Appt																	
01/25/2014	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01/26/2014	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01/27/2014	0	0	0	4	1	0	24	5	0	28	6	0	0	1	0	3	2	2	0	0	0	0	0	0	0	0
01/28/2014	2	2	0	3	0	0	28	7	1	33	9	1	1	0	0	7	2	1	0	0	0	0	0	0	0	0
01/29/2014	0	0	0	86	8	5	2	2	0	88	10	5	5	0	1	2	3	2	0	0	0	0	0	0	0	0
01/30/2014	0	0	1	5	0	1	168	10	0	173	10	2	2	0	1	11	1	0	0	0	0	0	1	0	0	0
Weekly Total	2	2	1	98	9	6	222	24	1	322	35	8	8	1	1	23	8	5	0	0	0	0	1	0	0	0
Weekly Obj										222				2		11			0				4			
Monthly Cum	168	22	1	513	53	23	515	54	10	1196	129	34	20	7	3	83	35	17	0	0	0	0	2	1	2	3
Monthly Obj										736				8		44			0				13			

	Int	NWA	MT	MQ	MUNQ	PT	PQ	PUNQ	CONS	M&P Qual	CONTR		
												CR	SR
01/25/2014	0	0	0	0	0	0	0	0	0	0	0		
01/26/2014	0	0	0	0	0	0	0	0	0	0	0		
01/27/2014	2	0	0	0	0	0	0	0	0	0	2		
01/28/2014	2	0	0	0	0	0	0	0	0	0	0		
01/29/2014	7	0	0	0	0	0	0	0	0	0	0		
01/30/2014	3	1	1	1	0	1	1	0	0	1	0	CR	SR
Weekly Total	14	1	1	1	0	1	1	0	0	1	2	14	7
Weekly Obj	6	0									2		
Monthly Cum	42	9	7	7	0	6	4	2	0	1	2	4.7	6
Monthly Obj	25	8									8		

| Referrals | P | CR | Enl Credits | P | CR |
| 3 | 2 | 1 | 1 | 0 | 1 |

Figure 2-3.--Activities and Results Tab

   b. Section 4 - Timesheet View. Accomplishing the mission
usually involves a well-developed plan that directs the
recruiter to spend at least 60 percent of their time on
productive recruiting activities. The proper management of the
time spent recruiting is vital to a recruiter's success. It is
important to determine where time is being wasted and it can be
used more effectively. Systematic recruiting provides an
excellent tool to analyze the use of time. This tool is called
the Time Sheet (Figure 2-4). This tool is extremely useful in
analyzing and developing the skill of effective time management.

      (1) At the end of each day review the Schedule Sheet and
figure out how much time was spent on each activity during the
day. In looking for ways to be more effective, be completely
honest and accurate about the amount of time spent on each
activity.

      (2) Enter the daily totals of hours for each activity
and time category (i.e., production time, support time,
unproductive time) on the Time Sheet.

      (3) At the end of each week, review the total hours   Ch. 2
spent on each activity as well as the total for each time
category. For example:

WORKED: 44 HOUR WEEK

Telephone Calls	5.0 Hours
Area Canvass	8.0 Hours
Home Visits	1.5 Hours
Office Traffic	1.5 Hours
Digital Communication	1.0 Hours
Screening	2.5 Hours
Interviewing	6.5 Hours
Other	.5 Hours
TOTAL	**26.5 Productive Hours**

$$\frac{26.5}{44} = 60 \text{ percent Productive Time}$$

      (a) Do the above for at least four weeks. After the
fourth week, review the Timesheets. Work toward spending a
minimum of 60 percent of working hours on productive activity,
30 percent on support activities and no more than 10 percent on
unproductive activities. Compare the percentages for the four
weeks to these standards. Next, review the results of the four
weeks activities in terms of interviews, NWAs, and contracts.

If objectives were not achieved, chances are too much of time was spent on supporting and/or unproductive activities.

Figure 2-4.--Time Sheet

        (b) The percentages should compare to with results. In other words, if the recruiter is really trying to make activity objectives with the time available and is failing either time is not being spent properly or, recruiter needs help in prospecting and selling techniques.

        (c) Set new goals in terms of hours to be spent on each time category for the next four-week period. For example, with a 54-hour week, set a goal of 32 hours on productive activities.

WEEKLY PLAN:	ACTUAL:
PLANNED HOURS __54__/WEEK	__57__ __60__ __54__ __56__
	(Hours Worked Per Week)
PLANNED	
__54__ X .60 = __32__	__34__ __36__ __32__ __33__
__54__ X .30 = __16__	__17__ __18__ __16__ __17__
__54__ X .10 = __6__	__6__ __6__ __6__ __6__

(d) Keep track of activity for the next four weeks. As a week passes, continually refer to the goals previously set to determine if work habits and time management are changing.

(e) Recruiters should periodically recheck activities to ensure they do not lapse back toward support /unproductive activities. A recruiter should ask themselves these questions: *How effectively am I using my time? How much time do I need to work to make mission?*

14. <u>Data Collection</u>. Collecting data is meaningless unless it is accurate and is used to improve and make the recruiting efforts more efficient. There are many reasons for collecting data, but the most important are:

a. Data shows if enough prospecting is done to meet objectives to make mission.

b. Data shows how effective a recruiter is at various recruiting activities (i.e., prospecting, screening, selling, processing).

c. Data identifies specific strengths and weaknesses in each of the recruiting activities.

d. Systematic recruiting has standard methods for collecting data, analyzing data, and setting objectives. They are:

(1) Schedule and Results Book (Figure 2-1).

(2) Daily Report (Figure 2-24).

(3) Weekly/Monthly Activity Report (Figure 2-26).

15. <u>Terminology</u>. Before data can be collected, a standard set of applicable terms must be clearly understood by all concerned. The following terms are used in data collection and analysis:

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a. Telephone Call (TC)

b. Area Canvass (AC)

c. Home Visit (HV)

d. Office Traffic (OT)

e. Digital Communication (DC)

f. Contact (TC)

g. Contact (HV)

h. Interview

i. New Working Applicants (NWA)

j. <u>New contracts by source</u>. The name, place, agency or program that produced a lead; *How did the recruiter get the name?* Source codes are:

      CAN: Area Canvassing
      LIS: List
      WKI: Walk-in
      CDR: Command Recruiting
      DEP: Poolee referral
      MCR: Marine Corps Reserve Referral
      REF: Referrals from sources other than those already
          covered
      PPC: Priority Prospect Card
      REC: Reenlistment
      LOC: Local returns
      CAL: Call in
      RRA: Reserve Recruiter Aide
      OTH: Other sources not covered
      EM: Electronic Medium
      SN: For future use.
      DCR: Dual Credit

The Command Recruiting (CDR) source, for tracking purposes, will be further identified with the use of the following codes:

<u>COMMAND RECRUITING</u>:

      AL = ANNUAL LEAVE
      BL = BOOT LEAVE
      PT = PERMISSIVE TAD
      RA = RECRUITER ASSISTANT

k. <u>Activity</u>. One of the four prospecting activity used in systematic recruiting to make the initial contact with an individual.

16. Recording Activities and Results. The S&R Book contains
all the elements necessary for data analysis and setting
objectives. The following are key elements for data analysis
and setting objectives:

    a. Activities (TC, AC, HV, OT, DC)

    b. Results (Interviews, NWA, Contracts)

17. Data Analysis

    a. If the data is accurate, analysis can serve as a
valuable tool in evaluating the recruiter's effectiveness. This
analysis looks at prospecting, screening, selling, and applicant
processing. There are five different factors or data elements:

        (1) Standard of Effectiveness (SOE). The number or
amount of each prospecting activity performed to achieve one
interview from that particular activity. A SOE is calculated
for each prospecting activity. For example, if 800 TCs were
made in the month and 8 interviews obtained, the SOE would be
100 or 100:1. SOEs will always be rounded up to the next or
higher whole number, (i.e., 52.4 = 53 or 52.5 = 53). The SOE
shows how effective the recruiter is in each prospecting
activity.

        (2) Business Percentage (BP). The percentage of
interviews obtained from each prospecting activity. For
instance, suppose 10 interviews were obtained during the month
and 8 of these interviews were obtained from TCs. Then, the BP
for TCs would be .80. BPs will always be rounded up to the next
or higher 100th, (i.e., .734 =.74 or .735 =.74). The BP shows
the relative weight or value of each of prospecting activity.

        (3) Closing Ratio (CR). The number of interviews
conducted to obtain one NWA. For example, if from 10 interviews
3 NWAs were derived, the CR would be 3.4:1. CR will always be
rounded up to the next or higher 10th, (i.e., 3.33 = 3.4). CR
essentially shows the effectiveness of the recruiter's
interviews.

        (4) Processing Ratio (PR). The number of NWAs needed to
obtain one contract. For example, if from 12 NWAs 4 contracts
were derived; the PR would be 3:1. PR will always be rounded up
to the next or higher 10th, (i.e., 3.33 = 3.4). PR essentially
shows the effectiveness of the recruiters closing skills and
screening effectiveness.

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(5) Sales Ratio (SR). The number of interviews conducted to obtain one contract. For example, if it took 10 interviews to obtain 2 contracts, the SR would be 5:1. SR will always be rounded up to the next or higher 10th, (i.e., 4.73 = 4.8 or 4.79 = 4.8). The SR is a gauge of processing so not only does the SR indicate the effectiveness of the sale but also shows how effective the recruiter screens the prospects.

b. The Data Analysis Sheet in MCRISS queries the data found on the Activities and Results Tab over the preceding three months and computes SOEs, BPs, CRs, and SRs for each of those months. While this Data Analysis Sheet allows for a month-to-month comparison so trends or abnormalities are readily seen, the actual analysis of a recruiter's effort and effectiveness, to include the assignment of objectives, will be based on an average performance over the past three months. This ensures that future objectives are not being set by the results of either one particularly good or bad month of recruiting performance.

c. At the beginning of the fourth month, the data for the second and third months on the previous Data Analysis Sheets will transfer to the first and second month on the new sheet. The required third month's data will come from the Activities and Results Tab, located within the S&R Book, at the end of the month.

18. Determining Your Objectives

a. There are four objectives that must be determined:

(1) Interview Objective (IO)

(2) NWA Objective (AO)

(3) Activity Objectives (TC, AC, HV, OT, DC)   Ch. 2

(4) Contract Objective - The new contract goal for the month is assigned by the Recruiting Station Commanding Officer (CO). The SNCOIC assigns recruiters their new contract goal via the recruiter mission letter.

b. Interview Objective (IO). Based on the data analysis, this is the number of interviews required to write the number of contracts assigned for the upcoming month.

      (1) Since the SR is defined as the number of interviews it takes to write <u>one</u> contract, the IO is determined by multiplying the SR by the Contract Objective. Divide the monthly IO by four to obtain the weekly IO. In the below example, assume a contract objective of two.

EXAMPLE: Line IIA Interview Objective (IO)

$$\underset{\text{SR}}{\underline{8}} \quad \text{X} \quad \underset{\text{New Contract Goal}}{\underline{\hspace{2em}2\hspace{2em}}} \quad = \quad \underset{\text{MO}}{\underline{16}} \; / \; \underset{\text{WEEK}}{\underline{4}}$$

      (2) When computing any of your objectives for the month or week will always be rounded up to the next or higher whole number. For example, 16.3 is 17 or 4.25 is 5.0.

    c. <u>New Working Applicant Objective (AO)</u>. Based on the data analysis, this is the number of NWAs required to write the number of contracts assigned for the upcoming month. Since the IO, determined above, projects the number of interviews required to meet the assigned contract mission and the CR is defined as the number of interviews required to produce one NWA, the monthly AO can be determined by dividing the monthly IO by the CR. Divide the monthly AO by four to obtain the weekly AO.

EXAMPLE: New Working Applicant Objective (AO)

$$\underset{\text{IO}}{\underline{16}} \quad \text{divided by} \quad \underset{\text{CR (3 MO AVG)}}{\underline{\hspace{2em}2\hspace{2em}}} \quad = \quad \underset{\text{MO}}{\underline{8}} \; / \; \underset{\text{WEEK}}{\underline{2}}$$

    d. <u>Activity Objectives</u>. Based on the data analysis, this is the number of each of the recruiting activities (TC, AC, HV, OT, and DC), required to meet the monthly/weekly IO. Since the SOE provides the number of each prospecting activity required to obtain one interview from that particular activity and the BP provides the percentage of previous interviews produced by each prospecting activity, the objective for each activity can be determined by multiplying the monthly IO by the applicable SOE and BP. Divide your monthly activity objectives by 4 to obtain your weekly objectives.

    e. <u>Contract Objectives</u>. The new contract goal assigned by your SNCOIC from the Monthly Mission Letter will be displayed on the Objectives Sheet.

19. As a SNCOIC, you are the manager of systematic recruiting in your RSS. It is clearly stated in this chapter there are five characteristics of systematic recruiting:

    a. Organization

   b.   Standardization

   c.   Management

   d.   Training

   e.   Action

20. All of the components, combined with these five
characteristics are useless without an aggressive, imaginative
SNCOIC who has initiative to make it all work.

21. Maps. The RSS will maintain two maps that provide a
detailed view of the RSS recruiting territory. One map will
display Recruiting Assets; the second map will display
Individual Enlistments.

   a.   Assets Map (Figure 2-5). Displays the locations of all
the resources available in the RSS's area. This map will be
updated within 24 hours of any known changes to your assets
within the RSS area.

      (1) Outline the RSSs boundaries and designate sectors,
(e.g., Sector A, Sector B, Sector C). Each recruiter is
assigned a sector. Each sector should contain approximately the
same number of male high school seniors. This distributes the
market evenly. List the total number of male seniors (Working,
Non-Working, and Non Cooperative) by sector on the map legend.
Boundary information is obtained from the RS.

      (2) Outline the zip code boundaries. Zip code areas are
displayed on the map and listed by sector on the side of the
map. This information is obtained from the local post office.

      (3) Indicate HS/CC locations by colored flags. HS/CC
are further broken down by their priority. Indicate priorities
as follows:

         (a) Priority One School: Green Flag

         (b) Priority Two School: Yellow Flag

         (c) Priority Three School: Red Flag

         (d) Community College: White Flag

         (e) Non-Working Schools: Red Pin

(4) Identify all known Marine Corps affiliates or organizations in the RSS area, and mark each Selected Marine Corps Reserve (SMCR) and Mobile Training Unit (MTU) with a purple pin.

(5) Place a blue pin on the map for each Take-One location. A blue pin is not required if the Take-One is in a working school; however, a blue pin will be used if the Take-One is in a non-working school.

(6) Contact the Marketing and Public Affairs Representative for a list of different media in the RSSs area. Designate each type of media in the following manner:

      (a) Newspaper: Yellow Pin

      (b) Radio Station: Green Pin

      (c) TV Station: Green Pin w/White Dot

(7) Highlight major population concentrations with a yellow marker. In urban areas this may not be feasible; however, suburban/rural RSSs can readily identify these highlighted areas.

(8) Put a black pin on the map for the RSS. Put a black pin in each PCS location within the RSS.

(9) Place an orange pin on the map for each Military Entrance Test (MET) site.

(10) Place a pink pin on the map for each Military Entrance Processing Station (MEPS).

(11) Any means to clearly define the route (different colored marker, thread, or yarn). Use a different color for each IRT. IRT stops are marked with a silver pin. Ch. 2

(12) Highlight major driving routes with a red marker. Ch. 2
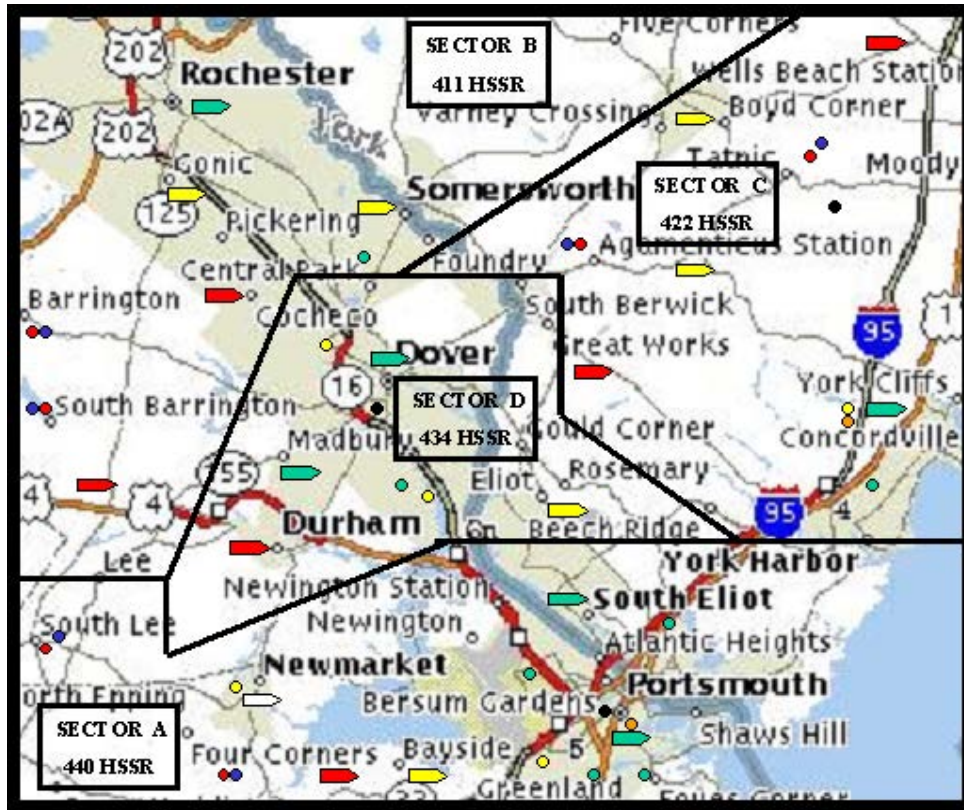
Figure 2-5.--Assets Map

   b.   Enlistment Map (Figure 2-6). Display's the enlistment
results of the current and previous FY. This map will be
updated within 24 hours of any known changes.

       (1) Outline the same boundaries and sectors on the
Enlistment Map as the Assets Map.

       (2) Place a pin on the map to indicate the current home
of record (Box 3, DD Form 4) at time of enlistment. Green pins
are used to display enlistments for even numbered FY's and red
pins for odd numbered FY's. When the enlistee has an Armed
Forces Qualification Test (AFQT) score of less than 50, indicate
this by placing a white dot on the pin.

       (3) Occasionally enlistments are obtained from outside
the RSS's area. Indicate these with an appropriate pin using
the same color logic as indicated above. However place the pin
a separate ledger titled "Out of Area" displayed at the bottom
of the map.

Ch. 2

(4) Periodically, maps should be reviewed for any signs that a particular area or sector is not being adequately serviced and is not producing at its full potential.
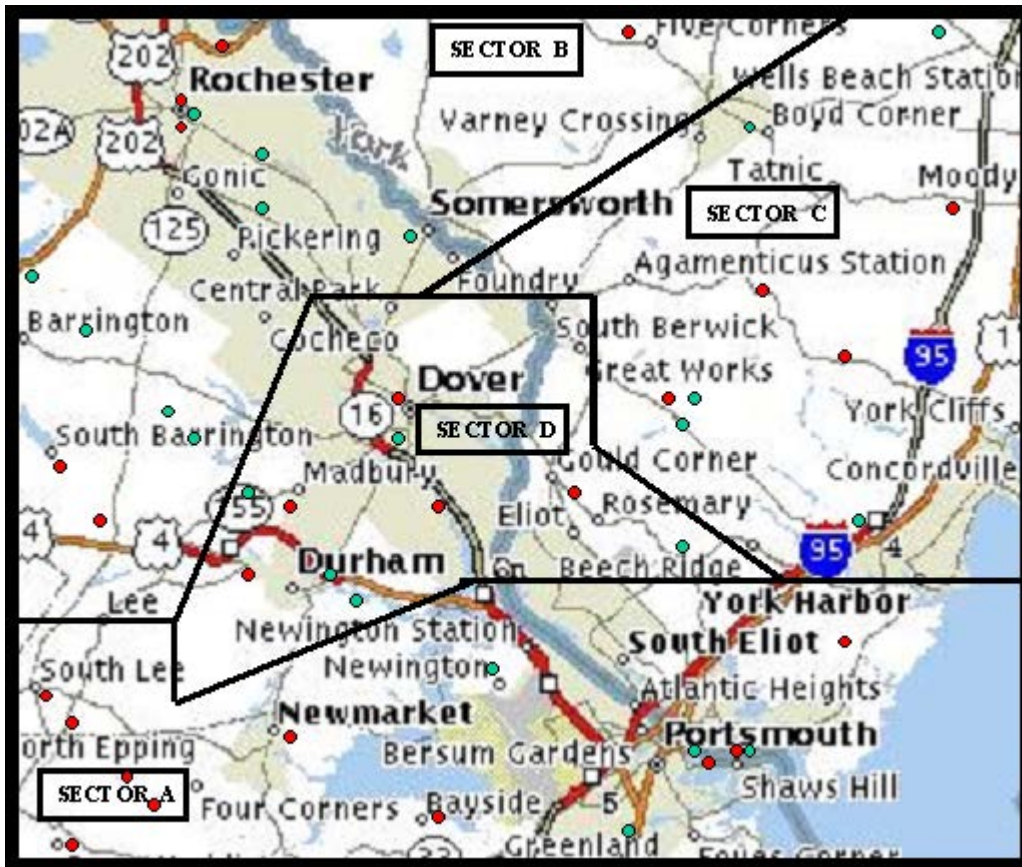
Figure 2-6.--Enlistment Map

22. Profile Progress Book (PPB). The PPB is located in the SNCOIC Management Book section of MCRISS-RSS to serve as a storehouse of source documents for profiling the RSS's resources, and historical statistics on the performance and progress of the RSS. The PPB contains the following sections:

    a. Section 1

        (1) RSS Data Sheet

        (2) HS/CC Profile Sheets

    b. Section 2

        (1) HS/CC Master Planning Sheet

        (2) HS Progress Analysis Report w/Comments

        (3) Interview Log

        (4) Working Applicant Log

        (5) Enlistment Record Log

        (6) Weekly/Monthly Activity Report

        (7) Data Analysis Sheet

        (8) Activity Analysis Sheets

        (9) RSS Activity Objectives Sheet

        (10) Mission Letter

        (11) Mission Restatement Letter

        (12) Monthly CDR Report

        (13) Monthly PPC Report

        (14) Monthly Pool Report

        (15) Trip Reports

23. PPB Section 1 - RSS Data Sheet (Figures 2-7). Made up of
two tabs in MCRISS, the RSS Data Sheet provides a summary of
basic data relating to seniors, ethnic groupings, media, etc.
In addition, it recaps and verifies the stations productivity on
the RSS maps. The instructions below apply to the setup and
maintenance of the RSS Data Sheet.

    a. The RSS Data Sheet will be generated at the beginning of
each FY. To accomplish this you must take the following
actions:

        (1) Enter the total population of the RSS Area. This
can be obtained from various sources such as the Chamber of
Commerce from each city within the RSS boundaries, the Census
Bureau, the State, County, and city administration offices.

        (2) The total number of Male High School Seniors (HSSR),
this includes Working, Non-Working and Non-Cooperative, will
populate from the data entered on the HS Profile Sheets. This

information will come directly from each High School and should match the Master Planning Sheet.

(3) The number of Male HSSRs per recruiter displays by dividing the total Male HSSRs for the RSS by the number of recruiters. This is not the actual number assigned to each recruiter but an average for the RSS.

(4) The major Ethnic Groups section records the predominant ethnic groups within the RSS area. This can be obtained from various sources such as the Chamber of Commerce from each city within the RSS boundaries, the Census Bureau, the State, County, and city administration offices.

(5) The Miscellaneous Data allows for the highlights of pertinent data for the RSS area (e.g., employment, industries, income, major lines of communication, unemployment rate, quality of the school systems).

(6) The Media block displays the total number of radio stations, newspaper, billboard, and TV stations based on the Media Cards that are created within the RSS boundaries. These numbers must match the number identified on the Assets Map.

(7) The sector section contains the approximate number of Male HSSRs within each sector, the past productivity, per sector, for the last three FY's, and the assets (High Schools, Community Colleges, Colleges, Take-Ones, and IRT Routes) of each sector. The Sector Highlights and Problems, Remarks allow for a brief "word picture" for each sector. This OA line shows information concerning enlistments from outside the RSSs boundaries. Out-of-area contracts, regardless of circumstances, will be recorded as out-of-area. The last line of this section is the RSS totals for each of the previously noted category for each of the sectors combined. The hyperlinks lead to a child report of the data associated with that number.

b. Page 2 of the RSS Data Sheet contains the current month shipping and production information. It is broken down for each month of the FY beginning with October. It is of utmost importance that the SNCOIC review this portion **EVERY** month to ensure accuracy. To do this you must:

(1) Verify the "FY START POOL" blocks in the upper right hand corner of the page PRIOR to DEPPING/Shipping or taking any current month discharges.

(2) Enter the number of Regular Males the RSS is missioned in the "NEW CONTRACT GOAL" section.

(3) Enter the number of Reserve contracts (male and female) the RSS is assigned, according to the Mission Letter, in the "NEW CONTRACT GOAL" section.

(4) Enter the number of Regular Female contracts the RSS is assigned, according to the Mission Letter, in the "NEW CONTRACT GOAL" section.

(5) Verify the number of Regular Males the RSS obtained in the "NEW CONTRACT ACHIEVED" column.

(6) Verify the number of Reserve contracts (male and females the RSS obtained in the "NEW CONTRACT ACH (Achieved)" column.

(7) Verify the number of Regular Female contracts the RSS obtained in the "NEW CONTRACT ACH (Achieved)" column.

(8) Verify the total number of contracts produced by that sector in the "SECTOR" section.

(9) Verify the number of I-IIIA contracts under the "ALPHA" section, and the total number of III-B contracts under the "BRAVO" section written for the month.

(10) Verify the total number of Grad contracts under the "GRAD" section and the total number of High School Seniors contracts under the "SR" section.

(11) Enter the ship quota for the month in the "SHIP QUOTA" section, broken down by REG MALE NPS/ALL PS, RES (Male and Female) and REG FEMALE NPS.

(12) Verify the current month strength of the RSS Pool broken down by REG MALE NPS/ALL PS, RES (male and female) and REG FEMALE NPS.

(13) Verify the actual shipments for the month in the "MONTHLY SHIPMENT" section, broken down by REG MALE NPS, RES (Male and Female), REG FEMALE NPS and Reenlistments.

(14) Verify the total number shipped to MCRD in the "TOTAL TO MCRD" section.

(15) Verify the Pool and MCRD discharges for the current month in the "DISCHARGES" section. This is broken down by Pool and MCRD discharges.

(16) Verify the actual number in the "END OF THE MONTH POOL." This is accomplished by subtracting the shippers for the month and the discharges taken that month. Then add the total contracts written for the month. Broken down by REG MALE, RES (Male and Female) and FEMALE REG NPS/RES.

> **NOTE:** In the event of a component change the system will deduct one from the original component and add one to the new component.

(17) The "Note" column contains the names of MCRD and Pool discharges by recruiter and any other additional notes relevant to that month's contracting. Component Changes will also be identified by name, and should include a note that states whether the individual went from REG to RES or vice versa.

(18) The final section of the Data Sheet is the "SECTOR RECAP." This section will display the number of contracts for each sector.

c. The hyperlinks lead to a child report of the data associated with that number.

> **NOTE:** The RSS Data Sheet must match the POOL Board every month.

RSS   **DATA SHEET FY 2012**

Page 1 | Page 2

TOTAL POPULATION: 10,111   **MALE HSSR'S:** 2268   **MALE HSSR'S PER RECRUITER:** 283

MAJOR ETHNIC GROUPS: The area is both rural and metro with a good IIIA population, but a high percentage of ....

MISCELLANEOUS DATA: The area is both rural and metro with a good IIIA population, but a high percentage of HSSR's go to college (73%).The area is both rural and metro with a good IIIA population, but a high percentage of HSSR's go to college (73%).The area is both rural and metro with a

MEDIA: **RADIO:** 2   **NEWSPAPER:** 2   **BILLBOARD:** 2   **TV:** 4

[Save]

SECTOR		PAST PRODUCTIVITY			SECTOR ASSETS					SECTOR HIGHLIGHTS PROBLEMS, ETC
Code	Male HSSR	FY 2009	FY 2010	FY 2011	HS	CC	COL	T/O	IRT	
A	11	0	0	0	4	0	0	1	3	This is sector is the RSS most productive se... Edit Delete
B	1974	0	0	0	4	0	0	0	1	Add Remark
C	11	0	0	0	5	0	0	0	1	Add Remark
D	27	0	0	0	4	0	0	0	0	Add Remark
E	245	0	0	0	5	2	2	1	6	Add Remark
H	0	0	0	0	0	0	0	0	0	Add Remark
OA	0	13	9	11	0	0	0	0	0	Add Remark
TOTALS	2268	13	9	11	22	2	2	2	11	

Figure 2-7.--RSS Data Sheet

RSS   **DATA SHEET FY 2012**

Page 1 | Page 2

FY START POOL **44** | 3 / 4

	NEW CONTRACT GOAL		NEW CONTRACT ACH		SECTOR	Alpha / Bravo	Grad / Sr	SHIP QUOTA	IN POOL	TOTAL TO MCRD		REENL	DISCHARGES POOL	DISCHARGES MCRD	END OF MONTH POOL	Note
OCT	1	1 / 1	2	0 / 1	A-2 B-1	1 / 2	3 / 0		41	1 / 4	0 / 1	0	1	0	44 (3 / 4)	
NOV			0	0 / 1		1 / 0	1 / 0		41	1 / 4	0 / 0	0	0	0	44 (3 / 5)	
DEC			0	0 / 0		0 / 0	0 / 0		42	2 / 4	0 / 0	0	0	0	44 (3 / 5)	
JAN			2	0 / 1		3 / 0	2 / 1		42	3 / 5	0 / 0	0	1	0	45 (3 / 6)	
FEB			0	0 / 0	A-1 B-1 C-1	0 / 0	0 / 0		0	0 / 0		0	0	0		
MAR																
APR																
MAY																
JUN																
JUL																
AUG																
SEP																
TOTALS	1	1 / 1	4	0 / 3	A-2 B-1 - C-1	5 / 2	6 / 1	0 / 0	4	2 / 2	0 / 1	1	2 / 0		2 (0 / 2)	

NEW CONTRACT GOAL	NEW CONTRACT ACH	SECTOR	Alpha / Bravo	Grad / Sr	SHIP QUOTA	IN POOL	TOTAL TO MCRD	REENL	DISCHARGES POOL / MCRD	END OF MONTH POOL	Note

SECTOR RECAP

A-3	B-2	-0	C-1

Save

Figure 2-7.--RSS Data Sheet Cont.

NEW CONTRACT GOAL		NEW CONTR ACH		SECTOR	Alpha	Grad	SHIP QUOTA	IN POOL	MONTHLY SHIPMENTS				TOTAL TO MCRD	TOT DISCH	POOL	END OF MONTH POOL		REMARKS: (POOL/ MCRD DISCHARGES BY RECRUITER ETC.)
					Bravo	Sr			RMNPS	RES	RFNPS	RENL			MCRD			
RMNPS & ALL PS		▶	◄ RFNPS							START POOL ➔						A	B	
			◄ RESERVES (M/F)														C	
OCT	A / B / C	A / B / C	D	E / F	G / H	A / B / C	A / B / C	I	J	K	L	A / B / C	M	N / O	A / B / C			P

NEW CONTRACT GOAL
A = Contract Goal for Regular Male Non Prior Service (RMNPS) and **all** PS (to include Male and Female)
B = Contract Goal for Regular Female Non Prior Service (RFNPS)
C = Contract Goal for All Reserve Components (to include Males and Females)

NEW CONTR ACH
A = # of Regular Male Non Prior Service (RMNPS) and **all** PS (to include Male and Female) contracted
B = # of Regular Female Non Prior Service (RFNPS) contacted
C = # of Reserve (All Components to include both Males and Females) contracted

SECTOR
D = Contracts written by sector

ALPHA/BRAVO GRAD/SENIOR
E = Total number of "Alphas" contracted in current month (Includes all Components, Male and Female)
F = Total number of "Bravos" contracted in current month (Includes all Components, Male and Female)
G = Total number of "Grads" contracted in current month (Includes all Components, Male and Female)
H = Total number of "H.S. Seniors" contracted in current month (Includes all Components, Male and Female)

SHIP QUOTA
A = Total Ship Mission for Regular Male Non Prior Service (RMNPS) and PS (to include Male and Female)
B = Total Ship Mission for Regular Female Non Prior Service (RFNPS)
C = Total Ship Mission for All Reserve Components (to include Males and Females)

IN POOL
A = Total of Regular Male Non Prior Service (RMNPS) in Pool at start of month
B = Total Regular Female Non Prior Service (RFNPS) in Pool at start of month
C = Total of All Reserves in Pool (All Components to include Males and Females)

MONTHLY SHIPMENTS
I = Total Regular Male Non Prior Service (RMNPS) and **all** PS (to include Male and Female) Shipped
J = All Reserve Components Shipped (to include Males and Females)
K = Regular Female Non Prior Service (RFNPS) Shipped
L = Prior Service Marine Corps Reenlistments

TOTAL TO MCRD
A = Regular Male Non Prior Service (RMNPS) and **all** PS (to include Male and Female) Shipped to MCRD
B = Regular Female Non Prior Service (RFNPS) Shipped to MCRD
C = All Reserve Components (to include Males and Females) Shipped to MCRD

DISCHARGES
M = Total Pool and MCRD Discharges for the Current Month
N = Total Pool Discharges for the Current Month
O = Total MCRD Discharges for the Current Month

REMARKS
P = Indicate Name, Component and Reason

Figure 2-7.--RSS Data Sheet Cont.

24. PPB Section 2 - High School/Community College (HS/CC) Master Planning Sheet (Figure 2-8). A computer generated document that lists the HS/CC (working, non-working, and non-cooperative) in the RSSs area. It provides the means to develop the HS/CC Plan, monitor the program, and record your results. Develop new Master Planning Sheets at the end of each school year.

Figure 2-8.--HS/CC Master Planning Sheet

25. PPB Section 2 - HS Progress Report w/Comments (Figure 2-9). This computer-generated report compares the RSSs results and progress in the HS/CC Program with the Commanding Officers milestones. The RS uploads these reports with comments, for the RSS weekly during August through November and monthly during December through May.

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High School Progress Report				RSS					

School Year: 2013 - 2014   Date: 4October2013

RSS		Working High Schools				Non-Working HS		All HS Total	Community Colleges
		Priority 1	Priority 2	Priority 3	Total	NC	NW		
# of Schools by Category:		6	6	4	16	0	2	18	2
Initial Visits	Planned	6	6	4	16	0	1	17	0
	Made	6	6	4	16	0	1	17	0
	% Plan	100.0%	100.0%	100.0%	100%			94%	
Senior List	Planned	6	6	4	16	0	1	17	0
	Made	6	6	4	16	0	1	17	0
	% Plan	100.0%	100.0%	100.0%	100%			100%	
Junior List	Planned	6	6	4	16	0		17	0
	Made	6	6	3	15	0		16	0
	% Plan	100.0%	100.0%	75.0%	94%			94%	
NROTC Senior Talks	Planned	6	6	4	16	0		18	0
	Made	0	0	0	0	0		0	0
	% Plan	0.0%	0.0%	0.0%	0%			0%	
NROTC Junior Talks	Planned	6	6	4	16	0	2	18	0
	Made	0	0	0	0	0		0	0
	% Plan	0.0%	0.0%	0.0%	0%			0%	
Career Talks	Planned	6	6	4	16	0	2	18	0
	Made	1	0	1	2	0	0		0
	% Plan	16.7%	0.0%	25.0%	13%			1%	
Band Talks	Planned	6	6	4	16	0	1	17	0
	Made	1	0	1	2	0	0	2	0
	% Plan	16.7%	0.0%	25.0%	13%			12%	
First Senior	Planned	6	6	4	16	0	1	17	0
	Made	4	3	1	8	0	0	8	0
	% Plan	66.7%	50.0%	25.0%	50%			47%	

Senior Stats	Total Population	829	767	842	2,438	0	58	2,496	
	# Contracted	5	4	3	12	0	0	12	
	% Contracted	0.6%	0.5%	0.4%	0.5%			0.5%	
	# Contracted	5	4	3	12	0	0	12	
	# With 1 Enlistment Credit	0	0	0	0	0	0	0	
	# With 1+ Enlistment Credit	0	0	0	0	0	0	0	
	% Pool Working	0.0%	0.0%	0.0%	0.0%			0.0%	

High School ASVAB Testing	
# Schools Responsible =	0
# Schools Tested =	0
%Schools Tested =	0.0%
# Seniors Available to Test	0
# Seniors Tested =	0

(Handwritten annotations across the form: "TRACKING THAT NEED TO BE CONTINUED", "DGV IS SHORTHANDED", "A STRONG EFFORT IS NEEDED to get the new Marine snapped in", "Got the Sgt ASAP to help.", "keep working on Milestones.")

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Figure 2-9.--High School Progress Report

26. PPB Section 2 - Interview Log (Figure 2-10). Provides a
means to track interviews conducted by each individual
recruiter. The Interview Log is generated by MCRISS-RSS. Every
day the SNCOIC will review, approve or disapprove the
information about interviews that were conducted and add
comments, as needed. This information will provide the SNCOIC
with sufficient information to drive the contact-to-contract
chain.

Figure 2-10.--Interview Log

27. PPB Section 2 - Working Applicant Sheets (Figure 2-11).
Used to track and ensure that every individual who has been
screened, sold, and scheduled is processed and eventually
enlisted. A review of the Working Applicant Sheets indicates
progress or highlights any processing problems the RSS is
encountering. Every NWA is displayed. The Working Applicant
Sheets is maintained in Section 2 of the PPB in the SNCOIC
Management Book. At the conclusion of the month, applicant
information is reconciled with the Operations Officer (OpsO) to
validate the status of Working Applicants; this is done to
ensure that all disqualified applicants are closed out.

Figure 2-11.--Working Applicant Sheets

28. PPB Section 2 - Enlistment Record Sheet (Figure 2-12). Lists basic information on each applicant enlisted. This record will automatically update as applicants enlist. The SNCOIC Enlistment Record Sheet for the current month is maintained in Section 2 of the PPB in the SNCOIC Management Book.

Figure 2-12.--Enlistment Record Sheets

29. PPB Section 2 - Weekly/Monthly Activity Report. Provides a format for recording the results of each weeks and months activities and the flow of applicants from contact to contract. The current months sheets are populated based off data inputted into MCRISS-RSS. The Weekly/Monthly Activity Report is maintained in Section 2 of the PPB in the SNCOIC Management Book.

30. PPB Section 2 - Data Analysis Sheets. Provides the means for the recruiter and the SNCOIC to analyze data and determine objectives for future recruiting and processing activities. The Data Analysis Sheets is maintained in Section 2 of the PPB in the SNCOIC Management Book.

31. PPB Section 2 - Activity Analysis Sheets (Figure 2-13). A MCRISS generated report that gauges the effort and effectiveness in RSS sales and processing. These sheets are uploaded to this section of the PPB monthly.

Ch. 2

32. PPB Section 2 - RSS Activity Objectives Sheet. Used to set the specific objectives for each recruiting activity a recruiter must conduct to be successful. The Activity Objectives Sheets is maintained in Section 2 of the PPB in the SNCOIC Management Book.

33. PPB Section 2 - Mission Letter (Figure 2-14). On a yearly and monthly basis, the RS CO issues a Mission Letter to each SNCOIC. The current Monthly and Annual Mission Letters are maintained and uploaded in the SNCOIC Management Book Module. Monthly Mission Letters will be available to the SNCOIC in this section of the PPB. At the end of the FY, the Annual Mission Letter with changes will be available to the SNCOIC in this section of the PPB.

34. PPB Section 2 - Mission Restatement Letter (Figure 2-15). The purpose of the mission restatement letter is to ensure that the SNCOIC understands the RSS mission and to inform the CO of the basic plan and any required support to accomplish the assigned mission. Once the Monthly Mission Letter is received and the SNCOIC has completed monthly planning, the SNCOIC will submit a Mission Restatement Letter to the CO. The current month Mission Restatement Letter is uploaded to the SNCOIC Management Book. At the end of each month, the Mission Restatement Letter will be available to the SNCOIC in this section of the PPB.

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Activity Analysis for Enlisted Recruiting

Number of Recruiters: 30

RS BUFFALO
MONTH: January
YEAR: 2016

OBJECTIVE ACHIEVED

	MONTH OBJ	MONTH ACH	MONTH PCT	FYTD PCT
NC	50	50	100	100
INTV	270	228	84	94
NWA	80	63	79	86

	MONTH	FYTD
Closing Ratio (INTV/NWA)	3.6:1	3.5:1
Sales Ratio (INTV/NC)	4.6:1	5.4:1

PROCESSING ANALYSIS

		RS MON PCT	Avg FYTD PCT
63	NWA		
29	Ment Test This Month		
10	Ment Test Previous		
39	Total Ment Tested	62	79
37	Ment Test Qualified	95	90
30	Phys Test This Month		
8	Phys Test Previous		
38	Total Phys Tested	60	73
29	Physically Qualified	76	74
1	Pending Consult		
29	FULLY QUAL	46	52
50	New Contracts		

PROSPECTING:	Telephone Call	STD	Office Traffic	STD	Area Canvas	STD	Home Visit	STD	Digital Communication	STD
STD OF EFFECT	96:1	95:1	2:1	5:1	7:1	16:1	19:1	12:1	300:1	
BUSINESS PCT	52		7		40		0		1	
PCT ANALYSIS										
MON OBJ ACH	115		135		85		39		100	
CONTRACTS(MON)	18		2		26		1		3	
CONTRACTS(FYTD)	86		13		98		2		7	
EFFECT RATIO:										
ACTY TO CONT	11:1	5:1					0:1	3:1	14:1	
CONT TO APPT	5:1	3:1			4:1	8:1	0:1	2:1	3:1	
APPT TO INTV	2:1	2:1			2:1	2:1	0:1	2:1	8:1	
INTV TO CONR	7:1		8:1		4:1		0:1		1:1	

NEW CONTRACTS BY SOURCE:

	CAN	LIS	WKI	CDR	DEP	MCR	REF	PPC	REC	LOC	CAL	RRA	OTH	EM	SN	DCR
MON(NO/%)	14/28	3/6	1/2	11/22	12/24	0/0	0/0	11/22	0/0	0/0	1/2	0/0	1/2	2/4	0/0	8/16
FYTD %	32	14	2	8	22	0	6	27	0	0	3	1	4	1	0	23

CO COMMENTS: _____

_____

_____

_____

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Figure 2-13.--Activity Analysis Sheet

RSS ANNUAL MISSION LETTER

From: Commanding Officer
To: NCOIC, RSS _____

Subj: RSS MISSION LETTER FOR FY____

1. **CURRENT POOL**

   a. As of 30 September 20_____ your RSS has the following pool strength.

COMP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	TOT
RMNPS													
RFNPS													
KG													
KA													
RFNPS													
TF													

2. **SHIPPING MISSION**

   a. The monthly and annual shipping missions assigned to your RSS are shown below along with your Start Pool Goal for next year:

COMP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	TOT	NEXT FY START POL GOAL
KG														
KA														
WM														
PS														
RMNPS														
TF														

   b. Your RSS is responsible for enlisting and shipping reserves for the following units:

   <u>UNIT</u>   <u>TOTAL SHIP REQUIREMENT</u>

   c. The above mission is provided for planning purposes only. Specific mission assignments will be made monthly based on the missions assigned to the RS and conditions within the RS.

3. **NET NEW CONTRACT MINIMUM**

   a. Your RSS must write <u>no less</u> than _____ total force net new contracts to accomplish the assigned shipping mission and to achieve the start pool goal for the next year.

Figure 2-14.--Mission Letter

    b. Specific monthly new contract goals for your RSS will be provided in
your Monthly Mission Letters.

4. **QUALITY REQUIREMENTS**

    a. Your RSS will ship <u>no less</u> than ____ Tier I high school graduates for
Regular NPS and ____ Tier I high school graduates for reserve NPS.

    b. Your RSS will ship <u>no more</u> than _____ MG IIIBs for regular NPS and
_____ MG III B's for reserve NPS.

    c. Specific monthly quality requirements for your RSS will be provided each
month in your Monthly Mission Letters.

5. **SPECIAL CATEGORIES**

    a. NROTC Mission _____

        (1) Pre Apps _____

        (2) Finalists _____

    b. MEOP Mission _____

    c. OSO Referrals _____

6. **RSS MANNING LEVEL**

    a. Unless otherwise notified, your RSS will be manned as follows:

NCOIC _____(on/off production)

Recruiters _____ Projected Rotations for FY _____

                     _____
                     (Commanding Officer Signature)

Figure 2-14.--Mission Letter Cont.

Route	Date/Init
CO	/
XO	/
OPSO	/
SgtMaj	/
RI	/

UNITED STATES MARINE CORPS
RECRUITING SUBSTATION

_____

DATE:_____

From: NCOIC, RSS_____

To: Commanding Officer, _____

Subj: NCOIC MISSION RESTATEMENT LETTER

Ref: (a) Commanding Officer RSS Mission Letter

Encl: (1) RSS Month-in-Sight

1. Reference (a) has been reviewed, and the following RSS plan is presented
for the month of _____

2. RSS Shipping Mission   RMNPS   RFNPS   KG   KA   RESF

        RSS SHIP MISSION

        CURRENT POOL

        DIRECTS REQUIRED

3. RSS New Contract Goal

        RMNPS_____   RFNPS_____   KG_____   KA_____   RESF_____

4. RSS Objectives: Based upon my analysis of the assigned mission and my
evaluation of my RSS, the following objectives are set for my substation:

    a. Sales and Processing Objectives

	WEEKLY	MONTHLY
CONTRACTS		
NWA		
INTV		
CR		
SR		

    b.

	WEEKLY	MONTHLY
TC		
AC		
OT		
HV		

Figure 2-15.--Mission Restatement Letter

5. I have planned the following actions for the month:

HIGH SCHOOL LISTS TO WORK   POOLEE MEETINGS   HS VISIT TO MAKE
(Code and # Names on List)   (At Least One Function) (Include Code and Date)

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

6. I have planned the utilization of the following recruits who will return
from recruit training this month:

RECRUITS NAME   PHONE # RETURN DATE   RECRUITS NAME   PHONE # RETURN DATE

_____   _____

_____   _____

_____   _____

_____   _____

7. I have planned canvassing with the following poolees for the month:

POOLEES NAME   RECRUITER   POOLEES NAME   RECRUITER

_____   _____

_____   _____

_____   _____

_____   _____

8. Comments/Support Required: _____

_____

_____

                                   _____
                                        (NCOIC SIGNATURE)

Figure 2-15.--Mission Restatement Letter Cont.

35. PPB Section 2 - Monthly Command Recruiting Report (Figure 2-16). The Command Recruiting Program Manager provides the SNCOIC with a copy of the Monthly Command Recruiting Report that will include reinforcing or balanced feedback. This report gives the SNCOIC information on the effectiveness of the RSS CDR Program. The SNCOIC analyzes this report, takes necessary actions, and uploads it in this section of the PPB Monthly.

MONTHLY COMMAND RECRUITING PROGRAM REPORT

RSS	CURRENT MONTH										FISCAL YEAR TO DATE								
	RCTR ASS'T				BOOT LEAVE			ANNUAL LEAVE	PERM TAD		RCTR ASS'T			BOOT LEAVE			ANNUAL LEAVE	PERM TAD	
	OB	MAN DAYS	ENL	NEXT MON	DUE	RPT'D	ENL	ENL	OB	ENL	OB	MAN DAYS	ENL	DUE	RPT'D	ENL	ENL	OB	ENL

Figure 2-16.--Monthly Command Recruiting Report

36. PPB Section 2 - Monthly PPC Report. The PPC Program Manager provides the SNCOIC with a copy of the Monthly PPC Report that will include reinforcing or balanced feedback. This report gives the SNCOIC information on the effectiveness of the RSS PPC program. The SNCOIC analyzes this report, takes necessary actions, and uploads it in this section of the PPB Monthly.

37. PPB Section 2 - Monthly Pool Program Report (Figure 2-17). The Pool Program Manager provides the SNCOIC with a copy of the Monthly Pool Program Report that will include reinforcing or balanced feedback. This report gives the SNCOIC information on the effectiveness of the RSS Pool Program. The SNCOIC analyzes this report, takes necessary actions, and uploads it in this section of the PPB.

UNCLASSIFIED // FOR OFFICIAL USE ONLY
MONTHLY ENLISTED POOL REPORT
for
February 2014

Run date: 03/27/2014

ORG	TOTAL IN POOL	# WORKING	% WORKING	1/2 PFC's	PFC's	GROSS CON-TRACTS	# CON-TRACTS FROM DEP	% CON-TRACTS FROM DEP	# POOL DISCH	% POOL DISCH	TOTAL CON-TRACTS FYTD	# CON-TRACTS FROM DEP FYTD	% CON-TRACTS FROM DEP FYTD	# POOL DISCH's FYTD	% POOL DISCH FYTD
	36	7	19.44%	5	2	6	2	33.33%	1	16.67%	27	6	22.22%	5	18.52%
	28	4	14.29%	3	1	5	0	0 %	2	40.00%	22	6	27.27%	6	27.27%
	40	2	5.00%	2	0	5	1	20.00%	3	60.00%	35	5	14.29%	6	17.14%
	27	1	3.70%	1	0	4	0	0 %	0	0 %	17	3	17.65%	1	5.88%
	26	2	7.69%	1	1	4	0	0 %	0	0 %	21	4	19.05%	2	9.52%
	41	8	19.51%	6	2	6	2	33.33%	0	0 %	34	11	32.35%	4	11.76%
	32	3	9.38%	3	0	5	1	20.00%	2	40.00%	25	4	16.00%	7	28.00%
	36	4	11.11%	4	0	5	1	20.00%	1	20.00%	32	9	28.13%	3	9.38%
	30	2	6.67%	1	1	4	0	0 %	0	0 %	24	4	16.67%	2	8.33%
	40	5	12.50%	4	1	9	4	44.44%	2	22.22%	36	13	36.11%	3	8.33%
	21	1	4.76%	1	0	4	0	0 %	0	0 %	13	2	15.38%	1	7.69%
TOTAL	357	39	10.92%	31	8	57	11	19.30%	11	19.30%	286	67	23.43%	40	13.99%

Figure 2-17.--Monthly Pool Program Report

38. PPB Section 2 - Trip Reports. Command group members and others conducting Training and Assistance (T&A) Visits at the RSS will leave the SNCOIC a Trip Report. This report highlights strengths and weaknesses within the RSS and directs corrective action. SNCOICs will upload Trip Reports for the current FY into the SNCOIC Management Book.

39. High School List Folders View. These views contain a list or collection of names collected from various sources and organized effectively for prospecting.

    a. The SNCOIC will maintain accountability of all lists within the RSS and monitor all lists to ensure they are being aggressively prospected.

    b. The Programs Book is a ready reference for Marine Corps Orders relating to Enlistment Options, bonuses, guarantees. It also contains Recruiting Notes, Admin Instructions, and Training Bulletins. The recruiting level that generates the documents will be responsible for adding the items required to be maintained in the Programs Book and updating changes as they occur.

40. Working File (Figure 2-18). The Working File is used to systematically distribute the RSS workload by scheduled events. It is the tool used to develop and execute a prospecting plan. The Working File ensures that all available assets (Action and Tracking Cards) are available to carry out the plan by

prioritizing, distributing, and coordinating the effort. Event dates ensure that the mission is accomplished effectively and efficiently. In the Working File there are two types of cards used:

    a. Tracking Cards. These cards assist the recruiter in progressively working each prospect until they are enlisted, referred to Officer Selection Officer (OSO), or disqualified. In addition, Tracking Cards monitor enlistees through the pool, recruit training, and the Fleet Marine Corps (FMF) so that the pool and CDR programs are enhanced. Tracking cards used in the working file are:

        (1) Prospect Applicant Card (PAC)

        (2) Priority Prospect Card (PPC)

        (3) Pool Card

        (4) MCRD Card

    b. Action Cards. These cards prompt the recruiter of specific recruiting tasks that must be integrated into their schedule because they support the recruiting effort. Action Cards include:

        (1) List Scheduling Card

        (2) HS/CC Visit Card

        (3) Contact Card

        (4) Media Card

        (5) Take-One Card

        (6) IRT Card

    c. Scheduled Events. The Working File operates on Event Dates. An Event Date is a decision point. The recruiter and SNCOIC must decide which recruiting activity to perform and set a date. An Event Date is always a future date. It must never be a date that is "after the fact." An event date must be assigned before entering or returning any card into the Working File. The scheduled event will be a specific date during the current month, (i.e., 2014 October 24; 0900). If the card is

scheduled for an out-month, it may be scheduled by year and
month, (i.e., 2014 October).

   d.   The rules for using the Working File are as follows:

      (1) SNCOICs will not add or return a card to the file
without a scheduled event date.

      (2) Cards will be displayed by the earliest scheduled
event date.

      (3) Scheduled event should only be entered after
checking daily/weekly schedules and the Month-In-Sight to reduce
scheduling conflict.

      (4) At the completion of the event, cards need to be
closed out by the recruiters and verified by the SNCOIC.

Figure 2-18.--Working File

41. Miscellaneous. Contact Cards, Media Cards, IRT and Take-
One Cards from the previous two FYs only will be preserved in
this section.

42. Temp DQ. PACs and PPCs on individuals who can overcome a
temporary disqualifying factor within a reasonable period,
normally defined as a period not to exceed one year (e.g., a

prospect on probation to be released in six months or an individual with a broken leg that requires six months to mend). All cards in this section are required to have event dates. The SNCOIC will review each month to identify the cards with current month scheduled event dates and approve them for the daily index.

43. Year View. Cards with event dates in the next five FYs are filed by the appropriate FY. Primary use is for List Scheduling Cards on lists of juniors and sophomores.

44. Month View. Cards with scheduled events in the out-months are displayed in the appropriate month.

45. Day View. Those cards in the current month are filed by the appropriate day. The SNCOIC will review the cards daily and discuss them with the appropriate recruiter.

46. Command Recruiting File. Serves as a file and a source for potential Command Recruiters.

47. Enlisted Pool Board (Figure 2-19). Provide the status of the RSSs pool and display pertinent information regarding each poolee.

48. The ePPC data base / Ad Portal is used to drive the initial contact with prospects for enlistment into the Marine Corps. For specific guidance refer to Chapter 6.

Chapter 2: Systematic Recruiting

Figure 2-19.--Enlisted Pool Board

Figure 2-20.--SNCOIC Management Book

49. SNCOIC Management Book (Figure 2-20). The SNCOIC
Management Book contains all the necessary tools the SNCOIC
needs to focus on and drive the current month's mission. The
SNCOIC Management Book will be divided into seven sections:

    a. Plans Section. Contains the RSS Year-In-Sight, RSS
Month-In-Sight, SNCOIC Daily Week-In-Sight Plan, SNCOIC Daily
Activities and Results, In, Mid and Out Brief View for the
current month.

        (1) RSS SNCOIC Year-In-Sight (Figure 2-21). The plan is
ongoing and added to as events become known. Events and
situations of the current year that showed positive and negative
results should be remembered and entered on the Year-In-Sight.
Positive events should be repeated the next year at the same
time. Negative results obviously should be avoided. This
planning process is the only way for the SNCOIC to be in
control. The SNCOIC doesn't have the luxury of 36, one-month
tours. As the SNCOIC you must plan deliberately and execute
aggressively. The Year-In-Sight will run from August to July
rather than on a FY basis, to highlight the school year.

            (a) The COs Milestones will populate into the RSS
Year-In-Sight once the milestones are entered into MCRISS-RS and
approved by the Executive Officer.

            (b) Certain programs form the basis of the Year-In-
Sight: the HS/CC Program, the Pool Program, the CDR Program,
and the PPC Program. The task is to maximize the effectiveness
and efficiency of these four programs during the course of a
year.

            (c) Your Year-In-Sight must be as complete as
possible. A thorough Year-In-Sight will keep you on trajectory
to accomplish what the CO has outlined for the RSS in the Annual
Mission Letter. On the pages that follow is an example of what
an RSS Year-In-Sight Plan looks like.

Figure 2-21.--SNCOIC Year-In-Sight

(2) RSS Month-In-Sight (Figure 2-22)

(a) Your Month-In-Sight plan is built on the foundation of the Year-In-Sight. Read and analyze your Monthly Mission Letter from the CO and discuss any concerns you might have. It is up to you to direct the prospecting effort into the areas that will pay off in contracts.

(b) Your Month-In-Sight needs to be completed and ready for execution by the beginning of the new month. You already have your Annual Mission Letter with your shipping quota and quality requirements. The only thing you need now is your next month's productivity requirements. If you are unsure, you should communicate with the OpsO to confirm your productivity requirement.

(c) Extract from your Year-In-Sight those known commitments that you have already recorded and place them onto your Month-In-Sight. Plan actions for major known responsibilities (e.g., Letter to MCRD, pre-ships, boot leave due home, ASVAB dates). Review the Command Group Action Plan and annotate dates of any visits or training that effect the RSS. Annotate all reporting requirements that are due to the RS.

(d) Based on your analysis of the system, and observations, identify training needs and develop a training plan for the month to improve the performance of your recruiters.

Figure 2-22.--SNCOIC Month-In-Sight

(3) SNCOIC Daily Plan (Figure 2-23). The plan is imported from the RSS Month-In-Sight on a daily basis. The Daily Plan is designed to assist the SNCOIC in prioritizing daily activities towards the overall goal of mission obtainment.

Figure 2-23.--SNCOIC Daily Plan

b. Reports Section. Contains the Daily Report, Interview Log, and Weekly reports for the current month. The SNCOIC will review the current RSS daily report with the OpsO. The monthly report will be available in the PPB.

(1) Daily Report (Figure 2-24). The Daily Report assists the SNCOIC in monitoring the critical activities of Contracts, New Working Applicants, Interviews, and Appointments while tracking their results as the weeks and month progresses, while providing a format to report results to the RS on a daily basis.
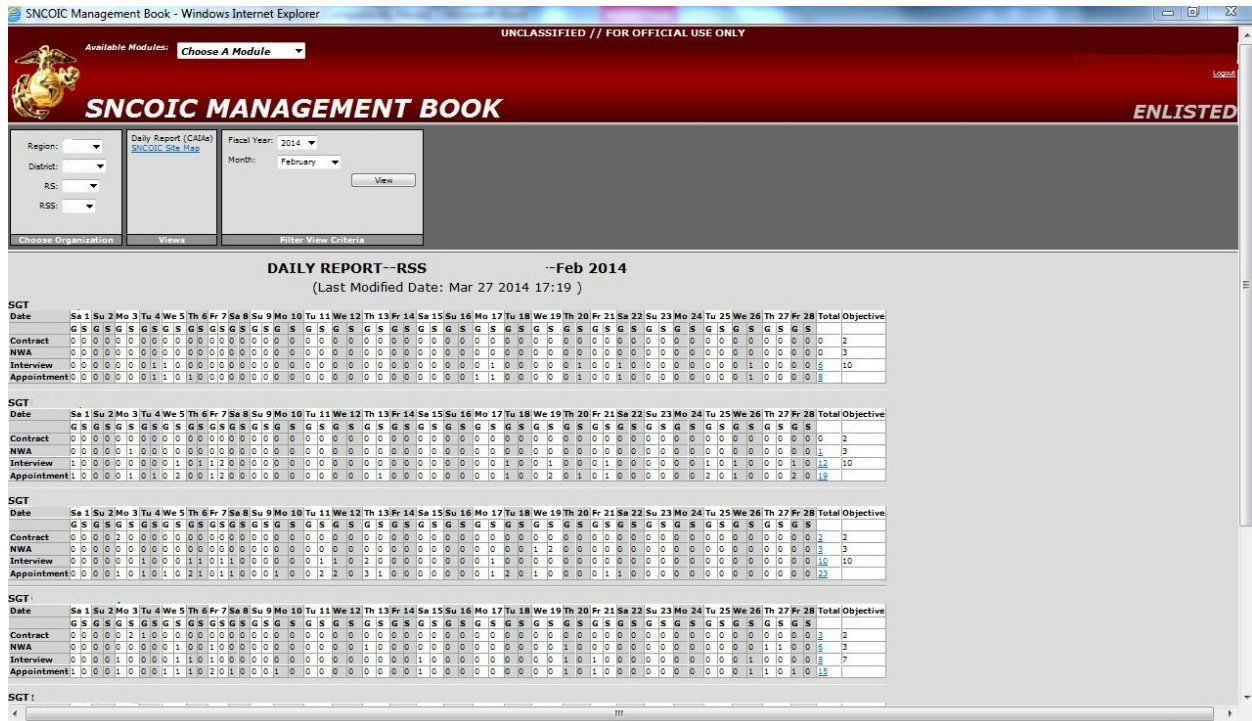
Figure 2-24.--Daily Report

(2) Interview Log (Figure 2-25). Every day the SNCOIC will gather information from each recruiter about interviews that were conducted. This information will provide the SNCOIC with sufficient information to drive the contact to contract chain.
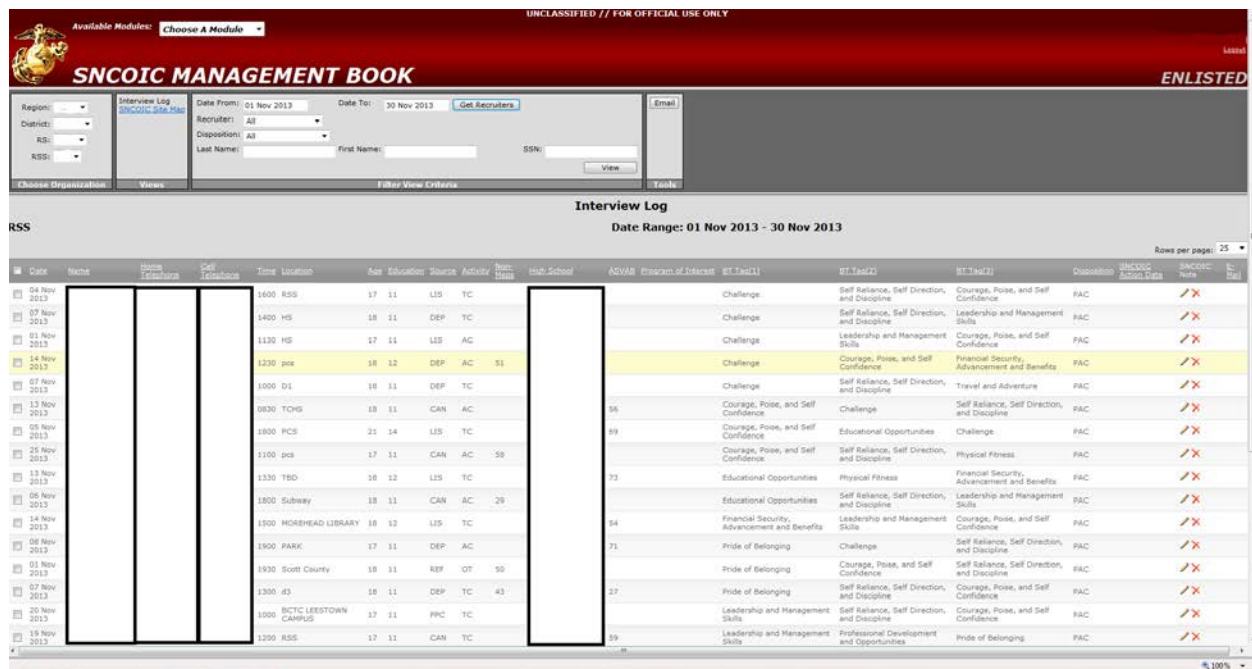
Figure 2-25.--Interview Log

(3) Weekly/Monthly Activity Report (Figure 2-26). At the end of every week, and every month, SNCOIC will review and analyze this Report with the OpsO. At the end of every month, the SNCOIC will review and analyze this report with the RS Operations Section. The OpsO will review them for accuracy. The SNCOIC should verify the Monthly Activity Reports using the RSS Working Applicant Sheets and Weekly Activity Reports. If there are any discrepancies, the SNCOIC should discuss the matter with the recruiters.

Figure 2-26.--Weekly/Monthly Activity Report

c.   Working Applicant/Enlistment Record Section. Contains the Working Applicant Log on those applicants that are currently working. This section also contains the current months Enlistment Log.

d.   Mission Letter Section. Contains the Annual Mission Letter, Monthly Mission Letter and changes when applicable.

e.   SNCOIC Restatement Letter Section. Contains a copy of the SNCOICs uploaded Mission Restatement Letter for the current month.

f.   Trip Reports Section. Contains copies of uploaded trip reports completed by all visitors (e.g., Command Group, Training

Team, Region, MCRC) at the RSS for the current FY. Any Trip Report that mentions a specific recruiter by-name must be uploaded to that recruiters training file.

   g.   Pool/Command Recruiting Section. Contains forms provided to the SNCOIC by the RS to assist in the management of these programs. These forms include: the Poolee Credit and Awards Report; the Pool Attrition by Recruiter Report; the RSS Shipping Schedule.

      (1) Poolee Credit and Awards Report (Figure 2-27). This report provides a listing of the poolees in the RSS who have earned enlistment credits.

Figure 2-27.--Poolee Credit and Awards Report

      (2) Recruiter Pool Attrition Report (Figure 2-28). This report is a quality control report designed to track and identify pool attrition by recruiters assigned to the RSS. The SNCOIC should use this report to identify any pool attrition trends.

.--Recruiter Pool Attrition Report

        (3) RSS Shipping Schedule (Figure 2-29). This MCRISS
generated report gives a listing of poolees in the RSS scheduled
to ship to recruit training in the next six weeks. The SNCOIC
use this report to verify assigned programs and correct ship
dates for each poolee to ensure poolees are qualified to ship to
recruit training.

Figure 2-29.--RSS Shipping Schedule

50. Training File. The SNCOIC is responsible for the training
of their recruiters. SNCOICs will ensure that the training

provided to their recruiters is documented in the Training File. The Training File has the following nine sections, as described below:

a. <u>Student Data Sheet</u>. This section contains an uploaded student data sheet from Basic Recruiter Course. The RI Shop will upload this student data sheet.

b. <u>Production Record (Figure 2-30)</u>. This section displays a recruiter's monthly production.

c. <u>Proficiency and Review (PAR) Evaluation (Figure 2-31)</u>. This section contains PAR Exam and PAR Evaluation data. The RI Shop will upload this evaluation.

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Figure 2-30.--Production Record

v1.0 150208

RECRUITER PAR EVALUATION FORM

NAME (LAST, FIRST, MI)				**Instructions:**
RANK		EDIPI		Use the following guidance to answer the questions.
BRC CLASS		DISTRICT		
RS		RSS		"Y" = Can perform task to established standard.
PAR EXAM		REMEDIATION		"N" = Cannot perform task to established standard.
				"NE"= Not Evaluated

ONLY PROVIDE REMEDIATION SCORE IF FIRST EXAM BELOW 80%

EVALUATION OF CANVASSING ACTIVITIES		Y	N	NE
1) Telephone call	Conduct telephone canvassing.			
2) Area Canvassing	Conduct area canvassing.			
3) Home Visit	Conduct home visit			
4) Office Traffic	How to handle office traffic.			
5) Electronic Prospecting	How to utilize electronic prospecting.			

EVALUATION OF MC3 SKILLS		Y	N	NE
1) Build Rapport	Demonstrate Corps Values, Find Common Ground, Match and Mirror			
2) Listen with Purpose	Listen to Understand, Listen for Facts and feelings, Listen to Build Trust, Observe Body Language			
3) Engage	Transition to Business; State the Agenda and its Value, Test for Yes			
4) Explore	Use Questions to Explore Needs and Motivators, Reflect Needs and Motivators, Test for Yes			
5) Enable	Align with the Need; Demonstrate How Relevant Features and Benefits Meet Needs, Test for Yes			
6) Gain Commitment	Summarize Priority Benefits, Ask for a Commitment, State Next Steps, Test for Yes			
- Maintain Commitment	Provide Collateral, Refer to Websites, Prepare the Applicant to Speak to Influencers			
- Respond to Refusal	Ask Questions to Understand, Restart the Conversation if Appropriate, Respect the Refusal			
7) Respond to Objections	Ask Questions to Understand, Respect the Objection, Address the Objection, Test for Yes			
8) Respond to Disinterest	Ask Questions to Understand, Respect the Disinterest, State the Value of Continuing the Conversation, Test for Yes, Explore			

EVALUATION OF THE PROPER USE OF SALES TOOLS		Y	N	NE
1) Benefit Tags	Used to have a Consultative conversation about customer needs and motivators			
2) Collateral Materials - MCEOB/Brochures	Used to effectively enhance the Consultative sales presentation			

EVALUATION OF RSS OPERATIONS	Y	N	NE
1) Create a Daily plan			
2) Create a Week In Sight plan			
3) Create a Month In Sight plan			
4) Calculate PAR Objectives			

MC3 SUSTAINMENT MODULES	Y	N	NE
1) Completed MC3 Sustainment Module 1 during PAR			
2) Completed MC3 Sustainment Module 2 during PAR			

COMMENTS

EVALUATOR AND TRACKING INFORMATION					
EVALUATOR NAME (LAST, FIRST, MI)		RANK		BILLET	
EVALUATOR SIGNATURE		DATE		CO INIT	

Figure 2-31.--Recruiter PAR Evaluation Form

d. 3-6-9 Month Eval/MOJT. This section is made up of an outdated ITS checklist describing training conducted, remarks, and a certification acknowledging the mastery of tasks.

e. 3-6-9 Month Summary. The Command Group member conducting the evaluation will complete the appropriate part of the 3-6-9 Month Evaluation Summary.

f. SNCOIC Training (Figure 2-32). All the training a SNCOIC conducts with the recruiter is documented in this section. This will include individual and group training conducted at the RSS.

Figure 2-32.--SNCOIC Training

g. Counseling (Figure 2-33). This section contains the Individual Counseling for each recruiter. Individual Counseling will be conducted at a minimum of once a month. These counseling's should include purposeful conversation covering what the recruiter did well and areas that need improvement.

Figure 2-33.--Counseling

h. Individual Training Record (ITR). This tab contains the
following:

(1) Training/Evaluation Summary Tab. Contains the
estimated and completed dates regarding formal training and
evaluations.

(2) Refresher and Reinforcement (R&R) Tab. Contains
documents the Training Provided/Subject conducted at monthly
R&R.

(3) Trip Reports. Contains uploaded copies of trip
reports in which this specific SNCOIC/Recruiter is mentioned.

(4) Awards. Contains awards earned during a recruiting
tour.

(5) Substandard Performance. Contains documentation of
substandard performance.

(6) Other Documents. Contains miscellaneous
documentation (e.g., POF, IOF, recruiter mission letters,
certificates, etc.).

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i. Six Month Questionnaire (Figure 2-34). Contains a nine-question post-graduate survey, developed by Recruiter School, to assess how well the recruiter felt that he/she was prepared for recruiting duty.

Figure 2-34.--Six Month Questionnaire

Chapter 3

High School/Community College (HS/CC) Program

1. The ultimate purpose of the HS/CC Program is to organize and direct the efforts of the recruiters and the Command Group to enable the RS to recruit successfully in the HS/CC and produce quality contracts.

2. The HS/CC in the RSS area are the major source and concentration of quality prospects. To identify and meet the greatest number of students in these schools, you must establish good rapport with the schools, gain exposure and maintain an effective program. You must maximize contact with students by obtaining lists and canvassing in the schools. In addition, recruiters can also maximize awareness and "educate the market" regarding the Marine Corps by means of talks, distribution of literature, and meetings with school officials and students.

3. Good relationships with school officials, faculty members, coaches, and students in each school ensures that the recruiter can reach the primary age groups (ages 17 through 21) in a timely and effective manner. The goals of the HS/CC Program, which go beyond a single school year or an individual recruiter's three-year tour, are:

    a. To establish rapport in each school that enables recruiters to:

        (1) Have access to the school so that they can area canvass (AC) on campus, give talks to groups of students, interview prospects in school and display Marine Corps literature in school libraries and career rooms.

        (2) Obtain and upload junior and senior lists (Male & Female), per the CO's Milestones for each school.

        (3) Meet with poolees in the school to organize and direct efforts.

        (4) Obtain education verification for applicants and get other background information on applicants necessary to ensure that applicants meet enlistment criteria.

        (5) Obtain a commitment to attend the Educator Workshop from teacher and faculty.

b. To gain exposure for the Marine Corps that will:

(1) Inform school officials, faculty members, and students about the opportunities and programs the Marine Corps offers.

(2) Create a long lasting, positive attitude about the Marine Corps with school officials, faculty, and students.

4. Objectives. The success of the HS/CC Program depends
greatly on an aggressive and thorough annual plan, and the
consistent execution of that plan year after year. Even though
much of the plan is based on the school year (September - June),
the HS/CC Program itself is continuous. A new program starts on
1 June each year immediately after the old one finishes on 31
May. In June, the SNCOIC and the Executive Officer (XO) must
develop a new annual plan that addresses the following 11
objectives.

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a. Initial Visit. Conduct an initial visit in each School
as early in the school year as possible. For Non-working
schools, every attempt will be made to conduct a face to face
Initial Visit but, the program manager may authorize an initial
visit via phone. Purposes of the initial visit include;
verifying the information received during the previous school
year's Final Visit, confirming scheduled talks, ASVAB testing
and other activities and informing schools about opportunities
offered by the Marine Corps.

b. Final Visit. Prior to the end of the school year
conduct a final visit in each working school. The final visit
is conducted to close-out the current school year, to gather
statistical information about next year's senior class for use
in conducting RS/RSS structure analysis and, most importantly,
obtain a list of next year's seniors for prospecting during the
summer months. The recruiter should also propose dates for Band
Talks, Career Talks and NROTC Talks. Issues such as ASVAB
Testing and on-campus area canvassing should be discussed.

c. First Senior. The first senior you enlist in a given
school is called the first senior in the Delayed Entry Program
(DEP) for that school. Enlist a well-qualified senior in each
of your schools as early in the school year (summer is ideal) as
possible. This senior represents your first penetration into
the school, and serves as an invaluable source of referrals,
lists and other information on the school. The first enlistment
from a Community College is also considered a first senior.

d. <u>Lists</u>. Obtain a list of the juniors and seniors in each of your schools each year. A list is considered "obtained" once the XO has validated that the recruiter has the names and either the address or telephone numbers for 75 percent of the current HS seniors, HS junior, or students of a particular college class.

e. <u>Armed Service Vocational Aptitude Battery (ASVAB) Testing Program</u>. Developed by the U.S. Department of Defense (DoD), the ASVAB Test (part of the ASVAB Career Exploration Program) is designed to encourage students to understand how their knowledge could be linked to military occupational characteristics. Besides being another source for a list, ASVAB testing administered in educational institutions saves you enormous time in mental screening and testing at Military Entrance Test (MET) site. The ASVAB Test is conducted in those schools assigned by MEPS to the RS. Regardless of service responsibility, the program should be presented to each HS/CC.

f. [Musicians Enlistment Options Program](#) (MEOP). The MEOP was established to offer the opportunity for young men and women to qualify for enlistment into the Marine Corps with a Music Guarantee. It is a highly competitive program maintained for one purpose, to staff bands across the Marine Corps. MEOP candidates can receive duty station preferences and promotion guarantees based on their education and music proficiency level. MEOP candidates conduct all the same initial training as any other MOS. Upon completion of Combat Training, MEOP candidates will attend the Naval School of Music and upon completion are assigned to one of the Marine Corps Fleet Marine Bands. The goals of the MEOP at the RS level are to:

- stimulate sufficient interest in potentially qualified high school/University students who plan to pursue a career in music and have them audition for the MEOP

- attain the annual MEOP application mission assigned to the RS by your District

- identify individuals who may benefit from educational opportunities such as the Montgomery GI Bill or the Tuition Assistance Program

f. <u>Naval Reserve Officers Training Corps (NROTC) Scholarship Program Talks</u>. These presentations provide information and an opportunity to gain exposure and stimulate

interest about the NROTC Scholarship Program, and should include the Frederick C. Branch Leadership Scholarship, General Pedro Del Valle Leadership Scholarship in addition to other programs like Reserves. There is no minimum number of students that must show for the talk to be counted. Scheduling and publicizing talks in advance maximizes attendance.

g. Career Talks. A presentation where the opportunities and benefits of service options in the Marine Corps are discussed. Team talks with athletes and Vo-Tech presentations are included in this category. There is no minimum number of students that must show for the talk to be counted. Scheduling and publicizing talks in advance maximizes attendance.

h. Band Talks. A presentation with students/musicians to present the MEOP that can have an impact on the obtainment of the RS annual MEOP mission. There is no minimum number of students/musicians that must show for the talk to be counted. Scheduling and publicizing talks in advance with the Band Director maximizes attendance. This demanding contract requirement can be properly addressed by getting face-to-face (fall and spring) with the large number of students/musicians participating in school music programs.

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i. Certificate Awards Program. This program increases your contact and rapport with influencers, school officials, and students. Ensure presentations are made in front of the student body or at an appropriate awards ceremony. Specific criteria for the awards are left up to you, your SNCOIC, and the appropriate school official. If school policy allows, also recognize your current poolees during an awards presentation.

(1) The Semper Fidelis Award for Musical Excellence recognizes the contributions of students who have distinguished themselves in music.

(2) The Distinguished Athlete Award recognizes the contributions of students who have distinguished themselves in a particular sport.

(3) The Scholastic Excellence Award in every school reinforces the "tough and smart" image of the Marine Corps and broadens the base of contacts throughout the school. This award recognizes noteworthy academic achievement and leadership excellence. Nominees should be exemplary students who are role models and leaders of their peers. Recipients need not

necessarily be straight "A" students, but can be students who show the most academic improvement in the past semester or year.

> **NOTE**: The effectiveness of school talks can be enhanced by developing an outline, or script. Once you have organized your presentation and know what you want to say, be sure to practice. Only through practice can you ensure success and work out any kinks in the presentation ahead of time. Once at the school, you should appear genuine and comfortable and connect with your audience in an engaging, authentic way. Your Marine Corps Presentation Skills participant guide provides immediately useful skills and tools that will enable you to create and deliver effective presentations.

    j. Senior Contracts. If the above objectives are achieved as a result of the proper application, record your success here with the number of quality contracts.

5. To develop a sound plan for the upcoming HS/CC Program, the SNCOIC and the recruiter must gather current and accurate information about their schools to be able to organize it and evaluate it. To do this the following steps must be initiated:

    a. Identify all the high schools in the area.

    b. Review known schools for changes in population, closings, consolidations, relocations, or new openings.

    c. Organize the information obtained from each school on a new HS/CC Profile Sheet by 1 July each year.

6. After gathering and organizing the information on each school, the recruiter and SNCOIC must evaluate the information to determine which schools will have the elements of the HS/CC Program worked. Factors to consider are the access, past productivity, and size of the high school senior or college class population. You should also consider the assets available to support the program in each working school by asking the following questions:

    a. What talents do you possess that may be of value to the school and of interest to the students (e.g., your MOS and sports experience?).

   b.   What help is available from other sources? Are these sources school board members, teachers, or coaches? For example:

      (1) Marines in local Reserve units.

      (2) Marines in Mobilization Training Units (MTUs).

      (3) Former Marines and retirees (Marine Corps League, etc.).

      (4) Command Group members.

   c.   Who returns from recruit training during the year that recently graduated from the high school?

   d.   Who in the community can help gain access and influence policy in the schools?

   e.   What promotional materials does the RS/RSS have to offer the school?

   f.   What service can the local Reserve unit(s) provide to assist in talks, presentations, Career Days, displays, etc.

   g.   How can the Semper Fidelis Award for Musical Excellence, Distinguished Athlete Award, Scholastic Excellence Award, NROTC Scholarship, and ASVAB Testing Program be used to benefit the program and the school?

7.   Working Your Schools

   a.   HS/CC Visit Card (Figure 3-1). Once the HS/CC Master Plan is final, recruiters are responsible for executing it. Visit Cards in the Working File assist in systematically working assigned schools. Each year, you must prepare a new HS/CC Visit Card for every high school and community college assigned. The HS/CC Visit Card outlines the minimum program and the required action dates for accomplishing it in each working school. All scheduled visits and other relevant information are recorded on this card.

   b.   Immediately update results on the HS/CC Visit Card. The SNCOIC will validate this information on the Master Planning Sheet. This report allows the SNCOIC and the RS XO to track the progress and effectiveness of the program and know whether or

not any help or additional support is needed. The SNCOIC validates the following entries on the Master Planning Sheets:

      (1) Month of Initial Visit.

      (2) Month a first senior/1st enlistment was obtained.

      (3) Month Career, NROTC and Band talks were conducted.

      (4) Month a list was obtained.

      (5) ASVAB results.

Figure 3-1.--HS/CC Visit Card

c. Preparing for your Initial Visit

      (1) The importance of the Initial Visit is crucial and its importance cannot be overemphasized. It sets the pace of the program and tenor of your relationship with the school.

      (2) Schedule and enter the date of the Initial Phone Call. This Initial Phone Call is used to schedule an appointment with a school official (i.e., principal, vice principal, dean, or head guidance counselor, for the Initial Visit).

(3) Enter the Results in the appropriate text boxes associated with the Initial Phone Call event, and mark the Event Complete. Schedule and enter the date of the Initial Visit using the HS/CC Visit Card.

(4) Each Working School will have an Initial Visit completed per the CO's Milestones. Although there is no requirement to conduct Initial Visits at Non-Working Schools, there is a requirement to maintain HS/CC Profile Sheets on each school and based on this requirement an Initial Visit may be the most beneficial way to accomplish this requirement.

(5) Before you actually visit the school, some basic information should be considered and preparations made. For instance, is it primarily a Vo/Tech school or academic? Are promotional materials, proof sources, and business cards ready? Have you practiced anticipated sales skills required? Remember, schools are as different as people and will have different needs to be satisfied. You must explore to uncover those needs and enable them by selling the program. Have you considered possible questions to uncover needs and role-played the MC3 skills required to enable them? Also, review the CO's Milestones for the upcoming school year and the previous year's profile sheet.

(6) Your SNCOIC is available to rehearse the Initial Visit by doing role plays and provide coaching regarding the actual visit.

(7) You should ensure that you review and print the new HS/CC Profile Sheet and new Visit Card and bring to the Initial Visit so any additional information can be immediately included or future visits/events scheduled.

(8) Depending on the existing circumstances of the specific school, Initial Visit objective might be:

(a) Gain full access to the school, including use of school facilities for pool meetings/functions.

(b) Confirm dates for each HS/CC Program Talks.

(c) Generally, lists will be obtained during the Final Visit of the previous program year. This will allow the recruiter to prospect during the summer months. However, if

possible obtain an additional list during the Initial Visit to ensure list information is accurate and current.

          (d) Confirm ASVAB Testing dates.

          (e) Meet with all department heads (e.g., guidance, athletic, band).

          (f) Obtain an area or space to display brochures and literature.

          (g) Obtain a schedule or calendar of school events (e.g., athletic events, school closures, testing dates).

    d. Conducting the Initial Visit. It is important to emphasize and clearly explain the following:

        (1) NROTC Scholarship Program. Encourage guidance counselors to publicize the availability of the NROTC, Frederick C. Branch, General Pedro Del Valle scholarships and application deadlines in the school's media, especially in material sent to the Parent Teachers Association (PTA) or students' parents.

        (2) ASVAB Testing Program

          (a) Explain that the ASVAB is a DoD sponsored, nationwide test that measures aptitudes. Emphasize that the test relates to a variety of job skills and occupations, which can help counselors in their guidance of students.

          (b) Stress that the ASVAB is absolutely free and that the administration and proctoring of the test is handled completely by DoD personnel.

          (c) Request the school make testing mandatory or at least publicize it sufficiently in advance to maximize participation.

          (d) MEPCOM will score and process student test results. Summary Results Sheets will be mailed directly to the school.

        (3) Marine Corps Youth Physical Fitness (YPF) Program for Secondary School Students. Show the athletic director how the YPF supplements the school's physical fitness program, not replaces it. You must avoid becoming directly involved in training an YPF team; you will not have enough time. The object

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of YPF is to gain more access and to obtain names. See MCO 5720.77 and current policy for more information.

(4) Musician Enlistment Option Program (MEOP). Explain the MEOP and provide branded collateral material as well as audition requirements to the band director.

(5) Marine Corps Reserve. Present the Marine Corps Reserve as a means for college bound students to defray education expenses through tuition assistance and Reserve pay.

(6) Educator Workshop. Encourage school officials to participate in the annual trip to the Recruit Depot that will familiarize them with recruit training and the Marine Corps. Mention this trip is all-expenses paid, and in some districts, considered professional development credit. Provide the dates for the Educator Workshop during subsequent visits to the school.

(7) Certificate Awards Program. Show how this program can complement the school's own programs and can motivate students to excel in different endeavors.

(8) Requesting Lists

(a) Ask for a Senior List, even if a list was obtained during the Final Visit of the previous school year. Obtaining a new list will ensure you have an exact representation of students that actually returned to school. It is important to stress that a list allows flexibility in contacting students and parents about Marine Corps opportunities, especially when school is closed or if students are not available during school hours. When possible, obtain the list as a digital copy (Excel/Access) to ease the formatting process.

(b) Schools that are reluctant to provide Senior Lists are sometimes willing to provide a list of graduates.

(c) If the school will not provide a complete list (e.g., name, gender, address, and phone number), request a partial list.

(d) Ask high schools and school boards that prohibit the release of student lists if they would provide students with an option form so that they could individually choose to release the information to recruiters.

(e) If lists cannot be obtained because of policy, or other reasons, there are other ways of compiling and obtaining names of seniors or college students.

1. High School Directory. Some schools publish a directory that lists all of the students in the school, grouped by school year. The directory is normally published in the fall and is usually available in the school library.

2. High School Yearbook. Most schools publish a yearbook. Some may include names, addresses, and phone numbers of seniors as well as juniors. Yearbooks are usually available in school libraries or can be temporarily loaned from poolees. Even though yearbooks are published near the end of the year, they are still useful in verifying list contact sheets.

3. Newspapers. Local newspapers often publish the names of high school graduates. In some cases addresses are included. Check local daily and weekly newspapers for their policy on this matter.

4. School Photographers and Jewelers. During the junior year, or early in the senior year, students are photographed and fitted for class rings. Often these businesses have a list of student addresses and phone numbers.

5. School Library. School libraries normally have a list of mailing addresses to notify students about overdue books. A list of student mailing addresses may be obtained through a library contact.

6. School Website. Many schools have a website and can be used for list research.

7. Social Media. Ensure that you are operating within the parameters outlined for the chosen Social Media.

8. Bureau of Labor Statistics.

9. Attendance rosters or questionnaires from talks.

10. Names from area canvass and referrals from poolees, Command Recruiters, contacts, and prospects.

11. ASVAB Test lists.

[Figure 3-2](#).--HS/CC Profile Sheet

e. Concluding the Initial Visit

     (1) Enter additional school information obtained during the Initial Visit on the HS/CC Profile Sheet ([Figure 3-2](#)). There are multiple sections of the profile sheet, accessed by tabs.

     (2) After the visit, record event complete, agreed upon dates, results, and future action dates on the HS/CC Visit Card.

8. Maintaining Contact with Schools

     a. Regardless of the degree of cooperation and success achieved with any school as a result of the Initial Visit, it is still necessary to build on that relationship. A progressive program of visits to the school must be planned throughout the year. The following are recommended actions to maintain contact with the schools:

     (1) Each athletic season (e.g., volleyball, football, basketball) meet with coaches to discuss sports opportunities

within the Marine Corps (e.g., intramural programs, inter-service sports, Olympic competition). Combined with proof-sources, this approach may interest coaches and lead to student referrals.

(2) Periodically update school officials on changes or developments in the NROTC Scholarship Program, ASVAB Test, enlistment, or educational programs and benefits.

(3) Continue to schedule and conduct talks periodically during the school year.

(4) Check literature racks and spaces regularly, ensuring that the stock is sufficient, material is current, and business cards are available and attached. If desired, ensure that the Leatherneck Magazine is delivered and displayed in the libraries of your schools; notify Marketing and Public Affairs Representative (MPAR), if it is not.

(5) Work with the MPAR to develop a plan to include school media (e.g., newspapers, athletic schedules, websites) to maximize exposure.

(6) At every occasion, discuss Marine Corps opportunities with parents, influencers, and school officials through PTA events, fund raiser, booster clubs, sports events, etc.

(7) The Marine Corps Blue Dress uniform looks sharp and satisfies America's perception of what Marines should look like. It would be counter-productive for recruiting personnel to attend ceremonial functions or to conduct official presentations in any uniform other than the Blue Dress uniform. Therefore, the prescribed uniform for recruiting personnel appearing on any high school, college campus, television program, or at any public gathering, patriotic celebration or other such event will be the Blue Dress uniform. Those personnel assisting the recruiting effort on a temporary basis who do not possess the Blue Dress uniform are excluded from this policy. Refer to MCRCO 1100.1_ MCRC EPM and MCO P1020.34_.

(8) Arrange frequent meetings with poolees at school or school related events.

(9) Take every Marine back to their school after recruit training. These walking-and-talking proof sources are another way to show what the Marine Corps can deliver.

(10) Use Command Recruiters with technical military occupational specialty for vocational presentations or Career Talks.

(11) Attend graduations and award ceremonies.

(12) Arrange to have the NROTC, Frederick C. Branch, and General Pedro Del Valle Scholarships presented by commissioned officers.

b. Avoid superficial or routine visits. Plan something that has a purpose, that is productive, and that is beneficial both to the recruiter and school.

(1) An example would be setting up a display table in schools. This constitutes a full display of Marine Corps print and video advertising in a high traffic area of the school to attract prospects, regardless of age. When using display tables, keep the following in mind:

(a) Wear the Blue Dress Uniform.

(b) Display Marine Corps literature, the recruiting service blanket, audio visual equipment, and a variety of video.

(c) Hold promotional items in reserve for likely prospects.

(d) Lay out limited materials.

(e) Have prospects fill out Enhanced Area Canvassing (EAC) cards or questionnaires with sufficient information to follow up with them.

(f) Involve poolees and command recruiters.

(g) Aggressively follow up all contacts.

(h) Send "Thank You" notes to principals, counselors, secretaries, and staff who assisted in the recruiting effort at appropriate times during the year. Schedule these dates on HS/CC Visit Card. These courtesies should enhance cooperation and reap long-term benefits.

(2) Ask the school administration for a list of all Veteran's on staff so that you can recognize and thank them for

their service on Veteran's Day. This can be a great way to meet and network with more staff members who can help gain additional access.

       (3) Contact a representative at the school newspaper. Ask them to prepare a story on the recruiter or a Command Recruiter from the school. This will give both the recruiter and Marine Corps greater exposure to the student body.

9. <u>Planning</u>. To plan, organize, and conduct an effective upcoming HS/CC Program, analyze and evaluate past and current HS/CC Profile Sheets, HS/CC Visit Cards, and the High School Master Planning Sheet. Gather, check for accuracy, and evaluate the information for the upcoming year. With input from the recruiter and discussions with the XO, begin the detailed planning for the upcoming HS/CC Program using the HS/CC Master Planning Sheet. The attention and effort you devote to planning your program will be rewarded through effective contracting and efficient management of your recruiters' efforts.

    a. <u>The Program Cycle</u>. The HS/CC Program begins when the high school junior year, for that particular school, ends. The HS/CC Program aligns with the traditional school year which typically finishes late May through mid-June. The Final Visit is a way point in the continuous cycle of the HS/CC Program and traditionally marks the close the previous program year and starts a new program year.

    b. <u>Program Events and Actions</u>. Below is a helpful guide in creating a calendar of program events and actions. It may require modification based on individual school schedules, CO's Milestones, and the Recruiting Sub-Station (RSS) HS/CC Master Plan.

       (1) <u>June</u>

          (a) Attend school graduations.

          (b) Collect and verify diplomas of graduating poolees.

          (c) Obtain a senior graduate list.

          (d) Schedule events for next school year.

          (e) Plan recruiting activities for summer schools.

(f) Prepare new HS/CC Profile Sheets.

(g) Review with the XO next year's Master Planning Sheet.

(h) Review with the XO next year's CO's Milestones.

(i) Begin processing and contracting next year's seniors.

(2) July - August

(a) Complete the new Master Plan by 15 July.

(b) Identify contacts in the area (e.g., Reserve units, Marine Corps League) that can support and help the program.

(c) Finalize the Master Plan by 15 August.

(d) Review new HS/CC Visit Cards for all schools.

(e) Conduct Initial Visits.

(f) Continue processing and contracting next year's seniors.

(3) September - October

(a) Conduct Initial Visits.

(b) Update HS/CC Profile Sheets for all schools.

(c) Conduct NROTC Talks, stressing application deadlines.

(d) Maximize use of the Command Recruiting Program (especially Boot Leave and Permissive Recruiter Assistant Support Program (PRASP) in schools.

(e) Contract a first senior in each working school.

(f) Obtain a list from each school.

(g) Replenish literature in the school.

(4) November - December

(a) Maximize use of Command Recruiters with emphasis on force-fed PRASP Marines due to holiday seasons.

(b) Work senior poolees for referrals.

(5) <u>January - May</u>

(a) Monitor senior poolees for academic progress and referrals.

(b) Conduct NROTC talks with juniors, stressing program entrance requirements and important dates.

(c) Collect junior names (through talks and set-ups).

(d) Participate in Career Days.

(e) Conduct Final Visits.

(f) Obtain a list for the rising senior class.

(g) Participate in award ceremonies.

(h) Attend graduations.

(i) Prospect future market.

c. When visiting high schools, recruiters are routinely approached by interested underclassmen. Invite these interested students to selected poolee functions and once they show up, ask them for referrals. They will be eager to please and you will also be planting the seed that will continue to grow into, and throughout their senior year.

10. <u>Access, Status, and Priority</u>. It is essential that the SNCOIC understand the proper definitions of Access, Status and Priority. To properly document our efforts with each school all three of these items are essential. They must be defined sequentially and therefore definitions considered individually.

a. <u>Access</u>. The first step in developing a yearly plan is to review the HS/CC Profile Sheets and the previous year's HS/CC Program Master Planning Sheets. This will help in determining the <u>previous</u> Access, Status, and Priority for each school. Most recruiting areas have many schools of various sizes and types. In some cases, recruiters will have more schools in their area

than they have time to work effectively on a full-time basis. One of the primary objectives of the SNCOIC is to persuade all schools to allow full access to recruiting activities. Therefore the first step in this process is to determine the level of access for each school. The relationship with each school can change from school year to school year because of changes in administration or school policy. Even recruiter changes can have negative or positive influence on the relationship that exists with schools. Because the possibility exists that the relationship will change, we must define that relationship before we can develop a plan for the upcoming school year. <u>For the purpose of Marine Recruiting, "Access" does not mean access to the school-house itself, but refers to access to the student body in general</u>. It is a reflection of the relationship that the Marine Corps, or the military in general, has with a particular school. To a large degree it represents the attitude or policies the school has concerning recruiting activities with their student population. This relationship is captured in section one of the HS/CC Profile Sheet and will be defined with one of the below listed categories:

    (1) <u>Full Access (F)</u>. Recruiters can visit the school during school hours, and no unreasonable limitations are placed on recruiting activities. Recruiters are able to complete all program objectives with the exception of conducting an ASVAB. One of the primary objectives of the Command Group in the HS/CC Program must be to persuade all schools to allow full access by recruiters. (MCRISS Access Code: F) `Ch. 2`

    (2) <u>Limited Access (L)</u>. Schools that do not allow a full High School program to be conducted. It is important to note that a school with limited access can still be considered a working school. (MCRISS Access Code: L) `Ch. 2`

    (3) <u>No Access (N)</u>. No Access represents an administration that is not supportive of the recruiting effort. The recruiter is not permitted access to the student body through program objectives, recruiters are not allowed contact with students during school hours on campus, and a list is not provided. (MCRISS Access Code: N) `Ch. 2`

  b. <u>Status</u>. After a schools access is determined, the next step in the process is to determine the "Status." There are three categories of status: Working (W), Non-Working (NW), and Non-Cooperative (NC). The status of a school determines whether the program elements of the HS/CC Program will be conducted.

Status does not relieve of us the effort required to contract students from the school.

(1) Working Schools (W). These are schools in which the elements of the HS/CC Program will be conducted according to the CO's Milestones.

(a) These schools usually have sufficient senior class size, students pass the ASVAB, recruiters have access to the school, past contract productivity indicates that the time and effort necessary to perform the elements of the HS/CC Program are justified, and the percentage of students who go to a four-year college is not unusually high.

(b) A school that allows recruiters to perform elements of the HS/CC Program, but a bonafide list cannot be obtained, by any means, has Limited Access, and can still be considered Working. Working a program may be the only effective way to obtain the contracting potential of this school.

(2) Non-Working (NW). A Non-Working school is one where the SNCOIC and the XO deem it ineffective to work a program. Program elements deemed worthwhile to conduct will not be tracked on CO's Milestones.

(a) Non-Working does not mean that we will not have a plan to get all the contracts we can from this school. It means that a recruiter will not conduct elements of the program because it does make good business sense in this particular school. Non-Working schools can be upgraded in future years. Status is carefully considered annually by the SNCOIC and XO when conducting structure analysis. There are many reasons why a school may be considered Non-Working.

(b) Schools where the access to the student population may be Full Access but the senior class size is so small, distance to the school so great or past productivity indicate that the time and effort necessary to conduct the elements of the HS/CC Program would not justify the return on investment. It is good business to conduct some of the elements of the HS/CC Program in small schools. Small school with Full Access will still provide contracts and the SNCOIC working with the recruiters should have a plan to get those contracts. In this case the SNCOIC, with permission from the XO, has made a calculated decision not to work the elements of the HS/CC Program, therefore giving it a "Non-Working" Status.

(c) Schools where the access to student population may be Full Access but historically the contracting results generated from this asset indicate that conducting the elements of the HS/CC Program are not justified. This is usually true within schools where a large percentage of the student population goes on to a four-year institution. Again keep in mind that there are contracts in this student population and the SNCOIC must have a plan to obtain them. This particular example is a school where NROTC candidates can be obtained and for that reason part of the SNCOIC's plan for dealing with this school should be to give NROTC talks at a minimum.

(3) <u>Non-Cooperative Schools (NC)</u>. These are schools where a full program is desired, but access to the student population is No Access. Until school policies have been successfully changed to allow some sort of access, recruiters cannot plan and execute a program in these schools. The following are some ideas you might use to turn around non-cooperative schools:

(a) Contact the XO and request that a member of the Command Group visit the school to talk with school officials.

(b) Ask school officials if they will allow distribution of literature within the school. This provides some opportunities for contact when you deliver and restock the material at the school.

(c) Check the local Reserve Unit for Marines that may be employees, teachers, coaches, or influential members of the school. See if they can bring about a change in school policy regarding recruiters.

(d) Contact the local Marine Corps affiliates, such as the Marine Corps League, Reserve Units, to find out if they have points of contact in the school system that can assist in obtaining cooperation.

(e) Attempt to introduce the NROTC and other scholarship opportunities to the faculty and counselor staff. In many cases the hesitancy to allow recruiters access to the student body or school grounds is because of lack of understanding of the opportunities available to the students.

(4) <u>Non-Working/Small school</u>. These are schools which have such a small senior class, that the results of a full high school program are not justified by the contracting results

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which would be obtained. The RSS should make an attempt to do an Initial Visit for all Non-working schools, each year, in order to verify that the school should remain a non-working school and obtain lists for RSN submissions. The XO will send a letter to these schools each year, at the beginning of the school year, announcing services that the Marine Corps can provide to the schools. The fact that a school has been determined to be non-working/Small School does not preclude the recruiter from scheduling activities that could be advantageous. (MCRISS Status Code: NS)

(5) The most important decision in the HS/CC Program is determining the school's status. When assigning a status to each school, be sure the recruiters have a good distribution, or spread, so they have enough working schools; a sufficient number of seniors must be available to make their recruiting mission every year. Be aware that the sizes of schools between RSSs vary. The largest school in one area may be the smallest in another RSS. The relative sizes of the schools in the area must be looked at carefully when determining their status.

(6) In assigning a status to each school, the Program Manager need to ensure that SNCOICs are careful not to categorize too many schools as non-working schools. Your recruiters need a sufficient number of seniors to work in order to accomplish their recruiting mission each year. Also, remember that the size of schools in different RSSs varies. The largest school in one RSS may be the same size as the smallest school in another RSS. SNCOICs have to focus on the relative sizes of the schools in their own areas. When SNCOICs have completed entering the status for each of the schools on their respective HS/CC Profile Sheets, they will have made the first key decision in the High School Program plan: the selection of the schools in which a full program will be run.

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(7) Community Colleges should also be given a status using the same criteria as High Schools. Care should be taken in selecting which community colleges will be worked. Ensure that SNCOICs work only those community colleges that have the potential to be truly productive. Do not allow unproductive or marginal community colleges to divert your recruiters' efforts from working high schools. Community colleges you decide not to work should be assigned a status of non-working, since you are essentially saying that the market at the school does not warrant a full program in the school. Community Colleges are an excellent source of quality grad contracts if actively worked,

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and should not be overlooked as possible working schools warranting full programs.

    c. <u>Priority</u>. Priorities are only assigned to working schools and are defined by the amount of effort and time planned in a school relative to the effort planned in other schools. In other words, the recruiter will spend more time and effort in schools with a Priority 1 rating than those with a Priority 2 rating.

    (1) Priority directs the recruiting effort into schools that will be most productive. Compare schools based on the factors described above and assign a priority designation to each school. The SNCOIC and the XO will assign a Priority to schools based on a combination of the following factors:

    (a) The size of the male senior or college class population.

    (b) The percentage of male students that generally go to a four-year college.

    (c) The ASVAB Test pass rate and the percentage of mental group (MG) I-IIIAs in the school.

    (d) The number of senior or community college contracts written in the past four years from the school.

    (e) Access to the school.

    (2) A working school will be assigned a Priority from among the following three:

    (a) <u>Priority 1</u>. A school where the combination of male senior population (minus those that go to a four-year college), ASVAB Test pass rate, MG I-IIIA percent, past and potential results, and access to the school, indicates that the recruiter's efforts should achieve excellent results (i.e., the greatest number of senior contracts).

    (b) <u>Priority 2</u>. A school where a combination of the same factors above indicates that the recruiter should achieve good results from the time and effort expended.

    (c) <u>Priority 3</u>. A school where the combination of the same factors above indicates that the recruiter should only obtain sufficient contracts to keep the school working.

(3) The assignment of Priority should be a carefully considered judgment calls on the part of the SNCOIC and XO. The guidelines above are not precise, and for good reason - every combination of factors simply cannot be stated. Priorities are assigned to organize recruiter efforts and maximize the results of efforts in the program. Common sense will help decide the borderline cases.

(a) SNCOICs will enter the Priority they assign to each school on the HS/CC Master Planning Sheet. The XO reviews and approves the priority of each school in the Alerts Module. Non-Working Schools are not assigned a priority.

(b) Verify the appropriate boxes are checked on the school's Profile Sheet to indicate the assigned Category/Status, Access, and Priority.

11. HS/CC Master Planning Sheets. By 15 June each year, the SNCOIC reviews the Master Planning Sheets basic data for each school in the RSS, and the results attained in those schools during the previous year. The RS provides the SNCOIC with a copy of the CO's Milestones. The CO's Milestones state the objectives and timetable for accomplishing them in the upcoming school year. The SNCOIC uses the HS/CC Master Planning Sheets along with the CO's Milestones to develop the RSS's plan for coming year. The final plan must meet and be consistent with the established milestones. The SNCOIC will use the following procedures when filling out the new HS/CC Master Planning Sheets:

a. Verify each school's basic data listed on the left side of the HS/CC Master Planning Sheet with the latest HS/CC Profile Sheet. Edited changes will pre-populate in red, until approved by the RS XO.

b. Evaluate last year's plan and results on the right side of the planning sheet before editing new plan dates in the blanks provided in the following columns:

c. When editing the new plan select a date from the drop down box for each required milestone. ASVAB RESP – Review responsible service for each school with the RS XO. The XO must select "ASVAB RESP" in MCRISS if the RSS is responsible for coordinating ASVAB testing in the school.

> **NOTE**: Current computer interfaces don't allow for this selection. Submit a MCRISS trouble ticket with DoD and school name to get a "Y' placed in the column.

    d.   Ensure all entries are complete and accurate for each working school and make sure the plan meets the CO's Milestones.

    e.   The SNCOIC reviews the completed plan with the XO no later than <u>15 July</u> each year. The new plan is approved by the XO no later than <u>15 August</u> and becomes available to the SNCOIC and recruiters.

    f.   The SNCOIC reviews the new planning sheets for accuracy and reports any errors immediately to the XO.

    g.   From August through November, the SNCOIC reviews the HS/CC Master Planning Sheet weekly. From December until the end of May the SNCOIC reviews the HS/CC Master Planning Sheet monthly. This validation ensures accuracy and affords time for course and speed adjustment to the plan.

    h.   The RSS's Milestone achievements are tracked in MCRISS RSS. MCRISS RS will provide feedback by generating Monthly Progress Analysis Reports. The SNCOIC uploads these reports, which will contain comments from the XO, in the Profile Progress Book.

Chapter 4

Pool Program

1. Another asset in the community and our schools are the young men and women who have enlisted into our Corps. Their influence on peers, their knowledge of the area and its people, and their ability to provide referrals is indispensable to a recruiter's success. Maximize the use of your poolees and Pool Program.

2. At the Recruiting Sub-Station (RSS) level, the management of the pool is a dual effort between the Staff Noncommissioned Officer In Charge (SNCOIC) and the recruiter. The SNCOIC is responsible for the entire pool; the recruiter is responsible for all poolees enlisted and those that have been placed in the recruiters charge. Poolee contact, motivation, and preparation are a team effort.

3. The Sergeant Major (SgtMaj) and the Program Specialist at the Recruiting Station assists the SNCOIC in analyzing and evaluating poolees and the Pool Program. The RS Level involvement does not release the SNCOIC from any responsibility, administrative or otherwise, for the pool. The SgtMaj and Program Specialist simply support and complement the recruiter and SNCOIC's efforts.

4. The goals of the Pool Program are to:

- Get poolees to refer names of qualified prospects to the recruiter.

- Mentally and physically prepare poolees for recruit training with the objective of reducing MCRD attrition.

- Maintain and enhance the motivation of poolees while they are in the pool and to minimize pool attrition.

5. To realize the program goals and obtain results from the Pool, you must be imaginative and resourceful in contacting, preparing, and motivating poolees. The following guidelines apply for realizing a successful Pool Program; the recruiter should:

    a. Thoroughly brief the poolee about the purpose, incentives, Whole of Character, and scheduled events in the Pool Program.

b. Personalize the Pool Program by making it responsive to the individual poolee's needs and situation.

c. At a minimum, contact each poolee by phone, social networking sites, or face to face, at least once a week.

d. Have monthly pool functions where poolees can meet and work together as a team.

e. Establish and maintain a relationship with the poolee's family and keep them informed about the Pool Program.

f. Make the poolee feel an important part of the recruiting effort.

g. Treat poolees professionally; do not establish a Drill Instructor to recruit relationship. Strive for a relationship similar to that of a teacher and scholar. Be fair, but firm.

h. Show genuine interest and concern in the poolee's daily activities and welfare, especially with respect to school.

i. Always be honest with poolees. Keep them informed. Share your Marine Corps experiences with them and make them feel proud to be a part of it.

j. Create a specific program for the poolees and use them constructively. Remember they have only two things to do while in the pool - refer applicants and prepare, both mentally and physically, for recruit training.

k. For poolees enrolled in school, develop a relationship with the poolee's guidance counselor to assist in tracking the poolee's academic progress.

6. <u>Maintaining Poolee Contact</u>. The most important element relating to the ultimate success of the Pool Program is the direct involvement and execution of a good program by the individual recruiter. It is your personal involvement with each poolee and your pool as a group that will, in the end, determine whether the maximum benefits of the program are fully realized. Your responsibilities include, but are not limited to:

a. Conducting the Pool Program per the guidance provided in this Guidebook and other directives.

    b.   Maintaining consistent and continuous contact with each
poolee.

         (1) Contact each poolee on a weekly basis. This is a
superb example of solid maintaining commitment.

         (2) At a minimum, see each poolee at least once a month.

    c.   Recording and updating pool participation and poolee
contact data on the pool card. The pool card should tell a
story about that poolee.

    d.   Respond promptly to poolee needs as they arise,
especially when something occurs that may alter shipping status
(e.g., program assignment, life circumstances). Inform and
coordinate this activity with the SNCOIC.

    e.   Soliciting referrals from poolees and provide the
disposition of each referral to the poolee.

    f.   Include the poolee, to every extent possible, in the
accomplishment of recruiting activities/functions.

    g.   Recognizing the efforts of poolees for providing
assistance to the recruiting effort. Schedule an appropriate
ceremony to ensure proper issuance of each poolee award.

    h.   Establishing and maintaining a positive and functional
relationship with the poolee's family and influencers. This is
an often-overlooked vital aspect of a successful pool program.

         (1) Contact the poolee's family on a regular and
adequate basis to confirm the status of the poolee.

         (2) Encourage family participation in pool activities
that are in place (Family Nights, cookouts).

         (3) Ensure that any change in the poolee's shipping
status is discussed with family members, if applicable.

    i.   Maintain an enthusiastic position of leadership with
poolees.

    j.   Executing on order, any requirements so directed by the
SNCOIC, in support of the overall pool program.

   k. Conducting a right-proper transfer of poolees and pool responsibilities in the event of a change of recruiters. Ideally this critical function will be conducted with the SNCOIC, incoming and outgoing recruiters, and poolees present.

   l. Administering the Initial Strength Test (IST) within 30 days after enlistment and every 90 days thereafter, to provide a base from which the poolee can work to improve. You must ensure the poolee can pass the IST 30 days prior to shipping.

   m. Conduct Whole of Character briefing within 30 days of entering the DEP.

   n. Conduct a comprehensive pool physical training (PT) program under the supervision of the SNCOIC that is fun, physical, and informative.

   o. Write and mail a minimum of three letters to each recruit while at recruit training. For further guidance, see Volume I, Chapter 5.

7. <u>Welcome Aboard and Recruiter Briefing</u>. It is crucial that the poolee's decision to enlist be reinforced immediately with incentives and specific guidance. A "Welcome Aboard" and a detailed briefing with the poolee and his or her parents or influencer should overcome any "buyer's remorse," make the poolee feel part of the Marine Corps team and be well informed about the Pool Program. In addition, the following recruiter actions must be taken:

   a. Review the Pool Card with the poolee, explain the entire Pool Program and provide a schedule of important events (e.g., visits to their home, pool meetings, family nights, cookouts).

   b. Conduct an individual poolee analysis and profile.

      (1) Does the poolee work or go to school?

      (2) Does the poolee participate in extracurricular activities (e.g., sports, band)?

      (3) What is the poolee's status in the school?

      (4) Does the poolee have any special problems? Weight? Physical fitness? Drug or moral waiver? Academic issues? Family?

(5) How long will the poolee be in the pool?

(6) Where and how far away does the poolee live from the RSS? Does the poolee have transportation?

(7) What is the poolee's general attitude to the Pool Program and helping the recruiting effort?

c. Record all personal and profile information such as school, work, and extracurricular schedules on the Pool Card.

d. Based on the poolee profile, tailor a program and set specific goals for the poolee to accomplish while in the Pool Program (e.g., referrals, physical fitness and/or weight loss).

e. Explain the rewards available while in the pool such as promotion to Private First Class (PFC) for referring enlistments and other poolee incentive items.

f. Give each of the poolees specific learning objectives and test their knowledge on General Orders, rank structure, etc.

g. Make sure each poolee has the office and recruiter's government cell phone number and understands that the recruiter is available to them at any time.

h. Tell poolees to immediately inform you of any problems or changes in their pool status.

i. Inform the poolee of specific assistance that is needed with the recruiting efforts and activities (e.g., school talks, canvassing, obtaining names and lists).

8. <u>Planning your Contacts</u>. When planning or scheduling poolee contacts, meetings, or activities consider the following factors to save time and to be more effective:

a. The frequency of contact and type of program depends on the length of time projected in the Pool. Poolees projected for a short time require daily contact with a program focused on essentials; others require weekly contact at a minimum and a varied Pool Program.

b. Face-to-face contact is preferred, but not always practical due to the poolee's location. Plan to contact these poolees at school or along an IRT route as well as by phone or Digital Communication (DC).

c.   Make the poolee aware of scheduled pool meetings and contacts so that the individual poolee's schedule and situation do not conflict.

d.   Encourage poolees to visit the office instead of the recruiter always visiting or calling upon them.

e.   Be flexible on the time, date, and location of monthly pool meetings, but be sure to give poolees 30 days advance notice of meetings so they can adjust their schedules accordingly.

f.   Schedule one Family Night or cookout per year, well in advance, to ensure that all poolees and their families attend.

9.   Pool Card (Figure 4-1). The Pool Card is a tracking device that outlines the minimum program actions for each poolee. The card requires action dates for regular contact with poolees. The card also contains valuable personal and background information as well as referral results for each poolee. The Pool Card is maintained and completed by the recruiter as follows:

a.   Schedule an event for the "Welcome Aboard" and recruiter briefing, normally the day of enlistment.

b.   With the poolee, schedule an event for the Initial Visit to Home and Family Night or cookout, as applicable.

c.   Schedule an event for the Visit to Home or Office (*Final Pre-Ship*), usually 30 days before the projected ship date.

d.   Schedule an event for the Visit to Home or Office (*Departure*), 3 to 5 days before the projected ship date.

e.   Ensure poolees are credited for referrals up until their graduation from recruit training. If the poolee has shipped to recruit training and a subsequent referral enlists the RS should send a letter to the Depot requesting promotion to PFC.

f.   Schedule an event and record results of the first weekly contact and each week thereafter until the poolee ships.

g.   The SNCOIC will continue to review the Pool Card for results and accuracy.

Figure 4-1.--Pool Card

10. The Delayed Entry Program (DEP), or pool of future Marines waiting to go to recruit training, is a limitless source of prospects or referrals. The secret to a productive and motivated pool is a contact plan and scheduled follow-up for each poolee. The minimum actions for contact and follow-up are outlined on the Pool Card. Every effort should be made to gain referrals from every poolee during their time in the DEP. Even though individual recruiters enlist poolees, the SNCOIC is directly responsible for the pool's status and productivity.

11. The SNCOICs primary responsibility regarding the Pool Program is to ensure that poolees are physically and mentally prepared for the rigors of recruit training. In addition, ensure that recruiters are regularly contacting their poolees to maintain pool status and motivate poolees to generate referrals. This boosts recruiter productivity, keeps poolees enthusiastic, and ensures they are adequately prepared for recruit training. In this regard, SNCOICs must ensure that poolees receive due credit for referrals. The Poolee Credit and Awards Report (Figure 4-2) can help the SNCOIC manage this aspect of the program.

Figure 4-2.--Poolee Credit and Awards Report

    a. The SNCOIC will contact each poolee once a month to check their overall status and confirm that regular contact by the recruiter is being maintained.

        (1) As a result of your monthly contact with poolees there may be occasions where you need to move a projected shipper. Making a pool move means you are assigning a new ship date to a poolee. There are various reasons for making a pool move. You may need to reassign ship dates to meet shipping requirements or an injured poolee may need additional time to recover. Whatever the reason for these pool moves, it is generally best to keep them to a minimum. This can be done with careful planning and effective pool management.

        (2) Before making a pool move you must check to ensure you have considered all aspects of a poolee's situation. Making a pool move requires a series of steps. Careful coordination must be made between the SNCOIC, Operations Section, Program Specialist, and Military Entrance Processing Station (MEPS) Liaison. SNCOICs must notify the Ops Section of any change in a poolee's status by using the Request Change button within the pool board module, followed by a phone conversation with the OpsO or Ops Chief.

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b.   The SNCOIC will conduct pre-ships on every scheduled shipper 30 days prior to the applicant's ship date. The SNCOIC will verify a poolee's status on two more occasions, the first being one week prior to the ship date and the final verification will occur one day prior to shipping. In each instance, the SNCOIC will notify the Operations Chief with any changes.

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> **Example 1**: A shipper leaving on the 31st of July will have their pre-ship conducted by the 30th of June.

> **Example 2**: A shipper leaving on the 1st of July will also have their pre-ship conducted by the 1st of June.

12.   Monthly poolee functions/meetings are planned on the RSS Year-In-Sight (YIS). The SNCOIC conducts and supervises to ensure they are organized, professional, and productive. Dates of poolee function/meetings should be carefully planned to achieve maximum attendance and results with a minimum loss of productive time. Pool function ideas include:

a.   Visits to Reserve Units

b.   Visits to Marine Corps or other military bases

c.   Poolee field meets/fitness tests

d.   RSS vs. RSS poolee competitions

e.   Trips to military exhibits and shows

f.   Bivouacking with field training

g.   Family Night or cookout

13.   Pool meetings should also include instruction and training in general military subjects such as:

a.   USMC History, Customs, and Courtesies

b.   Military Justice

c.   Physical Fitness

d.   Uniforms and Clothing

e.   Leadership Traits and Principles

    f. First Aid

    g. Code of Conduct

    h. General Orders

    i. Drill

    j. Ethics for poolees orientation

14. Family Nights are very important and informative, especially for the poolees' families and influencers. In addition, they increase family support for the poolee's decision to be a Marine. These events should be scheduled on the RSS YIS well in advance to ensure that all poolees and their families attend.

    a. Family Nights can be conducted in a formal manner which includes Command Group members, guest speakers, Command recruiters, Drill Instructors, and award presentations, or be simple and casual as a "pot luck" buffet where families, poolees, and recruiters can mingle.

    b. The more elaborate the function, the more time that is expended in organizing, preparing, and conducting them.

15. Develop and execute an Annual Pool Plan that is reflected on the RSS YIS, and includes all major pool events, (e.g., Family Nights, RS field meets, visits to reserve facilities and units, monthly meetings). Advise poolees during their "Welcome Aboard" about the schedule so that maximum benefit is obtained from these functions.

16. The mental and physical readiness of the poolee to attend and complete recruit training is the responsibility of the SNCOIC. The poolee must be motivated, physically fit, within weight standards, and prepared to handle the mental and physical rigors of recruit training. The goal is not to put a Marine on the yellow footprints at recruit training, but a poolee sufficiently prepared to have a high probability of graduating from recruit training.

    a. The two main causes of attrition at recruit training are a poolee's lack of sufficient physical strength and/or reporting to recruit training with excess weight. Every poolee should meet Marine Corps weight standards and the minimum requirements of the IST before they ship.

b. These requirements can be found in the current edition of the Marine Corps Recruiting Command Enlisted Procurement Manual (MCRC EPM).

17. Be aware of the shipping status of each of the poolees. If there is a moral, education, or physical problem that develops while the poolee is in the DEP, the recruiter must immediately notify the SNCOIC and the SNCOIC needs to notify the Operations Officer. Many of these problems can be resolved when there is sufficient advance notice.

18. In today's high quality market, poolees will be exposed to other outside opportunities after they enlist. Every member of the RSS is responsible for constantly reinforcing the poolee's decision to become a Marine. The key to success is constant contact. Be especially alert for the following danger signs:

a. The recruiter doesn't see or hear from a poolee for a few weeks.

b. The poolee doesn't return recruiter phone calls or attempts to reach via digital communication.

c. The poolee is a no-show for a pool function.

d. The transition of poolee(s) from the outgoing recruiter to the incoming recruiter.

19. The SNCOIC must become closely involved in handling these situations. Some possible solutions to the above situations include:

a. Visit the poolee's house with the recruiter. Meet the parents and influencers and get them involved.

b. Revisit those Benefit Tags the poolee chose when he/she first enlisted. This information will be advantageous in the event that the poolee begins to show signs of having "second thoughts." Consider having recruiters use this information in their weekly contacts and sales reinforcement with their poolees.

c. Hold a formal Post and Relief ceremony for the outgoing and incoming recruiters with respective poolees in attendance. This will greatly ease the transition of the pool for both poolee's and recruiter.

20. Pool Management Techniques

     a. Whenever possible, you should get the poolees together as a group, for physical fitness training, military subjects training, family nights, cookouts, at the RSS. The functions should be fun, physical, and informative.

     b. The program should be developed to require poolees to do specific recruiting tasks (e.g., area canvass with recruiter, placing or servicing Take-One in their neighborhood or requiring them to periodically help at the RSS).

     c. Encourage poolees to bring friends and referrals to the RSS/Permanent Contact Station (PCS) and pool functions.

     d. Ask poolees for referrals and be specific in terms of what is desired, namely, graduates or seniors.

     e. To increase the number of names the pool provides, you must offer some type of recognition. Many names that the pool provides will not enlist; to receive official recognition from the RS, only enlistments count. If a poolee provides several names, and none enlist, there will be a tendency to give up without some type of recognition for the names alone. One suggestion is to run a competition amongst the poolees and recognize the poolee that refers the most names that month with a plaque or certificate.

     f. Depending on the type of Reserve unit available, you may have your poolees participate in the unit's activities. Some areas of interest to poolees are:

          (1) Familiarization with Marine Corps equipment.

          (2) Eating Meals-Ready-to-Eat (MRE).

          (3) Physical fitness training.

          (4) Involvement with the unit's community projects.

          (5) Essential subjects training.

     g. Inspire poolees to go beyond the minimum requirements on the IST before they ship to reduce MCRD attrition for substandard fitness. Standards are listed in the current edition of the MCRC EPM. Annotate the latest results of the IST on the bottom front of the Pool Card.

    h. Organize the pool into rifle squads complete with squad
and fire team leaders and a guide. This teaches the pool
military organization and structure. Incentives for making
squad leader are based on criteria the recruiter selects; here
are a few:

        (a) Number of referrals

        (b) Highest number of enlistments

        (c) Leadership qualities

    i. Use squad leaders to help teach the poolees General
Military Subjects. In addition:

        (a) Task the guide and squad leaders in setting up
portions of pool meetings without neglecting robust supervision

        (b) Have a squad competition on the IST

        (c) Create a guidon

        (d) Meet with the guide and squad leaders at least once
a week for an update on the pool status

    j. Schedule poolee meetings for the same day every month.
An example might be the second Saturday of every month. This
will help the poolees in their planning and will increase pool
attendance.

21. The Program Specialist is available to assist in managing
the Pool Program and obtaining resources to support and
complement the RSS program.

22. Pool Boards. In addition to the Enlisted Pool Board
(Figure 4-3), a physical Pool Board (Figure 4-4) will be
maintained in the RSS to provide the status of the RSS's pool.

[Figure 4-3](#).--Enlisted Pool Board

					MONTH			
RMNPS			RFNPS					
KG			KF					
KA			PS					
Name	Enlistment Date	PADD – Ship Date	Program	Enlistment Credit	High School	Recruiter	High Risk	Alpha Bravo
RMNPS								
KG								
KA								
RFNPS								
KF								
PS								
Command Recruiters								
Name		Date due home	Departure date	Category BL/AL/RA/PTAD	Recruiter			

Legend

Mission by component =	Monthly shipping quota
Name =	Name of poolee
Enlistment date =	Date of enlistment
Ship date =	Date poolee will depart to MCRD
Prog-code =	QSN for USMCR or program control # for USMC
High school =	High school attending
ED =	Education level upon enlistment
Recruiter =	Recruiter on DD 1966
½ PFC =	1 referral enlistment
PFC =	Promoted to PFC before depart to MCRD

Color Code	
RMNPS =	Black
KG =	Green
KA =	Blue
RFNPS =	Red
KF =	Blue

Figure 4-4.--Enlisted Pool Board (physical)

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Chapter 5

Command Recruiting (CDR) Program

1. The Command Recruiting (CDR) Program is designed to provide additional manning to the Recruiting Station (RS) to assist the recruiting effort. The purpose of the program is to generate new contracts. The goal of this program is to generate at a minimum 15 percent of the new contracts obtained monthly and for the Fiscal Year (FY).

2. The CDR Program is executed per Marine Corps Recruiting Command Enlistment Processing Manual (MCRC EPM) and MCO 1130.62_.

3. There are five categories of Command Recruiters in the CDR Program.

    a. Annual Leave/Liberty (AL). Any Marine in the area on leave/liberty, regardless of rank who provides a referral to a recruiter.

    b. Permissive Recruiter Assistant Support Program (PRASP). A Marine assigned Temporary Additional Duty (TAD) to RS, at no cost to the government, after Recruit Training, Marine Combat Training (MCT), or Entry Level Training (ELT), but before the Marine's first duty station.

    c. Permissive TAD. A Marine assigned TAD to the RS, at no cost to the government, from a major command, primarily from the Fleet Marine Force (FMF).

    d. Boot Leave. Any Marine recently graduated from recruit training in a leave status.

    e. Recruiter Aide. Any Marine reservist assigned temporary duty to the RS for up to 179 days.

4. Staff Noncommissioned Officer In Charge (SNCOIC) and recruiters are responsible for executing the CDR Program. Together they must seek out, request and obtain suitable Marines to participate in the program. Command Recruiters get their start in the Pool Program.

5. The Sergeant Major (SgtMaj) is the Program Manager for the CDR Program. The SgtMaj, along with the Program Specialist, can provide SNCOIC's and recruiters with assistance in requesting

and obtaining Command Recruiters as well as providing valuable analysis of the RSS Command Recruiting Program. Nevertheless, SNCOIC's and recruiters are still responsible for ensuring that Command Recruiters are fully employing and productive.

6. <u>Incentives and Forms of Recognition</u>. Properly and promptly recognize and reward your Command Recruiters. Otherwise, they can lose confidence in the program. Initiate, coordinate, and do extensive follow-up with the SgtMaj to ensure that appropriate actions are taken and awards are received. Basic Marine issues must be reinforced; physical training, personal appearance, and core values must continually be stressed. These issues are especially true with Boot Leave and PRASP Marines returning from recruit training.

    a. <u>Extension of Leave/Special Liberty</u>. [MCO P1050.3_](MCO P1050.3) authorizes extensions of leave for up to 5 days, or a special liberty pass for 72 or 96 hours, to any enlisted Marine on annual leave, or in a delay status, who refers one applicant who subsequently enlists, or reenlists, in the Marine Corps or Marine Corps Reserve.

        (1) Inform Marines that leave extensions are deducted from their leave balance.

        (2) Marines with a "by-date" on their orders (i.e., a specific date for reporting to school or for a port call), must <u>not</u> be given leave extensions that prevent them from reporting on the by-date.

        (3) Approving authority for all leave extensions is the Marine's parent or gaining Command.

    b. <u>Meritorious Promotion ([MCO P1400.32_](MCO P1400.32))</u>

        (1) Recruiting Station Commanding Officers (CO) are authorized to meritoriously promote any Private to Private First Class (PFC) who, while in a leave/liberty status or assigned to the PRASP, or any member of the SMCR who is not assigned as a recruiter aide, if otherwise qualified, is responsible for the enlistment of one or more qualified applicants.

        (2) COs are authorized to meritoriously promote any PFC to Lance Corporal (LCpl) who, while in a leave/liberty status or assigned to the PRASP, or any member of the SMCR who is not assigned as a recruiter aide, if otherwise qualified, is

responsible for the enlistment or reenlistment of two or more qualified applicants.

(3) COs are authorized to meritoriously promote any Private to Private First Class or PFC to LCpl who is assigned to the Permissive Temporary Additional Duty (PTAD) Program, if otherwise qualified, is responsible for the enlistment or reenlistment of two or more applicants.

(4) Prior to meritoriously promoting any Marine participating in the CDR Program, CO's will coordinate with the Marine's parent command to ensure the Marine is otherwise qualified for meritorious promotion.

(5) COs will issue the appropriate promotion warrant and then forward to the Marine's command all documentation pertaining to the promotion for final administrative processing. If the Marine has returned to his or her parent unit before the meritorious promotion is effected, CO's should send a letter to the Marine's commanding officer that contains the necessary information to support the meritorious promotion. The Marine's commanding officer may then effect the meritorious promotion.

(6) All dates or rank and the effective dates for pay and allowances for meritorious promotions effected under paragraph 4108 of MCO P1400.32_ will be the 2d day of the month following the month in which the required number of applicants enlisted or reenlisted.

(7) Reserve Marines participating in the Recruiter Aide Program are not eligible for meritorious promotion under paragraph 4108 of MCO P1400.32_. However, a Reserve PFC, LCpl, or Cpl on active duty at a recruiting station as a recruiter aide will be recommended for meritorious promotion in the same manner as active duty recruiters. Meritorious promotion quotes for these personnel are included in the quotas assigned per paragraphs 4103 and 4104 of MCO P1400.32_.

(8) A Marine may be meritoriously promoted only once during an assignment to PRASP or PTAD.

c. Bonus Points for Composite Scores (MCO 1130.62_). LCpl's and Corporals receive 20 bonus points toward their composite scores for each individual referred who subsequently enlists or reenlists (Prior Service) in the Marine Corps or Marine Corps Reserve. Points awarded during any one-promotion

period may not exceed 100 points or be carried over to the next grade.

    d.   Comments on Fitness Reports (MCO P1610.7_). Comments on Fitness Reports can be used to recognize Sergeants and above. The SNCOIC must ensure that the RS initiates a letter to the Marine's command recommending appropriate comments based on the degree of participation and productivity in the program.

      Example: "(NAME) was personally responsible for the enlistment/reenlistment of __ young men/women into the ranks of the United States Marine Corps/Marine Corps Reserve during this reporting period. This effort on his/her part shows Esprit de Corps and dedication to the needs of the Corps."

    e.   Other Incentives. Other appropriate recognition (e.g., Meritorious Mast or Certificate of Commendation), may be used to recognize Marines who actively participate as CDRs. The SNCOIC should initiate the action recommending a level of recognition commensurate with the degree of participation and assistance.

    f.   Time Limitation. To be eligible for the incentives mentioned above, the referrals of enlistments and/or reenlistments must be effected no later than **90 days** after the termination of PRASP or Permissive Temporary Additional Duty (PTAD).

    g.   Enlistment credits must be tracked on a daily and weekly basis. To effectively track enlistment credits the recruiter must match the Marine responsible for the enlistment to the individual enlisted. To ensure this occurs the recruiter should follow the procedure as follows:

      (1) A Marine on leave comes into the RSS and provides three names. Check the Command Recruiting File for the MCRD Card and record the date and names on the card. The recruiter is responsible for annotating on the applicants Prospect Applicant Card (PAC) the Marine's name, referring Social Security Number (SSN), command, etc.

      (2) Make contact with the referrals, and if appropriate, create a PAC, showing the Marine's name as the source on the PAC.

      (3) As the referral is processed, it is tracked by the Marine's social security number (Working Applicant Sheets,

Enlistment Record, and Pool Card). To aid in your research, add referral/referrer names to comments section of cards.

(4) When the referral enlists, an enlistment credit populates on the Results Sheet.

h.   You are responsible to see that Marines who provide enlistment credits are properly recognized and rewarded.

7. <u>Administration of the CDR Program</u>. Marines may submit requests to their unit or command for temporary assignment (up to 30 days) to a RS or RSS near their hometown to participate in the CDR Program. Such assignments are called PTAD.

8. Recruiters should contact Marines who enlisted from their area who have the potential to assist in the recruiting effort and encourage them to apply for PTAD. SNCOIC's, with assistance from the SgtMaj, should initiate PTAD requests to commands for specific Marines. Submit these requests at least 90 days prior to the desired PTAD start date to allow the Marine and their command ample time to respond. Unit commanders should respond with approvals or disapprovals about 15 days before the start date. This Chapter provides sample letters and messages that the recruiter, SNCOIC, and SgtMaj can use to contact Fleet Marine Force (FMF) Marines and their parent unit. The following additional information is provided:

a.   Annual leave in conjunction with PTAD is authorized.

b.   Marines on annual leave may request assignment to PTAD from their parent unit through the RS.

c.   Marines executing Permanent Change of Station (PCS) orders enroute from one command to another are <u>not eligible</u> to participate in PTAD.

d.   PTAD is not used in place of emergency leave or TAD in connection with humanitarian transfer/discharge.

9. SNCOIC's and recruiters will receive notification of Marines that are PRASP eligible. Periods of assignment depend at which point in training the Marines are requested. Authorization to participate in the PRASP is contained within the Recruit Depot Permanent Change of Station Orders (PCSO) or by message traffic from the Marine Combat Training (MCT)/School of Infantry (SOI) Liaison.

    a. After recruit training (normally up to 14 days)

    b. After MCT (normally 10 - 30 days)

    c. After Entry Level Training (ELT), but prior to first duty station (normally 10 - 30 days)

10. Plan for and request PTAD Command Recruiters throughout the year.

11.   <u>Contacting and Selecting Command Recruiters</u>

    a. You must take maximum advantage of the CDR Program. Consequently, you must seek to contact and carefully choose those Command Recruiters who will be the most effective and productive.

    b. Experience shows that peer referrals can often be obtained easily from Marines on leave. This is particularly true when the peer is a young Marine right from Recruit Training, ELT, or an interesting tour of duty.

        (1) Every Marine who comes home on leave is a potential source of prospects. It is up to the recruiter to contact and motivate them to participate in the program.

        (2) Marines on leave are placed in two categories of CDR - annual leave or boot leave.

    c. <u>MCRD Card (Figure 5-1)</u>. This card provides a means to contact, track and evaluate potential Command Recruiters whether they are on boot leave, annual leave, or being considered for other programs like PRASP, PTAD. The MCRD Card prescribes the program procedures to follow while each Marine is at MCRD and afterwards up until the EAS. The MCRD Card is completed and maintained as follows:

        (1) Verify the name, phone number, ship date and estimated date of graduation and return from MCRD on the front of the card. This is generally 12 to 13 weeks from the ship date on the card.

        (2) Enter a basic evaluation of the Marine's future potential as a Command Recruiter. This should be based primarily on previous participation and enlistment referrals while in the pool.

     d.   At a minimum write to the recruit three times during
recruit training. Schedule an event date on the MCRD Card and
send the first letter within five days of shipping. The
recruit's address or platoon can be provided by the RS Programs
Specialist, Marine Corps Training Information Management System
(MCTIMS) or the recruit's family. Schedule an event date on the
MCRD Card to send the second letter at the four to six week mark
and the third letter at the nine to ten week mark, just before
graduation. In the last letter to recruits, remind them that
they need to report to the RSS the first workday after they
return home. Take this opportunity to discuss their experiences
in recruit training and explore the possibility of the Marine
assisting in the recruiting effort such as High School/Community
College (HS/CC) visits, pool functions, etc.

          (1) Ensure contact is maintained with the recruit's
family while the recruit is a recruiting training, and call the
Marine's home the day of return from recruit training.

          (2) The remaining event dates (e.g, Visit to HS/CC, AC)
on the front of the MCRD Card assist the recruiter in using
Command Recruiters when they return home from recruit training.

          (3) In the remarks block of the MCRD Card record results
from boot leave and enter future event dates for CDR (e.g.,
letters of recognition, PRASP).

          (4) The MCRD Cards are maintained in the Working File by
event date until the Marines depart for their first duty station
at which time it is transferred to the CDR File.

Figure 5-1.--MCRD Card

12. The CDR Program starts when the poolee ships to recruit training and continues throughout their first enlistment. Continuous contact and evaluation, by the SNCOIC, of poolees value to the RSS is paramount in running a successful program.

     a. How you schedule poolees to ship to recruit training can enhance your planning for their use upon return to your RSS area. By scheduling them to ship to recruit training approximately 7 to 10 days apart throughout each month (working with the Operations Chief) you will be able to effectively plan their use.

     b. Contact the graduating Marines family at least one week prior to the scheduled return date. Explain the CDR Program and its incentives to the family. Motivate them to get their new Marine actively involved in the program while on leave. Verify the actual time and date of return of the Marine.   When you direct your recruiters to plan for each returning Marine have him/her focus on the following:

          (1) Referrals

          (2) Visit to High Schools

(3) As a proof source for poolees and applicants

(4) Area Canvass

c.   Consider how far command recruiters reside from the RSS. They may require transportation to and from the RSS or will have to call into the RSS daily. Command recruiters, with your guidance, should be included in a recruiters daily.

d.   The CDR Program plan must include the use of all available assets every month. Careful planning can prove to be a very productive endeavor. The guidance, supervision, and dedication of the SNCOIC are essential to a successful program.

e.   Look to your RS, the local Selected Marine Corps Reserve (SMCR) Unit, and any other Marine Corps affiliation in the area to support your CDR Program.

f.   Don't wait for poolee and command recruiters to bring in the referrals. Actively seek out referrals from them and prospect with them.

g.   The Command Recruiting File is reviewed each month as a means for maintaining contact with Marines in the FMF, particularly those who are considered good candidates for Command Recruiting (e.g., PTAD or annual leave).

(1) PTAD is not used in place of emergency leave or TAD in connection with humanitarian transfer/discharge. Marines are here to provide referrals, not to use the time as if they were on leave or liberty.

(2) SNCOICs who want particular Marines for the PTAD request their temporary assignment through the SgtMaj or Program Specialist (Figure 5-2, Figure 5-3). Formats for these requests are also found in the MCRC EPM and Volume III (Guidebook for Recruiting Station Operations).

13. <u>Training Command Recruiters</u>

a.   For command recruiters to be effective and productive, the SNCOIC and RS Command Group must ensure that they are trained and well prepared.

b.   Command recruiters assigned to the RS are basic trainees. How well they are initially received and the quality

of their training plays a large part in their motivation and
responsiveness towards the program.

      c. The training sequence outlined below is only an
overview, outlining the phases of training needed before the
command recruiter starts recruiting and becomes part of a
recruiting team. More detailed information is located at the
end of this chapter.

          (1) Phase I Training. This is basic indoctrination and
orientation to command recruiting. This instruction consists of
viewing recruiting media and an overview of the RS organization.
This training can be conducted by the SgtMaj, Programs
Specialist, or by the SNCOIC. This phase of training also
teaches the command recruiter the standards of conduct in
recruiting and RS/RSSs policies.

          (2) Phase II Training. The command recruiter is taught
prospecting skills and recruiting activities. This consists of
the "How To" of recruiting. This phase of training is
highlighted by using role-plays, supervision, and coaching of
the command recruiter's performance by the SNCOIC. Appendix A
is provided to assist in this phase. This phase of training
normally occurs the first or second day of assignment to the
program.

          (3) Phase III Training. This phase involves corrective
training and counseling. If sufficient qualified referrals are
not being produced by the Command Recruiter after about ten days
immediate remedial training is required. If production levels
do not increase, the command recruiter should be returned to
his/her parent unit. Counseling is appropriate when
disciplinary problems or recruiting irregularities are
uncovered. If the problem persists or is serious the command
recruiter should be terminated from the program.

      d. Planning and Goals. While briefing command recruiters
establish a plan with specific goals for all activities and
provide the Marine with a written prospecting plan and a means
to record results. If command recruiters are not provided
specific written goals chances are they will not respond.
Inform the command recruiter of the program's incentives and
forms of recognition.

14. Command Recruiting File. This file is used to maintain
contact with Marines in the FMF, particularly those who are
considered good candidates for command recruiting. The SNCOIC

will check this file at the beginning of each month. All cards that can be used during the current month are moved into the Working File for action.

    a. By filing MCRD Cards in the Command Recruiting File, by priority, Marines worth encouraging and requesting for Command Recruiting can be quickly identify.

    Example: File MCRD Cards of proven performers in the PTAD Pool Section of the Command Recruiting File. Contact these people during peak leave periods (e.g., Thanksgiving, Christmas, Summer) or whenever Command Recruiters are needed.

    b. Similarly, by staying in touch with the Marine's family, a recruiter can be kept aware of when this valuable command recruiter plans to come home on annual leave. Put together a package of incentive items such as "Proud Parent of a Marine" stickers, and deliver them to families of Marines enlisted. Include a postcard for the family's use to notify the RSS when their son or daughter will come home on annual leave. Write a short personal note that the families can give to their son or daughter when they come home, informing them about the CDR Program and its benefits.

    c. <u>Command Recruiting File Organization</u>

        (1) <u>End of Active Service (EAS) Section</u>. This section contains MCRD Cards on all Marines enlisted. These cards are filed by EAS. This is another source for Command Recruiters and when needed, reenlistments. Cards are moved to the Working File at EAS and destroyed after EAS date.

        (2) <u>Permissive Temporary Additional Duty (PTAD) Pool</u>. These are your best candidates for PTAD. These Marines performed well as Command Recruiters in the past. This file is alphabetical. Upon EAS contact each Marine to determine the level of asset they would be in the RSS area.

        (3) <u>PTAD Requested</u>. PTAD requests pending approval and assignment. Upon assignment move the card into the Working File. Upon departure and depending on the performance move the card into either the EAS or the PTAD Pool section.

        (4) <u>Reserves</u>. All Reservists that have completed recruit training. These cards are filed alphabetically. They are

discarded after the active Reserve commitment. Consider these Marines as potential contacts.

PERMISSIVE TAD: SAMPLE LETTER TO THE MARINE

Dear _____ ,

    Now that you have had a chance to experience life in the Marine Corps, I'd like to discuss the possibility of your returning to the _____ area as a Command Recruiter. This is how it works:

    Let's say you wanted to come back to the area but didn't want to use any of your leave. By participating in the Permissive TAD Program, you could spend 30-days at home and it would <u>not</u> count against your leave balance. During that time you would be working with a recruiter in your hometown area, helping the recruiter find other qualified men and women, just like yourself, for the Marine Corps.

    Depending on how successful you are while you are PTAD, you may have a chance for a meritorious promotion or bonus points toward your next regular promotion. If you will read Marine Corps Order 1130.62_, you'll see exactly what is offered. Ask your Administrative Section for assistance.

    If all this sounds good to you, then the first step is yours. See your First Sergeant, express your interest in the Command Recruiting Program, and that you would like to get Permissive TAD orders to your hometown. Meanwhile write to me here at _____ and let me know whether you are interested in spending 30-days at home. That way I can send a message to your unit requesting you for 30-days.

    Thirty days at home and a chance to work toward an early promotion is a deal you can't afford to pass up. I look forward to seeing you back in the area.

                    Semper Fidelis,

Copy to:
SNCOIC, RSS

    [Figure 5-2](#).--Permissive TAD: Sample Letter to the Marine

PERMISSIVE TAD: SAMPLE LETTER TO THE MARINE'S PARENT UNIT

From: Commanding Officer, _____
To: Commanding Officer, _____
Via: Commanding General, _____

Subj: COMMAND RECRUITING PROGRAM (PERMISSIVE TAD)
        PARTICIPATION; CASE OF (GRADE, FULL NAME, SSN/MOS
        USMC)

Ref: (a) MCO 1130.62_

1. Per the reference, it is requested that [Subject Named
Marine] be assigned Permissive TAD for a period of about 30-days
in support of the recruiting effort at Marine Corps Recruiting
Sub-Station _____, _____. If approved it is
requested that [Subject Named Marine] be ordered to report to
RSS _____ , for Permissive TAD on or about
_____ for a period of about 30-days.

2. Point of contact at RS _____ is _____.
DSN: _____; Commercial: _____.

3. The assignment of quality Marines to the Permissive TAD
Program is a definite asset to the Recruiting Service, and it is
anticipated that the assignment of [Subject Named Marine] will
have a positive impact on the recruiting effort in the
area. Your assistance is appreciated.

4. Request reply to this letter.

                          Semper Fidelis,

Copy to:
CO, ___ th MCD
SNCOIC, RSS ____

     Figure 5-3.--Permissive TAD: Sample Letter to the Marine's
                          Parent Unit

Chapter 6

Direct Mail and Priority Prospect Program

1. The Marine Corps reaches several important markets each year through a system of Direct Mail or mail outs conducted at the National and RS level. This correspondence targets potential prospects for enlistment and the general community to enhance cooperation toward the Marine Corps and its recruiting effort. The objective of Direct Mail is to obtain complete coverage of the target market to create and maintain interest through follow-up letters and incentive items. The goal of this program is to generate at a minimum 17 percent of the new contracts obtained monthly and for the fiscal year (FY).

2. There are several advantages to Direct Mail:

    a. Targeting. Direct Mail through careful list screening and selection is efficient in targeting specific markets like high school seniors, high school graduates, community college students and/or school officials/influencers.

    b. Coverage. Direct Mail can cover a variety of large markets more rapidly than the individual recruiter.

    c. Personal. Because Marine Corps Direct Mail is addressed with the individual's name (not "resident" or "student") and presents topics pertinent to the individual at critical times in their lives, it is more personal and attractive than general advertisements in newspapers, radio and TV.

    d. In-Depth Message. Direct Mail is ideal for telling a long story in detail because most advertising is limited by time (radio and TV) or space (newspapers and magazines), Direct Mail can address specific programs or topics in depth.

3. Mail Out Markets. Specific messages are used to reach each of the below markets. Mail outs target certain markets. These include:

    a. School Market. This market consists of officials connected with the education system, (e.g., principals, guidance counselors, members of school boards). Efforts are directed toward officials who can favorably influence the recruiting climate and cooperation in schools.

b. <u>Contact Market</u>. This group represents the various contacts within your community who may help you in dealing with the general community as well as officials in your schools. These include but are not limited to principals, educator workshop attendees, school board members, elected officials, former Marines, members of the Selected Marine Corps Reserve (SMCR), members of Marine Corps affiliated organizations and the local Chamber of Commerce.

c. <u>Recruiting Market</u>. These are high school students, graduates, and former service members in the 17 to 24 year age group.

4. <u>National Direct Mail and Fulfillment</u>

a. <u>Direct Mail</u>. The Marine Corps National Lead Generation Direct Mail Program supplements your prospecting efforts. Direct Mail contains just enough information to induce the recipient to seek additional information either directly from a local recruiter or through the Fulfillment Center. This is called lead generation. The Direct Mail Program assists your prospecting in the following ways:

(1) Reaches high school seniors, high school graduates, and community college students (i.e., the recruiting market with a specific Marine Corps message).

(2) Creates interest in the Marine Corps and a desire for more information.

(3) Fulfills requests for additional information when the Marine Corps Fulfillment Center receives a Business Reply Card (BRC), toll free call (1-800-MARINES) in response to Direct Mail.

(4) Sends Hot or Priority Leads to recruiters via Priority Prospect Card (PPC) from the Fulfillment Center when "qualified" individuals respond to Direct Mail.

b. <u>National Direct Mail Schedule</u>. Direct Mail not only targets specific markets but also tries to reach them at the most critical or effective time. Specific details of the program and the mailing schedule are contained in the National Recruitment Advertisement Plan (RAP) that is available at the RS. You should become familiar with the mechanics of the program and the mailing schedule by reviewing them on the Advertising (Ad) Portal.

        (1) The first mailing such as Senior (I) and Work Force
(I) contain names never mailed to, regardless of the time of
year mailed. Subsequent mailings with identifiers of (II, III
or IV) are sent to names who have not responded to the previous
mailings.

        (2) RSs receive sample mailings (preview mailings) via
the Ad Portal before the actual mailing occurs. Knowing this,
you can formulate an effective engagement statement, or open
question that reinforces the message in the Direct Mail when
contacting recipients of that particular mail out or source code
of the lead. Role-plays using the sample information are highly
encouraged.

    c. Fulfillment Center. Prospects' responses to Direct Mail
from the Fulfillment Center are screened to eliminate duplicates
and to ensure that only valid leads and Quick Leads are sent to
you. Responses and valid leads are processed in the following
manner:

        (1) Internet/WEB Access. Quality leads are obtained
through internet based programs; these leads are followed up
with the generation of a PPC.

        (2) BRCs received at the Fulfillment Center are inspected
for legibility and obvious pranks. Screened names are
transferred to the electronic Priority Prospect Card (ePPC)
system and matched against other files to remove duplicates of
recent leads, (i.e., cards received within the last 90 days); to
eliminate names listed in the Alpha File; and to drop those
respondents lacking age and/or education qualifications (17 to
28 years of age and at least 10th grade completion). A PPC is
generated for all remaining cards or leads and mailed to the
appropriate RS. BRCs that do not contain age or education
information are assumed to be "qualified" and generate a PPC.

        (3) Written Requests. Individual letters sent to the
Fulfillment Center requesting information are forwarded to CG,
Marine Corps Recruiting Command (Code M). The Assistant Chief
of Staff, Advertising, or designee, replies to the individual
and includes the address and phone number of the appropriate RS
along with any requested items (e.g., brochures, posters). In
addition, qualified requestors are asked to complete a BRC or
Take-One Card to become eligible for future mailings and
information updates. The BRC is sent to the lead fulfillment
center and generates a PPC.

(4) Telephone Requests. The Marine Corps' national toll-free number (1-800-MARINES) is answered by operators; calls to the RS on "hot prospects or leads" are followed up by a PPC.

~~(5) Age Respondents/File. When a response to Direct Mail is received from a 14, 15, or 16 year old, a letter is sent, and the name is placed in the Coming of Age file. A PPC is not immediately generated but the individual will receive an annual letter and incentive item on each birthday. When the individual turns 17, a PPC is automatically generated and a special letter with Marine Corps literature is mailed from the Fulfillment Center. The words, "Coming of Age" will show under "Source of Lead" on this PPC.~~

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(5) Female Respondents. The mission for females is small compared to the number of female applicants; the Marine Corps does target females for Direct Mail. PPCs are generated on qualified females who respond to Marine Corps advertising via a BRC, toll-free number, etc.

(6) Overage Respondents. When the Fulfillment Center receives a response from a respondent that is overage, a letter is sent to the respondent thanking him/her for expressing interest and informing them of their disqualification. A PPC is not generated.

5. Recruiter Supplied Names (RSN) Program. This program allows you to incorporate any names that they obtain into the Direct Mail System. Names that are already in the system (e.g., on PPCs or mailing sheets), are not considered recruiter supplied names.

    a. Recruiters submit names to their SNCOIC for mailing. The SNCOIC organizes the names in lists and identifies them as senior, junior, community college, or other. The SNCOIC forwards a copy of the lists to the responsible individual at the RS, normally the Marketing and Public Affairs Representative (MPAR), for mailing to MCRC. The names on these lists will receive Direct Mail at the same time as other senior, junior, community college students, and graduates already in the system. Lists submitted to MCRC for mail out are not returned to the originator.

    b. Lists should contain the names of males between 17 to 28 years old. Emphasis should be placed on the target market, males between the ages of 17 to 24. Names should have a complete address including zip code. All efforts will be made

to provide complete addresses prior to submission. If the name has no address provided after all means are exhausted then the name will not be submitted.

6. RS Correspondence

a. Regular mail outs are conducted by the RS to assist the recruiting effort. These mail outs target the following markets:

(1) High School Market. The RS will conduct a year-round influencer mail out campaign to obtain cooperation and support from those people who can effect decisions and policies in the high schools, principals, school board members, elected officials, etc., and ultimately help the recruiter in gaining access to the primary market.

(a) The scope of this campaign will be tailored to the RSSs particular situation. The number and specific schools, school boards, and PTAs targeted can be identified from the High School/Community College (HS/CC) Master Planning Sheet.

(b) The general intent of the campaign is to try to influence and inform non-cooperative and limited access schools about Marine Corps programs and opportunities that can benefit their school and students.

(c) Mail outs to non-working and non-cooperative schools conducted by the RS, normally by the Executive Officer (XO), also fall under this category.

(d) The SNCOIC should be provided feedback on the results of this campaign.

(2) Contact Market. Like the high school market, mailings to this group are based on the RSS's situation. Names of any contact or other possible source of assistance should be forwarded to the RS. This group may be influencers or simply people that can somehow help in the recruiting effort. These would include names of elected officials friendly to the Corps, officials of social groups such as the Chamber of Commerce, Kiwanis and Rotary, members of the Marine Corps League or others in positions of influence.

(a) Letters will be sent to the above individuals, asking for specific assistance such as a contact in the PTA, an opportunity to address counselors, etc.

(b) New contacts developed because of this campaign will be provided to the SNCOIC by the RS.

b. Limited supplemental mail outs, besides those already addressed, may be conducted at the RS level. Here are the types of mail outs authorized:

(1) A mail out in support of a Career Day or Job Fair before the event.

(2) An opportunity mail out in support of a particular benefit or program (e.g., NROTC Scholarship, GI Bill) to an applicable group.

(3) Correspondence to attendees of past Educator Workshops for the last 3 to 5 years and to those who have applied to attend to maintain positive influencers and elicit support.

(4) Congratulatory letters to honor roll students, athletes, scholars, etc., who receive local recognition for their achievement.

(5) A mail out in support of an upcoming musician auditions for potential Marine Corps bandsmen. These may be directed either to the high school or college band members themselves or their Directors.

7. <u>RSS Correspondence</u>

a. The National and RS level Direct Mail Programs are designed to relieve the recruiter from the administrative burden associated with conducting mail outs. Mass correspondence conducted at the RSS level is discouraged. In the event that mailing at this level is necessary, the following guidelines should be strictly adhered to:

(1) All mail outs conducted by an RSS must have the prior approval of the XO. When the RS cannot provide the necessary support, a correspondence at the RSS level should be considered.

(2) DoD regulations specify that all surveys, questionnaires and opinion polls must be approved in advance through the Office of Management and Budget (OMB). Do <u>not</u> use locally produced items of this nature in mail outs.

(3) Brochures and other collateral material distributed by MCRC should not be used in mail outs. Using collateral material in mass mail outs will severely deplete a RSS's supply. Also, if potential prospects are provided detailed information in collateral material, there will be little need for the individual to seek more information through personal contact with a recruiter.

(4) RSS correspondence should be of limited size and should only be directed at individuals with whom there has been previous contact such as poolees, superior athletes, honor students, etc. Mass correspondence is not authorized and correspondence to names provided from the national level is not to be made.

b. In the event that a RSS level mail out is approved, the following points should be kept in mind:

(1) Always include a reply card, pre-stamped with the local address. Failure to include this device negates the value of the mail out. Without a proper return address, replies will be undeliverable or could be lost in the mail.

(2) Assign a code to the reply cards and a corresponding code to the mailing materials being used. For example, a code such as: 13HSSA1 or 13Z33011HSS or 13BOYDCOHSSA1 will be reflected on the return correspondence and will directly relate to the initial correspondence sent to the prospect. This will act as a reference to the source when the reply cards are received.

(3) Ensure that all letters are signed before being mailed.

(4) A letter used in a RSS mailing is a messenger for the recruiter and the Marine Corps. Keep in mind that the purpose of Direct Mail is to create a favorable impression of the Marine Corps with our valuable target market. Misspellings, improper grammar and poor quality in a Direct Mail piece will not accomplish this purpose and results in a waste of valuable time and effort.

8. Priority Prospect Card (PPC). A PPC is the direct result of a request for additional information about the Marine Corps from media advertising or the Direct Mail program. These PPCs are distributed through the ePPC system, daily. Leads or PPC should be vigorously worked. A PPC is generally a "hot lead" so the

faster you act the better the results. A PPC or lead is useless without your follow-up.

a. The PPC is a pink screen that contains the name, address, and, if provided by the individual, phone number, dates of birth and school. The PPC will also identify the specific advertisement the prospect responded to, (i.e., source lead code).

(1) You will receive a PPC List of assigned PPCs from the SNCOIC through the Ad Portal (Figure 6-1). When you select a name you will receive the two-part PPC consisting of a Contact Report Card, and a Prospect Applicant Card (PAC). PPC Prospect/Applicant Card Part III (Figure 6-2). PPC Contact Report Card Part IV summarizes the results (Figure 6-3).

(2) Be aware of the date on the "Contact Report Due to RSS" line of the Contact Report Card as to ensure aggressive prospecting and a timely return of the generated lead.

b. Prospecting the PPC. Prospect the PPC the same as a list. Remember aggressive and vigorous follow-up of PPCs will lead to contracts.

(1) Cross-reference the name by searching the Prospect Board and Working File in MCRISS-RSS. If the name appears on the list, annotate that a PPC was generated in the comments section and reflect the PPC control number on the lead. If a PAC exists in the working file, annotate that a PPC was received and follow-up with the applicant to address the interest (Source and Activity should NOT change). Close the PPC as a Previous Contact. If no Lead or PAC exists, create one through the Prospect Board.

(2) If there is no phone number on the PPC use the appropriate list folder, or any other information provided from other programs, to cross-reference the name. Enter the phone number on the PPC. If there is no listing immediately send a Phone-A-Gram and/or research via DC.

(3) If initial phone contact is not made, then enter follow-up event dates and activity on the lead in MCRISS-RSS.

(4) In addition to four phone attempts (morning, afternoon, evening, weekend) if no contact is made, do a minimum of the following:

(a) Send a Phone-A-Gram and/or use Social Media

(b) Conduct a Home Visit (HV) per the prospecting plan

(c) Conduct Area Canvass (AC) per the prospecting plan

(5) Unreturned Phone-A-Grams confirm that the PPC address is good. For unreturned Phone-A-Grams, enter an action date for a HV on the "Contact Action" section of the PPC.

(6) Returned Phone-A-Grams indicate that the address is incorrect and that the Phone-A-Gram is undeliverable.

(7) If contact cannot be made by conducting any activity, complete the Contact Report Card of the PPC by checking the "Not Workable" block. Enter the reason as "Unable to Contact" and return the PPC to the SNCOIC.

(8) The most important aspect of PPC is to make quick person-to-person contact. You may receive dozens of PPC at once and feel that your schedule will not allow time to work all of them. The decision may be made to defer contacting some of them; this is a mistake! You must remember that the immediate and aggressive follow-up of PPC will lead to contracts.

(9) Be aggressive. Use time management. Ensure you are using every means possible to make contact with the prospect as effectively and efficiently as possible.

(10) Ask about musical involvement and list the response in the "Interest" block, when appropriate (Do you play an instrument? If so, what instrument). | Ch. 2 |

9. <u>Completing the Contact Report Card</u>. The date of initial contact with the prospect should be entered on the Contact Report Card along with the following information: | Ch. 2 |

a. <u>Good Lead</u>. The individual identified on the PPC can be contacted, and meets the age and education requirements for enlistment.

- 17-28 years old
- 10th grade complete from a traditional high school per the MCRC EPM

b. <u>Not a Good Lead</u>. The individual identified on the card is not a good lead if any of the following are true:

- Does not meet age requirements
- Does not meet education requirements
- Cannot be located at the address provided
- Does not exist

c. <u>Workable Lead</u>. The individual identified on the PPC is a prospect who can enlist in the Marine Corps within one year.

d. <u>Not Workable Lead</u>. The individual meets the age and education requirements, but cannot enlist because he/she is:

- Obviously physically or mentally unqualified.
- Obviously morally unqualified (in jail, institutionalized, etc.)
- Already in the Marine Corps or other service or its DEP.

	Good Lead	Not a Good Lead
Workable The individual identified on the PPC is a prospect who can enlist in the Marine Corps within one year.	o 17-28 years old. o 10th grade complete per the MCRC EPM.	o Does not meet age requirements. o Does not meet education requirements.
Not Workable Lead The individual meets the age and education requirements, but cannot enlist because:	o Obviously physically or mentally unqualified. o Obviously morally unqualified (in jail, institutionalized, etc.) o Already in the Marine Corps or other service or its DEP.	o Cannot be located at the address provided. o Does not exist.

Table 6-1.--Contact Report Card Matrix   Ch. 2

c. Where appropriate also check the following boxes on the Contact Report Card of the PPC:

(1) <u>Refer to Officer Selection Officer (OSO)</u>. If the prospect is a college student and is expressing an interest in Marine Corps commissioning programs ensure that the information is forwarded to the OSO.

(2) <u>Refer to RSS</u>. This is the final check before returning the completed Contact Report Card to the SNCOIC.

10. <u>PPC Follow-up</u>. After contact with the individual is made and the prospects status has been determined, the Contact Report Card of the PPC should be completed and the following actions taken:

   a. Return the completed Contact Report Card to the SNCOIC.

   b. Update relevant information from MCRISS-RSS about the prospect that was obtained during the initial contact on the PPC.

   c. Work the PPC like other tracking cards. Under all circumstances, maintain contact and keep the prospect interested in enlisting.

Figure 6-1.--Priority Prospect Card List

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Figure 6-2.--PPC Prospect/Applicant Card Part III

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Figure 6-3.--PPC Contact Report Card Part IV

Ch. 2

11. Timeliness is a critical; maintain strict control over PPCs to ensure that priority prospects are contacted and worked expeditiously and that PPCs are efficiently processed.

12. Control of the PPC by the SNCOIC. You will receive the PPC in three parts. Take the following actions:

a.   Review the date on the PPC RSS-SNCOIC Control Card Part II (Figure 6-4) for the Contact Report Card to be returned to the RS.

b.   Research that the lead is not a duplicate by searching the Alpha File, the Prospect Board, and Working File. If so, the recruiter will contact the individual to see if additional information is required.

(1) Assign the PPC to a recruiter for action.

(2) Assign a date for the Contact Report Card to be returned to you by the recruiter assigned to work the PPC. This date should be 3-5 days before the date the Contact Report Card is due back to the RS while allowing the recruiter sufficient time to make contact.

Figure 6-4.--PPC RSS-SNCOIC Control Card Part II   Ch. 2

c.   Send the remaining two parts of the PPC to the assigned recruiter.

d.   Check the PPC Data Base / Ad Portal daily. Follow-up with due and past due PPC.

e. Upon return of the Contact Report Card from the recruiter, check to see that the recruiter has correctly completed the contact report card, and forward the completed Contact Report Card to the RS.

f. As a SNCOIC, manage the PPC Program so recruiters get results.

(1) Recruiters meet the deadlines set for contacting prospects.

(2) Contacts are really being made and not just "pencil-whipped" on the Contact Report Card.

(3) Evaluate patterns or trends in Workable/Not Workable Leads.

(4) Validate at least 10 percent of the PPC (both good and bad leads) returned by recruiters.

(a) Too many Not Workable Leads may indicate recruiters are not making contact.

(b) Check the reason for Not Workable Leads. Identify trends to uncover possible definition issues (e.g., if most of the Not Workable Leads are underage, which is unlikely).

(5) Refuse to accept remarks on Contact Reports that do not accurately reflect why a PPC was a Not Workable Leads and remarks that do not conform to the instructions on the card.

(6) Analyze percentage of Workable Leads to percentage of NWAs from the PPC Program to ensure aggressive contact to contract chain. Check each recruiter's source of Working Applicants to ensure Workable Leads are turning up as Working Applicants.

(7) Check the Working File for the PPC on Workable Leads to verify if recruiters are conducting follow-up prospecting based on action dates.

g. Review PPC Alpha File periodically to re-generate activity in all individuals who have all actions completed. Prior to declaring an NWA, cross reference the name in the Alpha File to ensure proper source/dual source reporting.

h. Once a month the RS Operations will send out the PPC Monthly Report (Figure 6-5).

.--PPC Monthly Report   Ch. 2

13. <u>Preparing and Using Take-Ones</u>. Take-Ones placed in strategic spots throughout the RSS area are a form of print media or advertising that can generate additional names to the Fulfillment Center and the recruiter via BRC and PPC.

    a. The Take-One Card (<u>Figure 6-6</u>) is an Action Card that assists in working take-one locations and gauging their effectiveness. This card should be used and scheduled along with Itinerant Recruiting Trips (IRT), when appropriate.

    b. Take-One Cards should be completed and used in the following manner:

        (1) Generate a Take-One Card for each sector (e.g., sector A/B/C), at the start of each FY.

        (2) List all the Take-Ones, to include Non-Working Schools in each sector on the card. Enter them in the sequence that they would be serviced along the IRT, if used.

        (3) Enter the point of contact at each of the Take-One locations. This is normally the person who authorized the placement of the Take-One.

        (4) Indicate the standard stock of Take-Ones at each location. This helps to determine how many Take-Ones are used and if any adjustments to the stock or location are necessary.

(5) In the "Check Date/Stocked" section, enter the event date for checking and stocking. Enter the number of Take-Ones that were placed in the box to bring the level up to the standard stock level. This indicates the number of Take-Ones removed from the box since the last check.

(6) After checking the Take-One locations, set a new action date to service them in the future.

(7) Periodically, analyze the Take-One Card. If results in certain locations are poor (i.e., few or no Take-Ones are being removed), reduce the standard stock and/or seek a better location.

Figure 6-6.--Take-One Card

Chapter 7

Prospecting

1. Prospecting is the means by which a name is contacted.
There are five factors that will affect the degree of
effectiveness and ultimately the results achieved from
prospecting:

- Plan
- Scheduling
- Preparation
- Procedures
- Techniques

2. Telephone Call (TC). This is defined as the act of calling
a prospect on the phone to schedule an appointment. This
includes all TCs from all types of lists and Prospect Applicant
Card (PAC). A TC is counted any time a recruiters dials a
prospect's number and reaches someone at that number, receive no
answer, or reaches an answering machine or voice mail. A TC is
not counted if a busy signal is received or if the line is
disconnected. Additionally, a TC is not counted if an interview
was already conducted within 90 days with the individual.

    a. The telephone can be a most productive recruiting tool,
provided it is used effectively. Like most tools, the more the
telephone is used, the more a recruiter will become comfortable
and proficient at its use. As a prospecting tool, the
telephone, has four distinct advantages:

        (1) It puts the SNCOIC and a recruiter in control of
time management and planning.

        (2) It is convenient. TCs can be made from virtually
anywhere at any time and the assets required are readily
available to the recruiter.

        (3) It allows flexibility in market selection allowing
for the quick selection and shift to whichever market needs
prospecting.

        (4) The recruiters is in control of the call.

    b. Planning and Scheduling TC. A monthly TC objective will
be assigned based on the current month's contracting mission and

Data Analysis. The recruiter and SNCOIC must schedule time sufficient to achieve this objective but more than that they must consider who and when to call.

      (1) To develop an effective TC prospecting plan, the market(s) that will be prospected (i.e., graduate or senior) must first be determined. For example, if the mission calls for two graduates and one senior, then correspondingly, TCs would be more heavily weighted and timed to the graduate market.

      (2) Another reason to be aware of the market is that TC techniques such as the Marine Corps Communication and Consulting (MC3) skills of Engage and Explore differ from market to market.

      (3) Plan TC prospecting from the following sources:

         (a) PAC

         (b) Lists

         (c) Priority Prospect Card

      (4) The recruiter should analyze the information available on the above sources, to include a review of the Schedule and Results (S&R) Book, to both determine the best time of day to call and ensure that TC prospecting does not interfere with previous commitments.

  c. <u>TC Preparation</u>

      (1) Considering the amount of prospecting that is conducted over the phone, time spent preparing for TCs is not only advised but also absolutely necessary to succeed. Many recruiters experience "first call jitters," a feeling similar to that experienced prior to giving a presentation or speech in front of a large audience for the first time. Adequate preparation, practice, and repetition can alleviate much of this fear and uncertainty.

      (2) The following are ways you could prepare before making TCs:

         (a) Review MC3.

         (b) Do role-plays with the SNCOIC.

(c) Develop and use a telephone script to handle the worst situations over the telephone (i.e., hostile prospects, indifferent or negative attitudes, people hanging up, or a combination thereof).

(d) Start with a positive attitude or frame of mind. Consider every contact as a potential contract.

(e) Organize and have your supporting tools readily available:

<u>1</u>. Benefit Tags and Marine Corps Enlisted Opportunity Book (MCEOB)

<u>2</u>. Telephone Scripts

<u>3</u>. Lists

<u>4</u>. Computer with MCRISS-RSS access

<u>5</u>. PPCs

<u>6</u>. Writing material

(f) Create a relaxed and quiet office environment that is conducive for making TCs; minimize disruptions and distractions.

   d. <u>TC Procedures</u>

(1) Identify the market you need to prospect - graduate or senior, male or female, active or reserve.

(2) Call the prospect. If the definition of a TC is achieved, record the TC.

(3) If contact is made, verify that it is with the intended prospect, record the contact.

(4) Identify self and service.

(5) Engage the prospect, build rapport, and listen with purpose.

(6) Ask questions to explore needs and motivators. If the prospect is unwilling to continue the conversation, be prepared to respond to disinterest, objections, or refusal.

(7) Give a response based on identified needs and motivators that can generate interest in the Marine Corps and ask for an appointment.

(8) Conduct basic screening with the intent to scrub the list.

(9) Conclude the TC. Ensure to confirm logistics (date, time, location, method of transportation) and reason for the appointment with the prospect. Ask for referrals

(10) Record results.

(11) Analyze results. *What went well? What did not go well? What could you have done better? Was the objective accomplished? If not, why not?*

e. TC Techniques

(1) The telephone is used mostly in conjunction with lists. Proper organization and systematic use of lists enhances telephone prospecting and contact rates enormously. You must organize and prospect names on lists quickly because other services will be doing the same. The telephone is arguably the quickest and most effective means of prospecting and contacting these names.

(2) The primary purpose of TCs is to make contact with the prospect and obtain an appointment. Sell the prospect on an appointment, not on the Marine Corps. Only enough information should be presented over the telephone to create an interest in the Marine Corps and the need to seek more information through an appointment. An interview to sell the Marine Corps occurs once you get face-to-face with the prospect.

3. Area Canvass (AC). Meeting likely prospects face-to-face and obtaining their names and sufficient information for the purpose of gaining an appointment. Again, to count an AC, you must have sufficient information for the follow up and have conducted basic screening (age and education at a minimum) Getting just a name and no additional information is not an AC contact. AC contacts are obtained during visits to the local area. Individuals who have never been contacted become an AC contact, regardless of whether the contact was qualified or not. Individuals who are contacted initially during high school visits are also AC contacts.

a.   AC is more time consuming than TCs.   Because ACs are time consuming, thorough planning and timing of them is crucial. Although planning and timing help to increase AC contact rates and prevent loss of valuable time, the application of proper procedures and techniques will make ACs more productive and effective.   Here are some examples:

(1) Visit local arcades and malls and approach prospects playing video games or shopping.

(2) Sports are extremely popular activities with young adults in most areas. Find out where the local leagues/ tournaments are held through the local youth center, YMCA, etc. and use that time to AC.

(3) Drive through the local neighborhood. Normally after school or during lunchtime is the best time to do this. When a prospect or a couple of prospects are seen, pull over and ask them for directions to a local street. They will be more than happy to help. Again, you have them talking.

b.   Planning and Scheduling to AC. ACs are important and must be integrated into the recruiter's prospecting schedule. Thorough planning and scheduling ensures that ACs are effective and efficient.

(1) Plan AC when contact is most likely. ACs work on the street, in business locations, or at schools, provided they are done at the right time.

(2) Schedule ACs to fill those open hours between appointments and effective TC.

(3) The amount of time spent depends on your schedule and the traveling distance to lucrative AC locations.

c.   AC Preparation

(1) Familiarize yourself with the area to identify those locations that are most likely to produce AC contacts; where do the young people congregate? This can be done in the following manner:

(a) Seek information about lucrative AC spots from the SNCOIC, poolees, prospects and contacts.

        (b) Take the initiative to recon the area to identify perspective AC locations.

        (c) Travel any established Itinerant Recruiting Trip (IRT).

        (d) Research the internet, radio, television, print, etc. to find key events going on in the area where it will be likely to target a large group of prospects. Sporting events, fairs, carnivals, military shows, and other special events that attract large crowds.

        (e) Review Asset Map for likely, historically successful AC hotspots.

        1. High Schools and Community Colleges

        2. Technical training centers

        3. Shopping malls/centers

        4. Community centers (YMCAs, etc.)

        5. Playgrounds and parks

        6. Fast food restaurants

        7. Businesses that hire young people

        8. Unemployment offices and job training centers

        (f) AC can be elaborately planned such as "fruit stands" at High School career days or county fairs where films, DVD player or laptop, brochures, incentive items, and screening tools are employed or be simple and random.

        (2) Repeat the familiarization process each season of the year, as youth habits and hangouts change with the season.

        (3) Always be prepared to AC. Every time the recruiter leaves the office or house, whether on or off duty, business cards and some form of writing material should be available.

   d. AC Procedures. The following are basic procedures for conducting ACs:

(1) Initiate contact with prospect.

(2) Identify self and service.

(3) Engage the prospect, build rapport, and listen with purpose.

(4) Ask questions to explore needs and motivators. If the prospect is unwilling to continue the conversation, be prepared to respond to disinterest, objections, or refusal.

(5) If circumstances / timing do not permit a conversation, ask for sufficient information for a follow up when available, conduct basic screening.

(6) Enable based on identified needs and motivators to generate interest in the Marine Corps and ask for an appointment.

(7) Conclude the conversation. Ensure to confirm logistics (date, time, location, method of transportation) and reason for the appointment with the prospect. Ask for referrals.

(8) Record results. When returning to the office, ensure to research / scrub the name from the list or add the name to the list and record the AC. Determine if the prospect is a Lead, PAC, Temp DQ, or Perm DQ and annotate accordingly.

(9) Analyze results of the activity. *What went well? What did not go well? What can be done better? Was the objective accomplished? If not, why not?*

(10) Research the name by checking the high school list. If the name is <u>not</u> on the list, continue to work the name by doing the following:

(a) Check the all available resources (e.g., whitepages.com) to see if the information needed to contact the referral is available.

(b) Call a poolee from the high school and have him/her get the additional information that is needed to make the contact.

(c) Once the prospect is contacted, add the name to the appropriate High School or ZIP code list and make appropriate remarks on the List.

(d) If the name is on the list, put any additional information on the List and scrub the list appropriately.

(e) Research and attempt to contact the prospect through social media and add them to the list.

e. <u>AC Techniques</u>. Recruiters must work on developing the right approach and force themselves to talk to people while during AC. The right AC approach or technique depends to a large degree on the individual recruiter. Following are a few points you may consider:

(1) Be outgoing. Introduce yourself, shake hands, and tell them who you are and what you do. In simple terms, be informal, but professional.

(2) Use MC3 skills to obtain the most aggressive commitment possible.

(3) Participate with the people that you are trying to enlist, even if this means playing basketball or other games with local groups.

(4) Express a genuine interest in the prospect's background, current situation, and plans. Develop some common points of interest that you can discuss with the prospect. Lead these common interests into the possibility that the prospect may find them in the Marine Corps.

(5) Use yourself as a sales aid and proof source. Use your personal experiences to show how the prospect's interests can be satisfied in the Marine Corps.

(6) Often, many prospects are unaware of the features and benefits of, and how the Marine Corps can assist them in attainment of their goals. Explore and listen with purpose to uncover possible needs and motivators.

(7) When making contact with groups during AC, try to identify the leader of the group and appeal to that person. Hand out business cards to the entire group.

(8) Do <u>not</u> conduct interviews on the street.

4. <u>Home Visit (HV)</u>. Defined as a visit to a house that a recruiter has never visited, in order to contact an individual, that has never been talked to before. A HV is not counted if a recruiter has spoken to the individual on the phone or has met the individual before, or the individual has agreed to a visit. An appointment made at the prospect's home as a result of a previous contact is never a HV.

     a. <u>Planning and Scheduling HV</u>. HVs are important and must be integrated into your prospecting schedule. Thorough planning and scheduling ensures that HVs are effective and efficient. To make contact with a prospect that is difficult to find, consider making well-planned HVs during dinnertime. This increases the probability of a contact with the prospect and influencers. Communicating with the prospect and influencers simultaneously, you will increase your chances of gaining commitment. When planning HVs consider the following factors:

          (1) Making HVs without considering your travel time can result in an enormous wastes of time and may interfere with more productive recruiting activities. For example, it would be extremely counterproductive to schedule two HVs 20 miles away from the RSS in opposite directions.

          (2) Is the prospect a senior or a graduate? This can have an impact on when the HV is scheduled and what support materials are required.

          (3) The HV must be scheduled at a time when the prospect is most likely to be home.

          (4) The goal of an HV is to meet face-to-face with prospects, conduct an interview and schedule them for processing. If this is not possible, an appointment should be made for a future date and time.

          (5) Always plan HVs in conjunction with other recruiting activities such as high school visits, IRTs, visits to media and contacts, ACs, etc.

          (6) An HV may be a random or "cold call" knock on a door in a neighborhood being worked, possibly based on a referral from a poolee, neighbor, or a contact. This is the least preferred method because these HVs are not well planned and the chance of making a contact is remote.

   b. <u>HV Preparation</u>. Because the goal of HVs is to contact prospects that could not otherwise be reached, the following preparatory steps should be conducted in advance of the visit:

      (1) Ensure that proper procedures for making telephone contact are accomplished first.

      (2) Seek help from poolees, reservists or contacts close to the prospect's address in making contact.

      (3) Try contacting the prospect at school.

      (4) Ensure that a Phone-A-Gram was sent and given sufficient time to be returned or delivered.

      (5) The recruiter should bring interview materials (e.g., screening tools, ASVAB list, benefit tags, proof sources, literature). HVs are one of the quickest ways to obtain an interview. In the event that the prospect is basically qualified, these tools are readily available to immediately sell and schedule the prospect for processing.

      (6) Attempt to contact via the DC prospecting activity.

   c. <u>HV Procedures</u>. The following are basic procedures for conducting HVs:

      (1) Because the purpose of the HV is to obtain a face-to-face meeting with a prospect that could not be contacted by phone, confirm contact with the prospect.

      (2) The purpose of the visit statement should take into account the particular market and source of the name (e.g., PPC, list, referral) For example:

   " Michael, I was in the area and thought I'd drop by to see you. I received this card that said you asked for information about the Marine Corps. I wanted to see if you received the information and what you thought about it?" (PPC)

   "Matthew, I was in the area visiting all seniors from Lincoln High School and checking about their plans after graduation. Matthew, are you a senior? What are your plans after school?" (List)

"Steve, I was in the area and stopped by to see you because your friend Jeff told me you were interested in the Marine Corps. I want to show you some of the opportunities available in the Marine Corps."
(Referral)

     (3) Listen for needs and motivators

     (4) Conduct basic screening

     (5) The ultimate goal for a HV is to interview the prospect. HV appointments and interviews usually occur concurrently, but they must be accounted for separately in the Daily Plan.

     (6) For whatever reason, even if an immediate interview is not obtained, an HV should always end on a positive note. Request an appointment for another time with a contained choice, and obtain the prospect's home phone number. If no home phone exists, a number where the prospect can be reached would suffice.

     (7) Annotate the results of the HVs. Fill out PAC and schedule applicant for processing, as appropriate.

     (8) Perform a self-assessment of the HV. *What went well? What could have been done better? Was the objective accomplished? If not, why?*

  d. <u>HV Techniques</u>

     (1) When visiting a home, knock firmly and then step back. Have a business card or piece of literature to hand the person as they open the door.

     (2) After identifying yourself give the person an enthusiastic greeting with a smile. Speak clearly, confirm the prospect, and state the purpose of the visit. For example:

"I'm Sergeant Ryan of the United States Marine Corps. Are you Emily Paulsen? I was in the area visiting Amanda Taylor just up the street. She told me that you were of the age for military service. So, I thought I would stop by and find out if you knew about (e.g., state some interesting fact about enlisting in the Marine Corps, the Bonus Program, training, etc.) I would like to tell you about the opportunities that

are available in the Marine Corps. Is it convenient now?"

        (3) The "neighbor next door" technique is used when an appointment is planned with someone else in the area, such as a contact or a poolee. Go early and call on neighboring homes and explain being early for another appointment with a neighbor and thought to take the time to see if anyone else in the neighborhood was interested in the Marine Corps. One word of caution, don't say a call on another neighbor is taking place unless one actually does. This can cause the contact or poolee to become confused and possibly lose confidence.

        (4) If the prospect is not at home, attempt to obtain an agreement from the influencer to stop back or call later when the prospect will be at home.

        (5) If the prospect's family is at home, build rapport, and invite them to listen to the interview. However, attempt to screen the prospect alone. A good opportunity to ask personal questions about drug and police involvement is prior to the Essential Skills Test, when alone with the prospect.

        (6) If an immediate appointment and interview with the prospect is not convenient, give a firm handshake, leave a business card, obtain a phone number, and set an appointment to meet with the prospect at the earliest possible time.

        (7) If there is no answer at the door, be sure and leave a door hanger. A door hanger is a form of collateral material provided to the individual recruiter. This item will provide enough information for the prospect to initiate contact. In addition, leave a business card, a brief personal note, and some literature.

5. Digital Communication (DC). DC is counted any time you send content to a prospect or engage a prospect to gather information. DC is not counted if an Interview was already conducted within 90 days with the individual. DC is not counted if the initial contact from a prospect has contacted a recruiter via use of technology or social medium; that would fall under EM OT.

<div style="float:right; border:1px solid;">Ch. 2</div>

    a. DC could be conducted throughout the day and could be scheduled during gaps in the recruiter's schedule, as many prospects have social media accounts that allow for constant

access and messages left by the recruiter will remain until read by the applicant.

    b.   Many prospects' social media pages contain information about the prospect that can be used for screening purposes as well as information that can be used to help establish rapport when engaging the prospect.

    c.   DC can help the recruiter indirectly generate awareness about the Marine Corps. As an example, if the recruiter is maintaining contact with the pool using a social media page, the information that is shared in many cases will also be visible to the poolees friends and influencers. As potential prospects who are friends of the poolee read the post about an upcoming pool function it may generate interest in that prospect causing them to initiate contact with the recruiter. Tracking the communication between poolee and their friends and influencers is important to maximize this activity.

    d.   Guidelines for using DC. The recruiter must remember that social media sites do not belong to the Marine Corps and that each site or medium have specific policies and user agreements. The recruiter must be aware of what those policies are to avoid violating the specific sites policies. Guidance on using social media can be found by referencing the current MCRC Social Media Policy. The purpose of the Social Media Guidance, located under the Education Center application on the AdPortal, is to provide an understanding of the social media landscape and user behaviors, as well as to provide a guide for how to set up a sustainable social media plan.

    e.   Planning and Scheduling. When planning and scheduling DC on the monthly, weekly, and daily plan the following things should be considered.

        (1) Identify names on the lists that you have been unable to contact by other means. These names should be scheduled for attempted contact.

        (2) Obtain names from poolees, command recruiters, and contacts who can provide referrals via the referral's social media page.

        (3) Schedule research time during gaps in the schedule to locate prospects social media sites and send them messages for contact. Names that may be researched can come from lists, AC, PAC, and PPC, as well as referrals.

(4) A recruiter can increase their chances of success in using social media by keeping their social media website(s) up to date. The site(s) should be set up and branded per the MCRC Social Media Policy. The recruiter should also keep the site up to date with pictures, information on what is happening in the Recruiting Sub-Station (RSS), and with poolees. In many cases when a prospect responds back to a message sent by a recruiter on a social media page, the image of the site can either generate or detract from the prospects interest.

   f. <u>DC Preparation</u>. When prospecting on social media the major difference is that when you achieve a contact you will have a written vice verbal conversation. Even though you may not physically speak to the applicant the same fundamentals apply as in the other prospecting activities.

      (1) Review the use of MC3 skills. Rather than verbally using these skills you will need to use the skills in a written format. As an example when you reach out to the prospect you will need to use an Engage statement to attract their interest.

      (2) Access to a list of names that need to be prospected.

   g. <u>DC Techniques.</u> Conducting prospecting on social medium may be used by itself to attempt to contact prosepcts or in conjunction with another prospecting activity. As an example the recruiter makes a TC to an applicant and receives no answer. The recruiter then locates the applicant on a social media page and sends them a message. This would count as both a TC and a DC activity.

      (1) Identify the prospect to be contacted and acquire as much information as possible if the prospecting is being done via a social media site.

      (2) Send the prospect an Engage statement related to generating a conversation. In the initial stage you want the prospect to respond back to you to establish a conversation.

      (3) When the prospect responds back initiate a conversation using MC3 skills for the purpose of gaining an appointment.

(4) The Gain Commitment in the initial interaction should be to obtain a valid phone number and to make verbal contact with the applicant to continue the conversation centered around the prospects needs, conduct screening, and set an appointment with the prospect.

(5) When the conversation is concluded, record the results in MCRISS-RSS, annotate the information from the source of the name, and complete any other required documents.

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Chapter 8

Prospect Lists

1. A critical and important task of systematic recruiting is the prospecting of names from lists.

2. To effectively prospect lists:

    a. Obtain as many names as possible.

    b. Upload the lists.

    c. Know which lists or markets to prospect (i.e., senior or graduate) based on your mission letter.

    d. Project prospecting activity based on the data analysis and objective sheets.

    e. Use proper techniques in systematically prospecting and scrubbing lists.

    f. Lists are usually in alphabetical order. Do not always prospect lists from A-Z. Try starting at the end of the list and working forward, or work from the middle alternating towards A and towards Z. Other services may not think of this method. In the event they have the same list many prospects can be contacted before the other services. Use the available categories to sort names to prospect.

    g. A prospect will be called a maximum of four times (morning, afternoon, evening, weekend) if contact is not made on the initial phone call the following steps should be taken:

    h. Send Digital Communication (DC).

    i. Conduct Area Canvass (AC) per the prospecting plan.

    j. Conduct a Home Visit (HV) per the prospecting plan.

3. Careful consideration must be given to prospects that plan on attending college. After basic screening, a determination must be made whether the prospect intends to attend a Community College, vocational-technical (VoTech) or four-year University. Further exploring into the prospect's needs and motivators should be made to reveal the following factors that would determine whether or not a Prospect Applicant Card (PAC) would

be created. If the prospect plans on attending a four-year
university, Community College, a VoTech, and has the necessary
SAT or ACT scores, grades, scholarship or financial means,
create a PAC and follow-up to ensure the plan is still on track
and the prospect has started the second semester. If the
prospect has started the second semester, refer them to the
Officer Selection Officer (OSO).

4. Organizing and Scheduling Lists

    a. Mission determines which lists will be scheduled for
canvassing. The Data Analysis determines how much prospecting
is required to meet monthly interview objectives and to make
mission. List prospecting is the skill of systematically
contacting names on lists and determining whether or not the
names are true prospects.

    b. There are two system parts that help to organize and
schedule list prospecting. They are:

        (1) List Scheduling Cards.

        (2) Prospect Board Module, which contain the HS List
folders view.

    c. List Folders are filed by one of three categories:
Active, Inactive, or Pending. Names should only be prospected
and scrubbed from the List View in MCRISS-RSS. The categories
of List are defined as follows:

        (1) Active Lists have names remaining to be prospected.

        (2) Inactive List are scrubbed and all action completed.

        (3) Pending Lists contain the names of individuals who
are not yet age or education qualified (a high school junior
list).

    d. The List Scheduling Card is a tracking card. The
purpose of the List Scheduling Card is to systematically
schedule each list for prospecting. A List Scheduling Card is
created for every list received by recruiters regardless of the
list source or the status of a school. For example, when a list
is received from a Non-Working (NW)/Non-Cooperative (NC) or a
NW/SM (small) school, a List Scheduling Card is created and
worked systematically through the Working File like any other
list. The prospecting priority of each list depends on the

market you are trying to reach. The List Scheduling Card also
allows the recruiter to scrub a list so that every name is
systematically worked to a conclusion (i.e., enlisted, referred
to OSO, disqualified, or discarded).

5. Use List Folders

     a. The High School List Folders view contains lists that
facilitate prospecting, follow-up, and the scrubbing of names.
All names in List Folders are worked via the High
School/Community College (HS/CC) Lists except those names on the
list already received from Priority Prospect Card (PPC). Before
prospecting begins with the lists, addresses and telephone
numbers are researched for each name. The list format is
simple. The rules for its use are as follows:

          (1) Each record in the Prospect Board view can be viewed
to show more record details and to enable entry of action data
to include name-address, initial contact method, telephone
calls, comments, and action taken.

               (a) Click on the prospect's last name or the (+)
sign next to name to open the record window.

                    1. Initial Contact. Select any one of the
options by clicking the radio button to describe the method used
to make the first contact with a prospect. Options include
Telephone Call (TC), Area Canvass (AC), Digital Communication
(DC), and Office Traffic (OT).

                    2. Phone Calls. Select any of the four radio
buttons to indicate when the first contact was made. The Radio
buttons will be labeled M (Morning), A (Afternoon), E (Evening),
and W (Weekend).

                    3. Comments

                         a. Select a date, a time, type of comment
(per system recruiting guidelines), and any free text notes.

                         b. To add the comment click on the (+)
button in the expanded details view.

     NOTE: The date, time and type of comment are required
     fields.

                    4. Action

                <u>a</u>. To record the main result of the recruiting efforts, select the disposition Lead, PAC, or Disqualified (DQ).

                <u>b</u>. If, DQ is selected then the user can select either temporarily DQ'd or Permanently DQ'd.

               <u>5</u>. <u>Save Button</u>. Click the save button to save PAC information entered on any tab in the Prospect Record.

    b. Always try to make contact by telephone first. This helps in saving your most valuable asset, time. If there is no answer, make an appropriate comment from the drop down menu.

       (1) Never re-call a "NA" during the same time of day.

       (2) After four "NAs", put Phone-A-Gram (PG) in the comments section.

       (3) Send a PG to verify the address.

       (4) Add the date the PG was sent.

       (5) After four "NAs", PG should be attempted.

    c. Schedule HVs for only for those names that PGs are <u>not</u> returned. Ensure HVs are scheduled with other activities in the area.

    d. If a PG/DC generates a Walk-In to the RSS, talk to the prospect, and, if workable, create a PAC.

    f. Conduct a DC concurrently if the necessary information is available.

    g. Whenever contact is made with a name on the list, make the following annotations on the list view:

       (1) Select the activity used for the initial contact.

       (2) Enter the date/time and write a brief description of the results of the contact in the comments block. This provides a quick idea of the best time to call the individual in the future.

    h. The following examples with explanations underneath show the proper way to annotate in list view:

i. Use the list view and the standard codes to record and track the recruiter's efforts in contacting names. Following the above procedures will make prospecting more effective and ensure that only valid PACs are in the Working File.

6. List Scheduling Card (Figure 8-1). Used to systematically schedule the lists for prospecting, a List Scheduling Card is created for each list that a recruiter uploads.

a. Schedule an event date and time for list research.

b. Schedule event dates for planned prospecting.

c. Cumulative SCRUBBED - The Cumulative Names scrubbed from the list. A name is considered "scrubbed" when one of the following occurs:

(1) A PAC is created.

(2) The prospect is Disqualified (DQ) for mental, moral, or physical reasons.

(3) The contact has already enlisted into the Marine Corps or another branch of service.

(4) A PG is sent to the prospect's address and is returned as undeliverable.

(5) The prospect is "hostile." Hostility is more than disinterest. A hostile prospect threatens the recruiter's life, is argumentative, or is belligerent. Annotate hostile and a brief statement in the comments section on the list.

Ch. 2

d. Continue to schedule events for prospecting the list.

e. List prospecting is done from the HS List Folders View. When all possible contacts by TC are done, the remaining names on the lists will be a result to either No Answer (NA) or No Phone Listed (NPL). At a glance, the recruiter/SNCOIC can see how many names must be contacted by DC, HV, and AC to completely scrub the list.

f. When qualified and workable, names contacted go on PACs. The schedule to work these individuals is then controlled by the PAC instead of the List Scheduling Card and the list.

g. Disqualified names are noted on the list and immediately scrubbed.

h. DC is used prior to scheduling a HV.

i. Schedule events on the List Scheduling Card to DC NA and NPL names on the lists. Enter the date DC is sent, the number sent, the number returned or not returned, record results, and complete event.

j. Every list will be systematically worked until the last action is completed. Inactive lists will be retained in Marine Corps Recruiting Information Support System-Recruiting Sub-Station (MCRISS-RSS).

Figure 8-1.--List Scheduling Card

Chapter 9

Prospect Applicant Card

1. The Prospect Applicant Card (PAC) ([Figure 9-1](#)) is a tracking card that identifies those individuals who are contacted by Telephone Call (TC), Home Visit (HV), Area Canvass (AC), Office Traffic (OT), or Digital Communication (DC). The PAC serves as a tracking tool for a recruiter to conduct follow-up until the prospect either enlists or becomes disqualified. All PAC's are developed from worked leads.

2. The PAC is also used to record some basic information on the prospect such as Wide Range Achievement Test (WRAT)/Essential Skills Test (EST) scores, interview results, mental test scores, interests and circumstances that facilitate the sales and enlistment processing.

3. The following guidelines apply when preparing a PAC:

    a. PACs are prepared only after a telephone or a face-to-face contact is made.

    b. PACs are **not** filled out on contacts that are:

        (1) Permanently disqualified by some obvious and/or disclosed mental, moral, or physical problem.

        (2) Hostility means that the prospect threatens your life, is argumentative, or is belligerent. Hostility is *not* simply an expression of disinterest.

        (3) In another service's Delayed Entry Program (DEP).

4. PACs are event dated and placed in the Working File as an aid in working the prospect systematically.

5. Remember, the criteria for creating a PAC is *not* related to the degree of interest that the prospect shows when contacted; it is your job to create the interest.

6. If a Lead does not already exist on a list, click on "Add New" Lead on the Prospect Board.

7. Ensure all applicable information is filled out in the Applicant Information Section.

8.   On the Lead, enter the action date/time of the initial contact and the results of the contact. A brief statement about the result of the activity can be made in the "note" section. For example: "Appt Set" or "Met in school."

9.   Within the PAC and specifically in the comment section, include pertinent information as well as interests, needs and motivators. This section should include any information which can aid a SNCOIC or recruiter in the future.

10. Fill out the basic data on the individual (name, address, phone number, source, activity, high school, and recruiter) on the appropriate portion of the Lead. Also, enter all other required information to change that Lead into a PAC.

11. Once all fields are complete and after saving the data, then change the disposition from a Lead to a PAC and save again.

12. Do not schedule uninterested prospects for immediate contact in the following week or month. Use either the two-month rule (i.e., at the 2, 4, and 6 month intervals), or the three-month rule (i.e., at the 3, 6, 9, and 12 month intervals), to maintain periodic contact with these prospects.

Figure 9-1.--Prospect Applicant Card

13. When an applicant becomes a member of the DEP, the information from the PAC aids in generation of the Pool Card.

14. PACs are worked for one year from the date of preparation. The card is reviewed before being discarded, except in the following circumstances:

    a. If an individual is temporarily unqualified under current standards, the PAC is then filed in the Working File under the Disqualified/Hold Section until the recheck date arrives. It is a recruiter's responsibility to manage this section of the Working File and validate the "disqualifying factors." On the Expiration Date, if the individual is still disqualified, the PAC is archived.

    b. Careful consideration must be given to prospects that plan on attending college. After basic screening, a determination must be made whether the prospect intends to attend a Community College, vocational-technical (VoTech) or four-year University. Further exploring into the prospect's needs and motivators should be made to reveal the following factors that would determine whether or not a PAC would be created.

        (1) If the prospect plans on attending a four-year university, Community College, a VoTech, and has the necessary SAT or ACT scores, grades, scholarship or financial means, create a PAC and follow-up to ensure the plan is still on track and the prospect has started the second semester. If the prospect has started the second semester, refer them to the Officer Selection Officer (OSO).

        (2) If the prospect dropped out of college, the PAC is worked for another year from that date. If the applicant still shows no interest, the PAC is archived.

    c. PACs are not placed in the "Disqualified/Hold Section" of the Working File for prospects that become permanently disqualified or who indicate they will never enlist.

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Chapter 10

Sales Tools

1. Recruiting is feasibly one of the most important jobs in America's all-volunteer armed forces, and it's also one of the toughest. To the average person, all branches of the military look the same. That's precisely why it takes a *well-trained*, professional recruiter to point out the differences and match each qualified prospect's needs and motivators with the opportunities that the Marine Corps can offer.

2. Marine Corps Communication and Consulting (MC3) Skills provide the basic skills you need to have a consultative sales conversation. These skills apply in almost every recruiting conversation; in an interview with an applicant, on the telephone, in a school, and with parents or influencers.

3. During Proficiency and Review (PAR) Training you received MC3 Sustainment Training to further enhance your ability to apply the MC3 skills to recruiting conversations.

4. Marine Corps Presentation Skills provides an immediately useful set of skills and tools that will enable you to create and deliver an influential presentation directly impacting your ability to make mission.

5. Various National Training Library modules support your overall development with simple, easy to administer, billet-specific training modules.

6. Benefit Tags represent features of the Marine Corps that will benefit a prospect by addressing their needs and motivators. The tags are used:

    a. To give direction to the interview by focusing the recruiter's questions on what the prospect wants to talk about. The tag "becomes" what the prospect means by it.

    b. To maintain control of the interview by creating a framework for it.

    c. To help to uncover needs and motivators that can be satisfied by the Marine Corps.

    d. During telephone prospecting, by prompting questions regarding the prospects interests over the phone.

    e.   During other interactions, such as class talks, to provide general topics for discussion.

7.   Benefit Tags are often associated within two categories:

    a.   Intangible - abstract features thought to be somewhat unique to the Marine Corps.

- Challenge
- Courage, Poise, and Self Confidence
- Leadership and Management Skills
- Pride of Belonging
- Professional Development and Opportunities
- Self-Reliance, Self-Direction, and Discipline

    b.   Tangible - features that are offered by all the military services or other competitors.

- Educational Opportunities
- Financial Security, Advancement, and Benefits
- Technical Skills
- Travel and Adventure
- Physical Fitness

8.   Recruiters and the Staff Noncommissioned Officer in Charge (SNCOIC) should conduct role-plays and otherwise work together to develop a plan or strategy for using Benefit Tags based on possible circumstances, feelings, and goals, or an applicant's strengths, weaknesses, opportunities, and threats (SWOT) analysis, such as:

- Age
- Currently employed/unemployed
- Gender
- Home environment
- Marital Status
- Mental aptitude
- Senior/Graduate
- Other information on the prospect's needs and motivators gathered from initial contact and screening.

9.   The Marine Corps Enlisted Opportunity Book (MCEOB) represents a collection of features and benefits, to present to an applicant or influencer, grouped by categories that align with the Benefit Tags, screening, and qualification requirements.

a.   Should be further personalized to fit the individual recruiter's personality and can be arranged differently, if necessary, for a variety of situations.

b.   Should be used in conjunction with the MC3 skill of Enable.

c.   Is useful as a proof source when responding to objections.

d.   The MCEOB is not a one-solution-fits-all proof source. Occasionally, the MCEOB will not offer adequate nor allow one to proof it when responding to objection or disinterest. On these occasions and as necessary the recruiter may offer other proof sources using visual media.

   (1) Be aware that visual media, may prompt other objections.

   (2) When using the visual media, be sure to follow these guidelines:

   - Ask questions periodically throughout the use of visual media (e.g., "Can you see yourself doing that?")
   - Never leave the prospect alone when viewing the media
   - Observe the body language of the prospect and look for "buying signals" or objections
   - Pause the visual media so that you can ask or answer questions or expand as needed.
   - Review for content and understanding prior to using

10. Be aware of and apply everything at your disposal that could be used as additional sales tools. Examples of additional proof sources and visual aids are:

   - Advertising (Ad) Portal
   - Collateral and recruiter support literature
   - Command Recruiters
   - Local contacts and former Marines
   - Magazine and newspaper articles
   - Misc Marine Corps Orders, Bulletins, and Magazines
   - Pool board
   - Poolees
   - Testimonial letters
   - Transformation Board (poolee before and after)

- MCRC sponsored or approved media; marines.com, marines.com mobile site, Facebook, Instagram, YouTube
- Yourself and other Marines

11. Demonstrating Corps Values is a vital part of the sales process. Keep the following points in mind when dealing with a prospect:

- Don't offend prospects by smoking or spitting
- Keep your troubles to yourself
- Shake hands meaningfully
- Use enthusiasm and confidence as a sales aid
- Use meaningful gestures
- Walk with assurance
- Use your voice effectively by:

  - Smiling when you speak
  - Speaking clearly
  - Speaking in simple terms
  - Speaking unhurriedly
  - Speaking with dignity
  - Use the applicant's name frequently
  - Using a conversational tone

- Be sincere
- Check your breath before every sales conversation
- Don't provide information or disparage the competition
- Eliminate all physical distractions (noise from other people and technology). Turn the cell phone off and do not answer the office phone.
- Take a breath mint each time one is offered
- Avoid the following mannerisms during the interview:

  - Chewing gum, tobacco, pencils, or pens
  - Constantly crossing or uncrossing legs
  - Exaggerated facial expressions
  - Frequent interruption of the prospect
  - Looking bored
  - Nodding or shaking head unnecessarily
  - Pounding the table with hand or fist
  - Raising your voice unreasonably when enthusiastic or excited
  - Slumping in chair

- Strumming your fingers
- Toying with eyeglasses, pencil, keys, etc.

12. Involve your SNCOIC or Command Group for additional assistance and training on sales tools.

13. Practice or rehearse to maximize proficiency with these sales tools. Adjust the style to your personality and that of the individual prospects without sacrificing our Corps Values.

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Chapter 11

Itinerant Recruiting Trip

1. An Itinerant Recruiting Trip (IRT) is a scheduled visit, or trip, by a recruiter along a planned route for the purpose of prospecting in a populated and geographically remote area of the Recruiting Sub-Station (RSS).

2. IRTs are an excellent way to increase area coverage. In the case of rural RSSs, they may be the only way a recruiter can effectively cover the assigned territory. An IRT is especially useful in working populated areas that are some distance from the RSS. Generally, if a populated area is more than an hour from the RSS, an IRT can be established to work that area.

3. Consider scheduling IRTs on specific day(s) and times, (e.g., every Tuesday and Thursday, between 1000 and 1400). They are conducted along a planned route and are set up for specific recruiting activities. Preferably, an IRT will include all prospecting activities as well as visits to local contacts/ assets (e.g., high schools, Take-Ones, poolees). Don't let the CO's Milestones drive your IRT schedule. The frequency of conducting an IRT (e.g., twice a week, twice a month, once a month) depends on the priority and potential of the area.

4. It must be emphasized that RSSs should not set up an IRT just for the sake of having one. It must be useful and make efficient use of the time allotted.

5. Key to the success of any IRT is careful planning in preparation.

    a. Schedule visits with high schools on the route a few days before conducting the IRT.

    b. Make telephone calls to lists, Priority Prospect Cards (PPC), and Prospect Applicant Card (PAC) near the IRT in advance and arrange for appointments

    c. Check for any Home Visits (HV) that can be done on the IRT.

    d. Arrange to contact poolees during IRT stops.

    e. Visit any Marine home on leave or the influencers of recruits currently at recruit training.

f. Check with contacts to ensure that their houses or businesses are available for use.

g. Have the Marketing and Public Affairs Representative (MPAR) develop and send out to selected radio, newspaper and TV stations, Public Service Announcement (PSA) advertisements/news releases announcing when and where stops are scheduled.

h. When conducting an IRT, the recruiter must be ready and equipped to handle every recruiting activity and function. An IRT should be considered a mobile RSS; take the following items:

(1) Maps or navigation device (state and town)

(2) Computer to access Schedule and Results (S&R) Book

(3) Benefit Tags/Marine Corps Enlisted Opportunity Book (MCEOB)

(4) Take-Ones, Take-One Stand

(5) Collateral Material and Incentive Items

(6) Screening Tools (WRAT, EST, Forms, Police Checks)

(7) Computer to access or complete packages with extra enlistment forms (MEPCOM 680, DD Form 2807, 1966 page 5)

(8) Door hangers and business cards

(9) Phone book of IRT area

(10) Computer to access lists from IRT area

(11) Computer to access PAC, ePPC database, media, contact cards and Take-One cards for the IRT

> **NOTE:** To overcome internet connectivity issues, print out required materials prior to conducting IRT.

i. The key to effective IRTs is having the discipline to stick to the schedule and conducting them at the same day and times. In this way people and prospects on the IRT will become familiar with the recruiter and begin to expect these visits. An IRT may require some minor adjustments due to changes of season (during summer when school is out). Continually evaluate

the effectiveness of each IRT and make the necessary adjustments
when they are not working or producing.

6. Prepare an IRT Card (Figure 11-1) for each IRT. The IRT
card is an action card used in the working file to plan and
schedule IRTs for prospecting through action dates. Record
activities and results of each trip. Fill out the card with the
following information:

    a. Date Prepared: The date that the IRT was established.

    b. Sector: This shows the sector(s) covered by the IRT.

    c. Frequency: Twice a month, twice a week, every third
Thursday, monthly, quarterly, etc.

    d. Recruiter Assigned: Recruiter conducting the IRT.

    e. Hours: The hour the IRT should start, and the
approximate finishing time (e.g., 0800-1600).

    f. 1st, 2nd, 3rd Stops etc.: The description and location
of the IRT stop.

    g. Contact: The contact who will help during the IRT.

    h. Time: The time planned to stop at each location.

    i. Phone: The phone number at the location (if any).
Sometimes a phone will be available for prospecting. If this is
the case, annotate the results for this activity.

    j. Comment: Background or other information about the
purpose of the IRT stop.

    k. Activity: (TC/AC/HV): Place a check below the
activities that are generally planned at this IRT stop.

    l. The IRT card is completed in the following manner:

        (1) Date: Action dates for scheduling IRTs.

        (2) Hours Spent: This is the elapsed time between
departure and return to the RSS.

        (3) The remaining sections are for recording activities
and the results while on the IRT.

Figure 11-1.--IRT Card

7.   SNCOICs should analyze their areas for possible IRT routes
and stops. The Assets Map and Enlistment Map are excellent
starting points for this analysis. The decision to establish an
IRT in a particular area is based principally on its production
potential, its assets, and its distance from the RSS. The
following factors must also be considered before establishing an
IRT:

     a.   Population

     b.   High Schools

     c.   Past Productivity

     d.   Contacts

     e.   AC Locations

     f.   Take-One locations

     g.   Once an IRT is outlined, conduct a reconnaissance of the
route to verify its usefulness and to determine the best times
to conduct the IRT.

(1) Besides known contacts and assets, identify other lucrative IRT stops or locations along the route where prospects are congregating, and note the day and time. Check with poolees, contacts, and locals to identify and validate these popular spots.

(2) Visit schools on the route to determine the best time to meet students at school. In addition, locate off-campus spots where students frequent at lunchtime or after school.

(3) Visit local businesses, post offices, police departments, newspapers, and other media to make contact and determine the best time and day to stop by.

(4) Identify a contact at each IRT stop. This could be a former Marine, reservist, parents of poolees, parents of command recruiters, or a friend of the Corps. Ask the contact to:

     (a) Arrange free use of a telephone

     (b) Take messages

     (c) Provide a location in a business/home for appointments and interviews

     (d) Provide referrals

(5) Look for businesses, post offices, libraries, and government offices that will:

     (a) Allow posters to be displayed publicizing the scheduled visits (i.e., "Your Marine Corps Representative will be here every Friday from 10:00 to 11:00 a.m."). These posters may be obtained from the MPAR.

     (b) Allow a Take-One or literature rack.

(6) Find means along the route to publicize the IRT visits (e.g., an announcement on a local radio station, a local or high school newspaper ad, posters put up by poolees).

(7) Identify several locations along the route to work packages (e.g., schools, public library).

(8) Visit Selected Marine Corps Reserve and Inspector-Instructor Staffs.

(9) Post/advertise on social media sites scheduled stops of IRT.

h. Outline and connect the IRT route and specific stops on the Assets and Enlistment Maps with colored thread. Use any means to clearly define the route (different colored markers, thread, yarn). Use a different color for each IRT. Mark IRT stops with a silver pin.

8. Recruiters and SNCOICs should continuously evaluate review the IRT Card to check the results of the IRT.

a. A review of the Assets Map will show the correlation between assets in the area and the coverage of an IRT. The Enlistment Map will show the effectiveness of the IRT in terms of enlistments obtained over a given period.

b. If sufficient contacts and enlistments with the IRT are not resulting, make adjustments to it (i.e., change, add or stop).

c. The cancellation of any IRT should be given careful consideration. If results are not immediately forthcoming, consider changes to the day/times of stops or the addition/deletion of some IRT stops. The development of a truly effective IRT takes time and persistence.

d. Check the IRT Card and other action cards to see if there is a weakness or difficulty with a particular recruiting activity or asset.

e. Consider using the appropriate county market share reports available at the RS to compare IRT results against the competition. If other services are getting contracts from the area, adjustments may be required.

f. If an IRT is not producing despite all efforts and analysis, don't keep doing it just because it is scheduled. Drop it and think about establishing a new one.

g. If the IRT is changed, the recruiter will create a new stop, and record results in the comments section on the unproductive stop. Do not delete previous unproductive stops. If the route itself changed then the route on the Enlistment and Assets Map will also require change.

h. If an IRT is stopped the SNCOIC will indicate the termination on the IRT Card with the date the IRT was stopped.

i. The IRT Card is maintained in the miscellaneous section of the working file.

j. Finally, if an IRT is not producing, and the SNCOIC decides to stop it, remove the IRT route from the Enlistment and Assets Map.

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Chapter 12

Media Program

1. The term *media* encompasses any means used to produce
awareness of the Marine Corps and to convey specific recruiting
messages to the public about the Marine Corps.

2. Media can be grouped or categorized by its medium (e.g., TV,
internet, movie, theaters, radio, newspapers, billboards, take-
ones, and web-based social media). Each type of media has its
advantages and disadvantages in reaching the public and
conveying messages. Nevertheless, each type can effectively
support the recruiting effort and must be exploited at each
level of the recruiting service.

3. The purpose of the Marine Corps Media Program is to create
awareness of the Marine Corps among prospects and their
influencers in the community. To carry this out, the Marine
Corps deploys assets from the national level down to the
Recruiting Sub-Station (RSS). Public Affairs Marines, including
the Recruiting Station (RS) Marketing and Public Affairs
Representative (MPAR) support the Media Program by providing
advertisements produced by Marine Corps Recruiting Command's
(MCRC) contracted advertising agency, creating media messages,
developing advertising material, and purchasing advertising with
the ultimate goal of helping the recruiter reaching prospects.

4. Principles of the Media Program

    a. Recruiters must understand the roles and functions of
the various levels (National, District, RS, RSS) in the media
program so that media and advertising plans are well coordinated
and effective. The Advertising Portal, adportal.marines.com,
can provide all the information to inform the recruiter of the
basic strategies and plans at the national level.

    b. Recruiters must be aware of the basic themes or messages
being broadcast, and constantly reinforce them in their dealings
with the local media and prospects.

    c. Recruiters must know their area and market, and focus
their efforts on that media which reaches the greatest number of
individuals within the target population.

    d. Recruiters must use all resources available to support
their local media and advertising programs.

e.   Recruiters must realize that even though some aspects of the media program, such as paid TV and radio advertising, are handled at a much higher level by working with MPAR, they can interact with the media to improve coverage within their RSS area.

5.   Plans and Planning Documents

a.   The basic planning document for the National Media Program is the Recruitment Advertising Plan (RAP). The RAP is a strategic level plan that spells out what is planned at the national level in terms of paid advertisement, digital strategy, future projects, content collection, Direct Mail or Priority Prospect Card (PPC) operations, and recruiter support material (e.g., posters, brochures, video support suite). The goals of the RAP are:

(1) To create awareness of the Marine Corps in the marketplace through paid media.

(2) To generate leads of eligible prospects for recruiters to work.

(3) To provide recruiter support by developing national media and advertising campaigns. This includes the design and distribution of recruiter support materials and public service announcements.

b.   Each year both the District and the RS create their own RAP. Each district has an advertising representative assigned to them to assist in the development and execution advertising plans. Both advertising plans spell out what is planned at each level to help the recruiter. The District RAP is similar to the National RAP. The exception is the District and RS RAPs will reflect the needs of the individual areas. This could include Enhanced Area Canvassing (EAC) events, localized advertising, incentive items, etc. Both plans usually include information relative to the national advertising plan. Information in these plans should be incorporated into the RSSs Year-In-Sight so Staff Noncommissioned Officers In Charge (SNCOIC) and recruiters reinforce and take advantage of any advertising planned in their area.

6. <u>Supporting Resources</u>

a. The MPAR possesses the background, knowledge, and materials necessary to support the RSSs Media Program in the following ways:

(1) Help with High School/Community College (HS/CC) advertisements.

(2) Assist with making media visits and contacts to obtain paid media and public service announcements through TV, Radio spots, internet and billboards.

(3) Provide technical and administrative support for the Media Program.

(4) Provide standardized Fleet Hometown News Releases (NAVSO 5724/l) and articles of special interest to the RSS for local newspapers and other local media.

(5) Work with the District to provide more effective outdoor or billboard advertising.

b. Recruiters can increase local advertising and awareness of the Marine Corps by:

(1) Working with the MPAR to place advertising in working high schools and community colleges.

(2) Making extensive use of recruiter support materials such as brochures, folders and video support suite. These materials provide the prospect with basic information about the Marine Corps and direct the prospect to contact the Marine Corps through a detachable Business Reply Card (BRC). The card is mailed to the Marine Corps Fulfillment Center and a PPC can be generated if the prospect is basically qualified. Ensure that sufficient stocks are on hand and current. The SNCOIC can order all recruiter support materials by contacting the MPAR.

(3) Seeking MPAR support to obtain Public Service Announcements (PSA), to produce press releases and articles for local newspapers; assist in outdoor billboard advertising.

(4) Identifying and maintaining personal media contact.

(5) Being aware of the various RAPs and media messages and making every attempt to reinforce them in prospecting and interviews.

7. Preparing and Using the Media Card (Figure 12-1). The Media Card is an action card that helps in scheduling visits, maintaining contact with the media, and ensuring that the media is integrated into other recruiting activities. Take the following steps to prepare a Media Card for each of the media assets:

a. Update and make a new Media Profile Card at the end of each Fiscal Year (FY). Transfer the appropriate information to a new Media profile Card by selecting 'copy to next FY' option to retain the Media Profile Card. Then the previous FY Media Card will be located in the miscellaneous section of the Working File for the next two FYs.

b. Enter scheduled events to make scheduled visits to the media on the card. Each visit should have a specific purpose. Combine the visits as much as possible with normal recruiting activities in that sector.

Figure 12-1.--Media Card

8. <u>Conducting a Media Visit</u>. When making a media visit, the recruiter may consider the following suggestions:

a. Prepare for the visit by reviewing the history of the media outlet.

b. When dealing with major media, coordinate the visit with the MPAR.

c. The intent or purpose of your first visit to any media is to establish contact with the proper person(s), gain information about the media, understand their policies, needs, and technical requirements, see if there are any changes from the previous year, and seek their cooperation.

d. Keep the visit brief. Drop-ins are advised on first visits, instead of appointments, regardless if it takes several attempts to see the right person. The proper point of contact is the Public Service Director (PSD) or someone who handles public service for the station.

e. Routinely the recruiter may be asked just to leave material; it is recommended *not* to bring advertising material on the first visit at all. A recruiter or SNCOIC can simply state that they have no material with them, but only wish to meet with and have a few minutes of the PSD's time.

f. Establish the recommended format, time and duration for PSA spots that the outlet can use.

g. In the case of newspapers, ask to meet the Editor, City Editor, or even the Publisher as well as the following:

(1) Talk with a reporter about news releases or special interest stories about local Marines and Marine recruiters.

(2) Ask the newspaper if their photographers and photographic services are available for photos of local enlistees.

h. For outdoor sign companies, find out who handles the Marine Corps account. Ask about "freebies" during the first visit. Usually, if you furnish the paper ad, the company will agree to fill their billboard space for free on an "as available" basis.

9. Recruiter Support Material. Recruiter support material is
another means of advertising and creating awareness of the
Marine Corps. Some simple rules for using recruiter support
materials are:

     a. Consult the Recruiter Support Materials Guide which is
located in the RAP under the New Tactics Section or Ad Portal.

     b. Read the materials and know what each booklet says and
seek to reinforce the message during an interview.

     c. Give the materials and website addresses to prospects,
parents, educators, and counselors as "leave behind"
information.

     d. Pass support material out to poolees and friends of the
Marine Corps.

     e. Rotate the stock of materials to ensure that only
current materials are used. Discard outdated materials when new
ones are received.

     f. Advise the SNCOIC on the need for re-supply of support
materials and submit recommendations for different items or ways
to make support material better.

     g. Use collateral materials as a sales tool and to maintain
commitment.

     h. Never attempt to cover the Fulfillment Center address on
support material with the RSS address. The BRC will end up at
HQMC instead.

10. In developing the Media Program and choosing how and which
media to work, you should:

     a. Review and update Media Cards for each type of media
(Paper/Outdoor or Radio/TV) in your area. These cards help in
judging how you can use different media assets, use the
internet, and phone books to ensure all media is represented.

     b. Check to see that media assets are properly located on
the Assets Map.

     c. Divide up and coordinate responsibility for contacting
and working the media. The following is a recommended method:

        (1) Have the MPAR handle the major television and radio
stations (e.g., 50,000 watts, 24-hour broadcast), cable TV, and
movie theaters.

        (2) Provide billboard locations to the MPAR for suitable
outdoor advertising.

        (3) Recruiters and SNCOICs should handle and have
responsibility for other minor or small media such as local
newspapers, campus radio stations, high school newspapers, etc.

        (4) The RS should ensure that sufficient and current
stocks of recruiter support material and Take-One are available.

11. Plan and schedule media visits using the Media Card and
take the following steps:

    a. Coordinate the schedule with the MPAR to take advantage
of the knowledge and expertise.

    b. Plan media visits in conjunction with Itinerant
Recruiting Trip (IRT).

    c. Ensure that each media visit has a purpose and
objectives.

12. Working the Media

    a. Use the Media Card to schedule media follow-up visits in
conjunction with other recruiting activities as often as
necessary.

    b. Ensure the media is aware of any local newsworthy events
or stories such as Naval Reserve Officer Training Corps (NROTC)
Scholarship, Frederick C. Branch Leadership Scholarship, General
Pedro Del Valle Leadership Scholarship, Educator Workshop,
recruit graduation, pool function, state platoon, band visit,
Youth Physical Fitness competition, new recruiter, etc., and
seek their coverage.

    c. Ensure that the MPAR provides the PSA spots to local
radio/television stations that are promised.

    d. Seek assistance and use all available resources to
maintain contact and enhance the use of the media. For example,
serious problems with the media about PSA times or spots may be

handled by the District Advertising Specialist to improve the situation.

    e. Request the Commanding Officer to send a personal "thank you" letter to those persons in the media who are especially cooperative.

Chapter 13

Contacts

1. A contact is someone in the area who, either directly or indirectly, can contribute to the recruiting effort. To refine it further, a contact can provide referrals, lists, obtain access to schools, or influence local leaders to be supportive of the recruiting effort. Individuals who can be effectively employed as contacts include:

    a. Members of the Reserves

    b. School officials (e.g., principals, teachers, counselors, PTA members)

    c. Businessmen

    d. Civic leaders and government officials (e.g., mayors, board members, governors, representatives)

    e. Former and retired Marines

2. Working contacts is a gradual education process about recruiting and the support needed before any recruiter can realistically expect contacts to provide the right help and be effective.

3. The most important contacts are those who provide referrals. Ideas that can locate these key individuals within the community include:

    a. Visit the local Reserve unit and work with the Recruiting and Retention Section to identify every Reserve member (i.e., Reserve units, Individual Ready Reserve [IRR]) in the area.

    b. Contact owners of local businesses (bowling alleys, gyms, and restaurants) where prospects frequent. Ask for their assistance in placing advertising materials in their businesses in addition to eliciting their support to directly refer young men and women.

    c. Use local military associations (e.g., Veterans of Foreign Wars, Marine Corps League, Navy League) to contact retired and former military members for referrals of friends and relatives.

d.   Contact the local Chamber of Commerce or Cooperative for the address and points of contact of various business organizations.

e.   Often the former Marine who does not want to reenlist can be developed into a local contact in the community. In this case, fill out a Contact Card on the individual. This type of individual, when developed, can generate enlistment or reenlistment referrals for the RSS.

4.   Identify and develop contacts that can assist gaining access to non-cooperative schools, improve access to working schools or help in obtaining lists.

a.   Contact any Reservists or former service members who are counselors, teachers, or coaches in the school or who are school board members that influence school policies.

b.   Check on business organizations in the area such as Rotary, Elks Lodge, Kiwanis, and Toastmasters. Educate them about the need for contacting students and solicit their help.

5.   Recruiters should meet as many people as possible. The more people with whom contact is made, the greater the chance is of finding someone who can help and ultimately lead to more referrals.

6.   There is no set number of contacts for a Recruiting Sub-Station (RSS) or recruiter to work. On the other hand, the recruiter cannot consistently work hundreds of contacts; those contacts that do not actually produce referrals or tangible assistance will quickly become a waste of valuable prospecting time. The Staff Noncommissioned Officer In Charge (SNCOIC) and recruiter must therefore be extremely selective and target/develop only those contacts that are most likely to produce referrals or provide solutions to specific recruiting problems.

7.   Once an appropriate contact is located and selected, an initial visit should be planned. During the initial visit the recruiter will take following actions:

a.   Create or update a Contact Card (Figure 13-1).

b.   Talk to the contact about Marine Corps recruiting and recruiting standards.

c. Inform the contact of the specific support needed.

d. Ask the contact directly how they can help the recruiting effort.

e. Obtain any immediate referrals.

f. Provide the contact with a business card. Tell them to feel free to call or drop into the RSS whenever they have time, especially when they have referrals.

g. Ask the contact the best time and place to meet them for follow-up actions.

8. To set up a schedule that will ensure contact is maintained with each of these individuals on a recurring basis the following will be accomplished:

a. Note the specific value or contribution that the contact has for recruiting.

b. Use the Contact Card and combine the contact schedule with other recruiting activities like Itinerant Recruiting Trip (IRT), area canvass, and school visits.

c. Consider the contact's own personal schedule in planning the visits.

9. It is important to recognize and reward contacts for their help.

a. Consider giving a productive contact some form of award or recognition (e.g., a windbreaker, T-shirt, key chain, letter of appreciation).

b. Look at providing media and school contacts with plaques or certificates highlighting their contribution to Marine Corps recruiting.

c. Tokens of appreciation should be used at a judicious moment to foster continued cooperation. Don't overdo the awards program, but don't neglect it either.

10. Yearly the Marine Corps Recruit Depots/Regions host the Educator Workshop. This program, coordinated by District and RS Marketing and Public Affair Representative (MPAR), is designed to familiarize centers of influence in the community and

educators with the Marine Corps and Marine Corps Recruit Training. This is another opportunity to promote the Marine Corps among current and potential contacts.

11. The Contact Card is an action card that identifies the contact, indicates the contacts value to the recruiting effort and serves as a record of assistance provided by the contact. Complete and use the Contact Card in the following manner:

    a. Complete the card heading.

    b. Enter the specific value on the Contact Card (Figure 13-1) that the contact has for recruiting.

    c. Use event dates to schedule the person for contact or for the contact to call. Schedule an event for the card in the Working File under the appropriate date. Depending on the nature of the support provided, the frequency of contact may differ between various contacts. For example, a good contact for referrals should be contacted weekly while a school contact for a list might be once a month.

    d. As much as possible, schedule contacts in conjunction with other recruiting activities.

    e. Record the results of each visit on the Contact Card.

    f. Periodically, analyze the results on each Contact Card to determine if the contact is worthwhile or if the frequency of contact needs to be adjusted.

    g. Work the contact for one year. If results are deemed insufficient, consider deleting this contact next year.

    h. At the end of each Fiscal Year (FY), if the contact is still useful, select the copy to next FY option to retain the contact card. The old card will be moved to the "Miscellaneous Section" of the Working File and retained for two years.

12. Introduce good contacts to the Commanding Officer (CO). Lunch or a visit with the CO can be sufficient to motivate the contact.

Figure 13-1.--Contact Card

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Chapter 14

<u>Selected Marine Corps Reserve (SMCR) Unit and Reserve Referrals</u>

1. The presence of a Selected Marine Corps Reserve (SMCR) unit in the Recruiting Sub-Station (RSS) area is a golden opportunity to establish a working relationship that can result in enlistments. There is no "competition" between the Reserve unit and the RSS. Both have a mutual need to acquire enlistments. You must realize establishing a good and mutually beneficial relationship with the unit will require diligence and hard work.

2. The SMCR unit is tasked to support the recruiting efforts by referring prospects. Simultaneously, it has the mission of obtaining Prior Service (PS) enlistments for the Reserve unit.

3. In working with Reserve units, the recruiter and Staff Noncommissioned Officer In Charge (SNCOIC) should consider the following areas:

    a. Working High School/Community College (HS/CC) visits with a reservist or Inspector-Instructor (I&I) Staff member.

    b. Working with the SMCR unit to develop and leverage media contacts.

    c. Mutual development of contacts and influencers in the community who can help improve recruiting.

    d. Local training exercises/demonstrations where there is a high volume of traffic that has the potential to increase awareness and exposure for the Marine Corps in the community.

    e. Using the unit and its facilities to motivate and prepare poolees so that additional poolee referrals are generated.

4. The SMCR unit may have recruiting teams that are tasked with providing Reserve referrals to the recruiters for enlistment. This ensures that the unit's activities are coordinated with the RSSs plans and that the RSS is ready to support, participate, and take advantage of them.

5. Working with the SMCR Unit can result in having nearly a hundred Reservists and a dozen Regular Marines helping to make mission.

6. To obtain Reserve assistance, Reservists first must know the recruiters/SNCOIC and, secondly, they must know how they can be of assistance. The following actions can assist in making you and the SNCOIC a more familiar presence at the SMCR unit, and in turn, generate referrals:

    a. Make it standard practice to visit the unit as often as possible.

    b. Make the unit part of the Itinerant Recruiting Trip (IRT).

    c. Drop off the latest incentive items (e.g., posters, bumper stickers) to the unit.

    d. Keep the unit informed about recruiting and the specific areas in which their assistance is needed.

    e. Ask the unit what help or assistance it needs.

    f. Get involved in the unit training on the drill weekends.

        (1) If time permits, teach some classes during drill weekends to increase familiarity with unit members.

        (2) Participate in Reserve social activities (e.g., volleyball games, picnics).

    g. Include the SMCR unit/staff in the RSS social and recruiting activities.

    h. Obtain current information on the unit's schedule for the next Fiscal Year. Use it to sell the Reserve program (e.g., the Incremental Initial Active Duty Training [IIADT] program for college students).

    i. Ask for a list of unit members who may be able to help the recruiting effort in specific areas (e.g., gaining access in a certain school, help in finding an IRT stop or obtaining a particular list).

7. Seek the SMCR unit's assistance in developing a comprehensive Pool Program.

    a. Request use of the Reserve Training Center for poolee meetings, to include the use of some equipment, such as weapons systems, to increase interest among your poolees.

   b.   Include the reserves and I&I Staff in Family Nights or
cook outs hosted by the Recruiting Station (RS)/RSS. This
enhances knowledge of the Marine Corps Reserve among the poolees
and the community.

   c.   When the unit is involved in training and field
exercises have the poolees attend, to participate or to observe.

8.   Encourage the SMCR unit and RS to support center of
influence meetings at the SMCR unit. The unit can serve as host
for counselors, teachers, administrators, etc. from the local
school system to discuss opportunities available in the Marine
Corps.

9.   To reinforce the team concept and schedule visits to the
SMCR unit when Commanding Officer (CO) or Sergeant Major is in
the RSSs area if possible.

10.   Routinely, an area with a Reserve unit will also have
additional Reserve affiliate organizations (e.g., Marine Corps
Reserve Officers Association [MCROA], Marine Corps League [MCL],
Mobilization Training Unit [MTU]). These organizations may have
contacts which can help recruiting in the local community.
These affiliates work closely with the SMCR unit because the
unit draws its key billets from the MTUs and vice versa. The
best access to these affiliates is through the SMCR unit.

   a.   The RS Executive Officer (XO) should have a list of the
Reserve Staff Officers (RSOs) who live in a RSSs area. These
Marine Reservists may be prominent and influential members of
the local community. The SNCOIC/recruiter should access this
list to determine if they may be of assistance.

   b.   In dealing with the members of Marine Corps affiliates,
be specific about the help desired. The members of these groups
have careers and full time jobs; assist them by asking them to
focus immediately on some specific and important task such as
the following:

      (1) A point of contact to gain access in a school.

      (2) A contact in the Parent/Teacher Association (PTA) to
talk to about the Naval Reserve Officers Training Corps (NROTC)
Scholarship Program.

      (3) A job for a USMCR (K) in the pool.

(4) Contacts in the local media to obtain Public Service Announcements (PSA) or other local media coverage for Marine Corps recruiting.

(5) A speaker for a center of influence meeting on the benefits of Marine Corps service.

(6) A list of students in a high school.

c. The SMCR unit and I&I Staff members may also have suggestions on how to use these contacts more effectively.

11. RS's are assigned annual and monthly Reserve missions. Local SMCR units are tasked with assisting RS's in attaining these missions by referring qualified prospects who are interested in enlisting in the Marine Corps. When one of these referrals enlists, the SMCR unit is credited with a reserve referral credit.

12. Reserve Referral Credit Quotas (RCQ)

a. Commander, Marine Forces Reserve (COMMARFORRES) annually assigns subordinate commands a Reserve Referral Credit quota (RCQ) equal to 25 percent of the total Non-Prior Service Reserve recruiting mission for that year. Attainment of recruiting goals requires a unified, coordinated effort between each SMCR unit and the supporting RS. In addition, COMMARFORRES assigns each SMCR unit their annual Reserve Referral Credit Quotas, broken out by quarterly objectives.

b. Attainment of assigned RCQs is mandatory. To ensure that their unit achieves its quota, CO's and I&I's must exercise command attention and take an active interest.

c. A reserve referral credit is only given for individuals referred by the SMCR unit to a RS or Officer Selection Station (OSS), who are found to be qualified for enlistment/selection and who are subsequently sworn-in. Claims for credit will not be made unless – *and* – until an individual is sworn-in.

13. Attainment of Reserve recruiting goals requires a unified, coordinated effort between the SMCR unit, I&I, and the RS. All units should coordinate, organize, plan, and conduct aggressive recruiting operations. Direct liaison between SMCR units and the supported RS/RSS, other SMCR units in the same locale, and Individual Ready Reserves (IRR) in matters pertaining to

recruiting and referral matters is required. MCRCO 1100.1_
covers the requirements for this program.

    a.   A Reserve Referral Credit May Be:

       (1) An individual who walks into the SMCR unit,
expresses a general interest in enlisting, gives their name and
contact information to a member of the SMCR unit, agrees to meet
with a recruiter about enlisting, and subsequently enlists.

       (2) An individual who gives their name and contact
information to a member of the SMCR unit, agrees to meet with a
recruiter about enlisting, and subsequently enlists.

       (3) An individual whose name and contact information is
referred to the SMCR unit by a unit member or other contact,
agrees to meet with a recruiter about enlisting, and
subsequently enlists.

       (4) A former Marine, in the IRR who is not affiliated
with the SMCR unit who contacts the SMCR unit asking for
information about returning to active duty. The former Marine
must express interest in reenlisting in the Regular Marine
Corps, must be referred by the SMCR unit to the local RS, and
must subsequently reenlist via the PS Enlistment Program.

    b.   A Reserve Referral Credit Is Not:

       (1) A name, or list of names, obtained by the SMCR unit
and passed on to the RS without any action to motivate, screen
and determine interest in enlisting. This includes all lists of
students that are obtained and passed on to a RS/RSS.

       (2) An individual already in an SMCR unit as a USMCR (K)
or (B) who decides to enlist in the Regular Marine Corps. This
includes Marines who have completed the drilling obligation
portion of their 8-year contract.

       (3) An individual the SMCR unit claims to have sent to
an RSS without contacting the RS first.

       (4) An individual who walks into the SMCR unit looking
for a specific recruiter or a local RSS to keep an appointment
previously arranged.

(5) A non-obligor presently in the SMCR unit who decides to reenlist in the Regular Marine Corps or who accepts a commission.

(6) A reservist, obligor, or non-obligor who is assigned to Extended Active Duty (EAD) recruiter status on an initial or subsequent EAD contract.

(7) A recruiter aide generated referral.

(8) A Category P reservist generated referral.

(9) A Boot Leave reservist generated referral.

14. <u>Actions Required at the Reserve Unit</u>

a. After screening, coordinate with the RS to verify which RSS will process the individual. In the case of an officer referral, the Officer Selection Officer (OSO) will advise the SMCR as to the necessary actions for processing the referral.

b. Monitor the progress of the reserve referral with the RS or OSO. Report undue delays to the RS CO.

c. Report the following information via email to the local RS:

(1) Referral's name (last, first, middle initial).

(2) Referral's SSN.

(3) Referral's phone number.

(4) Referral's address.

(5) Referring Marine's name.

(6) Referring Marine's SSN.

(7) SMCR unit Reporting Unit Code (RUC).

(8) SMCR unit point of contact.

(9) SMCR unit name and city.

(10) SMCR unit phone number.

(11) Comments, if applicable.

15. Upon receipt of the Reserve referral at the RSS, the SNCOIC will:

     a. Complete the screening process.

     b. Conduct a consultative recruiting conversation, if found qualified for enlistment.

     c. Prepare an enlistment package and schedule for processing as expeditiously as possible, if the interview is successful.

16. Once the Reserve referral has contracted, the Operations Officer (OpsO) will take the following actions:

     a. The OpsO will forward, via e-mail, the information specified in paragraph 14c. above, along with the contract date and component code to the I&I Staff (senior officer and enlisted) of the SMCR unit and RSS SNCOIC.

     b. The I&I Staff will forward this e-mail via the Major Subordinate Command chain of command to the COMMARFORRES G-1 Recruiting and Retention Officer.

     c. The "Read Receipt" email feature should be used to verify transmission among all parties.

     d. The RS will then generate and forward a reserve referral credit letter to the appropriate I&I Staff.

     e. The RS will then generate and forward a second letter to the District and annotate, numerically, on the District Reserve Referral Report.

17. The possibility exists that a reserve referral already processed and determined eligible for enlistment might decline to enlist. In such cases, the designated RS to which the reserve referral was originally delivered will promptly notify the SMCR unit of the reserve referral's decision and the individual's reason(s). In all cases, the SMCR unit which prospects an individual has claim to that individual for reserve referral purposes unless it is determined that a reasonable amount of time has passed, and that individual reverted from the applicant stage to just a name once prospected (two to three months). Where the passage of a reasonable amount of time is

under dispute, the District Headquarters in coordination with the SMCR unit's parent command will make the decision.

18. Additional information is contained in MCRCO 1100.1_, and FROST Calls: FC010-10 Reserve Referral Credit Reporting Procedures, and FC018-06 Reserve Referral Credit Criteria.

Chapter 15

Prior Service Enlistment Program (PSEP)

1. <u>GENERAL</u>. To provide updated guidance for processing Prior
Service Marine Corps applicants.

    a. Annually, approximately 25,000 Marines leave the
active component of the United States Marine Corps. The
majority of these Marines were qualified and eligible for
reenlistment but chose to separate at the end of their active
obligated service. The Prior Service Enlistment Program
(PSEP) will allow eligible Marines to request reenlistment and
continue active service.

    b. The intent of the PSEP is to provide prior service
Marines who possess critical skills, in a designated Military
Occupational Specialties (MOS)(s) to resume their career in
the Marine Corps.

    c. To effectively screen, process and complete
reenlistments the recruiter/SNCOIC should consult and follow
the guidance provided in the following, but not limited to,
references:

        (1) MCO 1130.80_ provides information and instruction
for the administration of all personnel with prior active
service or reserve service who desire to return to active
duty.

        (2) MCO 1040.31_ provides policies, procedures and
standards for the operation of the Marine Corps Enlisted
Retention and Career Development Program.

        (3) MCO P10120.28_ provides policy and procedures
involving the retention, recovery and replacement of issued
clothing.

        (4) MCRCO 1100.1_ provides screening procedures and
clarification as to PSEP Marines entering the Delayed Entry
Program (DEP).

    e. The current fiscal year (FY) MARADMIN for Enlisted
Retention Campaign contains guidance pertaining to
standardized promotion tempo across all Military Occupational
Specialties (MOS) to match time in service targets along with
force by grade and MOS support staffing for all authorized
career force billets.

    f. The current FY MARADMIN for Selective Reenlistment
Bonus (SRB) Program and Broken Service Selective Reenlistment

Bonus (BSSRB) Program contains available incentives for
Marines that desire to return to active duty.

2. DEFINITIONS

    a. Broken Reenlistment. Reenlistment of a former Marine
who has been separated/discharged for a period of more than
three calendar months.

    b. Continuous Reenlistments. The reenlistment of a
former Marine who has been separated/discharged for a period
of more than 24 hours but not more than three calendar months.

    c. Prior Service/Other Service Reenlistments. The
reenlistment of former service members of other services into
the Marine Corps who may have broken or continuous service.

    d. Reenlistment Code. An alpha-numeric symbol assigned
to former service members of either the Regular or Reserve
component which indicates eligibility for reenlistment,
usually listed on the individual's DD214. Reenlistment codes
are defined in the current editions of the Career Planning and
Development Guide (MCO P1040.31_); Marine Corps Separation and
Retirement Manual (MCO P1900.16_); and the Marine Corps
Recruiting Command Enlistment Processing Manual (MCRCO
1100.1_). To obtain and verify individual reenlistment codes,
contact your RS Ops Section for further guidance.

3. GUIDANCE. Contact the Recruiting Station (RS) Operations
(Ops) Section for current policies and processing. PSEP
packages should be processed per MCRC FROST CALL 006-16 dated
5 November 2015, MCO 1130.80_, and MCO 1040.31_. A staff
noncommissioned officer (SNCO) requesting re-accession who is
subsequently disapproved upon their initial request, must wait
twelve (12) months prior to submitting request for
reconsideration. PSEP Marines should be afforded the
opportunity to review the current FY for First Term Alignment
Plan (FTAP) / Subsequent Term Alignment Plan (STAP). Boat
Space Reports to identify available allocations for specific
MOSs to determine if a lateral move is a viable option should
his/her primary MOS be closed/unavailable. The Marine Corps
Recruiting Command (MCRC) PSEP Chief will forward the latest
boat space report down to the Region level on a weekly basis.
District PSEP Chief may also locate these boat space reports
in Total Force Retention System (TFRS) as these reports are
updated daily by MMEA.

    a. PSEP applicants who possess critical skills in
designated MOS(s) may qualify for a BSSRB incentive to provide
a monetary incentive to resume their career in the Marine
Corps.

b. District Recruiting Operations Officers (DROO) will ensure that appropriate communication is established between the District and subordinate Prior Service Recruiting Station (PSRS) Officers in Charge (OIC) to acquire necessary Inactive Ready Reserve (IRR) lead information in support of PSEP requirements and de-conflict any competitive overlaps in the PSEP and active reserve recruiting missions. This lead information should be sorted by zip code and provided on a weekly basis.

c. PSEP packages requiring accession standards waivers will require review, decision, Marine Corps Recruiting Information Support System (MCRISS) entry, and endorsement by the RS and District commanders prior to being entered into TFRS.

d. A PSEP Cover Sheet [enclosure (1) of MCRC FROST Call 006-16] will be required for all PSEP packages submitted for consideration.

e. Per MCO 1130.80_, the Commandant of the Marine Corps (CMC) is authorized to grant waivers of certain reenlistment prerequisites. All requests for reenlistment via the PSEP program who require a waiver of a reenlistment prerequisite must be endorsed by the regional Commanding General (or Chief of Staff) prior to being sent to CMC (MMEA-1) via MCRC. Endorsements signed "By direction" are not acceptable. The endorsement must clearly state the nature of the waiver request, and the Commanding General's recommendation. All endorsements of waiver requests, both favorable and unfavorable, will be forwarded to MMEA-1 via the chain of command for decision. All reenlistment requests endorsed by a regional Commanding General will receive a "full-route" within MMEA. If the Branch Head of Enlisted Assignments (MMEA) does not concur with the regional Commanding General recommendation, it will be routed to the Director, Personnel Management Division (MM) for decision.

f. <u>Waivers</u>

(1) The following may be waived by CMC (MMEA-1):

<u>1</u>. Court Martial conviction

<u>2</u>. Civil Authority conviction (other than Minor Traffic Offenses) while on active duty or since End of Active Service (EAS).

<u>3</u>. More than two non-judicial punishments.

<u>4</u>. Tier III education credential.

<u>5</u>. Guilty of driving while drunk, impaired, intoxicated or under the influence of alcohol/drugs while on active duty or since EAS.

<u>6</u>. Any other criteria that could be considered a disqualifying factor (for example: financial, dependents, tattoos, etc.) may be considered at the Commander's discretion.

(2) All waivers have to be approved before PSEP package can be routed. Do not route waiver simultaneously with package.

(3) If tattoo was previously approved and documented in Marines record a waiver is not required, unless otherwise prohibited (Contact the RS Ops Section for current policies).

g. RS PSEP/BSSRB Checklist will be reviewed for accuracy, dated and signed by the RS Commanding Officer (CO) or authorized representative prior to submission to district for endorsement and entry in to TFRS.

h. RS CO will ensure that PSEP Marines that decline to execute an approved Reenlistment Extension Lateral Move (RELM) must state the reason for declination and both parties will endorse the RELM. The RELM is the only authorized written agreement between the Marine and the Marine Corps regarding reenlistment conditions, terms and incentives. This process will allow MCRC to inform MMEA the reasoning for declination and provides an opportunity to reallocate the MOS boat space.

i. United States Military Entrance Processing Command (USMEPCOM) Integrated Resource System (MIRS) and MCRISS have experienced some migration issues in the past pertaining to the transaction codes for PSEP personnel. Military Entrance Processing Station (MEPS) Liaisons will ensure the MIRS transaction code of BOOlB is used for all PSEP accessions. This transaction code will allow MCRISS to capture the contracting and shipping credit as a "Direct Shipper" for that day. The local MEPS will also cut transfer orders from the MEPS to the local RS who processed the reenlistment.

j. RS Executive Officers (XO) will ensure the RS Administration Section conducts a join audit on the effective date of the Enlistment/Reenlistment Document (DD Form 4). Once the join audit is completed, the RS Administrative Chief will forward the proper paperwork to the respective District Personnel Office to have the Marine assessed in the Marine Corps Total Force System (MCTFS).

4. <u>BSSRB ELIGIBILITY</u>

a. BSSRB screening and eligibility should be determined using MCO 1040.31_ and the PSEP SNCO (Long Name Board) Eligibility Checklist found in MCRC FROST Call 006-16. PSEP Marines must have successfully completed at least one Marine Corps active component as a lance corporal or above and received a reenlistment code of RE-1A.

b. Have not previously received a Selective Retention Bonus (SRB) in the zone under which reenlistment occurs.

c. Must have no less than a 91 day and no more than a 4 year break in active duty service on the date of reenlistment. Applicants with 90 days or less of broken service are eligible for a continuous reenlistment contract and the selective reenlistment bonus per the current MARADMIN FY Enlisted Retention Campaign.

d. Completed at least 17 months but less than or equal to 14 years of active Marine Corps service. Prior Service Marines with more than 14 years and 1 day of completed active service on the date of reenlistment ARE NOT ELIGIBLE for the BSSRB Program.

e. Must reenlist in the regular Marine Corps for 4 years of active service. On a case by case basis, CMC (MMEA-1) may authorize reenlistment periods of less than 48 months, these Marines will be eligible for a BSSRB at a prorated amount, as long as the reenlistment period includes at least 36 months of obligated service. Marines who reenlist for less than 36 months of obligated service ARE NOT ELIGIBLE for any BSSRB. Marines will rate the bonus applicable to their BSSRB zone, their grade, and their MOS as authorized in the current MARADMIN FY Enlisted Retention Campaign.

f. Reenlist in their Primary MOS (PMOS) or lateral move (LATMOV) into an MOS identified in the current MARADMIN FY Enlisted Retention Campaign as eligible for SRB. CMC (MMEA) has the final approval on reenlistment authority. Once a primary MOS is closed, or SRB funds have become exhausted, the BSSRB will no longer be available.

g. Prior service Marines reenlisting under this program will retain the grade held at the time of discharge. On a case-by-case basis, it may be deemed necessary to adjust the date of rank to ensure adequate observed time to be competitive with peers in the promotion process.

5. ACTION. The following actions are effective:

a. PSEP applicants should be screened per PSEP Cover Sheet PSEP Screening and Processing Procedures [enclosure (1)

and (2) of MCRC FROST Call 006-16] to ensure there are no issues that transpired since the discharge occurred. All PSEP applicants will have a Prospect Applicant Card (PAC) created and New Working Applicant (NWA) requested within MCRISS-RSS. The component code should be listed as PRIOR SERVICE.   The workflow to request NWA remains unchanged. The RS may entertain enlistment waivers and should be entered into MCRISS for the awarding authority to review, comment and decision.

b.   PSEP applicants that receive contracting and shipping credit must swear in at the local MEPS as these are considered enlistments not a reenlistment.

> NOTE: PSEP accessions are governed by MMEA-1.   The recruiter garners an immediate ship and contract credit for every PSEP approved.

c.   SNCOICs/Recruiters should use the PSEP Screening and Processing procedures (enclosure [2] of MCRC FROST Call 006-16) along with the FTAP/STAP Eligibility Checklist and Long Name Board (SNCO) Eligibility checklists (enclosures [3] and [4] of MCRC FROST Call 006-16) to assist with MCRISS entries and package preparations.

d.   BSSRB Program Eligibility Checklist (enclosure [5] of MCRC FROST Call 006-16) will be prepared by the RS. Once completed, it will be reviewed for accuracy, dated and signed by the RS commanding officer or authorized representative prior to reenlistment, and by the disbursing officer prior to bonus payment.

e.   Once it has been determined that the prospective reenlistee is eligible for the BSSRB program, and prior to reenlistment, the reenlisting Marine must sign and date an original and at least one copy of the BSSRB program Statement of Understanding (SOU).

(1) BSSRB Statement of Understanding (SOU) [enclosure (6) of MCRC FROST Call 006-16] should be used for Marines who have NO LESS than 91 days thru 365 days break in active service.

(1) BSSRB Statement of Understanding (SOU) [enclosure (7) of MCRC FROST Call 006-16] should be used for Marines who have 366 days to 4 year break in active service.

f.   All Enlisted PSEP packages will be entered in TFRS using RELM General/Detailed Instructions [enclosure (8) of MCRC FROST Call 006-16] and submitted requesting contracting and shipping credit be awarded. Dates will show the four digit year, the two digit month, and the day shown in two

digits. MMEA will annotate on the approved RELM whether this credit has been awarded along with the grade and MOS of the Marine concerned.

g. RS Operations Officers will provide a copy of the Approved RELM, DD Form 4, DD Form 1966 Series, US MEPCOM 680 ADP sheet; along with a copy of the BSSRB Statement of Understanding (SOU) and BSSRB Eligibility Checklist (if applicable) to MCRC, G3 (Attn: Mr. Jack Jacobs) for all PSEP Marines that have executed the terms of the RELM. This process will allow MCRC to forward this information to Manpower Management Records and Performance (MMRP) for inclusion into the Official Military Personnel File (OMPF).

h. PSEPs ARE NOT eligible for Delayed Entry Program (DEP) and Hold as they are not authorized to enter the DEP. These contracts are considered DIRECT male Shippers (regardless of gender) where contract and ship credit will be awarded the day the Marine executes the RELM and swears in at the local MEPS.

> NOTE: Contracting and Shipping Credit WILL NOT be awarded if the Marine DOES NOT access/swear in at the local MEPS.

i. RS Administrative Chiefs will direct the newly accessed Marine to the nearest Real-Time Automated Personnel Identification system (RAPIDS) / Defense Enrollment Eligibility Reporting System (DEERS) site for the issuance of an Active Duty Identification card.

j. RS Administrative Chiefs will create the appropriate permanent change of station (PCS) / Permanent Change of Assignment (PCA) Orders for the Marine upon receipt of the Automated Order Writing Process (AWOP) orders posting in the MCTFS. The RS will ensure the detaching Marine has a copy of the DD Form 4, copy of the BSSRB Eligibility Checklist and BSSRB SOU to allow the gaining commands Disbursing Officer to submit for payment of the BSSRB.

k. Recalled non-obligors who activate, are directed to reserve duty, or reenlist in the Marine Corps at a time which is beyond the third month following their discharge from all obligated service, shall be entitled to a complete initial issue, per MCO P10120.28_. RS Supply Chiefs should complete a 604 Form for RS CO approval and issuance of required uniform items.

FTAP & STAP COVERSHEET CHECKLIST

Complete Name: _____ SSN: _____

District: _____ RS: _____ RSS: _____ Gender: _____

1. PSEP coversheet signed by an Officer/WO at RS.   _____   _____

2. RS CO/SgtMaj endorsement with PFT and Ht/Wt verification   _____   _____

3. US MEPCOM 680 ADP if SNM has retaken the ASVAB
   (PSEP APPLICANTS ARE NOT REQUIRED TO RETEST)   _____   _____

4. Medical History and Medical Exam *no older than 180 days old*.
   (DD 2807, DD 2808)   _____   _____

5. Page #11, Page #12 and Page #13 statements.   _____   _____

6. DD 368 (endorsed within 90 days) for Reservist or Marines
   with an RECC or is an Obligor).   _____   _____

7. Financial Statement and Child Dependency Affidavit.   _____   _____
   (Dependents Vitals Docs)

8. DD 214/215 with RE Code (MUST BE LEGIBLE)   _____   _____

9. TBIR   TBTR   TROS   _____   _____

10. Tattoo Screening sheet (SOU) signed by Commissioned Officer   _____   _____
    (ATTACH APPLICANT PICTURES AND STATEMENTS.
    INCLUDE WHEN, WHERE AND WHY HE/SHE GOT THE TATTOOS)   _____   _____

11. Green on Green PT Gear Photos
    (Front, Back and Side views)   _____   _____

12. Sergeants an above must check MMSB for Date Gaps or Missing
    (Fitness reports or summary page (TFRS page 2).   _____   _____

13. BSSRB Eligibility Checklist signed by RS CO.   _____   _____

14. BSSRB Statement of Understanding (SOU) signed by RS CO   _____   _____

15. Three Character References for waiver purposes (If Applicable)   _____   _____

16. Documentation that SNA meets MOS requirements
    (Interview, Secret/Top Secret Interim Letter, Valid State DL#)   _____   _____

17. Statement Why the SNM wants to return to Active Duty   _____   _____

18. Police Record Checks from Home of Record and Current Address   _____   _____

19. MOS: 1._____ 2. _____ 3. _____
    (Check MOS Manual and Boat Space Report)

PSEP PACKAGE SUBMISSION REQUIREMENTS

☐ Second Endorsement – From District

☐ First Endorsement – From RS; See Attachment 1

☐ FTAP/STAP Coversheet Checklist

☐ PSEP Worksheet

☐ Height/Weight Verification for PSEP – See Attachment 2

☐ PFT Data Sheet

☐ Current 680ADP from MEPS

☐ 2807/2808 from MEPS (No older than 180 days)

☐ USMEPCOM 40-1-15-E (Bubble Sheet)

☐ BUMED Letter (if applicable)

☐ Page 11, 12, 13 (If not available from OMPF, a letter stating they were omitted from OMPF)

☐ DD368 for Reservist – Including IRR (No older than 90 days)

☐ Financial Statement and Child Dependency Affidavit (Dependent(s) Vital Docs)

☐ DD214/215 with RE-Code

☐ REDD Report (Ops will obtain)

☐ BIR, BTR, ROS (From Marine Online or MCTFS/3270)

☐ Tattoo SOU and pictures in green on green PT gear

☐ Tattoo Screening Form

☐ Applicant Statement Describing Tattoo (Typed or Handwritten)

☐ BSSRB Program Eligibility Checklist / SOU

☐ Certification of Security Clearance (Security Manager – 843-228-3429)

☐ PSEP Applicant Statement for MOS Selection –See Attachment 3 (Typed or Handwritten)

☐ Driver's License and Social Security Card

☐ PSEP Statement "Why They Want To Come Back In" (Typed or Handwritten)

☐ DD369

☐ Statement of Date Gap (If Applicable-Typed or Handwritten) – See Attachment 4

☐ Drug SOU / DASF

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Chapter 16

Staff Noncommissioned Officer In Charge (SNCOIC)
Management Duties

1. This Chapter deals with the duties and responsibilities of
the Staff Noncommissioned Officer In Charge (SNCOIC) of a
Recruiting Sub-Station (RSS). This billet is both rewarding and
challenging and calls for a full assortment of leadership and
communication skills in a high-pressure environment along with
the mastering of all aspects of recruiting and management. "The
SNCOICs are unit commanders, working directly for the RS
Commanding Officer." This statement carries a great deal of
responsibility. As an enlisted Marine, few other billets will
afford you the opportunity to be a "commander."

2. The leadership that you have already developed through your
training and experiences as a Marine will be critical to ensure
your success as an SNCOIC of a RSS. However, you must continue
to develop and grow as a leader. This assignment will force you
to become even better than you are now.

3. As the SNCOIC, you need to become a true student of this
guidebook, and refer to it often, sometimes daily, in the
execution of your duties. Don't think that just because you
have read it once that you know it. The recruiting and
management aspects of your new profession will be covered in
this guidebook, and in the Marine Corps Recruiting Command
Enlistment Processing Manual (MCRC EPM).

4. The MCRC EPM provides the detailed requirements for
enlisting someone into the Marine Corps. This Marine Corps
Recruiting Command order contains the rules and regulations for
enlistment requirements and, as a RSS SNCOIC, you must
understand it thoroughly. Do not become accustomed to asking if
you can enlist an applicant. As the SNCOIC, you must know whom
you can enlist.

5. There are many people who are good at being "in charge."
You must certainly be one of those. More importantly, you must
be a leader. The future and welfare of your recruiters is your
responsibility.

6. Throughout this guidebook, the emphasis is on systematic
recruiting and the individual recruiter. As a matter of fact,
the system is not self-perpetuating. In other words, it doesn't
run itself. What are needed are the energy, initiative, and

belief of the SNCOIC. It is the SNCOIC who is responsible - responsible to insist that recruiters follow the system; responsible to see that recruiters are constantly trained and motivated to accomplish the mission.

7. As a SNCOIC there are seven primary responsibilities:

    a. Make shipping.

    b. Make contracting by monitoring and constantly improving the contact to contract chain.

    c. Develop sound plans based on the mission, ensure the mission is understood and all efforts are focused towards it.

    d. Set SNCOIC and recruiter objectives and analyze the results of all activities.

    e. Maximize prospecting by monitoring activities on a daily, weekly, and monthly basis, and adjust the plan as appropriate.

    f. Improve selling techniques through a comprehensive training program to ensure every Marine is successful.

    g. Maximize program use.

8. <u>Make Shipping</u>. The single most important aspect of our enlisted recruiting process is shipping individuals to recruit training within established quality standards and graduating those shippers. You make shipping by building pool through proper placement and aligned with annual and monthly mission letters. Your ultimate responsibility is to make your assigned shipping missions by component and category. The process of shipping can be summarized into a three-step process:

    a. <u>Planning</u>. Proper planning ensures the recruiting effort is targeted to the appropriate market.

        (1) Upon receipt of your annual and monthly mission letters, you must compare current pool against known shipping requirements. Once this is accomplished the SNCOIC will determine, by category and component, which market recruiters need to prospect in.

        (2) After you determine by category and component requirements to make shipping, begin the process of developing

prospecting plans which will focus the recruiting effort into the proper markets.

b. <u>Execution</u>. Execution of the plan requires the supervision of daily and weekly activities conducted by the recruiter.

(1) Once a sound plan has been developed, based on shipping requirements, the next step is to ensure that the mission is understood and that all efforts are directed towards it.

(2) This is accomplished by monitoring the execution of the daily plan and keeping all recruiters and assets (e.g., Poolees, Command Recruiters) oriented toward the goal.

c. <u>Management</u>. Management of the pool entails carefully monitoring the status of the pool to ensure they are prepared, both mentally and physically, and motivated to ship to recruit training.

(1) <u>Recruiter to Poolee Contact</u>. Continuous contact with the pool ensures that the poolee remains focused and motivated towards shipping. This is accomplished, at a minimum, through training, weekly contact, and monthly attendance at scheduled pool functions.

(2) <u>Preparation for Shipment</u>. Conducting continuous screening, pre-ship briefs, final, and departure briefs are critical steps in preparing poolees to ship. You must ensure that shippers are qualified to ship as planned.

9. The culmination of the process does not end at the Military Entrance Processing Station (MEPS) on ship day, but rather continues through to graduation day at recruit training. By executing a solid plan and effectively preparing your poolees for the rigors of recruit training, you make shipping.

10. <u>Make Contracting By Monitoring And Constantly Improving The "Contact-To-Contract Chain"</u>. On an annual and monthly basis your Commanding Officer (CO) will assign new contracting missions. Within the Enlisted Recruiting Process there is a "chain" of actions that lead directly to the production of new contracts – the "contact-to-contract chain." Your responsibility is to monitor the "chain" from contact to contract and constantly look for ways to improve effectiveness and efficiency.

11.   Once the recruiter has an appointment scheduled, explore the exact details of every appointment. This is best accomplished during the daily In, Mid and Out-brief or in daily communications with the recruiter throughout the day. You have to ask the hard questions of the recruiter. For example:

   a.   How did you contact this prospect?

   b.   What did you talk to the prospect about?

   c.   What concerns did the prospect have?

   d.   What are the prospect's needs?

   e.   Was the prospect disinterested?

   f.   How did you overcome the disinterest?

   g.   Based on your initial screening was the prospect qualified?

   h.   What is the specific reason the prospect is coming to see you?

12.   You must be able to determine if the prospect was sincere when committing to an appointment by asking the recruiter if they took time to reconfirm the time and place of the appointment you should be able to determine this. Teach your recruiters to always reconfirm the time and place of the appointment with the prospect by asking the prospect to tell the recruiter the time and place of the appointment.

   EXAMPLE: If the recruiter goes through a TC with prospect, and at the end of the call the recruiter asks the prospect when and where the appointment is to take place and the prospect does not remember, the chances are very strong this prospect will be a No Show. However, if the prospect does remember the time and place and tells the recruiter, the chances are good the prospect will show for the appointment.

13.   You need to be involved on all appointments. If the recruiter does not have all of the information to change the lead to a Prospect Applicant Card (PAC), you review the lead and call the prospect yourself. This only has to be done a few

times and your recruiters will know that they must follow your direction and guidance.

14. When the time for the appointment comes, you need to know exactly what took place. Did the prospect show or no-show? If the prospect was a no show you need to find out why. As the SNCOIC, if you took the time to ask the questions mentioned above you should be able to tell before the appointment if a prospect will show.

15. If the prospect was a "no show," you need to find out why and what the recruiter's follow-up plan is. You need to direct your recruiters to follow-up aggressively and immediately. For example, rather than have the recruiter spend weeks chasing this prospect on the phone, an option might be to get the recruiter in the car to conduct a Home Visit (HV) or a visit to the school to find this prospect.

16. When a prospect "shows" you must get involved. The following questions are examples of situations that will drive your involvement:

     a. Did the prospect meet the criteria for an interview? (Interviews are held only after prospects are screened and found basically qualified).

     b. Was the prospect qualified after the recruiters screening?

     c. Is the prospect going to require a waiver?

     d. What did the prospect score on the Essential Skills Test (EST) or what level did the prospect reach on the Wide Range Achievement Test (WRAT)?

     e. What Benefit Tags did the prospect choose, and what needs and motivators were enabled?

     f. How did the recruiter Enable those needs?

     g. What Objections did the prospect have?

     h. How did the recruiter overcome those Objections?

     i. What happened when the recruiter attempted to Gain Commitment?

j. If the prospect did not decide to enlist, what were the recruiters next steps?

17. Take the information and determine the next actions. If the recruiter screened the applicant, and the applicant was found basically qualified, and then conducted a consultative conversation; it was an Interview. Anything less than that does not count as an Interview.

18. Once you have determined and confirmed that the recruiter conducted an Interview, the following steps are required:

a. Ensure PAC is filled out in its entirety

b. Ensure event is closed and Interview results are recorded

c. Discuss follow up event date and time

d. Go to the SNCOIC Management Book Module

e. Click the In, Mid, and Out-Brief hyperlink

f. Approve activities at the In, Mid, and Out-Brief

g. Return to the SNCOIC Management Book module and click Interview Log

h. Enter SNCOIC comments and action date

19. The Interview Log (Figure 15-1) is used by the SNCOIC to track interviews your recruiters conduct. You need to use this module not just to collect prospect information, but rather as a tool to analyze and drive the follow-up actions.

Figure 15-1.--Interview Log

20. Once a prospect is contacted and interviewed you must ensure that follow-up action is taken and you must know where the applicant is in the processing chain on a daily basis.

21. Your focus needs to be on driving your recruiter to move the prospect to the next link in the contact to contract chain becoming a New Working Applicant (NWA).

    a. When receiving information from your recruiters on a NWA, it is you, the SNCOIC, who must decide when the applicant will ship to MCRD and what component (Regular or Reserve) he/she will enlist for. You must personally screen all NWAs and review all enlistment packages.

    b. You must hold your recruiters accountable when it comes to working the market that will produce enlistments in the category and months you assigned to them.

    c. You have the ability to make each one of your recruiters successful by ensuring that you give them an equal share of the market.

    d. When you have an applicant that has met all of the criteria described above for being requested as an NWA the next step is to contact the OpsO to approve the information on the

applicant. At this time you must have all information on the applicant.

(1) One item that SNCOIC needs to verify is the source and activity. It is possible to "dual credit" the source. This can be done only in the event that a recruiter contacted an applicant from any of the sources other than a PPC. The SNCOIC will refer to the PPC Alpha File to determine if there was a PPC previously generated. If this is the case, then the source can be "dual credit."

> **EXAMPLE**: The recruiter makes initial contact with an applicant due to a referral from one of the poolees when the applicant was brought into the office. The applicant decides to be a Marine, and is picked up as an interview and then an NWA. Prior to turning in the applicant's information to the OpsO, you log into the PPC data base and there is a PPC on this applicant. Then the source would be DEP/PPC and activity would be OT.

(2) If there are any questions concerning dual crediting contact the OpsO.

(3) Prior to scheduling an applicant for processing you need to personally screen the applicant and the entire completed enlistment package. Once you have screened the applicant and the enlistment package, schedule the applicant for processing. It is your responsibility to insure that the applicant is in fact scheduled. Once this has been confirmed the next step is to make sure that all parties have a clear understanding of the plan to get the applicant to Military Entrance Processing Station (MEPS). Is the applicant going to the hotel? Or is the recruiter going to take the applicant in the morning?

22. NWAs must go through the following processing steps, known as the processing chain, to enlist:

a. The day of processing. First thing in the morning, confirm that the applicant is on deck, and there are no problems. This is done by contacting the OpsO or the MEPS Liaison. If there are problems, get things moving quickly. If there are no problems, keep the RSS moving and following the current daily plan.

b. Mental Testing. The NWA has previously taken or takes the ASVAB Test.

c. Physical Examination. The NWA has previously undergone or undergoes a physical examination at the MEPS to ensure the physical qualifications for enlistment are met.

d. Final Screening. The NWA is interviewed at the MEPS by both the MEPS and Marine Corps Liaison and all criteria for enlistment are met.

e. At the end of processing, one of six things generally happen:

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(1) The applicant enlists (green).

(2) The applicant was a mental test failure (red).

(3) The applicant was physically disqualified (blue).

(4) The applicant was morally disqualified (black).

(5) The applicant "backed out" (unsold)(yellow).

(6) The applicant is carried over for any number of reasons.

(a) A mental group IIIB and the RSS doesn't have a slot available.

(b) Temporarily DQ and scheduled for a consult at a later date.

(c) The applicant needs additional paperwork for a waiver.

f. All your applicant processing must be cleared and scheduled with the RS Operations Section.

(1) You must know your failure rates at METS/MEPS, and you should know the reasons each applicant failed. Are recruiters using the WRAT/EST? Are recruiters screening? Are their applicants sold?

(2) You should set an aggressive deadline for your recruiters to either enlist an applicant (fully qualified) or provide you a reason for the delay. Any loss of qualified applicants should be personally checked to see if the recruiter has a problem in handling applicants.

(3) A weekly and monthly review of your recruiters' sales ratio will serve to identify if anyone is having difficulty.

(4) An applicant will not be counted twice as a NWA within 90 days; these are only considered as a carryover.

23. If the applicant enlists, take the following actions:

a. Place the poolee's information on the Pool Board.

b. Place a pin in the Enlistment Map at the poolee's address.

c. Have the recruiter make appropriate annotations on the Pool Card and schedule upcoming events.

d. Ensure the recruiter presents the Welcome Aboard Package.

e. Review the NWA log and ensure accurate results are recorded.

24. <u>DELAYED ENTRY PROGRAM (DEP) AND HOLD</u>. The process of contracting at the United States Military Entrance Processing Command (USMEPCOM) has been improved due to the ability to contract enlisted applicants at Military Entrance Processing Station (MEPS) before contracting them in Marine Corps Recruiting Information Support System (MCRISS). This process is called Delayed Entry Program and Hold (DEP and Hold) contracting. FROST Call 028-11 dated 8 September 2011 provides further guidance on the execution and management of the DEP and Hold contracting of applicants.

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a. The DEP and Hold process assists the recruiting station (RS) in maximizing daily max capacity at the MEPS and prevent applicants that have previously Qualified Not Enlisted (QNE) from returning to the MEPS just to swear in at contracting. QNE contracts are still authorized but are limited to applicants requiring a medical exam before waiver considerations. The DEP and Hold process reduces the daily through-put at the MEPS, reduces the amount of trips to the MEPS, and allows the RS Operations (Ops) section to manage contracting via a "force contracting" function within MCRISS. For example: An applicant is schedule to fully process at the MEPS on the 17th of the month. On that day the applicant fully processes and swears in at the MEPS contracting section. The applicant is contracted in

USMEPCOM Integrated Resource System (USMIRS) and that applicants
delayed entry time clock starts on that day (also known as MEPS
contracting date). The applicant's contract will not show in
MCRISS until the Ops Officer (OpsO) manually force contracts
that applicant in MCRISS. Normally, this procedure is conducted
on the first contacting day of the next month.

   b. DEP and Hold contracting procedures. The Ops section
must maintain specific procedures for implementing and managing
DEP and Hold. The following procedures listed are to be
considered:

       (1) Mission Planning. DEP and Hold contracts will be
assigned the same as other contracting missions. Contracts are
only written with the purpose of filling shipping holes for both
the current fiscal year (FY) and/or start pool for the next FY.
Contracting missions are assigned based on the current
contracting plan from the current FY Ops plan. DEP and Hold
contracts are not additional contracts; they are in concept
contracts written earlier towards the same annual contracting
mission. Missioning the recruiting sub-station (RSS) with DEP
and Hold contracts will be regulated by the RS Commanding
Officer (CO) and should include the following considerations:
the amount missioned, contracting momentum, previous months
prospecting levels, and current market production. Avoid
overburdening the RSS's and their recruiters with unrealistic
missioning goals.

       (2) Assigned on monthly mission letters by category,
component, and placement month. The OpsO must maintain
contracting discipline per the assigned monthly mission letter
when accepting new working applicant (NWA) from the RSS's that
will be contracted under the DEP and Hold procedure.

       (3) Pool Tracking. Once an applicant has contracted
and swore in at the MEPS, their delayed entry has started.
Delayed entry is limited to 365 days or 410 days. MCRISS will
not generate a pool card before a DEP and Hold contract is
manually contracted in MCRISS (force contracted). This requires
the staff noncommissioned officer in charge (SNCOIC) and the Ops
Section to track the poolee manually until force contracted in
MCRISS. Both the RSS pool board and the RS pool board must
track these poolees by category and component and projected
active duty date (PADD).

       (4) Program Assignment. Assignment of programs for DEP
and Hold contracts will require the same procedures existing for

assigning programs per with current district and/or RS pool orders.

     (5) <u>Discharge procedures before force contracting</u>. In the event that a DEP and Hold contract must be discharged from the DEP before the projected force contract date, the district Ops Section must be notified by the RS Ops section. The applicant record in MCRISS must be force contracted first, then standard discharging procedures will be followed per the MCRC EPM and higher headquarters guidance. Applicant records are not authorized to be "backed out" or reverse contracted from MIRS to prevent the discharge in MCRISS.

     (6) <u>Duration of DEP and Hold</u>. The length of time that an applicant's record can be kept in a DEP and Hold status will be determined by the current MCRC policy.

25. <u>Develop Sound Plans Based On The Mission, Ensure The Mission Is Understood And All Efforts Are Focused Towards It</u>. On an annual and monthly basis you must develop a plan that is aimed at accomplishing your assigned missions – shipping and contracting.

   a. <u>Plan for each month</u>

     (1) What is your mission?

     (2) What are your RSS activity objectives?

     (3) What training must you conduct?

     (4) What assist visits do you require?

     (5) What activities will you monitor and at what level will you assist each recruiter?

     (6) What program actions must you and your recruiters perform?

   b. <u>Orient the Assets</u>

     (1) You must know what the target is, you must orient the assets to attack the target, and you must be personally engaged in the attack.

     (2) The system requires that you put together two maps for your RSS. The reason for these maps is to force you to look

at the target. Even a cursory effort will show you where the
RSS male HSSRs are located and whether or not your recruiters
are servicing that HSSR population. As the SNCOIC, you have to
understand your area, and you have to assess whether your
efforts are enough to tap the potential of your area.

(3) As the SNCOIC, you must work with your recruiters
and the RS Command Group to determine the best way to get the
maximum contracting potential from every asset in your
geographical area. Theses assets include:

(a) Media Assets

(b) Contacts

(c) Take-Ones

(d) Itenerant Recruiting Trip (IRT)

(e) High School/Community College (HS/CC)

c. Assets are not created equal. This is especially true
when dealing with the HS/CC Program. It is not uncommon for
school "A" with 300 seniors to have less contracting potential
than school "B" with a much smaller senior class size. There
are many reasons for this possible occurrence and that is why
all assets, especially high schools and community colleges, must
be carefully evaluated to obtain a realistic estimation of their
contracting potential. All of these assets provide the
potential for producing contracts and all should be honestly
evaluated to determine whether they are producing at anticipated
levels. While all of these assets provide a vehicle which lead
to contracts; the lion's share of a recruiter's contracting
potential is generated by having a solid working relationship
with the HS/CC in their community.

d. Analyze Assets

(1) Annually in April or May, in conjunction with
closing out the current senior year and developing the plan for
the upcoming HS/CC Program.

(2) At the end of the fiscal year.

(3) Anytime a new SNCOIC is assigned to an RSS.

(4) Whenever there is a change in the number of

production recruiters assigned to an RSS.

(5) Anytime the RS conducts a structure analysis, normally the XO.

(6) The purpose of analyzing assets is to ensure that each recruiter assigned to that RSS has a fair and equitable share of the RSS's assets to successfully accomplish their mission and obtain maximum contracting potential from every asset. Throughout the year you may gain or lose assets, recruiters or market share. Because of this you must also understand how to properly distribute assigned assets to the recruiters to ensure maximum market penetration.

(7) Keep in mind that the lion's share of the overall RSS's contracting potential comes from the HS/CC Program. Sort assets by sectors using action cards and HS/CC Profile Sheets. This will facilitate effective analysis and allow you to visualize how to distribute your assets. Use the Assets Map and evaluate whether each recruiter has a fair and equitable amount of the overall contracting potential. Just as important, a recruiter must not be assigned a disproportionate amount of the time and effort required to obtain that contracting potential. There are many things that you should take into consideration when you evaluate assets against another. It is therefore critical that an honest evaluation of each school be conducted before issuing out assets to recruiters. If you have correctly instructed recruiters to properly fill out the profile sheets then the following critical pieces of information are now available:

(a) The access to the student population of each school.

(b) The schools that will be classified as Working, Non-Working and Non-Cooperative.

(c) The contracting potential of all schools.

(d) The number of schools that student directory information can be obtained.

(e) The willingness of these assets to provide useful assistance in the recruiting effort.

(f) Past productivity of this asset.

e.   Once your recruiters are in place, avoid the temptation
to arbitrarily change assets based on production levels. Shifts
in structure may cause more problems than they solve. Prior to
making any changes in a recruiter's assets consult with the
Executive Officer and Recruiter Instructor (RI).

f.   You have to know where the quality market is, for both
grads and seniors. You can't expect a recruiter to just figure
it out. As the SNCOIC, you must be able to focus and drive your
recruiters into the quality market.

g.   Every month on recruiting duty is different and it is
your job to look ahead. You must be alert to the changes that
occur within your market. Factors to consider may include:
market shifts, local economic conditions, seasonal changes,
school activities, etc.

26. Directing the Effort

a.   Once you have oriented the assets you must direct the
effort of all your recruiters to achieve the annual and monthly
shipping and contracting missions.

b.   To ensure your recruiters are headed in the right
direction. There are several things that you can do to keep
your recruiters on the right track, for example:

(1) Personally observing their recording of TC's, you
will be able to ensure they are recording their data accurately.

(2) Observing your recruiters prospecting, you'll ensure
that they are doing the right activity at the right time and
that they are performing their activity correctly.

(3) Checking their Schedule and Results (S&R) Book on a
daily basis, you will be aware of any deviations from their
original plan.

(4) By having your recruiters check in by phone, you can
ensure that they are following their plan.

(5) Keep your recruiter focused on working the market
that will produce enlistments based on your assigned mission.

c.   SNCOIC Daily Plan. The SNCOIC Daily Plan is developed
from your monthly plan and is further developed during the RSS
daily brief with recruiters. Daily tasks will be prioritized

and the plan will be used to drive actions within the RSS. For SNCOICs that are on production the SNCOIC Daily Plan serves the additional purpose of the SNCOIC S&R sheet.

27. <u>Set SNCOIC And Recruiter Objectives And Analyze The Results Of All Activities</u>. Set objectives for yourself and your recruiters.

   a. For newly assigned recruiters use Proficiency and Review (PAR) numbers, assigned by the RI, to establish prospecting objectives until three-months of data have been collected.

   b. For recruiters whose objectives have become unrealistic and unobtainable an adjustment of Business Percentages (BP) may be necessary. Prior to making a change the SNCOIC should consult with the RI.

   c. Measure your activities on a continuous basis to ensure you meet your RSS objectives.

   d. Analyze your activities on a continuous basis to determine whether sufficient efforts are being applied and if those efforts are effective and efficient.

28. The Daily Report assists the SNCOIC in monitoring critical activities and results as the week progresses, while providing a format to report results to the RS on a daily basis.

   a. You are required to call in their Daily Reports every morning. Simultaneously, the OpsO will discuss the status of working applicants with you. You should be prepared to update the OpsO with any relevant information or changes.

   b. Each recruiter's results are entered.

   c. Once all the reports are in, the OpsO will analyze their content and brief the CO.

   d. Although the Daily Report provides only limited information and cannot be used to analyze a recruiter's or a RSS's progress in great detail, it will reflect general trends that are developing at the RSS that may require further analysis. Some possible indicators are:

      (1) An insufficient level of activity may indicate a lack of recruiter effort or poor time management.

      (2) An insufficient number of interviews may indicate a
lack of prospecting effort, ineffective prospecting techniques,
or misunderstanding of the definition of an interview.

      (3) An insufficient number of NWAs resulting from
interviews may indicate poor selling techniques, failure to
screen applicants before the interview, falsifying the number of
interviews reported, improper definition, or reluctance to
report NWAs.

   e.   The Daily Report is a management tool, not just number
reporting. The SNCOIC must use it to plan action on apparent
problems that reveal themselves in the low numbers of interviews
and working applicants and when expected results are not being
achieved.

   f.   Daily Reports are in the SNCOIC Management Book.

29. Weekly Reports. At the end of every week, you will
validate the Activity Report with the OpsO.

   a.   The top portion of the report is used to record
prospecting activities for each recruiter. The RSS weekly
objectives can be compared to actual results in both numbers
percentages achieved.

   b.   The center of the report covers the processing chain,
and shows the MEPS processing results for each recruiter.

      (1) Mental Test. The number of applicants mentally
tested during the week. This number includes NWAs who took the
ASVAB at an earlier date whose scores qualified them for
enlistment.

      (2) Mentally Qualified. The number of applicants who
passed the Armed Services Vocational Aptitude Battery (ASVAB).
This number includes New Working Applicants (NWA) who took the
ASVAB or tested for another service at an earlier date whose
scores qualified them for enlistment.

      (3) Physical Test. The number of applicants physically
examined at the MEPS during the week. This should include any
NWA picked up during the week that had already taken and passed
the physical for another service.

      (4) Physically Qualified. The number of applicants who
passed the number should include any applicants who were

temporarily disqualified pending a consult during a previous week but became physically qualified during the week covered by the report. It is therefore possible for a SNCOIC to report four physically tested, but five physically qualified. The number physically qualified should include any NWAs picked up during the week that had already taken and passed the physical test for another service.

        (5) <u>Mentally and Physically Qualified</u>. The number of applicants who became mentally and physically qualified during the week.

    d.   The bottom portion of the report is used to record the Sales Ratio (SR), Close Ratio (CR), and Processing Ratio (PR), for each recruiter based on that week's activities. The weekly SR, CR, and PR are not very meaningful at the beginning of the month, however, as the month progresses, the cumulative results should show a trend.

    e.   You must review weekly data for accuracy.

    f.   The SNCOIC needs to analyze the Weekly Activity Report beginning with new contracts written, and then work back through the chain to prospecting activities and initial contact. This procedure should be followed for both the individual recruiter and for the RSS as a whole. The first concern is if the recruiter made new contract goal for the week.

        (1) If the new contract goal is met, the SNCOIC must continue analysis to determine those areas where a recruiter can improve so that the same numbers of contracts are produced with less effort, or more contracts are produced with the same amount of effort.

        (2) If new contract goals are not achieved, the SNCOIC must conduct an analysis to determine the reasons or causes of the short fall.

    g.   The second area of concern in the weekly report is if the recruiter made the NWA objective. If a recruiter achieved the NWA objective, but not the new contract goal, the SNCOIC needs to look at the processing chain to find out what happened to the NWAs. The recruiter's processing ratio will usually be high. Possible problems are:

        (1) Improper screening of prospects resulting in high mental test or physical test failure rates.

(2) Failure to properly administer the WRAT and EST, improper or incomplete physical screening, resulting in high physical test failure rates or a high consult rates.

(3) Improper or incomplete moral screening, resulting in disclosures during the MEPS Liaison interview or the Entrance National Agency Check (ENTNAC) interview.

(4) Persuading prospects to take the ASVAB without gaining a commitment to enlist, or in other words, selling the test.

(5) Improper definition of NWA being used by the recruiter.

(6) Failure to gain the most aggressive commitment possible, resulting in the applicant backing-out during processing.

(7) Recruiter prospecting in the wrong category and component.

h. The third area of concern on the weekly report is if the recruiter achieved the Interview Objective. If the recruiter achieved the interview objective, but not the NWA objective, the SNCOIC will usually find that the close ratio is high. This indicates that the recruiters are not able to sell prospects on enlisting in the Marine Corps. Other possible causes are:

(1) The recruiter has a misunderstanding of the definition of an Interview.

(2) The recruiter screens prospects after the Interview.

(3) The recruiter has a problem gaining the most aggressive commitment possible.

i. The fourth area of concern on the weekly report is if the recruiter met prospecting or activity objectives.

(1) If the recruiter did not achieve the Interview Objective because the recruiter did not meet the prospecting activity objectives, the problem is usually due to a lack of effort, motivation or misuse of prime prospecting time.

(2) If the recruiter achieved the activity objectives,

but did not achieve Interview Objective, possible causes of the problem could be:

(a) Ineffective prospecting techniques.

(b) Using improper definitions of activities.

(c) Falsifying statistics.

j. The analysis of the Weekly Activity Report combined with the observations of the SNCOIC assists in identifying the following:

(1) The effort applied by each recruiter to meet objectives and new contract goals.

(2) The effectiveness with which each recruiter has been performing recruiting activities.

(3) Specific recruiters who require Command Group attention.

(4) RSS-wide trends or problems.

(5) <u>SNCOIC actions</u>

(a) Provide increased supervision with selected recruiters to increase their efforts.

(b) Provide additional training and/or support to improve the effectiveness of selected recruiters.

(c) Seek training/assistance from the RI shop to improve the overall effectiveness of the RSS.

(d) Revising the RSS's Month-In-Sight and Week-In-Sight plans.

(e) By the end of the first week of the month, the pattern is being set for the rest of the month. If objectives are not met during the first week, then the SNCOIC must adjust objectives and then take appropriate action to improve results for the coming weeks.

k. The weekly reports are maintained in the SNCOIC's Management Book module.

30. Monthly Activity Report

   a. At the end of every month, validate the Monthly Activity
Report before the OpsO analyzes it for accuracy. Before calling
in the report to the RS, verify the Monthly Activity Reports
using the RSS Working Applicant Sheets and Weekly Activity
Reports. If there are any discrepancies, discuss the matter
with your recruiters.

   b. The importance of accuracy cannot be overemphasized on
monthly reports. After, the OpsO reviews the Monthly Activity
Report the data is entered into MCRISS via the RSS Activity Data
Entry Screen. The number of new contracts the RSS is tasked to
write on the mission letter for the new month will also be
entered on the screen. This input will determine the output on
the MCRISS generated RSS activity objectives for the upcoming
month as well as the RSS Monthly Activity Analysis.

31. RSS Monthly Activity Analysis Report

   a. MCRISS will generate a Monthly Activity Analysis Report
for the RS and each RSS using the data from the Monthly Activity
Reports entered on the RSS Activity Data Entry Screen.

   b. The RSS Monthly Activity Analysis Reports are available
at the beginning of each month.

   c. The CO will review each RSS activity analysis and make
appropriate written comments and sign them before discussing
them with each SNCOIC. The purpose of this discussion is to
ensure that the CO and SNCOIC have a mutual understanding of the
reports and address any existing or potential problems.

   d. The purpose of the Monthly Activity Analysis is to:

      (1) Provide the SNCOIC with a means of evaluating actual
activities that took place within the RSS during the previous
month.

      (2) Provide the SNCOIC with a means of evaluating the
effort and effectiveness of the RSS in prospecting, screening,
selling, and processing applicants.

      (3) Provide a means for the CO to provide regular,
constructive feedback to SNCOICs on the RSS performance.

   e. The Monthly Activity Analysis not only compares

recruiting results with the objectives for the month, but it also displays the RSS's effectiveness ratios relative to established standards of effectiveness (SOE). Information can be shown for any period of time desired. Major areas covered on the analysis include:

      (1) <u>Contracts, NWAs and Interviews</u>. The number of new contracts, NWAs, and interviews that were obtained for the month and year-to-date in comparison with objectives established.

      (2) <u>Processing Chain</u>. Processing chain covers the processing of NWAs to include the numbers and percentages of applicants who passed mental and physical testing, and numbers and percentages who enlisted both for the month and year-to-date.

      (3) <u>Ratios</u>. CRs and SRs for the month and year-to-date compared to national standards.

      (4) <u>Prospecting Activities</u>. The prospecting activities accomplished, compared to objectives. Effectiveness ratios are displayed next to established standards for comparison.

      (5) <u>Sources</u>. The sources of contracts written for the month and for the fiscal year-to-date.

   f. The SNCOIC's analysis of the report should proceed in the following manner:

      (1) <u>Contracts, NWA and Interviews</u>. Review the percentage attained of new Contracts, NWAs, and Interview Objectives for the month and year-to-date. This data shows how well the RSS is performing in the most critical areas. If goals and objectives are generally being met in these areas, further analysis should be done only to find those areas in which the RSS can improve. If goals and objectives are not being met in these critical areas, other sections of the report are further analyzed to find areas where effort and effectiveness need improvement.

      (2) The SR, PR, and CR, serve as overall indicators of selling and screening effectiveness. In those cases where the ratios are higher than the standard, the SNCOIC must seek the causes.

      (a) The SR is a composite of the CR and the PR. The SR covers interviews to contract.

$$\frac{\text{INTERVIEWS}}{\text{CONTRACTS}} = \text{SALES RATIO}$$

(b) The CR covers interviews to NWAs.

$$\frac{\text{INTERVIEWS}}{\text{NEW WORKING APPLICANT}} = \text{CLOSING RATIO}$$

(c) The PR covers NWAs to contract.

$$\frac{\text{NEW WORKING APPLICANT}}{\text{CONTRACTS}} = \text{PROCESSING RATIO}$$

(d) If the SR is high, it is because the CR or the PR is high.

(e) If contract goals <u>have not</u> been met, but NWA objectives have been met, the PR will be high. This suggests problems in screening or applicant processing. Detailed analysis of the applicant processing portion of the report should reveal any specific problem areas, such as high mental test failure rates or NWAs failing to continue processing.

(f) If NWA objectives <u>have not</u> been met, but interview objectives have been met, the CR will usually be higher than the established standard. This usually suggests problems in selling. Detailed analysis of the interview to contract ratios shown for each prospecting activity may indicate the potential causes of the problem(s). Selling problems may require the RI to visit the RSS to pinpoint problems and work with the recruiters.

(g) <u>Processing Ratio Chain</u>. A review of the applicant processing portion of the report shows:

<u>1</u>. The effectiveness of mental screening before testing as shown by the mental test failure rate.

<u>2</u>. The effectiveness of physical screening is shown by the number of physical test failures and consults.

<u>3</u>. The effectiveness of recruiters in keeping applicants motivated to enlist throughout the conduct of processing, as reflected by the number of qualified applicants who go on to complete testing and eventually contract.

4. The standards provided in the processing portion of the report give the Command Group a basis for evaluating applicant processing for each substation. Unusually low pass rates in testing or high losses of qualified applicants suggest serious deficiencies or problems in processing.

(3) Prospecting Activity. Review and evaluation of each prospecting activity, as displayed on the activity analysis report, serves to show:

(a) The total effectiveness of prospecting efforts in generating interviews, as reflected by the SOEs shown for each prospecting activity. The BP show which prospecting efforts are generating the most interviews.

(b) The total effort expended in performing recruiting activities as compared to the established objectives. Failure to achieve activity objectives can indicate a lack of effort or poor time management. Achievement of activity objectives but failure to generate enough interviews suggests ineffective prospecting techniques. Further analysis of the activity to contact, contact to appointment and appointment to interview ratios can help to identify the specific problem.

1. Activity to Contact. Activity to contact ratios for TC, AC, DC, and HV can indicate whether a particular activity is being done at the right time of day for the market being prospected. Ratios higher than standards indicate that the activity is done at the wrong time of the day and that plans should be revised.

2. Contact to Appointment. Contact to appointment ratios for TC, AC, DC, and HV show the effectiveness of prospecting techniques. Ratios higher than the standards indicate deficiencies in the techniques being used by recruiters to obtain appointments with prospects.

3. Appointment to Interview. Appointment to interview ratios for TC, AC, DC, and HV are indicators of the effectiveness of prospecting techniques being used. Ratios higher than the standards indicate a high no-show rate, or they may suggest the recruiters are screening out a large number of prospects (prospecting a low quality market).

(4) Sources. Data provided on the sources of new contracts show the relative contribution of the various recruiting programs and prospecting activities to total

Ch. 2

contracting.   The name, place, agency or program that produced a lead; *How did the recruiter get the name?* Source codes are:

        CAL: Call in
        CAN: Area Canvassing
        CDR: Command Recruiting
        DCR: Dual Credit CAL: Call in
        DEP: Poolee referral
        EM: Electronic Medium
        LIS: List
        LOC: Local returns
        MCR: Marine Corps Reserve Referral
        OTH: Other sources not covered
        PPC: Priority Prospect Card
        REC: Reenlistment
        REF: Referrals from sources other than those already
        covered
        RRA: Reserve Recruiter Aide
        SN: For future use.
        WKI: Walk-in

   The Command Recruiting (CDR) source, for tracking purposes, will be further identified with the use of the following codes:

   COMMAND RECRUITING:

   AL = ANNUAL LEAVE
   BL = BOOT LEAVE
   PT = PERMISSIVE TAD
   RA = RECRUITER ASSISTANT

        (5) The activity analysis should not be used by itself to make hasty judgments or to jump to conclusions. The activity analysis can give clues about the nature of the problem, but the SNCOIC must use all available information to arrive at a true picture of the situation. Only then will the SNCOIC be able to take effective action and help the recruiters.

32. <u>Maximize prospecting by monitoring activities on a daily, weekly, and monthly basis, and adjust the plan as appropriate</u>. There are only four prospecting activities your recruiters can be involved in: TC, AC, HV, DC, and OT. Your part in these activities must be active and supportive.

   a. <u>Telephone Call (TC)</u>

(1) Ensure that every List Scheduling Card is being worked on a continuous basis, progressively and completely, until every name on each List Contact Sheet is contacted.

(2) Ensure that every PPC is prospected aggressively. The accepted cliché is "first to contact is first to contract," meaning that the first service to contact a potential applicant who has expressed an interest in receiving information is more likely to enlist that applicant. One hundred percent contact should be the norm, and you should personally monitor the results to ensure your recruiters are correctly recording their calls, contacts, appointments, interviews and transferring that information into MCRISS-RSS.

(3) Any sign of hesitancy to use the telephone should cause you to either instruct your recruiters on proper telephone techniques or ask for outside training assistance. As the SNCOIC, you cannot afford to accept lack of use of such a valuable tool. By personally observing their recording of "tick marks" when they make TCs, you will be able to ensure they are recording their data accurately. Also, you'll know that their objectives are being set based on accurate data collection.

b. Area Canvass (AC)

(1) You will usually find your recruiters hesitant to AC the RSS area looking for prospects. Often those who do AC, do so ineffectively because they have not planned each canvass. Your job is to plan where to AC and insist on results. The most effective method to get your recruiters to AC is to make them with the recruiter.

(2) Though you can't predict results on a daily basis you can fully expect that time scheduled for AC will be productive if you have done your homework and sent your recruiters to the right target areas. Again your involvement will maximize this.

(3) When your recruiters go AC, you must send them out with a specific goal. You need to give your recruiter a minimum number of AC's that he/she will get. Also you need to insure that your recruiters are going for the appointment.

c. Home Visits (HV)

(1) Every name not contacted by telephone must be scheduled for a personal visit in conjuction with the recruiters

AC plan. You must know what each of your recruiters is doing in this area. Left to their own devices, recruiters will not make HVs.

(2) The most effective method to get your recruiters to make HVs is to make them with the recruiter. What you do yourself, you can certainly insist that will be done by your recruiters.

d. Office Traffic (OT)

(1) Don't let your recruiters tie themselves to the office. What comes in the door must be quickly screened and rejected, or processed for enlistment. However, waiting for prospects to come to you will be non-productive. Set up a routine that provides for office coverage without creating lost time for prospecting.

(2) Do not allow your recruiters to devote productive time to coaching prospects on tests in lieu of actively prospecting. Not only are coaching applicants on the ASVAB against policy, every unqualified prospect given an hour of recruiter time is a loss of a chance to contact a qualified prospect. Review your office procedures continually to ensure you are handling your OT efficiently.

(3) As the SNCOIC, you must know the system inside out and you must demand results. If you plan properly, train and supervise you recruiters, and require that they actively prospect all sources using all available tools, you are doing your job; anything less is not acceptable.

e. Digital Communication (DC). As the SNCOIC, you must be aware of when and how your recruiters are using DC to contact prospects. It is very easy for a recruiter to fall prey to "surfing" these platforms with little or no results to show for. There must be specific objectives and guidelines provided to ensure the recruiter is using DC for the intent of generating results. With the ability to utilize other prospecting tools in concert with DC, it is imperative that the SNCOIC validates the recruiter's plan to ensure this has been established. Merely looking at prospect profiles or not interacting with their market will most certainly be unproductive.

33. Improve Selling Techniques. A comprehensive training program can ensure every marine is successful. The average salesperson spends only 20 percent of the time selling. If the

same finding is valid for recruiters then the average recruiter is probably failing to reach 80 percent of potential. This is a key factor you must understand as an SNCOIC. You have to find ways to minimize unproductive recruiter time, while insuring that your recruiters are productively engaged in seeking and getting interviews with potential Marines. To do this the SNCOIC will use the acronym, "PESOS."

PREPARE: The SNCOIC needs to prepare by identifying the recruiter's need, and gaining an understanding of what behavioral changes might be required to address this need; also preparation of any materials that might be necessary or useful to gain the desired outcomes.

EXPLAIN: The SNCOIC will now explain to the recruiter that they are now going to demonstrate (SHOW) certain recruiter or behavioral patterns. The objective is to give the recruiter a clear understanding of the issues and behaviors that are being addressed before they see the demonstration.

SHOW: The SNCOIC demonstrates the skill or behaviour required, as previously explained.

OBSERVE: The recruiter attempts to replicate the demonstration they have observed, while the SNCOIC makes notes to be used in feedback.

SUPERVISE/SUPPORT: The SNCOIC provides feedback on how the recruiter's performance compares to the explanation and demonstration. At this stage it is as much about building the recruiter's confidence in their ability – or eventual ability – to employ these behaviors as it is about the actual replication of the behaviors. If it is appropriate, then at this stage it is possible to provide ideas for future development.

a. Training Recruiters for Sales

(1) No matter how long your recruiters have been on the job they can always benefit from additional training.

(2) Training in use of the telephone is vital to an effective operation. Ask the RI for assistance or training materials.

        (3) At a minimum, you should schedule one day, per
recruiter, each month complete Interview Observation Form (IOF)
while watching an Interview. Use role-playing techniques with a
weak and a strong recruiter playing the part of the
recruiter/prospect to improve selling skills. Use all available
sales tools to review basic skills and motivate your recruiters.

        (4) Instill confidence in your recruiters by analyzing
their results, identifying problem areas, and providing personal
training assistance.

        (5) Be sure to address any personal problems, which may
be affecting your recruiters' motivations or ability to perform.
Ask the RS for help if necessary. You cannot afford to have a
recruiter whose mind is not on the mission. You are the support
base for your assigned recruiters. See that any problems are
resolved quickly and effectively.

    b. Organize Recruiters for Sales

        (1) Ensure that your recruiters understand and use their
sales tools/aides - Benefit Tags and the MCEOB.

        (2) Make each of your recruiters demonstrate a
consultative sales conversation. Specifically what is said, why
it is said, and how it is said, when talking to a prospect.
Check to see that each recruiter is using the correct skill
steps during an Interview.

        (3) Conduct role-plays with your recruiters. Role-plays
on consultative sales conversation, TCs, ACs, and any other area
where a recruiter needs to use Marine Corps Communication and
Consulting (MC3) skills. One way to incorporate role-plays into
the daily routine is to include them in the In, Mid, and Out-
Brief. Wherever you decide to employ them, you should make them
a daily event.

        (4) Get out from behind your desk, observe and coach
your Marines on every aspect of sales. You must be proficient
not only in MC3, but you also have to be proficient in using the
steps of Marine Corps Communication, Coaching, and Counseling
(MC4).

    c. You are the SNCOIC; the leader on the scene.
Continually assess the weakness of your recruiters, and initiate

training or request for assistance. You can only be helped if you know what your problem is, and ask for help.

d. This process is a never-ending. Once you are convinced your recruiters are fully trained, you are in trouble! Supervision, training, and maintenance are constant.

34. Maximize Program Use

a. Programs contribute significantly to your ability to make assigned missions. Your responsibilty is to strike a balance between programs and recruiter generated contracts (Figure 15-2). You must analyze each program to identify strength's to exploit and weaknesses to improve upon. Specific guidance on conducting the programs is located in the previous chapters of this guidebook. There are four major enlisted recruiting programs:

(1) Command Recruiting Program

(2) Priority Prospect Card Program (PPC)

(3) High School/Community College Program (HS/CC)

(4) Pool Program

b. These programs contribute directly to the achievement of enlisted recruiting missions. The success of these programs will, to a great extent, determine the overall success of your RSS.

c. In addition to the four major enlisted recruiting programs the following, subordinate or related programs, make significant contributions to the RSS recruiting effort.

(1) ASVAB Testing Program

(2) Certificate Awards Program

(3) Digital Engagement Program   Ch. 2

(4) Extended Active Duty (EAD) Recruiter Program

(5) Mail out Program

(6) Musician Enlistment Option Program (MEOP)   Ch. 2

(7) NROTC Scholarship Program

(8) Recruiter Aide Program

(9) Reserve Referral Program

15% COMMAND RECRUITING

17% PPC PROGRAM

25% POOL PROGRAM

3% RESERVE REFERRALS

40% RECRUITER GENERATED
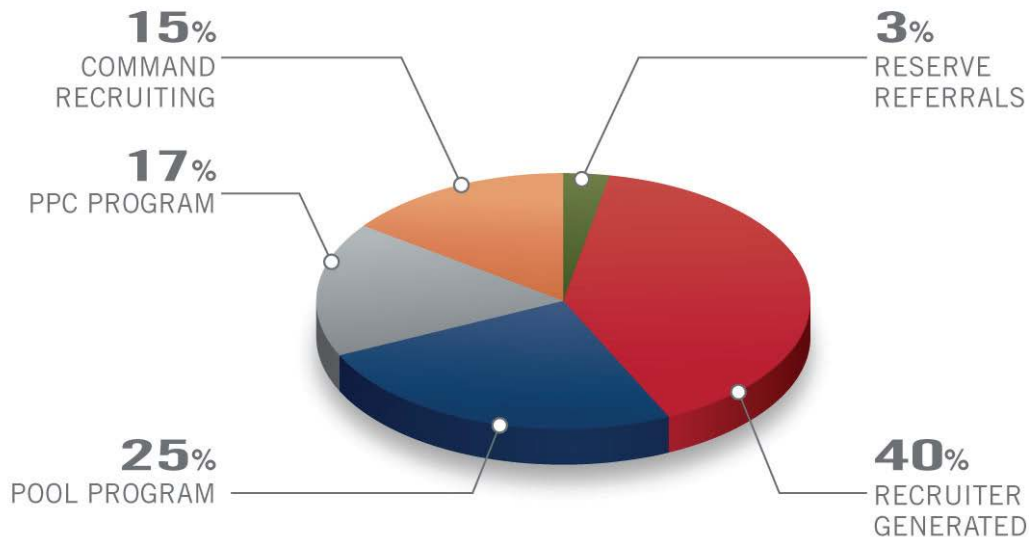
Figure 15-2.--New Contract Source Goals

35. Daily Routine

a. RSS Daily Brief. To ensure the SNCOIC is constantly meeting the duties and responsibilities on a daily basis the RSS Daily Brief provides a structured exchange of information between the SNCOIC and recruiter. The In, Mid, and Out-Brief are recaps of the daily brief. At a minimum the following should be discussed:

(1) Shipping

(2) Contracts, NWAs and Interviews (CAIs)

(3) Previous or current day(s) results (depending on when the meeting is held)

(4) The S&R Book is one of your management tools that provide immediate feedback as to whether or not the plan is working and if recruiters are achieving the desired results. Check S&R Books daily to ensure that the recruiters are on track

and to see if any changes to the weekly plan need to be made. When reviewing S&R Books, the following questions need to be asked:

(a) Are the recruiters meeting their objectives?

(b) Are recruiters doing their prospecting correctly?

(c) Are recruiters adhering to the plan and prospecting at the scheduled time?

(d) Are the desired results being achieved?

(e) Ensure all results are being recorded properly.

(5) Review all action, tracking cards and lists.

b. Other daily tasks. In addition to conducting the daily brief the following tasks must be completed:

(1) Arrive in plenty of time to develop an action plan for recruiters.

(2) Direct and influence the recruiter's effort toward the daily plan.

(3) Ensure the applicants/poolees have arrived at MEPS for processing/shipping.

(4) Turn in and/or call in required reports to Operations Officer (OpsO).

(5) Update working applicant status with the OpsO.

(6) Check Working File, review all action and tracking cards for that day.

(7) Check and review IRTs.

(8) Check missing document list.

(9) Check PPC account for overdue or past due contact reports.

(10) Check tomorrow's schedule, make adjustments accordingly.

(11) Review Lists and List Scheduling Cards to ensure they match and have been properly annotated.

(12) Review status of High School Milestones.

(13) Update system components as required.

(14) Provide training and assistance and coaching and counseling to recruiter(s).

(15) Schedule applicants for processing.

(16) Conduct training, as appropriate.

(17) Coaching, as necessary.

c. Communication with recruiters. It is imperative that you communicate with each recruiter throughout the day. This can be done over the telephone, Video Teleconferencing (VTC), or in person. The important thing is for you to be kept informed as the daily plan unfolds. If you wait to find that one of your recruiters has deviated from their plan, it is too late. The damage has been done. If you're involved with your recruiters then decisions can be made, and you will know the state of the RSS at all times.

36. Reports and Management Tools. The RS Operations Section is the focal point for the gathering of the RSS's reports. Systematic recruiting has various management tools and reports that provide you with analysis from the RS level. For this analysis to be of value, accurate reporting of activities by you is critical. These reports or tools are aids that assist you in managing and directing the RSS. The reports are designed to limit reportable information and data to the essentials that will assist in identifying problems or progress in a substation's operations.

a. S&R Book. Each recruiter is provided with an S&R Book to plan and record activities. The purpose is to assist the recruiter in organization and planning. Monitor, review, and analyze S&R Books to identify problem areas and their causes. Only then can you provide the appropriate leadership, assistance, and training necessary to accomplish the mission.

b. Activity Reports. The activity reports provide sufficient data and analysis to allow the Command Group and

SNCOIC to plan the training and assistance necessary to manage the RSS recruiting effort. The only other report a SNCOIC needs to submit regularly is the HS/CC Update Report. Systematic recruiting requires the SNCOIC to submit the following activity reports:

(1) Daily Report. The Daily Report (Figure 15-3) displays the number of contracts written, NWAs generated, and interviews conducted (CAIs) of the previous day.
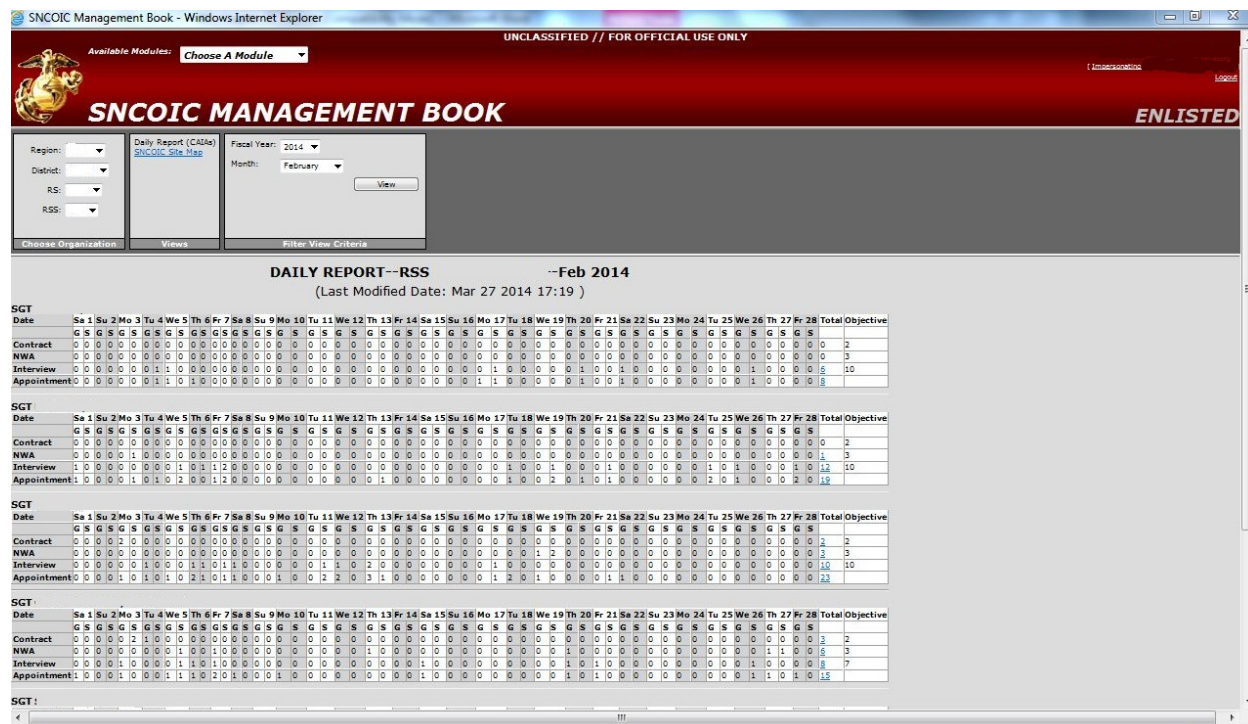
Figure 15-3.--Daily Report

(2) Weekly Activity Report. The Weekly Activity Report, submitted using the Weekly / Monthly Report (Figure 15-4), includes all the above items, plus the RSSs progress in meeting activity objectives, and a summary of applicant processing for the week.

(3) Monthly Activity Report. The Monthly Activity Report, submitted using the Weekly / Monthly Report (Figure 15-4) format, recaps all the activities of the RSS and the results achieved for the month.

(4) Activity Analysis for Enlisted Recruiting (Figure 15-5). This is a MCRISS generated analysis of RSS activities and processing during the past month based on the RSS's monthly reports.

c.   SNCOIC Management Book Module.   This module is used to organize and maintain reports, mission letters, and other essential information that facilitates the SNCOIC's review and analysis of RSS operations.

Figure 15-4.--Weekly / Monthly Activity Report

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Activity Analysis for Enlisted Recruiting

Number of Recruiters: 30

RS BUFFALO

MONTH: January
YEAR: 2016

PROCESSING ANALYSIS

OBJECTIVE ACHIEVED

	MONTH OBJ	MONTH ACH	MONTH PCT	FYTD PCT
NC	50	50	100	100
INTV	270	228	84	94
NWA	80	63	79	86

	MONTH	FYTD
Closing Ratio (INTV/NWA)	3.6:1	3.5:1
Sales Ratio (INTV/NC)	4.6:1	5.4:1

		RS MON PCT	Avg FYTD PCT
63	NWA		
29	Ment Test This Month		
10	Ment Test Previous		
39	Total Ment Tested	62	79
37	Ment Test Qualified	95	90
30	Phys Test This Month		
8	Phys Test Previous		
38	Total Phys Tested	60	73
29	Physically Qualified	76	74
1	Pending Consult		
29	FULLY QUAL	46	52
50	New Contracts		

PROSPECTING:	Telephone Call	STD	Office Traffic	STD	Area Canvas	STD	Home Visit	STD	Digital Communication	STD
STD OF EFFECT	96:1	95:1	2:1	5:1	7:1	16:1	19:1	12:1	300:1	
BUSINESS PCT	52		7		40		0		1	
PCT ANALYSIS										
MON OBJ ACH	115		135		85		39		100	
CONTRACTS(MON)	18		2		26		1		3	
CONTRACTS(FYTD)	86		13		96		2		7	
EFFECT RATIO:										
ACTY TO CONT	11:1	5:1					0:1	3:1	14:1	
CONT TO APPT	5:1	3:1			4:1	8:1	0:1	2:1	3:1	
APPT TO INTV	2:1	2:1			2:1	2:1	0:1	2:1	8:1	
INTV TO CONR	7:1		8:1		4:1		0:1		1:1	

NEW CONTRACTS BY SOURCE:

	CAN	LIS	WKI	CDR	DEP	MCR	REF	PPC	REC	LOC	CAL	RRA	OTH	EM	SN	DCR
MON(NO/%)	14/28	3/6	1/2	11/22	12/24	0/0	0/0	11/22	0/0	0/0	1/2	0/0	1/2	2/4	0/0	8/16
FYTD %	32	14	2	8	22	0	6	27	0	0	3	1	4	1	0	23

CO COMMENTS: _____

_____

_____

_____

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Figure 15-5.--Activity Analysis Report

37. <u>Training Requirements</u>. You are responsible for training your recruiters. The nature of recruiting duty is such that Command Group visits to RSSs will be less frequent than may be desired. You must be capable of filling this void, and provide competent regular training for your recruiters. The training you provide to recruiters should include, at a minimum:

   a. <u>Consultative Sales Skills</u>. Observe your recruiters use -of their MC3 skills during prospecting and interviews. It is imperative that you provide valuable and constructive coaching using the MC4 skills you've acquired and practiced.

   b. <u>Enlistment Criteria</u>. Ensure that each of your recruiters have a sound knowledge of enlistment criteria.

   c. <u>Prospecting Techniques</u>. Ensure that your recruiters are proficient in each of the four prospecting activities.

   d. <u>Recruiting Programs</u>. Recruiting programs are an important part of the RSS recruiting effort. Ensure your recruiters are familiar with the proper execution of the programs.

   e. <u>Preparation of Enlistment Packages and Documents</u>. You are responsible for ensuring that each of your recruiters know how to properly fill out enlistment documents and complete an enlistment package.

   f. <u>Systematic Recruiting</u>. Each recruiter must have a basic understanding of the components and procedures of systematic recruiting set forth in this Volume I.

   g. Train your recruiters with the idea that your recruiters may one day become SNCOIC'S. In short, constantly attempt to train yourself out of a job.

   h. Request training assistance from the RS whenever necessary. This request is normally accomplished using the Mission Restatement Letter, but is not limited to that method. Whatever method you use, do not wait to request assistance until the recruiter in question is on the skyline for not producing. Ask early, and ask as often as necessary to get the attention needed to make the recruiter productive.

38. <u>Training/Evaluation Process for New Recruiters</u>. Oversee the training of the new recruiter; this effort begins at Proficient and Review (PAR) Training, but the ongoing training

of your team falls squarely on your shoulders. During the first nine months after a recruiter arrives at the RSS, make a special effort to provide the training and assistance necessary for the recruiter to embark upon a successful tour of duty. The Command Group will conduct the following series of training sessions and recruiter evaluation summaries during the recruiters first nine months.

    a. PAR Training

    b. Proficiency and Review Evaluation

    c. 3-Month Recruiter Evaluation Summary

    d. 6-Month Recruiter Evaluation Summary

    e. 9-Month Recruiter Evaluation Summary

39. <u>Managed On-The-Job Training (MOJT)</u>. The purpose of MOJT is to refine, improve and evaluate the basic skills of a recruiter when training in an environment which uses a combination of individual instruction and practical application. The evaluation is based upon the capability of demonstrating specific training standards. Recruiter MOJT is conducted by you upon completion of PAR Training.

40. <u>3-6-9 Month Evaluation/MOJT Checklist</u>. It is important   `Ch. 2` that you realize that the 3-6-9 Month evaluation/MOJT process is just that, a continuing process of training and evaluating a new recruiter during the first nine months on production. The 3-6-9 Month Recruiter Evaluation/MOJT Checklist (Figure 15-6) describes the minimum training required, provides a record that the recruiter can perform the task(s) to standard, and a certification acknowledging the mastery of tasks.

    a. Specifically, the process includes the following actions:

       (1) Providing MOJT to the newly assigned recruiter after PAR Training.

       (2) The 3-6-9 Month Recruiter Evaluation/MOJT Checklist are provided in the Training Module of MCRISS-RSS.

       (3) Once training has been provided for a specific task and <u>only</u> when the recruiter demonstrates that the task has been

mastered to the standards established will both you and the
recruiter initial and date the worksheet in MCRISS.

        (4) Providing feedback and follow-on training to help
the recruiters perform effectively.

        (5) These worksheets will be maintained in the Recruiter
Training File in the training module by you. Once all
certification is completed and after the Command Group conducts
the 9-Month Evaluation Summary the certification process is
complete.

    b. It is <u>not</u> expected that the new recruiter will master
all the tasks provided on the 3-6-9 Month Recruiter
Evaluation/MOJT Checklist during the first three months. The
training, learning, and evaluation process will normally
continue throughout the 9-Month evaluation period. This means
that those tasks mastered during the first three months of
training do not usually require further training or re-
evaluation during the 6- and 9-Month evaluations. Only those
tasks <u>not</u> mastered require further evaluation during the
remaining period to bring the recruiter to standard.

41. <u>Conducting the 3-6-9 Month Evaluation Summaries</u>

    a. During each evaluation period, the RI conducting the
evaluation summary will complete the appropriate part of the 3-
6-9 Month Evaluation Summary. Remember that during the SNCOICs
training and evaluation of the new recruiter using the 3-6-9
Month Recruiter Evaluation/MOJT Checklists, you must also fill
out the appropriate parts of the recruiter's 3-6-9 Month
Recruiter Evaluation/MOJT Checklist. This must be accomplished
prior to the RI Shop conducting the evaluation summary. The
evaluation summary should be scheduled in advance, and the
recruiter should be aware of the evaluation ahead of time in
order to prepare.

    b. Normally the entire Checklist will be completed by you.
In some cases the SNCOIC may request that the RI Shop take a
second look at a specific task.

    c. <u>Final Disposition</u>. Upon the RI Shop's completion of a
recruiter's nine month evaluation summary and the 3-6-9 Month
Recruiter Evaluation/MOJT Checklist the certification process is
complete.

42. <u>RSS Training</u>. You must not fall prey to the belief that the 3-6-9 Month Evaluation process is the end of the training evolution, nor is it the only method of training a new recruiter. The training cycle is on-going as long as the recruiter is on the duty. This should include, but is not limited to:

    a. Weekly, scheduled training for all hands in the RSS.

    b. Daily role plays, centering around current trends in the market (e.g., grads, seniors, direct ships, open contracts, reserves)

    c. Scheduling one day per week, per recruiter to assist/observe the recruiter in action, providing valuable insight throughout the coaching process. This is accomplished by using MC3 for observation and documentation of recruiter's performance.

    d. Constant feedback on performance. This is accomplished by using the Individual Counseling Form (Figure 15-7) in the MCRISS-RSS Training Module and the "SNCOIC Remarks" section of the S&R Sheet.

RECRUITER 3, 6, 9 MONTH MOJT CHECKLIST / EVALUATION SUMMARY CERTIFICATION							150209

DATE CURRENT TOUR BEGAN	NAME OF RECRUITER BEING EVALUATED (LAST, FIRST, MI)	RANK	EDIPI NUMBER	DATE PAR EVAL	DATE START MOJT	DATE FINISH MOJT

RESET FORM

PRINT FORM

INSTRUCTIONS – PLEASE USE THE FOLLOWING GUIDANCE TO EVALUATE THE FOLLOWING AREAS, ON THE 3, 6, 9 MONTH COLUMNS USE:
(1) CAN PERFORM THIS EVENT TO THE ESTABLISHED STANDARD, SNCOIC AND RECRUITER WILL INITIAL WITH THIS MARKING AND DATE
(2) CANNOT PERFORM THIS EVENT TO THE ESTABLISHED STANDARD, SNCOIC AND RECRUITER WILL INITIAL WITH THIS MARKING AND DATE
(3) NOT EVALUATED ON THE TASK DURING THE PERIOD OR NOT APPLICABLE TO THE AO, NO INITIALS WILL BE PLACED, X FOR CONTINUED TRAINING, N/A IF NON APPLICABLE
• ONLY RI / ARI / CMD GROUP MEMBER WILL MARK "C" FOR CONCUR OR "NC" FOR NON-CONCUR AND INITIAL
• ONCE THE RECRUITER'S EVENT HAS BEEN MARKED WITH A "1", INITIALED BY THE RECRUITER AND SNCOIC, AND CONCURED BY RI/ARI/CMD GROUP, NO FURTHER CERTIFICATION NECESSARY

T&R EVENT & PAGE NUMBER	DESCRIPTION	3 MO	6 MO	9 MO	DATE CERTIFIED	SNCOIC INITIALS	RECRUITER INITIALS	EVAL C / NC	RI / ARI INITIALS	DATE CONCUR
	ADMINISTRATION									
8411-ADMN-2001	COMPLETE AN ENLISTMENT PACKAGE									
	BUILD APPLICANT PROFILE									
T&R PAGE 5-4	COMPLETE FORMS									
	VERIFY VITAL ENLISTMENT DOCUMENTS									
	SUBMIT ENLISTMENT PACKAGE									
8411-ADMN-2002	CONDUCT A WELCOME ABOARD BRIEF									
	PREPARE FOR THE BRIEF									
T&R PAGE 5-4	PRESENT THE WELCOME ABOARD MATERIAL									
	ANNOTATE ACTION ON POOL CARD									
	ANALYSIS									
8411-ANYS-2001	VALIDATE DATA ANALYSIS AND OBJECTIVES SHEET									
	ANALYZE STANDARD OF EFFECTIVENESS PER ACTIVITY									
	ANALYZE BUSINESS PERCENTAGE PER ACTIVITY									
T&R PAGE 5-5	ANALYZE THE RATIOS									
	REVIEW OBJECTIVES									
	ADJUST DATA ANALYSIS AND OBJECTIVES AS REQ.									
	COMMUNICATIONS									
8411-COMM-2001	CONDUCT PRESENTATIONS									
T&R PAGE 5-6	PREPARE OUTLINE									
	CONDUCT PRESENTATION									
	MARINE CORPS PRODUCT KNOWLEDGE									
8411-MCPK-2001	COMMUNICATE PRODUCT KNOWLEDGE									
	IDENTIFY TARGET AUDIENCE									
T&R PAGE 5-6	EXPLAIN BENEFITS AND INCENTIVES									
	UTILIZE THE MCEOB AND COLLATERAL MATERIALS									
8411-MCPK-2002	EXPLAIN ENLISTMENT OPTIONS									
	IDENTIFY TARGET AUDIENCE									
T&R PAGE 5-7	EXPLAIN ACTIVE DUTY OPTIONS, IF APPLICABLE									
	EXPLAIN RESERVE OPTIONS, IF APPLICABLE									
	QUALITY ENLISTMENT PROGRAMS									
8411-QEP-2001	DETERMINE APPLICANT ELIGIBILITY FOR ENLISTMENT									
T&R PAGE 5-7	CONDUCT SCREENING									
	RECORD SCREENING									
8411-QEP-2002	PREPARE AN APPLICANT TO PROCESS AT THE MILITARY ENTRANCE PROCESSING STATION (MEPS)									
	COORDINATE TRAVEL ARRANGEMENTS									
T&R PAGE 5-8	BRIEF APPLICANT									
	REVIEW ENLISTMENT PACKAGE									
	SALES									
8411-SALE-2001	CONDUCT A SALES PRESENTATION									
	BUILD RAPPORT									
	LISTEN WITH PURPOSE									
	ENGAGE									
	EXPLORE									
T&R PAGE 5-9	ENABLE									
	GAIN COMMITMENT									
	MAINTAIN COMMITMENT									
	RESPOND TO REFUSAL									
	RESPOND TO OBJECTIONS									
	RESPOND TO DISINTEREST									
8411-SALE-2002	CONDUCT PROSPECTING ACTIVITIES									
	REVIEW DAILY PLAN									
T&R PAGE 5-9	CONDUCT ACTIVITIES									
	RECORD ACTIVITY RESULTS									
	SYSTEMATIC RECRUITING									
8411-SYSR-2001	EMPLOY SYSTEMATIC RECRUITING COMPONENTS									
	ACCESS ASSIGNED COMPONENTS									
T&R PAGE 5-10	WORK ASSIGNED COMPONENTS									
	UPDATE ALL APPLICABLE COMPONENTS									
8411-SYSR-2002	CONDUCT PROGRAM ACTIVITIES									
	DETERMINE THE TYPE OF ACTION REQUIRED									
T&R PAGE 5-10	CONDUCT PROGRAM ACTION									
	DOCUMENT RESULTS OF PROGRAM ACTION									

Figure 15-6.--3-6-9 Month Recruiter Evaluation/MOJT Checklist

3 MONTH SNCOIC REMARKS					
SNCOIC SIGNATURE		RECRUITER SIGNATURE		DATE	
3 MONTH COMMAND GROUP SUMMARY REMARKS					
CMD REP SIGNATURE		RECRUITER SIGNATURE		DATE	
6 MONTH SNCOIC REMARKS					
SNCOIC SIGNATURE		RECRUITER SIGNATURE		DATE	
6 MONTH COMMAND GROUP SUMMARY REMARKS					
CMD REP SIGNATURE		RECRUITER SIGNATURE		DATE	
9 MONTH SNCOIC REMARKS					
SNCOIC SIGNATURE		RECRUITER SIGNATURE		DATE	
9 MONTH COMMAND GROUP SUMMARY REMARKS					
CMD REP SIGNATURE		RECRUITER SIGNATURE		DATE	
TRAINING CYCLE FINAL COMMAND GROUP SUMMARY REMARKS					
CMD REP SIGNATURE		RECRUITER SIGNATURE		DATE	

Figure 15-6.--3-6-9 Month Recruiter Evaluation/MOJT Checklist

INSTRUCTIONS FOR COMPLETING THE 3-6-9 MONTH RECRUITER EVALUATION/MOJT CHECKLIST

The primary objective of providing managed on-the-job (MOJT) training to newly assigned recruiters is to ensure that each recruiter on production has been fully trained to accomplish the assigned mission and to ensure that the recruiter meets a common minimum standard of proficiency. Training provided by Recruiters School and the follow-on Proficiency and Review (PAR) Training provided by your Recruiting Station has formed a foundation upon which the MOJT Checklist is based. The MOJT checklist provides a listing of the tasks performed by recruiter/canvassers in the field. The Recruiting and Retention (R&R) Training and Readiness (T&R) Manual has information relative to each event described on the MOJT Checklist. For each of the performance requirements or events shown on the MOJT Checklist, the SNCOIC of the Recruiting Sub-Station should accomplish the following series of steps:

1.   Determine the event to be taught or evaluated.

2.   Locate the description of the performance requirement (event), conditions and establish minimum performance standards for the event within the R&R T&R Manual. Additional information on the performance of the event can also be found in the listed references for each event.

3.   Become familiar with the conditions under which the event should be evaluated, as well as the minimum standards established for certification of acceptable performance of the event by a recruiter.

4.   Provide an explanation of the training to be provided or the evaluation to be conducted to the recruiter.

5.   Demonstrate to the recruiter, proper performance of the event.

6.   Observe the recruiter performing the event. Should the recruiter's performance be less than the standards established for the event, then provide coaching or additional training as appropriate.

7.   When satisfied that the recruiter's performance of the event meets the established minimum performance standard described in the R&R T&R Manual for the event, accomplish the following:

     a.   Date and initial the SNCOIC Certification Block on the MOJT Checklist (Column 4).

     b.   Explain to the recruiter that you have certified the recruiter's ability to perform the task in a manner which meets the established minimum field performance standard.

     c.   Have the recruiter certify the receipt of the training by dating and initialing the Recruiter Certification Block (Column 3) on the MOJT Checklist.

Repeat the above steps until such time as the recruiter has been certified for each of the performance requirements described on the MOJT Checklist. The recruiter MOJT process should not be rushed, nor should it be handled in a haphazard manner. When approached in methodical manner, the MOJT process will normally take three to nine months to complete. Once the MOJT Checklist has been completed, it should be provided to the Recruiter Instructor.

8.   The Command Group Member or designated representative completing the evaluation summary will review each event that the recruiter has been certified in during that evaluation period. The Command Group Member will validate the recruiter's ability to perform the event, record either their concurrence or non-concurrence for that event. The Command Group Member or designated representative will initial for concurrence or leave the column blank for non-concurrence.

[Figure 15-6](#).--3-6-9 Month Recruiter Evaluation/MOJT Checklist

Figure 15-7.--Individual Counseling Form

43. <u>Command Group Relationships</u>. The SNCOIC has many demanding responsibilities; one of the greatest levels of responsibility in the peacetime Marine Corps. A high level of trust and confidence is placed in the SNCOIC by the CO. Day-to-day dealings with the CO and the rest of the Command Group are an important part of the SNCOIC's job. The following paragraphs outline the members of the Command Group and their associated primary duties:

    a. <u>Commanding Officer (CO)</u>. The CO is responsible for the accomplishment of the RS's mission, both officer and enlisted. The SNCOIC must be keenly aware of the CO's intent and direction in the accomplishment of the mission. The SNCOICs are entrusted the welfare and training of recruiters to ensure constant and consistent mission accomplishment. SNCOICs are the CO's field commanders.

    b. <u>Executive Officer (XO)</u>. The XO has the traditional responsibility as second in command, and is responsible for coordination and supervision of the RS headquarters. The XO is the program manager for the HS/CC Program. Most of the SNCOIC's dealings with the XO will concern your management and actions regarding the HS/CC Program. However, the XO does not run your HS/CC Program. The XO assists you in all facets of the program.

c. Sergeant Major (SgtMaj). The SgtMaj is the senior enlisted advisor at the RS. Any problems with personnel assigned to the RS should be referred to the SgtMaj. The SgtMaj is the program manager for the Pool Program and the Command Recruiting Program. The SgtMaj does not run the RSS Pool Program, nor does the Program Specialist. That is the SNCOIC's responsibility. The SgtMaj and Program Specialist are there to assist.

d. Operations Officer (OpsO). The SNCOIC will deal with the OpsO more than any other member of the Command Group. The OpsO and the SNCOICs must have a positive working relationship at all times, and trust one another. The OpsO is the SNCOIC's point of contact for reporting, programs, enlistments, and shipping. The OpsO is the program manager for the PPC Program.

e. Recruiter Instructor (RI). The RI is the best-qualified career recruiter in the RS. The RI conducts, monitors, evaluates, and records all recruiting-related training in the RS. Additionally, the RI is responsible to the CO for the training and maintenance of systematic recruiting throughout the RS.

f. Assistant Recruiter Instructor (ARI). The ARI assists the RI in the execution of assigned duties.

g. Officer Selection Officer (OSO). The OSO is tasked with the procurement of officer candidates for the commissioned ranks of the Marine Corps.

44. Quality Assurance. Become completely involved in the quality enlistment process. This process includes screening during all phases of a prospect's enlistment. Some areas that require close attention are:

a. Enlistment Criteria and Programs. Keep recruiters well versed and have a thorough understanding of enlistment qualifications and enlistment programs.

b. Pre-DEP Screening. As part of pre-DEP screening, the applicant will report to you with a completed enlistment package. You will screen the individual thoroughly, while confirming the validity of vital documents. This is a good opportunity to brief the applicant on the Pool Program.

c. Screening while in the DEP. Occasionally, there will be

a poolee who has police involvement or develops medical problems while in the DEP. You must be on top of these problems as they occur. Through training both recruiters and poolees on the importance of timely notification of problems, you will stay abreast of any situation that may develop in the pool. Once you become aware of a problem, the RS Operations section must be contacted. Always be sure that any moral or physical problems are documented at MEPS as well. If it is a physical problem, MEPS personnel must address it before ship day.

   d. Pre-Ship Screening. If the RSS has established a good screening system before ship day, the pre-ship brief can be used to get the shipper motivated for recruit training. For a problem that surfaces just before ship day, you must inform operations and document. You must be in the decision making process in determining the poolee's ability to ship.

   e. As part of the total management of the quality recruiting effort, you should monitor DEP and MCRD discharges. Use the MCRISS generated Recruiter History Screens and knowledge of the recruiting environment to reduce attrition. Track both pool and MCRD discharges to catch any trends developing in the RSS and initiate any appropriate corrective action. Through your efforts at quality assurance, the prospect will become a quality addition to the operational forces.

45. Inspections. As with any Marine Corps command, periodic inspections can be anticipated. Appendix B will be used by the RS, the District, and the Region to conduct RSS Systematic Recruiting Inspections. The first person to inspect the RSS should always be the SNCOIC. Inspections will revolve around effective use of Systematic Recruiting and may also include inspection of any of the following areas:

   a. Facilities

   b. Office Appearance/Setup

   c. Physical Fitness Test/Combat Fitness Test

   d. Recruiter Appearance and Attitude

   e. Uniforms

   f. Vehicles

<div style="float:right;border:1px solid;">Ch-1</div>

Appendix A

Command Recruiting Program Handbook

Welcome to the Command Recruiting Program. You have been
selected to assist with one of the most important jobs in the
Marine Corps – to seek out highly qualified young men and women
to join our elite Corps.

Since November 10, 1775, Marines have been recruiting. It all
started with Major Samuel Nichols, and now the torch has been
passed to you. As you have learned in your time in the Marine
Corps, we are a mission-oriented organization. Marines always
accomplish their mission; recruiting is no different. The
recruiter and the Staff Non Commissioned Officer In Charge you
are working with have a mission, and there is absolutely no more
important mission in the entire Marine Corps. The reason that
our mission is so important is because if we don't find the
right number and the right kind of individuals to be those
future Marines, then the Marine Corps will no longer be able to
perform its missions. As you can see, you are part of a very
important team.

This short handbook was put together to give you an overview of
what your job is and what is expected of you.

Before we get into the "how to" of your job as a command
recruiter it is important that you become familiar with the
language and tools of recruiting.

Terms and Definitions

   Telephone Call (TC) - The act of calling a prospect on the
phone to schedule an appointment to discuss enlistment in the
Marine Corps.

   Area Canvass (AC) - Meeting likely prospects face-to-face in
your area to obtain their name and sufficient follow-up
information. To count as an AC, a recruiter must have
sufficient follow-up information. Just a name is not an AC
Contact.

   Home Visit (HV) - Defined as a visit by a recruiter, to a
house that a recruiter has never visited before to try to
contact an individual the recruiter has never talked to. An HV
is not counted if the recruiter has spoken to the individual on
the phone, or has met the individual before, or has agreed to a

visit. An appointment made at the prospect's home as a result of a previous contact is never a home visit.

Office Traffic (OT) - Defined as those individuals who walk in, or call in, or are brought in by others, to a recruiter's office to discuss enlistment. Do not include individuals who come in to the office as the result of scheduled appointments.

Digital Communication (DC) - The act of a recruiter initiating contact with a prospect through the use of digital means, technology, or social media platforms.

Appointment - The criteria for an appointment is met when the prospect agrees to meet with the recruiter, at a specific time, on a specific day, either in the office or at his/her home, school, or job to discuss Marine Corps programs. This criteria meets the definition for appointment whether the prospect shows up or not.

Screening - Screening is the process of "weeding out" those prospects not qualified for enlistment. Individuals that a recruiter meets, keeps appointments with, or who walk into the recruiter's office, must be screened before conducting an interview. Screening a prospect before presenting a sales presentation will ensure that the recruiter does not waste time selling a prospect who is not qualified. Specific actions to take when screening applicants are:

- Administering the Wide Range Achievement Test (WRAT) and Enlistment Screening Test (EST) to determine whether the prospect is likely to pass the Armed Services Vocational Aptitude Battery (ASVAB).

- Checking the prospect's physical qualifications by using the physical checklist located in the screening section of the Marine Corps Enlisted Opportunity Book.

- Verbally screening the prospect to ensure he/she meets enlistment criteria in the following areas:

    o Age

    o Education

    o Citizenship

    o Dependents

      o Drug use/involvement

      o Police Record and Involvement

      o Prior Service

      o Tattoos, Brands and Body Ornamentation (past or present)

- Current criteria for the enlistment of prospects into the Marine Corps will provided to you by your recruiter or the RSS SNCOIC.

Disqualified (DQ) - An applicant found mentally, morally, or physically unqualified for enlistment.

Military Entrance Processing Station (MEPS) - MEPS is the station that administers the ASVAB Test, physicals, and enlists individuals into the service. This is where all processing is accomplished.

Poolee - An enlistee in the Delayed Entry Program (DEP).

Responsibilities and Tasks

With that basic understanding of the language of recruiting, the next step is to understand your actual mission while assigned to the Command Recruiting Program. As stated earlier, it is your mission to refer applicants to your recruiter and or SNCOIC. This is not a difficult. First, you need to be able to talk to people and share the Marine Corps story; not just 18 to 19 year old prospects, but everyone. This is not the time or the place to exaggerate about what you do, or have done, in the Marine Corps.

The reason you talk to possible prospects (within apparent age qualifications) should be obvious. They represent your target, the referral. You talk to everyone else because they represent a different potential for you. They can provide you with a possible referral from them to you that can be passed on to the recruiter.

When you are talking to anyone about the Marine Corps, it is your primary responsibility to get a name, phone number, address, and follow-up information that you can pass on to the recruiter with whom you are working. The ideal thing to do is to get them in the office immediately to talk to a recruiter.

If they can't come to the office immediately then you should try to set a time for an appointment with a recruiter. You also need to conduct some basic screening of the prospect. Your recruiter or SNCOIC will provide you with the necessary questions to ask and give you specific guidance on when to bring prospects to the office.

Many people you are talking to will have questions. Answer them to the best of your ability, but don't guess. Use their question to help get them into the office. Inform them that you don't know the answer, and that is the reason they need to come see a recruiter. Your recruiter and SNCOIC either know the answer or they know where to find it.

It is very important that you conduct yourself as a United States Marine at all times, in and out of uniform. You have probably had people in your past that saw you in civilian clothes say, "You must be a Marine." They can recognize you, and if you project an image that is less than professional, that is what they will think about the Marine Corps.

Now, we need to discuss in detail the term Referral, and more specifically who you are looking for. You are assigned to this duty to provide as many referrals as you can. While it is desirable that you provide referrals of friends and people that you feel confident will make it through recruit training, you must be careful. There are many people out there that would make outstanding Marines, but on your first impression they may not look like Marine Corps material. It is not your job to decide if a young man or woman has what it takes to be a Marine. Your recruiter and SNCOIC will make that decision. Remember there is a great transformation which takes place in the Delayed Entry Program, and even more so at recruit training. The bottom line is whenever you meet anyone that meets the basic eligibility requirements, get their information or bring them immediately to your recruiter.

Lets take a look at some different ways you might be able to generate some referrals for you and your recruiter:

Create a list of people to contact:

☐ Make a list of all close friends you went to school with (include telephone number).
☐ Get your yearbook and make a list of students who graduated with you.

☐ Make a list of people that are of recruitable age, and worked with you before you joined the Marine Corps.

☐ Make a list of students who live close to you, on the block or next door.

☐ Make a list of all relatives who are the same age as you.

☐ Make a list of anyone you know that has graduated.

☐ Make a list of seniors that you know in high school.

☐ Make a list of students you went to high school with that are now in community colleges.

☐ Make a list of the young people who work at the grocery store where your family shops.

☐ Make a list of any young people who work at a store in your town.

Prioritize your list:

☐ People who told you they wanted to be Marines.

☐ People who told you they were, or who you think are, going to join another service, but have not yet joined.

☐ People who are unclear of their future plans (a person dissatisfied with his current status). This could also be someone who's going to college and is having financial trouble.

☐ People going to college whose Mom and Dad are paying for it, or are on a full scholarship.

☐ People who have definite plans.

Coordinate your focus of efforts with your recruiter.
Actions could include TC, AC, HV.

The recruiter and SNCOIC you are working with will have other proven methods they will teach you to generate referrals. The key to excelling on this assignment is to use all of the information provided to you, coupled with using a great deal of initiative with good judgment.

Many times on this assignment you will be required to contact potential applicants. Whether it is names that you generated or it is a list of names your recruiter has provided you with. You can use the following basic scripts when making telephone calls. **(You must understand that these are for you to learn. It is not professional to simply read the script over the phone. You must add your enthusiasm and personality when speaking on the phone.)**

SCRIPT #1 - FOLLOW-UP TO A H.S. SENIOR YOU HAVE ALREADY MET

Command Recruiter: *Hello is **applicant's name** there?*

Applicant: This is he/she.

Command Recruiter: *Hello, this is **rank and name**, with the Marines, how's it going?*

Applicant: Pretty good.

Command Recruiter: *The reason I'm calling is I met you the other day at (**remind the applicant where the meeting took place**), and I just wanted to follow-up with you. When we spoke the other day you mentioned that you were not sure what type of plans you have when you graduate. I have been talking to several people in the area and they all say that the one thing they want is to be a success. How do you feel about that? (**Wait for a response and listen carefully**). The Marine I am home working with is Sgt **(Recruiter's name)** and he/she was a big help for me when I was a senior in H.S. and in the same boat as you are in now. What I would like to do is set up an appointment for the three of us to sit down and talk. We have an opening at 3:00 p.m. or 4:30 p.m., which would be better for you.*

At this point the applicant will do one of two things: They will agree to an appointment, or they will say something to the effect of "I'm not interested".

If the applicant <u>agrees to an appointment</u>, complete a Prospect Applicant Card (PAC). To complete the PAC, tell the applicant that you need to take a few minutes to get some basic information to save everybody time. Before you hang up re-confirm the time and place of the appointment and see if the applicant needs a ride.

If the applicant says <u>they are not interested</u> use the script below:

Command Recruiter: *I can understand that you have everything locked on right now, but I was wondering if I could ask you a few questions? That way, if I can't help you now, maybe I could help you in the future, would that be O.K.?*

Applicant: Yeah, go ahead.

Command Recruiter: *What are your plans when you graduate?*

Note: The applicant will give one of the following responses or something to this effect:
1. I'm going to college.
2. I'm going to work.
3. I'm going into another branch of service.
4. I don't plan on doing anything.

Command Recruiter response to #1.

That's great. What college are you going to?
Have you taken the SAT or ACT?
Have you been accepted?
What are you going to major in?

Note: Make sure you listen carefully to each response, even write down the information to help you. Use the information the applicant gave you and make the following statement:

Command Recruiter: *What do you plan to do if your plans for college don't work out?*

(Listen for the response and then make the following statement):

That's why we need to sit down and talk so we can show you a back-up plan. I still have that opening at 3:00 or 4:30 p.m. Which would you prefer?

If the applicant agrees to an appointment complete a PAC. If the applicant is still not interested thank them for their time and let the recruiter know.

Command Recruiter response to #2.

Are you already working?
What kind of work are you going to do?
Is that what you want to do for a career?
What are the promotion opportunities?
Where do you see yourself 5 years from now?
What are your plans if that job doesn't work out?

(Listen for the response and then make the following statement):

That's why we need to sit down and talk so we can show you a back-up plan. I still have that opening at 3:00 or 4:30 p.m. Which would you prefer?

If the applicant agrees to an appointment complete a PAC. If the applicant is still not interested thank them for their time and let the recruiter know.

Command Recruiter response to #3.

What steps have you taken to enlist?
Have you already joined the delayed entry program?
Have you talked to other recruiters from all of the branches?
Most people find that when they make a decision to join the military it is best to take the time to listen to all of the branches, that way when you do make a decision it will be a fully informed decision. Wouldn't you agree?
I still have that opening at 3:00 or 4:30 p.m. Which would you prefer?

Note: If the applicant has already enlisted in another branch congratulate them and ask for a referral.

Command Recruiter response to #4.

That is exactly why we need to get together to take a look at possible things you could do when you graduate.
I still have that opening at 3:00 or 4:30 p.m. Which would you prefer?

If the applicant agrees to an appointment complete a PAC. If the applicant is still not interested thank them for their time and let the recruiter know.

SCRIPT #2 - FOLLOW-UP TO A H.S. GRAD YOU HAVE ALREADY MET

Command Recruiter: *Hello is **applicant's name** there?*

Applicant: This is he/she.

Command Recruiter: *Hello, this is **rank and name**, with the Marines, how's it going?*

Applicant: Pretty good.

Command Recruiter: *The reason I'm calling is I met you the other day at **(remind the applicant where the meeting took place)** and I just wanted to follow-up with you. When we spoke the other day you mentioned that you were not sure what type of plans you have now that you have graduated. I have been talking to several people in the area and they all say that the one*

thing they want is to be a success. How do you feel about that? (**Wait for a response and listen carefully**). *The Marine I am home working with is Sgt* (**Recruiter's name**) *and he/she was a big help for me when I was in your shoes. What I would like to do is set up an appointment for the three of us to sit down and talk. We have an opening at 3:00 p.m. or 4:30 p.m., which would be better for you?*

At this point the applicant will do one of two things: They will agree to an appointment, or they will say something to the effect of "I'm not interested".

If the applicant agrees to an appointment, complete a Prospect Applicant Card (PAC). To complete the PAC, tell the applicant that you need to take a few minutes to get some basic information to save everybody time. Before you hang up re-confirm the time and place of the appointment and see if the applicant needs a ride.

If the applicant says they are not interested use the script below:

Command Recruiter: *I can understand that you have everything locked on right now, but I was wondering if I could ask you a few questions? That way if I can't help you now, maybe I could help you in the future, would that be O.K.?*

Applicant: Yeah, go ahead.

Command Recruiter: *What are you doing now that you've graduated?*

Note: The applicant will give one of the following responses or something to this effect:
    1. I'm going to college.
    2. I'm working.
    3. I'm going into another branch of service.
    4. I don't plan on doing anything.

Command Recruiter response to #1.

That's great. What college are you going to?
How are you doing in college?
What are you majoring in?
What's your GPA?
How do you like college?
How's it going as far as paying for college?

Note: Make sure you listen carefully to each response, even write down the information to help you. Use the information the applicant gave you and make the following statement:

Command Recruiter: *What is your plan if college doesn't work out?*

Listen for the response and then make the following statement:

That's why we need to sit down and talk so we can show you a back-up plan. I still have that opening at 3:00 or 4:30 p.m. Which would you prefer?

If the applicant agrees to an appointment complete a PAC. If the applicant is still not interested thank them for their time and let the recruiter know.

Command Recruiter response to #2.

Are you already working?
What kind of work are you going to do?
Is that what you want to do for a career?
What are the promotion opportunities?
Where do you see yourself 5 years from now?
What are your plans if that job doesn't work out?

(Listen for the response and then make the following statement):
That's why we need to sit down and talk so we can show you a back-up plan. I still have that opening at 3:00 or 4:30 p.m. Which would you prefer?

If the applicant agrees to an appointment complete a PAC. If the applicant is still not interested thank them for their time and let the recruiter know.

Command Recruiter response to #3.
What steps have you taken to enlist?
Have you already joined the delayed entry program?

Note: If the applicant has already enlisted in another branch congratulate them and ask for a referral.
If they have not enlisted ask the following questions:

Have you talked to recruiters from all of the branches?
What are you interested in doing in the military?

Listen to the responses and then make the following statement:

Most people find that when they make a decision to join the military it is best to take the time to listen to all of the branches, that way when you do make a decision it will be a fully informed decision. Wouldn't you agree?
I still have that opening at 3:00 or 4:30 p.m. Which would you prefer?

Command Recruiter response to #4.

That is exactly why we need to get together to take a look at possible things you could do when you graduate.
I still have that opening at 3:00 or 4:30p.m. Which would you prefer?

If the applicant agrees to an appointment complete a PAC. If the applicant is still not interested thank them for their time and let the recruiter know.

SCRIPT #3 - PHONE CALL A H.S. SENIOR YOU HAVE NEVER MET

Command Recruiter: *Hello is **applicant's name** there?*

Applicant: This is he/she.

Command Recruiter: *Hello, this is **rank and name**, with the Marines, how's it going?*

Applicant: Pretty good.

Command Recruiter: *The reason I'm calling is to talk to all of the seniors from **(Name of High School)** to see what your plans are when you graduate. What are your plans? **(Listen carefully to their response)**. I have been talking to several people in the area and they all say that the one thing they want is to be a success. How do you feel about that? **(Wait for a response and listen carefully).** The Marine I am home working with is Sgt **(Recruiter's name)** and he/she was a big help for me when I was in your shoes. What I would like to do is set up an appointment for the three of us to sit down and talk. We have an opening at 3:00 p.m. or 4:30 p.m., which would be better for you?*

At this point the applicant will do one of two things: They will agree to an appointment, or they will say something to the effect of "I'm not interested".

If the applicant agrees to an appointment, complete a Prospect Applicant Card (PAC). To complete the PAC, tell the applicant

that you need to take a few minutes to get some basic
information to save everybody time. Before you hang up re-
confirm the time and place of the appointment and see if the
applicant needs a ride.

If the applicant says they are not interested use the script
below:

Command Recruiter: *I can understand that you have everything
locked on right now, but I was wondering if I could ask you a
few questions, that way if I can't help you now, maybe I could
help you in the future, would that be O.K.?*

Applicant: Yeah, go ahead.

Command Recruiter: *What are you doing now that you've
graduated?*

Note: The applicant will give one of the following responses or
something to this effect:
1. I'm going to college.
2. I'm going to work.
3. I'm going into another branch of service.
4. I don't plan on doing anything.

Command Recruiter response to #1.

That's great. What college are you going to?
Have you taken the SAT or ACT?
Have you been accepted?
What are you going to major in?

Note: Make sure you listen carefully to each response, even
write down the information to help you. Use the information the
applicant gave you and make the following statement:

Command Recruiter: *What do you plan to do if your plans for
college don't work out?*
Listen for the response and then make the following statement:

*That's why we need to sit down and talk so we can show you a
back-up plan. I still have that opening at 3:00 or 4:30 p.m.
Which would you prefer?*

If the applicant agrees to an appointment complete a PAC. If
the applicant is still not interested thank them for their time
and let the recruiter know.

Command Recruiter response to #2.

Are you already working?
What kind of work are you going to do?
Is that what you want to do for a career?
What are the promotion opportunities?
Where do you see yourself 5 years from now?
What are your plans if that job doesn't work out?

Listen for the response and then make the following statement:

That's why we need to sit down and talk so we can show you a
back-up plan. I still have that opening at 3:00 or 4:30 p.m.
Which would you prefer?

If the applicant agrees to an appointment complete a PAC. If
the applicant is still not interested thank them for their time
and let the recruiter know.

Command Recruiter response to #3.

What steps have you taken to enlist?
Have you already joined the delayed entry program?
Have you talked to other recruiters from all of the branches?
Most people find that when they make a decision to join the
military it is best to take the time to listen to all of the
branches, that way when you do make a decision it will be a
fully informed decision. Wouldn't you agree?
I still have that opening at 3:00 or 4:30 p.m. Which would you
prefer?

Note: If the applicant has already enlisted in another branch
congratulate them and ask for a referral.

Command Recruiter response to #4.

That is exactly why we need to get together to take a look at
possible things you could do when you graduate.
I still have that opening at 3:00 or 4:30 p.m. Which would you
prefer?

If the applicant agrees to an appointment complete a PAC. If
the applicant is still not interested thank them for their time
and let the recruiter know.

SCRIPT #4 - PHONE CALL A H.S. GRAD YOU HAVE NEVER MET

Command Recruiter: *Hello is* **<u>applicant's name</u>** *there?*

Applicant: This is he/she.

Command Recruiter: *Hello, this is* **<u>rank and name</u>***, with the Marines, how's it going?*

Applicant: Pretty good.

Command Recruiter: *The reason I'm calling is to talk to all of the people who graduated from* **<u>(Name of High School)</u>** *to see what they are doing now that they are out of High School. What have you been up to?* **<u>(Listen carefully to their response)</u>***. I have been talking to several people in the area and they all say that the one thing they want is to be a success. How do you feel about that?* **(Wait for a response and listen carefully).** *The Marine I am home working with is Sgt* **(Recruiter's name)** *and he/she was a big help for me when I was in your shoes. What I would like to do is set up an appointment for the three of us to sit down and talk. We have an opening at 3:00 p.m. or 4:30 p.m., which would be better for you?*

At this point the applicant will do one of two things: They will agree to an appointment, or they will say something to the effect of "I'm not interested".

If the applicant agrees to an appointment, complete a Prospect Applicant Card (PAC). To complete the PAC, tell the applicant that you need to take a few minutes to get some basic information to save everybody time. Before you hang up re-confirm the time and place of the appointment and see if the applicant needs a ride.

If the applicant says they are not interested use the script below:

Command Recruiter: *I can understand that you have everything locked on right now, but I was wondering if I could ask you a few questions? That way if I can't help you now, maybe I could help you in the future, would that be O.K.?*

Applicant: Yeah, go ahead.

Command Recruiter: *What are you doing now that you've graduated?*

Note: The applicant will give one of the following responses or something to this effect:
1. I'm going to college.
2. I'm working.
3. I'm going into another branch of service.
4. I don't plan on doing anything.

Command Recruiter response to #1.

That's great? What college are you going to?
How are you doing in college?
What are you majoring in?
What's your GPA?
How do you like college?
How's it going as far as paying for college?

Note: Make sure you listen carefully to each response, even write down the information to help you. Use the information the applicant gave you and make the following statement:

Command Recruiter: *What is your plan if college doesn't work out?*

Listen for the response and then make the following statement:

That's why we need to sit down and talk so we can show you a back-up plan. I still have that opening at 3:00 or 4:30 p.m. Which would you prefer?

If the applicant agrees to an appointment complete a PAC. If the applicant is still not interested thank them for their time and let the recruiter know.

Command Recruiter response to #2.

Are you already working?
What kind of work are you going to do?
Is that what you want to do for a career?
What are the promotion opportunities?
Where do you see yourself 5 years from now?
What are your plans if that job doesn't work out?

Listen for the response and then make the following statement:
That's why we need to sit down and talk so we can show you a back-up plan. I still have that opening at 3:00 or 4:30 p.m. Which would you prefer?

If the applicant agrees to an appointment complete a PAC. If the applicant is still not interested thank them for their time and let the recruiter know.

Command Recruiter response to #3.
What steps have you taken to enlist?
Have you already joined the delayed entry program?

Note: If the applicant has already enlisted in another branch congratulate them and ask for a referral.

If they have not enlisted ask the following questions:

Have you talked to recruiters from all of the branches?
What are you interested in doing in the military?
Listen to the responses and then make the following statement:
Most people find that when they make a decision to join the military it is best to take the time to listen to all of the branches, that way when you do make a decision it will be a fully informed decision. Wouldn't you agree?
I still have that opening at 3:00 or 4:30 p.m. Which would you prefer?

Command Recruiter response to #4.

That is exactly why we need to get together to take a look at possible things you could do when you graduate.
I still have that opening at 3:00 or 4:30 p.m. Which would you prefer?

If the applicant agrees to an appointment complete a PAC. If the applicant is still not interested thank them for their time and let the recruiter know.

These are samples of things that you could say when making telephone calls. As mentioned earlier the key to making these scripts successful is adding in your personality and enthusiasm. You should never try to read these scripts over the phone. Your recruiter and SNCOIC will work with you to help you become even more effective.

Area Canvassing (AC)

Another activity that will be expected of you is to AC. As you read earlier, the term AC is a face-to-face meeting with likely prospects, and obtaining their names, and sufficient information for follow-up. This is done anywhere in the recruiting area.

Whether at a mall, gas station, grocery store, high school or any place that you see potential applicants. Again, to count an AC, you must provide the recruiter with sufficient information for follow-up. Getting just a name, and no additional information, is not an AC contact.

How do you make an AC? It is as simple as having the courage to walk up to someone who appears to be of enlistable age and obvious physical qualification and strike up a conversation. Remember that you are a United States Marine, and they are somewhat scared of you. The first thing that you need to do is set the tone and relax them as soon as you approach them. The best way is to relax and smile. You must show them immediately that you are approachable. Then, simply ask them if they ever considered being a Marine. That is the hardest part, to break the ice. Once the ice is broken then you will be able to have a conversation. Your focus in the conversation is to uncover any needs that the applicant has that could be satisfied by the Marine Corps. Once you have found that there is a need your primary goal is to get them to come to the office right away. If this is not practical (the applicant is at school or work) then your secondary goal is to get enough information to allow follow-up. You need to get the name, and phone number of the applicant. Also conduct very basic screening; see if the applicant is a high school senior or grad. Your SNCOIC or recruiter will give you guidance on screening and the questions to ask during an AC.

There is no set way to make an AC. Your recruiter and SNCOIC will show you proven ways to make the initial contact.

Home Visits (HV)

This activity is a visit to a home of an individual who has never met or spoke with a Marine recruiter, but whose name we have as a possible applicant. Your goal with an HV is to meet the individual and try to set up an appointment with the applicant and your recruiter.

Most of the time all you will have for information about this individual is a name and address. So when you go to the house you will have to break the ice again. A simple way to do this is to inform the applicant (or their parent) that we have been trying to contact the applicant by the phone and have not been able to. While you were in the area you thought you would stop by to see how things are going for the applicant.

If you meet the applicant then you must try to accomplish at a minimum getting the same kind of follow-up information as with an AC. Ideally try to set up an appointment as soon as possible with your recruiter.

If the applicant is not home and you meet a family member then try to find out when would be a good time to meet the applicant, or if they have a phone number where he/she could be reached and a good time to call.

If no one answers, then you should do a 4-points check of the area. Check with the each neighbor on the right and left and across the street. Also make sure to check the back yard. When talking to the neighbors try to find out if the applicant you are looking for actually lives at the address, and when would be a good time to catch him/her at home.

Office Traffic

This is someone who either walks in the office or calls in, and has not spoken to a recruiter before. If you are alone in the office you will want to meet the applicant, shake their hand, and invite them to sit down. You should talk to them and find out what they are interested in. Once you have established some rapport, you will want to complete a prospect applicant card (PAC). If the applicant is basically qualified the next step is to get them to take the Enlistment Screening Test (EST). Your recruiter and SNCOIC will show you how to administer the test. Once the applicant is taking the test you should make every effort to contact the recruiter or SNCOIC. If you are unable to contact the recruiter, then you should talk to the applicant and gain a commitment from them for an appointment.

Digital Communication   Ch. 2

Remember that social media sites do not belong to the Marine Corps and that each site or medium have specific policies and user agreements. You must be aware of what those policies are to avoid violating the specific sites policies. Guidance on using social media can be found by referencing the MCRC Social Media Policy. Conducting prospecting on social medium may be used by itself to attempt to contact prosepcts or in conjunction with another prospecting activity. As an example you make a TC to an applicant and receive no answer. You then locate the applicant on a social media page and send them a message. This would count as both a TC and a DC activity.

Objectives

Your recruiter and SNCOIC will give you objectives to accomplish in regards to these prospecting activities. As a Marine, it is your mission to accomplish these objectives. Remember that no matter how the objectives are delivered to you they are to be considered an order. Obey the order, and get the job done. These are for your benefit as much as anyone else. You have the opportunity to get promoted, or in the case of LCpl's and Cpl's you can get points for your cutting score for promotion to the next higher rank.

The next thing we need to cover is planning. Your SNCOIC or recruiter will go over planning your daily events with you. The tool you will use for planning is the daily planning sheet. Just as every unit in the Marine Corps has a Plan of the Day, so does recruiting. It is important to understand that if it is important enough to plan, it is important enough to do. When you and your SNCOIC and recruiter develop this plan you must accomplish everything that you plan. If something comes up that causes you to not be able to accomplish something that you planned then you must reschedule it immediately!

Your SNCOIC and recruiter will provide you with, and teach you how to use, a blank daily plan sheet while assigned to the CDR Program.

The SNCOIC and recruiter you are working with are there to help you. The work that you do while you are assigned to this program will help them and will also help you. Listen to what they teach you, and then do it!

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		Reset Form		Print Form	
**RSS SYSTEMATIC RECRUITING INSPECTION CHECKLIST** **[Version 20170501]**

		Date:				
RSS Inspected:		Occasion:				
Inspected By:		Title:				
SNCOIC:		SNCOIC Experience:		YRS		MOS
Is SNCOIC an 8412?		
If yes, has SNCOIC completed the Career Recruiter Course?		
Has SNCOIC completed the District SNCOIC Course?		
Number recruiters in RSS:		Number PCS's:		Number TRF's:		

FINAL INSPECTION RESULTS
Overall inspection rating:	Systematic Inspection Rating:

FINAL INSPECTION COMMENTS

If you run out of space, add an additional comments page and write 'continued on attached page' at the bottom of this section.

Signature of Inspector:

	RECRUITING SUB-STATION MISSION/QUALITY STATISTICS		
	RSS mission/quality statistics will be for FYTD and current TTD periods	FYTD	TTD
1.	What is the current percentage of shipping mission achieved?		
2.	What is the current percentage of contracting mission achieved?		
3.	What is the current percentage of CAT IIIA+ contracts at this RSS?		
4.	What is the current percentage of Tier 1 contracts at this RSS?		
5.	What is the current Pool Attrition percentage at this RSS?		
6.	What is the current MCRD Attrition percentage at this RSS?		
7.			

	RSS ASSETS AND ENLISTMENT MAPS			
	MAPS OVERVIEW (Volume 1, Chapter 2, pp. 19-22)	YES	NO	N/A
8.	Does the RSS maintain two maps large enough to provide a detailed view of the RSS?			
9.	Are maps mounted and prominently displayed in the RSS?			
10.				

	ASSETS MAP	YES	NO	N/A
11.	Does the map outline the RSS's boundaries?			
12.	Does the map outline the ZIP code boundaries?			
13.	Does the map designate Priority One schools with green flags?			
14.	Does the map designate Priority Two schools with yellow flags?			
15.	Does the map designate Priority Three schools with red flags?			
16.	Does the map designate community colleges with white flags?			
17.	Does the map designate non-working schools with a red pin?			
18.	Does the map designate each SMCR with a purple pin?			
19.	Does the map designate each MTU with a purple pin?			
20.	Is there a blue pin for each take-one (except take-ones in a working school)?			
21.	Is there a yellow pin for each newspaper?			
22.	Is there a green pin on the map for each radio station?			
23.	Is there a green pin with a white dot on it for each TV station?			
24.	Is there a black pin for each RSS and PCS?			
25.	Is there an orange pin for each MET Site?			
26.	Are major driving routes highlighted with a red marker?			
27.	Are major population areas highlighted with a yellow marker?			
28.	Are IRT's marked properly (different colored thread for each with silver pins for stops)?			
29.	Is the RSS broken into sectors?			
30.	Do the sectors evenly distribute (MHSSR IAW Vol I, Pg 2-19) the RSS's assets?			
31.	Is there a legend on the map that displays the approximate number of MHSSR's per sector?			
32.	Does the SNCOIC understand the purpose of the assets map?			
33.				

	ASSETS MAP OVERVIEW											
34.	#P1		#P2	#P3	#NWS	#CC	#NEWS		#RADIO		#TV	

	ENLISTMENT MAP	YES	NO	N/A
35.	Does the Enlistment Map display the same boundaries and sectors as the Asset Map?			
36.	Is there a green pin on the map for each even fiscal year enlistment?			
37.	Is there a red pin on the map for each odd fiscal year enlistment?			
38.	Is there a white dot on each pin that represents an enlistee with an AFQT less than 50?			
39.	Are enlistments obtained from outside the RSS's area displayed on the map?			
40.	Does the SNCOIC understand the purpose of the Enlistment Map?			
41.				

SNCOIC MANAGEMENT BOOK MODULE (Volume 1, Chapter 2, pp. 23–29 and 46–53)

	PLANS SECTION	YES	NO	N/A
42.	Does the SNCOIC maintain the Year-in-Sight plan?			
43.	Is the YIS plan completed properly?			
44.	Does the plan support the CO's Milestones?			
45.	Is the YIS plan a working plan that is updated properly?			
46.	Does the SNCOIC develop a Month-in-Sight plan, for the RSS?			
47.	Does the RSS MIS support the Monthly Mission Letter from the Commanding Officer?			
48.	Does the SNCOIC develop SNCOIC Daily Plan?			
49.	Does the SNCOIC have a Daily plan that supports the RSS's MIS?			
50.	Does the SNCOIC plan time for training/assisting his Recruiters?			
51.				

	REPORTS SECTION	YES	NO	N/A
52.	Does the SNCOIC validate the Daily Report for accuracy?			
53.	Does the SNCOIC validate the Weekly Report for accuracy?			
54.				

	INTERVIEW LOGS SECTION	YES	NO	N/A
55.	Does the SNCOIC employ the Interview Log to drive the Contact-to-contract chain?			
56.	Is the Interview Log maintained properly?			
57.	Does the SNCOIC input notes for each interview?			
58.				

	NEW WORKING APPLICANT SECTION	YES	NO	N/A
59.	Does the SNCOIC understand how to properly use and explain the NWA Log?			
60.	Does the SNCOIC regularly review the NWA Log with the Operations Officer?			
61.				

	ENLISTMENT LOG SECTION	YES	NO	N/A
62.	Does the SNCOIC understand how to validate the Enlistment Log?			
63.	Is the information displayed in the Enlistment Log correct?			
64.				

	MISSION LETTER SECTION	YES	NO	N/A
65.	Does the SNCOIC upload a copy of each month's Mission Letter?			
66.	Is the Annual Mission Letter with changes uploaded?			
67.				
	RESTATEMENT LETTER SECTION	YES	NO	N/A
68.	Does the monthly Mission Restatement Letter align with the monthly Mission Letter?			
69.	Does the SNCOIC upload the Mission Restatement Letter into monthly?			
70.	Are the Restatement Letters completed properly?			
71.				
	TRIP REPORT SECTION	YES	NO	N/A
72.	Does the SNCOIC receive Trip Reports from each visit to the RSS?			
73.	Does the SNCOIC upload copies of the Trip Reports in the SNCOIC Management Book and appropriate Recruiter Training Files?			
74.	Does the SNCOIC review the Trip Reports for guidance in completing corrective action?			
75.	Date of the most recent trip report: Who is it from?			
76.				
	POOL/COMMAND RECRUITING SECTION	YES	NO	N/A
77.	Does the SNCOIC validate the Poolee Credit and Awards Report in the SNCOIC Management book?			
78.	Does the SNCOIC validate the Pool Attrition by Recruiter?			
79.	Does the SNCOIC understand how to access the RSS Shipping Schedule?			
80.	Does the SNCOIC use this report to coordinate and schedule shippers with the Operations Section?			
81.	Does the SNCOIC understand how to access the following Month's Boot Leave Summary in MCRISS? (Monthly Pool View)?			
82.				
	PROFILE PROGRESS BOOK SECTION	YES	NO	N/A
83.	Can the SNCOIC explain the purpose of the PPB?			
84.				
	RSS DATA SHEET SECTION	YES	NO	N/A
85.	Are both pages of the RSS Data Sheet completed properly with correct data?			
86.				
	HIGH SCHOOL/COMMUNITY COLLEGE PROFILE SHEET SECTION	YES	NO	N/A
87.	Are the HS/CC Profile Sheets for the previous SY completed and "signed" on each HS/CC in the area?			
88.	Are the current SY Profile Sheets filled out completely? (except SNCOIC signature)			
89.				

	HS/CC MASTER PLANNING SHEETS	YES	NO	N/A
90.	Does the Master Planning Sheet for the current SY align with the CO's Milestones?			
91.	Is the RSS on track with CO's Milestones for the current year's plan? (Use the HS Progress Report to validate)			
92.				

	HS/CC PROGRESS REPORT	YES	NO	N/A
93.	Are there Progress Reports uploaded monthly for the current school year with comments from the RS XO?			
94.	Does the SNCOIC understand and analyze the report? Explain?			
95.				

	MONTHLY ACTIVITY REPORT	YES	NO	N/A
96.	Does the SNCOIC validate and analyze the Monthly Report before submitting it OPS?			
97.				

	RECRUITING OBJECTIVES SHEETS	YES	NO	N/A
98.	Does the SNCOIC understand how to set prospecting weeks for each Recruiter?			
99.	Does the SNCOIC assign prospecting objectives for the RSS?			
100.	Does the SNCOIC assign prospecting objectives for each recruiter?			
101.	Does the SNCOIC understand the correct procedure for adjusting Recruiter's objectives?			
102.				

	DATA ANALYSIS SHEETS	YES	NO	N/A
103.	Can the SNCOIC explain, and properly analyze Data Analysis Sheets?			
104.	Can the SNCOIC identify what makes up a SOE, BP, SR, CR, PR?			
105.				

	RSS ACTIVITY ANALYSIS SHEETS	YES	NO	N/A
106.	Does the RS provide the SNCOIC an Activity Analysis Report (with CO's comments) monthly?			
107.	Does the SNCOIC upload the reports?			
108.	Does the SNCOIC understand how to use the Activity Analysis Report?			
109.				

	MONTHLY COMMAND RECRUITING REPORT	YES	NO	N/A
110.	Does the RS provide the SNCOIC with a Command Recruiting Report?			
111.	Does the SNCOIC understand the contents of the report?			
112.	Does the SNCOIC upload the report with comments from the program manager into MCRISS RSS?			
113.				

	MONTHLY PPC REPORT	YES	NO	N/A
114.	Does the RS provide the SNCOIC with a monthly PPC Report?			
115.	Does the SNCOIC understand the contents of the report?			
116.	Does the SNCOIC upload the report with comments from the program manager?			
117.				

	MONTHLY POOL REPORT	YES	NO	N/A
118.	Does the RS provide the SNCOIC with a Monthly Pool Report?			
119.	Does the SNCOIC understand the concepts of the report?			
120.	Does the SNCOIC upload the Pool Report with comments from the program manager?			
121.				

	PROGRAMS BOOK (Volume I, Chapter 2, pp. 3 & 41)	YES	NO	N/A
122.	Does the SNCOIC understand the purpose of the Programs book?			
123.				

	WORKING FILE (Volume 1, Chapter 2, pp. 41-44)			
	MISCELLANEOUS SECTION	YES	NO	N/A
124.	Does this section contain Contact, Media, IRT and Take One Cards?			
125.				

	TEMP DQ SECTION	YES	NO	N/A
126.	Is this section being used for individuals found temporarily unqualified for enlistment?			
127.	Do all cards have a scheduled event?			
128.				

	HS/CC VISIT CARDS	YES	NO	N/A
129.	Are the cards being worked properly?			
130.	Are the Scheduled Events being completed on the card?			
131.				

	LIST SCHEDULING CARDS	YES	NO	N/A
132.	Are the Scheduled Events being completed on the card?			
133.				

	MEDIA CARDS	YES	NO	N/A
134.	Is there a card maintained on each media asset in MCRISS-RSS?			
135.	Are the cards being worked properly?			
136.	Are the Scheduled Events being completed on the card?			
137.				

	CONTACT CARDS	YES	NO	N/A
138.	Are the individuals considered as "contacts" identified properly?			
139.	Are the Contact Cards being worked properly?			
140.	Are the Scheduled Events being completed on the card?			
141.				

	TAKE ONE CARDS	YES	NO	N/A
142.	Is there a Take-one Card prepared for each sector in MCRISS-RSS?			
143.	Are the Take-one Cards being worked properly?			
144.	Are all take ones being tracked on the take one card?			
145.				

	IRT CARDS	YES	NO	N/A
146.	Is there an IRT Card for each IRT maintained by the RSS?			
147.	Do the IRT Cards match the route identified on the Map?			
148.	Does the SNCOIC know how to track the results and effectiveness on the IRT Card?			
149.	Does the appropriate recruiter know how to access their IRT Cards?			
150.				

	PAC	YES	NO	N/A
151.	Are PACs prepared properly to include Interests, Needs and Motivators?			
	Using the Working File, complete the following:			
152.	A. Pull PAC generation for each sector from the previous period.			
153.	Sec A: Sec B: Sec C: Sec D: Sec E:			
154.	B. Add up all of the cards (Sec A + Sec B + Sec C + Sec D + Sec E) that were made from each sector for the covered period by all recruiters in the RSS:			
155.	C. Count the amount of actual work days during the covered period:			
156.	D. Enter the amount of Recruiters assigned to the RSS during the month:			
157.	E. (b) divided by (d) =			
158.	F. (e) divided by (c) = PACs per recruiter, per day:			
159.				

	POOL CARDS	YES	NO	N/A
160.	Are Pool Cards being worked properly?			
161.	Are all scheduled events completed?			
162.	Are weekly contacts annotated?			
163.				

	MCRD CARDS	YES	NO	N/A
164.	Are MCRD Cards being worked properly?			
165.	Are all scheduled events completed?			
166.				

	COMMAND RECRUITING FILE (Volume 1, Chapter 5, pp. 5 & 10-13)	YES	NO	N/A
167.	Does the SNCOIC understand the Command Recruiting File?			
168.	Is the Command Recruiting File maintained properly?			
169.	Are all scheduled events scheduled and completed?			
170.				

	EAS SECTION	YES	NO	N/A
171.	Is this section reviewed monthly for potential Command Recruiters?			
172.				

	PTAD POOL SECTION	YES	NO	N/A
173.	Does this section contain cards on proven performers in the Command Recruiting effort?			
174.				

	PTAD REQUESTED SECTION	YES	NO	N/A
175.	Does this section contain cards on individuals that are pending approval and assignment?			
176.				

	RESERVES SECTION	YES	NO	N/A
177.	Does the SNCOIC contact reservists with the intent to get assistance with the recruiting effort?			
178.				

	SCHEDULE AND RESULTS BOOK (Volume 1, Chapter 2, pp. 5-14)	YES	NO	N/A
179.	Can the SNCOIC demonstrate how to approve the Monthly Plans?			
180.	Can the SNCOIC demonstrate how to approve the Recruiter's Daily Plan?			
181.	Are daily recruiting results properly recorded?			
182.	Can the SNCOIC demonstrate/explain how to use the Time Worksheet?			
183.	Does the SNCOIC leave comments on the Recruiter's Activity and Results page?			
184.	Does the Recruiter summarize the week on the Activity and Results page?			
185.				

	POOL BOARD (Volume 1, Chapter 4, pp. 13–14)	YES	NO	N/A
186.	Does the SNCOIC properly maintain a Pool Board in MCRISS-RSS?			
187.	Does the SNCOIC maintain a physical Pool Board in the RSS?			
188.	Is each Poolee entered on the physical Pool Board?			
189.	Is the Pool Board used for tracking individuals in Recruit Training and CDR Marines?			
190.	Does each Poolee entered on the physical Pool Board match the monthly Pool Board view in MCRISS-RSS to include the shipping mission?			
191.				

	PPC DATABASE/ AD PORTAL (Volume 1 Chapter 6, pp. 7–17)	YES	NO	N/A
192.	Does SNCOIC have a PPC Ad portal account?			
193.	Are PPC's transferred from the Ad portal to MCRISS-RSS?			
194.	FYTD percentage of leads returned (90%)			
195.	FYTD good lead percentage (60%)			
196.	FYTD workable lead percentage (70%)			
197.	FYTD workable lead to contract ratio (15:1)			
198.	YTD ePPC contract percentage (17%)			
199.	Does the SNCOIC know the proper definition of a good lead?			
200.	Does the SNCOIC know the proper definition of a workable lead?			
201.				
	LIST FOLDERS (Volume 1 Chapter 8, pp. 2–4)	YES	NO	N/A
202.	Can the SNCOIC demonstrate/explain how to upload a list to the Prospect Board?			
203.	Are all obtained lists uploaded?			
204.	How does the SNCOIC manage the Recruiters prospecting efforts of the lists? Is it done effectively?			
205.	Explain:			
	ACTIVE LISTS SECTION	YES	NO	N/A
206.	Do the Active Folders contain names that are currently being prospected?			
207.	Are the comment date and comments section of list contact sheets completed properly in MCRISS-RSS?			
208.	Are all high school lists 'bonafide' per the Volume I?			
209.				
	PENDING LISTS SECTION	YES	NO	N/A
210.	Do the pending folders only contain names of individuals not age or education qualified (a high school junior list)?			
211.				
	SNCOIC / RECRUITER TRAINING FILE (Volume 1, Chapter 2, pp. 54–58 and Chapter 15, pp. 15-28)	YES	NO	N/A
212.	Does the RSS have T&R Manual on hand?			
213.	Can the SNCOIC demonstrate how to use the T&R Manual?			
214.	Does the SNCOIC use the T&R Manual in the initial training of all newly assigned Recruiters?			
215.	Can the SNCOIC explain their responsibility for the initial training and evaluation of RSS Recruiters?			
216.				
	RECRUITER TRAINING FILE SECTION	YES	NO	N/A
	Section 1 Productivity Record	YES	NO	N/A
217.	Can the SNCOIC explain how to verify the Productivity Record monthly?			
	Section 2 PAR Evaluation	YES	NO	N/A

		YES	NO	N/A
218.	Is there a completed PAR Evaluation and PAR Exam completed / uploaded in the Recruiter's file?			
	Section 3 (3, 6, 9 Month Recruiter Evaluation MOJT Checklist and Evaluation Summary	YES	NO	N/A
219.	Does the SNCOIC understand how to complete the MOJT Checklist and is it uploaded?			
220.	Does the SNCOIC certify Recruiters based on the standard in the T&R Manual?			
221.	Does the SNCOIC make comments for each evaluation period on the checklist?			
222.	Does the SNCOIC document and provide follow-up training from the Recruiter's Evaluation Summaries?			
	Section 4 Training & Assist Reports	YES	NO	N/A
223.	Does this section contain uploaded Trip Reports that pertain to this Marine?			
	Section 5 Training Provided by the SNCOIC	YES	NO	N/A
224.	Does the SNCOIC conduct Individual training with each recruiter?			
225.	Does the SNCOIC conduct group training with the entire RSS?			
226.	Have all recruiters initialed all training documented in each of their training files?			
227.				

	SUMMARIZE DOCUMENTED TRAINING FOR EACH RECRUITER FROM THEIR TRAINING FILE					
228.	MARINE:					
229.	HRS INDV TRNG:					
230.	HR GRP TRNG:					
231.	IOFS COMPLETE:					

	Section 6 Individual Counseling	YES	NO	N/A
232.	Does the SNCOIC provide counseling to each recruiter at least once per month?			
233.	Are all counselling's signed by the SNCOIC and Recruiter?			
234.	Do the counseling's include balanced or reinforcing feedback?			
235.				

	HS/CC BOARD (Volume 1, Chapter 2, p. 4)	YES	NO	N/A
236.	Is the HS/CC Board prominently displayed in the RSS?			
237.	Does the HS/CC Board show the status of the current SY and show progress toward assigned milestones?			
238.				

	RSS REQUIRED PUBLICATIONS	YES	NO	N/A
239.	Does the RSS maintain a copy of Volume I?			
240.	Does the Volume I have the latest changes incorporated?			
241.	Does the RSS maintain an EPM?			
242.	Does the EPM contain FROST Calls and changes?			
243.	Does the RSS maintain a MCEOB?			
244.	Does the MCEOB contain the latest changes?			
245.	Do the Recruiter's personalize their MCEOB?			
246.				

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