

**CC PAM 145-36
Army Reserve Officers' Training Corps Tactics, Techniques, Procedures (TTP) for
Army ROTC Recruiting**

Original Document Date: 12/01/01

Revision Date: 05/06/03

Summary. This is change 01 to Cadet Command Pamphlet 145-36, 1 December 2001. This change: **1) adds information on overcoming some of the unique concerns of specific target markets, 2) updates the information on the National Referral List system (formerly START/PMS Galley), and 3) provides additional information on recruiting planning - what to do with the targeted prospect list.** Additionally, this change provides **Appendix X**, The Marketing-Recruiting-Retaining Playbook, which is designed as a stand-alone document and is available from HQCC on CD-ROM. The web version of this Pamphlet, with links to all other references, remains on the CC Right Site and has been updated to incorporate these changes; a document with printable changes is also available from HQCC to update the printable versions provided previously on CD to the ROOs.

Applicability. The instruction in this pamphlet applies to all members of Cadet Command but in particular to those in recruiting positions, e.g. Brigade and Battalion Recruiting Operations Officers, Nurse Counselors, etc.

Supplementation. Proponent for this pamphlet is U.S. Army Cadet Command, ATTN: ATCC-OT. Supplementation of this pamphlet is authorized as new tactics, techniques and procedures, including field best practices, are identified. Such information should be provided through channels as suggested improvements whenever possible.

Forms. Official forms referenced in this pamphlet are prescribed by other guiding documents, based on the references cited. This pamphlet prescribes no new forms; sample worksheets such as the Event Packing List and Event After Action Report are recommendations only.

Suggested Improvements. The proponent for this pamphlet is the Director, Recruiting Operations Directorate. Send comments and suggested changes to Cadet Command Pamphlet 145-36 on [DA Form 2028](#), Recommended Changes to Publications and Blank Forms, through channels to Commander, U.S. Army Cadet Command (ATCC-OT), Fort Monroe, VA 23651-5000.

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Introduction [TOC](#)

Recruiting in Cadet Command is unlike any other mission in the Army.

While enlisted recruiters (USAREC) are focused on attracting quality soldiers for our Army, Cadet Command cadre must not only attract such young people but conduct initial entry training as well, introducing them to all elements of the Army, while simultaneously ensuring their success in college as well - only after successfully completing both a bachelor's degree and an officer commissioning program does a new officer count toward our "mission." Thus, Cadet Command cadre are charged with "recruiting our own" cadets, training them to standard, mentoring them, and retaining them, for a period of anywhere from two to five years and longer. Few experiences outside Cadet Command prepare you for the unique mission of recruiting for ROTC.

"Recruiting our own" is a guiding principle of any recruiter, but the fundamental difference between Cadet Command and other Army organizations with a recruiting function is the sheer size of our mission – recruiting is only the tip of the iceberg.

But, in order for the training, mentoring and retaining to go smoothly, the recruiting must be the first priority, followed by retention and training. In fact, the training function and every other aspect of battalion operations include an element of recruiting. Cadets in Army ROTC are not yet soldiers – once enrolled, they are still not fully "recruited" nor have they completely bought into the program. Cadre members coming to Cadet Command for the first time must often learn as much about college students as the college students have to learn about the Army!

While every cadre member is considered a recruiter, the hub of recruiting for any program is the partnership between the commander – the Professor of Military Science (PMS) - and the Battalion ROO (Recruiting Operations Officer). The entire unit mission can be made or broken on the performance of the ROO alone. This places emphasis on the selection, training, and resourcing of Battalion ROOs. However, an effective recruiting operation should be considered the result of a thoroughly planned, properly resourced, and aggressively and systematically executed effort to identify and enroll/contract individuals we desire to be ROTC cadets. Effective recruiting is not merely the ROO's execution of a barrage of promotional events.

This document is designed to give ROOs (and the rest of the battalion cadre) the necessary tactics, techniques and procedures (TTPs) to successfully recruit. The first section identifies the three ingredients for successful recruiting. The second section includes TTPs for recruiting our target: the Scholar, Athlete, Leader (SAL). Following the TTPs is an updated version of the "ROO Guide" that includes training, applications, references, and example products, materials, slides, and letters. Files can be opened, modified and saved for your own use. This PAM is not intended to replace or substitute for the resident ROO Course, only supplement it with helpful TTPs and examples. This information is current as of 1 December 2001. Please send all comments and improvements to Headquarters, Cadet Command (HQCC), ATTN: ATCC-OT.

You can also participate in the "[Recruiting Officer Best Practices](#)" discussion board which is available on line. This is the forum for exchange of good ideas and additional TTPs for ROTC recruiting.

NOTE: *If you are reading this document in electronic format, you will find a number of links throughout, which take you either to an external resource; e.g., the link below to the Cadet Command Documents Web Page, or to products such as training slides that reinforce a*

concept. All Cadet Command references (regulations, pamphlets, etc.) can be found on the Right Site. Army Regulations are available at www.usapa.army.mil, as are most required forms. For other good references, e.g., the pay scale, we have attempted to provide the source location. You will only need the programs from MS Office already loaded on your ROO Laptops, to run this with the exception of Adobe Acrobat reader that you can download for free from <http://www.adobe.com/>. If you click on a document and a password window pops up, just click on OK without entering anything (up to three times).

Members of the command who have not yet read "[The Way Ahead](#)" should read it before proceeding. This document explains the fundamental shift in ROTC away from sending out direct mail letters and then waiting for someone to walk in to specifically targeting the individuals that we want in our program.

Section I - Ingredients for Successful Recruiting [TOC](#)

There are generally three basic ingredients for a successful recruiting program. These include: 1) a ROO who has the disposition or personality for recruiting, 2) a ROO who is competent (trained), and 3) a command climate that includes recruiting as a top priority (Table 1).

Ingredients for Successful Recruiting	
Ingredients	How to
#1 ROO Disposition :	ROO Screening/Selection
- Outgoing/Enthusiastic	
- Focused on Target Market	
- Excellent Public Speaker	
- Good listener	
#2 ROO Competency (ROO Course)	ROO Training* / Mentoring
-Marketing and Advertising	
-Recruiting (Professional Sales Skills)	
-Processing (know how)	
#3 ROO Protected & Resourced	BN Recruiting Priority
-ROO has minimal other tasks	
-Reports directly to PMS	
-Other Cadre assist	

There are many local TTPs and other factors that directly impact, but you should have a baseline of all three of these to have a successful recruiting program. It is critical that PMSs select the best possible individuals (ROO and Gold Bar Recruiter or GBR) since recruiting is our top priority. This is very different from the tactical Army where training is the top priority. A ROO who is a great personal recruiter but does not understand the benefits of being an officer, your own ROTC program (product knowledge), or how to get someone in the program (process knowledge), will not be successful. Also, a very knowledgeable ROO who does not know where to get prospects (target and market analysis) or does not have the disposition to recruit, will not be successful either. If you have both a ROO who has the personality for recruiting and is competent, you may still fail if the recruiting effort is not resourced and protected.

A ROO may not be successful if they teach 100 MSIs, is also the S-1, runs the Ranger Challenge M-16 range, and only gets to use the GSA vehicle after training, admin, and supply are done with it. Few Battalions have enough officers to have ROOs do nothing but recruit (optimal), but it comes down to making recruiting the first priority for the unit. single Battalions manifest this through minimizing ROO taskings outside of recruiting, by resourcing

them and by involving all Cadre and Cadets in recruiting. An additional successful technique is to have the ROO lead a recruiting team consisting of GBR, possibly the BN Technician, and others such as a USAREC [on campus recruiter](#) and even cadets. The ROO then reports directly to the PMS. Taskings by the XO or S3 have to be cleared by the Battalion Commander. Another technique is to have the ROO be the recruiting operations planner and having all Cadre significantly involved in marketing and recruiting operations.

Battalions must implement screening and selection of recruiting personnel as well as unit prioritization on their own. Cadet Command has come to the aid of all units in training and resourcing of your recruiting effort. All ROOs were issued very high quality multi-media laptops in the Spring of 2001, shortly followed by cell phones. Also, every unit is authorized to have a GBR on campus. In the summer of 2001, the first three Recruiting Operations Officer Courses (ROOC) were taught at Fort Monroe. This course is now required for all ROOs and is taught four times a year. This 2+ week course addresses all three ROO core competencies listed below. [TOC](#)

ROO Core Competencies (Training Requirements)
1) Marketing (Planning)
- <u>Conduct Mission Analysis</u> (Enrollment Mission Planner or EMP, the old 5 Year Plan) to ID recruiting mission
- <u>Conduct Market Analysis</u> (IPB, demographics, etc) to ID target market
- <u>Employ Campaign Planning</u> (BMAP/ Advertising) How to get the prospects
2) Selling (Recruiting)
- <u>Personal recruiting</u> (telephone, face to face, referrals), presenting, prospect management, executing events, prospecting (Quest, ACT/SAT lists, etc)
- <u>Salesmanship</u> (establish rapport, determine needs, overcome objections, screening)
3) Processing (Product and process knowledge)
- <u>Product knowledge</u> (about your ROTC program, GRFDs, Ed delays, explaining; accessions, branching, camps, etc);
- <u>Process knowledge</u> ; scholarships, waivers (medical, civil, academic, age)
- <u>Automation</u> (CCIMS, LAPS, QPMS, DODMETS, etc.)

MOI
Cadet Command's Recruiting Operations Officer (ROO) Development Plan [TOC](#)

Revision Date :



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY CADET COMMAND
FORT MONROE, VIRGINIA 23651-1052

ATCC-OR (145), 24 Feb 04

MEMORANDUM FOR Region/Brigade/Battalion Commanders, U.S. Army Cadet Command

SUBJECT: Memorandum of Instruction (MOI) for Cadet Command's Recruiting Operations Officer (ROO) Development Plan

1. Purpose. The purpose of this MOI is to provide operating guidance for Cadet Command's ROO development plan. Ensure the ROO completes the School of Cadet Command (SOCC) resident ROO course within 60 days of appointment to this position per [Cadet Command Regulation 145-3](#), Precommissioning Training and Leader Development, Chapter 5-2 b.(2).

2. References:

- a. [CC REG 145-1](#), Scholarship Policy, Administration and Procedures.
- b. [CC REG 145-3](#), Precommissioning Training and Leader Development
- c. [CC REG 145-4](#), Marketing, Advertising and Publicity
- d. [CC REG 145-5](#), Leader's Training Course
- e. [CC REG 145-17](#), Recruiting Enrollment Planning
- f. **CC PAM 145-36**, Recruiting Techniques, Tactics, and Procedures
- g. Distance Learning-SOCC(DL-SOCC)CD ROM
- h. Achieve Global Professional Sales Skills Media CD ROM

3. Concept of the Operation:

a. Battalion Commanders will ensure the ROO attends the resident ROO course at the School of Cadet Command, Fort Monroe, Virginia **NLT 60 days from assignment or designation to this duty position or request an exception to policy to attend the next available course**. Prior to attending the resident ROO course, the PMS will ensure the ROO completes and is familiar with the following items **within 60 days of appointment** and maintain **Memorandum for Record** of completed training ([see below](#)):

- (1) Enroll and complete the DL-SOCC CD ROM.
- (2) Professional Sales Skills Media CD ROM.
- (3) Review of **CC PAM 145-36**, Recruiting TTPs.
- (4) Review of [CC REG 145-1](#), Scholarship Policy, Admin & Procedures.
- (5) Review of [CC REG 145-4](#), Marketing, Advertising & Publicity.

MOI

Cadet Command's Recruiting Operations Officer (ROO) Development Plan [TOC](#)

(continued)

- (6) Review of [CC REG 145-5](#), Leader's Training Course.
- (7) Review of [CC REG 145-17](#), Recruiting Enrollment Planning and current Recruiter Enrollment Action Plan.
- (8) Review of current Battalion Recruiting Enrollment Action Plan ([REAP](#)).
- (9) Review of all missions by mission set to include commission mission, special missions, referral mission, status of prospects, scholarship offers and acceptances.
- (10) Right-Seat Ride: Experienced BDE/BN ROO assistance visit **within 60 days of appointment**.

4. Responsibilities:

a. Recruiting, Retention, and Operations Directorate:

- (1) Provide executive oversight of ROO Development Plan procedures and program.
- (2) Coordinate between HQCC, School of Cadet Command and Army ROTC Battalions as necessary.
- (3) Ensure Recruiting TTPs are updated, complete and posted to Cadet Command Right Site.

b. Director of Leader Development:

- (1) Coordinate with School of Cadet Command to ensure the ROO has the appropriate DL-SOCC CD ROM and Professional Sales Skills Media CD ROM.
- (2) Monitor all ROO course attendance/certification.

c. Brigade Commander's:

- (1) Ensure attendance of all Battalion ROOs, Brigade ROOs and Brigade Nurse Counselors to resident ROO course and inspect for completion of development plan during OIP as appropriate.
- (2) Coordinate Brigade Recruiting Officer or experienced Battalion Recruiting Officer Right-seat ride assistance visit **within 60 days of ROO appointment**.

d. Professor of Military Science will validate the completion of training with certification letter and ensure the ROO is enrolled in the next ROO resident course at SOCC, Fort Monroe, VA. PMS will ensure ROO brings a copy of the certification memo to the resident ROO course.

5. Cadet Command POC is **MAJ Sorrentino, (757) 788-3770, DSN 680-3770** or e-mail sorrentinomj@monroe.army.mil.

FOR THE COMMANDER:

//s// **RODNEY A. PHILLIPS Colonel, GS Chief of Staff**
Enclosure: Sample ROO Certification Letter from PMS

Sample ROO Certification Letter from PMS [TOC](#)

(Appropriate Letterhead)

ATCC (145)

(Date)

MEMORANDUM FOR RECORD

SUBJECT: Recruiting Operations Officer Certification of CPT Joe E. Qualified, 0000 Any Street, Anywhere, State 00000

1. This letter is to certify that CPT Joe E. Qualified has completed the prescribed interim training plan for Recruiting Operations Officers outlined by the Recruiting and Retention Operations Directorate of U.S. Army Cadet Command as stated below.
2. Training:

Description:	Date Completed:
a. DL-SOCC CD-ROM	
b. Professional Sales Skills Media CD	
c. Review of CC PAM 145-36 , Recruiting TTPs	
d. Review of CC REG 145-5 , Leader's Training Course	
e. Review of CC REG 145-1 , Scholarship Policy, Admin & Procedure	
f. Review of CC REG 145-4 , Marketing, Advertising & Publicity	
g. Review of CC REG 145-17 , Recruiting Enrollment Planning	
h. Review of Current BN REAP	
1. Right-Seat Ride Brigade/BN ROO Assistance Visit by:	
2. Review of all missions by Mission Set and Scholarship Offers	

3. The soldier will be attending the next resident Recruiting Operations Officers course held by the School of Cadet Command on date: _____.
4. Point of contact is the undersigned, DSN XXX-XXXX or Commercial (XXX) XXX-XXXX.

HARVEY PROFESSOR
LTC, IN
Professor of Military Science

Section II - How to Recruit Scholars-Athletes-Leaders (SALs) TTP [TOC](#)

Cadet Command must aggressively focus on recruiting Scholars, Athletes, & Leaders (SAL) as future Army officers. "The Way Ahead" requires us to use our resources to target and recruit SALs. Recruiting events allow us to "spear-fish" the SAL. Battalion Marketing Action Plan (BMAP) campaign events/activities incorporate effective targeting TTPs. Recruiting events should be developed or framed to reach/engage target audiences (a list of SALs and influencers) and convince them to consider ROTC. Before a ROO can even begin recruiting they must have a firm grip on what they are trying to achieve for up to five different years. Of course you want to bring in the maximum number of SALs and as many qualified prospects as possible, but your efforts must have true focus. This focus is derived from the commission mission of your Battalion and the [Enrollment Mission Planner \(EMP\)](#). Based on the number of enrolled cadets you have and historical retention rates, this modeling tool (the EMP) will help you determine the number of qualified candidates you are recruiting (getting to enroll). This will give you targeted recruiting objectives by mission set, e.g. 21 MSIIIs for the upcoming fall to make commission mission the next spring. ROOs must take this recruiting objective (mission) for each year and subdivide it between the different entry options and campaigns (Green to Gold, SMP, National Leader's Course, etc). Once you have these numbers, you can then begin planning how you will accomplish all these objectives.

The Battalion Marketing Action Plan (BMAP) is the recruiting operations order. The first part of the BMAP is critical as it serves as the "Situation" paragraph does on an operations order. You must thoroughly analyze your school and your market, and refine your AO and AI. The admissions office and office of the registrar or dean of students is key to this portion of the BMAP. Many schools have been successful soliciting business or marketing departments on campus to conduct market surveys for their program (you probably have Cadets who are business or marketing majors who can do this for you as a college project). This is similar to conducting Intelligence Preparation of the Battlefield before an attack. You should survey your cadets to find out how they found out about ROTC, why they decided to join, and what the largest drawbacks are. After determining what has worked, you need to determine where you are going to find SALs for your program as well as the major influencers on them. Generating a list of SALs and influencers is the first key to aggressive targeting. The BMAP serves as the synch matrix for the who, what, where, when, why and how to market for and recruit SALs. There are five mandatory campaigns for all battalions (High School/Pre-College, Incoming Freshman, Leader's Training Course, 3/2 yr Campus Based Scholarship Program, and Registration that includes SMP, Alternate Entry Option, Compression, Basic Course Enrollment, etc.) and two specific campaigns (Nursing - *for all battalions with schools of nursing* and Green-to-Gold for Counterpart Battalions). Each BMAP campaign identifies a primary quantitative enrollment objective (goal!), a priority, and a plan of scheduled events with budget allocation to achieve the enrollment objective. [Cadet Command Regulation 145-4, Marketing, Advertising, and Publicity to Support Enrollment](#) (new Draft pending release soon) requires annual BMAP submissions, but regions establish format and submission schedules. This BMAP will include all marketing, advertising, and recruiting events in one document. One of the best resources for creation of a BMAP and the campaign plans is the [Strategic Marketing, Advertising and Recruiting Tool \(SMART\) Book](#). This document includes recommendations for developing successful direct mail letters. Also, you can order free Recruiting Publicity Items (RPIs) online from [The Recruiter Store](#).

The portions of the BMAP that deal with Army marketing funds will become your annual Marketing Action Plan (MAP) budget, which must be in accordance with the annual [MAP Guidance](#) (new guidance pending). The MAP budget must be submitted online via the [Local Advertising Purchase System \(LAPS\)](#) no later than August 31st. After your MAP is approved you can submit trimester orders of marketing and advertising materials IAW your approved MAP. As of the summer of 2001, there are procedures in place that allow you to

locally purchase many of your marketing and advertising items. The specific requirements and procedures are outlined in [CC PAM 145-35, Local Purchase of Items outside of LAPS.](#)

Some of you may wonder why we bother to conduct marketing and advertising if you are supposed to be targeting SALs and not waiting for "walk-ins." The answer is that there are some SALs out there that you will not get from a list to call. Also, you will not turn away a qualified applicant who wants to do ROTC just because they are not a "SAL." Remember, if you ONLY spearfish you may starve. Local marketing starts the recruiting process, focusing on the reasons you want a prospect in your program. Local marketing pre-conditions the prospect for an ROTC contact, providing awareness of the program, and providing the prospect an opportunity to respond to a campaign offer targeting a specific group (scholars, leaders, and/or athletes).

Section II - National Marketing vs. Local Marketing TOC

Marketing is performed at the national and local level. Battalion Marketing Action Plans should take into account the national campaign schedule as well as the local academic schedule. BMAPs include all elements of on-campus marketing, including advertising (which must be purchased through LAPS), public relations, sales promotions including flyers and giveaways to support events, and direct marketing, usually through direct mail campaigns or e-mail solicitations.

Local marketing starts the recruiting process, focusing on the reasons you want a prospect in your program. Local marketing: pre-conditions the prospect for an ROTC contact, providing awareness of the program; provides the prospect an opportunity to respond to a campaign officer; and targets specific groups.

Cadet Command requires battalions to demonstrate their targeted recruiting efforts, including evidence in the BMAP of a targeted recruiting plan by campaign (lists the unit plans to obtain, from whom/how, info available on each list and battalion efforts planned to contact those prospects). Battalions will be required to maintain and update lists of S-A-Ls; these will be checked during command visits.

Scholars, Athletes and Leaders are our target market. Within the fields of Scholars, Athletes and Leaders, some students will also demonstrate a propensity for military service and/or the traits that would indicate that they could be successfully recruited and **retained**. These students are called "First Stringers" and may be a slice of any of the other categories - scholars, scholar-athletes, leaders, etc. Based on some screening questions, First Stringers may be identified and successfully recruited and retained, and, in general, First Stringers are very likely to exhibit traits of athletes and leaders anyway, so they can be prioritized for battalion effort. Battalions must be careful, however, to avoid expending resources on students who are enthusiastic about Army ROTC but do not bring quality traits to the program.

For the High School/Pre-College campaign, battalions should make every effort to work with the school's admissions office in its efforts to solicit interest among quality high school students. In principal, Army ROTC battalions should let the SCHOOL RECRUIT FOR THE SCHOOL; within the school's efforts, Army ROTC can highlight the program and further interest the student. ROTC recruiting should always complement the features and benefits of the school; the school's recruiting efforts can and should also include Army ROTC features and benefits. Army ROTC recruiting must stop short of soliciting interest in a particular school - let the school do that, just make sure the message about Army ROTC is included.

In working with the college or university, specifically in sharing in their direct mail efforts, the ROTC battalion has three basic opportunities: get integrated into what the school is already doing; get access to the high school students who have expressed an interest in their school (and potentially expressed an interest in Army ROTC); or to purchase separate lists and conduct a separate but coordinated effort. The first two of these options are recommended.

To get integrated into the school's direct mail efforts targeting high school students, the battalion ROO or PMS should attempt to ask the following questions of the Admissions Office personnel:

What lists are they purchasing? Can Army ROTC participate, or at least get electronic access to conduct additional mailings?

What package is the school mailing; IS ROTC REPRESENTED?

Is ROTC featured in the Prospectus or View book? (which may be sent right up front to high quality students)

Is ROTC highlighted in the letter?

Could ROTC place a flyer in the package?

Does a responding student have the opportunity to identify his/her interest in ROTC on the reply?

Getting access to the students who have expressed an interest in the school means getting copies of the information on those students who have chosen to have their scores sent to this school. When a high school student registers for the college entrance exams, such as ACT or SAT, he/she has an option to have his/her scores automatically sent to a number of colleges and universities. The information on these students comes with actual score data (not just the cutoff score) as well as information provided through a personal survey.

Battalions choosing to purchase their own lists must at least coordinate for message consistency, graphics, etc., with the school. Such efforts to solicit interest will be resource-intensive, for limited yield, and should be considered only after the first two options are exhausted.

Section II - What's on a List? [TOC](#)

Lists are purchased according to a wide variety of selection criteria:

- Scholarship, including exam scores (PSAT, SAT, PLAN, ACT) and self-reported GPA;
- Athletics, including participation in varsity sports (# years, letters, honors, etc.);
- Leadership positions held (band, yearbook, Honor Society);
- Intended Major, desired campus type & program (4-yr, 2-yr);
- Citizenship, race and ethnicity, gender;
- Home of Record (region, state, zip code).

Spring Prospect Mailings	Target	Mail Date	Sample State U
Winter PSAT	Juniors	February	?
Winter PLAN	Juniors	February	?
	Sophomores	February	?
NRC CUA	Juniors	March	?
	Sophomores	March	?
	Freshman	April	?
Spring SAT	Juniors	March	?
Spring PSAT	Juniors	April	?
	Sophomores	April	?
Fall Prospect Mailings	Target	Mail Date	Sample State U
ACT IV	Seniors	August	?
ACT V	Seniors	September	?
SAT	Seniors	September	?
Student Marketing Group	Freshman, Sophomores, Juniors	January	?

Costs are for setup of each different list (e.g., Hispanic scholar-athletes, Nurses in the southeast scoring 1100 or higher), plus approximately \$0.20 per name provided. Data from lists purchased by the school (sent on electronic media or printed labels) includes only name, address, etc., for the selected records - does not show actual test scores, years in band, other details. **Note:** Lists can vary widely. The National Research Center for College and University Admissions (NRCCUA) carries only GPA but includes broader interest categories, including Military Science, volunteer work, etc.; but GPAs reported on tests tend to be more accurate and the test score itself is a predictor.

Section II - "First Stringers" [TOC](#)

Students who may be First Stringers will know something about Army ROTC and may have requested information on Army ROTC in the past from high school counselors or through the QUEST fulfillment system. Because they may be First Stringers as well as SALs, battalions need to follow up on leads from national efforts! First Stringers will not only like physical activity, but will also seek adventurous physical activity; may have rafted, canoed, rock climbed, or sky dived; would probably be first in line at a bungee jump; seek out the most extreme rides; will also come to displays of military equipment; will probably be working to finance college. Check with work-study coordinators and off-campus employers. They contemplate not only what they need for their lives and education now, but also what they will do in the years after graduation.

Normally first stringers are early visitors to job fairs. They also exhibit athlete and leader characteristics. Look for those who organize intramural athletic activities in the dorms, run for student council positions, and walk-on for team sports.

Identify prime targets on campus by screening for "First Stringers." The following question domains can help:

- ✓ Do you like doing exciting physical activities?
- ✓ Do you think that you may achieve more as a leader in your field with the advantages of Army leadership training?
- ✓ Do you enjoy challenges?
- ✓ Is being a leader important to you?
- ✓ Are you concerned about how to best use your education?

- ✓ Are you concerned about financing your education?
- ✓ Do you believe that the Army is a fair organization?
- ✓ Do you believe that service to country is important?

If the student engages in all question domains, he is probably a First Stringer, but a prospect with one or more negative responses could still be worth your effort based on S-A-L criteria. Do not spend your quality time on students looking solely for scholarship money but bringing us only limited skills and abilities.

Section II - SAL Definition [TOC](#)

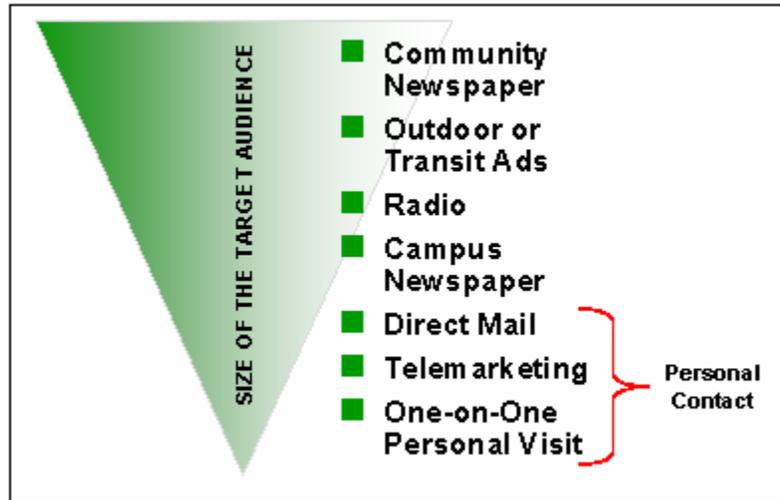
SAL is defined as a prospect or cadet who meets the criteria for each facet of SAL. PMSs must use the SAL quality criteria for targeting prospects in each recruiting campaign in their BMAP. SAL prospects that enter ROTC with higher levels of abilities and desired characteristics will result in higher quality, well-rounded cadets, willingly retained with a greater potential to serve as Army officers. SALs are the focus of our recruiting efforts and where we should devote our quality time.

Scholars (S): We aggressively target the scholar to ensure a cadet can remain academically aligned and attain his/her required degree. The ability to achieve high academic standards demonstrates aptitude, discipline, dedication, and personal pride. These scholars from all fields and academic disciplines will bring to the Army the benefits of officers with the ability to adapt to diverse situations and lead us through the 21st century.

Athletes (A): We aggressively target the athlete to ensure a cadet can meet the physical fitness and mental toughness required of an Army Officer. Physical Fitness expresses self-discipline, teamwork, and exemplary leadership. Athletes possess the desire to compete demonstrate aptitude, endurance, self-sacrifice, and the warrior spirit. Athletic competition is a key indicator. Athletes project mental toughness and a healthy appearance in addition to demonstrating a high level of fitness. High school, collegiate, intramural, and city teams, and high adventure sporting activities help define and develop an athlete.

Leaders (L): We aggressively target the leader to ensure a cadet has the foundation to lead others. We offer the best leadership development program in the world. The desire to lead, to influence and persuade others to achieve results, is key to an Army Officer's success. Those who have actively sought and fulfilled their responsibilities to lead, manage, or supervise in any organization, to include outside employment, are viable prospects. Those who actively seek out leadership roles demonstrate aptitude for leader development, selfless service, and strong success orientation.

PMS/ROOs must be able to place each prospect/cadet in SAL categories. There are two main categories, but those who meet two criteria, or just one, should also be considered, and targeted in priority orders.



Our targets, or prospective cadets, must be defined using the PMS SAL description. Influencers (people close to the SALs) must also be targeted. Priorities of effort must be assigned to high pay-off, direct face-to-face contact activities. The amount and type of effort you spend on each target group often depends on the size of the group.

Recruiting events/activities should be prioritized to "spear-fish" from lists identifying SAL prospects. Resources should be allocated to high pay-off events. PMSs must allow ROOs to task organize personnel, cadre, gold-bar recruiters, USAREC on-campus recruiters, cadet recruiters, etc., to achieve their mission. ROOs have the main effort. They pull together the team and direct the development of target SAL lists and the focus of recruiting efforts.

Section II - SAL Criteria [TOC](#)

(For more info, see [SAL](#).)

High School Criteria (4-Year Scholarship Awardees)

Scholar (only requires one of the bullets)

Valedictorian/Salutatorian
Membership in National Honor Society
Honors or Advanced Placement Program graduate
GPA over 3.0 and SAT/ACT over 1100/21
Top 10% of class **and either**
GPA over 3.0 **or**
SAT/ACT score above 1100/21

Athlete (only requires one of the bullets)

Varsity Letter from HS team
Member of regional/city/competitive league
Either active involvement in organized competitive team sports **or** active involvement in individual athletic competitions (triathlon, mountain biking, running, martial arts, etc)

Leader (only requires one of the bullets)

Elected member of student government, class, activity
Captain of athletic or academic team
Eagle Scout/Gold Star
Served in position of responsibility in school/club or private organization **and** leader in volunteer service organizations/activities

Campus Criteria [TOC](#)

Scholar (only requires one of the bullets)

Campus Academic Honors Designee

Cumulative GPA over 3.0 **and** SAT/ACT over 1100/21 (Freshmen and G2G)

-Top third of class **and either**

-Cumulative GPA over 3.0

and SAT/ACT score above 1100/21 (Freshman & G2G)

In a academic program with the Academic Discipline Mix (ADM) coding of 3,4, or 5 IAW CC Reg 145-12 and a cumulative GPA over 2.5

Athlete (only requires one of the bullets)

Current member of college competitive or intramural team

Current member of regional/city/competitive league

Either active competitive involvement in organized team sports / unit sports team (G2G) **or** active involvement in individual athletic competitions (triathlon, mountain biking, running, martial arts, etc)

Leader (only requires one of the bullets)

Elected member of student government, class, activity

Captain of college athletic or academic team

Eagle Scout/Gold Star

Prior Service NCO (reserve or active duty)

Owns/runs own business or in supervisory position

Serves in position of responsibility in school/club or private organization **and** leader in volunteer service organizations/activities

Targeting TTPs:

How to target Scholars: The admissions/registrar can provide SAT/ACT scores and other pertinent information for entering, returning, and transferring students who meet SAL criteria. Others who can provide information include: high school counselors, athletic team academic advisors, academic honor societies, recipients of merit based grants/scholarships, deans of highly technical bachelor degree schools, advisement centers, Junior College Registrars, etc. Screening this information by applying Scholar criteria develops the list of whom we want.

How to target Athletes: Coaches, Athletic directors, Schools, Clubs, Sponsors, etc. can provide rosters. In addition, newspapers identify competitive participants. Examples include varsity athlete rosters, athletic department academic lists, intramural team rosters, fraternities/sororities sports teams, club sport rosters, local running/swimming/biking/weight competitions, military unit teams (USAR/NG or active), summer sports camps, fitness classes, martial arts tournaments/studios, aerobics classes, etc. Screening this information by applying Athletic criteria develops a list of who we want.

How to target Leaders: Leaders of student organizations, fraternities/sororities, and any organization on-campus/high school can provide lists and referrals. Employers highlight employees on a regular basis and are willing to share lists. Examples of other lists include Explorers, Girl Scouts/Boy Scouts, student government, Future Farmers of America (FFA), Future Business Leaders of America (FBLA), JR Chamber of Commerce, leadership/management classes/internships, church, volunteer organizations, Civil Air Patrol, VA reps (process GI Bill), Military Education Centers, USAREC reps, USAR/NG units, JROTC, etc. We also have a partnership and a command level [MOA with USAREC](#) that you should be very familiar with and executing at the local level. Screening this information by applying Leadership criteria develops a list of who we want.

Three targeting steps set the stage for recruiting SALs:

Conduct market analyses to identify SAL criteria. PMSs should survey their own battalion to identify the who, what, when, where, why and how their current cadets arrived. Coupled with knowledge of their campus environment, PMSs can develop their SAL criteria for each BMAP campaigns. Weigh the ability to develop abilities vice recruit them.

Obtain the prospect lists by contacting influencers and providing them with the SAL criteria to focus searches, referrals, and recommendations.

Screen and Match the three lists: **S, A, L** and develop a top priority **(Category A)** SAL list to use for recruiting events/activities. [TOC](#)

When targeting for the High School/Pre-College campaign, units should focus on including Army ROTC in the school's solicitation and marketing materials such as view books, flyers, web pages, etc. Remember that the Battalion's mission is to recruit for Army ROTC at your school.

For the incoming freshman campaign, make sure the ROTC department is included on the campus tour route. It is also critical that the campus tour guides and ambassadors are well informed about your ROTC program so they can mention it on the tour. An even better technique is to get as many of your quality cadets working with the admissions office as possible in every capacity. Having ROTC cadets in admissions can be a great way to positively influence prospective and incoming freshman. This is true if they serve as guides, answer phones, or even participate in college admissions telemarketing. The ROO should be working hand in glove with everything that admissions does from direct mail and college fairs to on campus events.

Recruiting events involve contact with the intent of screening, qualifying, and selecting SALs. Obviously, we may find others who are not on our SAL category lists. This is a benefit or bonus from our involvement in the campaign event/activity, but the contact of influencers and, in particular, top priority **(Category A)** SALs and their friends, parents, and others are the primary focus. Influencers and SALs should be invited to attend recruiting events such as dinner presentations, activity clinics, open houses, etc., wherever possible. Recruiting continues until the SAL enrolls or you are unable to overcome their objections after numerous attempts.

The job of the ROO, however, does not end with the choice of each prospect to enroll or not enroll. Inherent in recruiting operations is the evaluation of every effort, after action reviews of what worked and what did not, what you will expend your limited resources on again (next campaign, next school year) and what you need to scrap. Again, here, you will find that working with the university admissions, registrar and other administration offices will help you to focus on the big pay-off targets. Review your cadets who enrolled BY LEAD SOURCE, and review your cadets WHO RETAINED, BY LEAD SOURCE. Recruit effectively and efficiently to provide the Army with quality future officer leadership without killing yourself or your unit in the process!

Section III - A: ROO Task and Duty Description [TOC](#)

As a recruiting operations officer, your duties are multifaceted and diverse. Your mission, simply stated, is to recruit the future officer leadership of the U.S. Army by identifying and recruiting prospective quality applicants to enroll in ROTC.

Basic Recruiting Operations Officer Responsibilities: [TOC](#)

- **Market Analyst:** Gathers all information about the campus market and opportunities.
- **Planner:** Develops the Battalion Campaign Coordinator and Marketing Plan.
- **Budget Manager:** Manages the Local Advertising Purchasing System (LAPS).
- **Creator:** Prepares battalion promotional material.
- **Prospect Manager:** Identifies and manages prospect names and contact with them.
- **Academic and Financial Aid Advisor:** Provide scholarship information and processing.
- **Trainer:** Provides sales training to cadets, GBR, and cadre.
- **Salesman:** Personally recruits through professional selling skills.
- **Assistant Sales Manager:** Assists the PMS in allocating cadre/cadet support for marketing and sales activity. Provides awareness by giving presentations, serving as university liaison, and manning booths at college fairs.

You must do everything from analyzing and planning the marketing and recruiting operations for the year to supervising and even executing these operations. A typical day as a ROO can start with supervising PT, then being pulled between ordering marketing and advertising materials on LAPS, coordinating for letters to be printed at a DOD print shop, telephoning scholarship applicants, e-mailing coaches, briefing the Cadet S5 on an upcoming recruiting event, and packing for a college fair the next day.

Only an effective time manager will be able to prioritize these tasks and juggle them so that no "glass balls" are dropped. One thing that further complicates time management is the inherent customer service orientation of our job. If a prospect or parent calls or walks in, you have to drop everything and professionally and tactfully talk with them and potentially escort them around campus. You may have numerous events planned for an afternoon, but one 45-minute phone call or office visit from a parent or a SAL with detailed questions and you can throw the plan out the window. Anyone who has been a ROO for a few months will tell you that the schedule is very hectic with work on many nights and weekends. For this reason, it is not uncommon to find a ROO and; or the GBR working different scheduled hours than the rest of the Cadre. Another good technique is to try to schedule office (campus) visits around the school open houses. This will free you up from doing any campus tours and answering general questions about the school that are best handled by admissions.

To help you in assessing your duties we have included a [ROO duty description and tasks](#) from the Cadet Command Battalion Operations Guide as well as an **example OER Support Form**. Another good place to look to ensure you are recruiting properly is the Organizational Inspection Program [Cadet Command Checklist 185-1-R](#).

Section III - B: Product and Process Knowledge [TOC](#)

Successful ROOs are experts on every aspect of Army service, officership, the national ROTC program, and unique aspects of their own battalion. You should have a comprehensive grasp on all issues about ROTC such as the Program of Instruction (POI), the Leaders Training Course (formerly Basic Camp), National Advanced Leadership Camp (formerly Advanced Camp), Accessions, [Scholarships \(CC Reg 145-1, Sep 01\)](#), [Guaranteed Reserve Forces Duty Contracts](#), cadet professional development training, etc. A good place to get this information about training in ROTC is the [Cadet Command Regulation 145-3 \(Training\)](#) located on the Cadet Command document web site (be advised that a [new training regulation](#) is under development now). We are selling a quality product - ROTC and service as an officer. Would you buy a car from a salesperson who does not know what the gas mileage is or how long the warranty is good for?

You also have to know everything about the process to get them enrolled, such as [CC PAM 145-4 \(enrollment standards\)](#) (watch for new release of this document); publication from

1994 has been rewritten and is in review at the time of this pub), campus-based scholarship procedures in [CC Reg 145-1 \(Sep 01\)](#), waiver procedures, disenrollment procedures, and the Cadet Action Flow Matrix. Ensure that you use the new [CC Form 139R \(Aug 01\)](#). Most of these requests use the [Cadet Command Form 131-R \(Cadet Action Request\)](#) and the [Cadet Command Form 104R \(Planned Academic Worksheet\)](#).

When you process scholarships, you need to have a plan for conducting interviews, and make sure offers are done formally after verifying allocation using an [offer letter](#), scholarship [corresponding instructions](#), and include a [CC Form 167R Accept/Decline Form](#).

Just like you would not want to buy a car from someone who does not know about the car (product knowledge), you also would not want to buy one from someone who does not know how to finance or lease it (process knowledge). In addition to knowing your program, you have to know everything about being an officer in the Army. This may sound very simple; as a serving officer, you understand all the [officer branches](#), [monthly pay](#), and that second lieutenants make over \$34,000 in **annual compensation**. However, you will find the details of officer programs to be quite complicated. For example, what are the different [nursing program options](#) (Section III, Paragraph F, CC PAM 145-36). What type of assignment do transportation lieutenants normally go to? What options are available to law school students, or for those who want to go into law school? (Information on law school and medical school can be found at [Appendix F](#) of CC PAM 145-36).

How long are new officers obliged to actually serve (hint, it is not eight years)? It is also important to understand how [marketable junior military officers](#) are [and reasons employers hire veterans](#). This information can be very useful when you are explaining what we do in the military in layman's terms (no acronyms!) and how it will benefit them immediately and after college. Remember, we are not recruiting future general officers, we just need to worry about getting quality lieutenants into the Army and then let things take their course.

It is also essential to successful recruiting that you understand everything about the school(s) that your program is an integral part of. For example, you have to know all the different majors and degrees offered, entrance requirements, student life, etc. This type of information will help you effectively recruit incoming freshman and transfer students. Remember, students are not attending college just to take your ROTC, so you need to be able to sell your school also, consistent with the school's own efforts.

Section III - C: Sales and Presentation Skills [TOC](#)

Cadet Command has contracted with Achieve Global to provide Professional Selling Skills (PSS) training to ROTC Recruiters. This training is provided at the ROO Course and as sustainment training at Brigade and Region ROO conferences. This training was selected based on the concept of mutual needs satisfaction between the customer (potential cadet) and the Army looking for quality officers. Any techniques that emphasize high pressure "hard sell" or omission of difficulties will not work for our program. As stated earlier we do not just have to bring in Cadets, we have to train and retain them to commission. Any ROO who has not been to the ROO course yet and desires a copy of the PSS CD ROM should contact their Brigade Recruiting Officer and request one. This CD provides approximately 8 hours of training on the PSS model (but there is no ROTC specific training included).

Of course extensive product and process knowledge is key to successful personal recruiting in conjunction with PSS. It is also critical that you have just as firm a grasp of all competing programs and are able to honestly and specifically overcome objections. You should be able to explain deployability status in college, what military life is like in layman's terms, etc. Directly related to this is a firm grasp competing programs on your campus and their

drawbacks. For example, do you know what it takes to get an Air Force scholarship and the procedures to change a major? What is the U.S. Marine Corps officer producing program and how does it work? What is different about what Army officers do than our sister services? It is not our policy to "talk someone out of another service. "However, you are seeking a similar type of candidate from the same pool of young people. If you have all the information, you can help someone "make an informed decision" if the Army is the best fit for them. A good starting point - [Appendix C](#), "How to Address Concerns. "If someone is interested in a sister service and is best suited for that service, you should genuinely welcome them to the military profession.

Successful recruiting presentations need to speak to your audience and dazzle them with quality multimedia. A good starting point for presentations is the [Cadet Command Advocacy Briefing](#), which can be adopted for your program. Also, add an electronic [ROTC Promotional Video](#) to the end of your slides. You can also use this video when you go to college fairs or set up a booth at campus events. Set up the video on your computer to play "full screen" under "view" and, under "play," select "repeat" and it will run continuously. This is why you were issued a multimedia laptop.

Another key to successful recruiting is to treat every operation as if it were a military operation. Use an **event packing list** for recruiting events and **event after action reviews** to track the results afterward. Do not drop an event just because it went poorly one year. For example, the event might have had poor attendance due to competition from a major sporting event.

Section III - D: Prospect Management [TOC](#)

Another critical task that every ROO has is to efficiently operate a prospect management database. You will be getting leads from the school admissions office and from the national QUEST system through the [PMS Galley](#), as well as generating your own prospects by marketing and personal recruiting. Regardless of where the prospect or lead comes from, there is some uniform information you will need on each person.

Note: You will not get all of this information from your lead source, nor even perhaps from your first meeting with the prospect, but you should strive to collect all of the minimum data prior to enrollment.

The minimum required information includes:

- ✓ Name (Title, Last, First, Middle, Suffix)
- ✓ Current Address (Street, City, State, Zip Code)
- ✓ Social Security Number (XXX-XX-XXXX)
- ✓ Date of Birth (mm/dd/yyyy)
- ✓ High School graduation date (mm/dd/yyyy)
- ✓ E-mail Address
- ✓ Phone Number (###-###-####)
- ✓ College Preference

See [Appendix E](#) for a detailed look at automated prospect management.

Other information that will help you in your recruiting efforts includes parent's name and contact information, coach's name and information, guidance counselor or academic advisor, etc. You should not spend a large amount of time on the phone or in an interview extracting information from a prospect or they will feel they are being interrogated. However, elicit what

information you can as you go along. It may be polite to ask up front in an interview if it is all right with the interviewee if you can take notes. Remember, the whole process of mutual needs satisfaction revolves around **LISTENING** to their needs, not you talking.

It is crucial to have an automated system that allows you to electronically record all the required data fields on each prospect and the capability to access them easily. It must be readily accessed and usable. A system should allow you to download leads from QUEST into Microsoft Excel. Another effective technique is to use Microsoft Outlook, included on your ROO laptop, using the MS Outlook Contacts Technique.

Microsoft Office Outlook "Contacts" technique is free and easy to use since most of the Army has gone to Outlook, and many colleges and universities also use it. This allows synchronizing your calendar, task manager, e-mail, and electronically managing prospects. If your school uses Outlook, you can even run all your prospects on a "public folder" and share all the files with the rest of the Cadre and key members of the school administration such as admissions and financial aid. These shared files give you great continuity and flexibility with your GBR as well as all those who you give access to the files (permissions) a common picture of your recruiting status. These files can be organized anyway you like based on your program and recruiting efforts (by mission set, campaign, quality, etc.) by setting up as many folders and sub-folders as you need. It also prevents other Cadre members from taking a message from a prospect and leaving a sticky note on your desk since you can require them to e-mail you a "v-card" which saves you the time to type it into the database.

MS Outlook "contacts" also allows you to save anything electronic right onto the card such as e-mails (either received or sent), letters, and the like. You can use the standard field on the form such as name, address, e-mail, etc, and type in all the personal information (such as when and how contacted, interests, etc) onto the notes field. Since it interfaces with Outlook, you can do things like send an e-mail to contact and autodial a telephone by a click of your mouse. You can also send out e-mails to multiple contacts all at once by selecting a folder (such as National Leader's Course prospects) and it will address the e-mail to all of them. Of course Outlook interfaces with all other Microsoft programs on your laptop such as Access, Word, Excel, etc., allowing you to export to make other databases, reports, mail merge direct mail letters, and label printing. You can also set flags on a contact for follow up, such as when you mail a letter and set the contact to remind you to follow up in two weeks.

Section III - E: Gold Bar Recruiters [TOC](#)

Selection, training, and utilization of Gold Bar Recruiters (GBRs) are absolutely critical to successful recruiting at the battalion level. GBRs can be extremely effective because they are closer in age to prospects, normally come from your own program, and are eager to start their service. Pick your best MSIVs for this and start training them early (before commissioning, if possible). Use the same criteria that the PMS should have used to select a ROO (enthusiastic, outgoing, excellent public speaker, hard worker, good listener, etc). Utilize and request GBRs IAW [CC Cir 601-04-2](#). Once selected, there is not formal training for a GBR. ROOs must do this themselves. Focus on the critical skills that the GBR will execute during their 90-140 days of service (anything less that 90 days is a waste since it will take them 30-60 days to be effective). Some examples of GBR training are the Professional Selling Skills (PSS) training CD from Achieve Global, this ROO PAM, prospect management, telephone skills, interviewing techniques, and even clubs like "Toastmasters." Do not spend any time training them on marketing, advertising, LAPs, CCIMS, BMAPs, or other long-range projects. Rather, focus them on the immediate recruiting functions.

Ensure that you treat them as you would any new lieutenant in a line unit and give them an [initial counseling](#) and support form. Ensure they are taken care of in terms of housing, pay (very difficult to get through), and uniforms. There is nothing worse than a disgruntled

individual who is supposed to be recruiting for your program. Also make sure you take care of their professional development, to include maintaining and improving upon physical fitness and OBC preparation. GBRs are not allowed to train Cadets or attend FTXs, but you can have your Gold Bar Recruiters treat every recruiting event as a military operation, utilizing the full troop-leading procedures.

Section III – F: Nurse Program [TOC](#)

1. Introduction

This segment of the Play Book is an attempt to demystify the nursing student and the Army Nurse Corps, and to provide a reference for the development of a quality Army ROTC Nurse Program on your campus. To be successful in recruiting and retaining nursing students, you need a working knowledge of specific nursing issues and must be able to view ROTC in the nursing student's perspective. There are no unique characteristics that make nursing majors stand out among the multitude of students on your campus. They are the same as any other college student experiencing the college environment. So to begin to target your recruitment efforts, you will need to have a better knowledge of your intended prospects in those areas that are not obvious.

There is no simple description of a "nurse" in today's society. Presently, it seems anyone working in the healthcare field, especially if female, are labeled as a nurse. The familiar role of a nurse ministering to a patient's basic needs is envisioned when talking about healthcare providers. The professional Registered Nurse goes far beyond that role by possessing highly developed critical thinking skills and brings to their position a well-rounded understanding of the risks and benefits of every health care decision.

For purposes of entry into the Army Nurse Corps, we are looking at Bachelor of Science degree in Nursing (BSN) graduates. Students can enter the bachelor's program either progressing from high school or after previously attending technical or junior colleges. Because of the many levels of entry, active recruitment must involve all academic classes up to and including the first semester of the junior year. The BSN program provides the groundwork for obtaining a college degree and becoming a Registered Nurse. Differing from the more technical oriented associate degree program, the BSN educational experience prepares students to develop the ability to think critically and apply knowledge skillfully in the care of individuals, families and communities.

A nursing program can be either progressive, where a student is admitted to the School of Nursing (SON) as a freshman, or competitive, when students must apply to the SON as sophomores and only the top students enter the "upper division" nursing courses their junior year. In both programs, academic course work during the first two years develops a firm foundation for students. Basic sciences like Anatomy, Physiology, Microbiology, Chemistry, the behavioral and social sciences, and arts and humanities are usually taken to prepare the student for the specific nursing courses the following two years. The nursing education in the junior/senior years blends theory and practical application in subjects such as basic nursing concepts, adult health, pharmacology, women's health and pediatrics, research methods and nursing leadership. Graduates are eligible to take the RN licensure exam and, once passed, can practice the profession of nursing in hospitals, schools and military settings.

(For more information on this topic, see the Nurse Newsletter: What kind of "Nurse" do we look for?)

Over the years nursing students have been portrayed as being so unique that they would not effectively fit into the ROTC program. Nursing, like many other academic majors found on campus, has particular requirements unique to that major. That fact does not mean that the

students cannot participate in ROTC activities. To better understand how to effectively relate to nursing students it is important to understand some of their attributes.

The majority of nursing students entering a program selected nursing as their future profession while in high school. As they seek out a professional education that will make them independent economically from their past, their goal while establishing financial stability is to perform a role that makes them feel that they are contributing to the betterment of a person or group. Your program should promote a way to provide a sense of uniqueness, a way to differentiate themselves from others in their class.

Another area of consideration is that approximately 85 percent of nursing students on campus are female. Within ROTC, the average population by gender is 70 percent female and 30 percent male. Because of the dedication of a female nursing student to the nurturing aspects of the profession and desire to make a difference in their chosen field, a greater emphasis on the profession of nursing as their main goal needs to be promoted. Equally important to the students is the ability to practice the science of nursing in an established, quality organization such as the Army Nurse Corps. Your prospective students have already selected nursing as their life time goal, your recruiting theme should develop upon this dedication and incorporate how Army ROTC is the best means possible of meeting their goal of practicing nursing in the Army Nurse Corps.

(See: [Changing Our Recruiting Theme](#)) 

How do you know that the student talking with you has the academic abilities and dedication to succeed in the nursing program? A big hurdle facing all college students is the ability to adjust to the college academic environment. One challenge to nursing students is the high number of pre-nursing science courses required during their first two years of college. These foundation courses are important building blocks for their nursing courses. A low GPA (2.8 or lower) in the pre-nursing course work suggests difficult times ahead. During the interview process, pay close attention to their dedication to the nursing profession and their desire to practice nursing within the Army. Unrealistic expectations may lead to disenrollment because of a "lack of interest" later on.

(See: [Indicators for Success](#) for a comprehensive listing of indicators to predict the success of a prospect interested in ROTC) 

Your successful recruitment of quality students is largely due to your preparation and actions, but it is also very dependent on the dedicated team that assists you. Along with your fellow ROTC cadre and school support personnel, the SON faculty, academic advisors and Dean/Director are your best resources to assist in student recruitment and retention. Early on as you plan your strategy, make appointments with SON academic advisors, enrollment directors and the Dean or Director of the nursing program. The key is to make you as knowledgeable about their program, and at the same time, become well known to the SON to be looked at as an asset for the students, not a hindrance.

Through presenting your program to the SON influencers, you have an excellent opportunity to gain quality allies. School of nursing faculty are interested in their students excelling academically, passing the NCLEX-RN exam, and obtaining a quality position in a well known hospital or organization where they can put their nursing knowledge to practice, thus reflecting favorably on their school. If you, or what you represent, are perceived as interfering with any of their established outcomes for their students, you will not gain the required support, and soon become an unwelcome guest within the school. Develop for the SON influencers a unique information packet covering your campus ROTC program, latest scholarship offerings, opportunities in Army ROTC and Army nursing, and most importantly, a one-page summary of your ROTC program with available incentives. Ensure that you make

frequent visits to the SON so that all faculty members know you and have copies of your information packets. During your visits, stress how Army ROTC and the Army Nurse Corps can greatly benefit their students and how the ROTC leadership and management training will set their students far ahead of their peers.

(See: [Opening Your School of Nursing Door](#)) [TOC](#)

Lastly, enlist the services of your nurse team. You are not alone in the planning and development of your quality program. Involve your Brigade Nurse Counselor in helping you become established within the SON. Your team members; Brigade Nurse Counselor, Region Chief Nurse and Cadet Command Chief Nurse are more than willing to represent the profession of nursing and be your subject matter expert for specific questions asked by the SON. The nurse team can assist you in assessing your program, offer suggestions on how to improve your relationship with the SON, expand your marketing and recruiting plan, and help with putting together a package for your SON explaining benefits of the Army ROTC program and the Army Nurse Corps.

The majority of your efforts center on persuading nursing students to practice the science of nursing within the Army setting. Stress opportunities in leadership and management, continuing education, specialty course guarantees, and professional adventure. Don't hesitate to accent advancements in Army nursing as compared to their peers who will practice within the civilian market. Accentuate the leadership and clinical skills gained through attending the Army ROTC Nurse Summer Training Program. Using the ideas and resources found within this Play Book, you will open doors not just with the school of nursing, but all across your campus.

(See: [Four Years after Graduation](#); [NSTP - Nurse Summer Training Program](#); [The Many Positions and Opportunities Available in Army Nursing](#)) [TOC](#)

2. Working Matrix [TOC](#)

NURSE MATRIX		PREPARE FOR CONTACT	CONTACT PROSPECT	ASSESS, PRE-QUAL, ESTABLISH RAPPORT	SALES PRESENTATION	FOLLOW-UP	CLOSE THE DEAL, RECEIVE INTO THE BN	RETAIN
	DESIRED END STATE	Recruiter prepared for nurse conversations ("nurse language" aptitude of 1)	Student agrees to meet with recruiter	Rctr det'ms needs, objections/barriers, information needs, interests, and how to best sell ROTC; IDENTIFY INFLUENCERS, COMPLETE 155R	Rctr overcomes barriers, fills information gaps and raises interest to the point the student seriously considers enrollment	Student given materials for in-depth review, can understand enough to make decision to enroll	Student enrolls and/or contracts COMPLETE 139R, ETC..	
	TOOLS	Prepare Direct Mail (SMART Book); Pre-Call Plan (PSS); NURSE Product, Prospect Knowledge (TTPs)	Direct Mail e-Card Personal Visit Telephone Call	Prospect Management system (automated), TTPs, Market Research and Analysis	CD for Recruiters; Compilation Tape; RPIs; Incentives; PSS Workbook Nurse Video(s), Nurse RPIs	CD for Prospects; RPIs; Incentives; mementos like Lab Value cards, penlights	Officer's Guide or other contracting memento; Parents' Guide to Officership (new)	Officer's Guide, Other items; Mentorship connection (ANC)
	CONSIDERATIONS	Best Practice "hooks" include independence, career progress, parity with doctors, responsibility, making a diff	Nursing student - specific issues – environment is school of nursing; not campus; need critical-thinking, risk analysis	Army Nurse Corps officers often have more opportunities for progression and development across skill areas	Nurse incentives include: earlier book allowance; liability insurance; shots; one-time payment for uniforms and supplies; (cont.)	clinical nursing fees; NCLEX-RN review course; testing fee, license app; benefits for summer courses	GPA of 2.8 or higher in pre-nurse course work may predict success	Nurse cadets recognize they are different, reinforce TWO chosen career fields
	ACTIONS	Review market: nurse enrollment, degree completion, etc;		Nursing bkgd chk: CC 192-1-R, previously licensed nurses clear of adverse actions or practice restrictions	"NCLEX-RN pass rates for ROTC graduates at 91% exceeds the national average pass rate of 85%"	RM coordination	Coordinate w/ RM for all additional incentives	Trips to MTFs, coordination w/ NSTP precepts (NSTP is great retention tool); watch course load in Jr year

3. Extended Nurse Matrix [TOC](#)

Use the following information to help fill in the working matrix where you need additional insight. Consult the references cited for in-depth discussion on each topic.

Prepare for Contact

Desired End State: Recruiter has identified market, prospect qualifications, program requirements, location of school of nursing (SON) and key influencers within SON. Identified SON student population.

Tools: Class rosters with e-mail addresses, university catalog with course descriptions, SON faculty roster, copy of ROO Nursing Reference guide

Considerations:

- if Air Force or Navy on campus, know their "best nurse offer"
- understand academic requirements
- be familiar with SON enrollment criteria (See: [What are the unique aspects of a Nursing Education that affects ROTC?](#))

potential market: 4-year students (high school), 3-year on-campus, 2-year from community college, AND, Diploma programs

- become friendly with SON academic advisors, enrollment directors, Director or Dean of program (See: [Opening Your School of Nursing Door](#))
- frequent visits to SON to establish rapport
- obtain class rosters of enrolled students, class lists, room locations, e-mail addresses (See: [Changing our Recruiting Theme](#) - a new direction)
- have on hand a wide variety of local and published handouts (See: [Marketing and Tools Available](#))
- at some schools, freshman nursing students are as unambiguous as any other freshman. They are involved in prerequisite coursework and do not visit the school of nursing regularly; they may not be an easily identifiable group.

Actions:

- involve Cadet Command Nurse Team (Bde Nurse Counselor, Region Chief Nurse, CC Chief Nurse) in helping to develop recruitment program
- visit SON frequently, meet different faculty and admin personnel
- obtain upper division selection list in spring of sophomore year
- provide concise, informative handouts
- know class schedules to identify where freshman students congregate for pre-nursing science courses
- (See: [What Kind of a "Nurse" do we Look For?](#))

Contact Prospect [TOC](#)

Desired End State: Student responds to initial contact and provides recruiter an assessment opportunity to talk about Army ROTC and Army nursing

Tools: Direct mail, e-card, personal contact, telephonic contact

Considerations:

- more responsive to visual representation of chosen career, able to identify with images depicting nursing
- information projecting caring attitude and human kindness
- accentuate helping, nurturing aspect of nursing
- use pictures of maternal-child settings in handouts, displays
- propensity to stay within local area to live and seek employment
- accentuate ability to live "normal" family life while in Army
- relate to historical depiction of past "healers" in nurse role

Actions:

- promote caring/nurturing aspect of nursing in pictures, print images
- include historical accounts of Army nurses in SE Asia, Korea, WW II caring for injured soldiers (See: [Changing our Recruiting Theme - a new direction](#))

Assess Prospect TOC

Desired End State: Recruiter better understands how to accommodate nursing student in their ROTC program. Identifies interests and concerns of individual student and how best to integrate ROTC into their nursing classes.

Tools: Local and national market research and analysis, information for other nurse cadets and nursing students, information from SON faculty and advisors, recruiting packets from local hospital Human Resources

Considerations:

- most females select nursing as a career early in high school
- selling nursing profession without dedication = loss of interest disenrollment (See: [Changing our Recruiting Theme – a new direction](#))
- whereas a typical freshman may entertain ROTC as a career option, a nursing student already has a chosen career field
- academic excellence and degree attainment (See: [Indicators for Success](#)) concerned about fitting ROTC into academic schedule
- poor understanding of nurse/officer concept or role
- difficult relating their caring/nurturing beliefs into an Army environment
- relevance of Army training to nursing profession questioned
- can they maintain high academic standing while participating in ROTC
- conflict of nursing clinicals and ROTC labs (See: [What are the unique Aspects of a Nursing Education that Affects ROTC?](#))
- incentives and offers from local hospitals
- a typical freshman may want information about the Army as a profession, while a freshman nursing student will want to know about careers and opportunities for nurses in the Army (See: [Reason to become an Army Nurse](#))
- a typical college junior may be considering career options within his or her major, a nursing student is considering specialization areas within nursing (See: [The Many Positions and Opportunities Available in Army Nursing](#))
- nursing students are described as being generally one phase line ahead of most students in regards to their career considerations

Actions: TOC

- determine major concerns/misinformation concerning ROTC
- identify roles and responsibilities of an ANC officer, get help from CC nurse team (See: [The Many Positions and Opportunities Available in Army Nursing](#))
- coordinate ROTC requirements to academic year and clinical requirements (See: [What are the unique Aspects of a Nursing Education that Affects ROTC?](#))
- promote academic excellence in all discussions (See: [Indicators for Success](#))
- emphasize how ROTC leadership training accentuates nursing abilities
- be familiar with incentives/programs local hospitals are offering
- inform and sell

Desired End State: Student prospect voices understanding of basic ROTC and Officership concepts. Able to relate academic and career goals to ROTC benefits. Recruiter effectively presents a program that successfully integrates nursing students into the ROTC program. Offered incentives meet the students needs.

Tools: [ROTC Nurse CD-ROM](#), [AMEDD CD-ROMs](#) showing military treatment facilities, training opportunities.

Considerations:

- two major concerns: tuition assistance and time to participate in ROTC
- would consider other offers for financial benefit and enhancing career (See: [Four Years after Graduation - A Comparison of Civilian vs. Military Nursing](#))
- looking for unique opportunities to practice profession but would consider staying close to home choice first
- want experiences that will make them a better nurse

Actions:

- promote Army Nurse Corps as the mechanism to obtain a wealth of clinical experiences in many unique environments ([AMEDD CD-ROM videos](#), [ROTC CD-ROM Nurse Testimonials](#))
- stress the many incentives and financial assistance offered by ROTC to support their academic and professional goals
- use the CC nurse team to assist with developing serious selling points (See: [Main Selling Points](#) and [Reasons to Become an Army Nurse](#))

Inform [TOC](#)

Desired End State: Student is provided take home materials that cover both aspects, Army ROTC and the Army Nurse Corps. Contact material enables student to rationalize that ROTC leadership training is a positive asset to professional career. Materials represent student's desired vision of what they want from ROTC and Army nursing experience. Motivates student to look at Army ROTC as a way to become an Army Nurse officer; begins enrollment process.

Tools: Compilation of handouts, ROTC and USAREC CD-ROMs, and list of incentives

Considerations:

looking for materials with photos representing ROTC and Army Nurse activities. ([USAREC AMEDD CD-ROMs](#))

- materials emphasize how ROTC will enhance career potential
- materials include testimonials from SON faculty to support positive relationship between SON and ROTC ([ROTC CD-ROM Nurse testimonials](#))
- wants information found within materials to assist them in developing clearer career pathway; helps define their future (See: [Four Years after Graduation](#))

Actions:

- materials include point of contact of CC nurse team; students encouraged to contact them for specific nursing answers
- produce engaging local materials to encourage students to review them once leaving recruiter's office (See: [Main Selling Points](#), [Reasons to Become an Army Nurse](#), and [The Many Positions and Opportunities Available in Army Nursing](#))
- close the deal [TOC](#)

Desired End State: Student enrolls and/or contracts.

Tools: Compilation of handouts, ROTC and USAREC CD-ROMs, and list of incentives, Offer personal answers to questions from member of nurse team.

Considerations:

- considers this an important milestone in career choice
- receptive to receiving a keepsake at signing
- wants to feel welcome in organization
- requests realistic answers to questions concerning nursing career
- wants life changing answers guaranteed by authority figure

Actions:

- provide special item to commemorate enrollment/contracting
 - signing ceremony in conjunction with MS lab for recognition
 - contact nurse team if student has question unknown by recruiter
- (See: [The Many Positions and Opportunities Available in Army Nursing](#))

Retention in Program

Desired End State: Cadet retained in the program, commissioned as an ANC officer.

Tools: Nurse Counselor counseling sessions; CD-ROM showing benefits of AMEDD, video tours of treatment facilities, OBC, available training opportunities; close working relationship with school of nursing faculty.

Considerations:

- clinical requirements may begin as early as sophomore year (See: [What are the Unique Aspects of a Nursing Education that Affects ROTC?](#))
 - academic achievement is top priority in meeting career goals
 - faced with critical decision for time management, ROTC will be dropped in favor of maintaining academic success in nursing program
- clinical hospital experience requirements demand significant time and their scheduling can be inflexible when coming up against ROTC requirements
- nursing students must spend significant time arranging for and commuting to their clinical assignments
 - the Nurse Summer Training Program may be a potential solution for obtaining clinical credit, provided that the college or university awards academic credit for these clinical experiences
 - junior nursing students are already considering a specialization area within nursing (See: [The Many Positions and Opportunities Available in Army Nursing](#))

Actions:

- involve nurse team early in answering cadet questions concerning future in Army Nurse Corps
- work closely with faculty to reduce conflict with hospital clinical experiences
- work with entire ROTC cadre to develop acceptable allowances for completion of course requirements by nurse cadets
- support desire of junior/senior nurse cadets to plan future by setting up medical treatment facility tours and panel discussions with Army Nurse officers
- support ROTC-sponsored nurse groups/clubs/study groups to help market Army ROTC throughout the school of nursing community (See: [Best Practices](#))

- use [CD-ROM set of AMEDD programs](#), educational opportunities, virtual treatment facility tours, Officer Basic Course introduction and benefits of being an active duty officer (See: [Reason to Become an Army Nurse](#))

Marketing and Tools Available [TOC](#)

Marketing the Army ROTC nurse program on your campus begins with understanding the school environment and student population. To define your target population, you need to be aware of the academic requirements and enrollment criteria for your school of nursing. Do your homework to identify your potential customers, which may include high school graduates, on-campus freshman/sophomores, Registered Nurses with Associates degree or Diplomas, and local community colleges with a BSN matriculation contract with your university.

Next, become familiar with the nursing students' course schedule and class locations so you will know where nursing students concentrate. During visits to the school of nursing, pay attention to display areas for future positioning of ROTC posters; identify competitors' displays; and take note of areas frequently visited by students. Consider the following factors when planning the campaign for Army ROTC nursing:

- Sharing information and marketing the nurse program does not mean dropping off handouts on a table and running - personal recruiting is KEY. Become actively involved to ensure that your marketing campaign is both informative and impressive. Posters and information should be prominently displayed on multiple school of nursing boards AND within areas where freshman and sophomore pre-nursing students take key science courses like Anatomy & Physiology, Chemistry, and Microbiology.

Remember, during the freshman year, nursing students may be as ambiguous as any other freshman. They are involved in prerequisite coursework, and may not frequently visit the school of nursing and are not an easily identifiable group.

- Ensure that informational handouts are close to the poster displays. Make sure your name, number, location and other contact information can be easily found.
- Position flyers and posters in school of nursing break rooms and other areas where nursing students pass by and congregate. Visit these areas at least every two weeks to restock, update and just to be seen. Take responsibility for presenting a quality product. The condition of your display reflects on your product. If it appears abandoned, what does that say about the way look after your cadets?
- Set up information stations in the foyer where all the freshman and sophomore students pass by on their way to pre-nursing science classes.
- Position yourself to will meet the nursing students. Be in the areas at the times nursing students concentrate, i.e., before and after Anatomy & Physiology classes.
- Plan to be present at your information stations. Human beings are much more interactive compared to posters and handouts.

Available Marketing Items:

- Army ROTC CD-ROM "Army ROTC = Officer"

Includes Army ROTC Intro video, explanation of the program and a [nurse video](#), including testimonials, produced during the Nurse Summer Training Program at Walter Reed Army Medical Center.

- Nurse E-Card

Comprehensive introduction to nursing program along with video testimonials to introduce prospects to Army ROTC nurse program and invite them to obtain more information through the ROTC web site or personal contact.

- Nurse Recruiting RPI

A 2002 interim publication highlighting five different ethnic diversities. Provides the prospect with a general overview of the program's opportunities, incentives, and introduction to being a commissioned officer in the Army Nurse Corps. Includes testimonials from Dean, School of Nursing, active duty Army Nurse Captain and a cadet majoring in nursing.

- Lab Value Reference cards

A clinical pocket reference that includes normal laboratory values, formulas, test descriptions and assessment criteria for patient conditions.

- USAREC RPI 518 Army Nurse Corps Brochure

Most informative USAREC RPI. Includes information on entry requirements, educational and advancement opportunities, and specialty training for active duty enrollment. Also provides a comprehensive discussion on Army Reserve opportunities. Includes two-page layout on Army ROTC and ROTC scholarship opportunities. Good overall reference for learning about Army Nurse Corps and available options.

- USAREC RPI 529 Active Duty Army Nurse Corps Pamphlet

Concise reference identifying advantages of Army Nurse Corps, partial listing of specialized training available and a listing of benefits. Excellent companion to ROTC RPI - presents advantages and challenges of being an army nurse.

- USAREC RPI 558 Active Duty/Army Reserve Nurse Corps

Brief introduction to Active Duty/Army Reserve eligibility; has slot for inserts for targeted groups: critical care, anesthesia, med-surg, operating room nursing.

- USAREC CD-ROM Set Version 4.0

Seven CD set of videos covering aspects of AMEDD recruiting, training opportunities, tours of major medical treatment facilities, benefits, Officer Basic Course description and medical deployment highlights. Current set has the AMEDD crest ("To Conserve Fighting Strength") printed on the CD.

Specific segments to use include:

Features #1 – [Active Duty OBC](#), [Medical](#), [Dental](#), [Veterinary](#) and [Medic's Prayer](#)

Features #2 – Airborne, Air Assault, JTF B, Ranger and Special Forces

Benefits – TriCare and Dental Plan

Locations # 1 – Alaska, Tripler (HI), Korea, Madigan - Lewis, Europe

Locations # 2 – Beaumont – Bliss, Brooke - Fort Sam Houston, Carson, Hood, Leonard Wood, Polk, Riley, Sill

Locations # 3 – Bragg, Drum, Eustis, Knox, Walter Reed

Locations # 4 – Benning, Campbell, Gordon, Rucker, Stewart

Primary Selling Points – Nurse

(See also the basic features and benefits of Army ROTC and service as an Army Officer in Appendix D of the TTPs.)

- Army ROTC focus on Leadership training
- Army ROTC's ability to develop leadership traits that can be used throughout career and life
- Financial incentives including scholarships and reimbursement of fees
- School incentives for ROTC cadets such as room and board, reduced tuition
- Army focus on physical and mental fitness; setting standard for life
- Nurse Summer Training Program - greatest retention tool
- Duty, Honor, Country
- Educational opportunities on active duty; Master's Degree
- Guaranteed specialty course within first two years of active duty service
- Active duty pay and allowances; active duty benefits package
- Career progression within nursing profession; potential to rise to head nurse position in four years
- Job diversity and ability to move around without loss of seniority
- Travel opportunities on active duty; assignments around the world
- Unconventional training opportunities: Airborne, Air Assault, Combat Casualty Care course, Bio/Chem Casualty course 30 days paid vacation per year
- Experience is excellent résumé builder if leaving active duty after four years

Top Perceived Obstacles or Barriers to Closing the Deal See also the common concerns and ways to overcome them at Appendix C of the TTPs.

Joining the Army means being a private - enlisted stereotype – Overcome this misperception with information on officership – show [OBC video clip](#) on CD (AMEDD - Features #1) as proof. [TOC](#)

"MASH" stereotype of providing health care – Overcome this misperception with information on modern Army medical facilities – show major medical centers on CD ([AMEDD – Locations #1 - #4](#)) as proof

Reasons to become an Army Nurse See also the information on needs-based professional selling skills in the TTPs and the workbook from Achieve Global – most of the “reasons” listed here answer a particular need for a student, e.g. the need/want/desire for continued education is met by service as an Army nurse.

- Opportunity to take care of soldiers and their families – sense of “serving a community” but a unique community
 - Opportunity to improve natural leadership abilities and develop confidence to manage crisis situations
 - Advanced Education Opportunities (Master's and PhD graduate programs)
 - Specialty Training (Critical Care, Emergency, OB/Gyn, Operating Room, Psychiatric)
 - Assignment opportunities in various specialty and supervisory areas (clinics, wards)
- Regular promotions with pay increases (36% increase within the first 4 years)
- Increased leadership responsibilities with every promotion
 - Opportunity to work in both inpatient facilities and “field environments”
 - Free Continuing Education courses provided through Army Nursing Education Department
 - Free certification training through nursing education (BLS, ACLS, PALS, TNCC, etc.)
 - Travel opportunities available with every assignment (Germany, Italy, Korea, Japan)
 - Advanced Nurse Leadership Courses (Head Nurse Leadership Course)
 - Service as a member of the “Army family” including camaraderie and esprit

- Unique nursing opportunities such as Nurse Recruiter, White House nurse, Company Commander, Forward Surgical team member, Forces Command nurse, Parachute and Helicopter transport training
- Ability to work in a new environment - chance for a new assignment every three to four years based on specialty and rotation cycle (job listings and availability dates listed on the Army Nurse Corps website)
- Opportunity to volunteer for alternate nursing experiences in Honduras, Haiti, six-month positions in Germany, participation in Humanitarian Aid Missions or as member of Disaster Relief team
- Deployment with an Army Combat Support Hospital to care for soldiers involved in military contingency operations

Best Practices in Nurse Recruitment and Retention [TOC](#)

See also the Recruiting Officers Best Practices bulletin board on the Army ROTC Blackboard system. These are examples of activities/initiatives actually in practice at Army ROTC programs.

- ROTC nurse cadets have established a university-sponsored association called AFAN (Association of Future Army Nurses). Has become an excellent forum for recruiting potential ROTC nurse candidates and the promotion of Army nursing within the school of nursing.
- Nurse cadets have developed a Study Group within the school of nursing to assist pre-nursing students in their science courses. Select high quality upper division nurse cadets volunteer to tutor freshman and sophomores in Anatomy & Physiology, Chemistry, Pathophysiology, and Pharmacology to assist them in improving their GPA to be more competitive for upper division selection into the junior year.
- Cadets and prospects tour patient care areas of local military hospital to emphasize state of the art standards, quality of patient care, and introduce prospects to the military healthcare system. During tour, time is scheduled for former Army ROTC officers to hold a panel discussion to present the highlights of practicing nursing as an Army Nurse and how Army ROTC assisted them to obtain their present position and career in Army Nurse Corps. Lunch at the Officer's club on post and tour of post facilities.
- Brigade in San Antonio, TX, utilizes a tour of the AMEDD museum at Fort Sam Houston as an introduction to Army Nursing. Follows with a tour of Brooke Army Medical center and officer panel discussion.
- UH-60 demonstration and class on Patient Evacuation. Followed by rides for "contracted" cadets.
- Tour of a Combat Support Hospital setup to demonstrate the capabilities of a mobile hospital and experience how nursing is performed within the DEPMEDS setup.
- "Job Shadow" with an Army Nurse at a military treatment facility for a day. First hand experience of what it is like to be an Army Nurse.

Section III – G: Green to Gold (G2G) [TOC](#)

The Green to Gold (G2G) program is an outstanding source of soldiers who desire to become Army Officers and can really add to your program (reference "Green to Gold Program."). As the ROO, you must understand the procedures outlined in [CC Reg 145-1](#) and [145-6](#), and use a G2G Pre-Application Questionnaire. Once you have an interested G2G soldier, there is a separate G2G Scholarship Application ([CC Form 173R](#) Nov 05) and G2G Application

Instructions. There are also unique discharge requirements ([AR 635-200](#), Chapter 16-2) and contracting requirements. Prior to discharge, the soldier must have a scholarship recipient letter or PMS acceptance letter (for non-scholarship) indicating that the ROTC Battalion will accept this soldier as a cadet and academic junior. Cadet Command checks eligibility requirements for scholarships. The PMS must check eligibility for non-scholarship PRIOR TO issuing the letter of acceptance.

Note: [CC Pam 145-4](#) prohibits a PMS from issuing conditional letters.

Section III – H: DODMERB [TOC](#)

One of the most difficult issues with recruiting quality SALs for a scholarship is the procedures to request, conduct, track, and receive a qualifying medical exam. In order to meet the requirements for a scholarship, applicants must meet the same medical, psychological, and dental standards as those attending service academies. DODMERB is located at the U.S. Air Force Academy in Colorado Springs, Colorado, upholds these national standards. The best source of information on all these procedures is on the Cadet Command document web page, including the [DODMERB Manual](#), and the [Cadet Command Surgeon's Handbook](#). The contractor who handles the scheduling and conduct of all physicals for ROTC units that are more than 50 miles from a Military Treatment Facility (MTF) is Concorde, who also has a [Concorde Handbook](#). In order to facilitate rapid requesting and tracking of these physicals, you can now do this online with Concorde at the [DODMETS site](#) and once at DODMERB you can track it on the [DODMERB site](#). You will need to request your own login and passwords for these sites. These automated tools can help you expedite the whole process. Make sure your applicants use the proper forms for the DODMERB physical such as the [Report of Medical History DD Form 2492](#), the [Report of Medical Exam DD Form 2351](#), and the Dental Exam DD Form 2480 (cancelled). It is critical that you ensure your FICE Code is on every form or you may have significant and needless delays in processing applicant physicals. You must thoroughly grasp all the details of these procedures as well as stay on top of your applicants to ensure they make the appointments and fulfill requests for additional tests or information (remedial). If you don't, it will literally take months and you will probably lose your scholarship applicant. When you do get a remedial on an applicant that is disqualifying or "DQ," it is possible to request a waiver. Refer to the Command [Surgeon's Waiver Fact Sheet](#) to determine the seriousness of the condition.

Appendix A

References [TOC](#)

List of Web Site Links:

Description	Reference/Link
CC Advocacy Briefing	Advocacy Briefing
CC Checklist 185-1-R	Public Affairs Checklist
CC Circ 601-04-2	Gold Bar Recruiting Program
CC Form 104-R	Planned Academic Worksheet
CC Form 131-R	Cadet Action Request
CC Form 139-R	Cadet Enrollment Record
CC Form 167-R	Scholarship Accept/Decline Statement
CC Form 173-R	Green to Gold Scholarship Application
CC Pam 145-4	Enrollment, Retention, Disenrollment Criteria
CC Pam 145-35	Local Purchase of Items Outside of LAPS
CC Reg 145-1	Incentives Policy
CC Reg 145-4	Marketing, Advertising, and Publicity to Support Enrollment
CC Reg 145-10	Guaranteed Reserve Forces Duty (GRFD) Program
CC Surgeon	CC Surgeon's Handbook
CC Surgeon Fact Sheet	CC Surgeon's Waiver Fact Sheet
DD Form 2351	DODMERB Report of Medical Exam
DD Form 2480	Cancelled
DD Form 2492	DODMERB Report of Medical History
AAR	Sample Event After Action Report (AAR)
Acrobat Reader	Adobe Web Site
Annual Compensation	Officer Compensation
Concorde	Concorde Handbook
DODMERB	DODMERB Handbook
DODMETS	DODMETS Web Site
EMP	Enrollment Mission Planner (EMP)
Gold Bar Recruiting	Sample Gold Bar Recruiting (GBR) Counseling
Green to Gold	Green to Gold Article, Soldiers
Green to Gold Checklist	Green to Gold Checklist
Green to Gold Pre-App	Green to Gold Pre-Application Questionnaire
Instructions	Scholarship Types
JAG	JAG Corps Recruiting
LAPS	Local Advertising Purchase System (LAPS)
MAP	MAP Guidance
Marketable Military Officers	Military Officers
MOA with USAREC	Memorandum of Understanding with USAREC
Monthly Pay	Military Pay
Nursing Program	Nursing Options
Officer Branches	Military Science Careers
Offer Letter	Sample Notification Letter

Appendix A

References [TOC](#)

List of Web Site Links: (continued)

Description	Reference/Link
PMS Galley	PMS Galley Site
Reasons to Hire Vets	Top Ten Reasons to Hire a Vet
Recruiters	On Campus Recruiters
Recruiter Store	The Recruiter Store
Right Site	Cadet Command Document Web Site
ROO	ROO Duty Descriptions and Tasks
ROO Best Practices	Recruiting Officer Best Practices (ROBP)
ROTC Video	ROTC
SAL	Criteria
Sample Packing List	Sample Event Packing List
SMART Book	Strategic Marketing, Advertising and Recruiting Tool (SMART) Book
Tricare	DODMERB Tricare
USAPA	U.S.Army Publications Agency Web Site
Way Ahead	The Way Ahead

Appendix B

Features and Benefits of Army ROTC and Officership

Use this table to highlight key areas of interest to your prospect. Develop a sales book with support materials (photos from your own assignments, photos of cadets, ads recruiting junior military officers, articles from the news, etc.) to provide "proof" of each benefit.

Feature	Benefit	Proof/Reference
Leadership Development	Extensive leadership training and experience in the "best leadership development program in the world"	- ROTC curriculum - Officer duty descriptions
Challenge	Pushes yourself to build character, self-esteem	-Talk w/ Cadets in Ranger Challenge -Talk w/ ABN/AASLT/CTLT CDTs
Corporate Marketability	ROTC and service as an Army Officer makes you very desirable for employment in future leadership/ management positions	- Wall Street Journal says military officer are "Hot Commodity" - Business Week magazine rates Officers 5th most prestigious profession.
Grad Degree Opportunities	- Education delays possible, Army pays 75% tuition for officer graduate degrees	- Examples of Cadre pursuing graduate degrees
Full or Part Time Job Waiting after College	- No resume or job interview needed, just the training - 4 Different types of contract to choose	- Explanation of different ROTC contracts available including GRFD
Service to Mankind	Defend freedom and liberty, Serve others that are less fortunate and make a difference in this world now	- Examples of peacekeeping, humanitarian, and disaster relief operations.
Scholarships	- Full tuition and fees w/ stipend	- Example financial benefits chart
Travel	- Opportunities to see the country and the world while in ROTC and the Army	- Wall map of the world with stickpins of Cadre/Cadet travels
Adventure	Have lots of fun in ROTC training and CPDT (ABN/AASLT/CTLT)	-Talk w/ Cadets who went to ABN/AASLT/CTLT
Teamwork	Be a member of a real team focused on mission accomplishment	- Examples of Cadets working together at FTX and of officers pulling a team together to get the job done
Financial Assistance	ROTC stipend can free you up from having to work while in college	- Example financial benefits chart
Competitive pay and benefits	-> \$35k a year as a new 2LT (~\$5kRC) - Leave, medical, dental, etc	- Regular Military Compensation Chart
Fitness	- A lifelong ethos of physical fitness	- Discuss Army health and fitness
Service to Country	Patriotic service by defending American freedom and liberty	- Military #1 rated institution by public (Gallop poll)

Appendix C

APPENDIX C - How to Address Concerns [TOC](#)

Using the Professional Selling Skills (PSS) model, you will probe to find and prioritize the prospect's needs and match features and benefits of ROTC and officership to those needs. Most concerns of prospects and/or parents can be identified as skepticism, his understandings, or drawbacks. Probe to understand each concern, acknowledge, then try one of the following techniques to address common concerns.

APPENDIX C–A: Resolving Skepticism [TOC](#)

a) *"I couldn't see myself taking orders." (Prospect is skeptical of the leadership role.)*

It's true that in the Army we use orders, both verbal and written to accomplish the mission, but that's going to be true for nearly every profession. Unless you are self-employed, everyone takes orders, and even as your own boss, you're likely to follow certain guidance either from your customers or from regulatory agencies. But you seem skeptical about your ability to act on your own without orders, and we probably need to clarify the role of the Army officer. In the profession of officership, we "hire" smart leaders, with college degrees and officer training, to take on the challenge of giving the orders to junior soldiers in order to accomplish the mission. And many times, you will not have a lot of guidance, or orders, from your own supervisor. [Relate a time when you had a small unit mission with little guidance, including your thoughts about the responsibility placed on you. This is the "proof" needed to overcome the skepticism - the prospect is asking you to prove that officers are not automatons just taking orders.]

b) *"I don't like wearing uniforms."*

All our uniforms serve a purpose and have rich traditions behind them. Our most common gear is the Battle Dress Uniform or BDU and is actually quite comfortable. [If you've established some rapport, the prospect should take your word for this, but you might actually offer an opportunity to try on a uniform from supply as real proof.]

c) *"Soldiers wake up too early. "*

In the active Army, we start most days at 6 a.m. with physical fitness, then you are allowed time to shower and eat before we get to work. [Provide proof that we don't rise at 0400 by using an example from one of your own assignments. You may also deal with this as a misperception based on common views of Army Basic Training, where soldiers do rise before 0600.] [You can also make the case for the benefits of rising early using the next statement.] Many Americans who have never been in the military start their day in a similar fashion. You get used to it; it gives you energy for the day.

d) *"The Army is too regimented for me."*

Army service does present an interesting way of life. The lifestyle is truly regimented while conducting actual operations in the field. Otherwise, we have time off like any other American does. [Prove this statement with photos of your family, a trip you took while in Europe, your kid's soccer team that you coached after work, etc.] [You can also make the case for the benefits of a regimented lifestyle using the next statement.] This lifestyle will give you the most opportunity to succeed. You will have better time management, plus organization skills that you would not have had at another school. You will be more disciplined and accomplish more goals in your life, which will allow you to be more successful throughout life.

Appendix C

Appendix C-B: Resolving Misunderstandings [TOC](#)

Other Services are more competitive.

You will want to probe further to find out why a student perceives another service as being more competitive, but in the end, you may determine that the prospect's needs really are best met with a product from a "competitor." In these cases, e.g. if they are making an informed choice or perhaps choosing based on family tradition, you will congratulate them on their choice to serve and welcome them. However, if the choice is based on a misunderstanding about the services, use these techniques. TREAD VERY CAREFULLY, however, because you are going to need to count on your service brethren both on campus and in the future, and you don't want to be seen as bad-mouthing them!

a) *"I want to be a pilot and Air Force has all the aircraft."* If you want to be a pilot, we actually have more aircraft than the Air Force does. [You'll need to have proof on hand for this, if only a couple of helicopter photos or access to Fort Rucker's website.] If you are not interested in flying, the Air Force can be somewhat "pilot-centric" and you may not be treated the same if you are not a pilot. In the Army, all officers are created equal and all branches are team players. [Examples!] Both the Navy and Air Force have technology as their primary focus. We have high technology also in the Army (look in any M1 tank or Apache Longbow helicopter), but in the Army our primary focus is people and leadership.

b) *"I want to go in the Navy."*(Ask them, nicely, if they have ever been at sea.) The Navy has technology as their primary focus. In the Army our primary focus is people and leaders. Naval officers eat in a wardroom and are served by enlisted sailors, which is their tradition and an honorable one, but in the Army, officers eat in the chow hall, at the end of the line to ensure all our troops have been taken care of first - because they are our focus. They are different lifestyles, to be sure, and the cramped quarters of a sea berth can make you think twice about your choice.

c) *"I want to go in the Marines."* The Marine Corps is a service that is similar to the Army. However, the Army is much bigger and more diverse, with many more opportunities. The cramped quarters of a sea berth on a Navy ship can make you think twice about your choice; personally, I'd rather be flown in the day they need us.

Military Obligation [TOC](#)

d) "I don't want to sign my life away to the Army." There are no obligations or commitments for taking ROTC the first two years in college. Once you have decided that you want to be an Officer, as you enter your junior year of college, we have flexible contracts for you to choose from. There are four different Army ROTC contracts and each has different benefits and obligations:

1) **Active Duty Full Tuition Scholarship:** You will serve as a full time Army Officer immediately after graduation with your bachelor's degree. The Army will want you to serve on active duty at least four years.

2) **Reserve Forces Duty Full Tuition Scholarship:** You will serve part-time service as an Army Officer after graduation with your bachelor's degree. You will be required to attend about four months of an Officer Basic Course & eight years part-time service, normally one weekend a month and two weeks each summer.

Appendix C

Military Obligation (continued) [TOC](#)

3) **Active Duty Non-Scholarship:** You will serve full time as an Army Officer immediately after graduation with your bachelor's degree. The Army will want you to serve on active duty at least three years.

4) **Reserve Forces Duty Non-Scholarship:** You will serve part-time as an Army Officer after graduation with your bachelor's degree. Under this program, you have the option to request active duty if you change your mind, up to October of your senior year. You must complete about four months of an Officer Basic Course, then you can serve part time or join the inactive reserve. **[NOTE:** *Control numbers for Guaranteed Reserve Forces Duty are limited, and, while the security of RFD with an "option" to revoke and request active duty may be appealing to the prospect who is concerned about an active duty obligation, you have a responsibility to the command to "sell" this only as an additional incentive to those to whom you just CANNOT sell active duty. Approximately 60% of the control numbers issued come back to the command, either through attrition from the program or through revocation, and they come back too late for any other prospects to use them. In the end, this hurts our ability to provide the required number of officers to the Guard and Reserves.]*

Career Overconfidence/Lack of Marketability [TOC](#)

a) *"I'm sure I can get a great job after college."* According to an article in USA Today, April 9, 2001, "Job Market Gets Tougher for College Grads," students are using phrases like "...a rude awakening...students have to sell themselves...it's frustrating...Some extremely qualified people are seeing their dreams hurt...it's a little difficult...I need a job." However, with Army ROTC you can have a full time or part-time job waiting for you after college with no job search or resumes required. [Provide information on placement from the university administration, and some local figures on employment if appropriate.]

b) *"I don't think the Army will prepare me for the business world."* According to the Wall Street Journal, September 7, 1999, "Ex-military officers are a hot commodity among American businesses who see the military as a good training ground, producing employees with problem-solving and leadership skills." In fact, there are many "headhunter" or placement agencies that do nothing but put former Army officers into Fortune 500 companies. [Show a copy of an advertisement recruiting junior military officers, or a letter you may have received from such an agency. Personalize the conversation - "I know I'm competitive."]

Cost of School [for prospects in the high school/pre-college market] [TOC](#)

College is very expensive and nationwide averages hover around \$20,000 a year in total cost, but it is attainable. If you are a Scholar, Athlete, Leader with at least as 3.0 GPA and 1100 SAT/19ACT you may be eligible for a full tuition scholarship with book money. Even if you don't have those scores, there are still many ways to get financial assistance such as a significant monthly stipend. Cadets can also join the Army National Guard or Army Reserves, and have access to other government programs that can add up to \$10,000 a year in assistance while in ROTC and serving part-time. **[NOTE:** *The scholarship standards (2.5 CGPA/920SAT) are unchanged, but we are not marketing to the lowest common denominator in this case.]*

Appendix C

Appendix C-C: Resolving a Drawback [TOC](#)

It is important to note that a drawback is a legitimate negative aspect of our program. Before addressing a drawback, ensure you acknowledge the drawback for what it is.

Professional Uncertainty: [TOC](#)

a) *"I don't have a choice of career field in the Army."* There are no guarantees, but generally you have a good deal of input. You put in a preference statement about which branch you want to serve in. They factor in your performance in ROTC and about 85% of Cadets get their first or second choice. For those who don't, there are some options for branch "detailing" or changing branches later in your career.

b) *"The Army is going to send me where it needs me."* Again, that's true, but once you have a branch you can request to go wherever there are branch opportunities. With a little bit of planning, you can narrow the list of locations that will satisfy both you and the Army. For example, we have nurses and MPs everywhere, but Armor Lieutenants don't go to Hawaii, and Field Artillery Lieutenants don't go to the Pentagon. Reserve Component Officers select their own units based on where they choose to live. [Talk about the assignments you've had - which ones you chose and which ones were chosen for you, including why the Army needed you in a particular place at a particular time.]

Combat Concerns: [TOC](#)

a) *"I could die in the Army."* Of course there are casualties in armed conflict, but you are actually more likely to die in a car accident than while serving in the Army. We have not been in a major ground war over ten years. And in Desert Storm we took on the fourth largest Army in the world and defeated them in 100 hours. When we left they were the seventh largest and we took approximately 100 casualties from hostile fire of the almost half a million troops deployed. [Depending on the prospect, you might make some headway with Patton's quote about making the "other poor bastard die for his country."]

b) *"Can I be pulled from college to deploy overseas?"* Generally, no, but it's a legitimate concern. Only when all out war is declared (which has not happened since WWII) would you be mobilized. Short of that, you will remain in college regardless of what happens. Even members of the National Guard or Army Reserve who are contracted in ROTC (as a Simultaneous Membership Program cadet) are not deployable. (Only MSI & II's who are reserve component members deploy).

Family/Friends Concerns: [TOC](#)

a) *"My mom/dad/girlfriend/boyfriend does not want me to join."* Obviously, you value their opinion, and you should. But are you sure you understand what their opinions are based on? Many people form their opinions from the media, for example, where the fact that Army ROTC is "The Best Leadership Course in America" is often lost in favor of dramatic and sensational stories. I'd be happy to speak with your parents/girlfriend/boyfriend about our program; perhaps we could arrange to speak to them together.

Appendix C

Family/Friends Concerns: (continued) [TOC](#)

b) *"Cool guys don't join the Army."* We provide you the management experience, we don't require it. Service as an officer for just a few years will put you ahead of almost everyone else. We prepare you for success in any walk of life -- corporate America, government or non-profit organizations. Most people would consider Colin Powell "cool" - you have to admire that kind of credibility.

Appendix D

Example ROTC Financial Benefits TOC

Example ROTC Financial Benefits for ROTC Cadets (for use as a guide only – benefits at your school and/or state may vary)			
Type of Benefit	Award Amount Per Month During School	Total Annual Award Amount	Requirements for Benefit
Army ROTC Scholarship	Monthly Stipend listed Below, Plus...	Up to \$17,000.00/yr + \$305.00/semester for books	Awarded based on the whole person concept (Scholar, Athlete, Leader) minimum 2.5 CGPA, 920 SAT or 19 ACT, medical exam and other eligibility requirements Requires contracting into Army ROTC
Army ROTC Stipend	MSI \$250 MSII \$250 MSIII \$300 MSIV \$350	N/A N/A	For all Scholarship Cadets (MSI-IV) All other ROTC contracted Cadets (MSIII-IV) See brochure
ROTC Room and Board Waiver from the college (school dependent)	N/A	Up to \$6,400.00	Contract into Army ROTC Must file FAFSA http://www.fafsa.ed.gov
Montgomery GI Bill Chapter 30	\$650.00	\$6,500.00	3 years or more active duty service in the Army
Montgomery GI Bill Chapter 30	\$528.00	\$5,280.00	24-36 months of active duty service in the Army
Montgomery GI Bill Chapter 1606	\$263.00	\$2,630.00	Members of Army National Guard & Reserve High school or secondary school graduate 6 yr enlistment/ extension/ reenlistment Complete initial active duty for training Remain a member in good standing
Montgomery GI Bill Kicker	\$200.00	\$2,000.00	High priority unit (not Special Operations Forces) or specific MOS in other units Valid position vacancy Non-prior service enlistees in test category I-III a only same requirements as 1606 above http://www.voled.doded.mil/reserve/arnq/index.htm
State National Guard Tuition Waiver (state dependent)	\$1,896.00/semester	\$3,792.00	Active satisfactory participant in National Guard State resident prior to submitting application Graduate of Basic training or the equivalent Enrolled full time in the college

Appendix D

Example ROTC Financial Benefits (continued) [TOC](#)

Example ROTC Financial Benefits for ROTC Cadets (for use as a guide only – benefits at your school and/or state may vary)			
Type of Benefit	Award Amount Per Month During School	Total Annual Award Amount	Requirements for Benefit
USAR/NG Federal Tuition Assistance Program	\$187.50/ semester hr	\$3,500.00 max	All soldiers Active in Army Reserve or Army National Guard or active duty http://www.aces.army.mil/aces/EducationCenters.cfm
<p><i>**MGIB and ARNG benefits cannot be used simultaneously for the same course.</i></p> <p><i>**MGIB benefits and State tuition assistance programs can be used simultaneously.</i></p> <p><i>**State tuition assistance programs can be used concurrently with ARNG benefits</i></p>			

Appendix E

Date Fields for Prospect Management [TOC](#)

A critical task that every ROO has is to efficiently manage Prospects and turn Leads into Enrolled Cadets. Recruiters receive Leads via the school admissions office, the national marketing and advertising campaign through [PMS Galley](#), and by generating their own Leads through aggressive, targeted recruiting on campus and in the local community. At a minimum, the following information is needed to appropriately manage Leads through to enrollment/contract, and must be maintained in a Microsoft Office Access database or Excel spreadsheet.

Appendix E - Part I: Contact Information [TOC](#)

Initial fields of information that enable Recruiting Operations Officers to contact Leads.

- ✓ Name (Title, Last Name, First Name, Middle Name, Suffix)
- ✓ Current Address (Street, City, State, Zip Code)
- ✓ Social Security Number (XXX-XX-XXXX)
- ✓ Date of Birth (mm/dd/yyyy)
- ✓ High School graduation date
- ✓ E-mail Address
- ✓ Phone Number (###-###-####)
- ✓ College Preference

Parts II through VII contain information that will allow Recruiting Operations Officers to pre-qualify students, assess their Scholar-Athlete-Leader attributes, and ultimately transfer to enrollment forms.

Appendix E - Part II: Personal Information [TOC](#)

- ✓ Gender (M/F)
- ✓ Height (inches)
- ✓ Weight (lbs)
- ✓ Race
- ✓ Citizenship (Y/N)
- ✓ Marital Status
- ✓ Number of Dependents
- ✓ Medical Status

Appendix E

Appendix E - Part III: Academic Information [TOC](#)

- ✓ GPA
- ✓ SAT/ACT Scores
- ✓ Class Rank
- ✓ Academic Honors
- ✓ Valedictorian/Salutatorian
- ✓ National Honor Society
- ✓ Honors/Advanced Placement Graduate

Appendix E - Part IV: Athletic Information [TOC](#)

- ✓ Varsity Sports
- ✓ Junior Varsity Sports
- ✓ Community Sports League
- ✓ Individual Athletic Competitions

Appendix E - Part V: Leadership Information [TOC](#)

- ✓ Student Government
- ✓ Captain of Academic or Athletic Team
- ✓ Eagle Scout
- ✓ Position of Responsibility in School/Private Club
- ✓ Community Service
- ✓ JROTC Leadership Position
- ✓ Prior Military Service

Appendix E - Part VI: Management [TOC](#)

- ✓ Lead Source
- ✓ Campaign
- ✓ Mission Set
- ✓ Current Status (Disposition of Lead)

Appendix E - Part VII: Remarks [TOC](#)

- ✓ Dates of Meetings and Follow-Up Interviews
- ✓ Interests
- ✓ Prospect Action Plan
- ✓ Other information that will help in recruiting efforts includes parents' names and contact information (permanent address), coach's name and information, guidance counselor or academic advisor, etc. Do not spend a large amount of time on the phone or in an interview extracting information from a prospect because they may feel they are being interrogated. However, elicit as much information as possible to pre-qualify the individual while creating a friendly environment. Remember, the whole process of mutual Needs Satisfaction revolves around LISTENING to their needs, not dominating the conversation.

Appendix E

The following definitions are provided as a means to categorize those being recruited:

- ✓ Prospect - Member of Cadet Command target audience who is college-bound or enrolled in college, with Scholar-Athlete-Leader (SAL) attributes.
- ✓ Lead - Prospect who has expressed interest in Army ROTC by providing contact information to a Recruiter or by response to a Marketing effort.
- ✓ Applicant - Lead who has submitted some portion of a scholarship application or who has begun the process of enrolling.

Appendix E - Using MS Office Tools [TOC](#)

It is crucial to have an automated system that electronically manages all the required data fields on each Prospect. It must be readily accessed via laptop computer and usable. A system should allow you to download Leads from PMS Galley into a Microsoft Excel or Access spreadsheet. An effective technique is to utilize the Microsoft Office software available on your ROO laptop.

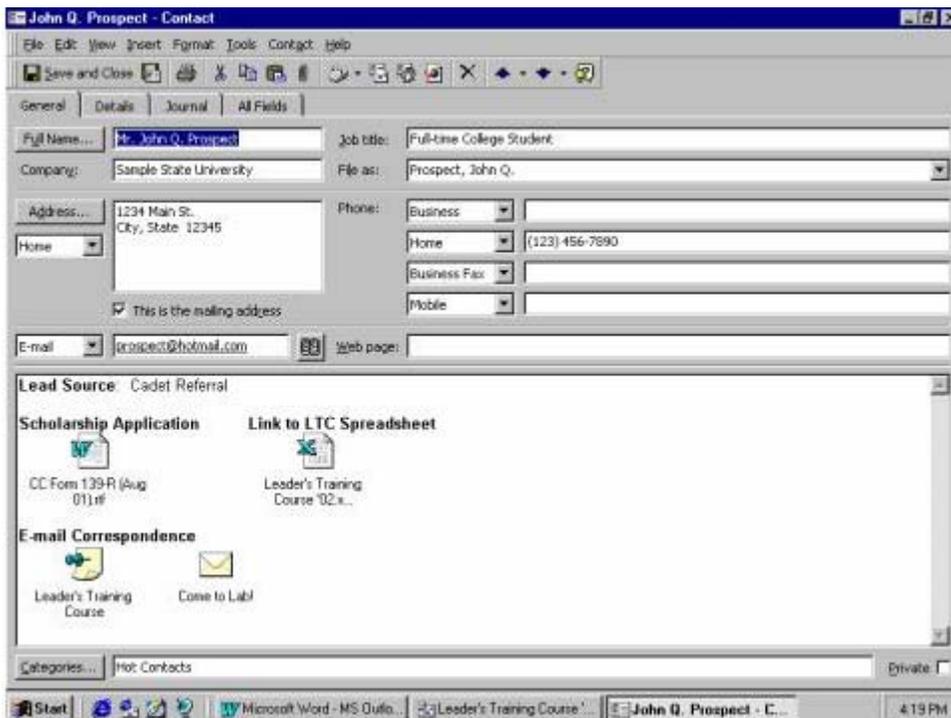


Figure E-1

Microsoft Office software available includes Outlook, Excel and Access. Use of this software is simple and convenient since most of the Army and most colleges and universities use MS Office. For example, using MS Outlook allows synchronization of your calendar, task manager, and e-mail while electronically managing prospects. If your school network uses Outlook, you can maintain all your prospects on a "public folder" and share these files with all cadre. These shared files provide great continuity and flexibility when working with a Gold Bar Recruiter, as well as with all those to whom access to the files is granted (permissions). These files can be organized any way you like based on your program and recruiting efforts (by mission set, campaign, quality, etc) by setting up as many folders and sub-folders as you need.

Appendix E

An Outlook "Contact" also allows you to save anything electronic right onto the remarks section of the contact. This includes e-mail correspondence (either received or sent), letters, and links to MS Excel or Access files. You can use the standard fields on the form such as name, address, e-mail, etc, and type in all the personal information (such as when and how contacted, interests, etc) onto the notes field. Figure E-1 shows a Leader's Training Course Lead. Because you are maintaining this information within MS Outlook, you can send an e-mail to the contact and AutoDial a telephone by the click of your mouse (if configured appropriately). You can also send out e-mails to multiple contacts simultaneously by selecting a folder (such as Leader's Training Course prospects) and it will address the e-mail to all of them. Of course, Outlook interfaces with all other Microsoft programs on your laptop such as Access, Word, Excel, etc., allowing you to import and export information among applications. You can also set flags on a contact for follow-up, such as mailing of a letter and set the contact to remind you to follow up in two weeks.

Create Contact Sub-Folders [TOC](#)

Within the Contacts folder of your Mailbox, you may create additional sub-folders for each campaign, mission set, etc. This function will allow you to categorize or prioritize Leads as necessary. See the example at Figure E-2.

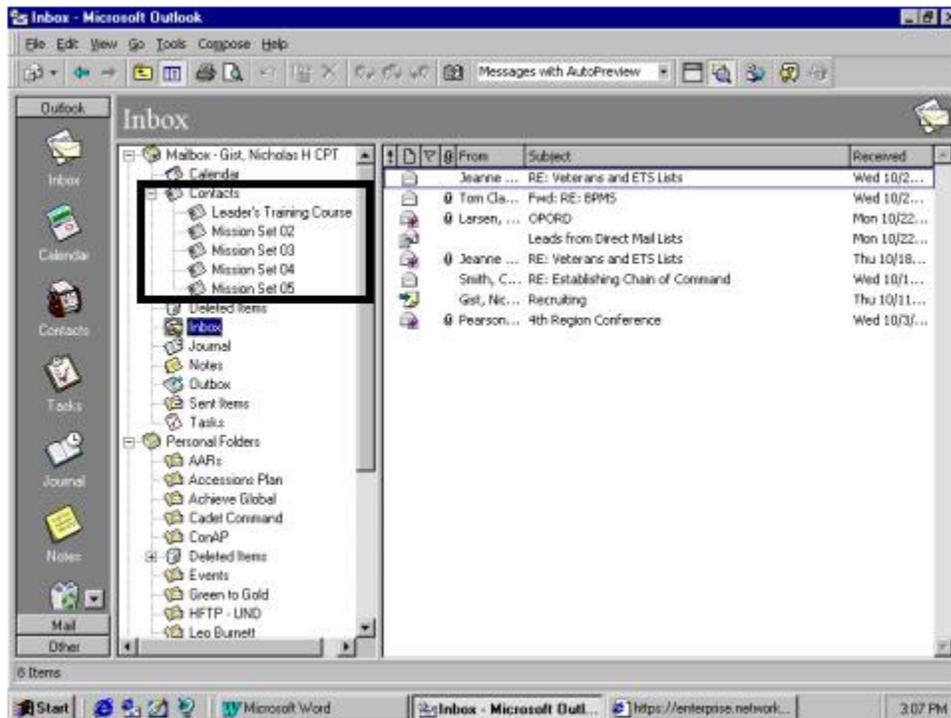


Figure E-2

Export [TOC](#)

At any time during the prospect management process, you may export to an MS Excel or MS Access file. Go to 'File,' then to 'Import and Export.' From there, the Import and Export Wizard (Figure E-3) will guide you with a process that allows you to determine file type and which fields are imported from/exported to a specific file. The download will automatically divide the Name and Address fields into specific fields for Title, Last Name, First Name, Middle

Appendix E

Export (continued)

Initial, Suffix, and Street, City, State/Province, Zip/Postal Code, and Country as appropriate. At a minimum, export those items outlined in Part I (Contact Information). Establish separate fields or headings within MS Access or Excel for each of the other items in Parts II-VII.

Import [TOC](#)



Figure E-3

Following download of prospect information from PMS Galley to Excel, you may then import that information to MS Outlook to maintain individuals as "Contacts" in order to conduct further communications and track the same. Select Import and the type file you wish to import. Then, select the specific file name and the folder into which you would like to place the new contact information.

Public Folders [TOC](#)

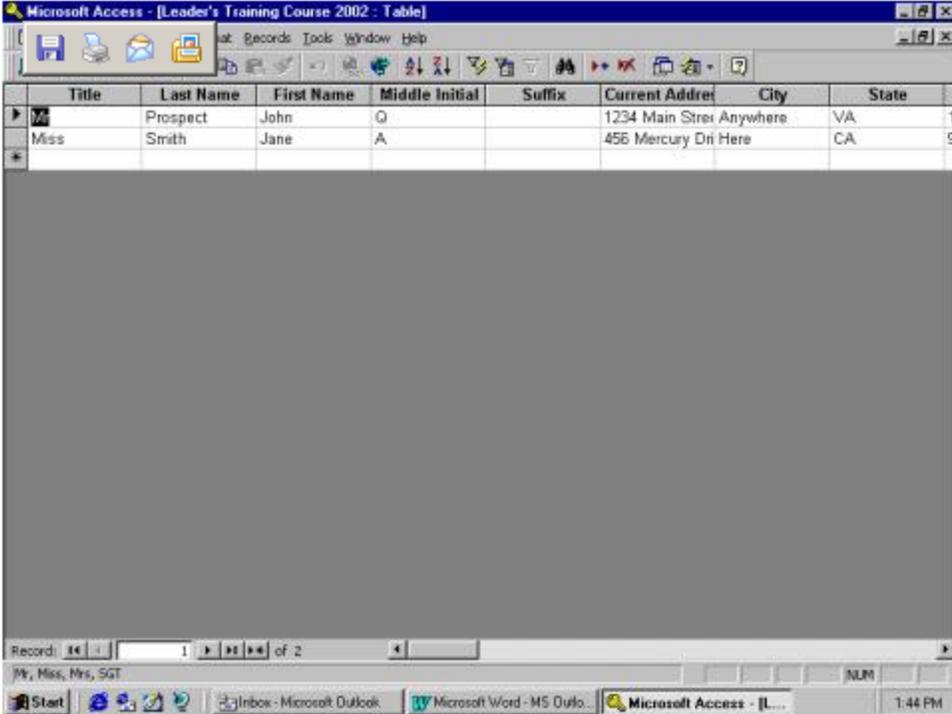
In order to allow access to other cadre members, create a Public Folder for each set of Leads. For example, Mission Set 02, Mission Set 03, Mission Set 04, Mission Set 05, Leader's Training Course, New Lead, etc. Determine what level of access you would like to give specific individuals and set folder access as necessary. For example, the GBR may be able to view and manipulate information, whereas the XO may only be able to view information on prospects.

Appendix E

Database Management [TOC](#)

Based on the type of file you prefer or are familiar with (Excel or Access), you may manage and analyze Leads information from that file. MS Access provides many functions that allow for easier analysis and grouping of information that may be of value in developing a Battalion Marketing Action Plan and prioritizing recruiting efforts.

MS Access [TOC](#)



The screenshot shows a Microsoft Access window titled "Microsoft Access - [Leader's Training Course 2002 : Table]". The window displays a table with the following columns: Title, Last Name, First Name, Middle Initial, Suffix, Current Address, City, and State. The table contains two records. The first record has a Title of "Prospect", Last Name of "John", First Name of "Q", Middle Initial of "1234 Main Street Anywhere", City of "VA", and State of "1". The second record has a Title of "Miss", Last Name of "Smith", First Name of "Jane", Middle Initial of "A", Current Address of "456 Mercury Drive", City of "CA", and State of "9". The window also shows a status bar at the bottom indicating "Record: 1 of 2" and "1/1, Miss, Mrs, SGT".

Title	Last Name	First Name	Middle Initial	Suffix	Current Address	City	State
Prospect	John	Q			1234 Main Street Anywhere	VA	1
Miss	Smith	Jane	A		456 Mercury Drive	CA	9

Figure E-4

If you have already completed an Export to an Access file, you will have a table of Lead information available to you. Within this table, you may edit and add fields as necessary to gather the necessary information. However, it is essential that you maintain the items from Part I as a minimum. Figure E-4 shows a portion of a table for Leader's Training Course 2002 Leads.

You may also create various forms that allow you to input information into clearly labeled fields. The forms may contain as much or as little information as you prefer. A recommended method is to categorize information as shown in Figure E-5.

Appendix E

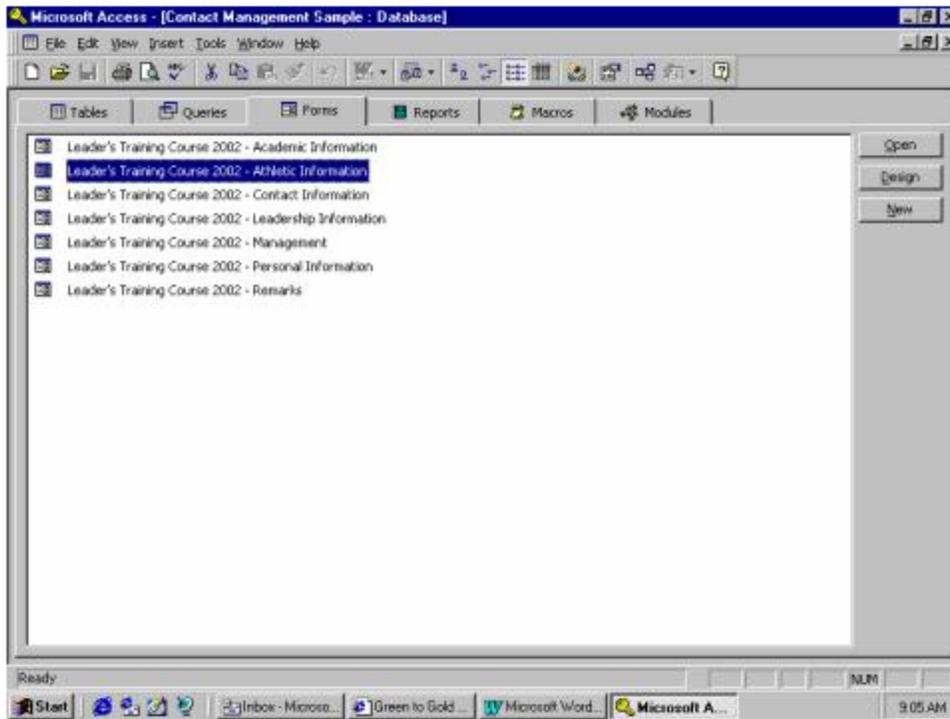


Figure E-5

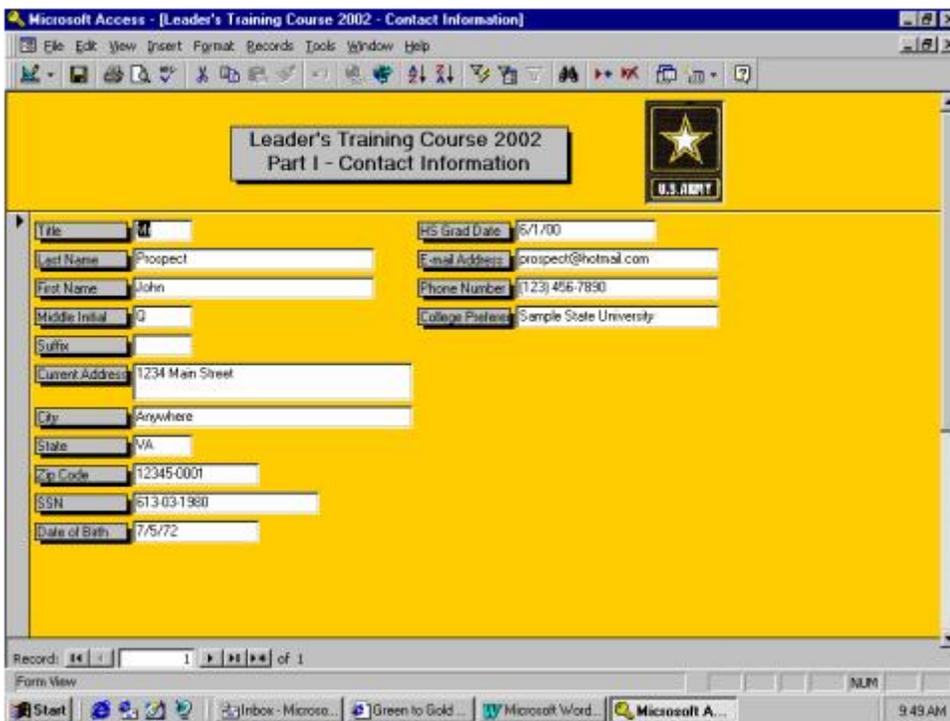


Figure E-6

Figure E-6 shows how a Form for Part I information may appear in Access.

Appendix E

START/PMS Galley [TOC](#)

As a source of Leads, START (for Brigades) and PMS Galley (for Battalions) are available on-line at https://enterprise.networkmcs.com/pms_galley/ and provide a Download function.

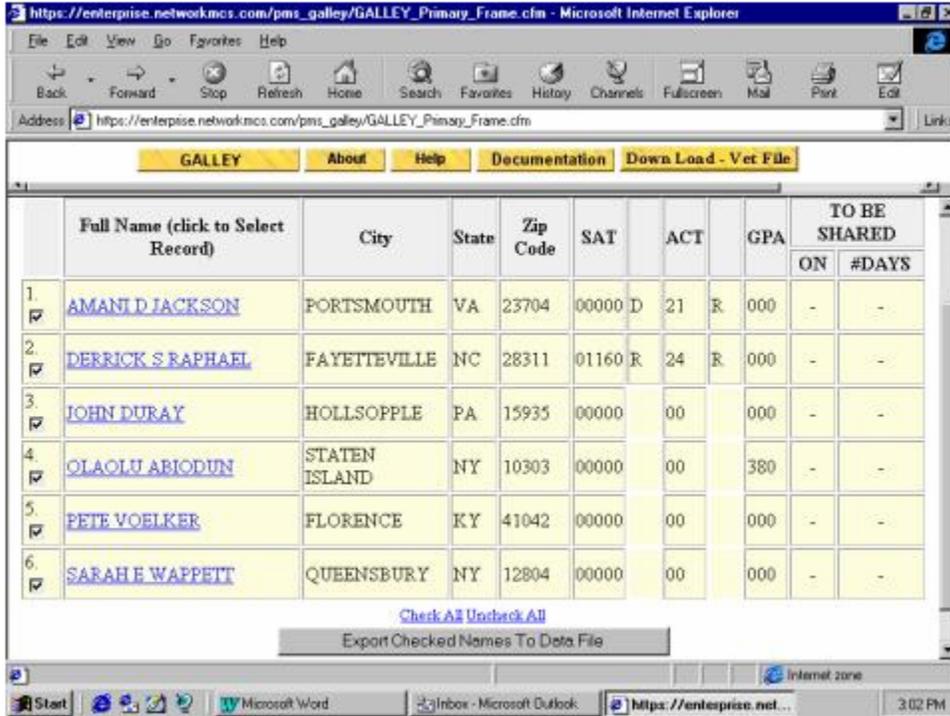


Figure E-7

After selecting names from the PMS Galley listing available to you, you may then choose to "Export Checked Names to Data File." Export those names to the file of choice. As stated in the MS Outlook section, you may then Import specific file information to a specific Contact Folder. Figure E-7 is an example of a PMS Galley listing.

Appendix F

Appendix F - A: Graduate Student Enrollment in ROTC [TOC](#)

1. There is no formal process in place to facilitate graduate student enrollment in ROTC. However, certain full time graduate students, including law school students, may meet the general eligibility requirements for ROTC. Some may also meet the eligibility requirements for ROTC Scholarships.
2. Generally, graduate students interested in ROTC should contact the PMS or ROTC recruiting officer at the nearest undergraduate ROTC host school.
3. PMSs and ROOs should evaluate graduate students for eligibility based on the criteria in Chapter 3, [AR 145-1](#) and [CC Pam 145-4](#). In many cases, law school students may meet the basic ROTC eligibility requirements and may be approved for ROTC enrollment by the PMS. Such students must understand that even though they may be in law school and in ROTC, they must apply for the JAG Corps upon completion of law school through JAG Corps recruiting procedures discussed below. If they are not accepted into the JAG Corps, they will be branched based on their remaining branch selections during the ROTC accessions process.
4. PMSs and ROOs should also evaluate graduate students for scholarship eligibility based on the standard 2-year ROTC scholarship criteria. Check with the Scholarship Branch, Incentives Division, Recruiting Operations Directorate at HQCC for scholarship issue specifics. Law school student ROTC scholarship recipients must understand that they will not be automatically considered for or accepted into the JAG Corps upon completion of the ROTC program.

Appendix F - B: Graduate Student Enrollment in ROTC [TOC](#)

1. Undergraduate cadets may apply for an educational delay (Ed Delay) during the accessions process in order to attend law school. Again, acceptance of an Ed Delay request does not provide the cadet with any automatic consideration for acceptance into the JAG Corps.
2. During the accessions process, cadets desiring Ed Delay for Law School should make Ed Delay their 1st Duty Preference and they should make the JAGC their first branch preference. They should also list other preferences in case their request for Ed Delay is not approved.
3. During the DA Selection Board Portion of the Accessioning Process, a Judge Advocate Representative determines which Ed Delay applicants are accepted. Again, those cadets whose applications are accepted are not later automatically considered for acceptance into the JAG Corps - they must later apply and compete with all other law school applicants upon their completion of law school.
4. There is no requirement for LSAT completion or Law School acceptance prior to a request for Ed Delay. However, only a percentage of those who request Ed Delay are approved. Therefore, the chances of obtaining approval may be increased if LSATs and/or Law School acceptance is obtained prior to the request for Ed Delay.
5. Cadets who have already been selected for another branch but who have not yet entered active duty may also request Ed Delay through PERSCOM but they must have a letter of acceptance from a law school in order to support such a late request.

Appendix F

Appendix F - B: Graduate Student Enrollment in ROTC (continued)

6. The POC for Ed Delay processing questions at PERSCOM is Mr. Roland at (703) 325-3756. Mr. Roland is not a Judge Advocate representative and presumably will refer questions regarding applications to the JAG Corps to the JAG Corps Recruiting Office (see POCs below).

7. Selection for Ed Delay status does not guarantee later acceptance into the JAG Corps. Cadets on Ed Delay status must understand that they will not be automatically accepted into the JAG Corps and must apply for the JAG Corps like other civilian law school students.

Appendix F - C: Application Process for the Army JAG Corps [TOC](#)

1. The application process for acceptance to the Army JAG Corps is managed by the Judge Advocate Recruiting Office. They are available at **1-800-336-3315** or <http://www.jagcnet.army.mil/Recruiting>. The website contains detailed information on the application process, required forms and frequently asked questions.

2. Generally, the JAG Corps application process for law students entails completing an application and obtaining an interview with a Judge Advocate who is a Field Screening Officer (FSO). FSOs visit most of the larger law schools, as do recruiters from civilian law firms. Completed JAG Corps applications are generally due **NLT 1 Nov** in the Fall.

Appendix F - D: JAG Corps Internships [TOC](#)

Law Students may also apply for JAG Corps internships during their first or second years of law school. The application process also involves completion of an application and an interview with an FSO. Information is available at the previously referenced number and website.

Appendix F - E: Funded Legal Education Program (FLEP) [TOC](#)

The Funded Legal Education Program (FLEP) is the only program that pays for all law school tuition to officers who remain on active duty and draw active duty pay while in law school. Generally, this program is only available to a very limited number of officers who have completed at least **three years of active duty**.

Appendix F - F: Medical School Options [TOC](#)

There are two fully funded sources that produce physicians for the Army: the Medical School of the Department of Defense Uniformed Services University of the Health Sciences (USUHS) and the Department of the Army Health Professionals Scholarship Program. ROTC graduates may participate in either of these programs.

1. ROTC graduates who attend the USUHS Medical School accept Medical Service Corps Reserve commissions as second lieutenants. While enrolled in USUHS, participants draw the normal pay and allowances of a second lieutenant. The government pays tuition, books and equipment costs.

Appendix F

Appendix F - F: Medical School Options (continued) [TOC](#)

Longevity credit for pay purposes does not accrue to officers while in school, and they are not eligible to receive longevity pay increases during that time. Additionally, active duty time spent in student status does not count in determining eligibility for retirement, but is creditable for computing retirement pay. The time spent in school is also fully creditable for promotion purposes.

Upon graduation, officers are tendered commissions as captains in the Medical Corps. The Army Medical Corps offers professional challenges that prevent a doctor's career from becoming predictable. Patient care, teaching, research, directing a medical facility - a physician can do all this and more in the Army.

ROTC graduates incur an additional ten-year active duty service obligation (ADSO) or seven years of active duty with a six-year reserve obligation, which starts following residency. If you come into ROTC to be an Army doctor, understand that you will be an Army doctor for a long time.

Usually, USUHS graduates continue their medical education with one year of internship and two to four years of residency. No additional obligation is incurred for internship training or residency.

Obligations incurred for medical training are added to any other active duty obligations (such as ROTC scholarship obligations), whether incurred prior to matriculation or subsequent to graduation.

2. The Army Health Profession Scholarship Program (HSPS) allows ROTC graduates to attend accredited osteopathic or allopathic (medical) schools located in the United States or Puerto Rico. Just as with the USUHS program, ROTC graduates accept Medical Service Corps Reserve commissions as second lieutenants.

NOTE: *Allopathic schools is the technical term for medical school - those schools that award the M.D. degree, as opposed to osteopathic schools which award a D.O. (Doctor of Osteopathy). The two types of doctors stem from a difference in philosophy in the 19th century. Today their practice in many states and in the Army is identical. Allopathic schools include the likes of Harvard Medical School, Johns Hopkins School of Medicine, and about 150 less famous others.*

When students accept an HSPS scholarship they are required by the terms of their contract to apply to the military for the first year of graduate medical education (internship). If they are selected for the internship training by the military they must enter active duty for the year. There is no requirement for them to pursue additional residency training in the military if they do not wish to do so. They may simply complete the required one year and then pay off their active duty service obligation as a General Medical Officer (GMO). If they wish to complete residency training in the military they must enter into a new contract for this training as there is obligation associated with training beyond internship.

Appendix F

Appendix F - F: Medical School Options (continued) [TOC](#)

While attending medical school, officers are in an inactive status drawing a stipend for 10½ months each year, plus 45 days pay and allowances as a second lieutenant during annual active duty for training. The total compensation is more than \$12,000 per year. HPSP pays tuition and required authorized books and expenses (does not pay for optional items or a few items even if required such as computers). While in school, longevity credit for either pay or retirement is not accrued.

Upon graduation, officers are tendered commissions as captains in the Medical Corps. ROTC graduates incur an additional four-year active duty service obligation as well as one year of internship training.

Graduate medical education for officers under this program is the same as under USUHS. All Army training (except for a required Graduate Medical Education (GME) internship year) incurs some obligation. The obligation for residency and/or fellowship is year for year (technically 6 months for 6 months) but is served concurrently with any ROTC obligation. If the residency in question is four years or less there is no additional obligation, but a neurosurgical trainee who takes a six-year residency after internship would incur a six-year obligation, i.e. the longer of that obligation vs. the ROTC obligation.

NOTE: *Even if ROTC students do not take an HPSP scholarship or go to USUHS, they are still required to apply for military internship and must accept if selected. This is because their delay onto active duty is for the duration of medical school only. They still have the option of serving out their obligation post internship as a GMO if they wish or they may enter further residency training with the military.*

Appendix F

Appendix F - G: Grad School, Law School, Medical School & Army Chaplains TOC

OPPORTUNITIES TO SERVE AS ARMY CHAPLAINS

1. The application process for acceptance to the Army Chaplain Corps is managed by the Chaplain Recruiting Team. Information is available at <http://chaplain.goarmy.com/>. The website contains detailed information on the application process, requirements and frequently asked questions.

2. Generally, to be selected to serve as an Army chaplain, you will already possess both a bachelor's degree and a graduate degree in theology, and will be endorsed by a church or other group. The following general guidelines apply:

a. EDUCATIONAL REQUIREMENTS (COLLEGE): You must have a baccalaureate degree of not less than 120 semester hours from a college or university listed in the Directory of Postsecondary Institutions.

b. SEMINARY or GRADUATE DIVINITY SCHOOL: You must have successfully completed a graduate-level degree program in theology or related subjects. This degree is normally validated by the possession of a Master of Divinity or equivalent degree, as long as you possess a minimum total of 72 graduate semester hours (that would lead to an ecclesiastical endorsement) from an approved seminary or graduate school. The school must be listed in the Accredited Institutions of Post-Secondary Education Directory published by the American Council on Education.

c. ECCLESIASTICAL ENDORSEMENT FOR THE MILITARY CHAPLAINCY: You must be ordained and endorsed by a church, faith group or denomination that is recognized by the Department of Defense (DOD) Armed Forces Chaplains Board.

3. A chaplain candidate serves part-time as an Army Reserve Officer while enrolled in a Seminary, Rabbinical School, School of Islamic Sciences, or other graduate-level theological school pursuing a master's degree. After seminary, you can then apply to become an Army Chaplain either in the Army Reserve or on active duty. The requirements in paragraph 2 apply, except that you must be enrolled or accepted for enrollment in the next entering class in an approved graduate program, as a full-time resident student working toward three years of graduate study in theology or related subjects, normally validated by the awarding of a Master of Divinity or equivalent degree. TOC

4. Because Army ROTC is funded specifically for "line" officers to serve in the basic branches, we do not offer any guarantees for service as an Army chaplain. Students considering graduate degrees in theology and service as a chaplain may want to consider the Army ROTC Reserve Forces Duty option with later application to become a chaplain candidate.