

# RECRUITER

United States Army Recruiting Command August 2001

# Journal



**Montgomery GI Bill**

CONCURRENT  
ADMISSIONS  
PROGRAM

**ROTC**

Army  
Army Reserve **LOAN**  
**REPAYMENT**  
ASVAB  
**Army**  
**College Fund**



# Recruiter

August 2001, Volume 53, Issue 8



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Parenting a child with special medical or educational needs presents a different set of challenges.



# Journal

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## What are the Glass Balls???


A few weeks ago, you received Cavin Sends #13, in which I mentioned my four glass balls, those issues that have risen to the top in terms of posturing us for long-term success. In my checking the field, I have discovered not everyone has read or understands these issues, so I want to explain them again. All recruiting personnel must have a grasp of these four big ticket items and take positive steps to make a contribution regarding their resolution.

1. We must build an FY 02 Entry DEP of at least 18,000, with at least 12,000 ready to ship in the 1st Quarter. Those must be largely graduates. I do not intend to use our authorization of limited quality (Cat IVs, non-HSDG, etc.) until absolutely needed to ensure success in the “Bathtub months” of FY 02.

2. Although we had a great recruiting month in June, over 1,700 of our recruiters failed to contribute a single contract. I realize that events sometimes result in a disappointing month for a recruiter. Those who worked hard and did everything possible to contribute, I say regroup, refocus and make it happen this month and from now on. Those who failed because you didn’t make the effort, didn’t have the “fire in the belly,” lacked the “obsession with making mission,” need to figure out how to get it. We cannot tolerate those who are not making a solid contribution by making their mission.

3. I have said it before and it remains absolutely true. Our success for the foreseeable future rest in our ability to do a better job penetrating the college/grad market. We know that there are in excess of 650K young Americans who drop out of college in their first year of post secondary schooling. They have wants and needs that the US Army can fulfill, but we have to do a better job of working that market. The ONLY way we can overcome our production shortfall in the “Bathtub” months is by enlisting individuals from this cohort.

4. As 11X goes, so goes the success of recruiting and manning the force to the 100% level the CSA has directed. In the next 60 days I want to alleviate our past deficit of 11X recruiting. This MOS is the backbone of our Army, and we will make this mission – period.

Finally, there is always another glass ball – one we cannot break – and that is recruiting with integrity. Integrity must permeate every action. Your personal integrity must be the cornerstone of all actions. Integrity is what makes us PROUD TO BE HERE, PROUD TO SERVE! 

MG Dennis D. Cavin



Entry DEP of 18,000

Reduce  
“zero rollers”

Increase college/grad  
penetration

Make 11X mission

## Impact of the NCO Corps

The Commanding General and I were very pleased with the reports received from around the command on the Army Birthday celebrations.

While each event conveyed the uniqueness associated with the level of community involvement, the overall focus was the same. The collective efforts displayed by our soldiers and veterans on the 226<sup>th</sup> anniversary of our Army helped perpetuate our great tradition of selfless service and sacrifice for the Nation.

We flexed, strutted, and proudly wore our new headgear. The resulting publicity was positive, appreciated, and good for our Army.

Although it's a little early for hard planning, I'd like all of us to mark our calendars and training schedules. We want to maintain the momentum by scheduling an appropriate Army birthday ceremony annually.

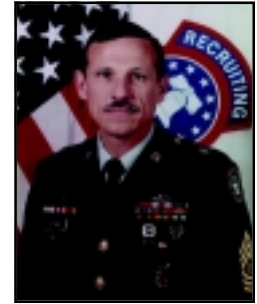
It's the right thing to do. I expect everyone (even if it's two recruiters in a small on-production station) to celebrate our birthday as best they can.

In regards to the beret, I'm pleased for several reasons. As I've visited recruiting stations it seems our soldiers and DEP members are better informed on our reasons for the change. I thank all of you for helping spread the word throughout the command.

The learning curve can be steep when you first begin wearing the beret, but it appears we've done a great job educating ourselves to wear them properly. Today's success is the result of your efforts and emphasis, and for that I am very appreciative. It shows the impact the NCO Corps can have when we pull together and speak with one voice.

I'd like for us to periodically re-read the Army's seven values. Give thought to what they mean. Ensure we are stressing them to our DEP/DTP members in both word

*CSM Roger Leturno*



and deed. They should be more than just words attached to our identification tags. They are a mindset that impacts many of the things we do every day.

I had a great time at the MACOM CSM Conference, June 24-26 at Fort Sill, Okla. We spent an entire day (starting with PT) with Sill's basic training units. At the end of the day we congregated for an AAR of what we had seen. There was unanimous agreement that TRADOC continues to turn out disciplined and motivated soldiers. The drill sergeants and cadre are working unbelievably hard at keeping up their end of the bargain. They send us soldiers essentially trained and it's up to us to continue their development through effective integration, counseling, and mentorship. The long-term success of our Army depends on our commitment to those we enlist.

We spent a few minutes discussing the perception that today's new soldiers aren't as committed as we were. One CSM summed it up. He said, "Everyone keeps talking about the old Army, the one where discipline was perfect and privates came out of the training base knowing everything. Funny, but I don't remember that Army." The conference drove home for me how important it is for each of us to stay in our lanes, concentrate on our corner of the Army, and give 110 percent to the mission, our soldiers, and unit.

Finally, I want you to know that your senior leaders understand the concerns of you and your family. They are tirelessly working to resolve them, giving you maximum time to focus on the mission.

Have a safe and happy summer. Thanks again for making our 226th Birthday one to remember. Thank you for what you do every day for our Army. 📞



# Chaplain's Motivational Notes



by Chaplain (LTC) Jim Stephen  
HQ5 USAREC

## “The Power of Vision”

The famous author and lecturer Helen Keller was blind and deaf from the age of two. And, late in life, when a reporter asked her what could be worse than being blind, she responded: “Having eyes to see...and no vision.”

The lack of vision, or purposeful imagining and creating, has marked the decline of civilizations, organizations, and individuals throughout time. The Proverbs explained thousands of years ago that “where there is no vision, the people perish.”

If we fail to see the forest for the trees, if we lose the big picture to the consuming details, we concern ourselves with quick-fix solutions and never recognize deep-seated problems. We put Band-Aids on terminal wounds and replace lifelong dreams with daily demands. We engage in shortsighted planning and seldom accomplish long-term goals. We see ourselves as we are today and lose sight of whom we can become tomorrow.

But, because we are human, we can do more than just see; we can envision our future, as we want it to be. We can imagine, dream, and visualize all of the great possibilities of life. All great accomplishments were first conceived in the mind. Technology is subordinate to human imagination. “We went to the moon not because of our technology but because of our imagination,” said Norman Cousins. “...The technology became successful only through the application not just of human intelligence but of willpower and aspiration as well.”

Our achievement may not be so historic. Our aspirations may not take us to the moon. But, when we have a sense of vision, we see others and ourselves as capable, changing people — worthy of all the blessings and benefits that life has to offer. We instill a sense of “the possible” in our children. We bless other people’s lives by sincerely believing and encouraging them.

Ultimately, we do all that we are capable of doing and become all that we are meant to become when we turn to the heavens for personal vision. When we take time to ponder, to discover who we are and why we are here, we put our hands on the steering wheel of life and charge our souls with the energy of purpose.

In the final analysis, if we have a vision of what we can truly accomplish in life, we become confident in our ability to do what it takes to reach our goals. Cornelius Vanderbilt Jr. once said, “Lack of confidence and lack of information sleep in the same bed, locked in the closest kind of embrace. When a man has confidence he gets along in business, but without confidence he might just as well not enter business at all. For confidence is the son of vision and is sired by information.”

Share with me your insight at: ([James.Stephen@usarec.army.mil](mailto:James.Stephen@usarec.army.mil)). 📧

# Benefits of the Armed Services Vocational Aptitude Battery



*By Terry Backstrom, USAREC Education Branch*

The ASVAB Career Exploration Program is designed to yield results useful to schools by supporting educational and career counseling for students as they learn career decision skills. The program is also useful to the military services to identify students who potentially qualify for entry into the military and for assignment to military occupational training programs. Listed are some of the benefits to convey when promoting the school ASVAB Career Exploration Program.

## **STUDENTS:**

- \* Helps develop a positive self-image and self-concept
- \* Provides relevant information for career and educational decision making
- \* Identifies student strengths and weaknesses
- \* Helps students select courses, programs, work, and post secondary training programs
- \* Establishes relevancy between world of work and school
- \* Gives students a reason to stay in school

## **PARENTS:**

- \* Provides assurance that instruction is tied to career choice
- \* Provides direction for their child
- \* Informs son or daughter of work, interests, abilities, and educational program options
- \* Provides clear information usable at home
- \* Gives positive avenue for student parent communication

## **TEACHERS:**

- \* Enhances understanding of each student
- \* Helps personalize instruction to determine student needs
- \* Brings world of work to the classroom
- \* Supplements ongoing career programs
- \* Provides lesson plans to deliver career information
- \* Makes classroom instruction relevant

## **COUNSELORS:**

- \* Brings counselors into the curriculum
- \* Encourages teachers and counselors to work together
- \* Teaches the process of career exploration and choice
- \* Provides A structured approach and process to career and vocational planning
- \* Adds a career tool for classroom partnership
- \* Substantiates counselor's role in students development
- \* Extensive printed material support system

## **PRINCIPALS:**

- \* Provides data for curriculum improvement
- \* Enhances student motivation
- \* Brings guidance and career development into the classroom in a very systematic and realistic way
- \* Provides a no-cost career planning tool
- \* Students can confidentially compare their academic achievement with their goals
- \* Students' normative data developed from national norms
- \* Most widely used aptitude test in the nation

## **VOCATIONAL EDUCATION:**

- \* Promotes image and helps recruit students for vocational education
- \* Improves course and occupational selection
- \* Promotes integration of academic, vocational, and career planning aspects
- \* Provides baseline data for student follow-up into the work place

## **BOARDS OF EDUCATION:**

- \* Cost effective career exploration program
- \* Ties academics to work force and its training needs
- \* Provides a unifying force to build partnership between instruction and guidance around career development theme
- \* Provides individual, local profiles of student interest, aptitude assessment and career plans

## **EMPLOYERS:**

- \* Helps build positive partnerships between school and employers
- \* Helps students with realistic job selection
- \* Communicates local job market needs to school
- \* Better informs and prepares students for work
- \* Increases job shadowing opportunities

The ASVAB Career Exploration Program is an award winning program and the test is well respected in the education community. This outstanding career exploration program with all its support services and materials is available at no cost to secondary and vocational schools. There are also experts who can provide testing administration arrangements, interpretation sessions, and counselor training. The ASVAB Career Exploration Program does make a difference for students and high schools should consider making it a permanent part of their career planning programs. 📢

# School relations... it will make

By Brian Labashosky, USAREC Education Branch

Over the years the relationship between recruiters and educators in a high school setting has been a source of comfort and conflict for both parties. Before you, as a recruiter, can expect any type of assistance from school officials or be accepted by the students, you must first establish rapport and credibility. Rapport and credibility are

the by-products of trust. For you to enjoy a good working relationship with school officials *you must convince them that you can be trusted.* Educators must be convinced that you have their students' best interest in mind. They need to know that your interest in their students goes beyond enlisting them and extends to a genuine concern for their future.

Establishing rapport with high school officials is a key step in maintaining access to the schools. Again, to effectively work the school market you are going to have to establish credibility, maintain rapport and develop a good working relationship throughout the school year. Here are some helpful hints and guidelines that you should know about when working the high school market.

- You must realize that any access you have in a high school is at the discretion of school officials. Schools are not required to permit access to any group, civilian or military. You are on their turf, and you must abide by their rules.

- Schools are autonomous and every school's organizational climate and structure is different. In general, the principal runs the school and makes the rules. However, in some cases the school board may decide the level of access, the superintendent may decide who gets a list and the guidance counselor may decide who can test. Find out who the decisionmakers are and tailor your approach when requesting support, services and information.

- You are the Army in the high school. *Absolute professionalism and integrity is demanded.* Be indispensable to school officials and students. Be so helpful and so much a part of the school scene that you are in constant demand. You want to ensure that if school officials have questions about military service they call you first.

- Always schedule a courtesy visit with the principal or vice principal, if possible prior to the beginning of the school year. Make appointments with the counseling staff as well. Be sensitive to the fact that school officials are

"Recruiting in the high schools is critical to both short-term and long-term recruiting success. *Remember, FIRST TO CONTACT...FIRST TO CONTRACT and that doesn't mean just seniors and grads. It means having the Army perceived as a positive career choice as soon as young men and women begin to think about their future*"

## The Regulations... Education Programs and Services

Below are the USAREC Regulations for Army recruiting education programs, services and enlistment credentials. Be familiar with the regulations and refer to them often.

USAREC Regulation 601-101, Education Enlistment Credentials

USAREC Regulation 621-1, Montgomery GI Bill, Army College Fund and Loan Repayment Program

USAREC Regulation 621-2, Concurrent Admissions Program

USAREC Regulation 601-59, Department of Defense Student Testing Program

USAREC Regulation 601-81, Educators/Centers of Influence Tours Program

USAREC Regulation 601-104, Postsecondary Schools Recruiting Program

USAREC Pamphlet 350-13, School Recruiting Program Handbook

extremely busy at the beginning of the school year and may resent an early "invasion" by recruiters.

- Always keep the school staff (especially guidance counselors) informed when you have a student processing for enlistment. If you must schedule a senior for processing during school time, clear it with school officials in advance.

- *Never rely on a guidance counselor as the sole COI in the school.* An uncooperative counselor may not represent the attitude of the entire school. Cultivate coaches, teachers and other staff members. By directing your efforts toward other faculty members you may be able to obtain the information necessary to effectively communicate with students.

- Never react negatively to a school's refusal to do something you asked. Look for another way to achieve your objective. Maintain your composure and present a positive image.

- Share any special skills or knowledge you possess (coaching, skill training, overseas experience). Educators might welcome the opportunity for their students to learn from your knowledge and experience.

- Attend as many high school activities as possible. In general, attend events in uniform: of course, if you are coaching or working in a shop, you should dress appropriately.

- As a rule, school officials prefer to have only the assigned recruiter on campus. If it's necessary to have another soldier visit the school be sure



# or break your schools program

to call in advance to explain the circumstances and request permission.

■ Don't discuss civilian life or jobs negatively with school officials. The Army isn't for everyone, however *the pride and professionalism you exhibit will point out to everyone that the Army way of life has a lot to offer.*

■ Always keep relationships with students on a professional level. Careless remarks made to students may damage school relations. Do not talk about other students' ASVAB scores, make negative comments about the other services, or express negative opinions about school officials.

■ Know the student influencers. Students such as class officers, newspaper and yearbook editors, and athletes can help build interest in the Army among the student body. Keep them informed. Tell them about the excellent educational benefits and opportunities available. They may not enlist but can and will provide you with referrals.

■ Know the community influencers. Key members of the community can provide guidance and serve as positive influencers. Keep them informed. Never pass up the opportunity to address the parent-teacher association.

■ Be sure to ask school officials if there is anything you can do for them and their students. Don't be looked upon as someone always asking for something. *Give something back to the schools.* Make educators aware of all the Army programs and services. Know and use all the resources available to you.

Establishing rapport in the schools is the first step in implementing an effective school-recruiting program. Maintaining and improving this rapport and establishing a good working relationship with the schools is next. Here are *some basic things* that you can do throughout the school year to improve school relations.

■ Know and follow the school ground rules on access and school visits.

■ Contact students within the

guidelines established by school officials.

■ Make appointments in advance when visiting school officials. If a meeting is scheduled, be prompt. If you are unable to attend a scheduled meeting, call and cancel.

■ Encourage all students to stay in school and graduate.

■ Participate in career fairs and financial aid or college nights.

■ Give class presentations.

■ Act as a mentor or volunteer as an assistant coach.

■ Present clear and accurate information to students so they can make informed choices.

■ Encourage all students to participate in the ASVAB career exploration program and aid in the interpretation of test results.

■ Keep educators informed. Ensure that they are aware of all the options and opportunities available in America's Army.

■ Conduct a COI luncheon during a teacher in-service day or faculty meeting.

■ Use your resources such as APA programs and services, TAIR, RSB assets, Ed tours and USAR units.

■ Share information on previous graduates (letters, success stories). Testimonials are great real-life stories that make your conversations come alive.

Now that you have established a good working relationship in the high schools build on it throughout the school year. Once educators are convinced that you have their students' best interest in mind then you can implement an effective school-recruiting program. *The goal is school ownership.* When school officials provide you the necessary resources to effectively recruit their students, when guidance counselors make referrals and request you to assist and participate in different school functions and activities, when educators discuss the military as an option with their students and identify with the Army, *you've achieved your goal.* 📌

Need information on education programs and services. . .

## Ask your ESS

Your battalion education services specialist (ESS) is the subject matter expert on all education issues. A key mission of the ESS is to provide you with training and educational services. Below are some of the programs and services the ESS can assist you with.

- Montgomery GI Bill
- Marketing the ASVAB
- Army College Fund
- ASVAB interpretation
- Educator/COI Tours
- Planning for Life Program
- Concurrent Admissions Program
- Education Enlistment Eligibility
- Tier Evaluations
- Established Schools List
- GED Plus
- College First
- Army Continuing Education System
- School Recruiting Plan
- Army University Access On-Line
- Loan Repayment Program
- Solomon Amendment
- Legality of Directory Information
- Home Schooling
- USAREC/Job Corps Partnership

# Achieving a successful school program

By Training Division, RO Directorate

Local high schools, colleges, and technical schools are getting ready to start a new school year. It's time for the recruiting force to be the first (first to contact, first to contract) to show these young men and women the opportunities the Army has to offer.

As NCOs you need to lead these young men and women in a positive direction that will enable them to grow mentally and physically and to achieve things that they thought could never be achieved. As an Army recruiter, you must always be enthusiastic about telling the Army story. Remember, the first impression is a lasting impression.

Before walking into your local education centers this year, let's remember some simple but very important things that will help you be successful in your schools. First, follow your USAREC Regulations 350-6 and 350-7, which give you guidelines. In addition, there are four important areas that are essential to success in your schools. They are:

- **set goals**
- **know your product**
- **be a role model**
- **enjoy what you do and be motivated**

**Set Goals** – If you want to be successful at anything in life you have to set goals. First, determine what you want to achieve. It is very important your goals are realistic and achievable. Remember, what might work for one school might not work for another.

Researching the historical data on each school will help determine your goals to some degree. An important step in achieving your goals is by setting suspense dates. Without dates, the goals you've set are virtually impossible to achieve. Once the suspense is set, it is imperative you track your progression.

The planning guide is an important tool for logging dates and keeping track of the progress of your goals. If you have a one-year goal, set four quarterly goals or 12 monthly goals. Even if you have weekly or daily goals, make sure you abide by these. In a nutshell, stick to your dates, track your progress, and give yourself a pat on the back when you've achieved them.

**Know your product** – In order to be successful in any sales organization you must know the product from A to Z. Today's youth are very knowledgeable. They have been raised by the baby boomers and have been groomed to always ask questions and to beware of the "bad deal." To eliminate any negative and uncomfortable moments in your sales interview, become an expert in all Army opportunities.

The last thing you want to happen is to sacrifice the rapport you've gained with your applicant. You spend valuable time establishing rapport, telling the Army story, telling your great Army experiences, and then your applicant asks you that question pertaining to Army opportunities.

It's the question that causes you to respond with a blank stare or "Hold on, I'll be right back," as you go ask a fellow recruiter the answer. All of a sudden, because you are not proficient in your knowledge of all

Army opportunities, you start to lose the trust and confidence of your applicant.

You must become knowledgeable in both RA and USAR opportunities. If you are an RA recruiter and your applicant decides that full time just isn't for him or her right now, you have the opportunity to talk USAR programs and the same for the USAR recruiter who runs into the same scenario. Remember, your recruiting station is no different than the team, squad, platoon, or section you were in prior to becoming a recruiter.

Of course your recruiting station also has a USAR mission. If you are doing a school visit, both the RA and the USAR recruiter can work the school, especially your Priority A schools. If you are doing a house call on an applicant who could go either RA or USAR, ask the USAR recruiter to come with you so that no matter what, your station has picked up that contract. In order to accomplish both the RA and USAR mission, you have to work as a team.

Some helpful tips to become more proficient in your product knowledge are:

- Use what you've learned in your own experiences in the Army.
- Acquire product knowledge from others. If you need help, don't hesitate to ask a more experienced recruiter. They've been there, done that.
- Practice using your multi-media sales presentation to become comfortable with your product.
- Last, but certainly not least, read and know all of your USAREC regulations. You can kill two birds with one stone; not only will you be proficient in product and regulation knowledge, but you will be schooled in the dos and don'ts of recruiting.

**Be a role model** – The young men and women in your schools today are searching for more positive role models than at any other time in the nation's history. Because of drugs, gangs and teen pregnancy, the youths in your schools are looking for someone to set the example, to guide them, and to be a positive role model.

You as a representative of the United States Army in your local schools have not only the opportunity but an obligation to be a very powerful role model who can make a difference in the lives of our young men and women. It is of the utmost importance that before you step foot on any school campus you look and act like a professional soldier. As the old saying goes, "The first impression is a lasting impression."

If you need a haircut, pressed uniform, new ribbons, or even a breath mint, make it happen. You are one of the reasons you get those contracts. Your professionalism in the way you look, act, and present the Army story is the reason why young men and women join the Army.

Being a positive role model can bring you great success not only with the students but with the faculty. The faculty knows each

student personally and can help in determining the needs of that applicant even before he or she sits down with you to discuss plans for a future in the Army. As GEN Joseph Lawton Collins (Division and Corps commander in World War II) said, “The American people rightly look to their military leaders not only to be skilled in the technical aspects of the profession of arms, but to be men of integrity.”

**Get involved** – It is of vital importance that every successful sales person be highly visible in his or her market. If you’re not out there shaking hands, kissing babies, giving out business cards, and letting the people know who you are and what you have for them (telling the Army story), you can be sure that they’re not going to buy your product, and they’re definitely not going to trust you. Well, maybe kissing babies is just a bit overdoing it, but I’m sure you get the point.

Trust is one of the biggest factors why you get contracts, and if you’re not in your schools and in the communities getting that face time, your chances of being trusted are slim to none. Getting involved is a very important factor in being successful in recruiting and gaining trust that will make life a whole lot easier for you.

Your school educators are an essential part in the success of your program. They can either make you or break you. They are the ones who get transcripts and other documents you need. They allow you to get on campus, and it’s very likely they are your only source for the junior and senior school lists or the lists for your local colleges or trade schools. So it is imperative that when these educators support your efforts, you recognize them for their support. Even if it’s a thank-you card or an Army pen or pencil, they will remember you for that kind gesture.

In addition to sending out thank-you cards, don’t forget your educators’ and COIs’ birthday and holiday cards. While you’re sending out the cards, don’t forget your DEP members and their families. Go the extra mile and mail your old DEP members a birthday card to their house so Mom and Dad can mail it them in the next care package they send their son or daughter.

The next thing you’ll know the parents of your future DEP members from your school will trust you and think highly of you because they’ve heard about you from Sally’s or Johnny’s parents. Another way to be successful in your schools is supporting or becoming active in sports programs. You can make great gains at your recruiting efforts by getting involved. Sports are normally second to the education programs. Supporting the sports programs by attending practices will enable the participants in that particular sport to know your face and who you represent. Participating in sports activities can benefit you in two ways.

First, most of us have an interest or a talent in at least one particular sport. Most schools are almost always short on the coaching staff, and this gives you the opportunity to get involved in something you enjoy and also use what the Army has trained all NCOs to do, that is train and lead.

Remember, these are students not soldiers, so don’t be overly motivated. This will also help in ridding some of the unwanted stress that we all too often experience as recruiters.

Second, this gives you the opportunity to get face-to-face time with

the team players and coaches who who will help you in your recruiting efforts. Another way to support your schools sports program is to provide an honor guard for major sports events, like homecoming.

This not only makes the event more special but it shows everyone how important the school is to the Army. You should also see if it’s possible to set up a booth at certain events. **WARNING:** Remember to always request permission before you do anything at your schools. Taking it upon yourself can result in destroying your rapport with the school.

Also, when involved in school activities bring your family to the events. A happy recruiter makes for a happy family. Some additional things you can do outside your school is to join your Chamber of Commerce and get to know them. It is not unusual to have a member of the Chamber of Commerce also on the Board of Education. You have to get involved in your schools to be successful, and it is up to you on how motivated you are at doing it. Be inventive and never hesitate to ask for help or ask what works for your fellow recruiters in their schools.


**Enjoy what you do and be motivated** – An important key in recruiting is to enjoy what you’re doing. It’s obvious that anything you enjoy, you will do well. If you excel in football, basketball, soccer or even chess, you obviously enjoy that sport. In the beginning, you probably struggled, but it still gave you that certain feeling of enjoyment that pushed you to excel.

Normally, in recruiting your first taste of enjoyment for the job is when you put your first man or woman in boots, and as you are bringing them home from the MEPS, they can’t stop talking about the job they got. Of course, then you start telling all your old war stories and before you know it, both you and the new soldier are beaming with joy. Now that you’ve conquered the obstacles you faced when putting in your first, second, or even your third contract, there should be no stopping you.

For the times when it gets pretty rough to find a new soldier to put in boots, you have to kick in your self-motivation. This requires you to make a conscious effort to increase and continue to create new ways to make yourself successful. It also requires you to have a commitment as an NCO to be successful in whatever task you undertake.

To summarize, we discussed setting attainable goals, knowing your product both RA and USAR to make you and your station successful. We discussed being a role model and the importance of leading your young men and women to a satisfying career. Getting involved in your schools is where you make your big money because of the high visibility that you receive.

Last, but certainly not least, enjoy what you’re doing and be motivated. Your schools are the foundation of your success because every young man and woman you talk to, test, and enlist into the Army has at one time or another had to attend school. Remember your senior market today is your grad market tomorrow. If you don’t penetrate your schools, it is inevitable your success rate for enlisting both seniors and grads is going to be slim to none.

You have the potential to be the very best, but you must adjust your way of thinking and your attitudes. You are the only one who can determine whether you succeed or fail. 

# Initial contact with

By Terry Backstrom, USAREC Education Branch

**The following tips are provided to help ensure that the recruiter's first contact with school administrators and guidance counselors at the start of the school year is positive and professional.**

**Schedule Appointments:** Find out when school administrators report back for fall session. Do your best to call the school's senior guidance counselor to schedule an initial appointment before the school year starts (if possible) and no later than two weeks after the school year starts. Make sure he or she understands that the purpose of the meeting is to discuss school policies regarding visits, student contacts, and new Army programs. Ask the counselor to schedule approximately 15-20 minutes for this appointment. Try to be the first service recruiter into your school. Be the first—with the most!!!

**Prepare Materials:** Subsequent to your meeting, assemble a packet of key RPIs or informational materials:

- ◆ ASVAB Info (Student/Parent or Educator Guide to the ASVAB)
- ◆ ConAP (Students', Parents' and Counselor Guide to ConAP)
- ◆ Education Benefits / Programs - Montgomery GI Bill, ACF, Army University Access Online
- ◆ Past graduate success stories or letters, current high school senior DEP information
- ◆ Business Card

**Review Materials:** Before the appointment be familiar with the listed RPIs and the programs they describe.

**Plan / Rehearse the Meeting:** Plan the appointment to cover the following topics within the 15-minute period.

◆ Introduce yourself as the Army representative for the school. If you are new, provide a brief, personal background. Indicate your desire for a good working relationship.

**Be first  
Be prompt  
Be prepared  
Be professional**

◆ Find out what the school's "ground rules" are: visits, activities, lists, point of contacts, etc.

◆ Discuss your need to accomplish your goals in the school (mission, number and times of visits, student contacts, placement of RPIs, etc.)

**Agree to ground rules for the year.**

◆ Explain your role as a recruiter and the importance of contacting seniors. Explain your need for directory information and request that information (when can I get it, what format, etc.). Be sure to ask for an updated (final) senior list **and a junior list.**

◆ The recruiter must explain to the counselor or educator the following:

- ◆ The Army enlists 90% HSDG.
- ◆ The Army only enlists drug-free students.
- ◆ Stress patriotism/service to

country—capitalize on the public's confidence in the military.

◆ The recruiter, without a condescending tone, must say all of this. Assure counselors that we are on their side and want to help ensure their students graduate and stay drug free.

◆ Instead of demanding status reports, we must explain to them that it is important for us to know if the student is going to school and doing okay, because if he or she is not, he or she can't go into the Army. The recruiter should tell the educators and counselors to make the recruiter part of the team in helping the students to do well in school.

Recruiters can reinforce the counselor's efforts to keep students in school.

Emphasize that we are there to help with the educational process and not to steal kids from school.

◆ Briefly summarize the RPIs you're going to leave with the counselor.

◆ Mention the ASVAB, and show how students can benefit from it whether or not they're interested in the military.

◆ If the school is an Army school, attempt to schedule the ASVAB (or reconfirm dates scheduled last spring). If the school is not an Army school, determine if the responsible service has contacted the school. Ask if the counselor needs any additional information on the ASVAB, or help with promoting the test to students and faculty.

◆ Establish procedures for DEP maintenance activities. Brief the aspects of the Army's Delayed Entry Program (DEP). Stress the importance of interfacing with new soldiers while they are in the DEP. Also stress the importance of the new soldier maintaining a good academic standing, **especially the importance of new soldiers graduating with a diploma.**

# n the high schools

Arrange for mutually acceptable procedures to periodically validate a new soldier's academic standing, with a focus on identifying, **at the earliest possible date**, any individual that will fail to graduate.

◆ Get names of other key people at the school (junior counselor, principal, etc.). If an introduction to any of these people is convenient, ask the senior counselor to introduce you. (Don't forget veterans on the school's staff).

◆ Obtain information needed for school folder, school data sheet (enrollment, etc.).

◆ Above all, try to keep the meeting positive. If a question can't be resolved at this meeting, back off and go on to the next subject. Take notes of items needing follow-up, as well as comments and rules the counselor and administrator has made. Prioritize your topics for a later meeting.

◆ If you promise to follow-up or provide a service, then follow through with that commitment.

◆ Be prompt. Be on time (slightly early) for the appointment. Make sure your uniform looks sharp (good haircut, shoes shined).

**Conduct Appointment:** Break the ice with a comment about the football team, counselor's office, weather, etc. It is extremely important to establish rapport. Move right on to the topics you've rehearsed. Don't let the meeting run past the allotted time.

**Leave materials at the end of the meeting.** Leave the literature packet. Make sure the counselor is aware of contents. Leave a PPI with the counselor (if available).

**Schedule next appointment, if necessary.** If you have been unable to complete your agenda or need time to work on or research a topic, schedule another appointment. Thank the counselor for his or her time and cooperation.

## School year preparation...the basic steps

The school recruiting program is well planned and coordinated effort designed to create positive awareness and interest in available Army programs among students, educators, parents and centers of influence within the community. Although the recruiting mission over the past couple of years has focused on the grad market you cannot effectively recruit without a foothold in the schools. Here are some of the *basic steps* to prepare you for the upcoming school year.

- *Initiate school folders*
  - *Review battalion school plan (SY 01-02)*
  - *Contact summer graduates*
  - *Attend summer school activities*
  - *Visit college administrators (career center, financial aid, registrar, etc.)*
  - *Meet with ConAP representative or*
- Veterans Affairs Officer*
  - *Schedule high school ASVAB testing*
  - *Obtain faculty lists and updated school information*
  - *Request battalion support (resources, programs, materials, etc.)*
  - *Visit the PMS for JROTC and/or ROTC*
  - *Restock RPI racks with updated promotional materials*
  - *Schedule class presentations for the fall*
  - *Offer your assistance as a mentor or assistant coach*

These are the basics, the obvious. Check the status of each. Ask yourself, "How can I be more creative?" Then add your own ingenuity to the mix. Even the basics can improve with a fresh innovative look.

# Exceptional Family Member Program

*Story and photos by Harriet E. Rice, Public Affairs Office, U. S. Army Community and Family Support Center*

The Army offers numerous programs designed to help soldiers meet the challenges of parenting, from the New Parent Support Program to nationally acclaimed childcare, after-school computer labs, and teen activities that foster civic responsibility and positive peer influence.

Parenting a child with special medical or educational needs presents a different set of challenges. According to current figures, there are just over 50,000 exceptional family members enrolled in the Army Community Service Exceptional Family Member Program. Of those, 36,157 are special needs children.

"The Army cares about soldiers who have special needs family members. That's why the EFMP program was set up; it's the Army's helping hand," said Shirley Brown, EFMP program manager at the U.S. Army Community and Family Support Center, the headquarters Department of the Army agency responsible for morale, welfare, and recreation programs that include family support services such as EFMP.

"The program works with other military and civilian agencies to provide a comprehensive, coordinated, multi-agency approach toward community support, housing, medical, educational

and personnel services to families with special needs," explained Brown.

An exceptional family member is defined as a child or adult family member with any physical, emotional, developmental, or intellectual disorder that requires special treatment, therapy, education, training, or counseling. Special needs range from learning disabilities such as dyslexia, to medical conditions such as epilepsy, Down's Syndrome, blindness, or other severe physical limitations.

Enrolling in EFMP became mandatory for soldiers in 1986, but not everyone signed on. The perception was, and often still is, that a soldier's career is hindered if the military knows he has a special needs family member.

"We need to meet that perception head on," said Delores Johnson, chief of Army Community Service at CFSC. "The truth is, enrollment in EFMP does not automatically affect career progression, and enrollment information is not available to selection boards. But, we need to let soldiers know that they have to make changes and do some planning in order to meet the needs of their EFMP member and operate successfully in the military."

Two Army families who made those changes, did the planning, and operated successfully in their careers are I Corps and Fort Lewis commander LTG James T. Hill and Mrs. Toni Hill and SMA Jack Tilley and Mrs. Gloria Tilley.

At five years old, profoundly retarded Megan Hill was one of the first children enrolled in EFMP. Toni Hill had the opportunity to read the draft regulation in 1983. "I'll be honest with you; I harbored great fears," she admitted.

"We enrolled because we felt we had to set the right example. But we had the same fears," said Hill. "Our understanding from the very beginning was that this program would help facilitate the assignment challenge, rather than taking it over," he said.

Speaking frankly about EFMP in an interview, the Hills stressed two points: first, EFMP is not a panacea — the answer — for every problem; and second, continual parental involvement and responsibility are critical.

"If there's anything we've learned in 22 years with Megan, it's that there isn't a program that's going to do it for you," said Toni.

In addition to the resources of EFMP, she cited a nonprofit organization called STOMP (Special Training for Military Parents), a grant-funded program under the Department of Education and one of two focused Parent Training Information services in the nation mandated by Congress, as her lifeline.

"The organization doesn't do the work for you; what [STOMP] did is train me to be Megan's best advocate. And that is a message I would convey: you have to be your child's best advocate," she said.

The Tilleys didn't enroll their son Brian in the EFMP until later in his career. "I initially got in the program when I was a master sergeant, because I thought it would slow down promotions," said Tilley. Once he was enrolled, he said, "It did help. As long as you stay involved with your chain of command and your doctors, I think you can work through most of your issues."

The installation link in that chain is the EFMP manager at the local ACS. There are also EFMP managers at headquarters Department of the Army's Personnel and Medical Commands.

At U.S. Army Medical Command, EFMP manager CPT Graeme Bicknell's job is to work hand-in-hand with the soldier in identifying the needs of the exceptional family member, ensuring the family member meets EFMP enrollment criteria, making travel recommendations to the assignment officials, and informing parents about the medical resources available at overseas locations.

"Whether that means we identify special medical needs or, in cooperation with the school system identify special educational needs, our purpose is to tell the soldier and family what EFMP



**LTG James T. Hill and Toni Hill describe how they have managed their lives with their daughter, Megan, an exceptional family member.**

# enrollment is not a career deterrent

enrollment means to them and identify the families for personnel officials so they can make an appropriate assignment,” said Bicknell.

His counterpart at PERSCOM is Ona Cates, EFMP manager who works in the Special Actions Branch headed by LTC John Baldini.

“Whenever a soldier comes down on assignment, and we know the soldier has a family member enrolled in EFMP, that assignment manager coordinates with this office,” explained Baldini.

Cates initiates a screening process with the gaining agency to ensure the family’s needs can be met. The screening is based on the input the soldier provides when registering the family member. The enrollment information needs to be updated regularly and that is the soldier’s responsibility.

“A lot of managing this particular issue is being responsible for your own actions,” said Hill. “If I’ve enrolled my child in EFMP, I call my personnel people and say ‘before you decide you’re going to help me, you need to ask me if that’s really help. I’ll decide whether or not we can live with whatever solution you’ve come up with.’”

“The EFMP is intended to give soldiers the opportunity to have missions important to the Army meld with the family needs as well,” said Toni. “But the decision whether or not to take an overseas assignment rests with the soldier and his family. Every family has different priorities and different coping skills.”

Baldini addressed the issue of assignments important to a soldier’s career. “There are certain times in a soldier’s career when he [or she] will need that key assignment such as drill sergeant, first sergeant, or recruiter. The EFMP program is there to assist, not to hinder the soldier’s professional development or career enhancement.”

Enrollment in EFMP is not limited to active duty. U.S. Army Reserve soldiers in the USAR Active Guard Reserve and other USAR soldiers on active duty for more than 30 days must enroll as do Army National Guard personnel serving

under the authority of Title 10, United States Code.

“You’ve got to enroll,” stressed Hill. “You cut yourself out of a lot of services if you don’t. You are doing nobody — especially the child — a favor if you pretend the child doesn’t exist.”

“Another piece of that is, without the enrollment data, we have no way to go to Congress for EFMP funding,” said Toni. “You have to give the institution an opportunity to meet its own commitment.”

While Department of the Army civilians do not enroll in EFMP, they must identify children or adult family members with special medical and educational needs each time they apply for and are assigned to a location outside the U.S. where family member travel is authorized at government expense.

Officials recognize the program has its limitations. “We have some installations that have excellent programs,” said Brown. “We have situations where the ACS staff is dual and triple-hatted and the regulation isn’t fully implemented. We know our services are inconsistent across the board, but we’re working to make them consistent.”

“I think the [EFMP] regulation is very well written, and, if implemented completely at an installation, regardless of size, serves families very well. In some locations where it has not been fully implemented, those programs need help,” commented Toni. “The difficulty has been because EFMP affects only a small number of Army families, it’s been a relatively easy budget cutting target. However, I think there is a firm commitment by the Army to do well by the exceptional family members.”

“It’s not a perfect program, but for the most part, if you deal with the doctors or the medical facility and you’re straight forward, people are willing to work through your issues and they’ll do the best they can,” said Tilley.



**SMA Jack Tilley and his wife, Gloria, enrolled their son, Brian, in the EFMP, working closely with the chain of command and doctors.**

“I think the biggest thing about making the EFMP program better is education. We need to educate people so they know what’s available in their communities.”

In the Department of Defense Office of Educational Opportunity, program analyst Rebecca Posante spearheaded the January launch of a DoD Web site to provide access to information and resources: [mfrc.calib.com/snn](http://mfrc.calib.com/snn).

Posante said the site helps service members and their families research assignments and hook up with care coordinators and service providers. There’s a chat network, links, and a subscriber service that alerts members to new information.

Networking is just one of the benefits of enrolling in EFMP. The very fact the program exists gives military families with exceptional family members an advantage over their civilian counterparts.

“There is a community bonding. Clearly, if you were a civilian with a transitory lifestyle, you would really have a hard time connecting,” said Hill. “At least in the military, you know to go to one place and get started: ACS. If you have your child registered, the Army will direct you to [EFMP]. You walk into a unit, and the unit will direct you to ACS and EFMP because they know you have this need.”

Toni Hill agreed. “Where EFMP functions well and is resourced well, it’s the kind of benefit that serves families. The Army has been very good to us. The EFMP program has been very good, and you can be successful as a family and professionally.” 📌

# Recruiting on college

By Candi Smith, Education Branch  
USAREC HQS

The new school year is fast approaching, and it is time to work the college campus. In today's economy, vast majorities of your Hi-Grads are moving directly to college. They are driven by various factors: their parents push them, they want to get away from home, they want to "party it up," and federal financial aid is more readily available. However, when these students arrive at college, many are faced with situations and problems they never had to deal with before, and they become overwhelmed. If these students' issues are not addressed at the college level and are overlooked, they can become discouraged, frightened, and overwhelmed. More than likely, they will not make it to the end of the first semester, if they make it that far.

Students withdraw for a variety of reasons: financial problems, family problems, job problems, academic problems, and just plain immaturity. The vast majority of the students who drop out have the potential to succeed, but something stands in their way, usually money and working a full-time job. So, why should we, as recruiters seek out these students? The postsecondary market contains a wealth of untapped qualified graduates, who are just not ready for the college life.

## **COST:**

Many students face financial hardships with the increasing cost of tuition. Students attempt to cover the cost by working full-time, taking out loans, or trying other means.

Listed below are some reasons students cannot pay tuition costs:

- \* Parents are unable to pay
- \* Students or parents did not want to take out loans
- \* Student or parents did not get the financial aid paperwork filed by the deadline
- \* Academic grades are too low to

maintain scholarships and or financial aid.

On the flip side, students who have graduated find it difficult to repay financial aid loans. These students usually have large financial aid debt. The most common scenario is the liberal arts major student (i.e., English, History, Philosophy, Humanities, etc.). It is difficult for them to find employment due to the nature of their degree. In both cases, this is where the recruiter can really sell the education benefits of the Army like the Montgomery GI Bill, the Army College Fund, and the Loan Repayment Program.

## **HOW:**

### **STEP ONE:**

To ensure success in college recruiting, familiarize yourself with the campus. Discover where the key offices are that you will be going the most.

- ◆ Admissions Office
- ◆ Registrar's Office
- ◆ Financial Aide Office
- ◆ Veterans Affairs Office
- ◆ Counseling/Career Placement Office
- ◆ Student Affairs Office (Food Service, Housing, Clubs, Organizations)

Locate which buildings the different classes are taught. Usually, science classes are in one building, while all the business classes are held in another building.

No two colleges or universities are the same. They vary in size, climate, mission, and structure of the administration. Two-year colleges are different from four-year institutions. Private schools are different from public schools. Get to know your college.

### **SCHOOL VISITS:**

Visit the campus prior to the start of the school year, because the campus is not crowded with students and administrators have more time to talk. This is a prime opportunity for recruiters to familiarize themselves with the college grounds, layout, and organization.

On the initial visit, take advantage of the following:

Pick up a college catalog; this contains information about the school, where the important offices are located, what degrees are offered, and what clubs are on campus.

Pick up a semester class schedule. This will contain the current/upcoming school year information and calendars. Usually, there are two types of calendars. The first one pertains to tuition payment dates, registration dates, and drop/add class dates. The second one, an academic calendar, also contains information about penalties for late class drops, when a student can disenroll without penalty, mid-term dates and finals dates, first day of classes, and last day of classes. Often these calendars are combined.

Lastly, if available, pick-up a student/staff directory. Like a telephone directory, it lists the student's name, address, and phone number. It may go on and include the student's date of birth (without the year), their major, class standing (i.e., freshman, sophomore, etc.), and degrees already earned. This can serve as your initial list of students.

### **STEP TWO:**

Now that you are familiar with the campus, it is time to make a second visit. Introduce yourself to the various key college personnel. There are at least six people or offices you need to talk to and drop off literature with:

Registrar:

- ◆ Handles student records (transcripts)
- ◆ Keeper of the "Lists."
- ◆ Should know the Solomon Amendment.
- ◆ May be combined with Admissions Office.

Career Placement or Counseling Office:

- ◆ Knows when career fair days are.
- ◆ Sets up interviews for graduates.
- ◆ RPI rack.



# College campuses

Counseling Department/Academic Advisors:

- ◆ Advises new students.
- ◆ May be comprised of faculty advisors (within their majors)

ConAP Representative:

- ◆ Good point of contact.
- ◆ Helps make contacts in the college.

Financial Aid Office:

- ◆ Counselors advise students on financial aid.
- ◆ Knows loan default rate.
- ◆ Entrance/exit briefings for students with financial aid.

Veterans Affairs Office:

- ◆ Good source for prior service.
- ◆ Information on VA students and staff on campus.
- ◆ Can help you establish contacts.

The last three offices are good areas to leave and post the USAR Job Vacancy List.

Student Services:

- ◆ Handles bookstore and food service areas.
- ◆ Knows and manages the student clubs and organizations.
- ◆ Resident Hall Directors = access to Resident Advisors (RAs) in the dorms.

## STEP THREE:

Turn your attention to the freshman class, for they are the mostly likely to drop out of school. College can be overwhelming for some, but most often, this group lacks the direction, motivation, and financial means to continue their college careers.

## STEP FOUR:

Review the school calendar of events you obtained on your first visit. Locate the dates when students are most likely to “stop-out.” These dates include the following:

- ◆ Last day to withdraw and still receive a refund (1-6 weeks).
- ◆ Last day to withdraw without academic penalty (usually at mid-term, or 8-11 weeks).

- ◆ Last day of classes, or when the semester or quarter ends.

## STEP FIVE:

Coordinate with school officials on a time and date to set up an information table. This will work best at community colleges. It could possibly take place on a monthly basis (depending on rapport), and try to rotate the table throughout various areas where students “hang out.”

**IMPORTANT:** Keep school officials informed of your schedule by passing out a calendar. Mainly, make sure you **SHOW UP!!!!**

It may be discouraging initially because students are too geared up for school. However, as the semester or quarter progresses, more students will come up and discuss their future and options with you. They will want to know what the Army can offer and do for them.

Other helpful hints to be successful in the college market:

- ◆ Schedule and use TAIR teams
- ◆ Become knowledgeable of “college terms”
- ◆ Attend a college class, i.e., public speaking. This method has a three-fold effect: (a) you are SEEN, (b) you have the opportunity to make a presentation, and (c) you become more comfortable and knowledgeable about the “college scene.”
- ◆ Become familiar with USAREC Reg 601-104, “Postsecondary Schools Recruiting Program,” and USAREC Reg 621-2, “Concurrent Admissions Program.”

When worked effectively and efficiently, the Postsecondary School Market can provide recruiters with numerous Hi-Grad prospects. Statistics show fewer than half of incoming freshman will ever see graduation day. They dropout for various reasons, be it academic, financial, or personal. The Army can enlist these young individuals and assist them to grow and mature into



young adults. They will return to college with the discipline, desire, motivation, and financial means to succeed in their college careers.🔔

## Key steps in recruiting on campus

Familiarize yourself with the campus

Introduce yourself to key personnel.

Focus on the freshman class.

Obtain a school calendar and identify dates when students are most likely to “stop out.”

Coordinate with school officials to set up an information table.

Schedule and use TAIR teams.

Attend a college class.

Become knowledgeable of “college terms.”

Familiarize yourself with USAREC Reg 601-104 and 621-2.

**IMPORTANT** - Keep school officials informed of your schedule and make sure you **SHOW UP!**

# The Way I See It

## An anonymous person writes:

Speaking of the new Army slogan, “An Army of One,” you say it was changed to capture the younger audience or youth of today.

I have nothing against the new slogan, although it seems that in a way the new slogan is being disloyal to the older generation just because someone wants to sell the Army to today’s youth.

But why only change one? Why not change the Army music, too, — rap or hip-hop?

A Be All You Can Be employee

***That’s The Way I See It!***

## Chief of Staff responds:

We appreciate your thoughts on the new Army slogan and for your suggestion we include “hip-hop” or “rap” music in future Army advertising.

To address your concern that our new slogan seems “disloyal to the older generation,” we want you to know “An Army of One” is the result of thousands of hours of research into the minds of our target audience – today’s teenagers. During a recent study, more than 10,000 young people were asked to discuss their view of the Army. The study revealed this fact: That youth have a strong desire to be part of something larger than themselves and to do something that makes a difference.

The intent of “An Army of One” is to address this fact and convey the message to target-age youth that the Army is one team with one mission and one set of values. It’s a message that’s catching on. Since unveiling our new advertising campaign, the number of visitors to the GOARMY.com Web site has jumped from 7,300 to 28,000 per day. This overwhelmingly positive response indicates the effectiveness of our new slogan to generate interest in the Army and possibly enhance overall recruitment numbers.

As for including “rap” or “hip-hop” music in Army advertising, this is something we have done in the past, particularly in African-American radio advertising. Additionally, based on the results of ongoing market research, there’s a possibility we’ll include “rap” and “hip-hop” in our future advertising efforts. Once again, we appreciate your thoughts and welcome any suggestions you have to improve Army advertising.

## A recruiter from Flagstaff, Ariz. writes:

I have been noticing in all of my high schools and my fellow recruiters schools, that the Marines have their *Leather Neck* magazine in all of them. I would like to see a copy of the *Soldiers* magazine start going to mine, or get enough extra copies so that I might be able to share what the Army does with my students. I believe that this will greatly improve what I have and will do in my schools. When we receive *Soldiers* magazine, it is barely enough to give one to each recruiter. I take mine and try to spread the wealth with my schools, especially my outlying schools which are smaller, or the other recruiters’ schools which



take anywhere from one-three hours to get to. I do believe that this will help us to take our markets over.

## Chief of Staff responds:

Thank you for submitting your question concerning *Soldiers* magazine to The Way I See It department of the *Recruiter Journal*.

Your idea to have *Soldiers* available to students in your schools is outstanding, and it seems schools in your area would be receptive. However, we are unable to send *Soldiers* to all schools due to the cost of subscribing and mailing to thousands of schools. In addition, not all schools would desire a mailing, and those magazines would be wasted.

You may, however, increase the number of magazines sent to your station. The point of contact is your battalion unit publications personnel. They can request additional copies of *Soldiers* through the Army’s Distribution Operations Facility, formerly PDC. Unit publications personnel can go to the *Soldiers* Web site, [www.dtic.mil/soldiers](http://www.dtic.mil/soldiers), and click on ordering.

Thank you for your suggestion and for participating in The Way I See It program.

## Proposed 2002 Active Duty Pay Table (updated)

*American Forces Press Service*

DoD officials released the proposed fiscal 2002 active duty military pay table. The chart is online at <http://www.defenselink.mil/specials/militarypay2002/paychart2002.html>. The pay table incorporates the proposed 4.6 percent pay raise service members would get if Congress approves the Bush Administrations fiscal 2002 DoD budget request. The pay table also includes the targeted pay raise aimed at mid-level NCOs and officers. If this is approved, all service members will receive at least a 5 percent pay raise with some receiving up to 10 percent. If approved, the pay raise goes into effect Jan. 1, 2002.



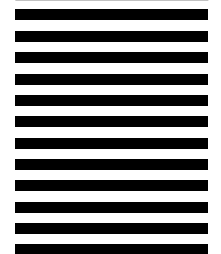
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# Back to school safety

By John Kolkman, USAREC Headquarters Safety Office

Summer fun is at an end for most schools around the country and will soon be over for the rest. Many of us have children that will start a new grade or simply start for the first time. Each time we head to work, the safety of our children lay heavy on our minds and can affect how we do our job. We all want the best for our children, and we often have both parents working harder and longer to achieve it.

Many times we don't think about safety until a tragedy occurs. Integrating safety and risk management into our family life can save us grief from preventable accidents and tragic circumstances. Risk management has five basic principles that many of us use every day: (1) Identify hazards, (2) Assess the hazards, (3) Develop countermeasures, (4) Implement countermeasures, and (5) Evaluate them. Then we start over again improving upon them. The Army has been teaching risk management for several years. For more information, risk management is found in FM 100-14.

We can take what we learn as soldiers and apply it to everyday life. Integrating risk management into our children's life can be one of the best things we do for them. Teach them the safe way to get to school by identifying hazards and how to avoid them. They also need to learn the process of what a hazard can be. Children tend to be very trusting and unaware of dangerous people and situations. Their curiosity can be a hazard just by itself. Here are a few tips for you to consider as your child goes back to school.

## Walking to School

Identify dangerous intersections.

Have them walk home a different way each day.

Don't let them accept a ride home from anyone.

Never accept gifts unless you are aware.

Remember the old "don't talk to strangers."

Dress for the climate.

Have them walk with friends or older children from the same neighborhood that you trust.



## Riding a Bike

Always use an approved bike helmet. Wear appropriate clothing and shoes. (No loose clothing that can get caught in chain and shoes that protect the whole foot.)

Make sure the bike fits the rider.

Get a chain for securing the bike while at school.



Reflective clothing is also a good idea.

Teach your children hand signals for riding on the road.

## Driving a Car

Make sure the car is in good working condition. (Brakes, tires, lights, wipers, engine, and exhaust).

Seat belts are in good shape, all of them.

The vehicle has good visibility.

Make sure the vehicle has a safety kit, which can be purchased at an auto parts store.

A cell phone for emergencies only. (Should not be used while driving).

A Drivers Education Course should be completed.

Insurance should be on the vehicle.

Use a car that has plenty of protection. A large car will protect your child better than a small compact one.



## School Violence and Drugs

Advise them to stay away from those who have weapons and report it to adults and police.

Never take weapons to school or items that may be considered weapons.

Talk with them about drugs and the effects on them and you, and listen to what they are saying; don't lecture.

Don't allow them too much idle time that is unsupervised.

Let them know you care about them every day.

## Web Links

These are only a few tips. Below is a list of Web sites you can visit for more information.

- ◆ <http://www.americanschoolsafety.com/>
- ◆ <http://www.keepschoolsafe.org/>
- ◆ <http://www.helmets.org/>
- ◆ <http://www.magma.ca/~ocbc/hfaq.html>
- ◆ <http://www.edc.org/HHD/csn/buildbridges/bb1.3/collaboration.html>
- ◆ [http://www.peds.org/KidsWalk/Kidswalk\\_index.htm](http://www.peds.org/KidsWalk/Kidswalk_index.htm)
- ◆ <http://www.walkingbus.com/>
- ◆ [http://www.bikefed.org/walk\\_a\\_child\\_to\\_school.htm](http://www.bikefed.org/walk_a_child_to_school.htm)
- ◆ <http://www.teendriving.com>

## Lastly,

Give your child a hug and kiss and let them know they are important to you. 📞





## Guard, Reserve chiefs get third star

By *Nicholas J. Carter, Army News Service*

For the first time, both the Army Reserve and Army National Guard are now headed up by three-star generals.

Chief of the Army Reserve MG Thomas J. Plewes and Director of the Army National Guard MG Roger C. Schultz were promoted to the rank of lieutenant general June 13 in a Pentagon courtyard ceremony.

Previously, the head of both the Guard and Reserve were authorized only two-star rank, but Congress authorized the third stars in the Fiscal Year 2001 National Defense Authorization Act.

Army Chief of Staff GEN Eric K. Shinseki said the promotions were “symbolic of the unity our Army has demonstrated over the past two years, serving ‘on point’ for the nation.”

Shinseki said the Army relies heavily on its reserve components which are on point around the globe in places like Kosovo, Bosnia, East Timor, South America, the Philippines and Korea. In all, there are 64 countries to which Army Reserve and Army National Guard soldiers have deployed in the last two years.

“Two years ago, we made a bold declaration — that we were ‘The Army — totally integrated, with a unity of purpose — no longer the total Army, no longer the one Army,’” said Shinseki. “We acknowledged our components and their unique strengths and made it clear that we would ‘march into the 21st century as The Army.’ Today, that’s exactly what we’re doing...”

Civil affairs, water purification, military police and other capabilities required to support current operations in Bosnia, Kosovo, and Southwest Asia are now routinely provided by Army National Guard and Army Reserve units, officials said.


“Today, it feels especially great to be a soldier in the Army Reserve,” said Plewes.

Plewes becomes the first three-star chief of the Army Reserve in its 93-year history. He paid tribute to his family for their continued support throughout his career and to the dedicated soldiers with which he has served.

“I save my biggest thank you to the end, to the members of the Army Reserve...I thank you.”

As the chief of the Army Reserve, Plewes oversees 205,000 soldiers and an annual budget of nearly \$4.2 billion. The Army Reserve maintains and sustains two of the Army’s major installations and 12 regional support commands. It has facilities in 1,300 sites across all 50 states, most U.S. territories, and Europe.

As the director of the Army National Guard, Schultz oversees 350,000 soldiers, 3,200 Army National Guard facilities in 2,700 communities, and an annual budget of \$7.5 billion.

“For us in the Guard, it is a significant event when the director of the Army National Guard is promoted to lieutenant general,” said Schultz. “For me personally, it’s a special event as well. Yet, this is less about me than it is about the organization.” 

## ADSW Program

### An untapped resource

By *Victoria Sorensen, Chief, Program Branch*


The Active Duty for Special Work Program is one of the best ways to help penetrate your area. This program allows you to bring young and experienced Reserve soldiers on active duty to support the recruiting effort. As we enter the fourth quarter, these individuals can help you penetrate your schools and recruiting area. These soldiers can help generate leads, maintain interest of your Delayed Training soldiers, assist with TAIR events and assist in the penetration of your ethnic markets.

Every quarter funds are released to each recruiting brigade which are distributed to the battalions for division among the Regional Support Commands that are located in their recruiting areas. Recruiters should identify soldiers who can help them

penetrate several markets. These individuals may serve up to 29 days on ADSW and can be beneficial in the recruitment of young men and women in the community. Soldiers may be enlisted or officers and may support the enlisted, chaplain or AMEDD recruiting efforts. Requests must be submitted by the soldier through their chain of command for approval. Recruiting battalions will ensure that the RSCs have enough money allocated to bring individuals on duty. Battalions that find that there are not enough funds allocated to bring soldiers on ADSW will submit a request to HQ USAREC to have funds transferred.

Once funds are allocated to the appropriate RSC, orders will be issued to the soldiers. Soldiers will report to the designated recruiting station and be briefed by the recruiter and or station commander on their duties. These soldiers will be used for presentations, TAIR events and other events in order to generate leads. Soldiers will be held to the same standard as any other soldier on active duty and should reflect a positive image in the community. Soldiers found to be effective may be placed on subsequent tours, however, may not surpass the 29 days in one fiscal year. Soldiers who are found to be ineffective or misrepresentative will be released and returned to their units. They should not be placed on tour again so that the reputation of the Army Reserve and the command are not damaged.

Upon completion of the soldier’s tour, recruiters will submit a USAREC Form 979 to reflect the number of leads generated, number of contacts, appointments conducted and the number of contracts that resulted from the soldier’s tour of duty. This form will be submitted to the recruiting battalion so that reports can be completed and evaluation of the program can be reviewed.

This program, if used effectively, can provide support to recruiters and station commander. It will help recruiters establish rapport with members of the community that they otherwise may not have had. Citizen soldiers provide information about the Army Reserve and how it effects not only their neighborhood but also the country as a whole. 

# The Senior Market

By MAJ Eric Burger  
USAREC PAE

With the end of summer approaching, students and U.S. Army recruiters will soon return to the high schools. The season for Friday night football games and classroom presentations is upon us. Throughout August, recruiters will be setting up meetings with student governments, scheduling ASVABs, and contacting the seniors on their LRLs (USAREC Pam 350-13). With these activities in mind, this month's PAE Market Research Team article will examine the senior market from demographic, production, and psychographic standpoints.

Though Command's focus has shifted more to the grad market, seniors still represent 22% of contract production. Therefore, **success in the senior market remains critical to USAREC's mission.**

Through June of this fiscal year, the Army's share of the senior market has been 25%. This market is particularly important to the Marine Corps, which takes just over 50% of their contracts from the high schools. Colleges represent another competitor in this market. College continuation rates have increased from 49% in 1980 to

a current rate of 62%. As more youth attend college directly out of high school, fewer view the military as an option after graduation. The Army can capitalize on this trend, because the Army provides many entitlements and enlistment options that provide what many high school students with college aspirations lack – funding for tuition.

The racial profiles and career divisions selected by seniors are similar to those of all other enlistment categories. The primary difference is age. In FY 00, the average senior was 17.3 years old at the time they signed a contract, versus 21 years old for those in all other enlistment categories. The impact is that propensity is strongly correlated with age. Propensity for Caucasian males peaks at age 16, while minority male propensity peaks within two years of this mark. Female propensity, while lower overall, follows the same patterns. The high propensity of younger populations strongly influences the distribution of USAREC contracts across age.

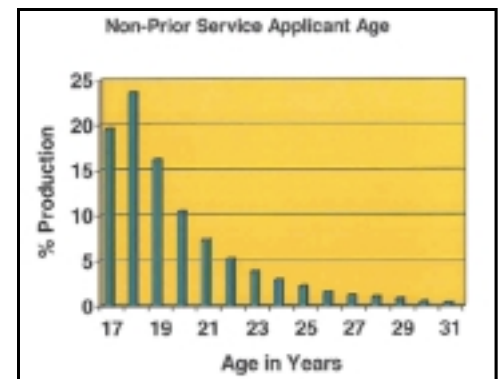
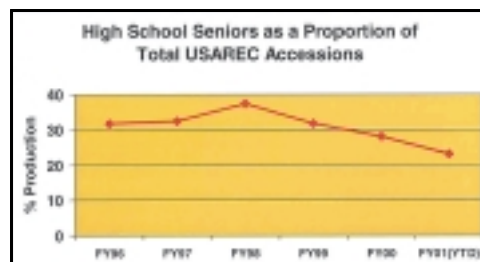
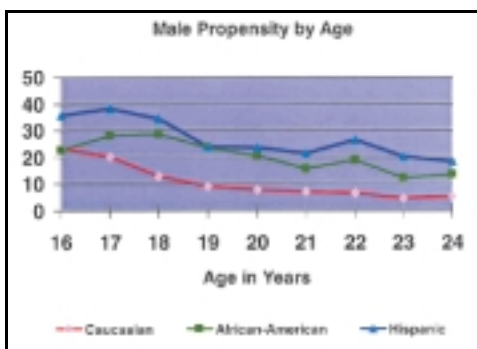
One of the major challenges in the senior market is the traditionally high DEP loss rate of these applicants. In FY 00, seniors had a DEP

loss rate on the order of 22%, compared to 11% for all other categories. DEP loss risk is the probability that a given applicant will become a DEP loss. It is calculated using 14 factors from an applicant's record, including gender, AFQT score, box category, and number of dependents. The average DEP risk for seniors in FY 00 was 0.4, which was twice that of other applicants. If you want to know the DEP loss risk for your station's applicants or get a full description of the DEP loss risk calculation, see Station Market Analysis/Production/DEP Profile on the PAE Web site (<http://hq.usarec.army.mil/PAE/index.htm>). One of the most influential factors in the high DEP loss risk figures for seniors is their long period in the DEP. The average DEP period for FY 00 seniors was 5.1 months, while for all other contract categories, the average was only 1.4 months. Clearly, seniors require strong DEP leadership from the recruiting force.

A recent study published by the National Center for Education Statistics provides insight into the environment and decisions that youth face at this critical time of their lives. The study reveals that fear and uncertainty about college costs are widespread,

and that both students and parents overestimate the cost of tuition by nearly 80%. The study also indicated that "first generation" college students (students whose parents did not attend college) are at a disadvantage for gaining access to college. Even if they have the grades and finances to attend college, they remain at a disadvantage for earning a degree. These are facts that a recruiter could use with some potential applicants to bolster a case for the educational opportunities that are available through the Army. Finally, the report suggests that forward thinking recruiters would also be wise to spend some time talking with underclassmen while in the high schools, since the majority of students "formalize their educational plans between 8th and 10th grades." (The Condition of Education 2001, NCES 2001-072) The NCES result is supported by the fact that almost 50% of the 2000 New Recruit Survey respondents stated that they first considered joining the military before age 17.

Hopefully this article will provide recruiters information that will allow them to hit the schools running this fall! Send feedback to **Eric. Burger@usarec.army.mil.** 📧



## Phoenix DEP member accepted into U.S. Army Marksmanship Unit

I believe if you are going to be great at something, you have to focus on that," said Liana Lucille Bombardier. "When I was younger I also played volleyball and basketball, but I wanted to be the best with my rifle, so I concentrated on that."

The 18-year-old DEP member has been competing in AR-15 (or M-16) rifle competitions for six years. Now she is looking forward to being a part of the U.S. Army Marksmanship Unit.

"I like what the Army has to offer. It is a good opportunity to shoot a lot. They can guarantee me a full-time position in their unit. The Marines can't do that."

"I didn't want to go into the military and not have a say in what I do, because I have the opportunity to go to college too."

"The Army scouted her just like sports teams do with athletes," said her recruiter, SSG Treasa Martin, of the Westridge Recruiting Station.

"Actually, I scouted them out," said Bombardier. "I wanted to be a part of their team."

While attending national competitions she started talking to the coach of the USAMU.

During last year's competitions she was doing very well and out-shot the whole Army team (for one round). "The coach came over to me after that and said he would get me an acceptance letter.

"The USAMU commander wrote the acceptance letter requesting her to be in the marksmanship unit," said Martin. "And she qualified for it, so after basic training and AIT (she still has to train for a military-occupational speciality) she goes straight to the USAMU.

One of the USAMU's missions is to help promote the Army through its travels and competitions.

Bombardier looks forward to being a part of the USAMU and in turn help promote the Army.

"The Army has offered me a great deal. I don't think a lot of people realize that the Army can offer you so much," said the Goodyear native.

"Recruiters sometimes have a reputation of

telling people things just to get them to join the Army," she continued. "But, I have seen that is not true."

Bombardier's grandfather (who manages a range south of Phoenix) and father got her interested in shooting when she was 12 years old.

"I started helping him by pulling targets for the shooters. I got interested and told them (father and grandfather) I wanted to try shooting," she said. "I started shooting and became more and more interested in it."

My family is very supportive of me. They help me out with ammunition, rifles, and supplies."

Bombardier is enjoying what she is doing and that is important to her.

"I have practiced shooting every weekend since I was 12 years. I want to be one of the better people of the USAMU," she said.

"There are 16 firing members on the team, and I'd like to be in the top four."

*Story and photo by Starlene R. Cork  
Phoenix Battalion APA*





## Army recruiters serve as spotters

Story by Mary Auer, Indianapolis Battalion APA

Photos by Marvin Ellis, Indianapolis Battalion

A chance to serve as goodwill ambassadors for the United States and conduct prospecting activities at the same time was an offer two recruiters from the Indianapolis South station couldn't refuse.

SSG John Rush and SFC Steven Williams recently spent two days serving as spotters in the bench-press and push-pull competition at the World Police and Fire Games held June 7-16 in Indianapolis. The games, held every two years in different cities around the world, are the Olympics of law enforcement and fire fighters.

Spotters working the bench-press competition were responsible for positioning and loading plates on the ends of the bar lifted by competitors, adjusting the bench to different heights for some of the athletes, and placing the bar back in position when the lift has been completed – and completing the adjustments, positioning, and loading all within the space of a minute, according to Rush.

Throughout this process, spotters must also pay close attention to instructions from the judges and referees. When weights are announced, spotters must quickly select the appropriate plates, which are color-coded according to kilograms, and make sure the collars on the bar are securely fastened. In addition, spotters must be careful not to touch the bar again until the referee gives the command, "Rack!" – to do so would result in disqualification of the competitor, Rush said.

The two recruiters volunteered to serve as spotters at the request of one of Rush's COIs, former Indiana Assistant Attorney General Daniel Dobenbarger, who now works for the city of Indianapolis. The recruiter and the lawyer met at the National Institute of Fitness and Sport near the downtown campus of Indiana University-Purdue University at Indianapolis, where both worked out. Though the two now use different



(Top) SFC Steven Williams (center) passes bar plates to another spotter during the bench-press competition.

(Bottom) SSG John Rush (with Army cap) watches as a member of the German team completes a lift.

facilities, they have remained in contact with each other.

With the repeated handling of plates throughout the "flights," or groups of competitors, they are assigned to work, spotters must be in top physical condition themselves. Rush said a fellow volunteer warned him that "you'll get quite a workout – your arms will get tight, and by the end of the day, you'll be exhausted."

For this reason, the spotters at the World Police and Fire Games worked in shifts. And when volunteers weren't working a shift, they were free to spend 30-45 minutes viewing other competitions taking place in the convention center. For the two recruiters, this meant an opportunity to prospect among other area residents attending the games.

By the end of the first day, Rush had already scheduled an appointment with one of the other spotters from the bench-press competition.

While he waits to see if this appointment will lead to an enlistment, he says he still believes the Army came out a winner at the games, as well. "It was a great opportunity just to get some additional visibility and exposure in the community," he says. 📞

## Family tradition - USAREC officer enlists son

LTC Kent R. Shaw, formerly assigned as the Deputy Director for Personnel Directorate, USAREC, enlisted his son, Benjamin, into the Regular Army at the Louisville MEPS.

Benjamin enlisted for six years as a Multimedia Illustrator, MOS 25M. He qualified to enlist as a private first class by participating in three years of high school JROTC at Heidelberg American High School, Heidelberg, Germany. He graduated in June 1999, and attended Western Kentucky University, Bowling Green, Ky., and worked in Louisville, Ky.

Benjamin recently learned from his paternal grandfather, CW3 (Ret.) Donald L. Shaw, Radcliff, Ky., that a member of

each generation of the Shaw family has served honorably in the military including the Revolutionary War, War of 1812, Civil War (Union side), World War I, and World War II. Benjamin's grandfather himself served 30 years in the United States Air Force and United States Army. Also, his maternal grandfather, LTC (Ret.) H. M. Smith of Charlotte, N.C. (former adjutant general of Fort Knox, Ky.,) served more than 25 years in the United States Army. Both grandfathers served in the Korean and Vietnam Wars.

Benjamin departed for basic training on May 3, 2001, to Fort Jackson, S.C., and will follow with Advanced Individual Training at Fort Meade, Md. 📞

# Beckley soldiers save life

By Dee Register, Beckley Battalion APA

Photo by Marley Eades, Beckley Battalion APA

Until Thursday, May 10, SFC Mike Gilbert, battalion senior trainer, and SFC Mark Terry, Huntington Recruiting Station USAR recruiter, may not have believed in fate. But it may have indeed been fate that led them down a rural country road that day and into the life of a woman who desperately needed their help. Little did they know that before that day was over, they would become heroes and would save a life.

It started out a day very much like any day in the life of a recruiter—looking for prospective applicants. Conducting house calls in a small town in West Virginia, the recruiters were looking for a specific address. They just happened to stop at a house on a dead-end street to ask for directions. Two women were sitting on the porch as they drove up, when one of the women, Leona Neal, stood up and started pointing at her back. As they got out of their car they could see something was wrong. Terry asked her if she was OK. As they got closer, they saw that she was in distress and appeared to be choking, so both soldiers ran up the steps to assist her. Initially, Terry tried the Heimlich maneuver to force the object from her windpipe, but that didn't work. Gilbert then started pounding on her back to try and dislodge whatever might be stuck in her throat; this procedure did not work either. The woman was starting to slump over and lose consciousness. As the situation became more critical, Gilbert asked Neal's friend to call 911. When she did not respond, Gilbert ran to his car and called 911 on his cell phone, then ran back to assist. By this time, Neal had turned blue and was unconscious. Both soldiers knew time was running out, but due to their years of Army training they remained calm and persisted in their endeavor to assist her. While Gilbert was on the phone with the 911 operator, Terry was able to pry the victim's mouth open and reach in with his hand and do a "finger sweep." He was able to retrieve a crust of bread from a sandwich she had been eating.



**Happy to be alive: Leona Neal shows grateful appreciation to SFC Mike Gilbert and SFC Mark Terry, who saved her life.**

With her airway clear, she then started to gasp for air. At that time, the soldiers assisted her into the house to sit down. She was shaken up, but seemed to be OK. Still on the line with the 911 operator, Gilbert indicated that the victim appeared to have recovered and cancelled the emergency call. The recruiters stayed with her for a short time to ensure she was OK, then went back to their duty of looking for new soldiers.

Later that evening, Gilbert drove back to check on Neal. A paramedic for 10 years, Neal had witnessed patients dying

from airway obstructions and fully understood the importance of the act performed by the soldiers. She was very grateful that Gilbert and Terry were in the right place at the right time.

"I couldn't breathe or make any sounds at all," stated Neal. "The recruiters saw what was happening and I remember Terry trying the Heimlich maneuver, then I passed out. The next thing I remember is seeing myself jumping rope as a little girl and this bright

light was behind me. I've always heard people say things like that but never believed it. Then I saw the driveway as I was waking up, and the recruiters lifted me up and put me in a chair. There was no one else there to help me; I would have died without their aid. There is nothing I wouldn't do for these guys."

Gilbert and Terry were happy they were there to assist her. Terry stated, "I was just doing what the Army taught me to do."

"After it was all over, looking back on it and realizing that we saved an individual's life, was very rewarding," said Gilbert.

Was it fate? Maybe so, but we will never know for sure. Are they heroes? Without a doubt! After all, it's not every day that someone gets a chance to save another person's life. 📌

# Company command is all about establishing a battle rhythm

By Pearl Ingram,  
Recruiter Journal editor

The Sioux City, Iowa, company commander often describes his job as a graduate level examination for leadership.

“It is a sprint for two years for commanders,” said CPT Micheal Migliara. He had served in a command position prior to coming to recruiting but felt somewhat like a brand new second lieutenant right out of officer basic course when he first arrived.

“I knew a lot about the Army. I knew a lot about being an MP platoon leader and an MP commander. I was comfortable with that, but here you are completely out of your comfort zone.”

That’s when he knew it was time to depend on the first sergeant. According to Migliara, recruiting is one of the most important jobs to learn about from the first sergeant and from station commanders. He says the noncommissioned officers in recruiting are a professionally trained force.

“It’s the only place I know in the Army where the noncommissioned officers are commanders,” said Migliara. He says station commanders are the most important people in USAREC because they work with recruiters everyday.

“They chose to be full time recruiters so they’re good at it, and they like what they do,” he said.

Migliara keeps a photograph on his desk of himself and his recruiter from when he entered the Army in 1986. He is quick to admit that he is a product of the Army College Fund who was bitten by the Army bug.

He advises new company commanders to find a battle rhythm, because, he says, they are the people responsible for taking care of families. With more than 31,000 square miles of recruiting area in the Sioux City company, he says family night must be placed in his planning guide and no one touches it.

“I have my laptop and have laptop will travel. I download emails at home. I can plug it in the phone jack and bam, while we’re eating dinner or watching a movie, the computer is doing all the work – downloading all the files or uploading. It’s not something I have to sit in front of.”

He says newcomers to company command must be quick learners.

“When you jump onto this fast moving train, there are three things — DEP folders, school folders, and high school and college penetration that are the three biggest things right off the bat.”

Migliara talked with other MP commanders when he first arrived in command and solicited their input, both the positive and the challenging. He said this helped with adjustment and feels the officer branch chief should link all new captains with someone from their branch who is already in recruiting. This can make the adjustment in a nonmilitary environment much easier and quicker according to Migliara.

“I tried to eat the elephant at one time,” he said about his arrival at the Sioux City company. “You need to eat it in bits and pieces.”

His job satisfaction doesn’t come from the 750 to 800 miles he drives most weeks on the rural roads in Iowa. He says job satisfaction comes from seeing young men and women get the money they need for college or watching their eyes light up when they get the MOS they want so badly.

“Seeing the impact you make — not just on the young person — but also the impact you make on their parents and families as well,” said Migliara, “that’s job satisfaction.”

He recently presented one of USAREC’s oversized checks in the amount of \$50,000 at a high school graduation.

He is proud of another young man who had been out of high school for a year and had a wife and an 11-month-old baby. This applicant received a \$14,000 cash bonus for enlisting but more importantly, the wife and baby now have medical benefits.

Next to being a dad and a husband, he says company command in recruiting is the hardest thing he has ever done, but he adds, the payoffs are great. According to Migliara, there is no better feeling than to help our young men and women make decisions that will affect their personal, professional, and academic future.

“The autonomy is absolutely wonderful. You do not have someone looking over your shoulder. This is a fantastic job,” he said. 📞

## New concept brings more contact with recruiters

By SFC Kathleen T. Rhem, American Forces Press Service

The military is shopping for recruits in a suburban Virginia mall, and Army SFC Trent Riley is convinced it's a good idea.

"Visibility is the key," Riley said of DoD's experimental, multiservice recruiting station in Potomac Mills Mall outside Washington. "This is a highly populated mall, and we're right across from Sports Authority," he added, noting that many young people shop at the sporting goods store.

The station opened with a lot of fanfare Dec. 5, 2000, in a major Washington, D.C., area shopping mecca. Mall officials estimate nearly 25 million people visit Potomac Mills each year.

The recruiting station's bright storefront-type entrance is designed to draw people's attention, and the many attention-getting devices inside are meant to keep people interested.

Several video monitors,

including a big-screen TV, continuously play recruiting ads for the armed forces. Three interactive computer kiosks make information on each service's available types of jobs and benefits. There's no high-pressure sales talk from a recruiter.

"We get a lot of people who stand out there and just watch the commercials," said Riley, senior Army recruiter here. "I've had people come in and spend time on one of the kiosks and grab my card, then call days later and say, 'Hey I was in your station, and I've been thinking about the Army; can I come in and talk to you?'"

One of Riley's Air Force counterparts, MSG Betty Fortune, said she thinks it'll only get better. "The longer we're here, the more people seem to come in," she said.

Riley also believes having recruiters from all services in one location increases the satisfaction of people who come in for information. "They get to see all the opportunities available to them and compare the services," he said of potential recruits. "At that point, they're leaving with all the information they want. It makes their decision easier."

And the new station isn't just good for recruiting, it's good for recruiters. The station features workout equipment, showers and a locker room area for the recruiters' use. Riley said he thinks more stations like this might make the often-demanding job of

recruiting more attractive to service members.

"A better atmosphere and work

environment will always contribute to how people feel about their jobs," he said. "If you're in a cramped, small office with seven recruiters and no resources and no privacy, you're not going to be happy."

DoD leaders are reserving judgment on building more such stations in major malls around the country until they see how this one pans out. Defense officials have said they plan to study the recruiting statistics from this station before deciding to build more. 📌

## Refund checks due military taxpayers too

Special to the American Forces Press Service

If you owed federal income taxes for 2000, a check for up to \$600 will be in the mail for you by September.

LTC Thomas K. Emswiler, executive director of the Armed Forces Tax Council in the Office of the Assistant Secretary of Defense for Force Management Policy, said military members are as eligible as other taxpayers for the federal refund that's made headlines recently.

In an interview with the American Forces Radio and Television Service, he said the tax bill signed by the President creates a new tax bracket of 10 percent and made the rate retroactive to Jan. 1. In the past, he said, the lowest tax rate was 15 percent, so the 5 percent reduction will allow most taxpayers to get a refund."

The law provides the mailing of refunds start in July and be complete by the end of September. Plans now call for

the first checks to be mailed on July 20 and the last batch on Sept. 28. Taxpayers will receive letters in July explaining how much to expect and when.

Emswiler said anyone who had a federal tax liability for 2000 is eligible providing they weren't claimed as someone else's dependent. "Liability" means owing more than the amount of nonrefundable credits, such as education and child care credit. Refundable credits, such as the earned income tax credit, don't count for determining eligibility or the amount of the refund.

"If you filed a joint return last year and had at least \$12,000 in taxable income, you'll receive a \$600 refund," he said. "That \$600 represents the difference between taxing \$12,000 at 15 percent and taxing it at 10 percent as provided for under the new law.

"If you filed as head of household last year and had at least \$10,000 in taxable income, you'll get a refund of \$500. Most taxpayers who filed as single last year and had at least \$6,000 in taxable income will get a refund of \$300," he continued.

Persons claimed as dependents, such as children, college students and elderly parents, receive no refund. Further, Emswiler said, the refunds he cited are maximums -- persons who reported less than the threshold incomes receive proportionally smaller refunds.

"But as long as you had some tax liability in 2000, you'll get a refund," he noted.

Eligible taxpayers need only ensure the Internal Revenue Service has their correct mailing address, Emswiler said. Service members should notify the



SFC Trent Riley works in his office at the new Potomac Mills Armed Services Recruiting Station. Riley is the senior Army recruiter at the experimental station. (Courtesy photo.)

post office of moves or file IRS Form 8822, "Change of Address," with the IRS.

The IRS plan is to issue refunds according to the last two digits of taxpayers' Social Security numbers, he remarked. Refunds for those with "00" will be among the earliest checks mailed in July; "99s" will be among the last in September. The process is scheduled to take three months because 96 million checks are involved. 📧

## BAH increase for E-1s through E-4s

by *Nicholas J. Carter*  
*Army News Service*

Service members in pay grades E-1 through E-4 who have families and live off base will see an increase in their allowance for housing July 1.

The boost is the result of legislation aimed at helping junior enlisted families.

"One of the reasons was to take the E-1 to E-4 with dependents (family members) and have them receive the same basic allowance for housing rate," said MAJ Leslie Gerald, manager of the compensation and entitlements division of the Army's Deputy Chief of Staff for Personnel. "The other initiative was to increase the housing standard that the E-4 with dependents (family members) currently had prior to July 1."

On average, those in the E-1 through E-3 grades will receive a monthly increase of more than \$50. E-4s will see a smaller monthly boost of about \$11. Rates will remain the same for single service members.

Housing allowances are based on rental costs, so the actual increase will vary, depending on the cost of living in that particular area. In most cases, those living in high-cost

locations will see larger increases, while allowances will be lower for those living in more affordable housing.

Each year the military is required to determine community off base housing costs. Those figures are used to calculate the basic allowance for housing rate.

Significant changes in the housing market will be reflected in the BAH rates for that year, according to Gerald.

"Some housing markets are more volatile than others," said Gerald. "It just depends on the location and the conditions of that housing market."

A two-bedroom town house is the off-base housing standard on which the BAH is built for E-1s, E-2s and E-3s with families, according to Pentagon policy. For E-5s, a two-bedroom town house or duplex is the standard.

Under the new plan that begins July 1, an E-1 who lives in Oakland, Calif., will receive \$1,325, which is \$124 more than last year's allowance of \$1,201 for that area.

Service members stationed overseas receive housing allowances under a different system and are not affected.

The new junior enlisted BAH rates were added by Congress to the Fiscal Year 2001 Defense Authorization Act. The addition was one of several initiatives designed to aid low-income military families.

Lawmakers and Pentagon leaders have been addressing the financial concerns of low-income service members for the past three years, according to a report in Army Times. Last year, Congress passed legislation aimed at getting military families off food stamps by offering extra money to those who qualify,

and former Defense Secretary William Cohen developed a plan to eliminate out-of-pocket expenses by 2005. 📧

## GoArmy.com Basic Training wins Bronze Lion at Cannes

"An Army of One" roared proudly in France this week, receiving a prestigious international award called the Cyber Lion for brand promotion.

The Army's advertising partner, Leo Burnett, and its high-tech Internet company chemistri, took top honors this week at an international advertising event in Cannes, France.

Out of 58 awards to advertising agencies and businesses, Leo Burnett's chemistri company was one of only six awarded for brand promotion and the only U.S. firm to receive the award in that category at the 48th International Advertising Festival. The Cannes advertising event is an annual convention for advertising and business professionals attended by around 9,000 delegates each year. "The Making of An Army of One" received the Bronze Lion Award for the [www.goarmy.com](http://www.goarmy.com) site "Basic Training" with Web episodes featuring six real Army recruits undergoing basic training earlier this year at Fort Jackson, S.C.

The Web site and 10 weeks of television commercials profiled recruits Michelle, Ever, Richard, Jermaine, Ben and Alice, their drill instructors and peers at Fort Jackson as they learned military skills, Army values and teamwork while growing stronger as soldiers. The site also captured the interest of thousands of potential Army recruits and

other viewers — with Web site visits leaping by 45 percent over last year.

"The web-based portion of the campaign not only relates to the relevant personal experiences of recruits in basic training, but it also provides a forum to ask questions and interact with other people," said Chris Miller, co-Chief Executive Officer at chemistri, Leo Burnett's interactive and online subsidiary.

For more about "An Army of One" and its "Basic Training" series, log on at [www.goarmy.com](http://www.goarmy.com). 📧

## Army consolidating infantry specialties

by *Gary Sheftick and SGT Michael Maddox*  
*Army News Service*

Three military occupational specialties will soon be consolidated into one infantry MOS.

The 11H, anti-armor infantry and the 11M, mechanized Infantry, specialties will be merged into the 11B MOS.

The consolidation will take place between July and the end of September, officials said, adding that the initiative should provide better assignment, schooling and promotion opportunities for all infantrymen.

Army Chief of Staff Gen. Eric K. Shinseki approved the Infantry Career Management Field consolidation June 13 and messages were sent to the field June 18.

"The infantry has taken it upon itself to transform with the chief's initiative," said LTC David Goehring, infantry personnel systems officer for the Army's Deputy Chief of Staff for Personnel. He was speaking of the Army's overall Transformation to a more strategically responsive" force

and said the consolidation is also “in sync” with a study by the Army Development System XXI task force to attain “multi-skilled” and “multi-capable” soldiers.

The consolidation will also expand the 11Z MOS to master sergeants, Goehring said. That capstone MOS for skill-level-five infantrymen was previously limited to just sergeants major. He said the change will allow E-8s to become first sergeants of any type of infantry company.

“It provides the opportunity for everybody to cross-train in the 11 series,” Goehring said of the consolidation. “It will provide the Army with a better-trained soldier.”

When soldiers transfer from one type of infantry unit, such as light, to another, such as mechanized, they will attend a three-week transition course, Goehring said.

Three new courses are being developed by the Infantry School at Fort Benning, Ga., and classes will tentatively begin in April.

The Bradley Transition Course will be for light infantrymen transferring to mechanized units.

The Anti-Armor Leaders Course will be for those being assigned to anti-armor companies in the light force, Goehring said.

And third, a proposal has been made to bring back the Light Leaders Course, Goehring said, for mechanized soldiers moving to the light infantry.

“This is to provide credentials to those young NCOs,” Goehring said, explaining that when NCOs show up to a unit, all the soldiers will know that they are trained and ready to serve.

The MOS reclassification should begin in August, Goehring said, and be finished by the end of September. The reclassification will be done at local military personnel offices, he said.

Goehring said the consolidation should be “transparent” to all infantrymen.

“We want the young infantryman to realize there is no impact to him,” Goehring said. “It’s just going to make him more well-rounded.”

“It will give him more assignment opportunities,” Goehring said.

For example, Goehring said that until now most positions in Germany, have

been for mechanized infantrymen. Now light infantrymen will have the chance to go to Germany, he said.

The consolidation will be a change for the better, said LTC Mark Fields, chief of the Office of Infantry Proponency at Fort Benning.

The purpose of the change is to transform the infantry in step with the Army, Fields said.

The consolidation will make the infantry more flexible in several ways, Fields said.

“This consolidation means that PERSCOM will be able to assign soldiers in these skill levels according to the needs of the Army,” he said.

“It used to be if you are coming out of the 82nd Airborne Division, light infantry, you might go to drill sergeant school and then go back to the 82nd. Now, a soldier can grow up in the 82nd, when it’s time to re-enlist, he can re-enlist for Fort Carson, Germany, Korea, places where there’s mechanized infantry. That’s a pretty good deal for the infantry,” Fields said.

The assignment process will be more flexible to support the changing demands of Army Transformation, Fields said.

“This is something that’s long overdue,” said Command SGM Gerald Klein, Fort Benning command sergeant major. “I think it’s being done for all of the right reasons.”

“We need a more proficient infantry that can deploy heavy and light forces. Infantry is infantry, it’s only in the how we get to the battle that there’s a difference,” he added.

Klein said he thinks the consolidation will make infantry soldiers more versatile to accomplish their mission.

“In one station unit training, we are going to maintain emphasis on basic infantry tasks. There will be a little exposure to mech and anti-armor,” Fields explained.

“At skill level two and three, we’ll have training for Bradley gunners and TOW gunners, and Bradley commanders and anti-armor leaders at skill level three.”

“The Basic Noncommissioned Officer Course and Advanced Noncommissioned Officer Course will train mechanized and anti-armor collective and individual leaders tasks,” he said.

Fields said the consolidation will make promotion opportunities in the 11 series “more even across the board and will level promotion discrepancies.”

Other career management fields are also considering consolidations, according to Mike Carty, a management analyst for enlisted actions in DCSPER.

“Ordnance right now is going through a reorganization,” Carty said, explaining that proposals are being developed. “Aviation is looking at doing an aviation restructure somewhere down the road.”

*(Editor’s note: SGT Michael Maddox is a member of the Fort Benning Bayonet newspaper staff.)* 📢

## DoD launches new Joint service ad campaign

**By Gerry J. Gilmore**  
**American Forces Pres s Service**

Since January, *People*, *Ebony*, *Time*, *Sports Illustrated* and other national magazines have been carrying colorful recruiting poster ads depicting members from different service branches with their families.

The print ads represent the first phase of DoD’s new joint service advertising campaign, which seeks to reach American families who may influence their children to join one of the armed services, said Anita R. Lancaster, assistant director for programs at the Defense Manpower Data Center in Rosslyn, Va.

She said the new recruiting campaign is based on data from a 1999 survey that reviewed DoD’s advertising and market research programs under former Defense Secretary William S. Cohen. She said DoD has used joint service recruiting ad campaigns since the start of the all-volunteer military in 1973.

“We’ve used joint ad programs for efficiencies. If you want to buy a high school student mailing list, you only want to do that once,” Lancaster said. “We also have joint ad programs in the private sector and within the government to form a corporate umbrella over (individual) brand advertising.”

Corporations like to have a general image, she said, adding that DoD’s corporate message years ago was “Army, Navy, Air Force, Marines: It’s A Great Place to Start.”

The first phase of the ad campaign uses a separate color poster for each of the five military services — featuring models depicting service members and their families, Lancaster said. In July or August, she added, new posters will feature real soldiers performing their jobs.

The posters display a Web site, **todaysmilitary.com**, which parents can use to access more information about military jobs and careers for their children, to include opportunities in the reserve components. 📌



Army Air Force Navy



Marine Corps Coast Guard

## Melanoma: A most deadly, but treatable skin cancer

By Staff Sgt. Marcia Triggs  
Army News Service

Every hour someone will die from the fatal skin cancer, melanoma. Although some will get the disease genetically, health officials point out the best preventive measure is to avoid excessive sun exposure.

Avoiding the sun's rays is not possible for soldiers who are training for real-world engagements, but it is the commander's responsibility to make sure his soldiers are wearing sunscreen, said LTC George Turiansky, assistant chief of Dermatology Service at Walter Reed Army Medical Center, Washington, D.C.

Melanoma is the least common of three basic skin cancers - but the most deadly, according to the American Cancer Society, and it is treated by surgically removing it. While the number of soldiers who have been medically discharged because of skin cancer is low, this year's numbers have almost surpassed the

number of soldiers discharged two years ago, despite six months remaining this year.

In 1999 there were six cases, last year there were 12, and this year five soldiers have been separated or retired from the Army after a medical board determined they were unfit for duty, said Dr. Charles Peck, senior medical adviser for U.S. Army Disability System at Walter Reed.

An estimated 51,400 new cases of melanoma will be diagnosed this year in the United States, that's a 9 percent increase from last year, according to the American Academy of Dermatology. It's unclear if soldiers are also increasingly being diagnosed with melanoma and other skin cancers because officials say the Army doesn't keep a database.

During the summer months many people spend hours relaxing, playing or training during the hottest times of the day. However, people who have excessive exposure to ultraviolet radiation are more at risk of being diagnosed with melanoma, Turiansky said.

"The beach is a beautiful place, but there are life-saving rules that need to be followed before going out there," Turiansky said. "You modify your lifestyle to do what's good for you and protecting yourself from the sun is good for you.

"One out of 71 Americans have a lifetime risk of developing melanoma, but I still see soldiers running in the sun without shirts and sunscreen use," Turiansky said

Excessive exposure to the sun should be avoided between 10 a.m. and 4 p.m. because that's when the rays are the strongest, Turiansky said. Sunscreen should be applied at least 15 to 30 minutes before going outside and it should have at least a sun protection factor of 15, he said. People should wear hats and clothing that will cover their skin, he added.

Tanning beds are also unsafe, Turiansky said, because any exposure to ultraviolet light is harmful.

There are many possible reasons melanoma incidences are increasing at alarming rates. One reason, Turiansky said, is that individuals are living longer, which may possibly result in more skin diagnoses with time. The ozone layer is

thinning, and people are less protected against the ultraviolet rays, he said. Also, more people could be going to the doctor when they notice changes on their skin. He added that public awareness of the disease has increased with media attention.

However, it is very clear to health officials that the fatal skin cancer can strike anyone.

Caucasians are 10 times more likely to be diagnosed than other races, according to the American Academy of Dermatology. Individuals with increased chances of being diagnosed are people who have fair skin, moles, freckles, blond or red hair. The risks increase if individuals have parents, children or siblings who have had melanoma and if a personal history of prior melanoma exists.

People who have been diagnosed once with melanoma are nine to 10 times more likely to develop another melanoma, but if the cancer is diagnosed in the early stages and confined to the upper layer of the skin it can usually be treated successfully, Turiansky said. However, if not detected in its early stages, melanoma is a very aggressive disease and can spread to organs inside the body, which leads to metastatic disease, he said.

Metastatic disease is melanoma that has spread beyond the skin. Surgery for patients with widespread metastasis is not an option and long-term survival is uncommon, Turiansky said.

When melanoma goes untreated it goes deeper in the skin and beyond to other organs and the prognosis gets worse, Turiansky said. This is the reason, he said, dermatologists stress the A-B-C-D rule, a way of examining existing or new moles.

The A stands for asymmetry, which means if the mole is divided in half it should be a mirror image of itself. The B is for border irregularities. The C is for color variation, which means the pigmentation is not uniform. The D is for diameter. The width is greater than six millimeters.

Turiansky said the best way to combat the disease is to avoid excessive ultraviolet exposure, cover the skin with sunscreen and clothing, perform self-examinations, and report any changes to a doctor. 📌

# Gold Badges

**RSM JUNE 2001**

## **ALBANY**

SSG Ralph Wilkins

## **ATLANTA**

SSG Gilberto Cubero  
SSG Michael Arnold  
SSG Franklin Harris  
SSG Michael James  
SSG Anita Moore  
SSG Keela Smith  
SSG Nicole Smith  
SSG Riley Watkins  
SSG Edward Mays  
SFC Timothy Hagen  
SFC Anthony McMillian

## **BALTIMORE**

SSG Kurk Harris  
SSG Hughley Gratic

## **BECKLEY**

SSG Homer Minnick III

## **CHICAGO**

SSG Peter Kirkines

## **COLUMBUS**

SGT Anthony Marinaro  
SSG Roosevelt Agee Jr.  
SSG William Buckley

## **COLUMBIA**

SSG Juanita Atchison

## **DALLAS**

SGT Rogelio Tipton  
SSG Gary McKnight  
SSG Anthony Scott  
SFC Revon Limbrick  
SFC Cyrus Simonton

## **DES MOINES**

SFC Paul Wilson

## **GREAT LAKES**

SGT James Peterson  
SSG Warren Fielding  
SSG Billy Hodges  
SSG David Spiker  
SFC Mark Pierce

## **NEW ENGLAND**

SSG Lawrence Bessey  
SSG Jeffrey White  
SFC Robert Laiweneek  
SFC Allan Bergers

## **HOUSTON**

CPL David Cardenas  
SSG Jesse Castellano  
SSG Robert McNeil  
SSG Anthony Pyatt  
SFC Timothy Glenn

## **JACKSON**

SGT Kenneth Shell

## **KANSAS CITY**

SSG Keith Gould

## **LOS ANGELES**

SSG Steven Holy Jr.  
SFC Martin Medina

## **MIAMI**

SGT Michael Aerts  
SSG Abel Plasencio  
SFC Michael Davis

## **MID-ATLANTIC**

SSG Shawn Glaush  
SSG Bradley McCarty

SFC Glenn DeShields  
SFC Richard Neely

## **MINNEAPOLIS**

SSG Gregory Flood  
SSG Mark King  
SSG Homer Minnick III

## **MONTGOMERY**

SGT Michael Blumenthal  
SSG Ronnie Hanshew  
SSG David McDaniel  
SSG Carla Wallace

## **NASHVILLE**

SSG Robert Lusk  
SSG Paul Marsh  
SSG John Szabo  
SFC Bobby Gray

## **NEW ORLEANS**

SSG James Cole

## **NEW YORK CITY**

SSG Darrell Jones  
SFC Isaac Blake

## **OKLAHOMA CITY**

SGT William Brooks  
SGT Howard Byford II

## **PITTSBURGH**

SSG Remi Eggers

## **SACRAMENTO**

SGT William Hill III  
SGT Robert Roberts  
SSG Rodolfo Abalos  
SSG Charles Gunn  
SSG Efrain Ramirez

## **SAN ANTONIO**

SSG Ricardo Philps



## **SALT LAKE CITY**

SSG Ronald Denton  
SSG Kelly Jones  
SFC Barry Estes  
SFC John Read  
SFC Craig Schatz

## **SEATTLE**

CPL Eric Cooper  
SGT Jerry Rucker  
SSG Larry Cameron  
SSG Larry Cluster  
SSG Derrick Davis  
SSG Alan Gagnon  
SFC James Wagner

## **SYRACUSE**

SSG Rodger Ciancaglini  
SSG Rodney Grant  
SFC Shawn Wilkes

## **ST. LOUIS**

SSG Richard Brown  
SSG James Ferguson  
SSG Edwin Smith  
SSG Dustin Winn

## **TAMPA**

SGT Jose Caraballo  
SSG Pedro Flores  
SSG Tina Trotman-Shaw

## **3D AMEDD**

SSG Michael Green



# Morrell Awards

RSM JUNE 2001

**BALTIMORE**

SFC George Kinchen III  
SSG Todd Mandley

**BECKLEY**

SFC Roger Willett

**DES MOINES**

SFC Brian Smith  
SFC Ahmed Alvarez-Soto

**JACKSONVILLE**

SSG Charlie Osborne

**LOS ANGELES**

SFC Peter Sherwood

**MIAMI**

SSG Neal Walker

**MILWAUKEE**

SFC Evelyn Greene

**NASHVILLE**

SFC Paul Bennett

**MONTGOMERY**

SFC Eddie Clark

**PORTLAND**

SFC John Garcia

**RALEIGH**

MSG Gregory Burden



**HQ USAREC**

SFC Anthony Bowers  
SFC Gilbert Sandoval

**6TH AMEDD**

SFC Gina Mallett

# Recruiter Rings

RSM JUNE 2001

**ATLANTA**

SFC Walter Hampton  
SFC Cornell Jackson  
SSG Timothy Bundick  
SSG Kelly Price

**BALTIMORE**

SFC Torrey Vap  
SFC Johnny Mercer  
SSG David Freeland

**CHICAGO**

SFC Kerry Harris  
SFC Jonathan Garrett

**COLUMBUS**

SGM Thomas Flemming  
SFC Brian Nelson

**HOUSTON**

SFC Kennedy Decree

**JACKSONVILLE**

SSG Ricky Nails

**LOS ANGELES**

SFC Grover Ayers III  
SFC Troy Dartez

**MIAMI**

SFC Franklyn Smith  
SFC Montgomery Dunbar

**MILWAUKEE**

SSG Michael Ashley

**MONTGOMERY**

SFC Miyoshi Mumpfield  
SFC Tony Pendley

**NASHVILLE**

SSG John Raper  
SSG Anthony Johnson

**NEW ENGLAND**

SFC Carlos Carvalho

**NEW YORK CITY**

SSG Rodney Major

**OKLAHOMA CITY**

SFC Willie Felton  
SFC Charles Taylor  
SSG Michael Riga  
SSG Jason Osborne

**PHOENIX**

SFC John Somers II  
SFC Linda Noble  
SSG Gregory Smith  
SSG Steven Janotta

**PORTLAND**

SFC James Freedman  
SSG Bradfore Guillet



**SAN ANTONIO**

SSG Roberto Trevino

**SACRAMENTO**

SFC Robert McBane  
SSG Brian Johnson  
SSG Paul Sandoval  
SSG Benjamin Eley

**ST. LOUIS**

SFC Kenneth Meyer  
SFC Tuskie Sanders

**HQ USAREC**

**SPECIAL FORCES**

SFC Michael Howland

**1. Using the trimester system of senior contacts, what time frame should you make the first contact?**

- a. Sometime during the first quarter
- b. Early spring
- c. During the summer between their junior and senior year

**2. There are some basic preparations which should be completed prior to the beginning of the school year.**

- a. Review school plan for the upcoming year
- b. Initiate school folders for assigned HS and colleges
- c. Schedule a faculty COI breakfast
- d. Receive training on ASVAB promotion and interpretations
- e. A and B only
- f. All the above

**3. What month does your school program officially begin?**

- a. July
- b. August
- c. September
- d. Whenever my particular school opens

**4. How can high school students benefit by taking the SASVAB?**

- a. Provides students with a structured approach to career and vocational planning
- b. Identifies student academic strengths and weaknesses
- c. Good practice for the Scholastic Aptitude Test and American College Testing
- d. B and C
- e. All the above

**5. Who is responsible for initiating the actions required to establish an ongoing college recruiting program?**

- a. Station commander
- b. Company commander
- c. Company first sergeant
- d. Recruiter

**6. What USAREC publication provides a single source document for the School Recruiting Program?**

- a. USAREC Reg 621-1
- b. USAREC Reg 350-13
- c. USAREC Pam 350-13
- d. USAREC Reg 350-6

**7. You will visit each school as often as the school allows but not less than once a \_\_\_\_\_ .**

- a. Week
- b. Month
- c. Quarter
- d. School year

**8. Combining semester hours and quarter hours for hi-grad status is permitted.**

- a. True
- b. False

**9. Sources for information on hi-grads can include the following individuals and organizations.**

- a. Director of Student Affairs
- b. Dean of Students
- c. Director of Student Housing, Job Placement Counselor, and Career Placement Director
- d. ROTC professors of military science
- e. Students
- f. A thru D
- g. All the above

**10. What constitutes a “completed” school list?**

- a. 100% of the current school year senior class
- b. 95% of the current school year senior class
- c. 95% of the current school year junior and senior class
- d. 85% of the current school year senior class

**11. Schools are not required to permit access to any group, civilian or military.**

- a. True
- b. False

**12. Be \_\_\_\_\_ to school administration counselors, faculty, and students.**

- a. A flunky
- b. Available only on your terms
- c. Indispensable
- d. Militant

**13. It is a good idea for the USAR recruiter to leave a copy of the USAR Job Vacancy Report at the job placement office of his or her college.**

- a. True
- b. False

**14. A “hi-grad” is defined as a high school diploma graduate test score category IIIA and IIIB, non prior service, with 13 or more years of education to include a minimum of 30 semester hours or 45 clock hours from an accredited college or university.**

- a. True
- b. False

**15. What is the education code for an applicant who is a “home school” graduate?**

- a. 12L
- b. 12H
- c. 11E

**The answers to this month’s test can be found on the inside back cover.**

# Quality Volume - The Key To Our Success

## Headquarters U.S. Army Recruiting Command



## RSM June 2001

### Top RA Recruiter

SSG Darrell Newton (Baltimore)	SSG Leo Cornell (Jacksonville)	SSG Sean Sparks (Indianapolis)	SFC Sebastian Lopez (New Orleans)	SSG George Edward (Portland)
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### Top USAR Recruiter

SFC Clifford Stein (Albany)	SSG Deborah Bass (Montgomery) SFC Woodrow Jones (Nashville)	SFC Mitchell Walters (Milwaukee)	SFC Gary Combs (Kansas City)	SSG Jose Mendez (Southern Cal)
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### Top LPSC

Woodbridge (Baltimore)	Knoxville East (Nashville)	Milwaukee North (Milwaukee)	Lincoln East (Des Moines)	Anchorage South (Seattle)
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### Top OPSC

Wareham (New England)	Milledgeville (Atlanta)	Michigan City (Indianapolis) Warsaw (Indianapolis)	Centralia (St. Louis)	Sonora (Sacramento)
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### Top Company

Baltimore (Baltimore)	Columbia (Columbia)	Milwaukee (Milwaukee)	Monroe (New Orleans)	Redlands (Southern Cal) Tempe (Phoenix)
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### Top Battalion

None	Miami	Milwaukee	None	None
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### Top AMEDD

Southwest	Florida	Chicago	San Antonio	Northwest
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## Answers to the Test

- |                                       |  |
|---------------------------------------|--|
| 1. c. USAREC Pam 350-13, para 2-6a(1) | 8. a. USAEC Reg 350-6, para 3-8b(2)          |
| 2. f. USAREC Pam 350-13, para 2-7a    | 9. g. USAREC Reg 350-6, para 3-8b(2)         |
| 3. a. USAREC Pam 350-13, para 5-1a    | 10. d. USAREC Reg 350-6, para 3-9b           |
| 4. e. USAREC Pam 350-13, para 6-5b    | 11. a. USAREC Pam 350-13, para 2-2a          |
| 5. b. USAREC Pam 350-13, para 11      | 12. c. USAREC Pam 350-13, para 2-2c          |
| 6. c. USAREC Pam 350-13               | 13. a. USAREC Pam 350-13, para 11-7b         |
| 7. b. USAREC Reg 350-6 para 3-7a      | 14. b. USAREC Reg 350-6, para 3-8a           |
|                                       | 15. b. USAREC Msg 01-049 dated 29 March 2001 |



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