

RECRUITER

United States Army Recruiting Command August 2004

Journal



**Establishing
Links to
High School
Recruiting**

page 16

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United States Army Recruiting Command

August 2004, Volume 56, Issue 8

Journal

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Features

6 Building Recruiter-College Partnerships

Colleges need to recruit, enroll, retain and graduate students. You will be a partner if you help colleges do this, especially with veterans. Over 1,800 colleges participate in ConAP and expect to work with Army recruiters — use them.

10 Payback

Understanding the Loan Repayment Program

Through the Loan Repayment Program enlistment option, recruiters are able to offer applicants a way of repaying their student loans.

12 Coping with the Stresses of Recruiting

Identify your stressors and select a coping strategy that fits your situation.

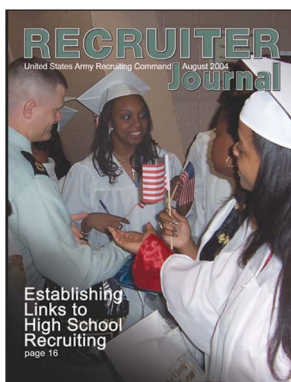
13 SMA Spends a Day in Recruiting

When Sgt. Maj. of the Army Kenneth Preston stepped into the USAREC conference room July 28, he felt he was well aware of the challenges that recruiters face. However, after the briefing of facts and figures, he began to see how complex a tour in recruiting could be.



Departments

- 2 Commanding General
- 3 Command Sergeant Major
- 4 Chaplain
- 5 The Way I See It
- 8 Pro-Talk
- 22 Field File
- 26 News Briefs
- 31 Salutes
- 32 The Test



Front Cover:
Sgt. 1st Class
Matthew
Martinez, Bronx
Recruiting
Station, hands
out flags to the
graduates of
Jane Addams
Vocational High
School, Bronx,
N.Y. Photo by
Pvt. Randy
Riddick

14



All Aboard!

Army Takes Educators on Military Tour

Oklahoma City Recruiting Battalion invited a group of high school and college teachers, counselors and administrators to tour the Army Medical Department and School at Fort Sam Houston in San Antonio, Texas.

16

Veterans Make Valuable COIs

There is at least one person in every school who has prior or current military service — a teacher, a librarian, a custodian, someone — you just need to find them.

18

Army Partners With Cowboys (and Cowgirls too)

The Army has added seven cowboys and a cowgirl as part of a partnership with the Professional Rodeo Cowboys Association.



19

PaYS

Three new companies join the growing number of PaYS partners.

20

Recruiter Influences Student to Write

Devin Kasper, a junior at Bismarck High School in Bismarck, N.D., was so impressed by Staff Sgt. Jason Miller, that he wrote this article for his school newspaper.



21

Don't Forget the High School Market

Establishing rapport with high school officials is a key step in maintaining access to the schools.

Our Duty to Vote

Rather than use this space and this opportunity to address the normal subjects critical to those providing our Army's strength, I have decided to devote it to an equally important subject.

Every American has the solemn responsibility to exercise the ultimate gift of our magnificent democracy. That gift is the right to participate fully in our

electoral processes via the ballot. I urge every RJ reader, family member and citizen to exercise this hard won liberty. It is our duty to vote!

I am including a recent memorandum from the Commanding General, Training and Doctrine Command that announces Sept. 3-11, 2004 as Armed Forces Voters' Week. Remember; it is our duty to vote.



Maj. Gen. Michael D. Rochelle



REPLY TO
ATTENTION OF

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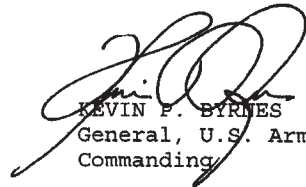
ATBO-BPP

17 August 2004

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Armed Forces Voters' Week

1. I want to continue to emphasize the importance of ensuring all of our Soldiers and voting-age family members have the opportunity to exercise their right to vote. By now, each Soldier should have received a Federal Post Card Application for absentee registration. As the Federal elections draw near, maximum engagement on your part is required to guarantee the success of our Voting Program.
2. The week of 3-11 September 2004 has been designated as Armed Forces Voters' Week. I expect the full use of command and public information channels to advertise this important endeavor. Commanders and Voting Assistance Officers can assist those who have not yet registered. In the spirit of this year's theme, "It's your Future - Vote for It," make every attempt to ensure everyone the opportunity to exercise their right to vote.
3. I appreciate your continued emphasis on this program.


KEVIN F. BYRNES
General, U.S. Army
Commanding

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U.S. Army Combined Arms Support Command

Commandants, TRADOC Schools
(CONT)

Self-Leadership Approach to Recruiting Management

Lead oneself ... or be led? It's no secret that I espouse a philosophy that individual recruiters and leaders should take some responsibility for his/her mission success and professional development. Embedded in my written and face-to-face communications to the field force is a passionate challenge for everyone to embrace the self-leadership concept.

Self-leadership broadly defined is the process of influencing oneself to establish the self-direction and self-motivation needed to perform. Distilled down to its basic essence, the Army campaign slogan an "Army of One," is really a charge and mandate for all Soldiers to leverage individual potential and contributions to their fullest to ensure team success. Success in the current recruiting environment will be predicated upon competent, confident and focused recruiters, station commanders, CLTs and BLTs committing themselves to becoming self-led, self-managed and self-directed members of high performing teams with this command. Micro-management stifles development, rank maturity, and creativity.

According to the July 12, 2004, Army Times issue, "Staff Sgt. Clay Usie, field recruiter in the New Orleans Recruiting Battalion, lives and breathes the Army core values and at times really does seem like an "Army of One." Named the 2004 Army Times Soldier of the Year, Sergeant Usie epitomizes the essence of being a self-led, high-performing noncommissioned officer. After completing a deployment in Afghanistan, he volunteered to become a field recruiter. Being active in the local community, Sergeant Usie started a program to collect and send warm coats to Afghanistan children. He is active in the local VFW, helping to arrange military funerals and also does volunteer work for Houma Police department. To achieve his goal of becoming the future Sergeant Major of the Army, he cites the three D's — dedication, determination and desire — as the keys to success. These actions, warrior attitude, lofty goals and other attributes cited in the Army Times article have enabled Sergeant Usie to write 34 contracts in the last 14 months, as well as earn the Military Outstanding Volunteer Service Medal. Awesome performance by any measure.

What I found most intriguing about Sergeant Usie's success story is his willingness to "think outside the box," to take total responsibility for his success (self-direction and self-leadership). It is quite clear that his station commander didn't have to micromanage him to get the job done. Instead of naturally defaulting to the directed style of leadership (as I find in most leadership situations), I believe that his station commander leveraged the participative, delegative and the transformational styles of leadership to inspire Sergeant Usie to do what focused NCOs do best: make things happen.

Intuitively, I know that within USAREC there are numerous shining examples like that of Sergeant Usie's success story. I



Command Sgt. Major Harold Blount

salute those high-performing Soldiers as well. If there were ever a time to bring to bear the full capabilities of every member of this great command, it is now!

It is my belief that all Soldiers, NCOs and officers alike have the potential to become self-reliant and self-directed leaders able to contribute to the highest level of their potential to the team's success. But it all has to start with self-discipline, self-motivation and self-determination — a deep and abiding conviction that USAREC cannot and will not fail in its mission to provide the strength for America's Army. Adaptive thinking is crucial to maintaining a "warrior ethos" mindset. Your attitude determines your altitude. Vince Lombardi, legendary coach of the NFL's Green Bay Packers, once commented, "Winning is a habit. Unfortunately, so is losing."

In John C. Maxwell's bestselling book, "Your Road Map for Success: You Can Get There from Here," success is defined as knowing your purpose in life, growing to reach your maximum potential, and sowing seeds that benefit others. Reaching your potential requires focus and a concentrated effort on improvement. Our success hinges upon every member's ability to master (achieving required results through self-leadership and self-management) at his/her level the critical tactics, techniques and procedures relative to the recruiting process and orthodox leadership doctrine. It requires a self-awareness of one's strengths and weaknesses along his/her evolutionary developmental continuum and an ability to chart a course of action for self-development to shore up weaknesses and ask for help (coaching/mentoring from immediate supervisors).

Whether a field recruiter or battalion commander, people first buy into you as a leader, then your vision, cause or purpose. Your leadership ability (to lead yourself and others) — for better or for worst — always determines your effectiveness and the potential impact of your organization. There is no substitute for positive and caring leadership. However, as you endeavor to sharpen your leadership skills to influence others, please remember that your toughest leadership and management is always yourself. "Provide the Strength."

Returning to CLASS

By Chaplain (Lt. Col.) Lyndell E. Stike

In July, my wife and I had the joy of spending vacation with our grandchildren. I am amazed at the time it takes to care for a 2 and 4 year old. I must have mentally blocked out all those challenging moments we had with our children, because I just cannot remember any of them. My wife says it's because I was never around or faked being asleep during the action.

Our youngest granddaughter, Katie, is at that age when she will imitate anything you do, and you know grandpa has all kinds of things to show her. Such critical skills as how to touch your nose with your tongue, how to make funny sounds with your mouth, and of course, how to stuff as many cookies as possible into your mouth without getting caught.

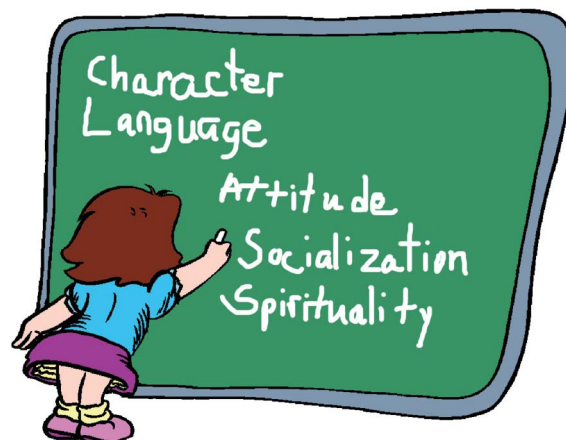
Loving parents appreciate that they have a tremendous responsibility to train their children in all the skills necessary to survive in the world, however, this training can be mundane and boring. At times it is frustrating and stressful. Since there is no Medal of Honor for parenting, many of us become desensitized to the importance of our mission. We must not relinquish this duty to babysitters, grandparents, nor to our school systems.

Moms and dads must train their children in at least five major areas that we call CLASS.

C — character. The biggest challenge for us as parents is developing character within our children. The process begins during the earliest days of maturing when Johnny learns the distinction between telling the truth and telling a lie. Learning what is “right” and what is “wrong” will establish a foundation for a lifetime.

L — language. Children learn at an early age to imitate their parents – even the words that they use. It can be shocking to hear a 3-year-old curse a playmate or a babysitter. If our language is filled with four-letter words and sexually oriented terms, we can be sure our children will use them as normal and socially acceptable.

A — attitude. Children must be challenged to see the positive in the most difficult situations. It is so easy to quit without attempting a new or strenuous project. It



can be in failure or success that truth of oneself may be revealed.

S — socialization. Johnny and Joan must be taught how to interface with one another. The ability to communicate and function within a social setting is imperative. Parents serve as role models on how we function within our communities. Voting, paying taxes and involvement in community activities encourage our children to be part of their social setting.

S — spirituality. Some have discounted the importance of spiritual development within their children, electing to allow their most precious gift to find their own way in the metaphysical maze. Others have experienced the sustaining power of spirituality when facing the difficulties of divorce, disappointment, and death. Parents place emphasis on the subject when they initiate spiritual instruction at home.

You may never be required to give your life for your child but you are given the mission to train them with CLASS. Formal education for most of our children begins in just a few days, however, the foundational instruction should have begun moments after their birth. May you renew your commitment to raise up your children with the skills necessary to reach their ultimate potential.

Officers on Production

Why can't officers in USAREC be on production for at least a quarter? I know this sounds absurd. Officers have different roles in USAREC. The Way I See It, our NCO core is strong enough to make it without these key leaders for a quarter. It would be a great opportunity for the officers to get in the fight, so to speak. I certainly don't expect every officer to drop what he or she is doing and go out and prospect all at once. Why couldn't new officers as part of their integration be on production? I know that they have administration requirements also. This is, in my opinion, not that much different than an OPSC. They can prospect and process applicants and still maintain their administration responsibilities.

New officers to USAREC seem to have all the answers to USAREC's mysteries. A new spreadsheet here, couple of inspections there, and you should be mission boxed. I can't even begin to count the number of times I have heard an officer tell a recruiter, "Just get out there and put some folks in the Army!" If it were that easy, we would be mission boxed year to date by the first week of the RCM. In the real world, things don't work that way.

Bottom line — I used to be a dumb infantry guy. Now I'm a dumb 79R. I love my job and I love the Army. I look at things in black and white. So, the Way I See It, until you have carried my rucksack, don't tell me how heavy it is.

We are getting so wrapped up in why we are failing and not making mission, we have forgotten why we are here — to recruit. We spend so much time trying to document our failures on spreadsheets and trackers that we have no time for recruiting. We are bombarded with this information requirement and that one. Recruiters are so worried about individual RPMS binders and other administration requirements because they didn't write a quality last month that they can't even focus on the mission this month. Station commanders are so worried about this spreadsheet and that spreadsheet that they don't have time to do what they are best at — lead recruiters. You can call it whatever you want, but a big pink elephant in your living room is still a big pink elephant, even if you say it's a coffee table. We are asked all of the time what can the command do to make our

life better. Here it is — cut the double work (paper or electronic URLS), planning guide or Outlook not both (Outlook works great with ARISS); let me make my own prospecting plan for my area (not dictated from battalion); stop making spreadsheet after spreadsheet to track this and that (everything you need is on top of the system or in ARISS), most importantly let me lead. Contrary to the innuendoes and underlying messages in the daily e-mail, we, as station commanders, have every intention of being successful if you just let us. That is The Way I See It.

Your comments concerning officers being on production for one quarter, excessive time consumed on spreadsheets tracking recruiting shortfalls, and maintaining paper and electronic documentation are of great interest.

An officer's role and responsibilities are different from that of the noncommissioned officer. Officers are still required to obtain their Gunner's Badge and are also held accountable for their company's missions.

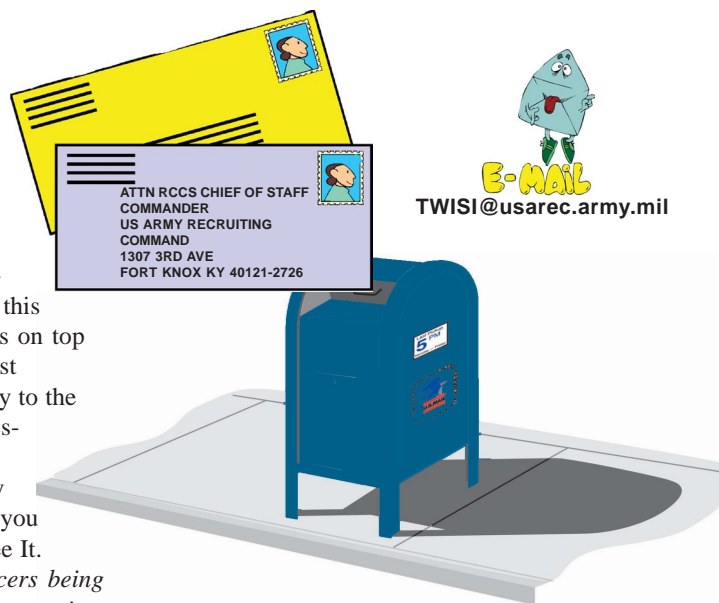
Guidance disseminated from higher echelons for tracking purposes is used to help their unit to achieve mission success. The ability to track certain trends and shortfalls within the unit will assist all leaders in preparing a plan of attack to accomplish the unit mission. Although criteria vary in each unit, they still have the same purpose. You pointed out how important it is to have the opportunity to lead your Soldiers; this is exactly what your higher echelons and you are doing.

Local policy may dictate a dual reporting or data collection requirement. However, USAREC's command standard is to maintain and make reports available electronically.

For further information contact Sgt. 1st Class Patrick Scruggs at 1-800-223-3735, ext. 6-1566; DSN 536-1566; commercial 502-626-1566; or e-mail at Patrick.Scruggs@usarec.army.mil.

Involuntary Extensions

I am writing this letter to ask about those recruiters who have been involuntarily extended in USAREC. Many of my fellow recruiters in my company alone have been extended anywhere from six months to 12 months. As we all know, we treat



this job as though we are at war 24/7/365, yet when we get extended in this "combat zone" we receive nothing in return.

Those brave young men and women in Iraq got extended for up to four months. They received an extra \$1,000 in their monthly pay, which is richly deserved. I don't expect us to get the same treatment as those getting shot at and risking their lives for freedom, but the extended recruiter that faces a fourth year serving in USAREC should receive something. I suggest that extended recruiters earn double points for every enlistment, shipper and basic training graduate. This is something that does not require an act of Congress or cost the Army or the command a dime. This would give extended recruiters the chance to earn greatly deserved awards such as their gold badge, ring, or medallion. These Soldiers are doing their part for the war effort, so should USAREC. Thank you for your time.

We cannot and should not make the distinction between those Soldiers who have been extended in the support of Operation Iraqi Freedom or Operation Enduring Freedom and those involuntarily extended as a recruiter. We all have our assigned duties to perform in support of the War on Terrorism. I believe our current recruiter Incentive Awards Program is sufficient for rewarding recruiters for their efforts and as such, cannot support your proposal at this time.

For further information contact Kathy Daugherty at DSN 536-0460, commercial 502-626-0460, or e-mail at Kathy.Daugherty@usarec.army.mil.

Building Recruiter - College Partnerships

By Ben Buckley, ConAP Project Manager

Colleges need to recruit, enroll, retain and graduate students. You will be a partner if you help colleges do this, especially with veterans. Recruiters need to develop leads among young people eligible for military service. Colleges can be your partners by helping you get leads.

Recruiters Start with Two Advantages

- ◆ More than 1,800 colleges participate in ConAP and expect to work with Army recruiters; use them!

- ◆ Colleges believe in and practice Strategic Enrollment Management. SEM is a college-wide effort to recruit, enroll, retain and graduate the number and kinds of students the college desires to serve. Most Army recruiting programs fit under the SEM umbrella, i.e., Montgomery GI Bill, Army College Fund, Loan Repayment, Tuition Assistance, March 2 Success, ConAP and more. Whenever you speak to college representatives, emphasize how Army programs help colleges recruit, enroll, retain and graduate students.



Colleges Start with Four Advantages

- ◆ Higher education is a dominant theme in our society.
- ◆ The most important reasons Soldiers enlist are to obtain money for college and skill training.
- ◆ Army recruiting is a SEM opportunity for colleges to recruit students in a military market of (1) new Soldiers enlisting for active and reserve service (ConAP), (2) Soldiers in Army Reserve units, and (3) returning Army veterans.
- ◆ ConAP links colleges to Army recruiters. Colleges should think of recruiters as extensions of their own recruiting force.

How Colleges Become Valuable Partners

The more recruiters know about a college, the more likely they are to refer enlistees/Soldiers to that college. Invite local recruiters to an orientation on campus once a year.

Agenda

- ◆ Academic programs
- ◆ Costs and how students can “afford to attend” by using MGIB benefits, Tuition Assistance, financial aid, work-study programs, loans, etc.
- ◆ College application process
- ◆ ConAP procedures and ConAP form.
- ◆ Enroll recruiters and spouses in class
- ◆ Best places on campus for recruiter literature, such as where students go to drop classes, where students with federally insured loans go for their “exit interview”, job placement center, where remedial classes are taught, where students get information.
- ◆ Invite recruiters to speak to classes or groups about training, careers, Army Values, education.

Bottom Line: Think of recruiters as extensions of college recruiting force.

How Recruiters Become Valuable Partners

Use ConAP. Refer Active Duty and Reserve enlistees to local colleges. ConAP reinforces the dominant buying motive of money for college, has positive effect on parents, ConAP Soldiers are 10 percent more likely to ship.

U.S. Army Reserve Job Vacancy Report. A monthly report that shows job vacancies in Army Reserve units. Web site is <http://hq.usarec.army.mil/ro/analysis/USAR/Jobvac/default.asp>. Download to a file and send as an e-mail attachment or take to high school and college counselors. MOS codes ending in 1 are initial entry jobs. Counselors show or give report to students and post on job bulletin boards.

For high school students and counselors, the report represents an opportunity for skill training, money for college and a part-time job. For college students, it is a way they can begin or stay in college.

CMF/MOS/College Program Chart (Career Management Field/Military Occupational Specialty). Recruiters link MOSs to degree programs at local ConAP colleges. Colleges and recruiters can download this chart from the SOC Web at <http://www.soc.aascu.org/conap>.

Recruiters send the chart to colleges by e-mail or take to the ConAP point of contact. They ask the college to check academic programs that match MOSs. It is a good discussion topic

with leads, parents and counselors.

Building Partnerships with Faculty

For example, you schedule a meeting with the chairman, Criminal Justice Department. You explain that your station expects to enlist 12 Soldiers a year as military policemen, and using ConAP, you will refer them to his college. Ask what advice he has for these future students that you can pass on. Then, give the chairman your business card and ask if any students who are not ready for the academic experience and are going to stop out, call you. They may qualify as a military policeman and take a long step toward a career in law enforcement. Some will return as veterans to complete their degree. This meets the college need for students and your need for leads. Do this for as many MOSs and college programs as you like. Most faculty members are very positive.

College DEP Functions

Arrange a Saturday morning DEP function at a ConAP college. Ask the college to brief its academic programs, costs, admissions process, how veterans receive benefits, etc. Leave time to fill out ConAP forms and tour the campus. College DEP functions last about two hours and are arranged by recruiting stations. College DEP functions reinforce the buying motive of money for college and show interest in the enlistees future.

Battalion Rosters for Colleges

Provide all colleges within the battalion area a roster of recruiting stations with address, telephone number, names of recruiters, and e-mail addresses. Provide yearly. Colleges should always be able to contact a recruiter.

Student-Right-to-Know Act/Grad-Rate Survey

Notify colleges by letter, phone or e-mail when a college stopout enlists in the Army or Army Reserve. Colleges can exclude these students from calculations of graduation rates and transfer-out rates.

Working with High Schools

Five actions to generate leads in high schools:

- ◆ U.S. Army Reserve Job Vacancy Report. Deliver or e-mail this report to high school counselors once a month. Explain that MOS numbers ending in “1” are initial-entry jobs. Counselors are struck by the variety and sophistication of Army Reserve jobs and their transferability to civilian job skills. Ask counselors to post these reports for all students to see. When a student calls about a particular job, explain that the list is like the want ads in a newspaper; i.e., there is no guarantee the job is still available or the student will qualify. From here, begin the normal sales presentation. The U.S. Army Reserve Job Vacancy Report is a powerful prospecting tool.

- ◆ Show counselors the CMF/MOS/College Program Chart for local colleges

- ◆ Explain ConAP

- ◆ Explain the Army’s education programs

- ◆ Explain the March 2 Success Program and how it can be used to prepare for ASVAB, SAT and ACT Testing, school tests, etc.

There are many ways colleges and Army recruiters can be good partners. These are a few, your imagination will think of many more.

The Missing Link of Developmental Counseling



By Sgt. 1st Class Lee Brokaw, G-3, Training

To understand the value of counseling, it is best to first understand its definition.

Counseling is a type of communication that leaders use to empower Soldiers to achieve goals.

It is much more than providing feedback or direction. It is communication aimed at developing a Soldier's ability to achieve individual and unit goals. Soldiers want to be counseled and will respond to counseling because they want to know what it takes to be successful in today's Army. Regardless of your leadership position, your Soldiers see you as successful simply because you have achieved the level they are striving to accomplish. Leaders must provide each of their Soldiers with the best possible road map to success. Today's leadership doctrine incorporates this definition in subordinate-centered communication, which leads to the achievement of individual and unit goals.

Leadership development reviews are a means to focus the growing of tomorrow's leaders. Think of them as AARs with a focus of making leaders more effective every day. Just as training includes AARs and training strategies to fix shortcomings, leadership development includes performance reviews. These reviews result in agreements between leader and

subordinate on a development strategy or plan of action that builds on the subordinate's strengths and establishes goals to improve on weaknesses. Leaders conduct performance reviews and create plans of action during developmental counseling. The missing link between developmental counseling and success is assessment of the counseling.

The purpose of counseling is to develop Soldiers who are better able to achieve personal, professional and organizational goals. During the assessment, review the plan of action with the Soldier to determine if the desired results were achieved. The leader and Soldier should schedule future follow-up counseling sessions. Senior NCOs should develop the counseling skills of their subordinate leaders. One way to do this is for the senior NCO to sit in on a counseling session, perhaps a reception and integration counseling, and then do an AAR with the junior NCO.

Assessing

Setting goals and maintaining standards are central to assessing mission accomplishment. Whenever you talk about accomplishing the mission, always include the phrase "to standard." When you set goals for your subordinates, make sure they know what the standards are. Also central to assessing is spot-checking. In USAREC we do a daily DPR to check things: people, performance, equipment, resources. We check things to ensure the organization is meeting standards and moving toward the goals the leader has established. Look closely; do it early and often; do it both before and after the fact. Praise good performance and figure out how to fix poor performance. Good leaders supervise, inspect, and correct their subordinates. They don't waste time; they're always on duty. Some assessments you make yourself. For others, you may want to involve subordinates. Involving subordinates in assessments and obtaining straightforward feedback from them become more important as your span of authority increases. Two techniques that involve your subordinates in assessing are: in-process reviews (Daily DPR) and after-action reviews (AARs) (weekly production meetings).

In-Process Reviews (Daily DPR)

Successful assessment begins with forming a picture of the organization's performance early (Daily DPR). Anticipate which areas the organization might have trouble in; that way you know



which areas to watch closely. Once the organization begins the mission, use IPRs to evaluate performance and give feedback. Think of an IPR as a checkpoint on the way to mission accomplishment. In more complex missions, IPRs give leaders and subordinates a chance to talk about what's going on. They can catch problems early and take steps to correct or avoid them.

After-Action Reviews (Weekly Production Meetings)

AARs fill a similar role at the end of the mission. Army leaders use AARs as opportunities to develop subordinates. During an AAR, give subordinates a chance to talk about how they saw things. Teach them how to look past a problem's symptoms to its root cause. Teach them how to give constructive, useful feedback. ("Here's what we did well; here's what we can do better.") When subordinates share in identifying reasons for success and failure, they become owners of a stake in how things get done. AARs also give you a chance to hear what's on your subordinates' minds — and good leaders listen closely. (FM 25-101 and TC 25-20 discuss how to prepare, conduct, and follow up after AARs.) Leaders base reviews on accurate observations and correct recording of those observations. If you're evaluating a 10-day field exercise, take good notes because you won't remember everything. Look at things in a systematic way; get out and see things firsthand. Don't neglect tasks that call for subjective judgment; evaluate unit cohesion, discipline, and moral.

Initial Leader Assessments

Leaders often conduct an initial assessment before they take over a new position. How competent are your new subordinates? What's expected of you in your new job? Watch how people operate; this will give you clues about the organizational climate. Review the organization's SOP and any regulations that apply. Meet with the outgoing leader and listen to his assessment. Review status reports and recent inspection results. After you've been in the position for a while, take the necessary time to make an in-depth assessment. And in the midst of all this checking and rechecking, don't forget to take a look at yourself. What kind of leader are you? Do you over-supervise? Under-supervise? How can you improve? What's your plan for working on your weak areas? What's the best way to make use of your strengths?

Assessment of Subordinates

Good leaders provide straightforward feedback to subordinates. Tell them where you see their strengths; let them know where they can improve. Have them come up with a plan of action for self-improvement; offer your help. Leader assessment should be a positive experience that your subordinates see as a chance for them to improve. They should see it as an opportunity to tap into your experience and knowledge for their benefit. To assess your subordinate leaders, you must:

- Observe and record leadership actions.
- Compare what you see to the performance indicators.
- Determine if the performance meets, exceeds, or falls below standard.
- Tell your subordinates what you saw; give them a chance to assess themselves.
- Help your subordinates develop a plan of action to improve performance.

Leader Assessments and Plans of Action

Leader assessment won't help anyone improve unless it includes a plan of action designed to correct weaknesses and sustain strengths. Not only that, you and the subordinate must use the plan; it doesn't do anyone any good if you stick it in a drawer or file cabinet and never think about it again. Here is what you must do:

- Design the plan of action together; let your subordinate take the lead as much as possible.
- Agree on the actions necessary to improve leader performance; your subordinate must buy into this plan if it's going to work.
- Review the plan frequently, check progress, and change the plan if necessary.

Bottom Line

Don't miss the assessment link. As an Army leader, you must ensure you've tied your expectations to performance objectives and appropriate standards. You must establish standards that your Soldiers can work towards and must teach them how to achieve those standards if they are to develop.

Pay Back

Understanding the Loan Repayment Program

By William Kunisch, Chief Education Division

According to a May 2004 U.S. Department of Education report, the increasing cost of tuition in the 1990s has outpaced growth in grants, scholarships, and other non-loan sources of financial aid at American colleges. Students received more grant aid in 2000 than they did in 1990. Fifty-seven percent received grants in 2000, while 45 percent received them in 1990. The increased volume and extent of grants, however, did not match the rising cost of tuition, and more students borrowed money to pay for college in 2000 than in 1990. Forty-five percent of undergraduates took out loans for education in 2000, compared with 30 percent in 1990. All this adds up to a heavier debt load for students and graduates. Students and graduates will leave college with more loans than they will be able to pay back in 20 years.

The Loan Repayment Program Enlistment Option

Through this option, recruiters are able to offer applicants a way of repaying their student loans. To make this enlistment option successful for applicants and future Soldiers, it is necessary that recruiters completely understand the Loan Repayment Program and be able to explain the program to their applicants. Any misunderstanding of the program and how it works can result in new Soldiers enlisting for this option under false information and also cause them severe financial problems. This explains the program, so these problems are avoided.

The loans described below are the only ones that qualify for the Loan Repayment Program. Any other loans are not eligible, especially loans awarded and administered by a state's higher education assistance authority. At Table 4-1, in USAREC Regulation 621-1, Montgomery GI Bill, Army College Fund, and Loan Repayment Program, there is a listing of loans that do not qualify for the Loan Repayment Program. This listing is not all inclusive.

The Perkins Loan is a "campus-based loan" because the financial aid office at each participating school administers the loan. The school awards this loan to both graduate and undergraduate students with financial need. The school only receives a fixed amount of funds and there is a limit on how much a student can borrow. Payment on this loan begins nine months after a student graduates, leaves school, or drops



below half-time. The amount repaid each month depends on the size of the loan and the length of the repayment period.

The Major Family of Loans

The major family of loans is the Federal Family Educational Loan Program (FFEL). The loans in this family are the Stafford Loans (subsidized and unsubsidized), Parent Loans for Undergraduate Students (PLUS), Supplemental Loans for Students, and Consolidation Loans.

■ **THE STAFFORD LOAN** (subsidized and unsubsidized) is a low-interest loan made to both graduate and undergraduate students by a lender, such as a bank, credit union, or savings and loan association. Students qualify for the loan based on financial need. After Oct. 1, 1992, students could obtain a Stafford Loan regardless of need. It is now possible to have a Stafford Loan partly based on need and partly not on need. This has opened up loans to more individuals. A few years ago only 3 percent were unsubsidized, now over one-third of federal student loans are unsubsidized.

A need-based Stafford Loan is "subsidized," because the federal government pays the interest while the student is in school or in deferment and, therefore, subsidizes or supports these loans. A non-need-based Stafford Loan is "unsubsidized," the student is responsible for the interest during in-school and deferment periods or they can be capitalized, that is, the interest will be added to the principal part of the loan. Payment begins six months after the student graduates, leaves school, or drops below half-time. The amount repaid each month depends on the size of the loan and the length of the repayment period. There is a variable interest rate.

■ **THE PLUS LOAN** enables parents with good credit histories to borrow for each child who is enrolled at least half-time and is a dependent student. A lender makes the loan and there is a yearly limit on the amount parents may borrow. The amount is equal to the student's cost of attendance minus any other financial aid received. There is a variable interest rate. There is no grace period on this loan, which means that interest begins to accumulate immediately and parents must begin repaying both the principal and interest while the student is attending school.

■ **THE SUPPLEMENTAL LOANS FOR STUDENTS (SLS)** is for an independent undergraduate student or a graduate

student who is enrolled at least half time. A lender awards these loans. There is no grace period and the student must begin repaying principal and interest while still in school.

■ A **CONSOLIDATION LOAN** is designed to help student and parent borrowers consolidate several types of FFEL student loans with various repayment schedules into one loan. These loans are available through participating lenders. If all the loans to be consolidated are subsidized, the student will receive a subsidized loan. If any loan to be consolidated is unsubsidized, then the student will receive an unsubsidized Consolidation Loan. A student can only consolidate loans that have entered repayment or are in grace period. No loans in default can be consolidated. In situations where consolidated loans include other borrowers, i.e., wife and husband consolidating loans together and parents consolidating all children's loans together, only those loans originally borrowed by the individual enlisting will receive payment through the Loan Repayment Program.

In the past 10 years, the Direct Loan Program has experienced one major change. Now a student may borrow directly from the federal government and receive the funds through the school. The program is named the William D. Ford Federal Direct Loan Program ("Direct Loans" for short). There are four types of Direct Loans: the Federal Direct Stafford/Ford Loan, Federal Direct Unsubsidized Stafford/Ford Loan, Federal Direct PLUS Loan, and Federal Direct Consolidation Loan. These loans do not differ from the ones explained above. There are approximately 1,500 colleges that participate in the Direct Loan Program.

To make this enlistment option successful for applicants and future Soldiers, it is necessary that recruiters completely understand the Loan Repayment Program and be able to explain the program to their applicants.

There are also two smaller loan programs, the Auxiliary Loan Assistance for Students and Federally Insured Student Loans that qualify for the Loan Repayment Program.

When processing a new applicant, recruiters and guidance counselors should be familiar with two terms.

Deferment and Forbearance Process

Deferment is a procedure through which the repayment of the loan principal is deferred to a later date. Interest does not accrue on the account until expiration of the deferment. The 1992 Reauthorization of Higher Education Act eliminated all military deferments on student loans. All old borrowers, however, who received their first loan disbursement prior to July 1, 1993, are still eligible for a military deferment. All new borrowers, who received their first student loan disbursement after July 1, 1993, are not eligible for a military deferment. Most of the individuals who are now enlisting in the Army will be new borrowers, so they will not be eligible for a military deferment. If there is a question on whether the applicant may

be eligible for a deferment, recruiters, using the sample letter (Figure 4-1) in the regulation, should have the applicant contact his lending institution for a decision.

If the applicant is denied a deferment, recruiters should have him request forbearance on the loan. Forbearance is a procedure during which a person temporarily does not make loan payments, extends the time between payments, or makes smaller payments than originally scheduled. Interest will continue to accrue on the account during the forbearance period, and unless paid, the interest will be capitalized and added to the principal. Recruiters must inform each applicant that the Loan Repayment Program only pays on the original outstanding principal, so if he does obtain forbearance on the loan, then the applicant must continue paying the interest.

If the applicant cannot obtain a deferment or forbearance, then he must maintain the loan in good standing and not allow the loan to go into default during the loan repayment process. He must continue to make payments prior to being shipped and while on active duty. The applicant/new Soldier must not allow the loan to fall into default.

How Loan Repayment is Made

Recruiters and guidance counselors must inform the applicant that repayment is made on the outstanding principal only. Interest or interest that is capitalized into the principal is not paid under this program. The payment of interest remains the responsibility of the Soldier for the duration of the loan. When an applicant enlists in the delayed entry program, he must keep making payments on his loan(s). If the loan were in forbearance, he would only need to make interest payments. Also

these payments must continue throughout the life of the loan. The Soldier must never allow a loan or portion of a loan to go into default. The Army will not repay delinquent payments, their interest and associated charges. The Army will also not reimburse a Soldier for payments made by him or any other individual.

It is also important that recruiters inform applicants that all payments through the Loan Repayment Program are subject to Federal and state taxes. A person with \$65,000 in loans will receive more than \$22,000 in three annual payments. A person must be ready to pay the taxes on this amount each year.

Repayment of college loans will lift a great financial burden off of a new Soldier, but if the Loan Repayment Program is not properly explained to a new Soldier, it can result in many problems and a dissatisfied Soldier. It is essential that recruiters, guidance counselors, and all individuals associated with the Loan Repayment Program understand the program and are able to thoroughly explain the program to potential applicants.

Coping with the Stressors of Recruiting



*Lt. Col. Stephen Bowles, U.S. Army Recruiting Center One,
Office of the Command Psychologist*

Early in this fiscal year, I had an opportunity to speak with many of you about stressors in recruiting and how to respond in order to cope with these stressors. I collected information through a survey addressing stress and coping and presented it at seven different annual training conferences. We have combined the survey data and identified the top stressors you identified in recruiting.

There are five major areas you have identified as stressors in recruiting. The top stressor faced is the mission or the work environment of recruiting. Being able to remain positive in this often challenging job gives you great skills and experience that you can translate into any other career area. In this work environment, there is a flow of stressors that interact starting with the applicant to the chain of command to other Army agencies, independent groups, and world events.

The second highest stressor reported by personnel was leadership or support from leadership. Leaders set standards, maintain a positive attitude, and motivate staff. Leaders at all levels affect staff attitudes and their performance.

The third most common stressor was how to manage your limited time between work requirements and personal interests or obligations, such as making time for family and friends. The challenge of doing a good job at work and at home takes continuous effort to maintain a balance between these areas of life. Once balanced, these two areas serve as a rejuvenating force for each other.

The fourth stressor identified in recruiting is financial management. Unexpected emergencies could cause a drain on your savings. Additionally, poor decisions or poor planning in money management can create debt or loss of savings or your Thrift Savings Plan.

The fifth area identified as contributing to stress is poor health and not maintaining a proper exercise or diet regimen.

In addition to reporting stressors, a number of personal coping strategies were identified by recruiting personnel.

- ◆ Exercise/sports – research has shown that exercise reduces feelings of depression
- ◆ Time off/vacation – time away from work gives a new perspective
- ◆ Entertainment – All forms of entertainment, plays, movies, TV, live music, can take you away from work and perhaps inspire you in some way: MWR is at www.armymwr.com.
- ◆ Hobbies — another way to recharge your battery from work
- ◆ Talking with each other — a good social support system can help reduce frustrations
- ◆ Family time — spending time with loved ones is often rejuvenating
- ◆ Religion/spiritually — fellowship at church, praying, or seeking counsel from the Chaplain can be of assistance in coping with stress (502-626-0534)

If you find yourself in a stressful environment in recruiting, recognize that you are the key to managing your stress. If you're struggling with your job due to lack of knowledge or familiarization, spend extra time reading the regulation material or ask for assistance or additional training from your boss. We have materials available for relaxing your body and taking yourself on a 5-15 minute mental TDY to recharge your body during the day. Relaxing your body and mind, reforming your thoughts into the positive, and re-visualizing your success are techniques that we have taught to station commanders who have attended the Recruiting and Retention School.

If you're having financial problems, then seek advice from your local Army Community Service, if available, or the Army One Source online. To cope with various stressors, define your exercises, relaxations or athletic regimen and follow through on this. Vacation, recreation, spending quality time (as quantity of time may not be available) with your family may help reduce stress. Spend time talking with family, friends or coworkers about problems and stressful situations. In order for these coping strategies to work, you have to make them a priority to get the right balance of stress so you can be an effective performer. See Army One Source at www.armyonesource.com.

SMA Spends a Day in Recruiting

By Pearl Ingram, Editor, *Recruiter Journal*

When Sgt. Maj. of the Army Kenneth Preston stepped into the USAREC conference room July 28, he felt he was well aware of the challenges that recruiters face. However, after the briefing of facts and figures, he began to see how complex a tour in recruiting could be.

Before arriving at the Recruiting Command conference room at Fort Knox, Ky., the Sgt. Maj. of the Army had made himself knowledgeable about recruiting. He had visited with recruiters in Tampa, Fla.; San Antonio, Texas; and Long Beach, Calif. He was familiar with the time it takes to write a quality contract. Some of that knowledge was gained in his own living room through the experiences of two sons.

"They finished their senior year in a small town called Mount Savage, Md. I had recruiters come up to the house and talk to them about the Army and what they had to offer," said Sgt. Maj. of the Army Preston.

Both sons went to college, but Michael, who had had aspirations to become a Maryland State Policeman, joined the Army Reserve. As a military policeman, his unit was later activated and he deployed to serve in Iraq.

"He is in one of several units extended over there for 120 days," said Sgt. Maj. of the Army Preston. "And they really wear that extension as a badge of honor. I'm so very proud of all of them, that they really understood and accepted the mission that they were given and knew that they were the only ones available to do the mission that was handed to them. It was a badge of honor, and they moved out and executed some brilliant operations."

Extensions, however, are not just for Soldiers in Iraq. Sgt. Maj. of the Army Preston learned that extensions have been a concern in Recruiting Command also. During his visits with recruiters, he found there were some concerns from those who have been extended for a fourth year. Although, he said, he has not heard them complain.

"I'm very proud of all those recruiters. You don't see this as front-page news in the newspapers or in the media. They are



Sgt. Maj. of the Army Kenneth Preston talks with journalists during his visit to Fort Knox, Ky. Photo by Walt Kloeppel

really quiet professionals. They have accepted the responsibility of having to stay for another year, and they are doing it proudly. I am very proud of what they are doing and what they are accomplishing out there."

In addition to seeing recruiters accept responsibility on extensions, Sgt. Maj. of the Army Preston wants to see Soldiers who have served as recruiters get the credit they deserve when their records go before promotion boards. He said he would like to see a packet provided to each promotion board similar to what proponent schools provide to promotion boards.

"The proponent schools really understand their particular occupational specialty and their career field and the key kind of positions that should have been served in to make the Soldier competitive for promotion."

He wants to see Recruiting Command do an equally good job to emphasize and capitalize on the leadership responsibilities of staff sergeants and sergeants first class.

"If you have never served as a recruiter, you may not understand the specific challenges or the immense responsibility that goes with that," said Sgt. Maj. of the Army Preston. "I think we need to define for the rest of the Army, for those who have not been recruiters, the good things about the leadership responsibilities that go with serving out there."

However, Sgt. Maj. of the Army Preston said he is pleased with the promotion rate percentage for those who serve in recruiting. He said the Army average is about 30 percent, while those noncommissioned officers who have served on recruiting duty enjoy about a 36 percent promotion rate.

"And that's good," said Sgt. Maj. of the Army Preston. "That's really what we want. We want noncommissioned officers to branch out and do things above and beyond their occupational specialty."



All ABoard!

Army Takes Educators on Military Tour

Educators tour the hospital train at the AMEDD museum. Shown from front to back, are Jim Brehm, Vaughn Kesterson, Marilynda Farris, Roger Palmer, Museum Director Tom McMasters, Teresa Avery, David Kellogg, Dianne Kellogg, Jinnifer White and Mike White.

Story and photo by Chris Wilson, Oklahoma City Battalion

A rmy nurses crowd around their patient on the table as alarm bells ring and lights flash. Vital sign indicators bounce up and down while the nurses push drugs into the patient's IV. Suddenly, the patient's skin turns blue and breathing becomes erratic. The situation looks hopeless, so the nursing instructor resets the simulator — the plastic patient's skin and vitals return to normal. This simulator is one of the advanced training tools Oklahoma and Arkansas educators got to see during a U.S. Army Educator's Tour in early June.

The Oklahoma City Recruiting Battalion, which is responsible for U.S. Army recruiting throughout most of Oklahoma and Arkansas, invited a group of high school and college teachers, counselors and administrators to tour the Army Medical Department and School at Fort Sam Houston in San Antonio, Texas.

"Everyone who wants to be part of Army medicine comes through here," said Col. Richard Agee, deputy commander of Fort Sam Houston. Colonel Agee briefed the educators, explaining that the AMEDD school had nearly 200 training courses for everything from nurses and combat medics to dental hygienists and food inspectors.

The wide range of opportunities impressed the educators. Many attend the tour to find new opportunities for their students.

"I think people think Soldiers have one job, but there are hundreds of opportunities in all areas of the medical field," said Michelle Cooper, Director of Enrollment Management for University of Arkansas, Fort Smith.

"I was impressed with the number of jobs and opportunities the Army provided," said Teresa Avery, Director of Financial Aid for Ouachita Technical College. "I had no concept of the Army in medicine, but they have the same jobs you'd find in any hospital."

Many of the doctors serving in the U.S. Army started their careers in civilian medicine, then joined the military because of patriotism, student loan repayment or the different work environment. The Army even trains a wide array of dental specialties at the AMEDD school.

"We're learning from past experience," Maj. Joseph Paulino, chief of the Operating Room Specialists branch, explained. "In Vietnam the number one cause for Soldiers missing time wasn't trauma, it was dental. If you've had a toothache, you know how hard it is to do any job."

Educators got a chance to tour Camp Bullis, where the Army med students test their skills in the field — what is officially called an austere environment.

Bullis' commander, Lt. Col. Jimmie Keenan, who is from Murfreesboro, Ark., impressed the educators with her military

career. Keenan has served as a nurse in countries like Kosovo and helped write health legislation through a special Army program.

“I enjoyed hearing about her career and her experiences,” said Marilyn Farris, counselor for Mountainburg High School in Mountainburg, Ark. “She’s from a small Arkansas town and has done wonderful things through the Army.”

“I enjoyed meeting her,” added David Kellogg, Assistant Principal of Springdale High School in Springdale, Ark. “It brought this tour to a personal level.”

The camp Keenan commands is roughly 40 square miles of space where medical personnel can practice their skills in field conditions. This training can include basic skills like map and compass navigation or firing a weapon, or complex processes like evacuating wounded on a helicopter or inspecting food in a chemically contaminated environment. At any time Camp Bullis has 3,000 or more Soldiers training, mostly combat medics getting realistic training.

The centerpiece of the Camp Bullis facilities is the training DepMed or Deployable Medical Center. The DepMed is a 16-acre hospital constructed with interlocking tents and expanding cargo containers. The DepMed is the modern version of the Mobile Army Surgical Hospital popularized by the television series M.A.S.H. The 197-bed tent hospital is an interconnected facility that offers the same services as a regular civilian hospital, including X-ray and CAT scans, eight surgery beds, labs and a variety of clinics. Its main functions are to provide medical service to troops in the field and to stabilize patients sent from combat medics and forward surgery teams before they are sent farther to the rear.

“I thought a tent hospital wouldn’t be safe, but it had floors, air-conditioning and was clean enough for surgery,” said Amy Wilson of Ninnekah High School in Ninnekah, Okla. “I was impressed that everything wasn’t about treating a wounded Soldier. This hospital has dentists and gynecologists as well.”

Fort Sam Houston has more than a tent hospital, though. The tour turned to the Brooke Army Medical Center, a large hospital that supports health care, training, and research to the U.S. Army. The facility provides health services for Soldiers, veterans and their families, receiving roughly 86 emergency room visits, 24 admissions, performing 32 surgeries, and filling more than 7,000 prescriptions every day. A large part of the Brooke staff are Army students serving a required residency or internship as part of their training. The hospital was also involved in the development of a new fiber bandage that promotes blood clotting, reducing bleeding when it touches a wound.

Brooke is also home to a Level 1 trauma center and the only burn center operated by the Department of Defense. These facilities also assist civilians in emergency trauma and burn situations in a wide area around San Antonio. These are unique facilities because trauma and burns involve expensive, labor-intensive treatments that many hospitals cannot support.

“I knew the Army had made tremendous advances in surgery, but I was astounded by the tremendous breadth of their commitment and facilities,” said Ann Garrigues, Director of

Nursing for Northwest Arkansas Community College. “I saw some really great people and facilities. There’s nothing second-rate about Army medicine.”

AMEDD and Brooke Army Medical Center have some of the highest-rated training programs in the nation. The Army nurse anesthetist program is rated second in the nation, its Master’s level programs with Baylor University are rated fourth in the nation and the programs boast a first-time board pass rate of 95 percent, compared to 70 or 80 percent in community hospitals. Army medical personnel are required to complete the same licensing and certification processes as other medical professionals.

“A great aspect to these programs is that the Army pays for your certification and it can carry over into your life after the Army,” Wilson said.

Many of the AMEDD training programs work in agreement with accredited colleges so, with some additional class work, Soldiers can earn degrees after completing their training. These include a wide range of certifications and degrees. The combat medic program trains Soldiers to an Intermediate Emergency Medical Technician level, while the enlisted nursing program provides associate’s level Licensed Practicing Nurse training and the officers programs train a bachelor’s level Registered Nurse.

Soldiers can also expect a wide range of experience to go with their training. Every year AMEDD sends Army medical personnel to humanitarian missions to various countries and remote locations like Honduras and isolated Alaskan communities. These missions provide a wide range of health services and are often unrecognized contributions to world health.

The educators tour wrapped up with a visit to the AMEDD museum, which chronicles the development of Army medicine since its creation in 1775 and the contributions of the Army to all medicine. Some of those contributions include the development of radiology in medicine, advanced pathology and medical transportation.

“I never realized the effect military medicine had in the development of civilian health care and research,” Garrigues said.

The educators toured the museum and saw the medical developments that started in 1775 when Gen. George Washington ordered a medical unit for the Continental Army. The exhibits focused on medical transportation, starting with horse-drawn ambulances in the civil war, developing into motor ambulances in World War I, then hospital trains in World War II, and then the introduction of the helicopter.

AMEDD continues to make advancements through research and technology. In addition to running experiments, the Brooke Army Medical Center tests and uses some of the most advanced medical equipment available. They include a precise plastic mask from a person’s laser-scanned face that reduces the swelling of healing burns — one of two in the country — and use of a low power X-ray that measures bone density — one of about four in the nation.

“This hospital has so many opportunities and so much hi-tech equipment,” Farris said. “This is not yesterday’s Army.”

Veterans Make Valuable COLs

By Christine Cuttita, New York City Battalion

There is at least one person in every school who has prior or current military service — a teacher, a librarian, a custodian, someone — you just need to find them.

That is the best advice on how to gain access to a hard to penetrate school according to Sgt. 1st Class Matthew Martinez, recruiter at Melrose Recruiting Station, Bronx, New York, who successfully received the much needed list of seniors with lots of patience and calm persistence.

Working with the schools to obtain the lists was a tedious process for all recruiters within the Bronx area.

“Sergeant Martinez’s patience and perseverance was instrumental in being able to obtain all the school lists, not just for the Melrose Recruiting Station, but for all the recruiting stations in the Bronx,” said Sgt. 1st Class Marlon Reyes, Melrose Recruiting station commander.



Sgt. 1st Class Matthew Martinez, a recruiter from the Bronx, with one of the school security guards who helped open doors to a local high school. Photo by Pvt. Randy Riddick

The solution to the problem was simply making an acquaintance with a New York Police Department hired school guard who just so happened to have served as a private first class in the Army. After finding that one center of influence and after a month of conversation, Sergeant Martinez had two feet in the door.

“From the very first day of the school year, I was told by the New York Police Department School Safety Police that I could not enter the school without an appointment,” said Sergeant Martinez. “Not knowing a single soul there at the school, I was there every Wednesday at the front desk asking to get in. The high school folder was poorly maintained before I got here, so finding people that had influence were not to be found.”

Instead of demanding lists or harassing students in the hallways during class time as other school-expelled services

were caught doing, Sergeant Martinez professionally penetrated his school by patiently waiting for a security guard or a teacher to recognize him.

“The principal did not want us to be there and the college advisor who influenced the principal was anti-military,” said Sergeant Martinez. “I was not allowed to find out why they were anti-military or able to discuss their objections. So I went around them.”

Regular contact with school guards gave Sergeant Martinez the key to reach the person who would give his recruiting station exactly what he needed — a list of seniors. After six months working the school, he met the attendance manager, the person who had power to provide a list.

“I was provided with a list of seniors. No list was ever given out since our recruiting station had been opened,” said Sergeant Martinez. “I was quick to establish rapport with this person and managed to get my junior list as well. I remained loyal to my COIs and at the end of the year, I was provided with

lists to every public high school senior and junior.”

“Sergeant Martinez established a good relationship with a COI, which enabled him to obtain various high school listings of students,” said Master Sgt. Willie Felder, Battalion Master Trainer and former Bronx Company first sergeant. “This enabled the Bronx Recruiting Company to successfully penetrate the senior market compared to FY 02. The company achieved a 36 percent growth in senior production during FY 03 compared to FY 02.”

The solution to a difficult problem proved to be simple. COIs who understood Army life also understand how many students’ lives can be redirected and helped because of their cooperation with an Army recruiter.

“In the Army as non-commissioned officers, you get loyalty from your Soldiers not because it is required, but because they see you being loyal to them and their peers,” said Sergeant Martinez. “They give it to you and you can use this method towards the faculty members in high schools.”



Sgt. 1st Class Matthew Martinez, Melrose Recruiting Station, passes out American flags to graduating students from Samuel Gompers Vocational Technical High School, Bronx, N.Y. Photo by Pvt. Jessica Rosendo



Brittany Pozzi is a barrel racer on the PRCA circuit and now part of the Army team.

*By Cpl. Matt Millham, 14th Public Affairs Detachment
Photos by Greg Calidonna, USAAC*

The Army has added seven cowboys and a cowgirl as part of a partnership with the Professional Rodeo Cowboys Association.

Earlier this year, the Army announced a partnership with the Professional Bull Riders and began sponsoring a separate team of three cowboys April 17. The Army is now sponsoring participants to represent the Army in hundreds of rodeos throughout the U.S. and Canada.

The partnership will allow the Army to reach out to a segment of Americans “that we were certain we were missing,” said Maj. Gen. Michael D. Rochelle, commander of U.S. Army Recruiting Command.

The partnership, which will run through the end of this year with an option to renew for 2005, is “part of the overall Army team,” which includes partnerships with NASCAR, Professional Bull Riding and the Arena Football League among others. But, said General Rochelle, “What we are doing is, more than anything, in support of the troops overseas.”

Steven J. Hatchell, commissioner of the PRCA, expects the partnership to be a boon to his organization, as well as to the Army because, he said, traditional rodeo sponsors like alcohol and tobacco companies made televising the events problematic.

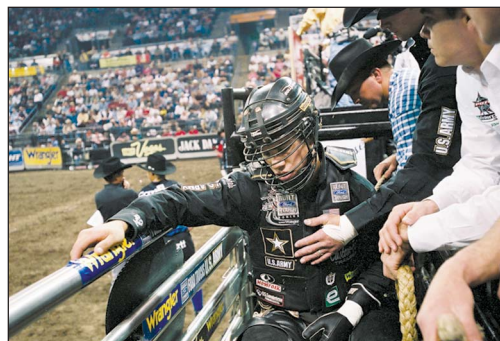
“We are a television society and this helps us with television in a significant way,” Hatchell said. With the Army partnership, the PRCA is planning an expansion that will lead to increased television exposure, Hatchell said. Already, rodeo is seventh overall in attendance for all sports and saw an increase in attendance of 4 percent last year — the highest of any sport, he said. An estimated 23 million people attended the PRCA’s roughly 700 sanctioned rodeos last year.

Army Partners with Cowboys

(and Cowgirls too)

The announcement of the partnership came against the backdrop of one of professional rodeo’s biggest competitions, the Pace Picante ProRodeo Chute-out at the Orleans Arena in Las Vegas, where \$500,000 in prize money was up for grabs. Three of the Army’s newly-sponsored cowboys competed in the three-day event that ended March 15. All three of the Army’s competitors made it to the semifinal round, but only one, steer wrestler Luke Branquinho, made it to the final round of the rodeo. The PRCA has renamed the final round of its rodeos the U.S. Army Championship Round for all future rodeo events as long as the Army partnership lasts. Branquinho won in the final round and took home more than \$20,000 in prize money.

The Army’s other rodeo competitors are: Trevor Brazile, who competes in tie-down roping, steer roping and team roping, and won back-to-back all-around world titles in 2002 and 2003 at the Wrangler National Finals Rodeo. He was the first cowboy ever to qualify for the Wrangler NFR in four events. Fred Whitfield has a total of seven world titles — six in tie-down roping and one all-around. He will be inducted into the Pro Rodeo Hall of Fame in August. Andy Bolich, a bareback rider, has won titles in Kalispell, Mont., and Omak, Wash. Wayne Folmer, a team roper, is a three-time Wrangler NFR qualifier and was fourth in the world in 2003. Cody DeMoss, a saddle bronc rider, qualified for his first Wrangler NFR and was 12th in the world in 2003. He is in second place this year and has a shot at winning the saddle bronc title. Brittany Pozzi, a barrel racer, became the first rookie to qualify for the Wrangler NFR at the top of the standings in 2003. She finished seventh overall in her first PRCA season. Zack Oakes, a bull rider, won RodeoHouston and the PRCA’s Xtreme Bulls in Clovis, N.M., earlier this year.



Professional bull rider Mike Lee now wears the Army brand on the PBR circuit.

Three New Companies Sign on with PaYS



By Bill Kelo, Chicago Battalion

At a June 9 signing ceremony (bottom photo) at its corporate headquarters, the Walgreens Company became the latest Fortune 500 company to join the Army's PaYS program.

Lt. Col. Patrick Healy, Chicago Battalion commander, and Jeffrey Rein, executive president of Walgreens Company, signed the agreement opening opportunities for new Soldiers to partner with the retailing and drug store giant at the time of their enlistment.

The formal signing in the company's boardroom made Walgreens the second Chicago area company in as many weeks to join the PaYS program. On May 26, Midas International signed a similar PaYS agreement adding the auto repair and muffler replacement company to the growing list of Chicago's corporate leaders joining the Army's program. Warren Cat of Midland, Texas, signed on June 16.



Midas International joined the growing ranks of Chicago area PaYS Program partners when John Angster, vice president for human resources and Lt. Col. Patrick Healy, Chicago Battalion commander, signed the PaYS partnership agreement in a ceremony at Midas' company headquarters in Itasca, Ill. Photo by Jeff Duran



Lt. Col. Patrick Healy, Chicago Battalion commander, and Jeffrey Rein, executive president of Walgreens Company sign the agreement making Walgreens the latest Fortune 500 company to become a PaYS Program partner. Photo by Bill Kelo



(left to right) Lt. Col. Patrick Walsh, Dallas Battalion commander, and Warren Cat President, Jim Nelson, sign the partnership agreement before Texas Senator Kel Seliger in Midland, Texas. Photo by Ted Groholske

Recruiter Influences Student to Write

By Devin Kasper, Bismarck High School

If you walked into his office, he'd probably be sitting behind his desk, on the phone or working feverishly on his laptop. He would be wearing his uniform, which would undoubtedly be pressed and shined, his hair short and a smile on his face. This is U.S. Army recruiter Staff Sgt. Jason T. Miller.

Sergeant Miller was born in Fairview, Mont. At the age of 17, Sergeant Miller decided to enlist in the Army. His parents only said, "Do what you want to do. It's your decision." He knew he wanted to serve his country.

Since that day in 1993, Sergeant Miller has served his country in various facets. He has gone to many schools including Phases I and II of Sniper School, Air Assault, and Long Range Reconnaissance Surveillance Course.

Even after accomplishing so much, Sergeant Miller volunteered to come to North Dakota and be a recruiter.

"I want to help young people," he said. Despite the cold, he loves it.

"People want to serve their country here."

Every morning he gets up and lifts weights at the YMCA at 6 a.m. Sergeant Miller also teaches others how to improve themselves both physically and mentally by being a mentor. He then "starts" work and has a 10- to 16-hour day. This doesn't leave much time for him to spend with his two daughters, Haylee, 4, and Briana, 9, or his wife, Kari. But he does it all happily and with willingness to always share a laugh.

Throughout the day, his job might take him to a high school game that the Army is sponsoring. He has to do many public relations activities like this. But,



Devin Kasper, a junior at Bismarck High School, Bismarck, N.D., with Staff Sgt. Jason Miller. Kasper wrote this article for his school newspaper, the Hi-Herald. Kasper is in the civil air patrol in Bismarck and plans to join the Army after high school and pursue Ranger training.

his most important role is to enlist people into the Army.

Most people think that recruiters sometimes butter things up to make them seem more glamorous.

"I mean some things ... there's nothing to butter up. I don't candy coat nothin'. The Army is what it is."

And the Army is leadership. The message that most recruiters are trying to send to their audience is that time in the military will not only benefit the U.S., but also that person. The lessons learned in the Army, or any other branch of the military, are lessons that are applicable in civilian life.

For those who want a career in the Army, all they have to do is take a standardized test called the Armed Services Vocational Aptitude Battery, ASVAB, at the recruiting office. Then it's off to Fargo for a physical. For those who pass this extensive physical, a career is theirs.

Sometimes the Army is too much for some people. Sergeant Miller says that he has people who will come into his office and really want to join the Army. Then they tell him that they have asthma or some other illness that disqualifies them. This fact is not only hard on those disqualified, but on the recruiters as well.

"It's just as hard on

us as them, especially when their heart is set."

Since the beginning of the war there has been some change in Army recruiting for Sergeant Miller.

"People are more patriotic and want to serve their country in the military."

Sergeant Miller's tour as a recruiter is nearing its end. In November, he will be leaving for Fort Lewis, Wash., to be an instructor at a leadership academy.

When asked what his definition of leadership is, he replies, "Never ask another individual to do something that you've never done yourself."

Sergeant Miller has decided on a career in the military and says that "the Army is my life." His career goal is to be a command sergeant major and to "lead the finest Soldiers that the United States Army has to offer. All Soldiers are entitled to outstanding leadership; I will provide that leadership."



Devin Kasper working out at the YMCA in Bismarck, N.D. Kasper works out with Staff Sgt. Miller five days a week lifting, running and playing raquetball.

Don't Forget The High School Market

By Terry Backstrom, G-5, Education Division

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.

- Realize that any access you have in a high school is at the discretion of school officials. With the recent passage of federal legislation, the "No Child Left Behind Act," schools receiving certain types of federal funds are required to permit access to the military. However, you are on their turf and must abide by their rules. The amount and frequency of your access to that school depends on it.

- Schools are autonomous and every school's organizational climate and structure is different. In general, the principal runs the school and establishes the rules. Find out who the decision makers 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 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 guidance counselors 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. A great opportunity to meet faculty and staff members is at the school's annual open house, usually held one night at the beginning of the new school year.

- 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 (MOS skill training, coaching, 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. 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 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.

A Seattle Battalion Tradition

Story and photo by Bill Pearce, Seattle Battalion

They say it takes years for an idea to become a tradition and in the case of the Seattle Recruiting Battalion's annual essay contest, 12 years of effort and reward have definitely created a tradition.

In 1992, the battalion advertising and public affairs team sent news releases to more than 700 high schools in Washington, Oregon, and the panhandle of Idaho informing teachers that their students were invited to enter a contest in which they could write a single-page essay entitled, "Stay In School, Stay Off Drugs." The author of the best essay would be rewarded with a certificate from the battalion and a \$250 U.S. Savings Bond provided by the Seattle Chapter of the Association of the United States Army. Response was immediate and more than 200 essays arrived at the battalion to be judged. Judges included the APA staff, the battalion commander, the President of the Seattle Chapter, AUSA, and a Seattle newspaper columnist.

The savings bond and certificate were personally presented to the winner at the student's school by the battalion commander, the president of the AUSA, and the recruiter responsible for the school. This tradition has continued each year.

In 2002, the essay title was changed to reflect the new realities faced by the nation after the terrorist attack on America Sept. 11, 2001. The new title of the essay became, "What It Means to Me to Be an American." The Seattle Chapter of the Association of the United States Army increased the value of the U.S. Savings Bond they had provided for the winner each year to \$500.

As the years passed, the essay contest has become one of the teaching tools for many schools, and the battalion receives inquiries every year from teachers asking about the contest and



Christina Soule is joined by Maj. Karen Parker, Seattle Recruiting Battalion executive officer and retired Maj. Gen. Clyde Cherberg, President of the Seattle Chapter of the Association of the United States Army, for a special presentation. Christina, an 18-year-old senior, submitted the winning entry in the Seattle Battalion's "What It Means to Me to Be an American" essay contest.

requesting information to help involve their students in writing. Alaska is now included and hundreds of essays arrive each year.

The essays reflect the ideas and thoughts of young people about their nation, its past and future, and about their responsibilities as Americans.

This year the winning essay was submitted by 18-year-old senior Christina Soule from Wenatchee, Wash.

Christina is home schooled and is now attending the Running Start Program at Wenatchee Valley Community College. Her essay is eloquent testimony to the value of the contest and to the quality of today's young people, who will soon take their turn as caretakers and defenders of our values and our freedom.

What It Means to Me to Be an American

I am an American. I have come from many countries. I am a multitude of colors.

I speak a flood of languages. My culture is colorful and diversified.

I am a Hindu, a Christian, a Muslim, a Buddhist, an Atheist, and a Jew. I represent all religions.

I am short, tall, overweight, and everything in-between. I laugh and I cry.

I am an author. I am an orphan. I am a symbol of what is called the human spirit. I am a doctor, a healer. I am part of that faceless thing called "the American Dream."

I am brave and I am scared. I have known plenty and I have known want. Within my heart lies an indomitable spirit, the spirit that sent me to the West, to the highest mountains, and to the moon. This spirit drives me to stand and fight rather than lay down and surrender.

I am strong and I am weak. I rely on God and my country to see me through difficult times.

My eyes fill with tears when I see an eagle fly above the flag of the United States.

That eagle and that flag stand for what I believe it means to be an American.

Whoever and whatever I am, I am free. I am an American.

Christina Soule
Wenatchee, Wash.
June 2004

Sgt. Christopher Wolf, Orangeburg Recruiting Station, talking to students at Edisto High School.



Edisto High School Saw Something Out of the Ordinary

Story and photo by Leslie Ann Sully, Columbia Battalion

Sgt. Christopher Wolf, Orangeburg Recruiting Station, Orangeburg, S.C., got to class early to get brochures on the desks of all the students. He also needed to hook up his computer for a power presentation. The students seemed indifferent while they milled around waiting for the teacher, but they were in for a presentation that would grab their attention because it was designed with them in mind. Here is where things began to change!

“Welcome to Margaret Hopkins’ 12th grade English class,” Sergeant Wolf told the class. “Don’t get worried because there are parts of this presentation that might get a little loud.” Sergeant Wolf custom-made the slide show and inserted all sorts of attention-getters such as sound, video clips, and even “Jeopardy” game-style quizzes.

Sergeant Wolf said he had spent countless hours working to make the presentation one that students would

listen to. He even had other students critique it and incorporated some of their suggestions.

These techniques worked — the students were all ears for Sergeant Wolf. And even though he had their undivided attention, which must have felt very good to him, he was still careful not to go overboard with a hard Army sell.

First, he asked each student to tell the class of their future plans. The majority told him of plans to attend college but most had not even started the process. “I want to offer you opportunities and benefits for your future,” Sergeant Wolf said. “Never cut short on your expectations,” he continued. “Give yourself options — do not neglect yourself.”

Then he told his personal story about going to college and joining the Army. He explained his current Army job.

“My mission is to find intelligent people to join our team,” Sergeant Wolf said.

“If you don’t want to come in the Army, we don’t want you. The Army is my family, and our jobs are interchangeable so we rely on each other.” He went on to talk about the myths and truths of the Army. He had an answer for every objection the students voiced.

He discussed Army benefits in detail — training, education, money, travel and adventure. He addressed each one and tied them back to what the students had

said were their future plans and dreams. Then he asked them to watch a video clip — The 212 Ways to be a Soldier — and asked them to if they could see themselves doing these jobs.

Afterwards, the video screen read “When you become an Army of One with the job you always wanted, the education you deserve, and an adventure of a lifetime, then you won’t have to worry about your next paycheck.”

Some were still obviously concerned about the war and dying. So Sergeant Wolf had a student read a current news clip about the rise of youth deaths from auto crashes. He explained that there is danger all around, not just in the Army. He closed with a question to the class.

“Can we agree that these programs can make a person successful?” Sergeant Wolf asked. Everyone agreed. I could see the lightbulbs turning on in a few of their heads.

“How many colleges have come to you offering these options?” Sergeant Wolf asked.

“You need to start facing the facts because graduation is close.”

The presentation ended with applause — from everyone. That was definitely a new experience.

Sergeant Wolf felt he had planted the seed and that was his goal. Now he will wait to see the results and how many students ask for an appointment.



Left: Brian Francinia, varsity team member, attempts to pin his opponent during high school competition.

Bottom: Todd Matthews proudly displays the plaque presented to him in appreciation of his volunteer efforts with the wrestling team. Photos by Linda Coon, Cyprus High School teacher

Pinning Down Success

By Rae Nola Smith, Salt Lake City Battalion

Recruiting for the Army and working as an assistant wrestling coach for Cyprus High School in Salt Lake City has been a great match for Todd Matthews. He became a community-based recruiter for Resource Consultants, Inc., in September 2003. He soon realized, that even though he had previous experience as a recruiter, recruiting without the uniform was a challenge.

Determined to find a way to help the school and enhance his recruiting efforts, he attended a wrestling practice at the school and introduced himself to Coach Eddie Berrest. “I introduced myself as an Army recruiter with four years of wrestling experience and told him I would like to help. Even though he was not sure of my skill or dedication, he still took a chance and accepted my offer.”



Soon after he began sparring with the varsity team, he became an assistant coach and known to the students as Coach Matthews. When the season came to an end, five members had qualified for region competition and one for state competition. Matthews received an

invitation to the traditional awards banquet, and to his surprise, he was presented a plaque from the team thanking him for his efforts.

As is already evident, one thing led to another, and his participation with the wrestling team opened the door for him to inform students and staff about the Army. He has been introduced to teachers and administrators and invited to their faculty meetings. He has been invited to do classroom presentations and has been able to distribute his business cards to everyone. Many teachers have accepted the ConAP and PaYS program RPIs.

At the senior awards banquet, Matthews and fellow recruiter Chris Johnson were able to present the Scholar Athlete Award to Scott Robbins and Valerie Kelly. “It was a great feeling when I placed the medals on the kids. I also presented one of my DEP members, Heather Clay, with one of the large checks for \$35,000, indicating all she would receive in benefits for college. You should have heard the reaction of the audience,” said Matthews.

Matthews has been able to interview a host of people, many from the wrestling team. He currently has four DEP members attending Cyprus High School. As a result of his investment of time at the school, he was named Region Top Rookie Recruiter for the Salt Lake Company for November FY 04. His enthusiasm as a recruiter and coach should guarantee him many opportunities to introduce the Army to future applicants.

A Family Trio of One

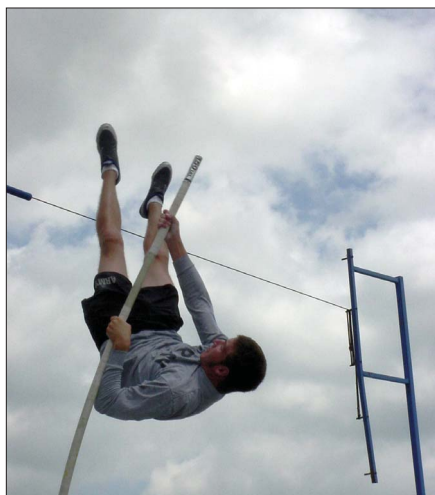
Story and photo by Leslie Ann Sully, Columbia Battalion

Brothers, Robert and Adam Helton, along with their cousin, William Elston, all joined the Army on the same day. “I went to the recruiting office after meeting Sgt. 1st Class Fitimalo Siaoasi to get more information,” Robert said. “But my brother was always talking about joining so after I got done (talking with her), I called him.” Adam then called their cousin William and they all decided to go on the same day. They also all wanted the same job — Infantry.

“They were all very determined to go together. And they all are already disciplined — I wish all my applicants were like them!” said their recruiter Sergeant Siaoasi.



William Elston (cousin), brothers Adam and Robert Helton, and their recruiter Sgt. 1st Class Fitimalo Siaoasi after the trio enlisted in the Army.



Army Recruits State Pole Vault Champion

Story and photos by Chris Wilson, Oklahoma City Battalion

Adrenaline shot through Vern Gress when his vaulting pole slammed into the box — the pole bent and Gress launched up through his takeoff. The rush took him as he sprung off the ground. And he twisted, rowed and pushed to get higher. Gress, new Army Reserve recruit, turned over the 12-foot bar and fell into the pit ... and into the Oklahoma State Championship.

A first-place finish isn't the end for Gress, though. The senior from Cyril, Okla., still practices his vaults in a pit sitting in the grass just off the high school parking lot. He still has one more track meet and he hopes to make it onto the All-Army Track and Field team.

"It's an awesome feeling when you vault," Gress said of his continued commitment. "You feel like you're taller than anything else, and you just want to go higher."

Gress's love affair with height started in the seventh grade, when he watched the former Cyril pole vaulter, Heath Want, compete. He started trying the event and enjoyed it despite some early setbacks.

"I didn't bend my first pole until my freshman year," Gress said.

"You can't go very high 'stiff-poling,' maybe 10 feet or 10 six if you're lucky," Cyril coach Jerry Slawson explains.

Gress chose a difficult sport filled with subtle technique and obscure terminology. Advanced jumps require the vaulter to bend the pole and use its flex to send them higher. Early difficulties only encouraged Gress to ask questions and work hard.

"Vernon's not afraid to ask good vaulters' questions," Slawson said.

As Gress advanced in the sport, he started driving 60 miles to Velma, Okla. where he could work with other quality vaulters. He even used vaulting instructions copied from various track books — anything to learn. His hard work made the new experience pay off in competition.

"He worked hard, diligently," Slawson said. "He'll 'one more time' you to death," the coach said, referring to Gress's habit of always wanting to do "one more vault."

"He's worked here for hours after I've gone home."

"He's a really good kid," said Sgt. 1st Class Joe Flores, who recruited Gress.

"He's just one of the quality small-town kids." Sergeant Flores operates from the Lawton Recruiting Station in Central Mall.

Gress qualified for state competition his sophomore year. He was county champion but still had a lot to learn about competition.

"I was busy focusing on other people's vaults, trying to chase the four-time state champion," he admitted. "I jumped way below my average. I learned you just have to take care of your own vaults."

He returned his junior year after winning his regional competition and placed eighth in the state. Gress discovered that his pole vaulting success was having a similar affect on young athletes that it had had on him.

"I'm kind of an unofficial junior high track coach," Gress said.

He started as the only pole vaulter, and now Cyril has one more high school pole vaulter and two junior high competitors.

"Vernon's success has gotten the younger vaulters involved," Slawson said. "He teaches them and drives them to practice."

"I still haven't gotten to eat in the hospitality room," Gress joked.

It was all part of the experience that led to Gress's success in his high school finale. He placed at every track meet this year, holding on to the No. 1 Class A ranking the entire year. He won his county and regional competitions with vaults as high as 13 feet and capped off the senior campaign with a state win.

"It felt really great," Gress said about his championship season. "It's really tough to place at larger meets. You have to jump your best just to place."

"Vernon was very focused and poised," Slawson said. "He didn't miss any of his jumps and won with three attempts."

Gress plans to continue his pole vaulting through college and the U.S. Army. He decided to join the Army Reserve to help with college expenses and because his mother, Gileen Kennedy, was an Army drill sergeant. Gress was also impressed with Sergeant Flores, who spent his time to come to the recruit's track meets. Above all, though, Gress wants a chance to join the All-Army track team.

"It would be nice to pole vault eight months out of the year," Gress said, nodding and smiling.

Until then he plans to vault as much as he can. He comes to the school to put together his pit for another jump. He stretches and chaps his hands, eyeing the bar ahead. There's no competition, no scouts.

"I just want to try one more jump," he said. "I want to see if I can go higher."





Bilingual Applicants

By SFC Kevin Lauterbach,
 Language Advocate, USAREC

Why do you ask if an applicant is bilingual? The applicant may be eligible to participate in the Army Civilian Acquired Skills Program for MOSs 97E and 98X.

ACASP helps the Army. AR 611-6 Army Linguist Management, Chapter 3-2 states: The ACASP should be used as much as possible to recruit personnel with pre-existing (native or civilian acquired) language skills consistent with current Army needs. ACASP saves the Army training time and money, benefits the Soldier-linguist with accelerated promotions, and gets a language-qualified Soldier into the productive ranks faster.

An ACASP contract yields an additional five recruiter points.

Being consistent with current Army needs means that there needs to be a requirement or authorization for that language. HRC Language Branch monitors Army requirements and relays them to the USAREC Foreign Language Advocate. Inquiries on current status for availability may be made through the Foreign Language

Advocates at the brigade or USAREC.

At this time, authorizations exist for our missioned languages: Arabic (Modern) (AD), Korean (KP), Chinese (Mandarin) (CM), Russian (RU), French (FR), Persian-Farsi (PF), Serbo-Croatian (SC). When the new recruiting year rolls around authorizations for Spanish (QB) will become available. Authorizations also will become available for Hebrew (HE), Japanese (JA), Indonesian (JN), Portuguese (PQ), Tagalog (TA), and Urdu (UR) as linguists rotate or retire. It is possible that these authorization may not currently exist but may open up six months from now.

Language training varies in length with the difficulty of the language. There are four categories, with Category IV being the most difficult. Cat I languages like Spanish last 25 weeks, while Cat IV languages like Chinese (Mandarin) last 63 weeks. By bringing in linguists who do not need this training, the Army not only saves an average of \$75,000 but also produces a MOS qualified Soldier in a shorter period of time.

College campuses are a prime source for ACASP applicants. In 1998, the Defense Language Institute Foreign Language Center tested a sample of about 400 non-native-speaking foreign language majors drawn from 18 campuses on Arabic, Chinese, Russian, French, and Spanish. The results showed an average of 58.8 percent scoring 2+ on the listening portion and 77.2 percent scoring 2+ on the reading portion on the DLPT. No research has been done on non-native-speaking high school students, but common sense dictates they would not do as well.

The basic qualification for ACASP is scoring a 2/2 or bet-

ter on the Defense Language Proficiency Test. If no DLPT is available for the language, an Oral Proficiency Interview can be scheduled through DLIFLC.

Other qualifications include U.S. citizenship (nonwaiverable), a minimum 92 ST line score, a minimum QT score of 31, normal color vision (not color blind), and be eligible for a security clearance.

MOS 98X requires a Top Secret security clearance.

MOS 97E requires a Secret security clearance and the applicant to score at least an 80 on the English Comprehension Level Test.

A Defense Language Aptitude Battery is not required if the applicant scores a 2/2 or better on the DLPT and qualifies for ACASP.

For more information, contact Sgt. 1st Class Kevin Lauterbach, U.S. Army Language Advocate, HQ, USAREC at commercial 502-626-1687, 1-800-223-3735 ext. 6-1687 or DSN 536-1687.

Counsel Outlines Political Limits for Army Personnel

By Courtney Hickson, Army News Service

As the 2004 election draws closer, Soldiers and Army employees face restrictions on political activities different from those which apply to the general public. Violating those restrictions could result in termination of employment or other penalties, officials said.

Federal and state employees fall under the guidelines of the Hatch Act and its amendments. Political restrictions for Soldiers are detailed in AR 600-20.

“The statutory and regulatory guidance pertaining to the

political activities of Soldiers and government employees is difficult to summarize in a short news article,” said Maj. John Muehlheuser from the General Law Branch, Administrative Law Division, Office of The Judge Advocate General. He emphasized that all Soldiers and government employees should consult the statutes and regulations applicable to their specific situation before participating in political activities.

Legal restrictions are placed upon Department of Defense personnel because they are public servants. Also, there is a long-standing DOD policy that DOD personnel acting in their official capacity may not engage in activities that associate DOD with any partisan political campaign or election, candidate, cause or issue.

Among other restrictions, federal employees may not solicit or receive political contributions or engage in political activity while on duty in a government office, while wearing an official uniform or driving a government vehicle.

Additionally, many federal and state employees are not permitted to run in a partisan election. According to the Office of the Special Counsel Web site, the process for running for this type of election begins when the candidate begins to collect signatures, schedules fundraisers, files a nominating petition, makes an announcement to the press or puts a campaign committee together.

Under the provisions of AR 600-20, paragraph 5-3, a Soldier on active duty may not participate in partisan political management, campaigns, or conventions, including the solicitation of votes or political contributions for a particular candidate or issue.

Major Muehlheuser said changes in the duty status of

National Guard and Army Reserve Soldiers change the rules applicable to their political activities. For example, Soldiers ordered to extended active duty must adhere to additional restrictions on political activities. Major Muehlheuser said requests for guidance on political activities issues have been more prevalent over the last year or two as a result of mobilizations to help fight the Global War on Terrorism.

“This office will prosecute Hatch Act violations in an even-handed and vigorous fashion,” in a press release, Special Counsel Scott J. Bloch stated. “As we enter the 2004 national election cycle, it is important for federal employees to be well aware of the prohibitions on partisan candidacy, coercion of partisan support and political activity while on the job.”

While the Hatch Act applies to federal employees, an employee’s conduct is also subject to the laws of the state and the regulations of the employing agency.

The Army Materiel Command Web site states while on active duty, a Soldier may do the following:

- Register, vote, and express a personal opinion on political candidates and issues as a private citizen, but not as a representative of the Armed Forces;

- Promote and encourage other Soldiers to exercise their voting franchise so long as it does not constitute an attempt to influence or interfere with the outcome of an election;

- Join a political club and attend its meetings when not in uniform;

- Serve as an election official if such service is not as a representative of a partisan political party, does not interfere with military duties, is performed while out of uniform, and has the approval of the installation commander;

- Sign a petition for specific legislative action or a petition to place a candidate’s name on an official election ballot so long as the signing does not obligate the Soldier to engage in partisan political activity and is done as a private citizen and not as a representative of the Armed Forces;

- Write a letter to the editor of a newspaper expressing the Soldier’s personal views on public issues or political candidates, if such action is not part of an organized letter-writing campaign or concerted solicitation of votes for or against a political party or partisan political cause or candidate;

- Make monetary contributions to a political organization, party or committee favoring a particular candidate or slate of candidates subject to statutory dollar limitations;

- Display a political sticker on the Soldier’s private vehicle.

Government employees with questions regarding the propriety of prospective political activities, or concerns about possible violations, can contact the Hatch Act Hotline at the U.S. Office of Special Counsel, 800-854-2824 or e-mail: HATCHACT@OSC.GOV or www.osc.gov. Members of the Army may also contact their installation legal office for assistance.

Pentagon Launches ‘Operation Blue to Green’

American Forces press release

Sailors and Airmen may soon be able to “Go Army” under a new Defense Department program intended to rebalance the size of the military. The program is generating new opportunities for continued service and career advancement for those willing to transfer into the Army from other services.

Under “Operation Blue to Green,” the Army will reach out to Sailors and Airmen and underscore the advantages of swapping their present uniform for Army green.

“We admire everyone who serves in the nation’s uniform,” said Lt. Gen. “Buster” Hagenbeck, the Army’s uniformed personnel chief, “but I know that anyone who looks closely at today’s Army will find a lot to be excited about — we are growing, and we need experienced people to lead that transition.”

Both the House and the Senate have shown an interest in hiking Army strength by perhaps tens of thousands over the next few years, although the final number has not yet been set, officials said.

At the same time, the Navy is planning a force reduction of 8,000 in fiscal 2005, with the Air Force trimming more than 20,000 over the same period.

When the shifts are done, officials said, Pentagon leaders are determined to see to it that the best people are still in uniform — even if that means a different uniform. And they plan to achieve that outcome entirely by way of voluntary choice.

Where necessary, the Army

plans to use bonuses to stimulate the needed service transfers and to carefully guide the experience mix so that promotions stay strong.

The focus of the effort centers on grades E-1 through E-5, but other grades will be considered in meeting Army needs. For example, the Army will continue to have a sizable demand in areas that share much common ground with other services in knowledge, skill and ability. These include law enforcement, health care, communications and intelligence.

As an incentive to join the Army under Operation Blue to Green, bonuses are being offered to those who have skills that convert to the Army’s most needed military occupational specialties.

“There are 120 Air Force specialty codes that will transfer into 37 Army MOSs, and the Navy has 112 ratings that will transfer into 42 Army MOSs,” said Col. Norvel Dillard, chief of the Army’s Enlisted Accessions Division. “Those are ‘Job One,’ but we’re looking at others as well. We’re also looking for officers, primarily junior officers.”

Anyone who makes the shift would carry over all creditable active federal service, and procedures will ensure that those migrating within the active force experience no break in service.

Hagenbeck noted the program is being designed to make certain there is no break in service and no impact on Montgomery GI Bill benefits already “banked” by a member.

In the past few weeks, more than 1,000 Sailors and Airmen have checked out the Operation Blue to Green information on the Web, and answered a questionnaire and indicated intent to transfer. Nearly three-fourths of those exploring the option say



they are “very interested” or “ready to transfer.”

The procedure is generally expected to operate like this:

The Army will first match its needs to the skills in other services. An outgrowth of that effort will be the identification of places where that audience is concentrated, so that an orientation team can be scheduled to visit that base. They would then meet with interested members and their families and explain the options.

Following a short presentation, one-to-one dialogue would be encouraged with team members on the spot — some from the Army’s Recruiting Command, who can explain the mechanics of the program, and some from operational Army units eager to explain the Army today. The Blue to Green Web link also is being expanded to include chat rooms.

“We are eager to tell our story,” said Hagenbeck, “and we’ll take whatever time a person needs to make a fully informed choice and to be comfortable with their decisions. ... we look forward to that dialogue.”

Once a person’s eligibility is confirmed, the losing service would be contacted to effect an agreement to release. New service agreements would be drafted, and the Sailor or Airman would make the move. In many cases, they would carry a directly transferable skill. Otherwise, training in the new skill would be scheduled as part of the move. In order to qualify, the Sailor or Airman must be eligible for re-enlistment, must be physically fit, and meet Army height and weight standards.

If the skill is transferable, the new Soldier would be scheduled for a new, four-week Warrior Transition Course, where he or she will be offered a curriculum that provides essential

‘Principles of War Essay Contest’ to Award \$35K

By John Runyan, Army News Service

An essay contest open to all interested individuals is asking applicants to reflect on the issues behind a “new kind of war.”

The “Principles of War Essay Contest” will award \$15,000 to the writer who best answers the questions: “Have the principles of war changed? How are they changing? Or do they remain valid?”

The 2nd- and 3rd-place finishers will also receive \$10,000 and \$5,000, respectively. All three top finishers will have their essays published in Proceedings. There will be five additional honorable-mention awards given out that will carry a \$1,000 prize.

Essays must be 3,500 words or less and turned in by Feb. 1, 2005. They should be sent to principlesessay@navalinstitute.org.

The contest is cosponsored by U.S. Naval Institute, Johns Hopkins University, and Royal Uniformed Services Institute working in partnership with National Defense University, Army War College, Air Force War College, Naval War College, Office of Force Transformation, and the Department of Defense.

skills and abilities needed in their new service. Topics would include an orientation on organization, rank, uniform wear and career progression. The first WTC is scheduled to start in September at Fort Knox, Ky. It is planned as transition training, not boot camp, officials said.

Those transitioning to a new skill, particularly in combat-arms areas like special operations, would participate in the full range of developmental training to hone current talents and provide a new set of skills and abilities. Officers would not attend WTC, but would normally attend training unique to their branch depending on their grade and experience.

New Soldiers would be eligible to compete for promotion so long as they meet Army minimums, which can be years shorter than other services.

The Army’s recruiting goal for the fiscal 2005, which begins in October, is about 80,000. Of that number, the Army hopes to recruit at least 8,000 prior-service troops. For more information: www.goarmy.com/btg/index.jsp

Voting Assistance, Key To Understanding Absentee Voting

The Federal Voting Assistance Program, FVAP, provides citizens a broad range of nonpartisan information and assistance to facilitate their participation in the democratic process — regardless of where they work or live. Critical to the success of the USAREC Voting Assistance Program is the Voting Assistance Officer. These individuals are responsible for providing accurate, nonpartisan voting information and assistance to those citizens attempting to exercise their Constitutional right to vote. The VAO is responsible for carrying out the FVAP mission, which consist of three distinct goals. These are to:

- Inform and educate U.S. citizens of their right to vote;
- Foster voting participation;

·Protect the integrity of, and simultaneously enhance, the electoral process.

VAOs are responsible for carrying out the most vital aspects of the absentee voting program, providing direct assistance to the Soldiers and family members.

VAOs should become familiar with the FVAP Web site, www.fvap.gov.

Contact your Brigade VAO for more information or assistance.

HQ USAREC VAO

Maj. Brian McDonald
(502) 626-0092

1st Brigade VAO

Cpt. Halbert Brown
(301) 677-3413

2d Brigade VAO

Maj. Herman Jones
(404) 469-3253

3d Brigade VAO

Cpt. John Scalia
(502) 626-0705

5th Brigade VAO

Maj. Kate Crusan
(210) 221-0085

6th Brigade VAO

Maj. Paul Dwigans
(702) 639-2010

Multimedia Sales Version 8.0

By Sgt. 1st Class Eric W.

Piarnas, NCOIC, Training and Development Branch, Training Division, G-3

From instilling the Army’s Values and Warrior Ethos to accessing recruiting tools, the Multimedia Sales Version 8.0 is a bold leap into our future. From the moment of initial contact to the agreement which includes the echoes from the swearing in ceremony, the Multimedia Sales Version 8.0 will be a part of your recruiting activities.

The new Multimedia Sales Program has been enhanced to

assist the recruiter with showcasing the Army and its programs, and reinforces the Army Brand. This version features over 50 new videos that you will be proud to show time and time again to applicants. And best of all, this version is just a prelude of what we can expect in coming years.

Multimedia Sales Version 8.0 is the first in a series of updates as we overhaul the presently fielded version to provide a state-of-the-art multimedia sales program. You can anticipate updates to be fielded annually, to keep pace with the Army's Transformation.

The program has a variety of new material to include comprehensive Future Soldier Program training. There are numerous other additions to explore that can be used to enhance your sales presentation.

The newest videos are located in the "Features and Benefits" section.

Training – Career Management Field videos have replaced the Skill Clusters (CMF 27, 33, 37, 38, 46, and 96 are currently in production and descriptions of each are included.)

Education – Montgomery GI Bill, Loan Repayment Program, Army College Fund, and Tuition Assistance

Adventure – Airborne, Ranger, and Special Forces

Money – Cash bonus, Pay and Entitlements, and Two-Year Enlistment

Service – We Were There, My Hometown, and Old Guard
The Army Reserve Features and Benefits section contains new videos as well.

Training – Standard Training Program, Alternate Training Program, and CMF

Education – Selected Reserve Montgomery GI Bill and Reserve Loan Repayment Program

Adventure – Airborne, Ranger, and Special Forces

Money – Pay and Entitlements, Enlistment Bonus

Service – We Were There, My Hometown, and Old Guard

The Army FTP training program contains new self-paced interactive multimedia training that includes some of the pre-basic training tasks listed below.

General Orders
Rank Structure
Military Time
Phonetic Alphabet
Drill and Ceremony
Land Navigation
Physical Training

This tool will not put people in the Army ... You, the Army recruiter, have the honorable task of serving as an ambassador to your community, representing the proud Soldiers of the U.S. Army. The Multimedia Sales Version 8.0 will provide visual evidence to assist you in getting the message across. So, stay focused, stay motivated, and to "Put 'em in Boots!"

If you have not received your copy of the Multimedia Sales Version 8.0 by Aug. 30, 2004, contact Sgt. 1st Class Eric Piernas at 502-626-1951, e-mail eric.piernas@usarec.army.mil or Sgt. 1st Class Allison Johnson at 502-626-0234, e-mail allison.johnson@usarec.army.mil.



DOD Tricare Regional Transitions Continue

DOD announced the continuation of its transformation to new military health care contractors

and changes in regional areas of responsibility. On July 1, 2004, more than 1 million Tricare-eligible beneficiaries in Alaska, California, Hawaii, and the Yuma, Ariz., area, transitioned to the new West Region. These beneficiaries join with beneficiaries in Oregon, Washington state and northern Idaho who transitioned on June 1. The Tricare West Region contractor is TriWest Healthcare Alliance Corp.

In this phase of Tricare transitions, beneficiaries in Illinois, Indiana, portions of Iowa (Rock Island Arsenal area), Kentucky, Michigan, portions of Missouri (St. Louis area), North Carolina, Ohio, portions of Tennessee (Ft. Campbell area), southern Virginia, western West Virginia and Wisconsin, become part of the new Tricare North Region. Beneficiaries in this region will receive health services and support through their new regional contractor, Health Net Federal Services, Inc.

Tricare benefits, costs and the enrollment process remain the same under the new regional contracts, and beneficiaries in the North and West Regions, who are not currently enrolled in Tricare Prime but who are eligible, will have the opportunity to enroll. Additionally, the new regional contractors will provide beneficiaries information on enrollment, network providers, procedures for filing claims and contacts for Tricare assistance within their regions.

Importantly, MTFs in all regions remain at the core of the military health system and will now schedule appointments for their beneficiaries. MTF locations are on the Tricare Web site at <http://www.Tricare.osd.mil/mtf>.

This next generation of Tricare contracts consists of a

suite of services, awarded competitively, to provide beneficiaries with the highest quality of care, a higher level of customer service and added value in all aspects of the world-class Tricare benefit. These new contracts are making a strong program better, building on the best aspects of a system developed over the past 10 years, and providing a system of incentives for improvements in quality care, access and claims payments for the military's 8.9 million Tricare beneficiaries. In addition to three regional contracts for health services and support, the department awarded specific contracts for mail order pharmacy, retail pharmacy, retiree dental care, the Uniformed Services Family Health Plan, Tricare global remote overseas, Tricare health care for Puerto Rico, marketing and education programs, information services, national quality monitoring, and claims processing for Medicare-eligible beneficiaries.

Health Net Federal Services, Inc., a government operations division of Health Net, Inc., based in Sacramento, Calif., will provide healthcare services and support to the approximately 2.85 million beneficiaries in the new Tricare North Region. Beneficiaries in the new North Region may access health care information by calling Health Net at 877-874-2273, or online at <http://www.healthnetfederal.services.com>.

In the next phase of the transition, the remaining areas in new North Region — Connecticut, Delaware, the District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, northern Virginia near Washington, D.C., and eastern West Virginia — will complete

the North Region transition on Sept. 1.

TriWest Healthcare Alliance is a Phoenix-based corporation that supports 2.7 million Tricare beneficiaries in the new Tricare West Region.

Beneficiaries in the West Region may access health information by calling 888-874-9378, or online at <http://www.triwest.com/>.

Beneficiaries in the remaining portion of Arizona, Colorado, southern Idaho, portions of Iowa, Kansas, Minnesota, portions of Missouri, Montana, Nebraska, Nevada, New Mexico, North Dakota, South Dakota, western Texas, Utah and Wyoming will complete the West region transition to TriWest on Oct. 1.

For more information on the contracts and the transition schedule, visit the Tricare Web site at <http://www.Tricare.osd.mil/contractsimplementation>.

Summer PCS Rotations Bring School Transition Issues

“Tis the season to PCS!” Packing up your prize possessions, family members, the dog and cat and taking to the road is the order of the day. One of the many changes associated with a PCS can be preparing your children for another school transition – new school, new teachers, different school policies, making new friends, different school schedules, different grading systems, another try-out for the team, looking for after school youth care options . . . and the list goes on.

The Army Child and Youth Services (CYS) Outreach Liaison Specialist, Melody Vance

PCS School Transition Tips

Things to “hand carry” to a new school:

- Birth certificate
- Social Security Number
- Child military ID card
- Immunization records
- Report card/transcripts
- Copy of school records and withdrawal documents
- Individual education plan/504/gifted records
- Legal documentation, custody/guardianship papers
- Academic passport
- Student portfolio/writing samples
- Proof of residence (lease/contract/utility bill, letter from military housing)
- Physical exam records
- JROTC records
- Extracurricular activities, service learning hours/community service/volunteer hours
- Proof/record of home schooling status

For information and assist, see your Soldier and Family Assistant or contact Melody Vance Taylor at (757) 788-2186, melody.taylor@usaac.army.mil.

Army Sponsors eCybermission Contest for Kids

By John Runyan & Justin Ward, Army News Service

Future scientists and engineers abounded as finalists for this year’s eCybermission program showcased projects they have worked on for the better part of a year in Washington, D.C.

The second annual eCybermission program, an Army-sponsored, Web-based science, math and technology competition for sixth- through ninth-grade students, is conducted to encourage American youth interest in those subjects.

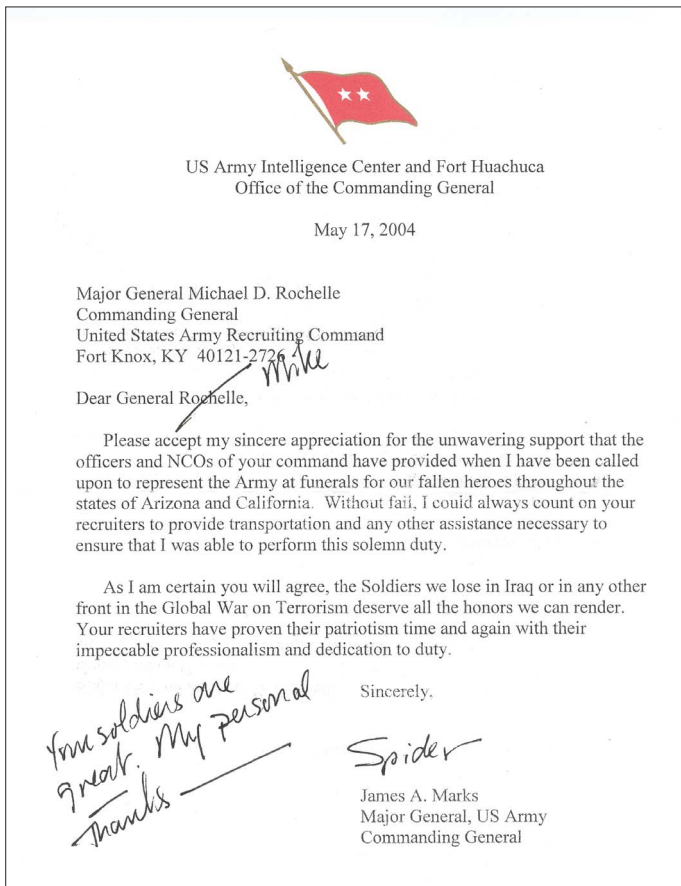
After presenting their projects, the contestants gathered July 1 in Washington, D.C. for the awards ceremony. An overall winner in each grade and each member of those teams received a \$5,000 savings bond, a medal and a plaque.

The program began in October 2002 and expanded its applicant pool to include sixth- and seventh-graders this year.

Evaluation of submitted projects was weighted in math, science and technology, but consideration was also given to innovation, originality and creativity; team collaboration and communication; and benefit to the community.

Registration for next year’s eCybermission competition will start Sept. 1 and go through Dec. 13. To register a team or volunteer as a judge, ambassador or cyberguide visit www.ecybermission.com.link.

Taylor is now available to assist you navigate a school transition and find child care/youth supervision options at the next duty station. She has been assigned by the U.S. Army Community and Family Support Center (CFSC) to support USAREC and other geographically dispersed personnel resolve school transition and child care issues. Vance is one of many Army CYS personnel working to establish networks and partnerships with and among military and civilian agencies to address the growing needs of Army personnel assigned away from installations.



Gold Badges



RSM JUNE 2004

ALBANY

SSG Marlowe Howard

ATLANTA

SGT Thalassa King

COLUMBUS

SFC James Inman

SGT Christopher Marcum

GREAT LAKES

SSG Brandon Nunn

SGT Kristina Hartman

HOUSTON

SSG Vencent Galvan

SGT James Young

KANSAS CITY

SSG Philip Hilton

LOS ANGELES

SSG Kap Kim

MIAMI

SSG Anthony Rodriguez

SSG Enrique Carvajal Andres

MINNEAPOLIS

SGT David Wendel

NASHVILLE

SSG Kenneth Parrish

SSG Matthew Johnson

NEW YORK CITY

SSG Jermaine Athill

SSG Michael Valentine

SSG Dennis Kelly
SGT Ralph Ugarte
SGT Rodney St. John
SACRAMENTO

SFC Robert Miles
SSG Robert Bencheck

SSG Moylan Turner

SGT William Nash

SALT LAKE CITY

SSG Tyler Nunley

SAN ANTONIO

SSG Carlos Suarez-Figueroa

ST. LOUIS

SSG Terry Shadowens

SSG Michael Todd

Recruiter Rings



RSM JUNE 2004

ATLANTA

SFC Tyrone Edwards

COLUMBIA

SFC Dwight Brown

DENVER

SSG Jason MacArthur

GREAT LAKES

SFC Taylor Owens

SFC Michael Setzke

INDIANAPOLIS

SFC Eric Moree

JACKSON

SSG Christopher Mills

JACKSONVILLE

SSG Mark Lee

KANSAS CITY

SFC Robert Spinney

SSG Nathan Washington

SSG Dewayne Clinkinbeard

LOS ANGELES

SFC James Staten

SSG Robert Franke

MIAMI

SFC Everett Best

MILWAUKEE

SSG David Brande

NASHVILLE

SSG Gregory Miracle

NEW ENGLAND

SFC Anthony Lavertu

SFC Craig Fulton

SFC Harry Buttery Jr.

NEW ORLEANS

SFC Russell Gibson

SSG Thomas Giles

NEW YORK CITY

SFC Journey Stewart

SFC Lenette Boozer

SFC Russell Harvey

SFC Kevin Thomas

SFC Mohammed Hoque

SSG Bobby Turner

SSG Auston Charles

SSG Gilberto Rivera-Quinones

PHOENIX

SFC Johnny Valdez

SSG Eddie Salcedo

PORTLAND

SSG Vinson Biyo

SACRAMENTO

SFC Farron Sutherland

SSG Antonio Villari

SSG Danny Chong

SGT Elizabeth Littlejohn

SGT Steven Munch

SEATTLE

SGT Tony Angelo

ST. LOUIS

SFC Johnnie Caswell

SSG Cayford Campbell

TAMPA

SSG Francis Raphael

Morrell Awards



RSM JUNE 2004

1ST AMEDD

SFC Martin Herman

SFC Tracy Gunn

SFC Ellis Carroll

6TH AMEDD

SFC Randy Naporlee

ALBANY

CSM Brian Pierce

ATLANTA

SFC Michael Davis

SFC Raymond Spears

SFC Kevin Gaylord

CLEVELAND

SFC Guadalupe Berrios

SFC Michael Schmidt

COLUMBIA

1SG Mark Eller

MSG Walter Scott

COLUMBUS

SFC Robert Bonner Jr.

GREAT LAKES

1SG Kevin McKinley

HOUSTON

1SG Israel Talamantez

JACKSON

SFC Samuel Watts

MIAMI

SFC John Northey

MILWAUKEE

SFC Daniel Wirsing

MINNEAPOLIS

SFC Mark Simpson

NASHVILLE

SFC Robert Palecki

NEW ENGLAND

SSG Charles Zappone

NEW YORK CITY

SFC Jake Lewis

SSG George Gonzalez

OKLAHOMA CITY

1SG Michael Calabrisi

SFC Charles Taylor

PHOENIX

SFC Robert Berry

SFC Robert Beard Jr.

ST. LOUIS

SFC Terry Hopkins

SSG Ryan Warner

SPECIAL

OPERATIONS

MSG Michael Thayer

SFC John Drawbond Jr.

SFC William Nolen

SFC David Ahola

SFC Patrick McGovern

1. Which regulation covers Recruiter Expense Allowance?

- a. USAREC Reg. 672-10
- b. USAREC Reg. 55-2
- c. USAREC Reg. 27-2
- d. USAREC Reg. 37-16

2. “Occasional unplanned” _____ for individuals who directly assist in the recruiting effort (COI, DEP and DTP members) are authorized.

- a. meals
- b. events
- c. reimbursements
- d. gifts

3. As a part of the record of expenses, Soldiers must maintain a daily record of expenses in their _____.

- a. laptop
- b. desk
- c. mandex
- d. not required to keep a record of expenses

4. The authorized amount of usual REA is _____.

- a. \$50
- b. \$65
- c. \$75
- d. \$70

5. A recruiter may not purchase which of the following items?

- a. applicant’s picture for OCS packet
- b. educational transcripts evaluations
- c. birthday card
- d. official telephone calls

6. Recruiters are authorized to draw a monthly cash advance from an automated teller machine. Advances are limited to _____ per month.

- a. \$45
- b. \$75
- c. \$50
- d. \$70

7. What is the maximum amount authorized that can be spent on each DEP/DTP member at a funded DEP function?

- a. \$9
- b. \$12
- c. \$6
- d. \$10 (exception by the brigade commander)

8. Commanders must encourage _____ filing of claims to ensure recruiters are expeditiously reimbursed.

- a. mandatory
- b. accurate
- c. timely
- d. not

9. What is the maximum time that a DEP/DTP member is allowed to participate in a recruiting station’s PT program on a daily basis?

- a. 60 minutes
- b. 50 minutes
- c. 119 minutes
- d. 75 minutes

10. RA and Reserve recruiters will brief high school educators _____ on the Concurrent Admissions Program and ensure they receive a copy of the “HS and College Counselor’s Guide to ConAP” which may be obtained from the Recruiting Battalion ESS.

- a. monthly
- b. quarterly
- c. semi-annually
- d. annually

11. Risk management applies to all situations and environments across the wide range of Army operations, activities, and processes.

- a. True
- b. False

12. How many steps are in the Risk Management Process?

- a. Three
- b. Two
- c. Five
- d. Four

13. Every Soldier, NCO, warrant officer, and officer has one primary mission — to be trained and ready to fight and win our Nation’s wars.

- a. True
- b. False

14. How many Principles of Training are there according to FM 7-0?

- a. 6
- b. 7
- c. 10
- d. 5

15. Who is the primary trainer and responsible overall for the wartime readiness of their formations?

- a. platoon sergeant.
- b. first sergeant
- c. commander
- d. command sergeant major

The answers to this month’s test can be found on opposite page.

Mission Box

The Achievements of One that Contribute to the Success of the Team



1st Brigade



2d Brigade



3d Brigade



5th Brigade



6th Brigade

RSM June 2004

Top Regular Army Recruiter

SGT Kale Webster
New England Battalion

SSG Thomas Kaszas
Columbia Battalion

SSG Kevin McCann
Great Lakes Battalion

SSG Dennis Curtin
Dallas Battalion

SSG Thomas Jefferson
Salt Lake City Battalion

Top Army Reserve Recruiter

SFC Steven Cramer
Albany Battalion

SSG John Guilmette
Raleigh Battalion

SFC Shawn Russo
Milwaukee Battalion

SSG Kevin Todd
St. Louis Battalion

SFC Bueford Borron
Salt Lake City Battalion

SGT Steffon VonBassion
Chicago Battalion

Top Limited-Production Station Commander

SFC Richard Lange
Burlington
Albany Battalion

SFC Walter Edgington
Hinesville
Jacksonville Battalion

SFC Jeffrey Ward
Muskegon
Great Lakes Battalion

SFC Nicky Belfield
Marion
St. Louis Battalion

SFC Duane Carter
Bellevue
Seattle Battalion

Top On-Production Station Commander

SFC Terrell Cunningham
Ghent
Baltimore Battalion

SFC Willie Garris
Dillon
Columbia Battalion

SSG Kevin McCann
Holland
Great Lakes Battalion

SFC Blain Davis
Hewitt
Dallas Battalion

SSG Thomas Hornbrook
Woodland
Sacramento Battalion

Top Company

Fayetteville

Cape Girardeau

Tucson

Top Army Medical Department Detachment

New York City

Mississippi/Tennessee

Chicago

Little Rock

Rocky Mountain

Answers to the Test

1. d. Recruiter Station Administration Update Issue AO, dated Jan 2003.

2. a. USAREC Reg. 37-16, para 9a(2)

3. c. USAREC Reg. 37-16, para 8a(2)

4. c. USAREC Reg. 37-16, para 6

5. c. USAREC Reg. 37-16, para 10

6. d. USAREC Reg. 37-16, para 5

7. d. USAREC Reg 601-95, para 6-1h

8. c. USAREC Reg. 37-16, para 8b

9. c. USAREC Reg 601-95, para 5-6c(3)

10. c. USAREC Reg 621-2, Para 2-2g(5)

11. a. FM 100-14, Page 1-4

12. c. FM 100-14, Page 2-0

13. a. FM 7-0, Page 1-1

14. c. FM 7-0, Page 2-1

15. c. FM 7-0, Page 2-10

