

**ARNG-SLC - Assign Strength Maintenance RRNCO Mission**  
**805B-PCB9T017 / Version 2.1**  
**Effective Date Not Assigned**

**SECTION I. ADMINISTRATIVE DATA**

<b>All Courses Including This Lesson</b>	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>	
	None			
<b>Task(s) Taught(*) or Supported</b>	<u>Task Number</u>	<u>Task Title</u>		
	<u>Individual</u>			
	805B-79T-5103 (*)	Assign Strength Maintenance RRNCO Mission		
<b>Reinforced Task(s)</b>	<u>Task Number</u>	<u>Task Title</u>		
	None			
<b>Knowledge</b>	<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
	805B-K-0003	Know Army Programs and Options	Yes	Yes
	805B-K-0014	Know Microsoft Office Suite	Yes	Yes
	805B-K-0016	Know Recruiting Doctrine	Yes	Yes
	805B-K-0018	Know Confidentiality Concerns	Yes	Yes
	805B-K-0025	Know Command Guidance	Yes	Yes
	805B-K-0034	Knowledge of Graphical Accessions Mapping Analysis Tool (GAMAT)	Yes	Yes
	805B-K-0035	Know Residual File Documents	Yes	Yes
	805B-K-0040	Know Windows Operating Systems	Yes	Yes
	805B-K-0043	Knowledge of Leader Zone	Yes	Yes
	805B-K-0047	Know Information Security	Yes	Yes
	805B-K-0049	Know Retention Activity Resources	Yes	Yes
	805B-K-0058	Know Recruiting Operational Environment	Yes	Yes
	805B-K-0059	Know the Recruiting Operating Systems	Yes	Yes
	805B-K-0067	Know Lead Source Analysis (LSA)	Yes	Yes
	805B-K-0078	Know Approaches to Counseling	Yes	Yes
	805B-K-0082	Know ARNG Strength Maintenance Operational Memorandums (SMOMs)	Yes	Yes
	805B-K-0083	Know Computer Hardware	Yes	Yes
	805B-K-0099	School Zone (SZ)	Yes	Yes
	805B-K-0101	Know ARNG Unit SOP	Yes	Yes
	805B-K-0113	Know Training Requirements	Yes	Yes
	805B-K-0114	Know Army National Guard (ARNG) Programs and Options	Yes	Yes
	805B-K-0118	Know Army National Guard (ARNG) Strategic Objectives	Yes	Yes
	805B-K-0080	Know Recruiter Zone Application	Yes	Yes
	805B-K-0076	Know Your Audience	Yes	Yes
	805B-K-0130	Know Demographics	Yes	Yes
	805B-K-0088	Know State Marketing Plan	Yes	Yes
	805B-K-0092	Know Area of Operation	Yes	Yes

<b>Skill</b>	<b><u>Skill Id</u></b>	<b><u>Title</u></b>	<b><u>Taught</u></b>	<b><u>Required</u></b>
	805B-S-0001	Operate General Office Equipment	Yes	Yes
	805B-S-0002	Use A Keyboard	Yes	Yes
	805B-S-0005	Maintain Filing System	Yes	Yes
	805B-S-0007	Operate A Computer	Yes	Yes
	805B-S-0015	Navigate Mission and Market Analysis system	Yes	Yes
	805B-S-0016	Develop an Outline	Yes	Yes
	805B-S-0017	Utilize General Office Supplies	Yes	Yes
	S2030	Navigate the Internet	Yes	Yes
	805B-S-0024	Utilize PureEdge Forms	Yes	Yes
	805B-S-0050	Navigate Microsoft Office Suite Software	Yes	Yes
	805B-S-0052	Apply leadership tactics	Yes	Yes
	805B-S-0058	Perform Coaching	Yes	Yes
	805B-S-0059	Perform Command Voice techniques	Yes	Yes
	805B-S-0062	Perform Analysis of Information	Yes	Yes
	805B-S-0063	Perform Goal Setting	Yes	Yes
	805B-S-0064	Perform Interpersonal Communication (IPC)	Yes	Yes
	805B-S-0065	Perform Organizational Skills	Yes	Yes
	805B-S-0066	Perform Army Writing Skills	Yes	Yes
	805B-S-0067	Perform Personal Communications	Yes	Yes
	805B-S-0068	Navigate Director's Personnel Readiness Overview (DPRO)	Yes	Yes
	805B-S-0069	Perform Capturing Data	Yes	Yes
	805B-S-0073	Perform Problem Solving	Yes	Yes
	805B-S-0004	Navigate Computer Software	Yes	Yes
	805B-S-0027	Utilize Active Listening	Yes	Yes
	805B-S-0035	Perform Research Skills	Yes	Yes
	805B-S-0085	Navigate the Report Management Zone (RMZ)	Yes	Yes
	805B-S-0093	Navigate Leaders Zone	Yes	Yes

**Administrative/  
Academic  
Hours**

The administrative/academic hours required to teach this lesson are as follows:

<b><u>Academic</u></b>	<b><u>Resident Hours / Methods</u></b>		
Yes	1 hr	0 mins	Facilitator
Yes	1 hr	40 mins	Practical Exercise (Hands-On)
Yes	0 hrs	10 mins	Conference/Discussion
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Total Hours:	3 hrs	0 mins	

**Test Lesson  
Number**

<b><u>Hours</u></b>	<b><u>Lesson Number</u></b>
None	

**Prerequisite  
Lesson(s)**

<b><u>Lesson Number</u></b>	<b><u>Lesson Title</u></b>
None	

**Training  
Material  
Classification**

Security Level: This course/lesson will present information that has a Security Classification of: U - Unclassified.

**Foreign Disclosure Restrictions**

None

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
NGR 601-1	Personnel Procurement - Army National Guard Strength Maintenance Program	28 Apr 2006	

**Student Study Assignment**

Assign students section to read prior to class. The sections include: NGR 601-1 par 6-7a, 6-7b, 6-9 and 6-10.

**Instructor Requirements**

SMTC Qualified Instructor(s)

**Support Personnel Requirements**

None

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

**Equipment Required for Instruction**

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
6130-01-C12-1514 - Power Supply Assembly, TYX: Battery Back Up UPS APC	1:5	1:1	No	0	No
6730-01-C07-0756 - Projector, LCD/DLP: ELP7200 Epson	0:0	1:1	No	0	No
6730-01-C13-1784 - Screen Projection, Rear/Fixed or PT: 980S Quartet	0:0	1:1	No	0	No
702101C056576 - COMPUTER, PERSONAL WORKSTATION	0:0	1:1	No	0	No
702101C161319 - COMPUTER MICRO LAP TOP PORTABLE AC	1:1	0:0	No	0	No
7025-01-559-1352 - Display Unit: Smartboard White 64	0:0	1:1	No	0	No
7520-00-138-7981 - Marker Assortment, Tube Type	1:1	5:1	No	0	No
7520-01-C12-6434 - Easel, portable with/without Access TY SZ AA: QRT500TE Quartet	1:5	1:1	No	0	No
7730-01-C09-7569 - Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba	0:0	2:1	No	0	No

(Note: Asterisk before ID indicates a TADSS.)

**Materials Required***Instructor Materials:*

NGR 601-1 and DPRO access.

*Student Materials:*

NGR 601-1

**Classroom,  
Training Area,  
and Range  
Requirements**

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17120-M-1600-40 Classroom, Multipurpose, 1600 Square Feet, 40 Students		1:16	10	10

**Ammunition  
Requirements**

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

**Instructional  
Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Assign the following reading assignment prior to teaching this block of instruction:  
NGR 601-1 paragraph 6-7a, 6-7b, 6-9 and 6-10.

**Proponent Lesson  
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
None			NO DATA

## SECTION II. INTRODUCTION

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Method of Instruction: Conference/Discussion  
Instr Type(I:S Ratio/Qty): 79T Certified Instructor (1:16/0)  
Time of Instruction: 5 mins  
Instructional Strategy: Small Group Instruction

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### Motivator

As an RRNCO have you ever had a mission assigned to you, and one of your fellow recruiters got the same mission but had twice the population to recruit from? Do you think that the demographics were considered? How about the past historical data? Or, did the NCOIC receive his/her mission and divide it up by how many RRNCO's he/she had simply to issue it out? (Allow students to respond.) Now you will get a chance to understand how to properly assign a strength maintenance mission by using all of the appropriate data for your future RRNCO's.

### Show VU 1: Assign Strength Maintenance RRNCO Mission

### Show VU 2: TLO

### Terminal Learning Objective

**NOTE.** Inform the students of the following Terminal Learning Objective requirements.  
At the completion of this lesson, you [the student] will:

Action:	Assign Strength Maintenance RRNCO Mission
Conditions:	In a classroom environment with access to DPRO, NGR 601-1.
Standards:	Student must achieve a 80% or higher on a written examination.

### Safety Requirements

In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil consideration, (METT-TC).

No food or drink is allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you will be instructed to power down equipment. Everyone is responsible for safety. A thorough risk assessment must be completed prior to every mission or operation.

In the event of a tornado, or other adverse weather, designated storm shelters provide protection. In Saratoga Hall, the designated storm shelters are: all latrines and Break Room.

### Risk Assessment Level

#### **Low - Food or drink near computer and electrical equipment**

Assessment: Food or drinks may spill into electrical equipment and cause an electrical shock and damage equipment.

Controls: Do not allow food or drink around electrical or computer equipment.

Leader Actions: Inspect classroom prior to training. Identify and correct violations.

#### **Low - Electrical storm**

Assessment: During an electrical storm, surges of electricity can be passed through electrical equipment and can pose a hazard to equipment users.

Controls: Power down all electrical equipment.

Leader Actions: Conduct exterior inspection of building to ensure no tree limbs are in contact with the building. Locate fire extinguisher(s) and first aid kit(s) and ensure they are functional.

**Low - Power and Data Cables on the floor.**

Assessment: Power cords and data cables may cause a potential tripping hazard.

Controls: Tape or secure cables to the floor.

Leader Actions: Inspect classroom prior to training. Periodically remind students to look down before they move their feet.

**Low - Inclement Weather**

Assessment: Tornadoes, hurricanes or other tropical storms can pose a huge safety risk.

Controls: In an emergency, move towards designated storm shelters.

Leader Actions: Identify storm shelters in the building and brief students.

**Environmental Considerations**

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**NOTE:** Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.

Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT.

It is the responsibility of all Soldiers and DA Civilians to protect the environment from damage.

**Instructional Lead-in**

In this block of instruction, we will understand what you need to look at while in the field when assigning a strength maintenance mission. You will have the opportunity discuss and debate several scenario's as a group which will give you a better understanding of mission requirement as well as assigning a mission based on different factors.

### SECTION III. PRESENTATION

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TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Determine each RRNCO's mission

Method of Instruction: Facilitator

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)

Time of Instruction: 1 hr 0 min

Instructional Strategy: Small Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

**Note:** Discuss the questions listed below:

a. Where do you think the overall mission comes from?

**Possible Answers:** RRNCOIC, RRS GM, RRCMDR, TAG, NGB

**Note:** Take students into DPRO <https://arngg1.ngb.army.mil/Portal> and show them the End Strength Ceiling Memo. Say: This is how the Director of the ARNG sends the overall mission to each of the states Adjutants General.

**Instructor Note:** The End Strength Ceiling Memo is under the Presentations tab in DPRO.

**Note:** Go into the NGR 601-1, 6-7 a and discuss the State Missioning Formula. Demonstrate an example on the board for the students to follow.

Example:

End Strength Mission: 12,850

Average Attrition Rate: 18%

$12,850 \times .18 = 2313$

b. As the NCOIC, what would you consider when determining a RRNCO's mission? And why?

**Note:** Go in the NGR 601-1 6-7 b (3) and discuss what should be considered for missioning purposes. Tell the students that the regulation is very vague when it comes to missioning. There are many other factors that must be considered when assigning a mission.

**Note:** Discuss the following and why they would be important factors to consider for assigning a mission.

**Note:** Let the students know they will get more detail on which applications are used to access topics we shall discuss below.

1. Consider gains and losses of the unit
  - A. Overall strength of unit
  - B. Current MOS's available
  - C. Skill level vacancies
  
2. Historical production data (RRNCO)
  - A. Previous years (Ask class how far back?)
  - B. Mission average (In past years)
  - C. TPL losses in the past
  - D. Quality of Enlistments (IIIB vs IIIA and above)
  
3. Personal Observations
  - A. Work schedule/Time Management
  - B. Contact to Contract/Conversion Rates
  - C. Travel Time (Area Canvassing, MEPS, Background Checks)
  
4. Formal and Informal Evaluations
  - A. DA Form 4856
  - B. DA Form 2166-8-1
  - C. DA Form 2166-8
  - D. Feedback sheets/AAR's/Observation Sheets
  
5. OML for Military Schools
  - A. NCOES
  - B. RSP Cadre/Drill Sergeant
  - C. Conversion Course
  
6. Determine the annual attrition/retention objective for the unit's assigned
  - A. DPRO (Under DPRO Views, then Basic)
  - B. Potential Unit Deployment
  - C. Unit Restructure

**Note:** Go into NGR 601-1, 6-9 and 6-10 and discuss the two methods used for assigning an attrition and retention mission.

c. Does your state have specific Command guidance or a SOP for the RRNCOIC to follow that affects how he/she assigns a mission? If so, does it help or hinder?

Check on Learning:

**Show VU 3: Check on Learning**

**Question:** You have to determine the enlisted accession mission for your state with the following data: End Strength Mission 13,300 with an average attrition rate of 19%.

**Answer:** 2527

**Question:** What would you consider when assigning one of your RRNCO's yearly mission?

**Answer:** Will vary but could include OML for schools, Attrition/Retention rates of the unit, Formal/Informal evaluations, consider gains or losses of the units, historical data, personal observations.

Review Summary:

Summarize the learning activity.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Assign Individual RRNCOs' mission (Practical Exercise)

Method of Instruction: Practical Exercise (Hands-On)

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)

Time of Instruction: 1 hr 40 mins

Instructional Strategy: Small Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

**Show VU 4: Practical Exercise**

**Practical Exercise Instructions:**

1. Break students into their groups.

2. Have each group review the data of the four RRNCOs that's on their student disks.
  
3. Assign the groups to use this data to determine what mission they would assign each RRNCO. Note: The group must come to a consensus. If they cannot reach an agreement, assign a president to make the ultimate decision.
  
4. Remind them that they have 45 minutes to make their decisions and 3 minutes per RRNCO to conduct a brief back. The results will be posted on butcher block paper, with one RRNCO on each piece of paper. They should have a total of 4 pieces of paper.
  
5. During the brief backs, Students are to support their mission assignment decisions by referencing facts from the demographics.

**Brief Back Instructions:**

1. Allow each group to brief back one RRNCO (Example SSG Williams) for 3 minutes maximum. After all groups have briefed SSG Williams with supporting facts, open it up to the class to discuss/debate. Have the students post the paper on the wall in their group area.

**Note:** A debate about why they chose this mission is fine, just adhere to time standards.

2. Allow a different student in each group to brief back the next RRNCO (Example SFC Howell) for 3 minutes maximum. Follow the same guidelines listed above with the discussion. Make sure everyone in the group has a chance to brief back.
  
3. After all 4 brief backs have been completed, allow each group 3 minutes to give the overall big picture of how they assigned the total team mission and why. They should have all 4 posted on the wall in their group area.

**Note: Finish up the practical exercise with the following questions.**

a. Why was it hard to reach a consensus within your groups?

**Possible Answers:** Will vary

b. What would you have done differently after seeing all the groups decisions?

**Possible Answers:** Will vary

c. The first thing we talked about in this lesson was how your NCOIC has assigned your mission in the past. How has your perceptions changed?

d. What information did you learn, that you can take back to your teams and help when assigning a mission?

**Possible Answers:** Will vary

Check on Learning: All questions have been asked during the lesson.

No Check on learning is needed.

**Show VU 5: TLO**

Review Summary: Summarize the learning activity.

## SECTION IV. SUMMARY

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Method of Instruction:	Conference/Discussion
Instr Type(I:S Ratio/Qty):	79T Certified Instructor (1:16/0)
Time of Instruction:	5 mins
Instructional Strategy:	Small Group Instruction

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### Check on Learning

Conduct a check on learning at the end of each LSA.

### Review/Summary

Summarize the learning activity.

## SECTION V. STUDENT EVALUATION

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### **Testing Requirements**

Refer student to the Individual Student Assessment Plan (ISAP).

### **Feedback Requirements**

Schedule and provide immediate feedback in context to the material presented. Answer students' questions, correct misunderstandings, and provide remedial training as needed.

**Appendix A - Viewgraph Masters**

**ARNG-SLC - Assign Strength Maintenance RRNCO Mission  
805B-PCB9T017 / Version 2.1**

<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
None		

## Appendix B - Test(s) and Test Solution(s)

**Appendix C - Practical Exercises and Solutions**

**PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 805B-PCB9T017 Version 2.1**

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**Appendix D - Student Handouts**

**ARNG-SLC - Assign Strength Maintenance RRNCO Mission  
805B-PCB9T017 / Version 2.1**

<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
None		

Appendix E - TRAINER'S LESSON OUTLINE

ARNG-SLC - Assign Strength Maintenance RRNCO Mission

805B-PCB9T017 / Version 2.1

DRAFT

1. The importance of this lesson: (Why)

Assign Strength Maintenance RRNCO Mission

2. What we want our Soldiers to Achieve: (Outcomes/Standard)

Student must achieve a 80% or higher on a written examination.

3. Tasks to be taught

<u>Task Number</u>	<u>Task Title</u>	<u>Task Type</u>
805B-79T-5103	Assign Strength Maintenance RRNCO Mission	Individual TAUGHT

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Additional Non-Standard Tasks

None

4. References:

<u>Reference Number</u>	<u>Reference Title</u>	<u>Date</u>
NGR 601-1	Personnel Procurement - Army National Guard Strength Maintenance Program	28 Apr 2006

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Additional Non-Standard References

None

5. Resources

TIME: Time of Instruction: 3 hrs 0 mins

LAND: Classroom, Training Area, and Range Requirements

<u>Id</u>	<u>Name</u>
17120-M-1600-40	Classroom, Multipurpose, 1600 Square Feet, 40 Students

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AMMO: Ammunition Requirements

<u>DODIC</u>	<u>Name</u>
None	

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MISC: Materiel Items and TADSS Requirements

<u>Id</u>	<u>Name</u>
6130-01-C12-1514	Power Supply Assembly, TYX: Battery Back Up UPS APC
6730-01-C07-0756	Projector, LCD/DLP: ELP7200 Epson
6730-01-C13-1784	Screen Projection, Rear/Fixed or PT: 980S Quartet
702101C056576	COMPUTER, PERSONAL WORKSTATION
702101C161319	COMPUTER MICRO LAP TOP PORTABLE AC
7025-01-559-1352	Display Unit: Smartboard White 64
7520-00-138-7981	Marker Assortment, Tube Type
7520-01-C12-6434	Easel, portable with/without Access TY SZ AA: QRT500TE Quartet
7730-01-C09-7569	Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba

(Note: Asterisk before ID indicates a TADSS.)

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**Additional Non-Standard Resources**

None

**6. A possible technique to achieve the outcome:**

None

**7. Conduct AAR with Soldier and Cadre.**

None

**NOTE:** Before presenting this lesson, Instructors must be thoroughly prepared by studying the appropriate lesson plan and identified reference material.

