

**ARNG - SQI4- Conduct Area Canvass  
805B-79T-2604 / Version 3.1  
Effective Date Not Assigned**

**SECTION I. ADMINISTRATIVE DATA**

**All Courses Including This Lesson**

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
None		

**Task(s) Taught(\*) or Supported**

<u>Task Number</u>	<u>Task Title</u>
<u>Individual</u>	
805B-79T-3209 (*)	Conduct Area Canvass

**Reinforced Task(s)**

<u>Task Number</u>	<u>Task Title</u>
None	

**Knowledge**

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
805B-K-0036	Know Employer Support Guard and Reserve (ESGR) programs	Yes	Yes
805B-K-0061	Know Basic Marketing Principles	Yes	Yes
805B-K-0130	Know Demographics	Yes	Yes
805B-K-0092	Know Area of Operation	Yes	Yes

**Skill**

<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
805B-S-0015	Navigate Mission and Market Analysis system	Yes	Yes
805B-S-0016	Develop an Outline	Yes	Yes
805B-S-0026	Access Recruiting Publicity Item (RPI) account	Yes	Yes
805B-S-0065	Perform Organizational Skills	Yes	Yes
805B-S-0035	Perform Research Skills	Yes	Yes

**Administrative/ Academic Hours**

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

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	2 hrs	0 mins	Conference/Discussion
<hr/>			
Total Hours:	2 hrs	0 mins	

**Test Lesson Number**

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

**Prerequisite Lesson(s)**

<u>Lesson Number</u>	<u>Lesson Title</u>
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>
NG PAM 601-1	Personnel Procurement - Army National Guard Strength Maintenance Program	04 Aug 2006	
NGR 601-1	Personnel Procurement - Army National Guard Strength Maintenance Program	28 Apr 2006	
RECRUITER ZONE 2.00	Recruiter Zone 2.00 Users Manual	18 Sep 2006	

**Student Study Assignment**

Read over NGR 601-1 Para 2-17d, 2-18, 7-17, 7-18 NG PAM 601-1 Appendix C, Para 5-2d, RZ Guide, and Job Aid.

NGR 601-1 Paragraphs 6-12, 6-15, 6-16, 6-17, and 7-20

**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			

<b>Equipment Required for Instruction</b>	<b><u>ID - Name</u></b>	<b><u>Student Ratio</u></b>	<b><u>Instructor Ratio</u></b>	<b><u>Spt</u></b>	<b><u>Qty</u></b>	<b><u>Exp</u></b>
	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	Yes
	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
	<i>(Note: Asterisk before ID indicates a TADSS.)</i>					

**Materials Required**

*Instructor Materials:*

1. NGR 601-1
2. NG PAM 601-1
3. Recruiter Zone (RZ) User Manual
4. RWS
5. Instructor CD

*Student Materials:*

1. NGR 601-1
2. NG PAM 601-1
3. Recruiter Zone (RZ) User Manual
4. RWS
5. Student CD

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

<b><u>ID - Name</u></b>	<b><u>Quantity</u></b>	<b><u>Student Ratio</u></b>	<b><u>Setup Mins</u></b>	<b><u>Cleanup Mins</u></b>
17120-M-1600-40 Classroom, Multipurpose, 1600 Square Feet, 40 Students		1:25	10	10

**Ammunition  
Requirements**

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

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**Instructional  
Guidance**

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

Read over NGR 601-1 Para 2-17d, 2-18, 7-17, 7-18 NG PAM 601-1 Appendix C, Para 5-2d, RZ Guide, and Practical Exercise.

**Proponent Lesson  
Plan Approvals**

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

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## SECTION II. INTRODUCTION

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Method of Instruction: Conference/Discussion  
Instr Type(I:S Ratio/Qty): 79T Certified Instructor (1:25/0)  
Time of Instruction: 5 mins  
Instructional Strategy: Large Group Instruction

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### Motivator

#### Show VU #1: Title slide

Of all the tools in your toolbox, the only steady and reliable source is yourself! Sell yourself to the community. Some people say the ARNG is the best kept secret. Why keep it a secret? By getting out in your area and making the ARNG well known, you should start to see the return on your investment. The return is leads! Remember, if you are not conducting area canvass, your competition is!

#### 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:	Conduct area canvass to capture leads, referrals, and enlistments
Conditions:	In a classroom environment, given a RWS, NGR 601-1, NG Pam 601-1, Recruiter Zone (RZ) User's Guide, CCS Student Workbook and access to Web-based applications.
Standards:	Students will achieve standard by scoring 70% or higher on a comprehensive written essay.

### Safety Requirements

In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a completion of 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 SGT Young Hall, the designated storm shelters are: all latrines and GuardX Rooms.

**Risk Assessment Level**

**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 - 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: Locate fire extinguisher(s) and first aid kit(s) and ensure they are functional.

**Low - Inclement Weather**

Assessment: Tornadoes or other adverse weather 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.

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**Environmental Considerations**

**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**

In order to become an effective RRNCO you must be able to get out into your community, talk

**Lead-in**

to people, and promote the ARNG. Being able to Area Canvass efficiently will not only gain you leads, prospects, and applicants; it will also gain you VIP's and COI's.

## SECTION III. PRESENTATION

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TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Explain Area Canvassing Regulatory Guidance

Method of Instruction: Conference/Discussion

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:25/0)\*

Time of Instruction: 1 hr 0 min

Instructional Strategy: Large Group Instruction

Media Type: None

Other Media: Unassigned

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

Note: Marked as (\*) is derived from the parent learning object

**NOTE:** NGR 601-1 Paragraphs 6-12, 6-15, 6-16, 6-17, and 7-20 were assigned as a reading homework assignment.

Discuss each paragraph, bring out the key information listed below:

NGR 601-1

### 1. Paragraph 6-12, Systematic Approach: 5-1-2-1+1

- a. 5 - New contact per day
- b. 1 - COI/VIP contact per week
- c. 2 - Interviews per day
- d. 1 - Unit Member per week
- e. 1 - School visit per week

**NOTE:** This is a systematic approach that is proven to help an RRNCO effectively execute the three tenets of the Strength Maintenance program. Keep in mind these numbers could be higher or lower depending on your demographic area.

### 2. Paragraph 6-15 Market Timing:

To help focus your efforts effectively, you must have a plan that includes market objectives. This chapter identifies your primary, secondary, and tertiary market for each quarter.

#### a. First Quarter (Oct-Dec)

- 1. Primary Market - High School Seniors

**ASK:** Why do you think it is important to target high school seniors during this quarter?

**POSSIBLE ANSWER:** The new seniors are beginning to plan for their futures and it's important to show how the ARNG can assist them in reaching their goals.

2. Secondary Market - High School Graduates/College Students

**ASK:** What happens during this time for a new college student?

**POSSIBLE ANSWER:** They realize college is very expensive and sometimes begin to question how they will pay for their school or realize how much in student loans they will incur.

3. Tertiary Market - Prior Service in the IRR

**b. Second Quarter (Jan-Mar)**

1. Primary Market - High School Juniors

**ASK:** What advantage do we have over other branches when it comes to dealing with high school juniors?

**POSSIBLE ANSWER:** Active duty branches cannot enlist high school juniors during this time.

2. Secondary Market - College Students

3. Tertiary Market - ING and local ARNG discharges over the last three years.

**ASK:** What happens to Soldiers within a year of getting out of the ARNG?

**POSSIBLE ANSWER:** They miss all the great things from the ARNG and usually consider coming back.

**c. Third Quarter (Apr-Jun)**

1. Primary Market - High School Seniors
2. Secondary Market - High School Juniors
3. Tertiary Market - Prior Service in the IRR

**ASK:** Why do we focus so much on high school students during this time?

**POSSIBLE ANSWER:** Students are coming up on the end of the school year and this is a prime time to target the students before the summer break.

**d. Fourth Quarter (Jul-Sep)**

1. Primary Market - Prior Service
2. Secondary Market - High School Seniors
3. Tertiary Market - High School Graduates

**ASK:** Why is the Prior Service market the focus during this quarter?

**POSSIBLE ANSWER:** This a difficult time to contract students because of vacations and different things going during the summer and the training seats are limited during the summer surge.

**3. Paragraph 6-16 Lead Generation:**

The key areas of a successful lead generation program include prospecting by telephone, mail and internet, area/territory canvassing, COI/VIP development, school program development, and targeted marketing and advertising strategies. Lead tracking should be done in ARISS (Recruiter Zone) to avoid duplicate systems.

**ASK:** How many new leads do you think it takes to generate one enlistment?

**POSSIBLE ANSWER:** Numbers will vary.

**4. Paragraph 6-17 Applicant Processing:**

Steps for processing:

- a. Setting Appointments
- b. Conducting Interview
- c. Determining Applicant Eligibility
- d. Preparing Enlistment/Appointment Packet Documentation
- e. Testing Applicants (mentally and physically)

**ASK:** Which one of these steps is the most important?

**POSSIBLE ANSWER:** Students will probably choose one or two, but emphasize that all of these steps are equally important.

**5. Paragraph 7-20 Lead Fulfillment:**

**ASK:** Where do leads come from?

**POSSIBLE ANSWER:** 1-800-GO-GUARD, nationalguard.com, marketing leads, etc.

Discuss how important having correct information in Command Alignment Zip Code Register (FAZR) is for capturing leads.

Check on Learning:

Question: Who is the primary market during the fourth quarter?

**Answer: Prior Service**

**Reference: NGR 601-1 para 6-15**

Question: Where should leave tracking be recorded?

**Answer: AA-IAA (Recruiter Zone)**

**Reference: NGR 601-1 para 6-16**

Question: What is 5-1-2-1+1

**Answer: 5-1-2-1 and 1 is a systematic management approach used to measure RR activities to effectively execute the three tenets of the SM program.**

**Reference: NGR 601-1 para 6-12**

Review Summary:

In this lesson you have learned about 5-1-2-1+1 and how it can help you effectively manage the three tenets of the SM program.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Prepare a detailed Area Canvassing Strategy.

Method of Instruction: Conference/Discussion

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:25/0)

Time of Instruction: 0 hrs 15 mins

Instructional Strategy: Large 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:** Facilitate a group discussion from questions below about area canvassing with students.

- What have you seen other recruiters in your area do from the examples that worked well?

- What is one that you think will work well for you? Why?

- What is something you would do that isn't listed already?

**NOTE:** Make these points below

a. RRNCO should devise a strategy that will synchronize area canvassing operations with other recruiting activities.

b. RRNCO should gather information that reflects the areas that historically produce the most enlistments.

c. RRNCO should compile Recruiter Publicity Items (RPI) and posters that highlight and reinforce the area's popular enlistment options.

d. RRNCO should identify service industry hiring practices, wages, turnover, employee profiles, shift schedules and volume of employment by type of business for each of the previously identified zones.

e. RRNCO should plan detailed travel route through previously identified zones to maximize ARNG visibility and contacts with potential prospects and COI/VIP.

Check on Learning:

**NOTE: Show slides VU #3-7: Check on learning**

Each slide has a question (Answer and reference below)  
Award one point if the group answers correctly. Don't let the students look at NGR 601-1 Para 7-17.

**VU #3** Give two examples of RRRPIs.  
(Brochures, pamphlets, flyers, counter cards, transit cards, bumper stickers, school advertisement)  
Ref: NGR 601-1 Para 7-17a

**VU #4** What is the cost limit for a RRRPI?  
\$150.00  
Ref: NGR 601-1 Para 7-17c (3)

**VU #5** RRRPIs should be marked with what?  
Either the State or ARNG logo consistent with national Advertising  
Ref: NGR 601-1 Para 7-17c (1)

**VU #6** RRRPIs are to be personally presented to prospects and COIs by whom?  
The RRF personnel  
Ref: NGR 601-1 Para 7-17c (4)

**VU #7** Can Family member of military personnel be given RRRPIs?  
Yes  
Ref: NGR 601-1 Para 7-17c (3)(f)

Review Summary: Your canvassing efforts should line up with other recruiting activities. Talk with other recruiters to discover what activities make them successful and what pitfalls to avoid.

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. Conduct an organized canvassing effort.

Method of Instruction: Conference/Discussion  
Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:25/0)  
Time of Instruction: 0 hrs 15 mins  
Instructional Strategy: Large Group Instruction  
Media Type: None  
Other Media: Unassigned  
Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

**Note: Instructor should paraphrase and cover these key points**

a. Place appropriate posters in high visibility areas.

(1) Record location and date in the planning tool or locally prepared canvassing file. Annotation should include POC for location and date of posting

(2) Check posters periodically for condition and replace when necessary, or when new information indicates that a change in advertisement may produce better results.

b. Stock in high visibility locations with RPIs that advertise the area's popular enlistment options.

(1) Document RPI type, quantity placed, location and date.

(2) Check RPI racks frequently to determine use (brochures) and replenish with new or different types as necessary.

(3) Use "small take one RPIs" instead of larger "brochure" type. The smaller RPI stimulate curiosity and generate call-in/walk-ins to recruiters. (Use the large brochure type as evidence in the ARNG interview or for use in providing information to COI/VIPs during presentations).

c. Tell the ARNG story to people of all ages, backgrounds, and occupations to cultivate new leads.

(1) Obtain name, address and phone number to follow up for possible commitment to an ARNG interview.

(2) Determine the best time to contact the lead. (Could be future prospect or COI/VIP.)

d. Structure the canvassing effort to include contact with the potentially large volume of service industry employees that work at night.

e. Establish a predictable, same time at the same location, canvassing pattern/routine to enhance lead generation. (If pattern is not productive, revisit and adjust)

f. Provide business cards at all appropriate locations and begin COI/VIP development as indicated.

(1) School officials

(2) Local business

(3) Community clubs, groups, and civic organizations

(4) Local government offices

(5) Newspaper companies

(6) Radio and television stations

(7) Any other establishments with the potential to influence the market or provide referrals

**NOTE:** Brainstorm a list of people on a flip chart who should receive RRPI's per paragraph 7-17c (3) (a) thru (g). Advise the students to take notes they can take back to in their own area.

Check on Learning: Brainstorm a list of people on a flipchart who should receive RRPI's per paragraph 7-17c (3) (a) thru (g). Advise the students to take notes they can take back to in their own area. This exercise is the check on learning for this LSA.

Review Summary: Your assigned recruiting area will provide opportunity to promote the Guard using a variety of media advertising items. Everything from posters to pens. Make sure you use areas high in visibility, important leaders in the community, and RPI that is pertinent to your effort.

TLO - LSA 4. Learning Step / Activity TLO - LSA 4. Describe information on exam paper

Method of Instruction: Conference/Discussion

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:25/0)

Time of Instruction: 0 hrs 10 mins

Instructional Strategy: Large Group Instruction

Media Type: Computer Based Instruction

Other Media: Unassigned

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

**NOTE:** Let students know this information will be useful to them as they write their SQI4-10 Administer School Program paper. Remind them to use references when writing their paper.

Check on Learning: None required as this is an informational LSA about the exam paper.

Review Summary: Remember your area canvass plan covers your entire recruiting area. It should include all the various types of

advertising efforts available; people, displays, posters, pamphlets, etc.. Be visible to the community in many different ways, be creative.

**Show VU #8: TLO**

## SECTION IV. SUMMARY

Method of Instruction:	Conference/Discussion
Instr Type(I:S Ratio/Qty):	79T Certified Instructor (1:25/0)
Time of Instruction:	5 mins
Instructional Strategy:	Large Group Instruction

### Check on Learning

Instructor will 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 - SQI4- Conduct Area Canvass  
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<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-79T-2604 Version 3.1**

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**Appendix D - Student Handouts**

**ARNG - SQI4- Conduct Area Canvass  
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<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
0	Conduct Area Canvass	PPT

**Appendix E - TRAINER'S LESSON OUTLINE**

**ARNG - SQI4- Conduct Area Canvass**

**805B-79T-2604 / Version 3.1**

**DRAFT**

**1. The importance of this lesson: (Why)**

Conduct area canvass to capture leads, referrals, and enlistments

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

Students will achieve standard by scoring 70% or higher on a comprehensive written essay.

**3. Tasks to be taught**

<u>Task Number</u>	<u>Task Title</u>	<u>Task Type</u>
805B-79T-3209	Conduct Area Canvass	Individual TAUGHT

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**Additional Non-Standard Tasks**

None

**4. References:**

<u>Reference Number</u>	<u>Reference Title</u>	<u>Date</u>
NG PAM 601-1	Personnel Procurement - Army National Guard Strength Maintenance Program	04 Aug 2006
NGR 601-1	Personnel Procurement - Army National Guard Strength Maintenance Program	28 Apr 2006
RECRUITER ZONE 2.00	Recruiter Zone 2.00 Users Manual	18 Sep 2006

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**Additional Non-Standard References**

None

## 5. Resources

*TIME: Time of Instruction: 2 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.