

**ARNG - SQI4- Conduct a Marketing Display  
805B-79T-2617 / Version 3.1  
Effective Date Not Assigned**

**SECTION I. ADMINISTRATIVE DATA**

<b>All Course Masters/POIs Including This Lesson</b>	<b>Courses</b>				
	<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
	None				
	<b>POIs</b>				
	<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
	805B-SQI4-001	4.1	SQI4 Non Career Recruiter	0	Analysis
<b>Task(s) Taught(*) or Supported</b>	<u>Task Number</u>		<u>Task Title</u>		
	<u>Individual</u>				
	805B-79T-3204 (*)		Conduct a Marketing Display		
<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>	
	K1287	Know Army Programs and Options	Yes	Yes	
	K1388	Know Marketing Programs	Yes	Yes	
	K1381	Know Information Security	Yes	Yes	
	K1306	Know Basic Marketing Principles	Yes	Yes	
	K1282	Know Army Enlistment Programs and Options	Yes	Yes	
	805B-K-0095	Determine Eligibility for Immediate Reenlistment	Yes	Yes	
	805B-K-0096	Determine a Soldier's Reenlistment Options	Yes	Yes	
	K1283	Know Army National Guard (ARNG) Programs and Options	Yes	Yes	
	K1314	Know Comprehensive Communications Skills (CCS)	Yes	Yes	
	K1411	Know Recruiter Zone Application	Yes	Yes	
	K1496	Know Your Audience	Yes	Yes	
	805B-K-0122	Know Composite Risk Management	Yes	Yes	
	K1273	Know After Action Review process	Yes	Yes	
	K1323	Know Demographics	Yes	Yes	
	K1433	Know State Marketing Plan	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>
	S0379	Operate General Office Equipment	Yes	Yes
	805B-S-0007	Operate A Computer	Yes	Yes
	S0433	Utilization of Resources/Training Aids	Yes	Yes
	S0367	Navigate Mission and Market Analysis system	Yes	Yes
	S2030	Navigate the Internet	Yes	Yes
	S0296	Access Recruiting Publicity Item (RPI) account	Yes	Yes
	S0348	Maintain Equipment and Supply Accountability	Yes	Yes
	S0421	Request Resources/Training Aids	Yes	Yes
	S0390	Perform Army Writing Skills	Yes	Yes
	S0392	Perform Capturing Data	Yes	Yes
	S0371	Navigate Recruiter Zone Web Application	Yes	Yes
	S0418	Recognize Risks and Hazards	Yes	Yes
	S0388	Perform After Action Review	Yes	Yes
	S0355	Navigate Computer Software	Yes	Yes
	S0434	Utilize Active Listening	Yes	Yes
	S0420	Request Resources/Support	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	25 mins	Conference/Discussion
<hr/>			
Total Hours:	1 hr	25 mins	

**Test Lesson(s)**

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

**Prerequisite  
Lesson(s)**

<b><u>Hours</u></b>	<b><u>Lesson Number Version</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**

FD5. This product/publication has been reviewed by the product developers in coordination with the SMTC-RRS foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

**References**

<b><u>Number</u></b>	<b><u>Title</u></b>	<b><u>Date</u></b>
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

**Student Study  
Assignment**

Students were required to read the Conduct a Marketing Display Job Aid in its entirety. They were also required to read the following paragraphs: NG Pam 601-1, paragraph 6-10, 3-12, Appendix F, NGR 601-1, paragraph 6-15.

**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
7520-01-186-3605 - 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

(Note: Asterisk before ID indicates a TADSS.)

**Materials Required**

*Instructor Materials:*

1. NG PAM 601-1
2. NGR 601-1
3. Job Aid
4. Instructor CD

*Student Materials:*

1. NG PAM 601-1
2. NGR 601-1
3. Job Aid
4. Student CD

**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		1:25	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.

Instructors must ensure the Operating Environment (OE) is addressed throughout the lesson.

The instructor of this lesson will always stress the importance of the operational environment (OE). The students must be able to analyze the complex and ever-changing combination of conditions, circumstances, and influences that affect real-world recruiting and retention operations. The instructor must be prepared to discuss OE with the students but also ensure that the lessons objectives are met. Instructor must have a good working knowledge of how to effectively conduct a marketing display so they can generate productive discussion within the class.

**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): None  
Time of Instruction: 5 mins  
Instructional Strategy:

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### Motivator

#### Show VU #1: Title Slide

In today's world there are many tools a recruiter has to generate leads. Conducting a marketing display is one of the easiest and most cost effective ways you can engage a large amount of your target audience at one time. If done properly you can leave with dozens of leads in a short period of time. If you do not conduct to standard, you will be wasting your time and could possibly damage your reputation and creditability.

#### 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 a marketing display to capture leads, referrals, and enlistments
Conditions:	In a classroom environment, given NGR 601-1, NG Pam 601-1, and Job Aid
Standards:	Students must receive 70% or higher on a 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 Lead-in**

As we learned in area canvassing, your COI's/VIP's that you contact will be your direct contact for conducting a marketing display. As we go further into the communication process with face-to-face and telephone prospecting you will see how conducting a marketing display leads are generated giving you potential prospects to contact and engage.

### SECTION III. PRESENTATION

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TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Define the Marketing Display

Method of Instruction: Conference/Discussion

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

Time of Instruction: 10 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:** Refer students to job aid and NG Pam 601-1

**NOTE:** The intent of this LSA is to discuss read ahead homework. Do not reteach everything. This is meant to develop discussion with the students.

**a.** A marketing display is a graphic display device designed to be used at a fair, high school or other high traffic area. These may include; table top displays, banner stands, pop up displays, flat panel displays, and other paraphernalia used to fill a temporary stall or booth at a fair or high school. The displays vary greatly in size, cost and complexity, but all are designed to visually represent a specific interest of the Guard. Displays use bold images and catch phrases like; "Citizen Soldier", "Define Your Moment" in an attempt to attract visitors to their exhibit space. When you are setting up a marketing display for your product it is important to keep in mind that the two primary reasons for participating in displays, (1) generate leads (2) increase name recognition for the Guard.

**b.** As per NG Pam 601-1, 6-10 b, career days are usually an open forum for military, business, and/or school and college recruiters to present their programs and opportunities to students. Maximum participation in career days hosted by the school are highly encouraged as the students are required to attend. In most cases, the RRNCO has the opportunity to talk to a large number of students in a short period of time. Typically it takes 20-25 generic leads to enlist one Soldier in the ARNG. The main point is you will hit a large portion of your target market as opposed to cold calling one individual at a time. This makes for more effective prospecting and time management.

**c.** A marketing display is essentially a "School Entry Vehicle" (SEV) designed to gain access to your schools. Be cautious of your approach and what you ask for in a marketing display. The school should see that you are legitimately trying to help their students IAW NG Pam 601-1, 6-10 2b. Both school presentations and career day activities must provide a benefit to the student, school, and the ARNG. When designed to enhance a student's learning and/or provide them a service, the school will usually support and welcome the RRNCO.

Check on Learning:

**Show VU #3: Check on learning**

Both school presentations and career day activities must provide a benefit to the:

- a. Student
- b. School
- c. ARNG
- d. **All the above Ref. NG Pam 601-1, para. 6-10b**

**Show VU #4: Check on learning**

Typically it takes about \_\_\_\_\_ generic leads to enlist one Soldier in the ARNG?

- a. 1-10
- b. 35-40
- c. 15-20
- d. **20-25 Ref. NGR 601-1 chpt 6-16 a.**

Review Summary:

Marketing displays are your school entry vehicle. Through your display you can gain access to your schools. When it is in the best interest of the student, the school will usually support and welcome you, the RRNCO.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Prepare a Marketing Display

Method of Instruction: Conference/Discussion

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

Time of Instruction: 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:** Refer students to job aid

**NOTE:** Instructors will generate discussion based off of the reading assignment done prior to class. Below are questions that will be used to generate discussion.

- a. Is proper preparation crucial to a successful marketing display?
  
- b. What are ways you think you would plan and prepare for a marketing display?

**NOTE:** The example answers are given to you to help probe for answers if your students are not responding. Work on getting the students to provide the answers and explain why they chose their answers.

Example Answers:

1. Identifying your target market (Per NGB Pam 601-1 Appendix F and NGR 601-1 para 6-15)
2. Identify the point of contact for your display.
3. Determine the objective for your display.
4. Determine the resources needed for your display. Table, table cover, literature, pens, lead forms, APPLE-MD form, RPI's would be the minimum.

For years recruiters have conducted displays with the minimal amount of effort and resources required. Don't be afraid to think outside of the box and be creative.

c. NG Pam 601-1 Appendix F provides a school calendar of events and significant activities to ensure ARNG presence in all secondary schools; school ownership is your goal. This gives you an agenda for the school year so you know what percentage of your market you should be targeting and when.

**Emphasize to students:** Keep in mind these are not the only school activities out there. As a successful recruiter you must be creative.

**Instructor asks:** What are other resources other than the basics you could use at your marketing display to make it unique and attract attention?

Example Answers:

1. State assets, rock wall, Hummer.
2. NGB assets, 88 car, Patriot Chopper.
3. TV's showing videos, speakers for music, or playing videos.
4. Field gear, MRE's, and other military items could attract people.
5. Apache, Tank, equipment.

d. **Instructor asks:** Properly manning your display is critical too. What are some reasons why you would want to have a battle buddy with you at a display? What standards would you establish for another soldier or soldiers attending your display?

**NOTE:** The example answers are given to you to help probe for answers if your students are not responding. Work on getting the students to provide the answers and explain why they chose their answers.

**Example Answers:**

1. They can help you set up and tear down.
2. It allows you to talk to pre-qualified people.
3. Unit personnel there may know more people in the area or school than you.

4. Soldier meets HT/WT, has proper uniform, expresses proper military bearing.

5. Use new Soldiers you have enlisted at the displays.

IAW NG Pam 601-1 para 3-12b. "If you have a Soldier returning for his/her senior year of high school, what better testimonial could you have for further enlistments from that particular school? These young Soldiers will be excited to put on the uniform and tell their peers at school about their adventures at BT".

e. Displaying proper military uniform and bearing is essential to a successful display. Visually inspect yourself and others attending your display. Always remember that you are the face of the National Guard! If the individual assisting you does not display proper military appearance and bearing, it will be a direct reflection on you and the National Guard. Proper representation of the brand promise falls directly on you. Take ownership of your schools and the activities conducted within them. (Do not be afraid to correct deficiencies on those who are assisting you)

Check on Learning:

**Q: Name 3 things that you would do to prepare for your display?**

**A: Identify your target market, identify your display objective, and ensure your RPI's are relevant to your target market.**

**Ref. Job Aid**

Review Summary:

In preparing for your marketing display, you now know that you must; identify your target market, identify the point of contact, determine the objective, determine the resources needed, and don't be afraid to think outside the box.

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. Execution of your Display

Method of Instruction: Conference/Discussion

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

Time of Instruction: 30 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:** Refer students to Job Aid

a. Proper execution of your display will reflect on how much you prepared and planned. If you are at the event and forget something essential like lead cards or literature, it could ruin your display. Your display should be neat and orderly. For example; use literature holders or fan out your literature neatly. Make your display enticing and presentable.

**Instructor asks:** How can your attitude affect your display?

**Example Answer:** If you are looking like you do not want to be there or sit behind your display on a chair people will not approach you.

**Instructor asks:** What are some other things you could do to be more approachable?

**NOTE:** The example answers are given to you to help probe for answers if your students are not responding. Work on getting the students to provide the answers and explain why they chose their answers.

Example Answers:

1. Set up early and be ready, NO EXCUSES!
2. Stand at the side or in front of your table.
3. Greet people as they are walking up to your display to let them know you recognize them and they are important.
4. Don't cross your arms.
5. Focus on the students. You can be unapproachable if you spend the whole time in deep conversation with the battle buddy assisting you.
6. Now it is show time! Use the prospecting and face-to-face skills that you have learned.

**What not to do at your display.**

b. Having proper military bearing and standards are extremely important at your display. You NEVER know who you may run into. Former Soldiers and the public look at your every move, appearance, and words you speak. It would be quite embarrassing if a retired Colonel approached your display and corrected you or any Soldiers with you.

**NOTE: Show VU#5: Break Out**

Instructor will break the group into small groups. Groups will be given 10 minutes to brainstorm different ideas of what **NOT** to do at their display. They are required to come up with new ideas other than what is in the job aid. Once complete each group will have 5 minutes to brief back their findings. After the first group goes, let the other groups brief back what they have different.

**NOTE:** The example answers are given to you to help probe for answers if your students are not responding. Work on getting the students to provide the answers and explain why they chose their answers.

Example answers:

1. Don't show up out of uniform, not shaven.

2. Don't have a bad attitude.
3. Don't swear or make inappropriate comments about students or people.
4. Don't give away anything in the school that they do not want there, i.e. red laser pens if they are not permitted in the school.
5. Don't drink, eat, chew tobacco or smoke at your display (even if you think you are out of the line of sight of visitors).
6. Don't leave your display unattended.
7. Don't neglect to practice and rehearse your sales message.
8. Don't forget to ask about prospect's needs and interests; and listen intently.
9. Don't miss out on each opportunity to get complete lead information from booth visitors.
10. Don't waste valuable time delaying follow-up with prospects. The longer you wait the less chance you have of converting your leads into applicants.

c. The face-to-face interaction should be short, sweet, and to the point. The students do not have a lot of time and neither do you. Remember that the purpose is to generate as many leads as possible. The idea is to get them interested enough to fill out a lead/APPLE-MD sheet so you can call them later. Do not over process them at the display. After you have their basic lead information, it is time to move on to the next person. Most effective displays are conducted with at least one battle buddy this allows time for primary RRNCO to work with prequalified leads, COIs, VIPs while not neglecting remainder of crowd (disqualified individuals). These disqualified/others could potentially be VIPs or COIs, and may otherwise go undeveloped if left unattended or ignored.

Check on Learning:

**Q: What are two things you could do to make yourself approachable?**

**A: Stand in front of your table, don't cross your arms.**

**Q: What are 3 things that you should not do at your display?**

**A: Swear, leave unattended, be out of uniform.**

**Ref: brief back from break out session**

Review Summary:

Remember the do's and don'ts of a marketing display. Make sure your display is clean, organized, and assessable. Don't be late, unorganized, or waste others time. You are the face of the Guard at these events. It is your responsibility to properly prepare your display.

TLO - LSA 4. Learning Step / Activity TLO - LSA 4. Follow-Up

Method of Instruction: Conference/Discussion  
Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:25/0)  
Time of Instruction: 10 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:** Refer students to Job Aid

- a. All of your preparation and execution means nothing if you do not follow up on your new leads.
- b. Also, you must recognize and keep your rapport with your point of contact by sending them a personal thank you card.

**Instructor asks:** How long do you think you should take to call your new leads?

Example Answers:

1. Call them while they are HOT, don't be afraid to call them the night of your event.
2. Make sure you verify with parents when you call the lead. You may need to bring the parent up to speed because they have NO IDEA that their child filled out information for you to contact them. Be respectful because this may be the first time the family finds out that their son/daughter has expressed interest in the military.

**Instructor asks:** What steps should you take after you executed your display and why?

**NOTE:** The example answers are given to you to help probe for answers if your students are not responding. Work on getting the students to provide the answers and explain why they chose their answers.

Example Answers:

1. Send your Point of Contact a personal thank you card.
2. Complete an AAR.
3. Record your contacts in Recruiter Zone.

Check on Learning:

**Q: When should you contact your new leads?**

**A: As soon as possible.**

**Ref: Job Aid - Follow Up - Call leads as soon as possible after event**

Review Summary:

Follow up on your newfound leads is your responsibility. Make sure you send thank you notes to all those who made it possible for you to set up your display. Be respectful to the parents, they may not know their child has expressed interest in the Guard. Make sure the area is cleaner after you left then it was before you got there.

**Show VU #6**

## 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:	None

### Check on Learning

Developing and working leads is the idea behind the marketing display. When should you follow-up on new leads? **As soon as possible. Ref: Job Aid - follow-up section.**

### Review/ Summary

During this lesson you have learned how to conduct a marketing display. How to define, prepare, and execute your display. you only get a few minutes to tell the Guard story, be ready.

## SECTION V. STUDENT EVALUATION

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### Testing Requirements

**NOTE:** Describe how the student must demonstrate the accomplishment of the TLO. 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 a Marketing Display  
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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-2617 Version 3.1**

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**Appendix D - Student Handouts**

**ARNG - SQ14- Conduct a Marketing Display  
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<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
0	conduct a marketing display	PPT
0	Lead sheet for PE	WPD
0	Marketing Display Job Aid	WPD

Appendix E - TRAINER'S LESSON OUTLINE

ARNG - SQI4- Conduct a Marketing Display

805B-79T-2617 / Version 3.1

DRAFT

1. The importance of this lesson: (Why)

Conduct a marketing display to capture leads, referrals, and enlistments

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

Students must receive 70% or higher on a written essay

3. Tasks to be taught

<u>Task Number</u>	<u>Task Title</u>	<u>Task Type</u>
805B-79T-3204	Conduct a Marketing Display	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

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Additional Non-Standard References

None

5. Resources

TIME: Time of Instruction: 1 hr 25 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
7520-01-186-3605	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.

