



RECRUITER'S AF FORMS 623A: OJT RECORDS

 THE BROOKS GROUP

SALES YEAR

COACHING MADE EASY: 52 PRODUCTION-DRIVING TRAINING LESSONS

- TAB 1. FUNDAMENTALS OF SELLING
- TAB 2. POSITIONING
- TAB 3. PROSPECTING
- TAB 4. PRE-CALL PLANNING
- TAB 5. SETTING & MAKING APPOINTMENTS
- TAB 6. ASKING THE RIGHT QUESTIONS & LISTENING
- TAB 7. MAKING AN EFFECTIVE PRESENTATION
- TAB 8. APPLYING & CONVINCING
- TAB 9. OVERCOMING OBJECTIONS
- TAB 10. VALUE-ADDED SELLING
- TAB 11. FINALIZING SALES
- TAB 12. MOTIVATION & SELF-CONFIDENCE
- TAB 13. BONUS MATERIAL

RECRUITER'S WORKBOOK

TABLE OF CONTENTS

FUNDAMENTALS OF SELLING

1. The 21 Most Important Things Recruiters Want to Know
2. 20 of the Worst Things that Recruiters Do
3. The 15 Most Essential Recruiting Truths
4. The Top 10 Mistakes Recruiters Make with IMPACT

POSITIONING

1. How to Position Yourself for Success
2. The Role of Professionalism and Image to a Recruiting Career
3. The Role of Social Proof in Recruiting
4. The 6 P's... What to Do Before You Ever Get in Front of a Lead

PROSPECTING

1. Networking
2. Prospecting Parthenons and Power Prospecting Tools
3. The 11 Proven Prospecting Pointers Every Recruiter Needs to Know
4. Why is Your Applicant so Difficult?

PRE-CALL PLANNING

1. The Power of Pre-Call Planning
2. Pre-Call Planning in a Nutshell
3. How to Effectively Prepare for the Appointment
4. Planning and Scheduling: What's the Difference?

SETTING & MAKING APPOINTMENTS

1. Effective Telephone Techniques
2. Eight Ways to Build a Positive First Impression
3. Why Opening is More Important than Closing
4. How to Effectively Engage Your Lead or Applicant

ASKING THE RIGHT QUESTIONS & LISTENING

1. A Recruiter's Single Greatest Weapon
2. Eight Ways to Improve Your Listening Skills
3. The Five Basic Buying Motives
4. Five Secrets to Being a Great Listener

MAKING AN EFFECTIVE PRESENTATION

1. How Does Your Sales Presentation Measure Up?
2. Secrets & Tips to Giving an Effective Sales Presentation
3. Skills Needed to Deliver a Successful Group Presentation
4. What's all This Feature/Benefit Stuff Anyway?

APPLYING & CONVINCING

1. Making Application-Based Sales Presentations Work for You
2. Four Proven Ways to Present the Recruiting Opportunity
3. Proving Your Claims
4. Relieving Your Applicant's Fear of Committing

OVERCOMING OBJECTIONS

1. Four Ways to Mentally and Emotionally Respond to Stalls and Objections
2. The Magic of Identifying Objections
3. The Role of Tension, Resistance and Objections in a Sale
4. Steps to Negotiation Mastery

VALUE-ADDED SELLING

1. Selling Against Your Competition
2. How Much Value Do You Bring to Your Applicants?
3. Creating Value by Stacking Benefits
4. Building and Sustaining Momentum

FINALIZING SALES

1. Asking an Applicant to Commit is How You Make the Sale
2. If You Can't Close a Sale, You Don't Have a Sale
3. Three Tips to Help You Reinforce the Commitment
4. The One Single Characteristic All Qualified Applicants Have in Common

MOTIVATION & SELF-CONFIDENCE

1. Common Traits of the Top 20% of Recruiting Performers
2. How to Build Your Self-Confidence
3. How Do You Constantly Stay Motivated and Perform at Your Peak Level?
4. How Important for a Recruiting Professional is Handling Rejection?

BONUS MATERIAL

1. Recruiting, Stress and Pressure
2. The Most Closely Guarded Secret in Recruiting
3. The Biggest Secrets of Handling Difficult Applicants
4. How to Be a Success Story in Recruiting

FUNDAMENTALS OF SELLING

1. THE 21 MOST IMPORTANT THINGS RECRUITERS WANT TO KNOW
2. 20 OF THE WORST THINGS THAT RECRUITERS DO
3. THE 15 MOST ESSENTIAL RECRUITING TRUTHS
4. THE TOP 10 MISTAKES RECRUITERS MAKE WITH IMPACT

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Fundamentals of Selling

Lesson Title: The 21 Most Important Things Recruiters Want to Know (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio “The 21 Most Important Things Recruiters Want to Know.”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To learn about 21 things recruiters should know that would help them become more successful.
2. To have each student must select the three most important things (from the list of 21) that they will learn more about and take action on.

Lesson Outline:

1. Identify the 21 “things” mentioned in the audio that can help a recruiter become successful.
 - a. Number 1: Self-Knowledge and Self-Awareness of one’s own behaviors, values and emotional makeup.
 - b. Number 2: Personal Competencies that include self management, flexibility, goal orientation, inter-personal skills and persuasion.
 - c. Number 3: Hard Skills related to selling and recruiting, such as time management, goal setting, customer service and other “how to do it” actions.
 - d. Number 4: Selling Skills that include prospecting, trust building, effective presentation skills, value-added selling and skills related to finalizing transactions.
 - e. Number 5: Product Knowledge centered on ability of the recruiter to apply the features and benefits of the Reserve opportunity to match the applicant’s unique situation.
 - f. Number 6: Self-Learning – the desire of the recruiter to take action on their own to learn new things related to their profession.
 - g. Number 7: Emotional Maturity – the capability to balance one’s ego with empathy for others.
 - h. Number 8: Enjoyment of Recruiting – the belief that you are a member of an honorable profession and will commit to engaging in the daily demands of recruiting duty.
 - i. Number 9: Pure Physical Stamina – recruiting duty includes many physical demands (long hours) and requires the recruiter to maintain their health to perform at peak levels.
 - j. Number 10: Compartmentalization – the understanding that all recruiters face adversity at times in their professional and personal lives, and to be successful, one must be able to put the “bad things” in a box and not let them interfere with the “good things” that are happening.
 - k. Number 11: Self-Starting Capacity – the ability to self-energize and judge situations for yourself.
 - l. Number 12: Understanding of Other People – being able to recognize each applicant is different and should be “recruited” or “sold” in the way they want to be “recruited” or “sold.”
 - m. Number 13: Being Trusted Versus Being Liked – successful recruiters are not approval seekers who only desire to be “friends” with their applicants; they are career advisors who get down to business.
 - n. Number 14: Understanding the ANG’s Mission – top recruiters recognize the importance of end-strength and combat readiness; therefore, they recruit to fill critical vacancies.
 - o. Number 15: Studying Their Craft – an understanding that learning never stops if you want to remain at the top of your profession.
 - p. Number 16: Facing the Truth – the ability to look at one’s own performance objectively, admit you may be at fault, and then identify areas for improvement.
 - q. Number 17: Seeking Help – the capacity to seek guidance from other people who can help you become more successful.
 - r. Number 18: Financial Responsibility – understanding that as a Reserve recruiter you have a responsibility to handle your financial affairs, especially when it comes to using the government-issued credit card only for official purposes.
 - s. Number 19: Honesty and Integrity Beyond Reproach – the best recruiters never misrepresent themselves, their offerings, or the Air Force Reserve.
 - t. Number 20: Mastery of Subconscious Programming – the ability to constantly bring a positive attitude to every situation and the inner belief that one can succeed.
 - u. Number 21: The Sales Doesn’t End When the Applicant Commits – successful recruiters don’t forget about their applicants after they join; they keep in touch and seek out referrals from satisfied unit members.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: The 21 Most Important Things Recruiters Want to Know (Page 2 continued from previous page.)

2. Using the Sales Success Worksheet, the participants were asked to identify and explain the three “things” from the audio they personally felt were most significant.
3. Using the Sales Success Worksheet, the participants were asked what they will do to learn more about and take action on the three most important “things” they identified from the audio.
4. Participants were directed to make a copy of their completed Sales Success Worksheet and forward it to you within one week.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Fundamentals of Selling

Lesson Title: 20 of the Worst Things That Recruiters Do (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio “20 of the Worst Things That Recruiters Do.”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To learn about 20 things recruiters should avoid doing.
2. To have each student select the five things (from the list of 20) that they are most often guilty of doing.
3. To have each student identify why those five things are problems for them.
4. To have each student identify strategies they can use to help them avoid those problems in the future.

Lesson Outline:

1. Identify the 20 “things” mentioned in the audio that can cause a recruiter to have problems.
 - a. Number 1: They don’t become a student of their craft – They fail to improve either their professional knowledge or selling skills.
 - b. Number 2: They don’t find their “niche” market – Instead of focusing on one or two primary target segments and becoming an expert on those, they work too broadly and try to recruit the same way in every segment.
 - c. Number 3: They fail to position themselves correctly – They are seen as being just another “recruiter” instead of doing activities that will allow them to be seen as an “expert.”
 - d. Number 4: They fail to prospect – They don’t take advantage of digital technology to deploy an effective prospecting strategy.
 - e. Number 5: They get in front of the wrong people – They shoot for quantity instead of quality in their leads and end up talking to too many people who don’t meet the five characteristics of a qualified lead.
 - f. Number 6: They listen to the wrong peers – They talk to struggling, unhappy fellow recruiters and focus on the “bad” rather than the “good.”
 - g. Number 7: They don’t focus on the value of the Air Force Reserve opportunity – They worry about what the applicant is going to think about the “commitment” and other costs associated with joining the Air Force Reserve, instead of focusing on the “value” provided to people who join.
 - h. Number 8: They misuse, or abuse, government resources – They use things like government telephones and the government credit card for personal use instead of only for official use.
 - i. Number 9: They fail to ask the right questions – The recruiter either doesn’t ask questions or they ask the wrong questions. They also don’t listen to what the applicant is saying; instead they just “benefits dump.”
 - j. Number 10: They are either digitally compulsive or digitally impaired – The recruiter either spends too much time on a computer, instead of going out in their territory, or they spend too little time on the computer and don’t learn how to take advantage of the various software programs.
 - k. Number 11: They fail to manage their time well – They don’t take advantage of time saving technology, or they waste too much time talking to the wrong people.
 - l. Number 12: They’re either too timid or too aggressive – They don’t recognize when it’s the right time to push hard or when it’s the right time to back off.
 - m. Number 13: They fail to match the Air Force Reserve's offering to what the applicant is really looking for – The recruiter fails to apply the right solutions because the recruiter is focused on what they think the applicant needs or what they think they can sell instead of what the applicant wants.
 - n. Number 14: They can’t deal with change, or they change too much – The recruiter has trouble adapting to the changes in the recruiting environment or they over-react to the changes taking place.
 - o. Number 15: They place themselves into a situation in their personal life that fails to deliver an adequate support system – Recruiters sometime allow personal problems to spill over into their professional life. To be successful, they need to associate with and rely on people who will provide positive support.
 - p. Number 16: They fail to pre-call plan and organize for their calls – Too many recruiters think they can “wing” any sales interview or presentation, and they fail to do the necessary work ahead of time that can improve their chances for success.
 - q. Number 17: They never learn how to ask the right questions – Recruiters fail in the Probe Step of IMPACT because they did not design and select the proper questions ahead of time.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: 20 of the Worst Things That Recruiters Do (Page 2 continued from previous page)

- r. Number 18: They don't understand that providing service is part of the sale – The recruiter wrongly believes that once their applicant has committed to the Air Force Reserve their work is done. They fail to follow-up with the new unit member to ensure the promises made were kept or they don't use them as a referral source.
 - s. Number 19: They fail to provide value-added solutions – The recruiter doesn't probe deep enough to uncover multiple “stars” (issues, problems, pains or gains). Instead, they listen for the first feature they can sell and then try to close the sale.
 - t. Number 20: They fail to ask for the commitment – The recruiter simply can't bring themselves to ask the applicant to join the Air Force Reserve, perhaps because they lack the confidence and fear rejection, they feel they haven't built enough value, or they expect the applicant will come right out and say they want to join.
2. Using the Sales Success Worksheet, participants were asked to identify the five “things” they are guilty of doing most often.
 3. Using the Sales Success Worksheet, participants were asked to explain why these particular issues were problems for them.
 4. Using the Sales Success Worksheet, participants were asked to identify strategies they could employ to avoid these problems in the future.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Fundamentals of Selling

Lesson Title: The 15 Most Essential Recruiting Truths (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio “The 15 Most Essential Recruiting Truths.”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To learn about 15 of the most essential recruiting truths.
2. To have each student share the most valuable piece of advice they have ever received pertaining to their recruiting career.
3. To have the group identify which truth(s) from the audio seemed especially useful to them.
4. To have each student identify one thing they are going to do differently and what they expect the results will be, based on the truth they identified as most important.
5. To see if there is one truth the entire group can agree on as most important.

Lesson Outline:

1. Identify and discuss the 15 most essential recruiting truths mentioned in the audio.
 - a. Number 1: Leads and applicants pay attention to recruiters they believe have something important to say to them – Successful recruiters are well positioned in their recruiting zones; they are perceived as both knowledgeable and professional.
 - b. Number 2: People join the Reserve for their own reasons, not for yours, or mine – Regardless of what you think are the best reasons for joining the Air Force Reserve, the only person whose opinion matters is the applicant.
 - c. Number 3: People do not want to be sold, but they do want to buy something – You have to make it the applicant’s idea, not yours, to join the Air Force Reserve. The decision cannot be forced on them.
 - d. Number 4: When a recruiter and a lead or applicant get locked into a war of wills, the recruiter always loses – People are not interested in getting a hard time from recruiters who are supposed to be helping them.
 - e. Number 5: Buying is basically an emotional response, no matter what you’re selling – Joining the Reserve is an emotional decision, justified with logic related to the tangible and intangible benefits the person will receive. And because emotions are a part of the decision-making process, human interaction is critical between the applicant and the recruiter.
 - f. Number 6: Being the sort of recruiter people enjoy doing business with is an invaluable asset – Recruiters must make joining the Air Force Reserve an enjoyable experience, or else people are not going to want to do business with them.
 - g. Number 7: If you don’t gain enough accessions, you won’t make a living as a recruiter – The job is about asking and getting your applicants to take action, not simply talking to them. Recruiters have to get enough people to commit to justify their employment.
 - h. Number 8: Leads and applicants must believe you before they’ll commit to joining the Reserve – Recruiters must provide social proof and third-party validation of their claims to prove that everything they say about the Air Force Reserve is true.
 - i. Number 9: You can only convince others of what you, yourself, believe – You have to believe the Reserve is a great organization with wonderful opportunities. If you don’t, your applicants will see right through you.
 - j. Number 10: A strong, positive self-concept is the most valuable personal attribute any recruiter can have – You must feel good about yourself as a person to be successful as a recruiter.
 - k. Number 11: The Reserve determines the cost or length of the commitment, but only the applicant can determine its true value – Recruiters must understand what their applicants perceive as value and communicate their recommendations in the exact terms the applicant wants to hear them.
 - l. Number 12: Show people what they need most in a way they want to see it, and they will move heaven and earth to get it – People don’t buy what they need, they buy what they want.
 - m. Number 13: All values are equal until someone points out the difference – To many people the military services appear the same. It takes a good recruiter to point out what makes the Air Force Reserve different and better.
 - n. Number 14: It is always easier to sell to an applicant’s perceived need than it is to create a need in their mind – It’s less work to recruit someone who already recognizes they have a need for the Air Force Reserve opportunity than it is to try to create that need in that person’s mind.
 - o. Number 15: The secret to successful selling is not in the selling at all. Instead, it’s in the accurate, consistent science of prospecting – Having an adequate supply of qualified leads makes being a recruiter a lot more enjoyable. To build your supply of leads, you have to constantly prospect.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: The 15 Most Essential Recruiting Truths (Page 2 continued from previous page)

2. Using the Sales Success Worksheet, participants were asked to identify one of the 15 truths that rings especially true to them.
3. Using the Sales Success Worksheet, participants were asked to explain why that single truth was so important to them.
4. Using the Sales Success Worksheet, participants were asked to explain how understanding that truth will change their approach to recruiting.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Fundamentals of Selling

Lesson Title: The Top 10 Mistakes Recruiters Make With IMPACT (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "The Top 10 Mistakes Recruiters Make With IMPACT."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To learn about the 10 most common mistakes recruiters make regarding the IMPACT Selling System.
2. To have each student select the three mistakes (from the list of 10) that they are most often guilty of doing.
3. To have each student identify why those three mistakes are problems for them.
4. To have each student identify strategies they can use to help them avoid those problems in the future.

Lesson Outline:

1. Identify and discuss the top 10 mistakes recruiters make with IMPACT that are mentioned in the audio.
 - a. Number 1: Lack of pre-call planning – Recruiters rely on experience alone, instead of pre-preparing questions. And they may forget to inquire about changes in the applicant's personal life or eligibility.
 - b. Number 2: Failure to prospect – Recruiters may rely on temporary conditions such as Force Shaping, a bad economy, GRAP referrals or a target-rich environment to carry them through. Their prospecting efforts become reactive instead of proactive.
 - c. Number 3: Dominating the conversation – The recruiter ends up doing most of the talking, in the form of telling, rather than let the lead or applicant do most of the talking in response to questions from the recruiter.
 - d. Number 4: The recruiter asks questions but answers the question himself or herself – Rather than accept a few moments of silence while the lead or applicant thinks over their response, the recruiter answers for the other person. And sometimes the recruiter provides the wrong answer.
 - e. Number 5: Failure to ask 3-deep questions – The recruiter asks some questions, but doesn't dig deeper into the issue by following-up with additional questions on the same subject.
 - f. Number 6: Not asking enough questions – The recruiter asks only enough questions to uncover one or two needs (stars) before trying to close the sale, instead of digging to uncover three to five needs (stars). As a result, they cannot build enough value for the applicant to take action.
 - g. Number 7: Targeting solutions far off-target from the problem – When the recruiter doesn't dig deep enough to uncover the real problems, and when they don't have enough product knowledge to recommend the right solution, they cannot deliver the correct "personalized" solution.
 - h. Number 8: Failing to use the Convince Step itself – After delivering a solution that appears to make the applicant happy, the recruiter wrongly assumes the applicant is convinced and ready to commit. Consequently, they don't think it's necessary to "prove" their claims, and they end up running the risk of losing the applicant to "buyer's remorse."
 - i. Number 9: Not having the courage to ask the applicant to take action – The recruiter either believes the applicant will "ask" to join if they like the recommendation, or the fear of rejection or concern on the part of the recruiter over the length of the commitment prevents the recruiter from asking the applicant to take the next step.
 - j. Number 10: Failure to use the IMPACT Selling System in the first place – The recruiter either fails to learn the system, or they simply choose to ignore it and "wing it" instead. As a result, they repeat the same mistakes over and over again.
2. Using the Sales Success Worksheet, participants were asked to identify the three mistakes they are guilty of doing most often.
3. Using the Sales Success Worksheet, participants were asked to explain why these particular issues were problems for them.
4. Using the Sales Success Worksheet, participants were asked to identify strategies they could employ to avoid these problems in the future.

LAST NAME - FIRST NAME - MIDDLE INITIAL

POSITIONING

1. HOW TO POSITION YOURSELF FOR SUCCESS
2. THE ROLE OF PROFESSIONALISM AND IMAGE TO A RECRUITING CAREER
3. THE ROLE OF SOCIAL PROOF IN RECRUITING
4. THE 6 P'S...WHAT TO DO BEFORE YOU EVER GET IN FRONT OF A LEAD

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Positioning

Lesson Title: How to Position Yourself for Success (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "How to Position Yourself for Success."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss examples of how a recruiter can position himself or herself.
2. To identify and discuss some strategies a recruiter can implement to elevate their positioning in the marketplace.
3. To identify and discuss six of the most common positioning mistakes a recruiter can make.
4. To discuss the two steps a recruiter can take to stand out from other recruiters in the marketplace.
5. To have the participants share some of their own positioning experiences with the group.

Lesson Outline:

1. Identify and discuss six examples of how a recruiter can position himself or herself:
 - a. As a career counselor.
 - b. As a successful testimonial.
 - c. As a military expert.
 - d. As an Air Force Reserve expert.
 - e. As an advocate.
 - f. As a creative problem solver.
2. Identify and discuss six strategies a recruiter can implement to elevate their positioning in the marketplace.
 - a. Research the organizations their influencers belong to and join them.
 - b. Read journals, trade publications and other informative materials that their target markets read.
 - c. Search the web for information related to their target markets and trends they are seeing.
 - d. Gather as much information as they can about their competition and how they do business.
 - e. Ask other recruiters in the Air Force Reserve what they see going on.
 - f. Work longer, harder and smarter than their competition.
3. Identify and discuss six of the most common positioning mistakes recruiters can make.
 - a. They appear as a pest or too pushy to their leads.
 - b. They come across as too desperate to make the sale.
 - c. They come across as a stereotypical, fast-talking recruiter.
 - d. They rely on "benefits-dumping" instead of tailoring their solutions to each individual's personal situation.
 - e. They rely too much on cold-calling.
 - f. They sell jobs before qualifying the lead.
4. Discuss the two steps a recruiter can take to stand out from other recruiters in the marketplace.
 - a. Examine the competition and determine how you can be different and better than the other services (and recruiters) in your recruiting zone.
 - b. Remember that your positioning will be helped or hindered by everything you do or say. Examples include:
 - Dress & appearance
 - Military bearing
 - Conversation
 - Personal habits, associates and friends
 - Correspondence
 - Punctuality
 - Organizational skills and office appearance
5. Using the Sales Success Worksheet, participants were asked to answer four questions about their experiences in positioning themselves for success in their recruiting zone.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Positioning

Lesson Title: The Role of Professionalism and Image to a Recruiting Career (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio “The Role of Professionalism and Image to a Recruiting Career.”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss some of the reactions both the public and recruiters have when they hear the term “recruiter” and why people might act that way.
2. To identify and discuss five reasons why people might develop negative perceptions of recruiters.
3. To identify and discuss five tips to help prevent creating a poor perception of recruiters.
4. To identify and discuss seven steps recruiters can take to help enhance their public image.
5. To identify and discuss three terms recruiters should never use to describe themselves or what they do.
6. To identify and discuss the value that recruiters can bring to their leads and applicants.

Lesson Outline:

1. Using the Sales Success Worksheet and the Discussion Questions on Page 2 of the Manager’s Meeting Guide, identify and discuss some of the reactions both the public and recruiters have when they hear the term “recruiter” and why people might act that way.
2. Identify and discuss five reasons why people might develop negative perceptions of recruiters.
 - a. Pushy, talkative recruiters
 - b. Poorly trained recruiters
 - c. Broken promises
 - d. Unprofessional behavior
 - e. None-service oriented recruiters
3. Identify and discuss five tips to help prevent creating a poor perception of recruiters.
 - a. Act out of integrity and honesty.
 - b. Act in your applicant’s best interest.
 - c. See recruiting duty as a profession, not just a “job.”
 - d. Believe in your offerings.
 - e. Take responsibility for your own actions
4. Identify and discuss seven steps recruiters can take to help enhance their public image.
 - a. Always be prepared.
 - b. Strive to be trusted.
 - c. Ask the right questions.
 - d. Present effective, relevant solutions.
 - e. Create value that supersedes your applicant’s commitment.
 - f. Support and reinforce the sale.
 - g. Help your applicants and influencers to understand the Air Force Reserve even better.
5. Discuss why recruiters should never use the following terminology to describe themselves or what they do.
 - a. Flesh-peddler
 - b. Pitch
 - c. Closer
6. Each participant was asked to identify and discuss the value they bring to their leads and applicants.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Positioning

Lesson Title: The Role of Social Proof in Recruiting (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio “The Role of Social Proof in Recruiting.”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To define the meaning of Social Proof.
2. To identify and discuss some ways recruiters can position themselves as a form of Social Proof.
3. To identify and discuss the rungs on the “loyalty ladder.”
4. To identify and discuss methods for requesting endorsement letters.
5. To identify what differentiates a good testimonial letter from a poor one.
6. To discuss the importance of properly maintaining testimonial letters.
7. To discuss the best methods for getting satisfied unit members together with leads and applicants.
8. To discuss the purpose and expectations of allowing leads and applicants to “experience” the Air Force Reserve lifestyle.
9. To identify claims a recruiter can make for the Air Force Reserve and the source for proving those claims.
10. To identify three Reservists recruiters can ask to provide a testimonial letter.

Lesson Outline:

1. Define Social Proof: “People are more likely to believe what someone else says about us than what we say about ourselves.”
2. Identify and discuss some ways recruiters can position themselves as a form of social proof.
 - a. Creating a blog on their organization’s website.
 - b. Writing articles for school and military base newspapers and magazines.
 - c. Earning certification as an IMPACT Selling System Professional.
 - d. Publicizing award-winning achievements in the base and local newspapers.
 - e. Volunteering to speak at schools and other community organization meetings.
3. Identify and discuss the rungs on the loyalty ladder.
 - a. Lead
 - b. Qualified lead
 - c. Applicant
 - d. Qualified applicant
 - e. Unit member
 - f. Advocate
 - g. Zealot
4. Identify and discuss methods for requesting endorsement letters.
 - a. Contact unit members you recruited via written notes, emails, calls or personal visits.
 - b. Be sure the unit member is absolutely 100% satisfied being in the Air Force Reserve
5. Identify what differentiates a good testimonial letter from a poor one.
 - a. Good letters state positive things about the recruiter, the Reserve and present a professional appearance – usually typed.
 - b. Poor letters don’t provide strong words of endorsement, and/or they contain multiple spelling and grammatical errors. In short, they don’t look professional.
6. Discuss the importance of properly maintaining testimonial letters.
 - a. Treat the letters with dignity and respect; after all, they represent the recruiter.
 - b. Store the letters in plastic covers or frames to keep them as clean and professional looking as possible.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: The Role of Social Proof in Recruiting (Page 2 continued from previous page)

7. Discuss the best methods for getting satisfied unit members together with leads and applicants.
 - a. Tell the unit members you will rotate them off the contact list regularly.
 - b. Advise the unit member when they can expect to be contacted.
 - c. Encourage the unit member to be open and honest about their experiences in the Air Force Reserve and in working with you.

8. Discuss the purpose and expectations of allowing leads and applicants to “experience” the Air Force Reserve lifestyle.
 - a. People like to take small steps before they take big ones.
 - b. Ensure unit visits are neatly planned and monitored.
 - c. Agree on expected “outcomes” before the visit.
 - d. Following justification by the unit visit, expect the applicant to commit.

9. Using the Sales Success Worksheet, participants were asked to identify some claims they make for the Reserve and to identify the source of proof for those claims.

10. On the Sales Success Worksheet, participants were asked to list the names of three Reservists they can ask to provide a testimonial letter.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Positioning

Lesson Title: The 6 P's... What to Do Before You Ever Get in Front of a Lead (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "The 6 P's... What to Do Before You Ever Get in Front of a Lead."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify the 6 P's a recruiter should do before meeting face-to-face with a lead.
2. To discuss some of the actions a recruiter must take to make each P successful.
3. To have the participants identify some things they learned from the 6 P's and what they can do immediately to improve their own approach to the 6 P's.

Lesson Outline:

1. Identify the 6 P's a recruiter should do before meeting face-to-face with a lead.
 - a. Positioning
 - b. Prospecting
 - c. Pre-Call Planning
 - d. Presence
 - e. Punctuality
 - f. Process
2. Discuss some of the actions a recruiter must take to make each P successful.
 - a. Positioning: Determine how you want your leads to perceive you, your offerings and the Reserve and posture yourself as a career counselor, successful testimonial, military and Reserve expert, advocate and creative problem solver. Look and dress the part.
 - b. Prospecting: Identify and implement strategies to get your message out to the right leads in the right markets. Be consistent and relentless in your prospecting methods – direct mail, advertising, national leads, list refinement and telephone prospecting, center-of-influence events, networking, school visits, perpetuation and referrals, etc.
 - c. Pre-Call Planning: Develop a pre-call checklist containing questions you need to ask during the sales interview.
 - d. Presence: Determine how you wish to package yourself and your opportunities. Decide the best form of dress and ensure you have your sales aids and sales tools.
 - e. Punctuality: Time management is absolutely critical. Carefully schedule your appointments, allowing enough time for each one, and arrive early when you travel to another location.
 - f. Process: Always use the IMPACT Selling System. It will help you to develop trust, ask the right questions, present your solutions, sell value, deal with objections, ask for the commitment and handle the paperwork.
3. Using the Sales Success Worksheet, participants were asked to answer two questions concerning what they learned about the 6 P's and to list at least three things they will begin to do immediately to improve on their approach to the 6 P's.

LAST NAME - FIRST NAME - MIDDLE INITIAL

PROSPECTING

1. NETWORKING
2. PROSPECTING PARTHENONS AND POWER PROSPECTING TOOLS
3. THE 11 PROVEN PROSPECTING POINTERS EVERY RECRUITER NEEDS TO KNOW
4. WHY IS YOUR APPLICANT SO DIFFICULT?

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Prospecting

Lesson Title: Networking (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Networking."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss some of the potential benefits of networking.
2. To identify and discuss the four steps to becoming a successful networker.
3. To have the participants answer a series of discussion questions about the concepts and value of networking, places to network and open-ended questions to use at a networking function.
4. To have the participants discuss their current networking methods and any benefits they may have received.
5. To have the participants identify and discuss actions they could try to enhance their networking abilities.

Lesson Outline:

1. Identify and discuss some of the potential benefits of networking.
 - a. Pick-up names of potential leads
 - b. Gain some referrals
 - c. Receive introductions to key-influencers and decision-makers in your recruiting zone.
 - d. Open doors that may have been closed in the past.
2. Identify and discuss the four steps to becoming a successful networker.
 - a. Developing a healthy self-image that says "Yes, I can."
 - Positioning yourself as someone with something important to say and offer
 - Seeing yourself as outgoing and likeable
 - Being able to shrug off occasional rejection
 - b. Demonstrating a strong interest in other people, not yourself
 - Asking open-ended questions
 - Being conversational, not interrogating
 - Listening with your body
 - c. Developing a good memory
 - Remembering little details about people
 - Taking notes
 - Exchanging business cards
 - d. Showing a relaxed personality
 - Don't try too hard to be liked
 - Be flexible – it's finesse, not power
3. Use the six questions on page 2 of the Manager's Meeting Guide to conduct a discussion on the concepts and value of networking, places to network and open-ended questions to use at a networking function.
4. Using the Sales Success Worksheet, participants were asked to identify how they currently network and to describe any benefits they may have seen from networking.
5. Using the Sales Success Worksheet, participants were asked to identify and discuss actions they could try to enhance their networking abilities.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Prospecting

Lesson Title: Prospecting Parthenons and Power Prospecting Tools (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Prospecting Parthenons and Power Prospecting Tools."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To review the five characteristics of a qualified applicant.
2. To review the nine target segments recruiters can recruit into.
3. To review and discuss how to build a "Prospecting Parthenon."
4. To discuss the probability of success when dealing with different types of applicants.
5. To identify and discuss the use and value of the Power Prospecting Tools.
6. To have the participants present and explain a Prospecting Parthenon they are currently using to recruit into one of their target segments.
7. To have the participants discuss some of the lessons they've learned while prospecting.

Lesson Outline:

1. Review the five characteristics of a qualified applicant.
 - a. They have a need and are aware of it.
 - b. They have the authority to make the decision and the ability to qualify for the Air Force Reserve opportunity.
 - c. They have a relative sense of urgency about the decision.
 - d. You have or can develop trust with the applicant.
 - e. The applicant will listen to you.
2. Review the nine target segments recruiters can recruit into.
 - a. Non-prior service officers
 - b. Non-prior service enlisted
 - c. Prior-service officer from another branch of service
 - d. Prior-service enlisted from another branch of service
 - e. Prior-service Air Force officer
 - f. Prior-service Air Force enlisted
 - g. Prior-service Air Force health professional
 - h. Prior-service health professional from another branch of service
 - i. Non-prior service health professional
3. Review and discuss how to build a "Prospecting Parthenon."
 - a. Draw a Parthenon building with five to eight pillars to hold up the roof.
 - b. Determine the target segment you want to recruit into and write it on the roof of the Parthenon.
 - c. On each of the pillars, write in a strategy you will use to prospect into that target segment.
 - d. Below each pillar, list the specific actions you will have to complete to make that strategy work.
4. Discuss the probability of success when dealing with different types of applicants.
 - a. The "one-in-two's": Applicants with good separation codes (qualified) who are coming directly from active duty or who are currently drilling with another Guard or Reserve component. They have "bought" a military commitment at least once and are still "using" it.
 - b. The "one-in-four's": Applicants with a break in service. At one time they were qualified and "bought" a military commitment, but left the service for personal reasons. They may or may not be a member of the Individual Ready Reserve.
 - c. The "one-in-fourteen's": Applicants who have never been in the military before. They have the highest dropout rate from your prospecting funnel because they may not qualify physically, mentally or morally. Furthermore, since they have never "bought" a military commitment before, fear of the unknown may drive them away. Also, they are more likely to be shopping around and comparing you against your competition.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: Prospecting Parthenons and Power Prospecting Tools (Recruiter Version) (Page 2 continued from previous page)

5. Identify and discuss the use and value of the Power Prospecting Tools.
 - a. “Who” questions help identify the leads and applicants you want to work.
 - b. “What” questions empower you to have greater impact by helping you focus on your best leads and applicants.
 - c. “When” questions are all about timing. They help you strike a balance of when you are at your selling best and your applicants are available to meet.
 - d. “Where” questions help you turn up leads by exploring new locations of people who meet the Air Force Reserve entry requirements.
 - e. “Why” questions help prioritize your time expenditure as you determine the process your leads and applicants use to move closer toward making a commitment.
 - f. “How” questions are crucial to prospecting success because many of their answers will evolve from the who, what, when, where and why questions.

6. Using the Sales Success Worksheet, the participants were asked to present and explain a Prospecting Parthenon they are currently using to recruit into one of their target segments.

7. Using the discussion questions on page 2 of the Manager’s Meeting Guide, the participants were asked to discuss some of the lessons they have learned while prospecting.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Prospecting

Lesson Title: The 11 Proven Prospecting Pointers Every Recruiter Needs to Know (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio “The 11 Proven Prospecting Pointers Every Recruiter Needs to Know”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To explain the definition of a “suspect.”
2. To identify and discuss the four characteristics of a “lead.”
3. To identify and discuss the five characteristics of a “qualified applicant.”
4. To identify and discuss 11 prospecting pointers.
5. To have the participants identify the next steps they can take to move some of the people they are working from “lead” status to “qualified applicant” status.
6. To have the participants identify the next steps they can take to recruit a qualified applicant.

Lesson Outline:

1. Explain the definition of a suspect: A suspect is a person you know nothing about.
2. Identify and discuss the four characteristics of a lead.
 - a. You’ve opened communication with the person.
 - b. The person may or may not have a need for your opportunities.
 - c. The person may or may not have the authority and ability to commit.
 - d. The person may or may not be willing to listen to you.
3. Identify and discuss the five characteristics of a qualified applicant. They are people who:
 - a. Have a need for the Air Force Reserve opportunity and are aware of it.
 - b. Have the authority and ability to qualify for the opportunity.
 - c. Have a relative sense of urgency.
 - d. Trust you and the Air Force Reserve.
 - e. Are willing to listen to you.
4. Identify and discuss 11 prospecting pointers.
 - a. Treat prospecting as the lifeblood of your recruiting career, because it is.
 - Focus on quality, quantity and consistency
 - Do it now – don’t procrastinate
 - b. Treat prospecting as your most valuable time management tool.
 - Avoid wasting time with unqualified leads
 - Prospect to maintain enough leads to keep you productively busy
 - c. Take an organized approach, but never at the expense of activity.
 - Use a computerized system to track your leads
 - Follow-up on your calls, visits and mailings
 - d. Always keep alert for suspects who can eventually become qualified applicants after they become qualified leads.
 - Keep a mindset that treats every suspect you meet as a possible lead
 - Search for new places to prospect and cultivate relationships with people who can help you
 - Take advantage of Air Force Reserve-generated leads and referrals
 - e. Stay in touch with current leads by working your parthenons.
 - Repetitious concept with your leads keeps you on their mind
 - Others are competing for the same lead
 - A lead's motivation to commit can change suddenly
 - f. Work on your zone, not in your zone.
 - Be proactive by getting out of your office into your zone
 - Shape your recruiting environment, don't simply react to it

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: The 11 Proven Prospecting Pointers Every Recruiter Needs to Know (Page 2 continued from previous page)

- g. Network your lead inventory regularly.
 - Keep in regular contact with your leads
 - Ensure their contact information is up to date
 - h. Work hard at referral selling.
 - Find people who can offer you information on suspects
 - Use satisfied applicants you processed to help you
 - i. Respect organizational structures.
 - Never violate the formal structure of an organization, but master an understanding of the informal
 - Use the chain-of-command in military organizations
 - j. Identify the key roles.
 - Buffer, lead and advocate
 - Understand who can say “Yes” or “No”
 - k. Research in advance – collect as much information as you can before you ever engage the lead.
5. Using the Sales Success Worksheet, participants were asked to identify the next steps they can take to move some of the people they are working from “lead” status to “qualified applicant” status.
6. Using the Sales Success Worksheet, participants were asked to identify the next steps they can take to recruit a qualified applicant.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Prospecting

Lesson Title: Why is Your Applicant so Difficult? (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio “Why is Your Applicant So Difficult?”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss seven reasons applicants might build a wall of resistance against recruiters.
2. To identify and discuss suggestions for overcoming the reasons applicants resist recruiters.
3. To have the participants identify and explain the most common reasons they get resistance from applicants and actions they can take to overcome that resistance.
4. To have the participants identify other potential causes of applicant resistance.
5. To have the participants identify ways they can break down applicant resistance.

Lesson Outline:

1. Identify and discuss seven reasons applicants might build a wall of resistance against recruiters.
 - a. Lack of first-hand knowledge regarding military service or the Reserve –The applicant doesn’t understand the nature of military service or the benefits available to those who join the Air Force Reserve.
 - b. Skepticism about the recruiter or the Reserve – Concern by the applicant that the claims made by recruiters are false claims.
 - c. The need to compare opportunities – The applicant wants the best deal possible and would like to know what the competition can offer.
 - d. Ease of processing or difficulty of processing – How easy is it to complete all the paperwork and processing required to become a member of the Air Force Reserve, and how well will the applicant be treated during the process?
 - e. Not having a complete understanding of what the recruiter and the Reserve and its related benefits can do – Applicants will not act on incomplete information. If they are confused or don’t have all the answers they are looking for, they will not commit.
 - f. Poor presentation by the recruiter – The focus of any sales presentation should be on the applicant, not the recruiter.
 - g. Poor customer service and bad experiences – Occurs when recruiters fail to follow-up, use high-pressure tactics or the applicant is concerned over the “horror stories” he/she has heard about recruiters before.
2. Identify and discuss suggestions for overcoming the reasons applicants resist recruiters.
 - a. Educate your applicants to what military service and the Air Force Reserve lifestyle are all about.
 - b. Prove every claim you make for the Air Force Reserve.
 - c. Don’t resist when your applicant wants to compare opportunities. Be knowledgeable about the competition and show where the Air Force Reserve is different and better.
 - d. Be pleasant to work with and ensure the staff agencies that support you are providing good service to the applicants too.
 - e. Use the IMPACT System and application-based selling to tailor your recommendations and solutions to the specifics needs of the applicant.
 - f. Appear confident in front of the applicant, use the power of the word “recommend” and show enthusiasm throughout your presentation.
 - g. Promise a lot to your applicants and deliver even more when it comes to customer service. Be sure to follow-up to ensure all the promises you made to them are being delivered by the Air Force Reserve.
3. Using the Sales Success Worksheet, the participants were asked to identify and explain the most common reasons why they get resistance from applicants and actions they can take to overcome that resistance.
4. Using the discussion questions on page 2 of the Manager’s Meeting Guide, the participants were asked to identify other potential causes of applicant resistance.
5. Using the discussion questions on page 2 of the Manager’s Meeting Guide, the participants were asked to identify ways they can break down applicant resistance.

LAST NAME - FIRST NAME - MIDDLE INITIAL

PRE-CALL PLANNING

1. THE POWER OF PRE-CALL PLANNING
2. PRE-CALL PLANNING IN A NUTSHELL
3. HOW TO EFFECTIVELY PREPARE FOR THE APPOINTMENT
4. PLANNING AND SCHEDULING: WHAT MAKES THE DIFFERENCE?

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Pre-Call Planning

Lesson Title: The Power of Pre-Call Planning (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "The Power of Pre-Call Planning."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the questions recruiters should ask themselves before the first face-to-face interview with a lead.
2. To identify and discuss questions recruiters should ask themselves about their existing applicants.
3. To identify and discuss some of the places recruiters can look for information about their leads.
4. To discuss the problems associated with failing to pre-call plan.
5. To discuss the advantages associated with good pre-call planning.
6. To have the participants identify and discuss some of the ways the Air Force Reserve is "different" from its competition.

Lesson Outline:

1. Identify and discuss some questions recruiters should ask themselves before the first face-to-face interview with a lead..
 - a. Can this person say "Yes," or will someone else be involved in the decision process?
 - b. Whom or what are you competing against? Is it a person, another service or a civilian opportunity?
 - c. What is the competition's unique advantage?
 - d. What are their weaknesses?
 - e. What availability constraints does the lead have?
 - f. What is their previous military experience?
 - g. How receptive are they to new ideas?
 - h. What do I think may be the biggest problems I can help them solve?
2. Identify and discuss questions recruiters should ask themselves about their existing applicants.
 - a. How well have I been keeping in contact with them?
 - b. How does the Air Force Reserve opportunity stand up against the new opportunities appearing in the marketplace?
 - c. Are you defending the high ground? Ensuring that you're not vulnerable to attack - and the eventual erosion or loss of your applicant to your competitors.
3. Identify and discuss some of the places recruiters can look for information about their leads.
 - a. Web-based searches, including websites like Facebook.com or Linked-In.com
 - b. Separation rosters
 - c. ASVAB rosters
 - d. School newspaper and yearbooks
 - e. School websites
 - f. Other recruiters who may have had contact with some of your leads before
 - g. Applicants of yours who may know people with similar interests
 - h. Influencers and educators in your zone
 - i. Unit members who may know some leads or be willing to refer leads to you
4. Using the Sales Success Worksheet, the participants were asked to discuss problems they have experienced during a sales interview when they failed to pre-call plan.
5. Using the Sales Success Worksheet, the participants were asked to discuss successes they experienced during a sales interview when they did good pre-call planning.
6. Using the discussion questions on page 2 of the Manager's Meeting Guide, the participants were asked to discuss some of the ways they "differentiate" the Air Force Reserve from their competition.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Pre-Call Planning

Lesson Title: Pre-Call Planning in a Nutshell (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Pre-Call Planning in a Nutshell."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify the three pre-call planning questions recruiters should ask themselves before each sales interview.
2. To discuss why it's important to establish a goal for each sales call.
3. To discuss how to handle resistance to your recommendations or the commitment.
4. To discuss some of the "actions" you might want from your leads and applicants at the end of the call.
5. To have the participants apply the three pre-call planning questions to a lead or applicant they will be interviewing during their next sales call.

Lesson Outline:

1. Identify the three pre-call planning questions recruiters should ask themselves before each sales interview.
 - a. What do you want to accomplish on this call/appointment/interview?
 - b. How will you handle resistance (to your recommendations or the commitment)?
 - c. What action do you want from your lead or applicant at the end of the call/appointment/interview?
2. Discuss why it's important to establish a goal for each sales call.
 - a. Having a goal makes it easier for you to tell your lead or applicant exactly what's going to happen during the interview.
(Statement of Intention)
 - b. If you align the goal of your meeting with the steps of the IMPACT selling process, you will increase the likelihood of a successful interview.
3. Discuss how to handle resistance to your recommendations or the commitment.
 - a. Sell value
 - b. Know how to present the commitment (benefits-stacking)
 - c. Have a fallback position – be prepared to offer alternative solutions
4. Discuss some of the "actions" you might want from your leads and applicants at the end of the call.
 - a. Test and physical
 - b. Meet with other unit members
 - c. Return to listen to your recommendations
 - d. Bring their spouse or parents to relieve their fears and concerns
5. Using the Sales Success Worksheet, discuss the participants' responses on their worksheets and conduct a guided discussion using the questions on page 2 of the Manager's Meeting Guide.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Pre-Call Planning

Lesson Title: How to Effectively Prepare for the Appointment (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio “How to Effectively Prepare for the Appointment.”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss four ways pre-call planning can pay off.
2. To identify and discuss four potential sources of information about your target markets.
3. To identify and discuss the “Dozen Truths” related to pre-call planning.
4. To identify and discuss the four key roles present in a recruiting transaction.
5. To have the participants discuss their experiences with pre-call planning.

Lesson Outline:

1. Identify and discuss four ways pre-call planning can pay off.
 - a. It increases your confidence during the sales presentation.
 - b. You’ll come across as more knowledgeable and professional.
 - c. You will have developed a strategy or game plan for the call.
 - d. You have a much greater chance to make the sale or gain the support of an influencer.
2. Identify and discuss four potential sources of information about your target markets.
 - a. Internet
 - b. Other recruiters who may have had prior contact with the lead or applicant
 - c. Internal advocates who have contact with your target markets
 - d. Clubs, associations and community-based organizations
3. Identify and discuss the “Dozen Truths” related to pre-call planning.
 - a. What is the formal and informal structure of the school, military unit, business or community-based organization I plan to visit? If I’m meeting with a lead or applicant, will someone else play a role in the decision-making process?
 - b. What type of decision-making process is this lead or applicant going to use, and where are they in that process? Are they just beginning to look at military service, or have they been thinking about it for a while?
 - c. What is their availability to meet the participation requirements of the Air Force Reserve?
 - d. What is their time-frame for making a decision?
 - e. If they are prior military, what service were they in and why might they have separated? If they are non-prior service, why were they attracted to the Air Force Reserve?
 - f. Who is my competition? If it’s another branch of the military, do I know the name of the recruiter I’m competing against?
 - g. What are the greatest strengths of my competition?
 - h. What weaknesses do my competitors have that I can exploit?
 - i. What is the incentive history of my competition?
 - j. How do their incentives compare to ours?
 - k. What kinds of solutions or benefits might they be looking for?
 - l. What kinds of things might they not want to change from their current situation or lifestyle?
4. Identify and discuss the four key roles present in a recruiting transaction.
 - a. Buffer: Keeps you from the lead or applicant
 - b. Lead or Applicant: The person you’re trying to convince to join the Air Force Reserve
 - c. Decision-maker: The person who has final approval
 - d. Internal advocate: The person who can help you the most
5. Using the Sales Success Worksheet and the questions on page 2 of the Manager’s Meeting Guide, the leader will conduct a guided discussion concerning some of the participants’ experiences with pre-call planning.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Pre-Call Planning

Lesson Title: Planning & Scheduling: What's the Difference? (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Planning & Scheduling: What's the Difference?"
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the four ways people "think."
2. To identify and discuss the difference between planning and scheduling.
3. To discuss the concept of "inter-locking objectives" and how it relates to planning.
4. To identify and discuss three tips for improving scheduling.
5. To identify and discuss one method for prioritizing activities.
6. To identify and discuss the key to good time management.
7. To have the students participate in a guided discussion about time management skills related to planning and scheduling.

Lesson Outline:

1. Identify and discuss the four ways people "think."
 - a. Conceptually: Always high in the sky – looking at the mega-picture.
 - b. Strategically: Closer to the ground, eyeing the major direction they're headed in.
 - c. Tactically: Getting from Point A to Point B.
 - d. Operationally: Dotting the "I's" and crossing the "T's."
2. Identify and discuss the difference between planning and scheduling.
 - a. A plan tells you what to do.
 - b. A schedule tells you when to implement the plan.
3. Discuss the concept of "inter-locking objectives" and how it relates to planning.
 - a. What must happen?
 - b. How long will it take for each of these things to happen?
 - c. How do I prioritize these activities?
 - d. How do I allocate time for these activities?
4. Identify and discuss three tips for improving scheduling.
 - a. When traveling, ask yourself "What time do I have to leave to get there?" And add 20%.
 - b. Schedule activities on the quarter hour instead of the hour to allow time for delays and detours.
 - c. Add 20% to 40% more time to any block of time you schedule for an activity to account for interruptions, technical problems or having to wait for latecomers.
5. Identify and discuss one method for prioritizing activities.
 - a. Label every activity on your plate as A, B, or C.
 - b. Start with the A's and decide which need to be AAA's, AA's or A's.
 - c. Begin with the AAA's, then the AA's, then the A's, then the B's, then the C's.
 - d. Review your activities to determine if some must be moved up on the priority rating list.
 - e. Don't be surprised if you never get to the C's – they may not be that important anyway.
6. To identify and discuss the key to good time management.
 - a. Self-discipline
 - b. You can't manage your time effectively on an activity if you don't want to accomplish the activity in the first place.
7. Using the Sales Success Worksheet and the questions on page 2 of the Manager's Meeting Guide, the leader will conduct a guided discussion about time management skills related to planning and scheduling,

LAST NAME - FIRST NAME - MIDDLE INITIAL

SETTING & MAKING APPOINTMENTS

1. EFFECTIVE TELEPHONE TECHNIQUES
2. EIGHT WAYS TO BUILD A POSITIVE FIRST IMPRESSION
3. WHY OPENING IS MORE IMPORTANT THAN CLOSING
4. HOW TO EFFECTIVELY ENGAGE YOUR LEAD OR APPLICANT

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Setting and Making Appointments

Lesson Title: Effective Telephone Techniques (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Effective Telephone Techniques."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss four tools of modern technology that are actually filtering out calls.
2. To identify and discuss ten "How to's" that can help increase the possibility people will return your phone call.
3. To have the participants create telephone messages they can leave for their leads and applicants when the person doesn't answer the phone call.

Lesson Outline:

1. Identify and discuss four tools of modern technology that are actually filtering out calls.
 - a. Email
 - b. Answering machines
 - c. Voice mail
 - d. Cell phones
2. Identify and discuss Identify and discuss ten "How to's" that can help increase the possibility people will return your phone calls.
 - a. 1. Communicate clearly that you would like the person to return your call – Let them know you will call back if they do not call you.
 - b. 2. Communicate the absolute best times for them to return your call – Be sure to be available to take the call during that time.
 - c. 3. Say your name clearly and slowly, and spell it out, if necessary – Be very clear that you represent the Air Force Reserve.
 - d. 4. Leave your number twice – Say it slow enough so people can write it down easily.
 - e. 5. Explain what the AFR does and provide a taste of the benefits of the recruiting opportunity – This is a great place to insert a Direct Value Statement.
 - f. 6. Be very clear about the time you will call them back – And be sure you call during that timeframe.
 - g. 7. Don't be surprised, shocked or disappointed if people don't return your call – Only a small percentage ever will, but that's better than none at all.
 - h. 8. Provide the name of someone else who can field the call, if you are not available – Help your lead or applicant to talk to a person, not a machine.
 - i. 9. Make sure your message is long enough to make your point, and stress its importance, but not so long as to be boring or repetitive – People will listen for just so long before they hang up.
 - j. 10. Monitor your percentage of return calls – Remember that you have to make calls to receive calls, and if your response rate is too low, modify the way you leave your messages.
3. Using the Sales Success Worksheet and the questions on page 2 of the Manager's Meeting Guide, the leader will conduct a guided discussion concerning some of the participants' experiences with leaving telephone messages.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Setting and Making Appointments

Lesson Title: Eight Ways to Build a Positive First Impression (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Eight Ways to Build a Positive First Impression."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss eight ways to create a positive first impression during the first face-to-face meeting with a lead.
2. To have the participants identify which of the eight ways to create a positive first impression they do well and explain why those activities are working well for them.
3. To have the participants identify which of the eight ways to create a positive first impression they do least often and what they can do to start doing more of those activities.
4. To have the participants discuss how they go about positioning themselves from the beginning of the sales interview.

Lesson Outline:

1. Identify and discuss eight ways to create a positive first impression during the first face-to-face meeting with a lead.
 - a. 1. Create a confident manner: Don't act superior or inferior, and remain "grounded" during your presentation.
 - b. 2. Present a neat, professional appearance: Your uniform, military bearing, hygiene and the materials you bring with you to the sales interview say a lot about you.
 - c. 3. Smile: Your smile sets the tone for your voice.
 - d. 4. Do your best to use a person's name and pronounce it correctly: Find out how people like to be referred to – formally or informally – and make an effort to pronounce the person's name correctly.
 - e. 5. Set a tone of importance: You must set a tone that what you have to say brings value to the lead, otherwise you're seen as weak or uncaring.
 - f. 6. Don't ever apologize for taking someone's time: You have to believe that what you represent is well worth the lead's time to listen.
 - g. 7. Be comfortable: Good pre-call planning ensures you have everything you need for the interview, thus raising your comfort level.
 - h. 8. Position yourself through everything you say and everything you do: This includes your handshake, eye contact, manners, timeliness and the issuing of the Statement of Intention and Primary Bonding Statement.
2. Using the Sales Success Worksheet and the questions on page 2 of the Manager's Meeting Guide, the participants were asked to identify which of the eight ways to create a positive first impression they use regularly and to explain why those activities work well for them.
3. Using the Sales Success Worksheet and the questions on page 2 of the Manager's Meeting Guide, the participants were asked to identify which of the eight ways to create a positive first impression they do least often and what they can do to start doing more of those activities.
4. Using the Sales Success Worksheet and the questions on page 2 of the Manager's Meeting Guide, the participants were asked to discuss how they go about positioning themselves from the beginning of the sales interview.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Setting and Making Appointments

Lesson Title: Why Opening is More Important than Closing (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio “Why Opening is More Important than Closing.”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss six “hard” closing methods that recruiters might use with their applicants.
2. To identify and discuss the only closing method taught as part of the IMPACT Selling System.
3. To identify and discuss the seven biggest mistakes recruiters can make when opening a sales interview.
4. To discuss the structure and value of a Primary Bonding Statement.
5. To conduct a guided discussion concerning the participants’ use and feelings about “hard closes.”
6. To conduct a guided discussion concerning the importance of opening versus closing the sale.

Lesson Outline:

1. Identify and discuss six “hard” closing methods that recruiters might use with their applicants.
 - a. Ben Franklin Close: Creating a balance sheet of pros and cons.
 - b. Now or Never Close: Making a short-term offer that won’t be available tomorrow.
 - c. Alternative Close: Offering a limited set of choices.
 - d. Compliment Close: Telling the person how smart they are or how much their friends and family will be impressed by their decision to “buy” the Air Force Reserve commitment.
 - e. Select-Deafness Close: Ignoring everything the other person says that you don’t want to hear.
 - f. Momentum Close: Ask a series of “sharp-angle” questions where the answer is an obvious “Yes” and building momentum for the applicant to say “Yes” to the commitment.
2. Identify and discuss the only closing method taught as part of the IMPACT Selling System.
 - a. The Assumptive Close “assumes” that the applicant will “buy” the commitment because your recommendations are designed to solve their problems or satisfy their greatest needs.
 - b. Assuming the sale is statistically the most effective, proven way to get a “Yes.”
 - c. The Assumptive Sale is non-manipulative – there are no tricky techniques to fool the applicant or get them to do something they don’t want to do.
3. Identify and discuss the seven biggest mistakes recruiters can make when opening the sales interview.
 - a. Small talk: Wasting time discussing subjects unrelated to the purpose of the sales interview. The exception is when the applicant initiates the small talk. Even then, it should be kept brief.
 - b. Opportunity, product or service reference: Referencing one of the many opportunities offered by the AFR. For example, highlighting “experience,” even though all the other military services can make a similar claim.
 - c. Benefit claim: Starting out by touting one of the AFR benefits you see as valuable (e.g. educational assistance), even though you may not know if the applicant sees that benefit as valuable.
 - d. Provocative question: Opening with a question that’s way too deep or complicated to begin the sales interview process with.
 - e. Domination: The recruiter starts talking and doesn’t stop. They can’t stand silence so they start doing some or all of the things mentioned above, such as opportunity references, benefits claims or asking provocative questions.
 - f. Branch of Service reference: Starting out by talking about what the Air Force Reserve is all about instead of focusing on the applicant with questions directed to them.
 - g. Quality Claim: Starting out the conversation by making claims for the AFR without knowing if the applicant is interested in hearing those claims.
4. Discuss the structure and value of the Primary Bonding Statement.
 - a. It includes no preconceived comments about specific benefits the applicant may receive.
 - b. The focus is on letting the applicant know you will work to give them what they want.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: Why Opening is More Important than Closing (Recruiter Version) (Page 2 continued from previous page)

5. Using the Sales Success Worksheet and the questions on page 2 of the Manager's Meeting Guide, the participants were asked to discuss some of their own experiences with "hard closes."

6. Using the Sales Success Worksheet and the questions on page 2 of the Manager's Meeting Guide, the participants were asked to discuss their opinions about the importance of the opening versus the closing of a sale.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Setting and Making Appointments

Lesson Title: How to Effectively Engage Your Lead or Applicant (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio "How to Effectively Engage Your Lead or Applicant."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the four things you want to allow happen when you first engage your lead or applicant face-to-face.
2. To identify and discuss what a recruiter can do to build trust quickly.
3. To identify and discuss eight ways to reduce your own level of tension during the sales interview.
4. To identify and discuss three things a recruiter can do to offset the lack of trust that exists when you first engage a lead or applicant.
5. To discuss why recruiters should not initiate unsolicited small talk.
6. To identify and discuss the differences between unsolicited and solicited small talk.
7. To discuss the purpose of a Statement of Intention.
8. To discuss the purpose of a Primary Bonding Statement.
9. To identify and discuss three tips to get your leads or applicants talking.
10. To identify and discuss three tips for getting your leads or applicants involved with what you want to have happen.
11. To have the participants discuss some of their own experiences in the early stages of a sales interview and to practice issuing a Statement of Intention.

Lesson Outline:

1. Identify and discuss the four things you want to allow happen when you first engage your lead or applicant face-to-face.
 - a. Build trust: The belief that you and the Air Force Reserve are credible and will deliver on every promise.
 - b. Build rapport: Matching the pace, tone, behavior and actions of the lead or applicant so they are comfortable and believe you see the world the same way as they do.
 - c. Measure your lead's or applicant's receptivity to seeing you: The degree to which the lead or applicant is willing to answer your questions.
 - d. Allow your lead or applicant to carry on an unsolicited conversation – if they choose to do so: Letting the lead or applicant run with the conversation as opposed to you dominating it.
2. Identify and discuss what a recruiter can do to build trust quickly.
 - a. Position yourself as a person with something important to say.
 - b. Pre-plan correctly so your focus is 100% on the lead or applicant.
3. Identify and discuss eight ways to reduce your own level of tension during the sales interview.
 - a. Understand that your purpose is to help the lead or applicant.
 - b. See yourself as a value resource.
 - c. Believe you are a capable and confident recruiting professional.
 - d. Promise a lot and deliver more – help this person experience the value you offer.
 - e. See what you offer as greater value than the commitment you're asking for.
 - f. See recruiting as an honorable profession.
 - g. Be prepared to end the meeting if the Air Force Reserve is not a good fit for this person.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: How to Effectively Engage Your Lead or Applicant (Page 2 continued from previous page)

4. Identify and discuss three things a recruiter can do to offset the lack of trust that exists when you first engage a lead or applicant.
 - a. Eliminate potential tension inducers:
 - Poor scheduling
 - Disorganization
 - Poor product knowledge
 - Inferior selling skills
 - b. Look for ways to help your leads or applicants relax:
 - Display a quiet, confident manner
 - Smile
 - c. Be a good guest:
 - Graciously accept any hospitality your host offers
 - Ask where you can hang a jacket
 - Place your briefcase on the floor, not someone's desk
5. Discuss why recruiters should not initiate unsolicited small talk.
 - a. Most people don't like unsolicited small talk.
 - b. It leads to domination of the conversation by the recruiter.
 - c. The conversation is usually irrelevant to the real purpose of the meeting.
6. Identify and discuss the differences between unsolicited and solicited small talk.
 - a. Unsolicited: Initiated by recruiter – don't do it.
 - b. Solicited: Initiated by the lead or applicant – allow them to talk while you show interest.
7. Discuss the purpose of a Statement of Intention.
 - a. Designed to state the reason for your meeting
 - b. It lets the other person know:
 - You just want to meet them
 - You want to ask some questions
 - You want to determine if you can help them
 - You are willing to recommend someone else to help if you can't be of assistance
8. Discuss the purpose of a Primary Bonding Statement.
 - a. People buy what they want, not necessarily what they need.
 - b. It lets the lead or applicant know you are going to help them get what they want.
9. Identify and discuss three tips for getting your leads and applicants talking.
 - a. Ask questions to get them talking about themselves.
 - b. Listen to what they say.
 - c. Show genuine interest by feeding what they say back to them.
10. Identify and discuss three tips for getting your leads or applicants involved with what you want to have happen.
 - a. Get to the point of your visit quickly – Your leads and applicants are asking themselves:
 - Who are you?
 - Whom do you represent?
 - What do you want?
 - What will I get out of this whole thing?
 - What's it going to cost me?
 - b. Avoid being abrupt – Move smoothly into "sales" talk.
 - c. Make it totally natural – Let the interview flow smoothly from the rapport you've built.
11. Using the Sales Success Worksheet and the questions on page 2 of the Manager's Meeting Guide, the participants were asked to discuss some of their experiences in the early stages of sales interviews and to practice issuing a Statement of Intention.

LAST NAME - FIRST NAME - MIDDLE INITIAL

ASKING THE RIGHT QUESTIONS & LISTENING

1. A RECRUITER'S SINGLE GREATEST WEAPON
2. EIGHT WAYS TO IMPROVE YOUR LISTENING SKILLS
3. THE FIVE BASIC BUYING MOTIVES
4. FIVE SECRETS TO BEING A GREAT LISTENER

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Asking the Right Questions & Listening

Lesson Title: A Recruiter's Single Greatest Weapon (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio "A Recruiter's Single Greatest Weapon."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss some of the important questions a recruiter should ask himself/herself during the pre-planning phases of the Investigate Step.
2. To identify and discuss some of the important questions a recruiter should have the answers to in the Investigate Step after they have made contact with a lead but have not met face-to-face for a sales interview.
3. To discuss the value of using pre-call planning questions and what problems can be created when pre-call planning questions are not employed.
4. To have each student identify the seven types of questions they can ask during a sales interview.
5. To have the participants provide "real-world" examples of the seven types of questions they can ask during a sales interview.
6. To have the participants role play with each of the seven types of questions.

Lesson Outline:

1. Identify and discuss some of the important questions a recruiter should ask himself/herself during the pre-planning phases of the Investigate Step.
 - a. What do I believe this person would find most beneficial about joining the Air Force Reserve?
 - b. What do I think they would find least beneficial about joining the Air Force Reserve?
 - c. What other options are out there for this person to consider?
 - d. What questions is this person likely to ask me?
 - e. If I'm visiting a school or an influencer in my recruiting zone, what are the formal and informal structures of their organization?
 - f. What kinds of information or opportunities do I have to offer that they would be interested in hearing about?
2. Identify and discuss some of the important questions a recruiter should have the answers to in the Investigate Step after they have made contact with a lead but have not met face-to-face for a sales interview.
 - a. What's the behavior style of this lead?
 - b. What prompted this person to agree to contact me or speak to me in the first place?
 - c. What is their previous experience, if any, with the military?
 - d. Would any of my other applicants or unit members know this person?
 - e. Would any of my influencers know this lead?
 - f. Is the person the true decision-maker, or will someone else play a role in their decision to join the Air Force Reserve?
 - g. Are they tentatively qualified to join the Air Force Reserve?
3. Discuss the value of using pre-call planning questions and what problems can be created when pre-call planning questions are not employed.
 - a. Pre-call planning questions help recruiters to ensure they are working with the right leads.
 - b. Pre-call planning questions help the face-to-face interview run smoother.
 - c. A lack of pre-call planning questions can cause recruiters to:
 - Ask the wrong questions
 - Ask leading questions
 - Ask stupid questions
 - Not ask questions

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: A Recruiter's Single Greatest Weapon (Page 2 continued from previous page)

4. Identify the seven types of questions a recruiter can ask during a sales interview
 - a. Open-ended questions: Cannot be answered "Yes" or "No." The lead or applicant must expand on their answer.
 - b. Reflective questions: Re-phrase the person's previous statement into a question by adding words like, "Is that correct?"
 - c. Directive questions: Questions that guide your lead or applicant to focus on a specific problem, interest or need.
 - d. Multiple Choice questions: Designed to narrow options for your recommendations.
 - e. Closed-ended questions: Usually require only a "Yes" or "No" answer, but must be followed-up with another question to get clarification.
 - f. Throw-back questions: Answering a question with a question.
 - g. Feedback questions: Used for the purpose of making sure you are on target with your observations or recommendations.
5. Using the Sales Success Worksheet, participants were asked to make a list of at least five good questions they could ask a current lead or applicant, using at least three of the seven questioning models identified in the audio.
6. Students were directed to role-play with each of the seven types of questions and then rate each other on the strengths of their questions.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Asking the Right Questions & Listening

Lesson Title: Eight Ways to Improve Your Listening Skills (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Eight Ways to Improve Your Listening Skills."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the two Master Keys to recruiting.
2. To identify and discuss the eight listening skills identified in the audio and the tips to improve them.
3. To discuss a series of questions related to persuasion, talking, questioning and note-taking during a sales interview.
4. To have the participants identify their biggest listening challenges, the reasons for those challenges and strategies to improve those skills.

Lesson Outline:

1. Identify and discuss the two Master Keys to recruiting:
 - a. Asking: It means that if you pose enough of the right questions to the right people, during your sales interviews, you are more likely to gain a lot of accessions.
 - b. Listening: It means that it's absolutely critical for a recruiter to pay attention – careful attention – to what the applicant truly says – and then determine what they really mean by what they said.
2. Identify and discuss the eight listening skills in the audio and the tips to improve them.
 - a. Number 1: Listen with your eyes, your heart and your ears – Put yourself in the shoes of the other person.
 - b. Number 2: Give your applicant your undivided attention – Don't let your mind wander.
 - c. Number 3: Focus on what the applicant is saying, and don't try and read meanings into what you think they are saying – Ask questions to get clarification.
 - d. Number 4: Never interrupt an applicant, but be interruptible – If the applicant starts talking while you're talking, you should stop talking immediately and listen to them.
 - e. Number 5: Control as many outside interruptions as possible – Turn off your phones and the sounds on the computer and close the door during an interview.
 - f. Number 6: Put your body into it...get involved – Use facial expressions and other non-verbal clues to show you're interested.
 - g. Number 7: Don't overreact... stay cool – Hear the other person out, especially when they are angry, before responding.
 - h. Number 8: Take notes and place stars next to important points – Whenever the applicant mentions an issue, problem or need you can help them with, be sure to jot it down.
3. Using the questions on page 2 of Manager's Meeting Guide, the facilitator will ask a series of discussion questions regarding the following topics:
 - a. The importance of being "persuasive about things your applicants tell you that they want to be persuaded about."
 - b. The problems associated with a recruiter talking too much during a sales interview.
 - c. Why recruiters may be afraid to ask clarification questions.
 - d. The value of taking notes during a sales interview.
4. Using the Sales Success Worksheet, participants were asked to identify their three biggest listening challenges, the reasons for those challenges and strategies to improve those skills.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Asking the Right Questions & Listening

Lesson Title: The 5 Basic Buying Motives (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "The 5 Basic Buying Motives."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the 5 basic buying motives that leads or applicants might think about when they consider joining the Air Force Reserve.
2. To identify and discuss buying motive trends the recruiters notice in each of the target segments they are working.
3. To discuss what the dominant buying motive is and how to use it.
4. To have each student provide five examples of questions, one for each basic buying motive, they could ask a lead or applicant to help identify why that person is interested in joining the Air Force Reserve.
5. To discuss the use and value of reflective questions when probing for the dominant buying motive.

Lesson Outline:

1. Identify and discuss the 5 basic buying motives that leads or applicants think about when they consider joining the Reserve.
 - a. Financial Gain – These are the tangible benefits people receive that they could use to achieve their financial and material goals.
 - b. Peace of Mind – These are the benefits that can satisfy their interests or calm their rational and irrational fears.
 - c. Pleasure – These are the benefits that offer comfort, convenience or enjoyment.
 - d. Removal of Pain – These are the benefits that remove some "negative" from their life, be it financial, mental or environmental, etc.
 - e. Pride – These are the benefits that help people feel important, gain approval, acceptance, affection, admiration or a sense of belonging.
2. Identify and discuss some of the buying motive trends recruiters notice in each of the target segments they are working.
 - a. Non-prior service (officer and enlisted)
 - b. Prior service other branches (officers and enlisted)
 - c. Prior service Air Force (officers and enlisted)
 - d. Health Professionals (non-prior service, prior service other branches, prior service Air Force)
3. Discuss what a person's dominant buying motive is and how to use it.
 - a. It's the common thread throughout the lead's or applicant's answers – the primary reason they would be interested in joining the Air Force Reserve.
 - b. Once identified, questions should be aimed in the direction of the thread.
4. Using the Sales Success Worksheet, for each of the 5 basic buying motives, participants were asked to write down a question they could ask a lead or applicant to discover if that person is driven by that specific buying motive.
5. Discuss the use and value of reflective questions when probing for the dominant buying motive.
 - a. They allow the recruiter to re-state or re-phrase what the lead or applicant said.
 - b. Agreement is confirmed (or not confirmed) by following-up the summary with a question such as, "Is this correct?"

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Asking the Right Questions & Listening

Lesson Title: Five Secrets to Being a Great Listener (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Five Secrets to Being a Great Listener."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To learn about five secrets to becoming a great listener.
2. To have each student pre-prepare five questions they will ask during their next sales interview.
3. To have each student record and summarize the answers they hear from the five pre-prepared questions.
4. To have each student discuss how having pre-prepared questions impacted the interview process.

Lesson Outline:

1. Identify and discuss the five secrets to becoming a great listener that are mentioned in the audio.
 - a. Number 1: Have pre-prepared questions – If you are sitting there thinking about what you are going to ask your lead or applicant next, you're not listening to what that lead or applicant is saying now. Pre-prepared questions also ensure you don't forget to ask about the person's personal goals, interests, problems, difficulties, experiences, availability, influencers in their lives, etc.
 - b. Number 2: Write down the answers – Ask permission to ask questions and permission to take notes. It's a sign of respect and differentiates you from other recruiters. When you're writing down notes about the person's answers, it forces you to continue to listen carefully.
 - c. Number 3: Ask feedback or reflective questions – They help you get valuable information about whether or not your presentation is on target. Feedback questions help you determine if your recommendations are acceptable. Reflective questions help summarize what the other person said and let you know if what you heard was correct. For example, "What I heard you say was... Is this correct?"
 - d. Number 4: Listen for concept, tone and emotion – Don't try to isolate specific things, or major in minors, getting caught up in one or two statements the lead or applicant makes. Look for the overall concepts of why this person is interested in joining the Air Force Reserve. Listen to their tone and watch their emotions as they talk with you.
 - e. Number 5: Rephrase what the lead or applicant said by issuing a summary statement – Paraphrase back to person what you believe they said and ask if you are correct in what they said and meant.
2. Using the Sales Success Worksheet, participants were asked to write down five pre-prepared questions they would use during their next sales interview.
3. Using the Sales Success Worksheet, participants were asked to record and summarize the responses they received from their five pre-prepared questions.
4. Using the Sales Success Worksheet, participants were asked to discuss how having pre-prepared questions impacted the interview process.

LAST NAME - FIRST NAME - MIDDLE INITIAL

MAKING AN EFFECTIVE PRESENTATION

1. HOW DOES YOUR SALES PRESENTATION MEASURE UP?
2. SECRETS & TIPS TO GIVING AN EFFECTIVE SALES PRESENTATION
3. SKILLS NEEDED TO DELIVER A SUCCESSFUL GROUP PRESENTATION
4. WHAT'S ALL THIS FEATURE/BENEFIT STUFF ANYWAY?

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Making an Effective Presentation

Lesson Title: How Does Your Sales Presentation Measure Up? (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio “How Does Your Sales Presentation Measure Up?”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss ten strategies for presenting the Air Force Reserve recruiting opportunity.
2. To have the participants identify their strengths, challenges and ideas for improving their sales presentations.

Lesson Outline:

1. Identify and discuss ten strategies for presenting the Air Force Reserve recruiting opportunity.
 - a. Be sure your presentation integrates seamlessly into the way your applicants want to apply the Reserve recruiting opportunity: Your applicants want to solve a problem, meet a need, experience excitement or pleasure, satisfy a desire or fill a void.
 - b. Make sure your presentation requires no vast “mental leap” in terms of understanding, clarity and simplicity: Use plain language and make it as easy as possible for your applicant to understand what you are presenting.
 - c. Engage your applicant physically, emotionally and psychologically: Help the applicant take mental ownership of the Reserve lifestyle opportunity.
 - d. Allow your applicant to take, or have a test trial, of the Air Force Reserve lifestyle: Invite your applicants out for a drill weekend to see where they’d live, what they would do, and who they would do it with.
 - e. Ask feedback questions to ensure your applicant is listening, engaged and involved: These questions allow for open and honest feedback and tell you if your observations and recommendations are on target.
 - f. Minimize the number of features and benefits you present: Confused applicants will not commit to joining. Don’t benefits-dump. Keep the emphasis on those few things the applicant is really excited about.
 - g. Create value for the Reserve recruiting opportunity that far exceeds the commitment you’re going to be asking for it. And never be tempted to present the commitment until you’ve created sufficient value for it: Your job is to create value for the benefits you offer so that value exceeds the applicant’s perception of the commitment they must make to get those benefits.
 - h. Allow the applicant to experience the single, primary benefit they’re seeking – over and over again: Focus on uncovering someone’s Primary Dominant Buying Motive – the main reason they’re talking to you in the first place – and then approach that very same benefit from multiple angles to show how the Reserve can satisfy that motive.
 - i. Address the correct emotion that drives your opportunity: Committing to join the Reserve is an emotional decision; find out what the emotion is that’s driving the interest and address how the Reserve can satisfy that emotion.
 - j. Don’t assume your applicant understands the value, application or use of the Reserve recruiting opportunity: Be sure your applicants understand everything you’re saying, doing and offering so you don’t get ahead of them or confuse them.
2. Using the Sales Success Worksheet and the questions on page 2 of the Manager’s Meeting Guide, the leader will conduct a guided discussion concerning some of the participants’ strengths, challenges, and ideas for improving their sales presentations.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Making an Effective Presentation

Lesson Title: Secrets & Tips to Giving an Effective Sales Presentation (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Secrets & Tips to Giving an Effective Sales Presentation."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the two secrets of an effective sales presentation.
2. To identify and discuss five tips for giving a better presentation.
3. To identify and discuss the lone exception of the three rules of the IMPACT Selling System - when it's acceptable to skip a step.
4. To identify and discuss the differences between a feature and a benefit.
5. To identify and discuss the best time to introduce the commitment.
6. To have the participants identify their greatest features of the Reserve recruiting opportunity.

Lesson Outline:

1. Identify and discuss the two secrets of an effective sales presentation.
 - a. Understanding what product knowledge IS and what product knowledge isn't.
 - Product knowledge is accessing what you know and putting it into terms that cite the benefits your applicant is interested in receiving.
 - Product knowledge is not going off on tangents related to features or benefits your applicant is not interested in hearing about.
 - b. Understanding the purpose of your presentation: It's not to tell your applicant about the Reserve opportunity you're trying to sell them; it's about getting them to tell you what they want to accomplish and how they will use the Reserve opportunity to reach their goals.
2. Identify and discuss the five tips for giving a better presentation.
 - a. Use the power of the word "recommend" and avoid offering too many solutions to choose from.
 - b. Limit the number of features and benefits you present: People won't remember them anyway.
 - c. Use feedback questions during your presentation.
 - d. If you're getting negative or neutral responses to your feedback questions, return to the Probe Step and course correct.
 - e. Present all features and benefits of the Reserve that are relevant to the applicant as if they were an exclusive: Say things like, "The Air Force Reserve provides this to its members," or "The Air Force Reserve will give you this.." Don't say, "As a member of the military, you will be entitled to..."
3. Identify and discuss the lone exception to the three rules of the IMPACT Selling System - when it's acceptable to skip a step.
 - a. Watch for very obvious signs the applicant is ready to commit - "How soon could I enlist?" We call this "outdistancing" the recruiter, because the applicant has already gone through the steps of IMPACT in their mind.
 - b. You need to "catch up" to the applicant and complete the Tie-It-Up Step, provided they are otherwise qualified.
4. Identify and discuss the best time to introduce the commitment.
 - a. Never introduce the "commitment" early in the sales process.
 - b. First build value for the Reserve recruiting opportunity that exceeds the applicant's perception of the commitment.
 - c. Remember that the commitment is often a bigger issue in the mind of the recruiter than in the mind of the applicant.
5. Identify and discuss the difference between a feature and a benefit.
 - a. Feature: It's how one of your offerings is described technically. Example: Education Assistance.
 - b. Benefit: It's what the feature does for the applicant. Example: Education Assistance provides you with extra money to pay for college.
6. Using the Sales Success Worksheet and the questions on page 2 of the Manager's Meeting Guide, the leader will conduct a guided discussion concerning what the participants believe to be the features of the Reserve recruiting opportunity that give them the greatest competitive advantage over other military branches.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Making an Effective Presentation

Lesson Title: Skills Needed to Deliver a Successful Group Presentation (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio “Skills Needed to Deliver a Successful Group Presentation”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss 12 tips for making a successful group presentation.
2. To have the participants identify their greatest challenges when it comes to making a group presentation.

Lesson Outline:

1. Identify and discuss 12 tips for making a successful group presentation.
 - a. Know what you’re getting into before you get there: Consider the audience, when you’re presenting, room arrangement, the message and how much time you’ve been allotted to speak.
 - b. Develop an internal advocate: Find a friend who will be in the audience who can support you, introduce you and offer you feedback after the event.
 - c. Carefully prepare your presentation: Plan on speaking extemporaneously and be prepared for any contingency that could come up. For example: AV equipment that doesn’t work.
 - d. Arrive 45 minutes early for the presentation: Allow yourself adequate time to setup the room, distribute materials, develop a comfort level and make any required last minute changes.
 - e. Visualize yourself being successful: Rehearse your presentation until you know it cold, and keep picturing yourself putting on a great show.
 - f. Check, double-check and triple-check: Make sure everything from the AV equipment and seating to the lighting, heating, and air-conditioning systems are setup and working the way you want them.
 - g. Check your uniform: Find a mirror and be sure you look your best.
 - h. Greet as many participants as possible as they enter the room: Attempt to develop a sense of trust and mutual appreciation with your audience, and start to look for which guests might be potential allies or adversaries.
 - i. Keep your presentation simple: Make your message fit your audience and limit it to three main ideas. Establish ground rules such as timing of questions. Plan your presentation so it ends on time or early.
 - j. Don’t turn down the lights: You don’t want your audience going to sleep.
 - k. Never apologize: Chances are any mistakes you make won’t be noticed by the audience anyway. If they are pointed out, acknowledge and move on.
 - l. Close your presentation with power: Summarize your main point, end on a positive note, give the audience something to do, thank the people for attending and end on time.
2. Using the Sales Success Worksheet and the questions on page 2 of the Manager’s Meeting Guide, the leader will conduct a guided discussion concerning some of the participants’ greatest challenges when it comes to making a group presentation.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Making an Effective Presentation

Lesson Title: What's All This Feature/Benefit Stuff Anyway? (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "What's All This Feature/Benefit Stuff Anyway?"
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the difference between a feature and a benefit.
2. To discuss the format for determining if a lead or applicant has use for a feature and its corresponding benefit(s).
3. To have the participants complete a feature/benefit exercise where they identify three features, the benefits of those features, and questions they could ask to determine if the lead or applicant has a need or interest in those features.

Lesson Outline:

1. Identify and discuss the difference between a feature and a benefit.
 - a. Feature: It's how you describe your product technically or the name you give it.
 - b. Benefit: It's what the feature does for the person who may need or be interested in a particular feature.
2. Discuss the format for determining if a lead or applicant has use for a feature and its corresponding benefit(s).
 - a. Pick a feature you wish to discuss.
 - b. Identify some of the programs, offerings or opportunities associated with that feature.
 - c. List the accompanying benefits that go along with the feature.
 - d. Develop some questions you can ask to find out if the lead or applicant has a need or interest in that feature.
 - e. Listen for the answers, and decide if the lead or applicant has either a need or interest in discussing and using this feature. If the lead or applicant has no need or interest in the feature, move on to another feature of the Reserve recruiting opportunity.
3. Using the Sales Success Worksheet and the questions on page 2 of the Manager's Meeting Guide, the leader will conduct a guided discussion concerning the differences between features and benefits and the participants will discuss their answers to the feature/benefit exercise.

LAST NAME - FIRST NAME - MIDDLE INITIAL

APPLYING & CONVINCING

1. MAKING APPLICATION-BASED SALES PRESENTATIONS WORK FOR YOU
2. FOUR PROVEN WAYS TO PRESENT THE RECRUITING OPPORTUNITY
3. PROVING YOUR CLAIMS
4. RELIEVING YOUR APPLICANT'S FEAR OF COMMITTING

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Applying and Convincing

Lesson Title: Making Application-Based Sales Presentations Work for You (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Making Application-Based Sales Presentations Work for You."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the differences between demonstration-based selling and application-based selling.
2. To identify and discuss four pointers that will improve the Apply Step.
3. To have the participants discuss some of the ways they use application-based selling techniques to present their recommendations.

Lesson Outline:

1. Identify and discuss the differences between demonstration-based selling and application-based selling.
 - a. Demonstration-based selling is presenting a laundry list of features and benefits to an applicant and expecting them to "connect the dots" about how they can relate the benefits to their own personal situation.
 - b. Application-based selling means carefully recommending certain features of the Reserve recruiting opportunity to solve a specific problem, fill and exact want, satisfy a stated need or provide a unique answer the applicant is seeking.
2. Identify and discuss four pointers that will improve the Apply Step.
 - a. Pointer #1: Recommend only the most appropriate recruiting opportunity – Be sure to choose the right career field, bonus program, or unit of assignment that satisfies the needs of the applicant.
 - b. Pointer #2: Tailor the presentation to the applicant's needs and wants – Remember that there are four possible focal points: The recruiting opportunity, the Reserve, yourself, and the applicant. Your applicant doesn't care about the first three, so focus on the applicant as you present your solutions.
 - c. Pointer #3: Give the applicants a show they'll never forget – Don't make canned presentations, but don't go to the opposite extreme either. Be organized and enthusiastic.
 - d. Pointer #4: Involve your applicants from the word "Go" – Get your applicants physically, intellectually and emotionally involved in the sales process as you present your solutions.
3. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion about the ways the participants use Application-based selling techniques to present their recommendations.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Applying and Convincing

Lesson Title: Four Proven Ways to Present the Recruiting Opportunity (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Four Proven Ways to Present the Recruiting Opportunity."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To explain why it's so important for the recruiter to make an effective sales presentation.
2. To identify and discuss four proven ways to present the recruiting opportunity that will increase the chances the applicant will say "Yes" to joining the Air Force Reserve.
3. To explain the differences between tangible and intangible benefits.
4. To have the participants discuss some of the ways they reduce the applicant's perception of the commitment when they present the recruiting opportunity.

Lesson Outline:

1. Explain why it's so important for the recruiter to make an effective sales presentation – The applicant is likely going to see you present your solutions just one time, therefore, you need to make it a great presentation, if you expect the applicant to respond favorably.

2. Identify and discuss four proven ways to present the recruiting opportunity that will increase the chances the applicant will say "Yes" to joining the Air Force Reserve.

a. Avoid making the commitment an issue – Very often the recruiter makes a bigger issue out of the commitment than the applicant. Treat questions about the commitment as if it were a minor consideration.

b. Focus on the benefits, not the features or the commitment – Sell every benefit the applicant is interested in as though it were the greatest thing since sliced bread. The more benefits you apply to the applicant's needs and wants, the more the applicant will see what he or she will get by joining the Air Force Reserve.

c. Focus on value and then work to deliver it – Create value by showing your applicant the benefits of "ownership." The more value you can show, the less important the commitment or "cost" of joining becomes.

d. Relate every benefit to value – Translate every benefit of every feature you present into something the applicant desires.

Example: Show how the benefit of the ANG's educational assistance programs will lead to the applicant going to college, earning a degree and getting a great job.

3. Explain the differences between tangible and intangible benefits.

a. Tangible Benefit: A value that you can hear, touch, taste or smell.

b. Intangible Benefit: A value that has more to do with emotions, logic or some unseen factor.

4. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion about the ways the participants present the recruiting opportunity.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Applying and Convincing

Lesson Title: Proving Your Claims (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Proving Your Claims."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss three reasons why people are skeptical about recruiters.
2. To identify and discuss five ways to prove every claim you make for the Air Force Reserve.
3. To identify and discuss four witness pointers you can use to support your recruiting efforts.
4. To have the participants discuss some of the ways they prove the claims they make for the recruiting opportunities they present to their applicants.

Lesson Outline:

1. Identify and discuss three reasons why people are skeptical about recruiters.
 - a. Leads and applicants know recruiters have something to gain by the transaction.
 - b. Leads and applicants have had the truth stretched before, perhaps even by a military recruiter.
 - c. People have become jaded by oversell – They are bombarded every day by commercials.
2. Identify and discuss five ways to prove every claim you make for the Air Force Reserve.
 - a. Never make a claim you can't back up with facts – Your integrity is at stake; make sure everything you say is true.
 - b. If you can prove it, show your evidence – Offer supporting data, relevant documents and tangible evidence to prove every claim.
 - c. Reinforce all claims visually – People more easily believe and remember what you show them rather than just what you tell them.
 - d. Let your leads and applicants experience your claims for themselves – Allow your leads and applicants a "taste" of the Reserve lifestyle opportunity through unit visits and opportunities to experience first hand some of the features of the Air Force Reserve.
 - e. Repeat important claims and proofs again and again – The more often you repeat something, the better the chances the lead or applicant will accept and remember it.
3. Identify and discuss four witness pointers you can use to support your recruiting efforts.
 - a. Try to get a written endorsement from every satisfied unit member you recruit – Ask for the endorsements, tell the unit members to tell the truth and provide a self-addressed stamped envelope.
 - b. Carefully select the endorsements you are going to use – The best endorsements are grammatically correct, typewritten, or at least very legibly hand-written and say good things about the recruiter and the Air Force Reserve.
 - c. Treat endorsements with dignity and respect – Put the strongest letters in frames or protective covers.
 - d. Try to involve happy unit members with leads and applicants – Offer your leads and applicants the opportunity to talk directly with unit members, especially the ones you have recruited.
4. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion about the ways the participants prove the claims they make for the Air Force Reserve recruiting opportunity.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Applying and Convincing

Lesson Title: Relieving Your Applicant's Fear of Committing (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Relieving Your Applicant's Fear of Committing."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the role fear plays in an applicant's decision to join or not join the Air Force Reserve.
2. To identify the two greatest fear-busters and why they are so important.
3. To identify and discuss three ways to help your applicants relieve their fear of committing.
4. To have the participants discuss some of the ways they help their applicants relieve their fears about joining the Air Force Reserve.

Lesson Outline:

1. Identify and discuss the roles fear plays in an applicant's decision to join or not to join the Air Force Reserve.
 - a. The fear of loss can be as powerful as the desire for gain; therefore applicants who are afraid of losing the benefits offered by the Air Force Reserve recruiting opportunity may decide to commit.
 - b. The fear of the unknown, the fear of making a mistake or the fear of being ridiculed or rejected by friends, family or employers for deciding to join the Air Force Reserve may cause the applicant to decide against committing.
2. Identify the two greatest fear busters and why they are so important.
 - a. Trust and Value
 - b. As trust in you and confidence in the value you are offering rises, the fear of committing disappears.
3. Identify and discuss three ways to help you applicants relieve their fear of committing.
 - a. Reconcile the decision to commit with their value system – Whenever people try to act in a manner inconsistent with their value system, there will be some apprehension and fear. Help your applicants by openly asking them about their concerns so you can become aware of their value system and limitations.
 - b. Help them expand their own self-beliefs – People have their own comfort zones, and when they are asked to step outside those zones, they are hesitant to experience new opportunities. Help them re-evaluate their self-beliefs by offering them the opportunity to experience some of the Air Force Reserve lifestyle opportunity.
 - c. Assure them of the wisdom of their choices by doing all of the following:
 - Believe in the recruiting opportunity yourself and reassure the applicant with all your persuasive power.
 - Recap the benefits to show how wise the decision is. Don't assume your applicant understands everything the first time you say it.
 - Reinforce all the applicant's positive feelings about committing. Allow the applicant to talk about what they like about the recruiting opportunity and ask questions about what they are looking forward to enjoying the most.
 - Answer any questions your applicants may have. Treat all objections seriously and deal with them directly and immediately.
4. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion about the ways the participants relieve their applicant's fear of committing.

LAST NAME - FIRST NAME - MIDDLE INITIAL

OVERCOMING OBJECTIONS

1. FOUR WAYS TO MENTALLY AND EMOTIONALLY RESPOND TO STALLS AND OBJECTIONS
2. THE MAGIC OF IDENTIFYING OBJECTIONS
3. THE ROLE OF TENSION, RESISTANCE AND OBJECTIONS IN A SALE
4. STEPS TO NEGOTIATION MASTERY

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Overcoming Objections

Lesson Title: Four Ways to Mentally and Emotionally Respond to Stalls and Objections (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Four Ways to Mentally and Emotionally Respond to Stalls and Objections."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the differences between a stall and an objection.
2. To identify and discuss the four ways recruiters can respond to stalls and objections they hear from their applicants.
3. To have the participants discuss some of the ways they have responded to stalls and objections.
4. To discuss a "creative" method for overcoming objections.
5. To identify and discuss the most common objections each recruiter hears and strategies for overcoming those objections.

Lesson Outline:

1. Identify and discuss the differences between a stall and an objection.
 - a. Stall: Applicant is raising conditions under which they will commit. Example: Must be in a career field that offers an enlistment bonus.
 - b. Objection: Legitimate obstacles that will prevent an applicant from committing. Example: Don't want to work outdoors.
2. Identify and discuss the four ways recruiters can respond to stalls and objections they hear from their applicants.
 - a. Anger, frustration and resentment
 - b. Stubborn persistence
 - c. Feeling like a victim or blaming the applicant
 - d. Creativity – seeking new opportunities to correct your course.
3. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion surrounding the ways the participants have responded to stalls and objections in the past.
4. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion concerning the "creativity exercise" where participants "brainstorm" five ways to overcome each objection.
5. Using the Sales Success Workshop and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion concerning the most common objections recruiters hear and the "group's" suggestions for overcoming those objections.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Overcoming Objections

Lesson Title: The Magic of Identifying Objections (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio “The Magic of Identifying Objections.”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify some of the most common objections recruiters hear from applicants.
2. To identify and discuss reasons why applicants may raise objections.
3. To identify and discuss the differences between a stall and an objection.
4. To understand why asking the right questions early in the sales interview process can prevent some objections from ever occurring.
5. To understand the process for identifying, isolating and overcoming objections.
6. To discuss the value of feedback/course correction questions.
7. To have the participants discuss techniques they successfully use to deal with objections.

Lesson Outline:

1. Identify and discuss some of the most common objections recruiters hear from applicants.
 - a. “The commitment is too long.” – There is not enough value built yet to offset the “cost” of joining.
 - b. “I don’t want to worry about deploying.” – A serious objection that must be offset by educating the applicant how the Reserve manages its deployment programs.
 - c. “The technical school is too long.” – Availability to attend school should be investigated early in the sales process to avoid making a career field recommendation that doesn’t fit the applicant’s requirements.
 - d. “I need to talk it over with my spouse.” – Early in the sales process recruiters need to identify who else may be involved in the decision-process and invite them to take part.
 - e. “I’m not happy with the career field.” – The line of questioning must uncover they types of career fields an applicant is interested in so the recommendation for a job assignment becomes more acceptable.
 - f. “I see no reason to join; that’s why I left active duty in the first place.” – Questions should focus on what the applicant enjoyed about active duty so you can reinforce those benefits, and questions should be included on why they didn’t enjoy active duty so you can show how those issues will not arise in the Air Force Reserve.
2. Identify and discuss reasons why applicants may raise objections.
 - a. You have not created enough value.
 - b. You have not met a specific need.
 - c. You have not removed a fear.
3. Identify and discuss the differences between a stall and an objection.
 - a. Stall: Normally this is just a condition that must be met before the applicant will commit. Example: Report to Basic Training after summer vacation.
 - b. Objection: This is a legitimate obstacle that poses a major roadblock to the applicant committing. Example: Applicant does not want to attend Basic Training.
4. Discuss why asking the right questions early in the sales interview process can prevent some objections from ever occurring.
 - a. Good questions help prevent objections from coming up in the first place because common potential problem areas are discussed before the applicant raises the issue.
 - b. Good questions allow the recruiter to present a recommendation that is less likely to receive any objections because obstacles have been uncovered, isolated and removed before the applicant is asked to commit.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: The Magic of Identifying Objections (Recruiter Version) (Page 2 continued from previous page)

5. Discuss the process for identifying, isolating and overcoming objections.
 - a. When you get an objection, ask a question like “Is there anything other reason why we couldn’t go ahead with your decision to join?”
 - b. Make note of additional objections, if any.
 - c. Let the applicant know you will deal with each of the objections one at a time.
 - d. Return to the Probe Step and ask questions about the objection.
 - e. Make sure each objection is resolved before moving on to the next objection.

6. Discuss the value of asking feedback/course correction questions.
 - a. The help determine if your presentation is on target.
 - b. Examples:
 - How does this look so far?
 - Does this look like the kind of opportunity you’re interested in?
 - How do you feel about this?
 - c. If answers are positive, proceed; if answers are negative, isolate and deal with the objections.

7. Using the Sales Success Worksheet and the discussion questions on page two of the Manager’s Meeting Guide, conduct a guided discussion surrounding the ways the participants have responded to stalls and objections in the past.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Overcoming Objections

Lesson Title: The Role of Tension, Resistance and Objections in a Sale (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "The Role of Tension, Resistance and Objections in a Sale."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To define the meaning and causes of "tension" in a sales interview.
2. To define the meaning and causes of "resistance" in a sales interview.
3. To define the meaning and causes of "objections" in a sales interview.
4. To identify and discuss the three ways applicants can show resistance during a sales interview.
5. To identify and discuss ways to overcome applicant resistance.
6. To have the participants discuss some of the ways they deal with tension, resistance and objections during a sales interview.

Lesson Outline:

1. Define the meaning and cause of "tension" in a sales interview.
 - a. Meaning: It's the natural fear or concern the applicant has with the recruiter and decision of whether or not to join the Air Force Reserve.
 - b. Causes: The applicant is dealing with the "unknown" aspects of joining the Reserve. They are concerned over what the recruiter will do or what they'll have to do.
2. Define the meaning and causes of "resistance" in a sales interview.
 - a. Meaning: The reluctance on the part of the applicant either to go ahead and make a decision to commit or move to the next processing step.
 - b. Causes: Previous bad experiences with a recruiter or the lack of trust with the recruiter.
3. Define the meaning and causes of "objections" in a sales interview.
 - a. Meaning: A symptom of the level of tension and resistance that exists between the applicant and the recruiter.
 - b. Causes: A manifestation of something else that's happened in the sales process. Example: A recruiter recommendation that doesn't provide the applicant what they're looking for.
4. Identify and discuss the three ways applicants can show resistance during a sales interview.
 - a. Silence: The applicant says nothing.
 - b. Deferral: The applicant claims another person will make the decision.
 - c. Objection: The applicant raises a serious barrier against making a commitment.
5. Identify and discuss ways to overcome applicant resistance.
 - a. If the applicant becomes silent, ask questions, don't make statements.
 - b. If the applicant defers to someone else, ask the applicant to join you in meeting with that person or those people.
 - c. If the applicant objects, isolate each objection and revert to the Probe Step to ask questions. When you've answered the applicant's concerns, issue a new recommendation.
6. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion surrounding the ways the participants have responded when they encountered tension, resistance or objections with their applicants.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Overcoming Objections

Lesson Title: Steps to Negotiation Mastery (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio “Steps to Negotiation Mastery.”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To discuss why prospecting is the most important negotiation tactic or skill a recruiter can apply.
2. To identify and discuss five things a recruiter can do to help both sides walk away happy with the negotiation.
3. To identify and discuss the differences between an objection, a stall and a negotiation strategy on the part of the applicant.
4. To identify and discuss three examples of negotiation strategies on the part of an applicant.
5. To identify the two most common mistakes recruiters make when they’re negotiating.
6. To have the participants discuss some of their personal experiences negotiating with applicants.

Lesson Outline:

1. Discuss why prospecting is the most important negotiation tactic or skill a recruiter can apply.
 - a. In any negotiation, the one who will lose is the one who is not willing to walk.
 - b. If you have a stockpile of qualified leads, you can afford to walk.
 - c. If you have no qualified leads, negotiation becomes a very big issue.
2. Identify and discuss five things a recruiter can do to help both sides walk away happy with the negotiation.
 - a. Be sure you know exactly what your lead or applicant wants to achieve.
 - b. Be absolutely sure your recommendations exceed the other person’s expectations.
 - c. Present your recommendations in such a way that the value exceeds the perception of the commitment.
 - d. Be prepared to negotiate certain conditions or service levels.
 - e. Have the sense not to give away too much to gain an accession.
3. Identify and discuss the differences between an objection, a stall and a negotiation strategy on the part of the applicant.
 - a. Objection: A legitimate concern, problem, issue or question your applicant might have.
 - b. Stall: A strategy to defer the decision.
 - c. Negotiation Strategy: A tactical action your applicant will take at a specific time to bargain for what they want.
4. Identify and discuss two negotiation strategies on the part of an applicant.
 - a. Nibbling: The applicant puts a “condition” on the agreement or asks for “more” from the recruiting opportunity.
 - b. Deferring to a Higher Authority: Telling the recruiter the decision to commit is not their decision to make; it’s really up to another person.
5. Identify the two most common mistakes recruiters make when they’re negotiating.
 - a. They fail to create sufficient value for their recommendations and cannot defend their recommendations when they are challenged.
 - b. They quit too early because they don’t believe they can overcome the stalls, objections or negotiating tactics of the applicant.
6. Using the Sales Success Worksheet and the discussion questions on page two of the Manager’s Meeting Guide, conduct a guided discussion surrounding the group’s experiences in negotiating with their applicants.

LAST NAME - FIRST NAME - MIDDLE INITIAL

VALUE-ADDED SELLING

1. SELLING AGAINST YOUR COMPETITION
2. HOW MUCH VALUE DO YOU BRING TO YOUR APPLICANTS?
3. CREATING VALUE BY STACKING BENEFITS
4. BUILDING AND SUSTAINING MOMENTUM

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Value-Added Selling

Lesson Title: Selling Against Your Competition (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Selling Against Your Competition."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To understand the difference between the price and cost of an Air Force Reserve commitment.
2. To understand how to respond to leads or applicants who ask about the length of the commitment early in the sales process.
3. To understand the meaning of "comparing apples to pears" when it comes to comparing the Air Force Reserve opportunity to your competitor's opportunity.
4. To identify and discuss the three components of presenting solutions that meet your applicant's needs and wants.
5. To identify and discuss four things retainers must be able to do to prove value.
6. To identify some of the ways Air Force Reserve recruiters can differentiate themselves from the competition.
7. To have the participants identify and discuss some competitive factors they face everyday in the recruiting marketplace, the ways they handle objections about the length of the commitment, and how they differentiate themselves from their competition.

Lesson Outline:

1. Discuss the difference between the price and cost of an Air Force Reserve commitment.
 - a. Price: This is the "time" commitment it takes to participate in the Reserve. For example, it may include attending six weeks of Basic Training and a technical training school, followed by service of one weekend a month and two weeks of annual tour each year for six years, plus two more years in the IRR.
 - b. Cost: Includes the sacrifices a unit member must make to be a member of the Reserve. For example, there's the risk of life, possibility of activation and deployment, time away from family, potential job conflicts, loss of some personal freedoms, etc.
2. Discuss how to respond to leads or applicants who ask about the length of the commitment early in the sales process.
 - a. Remember never to quote price (commitment) to an unsold buyer (lead or applicant), because you haven't built value.
 - b. If the person presses for a commitment length, explain that the Reserve has a wide range of opportunity options and length of commitment is tied to the training the person would receive, their career field and previous military experience, if any. Be sure to say that before anyone joins the Air Force Reserve, they will know exactly what the commitment will be.
 - c. If the person keeps pressing for a "hard" number of years, say something like "I've worked with many people just like you who have joined for three to six years, but plan to stay, or have stayed, a lot longer because they enjoy the Air Force Reserve so much."
3. Discuss the meaning of "comparing apples to pears" when it comes to comparing the Reserve recruiting opportunity to your competitor's opportunity.
 - a. Never do a side-by-side comparison of your benefits against those of another service.
 - b. Point out how the Reserve is different from other branches – For example, high-tech jobs, mission, living conditions, overall quality of life.
 - c. Never put another service down – "Kill'em with kindness."
 - d. Explain that the Air Force Reserve is in the best position to offer people what they want.
4. Identify and discuss the three components of presenting solutions that meet your applicant's needs and wants.
 - a. You must totally believe in the value of the Air Force Reserve opportunity or you won't be able to communicate that value.
 - b. You must understand what that value means to the lead or applicant. ("One man's trash is another man's treasure.")
 - c. You must clearly be able to determine from the lead's or applicant's point of view what they perceive as value and not put your value system on the recommendation.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: Selling Against Your Competition (Recruiter Version) (Page 2 continued from previous page)

5. Identify and discuss four things recruiters must be able to do to prove value.
 - a. Justify the price of the Air Force Reserve commitment - Emphasize the taxpayer investment in each unit member.
 - b. Justify the recruiting opportunity they are committing to.
 - c. You must believe in the price - or length -- of the commitment yourself.
 - d. You must be able to present you recommendations in a clear, very succinct way that allows you to be absolutely 100% sure your applicants understand it.

6. Identify and discuss some of the ways Air Force Reserve recruiters can differentiate themselves from the competition.
 - a. Personal professionalism
 - b. Dress and appearance
 - c. Condition of your office and automobile
 - d. Being on time and being prepared for appointments
 - e. Following-up when you say you will
 - f. Backing every claim you make
 - g. Returning phone calls
 - h. Promising a lot and exceeding expectations

7. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion about the participants' experiences dealing with the competitive factors they face everyday in the recruiting marketplace, the ways they handle objections about the length of the commitment, and how they differentiate themselves from their competition.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Value-Added Selling

Lesson Title: How Much Value Do You Bring to Your Applicants? (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio “How Much Value Do You Bring to Your Applicants?”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify the two things recruiting professionals must sell.
2. To identify and understand the components of the Value Formula.
3. To identify and discuss five tactical tips recruiters should do to enhance the value they bring to the recruiter-applicant relationship.
4. To identify and discuss three macro-strategies recruiters can use to communicate value to their applicants.
5. To have the participants discuss the Value Formula and identify ways they communicate value to their applicants.

Lesson Outline:

1. Identify the two things recruiting professionals must sell.
 - a. Trust
 - b. Value
2. Identify and understand the components of the Value Formula.
 - a. Value equals Perceived Benefits over Perceived Price or Perceived Emotional Cost.
 - b. When applicants perceive they will get more from the benefits of joining the Reserve than what they have to “give up” when joining, they see value.
 - c. When applicants see fewer benefits than what they’re going to have to give up to join the Air Force Reserve, they don’t see value.
3. Identify and discuss five tactical tips recruiters should do to enhance the value they bring to the recruiter-applicant relationship.
 - a. Do your homework – Learn as much as you can about your applicant before you meet face-to-face. Examples: Occupation, education, military experience, tentative qualifications, why they are meeting with you, time-frame for decision-making and family situation.
 - b. Don’t waste your applicant’s time – Get to the issues as quickly as your applicant chooses to do so. Avoid unsolicited small talk.
 - c. Pre-prepare a list of questions – Questions should relate to the applicant’s problems, goals, objections, time-frames, needs and dreams. Be sure to take notes, pay attention and not interrupt.
 - d. Recommend the correct solution – Present solutions, answers, and compelling reasons to commit to joining the Reserve.
 - e. Let the applicant buy the Reserve recruiting opportunity – Don’t pressure your applicants or they may change their mind later and back out later. Remember, they will join the Air Force Reserve for their reasons, not yours.
4. Identify and discuss three macro-strategies recruiters can use to communicate value to their applicants.
 - a. Position yourself correctly – Identify the ways you want to be seen by your applicants. Examples: military expert, advocate, problem solver, career counselor, etc.
 - b. Maintain your presence – Develop relationships with applicants, influencers, associations and organizations, employers, advocacy groups, and community organizations.
 - c. Strive for applicant and influencer visibility – Keep top of mind consciousness with your applicants and influencers by anticipating their problems and being on hand to provide direction and solutions.
5. Using the Sales Success Worksheet and the discussion questions on page two of the Manager’s Meeting Guide, conduct a guided discussion about the Value Formula and the ways the participants communicate value to their applicants.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Value-Added Selling

Lesson Title: Creating Value by Stacking Benefits (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Creating Value by Stacking Benefits."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the most important questions leads and applicants ask themselves the first time they come face-to-face with a recruiter.
2. To identify and discuss the goal of the value proposition.
3. To identify and discuss six tips a recruiter can apply to keep the commitment from becoming a major issue.
4. To discuss the purpose of gathering "stars" in the Probe Step.
5. To understand how to use the Benefits-Stacking Formula to create value and present the commitment.
6. To identify and discuss the role of feedback questions when presenting benefits.
7. To have the participants discuss their experiences using the Benefits-Stacking Formula to build value and increase acceptance of the commitment.

Lesson Outline:

1. Identify and discuss the most important questions leads and applicants ask themselves the first time they come face-to-face with a recruiter.
 - a. What's in it for me, or what am I going to get for my time and effort?
 - b. What's it going to cost me?
2. Identify and discuss the goal of the value proposition – To prove to your leads and applicants that the AFR lifestyle opportunity is worth more to them than its price or cost.
3. Identify and discuss six tips a recruiter can apply to keep the commitment from becoming a major issue.
 - a. Avoid making the commitment an issue yourself – Very often the recruiter worries more about the commitment than the applicant.
 - b. Focus on the benefits the applicant will receive, rather than on the commitment.
 - c. Avoid cushioning statements as a way of introducing the commitment – Phrases like "Are you ready for this..." place focus on the commitment rather than the benefits.
 - d. Never place a modifier on the offer – Don't use terms like "regular commitment" or "normal requirements."
 - e. If the applicant tries to get you to bend (e.g. higher rank, shorter enlistment), refuse to do so. Acknowledge their statements, justify your offer and eliminate objections.
 - f. When presenting the commitment, always ensure the value of the commitment exceeds the personal cost to the applicant.
4. Discuss the purpose of gathering "stars" in the Probe Step – The stars represent the applicant's problems, issues or areas of interest. Your solutions are supposed to address each one of the stars you uncovered.
5. Understand how to use the Benefits-Stacking Formula to create value and present the commitment – Your goal is to sandwich the commitment between the benefits you are offering.
 - a. Present two to three key benefits your applicant is most interested in receiving.
 - b. State the commitment.
 - c. Present some additional benefits.
6. Identify and discuss the role of feedback questions when presenting benefits – The feedback questions help you to ensure your presentation is on target.
 - a. If you receive a positive response to a feedback question, continue forward.
 - b. If you receive a negative response to a feedback question, return to the Probe Step.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: Creating Value by Stacking Benefits (Recruiter Version) (Page 2 continued from previous page)

7. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion about the Benefits-Stacking Formula and the ways the participants can use it to increase value and acceptance of the commitment.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Value-Added Selling

Lesson Title: Building and Sustaining Momentum (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Building and Sustaining Momentum."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the cornerstone of a successful recruiter.
2. To identify and discuss the five common traits of top performing recruiters.
3. To identify and discuss ten essential "truths" that go along with being a professional recruiter.
4. To have the participants discuss some of the ways they build on their successes and stay motivated to be productive.

Lesson Outline:

1. Identify and discuss the cornerstone of a successful recruiter – It's Personal Accountability. Top recruiters hold themselves responsible for making their recruiting goals. They don't place blame on anyone else for not succeeding.
2. Identify and discuss the five common traits of top performing recruiters.
 - a. They have strong knowledge of the Air Force Reserve recruiting opportunity and can apply it toward helping their applicants.
 - b. They have strong selling skills and can ask the right questions.
 - c. They have the capacity to be optimistic, resilient and competitive in the face of any obstacle.
 - d. They have physical stamina to work long and hard.
 - e. They enjoy being a recruiter and are fueled by the rewards the career field provides.
3. Identify and discuss ten essential "truths" that go along with being a professional recruiter.
 - a. Success is progressive and gradual – Success won't happen overnight; you must build your recruiting success over time.
 - b. Life isn't fair – No two recruiting territories are the same; make the best of what you have.
 - c. Self-discipline is the universal differentiator between highly successful and marginal recruiters – Top recruiters stay on task and don't need outside pushes from their supervisors.
 - d. Successful recruiters have unique and in-depth wisdom about their areas of endeavor that others don't have – Top recruiters are willing to study, learn and master the skills that keep them ahead of the competition.
 - e. Potential is not to be saved, it is to be used – Potential is a renewable source; access it, use it and go back for more.
 - f. No one will ever be any more successful than they see themselves as being – You have to maintain a positive self-image and not let negative words cause you damage.
 - g. Success is more about listening than about talking – You'll be much more successful if you focus your interest on other people and their ideas, philosophies and points of view.
 - h. Don't major in minors or confuse activity with results – Be sure you are busy doing the right things at the right time by focusing on the activities that will bring you the most success.
 - i. Successful recruiters master their emotions, instead of allowing their emotions to master them – Learn to move past difficulties, problems or obstacles and not allow them to derail your goals.
 - j. Successful people have heroes – Find someone you admire and model their behavior. Also, become a mentor to someone else.
4. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion about the ways the participants build on their successes and stay motivated to be productive.

LAST NAME - FIRST NAME - MIDDLE INITIAL

FINALIZING SALES

1. ASKING AN APPLICANT TO COMMIT IS HOW YOU MAKE THE SALE
2. IF YOU CAN'T CLOSE A SALE, YOU DON'T HAVE A SALE
3. THREE TIPS TO HELP YOU REINFORCE THE COMMITMENT
4. THE ONE SINGLE CHARACTERISTIC ALL QUALIFIED APPLICANTS HAVE IN COMMON

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Finalizing Sales

Lesson Title: Asking an Applicant to Commit is How You Make the Sale (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Asking an Applicant to Commit is How You Make the Sale."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify the three things that can happen when a recruiter fails to ask an applicant to commit.
2. To identify and discuss the six primary reasons recruiters don't make sales.
3. To identify and discuss eight strategies for finalizing transactions.
4. To have the participants share some of their personal experiences where they may have had difficulty asking for the commitment.

Lesson Outline:

1. Identify the three things that can happen to applicants when a recruiter fails to ask an applicant to commit.
 - a. They take advantage of a competitor's offer.
 - b. They decide not to join any branch of the armed services.
 - c. They defer their decision.
2. Identify and discuss the six primary reasons recruiters don't make sales.
 - a. A lack of results orientation – Inability to identify the actions necessary to complete the transaction and reach the goal.
 - b. A lack of assertiveness on the part of the recruiter – The recruiter is not aggressive enough to pursue the sale, perhaps because they fear a "No" answer.
 - c. A lack of sales skills on the part of the recruiter – The recruiter doesn't know how to ask for the commitment.
 - d. A lack of confidence on the part of the recruiter – The recruiter doesn't ask for the commitment because they are not sure they have built enough value.
 - e. A lack of belief in the Reserve recruiting opportunity on the part of the recruiter – It's clear to the applicant that the recruiter doesn't believe in the recruiting opportunity, so why should they.
 - f. The recruiter fails to use all six steps of the IMPACT Selling System – The recruiter fails to employ a linked-sequential sales process that will logically bring the applicant to the point of making the commitment.
3. Identify and discuss eight strategies for finalizing sales.
 - a. Understand your real job is to recruit people into the Air Force Reserve.
 - b. Learn how to use feedback questions to ensure your presentations are on target.
 - c. Learn how to listen and observe better. Be sensitive to non-verbal behavior.
 - d. Master the art of value-added selling.
 - e. Be sure you're in front of qualified applicants who have the authority to say "Yes."
 - f. Believe in yourself, the Air Force Reserve and its opportunities, and the IMPACT Selling System.
 - g. Learn and apply the Assumptive Close consistently.
 - h. Learn the fundamentals of negotiation and how to ask people to commit after agreeing on terms.
4. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion surrounding the group's experiences where they may have had difficulty asking for the commitment.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Finalizing Sales

Lesson Title: If You Can't Close a Sale, You Don't Have a Sale (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio "If You Can't Close a Sale, You Don't Have a Sale."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss five things that truly determine if you're in a position to close the sale.
2. To identify some proven and tested strategies for making the decision to commit easier for the recruiter and the applicant.
3. To discuss how to identify verbal buying signals.
4. To discuss how to identify non-verbal buying signals.
5. To identify and discuss the two forms of the Assumptive Close.
6. To discuss what a recruiter should and should not do if the applicant is hesitant to commit.
7. To have the participants discuss their comfort level with using the Assumptive Close.

Lesson Outline:

1. Identify and discuss five things that truly determine if you're in a position to close the sale.
 - a. You've gained positive rapport, acceptance and trust.
 - b. You're in front of the right person, at the right time, with the right message.
 - c. You've qualified the applicant correctly and presented the right solutions.
 - d. You've created sufficient value for the Air Force Reserve recruiting opportunity.
 - e. You've successfully completed the first five steps to IMPACT.
2. Identify and discuss some proven strategies form making the decision to commit easier for the recruiter and the applicant.
 - a. Be sure to ask feedback questions throughout the interview.
 - How does this look?
 - Does this make sense?
 - Does this look like something you might be able to use?
 - b. Watch for buying signals.
 - Verbal signals
 - Non-verbal signals
3. Discuss how to identify verbal buying signals.
 - a. Questions from the applicant that indicate they are taking mental ownership of the recruiting opportunity.
 - How soon could I attend Basic Training?
 - Do you have any cross-training opportunities?
 - b. Statements from the applicant that show a positive inclination toward joining the Air Force Reserve.
 - That bonus would help me buy a new car.
 - The retirement program would mean I didn't waste my years on active duty.
4. Discuss how to identify non-verbal buying signals.
 - a. The applicant leans forward instead of back.
 - b. They may become less formal – friendlier.
 - c. They may bring someone else along to listen.
 - d. They may pick up and read fact sheets, advertising literature or use a calculator.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: If You Can't Close a Sale, You Don't Have a Sale (Recruiter Version) (Page 2 continued from previous page)

5. Identify and discuss the two forms of the Assumptive Close.
 - a. Asking your applicant to commit.
 - Would you like me to get the paperwork started?
 - Which of the career fields I discussed would you like to enlist into?
 - b. Issuing a declarative statement.
 - Let's get started on the paperwork.
 - Let's set up an enlistment date.

6. Discuss what a recruiter should and should not do when an applicant is hesitant to commit.
 - a. Do let the applicant proceed according to their own internal time clock.
 - b. Do not make the applicant feel rushed.
 - c. Do probe until you pin down what's causing the hesitation.
 - d. Do focus on the key issue that's causing the hesitation by asking questions.
 - e. Do not attempt to manipulate the applicant or use heavy-handed closes.

7. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion surrounding the group's comfort level using the Assumptive Close.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Finalizing Sales

Lesson Title: Three Tips to Help You Reinforce the Commitment (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Three Tips to Help You Reinforce the Commitment."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss three reinforcement tips recruiters can use to reinforce an applicant's decision to join the Reserve.
2. To have the participants discuss ways they were both successful and unsuccessful in reinforcing an applicant's decision to join the Air Force Reserve.

Lesson Outline:

1. Identify and discuss three reinforcement tips recruiters can use to reinforce an applicant's decision to join the Air Force Reserve.
 - a. Compliment your applicants on their decision to become a member of the Reserve – Tell them they made a wise choice and allow them to express their positive feelings about their decision to join.
 - b. Assure your applicants of satisfaction and work to deliver it – Advise your new unit members that you're not leaving them alone; you will follow their paperwork through the system to ensure everything happens as planned, and you are always available to answer their questions.
 - c. Begin to service beyond any reasonable level of expectation -- Do the "extras" that differentiate you from other recruiters. For example, keep in touch with the family while the person is away at training, and/or when they first report for duty, shepherd them through their first drill weekend.
2. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion surrounding the group's successful and unsuccessful experiences in reinforcing an applicant's decision to join the Air Force Reserve.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Finalizing Sales

Lesson Title: The One Single Characteristic All Qualified Applicants Have in Common (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio “The One Single Characteristic All Qualified Applicants Have in Common.”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify the one single characteristic that all qualified applicants have in common.
2. To identify and discuss the potential problems associated with trying to create a false sense of urgency.
3. To identify and solutions that will help recruiters ensure they are finding applicants who possess a high sense of urgency.
4. To have the participants discuss some of the ways they find leads and applicants with a sense of urgency about committing.
5. To have the participants discuss some of their experiences dealing with leads and applicants who do not have a sense of urgency about committing.

Lesson Outline:

1. Identify the one single characteristic that all qualified applicants have in common – A relative sense of urgency on the applicant’s part to solve a problem, fill a need or get what they want.
2. Identify and discuss the potential problems associated with trying to create a false sense of urgency.
 - a. It can erode or destroy the trust and respect level between the recruiter and the applicant.
 - b. It could indicate the recruiter has actually lied to the applicant by telling the applicant something that isn’t true about the recruiting opportunity.
 - c. It puts pressure on the applicant that doesn’t need to be there.
3. Identify and discuss solutions that will help recruiters ensure they are finding applicants who possess a high sense of urgency.
 - a. Understand the decision-making timeframe of your applicants – Go ahead and ask them when they are thinking about making a decision.
 - b. Work “above the fray” – Take a high-level view of your prospecting activities so you know where to place your efforts within each target market.
 - c. Automate your efforts – Use computer programs to develop and maintain a presence in your market and keep in touch with your leads and applicants through email, direct mail and phone calls.
 - d. Cultivate leads with the help of your influencers – Provide your influencers with valuable informative materials they can share with their students, employees or constituents. Here are some examples:
 - Articles on the cost of a college education combined with Air Force Reserve educational assistance programs information
 - Information material about training opportunities in the Air Force Reserve
 - “Good news” stories about Air Force Reservists
 - Studies show advantages of hiring Reservists
 - News stories of how the Air Force Reserve helps the local community and the nation
 - e. Know what a failure on your applicant’s part will cost them if they don’t act now – Educate, not manipulate, your applicants by asking questions and getting them to tell you what they will be losing out on if they don’t take advantage of the Air Force Reserve recruiting opportunity.
 - f. Stay alert to potential changes regarding an applicant’s ability to continue processing – Situations change in people’s lives that impact their interest, eligibility and timing to join the Air Force Reserve. Be sure to keep regular contact with your applicants and continually ask questions to ensure their eligibility status.
4. Using the Sales Success Worksheet and the discussion questions on page two of the Manager’s Meeting Guide, conduct a guided discussion surrounding the ways the participants find leads and applicants with a high sense of urgency.
5. Using the Sales Success Worksheet and the discussion questions on page two of the Manager’s Meeting Guide, conduct a guided discussion where the participants discuss their experiences dealing with leads and applicants who do not have a high sense of urgency.

LAST NAME - FIRST NAME - MIDDLE INITIAL

MOTIVATION & SELF-CONFIDENCE

1. COMMON TRAITS OF THE TOP 20% OF RECRUITING PERFORMERS
2. HOW TO BUILD YOUR SELF-CONFIDENCE
3. HOW DO YOU CONSTANTLY STAY MOTIVATED AND PERFORM AT YOUR PEAK LEVEL?
4. HOW IMPORTANT FOR A RECRUITING PROFESSIONAL IS HANDLING REJECTION?

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Motivation and Self-Confidence

Lesson Title: Common Traits of the Top 20% of Recruiting Performers (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio “Common Traits of the Top 20% of Recruiting Performers.”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the four traits commonly found in the top 20% of recruiting performers.
2. To identify and discuss the four traits commonly found in the middle 60% of recruiting performers.
3. To identify and discuss four traits commonly found among the bottom 20% of recruiting performers.
4. To identify and discuss some actions that could help a recruiter move from the middle 60% to the top 20%.
5. To have the participants discuss what percentage of performance they fall into and what they can do to move up the continuum.

Lesson Outline:

1. Identify and discuss the four traits commonly found in the top 20% of recruiting performers.
 - a. They have many of the characteristics of small business owners – They take complete accountability for their own performance and actions and operate as if they were straight-commission salespeople.
 - b. They achieve consistently high levels of activity from the first day they are on the job – This includes numbers of calls, appointments scheduled/kept and enlistment/commissioning packages sent forward.
 - c. They are “fundamentalists” – They learn the basic selling skills and internalize that knowledge so they can be better at listening, assessing the needs of their leads and applicants and responding with the right solutions.
 - d. They exhibit initiative, preparation and control – They aggressively seek out and discover their own best practices and processes. In other words, they set the standard for others to imitate.
2. Identify and discuss the four traits commonly found in the middle 60% of recruiting performers.
 - a. They’re more dependent on processing eligibility waivers, incentive programs and unique circumstance that create an instant market of eligible applicants.
 - b. They have wider production swings because they are not as consistent at the top 20%.
 - c. They have greater developmental needs – more time must be invested training this group.
 - d. They require more supervision and management time to get prepared.
3. Identify and discuss four traits commonly found among the bottom 20% of recruiting performers.
 - a. They generate marginal to poor activity from the beginning.
 - b. They tend to focus on tangible benefits and fear the competition.
 - c. They complain more and ask for higher rank and more Air Force Reserve-generated leads instead of finding leads themselves.
 - d. They’re allowed to stay on production because they are “nearing retirement” or the supervisor would rather have low production than no production at all.
4. Identify and discuss some actions that could help a recruiter move from the middle 60% to the top 20%.
 - a. Better time-management skills
 - b. Better product knowledge
 - c. IMPACT Sales training
5. Using the Sales Success Worksheet and the discussion questions on page two of the Manager’s Meeting Guide, conduct a guided discussion where the participants discuss how they can improve their level of performance.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Motivation and Self-Confidence

Lesson Title: How to Build Your Self-Confidence (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "How to Build Your Self-Confidence."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the definition of self-confidence.
2. To identify and discuss seven traits of self-confident recruiters.
3. To have the participants discuss the self-confidence traits they currently have and/or need to further develop.

Lesson Outline:

1. Identify and discuss the definition of self-confidence – It's "knowing that you know" – an awareness that you have the ability to complete a given task.
2. Identify and discuss the seven traits of self-confident recruiters.
 - a. Focus and build on your abilities.
 - Know your strengths and work to develop those strengths
 - Understand the skill and discipline that has contribute to previous success
 - Convert travel time into learning time
 - b. Reduce or eliminate negative influences in your life.
 - Surround yourself only with successful, goal-oriented people with vision in their lives
 - Don't waste time with negative people who sap your energy and enthusiasm
 - c. Learn from the experience of others – Ask successful people what they did to become successful.
 - d. Prepare to be great – Practice, practice, practice.
 - e. Keep an open mind – Look for better, more efficient ways of doing things.
 - Brainstorm with other recruiters
 - Read articles that present an opposite point of view
 - Keep abreast of what's happening in society
 - f. Recruit allies – You can't do it alone; find people who will provide you information, advice and other services.
 - g. Dwell on your successes – Forget your failures.
3. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion where the participants discuss the self-confidence traits they possess and the ones they need to further develop.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Motivation and Self-Confidence

Lesson Title: How do You Constantly Stay Motivated and Perform at Your Peak Level? (Recruiter Version) (Page 1 of 2 Pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio "How do You Constantly Stay Motivated and Perform at Your Peak Level?"
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the secret to staying constantly motivated and performing at peak level.
2. To identify and discuss the three main components of being goal directed.
3. To identify and discuss the four skill sets associated with being goal directed.
4. To identify and discuss 12 ways to develop your goal-directedness skills.
5. To identify and discuss six ways to become better organized.
6. To identify and discuss the four universal laws you must master to stay self-motivated.
7. To have the participants identify and discuss some of their short, intermediate and long-term goals.

Lesson Outline:

1. To identify and discuss the secret to staying constantly motivated and performing at peak level – The ability to stay on target regardless of circumstances.
2. Identify and discuss the three main components of being goal directed.
 - a. Establishing goals.
 - b. Sticking to a strategy to achieving those goals.
 - c. Measuring feedback in terms of progress for achieving those goals.
3. Identify and discuss the four skill sets associated with being goal directed.
 - a. Establishing realistic, reasonable, and obtainable goals.
 - b. Identifying steps and milestones required for the achievement of your recruiting goals.
 - c. Staying on target to complete goals, regardless of obstacles or circumstances.
 - d. Ensuring that efforts being expended toward those goals are all done in the most effective, maximum utilization of the time.
4. Identify and discuss 12 ways to develop your goal-directedness skills.
 - a. If something is worth doing, it's worth doing to the best of your ability.
 - b. Avoid the escapist mentality – Don't hide your head in the sand.
 - c. Be a "practical dreamer" – Martial your energy toward goals that really do matter.
 - d. Define your priorities carefully and re-evaluate them on a regular basis. Be proactive about new tasks without being told to do so.
 - e. Make your job more rewarding by re-defining your roles and the tasks you devote your energy to.
 - f. Break your goals into long, intermediate and short-term goals.
 - g. Participate fully in the workplace – Interact with everyone who interacts with you in a positive way.
 - h. Believe with the deepest conviction that you can "do it."
 - i. Always look for new challenges.
 - j. Distinguish between what is urgent and what is important.
 - k. Don't stop until you achieve your objectives and then set new ones.
 - l. If you need to make a dramatic change, create a specific action plan, but be realistic about the results you want to achieve.
5. Identify and discuss six ways to become better organized.
 - a. Use a planning guide – electronic or manual.
 - b. Use computer software programs for keeping track of your leads and applicants.
 - c. Maintain a whiteboard in your office to remind you of your priorities and important tasks.
 - d. List your duties and pending appointments and put them in your planner.
 - e. Every morning set aside 15 minutes to review your daily schedule.
 - f. Review your accomplishments at the end of the week and plan for next week.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: How do You Constantly Stay Motivated and Perform at Your Peak Level? (Recruiter Version) (Page 2 Continued from previous page)

6. Identify and discuss the four universal laws you must master to stay self-motivated.
 - a. Law of Attraction – “We get back what we give off.” Ask yourself what kind of messages you’re sending to other people.
 - b. Law of Prosperity – Look at the world around you and decide what it “can be” not what it “can’t be.” It’s prosperity versus poverty.
 - c. Principle of Replacement – You must replace your negative thoughts with positive thoughts.
 - d. Law of Reciprocity – If I do something for your or to you, you will do something for me or to me in return. Therefore, do good things to get back good things.

7. Using the Sales Success Worksheet and the discussion questions on page two of the Manager’s Meeting Guide, conduct a guided discussion where the participants discuss some of their short, intermediate and long-term goals.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Motivation and Self-Confidence

Lesson Title: How Important for a Recruiting Professional is Handling Rejection? (Recruiter Version) (Page 1 of 2 pages)

Student Materials/Activities:

1. Students were instructed to listen to the audio “How Important for a Recruiting Professional is Handling Rejection?”
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss what it means for a recruiter to be able to handle rejection.
2. To identify and discuss reasons why some recruiters may have trouble handling rejection.
3. To identify and discuss eight skills a recruiter must have to handle rejection well.
4. To identify and discuss 21 things recruiters can do to develop their skills at handling rejection.
5. To have the participants discuss some of the ways they handle rejection and what they can do to become more resilient in the face of adversity.

Lesson Outline:

1. Identify and discuss what it means for a recruiter to be able to handle rejection.
 - a. It's the capacity to prevent yourself from accepting the belief it is you who is being rejected.
 - b. It's the ability to see yourself as valuable, separate and apart from your role as a recruiter.
2. Identify and discuss reasons why some recruiters may have trouble handling rejection.
 - a. Basic personality style
 - b. Requires high levels of acceptance from other people
 - c. Approval seeker
 - d. Needs constant reinforcement to feel satisfied
 - e. Not assertive or aggressive enough
3. Identify and discuss eight skills a recruiter must have to handle rejection well.
 - a. The capacity to forge ahead with little or no hesitation and in the face of difficulty or adversity.
 - b. Handling criticisms from others with no outward sign of resentment.
 - “Don't ever let them see you sweat.”
 - Don't internalize criticisms from others.
 - c. Don't take rejection as a personal affront – It's not aimed at you; it might be aimed at the AFR, the length of the commitment or the personal circumstances of the applicant.
 - d. Be self-motivated.
 - Don't rely on outside opportunities or approval of others to motivate you.
 - You have to have self-motivation.
 - e. Recover quickly from setbacks – Don't wallow in mediocrity, move on.
 - f. Handle feedback objectively and positively.
 - Don't take it personally or negatively
 - Don't get emotional or subjective about it
 - g. Move past setbacks without lengthy self-analysis of other delays – Objectively look at your setbacks and then move forward.
 - h. Take the initiative when faced with adversity or setback – Be proactive, not reactive.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Lesson Title: How Important for a Recruiting Professional is Handling Rejection? (Recruiter Version) (Page 2 continued from previous page)

4. Identify and discuss 21 things recruiters can do to develop their skills at handling rejection.
 - a. Don't take "No" personally – A "No" answer doesn't mean you are a failure.
 - b. Create an image of yourself as a person who can handle tough times with confidence and dignity – A positive self-image is vital to your success.
 - c. Develop your psyche to the point that you don't expect rejection to happen – Anticipate success, and don't give off vibes that expect rejection.
 - d. Learn from other people who seem to be able to bounce back from failure and difficult challenges.
 - e. Take 100% responsibility for the results you deliver, good or bad – Be personally accountable for your actions.
 - f. Make long range goals and keep them in mind – Keep the big picture in mind and find some way to achieve it.
 - g. Move toward your most important recruiting goals every day, and relate your daily recruiting objective to those bigger goals – Keep banging your way along every day, as hard as you can.
 - h. Learn the easiest and most efficient way to do something is not necessarily the most effective way to get things done – Don't take shortcuts to avoid difficult issues.
 - i. Attack your fears – If you can define them, you can work toward reducing or eliminating them.
 - j. When you make mistakes, turn them into learning experiences – Learn from your mistakes and don't repeat them.
 - k. Be persistent – Find new ways to accomplish new tasks.
 - l. Be assertive – Push for what you want and refuse to accept rejection or failure.
 - m. Don't look at job problems as catastrophes – Don't turn work issues into catastrophes; the worst things that happen to you seldom happen at work.
 - n. Don't panic – Stay calm, and don't overreact to new challenges.
 - o. When facing a difficult decision, or when dealing with a difficult lead or applicant, analyze different alternatives and consult with appropriate people within your organization – Ask for help before taking decisive action.
 - p. Be prepared to explain your rationale – Be open to others' reactions when they don't agree with you, and explain why you reached certain recommendations or alternatives.
 - q. If you make a mistake, admit it – Mistakes happen, and when they do, work to put the fire out.
 - r. Don't shoot the messenger of bad news – Work together with others to solve problems, regardless of whose fault it was.
 - s. Stand up for others when they need support – Support others when they need it, and they will support you.
 - t. Stand up for what you believe in – Don't do anything unethical; blow the whistle if you have to and suggest alternate solutions.
 - u. Don't make excuses for things you haven't done – Just do your best to achieve them as quickly as you possibly can.
5. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion where the participants discuss the ways they handle rejection and the things they can do to become more resilient in the face of adversity.

LAST NAME - FIRST NAME - MIDDLE INITIAL

BONUS MATERIAL

1. RECRUITING, STRESS AND PRESSURE
2. THE MOST CLOSELY GUARDED SECRET IN RECRUITING
3. THE BIGGEST SECRETS OF HANDLING DIFFICULT APPLICANTS
4. HOW TO BE A SUCCESS STORY IN RECRUITING

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Bonus Material

Lesson Title: Recruiting, Stress and Pressure (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "Recruiting, Stress and Pressure."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss some of the causes of stress for a recruiter.
2. To identify and discuss some of the consequences of not being able to handle stress.
3. To identify and discuss ways recruiters can build resistance to stress.
4. To have the participants discuss some of the ways they experience and handle stress in the workplace.

Lesson Outline:

1. Identify and discuss some of the causes of stress for a recruiter.
 - a. The work is not routine
 - b. Constantly dealing with strangers
 - c. Achieving goals and meeting suspenses
 - d. Coordinating schedules
 - e. Long duty days and weekend work
 - f. Time away from family
 - g. Having to handle refusal and rejection
 - h. Unpredictable mission changes
 - i. New eligibility requirements
 - j. Hiccups in the recruiting environment
 - k. Having to master many features and benefits
2. Identify and discuss some of the consequences of not being able to handle stress.
 - a. Negative impact on combat readiness
 - b. Lost recruiting opportunities
 - c. Deprives qualified applicants the chance to enjoy the Air Force Reserve lifestyle
 - d. Removal from recruiting duty
3. Identify and discuss ways recruiters can build resistance to stress.
 - a. Establish clear goals, objectives and strategies
 - b. Stay balanced personally, professionally, physically and emotionally
 - c. Set priorities
 - d. Maintain a sense of humor, humility and balance
4. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion about the ways recruiters experience and handle stress in the workplace.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Bonus Material

Lesson Title: The Most Closely Guarded Secret in Recruiting (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "The Most Closely Guarded Secret in Recruiting."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss the universal truth that separates the most successful recruiters from less successful recruiters.
2. Identify and discuss the five characteristics of a qualified lead.
3. To have the participants discuss some of their experiences dealing with a range of greater and lesser qualified leads.

Lesson Outline:

1. Identify and discuss the universal truth that separates the most successful recruiters from less successful recruiters – The most successful recruiters are in front of better qualified leads and applicants more often than unsuccessful recruiters.
2. Identify and discuss the five characteristics of a qualified lead.
 - a. They have a need for the Air Force Reserve recruiting opportunity and are aware of it.
 - b. They have the authority and ability to qualify for the Air Force Reserve lifestyle opportunity.
 - c. They have a (relative) sense of urgency about the decision.
 - d. They trust you and the Air Force Reserve.
 - e. They are willing to listen to you.
3. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion about the participants' experiences dealing with a range of greater and lesser qualified leads.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Bonus Material

Lesson Title: The Biggest Secrets of Handling Difficult Applicants (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "The Biggest Secrets of Handling Difficult Applicants."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss some of the characteristics of difficult applicants.
2. To identify and discuss five ways to successfully deal with difficult applicants.
3. To have the participants discuss some of their experiences dealing with difficult applicants.

Lesson Outline:

1. Identify and discuss some of the characteristics of difficult applicants.
 - a. They are either late or miss appointments altogether.
 - b. They fail to bring the required paperwork.
 - c. They back out on their own promises or commitments.
 - d. They consistently demand something from you and the Air Force Reserve.
 - e. They move from place to place in their conversations, and their ideas change almost too rapidly to follow.
2. Identify and discuss five ways to deal with difficult applicants.
 - a. Anticipate problems and don't allow yourself to be blind-sided. Think of everything that could go wrong, and be prepared to deal with:
 - Rank issues
 - Test & physical dates or locations problems
 - Career field problem
 - Unit of assignment problem
 - Morals, dependency or health problem
 - Family member or employer problem
 - Length of commitment problem
 - Departure date or school date problem
 - Relationship problem with you
 - b. Maximize your knowledge of how to deal with people on the basis of their behavior styles when they are under pressure.
 - Doers become belligerent if they fear you are putting them at an unfair disadvantage.
 - Talkers become more emotional and unable to make a decision.
 - Pacers will tend to slow down and resist change.
 - Controllers will become extremely critical and analytical.
 - c. Focus on the issues, not the people – And that goes both ways, you must focus on the issue, and you've got to get your applicant focusing on the issue.
 - d. Don't overlook any problem, no matter what the size – Difficult applicants will turn small problems into bigger ones.
 - e. Work on the relationship – Make an effort to work with people of all different types of backgrounds. The more exposure you have to different people, the easier it is to work with them.
3. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion about the participants' experiences dealing with difficult applicants.

LAST NAME - FIRST NAME - MIDDLE INITIAL

**ON - THE - JOB TRAINING RECORD
CONTINUATION SHEET**

Date of Training: _____

Lesson Category: Bonus Material

Lesson Title: How to Be a Success Story in Recruiting (Recruiter Version)

Student Materials/Activities:

1. Students were instructed to listen to the audio "How to Be a Success Story in Recruiting."
2. Students were instructed to complete the Sales Success Worksheet.

Learning Objectives:

1. To identify and discuss six powerful affirmations that will help recruiters work toward full accountability.
2. To define what it means for a recruiter to exercise emotional maturity.
3. To have the participants discuss their experiences and observations regarding personal accountability and emotional maturity in the recruiting world.

Lesson Outline:

1. Identify and discuss six powerful affirmations that will help recruiters work toward full accountability.
 - a. I will assume full responsibility for all of my own actions with every lead or applicant.
 - b. I will assume full accountability for my own recruiting results – both good and bad.
 - c. I will not blame others, conditions or circumstances for any lack of success I may have.
 - d. I will learn to compartmentalize my failures, move past them and concentrate on positive, productive activities.
 - e. I will never allow any failure to become a part of my permanent record of feelings, actions or self-worth.
 - f. I will work with other team members to deliver positive results and totally enthusiastic applicants
2. Define what it means for a recruiter to exercise emotional maturity.
 - a. People who are willing to assume responsibility, rise to the level of authority given to them and then hold themselves accountable for whatever level of success or failure they experience.
 - b. It is also the ability to objectively analyze situations, clearly determine the cause of failure, course correct, if necessary, move on and learn from the error so it doesn't happen again, and then face the next lead or applicant with a positive expectation.
3. Using the Sales Success Worksheet and the discussion questions on page two of the Manager's Meeting Guide, conduct a guided discussion where the participants discuss their views on personal accountability and emotional maturity and how they've seen those two concepts played out successfully and unsuccessfully in the recruiting world.

LAST NAME - FIRST NAME - MIDDLE INITIAL