



NAVAL POSTGRADUATE SCHOOL

MONTEREY, CALIFORNIA

**CAPTURING AND DISSEMINATING TACIT RECRUITING
KNOWLEDGE VIA SHORT JUST-IN-TIME VIDEOS**

by

Mark E Nissen and Shelley P Gallup

December 2023

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Prepared for OPNAV N1 – Navy Manpower, Personnel, Training and Education.
This research is supported by funding from the Naval Postgraduate School, Naval
Research Program (PE 0605853N/2098). NRP Project ID: NPS-23-N104-A

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REPORT DOCUMENTATION PAGE

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1. REPORT DATE 12/31/2023	2. REPORT TYPE Technical report	3. DATES COVERED	
		START DATE 10/15/2022	END DATE 12/31/2023
4. TITLE AND SUBTITLE Capturing and Disseminating Tacit Recruiting Knowledge via Short Just-in-Time Videos			
5a. CONTRACT NUMBER	5b. GRANT NUMBER	5c. PROGRAM ELEMENT NUMBER 0605853N/2098	
5d. PROJECT NUMBER NPS-23-N104-A; W2223	5e. TASK NUMBER	5f. WORK UNIT NUMBER	
6. AUTHOR(S) Mark E Nissen and Shelley P Gallup			
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Naval Postgraduate School 1 University Circle Monterey, CA 93933-5000			8. PERFORMING ORGANIZATION REPORT NUMBER NPS-IS-23-013
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) Naval Postgraduate School, Naval Research Program; Navy Manpower, Personnel, Education and Training		10. SPONSOR/MONITOR'S ACRONYM(S) NRP; OPNAV N1	11. SPONSOR/MONITOR'S REPORT NUMBER(S) NPS-23-N104-A
12. DISTRIBUTION/AVAILABILITY STATEMENT Distribution Statement A: Approved for public release. Distribution is unlimited.			
13. SUPPLEMENTARY NOTES			
14. ABSTRACT Knowledge management (KM) and engineering are required for organization knowledge to flow rapidly, reliably and energetically. The OPNAV N1 organization remains in the beginning stages of establishing a KM program. This project leverages results of research focused on improving KM in the Naval Recruiting Command through a novel approach for capturing, organizing and using timely tacit knowledge. Specifically, rich, experience-based, tacit knowledge is captured via short, searchable, YouTube style videos that can be viewed just-in-time by line recruiters in the field. The Recruiting Command continues to serve as a focus, but the approach can be applied to nearly every Navy command.			
15. SUBJECT TERMS			
16. SECURITY CLASSIFICATION OF:		17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES
a. REPORT U	b. ABSTRACT U	UU	69
19a. NAME OF RESPONSIBLE PERSON Mark E Nissen		19b. PHONE NUMBER (Include area code) 831-320-0418	

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The report entitled “Capturing and Disseminating Tacit Recruiting Knowledge via Short Just-in-Time Videos” was prepared for OPNAV N1 - Navy Manpower, Personnel, Training and Education and funded by Naval Postgraduate School, Naval Research Program (PE 0605853N/2098).

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ABSTRACT

Knowledge management (KM) and engineering are required for organization knowledge to flow rapidly, reliably and energetically. The OPNAV N1 organization remains in the beginning stages of establishing a KM program. This project leverages results of prior research focused on improving KM in the Naval Recruiting Command through a novel approach for capturing, organizing and using timely tacit knowledge. Specifically, rich, experience-based, tacit knowledge is captured via short, searchable, YouTube-style videos that can be viewed just-in-time by line recruiters in the field. The Recruiting Command continues to serve as a focus, but the approach can be applied to nearly every Navy command.

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EXECUTIVE SUMMARY: CAPTURING AND DISSEMINATING TACIT RECRUITING KNOWLEDGE JUST-IN-TIME VIA SHORT VIDEOS

Drs. Mark E. Nissen and Shelley P. Gallup

Naval Postgraduate School

December 2023

Knowledge management (KM) and engineering are required for organization knowledge to flow rapidly, reliably and energetically. The OPNAV N1 organization remains in the beginning stages of establishing a KM program. This project leverages results of prior research focused on improving KM in the Naval Recruiting Command through a novel approach for capturing, organizing and using timely tacit knowledge. Such prior research identified four major pathologies and developed four corresponding recommendations to address them. The primary pathology addressed through this project is knowledge clumping and hemorrhaging.

Recruiting represents an excellent focus for KM analysis and application: Very few recruiters have ever worked at recruiting before their first assignment, and very few ever work at recruiting after such assignment ends. Thus, the considerable body of knowledge required for effective recruiting must be acquired anew by every recruiter.

Further, most recruiting knowledge is tacit and experience-based, making it very difficult to transfer through schooling or other explicit means. Rather, most such knowledge must be acquired through (trial and error) experience in the field, which is arguably an inefficient and time-consuming approach. Indeed, many recruiters do not become proficient until well into their assignments, sometimes not even until just before they depart for different jobs. Moreover, many recruiters represent a different generation than their predecessors, supervisors and others more senior in the commands, often with different learning styles and expectations regarding technology.

Project Summary

Following the scholarly research of the prior project, most of which was qualitative and analytic in nature, the work in this present project is highly applied. It focuses on the production and distribution of short, searchable, YouTube-style videos that capture and disseminate key

aspects of tacit recruiting knowledge, just-in-time. This addresses directly the knowledge clumping and hemorrhaging pathology noted above.

The researchers reviewed and analyzed multiple methods for video and movie production, and they reviewed myriad short YouTube videos for content, flow, style and production. With this, the project takes on the mode of action research, which is intended to produce a meaningful and productive outcome for the object organizations, OPNAV N1 and Recruiting Command in this case.

The researchers began with Navy OPNAV N1 Leadership, which facilitated development of a diverse and highly capable team within the Recruiting Command. This parallels executive producers identifying, assembling and organizing all of the necessary activities for a production (e.g., financing, producing, directing, writing, acting, filming, editing, marketing, analyzing). The key difference, of course, was that no one on the team had ever created a video series along these lines. All team members had to learn how to work with one another and also how to produce videos in this genre.

The process continued with identification and prioritization of the top dozen or so most important recruiting topics to address through videos. The key goal throughout, in addition to producing high quality and impactful videos, was to learn from one video to the next for continuous improvement.

The team decided to begin with Daily Production Review (DPR) for the first video. The writers developed a script; the actors learned and rehearsed their lines; and the technical specialist planned and directed the filming; all under the oversight of and interaction with the producer. This represents a “talk about” style video, which is essentially an information presentation: it answers the question, “What is a DPR?”

After filming and editing, the video was distributed to and reviewed by the team. Borrowing a software development term, this represents *alpha testing*, through which the product is evaluated by the production team. After alpha testing is complete, the video is released to a select group of line recruiters—who are representative of the intended audience—for *beta testing*.

After beta testing, the video was finalized and approved for distribution. In the case of this organization, it has a YouTube channel with many training videos. This is how each video was released, being advised through a formal message from the Recruiting Command.

The team learned from production of the first video and applied such learning to a second DPR video. This second video includes two actors, who engage in a simulated conversation between a line recruiter and a Recruiter in Charge (RINC) in the DPR process. This represents a “ride along” style video, which informs someone regarding how to do something. It answers the question, “What should I expect from a DPR?” Hence the two videos are complementary.

The two DPR videos provided excellent learning opportunities for the team. They also provided excellent learning opportunities for line recruiters in the field, which is the primary goal of this project. At this very early stage of the project, we have no way to gauge how effective the videos are in terms of increasing the efficacy and efficiency of line recruiters in the field, however. This represents an important topic for future research. Nonetheless, informal conversations with some recruiting commanders suggest that they are very enthusiastic about the videos and encouraged by the ability for line recruiters to get just-in-time training. The videos appear to be capturing and distributing rich, experience-based, tacit recruiting knowledge as planned.

The third video addresses Prospecting with a focus on explanation of the Quadrant Plan. This represents another “talk about” style video, which is essentially an information presentation: it answers the question, “What is Prospecting?” As with the other videos, this one was divided into chapters and edited carefully to integrate comments and to emphasize the key points being made at various stages of the video. This reflects continued learning from the earlier videos, as each one becomes increasingly routine.

The fourth video includes a talented presenter and takes place in a high school classroom. It represents a “ride along” style video like the second, but it does not involve simulated interaction. Instead, a line recruiter interacts live with high school students. At the time of this writing, the fourth video has not been released. Statistics have been collected regarding viewership of the first three videos, and a survey was developed to gain insight into the target audience.

Knowledge Management Implications

The knowledge management implications of this project are profound. First, the project follows up on previous research to address rich, experience-based, tacit recruiting knowledge. This reflects a fundamental nature of research: to build upon previous work and to avoid repetitive reinvention. It also addresses the current workforce and the different ways that people

learn and use technology. Targeting a specific audience as such acknowledges that one size does not fit all in terms of learning. It also calls into question some long-standing training techniques employed by the Navy and many other organizations. The short, searchable YouTube-style videos enable line recruiters to acquire knowledge just-in-time in the field, which matches the way many people of the current generation search for and gain knowledge and information.

Additionally, this project embeds a process of continuous learning regarding video production and distribution very purposefully, which represents another inherent KM goal. When harnessed well, continuous learning can drive continuous process improvement. Further, this technical report documents the process in considerable detail, to enable other Navy commands to follow. Nearly every command in the Navy has potential to benefit through this technique.

Recommendations for Future Research and Application

As noted above, at this very early stage of the project, we have no way to gauge how effective the videos are in terms of increasing the efficacy and efficiency of line recruiters in the field. This represents a very important and timely topic for future research. Effectiveness in the field represents the primary reason for this line of research. It would be exceptionally useful to identify methods for measuring *recruiting effectiveness and efficiency* objectively, and particularly now that the videos have not been out for long, the timing is perfect for measuring how such effectiveness and efficiency increase as a result.

As noted above also, continuous learning and improvement represent explicit foci of this research. It would be useful and timely to record the amount of time, cost and effort required to produce each video. It would also be useful and timely to analyze the completed user surveys in detail and with rigor.

In terms of application, the Recruiting Command appears to be on an excellent path in terms of producing and disseminating these videos. This technique of capturing rich, experience-based, tacit recruiting knowledge via short, searchable, YouTube-style videos can very likely apply to nearly every Navy command. There is no reason for other commands to start from scratch. This technical report can go a long way toward documenting the process, and the personnel involved in video production now represent excellent sources of knowledge in that regard.

However, the people involved now will go elsewhere eventually, and it is probably exceptionally timely for other commands to engage in this process while they are active.

OPNAV N1 may find it useful and timely to engage the researchers and others on this video production team to lead the way in terms of applying these techniques to other commands in that organization, potentially with the goal of the process extending Navy wide.

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I. INTRODUCTION

Knowledge management (KM) and engineering are required for organization knowledge to flow rapidly, reliably and energetically. The OPNAV N1 organization remains in the beginning stages of establishing a KM program. Nissen and Gallup (2021) began to address N1 KM through a project focused on the Naval Recruiting Command. The detailed investigation identified four major issues and presented four corresponding recommendations to address them, all of which were received well.

Building upon this prior research, the present project continues to focus on Recruiting Command as an excellent case for KM analysis and application: Very few recruiters have ever worked at recruiting before their first assignment, and very few ever work at recruiting after such assignment ends. Thus, the considerable body of knowledge required for effective recruiting must be acquired anew by every recruiter.

Further, most recruiting knowledge is tacit and experience-based, making it very difficult to transfer through schooling or other explicit means. Rather, most such knowledge must be acquired through (trial and error) experience in the field, which is arguably an inefficient and time-consuming approach. Indeed, many recruiters do not become proficient until well into their assignments, sometimes not even until just before they depart for different jobs. Moreover, many recruiters represent a different generation than their predecessors, supervisors and others more senior in the commands, often with different learning styles and expectations regarding technology.

The research described in this report develops an approach for capturing, organizing and using timely, tacit recruiting knowledge. Focusing specifically on the current generation of recruiters, we target rich, experience-based, tacit knowledge to be captured via short, searchable, YouTube style videos, and then disseminated just-in-time for use by line recruiters in the field. This results in the production of a relatively small set of pilot videos, which get released throughout the Recruiting Command, along with a documented process for video production. Hence the Recruiting Command remains our focus, but the approach can be applied to nearly every Navy command.

Following this introduction, this technical report includes key background information, a summary of our research method, presentation of our key results, and a conclusion that addresses future research along the lines of this project.

II. BACKGROUND

As noted above, this project builds upon prior work from only two years ago. We direct the interested reader to this prior work (Nissen & Gallup, 2021) for details, and we summarize only the key information here, drawing heavily upon the Executive Summary (pp. vi-viii).

A. SUMMARY

Building upon initial efforts to engage with industry and conceptualize a Navy KM strategy, the prior research employed a combination of congruence model analysis, knowledge flow theory, and qualitative methods to outline an approach for embedding a formal Navy KM process. Through discussion of the congruence model, the authors could see how this approach to organization design (OD; see Galbraith, 1977) leveraged contingency theory (CT; see Thompson, 1967) to examine organizations for fit, which represented a powerful tool for analyzing N1 and its KM efforts.

Likewise, through discussion of knowledge flow theory, they could see how to visualize, analyze and measure dynamic knowledge, which represented another, complementary tool for analyzing N1 and its knowledge and workflows. Then through discussion of the research method, they could see how qualitative analysis enabled in-depth understanding of specific N1 organizations and processes, which added a third, complementary, analytic power tool.

This prior work involved surveying best tools and practices in the industry, government and nonprofit sectors, through which the authors could identify, classify and describe over a dozen KM organizations, 17 preconditions for success and failure, 60 knowledge flow principles and leadership mandates, over 100 tools and 15 common and emerging techniques for effective KM. From this, they could find that positioning of KM in the organization mattered in terms of scope and efficacy, with the greatest results corresponding with comparatively high placement of KM in the organization. In the case of Navy organizations such as carrier strike groups (CSGs), this equated to placement on the Commander's Staff. They found also that a few preconditions for success (esp. senior management commitment, realistic expectations, appropriate people participating full

time) and failure (esp. reliance on external expertise, narrow technical focus, too many improvement projects) were particularly important for KM efficacy.

Additionally, the set of knowledge flow principles formed a theoretic basis for understanding and evaluating dynamic knowledge in the organization, and the complementary set of leadership mandates provided practical guidance for organization leadership. Further, from the 100+ tools examined, many were relatively common, familiar and understood (e.g., groupware, decision support, document sharing), whereas a number of others represented contemporary and emerging capabilities (e.g., artificial intelligence and machine learning [AIML] driven search, knowledge taxonomies and ontologies, and extended reality). Likewise, the KM techniques reflected both common (e.g., training and education, mentoring and coaching, communities of practice) and emerging (e.g., crowd sourcing and peer assist, simulation and enactment, KM and command and control [C2] integration) techniques. Together, this background work equipped them well to analyze Navy knowledge flows.

B. RECRUITING KM

Given the large size and scope of the N1 organization, the prior researchers focused their fieldwork initially upon the important recruiting organization. Recruiting begins the essential process of Navy talent acquisition and development. It also involves considerable knowledge work; encounters substantial knowledge flow challenges; and provides excellent visibility into how state-of-the-art KM can be applied, in conjunction with industry best tools and practices, within the N1 organization.

This fieldwork centered on understanding recruiting in depth, which they accomplished through archival research, conversations with leadership, and focus group interviews with line recruiters. Indeed, they identified 42 recruiters from two different commands for surveys and interviews; and through their iterative, 11-step analytic process, they identified numerous challenges and knowledge flow pathologies afflicting these commands. By “pathology,” we mean serious issues with knowledge flow through the organization. Through further conversations with leadership, they developed a detailed set of recommendations for the recruiting commands, which were generalized into a smaller set appropriate for higher level organizations, including the Naval Recruiting Command (NRC) and N1.

C. MAJOR PATHOLOGIES AND RECOMMENDATIONS

Four major pathologies emerged as highly prominent:

- 1) Knowledge clumping and hemorrhaging
- 2) Information diaspora and disorganization
- 3) Nonintegration of work and tools
- 4) Nonintegration of KM

Each pathology could be addressed by the corresponding recommendations:

- 1) Redesign NORU¹; motivate teamwork; and capture expertise.
- 2) Develop a single, searchable, authoritative and intuitive knowledge and information site; maintained by NRC; taught by NORU; and utilized by NTAGs.
- 3) Provide Salesforce implementation support and training; utilize NORU, I-Site, RTIs and Help Desks to assist recruiters; and question any tools that do not support work directly.
- 4) Leverage the return on investment in KM; address both tacit (esp. people's experience) and explicit (esp. documented procedures) knowledge; assign knowledge engineers to help organize and lead the KM implementation effort initially; strive to have every recruiter become a knowledge manager eventually.

These recommendations offered excellent potential to treat the knowledge flow pathologies outlined above for recruiting, and they provided insight into establishing a KM capability for the N1 organization. Armed with myriad powerful KM tools and techniques, along with the analytic approach to identify how, when and where to leverage them, the researchers could help recruiting leaders to improve knowledge and workflows in their organizations, and they could help N1 leaders to integrate KM into their organizations. These represented topics for further research.

¹ Navy Recruiting Orientation Unit

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III. RESEARCH METHOD

Following the scholarly research of the prior project, most of which was qualitative and analytic in nature, the work in this present project is highly applied and evolved through two distinct phases. In either phase, the project takes on the mode of action research, which is intended to produce a meaningful and productive outcome for the object organizations, N1 and Recruiting Command in this case.

A. PHASE 1: FORMAL KM PROGRAM

The first phase was focused on implementing a formal KM program at OPNAV N1. Such implementation would draw from the current state of the art in KM yet examine the Navy N1 Organization as a unique entity. A high-level framework for such examination would look at the four key elements of Navy N1 as a system: 1) people, 2) processes, 3) organizations and 4) technologies (Nissen, 2014). Each of these key elements is both a producer and a consumer of knowledge, and together they form an excellent way to identify the most important sources and uses of knowledge in an organization.

Within each element, the most important knowledge would be separated into tacit, implicit and explicit categories, for each such category involves knowledge of different forms and would need to be addressed differently. Further, the most important information, data, and signals supporting such knowledge would be identified also, as they are all complementary to and essential for the knowledge to flow as needed through the organization.

This approach would result in a 36-cell, cubic framework (4 elements x 3 knowledge categories x 3 knowledge complements of information, data and signals) for analysis. Important sources of research data would include the KM literature, access to KM experts and practitioners through the researcher's professional network, review of Navy N1 documentation, and access to a small number of Navy N1 managers.

This approach was highly desirable, feasible and exciting. However, it would have involved considerable in-depth interaction with N1 personnel, most of whom were already overburdened with other higher priority activities. This condition led to a shift in the focus of the project and instituted phase 2.

B. PHASE 2: RECRUITING VIDEO PRODUCTION

This second phase focuses on the production and distribution of short, searchable, YouTube-style videos that capture and disseminate key aspects of tacit recruiting knowledge, just-in-time. The researchers reviewed and analyzed multiple methods for video and movie production, and they reviewed myriad short YouTube videos for content, flow, style and production.

IV. RESULTS

The researchers began with Navy OPNAV N1 leadership, which facilitated development of a diverse and highly capable team within the Recruiting Command. This parallels executive producers identifying, assembling and organizing all of the necessary activities for a production (e.g., financing, producing, directing, writing, acting, filming, editing, marketing, analyzing). The key difference, of course, was that no one on the team had ever created a video series along these lines. All team members had to learn how to work with one another and how to produce videos in this genre.

For this project, the researchers served as executive producers; two senior members of the Recruiting Command served as producers; a small group of recruiters and instructors served as writers and actors; one technical specialist filmed and edited the videos, serving also as director; the Recruiting Command marketed the videos; and analysis was a team effort, involving nearly everyone. Key organizations included the Naval Postgraduate School (NPS), Recruiting Command N7 and NORU.

The process continued with identification of the top dozen or so most important recruiting topics to address through videos as listed in Table 1.

Table 1. Most Important Topics

No	Topic
1	RECRUITING SPECIFIC FUNCTIONS AND RESPONSIBILITIES
2	APPLICANT RELATIONSHIP MANAGEMENT
3	MARKET IDENTIFICATION
4	RECRUITER PRODUCTION MANAGEMENT SYSTEM
5	PROSPECTING AND BLUEPRINTING
6	SCHOOL CANVASSING AND SOARS
7	SELLING THE NAVY
8	DELAYED ENTRY PROGRAM AND ONBOARDING
9	DAILY PRODUCTION REVIEW
10	INSPECTIONS AND STATION VISITS
11	TROUBLESHOOTING
12	NAVY RECRUITING STATION SECURITY
13	SALESFORCE

The production team then met to prioritize the topics to guide the order in which the corresponding videos would be made. This prioritization required extensive and deep recruiting knowledge. The key goal throughout, in addition to producing high quality and

impactful videos, was to learn from one video to the next for continuous improvement. Another very important consideration centered on keeping the videos short, to the point, and easily searchable. Additionally, the researchers felt it imperative to document the process well, so that other Navy commands could employ this technique. An overview of the production process is included in Appendix A. The team decided on Daily Production Review for the first video.

A. DAILY PRODUCTION REVIEW

The Daily Production Review (DPR) represents a very important recruiting activity where line recruiters meet with supervisors (Recruiter in Charge: RINC) to focus on meeting key, short-term goals. The writers developed a script; the actors rehearsed their lines; and the technical specialist planned and directed the filming; all under the oversight of and interaction with the producer. The script (V1.2) is included for reference in Appendix B.

After filming and editing, the video was distributed to and reviewed by the team. Borrowing a software development term, this represents *alpha testing*, through which the product is evaluated by the production team. After alpha testing is complete, the video would be released to a select group of line recruiters—who are representative of the intended audience—for *beta testing*.

Table 2. DPR Video Chapters

Chapter	Time
Intro	0:0
How to Prepare	0:28
Setting the Stage	1:33
Applicant Log + Interviews	2:27
Questions to Ask	4:10
Breaking it down	5:22
High School Presentations	6:13
Future Sailors	7:42
Sailorization Items	8:44
Looking Ahead	9:31

Despite the goal of producing three- to five-minute, highly focused videos, the first one came out much longer. Instead of a second take or rewriting the script to break up the long video, the team decided to segment the video into 10 discrete chapters, each

of which could be viewed independently, and each of which could be identified through search. Table 2 lists the 10 chapters and corresponding running times.

Figure 1 presents a screenshot from this first video, featuring our lead actor. Video production credits are summarized in Appendix D. This represents a “talk about” style video, which is essentially an information presentation: it answers the question, “What is a DPR?”



What is the Daily Production Review? | NRC Training Video 1

Figure 1. DPR Video 1 Screenshot

Because of the excessive length, even with the video being broken into chapters, the team felt as though it was too much of a talking head for our purposes. With careful editing to pause the video at key points, our lead actor inserted a number of comments to emphasize the important points being made at various stages of the video. Essentially the video would pause to incorporate the actor’s comments and then resume. This appeared to be a very useful technique.

Following additional editing, the first video was released to a highly targeted but limited group for beta testing. A brief survey instrument was created in conjunction to be distributed to the beta testers also. The survey instrument included only a few targeted questions. It is presented in Appendix D.

After beta testing, the video was finalized and approved for distribution. In the case of this organization, it has a YouTube channel with many recruiting videos. This is how each video was released, being advertised through a formal message from the recruiting command.

The team also collected video-viewing statistics. The measures and corresponding measurements are summarized in Table 3 for the period through October 2023, nearly five months after release. These measures are largely self-explanatory. Total views represents the total number of times the video was viewed, not necessarily the total number of people that viewed the video, because one person may view it more than once. Average percentage of the video viewed represents the fraction of the video that was viewed on average, with the viewing time included in parentheses and measured in minutes.

Table 3 DPR Video 1 Statistics

Measure	Measurement
Total views	490
Average percentage of the video viewed	51.7% (5:07)
Viewed from mobile	138 (28.2%)
Viewed from computer	329 (67.1%)
New Subscribers	10
Top Cities	San Diego Suffolk Chicago Seattle Ridgecrest
Video Release Date	06/05/2023
Video Link (10/310/2023)	https://www.youtube.com/watch?v=z8bg5F6tR-s

The next two measures indicate the number of views from mobile devices versus computers, respectively. Clearly the majority of people view from a computer, but it is encouraging to see a relatively sizable number accessing from a mobile device. This is particularly important because many recruiters spend most of their day on the road and away from office equipment. Some (23) additional views (not shown in the table) were from tablets, TVs or other devices. The top five cities for video viewing are included, along with the video release date and Web link for reference. These statistics are collected for each video. They are summarized in Appendix E.

Figure 2 presents a screenshot from the second DPR video. This second video includes two actors, who engage in a simulated conversation between a line recruiter and RINC in the DPR process. This represents a “ride along” style video, which informs someone regarding how to do something. It answers the question, “What should I expect from a DPR?” Hence the two videos are complementary. As with the first video, this second one was edited carefully to integrate comments and to emphasize the key points being made at various stages of the video. This reflects learning from the first video being incorporated into the second. Statistics for this second video are included in Appendix E also.



Daily Production Review Model Conversation | NRC Training Video 2

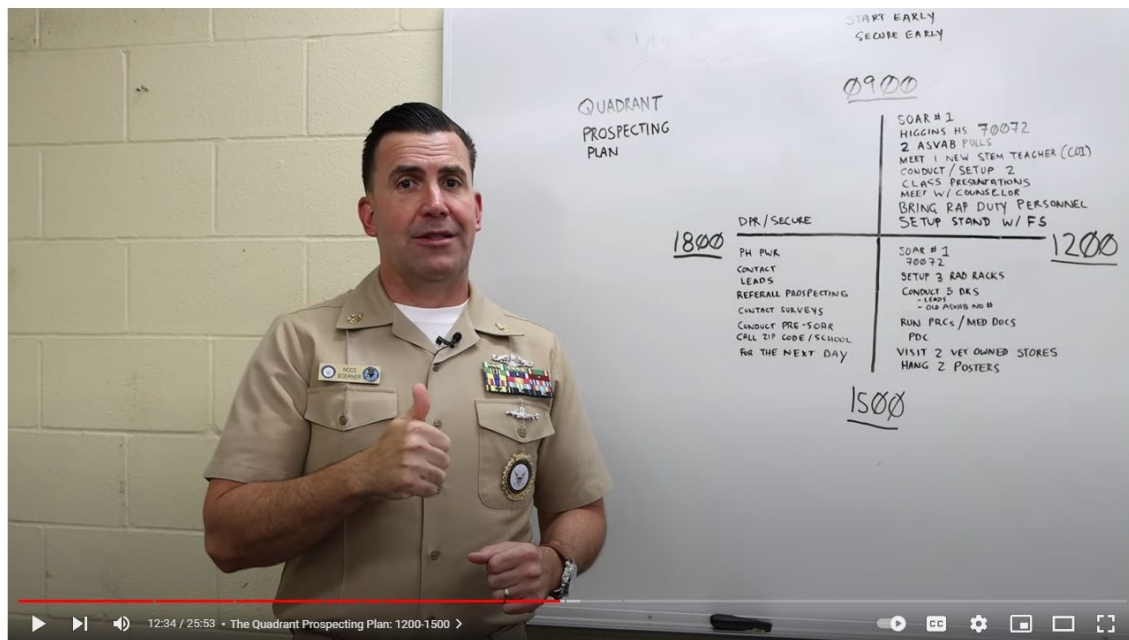
Figure 2. DPR Video 2 Screenshot

B. ADDITIONAL VIDEOS

The two DPR videos provided excellent learning opportunities for the team. They also provided excellent learning opportunities for line recruiters in the field, which is the primary goal of this project. At this very early stage of the project, we have no way to gauge how effective the videos are in terms of increasing the efficacy and efficiency of line recruiters in the field, however. This represents an important topic for future

research. Nonetheless, informal conversations with some recruiting commanders suggest that they are very enthusiastic about the videos and encouraged by the ability for line recruiters to get just-in-time training. The videos appear to be capturing and distributing rich, experience-based, tacit recruiting knowledge as planned.

The secondary goal, as noted above, is to provide a guide for other Navy organizations to follow this work. The primary means for doing so is represented by this technical report, which is designed for unlimited distribution. Further, interested Navy commands are able to contact the authors for additional information, and all of the Recruiting Command participants are very willing to assist. Of course, all organizations have turnover, so there are limits to how long the current participants will remain available. In the end, this technical report will stand on its own, as will the recruiting videos.



Prospecting - The Quadrant Plan and Best Practices

Figure 3. Prospecting Video Screenshot

Figure 3 presents a screenshot from the third video, which addresses Prospecting with a focus on explanation of the Quadrant Plan. As with the other videos, this one was divided into chapters and edited carefully to integrate comments and to emphasize the key points being made at various stages of the video. This reflects continued learning

from the earlier videos, as each one becomes increasingly routine. Statistics for this third video are included in Appendix E also.

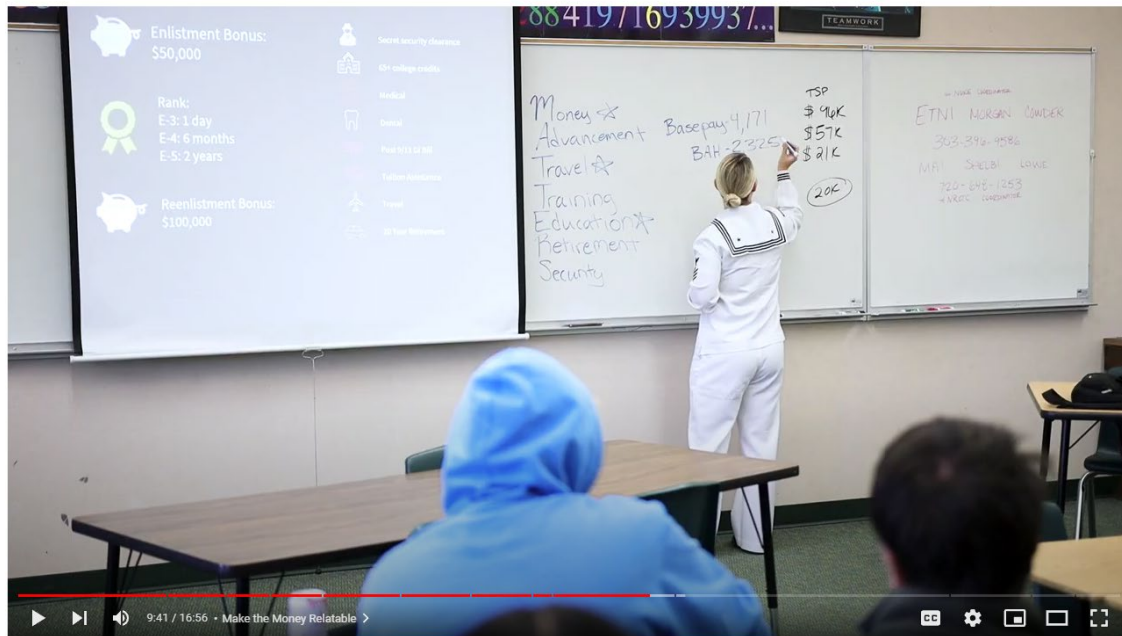


Figure 4. High School Presentation Video Screenshot

Figure 4 presents a screenshot from the fourth video, which addresses high school presentations. This fourth video includes a talented presenter and takes place in a high school classroom. It represents a “ride along” style video like the second, but it does not involve simulated interaction. Instead, a line recruiter interacts live with high school students. As with the other videos, this one was divided into chapters and edited carefully to integrate comments and to emphasize the key points being made at various stages of the video. This reflects continued learning from the earlier videos, as each one becomes increasingly routine. Statistics for this fourth video are not included in Appendix E, because it has not been released as of the date of this writing (10/31/2023).

C. KNOWLEDGE MANAGEMENT IMPLICATIONS

The knowledge management implications of this project are profound. First, the project follows up on previous research to address rich, experience-based, tacit recruiting knowledge. This reflects a fundamental nature of research: to build upon previous work and to avoid repetitive reinvention. It also addresses the current workforce and different

ways that people learn and use technology. Targeting a specific audience as such acknowledges that one size does not fit all in terms of learning. It also calls into question some long-standing training techniques employed by the Navy and many other organizations. The short, searchable YouTube style videos enable line recruiters to acquire knowledge just-in-time in the field, which matches the way many people of the current generation search for and gain knowledge and information.

Additionally, this project embeds a process of continuous learning regarding video production and distribution very purposefully, which represents another inherent KM goal. When harnessed well, continuous learning can drive continuous process improvement. Further, this technical report documents the process in considerable detail, to enable other Navy commands to follow. Nearly every command in the Navy has potential to benefit through this technique.

V. CONCLUSION

Knowledge management (KM) and engineering are required for organization knowledge to flow rapidly, reliably and energetically. The OPNAV N1 organization remains in the beginning stages of establishing a KM program. This project leverages results of prior research focused on improving KM in the Naval Recruiting Command to develop an approach for capturing, organizing and using timely tacit knowledge. Such prior research identified four major pathologies and developed four corresponding recommendations to address them. The primary pathology addressed through this project is knowledge clumping and hemorrhaging.

Recruiting represents an excellent focus for KM analysis and application: very few recruiters have ever worked at recruiting before their first assignment, and very few ever work at recruiting after such assignment ends. Thus, the considerable body of knowledge required for effective recruiting must be acquired anew by every recruiter.

Further, most recruiting knowledge is tacit and experience-based, making it very difficult to transfer through schooling or other explicit means. Rather, most such knowledge must be acquired through (trial and error) experience in the field, which is arguably an inefficient and time-consuming approach. Indeed, many recruiters do not become proficient until well into their assignments, sometimes not even until just before they depart for different jobs. Moreover, many recruiters represent a different generation than their predecessors, supervisors and others more senior in the commands, often with different learning styles and expectations regarding technology.

A. PROJECT SUMMARY

Following the scholarly research of the prior project, most of which was qualitative and analytic in nature, the work in this present project is highly applied. It focuses on the production and distribution of short, searchable, YouTube-style videos that capture and disseminate key aspects of tacit recruiting knowledge, just-in-time. This addresses directly the knowledge clumping and hemorrhaging pathology noted above.

The researchers reviewed and analyzed multiple methods for video and movie production, and they reviewed myriad short YouTube videos for content, flow, style and production. With this, the project takes on the mode of action research, which is intended

to produce a meaningful and productive outcome for the object organizations, OPNAV N1 and Recruiting Command in this case.

The researchers began with Navy OPNAV N1 leadership, which facilitated development of a diverse and highly capable team within the Recruiting Command. This parallels executive producers identifying, assembling and organizing all of the necessary activities for a production (e.g., financing, producing, directing, writing, acting, filming, editing, marketing, analyzing). The key difference, of course, was that no one on the team had ever created a video series along these lines. All team members had to learn how to work with one another and how to produce videos in this genre.

The process continued with identification and prioritization of the top dozen or so most important recruiting topics to address through videos. The key goal throughout, in addition to producing high quality and impactful videos, was to learn from one video to the next for continuous improvement.

The team decided to begin with Daily Production Review for the first video. The writers developed a script; the actors learned and rehearsed their lines; and the technical specialist planned and directed the filming; all under the oversight of and interaction with the producer. This represents a “talk about” style video, which is essentially an information presentation: it answers the question, “What is a DPR?”

After filming and editing, the video was distributed to and reviewed by the team. Borrowing a software development term, this represents *alpha testing*, through which the product is evaluated by the production team. After alpha testing is complete, the video would be released to a select group of line recruiters—who are representative of the intended audience—for *beta testing*.

After beta testing, the video was finalized and approved for distribution. In the case of this organization, it has a YouTube channel with many recruiting videos. This is how each video was released, being advertised through a formal message from the recruiting command.

The team learned from production of the first video and applied such learning to a second DPR video. This second video includes two actors, who engage in a simulated conversation between a line recruiter and Recruiter in Charge (RINC) in the DPR process. This represents a “ride along” style video, which informs someone regarding

how to do something. It answers the question, “What should I expect from a DPR?” Hence the two videos are complementary.

The two DPR videos provided excellent learning opportunities for the team. They also provided excellent learning opportunities for line recruiters in the field, which is the primary goal of this project. At this very early stage of the project, we have no way to gauge how effective the videos are in terms of increasing the efficacy and efficiency of line recruiters in the field, however. This represents an important topic for future research. Nonetheless, informal conversations with some recruiting commanders suggest that they are very enthusiastic about the videos and encouraged by the ability for line recruiters to get just-in-time training. The videos appear to be capturing and distributing rich, experience-based, tacit recruiting knowledge as planned.

The third video addresses Prospecting with a focus on explanation of the Quadrant Plan. This represents another “talk about” style video, which is essentially an information presentation: it answers the question, “What is Prospecting?” As with the other videos, this one was divided into chapters and edited carefully to integrate comments and to emphasize the key points being made at various stages of the video. This reflects continued learning from the earlier videos, as each one becomes increasingly routine.

The fourth video includes a talented presenter and takes place in a high school classroom. It represents a “ride along” style video like the second, but it does not involve simulated interaction. Instead, a line recruiter interacts live with high school students. At the time of this writing, the fourth video has not been released. Statistics have been collected regarding viewership of the first three videos, and a survey was developed to gain insight into the target audience.

B. KNOWLEDGE MANAGEMENT IMPLICATIONS

The knowledge management implications of this project are profound. First, the project follows up on previous research to address rich, experience-based, tacit recruiting knowledge. This reflects a fundamental nature of research: to build upon previous work and to avoid repetitive reinvention. It also addresses the current workforce and different ways that people learn and use technology. Targeting a specific audience as such acknowledges that one size does not fit all in terms of learning. It also calls into question

some long-standing training techniques employed by the Navy and many other organizations. The short, searchable YouTube-style videos enable line recruiters to acquire knowledge just-in-time in the field, which matches the way many people of the current generation search for and gain knowledge and information.

Additionally, this project embeds a process of continuous learning regarding video production and distribution very purposefully, which represents another inherent KM goal. When harnessed well, continuous learning can drive continuous process improvement. Further, this technical report documents the process in considerable detail, to enable other Navy commands to follow. Nearly every command in the Navy has potential to benefit through this technique.

C. RECOMMENDATIONS FOR FUTURE RESEARCH AND APPLICATION

As noted above, at this very early stage of the project, we have no way to gauge how effective the videos are in terms of increasing the efficacy and efficiency of line recruiters in the field. This represents a very important and timely topic for future research. Effectiveness in the field represents the primary reason for this line of research. It would be exceptionally useful to identify methods for measuring *recruiting effectiveness and efficiency* objectively, and particularly now that the videos have not been out for long, the timing is perfect for measuring how such effectiveness and efficiency increase as a result.

As noted above also, continuous learning and improvement represent explicit foci of this research. It would be useful and timely to record the amount of time, cost and effort required to produce each video. It would also be useful and timely to analyze the completed user surveys in detail and with rigor.

In terms of application, the recruiting command appears to be on an excellent path in terms of producing and disseminating these videos. This technique of capturing rich, experience-based, tacit recruiting knowledge via short, searchable, YouTube style videos can very likely apply to nearly every Navy command. There is no reason for other commands to start from scratch. This technical report can go a long way toward documenting the process, and the personnel involved in video production now represent excellent sources of knowledge in that regard.

However, the people involved now will go elsewhere eventually, and it is probably exceptionally timely for other commands to engage in this process while they are active. OPNAV N1 may find it useful and timely to engage the researchers and others on this video production team to lead the way in terms of applying these techniques to other commands in that organization, potentially with the goal of the process extending Navy wide.

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APPENDIX A

This appendix includes the video production process.

Training Video Filming Process

Coordination

1. Choose and discuss video idea with Recruiter YouTube team
2. Select talent
3. Write script and create storyboard if necessary and deliver to talent for review
 - a. [What is a storyboard](#)
4. Coordinate a day, time, and location to film

Production

1. Ensure necessary gear is acquired, charged, and set up by shoot day/time
 - a. **Essential:**
 - i. Camera (Preferably one that shoots in 4K or UHD. Minimum resolution for YouTube and other social media is 1080p)
 - ii. Camera lens for filming (Something with a low aperture of f/1.8 or 2.8 preferred, e.g. Canon 18-35mm f/1.8)
 - iii. Tripod with ball mount for movement during filming (e.g. Magnus VT4000)
 - iv. Microphone (can either use boom mic for environment audio or lavalier mics for dialogue, e.g. Rode Wireless Go)
 - v. Memory cards for storing footage (64, 128, or 256 GB)
 - vi. Editing software (e.g. Adobe Premiere, DaVinci Resolve, or Final Cut Pro)
 - vii. Computer capable of processing video (Different software will have different operating system requirement. [Here are the current minimum requirements for Adobe Premiere](#))
 - b. **Preferred:**

- i. Headphones for listening to in-camera audio and while editing (e.g. Audiotechnica M50x)
 - ii. Lighting system (e.g. Aputure 300 or 600d with C stands and appropriate modifiers)
 - 1. [What modifier should you use?](#)
 - iii. Backdrop (if necessary)
 - iv. Teleprompter
- 2. Ensure talent is prepared for delivery of their topic, lines, or interview
- 3. Utilize equipment, script, and techniques to film video
 - a. [What is A roll and B roll](#)
 - b. [How to film conversations/dialogue sequences](#)
 - c. [How to film an interview](#)
- 4. Re-take video from different angles and different sections as required (these will be spliced together in post-production)
- 5. Ensure all necessary content was captured and gear stored properly before wrapping

Post-Production

- 1. Import all footage onto computer hard drive
- 2. Import footage into Adobe Premiere Pro (or other software) for editing
- 3. Utilize appropriate techniques to splice together clips, cut audio, create captions, upload graphics, and more to ensure a seamless, engaging, and accessible viewing experience
 - a. [What are J-cuts and L-cuts](#)
 - b. [What are lower thirds](#)
 - c. [How to create captions in Premiere Pro](#)
 - d. [Premiere Pro basics](#)
 - e. Also see: [DINFOS Techniques for Video](#) – this is a resource *goldmine*
- 4. Export first draft of video and upload to YouTube
 - a. [Best settings for exporting to YouTube](#)
- 5. Create time stamps within YouTube video for ease of navigation
 - a. [How to create chapters on YouTube](#)
- 6. Submit video to RUT team for review
- 7. Complete any necessary edits in Premiere and re-export

8. Create and send link to completed video to NRC All-Hands for usage along with survey link
9. Send file link to Mike Buehl for eToolbox
10. Track video analytics for one week after video deployment, then monthly, and create a one-page report
11. Begin planning process for next video

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APPENDIX B

This appendix includes the DPR script version 1.2.

Purpose: To model an effective production review conversation from the supervisor's point of view

Objective: After viewing this video, the learner will be able to describe how to conduct production review.

DPR Executive Summary / Outline:

SME:

- Discuss in the lesson what the Recruiter will learn.
- Brief Summary of the DPR and the importance
- When to conduct DPR and periodicity
- Items brought to DPR
- DPR conversational flow and tone
- Topics of discussion for DPR
- Overall goal of the DPR conversation
- After RINC/Recruiter scenario is acted out SME will close out the training

RINC/Recruiter:

- Beginning of discussion personal / family affairs
 - Discussion of 1st evolution of the day / high school visit
 - Items accomplished at high school / struggles / plan for the upcoming evolutions
 - RINC demonstrates training during the DPR
 - RINC discusses items of importance / APPTs / INTVs / Presentations setup / Dep MGMT / Projections / PQS qualification status / In rate professional development / Sailorization
 - RINC reviews items brought to DPR
 - Recruiter discusses possible obstacles or shortfalls
 - RINC discusses revisions to recruiter plan / ideas moving forward / closes discussion
- Training video will be 3-5 min in duration
 - Personnel in video:
 - SME: NCCS Teddy Boerner
 - RINC: NC1 ____; NC1 Veronica Smith
 - Recruiter: NC1 Alvin Vang
 - Cinematography: Mrs. Nava Kiss

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SME#1: Personal background (Name, rate, rank, number of years in recruiting, number of years instructing)

SME#2: Personal background (Name, rate, rank, number of years in recruiting, number of years instructing)

SME#1: WIIFM – In this lesson we will learn about the Daily Production Review which will help us succeed in getting the Nation's top talent to Man Our Fleet. Learning about this topic will not only help meet mission demands, it will ultimately improve our quality of life by making processes in recruiting more efficient.

SME#2: The DPR or Daily Production Review, is **THE** most important meeting and discussion of the day for every recruiter. It the honest, transparent, core dialogue that occurs between a recruiter and the RINC, the RINC and their DLCPO, and the DLCPO and the EACR and then the EACR and their CR and the CR to the EPO or XO or CO. For each relationship, **accountability** is the core idea or common theme where those in supervisory role ask 'no - lie' question about what we were doing during our day to generate activity, and each minute in that timeline **HAS** to be accounted for. Every minute needs to focused on generating activity or manning the fleet.

SME#1: A Recruiter's time is extremely valuable. It is so important, for training purposes, for leaders to kind of adjust, or tweak our **applicant-generating** activity to focus on core markets to get the right volume, quality and activity to meet and exceed mission.

SME#2: Within this DPR dialogue, the supervisor needs to hone in on what specifically the recruiter or leader is doing, hour for hour, in order to best optimize their time prospecting and processing applicants into the United States Navy. If there's a geographical area where a recruiter needs to be prospecting because, according to market data we attain greater percentage of higher quality there, re-directing their geographical prospecting efforts to schools or civilian entities within that zip code can help the recruiter succeed and meet mission objectives.

SME#1: Some important information that is discussed includes number of COIs, or Centers of Influence contacted or engaged, number of school presentations setup, number of applicants talked to, number of presentation surveys collected, number of appointments held, number of qualified appointments held, LEADS contacted, projections to MEPS in upcoming week, or month, and any issues or updates on their kit work. Most of these topics are included in the SOAR or School of Area of Responsibility that we go over here at NORU.

SME#2: Other discussions include readiness of our Future Sailors, those who have already contracted into the Navy, who are awaiting their turn to go to Boot Camp – to see if there are any issues with them and if they are prepared to ship. In discussion on DEP, we need to make sure we have their 72 hour indoc complete, make sure we have their 30/60/90 recerts complete, referrals documented, make sure they don't have any issues with shipping.

SME#1: Overall the DPR session needs to be categorized as a **training** evolution too because during this session the leader or supervisor, whoever it is

in the relationship – the RINC, DLCPO, EACR, will make valuable suggestions and recommendations to help the recruiter succeed in generating the right kind of activity. It is also ***SUPER*** important for the supervisor to go over the Sailorization-related topics like training, PQS completion, and in-rate training.

SME#2: For the recruiter, it is important to come to the DPR session ***ready and able to discuss our Planner, Applicant Logs and the activity generated as it pertains to our Production Analysis Training Evaluation...or our PATE.*** We need to, at the minimum, have our computers available with updated Sales Force calendar and applogs, have our eSOAR folders, and any kind of documentation or issues related to our Future Sailors in DEP readily available. We also need to be ready to provide updates on our LEADS that come into us from our E-Talent team. Since these individuals have already expressed interest in the Navy, we want to reach out ***ASAP*** to give them the information they need to start processing.

SME#1: For our applicants who will be projected and “On Deck” at MEPS in the next couple of days, or weeks, it’s important to prepare any issue we foresee them having prior to going “On Deck” so our supervisors can help us help the applicant contract into the Navy. If there is any delay with getting medical, legal, transcripts, basic kit work, letting your supervisor know ASAP is essential for smooth experience for applicant at MEPS. It is imperative that their lodging and transportation secured for MEPS, that is also an important update for our RINC’s.

SME#2: The more prepared we are to discuss our efforts out in the Field, the better off we are, and our leaders will be better able to adjust our planner to optimize activity.

SME#1: It is really important for recruiters, and leadership to be forthcoming and honest in our own assessments of our prospecting. If we identify weaknesses or areas where we can improve, for example, VALOR Sales skills, it’s important that we address the issues urgently and provide training or assistance to make us stronger recruiters.

SME#2: It all goes back to manning the Fleet with the highest CALIBER talent...and the Daily Production Review helps us achieve this.

SME#1: Now let’s dive into a typical DPR session between a new Recruiter and RINC to see what a typical DPR session is really like. This DPR session is being held on a Monday after a full day of prospecting and execution of a SOAR. I will play the RECRUITER, and SME#2 will play the RINC.

RINC: Good Afternoon BM1 RECRUITER, this is NC1 RINC, how are you doing, how is your family?

RECRUITER: Great. All is well with my family. Thank you.

RINC: How was HIGHSCHOOL 1 today?

RECRUITER: HIGHSCHOOL 1 went great. I had ride-along with RECRUITER and did presentations from 0830 until 1200 for 3 AP History Classes, a lunch room setup from 1200-1330, then more presentations from 1330-1530 in TEACHER 1’s CLASS. After that we met TEACHER 2 and met with 3 students who were interested after my presentations and we setup appointments for later this week and next week. Just got back to the office and am following-up on final documentation needed for applicants heading to MEPS Thursday morning. After

this DPR, I am doing phone power from HIGHSCHOOL 1 school list 1730-1800. Tuesday morning I have an appointment with applicant at 1000 from a high school presentation I had last week since he (or she) has off from school today, so until 1000 I'm prepping for our appointment, working on PQS, and setting up presentations for next week at 2 high school and trying to get into one private High School career day event. At 1200, I am headed out to HIGH SCHOOL 2 to meet with TEACHER 3 for presentation with his CLASS 2 classes that afternoon. I am there all afternoon until 1500 and upon finishing up, I will head to guidance counselor office to meet with any "interested surveys," and Future Sailors from HIGHSCHOOL 2 and to meet their referrals. Wednesday morning I am headed to HIGHSCHOOL 3 all day to give presentations with their PE teacher and handout surveys. Will follow-up with any interest at the end of the work day. Thursday we have Future Sailor shipping to Boot Camp, but I have 3 appointments - one at 0900, one at 1030, and one at 1400. In the meantime, I am working on emailing COIs to send out info about NUKE programs to students in their classes, and calling students on the student contact lists that we received from HIGHSCHOOL 1 on Monday. Also have appointment with one student I met with on Monday at 1600. Friday I am doing a ride-along with RECRUITER to Career Day evolution/Field Day evolution at HIGHSCHOOL 4 where we are executing presentations all day/executing Field Day evolutions and networking until 1600. After, will call any interested applicants to set appointments.

RINC: Alright copy. How many appointments did you set today at HIGHSCHOOL 1? When are they coming in?

RECRUITER: Setup 3 appointments with interested students from HIGHSCHOOL 1; 1 student coming in on Thursday at 1600, the other two coming in next week – one on Monday at 1700 and the other on Tuesday at 1600.

RINC: Copy. Copy – I see that on your Sales Force calendar as well. Be sure to upload VALOR overlays after appointments. Are there any issues with your DEP Future Sailors?

RECRUITER: No issues with DEP Future Sailors right now.

RINC: Copy. I'll call tomorrow to see how HIGHSCHOOL 2 went and I will come with you to HIGHSCHOOL 3 on Wednesday.

From Recruiting Leadership Management Manual (RLMM) – Source Document:
CHAPTER 9 DAILY PRODUCTION REVIEW

1. Introduction. DPR is the single most important daily interaction between all levels of the NAVTALACQGRU (i.e. REC to RinC to DLCPO to ACR to CR). Time will be set aside for one-on-one interaction to discuss the daily activity of what was planned vs. attained each day (i.e., SOARs, PH, RD, RA or RD prospecting, F/U's, DEP).

2. DEP Preparation. All successful sales organizations know that you must have a

plan to work your assigned market in the most effective way possible. An important part of any plan is to know what areas have been successful in the past, as well as a look ahead to see what needs to be done in the future (e.g., high propensity Zip codes that we are not taking our share). Additionally, the recruiting force needs training, encouragement and reinforcement of basic sales and marketing strategies on a regular basis. The DPR is the tool that allows the chain of command to review, plan, adjust, and train to recruiting activities on an ongoing basis. It is the RinC's responsibility to ensure enough activity is scheduled and accomplished by each recruiter to attain the mission of the NAVCRUITSTA and to contribute to the division and NAVTALACQGRU mission as well as their personal goals. Many of the questions that will be asked during the DPR will evaluate required activity and how the recruiter feels about the interviews that have been conducted as well as what was discussed during the interview. A DPR is not just "How soon will the applicant be processing?" However, it is good sales practice to reinforce a close as soon as possible. The RinC should be looking at ways to help the recruiter keep the applicant moving to the next processing step (NOT a step sell, the goal is for the applicant to join the Navy). It is vital for the RinC's to ensure all planned activity has been accomplished for that current day and week, if activity was not attained it needs to be adjusted and training conducted to assist the recruiter in their future success.

3. DPR Preparation. DPR will be a planned evolution to give all parties the opportunity to be prepared. It will occur in a quiet environment with no distractions. All systems will be up to date and readily available for discussion. The individual leading the DPR will have a desired outcome and use VALOR coaching to facilitate the conversation to a desired result. A DPR is not simply asking "What are your 3-days?" Be sure to reinforce the things that are going well and provide guidance on areas that could use improvement. Conduct an effective DPR, don't just look at the obvious. Dig deeper by asking the hard questions. Don't get greedy. If the recruiter has met their required activity let them close out their day and go home. On the other hand, if activity is not met the recruiter will stay to make it up within the command's working hours policy. Remember every effort should be made through training and several DPR's throughout the day, to give the recruiter every opportunity to complete their planned activity. Do not extend normal hours for punishment, ensure the recruiter understands the expectations and if possible use the show and tell method and encourage them to be successful. Try and identify any missed activity as early as possible and put corrective actions in place, so the work day can end by 1800 for your recruiters. Remember to always Support your recruiters, encourage team concept, be positive, proactive, and look for "win-wins."

4. DPR Opening. The opening to a DPR is paramount because it sets the tone for

the entire conversation. Both individuals involved should be focused on the tasks at hand, have a positive attitude, and be ready to converse. The supervisor may choose to lay out an agenda for the DPR but both parties will be ready to discuss all aspects of recruiting operations. The DLCPO or RinC will start the DPR with a professional and genuine opening to gauge how the other participant is doing.

5. The questions in subparagraphs 4a through 4c provide some examples.
 - a. How are you doing today?
 - b. How is your family doing? Is everything else ok or do we need to talk about something?
 - c. How are you doing with your plan to finish your degree or their hobbies, fitness, etc.?

Please Note: Opening questions like the examples in subparagraphs 4a through 4c convey the message that the DPR is not all about numbers and provides an opportunity for the other participant to voice any problems or vent any concerns prior to talking business. The answers to these questions can also forecast potential reasons for problems uncovered later on in the DPR. It is imperative the supervisor listens to the answers to the opening questions and addresses as necessary. Leaders should understand if the other person believes you are not genuine it could result in personality conflicts in the future. Remember part of being a leader is to assist your recruiters with dealing with issues in their life and utilizing the chain of command to provide resources if the needed i.e. Navy Relief, counseling, etc. Effective DPR's can greatly increase the recruiters quality of life, do it right and do it often!

6. DLCPO to RinC DPR. After completing an appropriate opening, be sure not to be condescending or judgmental if the individual does not know the answer take this opportunity to train and provide guidance to help the RinC and recruiters be successful. DLCPOs will use the ARM Analytics studio to review the documented production of their assigned stations prior to conducting a DPR. This will enable the DLCPO to identify areas of concern to use probing questions during the DPR to identify strengths and weaknesses and provide training to ensure the success of the RinC and their recruiters. There is no standard order on how to discuss the different aspects of recruiting operations, however at a minimum, the topics listed in subparagraphs 5a through 5g are required.

- a. Effectiveness of prospecting evolutions. Evaluate actions planned by the RinC for areas not on track to review or evaluate presentations, hot zip code prospecting, special programs prospecting, etc.

- (1) Evaluating activity using ARM

- (2) Once in the ARM:

- (a) Select Analytic Studio from home page.

- (b) Select command folder.
- (c) Select NAVTALACQGRU activity console
- (d) Select and review division and station level prospecting

activity.

b. Applicant Log. Used to track applicant's progress through the enlistment process and identify any issues and evaluate recruiter's effectiveness at each stage.

- (1) Ensure all required information is displayed on the applicant log.
- (2) Evaluate no-show ratio- this is accomplished by reviewing the

ARM calendar and applicant log for no show appointments. The DLCPO will conduct executive screenings on these prospects to determine the root cause of the no show and provide constructive feedback and training to the RinC. Possible corrective action could be that the RinC will contact and verify all appointments made to help reduce the no-show rates and provide constructive feedback and training for the RinC and recruiters for any identified concerns i.e. selling the Navy and not the appointment, not leaving the prospect with the feeling that they want to hear more.

- (3) Evaluate for potential blueprinting issues- some examples:

overweight, undisclosed civil, undisclosed medical, etc.

- (4) Identify applicants with low ASVAB or APT scores, potential lack

of emphasis on prospecting high quality zip codes.

c. Spot check ARM applicant records for completion and accuracy.

d. LEADS. Evaluate effectiveness of NAVCRUITSTA's LEADS prospecting and disposition. If not tracking ensure RinC has a plan to get LEADS dispositioned in a timely manner. Are the LEADS being attempted within 48 hours of receipt? Have Door Knocks occurred for all LEADS unable to contact?

e. DEP. Shipping Future Sailors to RTC is our primary mission and responsibility, therefore, during every DPR this topic is critical to discuss. This is an opportunity for the DLCPO to ensure the RinC has identified and implemented corrective actions for any identified issues with Future Sailors or the Delayed Entry Program. The RinC will have their shipping report, DEP potential problem list and the ARM available for this portion of the DPR. The questions listed in subparagraphs 5e(1) and 5e(15) are some examples to ask.

- (1) How many shippers do you have remaining for the month?
- (2) Are the remaining shipper's documentation verified to be

accurate and complete?

Please Note: DLCPO verify any missing documentation on

the DEP problem list.

(3) Have the required 90-day, 60-day, 30-day, 7-day, and 24-hour

contacts been conducted and documented on a DEP Recertification form and uploaded in ARM?

(4) Have all submitted attrite DARs been taken? If not follow up.

(5) Is the Station generating a sufficient number of DEP referrals (1

RD per 15 Future Sailors)?

(6) Do all in-month shippers have arranged transportation to

MEPS?

(7) Are there any new issues identified with any in-month or next

month shippers since last DPR?

Please Note: Stress the importance of needing to know the smallest details.

(8) How many potential attrites have you uncovered, and when are

they scheduled to ship to RTC?

(9) Has the RinC gotten face-to-face with them, and what was the

outcome?

(10) When will they be available to meet the DLCPO face-to-face to

discuss their reasons for not wanting to go to RTC?

(11) If attrited, has a replacement been identified?

(12) What training have you conducted with the recruiter to alleviate

potential attrition issues?

(13) How many Future Sailors still require 72-hour indoctrinations

and when did they DEP in? Are all the proper forms and documentation in the ARM?

(14) How many Future Sailors require initial mentoring contacts and

when did they DEP in? Are all the proper forms, uploaded and annotated in the ARM?

(15) How many DEP referrals did you attain today and has all

required ARM documentation been completed?

f. Sailorization and Training. Remember, our recruiters are Sailors on loan to us from the fleet, the majority will return there. Taking care of our recruiters is ensuring that they are successful in their primary duties and ready for positions of higher authority. The Sailorization process ensures those things happen. As a leader you must be actively involved in the development of your personnel.

- (1) Determine which recruiters are ready for their PQS board.

Schedule a meeting with them at your next station visit.

- (2) Ensure recruiter has adequate time to attend Sailorization

events and training (e.g., Sailor 360, in-rate study time, etc.).

g. Projections. If your DPR process is made up solely of this section, you are setting yourself and your recruiters up to fail. In addition to receiving your next 3 day projections from your RinCs, you must track how accurate their projections are. Projections that fail to materialize, or get delayed, are an indication that your DPR process is not effective. Probing questions can help you validate that the projections you are getting are valid.

6. RinC to Recruiter DPR. The DPR process is the foundation of the recruiting process. The DPR is not merely collecting projections, it is a review of what the recruiter has accomplished during the day to attain mission, training to areas of identified weakness, reinforcing areas of strength, and to identify any potential DEP issues that place shipping mission at risk. Use the ideas listed in subparagraph 6a and 6b to develop an effective DPR based on the experience of the recruiter, current DEP, and production situation within an assigned area. The RinC must review every system during DPR to ensure effective utilization. Highly recommend reviewing planned vs. attained activity throughout the day after every evolution vs. waiting until end of day. This allows the RinC to adjust recruiter's ARM calendar "real-time" for exceeding (or failing to meet) planned activity. Each recruiter has the ability to reduce the time spent on DPR by reviewing all of the required items prior to meeting with the RinC.

- a. Every recruiter at a minimum will bring the items listed in subparagraphs 6a(1) through 6a(3) to the DPR:

- (1) Computer. (Using recruiter's computer to review ARM calendar, required and attained activity, applicant log and records, LEADS, and DEP records).

Please Note: Until RinCs position established in the ARM hierarchy, RinCs will have to view recruiter's activity on the recruiters' computer. Once the RinC position is established, they will be able to view recruiter's individual prospecting summary dashboard stats, and associated reports (e.g., the prospecting activity

report- provides log of all records with documented activity for the selected timeframe).

(2) eSOAR folders.

(3) Anything involving DEP completed during the day.

Please Note: The recruiter will have all required ARM entries completed prior to DPR and the RinC must spot-check during DPR to ensure everything is complete. During DPR, ensure the recruiter is on track in all areas of recruiting operations and personal or professional development. If the recruiter is not on track, the RinC must use VALOR coaching to adjust any areas that need improvement, document on an OJT training syllabus.

b. DPR Topics. Daily activity and prospecting is at the heart of NCO and sub-goal attainment. The RinC must use the DPR to analyze the NAVCRUITSTA and individual recruiter prospecting plans, to ensure the NAVCRUITSTA is on track to meet NCO and all assigned sub-goals. Remember to train and motivate your recruiters to achieve mission. The DPR should not be focused only on the negatives, we know no one wants to fail but no one can succeed without the proper direction and training. Hold them and yourself accountable to all required activity! The RinC will review the recruiter's: ARM calendar, Applicant Log, PATE, and DEP documentation to drive production and identify any areas of concern through the DPR process. The minimum areas to review daily during DPR are listed in subparagraphs 6b(1) through 6b(6).

(1) ARM calendar. (Used to evaluate effectiveness of prospecting evolutions).

(a) Did recruiter achieve planned activity (appointments and interviews)? If not why not? If recruiter is not on track with their interview and qualified interview requirements, evaluate why, develop plan to get back on track (adjust activity).

(b) Were hot zip codes identified and prospected in? Is Navy taking fair share? If not, why not?

(c) Does plan identify high quality prospecting (critical for Nuclear Field, WC, NAT mission attainment)?

(d) How many QIs*? Verify uploaded to accessing and sales overlay updated. Ensure radial button selected for special programs applicants.

Please Note: QI defined as: (1) mentally, morally, and physically qualified, (2) an interview has been conducted and documented on the Valor Interview Overlay, (3) has a qualifying APT or ASVAB score.

(e) How many non-qualified interviews? Evaluate why! Is blueprinting an issue? If potential for QI at later date is follow up scheduled?

(f) How many declines? RinC conduct executive screening to determine reason.

(g) Are all interviews entered in ARM and all appropriate adjustments made on the ARM calendar?

(h) How many presentations were set up, in what classes?

Were they conducted? How many surveys, contact information, or initial interviews attained from each presentation?

(i) Review the recruiter's prospecting plan for tomorrow, and emphasize the expected results.

(2) Applicant Log. (Used to track applicant's progress through the enlistment process and identify any issues and evaluate recruiter's effectiveness at each stage).

(a) Ensure all required information is displayed on the applicant log and all records are in the correct stage of the sales process

(b) Evaluate no-show ratio- reviewing scheduled appointments that did not result in an interview. The RinC should conduct executive calls of these prospects to try and determine the reason for the no show and attempt to schedule another appointment as soon as possible. The RinC should also identify areas of concern and if any training needs to occur to minimize no shows in the future.

(c) Evaluate for potential blueprinting issues. Some examples: overweight, undisclosed civil, undisclosed medical, etc. reinforce the importance of blueprinting to ensure the recruiter is not wasting their or the prospects time. If the prospect is not qualified always ask for RA's.

(d) Identify applicants with low ASVAB or APT scores, potential lack of emphasis on prospecting high quality. Review the hot zip codes for the recruiter and ensure they are prospecting those from their list view. Re-train if necessary on how to review ASAD and the importance of quality prospecting.

(3) LEADS. Navy recruiting spends a significant amount of money to generate LEADS, it is imperative that recruiters make contact and disposition LEADS as rapidly as possible.

(a) How many new LEADS did the recruiter receive today?

Have they been attempted and contacted within 24 hours?

(b) What prospecting mode(s) did the recruiter use to attempt

or contact each LEAD? For any LEADS that were not contacted, did the recruiter attempt multiple modes at varying times? Has the recruiter scheduled to door knock during an upcoming SOAR?

(c) How many LEADS are overdue or in danger of becoming overdue? If any, what is the plan to get a disposition? Strong emphasis should be getting LEADS dispositioned as soon as possible. Remember they have shown an interest in the service and FIRST to CONTACT, FIRST to CONTRACT!

(4) DEP. Shipping Future Sailors to RTC is our primary mission and responsibility, therefore, during every DPR this topic is critical to discuss. This is an opportunity for the RinC to identify and implement corrective actions for any identified issues with Future Sailors or the Delayed Entry Program. The questions listed in subparagraphs 6b(4)(a) through 6b(4)(m) are some examples to ask:

(a) How many shippers do you have remaining for the month?

(b) Are the remaining shipper's documentation verified to be accurate and complete?
Please Note: The RinC will annotate any missing documentation on the DEP potential problem list and correct all deficiencies prior to the shipping month.

(c) Do all in-months shippers have arranged transportation?

Please Note: The RinC will spot-check ARM in case an entry was missed.

(d) Are there any new issues identified with any in-month or next month shippers since our last DPR?

Please Note: Stress the importance of needing to know the smallest details.

(e) How many potential attrites have you uncovered, and when are they scheduled to ship to RTC?

(f) Why do they want to attrite?

(g) Have you gotten face-to-face with them, and what was the outcome?

(h) When will they be available to meet me face-to-face to discuss their reasons for not wanting to go to RTC? I have (list several dates you are available) to speak with them.

(i) If attrited, who has been identified to replace that Future Sailor?

(j) What steps are you taking with the recruiter to ensure this does not become a trend?

(k) How many Future Sailors still require 72-hour Indoctrinations and when did they DEP in? Are all the proper forms and documentation in the ARM complete?

Please Note: The RinC will spot-check to ensure no missing entries.

(l) How many Future Sailors require initial mentoring contacts and when did they DEP in? Are all the proper forms, uploaded and annotated in the ARM?

(m) How many DEP referrals were attained today?
(1) Has all required ARM documentation been completed?

(2) Are all referrals on tracker in RinC binder?
(3) Are copies of all submitted NAVCRUIT 5305/1s on file in RinC binder?

(4) Have all referral awards been presented? If not what is the plan to complete them?

(5) Sailorization and Training. The questions listed in subparagraph 6b(5)(a) through 6b(5)(c) are examples and may not be applicable to all Sailors in a NAVCRUITSTA:

- (a) How are you tracking on your PQS?**
- (b) When are you due for your PQS board?**
- (c) Ensure recruiter has adequate time to attend**

Sailorization events and training (e.g., Sailor 360, in-rate study time, etc.) annotated on their ARM calendar.

Please Note: These questions only represent a few of the questions to discuss. Typically, the time of year or current situations will drive a variety of questions based on the current situation.

(6) Projections. Often times, a DPR will commence through the day as new verified projections develop, ensuring complete blueprinting eliminates any surprises when the projection arrives to process. The questions listed in subparagraph 6b(6)(a) through 6b(6)(i) are some examples to ask.

(a) Are all the BEERs documents complete and correct?
(b) Were any “yes” answers annotated on the DD Form

2807-2, and is medical documentation required? If yes, have we gathered the documents, and sent them to MEPS?

(c) Will the projection require a waiver?

- (d) Is the projection “job locked?”***
- (e) Is the “Med Read” complete and approved?***
- (f) Is the kit complete and accurate?***
- (g) When was the last time the projection used any***

illegal drugs including Marijuana?

(h) Has the projection been briefed on the MEPS process?

(i) Confirm SF-86 is complete PRIOR to projecting the applicant to process at MEPS.

7. DPR Closing. The end of a DPR is a recap of everything discussed during the conversation. Use this time to highlight all positives identified and all lessons learned during the DPR. Both parties involved must walk away with a complete and clear understanding of the next step, support needed, and expectations of all areas discussed. The DLCPO or RinC should use VALOR coaching to provide guidance as needed. Ensure you finish on a positive note and if necessary schedule follow up discussions on training that occurred. Negative and belittling behavior will get you nothing but an unhappy and angry Sailor, we are all part of the same team. MOTIVATE!

The examples provided are not all-inclusive but provided for use as a guide. The current state and situation of the NAVCRUITSTA’s MEPS conversion ratio will determine how in depth and what types of questions will be asked. Use creativity and lessons learned to adapt the daily activity and prospecting portion of DPR to fit the current needs.

APPENDIX C

This appendix includes the video production credits.

Talent

MA1 Shelbi Lowe – NTAG Rocky Mountain Navy Recruiter

ETN1 Morgan Cowder – Navy Recruiter

George Melonas – JROTC Instructor, MCPO (Ret.)

Nate Owens – HS Teacher

NCCS Theodore Boerner – NORU Instructor, NRLA Supervisor

Concept By

Neil Higgins – Deputy Director, N7

Ray Troncozo – Learning Standards Officer, NORU

Jason Bailey – Training Specialist, NORU

Nava Kiss – Visual Information Specialist, NORU

NCCS Theodore Boerner – NORU Instructor, NRLA Supervisor

Video Production

Nava Kiss – NORU, Visual Information Specialist

Producers

Neil Higgins – Deputy Director, N7

Ray Troncozo – Learning Standards Officer, NORU

Director

Nava Kiss – NORU, Visual Information Specialist

Executive Producers

Dr Mark Nissen – Professor, Naval Postgraduate School

Dr Shelley Gallup – Associate Research Professor, Naval Postgraduate School

Acronyms:

NTAG – Navy Talent Acquisition Group

NORU – Navy Recruiting Orientation Unit

NRLA – Navy Recruiting Leadership Academy

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APPENDIX D

This appendix includes the video survey instrument administered online.

NORU YouTube Video Standard Feedback Questionnaire

PURPOSE:

Your answers to this questionnaire will assist the Navy Recruiting Orientation Unit (NAVCRUITCOM ORU) Learning Center to evaluate and improve training by better matching videos to the NAVCRUITCOM mission. Your voluntary participation about your experiences with this video will show us areas where we do well and those where we need to improve. We need your honest opinions. Thank you for taking the time to complete this questionnaire carefully.

On each screen, please click on the "Submit" button on the lower right to move forward to the next screen in the questionnaire.

PRIVACY ACT STATEMENT:

Authority to request this information is granted under 5 U.S.C. 301 and the Department of the Navy (DON) Regulations.

ROUTINE USES:

This questionnaire will be analyzed by NAVCRUITCOM ORU.

CONFIDENTIALITY:

Your responses are strictly confidential and will be statistically combined with the responses of others into a summary report.

PARTICIPATION:

Completion of this questionnaire is voluntary; however, your answers are very important to the feedback process.

QUESTIONS:

For questions concerning questionnaire content, contact [*POC name, e-mail, and phone number – probably JB will be best candidate*].

The questionnaire takes about 5 minutes to complete.

Section 1: Please tell us about yourself.

1. What is your current job title? *[Free text response]*
2. How many years have you worked in recruiting? *[Free text response; limit to two digits]*
3. How did you hear about this video? *[Free text response]*

Section 2: Please tell us about this video. For this section, select the option that best describes the extent to which you agree or disagree with the statement.

4. The video was easy to find.

☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly Agree
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5. The video will help me perform this task.

☐ Strongly Disagree	☐ Disagree	☐ Neutral	☐ Agree	☐ Strongly Agree
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Section 3: Please tell us how we can improve our videos.

6. In 1-3 sentences, describe what you found most helpful about this video. *[Free text response]*
7. For future videos, what topic(s) would be most helpful to you and other recruiters? *[Free text response]*

APPENDIX E

This appendix includes the video viewing statistics for videos released through 10/31/2023.

Table 4 DPR Video 1 Statistics

Measure	Measurement
Total views	490
Average percentage of the video viewed	51.7% (5:07)
Viewed from mobile	138 (28.2%)
Viewed from computer	329 (67.1%)
New Subscribers	10
Top Cities	San Diego Suffolk Chicago Seattle Ridgecrest
Video Release Date	06/05/2023
Video Link (10/31/2023)	https://www.youtube.com/watch?v=z8bg5F6tR-s

Table 5 DPR Video 2 Statistics

Measure	Measurement
Total views	454
Average percentage of the video viewed	44.9% (6:17)
Viewed from mobile	106 (23.4%)
Viewed from computer	336 (74.0%)
New Subscribers	3
Top Cities	Suffolk San Diego Seattle San Antonio Virginia Beach
Video Release Date	06/05/2023
Video Link (10/31/2023)	https://www.youtube.com/watch?v=y31DJLMOjwg

Table 6 Prospecting Video Statistics

Measure	Measurement
Total views	448
Average percentage of the video viewed	32.6% (8:26)
Viewed from mobile	129 (28.9%)
Viewed from computer	287 (64.1%)
New Subscribers	2
Top Cities	Ridgecrest San Diego Suffolk
Video Release Date	08/03/2023
Video Link (10/31/2023)	https://www.youtube.com/watch?v=FTELg8gxXUs

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7. Ms. Nava Kiss, nava.kiss.civ@us.navy.mil