

## APPENDIX J

### PSS CORE 30-DAY PAR TEST

1. General Instructions. The PSS Core 30-Day Par Test, Figure J-1, will be administered on every new RSNCO as a measurement tool for their PSS skill usage. The test will be given at the 30-day PAR training. The test will be filed with the RITEC in the second section of the training file.
2. Specific Instructions. The RI will administer the exam. The RSNCO will complete the exam by circling the correct answer. The test will be conducted without the aide of references. The Training Chief at Recruiting Division will provide RIs with an answer sheet.

**PSS CORE 30 DAY PAR TEST**

**TEST TO BE ADMINISTERED DURING 30 DAY PAR TRAINING**

**TEST TO BE CONDUCTED BY THE RECRUITER INSTRUCTOR**

**CIRCLE THE CORRECT ANSWER**

1. Identify from the list below the goal of the need satisfaction selling process in accordance with Learning International Professional Selling Skills course.
  - A. To establish a beneficial understanding.
  - B. To be informed.
  - C. To make informed, mutually beneficial decisions.
  - D. To make mutual decisions.
  
2. Identify from the list below the definition of a need in accordance with Learning International Professional Selling Skills course.
  - A. A desire to change a situation.
  - B. A desire to improve or accomplish something.
  - C. A desire to improve a situation.
  - D. A desire to establish an agreement.
  
3. Identify from the list below when a customer has a need in accordance with Learning International Professional Selling Skills course.
  - A. When the customer uses the language of needs.
  - B. When the customer states a concern.
  - C. When the customer states a situation.
  - D. When the customer has a situation.
  
4. Identify from the list below what is the language of needs in accordance with Learning International Professional Selling Skills course.
  - A. Words and phrases that express concern.
  - B. Words and phrases that express indifference.
  - C. Words or phrases that express interest.
  - D. Words and phrases that express desire.

Figure J-1. PSS Core 30-Day PAR Test

5. Identify from the list below the importance of listening for the language of needs in accordance with Learning International Professional Selling Skills course.

- A. To not make judgment about the customer and establish what the customer is looking for.
- B. To not allow the customers needs to not go unnoticed.
- C. To not make unwarranted assumptions about what a customer is looking for and waste time.
- D. To not make comments that are not the customers desires.

6. Identify from the list below the four skills in the need satisfaction selling process in accordance with Learning International Professional Selling Skills course.

- A. Supporting, probing, closing, and overcoming indifference.
- B. Opening, supporting, closing, and handling concerns.
- C. Supporting, closing probing, and opening.
- D. Probing, closing, overcoming indifference and handling concerns.

7. Identify from the list below the goal of an opening in accordance with Learning International Professional Selling Skills course.

- A. To make sure the customer is ready.
- B. To agree on what will be covered or accomplished.
- C. To cover what is going to happen.
- D. To agree on what the goal is.

8. Identify from the list below when to use an opening in accordance with Learning International Professional Selling Skills course.

- A. When the salesperson is ready to conduct business.
- B. When the salesperson and customer are ready to conduct business.
- C. When the customer is ready to conduct business.
- D. When the need is uncovered.

9. Identify from the list below the three components of an opening in accordance with Learning International Professional Selling Skills course.

- A. Propose an agenda, state the value to the customer and check for acceptance.
- B. Propose an agenda, probe and check for acceptance.
- C. Propose an agenda, state the value to the customer and probe for circumstances.
- D. Propose an agenda, state the value to the customer and request acceptance.

10. Identify from the list below why to propose an agenda in an opening in accordance with Learning international Professional Selling Skills course.

- A. To focus on the customer.
- B. To get a clear understanding of the conversation.
- C. To establish a bond with the customer.
- D. To set a clear direction for the conversation and establish a focus on the customer.

11. Identify from the list below why to state the value to the customer in an opening in accordance with Learning International Professional Selling Skills course.

- A. To let the customer know how the meeting will be useful to them and further establish a focus on the customer.
- B. To allow the customer to feel important and further establish a focus on the customer.
- C. To establish ground rules for the customer so as to provide a clear direction of the sale.
- D. To set a clear direction for the conversation and further establish a focus on the customer.

12. Identify from the list below why to check for acceptance in an opening in accordance with Learning International Professional Selling Skills course.

- A. To make sure that the salesperson controls the sales situation.
- B. To make sure the time is productive and to ensure that the salesperson and customer move forward together.
- C. To provide productive time and ensure that the customer understands the direction of the sale.
- D. To ensure the customer understands why they are there and that the salesperson and customer move together.

13. Identify from the list below why to position an opening in accordance with Learning International Professional Selling Skills course.

- A. To help make the customer to reveal needs.
- B. To help make a transition while relaxing the customer.
- C. To help make the customer open up and show a concern.
- D. To help make a transition from small talk to business.

14. Identify from the list below one of the two questions salespeople should ask themselves when preparing to open a sales call in accordance with Learning International Professional Selling Skills course.

- A. What do I want to accomplish by meeting with this customer.
- B. What do I want the customer to reveal.
- C. What do I want the customer to agree on.
- D. What is the customers concerns.

15. Identify from the list below the goal of probing in accordance with Learning International Professional Selling Skills course.

- A. To build a bond of empathy.
- B. To build a clear and mutual understanding of the customers needs.
- C. To build a clear, complete, and mutual understanding of the customers needs.
- D. To build a clear, complete understanding of the customers needs.

16. Identify from the list below what is meant by a clear understanding of a customers need in accordance with Learning International Professional Selling Skills course.

- A. That for each need the salesperson knows, specifically what the need is.
- B. That for each need the salesperson knows, specifically what the customer wants and why its important.
- C. That for each need the salesperson knows, specifically why its important.
- D. That for each need the salesperson knows, the customers desires are important.

17. Identify from the list below what is meant by a complete understanding of a customer's need in accordance with Learning International Professional Selling Skills course.

- A. That for the particular buying decision the customer is making the salesperson knows all the customer's needs and the priority of those needs.
- B. The particular buying decision the customer is making the salesperson understands the need behind the need.
- C. The salesperson knows the customer what and why.
- D. The salesperson and the customer have an understanding and agree to the provisions provided.

18. Identify from the list below what is meant by a mutual understanding of a customer's need in accordance with Learning International Professional Selling Skills course.

- A. That the customer has an agreement with the salesperson.
- B. That the salesperson and customer share an agreement.
- C. That the salesperson and the customer share the same understanding.
- D. That the salesperson understands the customer's needs.

19. Identify from the list below the importance of a clear, complete, mutual understanding of a customer's need in accordance with Learning International Professional Selling Skills course.

- A. That the recommendations the salesperson makes have been accepted by the customer.
- B. That the recommendations provided by the salesperson contribute to the customer's concerns.
- C. That the recommendations provided by the salesperson address those needs to the customer.
- D. That the recommendations the salesperson makes address those needs to contribute to the customer's success in the most effective way possible.

20. Identify from the list below when to probe in accordance with Learning International Professional Selling Skills course.

- A. When the salesperson has had little or no success with the customer.
- B. When the customer is unlikely to provide information.
- C. When the salesperson wants to elicit information from a customer.
- D. When the salesperson and customer desire to exchange information.

**21. Identify from the list below how to probe in accordance with Learning International Professional Selling Skills course.**

- A. Use probes to uncover customer attitudes.**
- B. Use open and closed probes to uncover the customers circumstances...**
- C. Use probes to establish communication and provide a mutual understanding.**
- D. Use open and closed probes to explore the customers circumstances and needs.**

**22. Identify from the list below what are considered as customer circumstances in accordance with Learning International Professional Selling Skills course.**

- A. Facts, events as well as feelings and opinions about themselves.**
- B. Conditions and opinions about themselves.**
- C. Facts, conditions, and events as well as feelings and opinions about themselves.**
- D. Events, feelings and opinions about themselves.**

**23. Identify from the list below the importance for exploring customer circumstances in accordance with Learning International Professional Selling Skills course.**

- A. To help the salesperson understand why a customer has a need.**
- B. To help the salesperson understand why a customer has concerns.**
- C. To help the salesperson understand why a customer is indifferent.**
- D. To help the salesperson understand when to close on a customer.**

**24. Identify from the list below why the customers need behind the need is important in accordance with Learning International Professional Selling Skills course.**

- A. It is usually a true need the customer is looking for.**
- B. It is usually a concern the customer wants to address.**
- C. It is usually a clear picture of what the customer wants.**
- D. It is usually a larger goal the customer wants to accomplish.**

25. Identify from the list below the importance of probing the need behind the need in accordance with Learning International Professional Selling Skills course.

- A. To address the larger goal of what the customer wants to address.
- B. To give the customer a clear picture of what the customer wants.
- C. To understand why a need is important.
- D. To address the customers concern.

26. Identify from the list below the importance of using open probes in accordance with Learning International Professional Selling Skills course.

- A. To encourage customers to respond freely.
- B. To encourage a customer to reveal concerns.
- C. To allow a salesperson to direct the conversation.
- D. To allow a salesperson to share information.

27. Identify from the list below what is not one of the three reasons for using closed probes in accordance with Learning International Professional Selling Skills course.

- A. To allow the customer to respond yes.
- B. To limit the customer response to a single fact.
- C. To encourage the customer to respond freely.
- D. To limit the customers response to a single, often quantifiable fact.

28. Identify from the list below the dangers of relying on the use of open probes in accordance with Learning International Professional Selling Skills course.

- A. The discussion may lack focus and may not be an efficient use of time.
- B. The customer has a tendency to ramble with unimportant information..
- C. The salesperson may lose control of the discussion.
- D. The conversation may not provide relevant information.

29. Identify from the list below the dangers of relying on the use of closed probes in accordance with Learning International Professional Selling Skills course.

- A. The customer has a tendency to not provide relevant information.
- B. The customer may feel as if they are being interrogated and then become unwilling to share information.
- C. The customer can lose interest and not provide circumstances.
- D. The customer may feel reluctant and not trust the salesperson.

30. Identify from the list below when to use open probes in accordance with Learning International Professional Selling Skills course.

- A. To encourage the customer to make a commitment.
- B. To encourage a customer to elaborate on something they said.
- C. To confirm an understanding.
- D. To confirm needs.

31. Identify from the list below one of the three ways to use closed probes in accordance with Learning International Professional Selling Skills course.

- A. To confirm a customer's situation.
- B. To have the customer elaborate on something they said.
- C. To ensure that the customer responds freely.
- D. To confirm that the customer has a need.

32. Identify from the list below how to confirm an understanding of a need in accordance with Learning International Professional Selling Skills course

- A. By summarizing what the salesperson understood and by using open probes to elicit a response.
- B. By summarizing what the salesperson wants the customer to agree upon and by the use of closed probes.
- C. By summarizing what the salesperson heard and by using a closed probe to elicit a yes or no response.
- D. By summarizing what has been agreed upon and requesting a customer's commitment.

**33. Identify from the list below the importance of confirming a customer's need in accordance with Learning International Professional Selling Skills course.**

- A. To ensure that the customer's concerns are addressed.**
- B. To use time spent with customers addressing needs.**
- C. To allow the customer to feel important.**
- D. To provide constructive feedback to the customer.**

**34. Identify from the list below how to confirm a customer's need in accordance with Learning International Professional Selling Skills course.**

- A. With the use of closed probes that contain the language of needs and elicits a yes or no response.**
- B. With the use of open probes that contain the language of needs.**
- C. With the use of language of needs.**
- D. With the use of closed probes that elicit a yes or no response.**

**35. Identify from the list below the goal of supporting in accordance with Learning International Professional Selling Skills course.**

- A. To help a customer make a commitment.**
- B. To help a customer understand specifically how the salesperson can satisfy a need.**
- C. To assist the customer in revealing the need behind the need.**
- D. To help the customer understand their needs.**

**36. Identify from the list below the definition of a feature in accordance with Learning International Professional Selling Skills course.**

- A. A benefit of your product or service.**
- B. A concern being addressed by your product or service.**
- C. A need being supported by your product or service.**
- D. A characteristic of a product or organization.**

**37. Identify from the list below the definition of a benefit in accordance with Learning International Professional Selling Skills course.**

- A. What a feature means to a customer.**
- B. What a concern means to a customer.**
- C. What a benefit means to a customer.**
- D. What the overall concern means to the customer.**

**38. Identify from the list below when to support in accordance with Learning International Professional Selling Skills course.**

- A. When the salesperson clearly understands the customer's concern and the salesperson knows how their product or organization can assist the customer.**
- B. When the customer has expressed a desire, the salesperson understands that desire and knows that the customer wants that desire addressed.**
- C. When a customer has expressed a need, the salesperson and customer clearly understand the need and the salesperson knows how their product/organization can address that need.**
- D. When the salesperson understands the customer's concern and the salesperson clearly knows that their product/organization can address that concern.**

**39. Identify from the list below the three components of supporting in accordance with Learning International Professional Selling Skills course.**

- A. Acknowledge the need, describe relevant benefits and check for acceptance.**
- B. Acknowledge the need, describe relevant features and check for a commitment.**
- C. Acknowledge the need, describe relevant features and benefits and check for acceptance.**
- D. Acknowledge the need, describe relevant features and benefits and provide positive feedback.**

40. Identify from the list below the importance for acknowledging a customer's need in accordance with Learning International Professional Selling Skills course.

- A. To show the customer that the salesperson can overcome the concern.
- B. To show that the salesperson understands and respects the customer's needs.
- C. To show that the customer's concerns are important and that the salesperson understands those concerns.
- D. To show the customer a bond of empathy.

41. Identify from the list below the importance for describing relevant features and benefits in accordance with Learning International Professional Selling Skills course.

- A. To describe only those benefits that address the customer's specific concerns.
- B. To describe only those features and benefits that address the particular need being supported.
- C. To describe only those benefits that apply to the customer's needs.
- D. To describe only those features that address the customer's needs.

42. Identify from the list below why to check for acceptance when supporting in accordance with Learning International Professional Selling Skills course.

- A. To know if the customer clearly understood the benefits described.
- B. To know if the customer's concern had been addressed and had been overcome.
- C. To know that the customer accepted the benefit and was ready for a commitment.
- D. To know that the explanation was understood and the benefit described had been accepted.

## APPENDIX K

### DESKTOP DOCUMENT DISCREPANY LOG

1. General Instructions. The Desktop Document Discrepancy Log (DDDL), Figure K-1, will be a tool for the RI to track all discrepancies and corrective action that the RI is waiting on or need to be accomplished by the recruiters in his/her region. The DDDL will be positioned somewhere on the RI's desk to serve as a reminder of what he/she is waiting on regarding package corrections.

2. Specific Instructions. The DDDL will serve as a running log for the RI. On the DDDL, the RI will enter those items that will require some type of follow up from the RSNCO.



## APPENDIX L

### OPERATIONS CHIEF INSPECTION CHECKLIST

1. General Instructions. The Operations Chief Inspection Checklist (OPCIC), Figure L-1, will be completed on every RSNCO, or TR, and will be maintained by the Operations Chief for inspection purposes.
  
2. Specific Instructions. The Operations Chief will circle the appropriate entry or fill in the blank accordingly as he conducts the evaluation/inspection of the site/RSNCO. The Operations Chief, Area/Site SNCOIC and RSNCO will all sign and date this form, verifying their understanding of the findings and entries.

**OPERATIONS CHIEF INSPECTION CHECKLIST**

SITE: \_\_\_\_\_ INSPECTION DATE: \_\_\_\_\_

MOOIC: \_\_\_\_\_ OPERATIONS CHIEF: \_\_\_\_\_

**RECRUITERS:**

- |    | <u>RANK</u> | <u>NAME</u> |
|----|-------------|-------------|
| 1. | _____       | _____       |
| 2. | _____       | _____       |
| 3. | _____       | _____       |
| 4. | _____       | _____       |
| 5. | _____       | _____       |

INSPECTION CYCLE

CHECK ONE

- \_\_\_\_\_ QUARTERLY  
 \_\_\_\_\_ SEMI-ANNUAL

OFFICE / ADMINISTRATION

**I. RECRUITING OFFICE** CIRCLE ONE

- a. Is the Recruiting Office co-located with a SSGC Unit? Y N
- b. If not, state the location of the Recruiting Office: \_\_\_\_\_
- \_\_\_\_\_
- c. General appearance of the Recruiting Office? OS EX AV BA US
- d. Condition of Recruiting Office? OS EX AV BA US

Comments: \_\_\_\_\_

**II. ADMINISTRATION** CIRCLE ONE

- a. Does the Recruiting site maintain current SSIC files? Y N
- b. Does the Recruiting site maintain a Desk Top Binder? Y N
- c. Does the Recruiting site maintain a current Regional Guidance/Policy Letter binder? Y N
- d. Does the Recruiting site maintain a supply log book? Y N

Figure L-1. Operations Chief Inspection Checklist

e. List each Recruiter's cell phone number:

RWCO: \_\_\_\_\_ Cell #: \_\_\_\_\_  
 RWCO: \_\_\_\_\_ Cell #: \_\_\_\_\_

f. List each Recruiter and then indicate if they have a Government credit card?

	<u>CIRCLE ONE</u>	
RWCO: _____	Y	N

**III. GOVERNMENT VEHICLES**

a. Give number of Government vehicles at recruiting site? \_\_\_\_\_

b. Fill in appropriate information per vehicle:

1. Vehicle Make \_\_\_\_\_ Vehicle Model \_\_\_\_\_  
 Vehicle Year \_\_\_\_\_ Vehicle Color \_\_\_\_\_  
 Vehicle Tag # \_\_\_\_\_ Vehicle Mileage \_\_\_\_\_  
 Vehicle Condition: CIRCLE ONE  
 INTERIOR OS EX AV BA US  
 EXTERIOR OS EX AV BA US

Are the following items in this vehicle:

	<u>CIRCLE ONE</u>	
(a) Vehicle Operator's Manual	Y	N
(b) GSA vehicle operations guide for service	Y	N
(c) Motor vehicle accident report kit	Y	N
(d) Fire Extinguisher	Y	N
(e) First Aid Kit	Y	N
(f) Emergency flares or reflectors	Y	N
(g) A working flashlight	Y	N

Figure L-1 (Cont). Operations Chief Inspection Checklist

2. Vehicle Make \_\_\_\_\_ Vehicle Model \_\_\_\_\_  
 Vehicle Year \_\_\_\_\_ Vehicle Color \_\_\_\_\_  
 Vehicle Tag # \_\_\_\_\_ Vehicle Mileage \_\_\_\_\_

Vehicle Condition: CIRCLE ONE  
 INTERIOR OS EX AV BA US  
 EXTERIOR OS EX AV BA US

Are the following items in this vehicle: CIRCLE ONE

(a) Vehicle Operator's Manual	Y	N
(b) GSA vehicle operations guide for service	Y	N
(c) Motor vehicle accident report kit	Y	N
(d) Fire Extinguisher	Y	N
(e) First Aid Kit	Y	N
(f) Emergency flares or reflectors	Y	N
(g) A working flashlight	Y	N

3. Vehicle Make \_\_\_\_\_ Vehicle Model \_\_\_\_\_  
 Vehicle Year \_\_\_\_\_ Vehicle Color \_\_\_\_\_  
 Vehicle Tag # \_\_\_\_\_ Vehicle Mileage \_\_\_\_\_

Vehicle Condition: CIRCLE ONE  
 INTERIOR OS EX AV BA US  
 EXTERIOR OS EX AV BA US

Are the following items in this vehicle: CIRCLE ONE

(a) Vehicle Operator's Manual	Y	N
(b) GSA vehicle operations guide for service	Y	N
(c) Motor vehicle accident report kit	Y	N
(d) Fire Extinguisher	Y	N
(e) First Aid Kit	Y	N
(f) Emergency flares or reflectors	Y	N
(g) A working flashlight	Y	N

Figure L-1 (Cont). Operations Chief Inspection Checklist



**UNIFORM INSPECTION**

**COMPLETE THIS CHECKLIST ON EACH RNCO**

**RANK/NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

<b>TYPE OF UNIFORM(S) INSPECTED:</b>	<u><b>CIRCLE ONE</b></u>			
1. Cover	OS	AA	AVG	UNSAT
2. Haircut	OS	AA	AVG	UNSAT
3. Make-up	OS	AA	AVG	UNSAT
4. Shirt	OS	AA	AVG	UNSAT
5. Blouse	OS	AA	AVG	UNSAT
6. Ribbons	OS	AA	AVG	UNSAT
7. Chevrons	OS	AA	AVG	UNSAT
8. Trousers	OS	AA	AVG	UNSAT
9. Skirt	OS	AA	AVG	UNSAT
10. Web Belt	OS	AA	AVG	UNSAT
11. Shoes	OS	AA	AVG	UNSAT
12. Overall Appearance	OS	AA	AVG	UNSAT

Height \_\_\_\_\_

Waist \_\_\_\_\_

Body Fat % \_\_\_\_\_

Is RNCO on Weight Control Y    N

**ADDITIONAL COMMENTS** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Figure L-1 (Cont). Operations Chief Inspection Checklist

**PERSONAL INFORMATION CHECKLIST**

**COMPLETE THIS CHECKLIST ON EACH NRCO**

**RAW/NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

1. Does the NRCO have a pay discrepancy? Y N

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Does the NRCO have a Fitness Report discrepancy? Y N

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Has the NRCO been counseled prior to this inspection? Y N

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Has the counseling been done on their most recent fitness report? Y N

5. Does the NRCO have any personal problems they wish to discuss? With whom? (Do not document) Y N

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>OPS CHIEF SIGNATURE</b> _____	<b>DATE</b> _____
<b>AREA / SITE NCOIC SIGNATURE</b> _____	<b>DATE</b> _____
<b>NRCO SIGNATURE</b> _____	<b>DATE</b> _____

Figure L-1. Operations Chief Inspection Checklist

APPENDIX M

OPERATIONS CHIEF TURNOVER BINDER

1. General Instructions. The Operations Chief will maintain an individual site folder on each RSNCO to include the command group. This format will be the format used for each PSRO within their respective Districts.

2. Specific Instructions. These folders will be maintained in a file cabinet and arranged alphabetically by PSR site. The following format lists the minimum required information to be enclosed for each of the members of their PSRO.

3. Procedures. Each PSRO Operations Chief will maintain an individual site folder on each RSNCO to include the Officer in Charge, Operations Chief, and Recruiter Instructor. These folders will be maintained in a file cabinet and arranged alphabetically by PSR site. The following list is the minimum that will be maintained.

a. Name, Billet Title, SSN, and a photocopy of driver's license. (Figure M-1)

b. Biographical career summary. (Figure M-2)

c. Current copy of Marine's orders.

d. Awards page of 3270.

e. Schools page from 3270.

f. Signed SOU for GSA vehicles. (Figure M-3)

g. Signed SOU for cell phones. (Figure M-4)

h. PFT partial, medical chits, to include remedial and weight control.

i. Inspection reports.

j. Site trip reports.

**MARINE, IAM A.**  
**123-45-6789**

**PHOTOCOPY OF DRIVER'S LICENSE**

**RECRUITING RSNCO**

**Figure M-1.** Name, Billet Title, SSN, and Driver's License Copy

## **LIEUTENANT COLONEL IAM A. MARINE**

LtCol Marine, upon graduation from Jesuit High School, New Orleans, where he was a member of the Marine Corps JROTC unit, received a Marine Corps NROTC scholarship to Auburn University. On August 26, 1977, he received his commission.

Following The Basic School, he went on to Naval Aviation Flight Training at NAS Pensacola in August 1978 and was designated a Naval Aviator at NAS South Whiting Field in August 1979.

LtCol Marine was assigned to MAG-26 and completed CH-53D combat qualification training at HMT-204. Upon receiving his designation of Helicopter Second Pilot, he joined HMH-461 and was sent to H&MS 14, MAG-14, MCAS Cherry Point to assume the duties of Helicopter FRAG Officer, Aviation Combat Element for two CAXs. Upon returning to HMH-461, he was transferred to his primary tactical squadron, HMH-362 where he made two Mediterranean deployments with HMM-261. During the second deployment with the 32<sup>nd</sup> MAU, he participated in a Noncombatant Evacuation Operation in Beirut; shore based evacuation operations of the PLO from Beirut; and shore based operations of the Multi-national Peacekeeping Force, Beirut. In December 1982, he was transferred to HMT-204 to assume duties as a CH-53D fleet replacement flight instructor.

In May 1984, LtCol Marine reported to Marine Air Training Support Group (MATSG), Naval Air Training Command, NAS Pensacola. During his tour at MATSG, he flew as a primary helicopter flight instructor at NAS South Whiting Field and also performed duties as the Senior Instructor, Engineering Branch, Naval Aviation Schools Command, NAS Pensacola. He completed his tour as the Officer in Charge, Instructors under Training at HT-8, NAS South Whiting Field.

**Figure M-2.** Biographical Career Summary

In February 1987, LtCol Marine reported to 2<sup>nd</sup> Battalion, 3<sup>rd</sup> Marines, 1<sup>st</sup> Marine Amphibious Brigade for duties as a Forward Air Control (FAC) officer. During this tour he deployed for six months to Okinawa. He detached in March 1988 and returned to flight status with HMM-463, MAG-24. LtCol Marine deployed with HMM-165 to Okinawa and during the deployment, was directly responsible for the planning and execution of two sensitive missions during contingency operations in the Philippines. He completed his tour in Hawaii as the Administration Officer for Headquarters, MAG-24 and was transferred to the IRR in November 1990.

In September 1991, LtCol Marine joined HML-767, MAG-46 Det B, NAS New Orleans as a Selected Marine Corps Reservist and transitioned into the UH-1N, Huey. He was selected for the Marine Corps Reserve Full Time Support program and, in February 1994, joined MAG-42 Det C, NAS New Orleans where he served as the Operations Officer and Executive Officer. He transferred in March 1997 and assumed his primary duties as the Plans Officer for 4<sup>th</sup> Marine Aircraft Wing, Marine Forces Reserve, Naval Support Activity New Orleans.

In July 1999, he was assigned as an assistant program development officer and primary program analyst for the Marine Corps military personnel funding for the POM at Programs and Resources Department, CMC. After completion of POM-02 in October 2000, he transferred to Prior Service Recruiting, Region 4, MCB Quantico and assumed his current duties.

STATEMENT OF UNDERSTANDING FOR GOVERNMENT PROVIDED VEHICLES

From: \_\_\_\_\_  
(Last Name, First, Mi) (SSN) (Rank) (MOS)  
\_\_\_\_\_  
(Drivers Lic. Number) (Exp. Date) (Issuing State)

To: Logistics Section, Prior Service Recruiting Office #\_\_\_

Subj: STATEMENT OF UNDERSTANDING FOR GOVERNMENT PROVIDED  
VEHICLES

Ref: (a) MCO P1100.71

1. Read each subparagraph and initial in the space provided.

A. I have read and understand the provisions contained in the current edition of the Military Personnel Procurement Manual, which prohibits consumption of Alcoholic Beverages at least eight hours before operating a GOV.  
\_\_\_\_\_

B. The operator of a Government Vehicle is not authorized to drive any Government Vehicle to his or her residence.  
\_\_\_\_\_

C. The operator or the Government Vehicle will be responsible for any and all citations issued against the vehicle while it is his/her possession.  
\_\_\_\_\_

D. Upon assignment of a Government Vehicle, the operator will go through the vehicle inspection checklist noting any damages to the vehicle and report any missing items.  
\_\_\_\_\_

E. There will be no exchanging of Government Vehicles unless authorized by the Operations Chief.  
\_\_\_\_\_

F. When purchasing gas for the Government Vehicle it is understood that I will only use self-service and regular gasoline.  
\_\_\_\_\_

**Figure M-3.** Statement of Understanding for Government Vehicles

G. The gas card will be used only for the vehicle that it is assigned to.

---

2. If the operator of a Government vehicle is involved in an accident/incident or notices damage to the vehicle, the following steps should be taken:

A. Notify the Operations Chief and/or Operations Clerk immediately.

---

B. Call the local Police to get an official Police report done. (Remember to collect the other driver's information)

---

C. Notify the Logistics section and your SNCIOC of the incident. (This must be done within one hour of the incident.)

---

D. Complete the Vehicle Incident Report.

---

E. Get 3 estimates of the total damage done to the vehicle and turn the estimates in to the Logistics Section within 3 days of the incident.

---

3. I certify that I have read and understand all of the preceding paragraphs and that I will adhere to all regulations and policies.

---

SIGNATURE

---

DATE

**Figure M-3 (Cont).** Statement of Understanding for Government Vehicles

STATEMENT OF UNDERSTANDING FOR GOVERNMENT PROVIDED CELL PHONES

From: \_\_\_\_\_  
(Last Name, First, Mi) (SSN) (Rank) (MOS)  
\_\_\_\_\_  
(Drivers Lic. Number) (Exp Date) (Issuing State)

To: Logistics Section, Prior Service Recruiting Office #\_\_\_

Subj: STATEMENT OF UNDERSTANDING FOR GOVERNMENT PROVIDED CELL PHONES

1. You are hereby issued and authorized the use of a government provided cellular phone for official business. Your phone program is the \_\_\_\_\_ plan. Specific details of the plan are available from \_\_\_\_\_ as stated in the forms detailing activation of your phone. Reimbursement of any use of the cellular phone in excess of the plan under contract is the sole responsibility of the Marine the phone is issued to, unless previously authorized by the Prior Service Recruiting Office Officer in Charge.

2. Read each subparagraph and initial in the space provided.

A. The cellular phone is provided for official use only. The Marine taking receipt of this phone must maintain strict security and accountability of the cellular phone at all times.  
\_\_\_\_\_

B. Use of any cellular phone while operating a government vehicle is strictly prohibited by MCRC order.  
\_\_\_\_\_

C. Loss of the government issued cellular phone will be investigated and the appropriate report will be initiated. If the investigation should result in a finding of negligence, the Marine to whom it was issued may be held responsible for replacement of the equipment and any attachments originally provided with the cellular phone.  
\_\_\_\_\_

**Figure M-4.** Statement of Understanding for Government Cell Phones

D. The purpose of the cellular phone is to act as an aid in command and control only (a link between recruiter and SNCOIC, coordinating visits while enroute, etc.). The cellular phone is not to be used for prospecting, cold calling, or any other recruiting activity when the "land line" phone can be used.

---

E. The Officer in Charge may, but is not required to, determine certain communications to an individual's home/family are official such as to advise of safe arrival, inform or inquire of medical conditions, and to advise regarding changes of itinerary in a reasonable amount of time.

---

F. Use of directory assistance (411) is not authorized.

---

---

FIRST ENDORSEMENT

Date \_\_\_\_\_

From: \_\_\_\_\_  
(Print Name)

Cellular phone serial number: \_\_\_\_\_

Cellular phone number: \_\_\_\_\_

Duty Location: \_\_\_\_\_

1. I understand that I may use the government cellular phone for official business and as directed by the OIC, PSRO \_\_\_\_\_. I also understand that I may be responsible for the cost of any calls in excess of the \_\_\_\_\_ plan under contract. I further understand that unauthorized use of the phone may subject me to administrative and/or disciplinary action under the Uniform Code of Military Justice.

---

Recruiter Signature

---

Witness Signature

**Figure M-4 (Cont).** Statement of Understanding for Government Cell Phones

## APPENDIX N

### OPERATIONS CHIEF RESERVE AFFAIRS PLANNING (RAP) PROCEDURES

1. General Instructions. PSR Regional Operations Chiefs will follow these instructions in the event that a Marine with a MOS, not on the current manpower plan, is requesting to affiliate with a particular unit.
2. Specific Instructions. The PSR Regional Operations Chief will adhere to the guidance set forth in Figure N-1 regarding the RQSN modification form electronically provided by RAP. Regional Operations Chiefs will populate the fields that pertain to each RQSN change request. If a PSTA seat is requested, the Operations Chief will populate that information as well.

## RQSN CHANGE REQUEST PROCEDURES

1. The process for changing RQSNs is centrally managed by CMC (RAP). All PS accessions require a QSN prior to accession. The Prior Service Recruiter will annotate the RQSN on the new join worksheet comments. If applicable, the date approved for PSTA and availability-training dates will also be annotated on the new join worksheet comments by the SMCR unit/I-I Staff prior to the join. All RQSN changes must be approved through Headquarters Marine Corps, Reserve Affairs Manpower (RAP) section.

2. The following guidance pertains to the RQSN modification form electronically provided by RAP. Standard e-mail is the recommended means of submitting a RQSN change request. Recruiters are advised to save each form completed to their computers as back up files.

A. Right click on the Psqsnreq.oft file. Choose "Copy" or "Save as" to save the file to the hard drive (disc back-up is recommended). The location should be one that will make the file easy to find in the future.

B. When ready to request a RQSN change, open the file.

C. The "To" address is the Prior Service Recruiting Regional Office and the "Cc" address is the unit representative. The "Subject" line is the RQSN. Coordinate the RQSN with the District Operations Chief as required.

D. Click the "P.2" tab (which is near the top-left of the e-mail, beneath the picture of the printer).

E. Fill in **ALL** fields pertaining to the type of request, to include comments if applicable.

(1) Modification to RESRUC, BMOS, or BGRADE only requires the first few lines completed.

(2) After the fact accessions only require the 4 lines following said column.

**Figure N-1.** RQSN Change Request Procedures

(3) PSTA Requests need "training dates available" for "Yes" requests only.

(4) Requests for SRIP/RPAP require all information below said columns.

F. Click "Send".

G. Prior Service Recruiting Regional Offices will forward requests to RAP@MANPOWER.USMC.MIL or SMB MANPOWER RAP.

H. If an e-mail is not received back within 3 business days providing approval/disapproval for the requested change, forward the original "Sent" e-mail to SeayRF@manpower.usmc.mil and Cc: PickneyLJ@mcrc.usmc.mil and request an update on the status of the change request.

**\*\*\*Note:** Do not assign an SSN to a RQSN for which a change request will be submitted. RAP will be unable to change any RQSN that is in a "Pending" status.

## APPENDIX O

### OPERATIONS CHIEF MISSION ASSIGNMENT PROCEDURES

1. General Instructions. The mission assignment for the RSNCO's will be executed on a monthly basis. The Operations Chief will prepare the mission assignment to reflect the PSR Districts mission assignment from their respective regions.
2. Specific Instructions. The Operations Chief in conjunction with the Operations Officer will determine what categories of SMCR/IMA officer and enlisted will be assigned by the district as the RSNCO's mission.
3. Procedures
  - a. The recruiting mission assignment will be received by the District Operations Chief via white letter from their respective regions. The mission will be broken down into a quarterly assignment by category.
  - b. The District Operations Chief in conjunction with their Operations Officer will issue monthly mission assignments to their respective Area Staff Noncommissioned Officers in Charge and individual production recruiters on a monthly assignment basis utilizing Figure B-3 in Volume I of this Guide.
  - c. Each RSNCO will complete a mission objectives letter, Figure B-4 in volume I of this Guide, and return it to both the ASNCOIC and the Operations Chief within 5 working days of receipt of their mission assignment.
  - d. The mission assignment letters and the mission objective letters will be maintained in a separate binder at the individual site, RSNCO's site and the district level for that current FY. The previous year's letters will be maintained in a separate file.

## APPENDIX P

### OPERATIONS CHIEF RQSN BOUNDARY CONFLICT PROCEDURES

1. General Instructions. The purpose of this section is to resolve any conflict that may occur from PSR recruiters crossing district boundaries to accomplish their assigned mission.

2. Specific Instructions. Recruiters will require the flexibility to pull RQSNs from border districts to maintain RQSNs that are assigned to specific major subordinate commands (MSCs). This is problematic to the various Operations Chiefs who will be required to manage a greater view of the allotted RQSN pool of their MSCs inside as well as outside their district boundaries. A working cooperation between Operations Chiefs will be mediated by the respective District Operations Officers who will oversee all conflict resolutions as required.

3. Procedures

a. RQSNs that are assigned to a specific MSC will be the primary source of billet vacancies throughout the MFR. If the demographics of two units from the same MSCs are more favorable to one and not the other, the RQSNs will be transferred to the demographically richer unit despite the different districts. This will take place on an as needed basis to ensure that the demographically weaker unit makes every attempt to fill its vacancies. This will afford the MSC a greater level of readiness while also meeting the national recruiting effort.

b. The District losing the RQSN will have their PS mission adjusted to compensate for any reduction of RQSNs caused by this procedure.

c. Attempts to block this effort by assigning pending status codes to the manpower plan (MPP) will be monitored at the regional level.

d. RAP will inform respective District Operations Chiefs of any adjustments in the MPP. No adjustment will occur without the acknowledgement of the Operations Chiefs from the Districts gaining and losing the RQSN.