

NPS-55Gh73063

NAVAL POSTGRADUATE SCHOOL

Monterey, California



DESIGN OF AN OPERATIONAL RATING MANUAL

William H. Githens, Richard S. Elster,
Gerald L. Musgrave, and John W. Creighton

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Final Report for Period
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INTRODUCTION

This report is one of six Naval Postgraduate School technical reports documenting and describing a research project titled, "Design of an Operational Personnel Development and Evaluation System," sponsored by the Naval Material Command. The following is a listing of these six reports:

1. NPS-55Gh73061
DESIGN OF AN OPERATIONAL PERSONNEL
DEVELOPMENT AND EVALUATION SYSTEM
by: William H. Githens, Richard S. Elster,
Gerald L. Musgrave, and John W. Creighton.
2. NPS-55Ea73061
DESIGN OF OPERATIONAL CAREER LADDERS
by: Richard S. Elster, Robert R. Read,
William H. Githens, Gerald L. Musgrave,
and John W. Creighton.
3. NPS-55Gh73062
DESIGN OF AN OPERATIONAL MANAGEMENT
DEVELOPMENT MANUAL
by: William H. Githens, Richard S. Elster,
Gerald L. Musgrave, and John W. Creighton.
4. NPS-55Gh73063
DESIGN OF AN OPERATIONAL RATING MANUAL
by: William H. Githens, Richard S. Elster,
Gerald L. Musgrave, and John W. Creighton.
5. NPS-Mg73061
DESIGN OF AN OPERATIONAL MANAGEMENT BY
OBJECTIVES MANUAL
by: Gerald L. Musgrave, Richard S. Elster,
John W. Creighton, and William H. Githens.
6. NPS-55Rr73061
STATISTICAL ANALYSIS OF PERSONNEL DATA USING
FACTOR SCORING, CLUSTER ANALYSIS, AND MULTI-
DIMENSIONAL SCALING
by: Robert R. Read, Richard S. Elster,
Gerald L. Musgrave, John W. Creighton,
and William H. Githens.

An executive summary of the entire project follows, and any additional information about the project can be obtained from the Project's Principal Investigator, Dr. Gerald L. Musgrave, Department of Operations Research and Administrative Sciences, Naval Postgraduate School, Monterey, California 93940.

EXECUTIVE SUMMARY
OF
THE PERSONNEL DEVELOPMENT AND EVALUATION SYSTEM

INTRODUCTION

The purpose of this research project was to develop and implement a management system to more effectively utilize civilian professionals. Two "test bed" activities were selected--Naval Supply Center and Naval Regional Finance Center, both in San Diego, California. The project has four parts:

1. Establishing a Group Appraisal System.
2. Developing a Goal Setting System.
3. Constructing Performance Rating Scales.
4. Developing Career Ladders.

GROUP APPRAISAL

The management development program involved civilian professionals at the two commands in group performance appraisal sessions. A professional's work performance was usually appraised by his supervisor and by the supervisor's superior. This group would meet with a member of the research team. The appraisals conducted by these groups were focused on, and limited to, intra-appraisee considerations. That is, the appraisal committee considered the individual in terms of his greatest strengths and his least strong work performances, but did not compare the appraisee with other individuals. Recommendations for the appraisee, for the appraisee's supervisor, and for the organization were then made so that this appraisee (a "human asset") could grow in worth to himself and to the organization.

A summary of the appraisal committee's thinking was then written by the research team member who had attended the committee's meeting and given to the appraisee's supervisor for his review. The supervisor then discussed the appraisal with the appraisee, stating that this is "how others see and interpret you," and that "here are our thoughts on how you might further develop and utilize your talents."

The responses to the appraisal program were varied. A number of appraisees stated informally that they felt their appraisal session with their supervisor had been one of the most meaningful experiences they had while in the Civil Service. Many supervisors, however, experienced their first exposure to a face-to-face dialogue with one of their subordinates and found the feedback session to be somewhat traumatic. The development of supervisory skills in these feedback behaviors appears to be a crucial requirement if face-to-face dialogues between supervisors and subordinates are to become common and meaningful.

GOAL SETTING

Another part of the project was to establish a framework to foster and facilitate a "result oriented" management system. Our experience was that effective goals could be established and that while it took time to develop goals, the act of setting goals was beneficial to the organization.

Goal setting was new to managers and they were resistant to formalizing goals. Some of the resistance seemed to be attributable to unfamiliarity with the concept of producing results, as compared to being engaged in activities. Another resistive force seemed to be the fear that goal setting would be used for punitive managerial actions.

We believe that after more experience is gained in goal setting and when employees' fears of consequential management action are found to be unwarranted, a greater acceptance of the program will result.

Our research at the Naval Postgraduate School and the San Diego Centers leads to the development of a new Goals and Controls System. This system includes a Work Performance Folder and a Goal Setting Manual that is to be used in conjunction with the folder. The system can be used to formulate goals, monitor and control performance, and to appraise work performance at the end of the year.

PERFORMANCE RATING SCALES

Section IV of this report presents the rating scales which were developed for professional occupations in Supply and Finance.

ANCILLARY STUDIES

The project report includes a number of sections which are indirectly related to the central issues of performance appraisal, goal setting, scale construction and career ladders. These related sections include analyses of questionnaires administered to individuals at the Centers, bibliographic resource materials, and a number of related ancillary studies. These studies are related to human asset accounting, goal setting, auditing, and statistical analyses of organizational climate and attitudinal data from the Centers.

BACKGROUND

During Fiscal Year 1972, the Navy Material Command financed investigations by Naval Postgraduate School (NPS) faculty as part of their exploratory research directed at developing methods and means for improving organizational effectiveness. In the course of various dialogues concerning NAVMAT operations, topics related to the age and replacement of professional civilian personnel were discussed. These discussions then turned to the issues of performance evaluation and management by objectives. The Office of Civilian Manpower Management (OCMM) became interested in these problems, and the NPS was requested by NAVMAT and OCMM personnel to submit a proposal for implementing some relevant managerial programs during FY 73. NPS responded with the proposal included as Appendix 1.

The proposal involved the following main objectives:

1. Developing for each civilian professional specific ways in which he can improve his knowledge, skills, attitudes, or behaviors to make him a more valuable human asset for the Navy.
2. Develop for each civilian professional a list of specific ways in which management can better utilize his talent.
3. Advise each civilian professional of what his boss wants him to accomplish during the coming year, and the evidence that will be used to judge such accomplishment.
4. Generate for each professional position the best performance rating scales allowed by current technology.
5. Generate "career ladders" for civilian professional jobs that relate field jobs to jobs in Washington, D.C. These "ladders" were to be based on the similarities and differences between and among jobs.

The on-site locations for this "demonstration" project were the Naval Supply Center, San Diego, and the Navy Regional Finance Center, San Diego. The main administrative offices for both organizations are located in the same building and both organizations are served by the same personnel department. Tables of organization for these two organizations, which show only the professional civilian billets and the hierarchy above them, are presented in Appendix 2. These two organizations were chosen because: (1) they are located in the same building, (2) this choice would allow one of the principal investigators to be on-site full-time, (3) they were within reasonable commuting distance from the Naval Postgraduate School in Monterey, and (4) both were considered by NAVMAT and NAVCOMPT personnel to be relatively healthy and efficient organizations.

A combination of "Management by Objectives" and "Group Appraisal" was used in accomplishing the first three of the five above objectives. Working from the higher toward the lower positions in the organizational hierarchy,

each supervisor called a committee meeting with his supervisor and several other employees who would have been in a position to observe the work performance of the appraisee. Following a brief discussion of the "strongest" and "least strong" aspects (intra-individual) of the appraisee's performance, the committee developed a list of recommendations in keeping with the first two of the aforementioned objectives. (Each of these discussions focused only on intra-individual differences.) Following this group meeting, the supervisor conducted a counseling session with the appraisee during which the opinions and recommendations of the committee were discussed. With this as a background, the supervisor and appraisee then worked out a list of specific goals for personal development to be accomplished during the coming year. In addition, based on the requirements and expectations of work accomplishment for the coming year as worked out by the supervisor and his boss, the supervisor and the appraisee (subordinate) worked out a list of goals for organizational accomplishment (objective #3) applying to the appraisee. Thirty of the 85 professional employees at NSC and all 25 of the professional employees at NRFC were covered by this program. Part II of this report deals with the developmental activities involved in objectives 1 and 2, while Part III of this report is concerned with the MBO portion (objective #3) of the project.

Generation of the best performance rating scales for each professional job (objective #4) involved the following scale construction steps:

1. A group of employees (3 to 6) familiar with the job listed the most relevant aspects of performance for the specific job.
2. The group then generated "specific" behavioral examples they had observed that demonstrated high and low performance on each performance aspect.
3. At a later time, these behavioral incidents were presented to the individuals in the group, who assigned them to the rating scale (aspect) and rating scale level (low to high on a 5-point scale) that they thought appropriate.
4. Incidents that were not by consensus assigned to the same location (both rating scale and level) were eliminated.

This procedure yielded rating scales that are relevant to the job being rated and that are "anchored" by specific behavioral incidents representing on the scales the various levels of job performance.

Rating scales were constructed for 6 of the 27 civilian professional jobs at NSC and for 3 of the 7 jobs at NRFC. General "supervisory" scales were constructed covering 11 of the 21 remaining jobs at NSC and all 4 of the remaining professional jobs at NRFC. Part IV of this report and Technical Report NPS55Gh73063 present the scale construction work conducted during the research project.

In support of objective #5, a task inventory asking employees to list the degree to which they were involved in various activities was administered

to 85 civilian professionals at NSC and 26 civilian professionals at NRFC. The same inventory was completed by civilian professionals in NAVSUP and NAVCOMPT in Washington, D.C. The data from the responses to this inventory formed the basis for the investigation of career paths, which was objective #5 of this project. The research done on career paths is described in Technical Report NPS55Ea73062.

Another technical report in this series, NPS55Rr73061, contains ancillary studies conducted during the term of this project. These studies included one using multidimensional scaling in examining how supervisors differentiate among their subordinates, and another effort which involved developing a comprehensive bibliography of the Management by Objectives literature.

The remainder of this report, NPS-55Gh73063, constitutes a manual for rating the performances of individuals in a number of Supply and Finance professional occupations. The rating scales and the procedures in this manual were developed during on-site research. The procedures used for developing these rating scales are described in one of the technical reports in this series: NPS-55Gh73061, p. 20 CF.

RATING MANUAL

CONTENTS

PART I: INSTRUCTIONS

PART II: INDEX TO JOBS

PART III: JOB RATING SCALES

PART IV: SUPERVISOR/MANAGER SCALES

* * * * *

APPENDIX A: SAMPLE RATING FORM

APPENDIX B: SAMPLE NAVEXOS FORM 12450/6

PART I

INSTRUCTIONS FOR COMPLETING THE PERFORMANCE EVALUATION RATING FORM (Form # _____)

Purpose: To provide for documentation of an employee's work performance which may be used:

- A. To meet CSC regulations requiring an annual assessment of an employee's level of performance;
- B. As a basis for administrative actions (promotion, demotion, special awards, validation of the Position/Job Description, etc.);
- C. To provide a means by which a supervisor can make rating evaluations of an employee's job performance based on documented specific behaviors.

To Complete the Rating Form:

A. Section I: SPECIFIC ACCOMPLISHMENTS: Consider the employee's overall performance during the rating period, and list all specific accomplishments or noteworthy incidents in which he has had a major role. In order that the evaluation be completely objective, negative information should also be included. It is important that the employee be allowed to provide input information for this section. Discuss with the employee beforehand all accomplishments, specific goals that have been met (or the reasons they haven't been met), etc. If negative information is being considered, discuss the problem area with the employee. This section may also be used to justify an overall performance rating of Outstanding or Unsatisfactory (see Section III), or to justify a High Quality Step Increase (see Section IV.C.).

B. Section II: JOB PERFORMANCE RATING SCALES:

1. Look up the specific job held by the ratee in Part II of this manual (Part II is an index of all jobs). Part II will refer you to the location in this manual where you will find the rating scales to be used. Using the scales presented as worksheets, make your ratings as follows:

- a. Work on one rating scale at a time;
- b. Consider the specific behaviors listed on that scale and the behaviors of the employee being evaluated. Please understand that the behaviors listed cannot cover everything, but are only examples of the kinds of behaviors you should think about. Any behavior demonstrated by this employee which seems to reflect a valid scale level, but is not included on that scale, should be entered on the worksheet in the blank box under the appropriate level (1-High through 5-Low);
- c. Mark the ratee on one point on each rating scale. This decision should be based on all the relevant information available. Pick a point (1 through 5) which best describes the ratee's performance;
- d. Transfer the scale titles and rating marks to Section II of the Evaluation Form.

2. Keep your worksheets so you can use any information that is relevant on future ratings. You will periodically be asked for any incidents generated. These incidents will be used to periodically update the form.

C. Section III: LEVEL OF PERFORMANCE: In compliance with CSC regulations, it is necessary to make a global evaluative judgment of the employee's level of performance. Keeping in mind the accomplishments listed in Section I and the ratings given in Section II, mark the employee's overall performance as Outstanding, Satisfactory, or Unsatisfactory.

1. Outstanding Performance: May warrant a quality increase or sustained superior performance award (see Section IV.C.). Written documentation must be given to justify a rating of Outstanding. Section I may be used for this purpose.

2. Satisfactory Performance: Ranges from marginal performance through acceptable competence to just below Outstanding. It does not automatically grant a Within Grade Increase (see Section IV.B.), but it also does not preclude a monetary award (see Section IV.C.).

3. Unsatisfactory Performance: If Unsatisfactory performance rating is contemplated, action should be initiated to issue a 90-day warning. (Contact Personnel Department). Written documentation must be given to justify a rating of Unsatisfactory. Section I may be used for this purpose.

D. Section IV:

1. Position/Job Description: Review the employee's Position/Job Description to insure it is up to date and properly reflects the duties being performed by the employee. If not, action should be taken to update the Position/Job Description.

2. Within Grade Increases: Mark whether or not the employee's performance is of an acceptable level of competence. If so, and the evaluation is being made on employee's anniversary date, a Within Grade Increase will be processed. If not, the Personnel Department should be contacted at least 75 days in advance of employee's anniversary date for preparation of the notice to withhold Within Grade Increase.

3. Salary Increases and Cash Awards:

a. If a High Quality Step Increase is being recommended, justification should be made in Section I of the Rating Form.

b. For other awards (Sustained Superior Performance, Superior Achievement, Special Act or Service), complete NavExos Form 12450/6. (A sample of this form is included as Appendix B).

PART II

INDEX TO JOBS

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PART III

JOB RATING SCALES

BUDGET ANALYST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INITIATIVE
4. INNOVATION
5. INTERPERSONAL RELATIONSHIPS
6. TECHNICAL KNOWLEDGE

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5
	High		Medium	Low	
Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system					
Was assigned a great variety of tasks - he did them and did not complain; in fact welcomed them					
This person completed wide range of unrelated assignments					
New procedure was introduced - he was able to use it before any of the others					
Office space being reduced - this person on own cleaned out excess office files & mat'l					
Unscheduled priority task assigned - this person took it in stride					
In changeover from manual to mechanized system, this man did it but without enthusiasm					
Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved					
Assigned to project - completed all aspects except one requiring a specialized technique					
This person was provided alternative approach by supervisor - didn't accept alternative					
Was assigned to a project outside of his specialty - was not able to perform well					
Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered					
During changeover to new procedure - he kept asking superfluous questions					
Additional personnel required reallocation of office space - this person protested reduced space & took it to the union					
Received assignment slightly different than usual - came back with "Can't Do" response					
Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case					

BUDGET ANALYST

COMMUNICATIONS

1	2	3	4	5
High	Medium			Low
<p>Had reasonable solution - examined other possibilities & listened well when their feasibility was presented</p>	<p>Condensed a verbose report down to a succinct one as desired by recipient</p>	<p>Read change to manual - understood change in action required & did so</p>	<p>Was interested in topic & interrupted explanation of message being sent</p>	<p>Submitted report 2 pages long - but all one paragraph</p>
<p>Prepared subject for discussion in advance</p>	<p>Report produced could be forwarded without any grammatical corrections</p>	<p>Received instruction & later provided feedback info on progress to sender</p>	<p>Gave answers in anticipation of question to be asked & thus gave info not needed or requested</p>	<p>Received instruction & nodded head indicating understanding when he didn't understand</p>
<p>Gave instructions to one person in different fashion from another - tailored message to fit individual receiver</p>	<p>Received poorly worded information to pass on - he re-worded it into clear, concise statements before relaying the info to others</p>	<p>Willing to contact anyone for needed information</p>	<p>Used non-standard acronyms in his report</p>	<p>Received copy & was told of negotiated union agreement - later denied any knowledge about it</p>
<p>Supervisor gone for a day - next morning this person brought supvr up to date on what had happened during absence</p>	<p>Submitted report - only changes necessary were those of style</p>	<p>Submitted report that was satisfactory except for grammatical/spelling errors</p>	<p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p>	<p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p>
<p>Was asked to investigate problem - presented his results in short, clear points</p>	<p>Need to accomplish certain action - this person was able to point to various sections of manuals that provided support for the action</p>	<p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p>	<p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p>	<p>Asked him what had happened when possible errors were made - he gave evasive answers</p>
<p>Submitted report that was clear, concise, with no grammatical errors</p>	<p>Listened to complete question & explanation before answering</p>	<p>Requested info by letter - a few respondents misunderstood & sent wrong info</p>	<p>Requested info by letter - a few respondents misunderstood & sent wrong info</p>	<p>Real change to manual - failed to understand or accept the change in action required & so</p>
	<p>When interviewing, obtained desired info after a succinct explanation</p>			

BUDGET ANALYST

INITIATIVE

1

2

3

4

5

Attends night school on his own to get more technical knowledge

Got an exception from the computer saying a job order # is bad - searched out correct one & inserted it on her own, whereas she could have just left it alone & gotten away with it

Spotted high hourly rate for specific cost account & tracked down on her own whereas she could have ignored it & gotten away with it

Detected NSC doing "free work" that should have been charged to a customer & initiated corrective action

Subscribed on his own to a trade magazine

Co-worker was working on difficult problem - this person went to him & offered help

Finished immediate task & used free time to keep abreast of changes in his subject matter area

Was assigned in subject matter area - continually interfaced with customer to improve subject matter knowledge

All assigned tasks completed - advised supervisor immediately & had low-priority maintenance work to do if nothing of higher priority was needed

While working on one assignment - noted other areas where services would be beneficial & made recommendations to customer & own supervisor

Completed assigned work & advised supervisor of the completion

Took course for improvement when suggested by supervisor

Sticks to his particular line of work & isn't interested in expanding to other areas, even after he has been in that line of work a long time

Acquired additional knowledge or skill only when directed to do so

Was assigned task resulting from new requirements - learned only that which was necessary to accomplish task

Has been on the job many years - doesn't do anything to learn or improve

All assigned tasks were completed - took no action to get further work

Given task - stretched it out as long as possible

Took project to stage where someone else must process a portion - did not follow up to expedite completion of project

Sitted & waited for data to come in until it was almost too late for a report deadline to be met - boss ended up having to call for the data

1 2 3 4 5

High Medium Low

Devised method of utilizing ADP in place of manual processing of time-consuming routine

After doing specific routine task for 4 months, this person set up aids to reduce considerably the time required for its completion

Devised method of compiling "water cargo" rates that was comprehensive & complied with all imposed regulations - now also used by other commands

Combined 3 separate forms into one comprehensive form - making a more efficient system

Submitted standard articles (from other pubs) for inclusion in customer service publication

Devised system of assigning job order numbers which incorporated cost accounting numbers

This BA established a new system of setting up job orders which grouped them & thus saved time & effort

This person proposed change which proved to be completely disruptive at the next level of processing

Over long period of time - made no recommendations on any aspect of regular duties

This BA changed all job order #'s to start sequentially with #1 at start of FY - operating units had to change from a job order # they were familiar with

BUDGET ANALYST

INTERPERSONAL RELATIONSHIPS

	1	2	3	4	5	
High	Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future	Customer came by & this person made him feel welcome	Co-worker was disturbed over work situation - this man recognized his feelings & said some things to make him feel better	This man felt he was in rivalry with co-worker - only spoke to him when required by job	Under pressure, became rude with customer	Low
Medium	This person was asked by others for help - he encouraged this	This person was asked by others for help - he encouraged this	Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied	Needlessly & unintentionally offended interviewee by his manner of requesting info.	Customer later called saying he wasn't treated right	
High	Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand	Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment	Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude	Wouldn't answer questions	Refused to ask a person for assistance because he disliked the person	
Medium	A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly	Line supervisor called & asked for this person to work on a problem	Customer came in and asked for this man because of good relationship	Employee discourages others from getting info from him by making such contacts unpleasant	Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person	
High					Employee had problem to be resolved - after brief discussion, was irritated by "attitude" of this person	
Medium					Gave short answers to questions	

BUDGET ANALYST

TECHNICAL KNOWLEDGE

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
High	Medium		Low						
<p>NSC had been paying utility bills for various commands - this BA pointed out that this was an incorrect application of the Resource Management System</p> <p>At end of fiscal year analyzed various ADR's & made recommendations to give NSC the more favorable budget position</p>	<p>Corrected supervisor in specifying best location for an accounting adjustment</p> <p>BA questioned application of surcharges to Foreign Military Sales - had correctly spotted an incorrect procedure</p> <p>Pointed out possibility of using a processing charge on certain transactions (re-imburseable)</p>	<p>Accounting adjustment was required - this BA made correct adjustment</p> <p>Included all major factors in preparing an "average cost"</p> <p>Received ADR at beginning of month - this BA analyzed it along with previous months to point out trends</p>	<p>Charged purchase of DP equipment against wrong expense element</p>	<p>Allowed accrual of costs against wrong fiscal year</p> <p>Allowed accrual of costs against wrong cost account</p>	<p>Assigned to analyze data - this BA failed to report any of the significant aspects such as trends, variances, comprehensiveness, etc.</p> <p>Was asked why a certain statistic was used in an analysis - BA was unable to explain</p>				

COMPUTER SPECIALIST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INITIATIVE
4. INNOVATION
5. INTERPERSONAL RELATIONSHIPS
6. TECHNICAL KNOWLEDGE
7. WORK ATTITUDE

COMPUTER SPECIALIST

ADAPTABILITY/VERSABILITY

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

High	Medium	Low
<p>Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system</p> <p>Was assigned a great variety of tasks - he did them and did not complain; in fact welcomed them</p> <p>This person completed wide range of unrotated assignments</p>	<p>In changeover from manual to mechanized system, this man did it but without enthusiasm</p> <p>Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved</p> <p>Assigned to project - completed all aspects except one requiring a specialized technique</p>	<p>During changeover to new procedure - he kept asking superfluous questions</p> <p>Additional personnel required reallocation of office space - this person protested reduced space & took it to the union</p> <p>Received assignment slightly different than usual - came back with "Can't Do" response</p> <p>Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case</p>
<p>New procedure was introduced - he was able to use it before any of the others</p> <p>Office space being reduced - this person on own cleaned out excess office files & mat'l</p> <p>Unscheduled priority task assigned - this person took it in stride</p>	<p>This person was provided alternative approach by supervisor - didn't accept alternative</p> <p>Was assigned to a project outside of his specialty - was not able to perform well</p> <p>Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered</p>	

COMPUTER SPECIALIST

COMMUNICATIONS

1 2 3 4 5

High	Medium	Low
<p>Had reasonable solution - examined other possibilities & listened well when their feasibility was presented</p> <p>Prepared subject for discussion in advance</p> <p>Gave instructions to one person in different fashion from another - tailored message to fit individual receiver</p> <p>Supervisor gone for a day - next morning this person brought supvr up to date on what had happened during absence</p> <p>Was asked to investigate problem - presented his results in short, clear points</p> <p>Submitted report that was clear, concise, with no grammatical errors</p>	<p>Read change to manual - understood change in action required & did so</p> <p>Received instruction & later provided feedback info on progress to sender</p> <p>Effectively used written reminders</p> <p>Willing to contact anyone for needed information</p> <p>Submitted report - only changes necessary were those of style</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>Indicated change to program in run book but didn't call it to anyone's attention</p>	<p>Submitted report 2 pages long - but all one paragraph</p> <p>Received instruction & nodded head indicating understanding when he didn't understand</p> <p>Received copy & was told of negotiated union agreement - later denied any knowledge about it</p> <p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p> <p>Asked him what had happened when possible errors were made - he gave evasive answers</p> <p>Read change to manual - failed to understand or accept the change in action required & so did nothing</p>

COMPUTER SPECIALIST

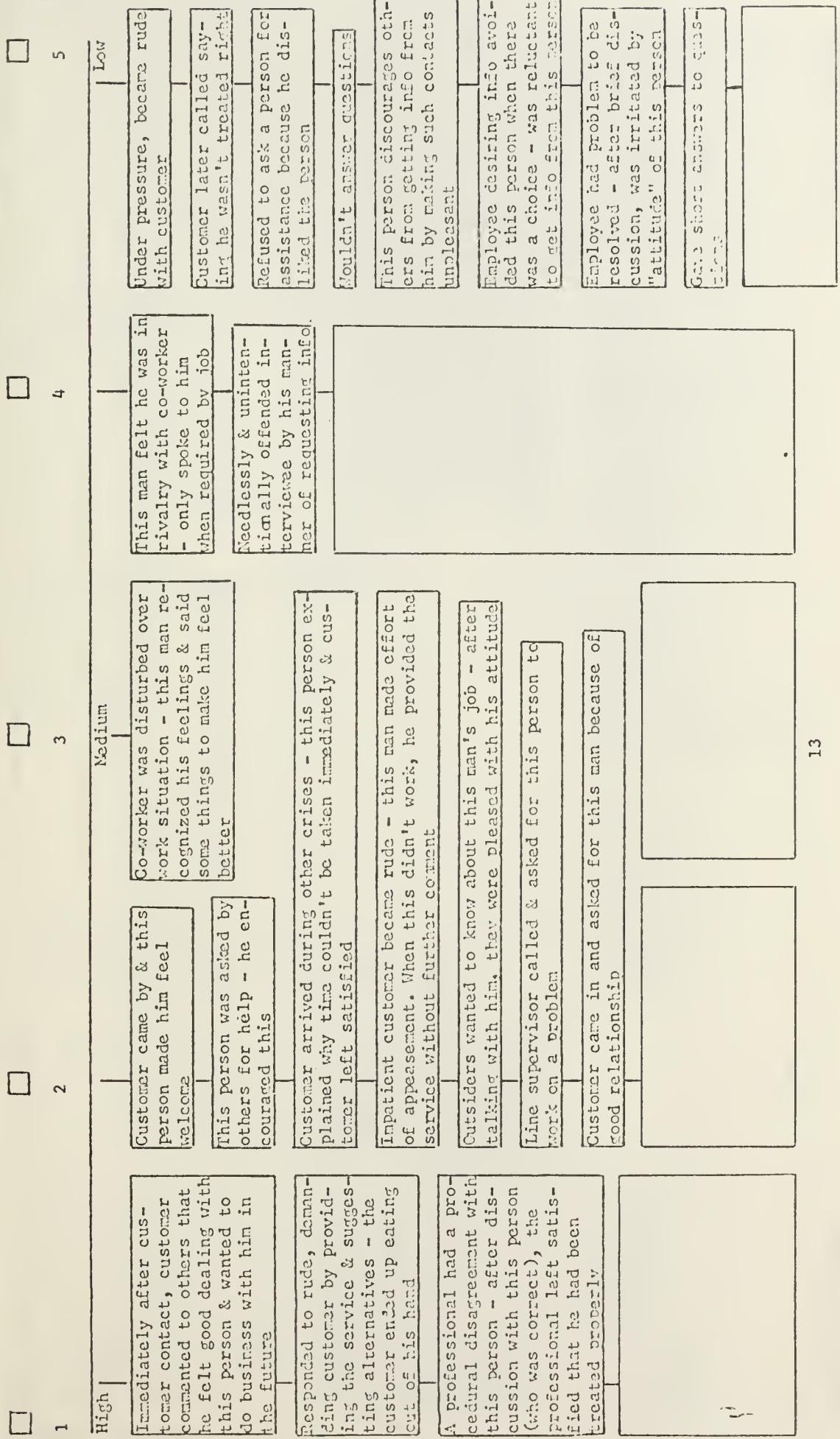
INITIATIVE

<p>1</p> <p>Attends night school on his own to get more technical knowledge</p> <p>No obvious customer problem - this CS searched customer's work area to spot & eliminate any problems & to aid customer in understanding the program output</p> <p>Had problem with one of the systems - came in at any time to work on it</p>	<p>2</p> <p>Subscribed on his own to a trade magazine</p> <p>Co-worker was working on difficult problem - this person went to him & offered help</p> <p>Finished immediate task & used free time to keep abreast of changes in his subject matter area</p> <p>Was assigned in subject matter area - continually interfaced with customer to improve subject matter knowledge</p> <p>All assigned tasks completed - advised supervisor immediately & had low-priority maintenance work to do if nothing of higher priority was needed</p> <p>While working on one assignment - noted other areas where services would be beneficial & made recommendations to customer & own supervisor</p>	<p>3</p> <p>Completed assigned work & advised supervisor of the completion</p> <p>Took course for improvement when suggested by supervisor</p>	<p>4</p> <p>Sticks to his particular line of work & isn't interested in expanding to other areas, even after he has been in that line of work a long time</p> <p>Acquired additional knowledge or skill only when directed to do so</p> <p>Was assigned task resulting from new requirements - learned only that which was necessary to accomplish task</p>	<p>5</p> <p>Has been on the job many years - doesn't do anything to learn or improve</p> <p>All assigned tasks were completed - took no action to get further work</p> <p>Given task - stretched it out as long as possible</p> <p>Took project to stage where someone else must process a portion - did not follow up to expedite completion of project</p> <p>Situated & waited for data to come in until it was almost too late for a report deadline to be met - boss ended up having to call for the data</p>
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COMPUTER SPECIALIST

INNOVATION

<input type="checkbox"/>	1	High	Devised method of utilizing ADP in place of manual processing of time-consuming routine	After doing specific routine task for 4 months, this person set up aids to reduce considerably the time required for its completion				
<input type="checkbox"/>	2	Medium	Combined 3 separate forms into one comprehensive form - making a more efficient system	Submitted standard articles (from other pubs) for inclusion in customer service publication				
<input type="checkbox"/>	3							
<input type="checkbox"/>	4	Low	This person proposed change which proved to be completely disruptive at the next level of processing					
<input type="checkbox"/>	5		Over long period of time - made no recommendations on any aspect of regular duties					



COMPUTER SPECIALIST

TECHNICAL KNOWLEDGE

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
High		Medium			Low				
<p>Worked on function area likely to be changed - designed programs/systems to be easily changed as requirements changed</p> <p>Others ask & receive info from this CS when they have bug in their program</p> <p>Learned & utilized uncommon machine facilities & followed thru to evaluate their effect</p> <p>Asked to de-bug program in subject matter area he is not familiar with - under pressure quickly identified & resolved the problem</p>		<p>Received assignment to write a program - was aware of & used reference material supplied by computer manufacturer</p>			<p>Wrote program that got job done but was not internally consistent in organization</p>		<p>Tried program & it didn't work - then used machine (large # of compiles) to locate difficulty rather than proper desk check</p>		
					<p>Assigned specs - uses excessive core memory due to inefficient coding techniques</p>		<p>Utilized uncommon machine facilities, but didn't follow thru to evaluate their effect</p>		
							<p>Is assigned into a subject matter area for a couple years - asks numerous questions about matter he should already be familiar with</p>		

	1	2	3	4	5	
High	<p>Was given several different types of tasks during crisis - he accepted them all & did his best to accomplish each one</p> <p>Came to work even when ill because of the work he felt he should do</p> <p>Was out of work - looked for more work</p> <p>Whistle blew in morning - said "Come on guys, let's get started"</p> <p>Was assigned task - this person was so interested in it that he worked at home & on usual breaks to get more done</p>	<p>Redirected customer to another possible source</p> <p>Was assigned to special committee - enthused others by his positive attitude</p> <p>Helped the customer of temporarily absent co-worker</p> <p>Accepted criticism of his work & adjusted accordingly</p> <p>He accepted emergency project outside of normal work area without complaint</p> <p>Came to work well before starting time</p> <p>Accumulated lots of sick leave</p> <p>Got supervisor's permission for annual leave well in advance of wanting the leave</p>	<p>Was given extra work when co-worker was absent - he did the work without complaint</p> <p>Accepted unpleasant assignment without griping</p> <p>Called in the middle of the week asking for a day of annual leave</p> <p>Saved work to do so he could permit when his supervisor came by</p> <p>Had problem - kicked wastepaper basket & slammed file cabinet, etc. - disturbing others</p> <p>Given a specific objective with a time-frame - failed to carry it out for no valid reason, but had many verbal excuses</p> <p>When there was a specific objective to meet, he took sick leave</p> <p>Reluctant to accept assignment, said "it isn't in my job description"</p>	<p>Was given an assignment outside of normal area - he accepted the fact that someone had to do it, but insisted it should have been someone else</p> <p>Received phone call - gave improper answer just to get rid of the caller</p> <p>Expected problem with program, so took phone off hook to prevent being called</p> <p>Customer requested help when assigned person was absent - this person gave "not my problem" response</p>	<p>Didn't refer customer to another possible source of information</p> <p>Received phone call - gave improper answer just to get rid of the caller</p> <p>Expected problem with program, so took phone off hook to prevent being called</p> <p>Customer requested help when assigned person was absent - this person gave "not my problem" response</p> <p>Had problem - kicked wastepaper basket & slammed file cabinet, etc. - disturbing others</p> <p>Given a specific objective with a time-frame - failed to carry it out for no valid reason, but had many verbal excuses</p> <p>When there was a specific objective to meet, he took sick leave</p> <p>Reluctant to accept assignment, said "it isn't in my job description"</p> <p>There is a problem - CS refuses to look at own program until others have proven the error is not elsewhere</p>	Low
			Medium			

EQUIPMENT SPECIALIST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INITIATIVE
4. INTERPERSONAL RELATIONSHIPS
5. RACE RELATIONS
6. RELIABILITY/DEPENDABILITY
7. TECHNICAL KNOWLEDGE
8. WORK ATTITUDE

EQUIPMENT SPECIALIST

ADAPTABILITY/VERSATILITY

1 2 3 4 5

High	Medium	Low
<p>Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system</p> <p>Was assigned a great variety of tasks - he did them and did not complain; in fact welcomed them</p> <p>This person completed wide range of unrelated assignments</p> <p>Assigned to separate finished & unfinished mat'l & set up a control system so it is easily recognized & located - he did an excellent job</p>	<p>New procedure was introduced - he was able to use it before any of the others</p> <p>Office space being reduced - this person on his own cleaned out excess office files & mat'l</p> <p>Unscheduled priority task assigned - this person took it in stride</p> <p>His specialty is in ordnance, but he can work in electronics or general material</p>	<p>In changeover from manual to mechanized system, this man did it but without enthusiasm</p> <p>Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved</p> <p>Assigned to project - completed all aspects except one requiring a specialized technique</p> <p>He was assigned & performed work satisfactorily in one area outside his primary specialty</p>
<p>Additional personnel required reallocation of office space - this person protested reduced space & took it to the union</p> <p>Received assignment slightly different than usual - came back with "Can't Do" response</p> <p>Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case</p> <p>His specialty is electronics & he can't do other kinds of work</p>	<p>This person was provided alternative approach by supervisor - didn't accept alternative</p> <p>Was assigned to a project outside of his specialty - was not able to perform well</p> <p>Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered</p> <p>Handles own area, but requires help in working other areas</p>	<p>During changeover to new procedure - he kept asking superfluous questions</p> <p>Additional personnel required reallocation of office space - this person protested reduced space & took it to the union</p> <p>Received assignment slightly different than usual - came back with "Can't Do" response</p> <p>Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case</p> <p>His specialty is electronics & he can't do other kinds of work</p>

EQUIPMENT SPECIALIST

COMMUNICATIONS

	1	2	3	4	5
High	<p>Had reasonable solution - examined other possibilities & listened well when their feasibility was presented</p> <p>Prepared subject for discussion in advance</p> <p>Gave instructions to one person in different fashion from another - tailored message to fit individual receiver</p> <p>Supervisor gone for a day - next morning this person brought supvr up to date on what had happened during absence</p> <p>Was asked to investigate problem - presented his results in short, clear points</p> <p>Submitted report that was clear, concise, with no grammatical errors</p>	<p>Condensed a verbose report down to a succinct one as desired by recipient</p> <p>Report produced could be forwarded without any grammatical corrections</p> <p>Received poorly worded information to pass on - he re-worded it into clear, concise statements, before relaying the info to others</p> <p>Need to accomplish certain action - this person was able to point to various sections of manuals that provided support for the action</p> <p>Requested info by letter - got correct info back</p> <p>Listened to complete question & explanation before answering</p> <p>When interviewing, obtained desired info after a succinct explanation</p>	<p>Read change to manual - understood change in action required & did so</p> <p>Received instruction & later provided feedback info on progress to sender</p> <p>Effectively used written memos</p> <p>Willing to contact anyone for needed information</p> <p>Submitted report - only changes necessary were those of style</p>	<p>Was interested in topic & interrupted explanation of message being sent</p> <p>Gave answers in anticipation of question to be asked & thus gave info not needed or requested</p> <p>Used non-standard acronyms in his report</p> <p>Submitted report that was satisfactory except for grammatical/spelling errors</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize (due to excess verbiage)</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p>	<p>Submitted report 2 pages long - but all one paragraph</p> <p>Received instruction & nodded head indicating understanding when he didn't understand</p> <p>Received copy & was told of negotiated union agreement - later denied any knowledge about it</p> <p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p> <p>Asked him what had happened when possible errors were made - he gave evasive answers</p> <p>Read change to manual - failed to understand or accept the change in action required & so did not respond</p>
Medium					
Low					

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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1

2

3

4

5

Attends night school on his own to get more technical knowledge

Subscribed on his own to a trade magazine

Completed assigned work & advised supervisor of the completion

Sticks to his particular line of work & isn't interested in expanding to other areas, even after he has been in that line of work a long time

has been on the job many years - doesn't do anything to learn or improve

Customer claimed erroneous equipment was sent - this man investigated on his own

Co-worker was working on difficult problem - this person went to him & offered help

Took course for improvement when suggested by supervisor

Acquired additional knowledge or skill only when directed to do so

All assigned tasks were completed - took no action to get further work

Automotive parts received - this man called PJ garage to see if they could use the parts

Finished immediate task & used free time to keep abreast of changes in his subject matter area

Took course for improvement when suggested by supervisor

Was assigned task resulting from new requirements - learned only that which was necessary to accomplish task

Given task - stretched it out as long as possible

While working on one assignment - noted other areas where services would be beneficial & made recommendations to customer & own supervisor

All assigned tasks completed - advised supervisor immediately & had low-priority maintenance work to do if nothing of higher priority was needed

Was assigned task resulting from new requirements - learned only that which was necessary to accomplish task

Took project to stage where someone else must process a portion - did not follow up to expedite completion of project

Sitting & waiting for date to come in until it was almost too late for a report deadline to be met - boss ended up having to call for the data

This man has no forklift license - he processed mat'l in his area & waited for someone to remove it rather than ask someone to remove it

EQUIPMENT SPECIALIST

INTERPERSONAL RELATIONSHIPS

1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High	Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future	Customer came by & this person made him feel welcome	Co-worker was disturbed over work situation - this man recognized his feelings & said some things to make him feel better	This man felt he was in rivalry with co-worker - only spoke to him when required by job	Low
	Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand	This person was asked by others for help - he encouraged this	Needlessly & unintentionally offended interviewer by his manner of requesting info.	Under pressure, became rude with customer	
	A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly	Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied	Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment	Customer later called saying he wasn't treated right	
		Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude	Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude	Refused to ask a person for assistance because he disliked the person	
		Line supervisor called & asked for this person to work on a problem	Line supervisor called & asked for this person to work on a problem	Wouldn't answer questions	
		Customer came in and asked for this man because of good relationship	Customer came in and asked for this man because of good relationship	This person discourages others from getting info from him by making such contacts unpleasant	
				Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person	
				Employee had problem to be resolved - after brief discussion, was irritated by "attitude" of this person	
				Gave short answers to questions	
				Customer didn't get mat'l off-loaded because this man & customer got into an argument	

EQUIPMENT SPECIALIST

RACE RELATIONS

<input type="checkbox"/>	1	High	Was present when bigoted statement was made - he tried to convince the man that his statement was wrong					
<input type="checkbox"/>	2		Was present when bigoted statement was made - he indicated his personal disagreement with the statement					
<input type="checkbox"/>	3	Medium	New worker, who was from a minority group, arrived - this man made special effort to introduce him to the other workers Was present when bigoted statement was made - he remained silent					
<input type="checkbox"/>	4		Was present when bigoted statement was made - he nodded agreement with the statement Spoke against minorities in their absence & for them in their presence					
<input type="checkbox"/>	5	Low	Referred to blacks as "niggers" - used other such language Refused to work on a team because of the race of a team member Under general situations - he complained about EEO program making HIM a minority					

RELIABILITY/DEPENDABILITY

EQUIPMENT SPECIALIST

	1	2	3	4	5
High	<p>Important project to be done - this person came in when sick (would normally stay here)</p> <p>Assigned complicated & tedious research project - this person made sure specific problem would be addressed & meticulously verified each step to guarantee correctness of reported conclusions</p> <p>Was called by duty officer at midnight to determine availability of some equipment - he cheerfully came to work to get the equipment</p>	<p>Possibility of a call-out existed - he made sure he could be reached on the phone</p> <p>Reported for work & kept busy for entire 8-hr day</p> <p>Worked overtime on own to meet a deadline of significant problem</p>	<p>Kept boss appraised of progress - recommended change in deadline as appropriate</p> <p>Met a reasonable deadline</p> <p>Given task to process a change - reported when done</p>	<p>Possibility of a call-out was well known - this man failed to leave information with baby-sitter as to where he could be contacted</p> <p>Asked for additional time when deadline approached</p> <p>Important project to be done at 7:30 informing supervisor that he would be tardy</p>	<p>With large backlog of work - this man punched out & left</p> <p>Was left as senior man present, so he went on leave</p> <p>Rested frequently when temperature got slightly high</p> <p>Was called because of an after-hours emergency - he had many reasons for not being able to respond</p> <p>Went on sickleave as soon as it started to get cold</p> <p>Important project to be done - called in at 7:30 requesting sickleave</p>
Medium					
Low					

Failed to meet deadline - lost opportunity for correction

Failed to complete task associated with routine correspondence - resulted in follow-up action from senior command

This person kept putting off completion of a rather unpleasant task until it became crucial - thus distracting other important work

EQUIPMENT SPECIALIST

TECHNICAL KNOWLEDGE

<input type="checkbox"/>	1	High	Equipment with no reference # arrived - he knew what the item was used for & exactly where located in catalogue without researching it	Equipment arrived - he knew by recognition that it belonged to a specific obsolete aircraft & designated it for scrap	Equipment arrived - he produced above ME standards	
<input type="checkbox"/>	2		Equipment arrived - he knew that entire assembly was not present & took action	Equipment arrived - he identified it in a timely manner using a minimum of research		
<input type="checkbox"/>	3	Medium	Equipment arrived - he was able to recognize most items & was able to identify the rest thru research	He met ME standards		
<input type="checkbox"/>	4		Equipment arrived - he was only able to identify it thru extended research	After years of experience, still can't interpret information on documents in order to determine who should receive the mat'l After years of experience, still can't identify an accountable activity	He produced below ME standards	
<input type="checkbox"/>	5	Low	Equipment arrived - he could identify only items that had reference #'s on them			

INVENTORY MANAGER

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INNOVATION
4. INTERPERSONAL RELATIONSHIPS
5. RELIABILITY/DEPENDABILITY
6. TECHNICAL KNOWLEDGE

INVENTORY MANAGER

ADAPTABILITY/VENISABILITY

	1	2	3	4	5	
High	<p><input type="checkbox"/></p> <p>Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system</p> <p><input type="checkbox"/></p> <p>Was assigned a great variety of tasks - he did them and did not complain; in fact volunteered them</p> <p><input type="checkbox"/></p> <p>this person completed wide range of unrelated assignments</p>	<p><input type="checkbox"/></p> <p>New procedure was introduced - he was able to use it before any of the others</p> <p><input type="checkbox"/></p> <p>Office space being reduced - this person on own cleaned out excess office files & mat'l</p> <p><input type="checkbox"/></p> <p>Unscheduled priority task assigned - this person took it in stride</p>	<p><input type="checkbox"/></p> <p>In changeover from manual to mechanized system, this man did it but without enthusiasm</p> <p><input type="checkbox"/></p> <p>Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved</p> <p><input type="checkbox"/></p> <p>Assigned to project - completed all aspects except one requiring a specialized technique</p>	<p><input type="checkbox"/></p> <p>This person was provided alternative approach by supervisor - didn't accept alternative</p> <p><input type="checkbox"/></p> <p>Was assigned to a project outside of his specialty - was not able to perform well</p> <p><input type="checkbox"/></p> <p>Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered</p>	<p><input type="checkbox"/></p> <p>During changeover to new procedure - he kept asking superfluous questions</p> <p><input type="checkbox"/></p> <p>Additional personnel required reallocation of office space - this person protested reduced space & took it to the union</p> <p><input type="checkbox"/></p> <p>Received assignment slightly different than usual - came back with "Can't Do" response</p> <p><input type="checkbox"/></p> <p>Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case</p>	<p><input type="checkbox"/></p> <p>Low</p>

	High	Medium	Low
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4
5			
Had reasonable solution - examined other possibilities & listened well when their feasibility was presented	Condensed a verbose report down to a succinct one as desired by recipient	Read change to manual - understood change in action required & did so	Submitted report 2 pages long - but all one paragraph
Prepared subject for discussion in advance	Report produced could be forwarded without any grammatical corrections	Received instruction & later provided feedback info on progress to sender	Received instruction & modified head indicating understanding when he didn't understand
Gave instructions to one person in different fashion from another - tailored message to fit individual receiver	Received poorly worded information to pass on - he re-worded it into clear, concise statements before relaying the info to others	Effectively used written notes	Received copy & was told of negotiated union agreement - later denied any knowledge about it
Supervisor gone for a day - next morning this person brought supvr up to date on what had happened during absence	Need to accomplish certain action - this person was able to point to various sections of manuals that provided support for the action	Willing to contact anyone for needed information	Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions
Was asked to investigate problem - presented his results in short, clear points	Requested info by letter - got correct info back	Submitted report that was satisfactory except for grammatical/spelling errors	Asked him what had happened when possible errors were made - he gave evasive answers
Submitted report that was clear, concise, with no grammatical errors	Listened to complete question & explained before answering	Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage	Read change to manual - failed to understand or accept the change in action required as
	When interviewing, obtained desired info before a complete answer	This person required change to be explained & re-explained before it was comprehended	
	Requested info by letter - a few respondents misunderstood & sent wrong info	Requested info by letter - a few respondents misunderstood & sent wrong info	
	This IM sent written request for information - recipients did not understand what was requested & sent info not desired or called others at NSC to find out what was wanted	Used non-standard acronyms in his report	

INVENTORY MANAGER

INITIATIVE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
High	Medium			Low
<p>Revised method of utilizing ADP in place of manual processing of time-consuming routine</p> <p>After doing specific routine task for 4 months, this person set up aids to reduce considerably the time required for its completion</p> <p>Identified supply support problem & pursued until it was given the consideration it deserved</p>	<p>Combined 3 separate forms into one comprehensive form - making a more efficient system</p> <p>Submitted standard articles (from other pubs) for inclusion in customer service publication</p>	<p>New computer printout was introduced requiring plastic templates that were not yet available - this IM immediately made template to ease task of locating important data</p>	<p>This person proposed change which proved to be completely disruptive at the next level of processing</p>	<p>Over long period of time - made no recommendations on any aspect of regular duties</p>
<p>In own commodity area, this IM organized & maintained system of identifying more than one substitute to better fill requests at point of entry</p>	<p>Made BancSug for improvement in fleet requisitioning of provisions - was seriously considered but ended up being rejected</p>			

1	2	3	4	5
High	Medium			Low
<p>Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future</p> <p>Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand</p> <p>A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly</p>	<p>Customer came by & this person made him feel welcome</p> <p>This person was asked by others for help - he encouraged this</p> <p>Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied</p> <p>Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment</p> <p>Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude</p> <p>Line supervisor called & asked for this person to work on a problem</p> <p>Customer came in and asked for this man because of good relationship</p>	<p>Co-worker was disturbed over work situation - this man recognized his feelings & said some things to make him feel better</p>	<p>This man felt he was in rivalry with co-worker - only spoke to him when required by job</p> <p>Needlessly & unintentionally offended interviewer by his manner of requesting information</p>	<p>Under pressure, became rude with customer</p> <p>Customer later called saying he wasn't treated right</p> <p>Refused to ask a person for assistance because he disliked the person</p> <p>Wouldn't answer questions</p> <p>This person discourages others from getting info from him by making such contacts unpleasant</p> <p>Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person</p> <p>Employee had problem to be resolved - after brief discussion, was irritated by "attitude" of this person</p> <p>Gave short answers to questions</p>

INVENTORY MANAGER

RELIABILITY/DEPENDABILITY

1 2 3 4 5

High	Medium	Low
<input type="checkbox"/> 1 Important project to be done - this person came in when sick (would normally stay home) Assigned complicated & tedious research project - this person made sure specific problem would be addressed & meticulously verified each step to guarantee correctness of reported conclusions	<input type="checkbox"/> 3 Kept boss appraised of progress - recommended change in deadline as appropriate Met a reasonable deadline Given task to process a change - reported when done	<input type="checkbox"/> 5 With large backlog of work - this man punched out & left Was left as senior man present, so he went on leave Rested frequently when temperature got slightly high Was called because of an after-hours emergency - he had many reasons for not being able to respond Went on sickleave as soon as it started to get cold Important project to be done - called in at 7:30 requesting sickleave
<input type="checkbox"/> 2 Possibility of a call-cut existed - he made sure he could be reached on the phone Reported for work & kept busy for entire 8-hr day Worked overtime on own to meet a deadline of significant problem	<input type="checkbox"/> 4 Possibility of a call-out was well known - this man failed to leave information with baby-sitter as to where he could be contacted Asked for additional time when deadline approached Important project to be done - this person called in at 7:30 informing supervisor that he would be tardy Given defective mat'l report to process - took action, but failed to report completion of task Given task to reprocess a receipt - failed to verify completion of the correction	<input type="checkbox"/> 5 Failed to meet deadline - lost opportunity for correction Failed to complete task associated with routine correspondence - resulted in follow-up action from senior command This person kept putting off completion of a rather unpleasant task until it became critical - thus disrupting other important work

<input type="checkbox"/>	1	High	<p>IM identified problem from computer printout - analyzed problem & identified cause & corrective action</p>	<p>Assigned special project (first-time) while supervisor was absent - IM completed every detail of task & provided complete summary to Division Director</p>	
<input type="checkbox"/>	2		<p>IM identified problem from computer printout, analyzed it & identified cause</p>		
<input type="checkbox"/>	3	Medium	<p>Assigned a special project & was given comprehensive directions for its completion - followed the directions exactly & completed the project with only a few clarification discussions</p>		
<input type="checkbox"/>	4		<p>Computer output error or problem recognized by IM - IM did not identify corrective action that was necessary</p>		
<input type="checkbox"/>	5	Low	<p>Was given printout - IM did not recognize computer output problem</p>		

MANAGEMENT ANALYST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INTERPERSONAL RELATIONSHIPS
4. MORAL COURAGE
5. RELIABILITY/DEPENDABILITY
6. TECHNICAL KNOWLEDGE
7. WORK ATTITUDE

MANAGEMENT ANALYST

COMMUNICATIONS

	High	Medium	Low	
1	<p>Had reasonable solution - examined other possibilities & listened well when their feasibility was presented</p> <p>Prepared subject for discussion in advance</p> <p>Gave instructions to one person in different fashion from another - tailored message to fit individual receiver</p> <p>Supervisor gone for a day - next morning this person brought supvr up to date on what had happened during absence</p> <p>Was asked to investigate problem - presented his results in short, clear points</p> <p>Submitted report that was clear, concise, with no communication errors</p>	<p>Read change to manual - understood change in action required & did so</p> <p>Received instruction & later provided feedback info on progress to sender</p> <p>Effectively used written memos</p> <p>Willing to contact anyone for needed information</p> <p>Submitted report - only changes necessary were those of style</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>MM's solution was correct, but report of analysis couldn't be understood by users</p>	<p>Submitted report 2 pages long - but all one paragraph</p> <p>Received instruction & nodded head indicating understanding when he didn't understand</p> <p>Received copy & was told of negotiated union agreement - later denied any knowledge about it</p> <p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p> <p>Asked him what had happened when possible errors were made - he gave evasive answers</p> <p>Read change to manual - failed to understand or accept the change in action required & so did nothing</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>5</p>
2	<p>Condensed a verbose report down to a succinct one as desired by recipient</p> <p>Report produced could be forwarded without any grammatical corrections</p> <p>Received poorly worded information to pass on - he re-worded it into clear, concise statements before relaying the info to others</p> <p>Need to accomplish certain action - this person was able to point to various sections of manuals that provided support for the action</p> <p>Requested info by letter - got correct info back</p> <p>Listened to complete question & empiric before answering</p> <p>When interviewing, obtained desired info after a couple bad explanations</p>	<p>Was interested in topic & interrupted explanation of message being sent</p> <p>Gave answers in anticipation of question to be asked & thus gave info not needed or requested</p> <p>Used non-standard acronyms in his report</p> <p>Submitted report that was satisfactory except for grammatical/spelling errors</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>MM's solution was correct, but report of analysis couldn't be understood by users</p>	<p>Submitted report 2 pages long - but all one paragraph</p> <p>Received instruction & nodded head indicating understanding when he didn't understand</p> <p>Received copy & was told of negotiated union agreement - later denied any knowledge about it</p> <p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p> <p>Asked him what had happened when possible errors were made - he gave evasive answers</p> <p>Read change to manual - failed to understand or accept the change in action required & so did nothing</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>4</p>
3	<p>Read change to manual - understood change in action required & did so</p> <p>Received instruction & later provided feedback info on progress to sender</p> <p>Effectively used written memos</p> <p>Willing to contact anyone for needed information</p> <p>Submitted report - only changes necessary were those of style</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>MM's solution was correct, but report of analysis couldn't be understood by users</p>	<p>Was interested in topic & interrupted explanation of message being sent</p> <p>Gave answers in anticipation of question to be asked & thus gave info not needed or requested</p> <p>Used non-standard acronyms in his report</p> <p>Submitted report that was satisfactory except for grammatical/spelling errors</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>MM's solution was correct, but report of analysis couldn't be understood by users</p>	<p>Submitted report 2 pages long - but all one paragraph</p> <p>Received instruction & nodded head indicating understanding when he didn't understand</p> <p>Received copy & was told of negotiated union agreement - later denied any knowledge about it</p> <p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p> <p>Asked him what had happened when possible errors were made - he gave evasive answers</p> <p>Read change to manual - failed to understand or accept the change in action required & so did nothing</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>3</p>
4	<p>Read change to manual - understood change in action required & did so</p> <p>Received instruction & later provided feedback info on progress to sender</p> <p>Effectively used written memos</p> <p>Willing to contact anyone for needed information</p> <p>Submitted report - only changes necessary were those of style</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>MM's solution was correct, but report of analysis couldn't be understood by users</p>	<p>Was interested in topic & interrupted explanation of message being sent</p> <p>Gave answers in anticipation of question to be asked & thus gave info not needed or requested</p> <p>Used non-standard acronyms in his report</p> <p>Submitted report that was satisfactory except for grammatical/spelling errors</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>MM's solution was correct, but report of analysis couldn't be understood by users</p>	<p>Submitted report 2 pages long - but all one paragraph</p> <p>Received instruction & nodded head indicating understanding when he didn't understand</p> <p>Received copy & was told of negotiated union agreement - later denied any knowledge about it</p> <p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p> <p>Asked him what had happened when possible errors were made - he gave evasive answers</p> <p>Read change to manual - failed to understand or accept the change in action required & so did nothing</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>2</p>
5	<p>Read change to manual - understood change in action required & did so</p> <p>Received instruction & later provided feedback info on progress to sender</p> <p>Effectively used written memos</p> <p>Willing to contact anyone for needed information</p> <p>Submitted report - only changes necessary were those of style</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>MM's solution was correct, but report of analysis couldn't be understood by users</p>	<p>Was interested in topic & interrupted explanation of message being sent</p> <p>Gave answers in anticipation of question to be asked & thus gave info not needed or requested</p> <p>Used non-standard acronyms in his report</p> <p>Submitted report that was satisfactory except for grammatical/spelling errors</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>MM's solution was correct, but report of analysis couldn't be understood by users</p>	<p>Submitted report 2 pages long - but all one paragraph</p> <p>Received instruction & nodded head indicating understanding when he didn't understand</p> <p>Received copy & was told of negotiated union agreement - later denied any knowledge about it</p> <p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p> <p>Asked him what had happened when possible errors were made - he gave evasive answers</p> <p>Read change to manual - failed to understand or accept the change in action required & so did nothing</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>1</p>

1 2 3 4 5

High	Medium	Low
<p>Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future</p>	<p>Co-worker was disturbed over work situation - this man recognized his feelings & said some things to make him feel better</p>	<p>Under pressure, became rude with customer</p>
<p>Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand</p>	<p>Customer came by & this person made him feel welcome</p>	<p>Customer later called saying he wasn't treated right</p>
<p>A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly</p>	<p>This person was asked by others for help - he encouraged this</p>	<p>Refused to ask a person for assistance because he disliked the person</p>
<p>MA inspired interviewees to contribute new ideas</p>	<p>Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied</p>	<p>Wouldn't answer questions</p>
<p>MA generated enthusiasm of the customer for the acceptance of the recommendations made</p>	<p>Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment</p>	<p>This person discourages others from getting info from him by making such contacts unpleasant</p>
	<p>Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude</p>	<p>Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person</p>
	<p>Line supervisor called & asked for this person to work on a problem</p>	<p>Employee had problem to be resolved - after brief discussion, was irritated by "attitude" of this person</p>
	<p>Customer came in and asked for this man because of good relationship</p>	<p>Gave short answers to questions</p>
		<p>MA so irritated the customer that customer was reluctant to accept MA's recommendations even though they were good ones</p>

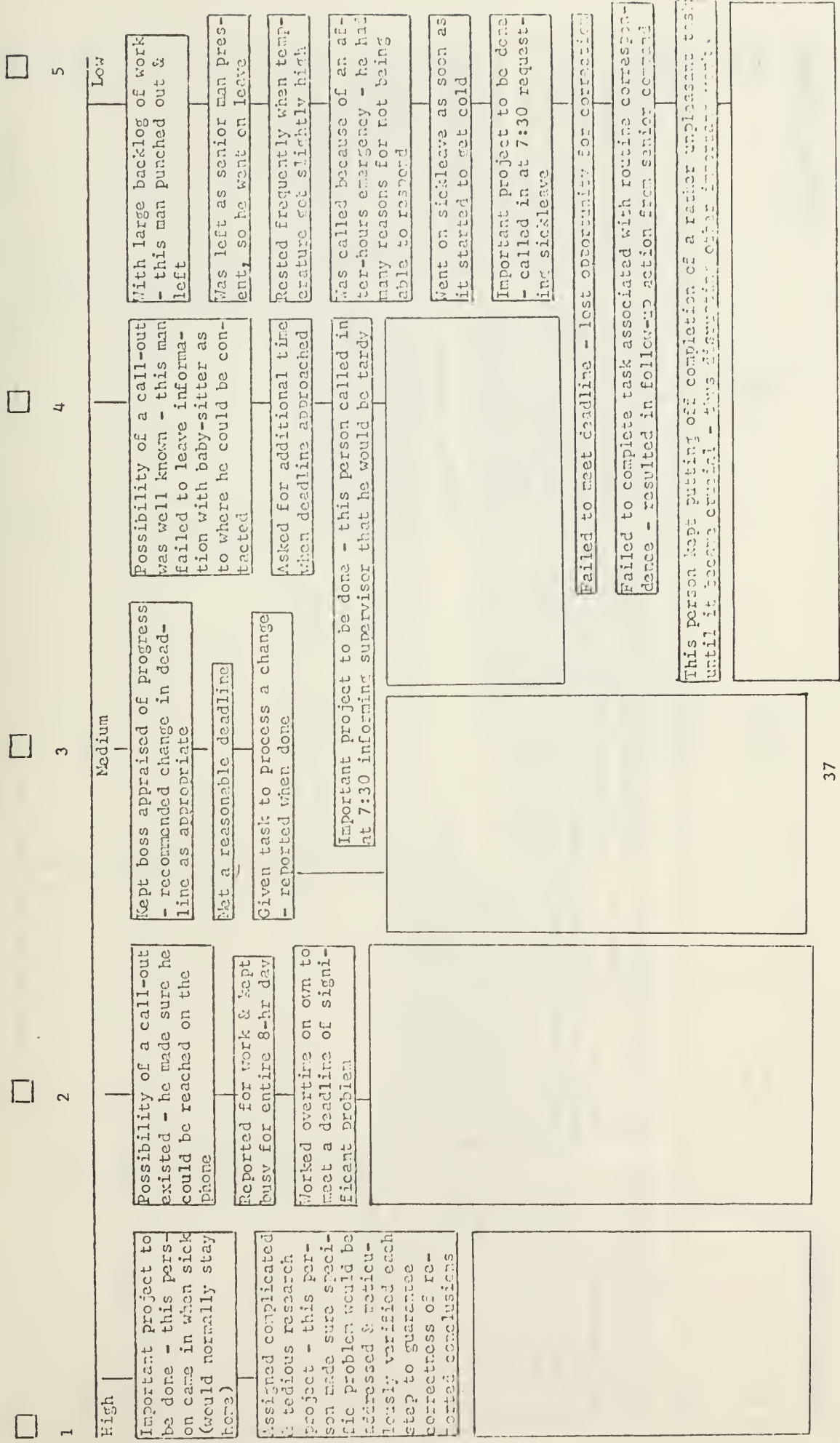
MANAGEMENT ANALYST

MORAL COURAGE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1	2	3	4	5	
High		Medium		Low	
Based on analysis, recommended replacement of an incompetent person even though the incompetent person was well-liked	Defended his recommendations under strong social & political pressure Given job involving staffing - based on analysis, recommended elimination of high level job even when this would threaten the MA's own job		MA anticipated desires of CO & made his analysis conform	MA backed down from his recommendations upon challenge (no new evidence) MA chose to avoid reporting pertinent information for because it would lead to unpopular actions	

MANAGEMENT ANALYST

RELIABILITY/DEPENDABILITY



MANAGEMENT ANALYST

TECHNICAL KNOWLEDGE

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
High	<p>Pointed out both benefits & problems involved with each recommendation</p> <p>Discarded obvious answer of "increasing assets" & devised improved methods</p> <p>Analyzed problem assigned - in addition to standard type solution the MA pointed out a more basic problem of which the one assigned was only a part</p>	<p>Drew in what appeared at first to be unrelated information - by logical probing, analysis showed their relevance & importance in solving the problem</p> <p>Upon analyzing one problem - recognized & specified other tangential problems</p>	<p>Gathered readily available data</p> <p>MA received assignment - wasn't sure of basic problem & wrote memo to boss of the basic problem as he saw it & how he was going to work on it</p>	<p>Made obvious recommendation</p> <p>Was asked to analyze "practicality" of a proposed action - he responded with an analysis of the "legality" of the proposed action</p> <p>After working on a project for a day, MA went to boss & asked what problem he should be working on</p>	<p>Failed to gather all available pertinent data</p> <p>Drew illogical conclusion from the data presented</p> <p>Recommendations fell outside the realistic constraints</p> <p>Given a simple analysis - failed to identify the basic problem addressed</p>	<p>Low</p>			

	1	2	3	4	5	
High	<p>Was given several different types of tasks during crisis - he accepted them all & did his best to accomplish each one</p> <p>Came to work even when ill because of the work he felt he should do</p> <p>Was out of work - looked for more work</p> <p>Waisale blew in morning - said "Come on guys, let's get started"</p> <p>Was assigned task - this person was so interested in it that he worked at home & on usual breaks to get more done</p>	<p>Redirected customer to another possible source</p> <p>Was assigned to special committee - enthused others by his positive attitude</p> <p>Helped the customer of temporarily absent co-worker</p> <p>Accepted criticism of his work & adjusted accordingly</p> <p>He accepted emergency project outside of normal work area without complaint</p> <p>Came to work well before starting time</p> <p>Accumulated lots of sick leave</p> <p>Got supervisor's permission for annual leave well in advance of wanting the leave</p>	<p>Was given extra work when co-worker was absent - he did the work without complaint</p> <p>Accepted unpleasant assignment without griping</p> <p>Called in the middle of the week asking for a day of annual leave</p> <p>Saved work to do so he could perform it when his supervisor came by</p> <p>Had problem - kicked wastepaper basket & slammed file cabinet, etc. - disturbing others</p>	<p>Was given an assignment outside of normal area - he accepted the fact that someone had to do it, but insisted it should have been someone else</p> <p>Given a specific objective with a time-frame - failed to carry it out for no valid reason, but had many verbal excuses</p> <p>When there was a specific objective to meet, he took sick leave</p> <p>Reluctant to accept assignment, said "it isn't in my job description"</p>	<p>Didn't refer customer to another possible source of information</p> <p>Received phone call - gave improper answer just to get rid of the caller</p> <p>Expected problem with program, so took phone off hook to prevent being called</p> <p>Customer requested help when assigned person was absent - this person gave "not my problem" response</p>	Low
Medium						
Low						

MILITARY PAY SPECIALIST

Scales required to evaluate this job:

1. ABILITY TO INSTRUCT OTHERS
2. ACCEPTANCE OF INFORMATION BY CUSTOMER ACTIVITY
3. ASSESSMENT OF WORK PRIORITIES
4. KNOWLEDGE OF SUBJECT MATTER
5. LEADERSHIP
6. REPORT WRITING SKILLS

MILITARY PAY SPECIALIST

ABILITY TO INSTRUCT OTHERS

<input type="checkbox"/>	1	High	<input type="checkbox"/>	2	Medium	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	Low
<p>Activity had high error rate - MPS conducted class in JLAS for all involved in the processing - error rate decreased by 60%</p> <p>Activity requested instruction by this MPS - based on his reputation at another activity</p> <p>MPS located individual responsible for high error rate - gave individualized instruction - error rate dropped significantly</p> <p>One MPS had failed to teach the individual - this MPS took over and did well</p>			<p>50 favorable/50 neutral or unfavorable on post presentation critique</p>			<p>40 favorable/60 neutral or unfavorable on post presentation critique</p>			<p>Activity had high error rate - MPS conducted class in JLAS for all involved - error rate increased</p>			

MILITARY PAY SPECIALIST

ACCEPTANCE OF INFORMATION BY CUSTOMER ACTIVITY

<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High	2	3	4	5	Low
Held audit at poor unit & generated long list of discrepancies - after presenting results to the unit, the unit submitted commendation to the NPS		Held audit at unit & produced discrepancies - presented them & activity neither commended nor complained		Performed audit correctly & presented discrepancies to command - they objected to his manner & complained to CO, NRFC	

MILITARY PAY SPECIALIST

ASSESSMENT OF WORK PRIORITIES

1

High

Sampled areas of discrepancies & then concentrated on those which would involve the larger monetary value

Restricted in time originally allotted - concentrated on areas with higher potential pay-off based on sampling already completed

2

Medium

[Empty box]

3

[Empty box]

4

[Empty box]

5

Low

Listed a lot of discrepancies on minor matter that is already set to be periodically corrected - nothing was therefore accomplished

Generated extensive list of very minor discrepancies that costed more to correct than the money recovered

During on-site - looked at limited types of documents & therefore did not know the command's status on many important performance areas

[Empty box]

MILITARY PAY SPECIALIST

KNOWLEDGE OF SUBJECT MATTER

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
High	Medium			Low
<p>Group of MPS's argued entitlement involving individual with advance leave - this MPS was able to substantiate & document his position</p>				
<p>MPS questioned proper entitlement - manual available involved alternative but did not specify which should be used - MPS knew this & obtained clarification from higher command</p>				
<p>BAQ problem where command made incorrect payments for 18 months - this MPS unraveled the factors involved & took the correct action of checkage for amounts erroneously paid</p>				

MILITARY PAY SPECIALIST

LEADERSHIP

1

High

Monitored work being done & relayed to each MPS the types of discrepancies being found by the other MPS's of the team

Given assignment & team members specified - assessed geographic locations in which various types of work was to be done and any specialties of the team members - matched to maximize MPS specialty with work assigned

Given assignment - thoroughly planned work to be performed, what was to be examined (# & type), facilities needed for each team member & when needed - minimized impact on work operations

2

High

[Empty box]

3

Medium

[Empty box]

4

Medium

[Empty box]

5

Low

Time permitted was cut short - this leader allowed the MPS's to work on whatever they wanted - resulting in an unrealistic audit

[Empty box]

MILITARY PAY SPECIALIST

REPORT WRITING SKILLS

- 1
- 2
- 3
- 4
- 5

High	Medium	Low
<input type="checkbox"/>	Submitted report - only changes required were those of style	Submitted written report that had inadequate & confusing portions
<input type="checkbox"/>		
<input type="checkbox"/>		Submitted report that was satisfactory in all respects except that it was too verbose
<input type="checkbox"/>		
<input type="checkbox"/>		

PROPERTY DISPOSAL SPECIALIST

Scales required to evaluate this job:

1. ADAPTABILITY/VERSATILITY
2. COMMUNICATIONS
3. INTERPERSONAL RELATIONSHIPS
4. RACE RELATIONS
5. TECHNICAL KNOWLEDGE
6. WORK ATTITUDE

PROPERTY DISPOSAL SPECIALIST

ADAPTABILITY/RESILIENCY

	1	2	3	4	5	
High	<p>Upon required change in reporting system, he made a few errors - he rapidly changed behavior to conform to the new system</p> <p>Was assigned a great variety of tasks - he did them and did not complain; in fact welcomed them</p> <p>This person completed wide range of unrelated assignments</p>	<p>New procedure was introduced - he was able to use it before any of the others</p> <p>Office space being reduced - this person on own cleared out excess office files & mat'l</p> <p>Unscheduled priority task assigned - this person took it in stride</p>	<p>In changeover from manual to mechanized system, this man did it but without enthusiasm</p> <p>Supervisor gone for a month - this person was reluctant to accept formal recognition of lead man, but did do all extra work that was involved</p> <p>Assigned to project - completed all aspects except one requiring a specialized technique</p>	<p>This person was provided alternative approach by supervisor - didn't accept alternative</p> <p>Was assigned to a project outside of his specialty - was not able to perform well</p> <p>Conversion from manual to machine system - this person kept verbalizing negative general aspects when in reality there was no problem when specifics were considered</p>	<p>During changeover to new procedure - he kept asking superfluous questions</p> <p>Additional personnel required reallocation of office space - this person protested reduced space & took it to the union</p> <p>Received assignment slightly different than usual - came back with "Can't Do" response</p> <p>Assigned a project - this person used same approach he had used in previous problems even though it wasn't applicable in this case</p>	Low
Medium						
Low						

PROPERTY DISPOSAL SPECIALIST

COMMUNICATIONS

	High	Medium	Low	
1	<p>Had reasonable solution - examined other possibilities & listened well when their feasibility was presented</p> <p>Prepared subject for discussion in advance</p> <p>Gave instructions to one person in different fashion from another - tailored message to fit individual receiver</p> <p>Supervisor gone for a day - next morning this person brought supvr up to date on what had happened during absence</p> <p>Was asked to investigate problem - presented his results in short, clear points</p> <p>Submitted report that was clear, concise, with no grammatical errors</p>	<p>Condensed a verbose report down to a succinct one as desired by recipient</p> <p>Report produced could be forwarded without any grammatical corrections</p> <p>Received poorly worded information to pass on - he re-worded it into clear, concise statements before relaying the info to others</p> <p>Need to accomplish certain action - this person was able to point to various sections of manuals that provided support for the action</p> <p>Requested info by letter - got correct info back</p> <p>Listened to complete question & explanation before answering</p> <p>When interviewing, obtained desired info after a succinct explanation</p>	<p>Read change to manual - understood change in action required & did so</p> <p>Received instruction & later provided feedback info on progress to sender</p> <p>Effectively used written memos</p> <p>Willing to contact anyone for needed information</p> <p>Submitted report - only changes necessary were those of style</p> <p>Was asked to investigate problem - important facts in his report were hard to recognize due to excess verbiage</p> <p>This person required change to be explained & re-explained before it was comprehended</p> <p>Requested info by letter - a few respondents misunderstood & sent wrong info</p> <p>Failed for over a week to relay information that litigation was over on containers that had been in litigation for a long period</p>	<p>Submitted report 2 pages long - but all one paragraph</p> <p>Received instruction & nodded head indicating understanding when he didn't understand</p> <p>Received copy & was told of negotiated union agreement - later denied any knowledge about it</p> <p>Submitted report with incomplete sentences, incorrect grammar, inadequate & confusing portions</p> <p>Asked him what had happened when possible errors were made - he gave evasive answers</p> <p>Read change to manual - failed to understand or accept the change in action required & so</p>
2				
3				
4				
5				

PROPERTY DISPOSAL SPECIALIST

INTERPERSONAL RELATIONSHIPS

	1	2	3	4	5
High	<p>Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future</p>	<p>Customer came by & this person made him feel welcome</p> <p>This person was asked by others for help - he encouraged this</p>	<p>Co-worker was disturbed over work situation - this man recognized his feelings & said some things to make him feel better</p>	<p>This man felt he was in rivalry with co-worker - only spoke to him when required by job</p> <p>Needlessly & unintentionally offended interviewer by his manner of requesting info.</p>	<p>Under pressure, became rude with customer</p> <p>Customer later called saying he wasn't treated right</p> <p>Refused to ask a person for assistance because he disliked the person</p> <p>Wouldn't answer questions</p>
Medium	<p>Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand</p>	<p>Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied</p> <p>Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment</p>	<p>Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude</p> <p>Line supervisor called & asked for this person to work on a problem</p> <p>Customer came in and asked for this man because of good relationship</p> <p>Went out of way to help ROTC unit get surplus boat</p>	<p>Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person</p> <p>Employee had problem to be resolved - after brief discussion, was irritated by "attitude" of this person</p> <p>Gave short answers to questions</p>	<p>This person discourages others from getting info from him by making such contacts unpleasant</p>
Low	<p>A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly</p> <p>Irate customer complained about "cracked" motor block - this man tactfully discussed the problem & the customer left satisfied</p>				

PROPERTY DISPOSAL SPECIALIST

RACE RELATIONS

1 2 3 4 5

High	Medium	Low
<p>Was present when bigoted statement was made - he tried to convince the man that his statement was wrong</p>	<p>New worker, who was from a minority group, arrived - this man made special effort to introduce him to the other workers</p> <p>Was present when bigoted statement was made - he remained silent</p>	<p>Was present when bigoted statement was made - he nodded agreement with the statement</p> <p>Spoke against minorities in their absence & for them in their presence</p>
<p>Was present when bigoted statement was made - he indicated his personal disagreement with the statement</p>	<p>Was present when bigoted statement was made - he remained silent</p>	<p>Referred to blacks as "niggers" - used other such language</p> <p>Refused to work on a team because of the race of a team member</p> <p>Under general situations - he complained about ESO program making HIM a minority</p>

PROPERTY DISPOSAL SPECIALIST

TECHNICAL KNOWLEDGE

- 1
- 2
- 3
- 4
- 5

High

Spotted item designated for scrap, redesignated it for catalog sale & it sold at a high value - all this happened because he knew current market values

Examined mat'l & prepared written description - customers ordering on the basis of the description were satisfied that they got what they ordered

Medium

[Empty box]

Designated items for sale at \$40 each - at another sale the following week, it was evident that the items would have easily sold for \$50 each

Low

Described a vehicle for sale as having an automatic transmission when it didn't

Designated item for resale at a price below its scrap value

[Empty box]

[Empty box]

1	2	3	4	5
High	Medium	Medium	Medium	Low
<p>Was given several different types of tasks during crisis - he accepted them all & did his best to accomplish each one.</p> <p>Came to work even when ill because of the work he felt he should do.</p> <p>Was out of work - looked for more work.</p> <p>Whistle blew in morning - said "Come on guys, let's get started"</p> <p>Was assigned task - this person was so interested in it that he worked at home & on usual breaks to get more done.</p> <p>In order to accomplish filling a rush order, he helped the warehouseman pull items by taking cards himself & running a fork-lift</p>	<p>Redirected customer to another possible source.</p> <p>Was assigned to special committee - enthused others by his positive attitude.</p> <p>Helped the customer of temporarily absent co-worker.</p> <p>Accepted criticism of his work & adjusted accordingly.</p> <p>He accepted emergency project outside of normal work area without complaint.</p> <p>Came to work well before starting time.</p> <p>Accumulated lots of sick leave.</p> <p>Got supervisor's permission for annual leave well in advance of wanting the leave.</p>	<p>Was given extra work when co-worker was absent - he did the work without complaint.</p> <p>Accepted unpleasant assignment without griping.</p>	<p>Was given an assignment outside of normal area - he accepted the fact that someone had to do it, but insisted it should have been someone else.</p> <p>Called in the middle of the week asking for a day of annual leave.</p> <p>Saved work to do so he could permit when his supervisor came by.</p>	<p>Didn't refer customer to another possible source of information.</p> <p>Received phone call - gave improper answer just to get rid of the caller.</p> <p>Expected problem with program, so took phone off hook to prevent being called.</p> <p>Customer requested help when assigned person was absent - this person gave "not my problem" response.</p> <p>Had problem - kicked wastepaper basket & slammed file cabinet, etc. - disturbing others.</p> <p>Given a specific objective with a time-frame - failed to carry it out for no valid reason, but had many verbal excuses.</p> <p>When there was a specific objective to meet, he took sick leave.</p> <p>Reluctant to accept assignment, said "it isn't in my job description"</p>

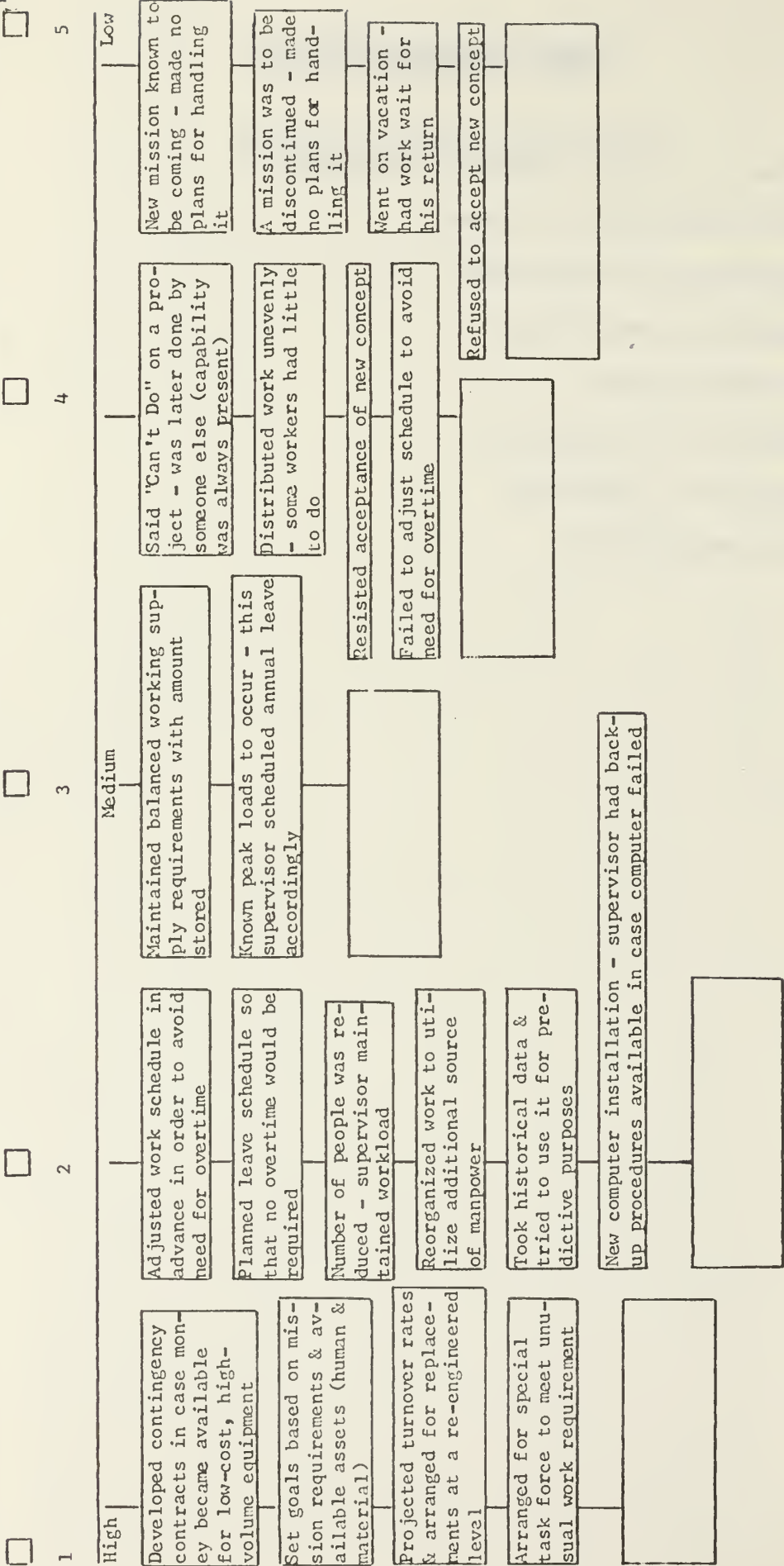
PART IV

SUPERVISOR/MANAGER RATING SCALES

GENERAL SUPERVISOR/MANAGER

Scales required to evaluate a Supervisor/Manager:

1. ACTIVE ORGANIZATION & PLANNING
2. ATTITUDE TOWARD SUBORDINATES
3. CONCERN FOR COMMAND GOALS
4. COST CONSCIOUSNESS
5. DEVELOPMENT OF SUBORDINATES
6. EVALUATION OF PERFORMANCE
7. SOCIAL AWARENESS/EEO



GENERAL SUPERVISOR/MANAGER

ATTITUDE TOWARD SUBORDINATES (MOTIVATION)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
High	Medium			Low
Asked subordinates as a group for suggestions to solve problem/improve procedures	Subordinate had personal problem - supervisor listened & employee felt much better	Enforced time clock/leave compliance with consideration for each instance	Subordinate asked for help on new project - supervisor told him to figure it out himself	Supervisor received requests for time from several employees - he arranged time to spend with just a few
Detected employee problem (alcohol) & took initiative in having help provided	Supervisor talked to subordinate & made subordinate feel he was interested in his welfare	Assigned tasks commensurate with subordinates' pay grades	Supervisor failed to recognize extra effort of subordinate (who filled in for others absent)	In group meeting, called group of subordinates present "A bunch of bums"
	Insisted safety gear be used in hazardous environment		Supervisor's actions criticized by his superior - supervisor in turn criticized his subordinates	Supervisor criticized employee in front of others
	Helped employee write up Beneficial Suggestion or make job improvement		Supervisor was asked by lower supervisor for audit of jobs - ignored the request	Supervisor put-down employee who made a suggestion
Asked subordinates individually to solve problem or improve procedures				Supervisor rejected Beneficial Suggestion without letting it be submitted to committee
				Supervisor experienced problems outside of work (e.g., with wife) - took it out on subordinates by chewing them out
				New employee was informed by this supervisor that he had no choice in appointment (that he didn't want the employee but was forced to take him)
				Supervisor acted revengeful over subordinate's recommendation

GENERAL SUPERVISOR/MANAGER

CONCERN FOR COMMAND GOALS

	High	Medium	Low
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4
2	3	4	5
High	Medium	Low	
In evaluating proposal for change - balanced own Dept benefits with impact on total organization	Delayed change for improvement in own section in order to reduce impact on other organizational units		Agitated own people against the organization when constrained by organizational policies
When asked "why" concerning a procedure - was able to relate to total organizational mission	Suggested means of increasing organizational assets (revenue) outside of own component to benefit total organization		Implemented changes hurting other organizational sections
Responded to peak load requirements with "Can Do" (deadlines, volumes, priorities)			

GENERAL SUPERVISOR/MANAGER

COST CONSCIOUSNESS

<input type="checkbox"/>	1	High	Thoroughly evaluated utility of new equipment & took initiative in getting it when shown to be cost effective							
<input type="checkbox"/>	2		When asked - stated exact cost of his operation							
<input type="checkbox"/>	3	Medium	Took action to save on utility costs							
<input type="checkbox"/>	4		Failed to advise subordinates of salvage value of poor xerox copies							
<input type="checkbox"/>	5	Low	Allowed wall to be damaged from carelessness							
									Overspent budget	

GENERAL SUPERVISOR/MANAGER

DEVELOPMENT OF SUBORDINATES

	1	2	3	4	5
High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Subordinate demonstrated special talent - this supervisor then assigned tasks to further develop the talent	Subordinates requested over-all development - supervisor encouraged them	Supervisor insisted subordinate take courses even when subordinate was somewhat reluctant	Continually refused to send employee to training because of immediate work demand	Opportunity to recommend subordinates for training - this supervisor did not recommend anybody
	Supervisor learned of scholastic level of subordinates & pushed High School training where appropriate	Refers inquiries to the technical expert under him		Assigned same subordinate to be in charge during absence - neglecting development of all other subordinates	Tried to do all work himself
			Supervisor absent - no subordinate can adequately do the job		Tried to make all decisions himself
					Employee asked for training in procedures of adjacent operation - supervisor continually rejected the request
					Programs to train back-up for higher positions available - this supervisor told subordinate that subordinate would not be interested

GENERAL SUPERVISOR/MANAGER

EVALUATION OF PERFORMANCE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
High		Medium		Low
Periodically pointed out strengths & weaknesses in performance of subordinates & advised them of his expectations	Was asked about performance of an employee - was able to specify instances of performance		Did not perform required formal evaluation in a timely manner	At annual performance review time - supervisor didn't inform employee of anything
	Held discussion session for each subordinate at time of formal evaluation		Did not perform formal placement follow-up evaluation as required	Supervisor never commented on performance, whether good or bad
Gave recognition for good job by subordinate	Documents effective & ineffective performance of subordinates			Proposed adverse action on subordinate based on continuous poor performance - had continually rated this employee as satisfactory or better

GENERAL SUPERVISOR/MANAGER

SOCIAL AWARENESS/EEO

<input type="checkbox"/>	1	High	Supervisor hired & promoted employees based on abilities rather than ethnic origin, religion, sex, etc.	Supervisor said "Sure, O.K." when asked if he would train disadvantaged youths hired for the summer	Supervisor was voluntarily involved in community activities (such as Boy Scouts, etc.)	<input type="checkbox"/>	4	Supervisor said "Hell, no" when asked if he would train disadvantaged youths hired for the summer	<input type="checkbox"/>	5	Low	
<input type="checkbox"/>			Requested to train disadvantaged youths hired for the summer									

APPENDIX A

SAMPLE RATING FORM

RATING SCALE EVALUATION FORM

<u>SCALE</u>	<u>OUTSTANDING PERFORMANCE</u>				<u>5</u>	<u>UNSATISFACTORY PERFORMANCE</u>
	1	2	3	4		
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					
11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/> I don't have enough information on this aspect of this ratee's performance during the reporting period to rate him on this scale.					

III. In compliance with CSC regulations, it is necessary to make a global evaluative judgment of the employee's level of performance. For administrative purposes, this evaluation is based on only three categories:

A. Levels of Performance

1. **OUTSTANDING Performance:** Can give quality increase or sustained superior performance award. Only one monetary award given in any one 52 week period.
2. **SATISFACTORY Performance:** Ranges from marginal performance through acceptable competence to just below Outstanding. It does not automatically grant within grade increases, but it also does not preclude a monetary award.
3. **UNSATISFACTORY Performance:** If Unsatisfactory performance rating is contemplated, action should have been initiated to issue a 90-day warning. If this has not been done, contact Personnel Dept.

B. The level of performance of this employee during this time period is:

1. OUTSTANDING 2. SATISFACTORY 3. UNSATISFACTORY

IV. Performance evaluations are required at certain times, but may be submitted at any time. Certain administrative actions are based on performance evaluations. The remainder of this form is designed to obtain your recommendations on these actions.

A. Position/Job Description

1. Description adequately reflects work performed by incumbent.
2. New description is required since present one **is** inaccurate/outdated.
 1. CURRENT & ACCURATE
 2. NOT CURRENT

B. Within Grade Increases

1. Within grade increase will be processed.
2. Contact Personnel Dept. for assistance in preparing the notice for withholding within grade increase at least 75 days in advance of employee anniversary date.

WORK: 1. IS 2. IS NOT OF AN ACCEPTABLE LEVEL OF COMPETENCE

C. Salary Increase and Cash Awards (Quality increases or special achievement awards may be granted at any time)

1. High quality step increase.
2. Other awards, complete NavExos Form 12450/6.

I RECOMMEND: 1. HIGH QUALITY INCREASE -OR-

2a. SUSTAINED SUPERIOR PERFORMANCE 2b. SUPERIOR ACHIEVEMENT

2c. SPECIAL ACT OR SERVICE

I certify that the above named employee's position is necessary and that the position/job description and work performance are as indicated above; and that the information presented and the ratings given on this form properly reflects, to the best of my judgment, the performance of this employee during this reporting period.

SUPERVISOR/RATER'S SIGNATURE		REVIEWING OFFICIAL	DATE
*DATE PERFORMANCE DISCUSSED	EMPLOYEE'S INITIALS	APPROVING OFFICIAL'S SIGNATURE	DATE

*APPEAL RIGHTS. The employee has 30 days from this date to appeal a SATISFACTORY or UNSATISFACTORY rating.

APPENDIX B

SAMPLE NAVEXOS FORM 12450/6

AWARD RECOMMENDATION FOR SUPERIOR ACCOMPLISHMENT ACHIEVEMENT
 NAVEXOS 12450/6 (1-69) 0104-942-3960

TO: Incentive Awards Committee

(Ref: NCPI 450)

DATE: _____

I recommend that award consideration be given for the superior accomplishment herein described which was performed by the employee, or group of employees named below.

RECOMMENDED BY	POSITION (Shop, Dept., or Div.) AND NAME OF ACTIVITY
----------------	--

EMPLOYEE (Name: Last, First; Badge or Payroll No.)	POSITION: Shop, Dept. or Div.	GRADE	ANNUAL BASE PAY

(Attach a list for additional employees)

1. BASIS FOR AWARD RECOMMENDATION

<input type="checkbox"/> SUPERIOR ACHIEVEMENT	<input type="checkbox"/> SUSTAINED SUPERIOR PERFORMANCE	<input type="checkbox"/> SPECIAL ACT OR SERVICES	DATE(S) OF ACCOMPLISHMENT
---	---	--	---------------------------

2. ESTIMATE OF BENEFITS

A. INTANGIBLE BENEFITS: SAFETY IMPROVED METHOD MORALE OTHER (Specify)

VALUE SLIGHT MODERATE HIGH EXCEPTIONAL

EXTENT OF APPLICATION LIMITED LOCAL EXTENDED BROAD GENERAL

B. TANGIBLE BENEFITS (In table below compute labor savings at actual cost.)

ITEM	LABOR			MATERIAL			TOTAL (Labor and materials)
	MAN-HRS. PER	DOLLARS PER	TOTAL	UNITS PER	COST PER UNIT	TOTAL	
FORMER METHOD		\$	\$		\$	\$	\$
NEW METHOD							
SAVINGS							

3. DESCRIPTION OF ACCOMPLISHMENT:

(If more space is needed, use reverse side, with this end of the page up.)

4. DOES THE SUPERIOR ACCOMPLISHMENT CLEARLY EXCEED NORMAL JOB EXPECTANCY?	YES	NO	6. IF IMPROVEMENT CAN BE USED ELSEWHERE, INDICATE WHERE
5. IS PATENT INVESTIGATION RECOMMENDED?			

IN THIS ACTIVITY
 IN OTHER NAVAL FIELD ACTIVITIES
 IN BUREAUS
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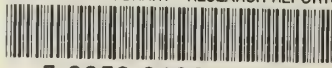
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