UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE

REPORT DOCUMENTATION PAGE

1a REPORT SECURITY CLASSIFICATION: UNCLASSIFIED	1b RESTRICTIVE MARKINGS	2a SECURITY CLASSIFICATION AUTHORITY	2b DECLASSIFICATION/DOWNGRADING SCHEDULE
3 DISTRIBUTION/AVAILABILITY OF REPORT: Approved for public release; distribution unlimited.			4 PERFORMING ORGANIZATION REPORT NUMBER(S): NPRDC TR 85-7
			5 MONITORING ORGANIZATION REPORT NUMBER(S)
6a NAME OF PERFORMING ORGANIZATION: Navy Personnel Research and Development Center			6b OFFICE SYMBOL (if applicable): Code 71
6c ADDRESS (City, State and ZIP Code): San Diego, California 92152-6800	7a NAME OF MONITORING ORGANIZATION		7b ADDRESS (City, State and ZIP Code)
8a NAME OF FUNDING/SPONSORING ORGANIZATION	8b OFFICE SYMBOL (if applicable)	8c ADDRESS (City, State and ZIP Code)	

9 PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER	10 SOURCE OF FUNDING NUMBERS			
	PROGRAM ELEMENT NO	PROJECT NO	TASK NO	WORK UNIT NO
62763N	RF63. RF63.	521.804 521.806	.031	03.02

11 TITLE (Include Security Classification): OFFICER PERFORMANCE EVALUATION SYSTEMS: OFFICER SURVEY

12 PERSONAL AUTHOR(S): Hearold, Susan L., Larson, Gerald E., Rimland, Bernard, and Lahey, Roy A.

13a TYPE OF REPORT	13b TIME COVERED	14 DATE OF REPORT (Year, Month, Day)	15 PAGE COUNT
Final Report	FROM FY83 TO FY84	November 1984	59

16 SUPPLEMENTARY NOTATION: Companion report to NPRDC TR 85-6.

17 COSATI CODES			18 SUBJECT TERMS (Continue on reverse if necessary and identify by block number)
FIELD	GROUP	SUB-GROUP	
05	09		Performance appraisal, officer evaluation, personnel management, officer assessment, officer personnel

19 ABSTRACT (Continue on reverse if necessary and identify by block number)

A sample of Pacific Fleet officers was surveyed in an attempt to identify methods for improving the Navy officer performance evaluation system. The system has two major weaknesses: (1) inflation in performance ratings, which diminishes the usefulness of officer evaluations as input to decisions concerning promotion and assignment, and (2) a lack of incentives and procedures for ensuring that senior officers convey timely performance information (advice and feedback) to subordinates. Results of the survey and those of a companion study (see NPRDC TR 85-6) indicate that (1) problems in military performance appraisal result primarily from attitudinal factors rather than psychometric issues and (2) two systems are needed--one for assignment counseling and one for performance evaluation. It was recommended that (1) the FITREP form and its procedures be modified to reduce inflation, and (2) an assignment planning conference, scheduled for the beginning of the evaluation year, be used to ensure that the subordinate clearly understands his/her duties and priorities.

20 DISTRIBUTION/AVAILABILITY OF ABSTRACT			21 ABSTRACT SECURITY CLASSIFICATION
☒ UNCLASSIFIED/UNLIMITED	☐ SAME AS RPT	☐ DTIC USERS	UNCLASSIFIED

22a NAME OF RESPONSIBLE INDIVIDUAL	22b TELEPHONE (Include Area Code)	22c OFFICE SYMBOL
Hearold, Susan L.	(619) 225-2371	Code 71

DD FORM 1473, 84 JAN — 83 APR EDITION MAY BE USED UNTIL EXHAUSTED ALL OTHER EDITIONS ARE OBSOLETE

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE

LIBRARY
RESEARCH REPORTS DIVISION
NAVAL POSTGRADUATE SCHOOL
MONTEREY, CALIFORNIA 93943

NPRDC TR 85-7

NOVEMBER 1984

OFFICER PERFORMANCE EVALUATION SYSTEMS: OFFICER SURVEY

APPROVED FOR PUBLIC RELEASE;
DISTRIBUTION UNLIMITED

NAVY PERSONNEL RESEARCH
AND
DEVELOPMENT CENTER
San Diego, California 92152

NPRDC TR 85-7

November 1984

OFFICER PERFORMANCE EVALUATION SYSTEMS: OFFICER SURVEY

Susan L. Hearold
Gerald E. Larson
Bernard Rimland
Roy A. Lahey

Reviewed by
Richard C. Sorenson

Approved by
J. W. Tweeddale

Released by
J. W. Renard
Captain, U.S. Navy
Commanding Officer

Navy Personnel Research and Development Center
San Diego, California 92152-6800

FOREWORD

Work at the Navy Personnel Research and Development Center aimed at improving the Navy's officer performance evaluation system was conducted under Exploratory Development task areas Career and Occupational Design (RF63-521-804-031) and Future Technologies for Manpower and Personnel (RF63-521-806).

This report describes results of an anonymous mail-back survey of over 300 Pacific Fleet officers who were asked to respond to a questionnaire covering various aspects of the performance evaluation system. A companion report (NPRDC TR 85-6) describes results of an intensive review of pertinent literature of the past two decades. A summary of this report appears as Appendix B in the present report.

J. W. RENARD
Captain, U.S. Navy
Commanding Officer

J. W. TWEEDDALE
Technical Director

SUMMARY

Problem

The Navy's Report on the Fitness of Officers (FITREP) is the major document used for evaluating naval officer performance. The FITREP serves (1) as a record of the senior officer's evaluation of the performance of his/her subordinates and, hence, as a basis for decisions concerning promotion, retention, assignment, and training, and (2) as a focal point and stimulus for the performance counseling of the subordinate officer by his/her reporting senior. The major problem in using the FITREP for evaluating performance is rating inflation; that is, the nearly overwhelming tendency for ratings to be concentrated at the high end of the scale. Although problems with performance counseling are complex, they appear to be primarily due to the interpersonal discomfort associated with such evaluations and a lack of incentives for candor from both parties.

Purpose

The purposes of this project were to (1) identify, for possible Navy use, innovative strategies, procedures, or rating formats that might be useful in curbing inflation in performance ratings, and (2) identify and propose solutions to the obstacles that hinder effective performance feedback.

Approach

Over 300 Pacific Fleet officers were asked to respond to a structured questionnaire covering various aspects of the performance evaluation system. A companion report describes data obtained by reviewing the pertinent research literature and interviewing fleet officers and cognizant persons in the Naval Military Personnel Command.

Findings

1. Overall, officers are satisfied with the current officer evaluation system. The most-liked feature of the current system is the use of a single form for all grades, followed by the narrative evaluation and ranking of officers among their peers. By far, the least-liked attribute is grade inflation. Also disliked are the quality and quantity of counseling, subjectivity, and the amount of effort required to complete the form.

2. Even though the narrative section of the FITREP is popular, it is also the most frequent subject of negative comments. Officers feel the narrative is too subjective, too long, and too influenced by the writer's literary ability. Peer ranking, another popular feature, is also criticized. The comments are not against peer ranking per se but, rather, against the composition and size of the comparison group.

3. Ninety-five percent of the respondents feel grade inflation is a problem. The perception that inflation exists is supported by the officers' self-reported scores on their last FITREP: 85 percent received the highest mark, while 13 percent received the second highest mark. The most recommended method for reducing grade inflation is to place more emphasis on the narrative section of the FITREP and less on letter or number grades. When four alternatives to the current rating formats, Blocks 51 and 52 of the FITREP, were offered, only one, the "total range of officer value" scale, was rated highly enough to justify further research.

4. Job clarification does not seem to be a pressing issue; nevertheless, over 80 percent of the respondents felt that there should be a formal procedure for clarifying the subordinate's duties. Officers felt that a formal discussion of assignment should take place 12 months before a FITREP and a formal performance review 6 months before a FITREP.

Recommendations

Based on results of the entire project, it is recommended that the Navy's FITREP system be modified as follows:

1. Implement a beginning-of-year assignment conference and midyear assignment review conference between the ratee and the reporting senior, to be held 12 and 6 months prior to the FITREP completion date. These interviews are intended to ensure mutual and clear understanding of the subordinate's duties and priorities. Such circumstances as change of command or reassignment of an officer must be provided for in implementing instructions.

2. Revise the appraisal worksheet by providing expanded definitions of the traits.

3. Revise the current FITREP form by (a) reducing space for the narrative, (b) requiring that the narrative describe specific accomplishments, (c) implementing an "evaluation of potential" section, (d) deleting blocks 53-56 and 77-79 ("trend of performance" and "weaknesses discussed"), and (e) including the "total range of officer value" scale on an experimental basis.

4. Develop rater profiles for the "evaluation of potential" section, with a feedback and enforcement mechanism for dealing with flagrant inflators.

5. Introduce all changes with a significant educational campaign, beginning several months prior to actual system changes.

6. Initiate preliminary research directed toward developing an interactive computer graphics system that would enable selection boards to make on-line inquires of a data base consisting of all FITREP data for ratees.

7. Make more use of provisions in the recently enacted Defense Officer Personnel Management Act (DOPMA) enabling selective waiver of the up-or-out system. These provisions should be broadened to permit a larger range of exceptions to up-or-out. Such policy modifications will become increasingly important as large numbers of officers become involved in narrow but vitally important areas of specialization (e.g., computer technology).

CONTENTS

	Page
INTRODUCTION	1
Problem and Background	1
Purpose	1
APPROACH	1
RESULTS AND CONCLUSIONS	2
Background	2
Satisfaction with the Present System	6
Grade Inflation	8
Counseling	11
Alternative Evaluation Systems	12
Self-appraisal	13
Officer Comments	15
DISCUSSION AND CONCLUSIONS	19
Grade Inflation	19
Open Versus Closed Evaluation Systems	20
Self-appraisals	20
RECOMMENDATIONS	21
REFERENCES	23
APPENDIX A--EXAMPLES OF PERFORMANCE RATING FORMS	A-0
APPENDIX B--SUMMARY OF OFFICER PERFORMANCE EVALUATION SYSTEMS: LESSONS LEARNED FROM EXPERIENCE (NPRDC TR 85-6)	B-0
APPENDIX C--OFFICER EVALUATION SYSTEM QUESTIONNAIRE	C-0
APPENDIX D--DISTRIBUTION OF RATINGS	D-0
DISTRIBUTION LIST	

LIST OF TABLES

		Page
1.	Fleet Activities Surveyed	2
2.	Description of Sample	3
3.	Rank by Designated Type of Officer	4
4.	Experience with FITREPs	4
5.	Background Characteristics by Level of Experience in Writing FITREPs	5
6.	Characteristics Respondents Liked Most and Least About the Current FITREP System	7
7.	Characteristics Most and Least Liked by Respondents' Level of Experience in Writing FITREPs During Their Career	7
8.	Contributed Comments on Characteristics of the Current FITREP System	9
9.	Listed Methods for Reducing Grade Inflation	10
10.	Methods Suggested by Respondents for Reducing Grade Inflation	11
11.	Alternative Evaluation Systems	13
12.	Frequency of Comment Categories on Proposed Alternatives to Blocks 51 and 52	14
13.	Self, Navy, Supervisor, and FITREP Ratings	14
14.	Correlation Coefficients Between Ratings	15
15.	Frequency of Comment Categories	16

INTRODUCTION

Problem and Background

The Report on the Fitness of Officers (FITREP) (Appendix A, Figure A-1), the principal document used to manage the career of U.S. Navy officers, has two broad but distinct purposes. First, it serves as a record of the senior officer's evaluation of his/her subordinates and, hence, as a basis for decisions affecting the ratee's future in the Navy (e.g., those involving retention, promotion, training, assignment, and selection for command). Second, it serves as a performance counseling device. The Appraisal Worksheet (Figure A-2), which is used in preparing the FITREP, is intended for use by the reporting senior during the performance appraisal discussion.[1]

Many problems limit the FITREP's effectiveness in filling either role. Inflated evaluations have so greatly reduced the spread of performance ratings that their usefulness to selection and promotion boards may be limited. As a result, decisions affecting officers' careers may be based on factors other than performance--certainly undesirable for both the officers and the Navy. The problems with using the FITREP for performance counseling are due to many factors, including system design, a lack of incentives, and what McGregor (1972) attributes to the supervisors' unwillingness to accept the role of "playing God."

Larson and Rimland (1984) addressed two of the most serious problems with the current Navy FITREP system: (1) inflation of performance ratings, and (2) the FITREP's weaknesses as a performance counseling tool. Data were obtained by reviewing the pertinent research literature and interviewing fleet officers and cognizant persons in the Naval Military Personnel command. Results are summarized in Appendix B.

Purpose

The purpose of the present effort was to survey a diverse sample of Navy officers to determine how satisfied they were with the present evaluation system, what specific aspects they liked and disliked, and how they would recommend that the system be improved. Two key issues addressed were inflation of performance ratings and the effectiveness of the evaluation system as a performance counseling tool.

APPROACH

The survey, a copy of which is provided as Appendix C, was planned as an informal, low-key effort to provide additional data for ongoing research on the FITREP system. Responses were requested from the three major warfare areas in the Navy--the surface, air, and submarine forces; however, only the Pacific Fleet activities listed in Table 1 were surveyed.

Since the data are based on a nonrandom sample, the findings will not necessarily be applicable Navy-wide. However, as will be noted later (pages 5 and 6), there is little reason to expect substantial sampling distortion of the findings across officers in the Pacific Fleet. It is unknown how the Atlantic Fleet might differ.

---

[1]NAVMILPERSCOMINST 1611.1. Subject: Report on the fitness of officers, 12 May 1981.

Table 1

Fleet Activities Surveyed

Activity	Number of Questionnaires Distributed
Fleet Anti-Submarine Warfare Training Center, Pacific	55
Shore Intermediate Maintenance Activity, San Diego	40
Commander Submarine Group FIVE	50
Cruiser-Destroyer Group THREE	50
USS DENVER (LPD 9)	30
USS BELLEAU WOOD (LHA 3)	60
San Diego based aviation squadrons	150
Total	435

RESULTS AND CONCLUSIONS

Background

A total of 308 questionnaires was returned, for an apparent return rate of 71 percent. However, this return rate cannot be taken at face value because some commands made additional copies of the survey and others may not have distributed all the copies that were provided.

Survey items 1 through 7 asked respondents to provide background information. Table 2, which describes the sample by status, gender, rank, and designator, shows that the respondents were primarily regular Navy, male, career officers. More than half were Lieutenant Commanders (LCDRs) or higher, with aviation officers predominating. Table 3, which provides a breakdown by rank within officer type, shows that 79 percent of the aviation force and 69 percent of the subsurface force were LCDRs or above, compared to only 34 percent for the surface.

An additional background variable expected to influence survey responses was the number of FITREPs written. Table 4 shows the number written by respondents during the past 12 months and during their entire career. Table 5 shows the background characteristics of those who had no (0 reports), some (from 1-25 reports), and much (over 26 reports) experience in writing FITREPs during their career. Those with no experience were more likely to be reserves, females, and O1-O3 junior officers from the surface force than were those with some or much experience. When regular/reserve status, gender, rank, and type of officer were used to predict career experience with FITREPs, 50

Table 2

Description of Sample (N = 308)

Item	Number	Percent
Status:		
U.S. Navy	264	86
Other	44	14
U.S. Navy Reserve	(42)	(14)
Training and Administration Reserve (TAR)	(02)	(01)
Gender:		
Male	292	95
Female	16	5
Rank:		
Warrant officers	12	4
O1-O3 officers:	126	41
Ensign (ENS)	(12)	(04)
Lieutenant Junior Grade (LTJG)	(33)	(11)
Lieutenant (LT)	(81)	(26)
O4-O6 Officers:[a]	170	55
Lieutenant Commander (LCDR)	(85)	(28)
Commander (CDR)	(62)	(20)
Captain (CAPT)	(22)	(07)
Rear Admiral (RADM)[a]	(01)	(00)
Designator/Type of officer:		
Unrestricted Aviation (13XX)	107	35
Unrestricted Surface (119X, 111X, 114X, 116X)	77	25
Unrestricted Submarine (112X, 117X)	36	12
Other:	88	29
Restricted Line (14XX, 15XX, 16XX)	(16)	(05)
Staff Corps (2XXX, 3XXX, 4XXX, 5XXX)	(27)	(09)
General Unrestricted Line (110X)	(18)	(06)
Limited Duty (6XXX)	(15)	(05)
Warrant (7XXX)	(12)	(04)

Note. Percentage totals do not always equal 100 due to rounding. Numbers in parentheses are subtotals of the preceding category.

[a]Also includes one Rear Admiral, but the label O4-O6 is more descriptive of the sample.

Table 3

Rank by Designated Type of Officer

Type of Officer	Warrant N	Warrant %	O1-O3 N	O1-O3 %	O4-O6 N	O4-O6 %	Total N	Total %
Unrestricted Aviation	--	--	22	21	85	79	107	100
Unrestricted Surface	--	--	51	66	26	34	77	100
Unrestricted Subsurface	--	--	11	31	25	69	36	100
Other	12	14	42	48	34	39	88	100
Total	12	4	126	41	170	55	308	100

Table 4

Experience with FITREPs

Frequency	N	%
Number Written in Past 12 Months		
None	109	35
1-5	93	30
Over 5:	97	31
6-10	(31)	(10)
11-19	(27)	(09)
20-29	(17)	(05)
30+	(22)	(07)
No response	9	3
Number Written During Career		
None	70	23
1-25	86	28
Over 25:	122	39
26-49	(31)	(10)
50-74	(32)	(10)
75-99	(12)	(04)
100+	(47)	(15)
No response	30	10

Note. Percentage totals do not always equal 100 due to rounding.

Table 5

Background Characteristics by Level of Experience in Writing FITREPs

Characteristic	Number of Reports Written: No Exp. (0 reports) (N = 70) (%)	Some Exp. (1-25 reports) (N = 86) (%)	Much Exp. (26+ reports) (N = 122) (%)
Status:			
USN	20	31	49
USNR/TAR	59	28	13
Gender:			
Males	24	31	45
Females	44	38	19
Rank:			
Warrant officer	40	40	20
O1-O3 officer	58	33	8
O4-O6 officer	2	29	69
Type of officer:			
Unrestricted aviation	10	30	60
Unrestricted surface	42	32	26
Unrestricted subsurface	23	14	63
Other	33	38	29

Note. Based on a sample size of 278; 30 people did not answer the question on how many FITREPs they had written in their career.

percent of the variance was accounted for.[2] The significant characteristic is rank, with warrant officers falling between junior officers and senior officers.

Because the sample was not selected such that results could be generalized to all Navy officers, it was particularly important to test for biases resulting from respondent characteristics. Thus, five background variables were evaluated:

1. Rank--3 levels: Warrant, O1-O3 and O4-O6 officers.
2. Officer type--4 levels: Aviation, surface, subsurface, and other.
3. Gender--2 levels: Males and females.
4. Status--2 levels: Regular and reserve.

[2]The procedure used was a general linear model using dummy variables with two levels of gender and regular/reserve status, three levels of rank, and four levels of officer type, and no interaction terms ($F(7,270) = 39.47$, $p = .0001$).

5. FITREP experience during career--3 levels: None (0 written), some (1-25 written), and much (26+ written).

These five variables were used in a multivariate analysis of variance (ANOVA) model with main effects only. Sixty questionnaire items were grouped into three clusters of dependent variables. The first cluster was composed of 28 items on characteristics most and least liked about the current FITREP system; the second, 18 items on methods recommended to reduce grade inflation; and the third, 14 items on satisfaction with the current system and proposed alternatives. Each cluster was analyzed separately. Results showed that none of the variables were significant. The only noteworthy trend was that experience with writing FITREPs was a possible source of variation for the items on recommended methods to reduce grade inflation ($p < .10$).

Since it appears that rank, officer type, gender, and regular/reserve status do not affect how officers perceive their current performance evaluation system nor how they evaluate proposed changes, the rest of the results will be presented aggregated across respondents and can, in the main, be considered to represent naval officers in the Pacific Fleet. Occasionally, group results are reported where differences in percentages or means seem worth noting (i.e., the univariate ANOVA or chi square tests were significant at the .10 level). Because the multivariate tests were nonsignificant, the univariate results should be interpreted as trends that, if consistent with findings from related items, might be useful in planning future studies.

Satisfaction with the Present System

Item 8 asked respondents to indicate how satisfied they were with the current officer evaluation system overall, using a 5-point scale ranging from very satisfied to very dissatisfied. Sixty-three percent responded that they were very satisfied or satisfied, 10 percent, undecided; 23 percent dissatisfied, and 3 percent, very dissatisfied. Item 19 was more specific--it asked respondents how satisfied they were with Blocks 51 and 52 on the current FITREP form. Block 51 is used by the rater to evaluate an officer; and Block 52, to summarize how he or she has rated officers of the same rank and competitive category within the current cycle. Seventy-six percent responded that the blocks were very satisfactory or satisfactory. Thus, it appears that officers perceived the present system as working quite well. However, only 53 percent of those who had never written a FITREP were satisfied with the overall system, compared to 67 percent of those who had written at least one FITREP.

Item 9 listed 14 characteristics of the current system and asked respondent to select the 3 they liked most and the 3 they liked least. Table 6 shows that the most-liked feature was the use of a single form for all grades, with 60 percent selecting this feature. Four other popular attributes (in order of preference) were the narrative evaluation section of the FITREP (56%), ranking of officers among their peers (46%), opportunity for input by those evaluated (31%), and the letter grade evaluation (30%). The five least-liked characteristics were grade inflation (78%), quality of counseling received (35%), quantity of counseling received (29%), subjectivity (27%), and the amount of effort required to complete the form (21%). The conclusions one might draw from these results are that, in any reform of the evaluation system, a single form for all grades should be retained and there should be an opportunity for narrative comments and ranking among peers. On the other hand, reform should deal with the problems of grade inflation and counseling opportunities.

The amount of experience respondents had in writing FITREPs appears to have influenced the desirability of several characteristics. Table 7 shows that officers with much experience liked the use of a single form for all grades, fairness, ranking among

Table 6

Characteristics Respondents Liked Most and Least About the Current FITREP System

Characteristic	Like Most (%)	Like Least (%)
Single form for all grades	60	5
Narrative evaluation	56	12
Ranking among peers	46	18
Opportunity for ratee input	31	6
Letter grade evaluation	30	12
Work sheet	18	10
Fairness	15	14
Objectivity	14	8
Effort required to complete form	9	21
Governing instructions	7	14
Subjectivity	7	27
Quality of counseling received	3	35
Quantity of counseling received	1	29
Grade inflation	0	78

Note. The percentages add up to more than 100 because each person was requested to mark the top three likes and the top three dislikes.

Table 7

Characteristics Most and Least Liked by Respondents' Level of Experience in Writing FITREPs During Their Career

	Experience					
	No Exp. (0 Rpts)		Some Exp. (1-25 Rpts)		Much Exp. (26+ Rpts)	
Characteristic	Like Most (%)	Dislike Most (%)	Like Most (%)	Dislike Most (%)	Like Most (%)	Dislike Most (%)
Single form for all grades	47	--	58	--	68	--
Fairness	11	--	8	--	21	--
Opportunity for ratee input	41	11	36	2	25	3
Ranking among peers	36	26	49	13	53	11
Narrative evaluation	69	--	59	--	47	--
Governing instructions	1	--	6	--	11	--

Note. Differences in responses to items listed were all statistically significant at the .10 level for a 2 x 3 χ^2.

peers, and governing instructions more than did officers with some or no experience; however, fairness of the current system and governing instructions were not particularly popular among any group. Officers with no experience liked the narrative evaluation and the opportunity for ratee input more than did those with some or much experience. Also, the inexperienced officers disliked opportunity for ratee input and ranking among peers more than did other groups. Inexperienced officers, it seems, have stronger feelings both pro and con about ratee input into the fitness report. Overall, it appears that experienced officers liked the quantitative and structured aspects of the present system, while the less experienced preferred the qualitative aspects.

Item 10 asked respondents to list any additional characteristics of the FITREP system that they particularly liked or disliked. Many officers used this question to discuss characteristics already appearing on the list, rather than generate new ones. However, 28 mentioned aspects they liked; and 53, those they disliked. The frequency distributions of response categories are listed in Table 8.[3]

There were several interesting contrasts between the written and structured responses. Even though 56 percent of the respondents had selected the narrative evaluation as one of the most-liked characteristics, it was also the most frequent subject of negative comments (N = 22). Specifically, 10 officers remarked on the problem of subjectivity and the importance of the writer's literary ability. Four indicated that a "secret" language exists that is used by the review boards but that is known by only some report writers. They thought that the use of these "secret words" was the difference between a positive and negative evaluation. Finally, eight felt that the narrative section is too long, which tends to amplify the problems already mentioned. They recommended that the narrative section be limited, perhaps by confining the space or requiring bulleted remarks.

Ranking among peers was the disliked characteristic next most frequently mentioned. Again, although 46 percent had selected peer ranking as one of the most-liked characteristics, eight written comments indicated dissatisfaction with this procedure. The comments were not against peer ranking per se; rather, they expressed concern regarding the composition and size of the comparison group. A typical comment was, "Not really disenchanted with the current system except that there is no way not to hurt good officers in large commands." Some suggested that there should be Navy-wide as well as command comparisons.

Grade Inflation

As indicated previously, the research team identified grade inflation and counseling opportunities for in-depth probing on the questionnaire. Thus, item 11 asked respondents whether they felt grade inflation, defined as the tendency for nearly everyone to be rated 4.0, was a problem. Ninety-five percent of the respondents felt it was a problem. Of those, 73 percent felt it could possibly be reduced.

The perception that grade inflation exists is supported by the responses to item 28, which asked the officers to give their last FITREP rating. Of the 289 officers who answered the question, 245 (85%) reported having received the highest mark; and 37 (13%), the second highest mark. What limited variance there was in ratings was best predicted by regular/reserve status and rank.

---

[3]Supplement 1 to this report provides responses to all open-ended questions. Copies may be obtained by contacting the Navy Personnel Research and Development Center, Code 71.

Table 8

Contributed Comments on Characteristics of the Current FITREP System

Response Category	Frequency
Liked (Question 10a)	
Annual performance review, good feedback	6
Narrative evaluation section	4
Ranking	4
Copy to officer	3
Simple, easy to understand, very readable	2
Excellent counseling device	2
Other	7
Total	28
Disliked (Question 10b)	
Narrative subjective; lacks standards	10
Narrative should be limited	8
Ranking among peers	8
Words used in the narrative evaluation carries special ("secret") meaning	4
Rated traits are not the best choice	4
Forced grade inflation	4
Unfair to rank unlike billets	3
Not enough weight given to narrative evaluation by selection board	2
Other	10
Total	53

Item 12 listed nine possible methods for reducing grade inflation. Respondents were asked to (1) mark all those that they recommended and (2) indicate the three that they most recommended. Table 9, which provides results, shows that 46 percent of the respondents recommended putting more emphasis on the narrative section of the FITREP report and less on letter or number grades; and 40 percent, limiting the percentage of officers who can be put in the topmost grading blocks.

Sixty-seven officers listed additional recommendations for controlling inflation. These comments were collapsed into nine categories, which appear in Table 10. As shown, the most frequently recommended category was to force a distribution of ratings and monitor the rater's adherence to the distributional requirement (N = 16), followed by recommendations aimed at increasing objectivity (e.g., providing better definitions of marks, rating by the obtainment of specific goals, and the development of objective measures) (N = 10).

Table 9

Listed Methods for Reducing Grade Inflation

Method	Marked as Recommended (%)	Marked as One of Three Most Recommended (%)
Put more emphasis on narrative, less on letter/number grades	46	42
Limit the percentage of officers who can be put in the topmost grading blocks	40	40
Eliminate up-or-out aspect of promotion	37	31
Apply corrections to scores to compensate for the harshness or leniency of a given rater	40	29
Have person senior to rater review and sign report	31	19
Put more emphasis on letter/number grades, less on narrative	21	16
Impose penalties on raters who inflate	19	13
Use written tests to supplement the FITREP	21	11
Keep FITREPs secret	19	11

Note. A conservative standard error for these percentages is $\sqrt{\frac{(50)(50)}{300}} = 3$. A 95 percent confidence interval is ±6 percentage points.

Table 10

Methods Suggested by Respondents for Reducing Grade Inflation

Response Categories	Frequency
Force a distribution and monitor the raters	16
Develop objective measures, manage by results, provide better definition of each mark	10
Educate raters, stress honesty	6
Don't require the top rating to be promoted	6
Try a new system	6
Eliminate ratings and rank with similar personnel	3
Shorten the form	3
Develop different rating scales for different ranks	2
Other	15
Total	67

Of the responses to item 12, only one group difference was statistically significant (< .05). Twenty-five percent of the officers with much FITREP experience in their careers (26+ written) most recommended putting more emphasis on letter/number grades and less on the narrative, compared to 7 and 10 percent respectively of those with no or some experience. This finding is consistent with the way experience influences which system characteristics are most liked. A trend ($p = < .08$) toward group differences in attitudes concerning the narrative evaluation is also consistent with other results. Thirty-seven percent of officers with much experience in writing FITREPs most recommended putting greater emphasis on the narrative section, compared to 53 and 52 percent respectively of those with no and some experience. Finally, 25 percent of officers with much experience recommended eliminating the up-or-out aspect of promotion, compared to 41 and 42 percent of those with no or some experience. This difference was significant at the .10 level. In general, respondents feel that the problems with the evaluation form reside not so much in the form itself, but, rather, in how it is used and its lack of specificity.

Counseling

Items 13 through 16 addressed the counseling function of the evaluation system. In response to item 13, which asked whether the respondent, as a ratee, had been criticized due to a misunderstanding of the exact nature and priorities of his or her duties, 80 percent responded never or almost never. Understanding one's duties does not seem to be regarded as a problem. In response to item 14, which asked if the respondent, as a rater, had been critical of his/her subordinates for not understanding their duties, 62 percent responded never or almost never; 29 percent, infrequently; and 9 percent, frequently. From these responses, it appears that job clarification is not a pressing issue. However, when respondents were asked whether there should be a formal procedure for clarifying

the subordinate's duties (item 15), over 80 percent felt that there should be. The most likely explanation for this apparent discrepancy is that misunderstandings do occur, but they are taken in stride rather than as grounds for criticism of subordinates.

Finally, item 16 asked respondents to indicate, on a scale ranging from 1 to 12 months before the next FITREP was due, when formal discussions of assignment and periodic performance reviews should take place. Sixty-six percent said that assignment discussions should occur 12 months before the FITREP, and 42 percent that performance reviews should occur 6 months before the FITREP. Some officers inserted comments stating that another assignment meeting should be held when an officer departs command, regardless of when that happens. One comment was, "The FITREP should be no surprise to any officer, but quite often junior officers do not receive timely and regular feedback from their superiors."

The only difference among groups was that respondents with some experience in writing FITREPs (1-25) were more likely to put the performance review at 6 months than were those with much experience (26+).

Alternative Evaluation Systems

Item 17 asked respondents to indicate whether they preferred to have an open or a closed evaluation system, using a 5-point scale, ranging from strongly prefer an open system to strongly prefer a closed system. A closed system was defined as one where some or all of the report is not seen by the ratee. The present system is supposedly open, but some respondents noted on the questionnaire that they had not seen a FITREP in several years. Seventy-eight percent indicated they strongly preferred an open system; and 14 percent, that they preferred it, for a total of 92 percent. No one strongly preferred a closed system, even though some officers commented that a closed system would probably help curb grade inflation.

Item 18 asked respondents whether they favored or opposed adding a section to the FITREP to measure the ratee's perceived potential for future promotion. While this suggestion was not as heartily endorsed as an open system, it was also strongly favored. Forty-seven percent strongly favored a section on ratee potential and 33 percent favored it, for a total of 80 percent.

Items 19 through 23 presented five alternative rating formats and asked respondents to rate them on a 5-point scale ranging from very satisfactory to very unsatisfactory. Results, presented in Table 11, show that the current format, Blocks 51 and 52 of the FITREP, was most highly rated, with 76 percent of the respondents rating it as satisfactory or very satisfactory. In Block 51, the rater rates an officer on a 9-point slotted scale, with four slots in the high category, two in the middle category, and three in the low category. In Block 52, the rater enters his or her overall distribution of ratings given to officers of the same rank and designator within the current rating cycle.

Item 24 asked respondents to rank order the five options. Although an alternative format, called "total range of officer value" (item 20), received more first rankings than did the current format (92 vs. 84), the means of the rankings (see Table 11) were the same. This alternative format has a scale that runs from 1 to 45, which is intended to represent the value of the officer being rated in accomplishing the mission of the Navy, compared with that of other officers. Each rank encompasses 10 points, and overlaps the next rank by 3 points. For example, the designated range for the rank of ENS is from 1 to 10, while that for LTJG is from 8 to 17. Officers may be rated outside the designated range for their rank if the raters substantiate their reasons for doing so in writing.

Table 11

Alternative Evaluation systems

Format	Rating (Q19-23)			Ranking (Q24)
	Very Sat. or Sat. (%)	Undecided (%)	Unsat. or very Unsat. (%)	$\bar{X}$
Current Format (Blocks 51-52)	76	9	15	2.3
Total Range of Officer Value	51	25	24	2.3
Distance from Average	45	24	30	2.8
Local Distribution	47	22	31	3.2
Varying Promotion Rate	37	26	38	3.4

In items 20 through 24, officers were asked for their comments on the four alternatives to the current format, Blocks 51 and 52. Table 12 provides the frequency distribution of comment categories. As shown, the most frequent concerns were that (1) even if the alternative formats were used, there would still be grade inflation (N = 111, 24%), and (2) the alternatives are just minor word variations of the present form (N= 94, 20%). Officers expressed two concerns specific to the most popular alternative, "total range of officer value": (1) the substantiation requirement for out-of-rank scores would cause problems, and (2) the scale does not provide space for warrant officers or limited duty officers (LDOs). However, respondents also made a variety of positive comments about this format (N = 23). There were no differences in how these alternatives were evaluated by rank, officer community, regular/reserve status, gender, or experience in writing FITREPs.

Self-appraisal

Since the questionnaires were to be returned anonymously, officers were asked to indicate, on a scale of 1 to 1000, with 1000 representing the top performer and 500 the average, where (1) they would rate themselves among officers of their rank, (2) they felt the Navy (e.g., a selection board) would rate them, and (3) they thought the supervisor who completed their last FITREP would rate them (items 25-27). The results are provided in Table 13, along with the respondents' last FITREP rating (item 28). (Appendix D presents graphs of the distributions.) As shown, the highest rating is the supervisor rating; given the current inflation in FITREP ratings, this is probably an accurate reflection of supervisor leniency. The self rating is next, followed by the Navy rating. This ordering seems to indicate that officers (1) recognize that their supervisor's ratings are inflated, (2) feel their performance is outstanding but not as good as reflected by their supervisor, and (3) the Navy's recognition of their worth is high, but lower than they deserve. Half of the self-appraisal ratings were 900 or better; thus, 50 percent of the officers believe that

Table 12

Frequency of Comment Categories on Proposed Alternatives to Blocks 51 and 52

Comment Category	Total Range (Q. 20)	Distance from Average (Q. 21)	Local Distribution (Q. 22)	Varying Promotion Rate (Q. 23)	Total
There would still be grade inflation	46	30	12	23	111
Minor variation of the present or prior format	17	5	48	24	94
Good; miscellaneous positive comments	23	11	13	16	63
Bad; miscellaneous negative comments	10	15	10	21	56
Too subjective	5	8	7	10	30
Too difficult; confusing	4	5	0	10	19
Would help curb inflation; better able to differentiate	13	6	0	0	19
Lacks ranking among peers	7	3	0	0	10
Problems with definitions; specificity of categories	8	16	6	0	30
Substantiation requirement would cause problems	7	N/A	N A	N/A	7
Like setting standard for individual rater	N/A	16	N/A	N/A	16
Neutral comments	0	6	7	0	13
Total	140	121	103	104	468

Table 13

Self, Navy, Supervisor, and FITREP Ratings

Rating	N	Mean	Std. Dev.	Minimum	Maximum
Self	294	861	124	400	1000
Navy	290	830	158	300	1000
Supervisor	292	894	128	400	1000
Last FITREP[a]	289	1.2	.36	1	2

[a]Last FITREP ratings were collapsed into 2 categories: 2 if the highest rating was given, and 1 otherwise.

the Navy should evaluate them as in the top 10 percent of officers. As discussed on p. 21, high self-evaluations are a rather common research finding.

Table 14 shows that the intercorrelations among the self, Navy, and supervisor ratings range between .54 and .58, a relationship that is lower than might be expected if the 1 to 1000 scale had meaningful anchor points for the officers. As expected, supervisor ratings correlated higher with the last FITREP rating than did either the self rating or the Navy rating.

Table 14

Correlation Coefficients Between Ratings

Rating	Self	Navy	Supervisor	Last FITREP
Self	--	.58	.54	.35
Navy		--	.56	.36
Supervisor			--	.52
Last FITREP				--

Officer Comments

The last page of the questionnaire provided space for comments. Half the respondents chose to comment. Table 15, which provides the frequencies for comment categories, show that the most frequent remark was that the present evaluation system is satisfactory (N = 27) with no qualifications. The most laudatory comment was "The present system is effective. There is room to give all that is required to meet the spirit and intent." Another comment: "The present system is very good if used properly." Again, "The forms are not at fault. It is the attitude of people writing FITREPs that need changing."

In addition, 13 officers stated that the possible alternatives to the present sytem would not improve the evaluation process. The most frequent negative comment was that politics and personality affect evaluations too much (N = 9). Another area of concern related to the time consumed in preparing the FITREPs (N = 5).

Officers also commented on their experiences with the present evaluation system. These experiences help illuminate why some officers are disenchanted with the system. The following six quotes illustrate the concerns.

1. It is a well-known fact that most FITREPs are inflated to excess. A mediocre performer is two blocks to the left if he is board-eligible. Consequently, he is promoted as a below-average performer and remains below average. It is difficult to sell a low mark on an otherwise excellent performer whether officer or enlisted. As (an) individual progresses up the chain, he is comfortable in his belief that he has always been marked high in each trait. Now he becomes a department head and is a poor leader or administrator and in some cases both.

Table 15

Frequency of Comment Categories

Comment Category	Frequency
System in General	
Positive Comments:	
Present system is OK--no elaboration	27
The possible alternatives would not help (e.g., reduce inflation, increase fairness)	13
The best people get promoted	4
When the system is changed, the transition hurts officers; stop changing the system	4
	48
Negative Comments:	
Politics and personality affect evaluations too much	9
Present system is a problem--no elaboration	7
Bad experiences with the present system	6
Inflation is tough to eliminate; human nature; the system is not likely to improve	5
FITREPs are time-consuming; reduce or do not increase time; make simple as possible; reduce paperwork; OCR format is a pain	5
Officer speciality-specific problem	4
The best do not get promoted	2
Do not let one bad FITREP affect career	2
The system doesn't distinguish among performance quality	2
Concentrate on improving fairness and objectivity	2
	44
Problem Areas/Recommendations for FITREP	
Rater Characteristics:	
Educate raters, COs, ratees, etc.	6
Rater needs to be honest; "tell it like it is"	6
Have prior history of rating influence rating; compare to Navy standard	5
Have someone quality control FITREP (e.g., senior's senior, review board)	4
Lacks qualifications (e.g., passed over for promotion)	3
Hardnosed or "honest"	2
Have raters evaluated on how effectively they write FITREPs	2
Some raters have limited exposure to ratees	1
	29
Ratings:	
Define terms more precisely; provide a standard average	11
Ratings are inflated because rater does not want to hurt career	11
Ensure bell-shaped curve; force distribution	7
Ratings are inflated because rater does not want to hurt person (in open evaluation system)	4
	33
Rankings:	
Unfair due to comparison group	11
Statement of who the comparison group should include	11
Very important	7
Eliminate rankings	4
Affected by perceived value of the billet	1
	34

Table 15 (continued)

Comment Category	Frequency
Problem Areas/Recommendations for FITREP (Continued)	
Narrative:	
Cite/stress actual achievement; weight each achievement	9
Too influenced by word choice	5
Prefer more marks, less writing; standardize/objectify	4
Objectivity; format (e.g., bullets; short sentences; lists)	4
Very important	2
	24
Counseling/Feedback:	
More frequent; very important	7
Have ratee state his goals; rate himself; provide input	3
Open system needed; ensure signature of ratee on FITREP	2
Do not formalize	1
FITREP syould be privileged document between rater and ratee	1
Have immediate superior brief FITREP as well as CO	1
Separate counseling and promotion process	1
	16
Recommendations for Formats or Sections:	
A specific suggested format	9
No FITREP except for very top and bottom performers	3
All narrative FITREP	3
Additional attributes should be considered (e.g., potential)	3
Accelerated promotion block is a problem	1
Blocks 62-65 should be eliminated	1
	20
Other:	
Look at other military evaluation systems	7
Comments on this questionnaire	4
Ambiguous/confusing comment; not understood	2
Self-appraisal won't work	2
Up-or-out should be eliminated	1
Officer should be given option of NOT being considered for promotion wihtout being considered a passover	1
Selection boards need to spend more time evaluating each officer	1
One of two recommended for are awarded promotion	1
Get rid of nonperformers	1
Total	20
Overall total	268

2. My college GPA was utilized as the primary determinant for my initial linear number/year group standing. I have been in the rear of my year group every since, regardless of my excellent FITREPs and the board billets I've filled. The fact that an individual's annual performance grades could immediately affect one's relative seniority vis-a-vis selection board windows could radically alter the effort exerted by officers toward their jobs. (As to) Relative rankings inside a wardroom or office, I am in competition with men, aboard my current ship, who are all top performers. The bottom man will be sacrificed, irregardless (sic) of the fact that he is better than most others of his rank in the fleet. The rank and experience of my current CO might save the bottom LCDR or LT, but the next CO might not care enough to try (and the odds are he won't).

3. For 14 straight years, I have had 1 percent accelerated promotion FITREPs (except while in school). Plus last one was 1 percent regular promotion. The way the system now works that is enough to probably deny me a chance at flag rank. This is a B in my system. While a B would not change the end result, it would be more representative of what grading seniors want to say; that is, I am not sure I want to see this guy an admiral.

4. In 1978, with the new FITREPs, I was evaluated by a LCDR who went exactly by the form; that is, I received some 30 percent and 50 percent marks. As a result, I have not been able to get sea duty billets. Subsequent evaluations have been top 1 percent early promotion, at three different duty stations. I therefore think that a correction factor is needed to apply based upon the evaluating senior's mean rating. Many other junior officers assigned to this officer have also been hurt by his lack of inflation.

5. Under the current system, the only thing a FITREP can do is hurt you. If you receive a perfect FITREP, then you are on an equal footing with the bulk of the officer community. If, however, your reporting superior gives you an honest evaluation based on what each block of the FITREP says, then you are behind the power curve. I was told by my CO at SWOS that, if you don't get a perfect FITREP every time, forget it. If you do, then look at things like the dates and spelling because they're the only differences which can be used to judge FITREPs. Now, to me, this is the height of ridiculousness and renders the entire system invalid.

6. The system has been most abused by senior officers 06 and above. The system has been abused by most every officer I've seen for 19 years. The standard comment is the senior-most ratee in that grade gets the best mark or, if a man is up for board, he gets the highest marks. That only promotes the Peter Principal. I've heard that last statement for the past 10 years in every unit I've been in.

The two primary recommendations given by the respondents for ensuring that forms are used appropriately were to:

1. Provide more specific definitions of the performance standards; cite and stress actual achievements. Example comments: "Specific aspects of performance and personal trait sections need to be clarified." "Information should be promulgated via the basic instructions as to the marks considered to be average, above average, etc."

2. Provide more training to raters. Example comment: "All XOs/COs should be required to receive a briefing on what the current command selection boards are looking for in officers' FITREPs."

Ratings are inflated because the rating senior does not want to impede the career of his junior (N = 11). As long as a less-than-top rating can block promotion, a senior will be hesitant to give less than a top mark to any but the very poor officers.

DISCUSSION AND CONCLUSIONS

Officers responding to the questionnaire were fairly unanimous and consistent in what they liked and disliked about the present evaluation system. Recommended additions to the current form include a section on potential, a formal procedure for clarifying assigned duties, more detailed and specific definitions of the evaluation categories and performance standards, and a more structured narrative section. Yet, the alternative formats for Blocks 51 and 52 either were not understood or were not perceived as improvements, since no alternative was preferred over the current format. Only the "total range of officer value" scale was rated hightly enough to justify further evaluation. The ultimate usefulness of any new rating scale would have to be empirically determined.

From the write-in comments, one can conclude that the form used for FITREPs is not the critical concern. This finding is similar to the conclusion drawn by Lawler, Mohrman, and Resnick (1983):

> Our data strongly suggest that the answer to doing a performance appraisal well is in focusing on the process of the appraisal and on the organizational context in which the event takes place. This recommendation is in direct contrast to the emphasis that is usually placed on the form. (p. 21)

Grade Inflation

How much of a problem grade inflation presents depends on how the FITREP is used. The primary use of the FITREP is selection for promotion. For this purpose, inflation is not a problem at lower ranks where most people are promoted and the FITREP scores are less inflated. With an increase in rank, the percentage of personnel getting promoted decreases while the average FITREP score increases. When more people are rated in the top category than can be promoted, then other information must, of necessity, be considered. Lacking discriminating objective information, the "other" information may well be the choice of words in the narrative section, previous duty assignments, or other factors.

One prime reason why the FITREP scores are so inflated is the up-or-out policy. An officer twice passed over for promotion faces mandatory retirement. Up-or-out systems generate inflationary pressure on evaluations by tying performance ratings to professional survival. Dunne (1977) reviewed foreign officer evaluation systems and found that "seven out of nine that operate without an 'up-or-out' policy indicate an ability to control inflation." (p. 15) Similarily, the U.S. Coast Guard had a relatively inflation-free system until an up-or-out policy was adopted--the aftermath was almost instant inflation. The U.S. Civil Service has no up-or-out and very little inflation (Tate, 1978). In the Navy, superiors may not feel that officers they are rating have demonstrated the highest levels of performance but do not want to be responsible for wrecking subordinates' careers.

Up-or-out systems are generally born of need. In World War II, the Army found it necessary to abandon a 150-year-old policy of promotion by seniority because, as noted by General Eisenhower, senior officers "had to be replaced and gotten out of the way and

younger men had to come along and take over the job" (quoted by Harris, 1981). Although the prospects for eliminating the up-or-out system may be negligible at present, its probable role in the inflation plaguing military evaluations should be acknowledged. One of the respondents provided the interesting suggestion that officers should be given the option of not being considered for promotion without being considered a passover. This option would seem to circumvent the up-or-out system.

In addition to promotions, FITREPs are also used to select for commands and billets. Detailers use the data from Blocks 51 and 52 and the recommendation for early promotion in assigning officers (Morrison, Martinez, & Townsend, 1984). However, detailers anticipate promotion boards by placing quality people in career-required positions. Thus, detailing seems to be a preliminary promotion decision, laying the groundwork for career advancement.

The use of the FITREPs in promotion and assignment is required to meet the administrative needs of the service. Immediate uses within the organizational unit (e.g., to ensure high productivity, to identify strengths and weaknesses, to set goals, etc.) are not affected as much by the grade inflation noted in Blocks 51 and 52 because global ratings are less useful for counseling the ratee.

The nature of promotion decisions is quite dissimilar to that of counseling. Counseling requires data reflecting achievement of both day-to-day duties and long-range goals and is little affected by comparison with other officers. Promotion is, by necessity, comparative, and the attributes on which officers are compared must apply across the diverse roles that they fill. It may be an unacceptable compromise to try to fill both needs with one process and form. On the other hand, if two forms were used, they must be compatible or officers could receive contradictory feedback. However, where promotion is, at present, inexorably tied to up-or-out, the counseling process could be separated from this biasing factor. If counseling were to be done separately, contingencies would have to be applied to ensure that raters take the time to perform the task. For example, raters might have their own evaluations designed to reflect how well they counsel their staff.

Open Versus Closed Evaluation Systems

The officers participating in this survey perceived an open system as very desirable. The present system is designed to be open, with the ratee's signature required on the FITREP form. However, there are other aspects to an open system besides just knowing what marks one has received. Officers need to be informed about how the data are interpreted, what decisions are based on the results, and what data are used in making the decisions. They need to know who used which pieces of information for what purposes. Without objective knowledge, hearsay and myths tend to determine how the evaluation system is preceived--a perception that may be less favorable than the system deserves.

Self-appraisals

In the present survey, self-appraisals were gathered as a matter of interest rather than as a plausible means of performance evaluation. However, the use of self-appraisals in rating ability and work performance has its advocates (e.g., Levine, 1978). Most research, however, indicates that such evaluations are inaccurate (e.g., DeNisi & Shaw, 1977; Svenson, 1981; Larwood & Whittaker, 1977). Thornton (1980), after reviewing the literature, concluded that self-appraisals of job performance show more leniency, less variability, and less discriminant validity than do appraisals by supervisors and peers.

Mabe and West (1982), in a review of 52 studies, found a mean validity coefficient of only .29 when self-evaluations were compared with measures of work performance.

Self-enhancement seems to be one source of inaccuracy. A study at General Electric found that the average employee's self-estimate placed him at the 77th percentile (Thompson & Dalton, 1977). Only 2 out of 92 employees rated their performance below average. In the current survey, 55 percent of the officers rated themselves above the 90th percentile. While the source of such bias remains fertile ground for investigation (Zuckerman, 1979), it appears that self-appraisals would certainly not reduce grade inflation.

RECOMMENDATIONS

Based on the results of this effort and those noted in Larson and Rimland (1984), it is recommended that the Navy's FITREP system be modified as follows:

1. Implement a beginning-of-year assignment conference and midyear assignment review conference between the ratee and the reporting senior, to be held 12 and 6 months prior to the FITREP completion date. These interviews are intended to ensure mutual and clear understanding of the subordinate's duties and priorities. While such circumstances as change of command or reassignment of an officer may require some reschedulings, this could easily be be provided for in implementing instructions. A proposed assignment conference form appears in Appendix A, Figure A-3.

2. Revise the appraisal worksheet by providing expanded definitions of the traits.

3. Revise the current FITREP form by (a) reducing space for the narrative, (b) requiring that the narrative describe specific accomplishments, (c) implementing an "evaluation of potential" section, (d) deleting Blocks 53-56 and 77-79 ("trend of performance" and "weaknesses discussed"), and (e) including the "total range of officer value" scale on an experimental basis.

4. Develop rater profiles for the "evaluation of potential" section, with a feedback and enforcement mechanism for dealing with flagrant inflators.

5. Introduce all changes with a significant educational campaign, beginning several months prior to actual system changes.

6. Initiate preliminary research directed toward developing an interactive computer graphics system that would enable selection boards to make on-line inquires of a data base consisting of all FITREP data for ratees.

7. Make more use of provisions in the recently enacted Defense Officer Personnel Management Act (DOPMA) enabling selective waiver of the up-or-out system. These provisions should be broadened to permit a larger range of exceptions to up-or-out. Such policy modifications will become increasingly important as large numbers of officers become involved in narrow but vitally important areas of specialization (e.g., computer technology).

REFERENCES

DiNisi, A. S., & Shaw, J. B. Investigation of the uses of self-reports of abilities. Journal of Applied Psychology, 1967, 5, 641-644.

Dunne, E. J. A reasoned approach to officer evaluation (TR 77-7). Wright-Patterson AFB, Ohio: Air Force Institute of Technology, August 1977.

Harris, B. H. At long last: DOPMA...how long will it last? Naval Institute Proceedings, September 1981, 129-131.

Larson, G. E., & Rimland, B. Officer performance evaluation system: Lessons learned from experience (NPRDC TR 85-6). San Diego: Navy Personnel Research and Development Center, November 1984.

Larwood, L., & Whittaker, W. Managerial myopia: Self-serving biases in organizational planning. Journal of Applied Psychology, 1977, 62(2), 194-198.

Lawler, E. E., Mohrman, A. M. Jr., & Resnick, S. M. Performance appraisal revisited. Los Angeles: University of Southern California Graduate School of Business Administration, March 1983.

Levine, E. L. Self assessment for personnel selection: Bane or boon? Public Personnel Management, 1978, 7(4), 230-235.

Mabe, P. A., & West, S. G. Validity of self-evaluation of ability: A review and meta-analysis. Journal of Applied Psychology, 1982, 67(3), 280-296.

McGregor, D. An uneasy look at performance appraisal. Harvard Business Review, September-October 1972, 133-138.

Morrison, R. F., Martinez, C., & Townsend, F. W. Officer career development: Description of aviation assignment decisions in the antisubmarine warfare (ASW) patrol community (NPRDC TR 84-31). San Diego: Navy Personnel Research and Development Center, March 1984. (AD-A139 547)

Svenson, O. Are we all less risky and more skillful than our fellow drivers? Acta Psychologica, 1981, 47(2), 143-148.

Tate, G. W. Behavioral effects of officer evaluation in the U.S. Army. Carlisle Barracks, PA: U.S. Army War College, May 1978.

Thompson, P. H., & Dalton, G. W. Performance appraisal: Managers beware. Harvard Business Review, January-February 1970, 149-157.

Thornton, G. C. Psychometric properties of self-appraisals of job performance. Personnel Psychology, 1980, 33, 263-271.

Zuckerman, M. Attribution of success and failure revisited, or: The motivational bias is alive and well in attribution theory. Journal of Personality, 1979, 47(2), 245-287.

APPENDIX A

EXAMPLES OF PERFORMANCE RATING FORMS

Page

Current Report on the Fitness of Officers A-1
Current Appraisal Work Sheet A-3
Proposed Assignment Conference Form A-6

REPORT ON THE FITNESS OF OFFICERS

1. NAME (LAST, FIRST, MIDDLE) | 2. GRADE | 3. DESIG. | 4. SSN

5. ACDUTRA/ TEMAC | 6. UIC | 7. SHIP/STATION | 8. DATE REPORTED

OCCASION FOR REPORT: 9. PERIODIC | 10. DETACHMENT OF REPORTING SENIOR | 11. DETACHMENT OF OFFICER | PERIOD OF REPORT 12. FROM: | 13. TO:

TYPE OF REPORT: 14. REGULAR | 15. CONCURRENT | 16. SPECIAL | 17. OPS CDR | BASIS FOR OBSERVATION 18. CLOSE | 19. FREQUENT | 20. INFREQUENT

21. EMPLOYMENT OF COMMAND (CONTINUED ON REVERSE SIDE OF RECORD COPY) | 22. DAYS OF COMBAT

23. REPORTING SENIOR (LAST NAME, FI, MI) | 24. TITLE | 25. GRADE | 26. DESIG. | 27. SSN

28. DUTIES ASSIGNED (CONTINUED ON REVERSE SIDE OF RECORD COPY)

SPECIFIC ASPECTS OF PERFORMANCE (TYPE IN OCR CODE LETTER FROM WORK SHEET)
29. GOAL SETTING & ACHIEVEMENT | 30. SUBORDINATE MANAGEMENT & DEVELOPMENT | 31. WORKING RELATIONS | 32. EQUIP & MATERIAL MANAGE | 33. NAVY ORGAN. SUPPORT

A
34. RESPONSE IN STRESSFUL SITUATIONS | 35. EQUAL OPPORTUNITY | 36. SPEAKING ABILITY | 37. WRITING ABILITY

WARFARE SPECIALTY SKILLS (FROM OCR WORK SHEET)
38. SEAMANSHIP | 39. AIRMANSHIP | 40. WATCH STANDING | 41. | 42. | 43.

44. SUBSPECIALTY CODE | REQUIRED BY BILLET 45. YES | 46. NO | UTILIZATION 47. FREQUENT | 48. INFREQUENT | 49. NONE | (WORK SHEET CODE) 50. PERFORMANCE

MISSION CONTRIBUTION	NOT OBS	HIGH	MID	LOW	MARG.	UNSAT*
51. EVALUATION						
52. SUMMARY						

TREND OF PERFORMANCE: 53. FIRST REPORT | 54. CONSISTENT | 55. IMPROVING | 56. DECLINING*

B
DESIRABILITY (TYPE IN OCR CODE FROM WORK SHEET)
57. COMMAND | 58. OPERATIONAL | 59. STAFF | 60. JOINT/OSD | 61. FOREIGN SHORE

RECOMMENDATION FOR PROMOTION: 62. EARLY | 63. REGULAR | 64. NO* | RANKING FOR EARLY PROMOTION 65. NUMBER RECOMMENDED | 66. RANKING

PERSONAL TRAITS (TYPE IN OCR CODE FROM WORK SHEET)
67. JUDGMENT | 68. IMAGINATION | 69. ANALYTIC ABILITY | 70. PERSONAL BEHAVIOR | 71. FORCEFULNESS | 72. MILITARY BEARING

C
73. | 74. | 75. | 76.

WEAKNESSES DISCUSSED?
77. NONE NOTED | 78. YES | 79. NO* | STATEMENT 80. NOT DESIRED | 81. ATTACHED

D
82. SIGNATURE OF OFFICER EVALUATED: (IAW BUPERS INST. 1611-12-SERIES). "I ACKNOWLEDGE THAT I HAVE SEEN THIS REPORT, HAVE BEEN APPRISED OF MY PERFORMANCE AND RIGHT TO MAKE A STATEMENT."

E
83. DATE FORWARDED | 84.
85. SIGNATURE OF REPORTING SENIOR

F
86. DATE FORWARDED
87. SIGNATURE OF REGULAR REPORTING SENIOR ON CONCURRENT AND CONCURRENT/SPECIAL REPORT

NAVPERS 1611/1 (REV. 5-77) S/N 0106-LF-016-1100

☆ U.S. GOVERNMENT PRINTING OFFICE: 1977 — 240-818/015

WORK SHEET

Figure A-1. Report on the Fitness of Officers

21. EMPLOYMENT OF COMMAND (Continued)

26. DUTIES ASSIGNED (Continued)

28. COMMENTS. Particularly comment upon the officer's overall leadership ability, personal traits not listed on the reverse side, and estimated or actual performance in combat. Include comments pertaining to unique skills and distinctions that may be important to career development and future assignment. A mark in boxes with an asterisk (*) indicates adversity and supporting comments are required.

Figure A-1 (Continued)

NAVPERS 1611/1W (REV. 3-80) S/N 0106-LF-016-1106 APPRAISAL WORK SHEET

1. NAME (Last, First, Middle)	2. GRADE	3. DESIG	4. SSN

5. ACDUTRA TEMAC	6. UNIT ID CODE	7. SHIP OR STATION	8. DATE REPORTED

OCCASION OF REPORT
9. ☐ PERIODIC 10. ☐ DETACHMENT OF REPORTING SENIOR 11. ☐ DETACHMENT OF OFFICER

PERIOD OF REPORT
12. FROM: 13. TO:

TYPE OF REPORT
14. ☐ REGULAR 15. ☐ CONCURRENT 16. ☐ SPECIAL 17. ☐ OPS CDR

BASIS FOR OBSERVATION
18. ☐ CLOSE 19. ☐ FREQUENT 20. ☐ INFREQUENT

21. EMPLOYMENT OF COMMAND *(Summarize major activities of command during this reporting period: do not use code names, unusual or extreme abbreviations.)* 22. DAYS OF COMBAT

23. REPORTING SENIOR	24. TITLE	25. GRADE	26. DESIG.	27. SSN

GENERAL INSTRUCTIONS

This Appraisal Work Sheet is designed to serve two purposes: First to assist in preparation of the OCR Sheet/Record copy, and second to provide guidelines for the performance appraisal discussion.

All evaluations made in this report shall be in comparison with officers of the same grade, competitive category (i.e., unrestricted line with unrestricted line, supply corps with supply corps, etc.), and approximate time in grade whom you have known.

Due to space limitations of the OCR Sheet, it is necessary to transcribe evaluation marks assigned in the various ranges, into corresponding OCR code letters for certain items. To prevent transcription error, an OCR code letter box has been provided for each of these items to facilitate transfer of the information to the OCR Sheet.

General comments are required in item 86. Any mark in boxes with an asterisk (*) indicates adversity and supporting comments are required in item 84. The officer receiving adverse marks must be informed of such and be given the opportunity to make a statement.

28. DUTIES ASSIGNED. *(Identify principal duties assigned, primary collateral duties and watch qualifications, indicating number of months assigned each during the period of report. Indicate inclusive dates of period of non-availability due to hospitalization, temporary additional duty, and leave and travel between duty stations. For reports based on other than "Close Observation," indicate after primary duty the number of months duties assigned followed by the number of months duties were performed physically separated from the reporting senior, if available (e.g., 6/4). These duties along with command mission should be discussed with the officer early in the reporting period. (Refer to BUPERS Inst 1611.12 Series for OCR Copy Entry.))*

SPECIFIC ASPECTS OF PERFORMANCE. *(The following items are specific aspects of performance. Each aspect has the sub-terms listed below it to assist in defining it and to provide guidelines for the performance appraisal discussion. As you evaluate the officer on each performance aspect, review the sub-terms and place marks in the appropriate boxes to the right of each sub-term. The marks in the sub-term boxes are guidelines only. The work sheet is retained by the reporting senior for the performance appraisal discussion. It is not forwarded with the OCR Sheet. After reviewing the sub-terms and indicating strengths and areas requiring greater emphasis, select appropriate block from the scale below and place the appropriate transcription code letter in the OCR code letter box to the right of each item for transfer to the OCR Sheet, items 29 through 37.)*

TRANSCRIPTION CODE	N	A	B	C	D	E	F	G	H	I
RANGE	N.A./ N.O.	HIGH				MID		LOW		
									MARG	UNSAT*

	N.A./ N.O.	A NOTEWORTHY STRENGTH	AN ASSET	NEEDS GREATER EMPHASIS	OCR CODE LETTER
29. GOAL SETTING AND ACHIEVEMENT					☐
A. PURSUES PROFESSIONAL DEVELOPMENT IN POSITIVE AND FORCEFUL MANNER.					
B. IS MEETING PROFESSIONAL QUALIFICATION STANDARDS IN TIMELY FASHION.					
C. DEMONSTRATES HIGH STANDARDS OF EXCELLENCE IN PERSONAL ACHIEVEMENTS.					
D. DEFINES REALISTIC GOALS.					
E. DEVELOPS PLANS AND PRIORITIES.					
F. INVOLVES SUBORDINATES IN PLANNING.					
G. RESPONDS POSITIVELY TO CHANGING CIRCUMSTANCES.					
H. EFFECTIVELY ACHIEVES GOALS.					
NOTE: FOR COMMANDERS, COMMANDING OFFICERS AND OFFICERS-IN-CHARGE, THE FOLLOWING CONSIDERATIONS IN ADDITION TO THE ABOVE WILL BE MADE AS APPROPRIATE:					
I. DEVELOPS UNIT GOALS CONSISTENT WITH THE OBJECTIVES OF HIGHER AUTHORITY.					
J. ESTABLISHES REALISTIC PRIORITIES AMONG UNIT GOALS AND ACHIEVES A PROPER BALANCE OF EFFORT EXPENDED BETWEEN SHORT TERM AND LONG TERM OBJECTIVES.					
K. EFFECTIVELY UTILIZES AVAILABLE RESOURCES IN UNIT GOAL ATTAINMENT.					
30. SUBORDINATE MANAGEMENT AND DEVELOPMENT					☐
A. ESTABLISHES SUITABLE AND CONSISTENT POLICIES.					
B. CONSIDERS THE IDEAS AND SUGGESTIONS OF SUBORDINATES.					
C. IS EFFECTIVE IN PERSONAL SUPERVISION.					
D. DELEGATES AUTHORITY COMMENSURATE WITH SUBORDINATES' CAPABILITIES.					
E. UNDERSTANDS, USES AND ENCOURAGES EFFECTIVE PRINCIPLES OF LEADERSHIP.					
F. DEMONSTRATES THE ABILITY TO INSPIRE AND LEAD.					
G. DISPLAYS INTEGRITY AND MORAL COURAGE					
H. ACHIEVES POSITIVE RETENTION RESULTS.					
I. ENSURES PROPER POSITION MANAGEMENT; I.E., ECONOMICAL ETRUCTURING OF THE ORGANIZATION.					
J. ENSURES CIVILIAN POSITIONS ARE PROPERLY CLASSIFIED; I.E., COMPLETE AND ACCURATE, BUT UNINFLATED, POSITION DESCRIPTIONS THAT HAVE BEEN SUBMITTED TO PROPER AUTHORITY FOR CLASSIFICATION AND HAVE BEEN PERIODICALLY REVIEWED AS REQUIRED BY REGULATIONS; PROMPT ACTION TO ELIMINATE ANY OVERGRADED SITUATIONS.					
NOTE FOR COMMANDERS, COMMANDING OFFICERS AND OFFICERS-IN-CHARGE, THE FOLLOWING CONSIDERATIONS IN ADDITION TO THE ABOVE WILL BE MADE AS APPROPRIATE					
K. PLACES SUBORDINATES IN CHALLENGING SITUATIONS TO DEVELOP THEIR ABILITIES.					
L. EFFECTIVELY ACHIEVES PERSONNEL READINESS OBJECTIVES INCLUDING RETENTION					
M. DEVELOPS OR MAINTAINS EFFECTIVE AND PROFESSIONAL QUALIFICATION PROGRAMS WHICH RESULT IN A HIGH LEVEL OF READINESS AMONG ALL PERSONNEL INCLUDING NAVAL RESERVE AUGMENTATION PERSONNEL.					

Figure A-2. Current appraisal work sheet.

31. WORKING RELATIONS				
A. CONTRIBUTES TO UNIT'S MORALE.				
B. COOPERATES HARMONIOUSLY WITH OTHERS.				
C. ENCOURAGES SUBORDINATES' INITIATIVES IN ACCOMPLISHING WORK.				
D. GIVES PERSONAL COUNSELING AND TIMELY PERFORMANCE APPRAISAL.				
E. ENCOURAGES TWO-WAY COMMUNICATIONS.				
F. ENSURES GOOD EMPLOYEE AND LABOR RELATIONS, I.E., SENSITIVE AND EFFECTIVE LEADERSHIP IN DEALING WITH INDIVIDUAL EMPLOYEES, AND WITH EMPLOYEE ORGANIZATIONS WHERE APPLICABLE.				
G. ENSURES GOOD UTILIZATION OF EMPLOYEES; I.E., GETTING THE BEST EFFORT AND PERFORMANCE FROM EMPLOYEES, DEVELOPING CAPABLE EMPLOYEES, INCREASING PRODUCTIVITY.				
NOTE: FOR COMMANDERS, COMMANDING OFFICERS AND OFFICERS-IN-CHARGE, THE FOLLOWING CONSIDERATIONS IN ADDITION TO THE ABOVE WILL BE MADE AS APPROPRIATE:				
H. PROMOTES A SPIRIT OF TEAMWORK AMONG ALL PERSONNEL.				
I. PROVIDES COMMAND PRESENCE WHILE DISPLAYING A WORKING KNOWLEDGE OF ALL FUNCTIONAL AREAS AND ASSIGNED PERSONNEL.				
J. SUSTAINS HIGH MORALE WHILE ACCOMPLISHING MISSION.				
32. EQUIPMENT AND MATERIAL MANAGEMENT				
A. IS FAMILIAR WITH EQUIPMENT CAPABILITIES.				
B. CONSIDERS ECONOMY IN EQUIPMENT AND MATERIAL MANAGEMENT.				
C. ENCOURAGES RESOURCEFULNESS IN MATERIAL UTILIZATION.				
D. IS COMMITTED TO IMPROVEMENT OF WORKING AND LIVING ENVIRONMENT.				
E. SUPPORTS ORGANIZED MAINTENANCE PROGRAMS				
NOTE: FOR COMMANDERS AND COMMANDING OFFICERS OF OPERATIONAL UNITS AND DIRECT MATERIAL SUPPORT ACTIVITIES (ITEMS AS APPLICABLE).				
A. ACTIVELY PROSECUTES MATERIAL IMPROVEMENT PROGRAMS.				
B. HAS DETAILED KNOWLEDGE OF MATERIAL CONDITION AND READINESS OF UNIT(S) AS A RESULT OF FREQUENT AND THOROUGH INSPECTIONS SUPPORTED BY A SOUND CORRECTIVE ACTION FOLLOW-UP PROGRAM.				
C. CONDUCTS EFFECTIVE TRAINING PROGRAM IN PROPER OPERATING/MAINTENANCE PROCEDURES, INSPECTION TECHNIQUES AND CORRECTIVE ACTION METHODS.				
D. HAS IMPROVED OR MAINTAINED A HIGH STATE OF MATERIAL CONDITION AND READINESS. (CONSIDERATION SHOULD BE GIVEN TO AGGREGATE OF RESULTS OBTAINED IN INSPECTIONS SUCH AS: NUCLEAR WEAPONS INSPECTIONS (NTPI, NWAII, INSURV, 600 PSI/1200 PSI/NUCLEAR PROPULSION EXAMINING BOARDS, COMBAT SYSTEMS READINESS TESTS (CSRT), REFTRA/SHAKEDOWN, 3M-INSPECTIONS, AND OPERATIONAL READINESS INSPECTIONS/ EXAMINATIONS (ORI, ORE).)				
E. KEEPS SENIORS INFORMED OF UNIT'S MATERIAL CONDITION AND READINESS THROUGH TIMELY AND ACCURATE SUBMISSION OF REQUIRED REPORTS SUCH AS CASREPTS AND FORSTAT MOBILITY RATING REPORTS.				
F. EFFECTIVELY ACHIEVES MATERIAL IMPROVEMENT TARGETS WITHIN RESOURCE/PRIORITY ALLOCATIONS.				
33. NAVY ORGANIZATION SUPPORT				
A. EXHIBITS POSITIVE ATTITUDE TOWARD ALL COMPONENTS OF THE NAVY ESTABLISHMENT (ACTIVE, RESERVE AND CIVILIAN).				
B. OBSERVES TWO-WAY CHAIN OF COMMAND.				
C. SEEKS AND ACCEPTS RESPONSIBILITY.				
D. USES AUTHORITY PROPERLY.				
E. ENSURES COMPLIANCE WITH APPLICABLE CIVILIAN PERSONNEL REGULATIONS.				
NOTE: FOR COMMANDERS, COMMANDING OFFICERS AND OFFICERS-IN-CHARGE, THE FOLLOWING CONSIDERATIONS IN ADDITION TO THE ABOVE WILL BE MADE AS APPROPRIATE				
F. INSPIRES POSITIVE NAVY IMAGE IN BOTH MILITARY AND CIVILIAN ENVIRONMENTS.				
G. DEMONSTRATES AWARENESS OF ORGANIZATIONAL RELATIONSHIPS BEYOND THE IMMEDIATE CHAIN OF COMMAND.				
H. GIVES POSITIVE SUPPORT TO DECISIONS OF HIGHER AUTHORITY.				
34. RESPONSE IN STRESSFUL SITUATIONS				
A. RECOGNIZES POTENTIAL HAZARDS.				
B. RETAINS COMPOSURE AND EFFECTIVENESS.				
C. ACTS WITH TENACITY THAT OVERCOMES DISCOURAGEMENT.				
D. ACTS DECISIVELY.				
E. TAKES EFFECTIVE ACTION.				
NOTE: FOR COMMANDERS, COMMANDING OFFICERS AND OFFICERS-IN-CHARGE, THE FOLLOWING CONSIDERATIONS IN ADDITION TO THE ABOVE WILL BE MADE AS APPROPRIATE.				
F. INSTILLS CONFIDENCE AMONG SUBORDINATES.				
G. TAKES TIMELY AND INNOVATIVE ACTIONS.				
H. EFFECTIVELY PRIORITIZES RESPONSES TO MULTIPLE CONTINGENCIES.				
35. EQUAL OPPORTUNITY				
A. TAKES EFFECTIVE ACTION TO INCREASE ONE'S OWN RACIAL AWARENESS AND THAT OF SUBORDINATES.				
B. INITIATES ACTION IN SUPPORTING THE NAVY'S EQUAL OPPORTUNITY GOALS, PROGRAMS AND DIRECTIVES, INCLUDING THE COMMAND'S AFFIRMATIVE ACTION PLAN.				
C. CONSIDERS MINORITY GROUPS IN PLANNING AND IMPLEMENTATION OF PERSONNEL ACTIONS.				
D. ACTIVELY SEEKS TO ELIMINATE RACISM AND SEXISM IN THE ORGANIZATION.				
E. ENSURES EQUAL OPPORTUNITY TO ALL IN HIRING, TRAINING, DEVELOPING, AND PROMOTING EMPLOYEES, WITH PROPER ATTENTION TO AFFIRMATIVE ACTION GOALS.				
NOTE: FOR COMMANDERS, COMMANDING OFFICERS AND OFFICERS-IN-CHARGE, THE FOLLOWING CONSIDERATIONS IN ADDITION TO THE ABOVE WILL BE MADE AS APPROPRIATE				
F. ACTIVELY SUPPORTS EQUAL OPPORTUNITY PROGRAMS.				
G. HAS DEVELOPED OR MAINTAINED EFFECTIVE TRAINING PROGRAMS WHICH HAVE RESULTED IN A HIGH LEVEL OF PERSONNEL ACTIONS.				
H. HAS DETAILED KNOWLEDGE OF THE EQUAL OPPORTUNITY ENVIRONMENT WITHIN THEIR UNIT(S) AS A RESULT OF CONTINUOUS COMMUNICATION WITH ALL LEVELS OF COMMAND.				
I. EFFECTIVELY ACHIEVES AFFIRMATIVE ACTION GOALS WITHIN RESOURCE/PRIORITY ALLOCATIONS.				

Figure A-2 (Continued)

NAVPERS 1611/TW (REV. 3-80)

36. ABILITY TO SPEAK IN AN EFFECTIVE MANNER ☐ OCR CODE LETTER

37. ABILITY TO WRITE IN AN EFFECTIVE MANNER ☐ OCR CODE LETTER

WARFARE SPECIALTY SKILLS *(Demonstrated proficiency and knowledge in executing his warfare specialty. Indicate evaluation in each applicable skill area by selecting appropriate block from the scale and place the transcription code letter in the OCR code letter box.)*

TRANSCRIPTION CODE									
N	A	B	C	D	E	F	G	H	I
N.A./ N.O.	HIGH				MID		LOW		
								Marg	Unsat*

RANGE

		OCR CODE LETTER
SEAMANSHIP	38.	
AIRMANSHIP	39.	
WATCH STANDING	40.	

41., 42., 43. *(LEAVE BLANK ON OCR FORM)*

SUBSPECIALTY *(Complete if applicable)*

SUBSPECIALTY CODE *(Enter subspecialty code from latest ODCR)*

44. _____

SUBSPECIALTY REQUIRED BY BILLET *(Indicate whether billet is subspecialty coded)*

45. ☐ YES 46. ☐ NO

SUBSPECIALTY UTILIZATION *(Indicate degree of utilization of subspecialty)*

47. ☐ FREQUENT 48. ☐ INFREQUENT 49. ☐ NONE

SUBSPECIALTY PERFORMANCE *(Indicate evaluation of subspecialty performance by selecting appropriate block from the scale in WARFARE SPECIALTY SKILLS and place the transcription code letter in the OCR code letter box.)* OCR CODE LETTER 50. ☐

MISSION CONTRIBUTION *(Evaluate the officer's performance with regard to contributions to the unit's mission, including effective integration of personnel and the mission and completion of assigned tasks.)*

EVALUATION *(Indicate evaluation by placing an "x" in appropriate box and provide supporting comments in section 88 emphasizing how well the officer contributed to mission accomplishment while effectively integrating personnel and the mission.)*

SUMMARY DISTRIBUTION *(Enter the total of all officers of this rank and competitive category marked in each corresponding block of item 51 on reports submitted by you on this occasion. Enter 0 for none. Include this officer in the summary. Include Regular, Concurrent, and Special Reports submitted by you on officers of this rank on this occasion.)*

RANGE	NOT OBS	HIGH				MID		LOW			
										Marg	Unsat*
51. EVALUATION											
52. SUMMARY											

TREND OF PERFORMANCE *(since last report)*

53. ☐ First Report 54. ☐ Consistent 55. ☐ Improving 56. ☐ Declining*

DESIRABILITY *(Indicate your attitude toward having this officer under your command in the following categories of assignment. Select the transcription code letter, corresponding to the relevant description, and place it in the OCR code letter box.)*

	OCR CODE LETTER		OCR CODE LETTER
57.	☐ Command	60.	☐ Joint/OSD
58.	☐ Operational	61.	☐ Foreign Shore
59.	☐ Staff		

DESIRABILITY	N.A./ N.O.	PARTIC. DESIRE		PREFER		PLEASED		SAT.		PREFER NOT*
TRANSCRIPTION CODE	N	A	B	C	D	E	F	G	H	I

RECOMMENDATION FOR PROMOTION *(As a consequence of this officer's exhibited performance and potential during this evaluation period I would recommend (indicate recommendation by "x" in appropriate box.))*

62. ☐ Early Promotion 63. ☐ Regular Promotion 64. ☐ No Promotion*

IF THIS OFFICER IS RECOMMENDED FOR EARLY PROMOTION *(rank with all officers of the same grade and competitive category recommended for early promotion during the reporting period. Indicate total number of such officers in the "number recommended" box. Indicate this officer's ranking the the "ranking" box. If the officer is 2 of 3 place a "2" in the "ranking" box, if 1 of 1, place a "1" in the box.)*

65. ☐ Number Recommended 66. ☐ Ranking

PERSONAL TRAITS *(How do you rate this officer in exhibiting the following qualities? Indicate evaluation by selecting appropriate block from the scale in WARFARE SPECIALTY SKILLS and place the transcription code letter in the boxes provided.)*

67. ☐ Judgment *(Sound reasoning, develops logical conclusions)*

68. ☐ Imagination *(Resourcefulness, creativeness, constructive planning)*

69. ☐ Analytical ability *(Logical discrimination between assumption and fact)*

70. ☐ Personal behavior *(Demeanor, sociability and public behavior)*

71. ☐ Forcefulness *(Positive and enthusiastic performances of duty)*

72. ☐ Military bearing *(Smartness of appearance, correctness of uniform, physical fitness, adherence to weight standards must be taken into consideration)*

(LEAVE BLANK ON OCR FORM) 73. ☐ 74. ☐ 75. ☐ 76. ☐

WEAKNESSES *(Significant weakness should be discussed with the officer. Has this been done?)*

77. ☐ None Noted *(Significant)* 78. ☐ Yes 79. ☐ No*

80./81. STATEMENT *(The officer shall either indicate that a statement is attached or the desire not to make a statement.)*

82. SIGNATURE OF OFFICER EVALUATED *(IAW BUPERS INST 1611.12 series)*

83. DATE FORWARDED *(Date reporting senior signed and forwarded report.)*	84. INACTIVE NAVAL RESERVE ONLY	85. SIGNATURE OF REPORTING SENIOR
86. DATE FORWARDED *(Date regular reporting senior signed and forwarded concurrent/special report)*	87. SIGNATURE OF REGULAR REPORTING SENIOR ON CONCURRENT AND CONCURRENT/SPECIAL REPORT.	

88. COMMENTS *(Particularly comment upon the officer's overall leadership ability, personal traits not listed above, and estimated or actual performance in combat. Include comments pertaining to unique skills and distinctions that may be important to career development and future assignment. A mark in boxes with an asterisk (*) indicates adversity and supporting comments are required.)*

Figure A-2 (Continued)

ASSIGNMENT CONFERENCE FORM

PART I. TO BE FORWARDED WITH THE OFFICER FITNESS REPORT

1. Name (First, Last, MI)	2. Grade	3. Design.	4. SSN

5. ACDUTRA/TEMAC	6. UIC	7. Ship/Station	8. Date Reported

9. To be jointly completed by senior and subordinate officers. List, as specifically as possible and in order of priority, the duties and responsibilities of the subordinate officer.

10. Signature of subordinate officer: "I understand that the above duties constitute a major part of my task."	11. Signature of reporting senior:
Date	Date

MIDTERM REVIEW - to be conducted midway through the rating period. If revision of the duties specified in section 9 is necessary, write "REVISED" in bold letters across this form, fill out a new form, and attach the new form to the back of this form.

12. Signature of subordinate officer: "I certify that I have been counselled concerning my accomplishment of duties to date."	13. Signature of reporting senior:
Date	Date

Figure A-3. Proposed assignment conference form.

PART II. TO BE RETAINED BY
THE REPORTING SENIOR. NOT TO
ACCOMPANY THE FITNESS REPORT

1. To be completed by the rated officer. List on this form your accomplishments during the rating period, and arrange to meet with your senior officer several weeks before the end of the rating period to review your performance. Submit this document at that time.

Signature of rated officer Date

Figure A-3. (Continued).

APPENDIX B

SUMMARY OF OFFICER PERFORMANCE EVALUATION SYSTEMS: LESSONS LEARNED FROM EXPERIENCE (NPRDC TR 85-6)

SUMMARY OF OFFICER PERFORMANCE EVALUATION SYSTEMS: LESSONS LEARNED FROM EXPERIENCE (NPRDC TR 85-6)

Despite the time and attention devoted to the task of providing fair, objective, and administrative usable assessments of officers, it is widely acknowledged that the officer appraisal systems leave much to be desired. Rating inflation, the systematic practice of assigning ratings higher than those deserved, is the most serious source of error in performance appraisal. The major reasons for inflation are considered to be:

1. Reluctance to impair the motivation of subordinates.

2. The supposition that overall competency in the officer corps may currently be higher than in the past.

3. The opinion that one's own subordinates are better than average.

4. Unwillingness to sacrifice a subordinate to the "up-or-out" promotion policy.

5. Concern that leniency on the part of other raters will put one's own subordinates at a disadvantage.

6. Desire to enhance group cohesion.

7. Recognition that rewards are severely limited in a military environment.

A great many methods have been applied in the effort to curb inflation. All have been failures, some spectacularly so, largely because they either created confusion or mandated complicance with rigid standards that resulted in large numbers of officers receiving ratings below their expectations. Among the more noteworthy failures was the Army's forced-choice system (1947-1950), which was also briefly used by the Air Force. The forced-choice procedure required the rater to evaluate the ratee by choosing, from sets of four words or phrases, the two words or phrases most descriptive of the ratee. As a hypothetical example of a forced-choice item:

Select the two choices that best describe the ratee.	(a) Bold _____ (b) Ingenious _____ (c) Honest _____ (d) Dependable _____

Previous research, based on data from over 50,000 subjects, had determined that two descriptors (say (a) and (d)) tended to be applied to superior officers, while the other two ((b) and (c)) tended to be applied to average officers. The rater, not knowing the scoring key, was expected to give unbiased, objective ratings, thereby reducing inflation. Despite the sophistication of this methodology, it proved to be so unpopular that it had to be abandoned.

A similar example of a technologically sophisticated system that proved to be unacceptable to the ratees was the Air Force's controlled rating format (1974 to 1978). This format permitted only 22 percent of the officers to receive a top rating of "1," and only 50 percent, a "1" or "2." Unfortunately, the false perception arose among the remaining 50 percent of officers that their future opportunities for promotion, and their careers, were in jeapordy. This belief was so pervasive that the Air Force finally abandoned the system. As with the Army's forced-choice format, the designers of the Air

Force's controlled rating systems had underestimated the human element--officers are people, too.

While other techniques (e.g., the use of endorsers, multiple raters, and anonymous or confidential raters) have been considered and sometimes tried, none appear to represent a satisfactory answer. The continued pursuit of better rating formats, particularly as embodied in the use of behaviorally anchored rating scales (BARS), has also shown little promise for halting inflation. While the use of objective performance terminology rather than personality trait terminology does seem to be useful and should be encouraged in the design and completion of forms, the outcome of a good deal of BARS research is equivocal at best, and the BARS approach is not thought to be cost-effective.

At present, the only promising solution to halting inflation appears to be "rating the rater," which refers to the use of statistical methods to correct or adjust ratings to compensate for excessively inflationary ratings, on an individual basis. Variations on this idea are currently employed by the Army and Coast Guard and, if properly implemented, may also be of use in Navy performance evaluations.

No discussion of officer evaluations would be complete without acknowledging the overriding influence of the "up-or-out" system. "Up-or-out" is obviously a major cause of inflation. The Defense Officer Personnel Management Act (DOPMA) of 1981 has recently provided for limted suspension of "up-or-out." Since officers who have trained intensively in a specialty, such as computer technology, may be at a disadvantage when competing for promotion with their broadly experienced counterparts, the selective suspension of "up-or-out" may relieve some of the inflationary pressures on the FITREP system, as well as permit the Navy to retain some of the specialists who will become increasingly important to the Navy's capability for fulfilling its mission in the years to come.

Ther Performance Appraisal Interview

The performance appraisal interview is an important component of the performance evaluation system. Like the inflation problem in evaluation, the appraisal interview is beset with technical and "human" problems that are difficult to surmount, or even avoid.

Among the various approaches toward improving the performance counseling process is the management by objective (MBO) approach, which, if it worked as advertised, would provide an important improvement to performance evaluation as well. MBO provides a systematized procedure for evaluating performance by comparing it with established goals. The Marine Corps, Coast Guard, and the Army currently employ MBO-type methods as part of their appraisal system.

MBO has become very popular, both as a management technique and as a subject of research. Unfortunately, the latter does not support the former. One researcher, after analyzing 185 studies of MBO, noted that the research findings do not provide nearly as much support for MBO as do the case study reports, which are biased in favor of positive findings.

Among the criticisms that have been leveled at MBO, the most serious appear to be that (1) MBO tends to narrow the range of activities on which performance may be judged, without providing for the unpredicted, and (2) it requires excessive time and paperwork.

Although MBO may be too rigid for many applications, the concept of goal-setting is readily acknowledged to be important. If the Navy officer performance system is to be

improved, some form of performance counseling/mutual goal-setting seems to be necessary. The survey of fleet officers, described in NPRDC TR 85-6, provides support for the performance interview concept and helps clarify the optimal context and procedure for encouraging productive superior-subordinate assignment-setting and performance counseling. Strong support was provided for a mid-year assignment counseling interview in which the superior and subordinate can clarify the subordinate's understanding of his or her priorities.

****

The foregoing is a highly abbreviated overview of the fully referenced and documented report "Officer Performance Evaluation Systems: Lessons Learned from Experience" (NPRDC TR 85-6). Readers interested in further information on the topics discussed above, as well as related matters, are urged to read the technical report itself.

APPENDIX C

OFFICER EVALUATION SYSTEM QUESTIONNAIRE

15 August 1983

NAVY PERSONNEL RESEARCH AND DEVELOPMENT CENTER
SAN DIEGO, CALIFORNIA 92152

OFFICER EVALUATION SYSTEM QUESTIONNAIRE

The Navy Personnel Research and Development Center, San Diego, is conducting research designed to improve the performance appraisal system and the officer fitness report.

You are asked to participate in this research by completing this questionnaire. Participation is voluntary and anonymous; however, your responses are important and will be given serious consideration.

If you have comments that you would prefer to discuss on the telephone or in person, you may call CDR Roy Lahey at (619)225-6722 or 225-6400 (Autovon 933-6722 or 933-6400). In the event you want to elaborate on your response to a particular question, use the extra page at the back of this questionnaire. Feel free to add extra pages if you so desire. Be sure to reference the appropriate question in your remarks. Mail the completed questionnaire in the envelope provided within 10 days.

BACKGROUND INFORMATION (QUESTIONS 1-7)

1. I am __USN __USNR __TAR.

2. I am a career officer __Yes __No __Undecided

3. Male __ Female __

4. What is your Rank?

( ) W-2	( ) ENS	( ) LCDR
( ) W-3	( ) LTJG	( ) CDR
( ) W-4	( ) LT	( ) CAPT

5. What is your designator? _____

6. Which best describes you?

__1 Aviation Officer __3 Submarine Officer __5 Corps Officer
__2 Surface Officer __4 Restricted Line Officer __6 Other

7. Approximately how many fitness reports have you written:

In the past twelve months?	During your career?
( ) none	( ) none
( ) 1-5	( ) 1-25
( ) 6-10	( ) 26-49
( ) 11-19	( ) 50-74
( ) 20-29	( ) 75-99
( ) 30+	( ) 100+

EVALUATION OF THE CURRENT SYSTEM (QUESTIONS 8-12)

8. Overall, how satisfied are you with the current officer evaluation system?

( ) Very satisfied ( ) Satisfied ( ) Undecided
( ) Dissatisfied ( ) Very dissatisfied

9. From the list below, select the 3 characteristics you like most about the current fitness report system and the 3 characteristics you like least.

Characteristics of the Current Fitness Report System	LIKE MOST (Mark 3)	LIKE LEAST (Mark 3)
Single form for all grades	( )	( )
Fairness	( )	( )
Objectivity	( )	( )
Subjectivity	( )	( )
Opportunity for ratee input	( )	( )
Ranking among peers	( )	( )
Letter grade evaluation	( )	( )
Narrative evaluation	( )	( )
Work sheet	( )	( )
Quality of counseling received	( )	( )
Quantity of counseling received	( )	( )
Governing instructions	( )	( )
Effort required to complete form	( )	( )
Inflation (almost everyone rated "4.0")	( )	( )

10. If there are other characteristics of the current fitness report system that you particularly like or dislike, besides those listed in question 9, please list them here.

CHARACTERISTICS I LIKE: _____

_____

CHARACTERISTICS I DISLIKE: _____

_____

11. Grade inflation is when nearly everyone is rated "4.0." It is considered to be a problem with the present evaluation system. How do you feel about grade inflation? Mark one response.

( ) Not a problem ( ) A problem, but cannot be solved
( ) It is a problem that could possibly be reduced

12. Listed below are nine ways that officers have suggested to reduce or eliminate grade inflation. Which would you recommend? Mark ALL that you recommend, then 3 you would MOST recommend.

Methods to Reduce Grade Inflation	RECOMMEND (Mark All That Apply)	MOST RECOMMEND (Mark Top 3 Only)
Have person senior to rater review and sign report	( )	( )
Impose penalties on raters who inflate	( )	( )
Keep fitness reports secret	( )	( )
More emphasis on narrative, less on letter/number grades	( )	( )
Place limit on the percentage of officers who can be put in the top-most grading blocks	( )	( )
Apply corrections to scores to compensate for the harshness or leniency of a given rater	( )	( )
Eliminate up-or-out aspect of promotion	( )	( )
Use written tests to supplement the fitness report	( )	( )
More emphasis on letter/number grades, less on narrative	( )	( )

If there are other methods that you can recommend to reduce grade inflation, please list them here: _____

_____

_____

/_/ see continuation sheet

COUNSELING FUNCTION OF THE EVALUATION SYSTEM (QUESTIONS 13-16)

13. As a ratee, have you been criticized due to a misunderstanding of the exact nature and priorities of your duties?

( ) Frequently
( ) Infrequently
( ) Almost never
( ) Never

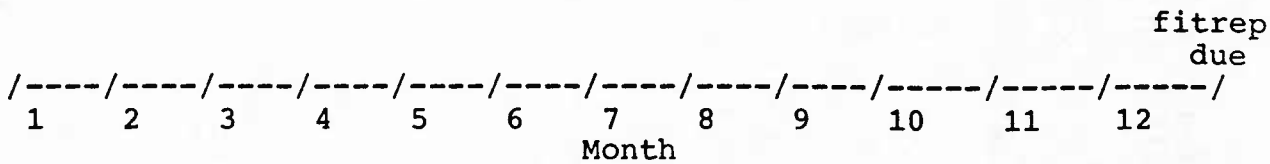
14. As a rater, have you been critical of your subordinates when they did not understand the exact nature and priorities of their duties?

( ) Frequently
( ) Infrequently
( ) Almost never
( ) Never

15. Do you feel that there should be a formal procedure in the counseling process for clarifying the exact nature and priorities of a subordinate's duties?

( ) Definitely yes
( ) Probably yes
( ) Uncertain
( ) Probably not
( ) Definitely not

16. Assume that formal discussions of assignments (so that both rater and ratee understand explicitly what is expected of the ratee) and periodic reviews of an officer's performance are to be conducted on one or more occasions during each fitness report cycle. On the timeline below, put an "A" where you think the Formal Assignment Conference(s) should be scheduled, and "P" where you think the Formal Performance Review(s) should take place.



ALTERNATIVE EVALUATION SYSTEMS (QUESTIONS 17-24)

17. In an open evaluation system the ratee sees the fitness report; in a closed system some or all of the report is not seen by the ratee. How do you feel about an open versus closed system?

( ) Strongly prefer an open system
( ) Prefer an open system
( ) No preference
( ) Prefer a closed system
( ) Strongly prefer a closed system

18. Theoretically, a fitness report measures only performance, not potential. How do you feel about the suggestion that fitness reports have a section devoted to perceived potential of the ratee for future promotion?

( ) Strongly favor
( ) Favor
( ) No preference
( ) Opposed
( ) Strongly opposed

Shown below are 5 alternative formats and rating scales for evaluating an officer's overall contribution to the Navy. For each, rate how satisfactory you feel that form is.

---

19. Current Format

Shown below are Blocks 51 and 52 on the current fitness report form. These two blocks are intended to represent an officer's overall contribution to the Navy. In the EVALUATION block (51), a rater marks a particular subordinate. In the SUMMARY block (52), the rater indicates all the ratings he/she has given to officers of the subordinate's grade.

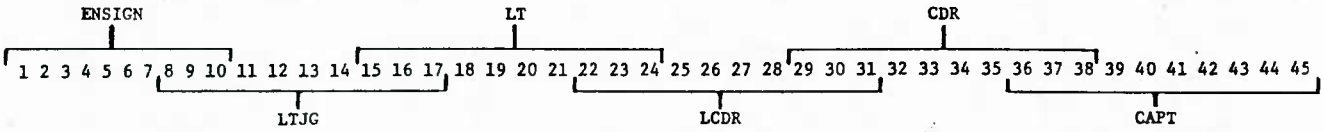
MISSION CONTRIBUTION	NOT OBS	HIGH				MID		LOW		
									MARG	UNSAT
51 EVALUATION				X						
52 SUMMARY		2	2	1	0	1	0	0	0	0

How satisfactory are Blocks 51 and 52 on the current Fitness Report form?

( ) Very satisfactory
( ) Satisfactory
( ) Undecided
( ) Unsatisfactory
( ) Very unsatisfactory

20. Total Range of Officer Value Format

The scale running from 1 to 45 below is intended to represent the value of this officer in accomplishing the mission of the Navy, as compared with the other officers in the Navy. A rating outside the designated range for officers of his/her particular rank must be substantiated in writing and evidence cited. (For instance, a rating below 15 or above 24 for a Lieutenant requires substantiation.) Circle the number reflecting your rating of this officer.



How satisfactory do you feel the Total Range of Officer Value format would be?

( ) Very satisfactory
( ) Satisfactory
( ) Undecided
( ) Unsatisfactory
( ) Very unsatisfactory

Comments about Total Range Format: _____

_____

_____

/_/ see continuation sheet

21. Distance from Average Format

First indicate with an "0" the box you believe to be appropriate for the average officer of the present officer's grade and length of service. Then place an "X" to indicate the present officer's performance of duty in comparison with the average officer you indicated.

DUTY ASSIGNMENT	NOT OBS OR N/A	Outstanding Performance	Excellent Performance. Frequently Demonstrates Outstanding Performance	Very good Performance. Frequently Demonstrates Excellent Performance	Satisfactory Performance Basically Qualified	Inadequate Performance. He is not Qualified (Adverse)
(a) Present Assignment						
(b) Shiphandling and Seamanship						
(c) Airmanship						
(d) Collateral Duties						
(e) As _____ Watch Officer						
(f) Technical Specialty (_____)						
(g) Command Potential or Ability						
(h) Administrative and Management Ability						

How satisfactory do you feel the Distance from Average format would be?

( ) Very satisfactory
( ) Satisfactory
( ) Undecided
( ) Unsatisfactory
( ) Very unsatisfactory

Comments about Distance from Average Format: _____

_____

_____

/_/ see continuation sheet

22. Local Distribution Format

Overall Evaluation: (a) In comparison with other officers for his grade and approximate length of service, how would you designate this officer?
(b) For this report period indicate in (b) how many officers of his grade you have designated in each category of (a).

	Not Observed	One of the Highly Outstanding Officers I Know		A Very Fine Officer of Great Value to the Service		A Dependable and Typically Effective Officer		An Acceptable Officer		Unsatisfactory (Adverse)
(a)										
(b)										

How satisfactory do you feel the Local Distribution format would be?

( ) Very satisfactory
( ) Satisfactory
( ) Undecided
( ) Unsatisfactory
( ) Very unsatisfactory

Comments about Local Distribution Format: _____

_____

_____

/_/ see continuation sheet

23. Varying Promotion Rate Format

I would promote this officer to the next higher grade if I were on a promotion board meeting next month to select for promotion the following percentage of officers in his/her grade. (Check only the smallest percentage that applies).

( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
Only 1%	Only 5%	Only 10%	Only 15%	Only 20%	Only 25%	Only 40%	Only 60%	Only 80%	100%

How satisfactory do you feel the Varying Promotion Rate format would be?

( ) Very satisfactory
( ) Satisfactory
( ) Undecided
( ) Unsatisfactory
( ) Very unsatisfactory

Comments about Varying Promotion Rate Format: _____

_____

_____

/_/ see continuation sheet

24. Which, if any, of these alternatives would you rather have on the Fitness Report form? Rank the one you like best as No. 1, next best No. 2, etc.

( ) Blocks 51 and 52, the current Fitness Report
( ) "Total Range of Officer Value"
( ) "Distance from Average"
( ) "Local Distribution"
( ) "Varying Promotion Rate"

SELF-APPRAISAL (QUESTIONS 25-28)

The following questions are intended to help the research team understand the relationship between an officer's self-evaluation and the Navy's evaluation of that officer, as well as the perceived fairness of the system.

25. On a scale of 1 to 1000, with 1000 representing the top performer and 500 the average, where would you rate yourself among officers of your rank? _____

26. On the same scale, where do you think the Navy (e.g., a selection board) would rate you? _____

27. On the same scale, where would the supervisor who completed your last fitness report rate you? _____

28. What was your last fitness report rating? Please mark below.

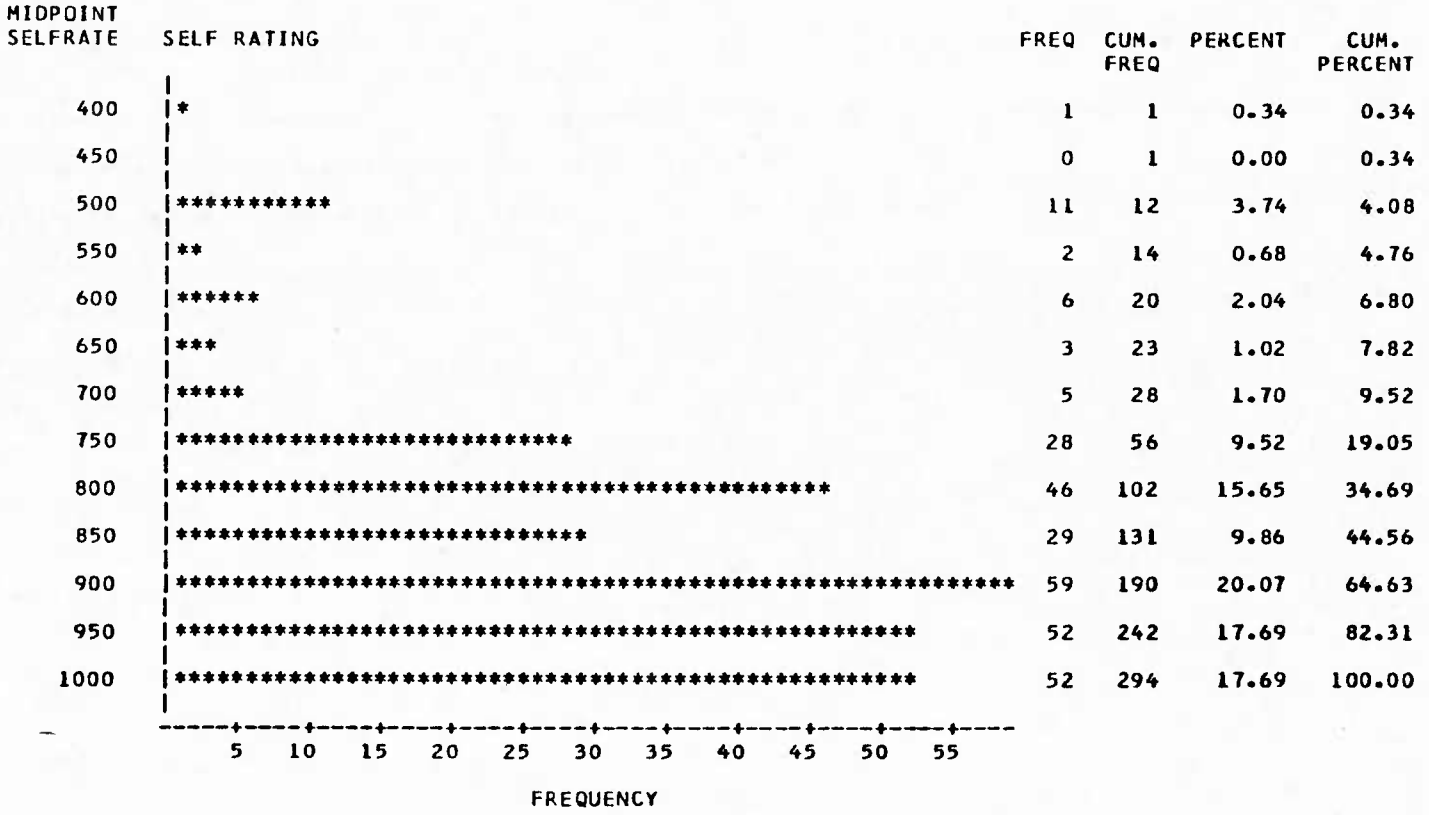
COMMENTS

Your comments and suggestions about the present officer evaluation system and potential alternatives are welcome. Please write them below. Use blank sheets as required.

Thank you for completing this questionnaire. Please return it in the envelope attached to: Navy Personnel Research and Development Center (Code 14), Attn: CDR Roy Lahey, San Diego, California 92152. If you would like to be telephoned on these matters, you may add your name and phone number here:

APPENDIX D

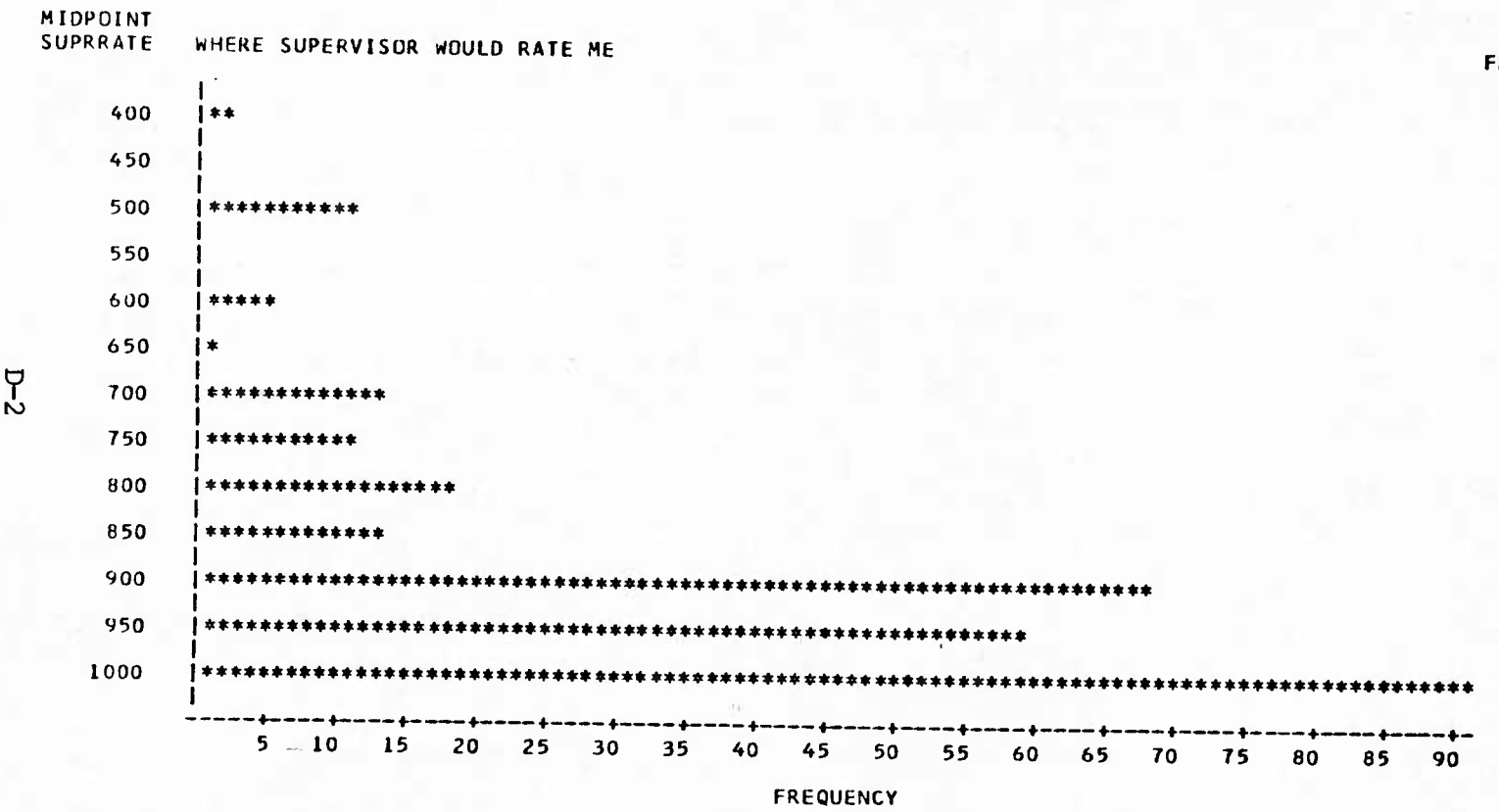
DISTRIBUTIONS OF RATINGS



MIDPOINT SELFRATE	SELF RATING	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
400	*	1	1	0.34	0.34
450		0	1	0.00	0.34
500	**********	11	12	3.74	4.08
550	**	2	14	0.68	4.76
600	******	6	20	2.04	6.80
650	***	3	23	1.02	7.82
700	*****	5	28	1.70	9.52
750	*****************************	28	56	9.52	19.05
800	**	46	102	15.65	34.69
850	*****************************	29	131	9.86	44.56
900	**	59	190	20.07	64.63
950	**	52	242	17.69	82.31
1000	**	52	294	17.69	100.00

5 10 15 20 25 30 35 40 45 50 55

FREQUENCY



FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
2	2	0.68	0.68
0	2	0.00	0.68
11	13	3.77	4.45
0	13	0.00	4.45
5	18	1.71	6.16
1	19	0.34	6.51
13	32	4.45	10.96
11	43	3.77	14.73
18	61	6.16	20.89
13	74	4.45	25.34
68	142	23.29	48.63
59	201	20.21	68.84
91	292	31.16	100.00

MIDPOINT NAVYRATE	WHERE NAVY WOULD RATE ME	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
400	*****	5	5	1.72	1.72
450	*	1	6	0.34	2.07
500	**********	23	29	7.93	10.00
550	***	3	32	1.03	11.03
600	******	6	38	2.07	13.10
650	*****	5	43	1.72	14.83
700	**********	18	61	6.21	21.03
750	**********	17	78	5.86	26.90
800	**********	33	111	11.38	38.28
850	**********	30	141	10.34	48.62
900	**********	59	200	20.34	68.97
950	**********	39	239	13.45	82.41
1000	**********	51	290	17.59	100.00

5 10 15 20 25 30 35 40 45 50 55

FREQUENCY

DISTRIBUTION LIST

Military Assistant for Training and Personnel Technology (OSUDS) (R&AT)
Deputy Assistant Secretary of the Navy (Manpower and Reserve Affairs)
Chief of Naval Operations (OP-01B7) (2), (OP-987H)
Chief of Naval Material (NMAT 01M), (NMAT 05), (NMAT 0722)
Commander, Naval Military Personnel Command (NMPC-00), (NMPC-013C), (NMPC-32) (5)
Commanding Officer, Naval Aerospace Medical Research Laboratory
Chief of Naval Research (Code 200), (Code 400), (Code 440), (Code 442), (Code 442PT)
Officer of Naval Research, Detachment Pasadena (Code 00A), (Code N-21), (Code N-5)
Chief of Naval Technical Training (Code N-6)
Chief of Naval Air Training
Commanding Officer, Naval Training Equipment Center (Technical Library) (5), (Code 1)
Commandant, Coast Guard Headquarters
Commanding Officer, U.S. Coast Guard Research and Development Center, Avery Point
Superintendent, Naval Postgraduate School
President, National Defense University (3)
Director of Research, U.S. Naval Academy
Secretary-Treasurer, U.S. Naval Institute
Defense Technical Information Center (DDA) (12)

U2148 39

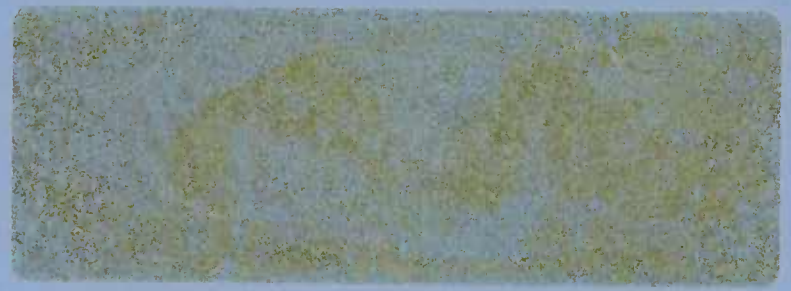
DEPARTMENT OF THE NAVY

NAVY PERSONNEL RESEARCH AND
DEVELOPMENT CENTER
SAN DIEGO, CALIFORNIA 92152

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

POSTAGE AND FEES PAID
DEPARTMENT OF THE NAVY
DOD-316

U.S. MAIL



DUDLEY KNOX LIBRARY - RESEARCH REPORTS
5 6853 01073639 0