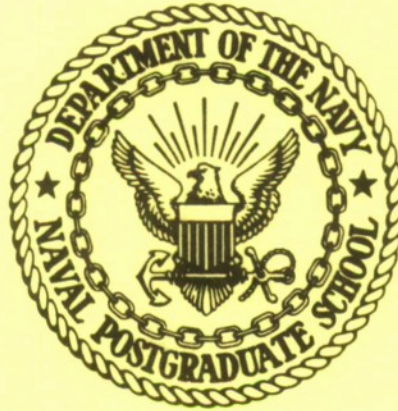


NPS-55Gh73063

NAVAL POSTGRADUATE SCHOOL

Monterey, California



DESIGN OF AN OPERATIONAL RATING MANUAL

William H. ^{arvey}Githens, Richard S. Elster,
Gerald L. Musgrave, and John W. Creighton

June 1973

Final Report for Period
June 1972 to June 1973.

Approved for public release; distribution unlimited.
Prepared for:
Office of Naval Material, Arlington, Virginia 20360

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NAVAL POSTGRADUATE SCHOOL
Monterey, California

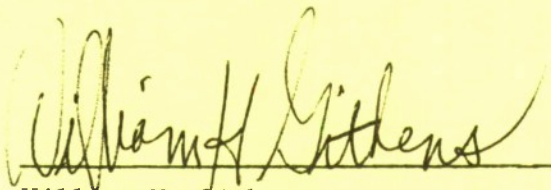
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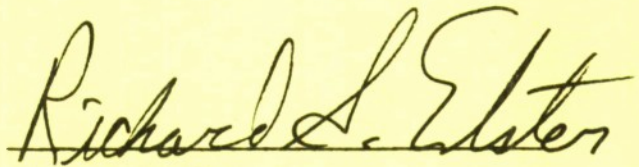
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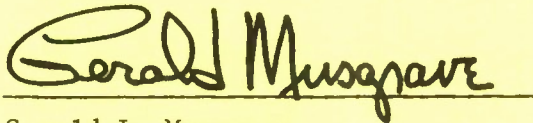
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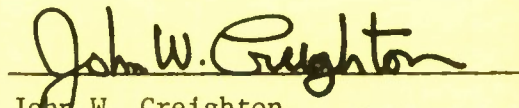
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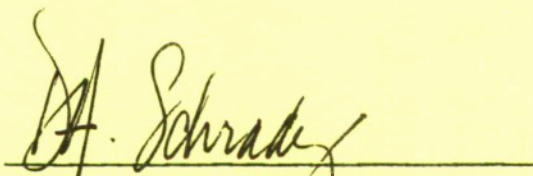


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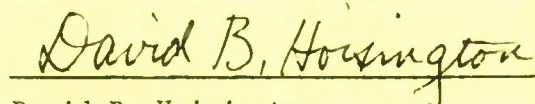
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INTRODUCTION

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

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

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

EXECUTIVE SUMMARY
OF
THE PERSONNEL DEVELOPMENT AND EVALUATION SYSTEM

INTRODUCTION

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

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

GROUP APPRAISAL

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

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

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

GOAL SETTING

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

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

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

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

PERFORMANCE RATING SCALES

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

ANCILLARY STUDIES

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

BACKGROUND

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

The proposal involved the following main objectives:

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

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

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

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

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

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

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

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

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

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

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

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

RATING MANUAL

CONTENTS

PART I: INSTRUCTIONS

PART II: INDEX TO JOBS

PART III: JOB RATING SCALES

PART IV: SUPERVISOR/MANAGER SCALES

* * * * *

APPENDIX A: SAMPLE RATING FORM

APPENDIX B: SAMPLE NAVEXOS FORM 12450/6

PART I

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

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

A. To meet CSC regulations requiring an annual assessment of an employee's level of performance;

B. As a basis for administrative actions (promotion, demotion, special awards, validation of the Position/Job Description, etc.);

C. To provide a means by which a supervisor can make rating evaluations of an employee's job performance based on documented specific behaviors.

To Complete the Rating Form:

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

B. Section II: JOB PERFORMANCE RATING SCALES:

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

a. Work on one rating scale at a time;

b. Consider the specific behaviors listed on that scale and the behaviors of the employee being evaluated. Please understand that the behaviors listed cannot cover everything, but are only examples of the kinds of behaviors you should think about. Any behavior demonstrated by this employee which seems to reflect a valid scale level, but is not included on that scale, should be entered on the worksheet in the blank box under the appropriate level (1-High through 5-Low);

c. Mark the ratee on one point on each rating scale. This decision should be based on all the relevant information available. Pick a point (1 through 5) which best describes the ratee's performance;

d. Transfer the scale titles and rating marks to Section II of the Evaluation Form.

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

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

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

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

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

D. Section IV:

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

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

3. Salary Increases and Cash Awards:

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

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

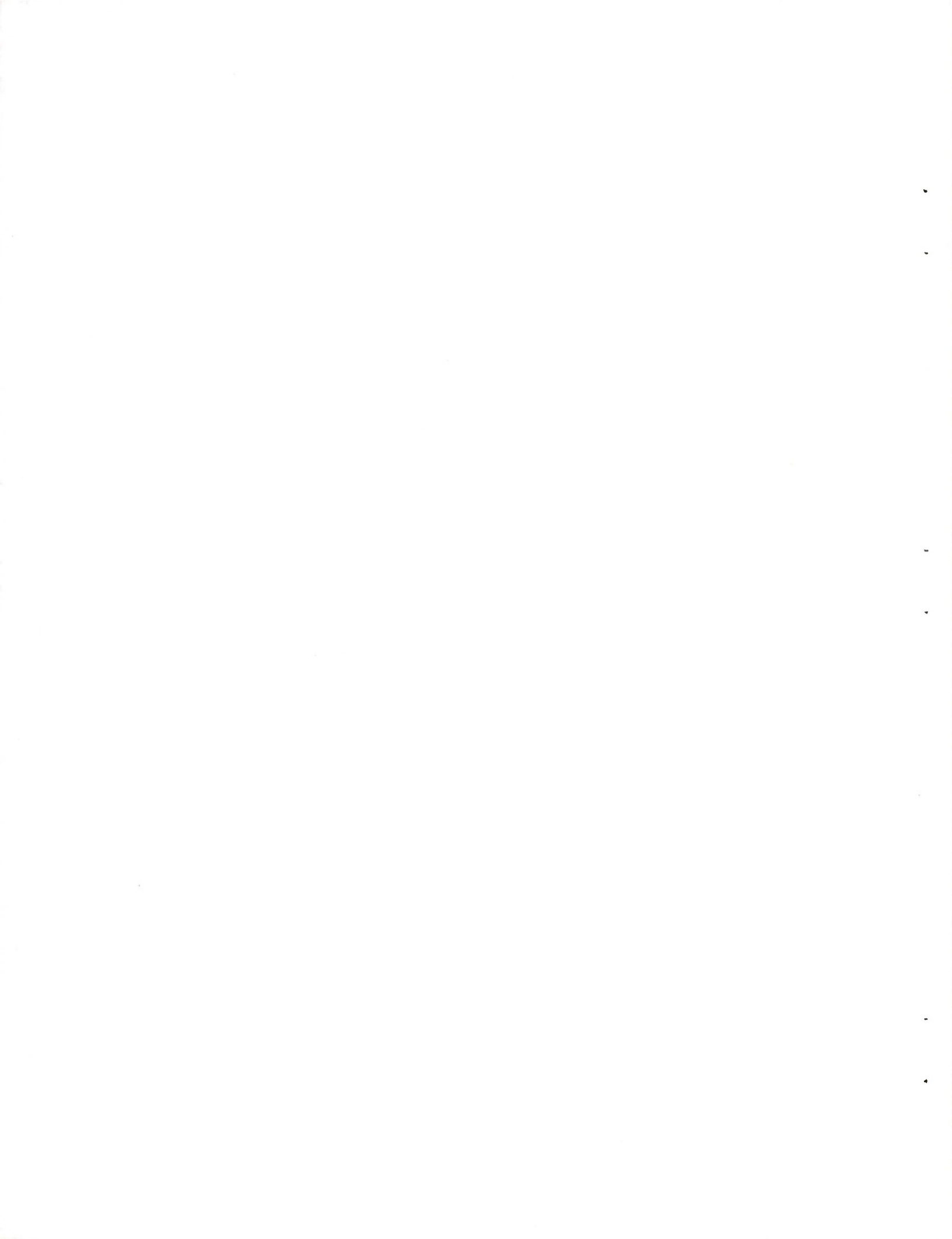
PART II

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PART III

JOB RATING SCALES



BUDGET ANALYST

Scales required to evaluate this job:

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

BUDGET ANALYST

ADAPTABILITY/VERSATILITY

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

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

BUDGET ANALYST

INITIATIVE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
Attends night school on his own to get more technical knowledge	Subscribed on his own to a trade magazine	Completed assigned work & advised supervisor of the completion	Sticks to his particular line of work & isn't interested in expanding to other areas, even after he has been in that line of work a long time	Has been on the job many years - doesn't do anything to learn or improve
Got an exception from the computer saying a job order # is bad - searched out correct one & inserted it on her own, whereas she could have just left it alone & gotten away with it	Co-worker was working on difficult problem - this person went to him & offered help	Took course for improvement when suggested by supervisor	Acquired additional knowledge or skill only when directed to do so	All assigned tasks were completed - took no action to get further work
Spotted high hourly rate for specific cost account & tracked down on her own whereas she could have ignored it & gotten away with it	Finished immediate task & used free time to keep abreast of changes in his subject matter area	Was assigned task resulting from new requirements - learned only that which was necessary to accomplish task	Given task - stretched it out as long as possible	Took project to stage where someone else must process a portion - did not follow up to expedite completion of project
Detected NSC doing "free work" that should have been charged to a customer & initiated corrective action	All assigned tasks completed - advised supervisor immediately & had low-priority maintenance work to do if nothing of higher priority was needed	While working on one assignment - noted other areas where services would be beneficial & made recommendations to customer & own supervisor	Sitting & waited for data to come in until it was almost too late for a report deadline to be met - boss ended up having to call for the data	

BUDGET ANALYST

INNOVATION

<input type="checkbox"/>	1	High	Devised method of utilizing ADP in place of manual processing of time-consuming routine	After doing specific routine task for 4 months, this person set up aids to reduce considerably the time required for its completion	Devised method of compiling "water cargo" rates that was comprehensive & complied with all imposed regulations - now also used by other commands	
<input type="checkbox"/>	2	Medium	Combined 3 separate forms into one comprehensive form - making a more efficient system	Submitted standard articles (from other pubs) for inclusion in customer service publication	Devised system of assigning job order numbers which incorporated cost accounting numbers	This BA established a new system of setting up job orders which grouped them & thus saved time & effort
<input type="checkbox"/>	3					
<input type="checkbox"/>	4	Low	This person proposed change which proved to be completely disruptive at the next level of processing			
<input type="checkbox"/>	5		Over long period of time - made no recommendations on any aspect of regular duties	This BA changed all job order #'s to start sequentially with #1 at start of FY - operating units had to change from a job order # they were familiar with		

BUDGET ANALYST

INTERPERSONAL RELATIONSHIPS

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

BUDGET ANALYST

TECHNICAL KNOWLEDGE

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

COMPUTER SPECIALIST

Scales required to evaluate this job:

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

COMPUTER SPECIALIST

ADAPTABILITY/VERSATILITY

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

COMPUTER SPECIALIST

COMMUNICATIONS

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

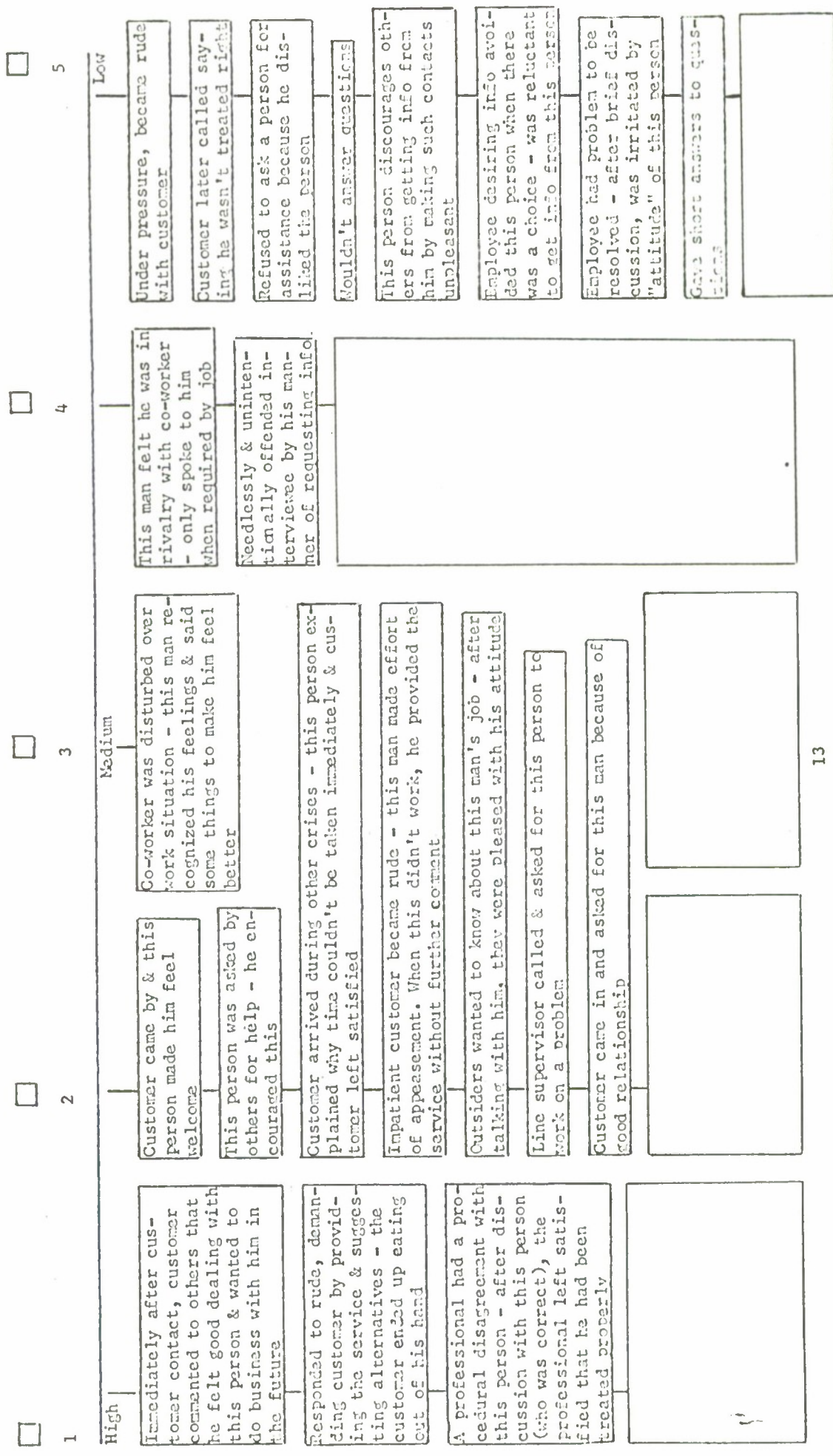
COMPUTER SPECIALIST

INITIATIVE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
<p>Attends night school on his own to get more technical knowledge</p> <p>No obvious customer problem - this CS searched customer's work area to spot & eliminate any problems & to aid customer in understanding the program output</p> <p>Had problem with one of the systems - came in at any time to work on it</p>	<p>Subscribed on his own to a trade magazine</p> <p>Co-worker was working on difficult problem - this person went to him & offered help</p> <p>Finished immediate task & used free time to keep abreast of changes in his subject matter area</p> <p>Was assigned in subject matter area - continually interfaced with customer to improve subject matter knowledge</p> <p>All assigned tasks completed - advised supervisor immediately & had low-priority maintenance work to do if noth- ing of higher priority was needed</p> <p>While working on one assignment - noted other areas where services would be beneficial & made recommendations to customer & own supervisor</p>	<p>Completed assigned work & advised supervisor of the completion</p> <p>Took course for improvement when suggested by supervisor</p>	<p>Sticks to his particular line of work & isn't interested in expanding to other areas, even after he has been in that line of work a long time</p> <p>Acquired additional knowledge or skill only when directed to do so</p> <p>Was assigned task resulting from new requirements - learned only that which was necessary to accomplish task</p>	<p>Has been on the job many years - doesn't do anything to learn or improve</p> <p>All assigned tasks were completed - took no action to get further work</p> <p>Given task - stretched it out as long as possible</p> <p>Took project to stage where someone else must process a portion - did not follow up to expedite completion of project</p> <p>Sitted & waited for data to come in until it was almost too late for a report deadline to be met - boss ended up having to call for the data</p>

COMPUTER SPECIALIST

INTERPERSONAL RELATIONSHIPS



COMPUTER SPECIALIST

TECHNICAL KNOWLEDGE

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

EQUIPMENT SPECIALIST

Scales required to evaluate this job:

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

EQUIPMENT SPECIALIST

ADAPTABILITY/VERSATILITY

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

EQUIPMENT SPECIALIST

COMMUNICATIONS

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

EQUIPMENT SPECIALIST

INITIALS

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

EQUIPMENT SPECIALIST

INTERPERSONAL RELATIONSHIPS

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

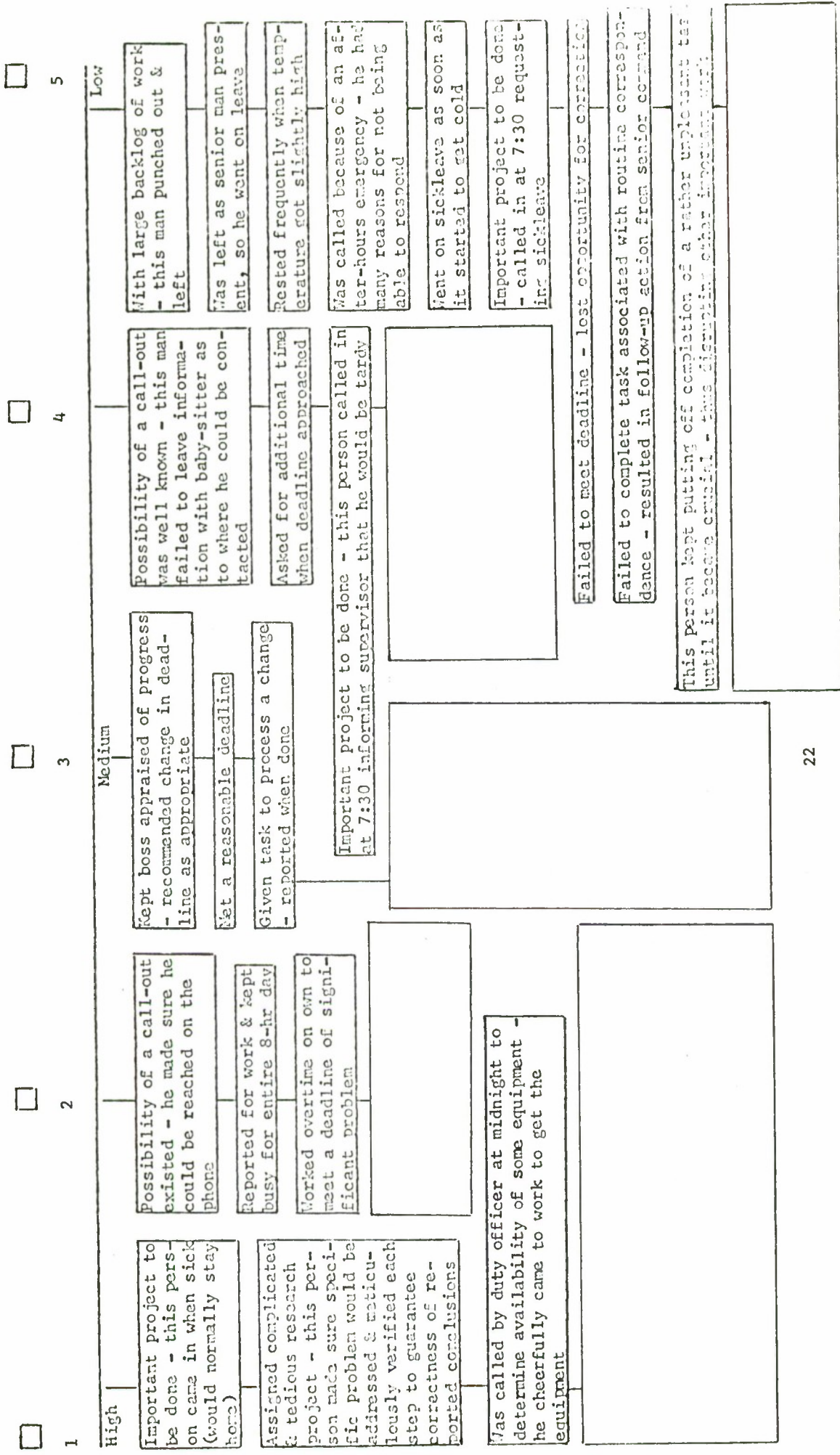
EQUIPMENT SPECIALIST

RACE RELATIONS

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

EQUIPMENT SPECIALIST

RELIABILITY/DEPENDABILITY



EQUIPMENT SPECIALIST

WORK ATTITUDE

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

INVENTORY MANAGER

Scales required to evaluate this job:

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

INVENTORY MANAGER

ADAPTABILITY/VOLUNTARILTY

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

INVENTORY MANAGER

COMMUNICATIONS

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

INVENTORY MANAGER

INTEGRATION

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

INVENTORY MANAGER

INTERPERSONAL RELATIONSHIPS

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

INVENTORY MANAGER

RELIABILITY/DEPENDABILITY

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

INVENTORY MANAGER

TECHNICAL KNOWLEDGE

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

MANAGEMENT ANALYST

Scales required to evaluate this job:

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

MANAGEMENT ANALYST

ADAPTABILITY/VERSATILITY

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

MANAGEMENT ANALYST

COMMUNICATIONS

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

MANAGEMENT ANALYST

INTERPERSONAL RELATIONSHIP

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1	2	3	4	5		
	Medium					Low	
High	<p>Immediately after customer contact, customer commented to others that he felt good dealing with this person & wanted to do business with him in the future</p> <p>Responded to rude, demanding customer by providing the service & suggesting alternatives - the customer ended up eating out of his hand</p> <p>A professional had a procedural disagreement with this person - after discussion with this person (who was correct), the professional left satisfied that he had been treated properly</p> <p>MA inspired interviewees to contribute new ideas</p> <p>MA generated enthusiasm of the customer for the acceptance of the recommendations made</p>	<p>Customer came by & this person made him feel welcome</p> <p>This person was asked by others for help - he encouraged this</p> <p>Customer arrived during other crises - this person explained why time couldn't be taken immediately & customer left satisfied</p> <p>Impatient customer became rude - this man made effort of appeasement. When this didn't work, he provided the service without further comment</p> <p>Outsiders wanted to know about this man's job - after talking with him, they were pleased with his attitude</p> <p>Line supervisor called & asked for this person to work on a problem</p> <p>Customer came in and asked for this man because of good relationship</p>	<p>Co-worker was disturbed over work situation - this man recognized his feelings & said some things to make him feel better</p>	<p>This man felt he was in rivalry with co-worker - only spoke to him when required by job</p> <p>Needlessly & unintentionally offended interviewee by his manner of requesting info</p> <p>MA solicited info - interviewees responded with only info specifically requested - no interest was generated</p> <p>MA interviewed employee - boss later called asking that someone else be assigned</p>	<p>Under pressure, became rude with customer</p> <p>Customer later called saying he wasn't treated right</p> <p>Refused to ask a person for assistance because he disliked the person</p> <p>Wouldn't answer questions</p> <p>This person discourages others from getting info from him by making such contacts unpleasant</p> <p>Employee desiring info avoided this person when there was a choice - was reluctant to get info from this person</p> <p>Employee had problem to be resolved - after brief discussion, was irritated by "attitude" of this person</p> <p>Gave short answers to questions</p>	<p>MA so irritated the customer that customer was reluctant to accept MA's recommendations even though they were good ones</p>	

MANAGEMENT ANALYST

MORAL COURAGE

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

MANAGEMENT ANALYST

RELIABILITY/DEPENDABILITY

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

MANAGEMENT ANALYST

TECHNICAL KNOWLEDGE

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

MANAGEMENT ANALYST

WORK ATTITUDE

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

MILITARY PAY SPECIALIST

Scales required to evaluate this job:

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

MILITARY PAY SPECIALIST

ABILITY TO INSTRUCT OTHERS

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

High

Activity had high error rate - MPS conducted class in JLAS for all involved in the processing - error rate decreased by 60%

Activity requested instruction by this MPS - based on his reputation at another activity

MPS located individual responsible for high error rate - gave individualized instruction - error rate dropped significantly

One MPS had failed to teach the individual - this MPS took over and did well

Medium

50 favorable/50 neutral or unfavorable on post presentation critique

Low

Activity had high error rate - MPS conducted class in JLAS for all involved - error rate increased

40 favorable/60 neutral or unfavorable on post presentation critique

MILITARY PAY SPECIALIST

ACCEPTANCE OF INFORMATION BY CUSTOMER ACTIVITY

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

MILITARY PAY SPECIALIST

ASSESSMENT OF WORK PRIORITIES

<input type="checkbox"/>	1								
<input type="checkbox"/>	2								
<input type="checkbox"/>	3								
<input type="checkbox"/>	4								
<input type="checkbox"/>	5								
		High	Medium					Low	
		<p>Sampled areas of discrepancies & then concentrated on those which would involve the larger monetary value</p>						<p>Listed a lot of discrepancies on minor matter that is already set to be periodically corrected - nothing was therefore accomplished</p>	
		<p>Restricted in time originally allotted - concentrated on areas with higher potential pay-off based on sampling already completed</p>						<p>Generated extensive list of very minor discrepancies that costed more to correct than the money recovered</p>	
								<p>During on-site - looked at limited types of documents & therefore did not know the command's status on many important performance areas</p>	

MILITARY PAY SPECIALIST

KNOWLEDGE OF SUBJECT MATTER

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

MILITARY PAY SPECIALIST

LEADERSHIP

- 1
- 2
- 3
- 4
- 5

	High	Medium	Low
<p>Monitored work being done & relayed to each MPS the types of discrepancies being found by the other MPS's of the team</p> <p>Given assignment & team members specified - assessed geographic locations in which various types of work was to be done and any specialties of the team members - matched to maximize MPS specialty with work assigned</p> <p>Given assignment - thoroughly planned work to be performed, what was to be examined (# & type), facilities needed for each team member & when needed - minimized impact on work operations</p>			<p>Time permitted was cut short - this leader allowed the MPS's to work on whatever they wanted - resulting in an unrealistic audit</p>

MILITARY PAY SPECIALIST

REPORT WRITING SKILLS

- 1
- 2
- 3
- 4
- 5

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

PROPERTY DISPOSAL SPECIALIST

Scales required to evaluate this job:

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

PROPERTY DISPOSAL SPECIALIST

ADAPTABILITY/VERSATILITY

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

PROPERTY DISPOSAL SPECIALIST

COMMUNICATIONS

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

PROPERTY DISPOSAL SPECIALIST

INTERPERSONAL RELATIONSHIPS

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

PROPERTY DISPOSAL SPECIALIST

RACE RELATIONS

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

PROPERTY DISPOSAL SPECIALIST

TECHNICAL KNOWLEDGE

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1	2	3	4	5	
High	Medium			Low	
<p>Spotted item designated for scrap, redesignated it for catalog sale & it sold at a high value - all this happened because he knew current market values</p>	<p>Examined mat'l & prepared written description - customers ordering on the basis of the description were satisfied that they got what they ordered</p>		<p>Designated items for sale at \$40 each - at another sale the following week, it was evident that the items would have easily sold for \$50 each</p>	<p>Described a vehicle for sale as having an automatic transmission when it didn't</p>	<p>Designated item for re-sale at a price below its scrap value</p>

PART IV

SUPERVISOR/MANAGER RATING SCALES

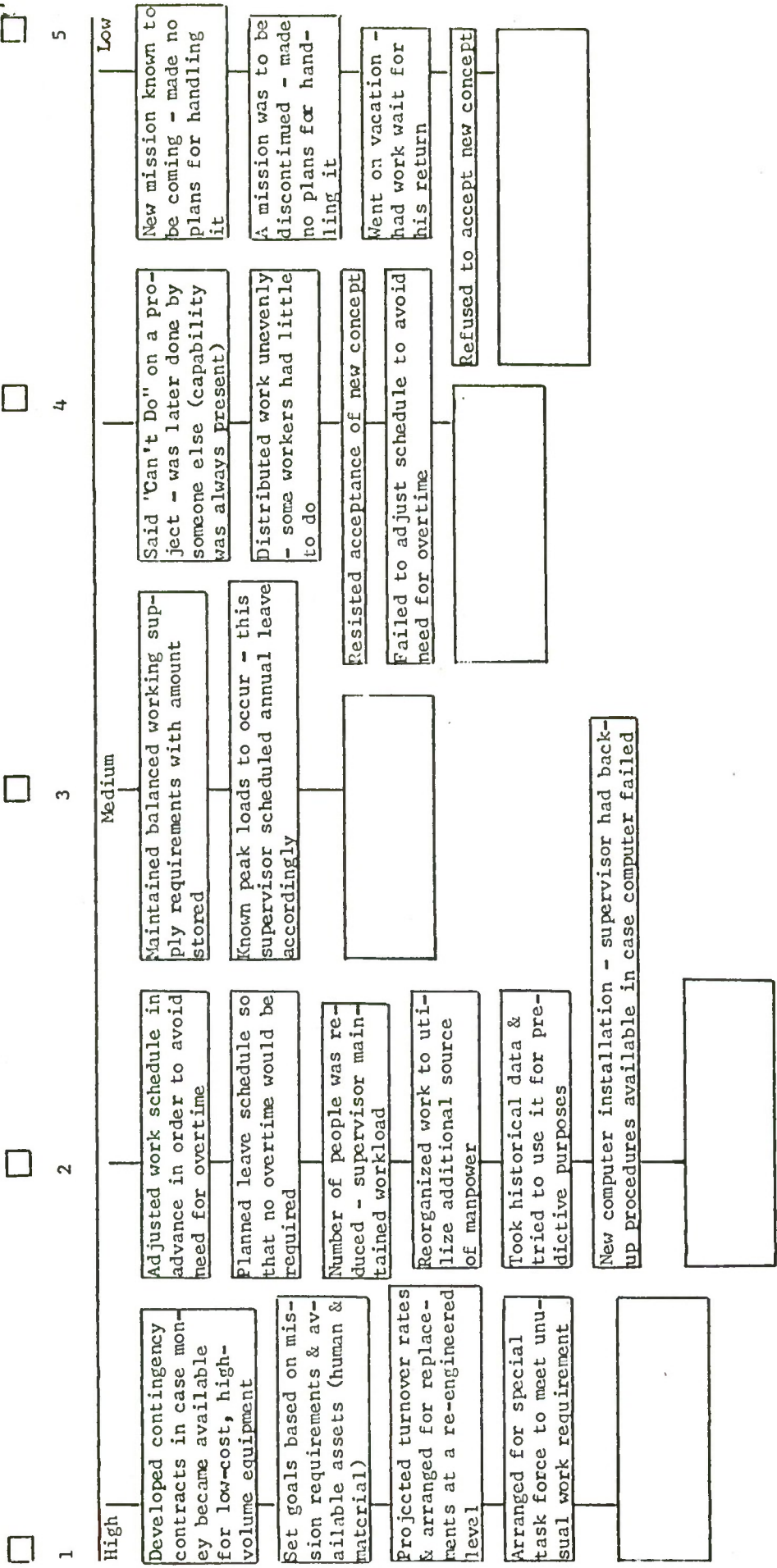
GENERAL SUPERVISOR/MANAGER

Scales required to evaluate a Supervisor/Manager:

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

GENERAL SUPERVISOR/MANAGER

ACTIVE ORGANIZATION & PLANNING



GENERAL SUPERVISOR/MANAGER

ATTITUDE TOWARD SUBORDINATES (MOTIVATION)

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5
High	<p>Asked subordinates as a group for suggestions to solve problem/improve procedures</p> <p>Detected employee problem (alcohol) & took initiative in having help provided</p>	<p>Subordinate had personal problem - supervisor listened & employee felt much better</p> <p>Supervisor talked to subordinate & made subordinate feel he was interested in his welfare</p> <p>Insisted safety gear be used in hazardous environment</p> <p>Helped employee write up Beneficial Suggestion or make job improvement</p> <p>Asked subordinates individually to solve problem or improve procedures</p>	<p>Enforced time clock/leave compliance with consideration for each instance</p> <p>Assigned tasks commensurate with subordinates' pay grades</p> <p>Insisted safety guards be used on equipment</p>	<p>Subordinate asked for help on new project - supervisor told him to figure it out himself</p> <p>Supervisor failed to recognize extra effort of subordinate (who filled in for others absent)</p> <p>Supervisor's actions criticized by his superior - supervisor in turn criticized his subordinates</p>	<p>Supervisor received requests for time from several employees - he arranged time to spend with just a few</p> <p>In group meeting, called group of subordinates present "A bunch of bums"</p> <p>Supervisor criticized employee in front of others</p> <p>Supervisor put-down employee who made a suggestion</p> <p>Supervisor rejected Beneficial Suggestion without letting it be submitted to committee</p>
Medium					
Low					

Supervisor experienced problems outside of work (e.g., with wife) - took it out on subordinates by chewing them out

New employee was informed by this supervisor that he had no choice in appointment (that he didn't want the employee but was forced to take him)

Supervisor acted revengeful over subordinate's recommendation

GENERAL SUPERVISOR/MANAGER

CONCERN FOR COMMAND GOALS

1	<input type="checkbox"/>	High	<p>In evaluating proposal for change - balanced own Dept benefits with impact on total organization</p> <p>When asked "why" concerning a procedure - was able to relate to total organizational mission</p> <p>Responded to peak load requirements with "Can Do" (deadlines, volumes, priorities)</p>
2	<input type="checkbox"/>	Medium	<p>Delayed change for improvement in own section in order to reduce impact on other organizational units</p> <p>Suggested means of increasing organizational assets (revenue) outside of own component to benefit total organization</p>
3	<input type="checkbox"/>	Medium	<p>Was involved in decision concerning a procedural change when his subordinates reacted negatively to the change - this supervisor denied any personal involvement in the decision and blamed the change on "them" or "higher management"</p> <p>When asked "why" concerning a procedure - was unable to relate to organizational mission</p>
4	<input type="checkbox"/>	Medium	<p>Agitated own people against the organization when constrained by organizational policies</p> <p>Implemented changes hurting other organizational sections</p>
5	<input type="checkbox"/>	Low	

GENERAL SUPERVISOR/MANAGER

COST CONSCIOUSNESS

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

GENERAL SUPERVISOR/MANAGER

DEVELOPMENT OF SUBORDINATES

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

EVALUATION OF PERFORMANCE

GENERAL SUPERVISOR/MANAGER

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

GENERAL SUPERVISOR/MANAGER

SOCIAL AWARENESS/EEO

<input type="checkbox"/>	1	High	Supervisor hired & promoted employees based on abilities rather than ethnic origin, religion, sex, etc.	Requested to train disadvantaged youths hired for the summer	
<input type="checkbox"/>	2		Supervisor said "Sure, O.K." when asked if he would train disadvantaged youths hired for the summer		
<input type="checkbox"/>	3	Medium	Supervisor was voluntarily involved in community activities (such as Boy Scouts, etc.)		
<input type="checkbox"/>	4				
<input type="checkbox"/>	5	Low	Supervisor said "Hell, no" when asked if he would train disadvantaged youths hired for the summer		

APPENDIX A

SAMPLE RATING FORM

RATING SCALE EVALUATION FORM

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

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

A. Levels of Performance

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

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

1. OUTSTANDING 2. SATISFACTORY 3. UNSATISFACTORY

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

A. Position/Job Description

1. Description adequately reflects work performed by incumbent.
2. New description is required since present one is inaccurate/outdated.

1. CURRENT & ACCURATE 2. NOT CURRENT

B. Within Grade Increases

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

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

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

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

I RECOMMEND: 1. HIGH QUALITY INCREASE -OR-

2a. SUSTAINED SUPERIOR PERFORMANCE 2b. SUPERIOR ACHIEVEMENT

2c. SPECIAL ACT OR SERVICE

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

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

*APPEAL RIGHTS. The employee has 30 days from this date to appeal a SATISFACTORY or UNSATISFACTORY rating. 66

APPENDIX B

SAMPLE NAVEXOS FORM 12450/6

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

TO: Incentive Awards Committee

(Ref: NCPI 450)

DATE: _____

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

RECOMMENDED BY	POSITION (Shop, Dept., or Div.) AND NAME OF ACTIVITY		
EMPLOYEE (Name: Last, First; Badge or Payroll No.)	POSITION: Shop, Dept. or Div.	GRADE	ANNUAL BASE PAY

(Attach a list for additional employees)

1. BASIS FOR AWARD RECOMMENDATION

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

2. ESTIMATE OF BENEFITS

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

VALUE SLIGHT MODERATE HIGH EXCEPTIONAL

EXTENT OF APPLICATION LIMITED LOCAL EXTENDED BRDAD GENERAL

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

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

3. DESCRIPTION OF ACCOMPLISHMENT:

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

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

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