

~~MARKET GOLF PROGRAM~~

turnover

MURPHY'S LAW

(Murphy was an optimist)

No good deed goes unpunished.
Leakproof seals will.
Self starters will not.
Interchangeable parts . . . won't.
There is always one more bug.
Don't mess with Mrs. Murphy.
90% of everything is crude.
If you're feeling good don't worry you'll get over it.
Anything that can go wrong, will go wrong.
Where you stand on an issue depends on where you sit.
Never eat prunes when you are famished.
Friends come and go, but enemies accumulate.
If you try to please everybody nobody will like it.
A short cut is the longest distance between two points.
You will always find something in the last place you look.
The chance of a piece of bread falling with the buttered side down is directly proportional with the cost of the carpet.
No matter how long or hard you shop for an item, it will be on sale somewhere cheaper.
No one's life, liberty or property are safe while the legislature is in session.
The other line will always move faster.
In order to get a loan you must first prove you don't need it.
Anything you try to fix will take longer and cost more than you thought.
If you fool around with a thing long enough you will screw it up.
A \$300.00 picture tube will protect a 10¢ fuse by blowing first.
If it jams—force it. If it breaks, it needed fixing anyway.
Any tool dropped while repairing a car will roll underneath to the exact center.
The repairman will never have seen a model quite like yours before.
When a broken appliance is demonstrated for a repairman, it will work perfectly.
A pipe gives a wise man time to think and a fool something to stick in his mouth.
Build a system that only a fool can use and only a fool will use it.
Everyone has a scheme for getting rich that will not work.
In any hierarchy, each individual rises to his own level of incompetence and remains there.

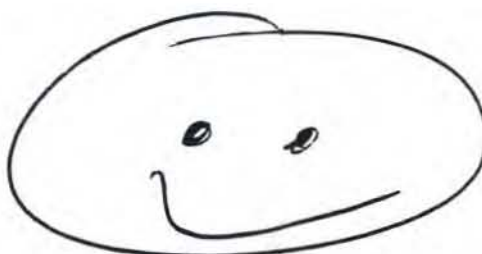
The race is not always to the swift nor the battle to the strong, but that's the way to bet.
There's never enough time to do it right the first time, but there's always time to do it over.
When in doubt mumble. When in trouble, delegate.
It is morally wrong to allow suckers to keep their money.
A bird in hand is better than one overhead.
Everything east of the San Andreas fault will eventually plunge into the Atlantic ocean.
Nature always sides with the hidden flaw.
The light at the end of the tunnel is the headlamp of an oncoming train.
Cellbacy is not hereditary.
Beauty is only skin deep, ugly goes to the bone.
To know yourself is the ultimate form of aggression (Feudian Psychology).
Never play leap frog with a Unicorn.
You will remember you forgot to take out the garbage when the garbage truck is two doors away.
In case of doubt, make it sound convincing.
If more than one person is responsible for a miscalculation, no one will be at fault.
Never argue with a fool, people might not know the difference.
The harder you try the stronger the opposition becomes.
By making things absolutely clear, people will become confused.
The more urgent the need for a decision, the less apparent becomes the identity of the decision maker.
If there is a 50% chance of success, that means there is a 75% chance of failure.
Every solution breeds new problems.
In any computation, the figure that is obviously correct will be the source of error.
A failsafe circuit will destroy all others.
It is impossible to make anything foolproof because fools are so ingenious.
Whenever you set out to do something, something else must be done first.
If everything seems to be going well, you obviously don't know what in the world is going on.
Murphy's golden rule: whoever has the gold makes the rules.

Someone at HPL has posted a managerese<->engineerese phrase book, some of which has been copied here for your amusement:

MANAGERESE-----ENGINEERERESE

Adjust schedule-----Slip schedule
Advise-----Order
Ambitious-----Unlikely
Aggressive-----Unlikely
Challenge-----Frustration! (or a job no one else
wants!)
Compatibility-----Impossibility (see "Transparent change")
Contribution-----Anything a manager likes
Controlled introduction--Let the customer do the QA
Couldn't reach consensus--Total disagreement
Critical path-----Something that only a short project can
be on because long projects "adjust" their
schedules [this definition shows some
HPL(abs) differences]
Dynamic-----Unstable
for any feature
Elevated to mgmt.level---Dead
Encouraged-----Ordered
Encouraging progress-----No tangible results
Exciting-----Frightening. Be wary of the phrase
"exciting opportunity"
Functionally complete----Can do something that APPEARS to work
for any feature
Growth opportunity-----Learning experience (q.v.)
Helping people determine
their priorities-----Telling people what to do (see "Encouraged")
Historical-----Nobody remembers why
HP hat----- (1) a paper hat resembling a dunce cap made
from an HP poster (2) a mythical object that
allows the wearer to see things from his
manager's point of view
Inappropriate-----Stupid (see "Non-optimal" and "Stupid")
Individual contributor---Regular lab peon
Interesting-----Bear in mind the Chinese curse "May you live
in interesting times"
Issue-----Problem (see "Opportunity")
Learning experience-----Mistake (see "Growth opportunity")
Less than candid-----Baldface lie
Leverage-----Borrowing someone else's problem
Low cost swan-----Something that looks, walks, and quacks like
a duck
New opportunity-----Surprise
Non-optimal-----Inappropriate (q.v.)
Opportunity-----Problem
Pessimistic-----Realistic
Positioning problem-----No one will buy it
Project transfer-----Start project over again
Quality-----Japanese; otherwise not well defined

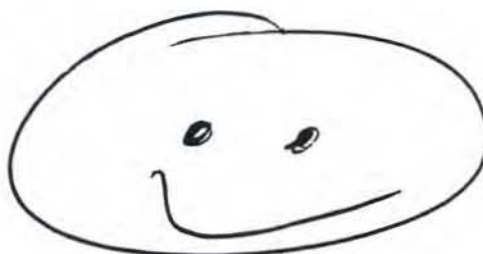
Redirected-----Dead
 Redirected-----In some contexts cancelled, otherwise start
 project over again
 Resource constrained-----Not getting done (see "Time constrained")
 Richness-----Overwhelming complexity
 Scenario-----Fairy tale
 Significantly reduced
 subset-----Castrated
 Stable-----Stagnant
 Strategy-----What we tell ourselves we are going to do
 (see "Tactical plan")
 Strong personality-----Intolerably obnoxious
 Strongly encouraged-----Ordered on pain of death (see "Encouraged")
 Stupid-----Incredibly stupid (see "Inappropriate")
 Suboptimal-----Inappropriate (q.v.)
 Tactical plan-----What our customers tell us we are going
 to do (see "Strategy")
 Time constrained-----Already too late (see "Resource constrained")
 Time frame-----A period of time in which something
 will not occur
 Transparent change-----A change which introduces only subtle
 problems (see "Compatibility")
 We-----You



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Twenty management strategies
(or, how to address problems in the workplace)

1. Blame NEPAL
2. Blame BHUTAN
3. Blame the people who quit the company -- they ruined everything
4. Blame the people who turned down job offers -- they would have saved everything
5. Blame the future employees -- they'll probably foul things up when they get here
6. Blame the VAX
7. Blame Feigenbaum
8. Blame a class from UA COMMON
9. Blame QA
10. Blame Human Resources
11. Blame Inhuman Resources (the DP dept)
12. Blame the traffic light at Mathilda
13. Blame the IBM requirements for module names
14. Blame the refrigerator
15. Blame the heat from your 1108
16. Blame the alarm system (remember that?)
17. Blame your hard disk
18. Blame your floppy disk
19. Blame your slipped disc
20. Blame Andy White

Jeff:

This might amuse you.

Dick

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is low due to the original document(s).**



12 GUIDELINES TO PROJECT SUCCESS

1. Don't waste time planning. Spend your time doing productive work.
2. Take progress for granted. Your people will think you don't trust them if you ask them for reports all the time.
3. Don't bother with records, except for those that justify slippage.
4. Overstaff so you can be sure to handle peak loads of activity.
5. Don't concern yourself with your workers' problems. You pay them a good salary and that's enough.
6. Keep your boss in the dark about intermediate milestones. He is busy, so only tell him about the big ones (after you miss them).
7. Don't consult with the users. It only delays things and you know what's needed or you wouldn't be here.
8. Don't concern yourself about costs. A successful installation will drown out the nitpickers.
9. Don't worry about deadline dates. They are only suggestions that can be changed any way.
10. Always point out how other people delay progress. Collect a list of these ingrates early in the project.
11. Make a list of standard excuses in advance to use after you are involved in the project.
12. Constantly remind your boss about how undermanned and overworked you are.

Real Programmers Don't Write Pascal

Back in the good old days — the “Golden Era” of computers, it was easy to separate the real men from the boys (sometimes called “Real Men” and “Quiche Eaters” in the literature). During this period, the Real Men were the ones that understood computer programming, and the Quiche Eaters were the ones who didn't. A real computer programmer said things like:

```
DO 10 I=1, 10
```

and:

```
ABEND
```

They talked in capital letters, you understand. The rest of the world said things like “computers are too complicated for me”, and, “I can't relate to computers — they're so impersonal”. A previous work [1] points out that Real Men don't “relate to” anything, and aren't afraid of being impersonal.

But, as usual, times change. We are faced today with a world in which little old ladies can get computers in their microwave ovens, 12-year old kids can blow Real Men out of the water playing Asteroids and Pac-Man, and anyone can buy and understand their very own personal computer. The Real Programmer is in danger of becoming extinct, of being replaced by high-school students with TRS-80's.

There is a clear need to point out the differences between the typical high-school junior Pac-Man player and a Real Programmer. If this difference is made clear, it will give these kids something to aspire to — a role model, a Father Figure. It will also help to explain to the employers of Real Programmers why it would be a mistake to replace the Real Programmers on their staff with 12-year old Pac-Man players (at very considerable salary savings).

LANGUAGES

The easiest way to tell a Real Programmer from the crowd is by the programming language he or she uses. Real Programmers use FORTRAN. Quiche Eaters use Pascal. Nicklaus Wirth, the designer of Pascal, gave a talk once at which he was asked “How do you pronounce your name?” He replied, “You can call me by name, pronouncing it ‘Veert’, or you can call me by value, ‘Worth’.” One can tell immediately from this comment that Nicklaus Wirth is a Quiche Eater. The only parameter passing mechanism that Real Programmers endorse is “call by value-return”, as implemented in the IBM/370 FORTRAN G and H compilers. Real Programmers don't need all those abstract concepts to get their jobs done — they are perfectly happy with a keypunch, a FORTRAN IV compiler, and a beer.

- Real Programmers do List Processing in FORTRAN.
- Real Programmers do String Manipulation in FORTRAN.
- Real Programmers do Accounting (if they do it at all) in FORTRAN.
- Real Programmers do Artificial Intelligence programs in FORTRAN.

If you can't do it in FORTRAN, do it in assembly language. If you can't do it in assembly language, it isn't worth doing. --

STRUCTURED PROGRAMMING

The academics in computer science have gotten into the "structured programming" rut over the past several years. They claim that programs are more easily understood if the programmer uses some special language constructs and techniques. They don't all agree on exactly which constructs, of course, and the examples they use to show their particular point of view invariably fit on a single page of some obscure journal or another — clearly not enough of an example to convince anyone. When I got out of school, I thought I was the best programmer in the world. I could write an unbeatable tic-tac-toe program, use five different computer languages, and create 1000-line programs that **WORKED** (really)!!! Then I got out into the Real World. My first task in the Real World was to read and understand a 200,000-line FORTRAN program, then speed it up by a factor of two. Any Real Programmer will tell you that all the Structured Coding in the world won't help you solve a problem like that — it takes actual talent. Some quick observations on Real Programmers and Structured Programming:

- Real Programmers aren't afraid to use GOTO's.
- Real Programmers can write five-page long DO loops without getting confused.
- Real Programmers like Arithmetic IF statements — they make the code more interesting.
- Real Programmers write self-modifying code, especially if they can save 20 nanoseconds in the middle of a tight loop.
- Real Programmers don't need comments — the code is obvious.
- Since FORTRAN doesn't have a structured IF, REPEAT ... UNTIL, or CASE statement, Real Programmers don't have to worry about not using them. Besides, all those structures can be simulated, when necessary, by using assigned GOTO's.

Data Structures have also gotten a lot of press lately. Abstract Data Types, Structures, Pointers, Lists, and Strings have become popular in certain circles. Nicklaus Wirth (the aforementioned Quiche Eater) actually managed to write an entire book [2] contending that you could write a program based on Data Structures, instead of the other way around. As all Real Programmers know, the only useful Data Structure is the ARRAY. Strings, Lists, Structures, Sets — they are all just special cases of Arrays and can be treated that way just as easily without messing up your programming language with all sorts of complications. The worst thing about fancy data types is that you have to declare them, and Real Programming Languages, as we all know, have implicit typing based on the first

letter of the (six character) variable name.

OPERATING SYSTEMS

What kind of operating system does the Real Programmer use? CP/M? God forbid — CP/M, after all, is basically a toy operating system. Even little old ladies and grade school students can use and understand CP/M.

UNIX is a lot more complicated of course — the typical UNIX hacker never can remember what the *print* command is called this week. But when it gets right down to it, UNIX is a glorified video game. People don't do *serious* work on UNIX systems — they send jokes around the world on UUCP-net, and write adventure games and research papers.

No, your Real Programmer uses OS/370. A good programmer can find and understand the description of the IJK305I error he just got in the JCL manual. A great programmer can write JCL without referring to the JCL manual at all. A truly outstanding programmer can find bugs buried in a six-Megabyte core dump without using a hex calculator (I have actually seen this done).

OS/370 is a truly remarkable operating system. It's possible to destroy days of work with a single misplaced space*, so alertness in the programming staff is encouraged. The best way to approach the system is through a keypunch. Some people claim that there is a Time Sharing system that runs on OS/370, but after careful study I have come to the conclusion that they were mistaken.

PROGRAMMING TOOLS

What kinds of tools does a Real Programmer use? In theory, a Real Programmer could run his programs by keying them into the front panel of the computer. Back in the days when computers *had* front panels, this was actually done occasionally. Your typical Real Programmer knew the entire bootstrap loader by memory in hex, and toggled it in whenever his program destroyed the bootstrap. Back then, memory was memory — it didn't go away when the power went off. Today, memory either forgets things when you don't want it to, or remembers things long after they're best forgotten. Legend has it that Seymour Cray (who invented the Cray-1 supercomputer, and most of Control Data's computers) actually toggled the first operating system for the CDC-7600 in on the front panel from memory when it was first powered on. Seymour, needless to say, is a Real Programmer.

One of my favorite Real Programmers was a systems programmer at Texas Instruments. One day, he got a long-distance call from a user whose system had crashed in the middle of saving some important work. Jim was able to repair the damage over the telephone, getting the user to toggle in disk I/O instructions at the front panel, repairing system tables in hex, reading register contents back over the telephone. The moral of the story: while a Real Programmer usually includes a keypunch and lineprinter in his toolkit, he can get along with just a front panel and a telephone in emergencies.

In some companies, text editing no longer consists of ten engineers standing in line to use an 020 keypunch. In fact, the building I work in doesn't contain a single keypunch. The Real Programmer in this situation has to work with a

* Actually, this is also true of UNIX.

"text editor" program. Most systems supply several text editors to select from, and the Real Programmer must be careful to pick one that reflects his personal style. Many people believe that the best text editors in the world were written at Xerox Palo Alto Research Center for use on their Alto and Dorado computers [3]. Unfortunately, no Real Programmer would use a computer whose operating system is called SmallTalk, and would certainly never talk to the computer with a mouse.

Some of the concepts in these Xerox editors have been incorporated into editors running on more reasonable operating systems — EMACS and VI being two. The problem with these editors is that Real Programmers consider "what you see is what you get" is just as bad a concept in Text Editing as it is in women. No, the Real Programmer wants a "you asked for it, you got it" text editor — complicated, cryptic, powerful, unforgiving, and dangerous. TECO, to be precise.

It has been observed that a TECO command sequence more closely resembles transmission-line noise than readable text [4]. One of the more entertaining games to play with TECO is to type your name in as a command line and try to guess what it does. Just about any possible typing error while talking with TECO will probably destroy your program, or even worse, introduce subtle and mysterious bugs in a once working subroutine.

For this reason, Real Programmers are reluctant to actually edit a program that is close to working. They find it much easier instead to just patch the binary object code directly, using a wonderful program called SUPERZAP (or its equivalent on non-IBM machines). This works so well that many working programs on IBM systems bear no relation to the original FORTRAN code. In many cases, the original source code is no longer available. When it comes time to fix a program like this, no manager would even think of sending anyone less than a Real Programmer to do the job — no Quiche Eating Structured Programmer would even know where to start. This is called "Job Security".

Here are some programming tools that Real Programmers *don't* use:

- FORTRAN preprocessors like *MORTRAN* and *RATFOR*. These are the Cuisinarts of programming — great for making Quiche. See the comments above on Structured Programming.
- Source language debuggers. Real Programmers can read core dumps.
- Compilers with array bounds checking. They stifle creativity, destroy most of the interesting uses for the *EQUIVALENCE* statement, and make it impossible to modify the operating system code with negative subscripts. Worst of all, bounds checking is inefficient.
- Source code maintenance systems. A Real Programmer keeps the code locked up in a card file, because it implies that the owner cannot leave important programs unguarded [5].

THE REAL PROGRAMMER AT WORK

Where does the typical Real Programmer work? What kind of programs are worthy of the efforts of so talented an individual? You can be sure that no Real Programmer would be caught dead writing accounts-receivable programs in COBOL, or sorting mailing lists for *People* magazine. A Real Programmer wants tasks of earth-shaking importance (literally!).

- Real Programmers work for Los Alamos National Laboratory, writing atomic bomb simulations to run on Cray-1 supercomputers.
- Real Programmers work for the National Security Agency, decoding Russian transmissions.
- It was largely due to the efforts of thousands of Real Programmers working for NASA that our boys got to the moon and back before the Russkies.
- Real Programmers programmed the computers in the Space Shuttle.
- Real Programmers are at work for Boeing, designing the operating systems for cruise missiles.

Some of the most awesome Real Programmers of all work at the Jet Propulsion Laboratory in California. Many of them know the entire operating system of the Pioneer and Voyager spacecraft by heart. With a combination of large ground-based FORTRAN programs and small spacecraft-based assembly language programs, they are able to do incredible feats of navigation and improvisation — hitting ten-kilometer wide windows at Saturn after six years in space, repairing or bypassing damaged sensor platforms, radios, and batteries. Allegedly, one Real Programmer managed to tuck a pattern-matching program into a few hundred bytes of unused memory in a Voyager spacecraft that searched for, located, and photographed a new moon of Jupiter.

The current plan for the Galileo spacecraft is to use a gravity-assist trajectory past Mars on the way to Jupiter. This trajectory passes 80 ± 3 kilometers of the surface of Mars. Nobody is going to trust a Pascal program (or a Pascal programmer for that matter) for navigation to those tolerances.

As you can tell, many of the world's Real Programmers work for the U. S. Government — mainly the Defense Department. This is as it should be. Recently however, a black cloud has formed on the Real Programmers' horizon. It seems that some highly placed Quiche Eaters at the Defense Department decided that all Defense programs should be written in some grand unified language called Ada (© DoD). For a while, it seemed that Ada was destined to become a language which went against all the precepts of Real Programming — a language with structure, a language with data types, strong typing, and semicolons. In short, a language designed to cripple the creativity of the typical Real Programmer. Fortunately, the language which the DoD adopted has enough interesting features to make it approachable — it's incredibly complex, includes methods for messing with the operating system and rearranging memory, and Edsger Dijkstra doesn't like it [6]. Dijkstra, as I'm sure you know, was the author of "The Go To Considered Harmful" — a landmark work in programming methodology, applauded by Pascal Programmers and Quiche Eaters alike. Besides, the determined Real Programmer can write FORTRAN programs in any language.

Real Programmers might compromise their principles and work on something slightly more trivial than the destruction of life as we know it, providing there's enough money in it. There are several Real Programmers writing video games at Atari, for example (but not playing them — a Real Programmer knows how to beat the machine every time — no challenge in that). Everybody at LucasFilm is a Real Programmer (it would be crazy to turn down the money of fifty million Star Trek fans). The proportion of Real Programmers in Computer Graphics is somewhat lower than the norm, mainly because nobody has found a use for Computer Graphics yet. On the other hand, all Computer Graphics programming is done in FORTRAN, so there are a fair number of people doing Graphics in order

to avoid having to write COBOL programs.

THE REAL PROGRAMMER AT PLAY

Generally, the Real Programmer plays the same way as he works — with computers. The Real Programmer is constantly amazed that his employer actually pays him for what he would be doing for fun anyway (although he is careful not to express this opinion out loud). Occasionally, a Real Programmer does step out of the office for a breath of fresh air and a beer or two. Some tips on recognizing Real Programmers away from the computer room:

- At a party, the Real Programmers are the ones in the corner talking about operating system security and how to get around it.
- At a football game, the Real Programmer is the one comparing the plays against a simulation printed on 11 by 14 fanfold paper.
- At the beach, the Real Programmer is the one drawing flowcharts in the sand.
- At a funeral, the Real Programmer is the one saying "Poor George. And he almost had the sort routine working before the coronary".
- In a grocery store, the Real Programmers is the one who insists on running the cans past the laser checkout scanner himself, because he never could trust keypunch operators to get it right the first time.

THE REAL PROGRAMMER'S NATURAL HABITAT

What sort of environment does the Real Programmer function best in? This is an important question for the managers of Real Programmers. Considering the amount of money it costs to keep a Real Programmer on the staff, it's best to put him or her in an environment where they can actually get the work done.

The typical Real Programmer lives in front of a computer terminal. Surrounding this terminal are:

- Listings of all the programs the the Real Programmer has ever worked on, piled in roughly chronological order on every flat surface in the office.
- Some half-dozen or so partly filled cups of cold coffee. Occasionally there will be cigarette butts floating in the coffee. In some cases, the cups will contain Orange Crush.
- Unless the Real Programmer is very good, there will be copies of the OS JCL manual and the Principles of Operation open at some particularly interesting pages.
- Taped to the wall is a line-printer Snoopy calendar for the year 1969.
- Strewn about the floor are several wrappers for peanut butter filled cheese bars — of the type that are made pre-stale at the bakery so that they can't get any worse while waiting in the vending machine.
- Hiding in the top left-hand drawer of the desk is a stash of double-stuff Oreos for special occasions.
- Underneath the Oreos is a flow-charting template, left there by the previous occupant of the office. Real Programmers write programs, not documentation — leave that to the maintenance people.

The Real Programmer is capable of working thirty, forty, even fifty hours at a stretch, under intense pressure. In fact, the Real Programmer prefers it that way. Bad response time doesn't bother the Real Programmer — it provides the chance to catch a little sleep between compiles. If there is not enough schedule pressure on the Real Programmer, he tends to make things more challenging by working on some small but interesting part of the problem for the first nine weeks, then finishing the rest in the last week, in two or three fifty-hour marathons. This not only impresses the hell out of the Real Programmers manager, who was despairing of ever getting the project done on time, but also creates a convenient excuse for not doing the documentation. In general:

- No Real Programmer works nine to five (unless its the ones at night).
- A Real Programmer might or might not know the name of their spouse. The Real Programmer does, however, know the entire EBCDIC (or ASCII) code table.
- Real Programmers don't know how to cook. Grocery stores aren't open at three o'clock in the morning. Real Programmers survive on Twinkies and coffee.

THE FUTURE

What of the future? It is a matter of some concern to Real Programmers that the latest generation of computer programmers are not being brought up with the same outlook on life as their elders. Many of them have never seen a computer with a front panel. Hardly anyone graduating from school these days can do hex arithmetic without a calculator. College graduates these days are soft — protected from the realities of programming by source level debuggers, text editors that count parentheses, and "user friendly" operating systems. Worst of all, some of these alleged "Computer Scientists" manage to get degrees without ever learning FORTRAN! Are we destined to become an industry of UNIX hackers and Pascal programmers?

From my experience, I can only report that the future is bright for Real Programmers everywhere. Neither OS/370 nor FORTRAN show any signs of dying out, despite all the efforts of Pascal programmers the world over. Even more subtle tricks, like adding structured programming constructs to FORTRAN, have failed. Oh sure, some computer vendors have come out with FORTRAN-77 compilers, but every one of them has a way of converting itself back to a FORTRAN-66 compiler at the drop of an option card — to compile DO loops the way God intended.

Even UNIX might not be as hard on Real Programmers as it once was. The latest release of UNIX has the potential of an operating system worthy of any Real Programmer — two different and subtly incompatible user interfaces, an arcane and complicated teletype driver, and virtual memory. If you ignore the fact that it's structured, even C programming can be appreciated by Real Programmers. After all, there's no type checking, variable names are seven (ten? eight?) characters long, and the added bonus of the Pointer data type is thrown in — like having the best parts of FORTRAN and assembly language in one place (not even talking about #define).

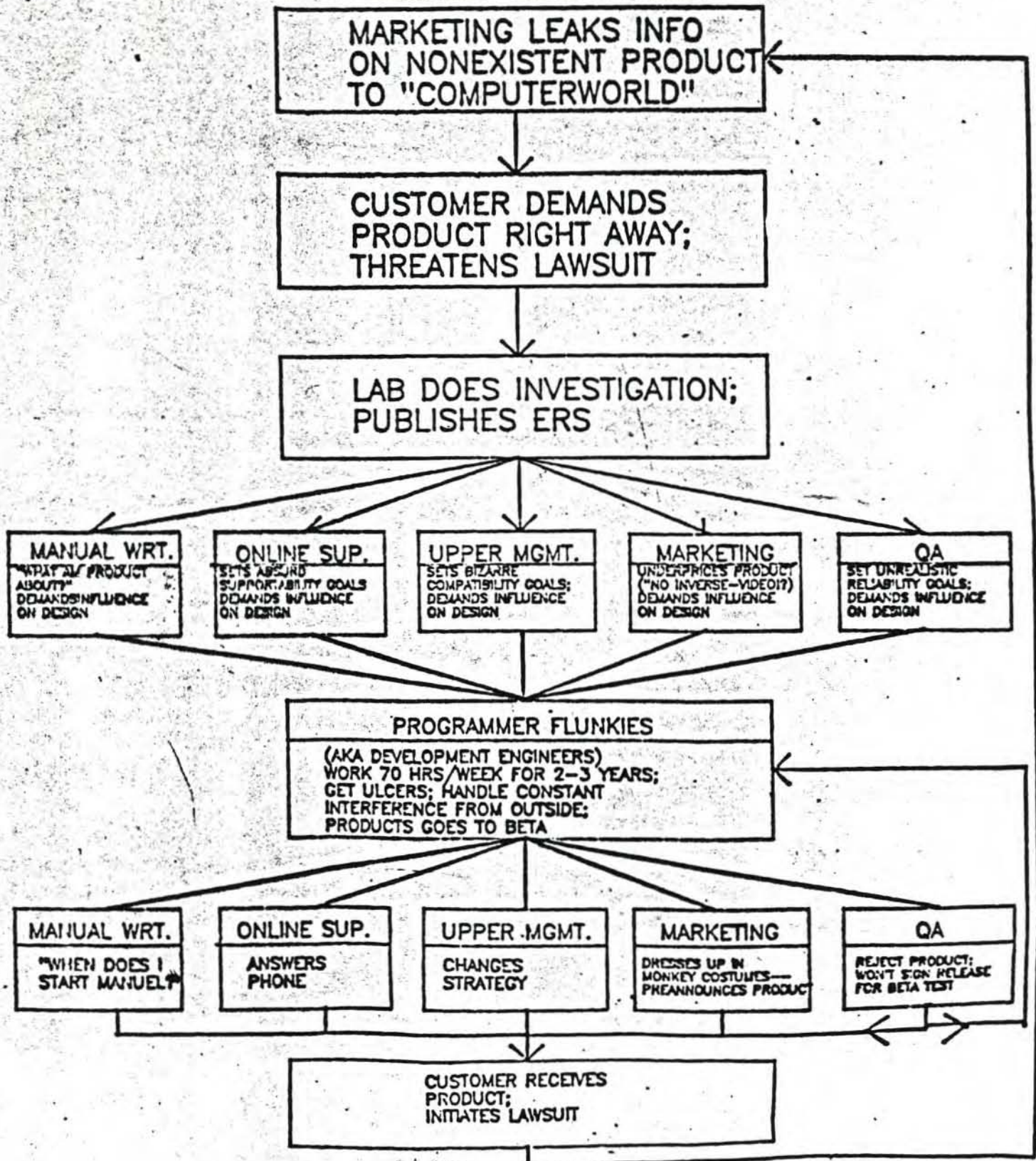
No, the future isn't all that bad. Why, in the past few years, the popular press has even commented on the bright new crop of computer nerds and hackers ([7] and [8]) leaving places like Stanford and M.I.T. for the Real World. From all evidence, the spirit of Real Programming lives on in these young men and

women. As long as there are ill-defined goals, bizarre bugs, and unrealistic schedules, there will be Real Programmers willing to jump in and Solve the Problem, saving the documentation for later. Long Live FORTRAN!

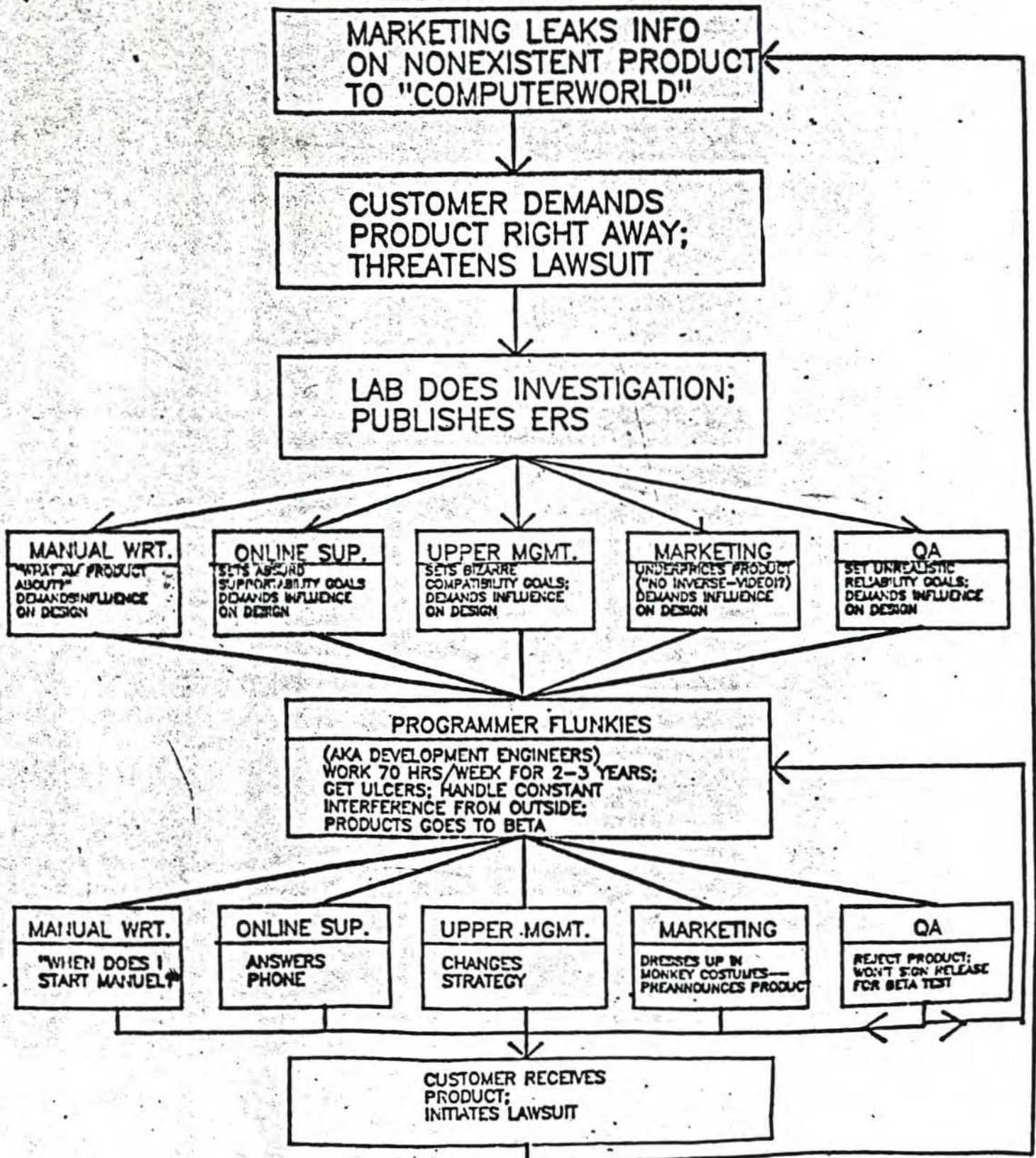
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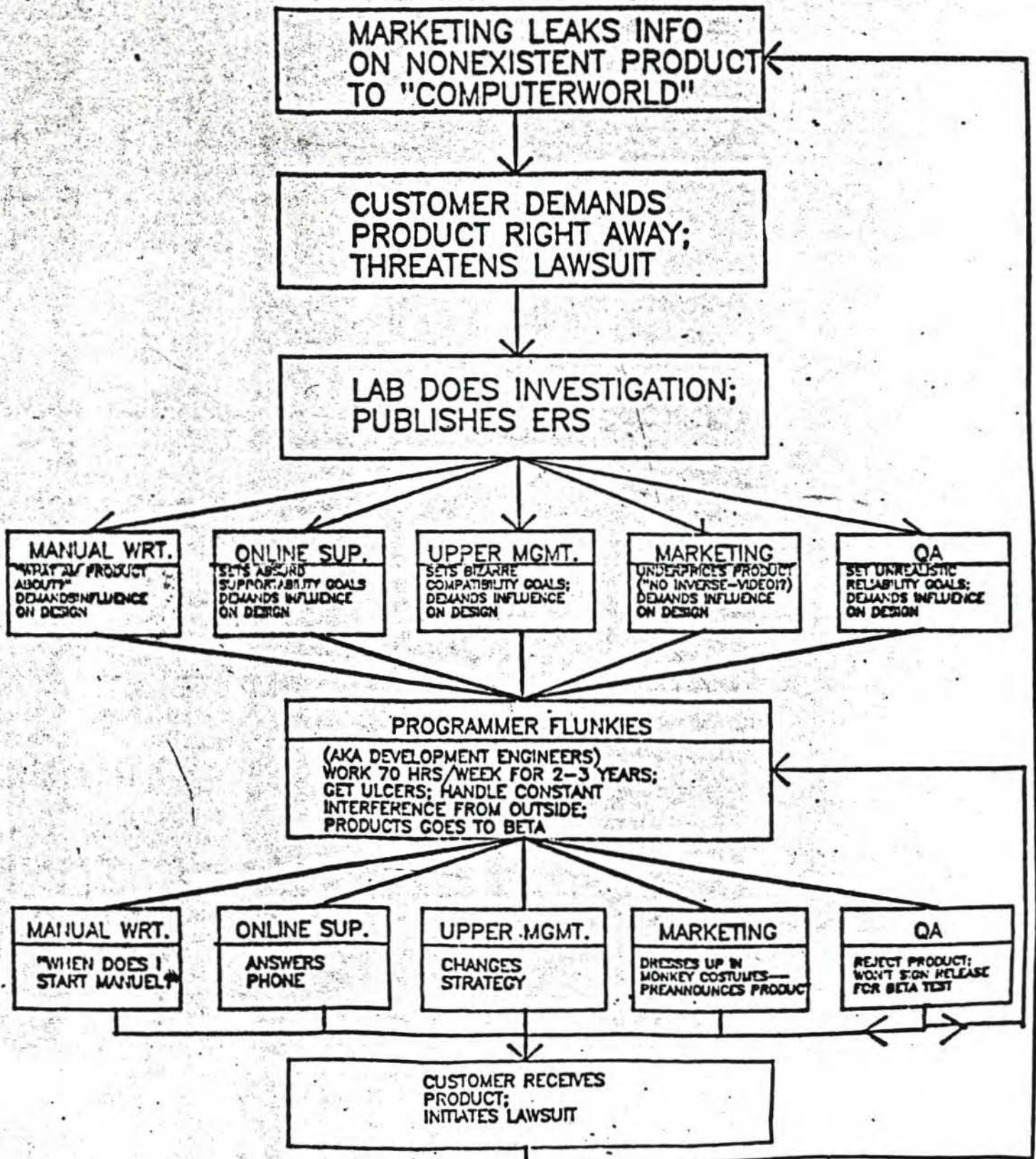
OSD PRODUCT LIFE CYCLE



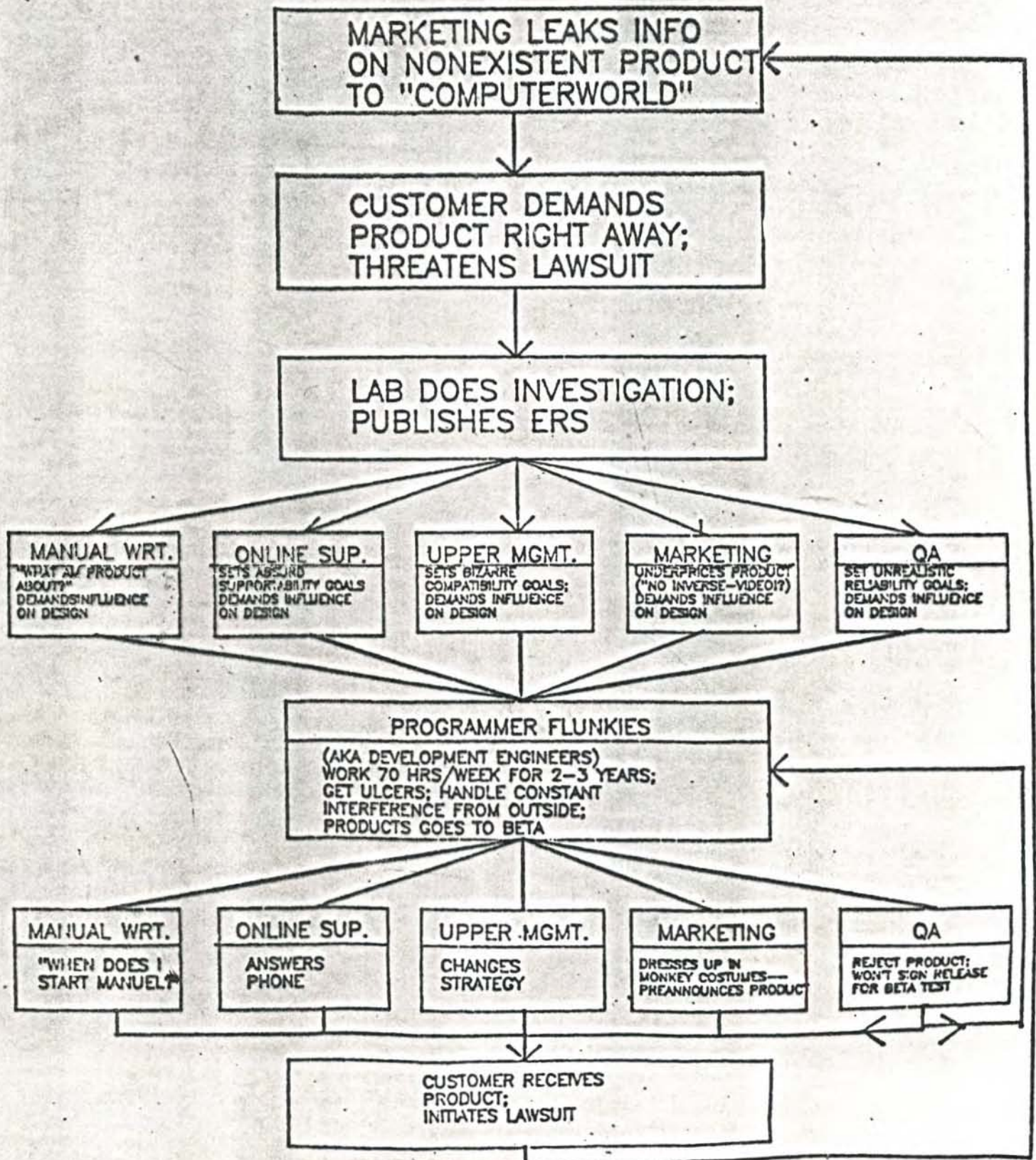
OSD PRODUCT LIFE CYCLE



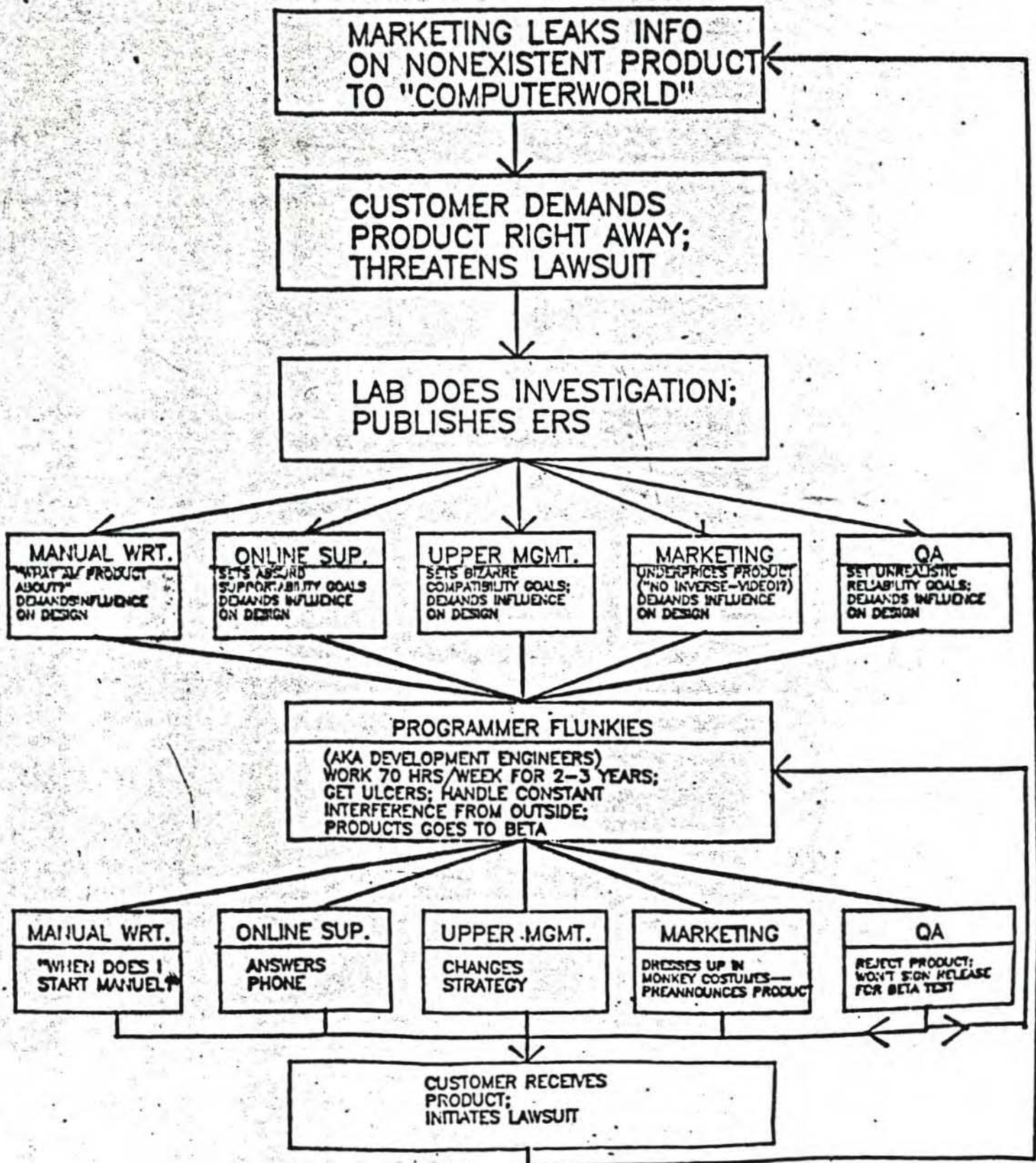
OSD PRODUCT LIFE CYCLE



OSD PRODUCT LIFE CYCLE



OSD PRODUCT LIFE CYCLE



Review Items

- Steelcase moveable wall (~~the~~ orig. product)
- Steelcase 9000
- Herman Miller
-

PERFORMANCE APPRAISAL—Exempt Employees

NAME _____	JOB TITLE _____	
PERIOD COVERED BY REVIEW From ____/____/____ to ____/____/____	DIVISION _____	SUPERVISOR'S NAME _____

Rating Definitions

Outstanding 5	Very Good 4	Good 3	Fair 2	Unsatisfactory 1
Accomplishment of objectives is clearly well above your normal expectations. The individual consistently demonstrates a high degree of creativity, experience, expertise and initiative. An outstanding performance is obvious not only to you but the employee's peers.	Exceeds, in time, quality or scope, many of the major job requirements and your normal expectations. Individual may well be outstanding in some areas of performance.	Fully accomplishes the major job requirements. Performance on some objectives exceeds expectations. Improvement may be desirable on others with the overall composite being thoroughly competent.	Performance against most major job requirements is competent. However, improvement in quality, time required or scope is needed so that all major job objectives are fulfilled. Development program should be discussed.	Performance against job requirements is clearly inadequate. Improvement is required.

Employee should be rated on each performance *demonstrated* during the period in each factor below. Each factor should be ranked from 1 (most important) up to 11 (least important) to indicate significance of factor to success on the job (at minimum 3 levels should be differentiated).

Factor	Description	5	4	3	2	1	Rank
Professional Knowledge	Acquisition and/or application of broad, complex or specialized technical/professional knowledge appropriate for the position.						
Judgment	Integration of information; development of appropriate and timely decisions, recommendations and priorities.						
Problem Solving	Identification of problems and development of workable solutions.						
Initiative	Introduction of new approaches when appropriate. Development of new ideas which promote more effective use of resources, time or personnel.						
Written Communication	Effectiveness in communicating ideas, facts or concepts in writing. Accuracy, clarity and logic of written documents.						
Oral Communication	Effectiveness in communicating ideas, facts or concepts verbally in group or individual situations.						
Independence	Effectiveness in working without direction or reliance on others where appropriate while keeping management adequately informed.						
Support and Cooperation	Demonstration of awareness and understanding of and commitment to organizational goals and objectives; effectiveness in gaining support of and working with others to accomplish those objectives.						
Productivity	Amount of acceptable work as compared to expected results; effectiveness in completing assignments, projects and reports on or ahead of schedule.						

The following factor is to be considered for employees with supervisory responsibility.

Human Resource Management	Employee development: effectiveness of appraisal and counseling, employee recognition, promotion of career development and technical vitality. Communication and delegation: installation of communication channels; appropriate delegation. Leadership and motivation: achievement of desired goals through direction of staff.						
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The following factor is to be considered for employees with financial responsibility.

Financial Management	Effectiveness in projecting, allocating, tracking and spending financial resources.						
----------------------	---	--	--	--	--	--	--

Overall Rating Given Performance Expectations

<input type="checkbox"/> Outstanding 5	<input type="checkbox"/> Very Good 4	<input type="checkbox"/> Good 3	<input type="checkbox"/> Fair 2	<input type="checkbox"/> Unsatisfactory 1
--	--	---	---	---

Comments

Explain specific incidents which support performance factor ratings and/or comment on any factor not specifically measured. Particularly good and poor areas of performance should be covered. Comments regarding the accomplishment of goals established for the period should also be provided.

Supervisor may wish to attach additional comments.

Goals

To be filled in with the employee during the appraisal conference. Goals should be reviewed and changed as needed throughout the appraisal period.

Approvals (all Performance Appraisals require at least two levels or Division Director signature)

SUPERVISOR	DATE	APPROVAL 1	DATE	APPROVAL 2	DATE
------------	------	------------	------	------------	------

Employee Review of Appraisal

I have reviewed this appraisal, discussed the contents with my supervisor and understand the goals listed. My signature indicates that I have been advised of my performance and does not necessarily imply my agreement.

Employee's Signature _____ Date _____

Comments the employee wishes to make concerning the appraisal may be made on a separate sheet. No comment is required.

Current Salary _____ New Salary _____

PERFORMANCE APPRAISAL—Exempt Employees

NAME _____	JOB TITLE _____	
PERIOD COVERED BY REVIEW From ____/____/____ to ____/____/____	DIVISION _____	SUPERVISOR'S NAME _____

Rating Definitions

Outstanding 5	Very Good 4	Good 3	Fair 2	Unsatisfactory 1
Accomplishment of objectives is clearly well above your normal expectations. The individual consistently demonstrates a high degree of creativity, experience, expertise and initiative. An outstanding performance is obvious not only to you but the employee's peers.	Exceeds, in time, quality or scope, many of the major job requirements and your normal expectations. Individual may well be outstanding in some areas of performance.	Fully accomplishes the major job requirements. Performance on some objectives exceeds expectations. Improvement may be desirable on others with the overall composite being thoroughly competent.	Performance against most major job requirements is competent. However, improvement in quality, time required or scope is needed so that all major job objectives are fulfilled. Development program should be discussed.	Performance against job requirements is clearly inadequate. Improvement is required.

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Support and Cooperation	Demonstration of awareness and understanding of and commitment to organizational goals and objectives; effectiveness in gaining support of and working with others to accomplish those objectives.						
Productivity	Amount of acceptable work as compared to expected results; effectiveness in completing assignments, projects and reports on or ahead of schedule.						

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---------------------------	--	--	--	--	--	--	--

The following factor is to be considered for employees with financial responsibility.

Financial Management	Effectiveness in projecting, allocating, tracking and spending financial resources.						
----------------------	---	--	--	--	--	--	--

Overall Rating Given Performance Expectations

<input type="checkbox"/> Outstanding 5	<input type="checkbox"/> Very Good 4	<input type="checkbox"/> Good 3	<input type="checkbox"/> Fair 2	<input type="checkbox"/> Unsatisfactory 1
--	--	---	---	---

Comments

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Supervisor may wish to attach additional comments.

Goals

To be filled in with the employee during the appraisal conference. Goals should be reviewed and changed as needed throughout the appraisal period.

Approvals (all Performance Appraisals require at least two levels or Division Director signature)

SUPERVISOR	DATE	APPROVAL 1	DATE	APPROVAL 2	DATE
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Employee Review of Appraisal

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Comments the employee wishes to make concerning the appraisal may be made on a separate sheet. No comment is required.

Current Salary _____ New Salary _____

PERFORMANCE APPRAISAL—Exempt Employees

NAME _____	JOB TITLE _____	
PERIOD COVERED BY REVIEW From ____/____/____ to ____/____/____	DIVISION _____	SUPERVISOR'S NAME _____

Rating Definitions

Outstanding 5	Very Good 4	Good 3	Fair 2	Unsatisfactory 1
Accomplishment of objectives is clearly well above your normal expectations. The individual consistently demonstrates a high degree of creativity, experience, expertise and initiative. An outstanding performance is obvious not only to you but the employee's peers.	Exceeds, in time, quality or scope, many of the major job requirements and your normal expectations. Individual may well be outstanding in some areas of performance.	Fully accomplishes the major job requirements. Performance on some objectives exceeds expectations. Improvement may be desirable on others with the overall composite being thoroughly competent.	Performance against most major job requirements is competent. However, improvement in quality, time required or scope is needed so that all major job objectives are fulfilled. Development program should be discussed.	Performance against job requirements is clearly inadequate. Improvement is required.

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The following factor is to be considered for employees with financial responsibility.

Financial Management	Effectiveness in projecting, allocating, tracking and spending financial resources.						
----------------------	---	--	--	--	--	--	--

Overall Rating Given Performance Expectations

<input type="checkbox"/> Outstanding 5	<input type="checkbox"/> Very Good 4	<input type="checkbox"/> Good 3	<input type="checkbox"/> Fair 2	<input type="checkbox"/> Unsatisfactory 1
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Goals

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Approvals (all Performance Appraisals require at least two levels or Division Director signature)

SUPERVISOR	DATE	APPROVAL 1	DATE	APPROVAL 2	DATE
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Employee Review of Appraisal

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Employee's Signature _____ Date _____

Comments the employee wishes to make concerning the appraisal may be made on a separate sheet. No comment is required.

Current Salary _____ New Salary _____

MEMBER OF TECHNICAL STAFF
PERFORMANCE EVALUATION

NAME: _____

DATE OF EVALUATION: _____

DATE EVALUATION DUE: _____

SIX MONTHS

RETURN FOR NEXT EVALUATION: _____

ANNUAL

EVALUATING SUPERVISOR: _____

SECOND LEVEL SUPERVISOR: _____

I. ACCOMPLISHMENTS and PROGRESS TOWARD OBJECTIVES

- o Specific accomplishments since last review
- o Progress toward personal objectives set in last review

Blank lined paper for writing.

II. STRENGTHS and WEAKNESSES:

Performance Ratings:

Exceptional	Consistently Far Exceeds Expectations
Very good	Consistently Exceeds Expectations
Good	Meets Expectations
Acceptable	Usually Meets Expectations
Unacceptable	Is Below Minimal Acceptable Level

A. 10% Technical Knowledge

- o Knows CS fundamentals solid
- o Keeps abreast of the relevant research
- o Follows the industry (competition)
- o Knows our systems
- o A recognized expert; quick comprehension

Exceptional	Very Good	Good	Acceptable	Unacceptable
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B. 20% Judgment & Design

- o Can delineate problems & design relevant solutions (insight, intuition)
- o Can balance theory & experiment features & timeliness etc.
- o Pragmatic - Can identify what not to do
- o Understands the user/customer
- o Open minded; objective analysis
- o Designs stand without change
- o Products reflect a "quality design"
- o Sees the "big picture"

Exceptional	Very Good	Good	Acceptable	Unacceptable
-------------	-----------	------	------------	--------------

C. 15% Creativity and Innovation

- o Inventive (and effective techniques/solutions)
- o Fresh, unique viewpoints and ideas
- o Ability to brainstorm
- o Vision, ideas for ROLM's future success

Exceptional Very Good Good Acceptable Unacceptable

D. 10% Organization & Implementation

- o Little supervision required
- o Organized, planned approach
- o Can set milestones and schedules
- o Maintains design notes & documentation
- o Reliable quality products
- o Best performing products
- o Maintainable & extensible products
- o Keeps others posted as necessary
- o Technical writing abilities

Exceptional Very Good Good Acceptable Unacceptable

E. 20% Dependability

- o Meets milestones--Fulfills assignments
- o Perseverance & carry through
- o Can be relied on
- o Versatile

Exceptional	Very Good	Good	Acceptable	Unacceptable
-------------	-----------	------	------------	--------------

F. 10% Initiative

- o Eager to tackle difficult assignments & tight schedules
- o Willingness to stretch
- o Makes things happen

Exceptional	Very Good	Good	Acceptable	Unacceptable
-------------	-----------	------	------------	--------------

G. Teamwork

- o Helpful; can be interrupted
- o Identify with teams ego-less
- o Good inter-personal skills
- o Good oral communications/presentations
- o Contribution to others
- o Works effectively with other projects & functional areas
- o Enthusiasm

Exceptional	Very Good	Good	Acceptable	Unacceptable
-------------	-----------	------	------------	--------------

III. DEVELOPMENT PLAN

- o Employee's goals
- o Discussion of areas needing strengthening
- o Methods and means to improve
- o Short term development actions
- o Specific goals and objectives for next year

GENERAL COMMENTS:

I have read and discussed this evaluations with my manager and my signature merely attests to this fact.

Employee's Signature

Date

IV. EMPLOYEE COMMENTS (OPTIONAL)

II. STRENGTHS and WEAKNESSES:

Performance Ratings:

Exceptional	Consistently Far Exceeds Expectations
Very good	Consistently Exceeds Expectations
Good	Meets Expectations
Acceptable	Usually Meets Expectations
Unacceptable	Is Below Minimal Acceptable Level

A. 15% Planning and Judgement

- ☐ Well laid out plans for current and future products in his/her area of responsibility
- ☐ Solid understanding of lab goals and how group's goals fit into these plans
- ☐ Can delineate problems and influence solutions
- ☐ Has well thought out reasons to back decisions
- ☐ Open minded, constructive in decision making
- ☐ Makes good decisions

Exceptional Very Good Good Acceptable Unacceptable

B. 15% Organization & Dependability (Tactical)

- ☐ Sets and meets milestones
- ☐ Execution of product life cycle
- ☐ Knows status and next steps of his/her projects & products
- ☐ Solid tools for communicating plans, oral and written
- ☐ Carries through

Exceptional Very Good Good Acceptable Unacceptable

- C. 20% People Skills People Development & Communication
- o Interface/communication with managers, peers, employees, other functional areas, etc.
 - o Contagious enthusiasm
 - o Proficiency at resolving personnel problems.
 - o Knows and supports his/her people: goals, strengths, accomplishments, etc.
 - o Solid on time performance evaluations consistent with pay
 - o Works at developing his/her people
 - o Affirmative Action
 - o Can replace themselves
 - o Insures adequate training
 - o Group has clear idea of its responsibilities and how they are to be executed

Exceptional Very Good Good Acceptable Unacceptable

- D. 10% Recruiting & Hiring
- o Finds good people
 - o Attracts good people
 - o Affirmative Action
 - o New techniques introduced

Exceptional Very Good Good Acceptable Unacceptable

- E. 15% Technical Skills
- o Knows the territory
 - o Understands the implementation of his/her projects
 - o Can evaluate and explain alternatives
 - o Stress breadth of technical skills that covers all projects
 - o Keeps up with the industry and research activity

Exceptional Very Good Good Acceptable Unacceptable

- F. 10% Innovation & Creativity
- o New techniques/procedures introduced
 - o "Vision"
 - o Encourages inventive solutions from his/her people
 - o Contributes to the evolution of the product development process

Exceptional Very Good Good Acceptable Unacceptable

- G. 15% Initiative & Leadership
- o Makes things happen
 - o Tackles difficult assignments
 - o Follows through/perserverance
 - o Influences others
 - o Solves Problems
 - o Solid tools for communicating plans, oral and written
 - o Carries through

Exceptional Very Good Good Acceptable Unacceptable

III. DEVELOPMENT PLAN

- o Employee's goals
- o Discussion of areas needing strengthening
- o Methods and means to improve
- o Short term development actions
- o Specific goals and objectives for next year

GENERAL COMMENTS:

I have read and discussed this evaluations with my manager and my signature merely attests to this fact.

Employee's Signature

Date

IV. EMPLOYEE COMMENTS (OPTIONAL)

GROUP MANAGER PERFORMANCE EVALUATION

Name _____

Date of Evaluation_____

Date Evaluation Due _____

Return for Next Evaluation_____

Evaluating Supervisor_____

Second Level Supervisor_____

Accomplishments and Progress Toward Objectives

- * Specific accomplishments since last review
- * Progress toward personal objectives set in last review

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Strengths and Weaknesses

Performance Ratings:

Exceptional	Consistently Far Exceeds Expectations
Very good	Consistently Exceeds Expectations
Good	Meets Expectations
Acceptable	Usually Meets Expectations
Unacceptable	Is Below Minimal Acceptable Level

1. Planning and Judgement

Exceptional	Very Good	Good	Acceptable	Unacceptable
-------------	-----------	------	------------	--------------

2. Organization & Dependability (Tactical)

Exceptional	Very Good	Good	Acceptable	Unacceptable
-------------	-----------	------	------------	--------------

3. People Skills People Development & Communication

Exceptional	Very Good	Good	Acceptable	Unacceptable
-------------	-----------	------	------------	--------------

4. Recruiting & Hiring

Exceptional Very Good Good Acceptable Unacceptable

5. Technical Skills

Exceptional Very Good Good Acceptable Unacceptable

6. Innovation & Creativity

Exceptional Very Good Good Acceptable Unacceptable

7. Initiative & Leadership

Exceptional Very Good Good Acceptable Unacceptable

Development Plan

Employee's goals

Discussion of areas needing strengthening

Methods and means to improve

Short term development actions

Specific goals and objectives for next year

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

I have read and discussed this evaluations with my manager
and my signature merely attests to this fact.

Employee's Signature

Date _____

Optional Employee Comments

	Unacceptable	Acceptable	Good	Very Good	Exceptional
Orientation- Managerial	Authority	Material Rewards	Support	Integration	Signal giving
Orientation- Employee	Obedience Personal Dependency	Security Organizational dependency	Performance Participation	Responsibility Self-discipline	Self-sacrifice
Morale	Compliance	Satisfaction	Motivation	Team Commitment	Value Commitment
Extra or outside work	Rejects	With coercion	Accepts	Views as purposeful	Does independently
Tasks	Lack of interest	With some prodding	With ease	Makes challenge	Originates
Following directions	Resists	Accepts	Performs Accurately	Anticipates	Modifies for superior results
Self initiation	Never	Rarely	When interested	Habitually	Discovers
Resource Use	Avoids seeking out	Mainly uses what's available	Uses variety	Selects most appropriate	Researches
Attitude	Dislikes demands	Accepts	Enjoys	Values	Values as Center
Goal Range	Immediate	Short range	Medium range	Long range	Purposeful Planning
Participation	Limited	When interested	Regular	Consistent	Enriches others
Preparation	Poor	Adequate	Average	Efficient	Sophisticated
Assignments	Usually incomplete	Usually complete	Always	Enjoys Challenge	Originates
Behavior	Disruptive Minimal activity Passive involvement Requirements only	Cooperative Willingness to comply	Dependable Believes in activity Actively pursues	High Standards Relates job to own values and activity	Model, Asset Fully developed philosophy that integrates values and activity

MEMBER OF TECHNICAL STAFF
PERFORMANCE EVALUATION

NAME: _____

DATE OF EVALUATION: _____

DATE EVALUATION DUE: _____

SIX MONTHS _____

RETURN FOR NEXT EVALUATION: _____

ANNUAL _____

EVALUATING SUPERVISOR: _____

SECOND LEVEL SUPERVISOR: _____

I. ACCOMPLISHMENTS and PROGRESS TOWARD OBJECTIVES

- o Specific accomplishments since last review
- o Progress toward personal objectives set in last review

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II. STRENGTHS and WEAKNESSES:

Performance Ratings:

Exceptional	Consistently Far Exceeds Expectations
Very good	Consistently Exceeds Expectations
Good	Meets Expectations
Acceptable	Usually Meets Expectations
Unacceptable	Is Below Minimal Acceptable Level

A. 10% Technical Knowledge

- o Knows CS fundamentals solid
- o Keeps abreast of the relevant research
- o Follows the industry (competition)
- o Knows our systems
- o A recognized expert; quick comprehension

Exceptional	Very Good	Good	Acceptable	Unacceptable
-------------	-----------	------	------------	--------------

B. 20% Judgment & Design

- o Can delineate problems & design relevant solutions (insight, intuition)
- o Can balance theory & experiment features & timeliness etc.
- o Pragmatic - Can identify what not to do
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- o Designs stand without change
- o Products reflect a "quality design"
- o Sees the "big picture"

Exceptional	Very Good	Good	Acceptable	Unacceptable
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C. 15% Creativity and Innovation

- o Inventive (and effective techniques/solutions)
- o Fresh, unique viewpoints and ideas
- o Ability to brainstorm
- o Vision, ideas for ROLM's future success

Exceptional Very Good Good Acceptable Unacceptable

D. 10% Organization & Implementation

- o Little supervision required
- o Organized, planned approach
- o Can set milestones and schedules
- o Maintains design notes & documentation
- o Reliable quality products
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- o Keeps others posted as necessary
- o Technical writing abilities

Exceptional Very Good Good Acceptable Unacceptable

- E. 20% Dependability
- o Meets milestones--Fulfills assignments
 - o Perserverance & carry through
 - o Can be relied on
 - o Versatile

Exceptional Very Good Good Acceptable Unacceptable

- F. 10% Initiative
- o Eager to tackle difficult assignments & tight schedules
 - o Willingness to stretch
 - o Makes things happen

Exceptional Very Good Good Acceptable Unacceptable

- G. Teamwork
- o Helpful; can be interrupted
 - o Identify with teams ego-less
 - o Good inter-personal skills
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 - o Contribution to others
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 - o Enthusiasm

Exceptional Very Good Good Acceptable Unacceptable

III. DEVELOPMENT PLAN

- o Employee's goals
- o Discussion of areas needing strengthening
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Employee's Signature

Date

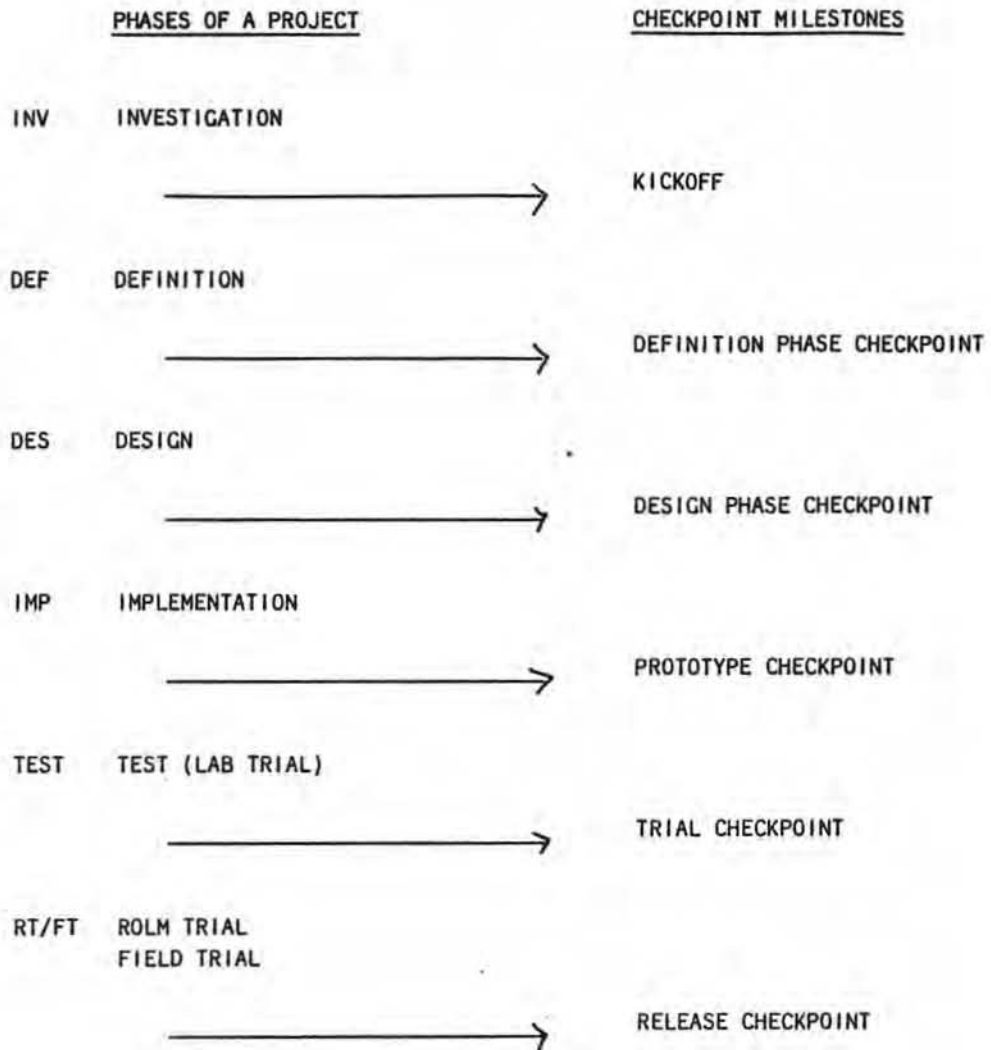
IV. EMPLOYEE COMMENTS (OPTIONAL)

	Unacceptable	Acceptable	Good	Very Good	Exceptional
Orientation- Managerial	Authority	Material Rewards	Support	Integration	Signal giving
Orientation- Employee	Obedience Personal Dependency	Security Organizational dependency	Performance Participation	Responsibility Self-discipline	Self-sacrifice
Morale	Compliance	Satisfaction	Motivation	Team Commitment	Value Commitment
Extra or outside work	Rejects	With coercion	Accepts	Views as purposeful	Does independently
Tasks	Lack of interest	With some prodding	With ease	Makes challenge	Originates
Following directions	Resists	Accepts	Performs Accurately	Anticipates	Modifies for superior results
Self initiation	Never	Rarely	When interested	Habitually	Discovers
Resource Use	Avoids seeking out	Mainly uses what's available	Uses variety	Selects most appropriate	Researches
Attitude	Dislikes demands	Accepts	Enjoys	Values	Values as Center
Goal Range	Immediate	Short range	Medium range	Long range	Purposeful Planning
Participation	Limited	When interested	Regular	Consistent	Enriches others
Preparation	Poor	Adequate	Average	Efficient	Sophisticated
Assignments	Usually incomplete	Usually complete	Always	Enjoys Challenge	Originates
Behavior	Disruptive Minimal activity Passive involvement Requirements only	Cooperative Willingness to comply	Dependable Believes in activity Actively pursues	High Standards Relates job to own values and activity	Model, Asset Fully developed philosophy that integrates values and activity

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Behavior	Disruptive Minimal activity Passive involvement Requirements only	Cooperative Willingness to comply	Dependable Believes in activity Actively pursues	High Standards Relates job to own values and activity	Model, Asset Fully developed philosophy that integrates values and activity

	Unacceptable	Acceptable	Good	Very Good	Exceptional
Orientation- Managerial	Authority	Material Rewards	Support	Integration	Signal giving
Orientation- Employee	Obedience Personal Dependency	Security Organizational dependency	Performance Participation	Responsibility Self-discipline	Self-sacrifice
Morale	Compliance	Satisfaction	Motivation	Team Commitment	Value Commitment
Extra or outside work	Rejects	With coercion	Accepts	Views as purposeful	Does independently
Tasks	Lack of interest	With some prodding	With ease	Makes challenge	Originates
Following directions	Resists	Accepts	Performs Accurately	Anticipates	Modifies for superior results
Self initiation	Never	Rarely	When interested	Habitually	Discovers
Resource Use	Avoids seeking out	Mainly uses what's available	Uses variety	Selects most appropriate	Researches
Attitude	Dislikes demands	Accepts	Enjoys	Values	Values as Center
Goal Range	Immediate	Short range	Medium range	Long range	Purposeful Planning
Participation	Limited	When interested	Regular	Consistent	Enriches others
Preparation	Poor	Adequate	Average	Efficient	Sophisticated
Assignments	Usually incomplete	Usually complete	Always	Enjoys Challenge	Originates
Behavior	Disruptive Minimal activity Passive involvement Requirements only	Cooperative Willingness to comply	Dependable Believes in activity Actively pursues	High Standards Relates job to own values and activity	Model, Asset Fully developed philosophy that integrates values and activity

LEGEND FOR STATUS



5

1.1 RxD Dispersibilities

1.2 Managerial Decision

3

1.3 People Management

✓

1.4 Factors for Reduction

6

1.5 Valid Reasons for

Entrepreneuring

The Ten Commandments for Building a Growth Company

STEVEN C. BRANDT

1 Limit the number of primary participants to people who can consciously agree upon and contribute directly to that which the enterprise is to accomplish, for whom, and by when.

2 Define the business of the enterprise in terms of what is to be bought, precisely by whom, and why.

3 Concentrate all available resources on accomplishing two or three specific, operational objectives within a given time period.

4 Prepare and work from a written plan that delineates who in the total organization is to do what, by when.

5 Employ key people with proven records of success at doing what needs to be done in a manner consistent with the desired value system of the enterprise.

6 Reward individual performance that exceeds agreed upon standards.

7 Expand methodically from a profitable base toward a balanced business.

8 Project, monitor, and conserve cash and credit capability.

9 Maintain a detached point of view.

10 Anticipate incessant change by periodically testing adopted business plans for their consistency with the realities of the world marketplace.



00BREAK00



00BREAK00

~~Reg Nurse~~ NURS

RANKING CRITERIA

PEOPLE STACKING CATEGORIES

MAJOR CONTRIBUTOR

Characteristics to consider:

1. Known track record
2. Creativity
3. Willingness to stretch beyond their role
4. Effectiveness
5. People relations with peers, supervisors, and subordinates
6. Leadership
7. Job impact - current role
8. Perspective on Division as well as function
9. Making a significant Marketing contribution effective to the Division
10. Communication skills
11. People selection and judgment
12. Judgment
13. Intelligence
14. Initiative

KEY CONTRIBUTOR

Key Contributor (A)

1. Has many of the attributes of a Major Contributor, but isn't there yet.
2. Contribution primarily to the functional area vs. the Division
3. Will become a Major Contributor with time and development (within 3 years)

Key Contributor (B)

1. Like (A), but lacks upward mobility/growth to be a Major Contributor to the Division
2. Primarily an individual contributor

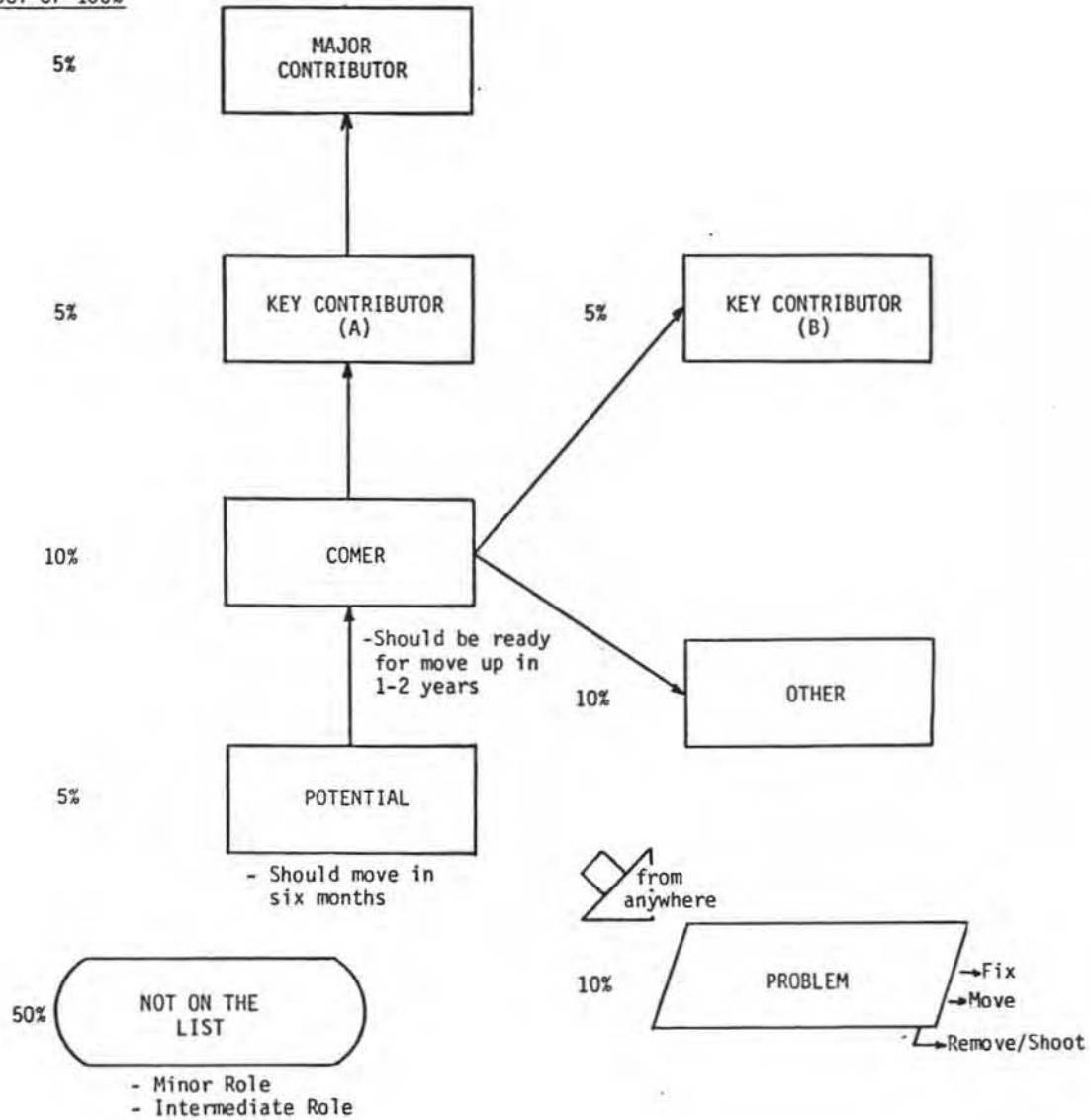
COMER

1. A person who has shown the innate ability to assume future roles
2. The person probably needs time, broadening of perspective, and exposure to grow
3. Willingness to assume larger roles
4. Potential should be identified as: Major Contributor (↑); Key Contributor (A) (↑); Key Contributor (B) (↔); Undefined (?)

...continued over

PEOPLE DEVELOPMENT MODEL

TYPICAL
DISTRIBUTION
OUT OF 100%



OVERALL PERFORMANCE RATINGS

- 0 UNACCEPTABLE: Performance is seriously deficient and major improvements are necessary in order to reach acceptable level. Continued performance at this level, after proper notification can result in termination.
- 1 MARGINAL: Performance does not meet immediate supervisor's concept of acceptable job performance and improvement is required. Sustained performance at this level cannot be tolerated.
- 2 ACCEPTABLE: Meets many job requirements but performance is less than fully effective. Person may have been in current position a short time or may have deficiencies in some areas.
- 3 FULLY EFFECTIVE: Employee does a competent job in assigned area of responsibility. Periodically makes contribution above and beyond what is expected from position.
- 4 EXCELLENT: Job performance consistently exceeds standards and work goals. Performance significantly beyond what is normally expected for the position.
- 5 SUPERIOR: Outstanding performance is maintained in all areas of work. Performance in all respects consistently equals immediate supervisor's concept of the best that can be expected.

Technical Background	0	Topic recall
	1	Explains course well
	2	Knows trade-offs
Communication Skills	0	Defends, attacks, shuts out, non-communicative
	1	Gives information
	2	Tests understanding, summarizes, uses diagrams
Leadership Skills	0	Nervous, Worried, Tense
	1	Normal
	2	Leader, Friendly, Aggressive
Work Experience	0	Less
	1	2 successful summers
	2	More
Job Goals	0	Wants something else
	1	Not sure, hedges
	2	Wants to be engineer at ROLM

Average - Above 50% in OSD Performance Criteria

			Leadership Skills	0 Nervous, Worried, Tense 1 Normal 2 Leader, Friendly, Aggressive
Technical Background	0 1 2	Topic Recall Explains Well Knows Trade-offs	Work Experience	0 Less 1 2 successful summers 2 More
Communication Skills	0 1 2	Defends, attacks, non-commun. gives info. freely Tests understanding, uses diagrams, summarizes	Job Goals	0 Wants something else 1 Not sure, hedges 2 Wants to be an engineer at ROLM

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is low due to the original document(s).**



forward and grow." This sounds very much like Aristotle's "final cause," or the telos, the final product, the sense in which the acorn now has within its nature the oak tree which it will become. (This is tricky because it is our tendency to anthropomorphize and say that the acorn is "trying" to grow up. It is not. It is simply "being" an infant. In the same way that Darwin could not use the word "trying" to explain evolution, so also must we avoid this usage. We must explain its growth forward toward its limit as an epiphenomenon of its being, as "blind" byproducts of contemporary mechanisms, and processes.)

III. The Being-Values (as Descriptions of the World Perceived in Peak Experiences)

The characteristics of being are also the values of being. (Paralleled by the characteristics of fully human people, the preferences of full human people; the characteristics of selfhood [identity] in peak experiences; the characteristics of ideal art; the characteristics of ideal children; the characteristics of ideal mathematical demonstrations, of ideal experiments and theories, of ideal science and knowledge; the far goals of all ideal [Taoistic noninterfering] psychotherapies; the far goals of ideal humanistic education; the far goals and the expression of some kinds of religion; the characteristics of the ideally good environment and of the ideally good society.)

1. *Truth*: (honesty; reality; nakedness; simplicity; richness; essentiality; oughtness; beauty; pure; clean and unadulterated completeness).

2. *Goodness*: (rightness; desirability; oughtness; justice; benevolence; honesty); (we love it, are attracted to it, approve of it).

3. *Beauty*: (rightness; form; aliveness; simplicity; richness; wholeness, perfection; completion; uniqueness; honesty).

4. *Wholeness*: (unity; integration; tendency to oneness; interconnectedness; simplicity; organization; structure; order, not dissociated; synergy; homonomous and integrative tendencies).

4a. *Dichotomy-transcendence*: (acceptance, resolution, integration, or transcendence of dichotomies, polarities, opposites, contradictions; synergy, i.e., transformation of oppositions into unities, of antagonists into collaborating or mutually enhancing partners).

5. *Aliveness*: (process; not-deadness; spontaneity; self-regula-

tion; full-functioning; changing and yet remaining the same; expressing itself).

6. *Uniqueness*: (idiosyncrasy; individuality; noncomparability; novelty; quale; suchness; nothing else like it).

7. *Perfection*: (nothing superfluous; nothing lacking; everything in its right place, unimprovable; just-rightness; just-ness; suitability; justice, completeness; nothing beyond; oughtness).

7a. *Necessity*: (inevitability; it must be just that way; not changed in any slightest way; and it is good that it is that way).

8. *Completion*: (ending; finality; justice; it's finished; no more changing of the Gestalt; fulfillment; *finis* and *telos*; nothing missing or lacking; totality; fulfillment of destiny; cessation; climax; consummation closure; death before rebirth; cessation and completion of growth and development).

9. *Justice*: (fairness; oughtness; suitability; architectonic quality; necessity; inevitability; disinterestedness; nonpartiality).

9a. *Order*: (lawfulness; rightness; nothing superfluous; perfectly arranged).

10. *Simplicity*: (honesty; nakedness; essentiality; abstract unmistakability; essential skeletal structure; the heart of the matter; bluntness; only that which is necessary; without ornament, nothing extra or superfluous).

11. *Richness*: (differentiation; complexity; intricacy; totality; nothing missing or hidden; all there; "nonimportance," i.e., everything is equally important; nothing is unimportant; everything left the way it is, without improving, simplifying, abstracting, rearranging).

12. *Effortlessness*: (ease; lack of strain, striving, or difficulty; grace; perfect and beautiful functioning).

13. *Playfulness*: (fun; joy; amusement; gaiety; humor; exuberance; effortlessness).

14. *Self-sufficiency*: (autonomy; independence; not-needing-any-thing-other-than-itself-in-order-to-be-itself; self-determining; environment-transcendence; separateness; living by its own laws; identity).

IV. Operations Which Define the Meaning of the Being-Values in Testable Form

1. First seen as described characteristics of self-actualizing (psychologically healthy) people, as reported by themselves and

we can see and feel and touch, and in which religion becomes otherworldly and supernatural rather than this-worldly and humanistic and naturalistic.

Since talking about "B" realm and "D" realm might be misunderstood as referring to two separate realms in actual physical space or actual physical time, which are separate and discrete from each other, I had better stress that talk of "B" realm and "D" realm is actually talk about two kinds of perception, two kinds of cognition, two attitudes toward the one world. It might also be better to talk about the unitive attitude, rather than about unitive consciousness. An example of the kind of confusion that could be eliminated by thinking of "B" and "D" cognition as simply two attitudes or styles of perceiving can be seen later in Suzuki's book where he finds it necessary to talk about transmigration, incarnation, reincarnation, souls, and the like. This is the result of hypostatizing these attitudes into real objective things. If I speak of these two kinds of cognition as attitudes, then these transmigrations, etc., simply do not apply, any more than they would to the new kind of perception that a person would have of a Beethoven symphony after he had taken a course in the structure of music. This also implies that the meaning, or the structure in the Beethoven symphony was there before the lessons took place; it was only that a certain blindness was lifted from the perceiver. He could now perceive, now that he had the right attitude, knew what to look for and how to look for it, and could see the structure of the music and the meaning of the music and what Beethoven was trying to say, what he was trying to communicate, etc.

Further Notes on Cognition

Characteristics of Being-Cognition and Deficiency-Cognition of the World¹

B-COGNITION

1. Seen as whole, as complete, self-sufficient, as unitary. Either Cosmic Consciousness (Bucke), in which whole cosmos is perceived as single thing with oneself belonging in it; or else the person, object, or portion of the world seen is seen as if it were the whole world, i.e., rest of world is forgotten. Integrative perceiving of unities. Unity of the world or object perceived.

2. Exclusively, fully narrowly attended to; absorption, fascination, focal attention; total

D-COGNITION

1. Seen as part, as incomplete, not self-sufficient, as dependent upon other things.

2. Attended to with simultaneous attention to all cause that is relevant. Sharp figure-

¹ Improved from A. H. Maslow, Chapter 6, of *Toward a Psychology of Being* (89). See Chapter 7 for characteristics of the B-cognizer (of the self) in the peak experiences.

B-COGNITION

attention. Tends to de-differentiate figure and ground. Richness of detail; seen from many sides. Seen with "care," totally, intensely, with complete investment. Totally cathected. Relative importance becomes unimportant; all aspects equally important.

3. No comparing (in Dorothy Lee's sense). Seen *per se*, in itself, by itself. Not in competition with anything else. Sole member of the class (in Hartman's sense).

4. Human-irrelevant.

5. Made richer by repeated experiencing. More and more perceived. "Intra-object richness."

6. Seen as unneeded, as purposeless, as not desired, as unmotivated perceiving. Perceived as if it had no reference to the needs of the perceiver. Can therefore be seen as independent, in its own right.

7. Object-centering. Self-forgetful, ego-transcending, unselfish, disinterested. There-

D-COGNITION

ground differentiation. Seen imbedded in relationships to all else in world, as part of the world. Rubricized; seen from some aspects only; selective attention and selective inattention to some aspects; seen casually, seen only from some point of view.

3. Placing on a continuum or within a series; comparing, judging, evaluating. Seen as a member of a class, as an instance, a sample.

4. Relevant to human concerns; e.g., what good is it, what can it be used for, is it good for or dangerous to people, etc.

5. Repeated experiencing impoverishes, reduces richness, makes it less interesting and attractive, takes away its demand-character. Familiarization leads to boredom.

6. Motivated perceiving. Object seen as need-gratifier, as useful or not useful.

7. Organized around ego as a centering point, which means projection of the ego into the

B-COGNITION

fore, it-centered. Identification and fusion of perceiver and perceived. So absorbed and poured into the experience that self disappears, so that whole experience can be organized around the object itself as a centering point or organizing point. Object uncontaminated and unconfused with self. Abnegation of the perceiver.

8. The object is permitted to be itself. Humble, receptive, passive, choiceless, undemanding. Taoistic, noninterference with the object or percept. Let-be acceptance.

9. Seen as end in itself, self-validating. Self-justifying. Intrinsically interesting for its own sake. Has intrinsic value.

10. Outside of time and space. Seen as eternal, universal. "A minute is a day; a day is a minute." Disorientation of perceiver in time and space, not conscious of surroundings. Percept not related to surroundings. Ahistorical.

11. The characteristics of Being are perceived as Values of Being.

D-COGNITION

percept. Perception not of the object alone but of the object-mixed-with-self-of-the-perceiver.

8. Active shaping, organizing, and selecting by the perceiver. He shifts it, rearranges it. He works at it. This must be more fatiguing than B-cognizing, which probably is fatigue-curing. Trying, striving, effort. Will, control.

9. A means, an instrument, not having self-contained worth but having only exchange-value, or standing for something else, or a ticket to some other place.

10. In time and space. Temporal. Local. Seen *in* history, and in the physical world.

11. D-Values are means-values, i.e., usefulness, desirability-undesirability, suitability for a purpose. Evaluations.

B-COGNITION

12. Absolute (because timeless and spaceless, because detached from the ground, because taken *per se*, because rest of world and history all forgotten). This is compatible with the perception of process and shifting, alive organizations *within* the perception—but it is strictly *within* the perception.

13. Resolution of dichotomies, polarities, conflicts. Inconsistencies seen to exist simultaneously and to be sensible and necessary, i.e., to be seen as a higher unity or integration, or under a superordinate whole.

14. Concretely (and abstractly) perceived. All aspects at once. Therefore ineffable (to ordinary language); describable, if at all, by poetry, art, etc., but even this will make sense only to one who has already had same experience. Essentially aesthetic experience (in Northrop's sense). Nonchoosing preferring or selecting. Seen in its suchness (different from the concrete perception of young children, of primitive adults, or of brain-injured people because it coexists with abstract ability).

D-COGNITION

comparisons, condemnations, approvals, or disapprovals, judgments upon.

12. Relative to history, to culture, to characterology, to local values, to the interests and needs of man. It is felt to be *passing*. Depends on man for its reality; if man were to disappear, it would disappear. Shifting from one syndrome to another: as a whole, i.e., it is now a bit in this syndrome, now a bit in *that* syndrome.

13. Aristotelean logic, i.e., separate things seen as dissected and cut off and quite different from each other, mutually exclusive, often with antagonistic interests.

14. Only abstract, categorized, diagrammatic, rubricized, schematized. Classifying. "Reduction to the abstract."

B-COGNITION

15. The idiographic object; the concrete, unique instance. Classification impossible (except for abstracted aspects) because sole member of its class.

16. Increase of dynamic isomorphism between inner and outer worlds. As the essential Being of the world is perceived by the person, so also does he concurrently come closer to his own Being; and vice versa.

17. Object often perceived as sacred, holy, "very special." It "demands" or "calls for" awe, reverence, piety, wonder.

18. World and self often (not always) seen as amusing, playful, comic, funny, absurd, laughable; but also as poignant. Laughter (which is close to tears). Philosophical humor, humor. World, person, child, etc., seen as cute, absurd, charming, lovable. May produce mixed laughing-crying. Fusion of comic-tragic dichotomy.

19. Noninterchangeable. Not replaceable. No one else will do.

D-COGNITION

15. Nomothetic, general, statistical lawfulness.

16. Decreased isomorphism.

17. Object "normal," everyday, ordinary, familiar, nothing special, "familiarized away."

18. Lesser forms of humor, if seen at all. Serious things quite different from amusing things. Hostile humor, humorlessness. Solemnity.

19. Interchangeable. Replaceable.

Innocent Cognition (as an Aspect of B-Cognition)

In innocence; i.e., to the innocent, everything moves toward becoming equally probable; everything is equally important.

TABLE I

Motivations and Gratifications of Self-Actualizing People, obtained through their work as well as in other ways. (These are in addition to basic-need gratifications.)

Delight in bringing about justice.
 Delight in stopping cruelty and exploitation.
 Fighting lies and untruths.
 They love virtue to be rewarded.
 They seem to like happy endings, good completions.
 They hate sin and evil to be rewarded, and they hate people to get away with it.
 They are good punishers of evil.
 They try to set things right, to clean up bad situations.
 They enjoy doing good.
 They like to reward and praise promise, talent, virtue, etc.
 They avoid publicity, fame, glory, honors, popularity, celebrity, or at least do not seek it. It seems to be not awfully important one way or another.
 They do not *need* to be loved by everyone.
 They generally pick out their causes, which are apt to be few in number, rather than responding to advertising or to campaigns or to other people's exhortations.
 They tend to enjoy peace, calm, quiet, pleasantness, etc., and they tend *not* to like turmoil, fighting, war, etc. (they are *not* general-fighters on every front), and they can enjoy themselves in the middle of a "war."
 They also seem practical and shrewd and realistic about it, more often than impractical. They like to be effective and dislike being ineffectual.
 Their fighting is not an excuse for hostility, paranoia, grandiosity, authority, rebellion, etc., but is for the sake of setting things right. It is problem-centered.
 They manage somehow simultaneously to love the world as it is and to try to improve it.
 In all cases there was some hope that people and nature and society could be improved.
 In all cases it was as if they could see both good and evil realistically.
 They respond to the challenge in a job.
 A chance to improve the situation or the operation is a big reward.
 They enjoy improving things.
 Observations generally indicate great pleasure in their children and in helping them grow into good adults.

They do not need or seek for or even enjoy very much flattery, applause, popularity, status, prestige, money, honors, etc.
 Expressions of gratitude, or at least of awareness of their good fortune, are common.
 They have a sense of *noblesse oblige*. It is the duty of the superior, of the one who sees and knows, to be patient and tolerant, as with children.
 They tend to be attracted by mystery, unsolved problems, by the unknown and the challenging, rather than to be frightened by them.
 They enjoy bringing about law and order in the chaotic situation, or in the messy or confused situation, or in the dirty and unclean situation.
 They hate (and fight) corruption, cruelty, malice, dishonesty, pompousness, phoniness, and faking.
 They try to free themselves from illusions, to look at the facts courageously, to take away the blindfold.
 They feel it is a pity for talent to be wasted.
 They do not do mean things, and they respond with anger when other people do mean things.
 They tend to feel that every person should have an opportunity to develop to his highest potential, to have a fair chance, to have equal opportunity.
 They like doing things well, "doing a good job," "to do well what needs doing." Many such phrases add up to "bringing about good workmanship."
 One advantage of being a boss is the right to give away the corporation's money, to choose which good causes to help. They enjoy giving their own money away to causes they consider important, good, worthwhile, etc. Pleasure in philanthropy.
 They enjoy watching and helping the self-actualizing of others, especially of the young.
 They enjoy watching happiness and helping to bring it about.
 They get great pleasure from knowing admirable people (courageous, honest, effective, "straight," "big," creative, saintly, etc.). "My work brings me in contact with many fine people."
 They enjoy taking on responsibilities (that they can handle well), and certainly don't fear or evade their responsibilities. They respond to responsibility.
 They uniformly consider their work to be worthwhile, important, even essential.
 They enjoy greater efficiency, making an operation more neat, compact, simpler, faster, less expensive, turning out a better product, doing with less parts, a smaller number of operations, less clumsiness, less effort, more foolproof, safer, more "elegant," less laborious.

as such, i.e., as pathologies, except unwittingly, or by implication, or, as by Frankl (34), in a very general and inclusive way, not yet teased apart into researchable form. In general, they have been discussed through the centuries by religionists, historians, and philosophers under the rubric of spiritual or religious shortcomings, rather than by physicians, scientists, or psychologists under the rubric of psychiatric or psychological or biological "illnesses" or stuntings or diminutions. To some extent also there is some overlap with sociological and political disturbances, "social pathologies," and the like (Table 2).

I will call these "illnesses" (or, better, diminutions of humanness) "metaphathologies" and define them as the consequences of deprivation of the B-Values either in general or of specific B-Values (see Tables 2 and 3). Extrapolating out from my previous descriptions and cataloguing of the various B-Values, arrived at by various operations, it is possible to form a kind of periodic table (Table 3) in which illnesses not yet discovered may be listed, to be looked for in the future. To the extent that they will be discovered and described, to that extent will my impressions and hypotheses be confirmed. (I have used the world of television and especially of television advertising as a rich source of metaphathologies of all types, i.e., of the vulgarization or destruction of all intrinsic values, although, of course, many other sources of data are readily available.)

The third column in Table 3 is a very tentative effort and should not be taken too seriously except as a pointing toward future tasks. These specific metaphathologies seem to be as figure against the ground of general metaphathology. The only specific metaphathology with which I have dealt at length is the first one (34, Chap. 5), and perhaps this publication could serve as a stimulus to other efforts, quite feasible, I think, to describe other metaphathologies. I suspect that reading in the literature of religious pathology, especially in the mystical tradition, would be suggestive. I would guess that leads would also be found in the realm of "chic" art, of social pathology, of homosexual subcultures, in the literature of Nay-saying existentialism (159). The case histories of existential psychotherapy, spiritual illness, existential vacuum, the "dryness" and "aridity" of the mystics, the dichotomizing, verbalizing, and overabstracting dissected by the general semanticists, the philistinism against which artists struggle, the mechanization, robotizing, and depersonalizing that social psychiatrists talk about, alienation, loss of identity, extrapuniveness, whining, complaining and the feeling of helplessness,

suicidal tendencies, the religious pathologies that Jung talked about, Frankl's noogenic disorders, the psychoanalyst's character disorders—these and many other value disturbances are undoubtedly relevant sources of information.

To summarize: If we agree that such disturbances, illnesses, pathologies, or diminutions (coming from deprivation of metaneed gratifications) are indeed a diminishing of full humanness or of human potential, and if we agree that the gratification, or fulfill-

TABLE 2

General Metaphathologies

Alienation.
Anomie.
Anhedonia.
Loss of zest in life.
Meaninglessness.
Inability to enjoy. Indifference.
Boredom; ennui.
Life ceases to be intrinsically worthwhile and self-validating.
Existential vacuum.
Noogenic neurosis.
Philosophical crisis.
Apathy, resignation, fatalism.
Valuelessness.
Desacralization of life.
Spiritual illnesses and crises. "Dryness," "aridity," staleness.
Axiological depression.
Death wishes; letting go of life. One's death doesn't matter.
Sense of being useless, unneeded, of not mattering. Ineffectuality.
Hopelessness, apathy, defeat, cessation of coping, succumbing.
Feeling totally determined. Helplessness. No feeling of free will.
Ultimate doubt. Is *anything* worthwhile? Does anything matter?
Despair, anguish.
Joylessness.
Futility.
Cynicism; disbelief in, loss of faith in or reductive explanation of all high values.
Metagrumbles.
"Aimless" destructiveness, resentment, vandalism.
Alienation from all elders, parents, authority, from *any* society.

TABLE 3
B-Values and Specific Metapathologies

B-Values	Pathogenic Deprivation	Specific Metapathologies
1. Truth	Dishonesty	Disbelief; mistrust; cynicism; skepticism; suspicion.
2. Goodness	Evil	Utter selfishness. Hatred; repulsion; disgust. Reliance only upon self and for self. Nihilism. Cynicism.
3. Beauty	Ugliness	Vulgarity. Specific unhappiness, restlessness, loss of taste, tension, fatigue. Philistinism. Bleakness.
4. Unity; Wholeness	Chaos. Atomism, loss of connectedness.	Disintegration; "the world is falling apart." Arbitrariness.
4a. Dichotomy-Transcendence	Black and white dichotomies. Loss of gradations, of degree. Forced polarization. Forced choices.	Black-white thinking, either/or thinking. Seeing everything as a duel or a war, or a conflict. Low synergy. Simplistic view of life.
5. Aliveness; Process	Deadness. Mechanizing of life.	Deadness. Robotizing. Feeling oneself to be totally determined. Loss of emotion. Boredom (?); loss of zest in life. Experiential emptiness.
6. Uniqueness	Sameness; uniformity; interchangeability.	Loss of feeling of self and of individuality. Feeling oneself to be interchangeable, anonymous, not really needed.
7. Perfection	Imperfection; sloppiness; poor workmanship, shoddiness.	Discouragement (?); hopelessness; nothing to work for.
7a. Necessity	Accident; occasionalism; inconsistency.	Chaos; unpredictability. Loss of safety. Vigilance.
8. Completion; Finality	Incompleteness	Feelings of incompleteness with perseveration. Hopelessness. Cessation of striving and coping. No use trying.
9. Justice	Injustice	Insecurity; anger; cynicism; mistrust; lawlessness; jungle world-view; total selfishness.
9a. Order	Lawlessness. Chaos Breakdown of authority.	Insecurity. Wariness. Loss of safety, of predictability. Necessity for vigilance, alertness, tension, being on guard.

10. Simplicity	Confusing complexity. Disconnectedness. Disintegration.	Overcomplexity; confusion; bewilderment, conflict, loss of orientation.
11. Richness; Totality; Comprehensiveness	Poverty. Coarctation.	Depression; uneasiness; loss of interest in world.
12. Effortlessness	Effortfulness	Fatigue, strain, striving, clumsiness, awkwardness, gracelessness, stiffness.
13. Playfulness	Humorlessness	Grimness; depression; paranoid humorlessness; loss of zest in life. Cheerlessness. Loss of ability to enjoy.
14. Self-sufficiency	Contingency; accident; occasionalism.	Dependence upon (?) the perceiver (?). It becomes his responsibility.
15. Meaningfulness	Meaninglessness	Meaninglessness. Despair. Senselessness of life.

ing, of the B-Values enhances or fulfills the human potential, then clearly these intrinsic and ultimate values may be taken as instinctoid needs (83, pp. 33-47) in the same realm of discourse with basic needs and on the same hierarchy. These metaneeds, though having certain special characteristics which differentiate them from basic needs, are yet in the same realm of discourse and of research as, for instance, the need for vitamin C or for calcium. They fall within the realm of science, broadly conceived, and are certainly *not* the exclusive property of theologians, philosophers, or artists. The spiritual or value-life then falls well *within* the realm of nature, rather than being a different and opposed realm. It is susceptible to investigation at once by psychologists and social scientists, and in theory will eventually become also a problem for neurology, endocrinology, genetics, and biochemistry as these sciences develop suitable methods.

XIII

The metapathologies of the affluent and indulged young come partly from deprivation of intrinsic values, frustrated "idealism" from disillusionment with a society they see (mistakenly) motivated only by lower or animal or material needs.

This theory of metapathology generates the following easily testable proposition: I believe that much of the social pathology of the affluent (already lower-need-gratified) is a consequence of

LEVELS (How Well)

Level I. Does Not Meet Minimum Performance Standards:

The important thing here is to know what the "minimum performance standards" are. This might seem to be common knowledge, but it is not. "Minimum performance standards" apply not only to what you should know, but also to attendance requirements, classroom participation, and anything else that falls within the realm of teacher expectations.

Level II. Meets Minimum Performance Standards:

Once you know the meaning of Level I Standards, this is easy to understand. Students who meet these standards are doing the very least required to succeed in a course.

Level III. Average to Above Average Performance:

The key words here are "regularity," "dependability," "interested," "confident," "capable," and "accurate." The quality of Performance at this Level is considered very good, and very acceptable.

Level IV. Consistently Excellent Performance:

The difference between Level III and Level IV is the same as the difference between "above average," and "consistently excellent." Level IV represents not only "excellence," but consistent excellence. Other key descriptive terms are "enjoys challenge," and "anticipates directions, special needs."

Level V. Superior Performance; Beyond Expectations:

This applies to those students whose performance is an enrichment to what goes on in and out of the classroom. These students "originate," "work independently," "interpret," and generally perform to standards that are significantly higher than regular classroom measures.

taxonomy-classification system - your own performance

The Level of performance need not fall exactly at I, II, III, IV, or V. It may be somewhere in between any of the Levels.

The major purpose of this type of Performance Analysis is to know exactly where improvement is needed, where performance should be maintained, and what strategies might work best in both cases

Student Performance Profile

INSTRUCTIONS: Check box of category item at LEVEL which best describes student performance. If performance falls between two LEVELS, check both.

Date of this report _____

NA * ✓	CATEGORY	LEVEL I Does not meet minimum performance standards	LEVEL II Meets minimum performance standards	LEVEL III Average to above average performance	LEVEL IV Consistently excellent performance	LEVEL V Superior performance; beyond expectations
PERFORMANCE IN CLASS						
<input type="checkbox"/>	Participation/contribution	<input type="checkbox"/> Limited participation, rarely contributes	<input type="checkbox"/> Participates willingly when interested	<input type="checkbox"/> Participates regularly	<input type="checkbox"/> Consistent participation	<input type="checkbox"/> Participation enriches classroom environment
<input type="checkbox"/>	Organization/preparation	<input type="checkbox"/> Lacks systematic organization, poorly prepared	<input type="checkbox"/> Can organize and prepare adequately	<input type="checkbox"/> Can prepare and organize for above average results	<input type="checkbox"/> Consistently well prepared, efficiently organized	<input type="checkbox"/> Highly sophisticated system development and problem solving
<input type="checkbox"/>	Assignments	<input type="checkbox"/> Usually incomplete	<input type="checkbox"/> Usually complete	<input type="checkbox"/> Nearly always complete	<input type="checkbox"/> Enjoys challenge to accomplish and achieve	<input type="checkbox"/> Originates assignments
<input type="checkbox"/>	Test taking	<input type="checkbox"/> Aversion to taking tests, poor grades	<input type="checkbox"/> Minimum effort, grades rarely above average	<input type="checkbox"/> Effort leads to above average results	<input type="checkbox"/> Tests perceived as a challenge of ability	<input type="checkbox"/> Conventional tests rarely measure true ability
<input type="checkbox"/>	Behavior/cooperation	<input type="checkbox"/> Behavior can be disruptive or overly passive	<input type="checkbox"/> Behavior is cooperative when required	<input type="checkbox"/> Nearly always dependable	<input type="checkbox"/> Consistently supports high classroom standards	<input type="checkbox"/> Behavior is a valuable asset to teaching effort
PERFORMANCE OUTSIDE OF CLASS						
<input type="checkbox"/>	Homework assignments, projects, other activities	<input type="checkbox"/> Rejects most requests to do school work outside of class time	<input type="checkbox"/> Needs coercion to complete work	<input type="checkbox"/> Accepts having to do outside work	<input type="checkbox"/> Views outside work as purposeful and important part of learning	<input type="checkbox"/> Works independently on research and other challenging projects
WORK/STUDY CAPABILITIES						
<input type="checkbox"/>	On task	<input type="checkbox"/> Difficulty with attention span and/or lack of interest	<input type="checkbox"/> Tends to remain on task without too much prodding	<input type="checkbox"/> Has no real difficulty remaining on task	<input type="checkbox"/> Task becomes challenge	<input type="checkbox"/> Originates tasks
<input type="checkbox"/>	Following directions for assigned work	<input type="checkbox"/> Tends to resist following directions	<input type="checkbox"/> Accepts directions and tends to follow them	<input type="checkbox"/> Accurate response to directions	<input type="checkbox"/> Anticipates directions	<input type="checkbox"/> Can interpret and modify directions for superior results
<input type="checkbox"/>	Self initiation	<input type="checkbox"/> Very low self initiation	<input type="checkbox"/> Capable of self initiation, rarely does	<input type="checkbox"/> Self initiates when interested and confident	<input type="checkbox"/> Habitually self initiates, high performance risk tolerance	<input type="checkbox"/> Discovers new avenues of challenge by self initiation
<input type="checkbox"/>	Use of time	<input type="checkbox"/> Does not understand relevant connection between time and task	<input type="checkbox"/> Tends to understand relationship between use of time and work completion	<input type="checkbox"/> Good use of time both in and out of class	<input type="checkbox"/> Plans use of time, anticipates special needs	<input type="checkbox"/> Regularly sets priorities, accomplishes more than time usually allows
<input type="checkbox"/>	Use of resources	<input type="checkbox"/> Avoids seeking and/or making use of resources	<input type="checkbox"/> Mainly uses immediately available resources	<input type="checkbox"/> Uses variety of in and out of class resources	<input type="checkbox"/> Selects and uses most appropriate resources available	<input type="checkbox"/> Develops in-depth investigative and research capability
PERSONAL FACTORS						
<input type="checkbox"/>	Competitive attitude	<input type="checkbox"/> Shuns competition	<input type="checkbox"/> Competes at the passing level	<input type="checkbox"/> Feels capable of competing within the middle-upper ability range	<input type="checkbox"/> Feels qualified to compete with all but the superbright	<input type="checkbox"/> Competes to self-designed standards, significantly higher than class norms
<input type="checkbox"/>	Attitude toward school	<input type="checkbox"/> Dislikes having to tolerate demands made at school	<input type="checkbox"/> Accepts necessity of being at school	<input type="checkbox"/> Tends to enjoy school most of the time	<input type="checkbox"/> Values the relationship between success in school and in later life	<input type="checkbox"/> Values school as the central core of intellectual growth
<input type="checkbox"/>	Motivation/reward system	<input type="checkbox"/> Tends to resist motivation/reward strategies	<input type="checkbox"/> Can be motivated by specially designed reward system	<input type="checkbox"/> Conventional rewards motivate effectively	<input type="checkbox"/> Highly self motivated	<input type="checkbox"/> Inspired to reach beyond the immediate grasp
<input type="checkbox"/>	Gratification/goal range	<input type="checkbox"/> Needs immediate gratification in regard to work being done	<input type="checkbox"/> Gratification may be delayed to accommodate short range goals	<input type="checkbox"/> Functionally accommodates to longer range goals	<input type="checkbox"/> Effectively sets goals that lead consistently to successful outcomes	<input type="checkbox"/> Purposeful planning and implementation of all goals

TEACHER COMMENTS:

* Not Applicable

Alternative

Performance Criteria

Rating Scale for ~~School Activities~~, Based on the ~~Taxonomy~~
of Educational Objectives (Affective Domain).

Unacceptable	0. Total Absence of an Activity	
	1. Receiving	- The activity in question is conducted at a minimal level; the individuals are ^{is} only passively involved, perhaps motivated only by legislative requirements, fear of losing funds , etc. for , etc.
Acceptable	2. Responding	- There is evidence of some minimal commitment on the part of those ^{the individual} conducting the activity, and of a willingness to comply with demands of the program ^{laboratory}
Good	3. Valuing	- There is evidence that those ^{the individual} conducting the activity believes in what they are ^{is} doing and are ^{is} committed to pursuing it in an active manner.
Very Good	4. Organization	- There is evidence that the school ^{individual} has not only accepted the value underlying the activity, but has related the activity to its ^{his} value system and program.
Exceptional	5. Characterization	- The school ^{individual} has a fully developed philosophy and the activity is harmoniously integrated into that philosophy and the program which flows from it.

RB:mf
11/75

HOURLY JOB DESCRIPTION

Title: Senior Secretary Grade: 5 Job Code: 512
vision: All Date: 10/78
it: Unit: Repl: Dated:

PRIMARY FUNCTION:

Under limited supervision performs complex secretarial, stenographic and advanced clerical details to relieve or assist administrative or technical manager or senior company administrator of clerical and administrative duties.

PRINCIPAL DUTIES/RESPONSIBILITIES:

Performs assignments which generally involve work of a confidential nature and requires knowledge of practices and procedures of the function, company products, policies and programs.

Assembles and analyzes information, prepares reports, manuals, agendas, correspondence and memoranda.

Answers routine mail and inquires.

Follows up with other departments to ensure that requests are carried out.

Arranges and makes notifications of appointments and travel reservations/arrangements.

Answers telephone calls and tactfully handles inquiries and/or transfers call to appropriate party.

Checks and processes expense reports.

Takes dictation and/or transcribes from dictating equipment, notes for letters, memos or reports.

Types material in final form from rough drafts which may contain technical terminology.

May plan layout of reports and statistical tables.

Maintains alphabetical, numerical and/or subject files.

Operates general office equipment such as typewriter, dictaphone, photocopy, calculator, adding machine or other similar machines.

Provides guidance to lesser skilled secretaries/clericals.

May operate Word Processor.

HOURLY JOB DESCRIPTION

Job Title: Secretary Grade: 4 Job Code: 511
Division: All Date: 10/78
Unit: Unit: Repl: Dated:

PRIMARY FUNCTION:

Under general supervision performs moderately complex secretarial, stenographic and clerical details to relieve or assist supervisor of an organizational unit or senior staff member of clerical and administrative duties.

PRINCIPAL DUTIES/RESPONSIBILITIES:

1. Sets up and maintains alphabetical, numerical and/or subject files.
2. Interviews callers and makes proper referrals.
3. Arranges meetings and conferences.
4. Receives, refers and/or answers mail.
5. May take and transcribe dictation.
5. Composes reports, correspondence and memoranda.
7. Reviews drafts and finished documents for appropriate grammatical usage.
3. Answers questions relating to office operations and established policies and procedures.
9. May operate Word Processor.

QUALIFICATIONS:

1. High school education and some college or business training or equivalent.
2. Six months to two years related experience.
3. Skills: Typing 50 to 60 WPM
Shorthand 80 to 100 WPM

ALIFICATIONS:

1. High school education plus some college or business training or equivalent.
2. Three or more years related experience.
3. Skills: Typing: 60 WPM
 Shorthand: 80-100 WPM