

AID 4-98 (10-69)

PERFORMANCE EVALUATION REPORT
 Foreign Service Reserve Officers
 Foreign Service Staff Officers and Employees
 DEPARTMENT OF STATE
 AGENCY FOR INTERNATIONAL DEVELOPMENT

CHECK ONE BOX

- ☐ Regular Report
☐ Interim Report
☐ Departure of Rated Officer
☐ Departure of Rating Officer
☐ Change of Duty

NAME OF OFFICER BEING RATED (Last, First, Middle) <i>William, Susan</i>		OFFICER'S CLASS <i>FSR-E-1</i>	CLASSIFICATION TITLE OF POSITION <i>Training Administrator</i>
DATE OF BIRTH <i>01/22/20</i>	POST OR ORGANIZATIONAL SYMBOL <i>AID/W - VN Training Center</i>		OFFICER'S FUNCTIONAL OR ORGANIZATIONAL TITLE (if any)
DATE OF ARRIVAL AT POST <i>05/26/69</i>	PERIOD COVERED BY REPORT <i>05/26 - 12/31/69</i>		DATE REPORT SUBMITTED TO AGENCY
RATING OFFICER'S SIGNATURE		REVIEWING OFFICER'S SIGNATURE	
TYPED NAME Howard E. Sollenberger		TYPED NAME	
TYPED CLASS, TITLE FSR-1, Acting Director, FSI		TYPED CLASS, TITLE	
I have read this report.		RATED OFFICER'S SIGNATURE <i>Howard E. Sollenberger</i>	DATE <i>March 13, 1970</i>

GENERAL INSTRUCTIONS

1. Rater must read official instructions on performance evaluation before completing form.
2. Prepare in triplicate—original for Washington, copy for post, copy for employee. For foreign service personnel assigned to Washington, prepare in duplicate only.
3. Evaluate the officer on the basis of the difficulty of the duties he was required to perform; give due consideration to his personal rank.

PART I - DESCRIPTION OF MAJOR DUTIES

List in descending order of importance the major duties of the rated officer's position. Amount of time spent is not necessarily an indication of the relative importance of duties performed.

- | Item No. | Description |
|----------|---|
| 1.50% | Planning, directing, coordination of a major interagency training program. |
| 2.30% | Student counseling with a disparate and sometimes disaffected student body. |
| 3.15% | Liaison with policy officers, participating agencies and end user organization (CORDS VIETNAM). |
| 4.5% | Outside representation on Vietnam issues. |

Number and types of employees supervised:

PART II. RATING AREAS

Evaluate the officer's performance with respect to the five areas listed below. For each area check (✓) the one box representing the descriptive statement which most accurately applies to the rated officer. Read carefully the Considerations in each area before selecting the most descriptive statement. Note that one of the statements in each area, if checked, requires you to identify specific weaknesses by striking out all other words which do not describe a weakness of the rated officer. The spaces headed "Rater's Clarifying Comments, If Any," are intended to permit the rater to modify any element checked, if he feels the descriptive statement is not sufficiently precise.

JOB PERFORMANCE EXCLUDING MANAGEMENT RESPONSIBILITIES	Considerations:	
Knowledge of field of work, job responsibilities, decisiveness, judgment, resourcefulness, accuracy, productivity.	Has full knowledge of subject matter field; knows all aspects of job assignment; functions decisively, rapidly, accurately, with exceptional judgment at top productivity and is notably resourceful in meeting new or unusual problems.	<input type="checkbox"/>
	Has thorough knowledge of his job and superior background in his field of work. Solves problems accurately and produces at a level which meets exacting requirements for speed and maturity in judgment and response to unexpected situations.	<input checked="" type="checkbox"/>
	Fundamental knowledge and understanding of the job in hand are acceptable and meet reasonable requirements for judgment, solutions of problems with sufficient production to keep program advancing.	<input type="checkbox"/>
	Considering total complex of requirements inherent in the job and identifiable objectives, satisfies most or many demands but is weak in knowledge of field of work, job objectives, decisiveness, judgment, accuracy, resourcefulness, productivity. (Cross out those which do not apply.)	<input type="checkbox"/>
	In many aspects of job performance, does not meet the demands for adequate performance.	<input type="checkbox"/>
RATER'S CLARIFYING COMMENTS, IF ANY		

GENERAL MANAGEMENT SKILLS AND ABILITIES <u>Considerations:</u> Competence in planning, organizing, supervising, evaluating both subordinates and programs.	<p>Plans and organizes exceptionally well; constantly and objectively evaluates and adjusts programs; gets the best out of his subordinates, submits sound unbiased evaluations on time; effectively sponsors innovations. <input checked="" type="checkbox"/></p> <p>Directs his functions very effectively and usually meets all requirements of areas of management considerations mentioned above in an exemplary manner. <input type="checkbox"/></p> <p>Skill and ability in all aspects of management are acceptable, meeting the needs of the situation to the satisfaction of the rating officer. <input type="checkbox"/></p> <p>Does not demonstrate equal skill in all facets of management. Although adequate in some respects, suffers some weakness in planning, organizing, follow-up, supervision, employee evaluation, program evaluation. (Cross out those which do not apply.) <input type="checkbox"/></p> <p>In most aspects of management operations, fails to meet general requirements for adequate performance or operations. <input type="checkbox"/></p> <p>RATER'S CLARIFYING COMMENTS, IF ANY</p>
PERSONAL ATTRIBUTES AFFECTING PERFORMANCE <u>Considerations:</u> Adaptability, versatility, analytical ability, initiative, acceptance of responsibility, dependability, attitude toward job, ability to anticipate.	<p>Is completely flexible; can do or adjust to any change or assignment; analyzes facts or situations expertly; accepts responsibility enthusiastically; promotes new approaches and gets them underway on time and as requested; works happily outside normal field of expertise. <input type="checkbox"/></p> <p>Is willing to try new suggestions and accept responsibility in new areas. Can be relied upon to use personal ingenuity to promote suggested changes based on own analysis of projected operations. Cooperates fully in application of concepts which he may have opposed. <input checked="" type="checkbox"/></p> <p>Accepts changes and anticipates problems or prospects based on routine analysis of project; uses limited and somewhat unenthusiastic initiative in such situations, but can be relied upon to follow directives honestly. <input type="checkbox"/></p> <p>In the light of personal attributes affecting value to AID, possesses many of those desirable to successful prosecution of AID's program, but is weak in versatility, ability to anticipate, analytical ability, initiative, acceptance of responsibility, dependability, positive job attitude, adaptability. (Cross out those which do not apply.) <input type="checkbox"/></p> <p>In many or critically required personal attributes needed for more than adequate performance in the foreign service of AID, fails to meet Agency standards. <input type="checkbox"/></p> <p>RATER'S CLARIFYING COMMENTS, IF ANY</p>
EFFECTIVENESS WITH PEOPLE <u>Considerations:</u> Ability to deal effectively with Americans; ability to establish and maintain good relations with all non-Americans; ability to project a good impression of the U.S. publicly, privately, formally and informally.	<p>Operates actively and positively with a minimum of friction between himself and other Americans, official or unofficial, and non-Americans of any nationality and status, to the positive advantage of the U.S. Government. <input checked="" type="checkbox"/></p> <p>Lives and works without serious personality problems between himself and other persons or groups, creating a general impression favorable to the U.S. <input type="checkbox"/></p> <p>Has no particular impact on others by virtue of personality factors. Fits quietly into the American Community and local situations. <input type="checkbox"/></p> <p>Relationships and impact on work or local situation although ordinarily adequate, fluctuate based on some weakness in relations with Americans, with non-Americans, in representation, official or unofficial. (Cross out those which do not apply.) <input type="checkbox"/></p> <p>Personality traits are sufficiently negative to create problems in either internal operations, external operations, or be inimical to U.S. interests. <input type="checkbox"/></p> <p>RATER'S CLARIFYING COMMENTS, IF ANY</p>
COMMUNICATIONS <u>Considerations:</u> Oral and written communication, negotiations, technical advice, local business dealings, skill in local language.	<p>Is completely articulate, skilled in writing, conveys technical advice clearly and persuasively to local nationals, and has no misunderstandings with local businessmen or officials by virtue of skill in communication, either through interpreters or own knowledge of local language, and is clearly skilled in negotiations. Is equally skilled in dealing with fellow Americans. <input type="checkbox"/></p> <p>Can convey thoughts, concepts, and information or desired objectives cogently and with above average success to co-workers or local nationals in virtually all situations and circumstances. Negotiating skill exceeds job requirements. <input checked="" type="checkbox"/></p> <p>Communicates satisfactorily in the jargon of his field to fellow Americans. Reaches local nationals through interpreters without major misunderstandings, though possessing little ability in local language. <input type="checkbox"/></p> <p>Although ability in communication seems to meet requirements, is weak in oral communication, written communications, negotiations, conveying technical advice, conducting local business transactions, required facility in local language. (Cross out those which do not apply.) <input type="checkbox"/></p> <p>General ability to convey ideas or requirements persuasively does not satisfy requirements for adequate performance in context of Agency needs. <input type="checkbox"/></p> <p>RATER'S CLARIFYING COMMENTS, IF ANY</p>

PART III - NARRATIVE COMMENTS ON PERFORMANCE

Give statement containing your responses to items A and B, using the headings shown below. As you respond to item B, observe carefully the instructions contained in agency guides to rating officers for selected occupations, where applicable. If more space is needed, use additional sheets; identify each sheet at the top by the name of the officer rated, the name or initials of the rating officer, the mission, and the period covered by the report.

A. ASSOCIATION WITH RATED OFFICER. Indicate how long you have known the officer and the nature of your association.

B. PERFORMANCE SUMMARY. Describe the depth, breadth, and quality of the officer's performance in relation to the duties listed in Part I, pointing up strengths and weaknesses. Discuss those factors in Part II which were particularly significant, and especially those rated high or low. Give concrete examples whenever possible.

A. ASSOCIATION WITH RATED OFFICER AND GENERAL JOB DESCRIPTION. I have known Mr. Ogden Williams and have been his immediate supervisor only since July 14, 1969 when he joined the faculty of the Foreign Service Institute (FSI). Mr. Williams was drafted for this critical job because it was considered both by AID, the Department of State, and the FSI that he had the unique qualifications and experience to carry out the training mission for CORDS.

As Coordinator of the Vietnam Training Center (VTC) Mr. Williams directs one of the 8 major divisions of the FSI. He reports to the Director/Associate Director of the Institute, who in turn is responsible directly to the Deputy Under Secretary of State for Administration. The position of Coordinator is ranked at FSO/R Class 1 level.

The incumbent coordinates a major interagency program that integrates language training, area studies and operational training. New groups of 30 to 60 students start training every 6 weeks. Some take a 7-week course; others remain in training for up to 49 weeks. Thus, some 400 students representing at least 5 agencies are scheduled to be enrolled during the course of a year.

The Coordinator has supervisory responsibility for the Operations and Country Studies staff and the Administrative Section, together totalling 29 persons. It is imperative that the Operations and Country Studies portion of the training be relevant to the current conditions and procedures holding in Vietnam, and it is the Coordinator's central task to assure that the staff and visiting lecturers accurately reflect the current situation. This requires that the Coordinator not only be personally familiar with the Vietnam scene and keep himself currently informed, but that he keep close attention to the approach and content of the courses as they are taught.

Language instruction at VTC is the responsibility of the School of Language Studies, but the Coordinator must assure that it is integrated with other aspects of VTC training; and that attention is given to the operating needs of CORDS personnel in the matter of language instruction.

(see continuation sheet)

PART IV - REVIEWING OFFICER'S STATEMENT

The primary role of the reviewing officer concerning this report is to ensure the application of appropriate and equitable rating standards. When the rating officer has completed his report, including adjustments he may want to make after discussion of differing views with the reviewing officer, the latter prepares his own evaluation according to the instructions below - and signs page 1 of the form. If more space is needed, additional sheets may be attached, identified at the top by the name of the officer rated, the name or initials of the reviewing officer, the mission, and the period covered by the report.

- A. The reviewing officer is required to indicate (1) the extent to which he concurs in the officer's report and to explain any differences. He should comment on (2) the extent of his observation of the rated officer's work, (3) whether because of differences in locations, absences, vacancies in the supervisory position or for other reasons the rated officer received less than normal supervision and guidance, (4) whether the rating officer's report appears unduly strict or lenient, and (5) any other matters he deems pertinent.
- B. The reviewing officer should summarize his own evaluation of the officer's performance if he has sufficient basis and observation for doing so.

PART V - REVIEW PANEL

Was review panel used?

Yes ☐No ☐

PANEL COMMENTS (USE ADDITIONAL SHEETS, IF NECESSARY)

PANEL MEMBERS (NAME, TITLE, CLASS)

SIGNATURE

for the Review Panel

DATE

Staple top, left corner of attachments here to this single sheet only.

CONTINUATION SHEET

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PART III. A.

An important function of the Coordinator is the maintenance of close and effective working relationships with the agencies which supply the students to VTC. To this end he must establish and sustain contacts with the senior officers in the cooperating agencies who are responsible for personnel and training.

B. PERFORMANCE SUMMARY, 1. Mr. Williams has fully measured up to my expectations and the requirements of this demanding job. He has given positive direction to the Center. The program has been under constant review to keep it up to date with changes in operations and conditions in Vietnam. He has shown flexibility and responsiveness to changing needs by developing special track programs for province senior advisors and officers assigned to district operations.

The faculty is of course the key to any successful training program. Mr. Williams has brought in good talent and has maintained a spirit of enthusiasm within the faculty for the job. He has also negotiated free staff assistance from the military and integrated them into the faculty.

Critical to the success of the Center has been the coordination and integration between the language and operations divisions. This has been substantially improved under Mr. Williams' leadership. Mr. Williams has demonstrated that he is capable and willing to exercise authority when necessary and at the same time delegate responsibility to the key members of his staff. The Center continued to run smoothly during an extended trip he made to Vietnam.

When advised of budget restrictions and the necessity of reducing costs, he proceeded directly to trim expenses but at the same time to defend those elements of the program and their costs that are vital to the program. He is fully aware of and accepts responsibility for management of fiscal resources.

2. Student Counseling. Under Mr. Williams' direction the Center has provided an active stimulating environment for learning and under circumstances which are not entirely conducive to high motivation. Many of the students are not volunteers for service in Vietnam, and

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3.

some of them openly express their displeasure with such an assignment. There are also problems between the military (many of them veterans of Vietnam) and civilian students. (Many of them fresh from a university campus.) Faculty student relations have been developed on an open cooperation basis under Mr. Williams. This has been accomplished through personal contact with students. Mr. Williams went through the full course himself as a student before taking up his duties as a Coordinator. He can therefore talk with the students from having shared a common experience. He has also maintained a student council of representatives from each class. These procedures and his own attitude have served to defuze many potential problems and to improve morale. He was, for example, instrumental in maintaining an equilibrium during the critical period of the Moratorium march on Washington.

3. Liaison Function. Since VTC is an interagency program funded by AID, relations with client agencies (AID, State, USIA, CIA, DoD, and CORDS in Vietnam) are exceedingly important. He has handled these matters effectively and has shown negotiating skill and good judgment.

4. Outside Representation. Mr. Williams has been invited on frequent occasions to represent AID and the Department in explaining the Vietnam situation to both inside government groups and to outside audiences. He has been particularly effective in this field. I have personally received a number of very laudatory comments on his performance. I am attaching a letter that is illustrative of the reaction we get to his performance in this field.

In summary, I would like to reiterate my feeling that Mr. Williams has demonstrated strong leadership qualities. He has definite convictions and defends them well. I know that this is not the first program direction position he has held and would estimate that his record would show conclusively that he could handle a variety of jobs at the mission director level. I have told Mr. Williams that I would like for him to stay on in the present job for a second year if this fits his future career interests.

Howard E. Sollenberger
Rating Officer