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DEFENSE SYSTEMS MANAGEMENT SCHOOL

PROGRAM MANAGEMENT COURSE
INDIVIDUAL STUDY PROGRAM

(6) MOTIVATION OF PROGRAM MANAGERS.

(9) STUDY PROJECT REPORT.
PMC 76-1

(10) Thomas E. Mansperger
Major USAF

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SECURITY CLASSIFICATION OF THIS PAGE *(When Data Entered)*

STUDY TITLE: MOTIVATION OF PROGRAM MANAGERS

STUDY PROJECT GOALS:

To determine what motivates an individual to become a program manager. To determine what factors in the program management environment increase or decrease the motivation of participants. To determine how negative motivational factors can be reduced or eliminated.

STUDY REPORT ABSTRACT:
A survey of Department of Defense personnel attending the Defense Systems Management School was conducted using a questionnaire. The inherent motivation of program management positions was found to be sufficient to promote excellent performance. Job satisfaction was much higher for senior level personnel, especially program managers, than for middle managers. Strong growth needs were indicated by almost all respondents. The feedback from the job itself did not always provide the manager with an indication of his performance effectiveness. Not all program management personnel are highly motivated, primarily due to poor supervision. Poor quality supervision was indicated in only minority of cases, but effective performance by all program management personnel is critical to national military and economic security. Therefore, the results of the study indicate a need for detailed research into factors negatively influencing the performance of program management personnel.

KEY WORDS: Program Manager; Motivation

MANAGEMENT-ANALYSIS - MOTIVATION HUMAN FACTORS PROGRAM MANAGEMENT
CAREER MANAGEMENT

NAME, RANK, SERVICE (USAF)
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CLASS
PMC 76-1

DATE
May 1976

MOTIVATION OF PROGRAM MANAGERS

Study Project Report

Individual Study Program

Defense Systems Management School

Program Management Course

Class 76-1

by

Thomas E. Mansperger
Major USAF

May 1976

Study Project Advisor
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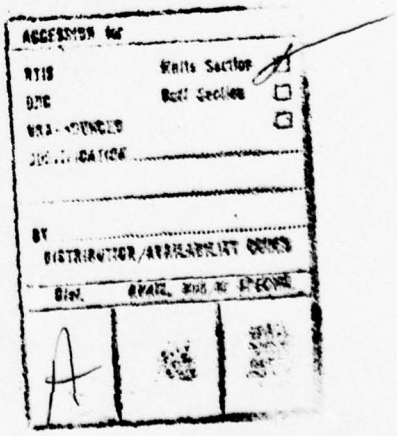

TABLE OF CONTENTS

EXECUTIVE SUMMARY

The primary purpose of this Individual Study Project was to gain an understanding of the motivation of program managers. A survey was conducted by means of a questionnaire distributed to students in the Defense Systems Management School's Executive Refresher Course, 76-1 and Program Manager Course, 76-1.

The survey indicates that military officers and civil service personnel select careers in program management primarily because of the challenge of the job and the opportunities for advancement. Personnel in program management appear to be highly motivated toward excellence in job performance. Individuals occupying senior positions definitely derive more motivation from their jobs than do middle managers. Program managers receive much more motivation and satisfaction from the jobs than do non-program managers. The large majority of respondents indicated strong growth needs.

Some dissatisfaction was expressed by the respondents. The feedback from the job itself was not sufficient to provide a sense of achievement to many individuals. The quality of supervision was rated low in many cases. Tasks assigned were not always meaningful. Good performance was often not recognized or appreciated. Consistent fair treatment was considered lacking in some cases.

Future research into ways of increasing the motivation of middle management personnel is recommended.

ACKNOWLEDGEMENTS

I would like to thank the members of the Executive Refresher Course, 76-1, and the Program Manager Course, 76-1, who responded to the questionnaire used for this study project. Their ideas are the primary ingredients of this report. I am especially grateful for the assistance of Major Donald S. Fujii, my project advisor at the Defense Systems Management School. His help in the development of the questionnaire and in the identification of significant data was invaluable.

SECTION I

INTRODUCTION

Background

It is the policy of the Department of Defense that one individual will be responsible for the management of a program for the acquisition of an item of military equipment.[1] This individual, the Program Manager, may be responsible for an entire major weapon system or for just a small radio. In either case, his responsibilities and problems are much the same, differing primarily in the degree of complexity.

The program manager, or PM, must insure that his program is properly funded, planned in detail, technically achievable, completed on schedule, and satisfies an established military need. He must deal with many diverse organizations. He manages people assigned directly to his program office, coordinates with functional organizations supporting his program, satisfies reporting requirements up his chain of command, and interfaces with other military services when required. His most important task is making sure that the program's objectives, in terms of cost, schedule, and technical requirements are accomplished by private contractors or in-house agencies.

In accomplishing the above tasks the PM is faced with many problems, all of which he must solve or work around. If not, not only may he be removed, but a needed viable program may be eliminated due to adverse publicity or lack of

strong support. Typical program problems are potential or real funding cuts, schedule slippages, test failures, changes in technology, and changes in the need for the system.

The opportunity for a person to achieve specific objectives, operate in a complex and challenging environment, and possibly be responsible for furthering the security of his country should prove to be all the incentive he needs to do his very best. But does it? Does a job in program management, especially that of a program manager provide the strong driving force, the motivation, to excel?

I believe jobs in program management do have the required motivational factors. Such an opinion is based, however, on my own personal goals and values. During my five years in program management I have worked with supervisors and peers whose performances ranged from poor to outstanding. In discussions with program office personnel and in observing others, I have found both pride and frustration. Complaints were usually based on recent experiences rather than being evidence of a continuing attitude. Thus, my opinion of the program management field in general was purely subjective.

Purpose of the Study Report

The requirement for an individual Study Project at the Defense Systems Management School)DSMS) provided me with an opportunity to determine objectively if the program management field provides sufficient motivation for excellent job

performance. I conducted a survey of students in the DSMS Executive Refresher Course 76-1 and the Program Manager Course 76-1 to obtain answers to the following questions. Why do people enter the program management field? Do they find their reasons justified? What factors influence their performance? Answers to these questions should identify the strengths and weaknesses of the program management career field. This knowledge can then be applied toward the improvement of the management of program management personnel.

Scope of the Project

The scope of the project is limited to an analysis of the data obtained during the survey. Because of the small sample size, any generalizations based upon the findings must be made with caution. Effective performance of personnel involved in the acquisition of weapon systems is critical not only to the military security of this country, but also to national economic issues. Therefore, it is hoped that this study will identify areas of future research which will aid in the enhancement of program manager effectiveness.

Organization of the Report

The questionnaire used in the survey will be discussed in detail. The makeup of the sample will then be described. The results of the survey will be analyzed and conclusions derived therefrom will be presented.

SECTION II

STUDY PROJECT METHODOLOGY

Study Questionnaire

The questionnaire is in three parts. The first part is the short form of the Job Diagnostic Survey (JDS) developed by J. Richard Hackman and Greg R. Oldham. The second part is a series of questions designed to determine why the respondent selected the program management field and what factors affect his job performance. Part III consists of biographical data.

The following discussion of the theory behind the Job Diagnostic Survey (JDS) was extracted from a Technical Report, dated May 1974, prepared by Hackman and Oldham for the Office of Naval Research.[2] The JDS was designed to aid job enrichment by diagnosing the characteristics of the job prior to its redesign and by evaluating the effects of redesigned jobs on the incumbents.

The theory proposes that when three critical psychological states are present, positive personal and work outcomes will result. The critical psychological states are experienced meaningfulness of the work, experienced responsibility for the outcomes of the work, and knowledge of the results of the work activities. The personal and work outcomes cited by Hackman and Oldham are high internal motivation, high work satisfaction, high quality performance, and low absenteeism and turnover.

The Critical Psychological States are created when five core job dimensions are present. Skill Variety, Task Identity, and Task Significance are necessary for experienced meaningfulness of the work. Autonomy will increase experienced responsibility for work outcomes and Feedback provides knowledge of results. The underlined terms are defined as follows:[3]

EMR = "Experienced Meaningfulness of the Work" The degree to which the employee experiences the job as one which is generally meaningful, valuable, and worthwhile.

ERWO = "Experienced Responsibility for Work Outcomes." The degree to which the employee feels personally accountable and responsible for the results of the work he or she does.

KR = "Knowledge of Results." The degree to which the employee knows and understands, on a continuous basis, how effectively he or she is performing the job.

SV = "Skill Variety." The degree to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the employee.

TI = "Task Identity." The degree to which the job requires completion of a "whole" and identifiable piece of work--i.e., doing a job from beginning to end with a visible outcome.

TS = "Task Significance." The degree to which the job has a substantial impact on the lives or work of other people--whether in the immediate organization or in the external environment.

A = "Autonomy." The degree to which the job provides substantial freedom, independence, and discretion of the employee in scheduling the work and in determining the procedures to be used in carrying it out.

FJI = "Feedback from the Job Itself." The degree to which carrying out the work activities required by the job results in the employee obtaining direct and clear information about the effectiveness of his or her performance.

The Motivating Potential Score for a job is computed as follows:[4]

$$MPS = \frac{SV + TI + TS}{3} \times A \times F$$

The MPS can range from 1 to 343. As an example of the previous use of the JDS, Table 1 summaries the results of a survey of over 3000 public employees conducted by J. Van Maanen and R. Katz in 1974.[5]

TABLE 1

Job Category	Motivating Potential Score
Maintenance, Service	115
Skilled Craft	133
Office, Clerical	124
Paraprofessionals	129
Protective Services	137
Technicians	149
Professionals	167
Administrators	178

In addition to measuring factors for developing the MPS, the JDS also provides measures on additional aspects of the

job and on the private, affective reactions or feelings an employee gets from his work. The aspects of the job are:[6]

a. Feedback from Agents: The extent to which the employee receives information about his or her performance effectiveness from others.

b. Dealing with Others: The extent to which the job requires working with others.

The private, affective reactions or feelings include general satisfaction, internal work motivation, and specific satisfactions (pay, peers, supervisors, etc.).

Hackman and Oldham point out that not all employees will respond positively to a job with objectively high motivating potential and, therefore, included a section in the JDS to determine the Individual Growth Need Strength.[7]

Part II of the Questionnaire (a) solicits information from the respondents as to why the program management field was selected, (b) asks if the reasons were found to be justified, and (c) determines if personal goals were being met. In addition, the respondent was requested to identify significant factors which influence his performance positively and negatively.

Description of Sample of Subjects

The questionnaire was given to the students in the DSMS Executive Refresher Course 76-1. Seventeen individuals responded, all of whom were in grades 0-6/GS-15 or above.

There were ten officers and seven civilians including six Army, six Navy, and five Air Force personnel. Experience in the program management field ranged from two months to twenty years. The average years experience was 4.8 years in the Army, 6.4 years in the Navy, and 8 years in the Air Force. Included in the group were eleven persons who are, or have been, program managers.

The questionnaire was also used to survey the Program Manager Course (PMC) students in Class 76-1. Officers in the rank of senior 0-3 through 0-6 and civilians in grades GS-12 through GS-14 are selected by their service. Students are selected on the basis of outstanding performance of duty and demonstrated academic ability and their potential for serving in senior positions in program/project management.[8] Thirty of the PMC students have at least a Masters degree. Thirty seven of the students responded to the questionnaire. There were 26 military and 11 civilian employees or 12 Navy, 8 Army, and 17 Air Force personnel.

SECTION III

SURVEY RESULTS

Job Diagnostic Survey

The results of the Job Diagnostic Survey are presented in Tables 2 through 11. A "T test for related samples" was conducted on the data. Due to the small size of the samples and the variability between sample sizes, the results can not be considered statistically significant for internal comparison e.g., Navy military vs. Navy civilians. The maximum MPS possible is 343. The remaining factors are based on a 7 point scale with "1" meaning very low, "4" neutral, and "7" high or extremely satisfied. Comparisons can be made between the ERC and PMC totals.

The mean MPS for the ERC (Table 2) is very high when compared to the results of Van Maanen and Katz shown in Table 1. The mean MPS for PMC students approximates that for the "professionals", i.e., doctors, teachers, engineers, etc., of Table 1. The MPS values ranged from 60 to 327 for the ERC and from 61 to 277 for the PMC. Of eight ERC students scoring very high (over 220), six were program managers. Of seven PMC students scoring very high, four were program managers. Only one current program manager had a score less than 200.

Hackman and Oldham consider 125 as an average MPS score.[9] All ERC students rated their jobs above 125 but 10 of the 37 PMC students rated their jobs below. The 10 students (5 military and 5 civilians) assigned low ratings (average of 4

TABLE 2

MOTIVATING POTENTIAL SCORE

	ERC	PMC
NAVY CIV	137	165
NAVY MIL	229	138
ARMY CIV	222	*
ARMY MIL	267	196
AIR FORCE CIV	*	163
AIR FORCE MIL	224	163
NAVY TOTAL	183	154
ARMY TOTAL	245	184
AIR FORCE TOTAL	213	163
MILITARY TOTAL	238	167
CIVILIAN TOTAL	178	158
TOTAL	213	164

*Sample size too small but results are included in totals on this and following Tables.

or less) to:

Task Identity (7 students)
Task Significance (5 students)
Autonomy (8 students)
Feedback from Job (9 students)
Feedback from Agents (8 students)
Social (2 students)
Supervision (4 students)
Personal Growth (1 student)

When compared to the other job dimensions (Table 3), Task Identity was rated low. Few persons in program management are able to complete a whole job, a program, from start to finish. Also, only the program manager has responsibility for a total program whereas the other managers work primarily on specific portions of the system. If the JDS is used in the future for other than actual program managers, the questions used to measure task identity should be reworded so that a manager responds for his particular job and is not rating his contribution or responsibility for the total program.

The "Feedback from the Job Itself" (Table 5) was rated above average and probably reflects the fact that the very nature of program management involves the achievement of milestones and the accomplishments of specific program objectives. The "Feedback from Agents" (Table 6) was, however, rated only average. The average rating may indicate a lack of communication on the part of supervisors. The accomplishment of program goals is normally a collective effort and does provide some sense of satisfaction. Supervisors should provide personal feedback to their subordinates on a continuing basis. Counseling at the time of the annual

TABLE 3

JOB DIMENSIONS

	ERC			PMC		
	Skill Variety	Task Identity	Task Significance	Skill Variety	Task Identity	Task Significance
NAVY CIV	5.89	5.33	6.11	5.86	5.71	5.14
NAVY MIL	6.56	4.00	7.00	5.33	3.73	5.20
ARMY CIV	6.67	5.11	6.67	-	-	-
AIR FORCE CIV	-	-	-	6.11	4.33	6.00
AIR FORCE MIL	6.75	5.33	6.50	5.74	5.24	5.62
NAVY TOTAL	6.22	4.67	6.56	5.64	4.89	5.17
ARMY TOTAL	6.61	5.06	6.83	6.34	5.34	5.66
AIR FORCE TOTAL	6.67	5.66	6.60	5.80	5.08	5.69
MILITARY TOTAL	6.63	4.83	6.80	5.85	5.01	5.45
CIVILIAN TOTAL	6.29	5.47	6.48	5.91	5.21	5.27
TOTAL	6.51	5.10	6.67	5.86	5.07	5.40

TABLE 4

AUTONOMY

	ERC	PMC
NAVY CIV	4.89	5.76
NAVY MIL	6.11	5.20
ARMY CIV	6.0	-
ARMY MIL	6.56	6.00
AIR FORCE CIV	-	6.22
AIR FORCE MIL	6.42	5.79
NAVY TOTAL	5.50	5.53
ARMY TOTAL	6.28	5.96
AIR FORCE TOTAL	6.34	5.86
MILITARY TOTAL	6.37	5.73
CIVILIAN TOTAL	5.52	5.88
TOTAL	6.02	5.77

TABLE 5

FEEDBACK FROM THE JOB ITSELF

	ERC	PMC
NAVY CIV	4.44	4.90
NAVY MIL	6.33	5.00
ARMY CIV	6.11	-
ARMY MIL	6.56	5.48
AIR FORCE CIV	-	4.67
AIR FORCE MIL	5.50	5.17
NAVY TOTAL	5.39	4.94
ARMY TOTAL	6.33	5.25
AIR FORCE TOTAL	5.20	5.08
MILITARY TOTAL	6.07	5.22
CIVILIAN TOTAL	5.10	4.73
TOTAL	5.67	5.07

TABLE 6

FEEDBACK FROM AGENTS

	ERC	PMC
NAVY CIV	3.44	4.67
NAVY MIL	5.89	4.60
ARMY CIV	5.22	-
ARMY MIL	4.00	5.24
AIR FORCE CIV	-	3.44
AIR FORCE MIL	4.50	4.57
NAVY TOTAL	4.67	4.64
ARMY TOTAL	4.61	5.09
AIR FORCE TOTAL	4.87	4.37
MILITARY TOTAL	4.76	4.76
CIVILIAN TOTAL	4.28	4.27
TOTAL	4.57	4.61

TABLE 7

DEALING WITH OTHERS

	ERC	PMC
NAVY CIV	6.89	6.67
NAVY MIL	6.78	6.33
ARMY CIV	7.00	-
ARMY MIL	7.00	6.48
AIR FORCE CIV	-	6.78
AIR FORCE MIL	6.83	6.43
NAVY TOTAL	6.83	6.53
ARMY TOTAL	7.00	6.38
AIR FORCE TOTAL	6.73	6.49
MILITARY TOTAL	6.87	6.42
CIVILIAN TOTAL	6.86	6.61
TOTAL	6.86	6.48

TABLE 8

GENERAL SATISFACTION*

	ERC	PMC
NAVY CIV	5.33	4.90
NAVY MIL	6.33	5.67
ARMY CIV	6.67	-
ARMY MIL	5.67	6.86
AIR FORCE CIV	-	5.22
AIR FORCE MIL	6.33	5.50
NAVY TOTAL	5.83	5.22
ARMY TOTAL	6.17	5.75
AIR FORCE TOTAL	6.33	5.45
MILITARY TOTAL	6.13	5.63
CIVILIAN TOTAL	6.23	5.00
TOTAL	6.17	5.44

*An overall measure of the degree to which the employee is satisfied and happy in his or her work.

TABLE 9

INTERNAL WORK MOTIVATION*

	ERC	PMC
NAVY CIV	5.75	5.93
NAVY MIL	6.42	6.15
ARMY CIV	6.50	-
ARMY MIL	6.83	6.04
AIR FORCE CIV	-	6.00
AIR FORCE MIL	6.19	5.93
NAVY TOTAL	6.08	6.02
ARMY TOTAL	6.67	5.85
AIR FORCE TOTAL	6.15	5.94
MILITARY TOTAL	6.45	6.00
CIVILIAN TOTAL	6.11	5.82
TOTAL	6.31	5.95

*The degree to which the employee is self-motivated to perform effectively on the job.

TABLE 10

SPECIFIC SATISFACTIONS

	ERC					PMC				
	PAY	SECURITY	SOCIAL	SUPERVISORY	GROWTH	PAY	SECURITY	SOCIAL	SUPERVISORY	GROWTH
NAVY CIV	6.00	5.67	5.89	4.78	5.25	5.21	5.29	5.43	4.24	5.64
NAVY MIL	5.83	5.83	6.55	6.67	6.33	3.80	5.50	5.87	5.46	5.70
ARMY CIV	5.00	6.00	5.22	6.11	6.42	-	-	-	-	-
ARMY MIL	6.67	6.33	5.78	6.11	6.42	5.69	5.31	5.71	5.83	5.78
AIR FORCE CIV	-	-	-	-	5.33	5.33	5.78	5.33	5.33	5.00
AIR FORCE MIL	6.25	6.50	6.58	6.50	6.88	4.93	5.32	5.74	5.62	5.43
NAVY TOTAL	5.92	5.75	6.22	5.72	5.79	4.62	5.38	5.61	4.75	5.67
ARMY TOTAL	5.83	6.17	5.50	6.11	6.42	5.69	5.31	5.71	5.83	5.78
AIR FORCE TOTAL	6.10	6.40	6.60	6.40	6.81	5.00	5.32	5.75	5.23	5.65
CIVILIAN TOTAL	5.50	5.86	5.71	5.52	5.93	5.32	5.37	5.55	4.09	5.36
TOTAL	6.31	6.09	6.08	6.04	6.31	5.05	5.34	5.69	5.19	5.54

TABLE 11

INDIVIDUAL GROWTH NEED STRENGTH*

	ERC	PMC
NAVY CIV	5.44	6.31
NAVY MIL	5.33	6.47
ARMY CIV	6.56	-
ARMY MIL	6.88	6.07
AIR FORCE CIV	-	6.39
AIR FORCE MIL	5.75	6.12
NAVY TOTAL	5.39	6.37
ARMY TOTAL	6.72	6.19
AIR FORCE TOTAL	5.80	6.17
MILITARY TOTAL	5.96	6.17
CIVILIAN TOTAL	6.00	6.39
TOTAL	5.98	6.24

*The degree to which an employee has strong or weak desire to obtain "growth" satisfaction from his or her work.

performance report only, if at all, is not only poor supervision but will probably have detrimental effects on the program.

The ratings for "Dealing with Others", "General Satisfaction" and "Internal Work Motivation" (Tables 7, 8, and 9) were higher for the ERC than the PMC. The only significantly higher rating by the ERC, as compared to the PMC, was the civilians' rating for "General Satisfaction." In the area of "Specific Satisfactions" (Table 10), the ERC students had an average rating of "Satisfied" for all factors. The PMC students had an average rating of only "Slightly Satisfied." There are significant differences between the ERC and PMC results for the factors "Pay" and "Supervision." The PMC students' rating satisfaction with pay lower than the ERC students may reflect only the simple fact that they are of lower grade/rank and; thus, receive less pay. The lower rating may also be due to some students feeling they are underpaid when compared to the importance of their work. The low score for supervision by the PMC was primarily caused by the "Slightly Dissatisfied" rating given by the civilians. The factor is a measure of the respect and fair treatment received from supervisors, the support and guidance received, and the overall quality of the supervision.

Personal Goals

The students were asked (a) to select from a list, their primary reasons for selecting the program management field, (b) to indicate if the reasons were found to be justified, and

(c) to provide information about their attainment of personal goals. The results of this part of the questionnaire (Part II) are shown in Table 12.

The majority of the 17 ERC and 37 PMC students selected "Challenge of the Job." Even with the difference in sample size, the PMC students appear to be more interested than those in the ERC in opportunities for advancement, visibility, and to use their technical education.

The responses to Question B. indicate that almost all the students with significant experience in the PM field found their reasons for selecting it justified.

The results of Question C. indicates that about half the students are not able to completely satisfy their personal goals on the job. The Job Diagnostic Survey indicated that almost all the students had high growth needs. It is acknowledged that part of the reason for this apparent inability to satisfy personal goals may be due to other factors, such as unclear goals or goals that are unrelated to any job. Further research in this area is indicated since the frustration of personal needs/goals can adversely affect the manager's performance and; thus, impact the program. Some areas of frustration are included in the discussion below on negative influences. The complete alignment of personal goals and organizational goals is perhaps wishful thinking. Higher level managers should identify, through observation and counseling, the areas of frustration and make changes where

TABLE 12

FREQUENCY OF REASONS FOR SELECTING PROGRAM MANAGEMENT FIELD

A. Select the three primary reasons you chose the program management field.

	ERC	PMC
Challenge of the job.	16	30
Opportunity for advancement/promotion.	8	26
Excitement of dealing with diverse organizations.	8	7
Pay	1	0
Preparation for outside job, e.g., after retirement.	3	9
Opportunity for visibility/recognition.	5	13
Opportunity for power.	4	2
Opportunity to use my technical education.	3	11

Other:

"Sense of duty when asked to be PM.
I like it.
Move out of job I was becoming stale in.
Was assigned to it.
Importance of end product to national security.
Working on one important endeavor.
Better/more mature work conditions.
Opportunity to deal with different types of people.
Opportunity to do a job I feel is not being done well."

B. Have you found your reasons for selecting the program management field justified?

	ERC	PMC
Yes.	14	20
No.	0	1

TABLE 12 (CONTD)

	ERC	PMC
I have not been in the field long enough to know.	3	16

C. Do you feel you have been able to accomplish your personal goals while in the process of accomplishing organizational or program goals?

	ERC	PMC
Yes.	9	17
Partially.	7	17
No.	1	3

possible.

Influences In Job Performance

Students were then asked to describe four motivational aspects of their jobs that influenced their performance. Comments received from students with less than one year program management experience were excluded. Question 1. asked for a list of positive influences on performance and Question 2. asked for negative influences. The responses are listed in detail in Appendix A.

The positive aspects of program management positions that promote excellent performance appear to primarily be: independence of action, authority, responsibilities, challenge of the job, contribution to U. S. Security, and self-pride. Many students commented on the motivation they derived from working with a variety of well qualified people.

A review of the responses to Question 1. indicates certain characteristics of program management positions that are not prevalent in function-oriented positions. The office is program oriented with specific goals and milestones. A variety of disciplines are represented. Responsibilities are numerous and diverse. The end product will have a visible impact on the United States. Authority and the opportunity for independent action is found at all levels.

The list of aspects having a negative influence on manager performance is very diverse. Attempts to combine responses

into common categories did not prove to be very meaningful. However, the responses were primarily in five areas: subordinates and coworkers; personal values; higher level management; job activities; and functional organizations.

The responses (negative influences) may reflect isolated situations, but some factors do stand out. Many managers felt they did not have enough time to accomplish meaningful tasks well and that too much time was required for routine tasks or satisfying requests from higher headquarters. Several students expressed dissatisfaction with the support received from outside agencies, especially higher headquarters. While many students commented on the high qualifications of their coworkers many other students expressed the opposite opinion.

Poor supervision was listed by several PMC students. This problem is not restricted to the program management field. Supervisors must be fair and consistent in their personnel decisions, assign purposeful tasks, and provide recognition for good performance.

SECTION IV

CONCLUSION

Summary of Results

The survey indicates that jobs in military program management do have sufficient inherent motivation to promote excellent performance. The apparent motivation and job satisfaction is significantly higher for individuals occupying more senior positions. Individuals in program management have strong growth needs. Feedback from the job itself and especially from supervisors is less than satisfactory.

Recommendations

The importance of effective and efficient performance by program management personnel is well known. The dynamic, challenging career field of systems acquisition attracts well educated, success oriented personnel. The Department of Defense must insure that the motivation of personnel responsible for the expenditure of vast amounts of funds is maintained at high levels. Detailed research is warranted in the areas of middle manager (a) opportunities for advancement and recognition, (b) assignment to meaningful tasks, and (c) supervisory quality. The supervisor must not be so "program success" oriented that he ignores the needs of those persons who make the program's, and his, success possible.

APPENDIX A

Influences On Job Performance

The numbers (1, 2, 3, or 4) in the parenthesis following each statement indicate the rank order assigned by the student. The number one (1) for the first question means that the aspect had the strongest positive influence. The number (1) for the second question indicates the aspect having the most negative influence. A series of numbers indicates that other students made the same or similar comment.

Question 1 :

Briefly describe the four strongest motivational aspects about your program management job that have a positive influence on your performance. (List in order of the extent of influence).

Responses:

Self Pride and satisfaction in doing job well (ERC 1, 2, 2; PMC 1, 1, 4, 3, 1)

Feeling of contribution to U. S. Security (ERC 4, 2, 1, 1, 1, 1, 2; PMC 2, 4, 3, 4, 2, 2,)

Independence of action (ERC 1, 4, 3, 3; PMC 1, 2, 2, 1, 2, 1, 1, 2)

Opportunity for advancement (PMC 3, 3, 3, 2, 4)

Scope and variety of Responsibilities (ERC 2, 2, 1, 2; PMC 3, 1, 1, 2, 1)

Dealing with many people and organizations (PMC 3, 3, 4, 4, 4)

Opportunity for rapid professional growth (PMC 1, 4, 2, 4)

Recognition (ERC 1; PMC 3, 3, 4, 4)

Chance to learn and do many different things (ERC 3, 3; PMC 3, 4, 3, 4)

Challenge (ERC 1, 1; PMC 1, 2, 1, 3, 1, 1, 1, 3)

Quality of coworkers (ERC 4; PMC 4, 3, 3, 3)

Level/Scope of Authority (ERC 3, 3, 1, 3, 3; PMC 1, 1, 3)

Espirit of the program office (ERC 2, 4; PMC 1)

Like what I am doing (ERC 3; PMC 2)

Like motivating others (PMC 2)

Can see concrete results (ERC 4; PMC 2)

Visibility of job (PMC 1, 4)

Leadership opportunities (PMC 3)

Reasonable flexibility in selection of personnel (ERC 4)

Importance of my performance on total program (PMC 4)

Honesty (ERC 4)

Association with key people (ERC 2; PMC 4, 2)

Opportunity to start and end a job (PMC 2)

Opportunity to use own initiative (PMC 2, 1)

Pioneering work in research and development (PMC 2)

Power and ego satisfaction while still young (PMC 4)

See ideas accepted (PMC 3)

Interested in the product (PMC 1)

Accountability (ERC 2)

Risk (ERC 4)

Desire to use resources efficiently (ERC 2, 3)

Recognition for Project (PMC 4, 2, 3)

Rewards (ERC 4)

When I clearly have the ball (ERC 1)

Excitement of daily activities (PMC 4)

Freedom to adjust my personal schedule to workload (PMC 4)

Post retirement opportunity (ERC 4)

Respect of peers (PMC 3)

Respect from Supervisor (ERC 4, 3)

Support of Supervisor (PMC 2)

Pay, Benefits, and Continuing Education (ERC 4, 3; PMC 4, 4)

Professional Interest (ERC 1)

Outstanding supervisor (PMC 1, 2)

Real Management Opportunity (ERC 1; PMC 4)

Exploitation of background education and/or experience (ERC 3; PMC 2, 4, 1)

Use of logic rather than policy (PMC 2)

Diversity of problems faced (PMC 3)

Interplay and teamwork among different people (PMC 1)

Dedication to a cause (PMC 4)

Question 2:

Briefly describe the four aspects about your program management job that have the most negative influence on your

performance. (List in order of the extent of influence.)

Responses:

Lack of control over personnel due to Civil Service Regulations (ERC 1, 4, 3)

Civil Service limitations on rewards to bright people (ERC 4)

Difficulty in dealing with second and third tier subordinates (ERC 3)

Coworker apathy (PMC 3, 1)

Dealing with inept civil servants (PMC 2)

Civilian personnel system which allows RIF's to constantly impact program office (PMC 1)

Difficult to remove deadbeats (PMC 3)

Time required to overcome predecessor errors (PMC 4)

Civil Service Grandma's getting paid high dollars for low level of work (PMC 2)

Having to work with narrow-minded and incompetent individuals (PMC 4)

Working with unqualified personnel in office (PMC 1)

Feeling that I don't know enough (ERC 2)

As a civilian, I can't be more than a deputy PM of a large program (ERC 1)

Continuing need to educate new bosses (ERC 3)

Pay (ERC 1; PMC 3)

Job Security (ERC 2: PMC 4)

Military structure in progam office (PMC 2)

Promotions (ERC 3; PMC 1)

Need for PCS moves to show career progression when it could be done in program office (PMC 1)

Fringe Benefits (ERC 4)

Lack of choice over assignments or location (ERC 2, 3)

Poor work location (PMC 4)

Frequent long hours (ERC 4)

Extensive TDY (PMC 2)

Too much subjective judgement required (PMC 4)

Lack of career advancing position (PMC 3)

Having to witness inefficiency and waste and not being able to rectify it (PMC 4)

Supervisor's non-uniform treatment of personnel (PMC 1, 4, 1)

Lack of recognition and appreciation by the boss (PMC 1, 1)

Promotions go to other than best employees (PMC 3)

People exhibiting biases even before investigating the problem (PMC 4)

Discourtesy of top people (PMC 2)

Apparent lack of concern for people (PMC 3, 3)

Disparity between standard business practice and DOD guidelines on gratuities (PMC 4)

Poor planning (PMC 3, 2)

Job Politics (PMC 3)

No sense of accomplishment from job (PMC 4)

Extreme adherence to SOP's and regulations (PMC 3)

Impact on family life (PMC 3)

Lack of clear goals or direction from above (PMC 3, 1, 2)

Lack of support by immediate supervisors when doing difficult tasks (PMC 2)

Bosses/Organizations not interested in promoting or awarding excellent performers (PMC 1)

New Air Force OER System (PMC 4)

Not enough to do (PMC 1)

Decision reversals by superior (ERC 1)

Emotional attitudes of senior staff members for illogical courses of action (ERC 3)

Impulsive decisionmaking (ERC 2)

Difficulty in getting decisions from higher levels (ERC 2, 3; PMC 2)

Limitations on personnel assets (ERC 3, 4; PMC 3, 2, 3)

Lack of consistency by higher headquarters (ERC 3)

Lack of support from upper management unless they can get visibility from it (PMC 3)

Funding problems (ERC 2; PMC 4)

Technical limits (ERC 4)

When I can't take positive action because of higher headquarters (ERC 1)

Incessant need to "sell program" rather than manage program (ERC 1; PMC 4)

Micromanagement from above by those who will not be held accountable (ERC 2)

DOD emphasis on "cultist" activity (ERC 3)

Meaningless study groups and inspections (ERC 2)

Bureaucracy (ERC 1; PMC 1, 1, 1, 2)

Too much layering above PM (PMC 2, 2)

Unrealistic time requirements for satisfying "what if" requests from higher headquarters (PMC 3)

Criticism of PM's for problems caused by Congressional actions (PMC 4)

Lack of communication with top people (PMC 1)

Not being appraised of program decisions or changes in a timely manner (PMC 4)

Lack of management feedback (PMC 1)

New "ilities" or policies often treat symptoms and create more ills than cures (PMC 2)

Lack of adequate cost estimates and validation capability in supporting functional elements (PMC 1)

Lack of time to do a good job (ERC 1, 1; PMC 2, 3, 3, 3)

Brush fire (crisis) activity in lieu of planning (ERC 1; PMC 4)

Useless administrative workload (ERC 4, 3; PMC 2, 2)

Over-emphasis on unimportant details (PMC 1)

Short reaction time (PMC 3)

Too frequent "what if" exercises (PMC 4)

Routine administration and reports (PMC 2, 2, 1, 4)

Lack of direct control over logistics support funds (ERC 4)

Attempts by functional elements of the command to limit PM's authority and responsibility (ERC 1, 4; PMC 3)

Politics (ERC 1, 1; PMC 4, 2)

Lack of real control over program (ERC 2; PMC 1)

Some parochialism found in staff/specialized organizations (PMC 1, 3)

User hostility or misconception about acquisiti n managers (PMC 1, 2)

Lack of support by other agencies (PMC 1)

Lack of understanding of program office's mission by other agencies (PMC 2, 2)

Restricted by "old guard" inflexibility (PMC 1)

Dealing with some bureaucratic specialists (PMC 1)

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