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DEFENSE LOGISTICS AGENCY  
SUPERVISORY, MANAGERIAL AND  
EXECUTIVE TRAINING NEEDS  
ANALYSIS REPORT

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Prepared for

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**SUPERVISORY, MANAGERIAL AND EXECUTIVE  
TRAINING NEEDS ANALYSIS REPORT**

**SECTION I - BACKGROUND**

A. In the spring of 1987, The Office of Civilian Personnel (DLA-K), formally made a top priority the development of an Agency-wide supervisory and managerial training program. The need for such a program had been widely expressed throughout the Agency. The program would include three levels: first-line supervisors, managers and executives. The objective of the program would be to train all of the common skills and knowledge required to perform effectively at each level of supervision. The program would not attempt to address skill and knowledge requirements of the various technical fields within the Agency.

B. In order to accomplish this task, DLA-K directed the Workforce Effectiveness and Development Division (DLA-KW), using the Performance Analysis and Training Design Group of DLA Civilian Personnel Service Support Office (DCPSO-AP), to conduct a comprehensive needs analysis for the training of supervisors at each level. The analysis would identify the tasks and competencies required in the performance of supervisory, managerial, and executive responsibilities. The results would be used to validate and/or revise the first-line supervisory training programs that each activity currently conducts. They would further be used to develop training at the managerial and executive levels where the Agency currently has structured training for only a limited number of individuals. (KR)

C. The program was to be accomplished in two phases. Phase I would include research, field review, analysis of findings and identification of specific training required for each of the three levels of supervision. Completion of Phase I was set for 29 Oct 87 by which date DCPSO would present DLA-KW with findings and recommendations. Phase II of the program would include the development and/or acquisition of training courses required to meet the needs identified in Phase I.

D. An advisory board was established at HQ DLA to review the progress of the program in order to ensure that it would be based upon the considered recommendations of those who would implement it and benefit from it. The board was composed of HQ Principal Staff Elements (PSE) representatives, selected primary level field activity (PLFA) Career Development Division Chiefs nominated by Civilian Personnel Officers, and selected Equal Employment Managers nominated by Offices of Equal Employment Opportunity.

## SECTION II - RESEARCH: PREPARATION FOR THE SURVEY

A. Early in the planning process, it was decided that DCPSO would conduct a survey of incumbents in the three levels of supervision to determine the tasks and competencies most critical to effective job performance. In order to prepare for development of the survey, the DCPSO staff assigned to the project reviewed scores of position descriptions representing a cross-section of the Agency's supervisors, managers and executives to determine what they are currently directed to do under supervisory duties.

B. The regulations and manuals governing Agency training, specifically supervisory, managerial and executive training, were also studied. Among the documents reviewed were DLAR 1430.13, Supervisory Development; FPM Chapter 411, Supervisory Development; and FPM Chapter 412, Executive Development.

C. Current offerings of supervisory training programs from a cross-section of the Agency's PLFAs were analyzed. Where activities offered programs for managers and executives, these too were studied.

D. Additional guidance and clarification in this effort were provided through meetings with Jerome Smith, DLA-KW specialist assigned to the project, and various Defense Construction Supply Center (DCSC) and DCPSO classification specialists.

E. In addition to Government sources of information, the training programs of a number of private corporations were examined, the most notable of which were AT&T, Control Data Corporation and Battelle Memorial Institute. (See Exhibit A.) These companies indicated approaches to management training which included the following:

1. Major studies to determine competencies required based on the level of management.
2. An employee attitude survey broken down to job classification.
3. "Suggested" requirements to all managers with ultimate responsibility upon the manager and his manager.

F. Prior to determining the form and content of the survey to be used, a number of instruments in current use were examined. Among those reviewed were DCPSO's Manager Effectiveness Index (MEI) Programs, The Managerial Training Needs Profile of The U.S. Office of Personnel Management, and The Army Civilian Executive and Manager Development System (ACE and MDS) of the The U.S. Army Management Engineering Training Activity (AMETA).

### SECTION III - THE SURVEY

A. From the various sources examined, we were able to draft a preliminary list of activities and competencies required for effective performance by the three levels of supervisors. In order to test the validity of the list, we invited ten supervisors, ten managers and six executives to review and comment on the activities and competencies and also provide oral feedback. For the purpose of this project, the three levels were defined by DLA-K as follows:

1. Supervisors--Those who supervise workers and perform the full range of supervisory duties.

2. Managers--Those who supervise supervisors and have program responsibilities.

3. Executives--Those who supervise managers and have major program responsibilities.

B. In separate sessions, the supervisors and the managers indicated on the lists which activities they performed and identified the skills and abilities they thought were required to support those activities. After each participant had independently commented on the list, the group members participated in an open discussion of the training needs of supervisors at their level.

C. Because of their unique positions and their busy time schedules, the executives were treated in private sessions. Each executive was given the preliminary list in advance for review and comment and an appointment was made for a follow-up interview. Each interview lasted approximately 1 hour.

D. The data obtained from the process described above provided the basis of the content for the actual survey. Extensive refinements were made to the preliminary lists of activities and competencies.

E. A computer-driven format was selected for the survey. Among design considerations were:

1. User friendly program. It was expected that many participants would be unfamiliar with the computer.

2. Record of demographic data on each participant.

3. Allowance for change of participant response during survey.

4. Minimum administrative instructions.

5. Ease and speed in compiling data.

F. The final survey design included seven demographic questions and six survey criteria, each of which required the participant to select a given number of items by deleting the rest. (See exhibits B, C and D.) The data were recorded onto the computer disk and ultimately combined with the responses of hundreds of other participants.

G. Once the survey was developed, it was tested with a sample of the target population from various DLA activities located in Columbus, OH. Revisions were made to the program and the survey was finalized.

H. Concurrent with the development of the survey, DLA-K sent letters to the Civilian Personnel Officers (CPOs) of eleven selected PLFAs, notifying them that their activities had been selected for participation in the survey. They were asked to designate a point of contact (POC) in the Career Development Division to provide logistical support to DCPSO staff in preparing for the administration of the survey. The activities selected to participate in the survey were those serviced by the following Civilian Personnel Offices:

Defense Construction Supply Center (DCSC)  
Defense Electronics Supply Center (DESC)  
Defense Personnel Support Center (DPSC)  
Defense Reutilization and Marketing Service (DRMS)  
Defense Depot Memphis (DDMT)  
Defense Depot Tracy (DDTC)  
Defense Contract Administration Services Region Atlanta  
(DCASR-ATL)  
Defense Contract Administration Services Region Boston  
(DCASR-BOS)  
Defense Contract Administration Services Region Chicago  
(DCASR-CHI)  
Defense Contract Administration Services Region Los Angeles  
(DCASR-LA)  
Defense Contract Administration Services Region New York  
(DCASR-NY)

I. The support provided by the PLFA POCs included selecting and notifying survey participants, and arranging for an appropriate room and computer equipment. DCPSO provided each POC with the criteria for selection. It was requested that the participants represent a cross-section of the supervisors and managers in the activity, i.e., both veteran supervisors and those relatively new to supervision and management. Also desired was a good mix among military, GS, GM and Wage Grade supervisors.

J. DCPSO also requested the POC to arrange for an entry interview with the CPO and exit interview with the activity commander, where appropriate.

K. In addition to the computerized survey, the participating executives were asked to complete an Executive Addendum comprised of four questions which, by their nature, required narrative response.

L. Two of the eleven activities participating in the survey were unable to support the effort with computer equipment. In both DCASR LA and DCASR NY, a paper version of the survey was administered. The data were subsequently entered on computer disks and combined with the computerized survey results.

M. At the conclusion of the administration phase of the survey, the results from all eleven activities participating were combined. The survey for each supervisory level was analyzed separately, as each possessed a distinctive format. In the supervisory format, three of the questions dealt with activities and three referred to skills and abilities. The managerial and executive formats each contained two questions on activities and four on skills and abilities.

## SECTION IV - FINDINGS

A. Three survey formats provided distinctive data on each of the three levels (supervisory, managerial and executive levels). Based on figures provided by the DLA Office of Civilian Personnel, approximately 13% of the DLA Supervisors, Managers and Executives were surveyed--11% of the supervisors, 13% of the managers, and 19% of the executives. Standard measurement procedures define 10% of a population as a valid sample size. (Ref. Van Dalen, pp. 130-131.)

1. Demographic information on survey participants was gathered in order to determine consistency of results among personnel at the Agency's various PLFAs. The survey results were analyzed based upon the following:

a. Activity Type--Depot participants included 81 supervisors, 30 managers and 13 executives; Center (including DIPEC and DSAC) participants included 185 supervisors, 67 managers, and 32 executives; DCASR participants included 194 supervisors, 65 managers, and 44 executives; DRMS participants included 20 supervisors, 6 managers, and 3 executives.

b. The most frequently occurring career fields--The series 1102 (Procurement and Contract Administration) and 1910 (Quality Assurance) and the career families 2000 (Supply), 500 (Financial), 200 (Personnel), and 300 (Management and Program Analysis).

c. Length of time at the participant's current level--1 year or less, 1 to 3 years, or 3 years or more.

B. Questions were designed to establish comparative and correlative information and to rank criteria. Reliability of inferred relationships is high for the following reasons (ref. Dillehay, unit 9, pp. 3-4; Van Dalen, pp. 128-130):

1. The statistical research and validation procedures used to design the survey.

2. The large size of the sample population.

3. The complete "computer program base" (from input to extraction of information) reduced potential margin of error inherent in working with manual data-gathering and input methods.

4. The cross-section of the Agency involved in the survey, allowing a high degree of representation of PLFAs by organization type.

5. The high measures of association found in statistical analysis of the data.

Reliability was also achieved through internal consistency--survey participants could not go back to any previous questions already answered and change their responses to "create" a match up of rankings, and questions asked were of equal importance.

C. Direct comparison is the most reliable method of measurement of facts and opinions for decision making purposes. This survey provided the criteria (six questions) and the comparison of alternative variables to select as responses. The questions asked in the survey provided criteria for comparison and ranking of selected activities (tasks) performed and skills needed in the performance of the participants' duties and responsibilities. Because the survey data is expressed by ranking variables, for analytical purposes the Spearman Rank-Difference Correlation Coefficient was computed (ref. Dillehay, unit 9, pp. 12-16). This method of statistical measurement provides an index of the degree of relationship between compared criteria. The highest possible correlation is +1.00. The numerical expression represents the extent of agreement between compared criteria. The following scale represents a conventional interpretation of the measures of association (ref. Davis, p. 77):

<u>COEFFICIENT</u>	<u>DESCRIPTION</u>
.70 or higher	Very strong association (relationship)
.50 to .69	Substantial association
.30 to .49	Moderate association
.10 to .29	Low association
.01 to .09	Negligible association

An analysis of the compared criteria, the results of the ranking process, and the implications follow.

#### COMPARED CRITERIA #1 - SUPERVISORS

Which activities are most important to my effective performance?

with

In which activities do I have the greatest need to improve?

#### RESULTS

1. Four of the top ten activities most important to effective performance were in the top ten activities in which there is the greatest need to improve:

- Evaluating employee performance and completing appraisal reports.
- Motivating employees to increase productivity.
- Identifying operational problems and taking corrective action.
- Coordinating and ensuring that objectives are met.

2. The correlation coefficient for the ranking of 44 activities (tasks) was .22.

#### IMPLICATIONS/INFERENCES

1. The low association indicates that supervisors perform most effectively on activities most important among their duties and responsibilities.

2. The findings establish a strongly emphasized need for training and developmental opportunities in four specific areas.

#### COMPARED CRITERIA #2 - SUPERVISORS

Which activities require the most time and effort to accomplish?

with

In which activities do I have the greatest need to improve?

#### RESULTS

1. Seven of the top ten activities requiring the most time and effort to accomplish were in the top ten activities identified as areas where there is the greatest need to improve:

- Developing performance standards
- Evaluating employee performance and completing appraisal reports
- Motivating employees to increase productivity
- Identifying operational problems and taking corrective action
- Monitoring qualitative and quantitative indicators of performance
- Coordinating and ensuring that objectives are met
- Formulating recommendations to improve programs/operations

2. The correlation coefficient for the ranking of 44 activities (tasks) was .65.

#### IMPLICATIONS/INFERENCES

1. Supervisors require more time and effort to complete duties and responsibilities which involve activities in which they need to improve.

2. There is a substantial association between the increased amount of time required to achieve specific duties and responsibilities and the need for improvement in those specific areas.

3. Opportunity to receive training/development in areas needing improvement might result in less time needed to complete certain aspects of the supervisor's job.

### COMPARED CRITERIA #3 - SUPERVISORS AND MANAGERS

Supervisors: Which skills are most important to my effective performance?

with

Managers: Which skills are most important to my subordinate supervisor's performance?

### RESULTS

1. The five highest ranked skills chosen by supervisors were identical to the five highest ranked skills selected by managers.

Motivating others  
Listening effectively  
Decision making  
Setting priorities and assigning work  
Using good judgment

2. Twenty-nine of the 35 skills had a net percentage ranking difference of less than 10% between the two levels (i.e., the percentage of supervisors who chose each skill was close to the percentage of managers who chose each skill). (See Exhibit E.)

3. The correlation coefficient for the ranking of 35 skills was .89.

### IMPLICATIONS/INFERENCES

Supervisors and managers substantially agree on specific skills important to the effective performance of the supervisor's duties and responsibilities as well as on skill areas of less importance.

### COMPARED CRITERIA #4 - MANAGERS

Which activities are most important to my effective performance?

with

In which activities do I have the greatest need to improve?

### RESULTS

1. Six of the top ten activities most important to the managers effective performance were in the top ten activities in which the managers have the greatest need to improve:

Maintaining communication with in-house depts. (e.g., personnel)  
Establishing goals and objectives for program area  
Ensuring that personnel are being utilized effectively  
Resolving difficult/sensitive management or operational problems  
Reviewing progress toward program goals and objectives  
Identifying areas where improvements are required

2. The correlation coefficient for the ranking of 49 activities (tasks) was .49.

#### IMPLICATIONS/INFERENCES

1. Two areas of concern among managerial level personnel are communications and planning capabilities (short term and long range).

2. Developmental opportunities are essential in these specific areas to enable managerial level personnel to improve and thereby perform more effectively.

#### COMPARED CRITERIA #5 - MANAGERS AND EXECUTIVES

Managers: Which skills are most critical to my effective performance?

with

Executives: Which skills are most important to my subordinate manager's performance?

#### RESULTS

1. Seven of the ten highest ranked skills selected by managers were also seven of the ten highest ranked skills selected by executives:

Motivating others  
Accepting and providing constructive feedback  
Listening effectively  
Communicating effectively in writing  
Decision making  
Using good judgment  
Flexibility

2. Overall manager's ranking of critical skills did closely match executive's rankings of skills critical to their subordinate manager's effective performance. (See Exhibit F.)

3. The correlation coefficient of 35 ranked skills was .72.

## IMPLICATIONS/INFERENCES

Executives and their subordinate managers strongly agree on the skills required to effectively perform the managers duties and responsibilities.

### COMPARED CRITERIA #6 - EXECUTIVES

Which activities are most important to my effective performance?

with

In which activities do I have the greatest need to improve?

### RESULTS

1. Eight of the ten highest ranked executive activities most important to effective performance were also listed in the ten highest ranked activities with the greatest need to improve:

- Assuring lower-level policy is consistent with higher-level policy
- Evaluating feasibility and probable impact of projects/plans
- Developing current operational plans
- Assigning functional responsibility for operations and projects
- Conducting cost-benefit analysis
- Establishing staffing needs
- Ensuring conformance to safety and health policies for unit
- Hearing and resolving complaints/problems referred by supervisors

2. The correlation coefficient of 36 ranked items was .80.

### IMPLICATIONS/INFERENCES

1. Lack of formal developmental training at the executive level results in the increased needs to improve in task areas and activities most important to effective performance.

2. The very high correlation coefficient implies a consistent strong association between the criteria (questions) and the total ranking of the 36 activities.

## COMPARED CRITERIA #7 - EXECUTIVES

Which skills are most critical to my effective performance?

with

In which skills do I have the greatest need to improve?

### RESULTS

1. Four of the ten highest ranked skills most critical to effective performance were also listed in the ten highest ranked skills with the greatest need to improve:

Keeping abreast of policy determinations from headquarters  
Interpreting broad guidelines and applying them to work activities  
Recommending most effective systems to achieve organization goals  
Assuring effective position management

2. The correlation coefficient of 35 ranked skills was .31.

### IMPLICATIONS/INFERENCES

1. Executives have achieved effective skills critical to the effective performance of their jobs, duties and responsibilities.

2. There is a very moderate association between critical skills and skills in which executives feel they have the greatest need to improve.

## COMPARED CRITERIA #8 - SUPERVISORS, MANAGERS AND EXECUTIVES

Which skills are most important to my effective performance?

Responses of supervisors, managers, and executives were compared to determine how each ranked the skills most important to effective performance.

### RESULTS

1. Twenty skill areas were ranked within  $\pm 10\%$  by all three levels. (See Exhibit G.)

2. The closely corresponding rankings establish predictive validity, i.e., the skills important to effective performance at the supervisory level will be important to effective performance at the managerial and executive levels.

## IMPLICATIONS/INFERENCES

1. Skills with a wide variance in ranking have more specific application at defined levels of responsibility.
2. There is a consistent need to be able to apply specific skills at all levels of responsibility; skills initially developed at the supervisory level will have further application for the individuals progressing to higher levels.

### COMPARED CRITERIA #9 - SUPERVISORS, MANAGERS, AND EXECUTIVES

Skills ranked most needed in the first year as a supervisor.

with

Supervisors' skills ranked most critical to effective performance.

\*\*\*\*\*

Skills ranked most needed in the first year as a manager.

with

Managers' skills ranked most critical to effective performance.

\*\*\*\*\*

Skills ranked most needed in the first year as an executive.

with

Executives' skills ranked most critical to effective performance.

## RESULTS

1. At all three levels skills selected as needed in the first year matched skills critical to effective performance.
2. The correlation coefficient for the ranking of 35 skills by each level was:

Supervisors - .87  
Managers - .86  
Executives - .86

## IMPLICATIONS/INFERENCES

1. Development of specific skills during the first year will contribute to progressively effective performance at each level.

2. There is a very strong association between skills needed during the first year and skills needed during the entire supervisory experience.

D. Validity of the survey was established as a result of:

1. Content Validation--the questions asked and items ranked encompass the full range of supervisory, managerial and executive activities (tasks) and skills as substantiated by:

a. Group meetings with supervisory and managerial personnel and interviews with executive level personnel during the research phase.

b. Review of position descriptions.

c. Meetings with classification specialists.

2. Concurrent Validity--independent ranking of skills by three levels of survey participants. Twenty skill areas were ranked within +10% by all three levels. (See Exhibit F.)

3. Representative Sampling--the survey participants were an essentially random sample (ref. Kerlinger, pp. 120-129).

4. Areas recommended for training include 56% of the total survey participants' overall choices.

E. Survey Results Compared by Activity Type and Career Field

1. Close correspondence of top ranked activities and skills is even more evident when compared by activity type. The top ten ranked activities and skills were selected by incumbents regardless of whether they represented a DCASR, a center, or a depot. (See Exhibits H, I and J.)

2. A similar comparison can be made among career fields. In comparing responses of survey participants representing three of the most frequently occurring career fields: the series 1102 (Procurement and Contract Administration) and 1910 (Quality Assurance) and the career family 2000 (Supply), the activities and skills ranked highest were selected without substantial differences among the career fields. (See Exhibits K, L and M.)

3. These results strongly imply that there are no significant differences in the requirements for effective performance for supervisors and managers in the various DLA activities and career fields. Consequently, a universal training program addressing the three levels of supervision, nonspecific to activity type or career field, will fully meet the Agency's needs in this area.

## F. Summary of Executives Comments.

1. During the survey design and implementation process, executives were interviewed and also asked to respond in writing to specific questions applicable to their level of responsibility. (See Exhibit D, Executive Addendum.)

2. A very strong and prevalent consensus indicates that the Agency executives would benefit by cross-functional rotational assignments and executive "internships" at HQ DLA. To better develop executives to perform more effectively it is also thought that:

a. More opportunity to interact and participate in organizational meetings with HQ DLA staff, and

b. Continued use of the Federal Executive Institute, Brookings Institute and other formalized, developmental, "mind stretching" resources would provide excellent results.

3. Executive level personnel were queried regarding the value and contribution "formal" networking at this level would contribute to more effective performance. Responses indicated that networking could help eliminate "stovepipe", "closed-minded" thinking among those who tend to become "pigeon-holed" in their "own little world". Executives frequently stated that the value of achieving networking at all levels and across functional areas must be stressed to keep them informed of major decisions, to allow for interface/coordination of new ideas, to discuss mutual problems, and to create more teamwork. In summary on this question the executives feel communication skills, interpersonal relations, and development of informational resources whereby facts are disseminated is critical to more effective performance.

4. Executive personnel were asked how political awareness could be developed in DLA executives and potential executives. Several respondents answered with regard to the congressional process, policy determinations, policy forums and other reported political activities. They felt keeping informed by attending courses or reading published materials would provide needed development of political awareness. The majority of the executives responded with regard to "non-work related considerations" that impact decision-making processes throughout the Agency's organizations. Exposure and observation, "scenarios" and sample practices using role playing (in seminar settings), and creation of model "what-if" situations were methods recommended to help achieve this kind of political awareness.

5. The role of a formal executive development program within DLA is very important to the Agency's executives. Executive personnel made the following comments concerning such a program:

- . It would provide the agency with continuity at the executive level at all times.

- . It would provide more qualified and productive candidates.
- . The "bootstrap approach" to executive development just does not suffice.
- . There is a need for a fully enhanced executive development program.
- . It would provide an opportunity for executives to update/refresh skills and keep abreast of technology and innovative ideas.
- . Executives need opportunities to develop strategic planning skills and transition planning.
- . It would identify individuals with high potential and serve as an incentive to young, talented individuals.
- . Training perks are a good motivator and help assure retention of personnel.
- . The current Executive Development Program (EDP) is limited to too high a level; we need to look at development of the GS/GM 12/13 level managers.

**G. Summary of CPO and Commanders' Comments:**

1. Many of the same comments expressed by other executives were echoed by the CPOs and activity commanders. The following additional comments are considered significant from these sources.

2. One of the concerns expressed by a number of CPOs was the need for additional training for supervisors 3 to 5 years after their initial training in the basic courses. Once the supervisor gains experience on the job, the need becomes apparent for more specific training. This concern was also widely expressed by supervisors in the field.

3. CPOs in DCASRs and those serving DRMOs emphasized the need for exportable, self-instructional supervisory training, especially for small, isolated offices where traditional training is not cost effective.

4. Among the comments offered by PLFA commanders was the need for supervisors to be trained in their legal rights in dealing with subordinates. They also suggested that managers and executives could benefit from learning what the frustrations are, from the supervisor's viewpoint, i.e., problems they face that are created by the "system" or by management practices that can be revised or eliminated to alleviate such frustrations.

## SECTION V - RECOMMENDATIONS

### A. From the Survey

1. The results of each of the three surveys, representing the three levels of supervision, produced a list of activities and a list of skills recommended for training. The recommendations are based on:

- a. Ranking of each activity or skill.
- b. Frequency with which activity or skills were selected among the questions
- c. High degree of correlation among the compared criteria (questions).

2. In order to be recommended for training, an activity or skill had to rank among the top ten choices for no fewer than two questions. This method allowed consideration of approximately 25% of all the activities (tasks) and 30% of all the skills available to be selected by the survey participants. The method also resulted in 56% of the total population's choices being considered and, as appropriate, recommended for training. The fact that a given activity or skill ranked high in only one criteria was not significant and therefore would not be recommended for training.

3. Exhibits N, O, Q, R, T, and U display the top ten ranked activities and skills and the frequency with which they occurred among the questions for the three levels surveyed. The activities and skills recommended for training are indicated on each table.

4. Survey results indicate a high relationship between the activities meeting the standards for training and skills meeting the standards at each level. (See Exhibits P, S and V.)

### B. Beyond the Survey

1. While the survey results provide critical information on what job incumbents and their supervisors feel are the most important elements of the job and in what areas training is most needed, a full analysis of the subject reveals certain aspects which cannot be overlooked.

2. Certain topics are universally recognized as fundamental to the development of good supervisors and managers, and therefore should be included in their training. To the extent possible, these tasks and skills were included in the surveys and most were identified as important at their level and needing training. A few of these topics did not rank high in the survey, but because of their nature, they also are recommended.

3. The DLA Civilian Personnel Office receives ongoing feedback from the field and from a variety of other sources which point to specific subjects in which training can increase productivity and enhance effective performance on the part of the supervisor and/or manager. Subjects identified in this manner are among those recommended for training.

**C. Additional Subjects Recommended for Training**

Based on the considerations expressed in paragraph B above, the following recommendations are made.

**1. Supervisory level:**

a. Basic training for new supervisors should include topics to assist them in effectively performing their roles within the Agency. This training should include instruction in personnel policy, practices and procedures as well as in standards of conduct.

b. Although the various aspects of the communication process ranked high on the survey, it is recommended that the training be expanded to a more global view of communication.

c. Other subjects recommended for training for new supervisors are:

(1) Supervising for quality, and

(2) Adult learning theory and techniques in formal and on-the-job training.

**2. Managerial level:**

a. Although mentoring is not a subject identified by managers as a priority for training at their level, the Agency considers the nurturing of potential leadership a valuable activity, and recommends it as a subject worthy of training.

b. Managing for quality is also recommended for this level.

**3. Executive level:**

a. In response to the Executive Addendum executives indicated that development in political awareness and opportunities for networking with other executives would be valuable and therefore, are recommended.

b. Other subjects recommended for development at this level are:

(1) Strategic planning, and

(2) Establishing strategic goals for quality.

**SECTION VI - CONCLUSION: TRANSITION TO PHASE II**

A. The information obtained through a thorough training needs analysis provides the framework for a design for training. The results of the analysis should not be viewed as an end in itself, but rather as a means to the end of developing a complete training and development program that will ultimately result in a more productive, more effective workforce.

B. The recommendations contained in this report are submitted to DLA-K for review. Selection of the actual tasks for inclusion in the design for training will mark the conclusion of Phase I of this project.

C. In Phase II the tasks for training will be developed into terminal learning objectives which will form the design for the training program. Sources of training will then be identified, new training will be developed as necessary, and guidelines for administration and implementation will be prepared.

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**EXHIBIT A**

**SUMMARY OF PRIVATE INDUSTRY PROGRAMS**

## SUMMARY OF PRIVATE INDUSTRY PROGRAMS

### **AT&T CORPORATE EDUCATION CENTER Hopewell, NJ**

Employee Development Group did a major study and came up with 14 competencies:

1. **Financial Knowledge - Ability to understand terms, methods and principles of capital management.**
2. **Marketing and customer knowledge.**
3. **Organizational Knowledge - Understanding of corporate requirements, procedures and goals**
4. **Strategic Thinking Skills - Ability to analyze and interpret overall long range implications of problems, decisions, alternative situations, and anticipated events upon corporate and departmental goals.**
5. **Observation Skills - Ability to report events objectively and accurately.**
6. **Problem Analysis Skills - Ability to identify causes of undesirable conditions and propose practical solutions.**
7. **Creative Thinking Skills - Ability to formulate imaginative, unique, and original suggestions to solve problems or address needs.**
8. **Risk Assessment Skills - Ability to properly assess the financial, psychological, physical opportunity, social, ecological or other costs against anticipated benefits.**
9. **Understanding of People - The knowledge of factors which influence individual behavior, learning, and motivation.**
10. **Understanding of Groups - Knowledge of factors which influence human behavior in groups and organizations.**
11. **Receptive Communications Skills - Ability to listen, question, and express understanding of others statements, beliefs, and values.**
12. **Expressive Communications Skills - Ability to clearly articulate both orally and in writing ideas, opinions, facts and recommendations for others to review and act upon.**
13. **Planning Skills - Ability to develop specifications and guidelines required to accomplish a proposed project.**

14. Organizing Skill - Ability to group ideas, situations, events, people and/or equipment to satisfactorily achieve desired results.

The curriculum planning group also decided it was most important to develop an accurate job model. They interviewed top performers and their supervisors, looked at the individuals background (what skills and knowledges do they bring with them), determined skills needed to perform in their jobs and derived needed training by comparing responses.

AT&T has a "generic curriculum" and offers "specifics" on an individual basis.

#### **CONTROL DATA CORPORATION**

1. A complete needs analysis was done in the late 70's. Management has not determined that they needed to do it again. Most recently to assess needs they have gone to individual groups and interviewed selected managers. Interviews provided information on what courses they have already taken and on an informal basis what it is they need.
2. The "core curriculum" management training program has been in place for several years. From that point they go into more advanced and specialized topics. A "suggested" requirement to all managers is 40 hours of training a year, ultimate responsibility is on the manager and his manager. Part of the performance appraisal process includes a development plan which must be turned into their senior executive. This states what their own manager's subordinates' developmental needs are.
3. An employee attitude survey was also conducted. The survey was broken down to job classifications and contained imbedded questions which revealed what may be needed. They now have a list of competencies being drafted based on level of management. Much of it corresponds with "Basic Management 101."

#### **BATTELLE MEMORIAL INSTITUTE**

1. The approach to management training is very individualized. Three specific courses are offered (two project management courses and a program management course). Attendance may be based on the manager's performance reviews or their immediate supervisors determination that attending would be of future benefit.
2. Battelle does have an educational assistance program for job related course work.

EXHIBIT B

SUPERVISORY SURVEY

## ACTIVITIES MOST IMPORTANT TO MY EFFECTIVE PERFORMANCE

Select 15 Items

1. Documenting approved policies and procedures.
2. Keeping abreast of policy determinations from headquarters.
3. Reviewing and interpreting operational policies and directives.
4. Providing guidance on Agency policies and positions.
5. Implementing procedures established by higher authority.
6. Making formal presentations, oral reports and briefings.
7. Coordinating diverse functions within unit.
8. Maintaining liaison with other Agency activities.
9. Participating in ad hoc committees on special projects.
10. Maintaining communication with in-house depts. (e.g. personnel).
11. Evaluating practicability of new ideas and plans.
12. Developing procedures in technical areas.
13. Setting deadlines and priorities for work.
14. Providing budget input and justification.
15. Ensuring appropriate acquisition and distribution of supplies.
16. Recommending and justifying changes in staffing.
17. Selecting staff.
18. Recommending personnel actions.
19. Identifying and prioritizing training needs of staff.
20. Developing IDPs for subordinates.
21. Preparing position descriptions.
22. Recommending commendation and disciplining of subordinates.
23. Scheduling training of employees.
24. Developing performance standards.

25. Evaluating employee performance and completing appraisal reports.
26. Planning, scheduling, and assigning work to subordinates.
27. Reviewing completed work.
28. Establishing and maintaining operating and performance records.
29. Furnishing advice, guidance, and assistance to subordinates.
30. Hearing and resolving complaints of subordinates.
31. Administering minor disciplinary actions.
32. Dealing with employee personal problems affecting performance.
33. Motivating employees to increase productivity.
34. Conducting formal and on-the-job training of subordinates.
35. Assuring compliance with organizational EEO policy.
36. Assuring compliance with safety and health policies and procedures.
37. Ensuring subordinates conform to standards of conduct.
38. Identifying operational problems and taking corrective action.
39. Making timely decisions related to established priorities.
40. Monitoring qualitative and quantitative indicators of performance.
41. Ensuring that programs are executed in the manner planned.
42. Coordinating and ensuring that objectives are met.
43. Formulating recommendations to improve programs/operations.
44. Implementing internal control system.

**ACTIVITIES REQUIRING THE MOST TIME AND EFFORTS TO ACCOMPLISH**

**Select 15 Items**

1. Documenting approved policies and procedures.
2. Keeping abreast of policy determinations from headquarters.
3. Reviewing and interpreting operational policies and directives.
4. Providing guidance on Agency policies and positions.
5. Implementing procedures established by higher authority.
6. Making formal presentations, oral reports and briefings.
7. Coordinating diverse functions within unit.
8. Maintaining liaison with other Agency activities.
9. Participating in ad hoc committees on special projects.
10. Maintaining communication with in-house depts. (e.g. personnel).
11. Evaluating practicability of new ideas and plans.
12. Developing procedures in technical areas.
13. Setting deadlines and priorities for work.
14. Providing budget input and justification.
15. Ensuring appropriate acquisition and distribution of supplies.
16. Recommending and justifying changes in staffing.
17. Selecting staff.
18. Recommending personnel actions.
19. Identifying and prioritizing training needs of staff.
20. Developing IDPs for subordinates.
21. Preparing position descriptions.
22. Recommending commendation and disciplining of subordinates.
23. Scheduling training of employees.
24. Developing performance standards.

25. Evaluating employee performance and completing appraisal reports.
26. Planning, scheduling, and assigning work to subordinates.
27. Reviewing completed work.
28. Establishing and maintaining operating and performance records.
29. Furnishing advice, guidance, and assistance to subordinates.
30. Hearing and resolving complaints of subordinates.
31. Administering minor disciplinary actions.
32. Dealing with employee personal problems affecting performance.
33. Motivating employees to increase productivity.
34. Conducting formal and on-the-job training of subordinates.
35. Assuring compliance with organizational EEO policy.
36. Assuring compliance with safety and health policies and procedures.
37. Ensuring subordinates conform to standards of conduct.
38. Identifying operational problems and taking corrective action.
39. Making timely decisions related to established priorities.
40. Monitoring qualitative and quantitative indicators of performance.
41. Ensuring that programs are executed in the manner planned.
42. Coordinating and ensuring that objectives are met.
43. Formulating recommendations to improve programs/operations.
44. Implementing internal control system.

**ACTIVITIES IN WHICH I HAVE THE GREATEST NEED TO IMPROVE**

Select UP TO 15 Items

1. Documenting approved policies and procedures.
2. Keeping abreast of policy determinations from headquarters.
3. Reviewing and interpreting operational policies and directives.
4. Providing guidance on Agency policies and positions.
5. Implementing procedures established by higher authority.
6. Making formal presentations, oral reports and briefings.
7. Coordinating diverse functions within unit.
8. Maintaining liaison with other Agency activities.
9. Participating in ad hoc committees on special projects.
10. Maintaining communication with in-house depts. (e.g. personnel).
11. Evaluating practicability of new ideas and plans.
12. Developing procedures in technical areas.
13. Setting deadlines and priorities for work.
14. Providing budget input and justification.
15. Ensuring appropriate acquisition and distribution of supplies.
16. Recommending and justifying changes in staffing.
17. Selecting staff.
18. Recommending personnel actions.
19. Identifying and prioritizing training needs of staff.
20. Developing IDPs for subordinates.
21. Preparing position descriptions.
22. Recommending commendation and disciplining of subordinates.
23. Scheduling training of employees.
24. Developing performance standards.

25. Evaluating employee performance and completing appraisal reports.
26. Planning, scheduling, and assigning work to subordinates.
27. Reviewing completed work.
28. Establishing and maintaining operating and performance records.
29. Furnishing advice, guidance, and assistance to subordinates.
30. Hearing and resolving complaints of subordinates.
31. Administering minor disciplinary actions.
32. Dealing with employee personal problems affecting performance.
33. Motivating employees to increase productivity.
34. Conducting formal and on-the-job training of subordinates.
35. Assuring compliance with organizational EEO policy.
36. Assuring compliance with safety and health policies and procedures.
37. Ensuring subordinates conform to standards of conduct.
38. Identifying operational problems and taking corrective action.
39. Making timely decisions related to established priorities.
40. Monitoring qualitative and quantitative indicators of performance.
41. Ensuring that programs are executed in the manner planned.
42. Coordinating and ensuring that objectives are met.
43. Formulating recommendations to improve programs/operations.
44. Implementing internal control system.

**SKILLS MOST CRITICAL TO MY EFFECTIVE PERFORMANCE**

**Select 15 Items**

1. Motivating others.
2. Scheduling resources and people.
3. Accepting and providing constructive feedback.
4. Building team spirit within the unit.
5. Listening effectively.
6. Communicating effectively in writing.
7. Long-range planning.
8. Coordinating with other work groups.
9. Establishing effective controls.
10. Problem solving.
11. Delegating tasks.
12. Decision making.
13. Providing role model--enthusiasm and positive attitudes.
14. Managing time.
15. Setting organizational goals and objectives.
16. Managing budgets.
17. Influencing others.
18. Directing others.
19. Monitoring progress toward work goals.
20. Organizing work and people.
21. Setting priorities and assigning work.
22. Oral communication for clarity of ideas.
23. Oral communication for persuading others.
24. Using tact, diplomacy and courtesy.

25. Setting performance goals and standards.
26. Establishing trust.
27. Negotiation
28. "Tuned into" the Agency and its environment.
29. Balancing short-term and long-term view.
30. Using good judgment.
31. Objectivity and accuracy in reporting.
32. Innovative--not afraid to take risks.
33. Flexibility.
34. Tolerance for stress, ambiguity, and change.
35. Independence.

**SKILLS IN WHICH I HAVE THE GREATEST NEED TO IMPROVE**

Select UP TO 15 Items

1. Motivating others.
2. Scheduling resources and people.
3. Accepting and providing constructive feedback.
4. Building team spirit within the unit.
5. Listening effectively.
6. Communicating effectively in writing.
7. Long-range planning.
8. Coordinating with other work groups.
9. Establishing effective controls.
10. Problem solving.
11. Delegating tasks.
12. Decision making.
13. Providing role model--enthusiasm and positive attitudes.
14. Managing time.
15. Setting organizational goals and objectives.
16. Managing budgets.
17. Influencing others.
18. Directing others.
19. Monitoring progress toward work goals.
20. Organizing work and people.
21. Setting priorities and assigning work.
22. Oral communication for clarity of ideas.
23. Oral communication for persuading others.
24. Using tact, diplomacy and courtesy.

25. Setting performance goals and standards.
26. Establishing trust.
27. Negotiation
28. "Tuned into" the Agency and its environment.
29. Balancing short-term and long-term view.
30. Using good judgment.
31. Objectivity and accuracy in reporting.
32. Innovative--not afraid to take risks.
33. Flexibility.
34. Tolerance for stress, ambiguity, and change.
35. Independence.

**SKILLS MOST NEEDED IN THE FIRST YEAR AS A SUPERVISOR**

Select 10 Items

1. Motivating others.
2. Scheduling resources and people.
3. Accepting and providing constructive feedback.
4. Building team spirit within the unit.
5. Listening effectively.
6. Communicating effectively in writing.
7. Long-range planning.
8. Coordinating with other work groups.
9. Establishing effective controls.
10. Problem solving.
11. Delegating tasks.
12. Decision making.
13. Providing role model--enthusiasm and positive attitudes.
14. Managing time.
15. Setting organizational goals and objectives.
16. Managing budgets.
17. Influencing others.
18. Directing others.
19. Monitoring progress toward work goals.
20. Organizing work and people.
21. Setting priorities and assigning work.
22. Oral communication for clarity of ideas.
23. Oral communication for persuading others.
24. Using tact, diplomacy and courtesy.

25. Setting performance goals and standards.
26. Establishing trust.
27. Negotiation
28. "Tuned into" the Agency and its environment.
29. Balancing short-term and long-term view.
30. Using good judgment.
31. Objectivity and accuracy in reporting.
32. Innovative--not afraid to take risks.
33. Flexibility.
34. Tolerance for stress, ambiguity, and change.
35. Independence.

EXHIBIT C

MANAGERIAL SURVEY

**ACTIVITIES MOST IMPORTANT TO MY EFFECTIVE PERFORMANCE**

Select 15 Items

1. Keeping abreast of policy determinations from headquarters.
2. Assuring lower-level policy is consistent with higher-level policy.
3. Implementing procedures established by higher authority.
4. Reviewing programs for conformance with policy.
5. Interpreting broad guidelines and applying them to work activities.
6. Representing the unit in conferences and meetings.
7. Responding to public inquiries and complaints.
8. Making formal presentations, oral reports and briefings.
9. Participating in ad hoc committees on special projects.
10. Maintaining communication with in-house depts. (e.g. personnel).
11. Coordinating unit activities with organizations within/outside DLA.
12. Evaluating practicability of new ideas and plans.
13. Recommending future shifts in program emphasis.
14. Establishing goals and objectives for program area.
15. Recommending most effective systems to achieve organization goals.
16. Evaluating feasibility and probable impact of projects/plans.
17. Defining standards of quality and quantity.
18. Formulating operating policies and procedures.
19. Assisting higher management in establishing organizational goals.
20. Developing current operational plans.
21. Assigning functional responsibility for operations and projects.
22. Applying economical management strategies.
23. Establishing budgetary needs.
24. Preparing budgets for presentation.

25. Recommending purchase requirements to senior management.
26. Determining, allocating and monitoring use of program resources.
27. Conducting cost-benefit analysis.
28. Certifying need for training.
29. Ensuring conformance to EEO policy in assigned program areas.
30. Participating in periodic review of all positions in unit.
31. Establishing staffing needs.
32. Assuring effective position management.
33. Ensuring conformance to safety and health policies for unit.
34. Ensuring that personnel are being utilized effectively.
35. Delegating authority according to subordinates' need for control.
36. Hearing and resolving complaints/problems referred by supervisors.
37. Giving management direction on highly complex/sensitive issues.
38. Making decisions based upon information prepared by others.
39. Ensuring that programs are executed in the manner planned.
40. Analyzing unit performance data and taking appropriate action.
41. Resolving difficult/sensitive management or operational problems.
42. Monitoring scheduling.
43. Ensuring economy of operations.
44. Writing evaluative reports on status of programs and objectives.
45. Anticipating new problem areas and initiating plans to correct them.
46. Establishing and maintaining internal control systems.
47. Reviewing progress toward program goals and objectives.
48. Identifying areas where improvements are required.
49. Assuring follow-up on major operating problems.

**ACTIVITIES IN WHICH I HAVE THE GREATEST NEED TO IMPROVE**

**Select 15 Items**

1. Keeping abreast of policy determinations from headquarters.
2. Assuring lower-level policy is consistent with higher-level policy.
3. Implementing procedures established by higher authority.
4. Reviewing programs for conformance with policy.
5. Interpreting broad guidelines and applying them to work activities.
6. Representing the unit in conferences and meetings.
7. Responding to public inquiries and complaints.
8. Making formal presentations, oral reports and briefings.
9. Participating in ad hoc committees on special projects.
10. Maintaining communication with in-house depts. (e.g. personnel).
11. Coordinating unit activities with organizations within/outside DLA.
12. Evaluating practicability of new ideas and plans.
13. Recommending future shifts in program emphasis.
14. Establishing goals and objectives for program area.
15. Recommending most effective systems to achieve organization goals.
16. Evaluating feasibility and probable impact of projects/plans.
17. Defining standards of quality and quantity.
18. Formulating operating policies and procedures.
19. Assisting higher management in establishing organizational goals.
20. Developing current operational plans.
21. Assigning functional responsibility for operations and projects.
22. Applying economical management strategies.
23. Establishing budgetary needs.
24. Preparing budgets for presentation.

25. Recommending purchase requirements to senior management.
26. Determining, allocating and monitoring use of program resources.
27. Conducting cost-benefit analysis.
28. Certifying need for training.
29. Ensuring conformance to EEO policy in assigned program areas.
30. Participating in periodic review of all positions in unit.
31. Establishing staffing needs.
32. Assuring effective position management.
33. Ensuring conformance to safety and health policies for unit.
34. Ensuring that personnel are being utilized effectively.
35. Delegating authority according to subordinates' need for control.
36. Hearing and resolving complaints/problems referred by supervisors.
37. Giving management direction on highly complex/sensitive issues.
38. Making decisions based upon information prepared by others.
39. Ensuring that programs are executed in the manner planned.
40. Analyzing unit performance data and taking appropriate action.
41. Resolving difficult/sensitive management or operational problems.
42. Monitoring scheduling.
43. Ensuring economy of operations.
44. Writing evaluative reports on status of programs and objectives.
45. Anticipating new problem areas and initiating plans to correct them.
46. Establishing and maintaining internal control systems.
47. Reviewing progress toward program goals and objectives.
48. Identifying areas where improvements are required.
49. Assuring follow-up on major operating problems.

**SKILLS MOST CRITICAL TO MY EFFECTIVE PERFORMANCE**

**Select 15 Items**

1. Motivating others.
2. Scheduling resources and people.
3. Accepting and providing constructive feedback.
4. Building team spirit within the unit.
5. Listening effectively.
6. Communicating effectively in writing.
7. Long-range planning.
8. Coordinating with other work groups.
9. Establishing effective controls.
10. Problem solving.
11. Delegating tasks.
12. Decision making.
13. Providing role model--enthusiasm and positive attitudes.
14. Managing time.
15. Setting organizational goals and objectives.
16. Managing budgets.
17. Influencing others.
18. Directing others.
19. Monitoring progress toward work goals.
20. Organizing work and people.
21. Setting priorities and assigning work.
22. Oral communication for clarity of ideas.
23. Oral communication for persuading others.
24. Using tact, diplomacy and courtesy.

25. Setting performance goals and standards.
26. Establishing trust.
27. Negotiation
28. "Tuned into" the Agency and its environment.
29. Balancing short-term and long-term view.
30. Using good judgment.
31. Objectivity and accuracy in reporting.
32. Innovative--not afraid to take risks.
33. Flexibility.
34. Tolerance for stress, ambiguity, and change.
35. Independence.

**SKILLS IN WHICH I HAVE THE GREATEST NEED TO IMPROVE**

Select UP TO 15 Items

1. Motivating others.
2. Scheduling resources and people.
3. Accepting and providing constructive feedback.
4. Building team spirit within the unit.
5. Listening effectively.
6. Communicating effectively in writing.
7. Long-range planning.
8. Coordinating with other work groups.
9. Establishing effective controls.
10. Problem solving.
11. Delegating tasks.
12. Decision making.
13. Providing role model--enthusiasm and positive attitudes.
14. Managing time.
15. Setting organizational goals and objectives.
16. Managing budgets.
17. Influencing others.
18. Directing others.
19. Monitoring progress toward work goals.
20. Organizing work and people.
21. Setting priorities and assigning work.
22. Oral communication for clarity of ideas.
23. Oral communication for persuading others.
24. Using tact, diplomacy and courtesy.

25. Setting performance goals and standards.
26. Establishing trust.
27. Negotiation
28. "Tuned into" the Agency and its environment.
29. Balancing short-term and long-term view.
30. Using good judgment.
31. Objectivity and accuracy in reporting.
32. Innovative--not afraid to take risks.
33. Flexibility.
34. Tolerance for stress, ambiguity, and change.
35. Independence.

**SKILLS MOST NEEDED IN THE FIRST YEAR AS A MANAGER**

**Select 10 Items**

1. Motivating others.
2. Scheduling resources and people.
3. Accepting and providing constructive feedback.
4. Building team spirit within the unit.
5. Listening effectively.
6. Communicating effectively in writing.
7. Long-range planning.
8. Coordinating with other work groups.
9. Establishing effective controls.
10. Problem solving.
11. Delegating tasks.
12. Decision making.
13. Providing role model--enthusiasm and positive attitudes.
14. Managing time.
15. Setting organizational goals and objectives.
16. Managing budgets.
17. Influencing others.
18. Directing others.
19. Monitoring progress toward work goals.
20. Organizing work and people.
21. Setting priorities and assigning work.
22. Oral communication for clarity of ideas.
23. Oral communication for persuading others.
24. Using tact, diplomacy and courtesy.

25. Setting performance goals and standards.
26. Establishing trust.
27. Negotiation
28. "Tuned into" the Agency and its environment.
29. Balancing short-term and long-term view.
30. Using good judgment.
31. Objectivity and accuracy in reporting.
32. Innovative--not afraid to take risks.
33. Flexibility.
34. Tolerance for stress, ambiguity, and change.
35. Independence.

**SKILLS MOST CRITICAL TO MY SUBORDINATES' PERFORMANCE**

**Select 15 Items**

**NOTE:** By "subordinate" we mean subordinate SUPERVISORS not non-supervisory employees.

1. Motivating others.
2. Scheduling resources and people.
3. Accepting and providing constructive feedback.
4. Building team spirit within the unit.
5. Listening effectively.
6. Communicating effectively in writing.
7. Long-range planning.
8. Coordinating with other work groups.
9. Establishing effective controls.
10. Problem solving.
11. Delegating tasks.
12. Decision making.
13. Providing role model--enthusiasm and positive attitudes.
14. Managing time.
15. Setting organizational goals and objectives.
16. Managing budgets.
17. Influencing others.
18. Directing others.
19. Monitoring progress toward work goals.
20. Organizing work and people.
21. Setting priorities and assigning work.
22. Oral communication for clarity of ideas.

23. Oral communication for persuading others.
24. Using tact, diplomacy and courtesy.
25. Setting performance goals and standards.
26. Establishing trust.
27. Negotiation
28. "Tuned into" the Agency and its environment.
29. Balancing short-term and long-term view.
30. Using good judgment.
31. Objectivity and accuracy in reporting.
32. Innovative--not afraid to take risks.
33. Flexibility.
34. Tolerance for stress, ambiguity, and change.
35. Independence.

EXHIBIT D

EXECUTIVE SURVEY

AND

ADDENDUM

**ACTIVITIES MOST IMPORTANT TO MY EFFECTIVE PERFORMANCE**

Select 15 Items

1. Understanding issues and problems facing DLA and DLA's positions.
2. Keeping abreast of policy determinations from headquarters.
3. Assuring lower-level policy is consistent with higher level policy.
4. Assisting with establishment of key Agency policies.
5. Implementing procedures established by higher authority.
6. Briefing Agency senior management and PSEs.
7. Representing the unit in conferences and briefings.
8. Responding to public inquiries and/or complaints.
9. Responding to congressional inquiries.
10. Implementing public relations activities.
11. Representing organization at top level meetings.
12. Directing public relations activities.
13. Corresponding with regulatory agencies and other gov't bodies.
14. Making formal presentations, oral reports and briefings.
15. Participating in ad hoc committees on special projects.
16. Maintaining communication with in-house depts. (e.g. personnel).
17. Serving as member of high-level policy/program committees/groups.
18. Evaluating practicability of new ideas and plans.
19. Recommending changes in organizational structure.
20. Establishing goals and objectives for major program area.
21. Participating in establishment of long-range plans.
22. Evaluating feasibility and probable impact of projects/programs
23. Ensuring budgetary requirements are accomplished.
24. Presenting proposed budget to approving officials.

25. Participating in periodic review of all positions in organization.
26. Participating in selection/assignment of key operating personnel.
27. Ensuring that organizational structure is effective.
28. Implementing organizational EEO policy.
29. Implementing safety and health policies and procedures.
30. Delegating authority according to subordinates' need for control.
31. Giving management direction on highly complex/sensitive issues.
32. Making decisions based upon information prepared by others.
33. Resolving difficult or sensitive management/operational problems.
34. Writing evaluative reports on status of programs and objectives.
35. Establishing and maintaining internal control systems.
36. Reviewing progress toward program goals and objectives.

**ACTIVITIES IN WHICH I HAVE THE GREATEST NEED TO IMPROVE**

Select UP TO 15 Items

1. Understanding issues and problems facing DLA and DLA's positions.
2. Keeping abreast of policy determinations from headquarters.
3. Assuring lower-level policy is consistent with higher level policy.
4. Assisting with establishment of key Agency policies.
5. Implementing procedures established by higher authority.
6. Briefing Agency senior management and PSEs.
7. Representing the unit in conferences and briefings.
8. Responding to public inquiries and/or complaints.
9. Responding to congressional inquiries.
10. Implementing public relations activities.
11. Representing organization at top level meetings.
12. Directing public relations activities.
13. Corresponding with regulatory agencies and other gov't bodies.
14. Making formal presentations, oral reports and briefings.
15. Participating in ad hoc committees on special projects.
16. Maintaining communication with in-house depts. (e.g. personnel).
17. Serving as member of high-level policy/program committees/groups.
18. Evaluating practicability of new ideas and plans.
19. Recommending changes in organizational structure.
20. Establishing goals and objectives for major program area.
21. Participating in establishment of long-range plans.
22. Evaluating feasibility and probable impact of projects/programs
23. Ensuring budgetary requirements are accomplished.
24. Presenting proposed budget to approving officials.

25. Participating in periodic review of all positions in organization.
26. Participating in selection/assignment of key operating personnel.
27. Ensuring that organizational structure is effective.
28. Implementing organizational EEO policy.
29. Implementing safety and health policies and procedures.
30. Delegating authority according to subordinates' need for control.
31. Giving management direction on highly complex/sensitive issues.
32. Making decisions based upon information prepared by others.
33. Resolving difficult or sensitive management/operational problems.
34. Writing evaluative reports on status of programs and objectives.
35. Establishing and maintaining internal control systems.
36. Reviewing progress toward program goals and objectives.

**SKILLS MOST CRITICAL TO MY EFFECTIVE PERFORMANCE**

Select 15 Items

1. Motivating others.
2. Scheduling resources and people.
3. Accepting and providing constructive feedback.
4. Building team spirit within the unit.
5. Listening effectively.
6. Communicating effectively in writing.
7. Long-range planning.
8. Coordinating with other work groups.
9. Establishing effective controls.
10. Problem solving.
11. Delegating tasks.
12. Decision making.
13. Providing role model--enthusiasm and positive attitudes.
14. Managing time.
15. Setting organizational goals and objectives.
16. Managing budgets.
17. Influencing others.
18. Directing others.
19. Monitoring progress toward work goals.
20. Organizing work and people.
21. Setting priorities and assigning work.
22. Oral communication for clarity of ideas.
23. Oral communication for persuading others.
24. Using tact, diplomacy and courtesy.

25. Setting performance goals and standards.
26. Establishing trust.
27. Negotiation
28. "Tuned into" the Agency and its environment.
29. Balancing short-term and long-term view.
30. Using good judgment.
31. Objectivity and accuracy in reporting.
32. Innovative--not afraid to take risks.
33. Flexibility.
34. Tolerance for stress, ambiguity, and change.
35. Independence.

**SKILLS IN WHICH I HAVE THE GREATEST NEED TO IMPROVE**

Select UP TO 15 Items

1. Motivating others.
2. Scheduling resources and people.
3. Accepting and providing constructive feedback.
4. Building team spirit within the unit.
5. Listening effectively.
6. Communicating effectively in writing.
7. Long-range planning.
8. Coordinating with other work groups.
9. Establishing effective controls.
10. Problem solving.
11. Delegating tasks.
12. Decision making.
13. Providing role model--enthusiasm and positive attitudes.
14. Managing time.
15. Setting organizational goals and objectives.
16. Managing budgets.
17. Influencing others.
18. Directing others.
19. Monitoring progress toward work goals.
20. Organizing work and people.
21. Setting priorities and assigning work.
22. Oral communication for clarity of ideas.
23. Oral communication for persuading others.
24. Using tact, diplomacy and courtesy.

25. Setting performance goals and standards.
26. Establishing trust.
27. Negotiation
28. "Tuned into" the Agency and its environment.
29. Balancing short-term and long-term view.
30. Using good judgment.
31. Objectivity and accuracy in reporting.
32. Innovative--not afraid to take risks.
33. Flexibility.
34. Tolerance for stress, ambiguity, and change.
35. Independence.

**SKILLS MOST NEEDED IN THE FIRST YEAR AS A EXECUTIVE**

**Select 10 Items**

1. Motivating others.
2. Scheduling resources and people.
3. Accepting and providing constructive feedback.
4. Building team spirit within the unit.
5. Listening effectively.
6. Communicating effectively in writing.
7. Long-range planning.
8. Coordinating with other work groups.
9. Establishing effective controls.
10. Problem solving.
11. Delegating tasks.
12. Decision making.
13. Providing role model--enthusiasm and positive attitudes.
14. Managing time.
15. Setting organizational goals and objectives.
16. Managing budgets.
17. Influencing others.
18. Directing others.
19. Monitoring progress toward work goals.
20. Organizing work and people.
21. Setting priorities and assigning work.
22. Oral communication for clarity of ideas.
23. Oral communication for persuading others.
24. Using tact, diplomacy and courtesy.

25. Setting performance goals and standards.
26. Establishing trust.
27. Negotiation
28. "Tuned into" the Agency and its environment.
29. Balancing short-term and long-term view.
30. Using good judgment.
31. Objectivity and accuracy in reporting.
32. Innovative--not afraid to take risks.
33. Flexibility.
34. Tolerance for stress, ambiguity, and change.
35. Independence.

## SKILLS MOST CRITICAL TO MY SUBORDINATES' PERFORMANCE

Select 15 Items

NOTE: By "subordinate" we mean subordinate MANAGERS not non-supervisory employees or supervisors.

1. Motivating others.
2. Scheduling resources and people.
3. Accepting and providing constructive feedback.
4. Building team spirit within the unit.
5. Listening effectively.
6. Communicating effectively in writing.
7. Long-range planning.
8. Coordinating with other work groups.
9. Establishing effective controls.
10. Problem solving.
11. Delegating tasks.
12. Decision making.
13. Providing role model--enthusiasm and positive attitudes.
14. Managing time.
15. Setting organizational goals and objectives.
16. Managing budgets.
17. Influencing others.
18. Directing others.
19. Monitoring progress toward work goals.
20. Organizing work and people.
21. Setting priorities and assigning work.
22. Oral communication for clarity of ideas.

23. Oral communication for persuading others.
24. Using tact, diplomacy and courtesy.
25. Setting performance goals and standards.
26. Establishing trust.
27. Negotiation
28. "Tuned into" the Agency and its environment.
29. Balancing short-term and long-term view.
30. Using good judgment.
31. Objectivity and accuracy in reporting.
32. Innovative--not afraid to take risks.
33. Flexibility.
34. Tolerance for stress, ambiguity, and change.
35. Independence.

## EXECUTIVE ADDENDUM QUESTIONS

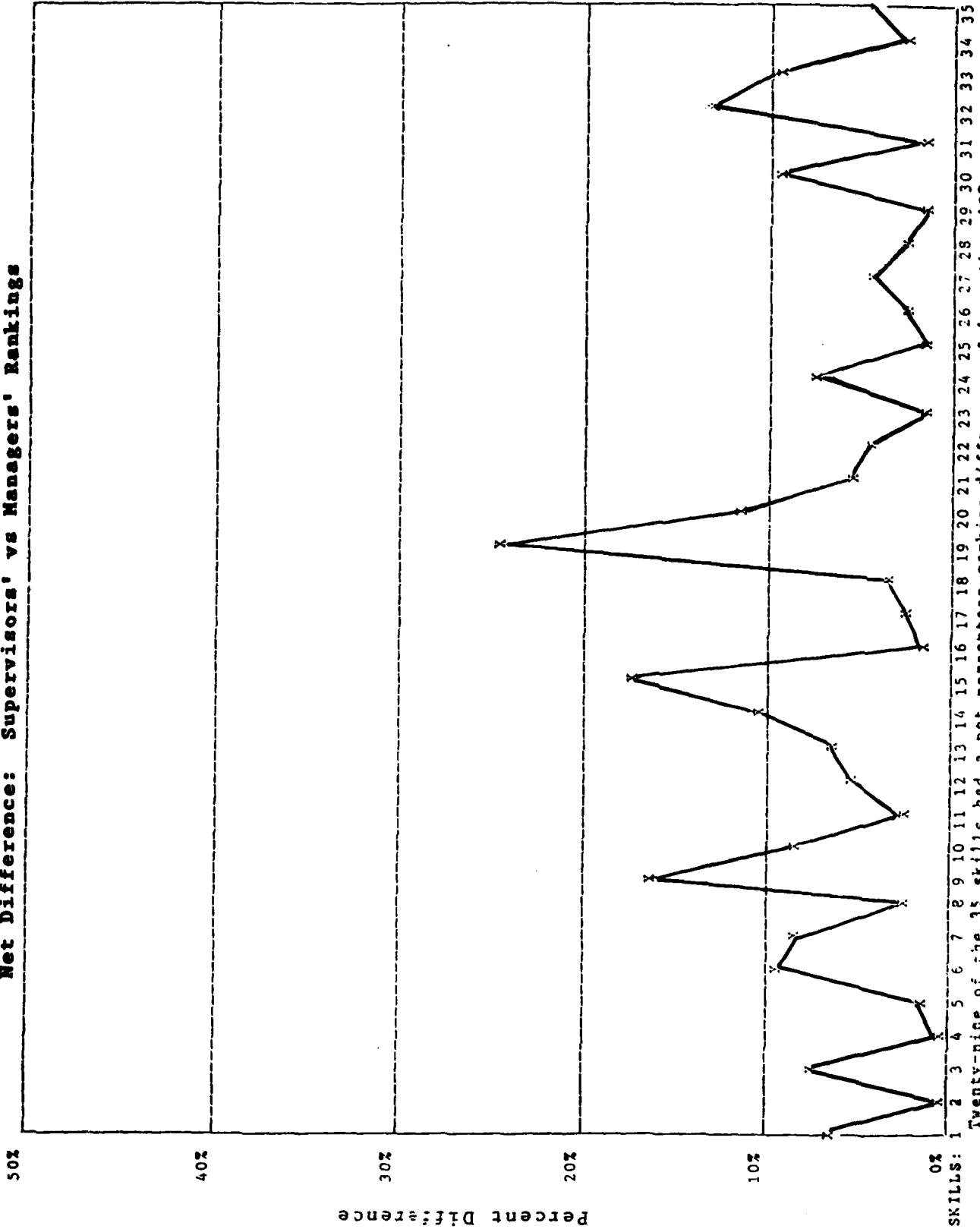
In addition to the survey, each executive was asked to respond to these four questions, either in writing or in oral interview.

1. Political awareness is considered essential to effectiveness at the executive level. How can that be developed in DLA executives and potential executives?
  
2. Given the organizational environment in which you work (communications systems, human and material resources, the community, the mission, etc.) how can DLA executives and potential executives be developed to effectively perform in their environment?
  
3. Do you feel formal "networking" among executive level personnel could contribute to more effective performance? If so, in what ways would it be useful?
  
4. What role do you see an executive development program playing in the Agency?

EXHIBIT E

SKILLS REQUIRED AT SUPERVISORY LEVEL

**SKILLS REQUIRED AT SUPERVISORY LEVEL**  
**Net Difference: Supervisors' vs Managers' Rankings**

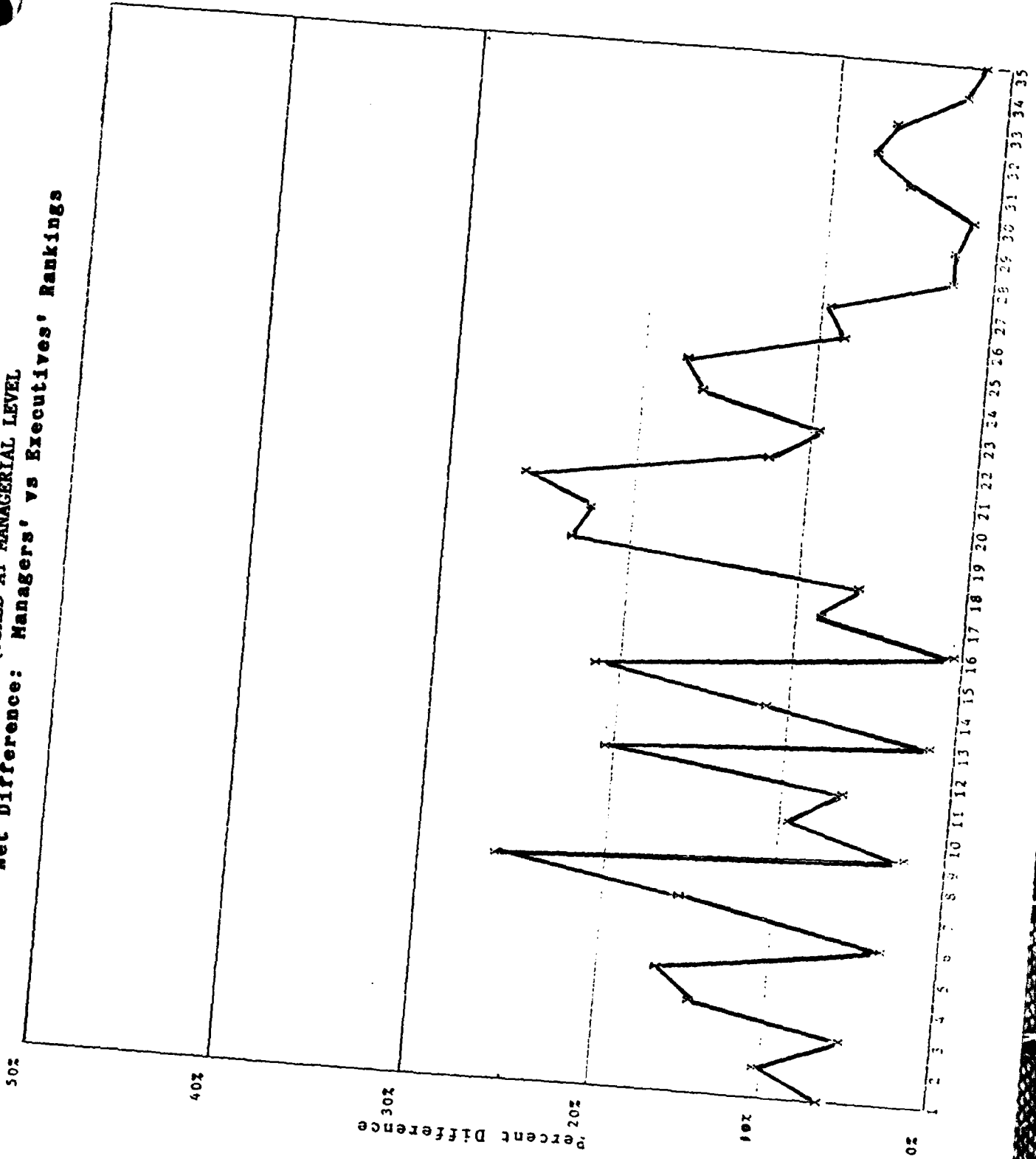


SKILLS: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35  
 Twenty-nine of the 35 skills had a net percentage ranking difference of less than 10% between the two levels.

EXHIBIT F

SKILLS REQUIRED AT MANAGERIAL LEVEL

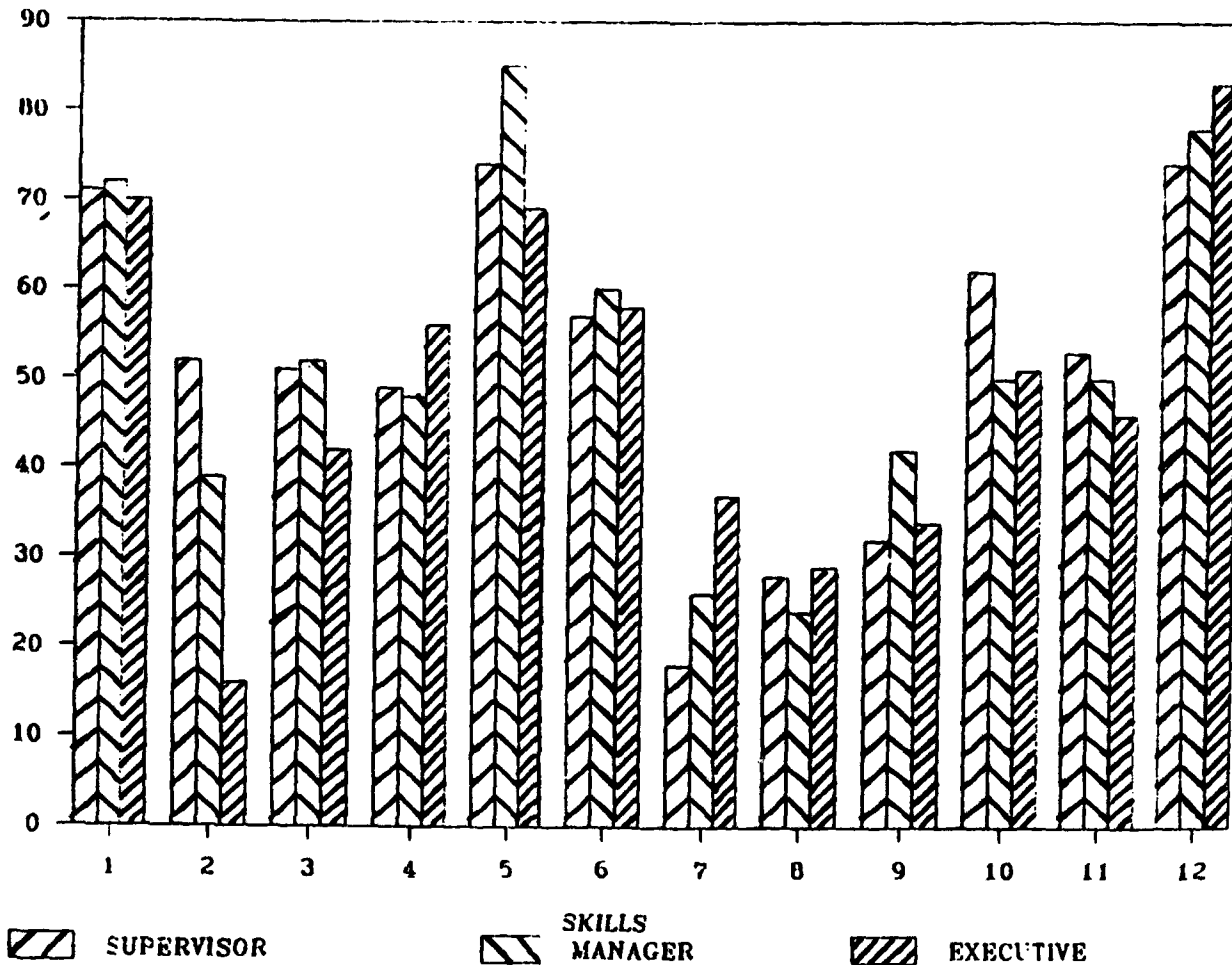
SKILLS REQUIRED AT MANAGERIAL LEVEL  
 Net Difference: Managers' vs Executives' Rankings



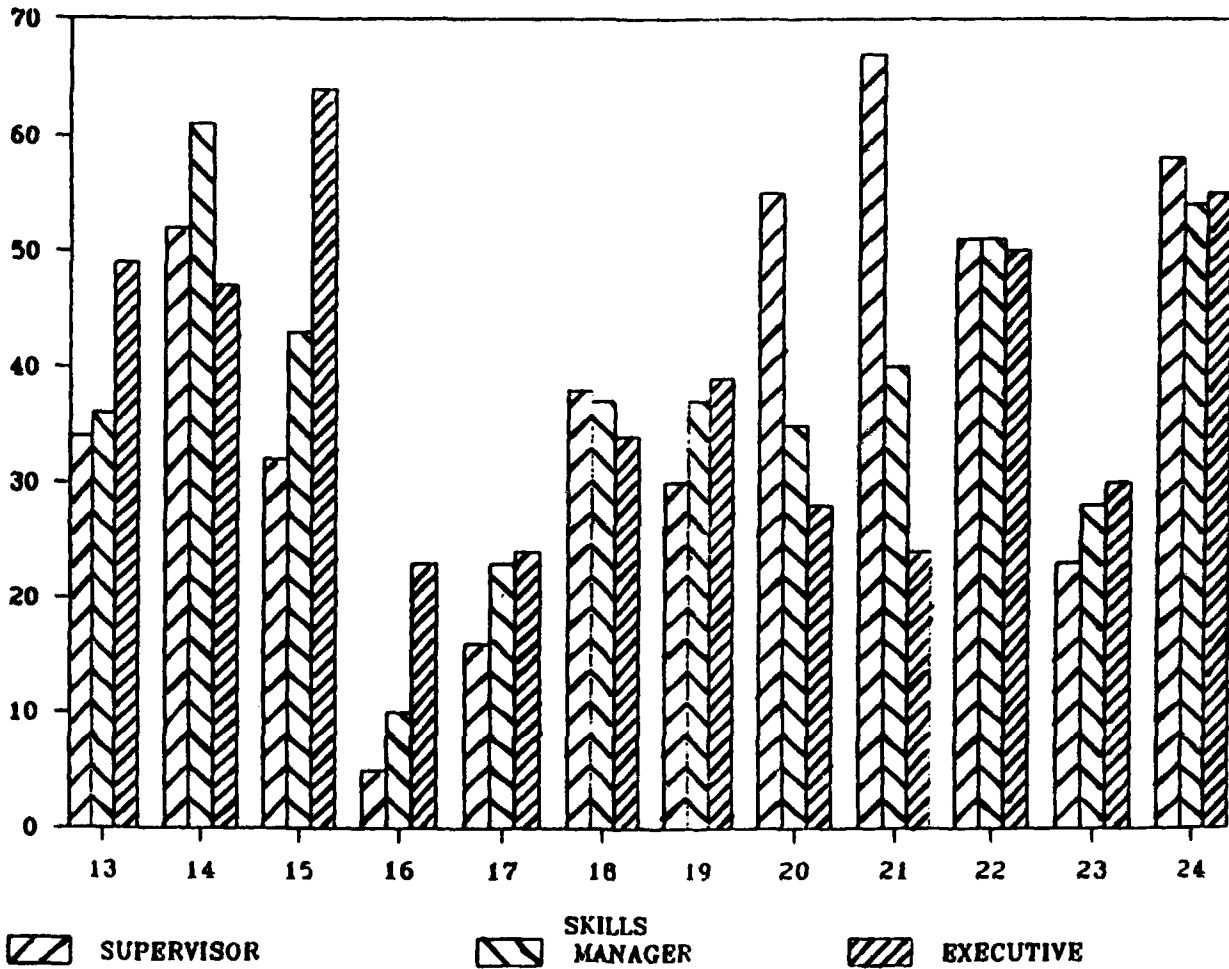
**EXHIBIT G**

**COMPARISON OF RANKINGS**

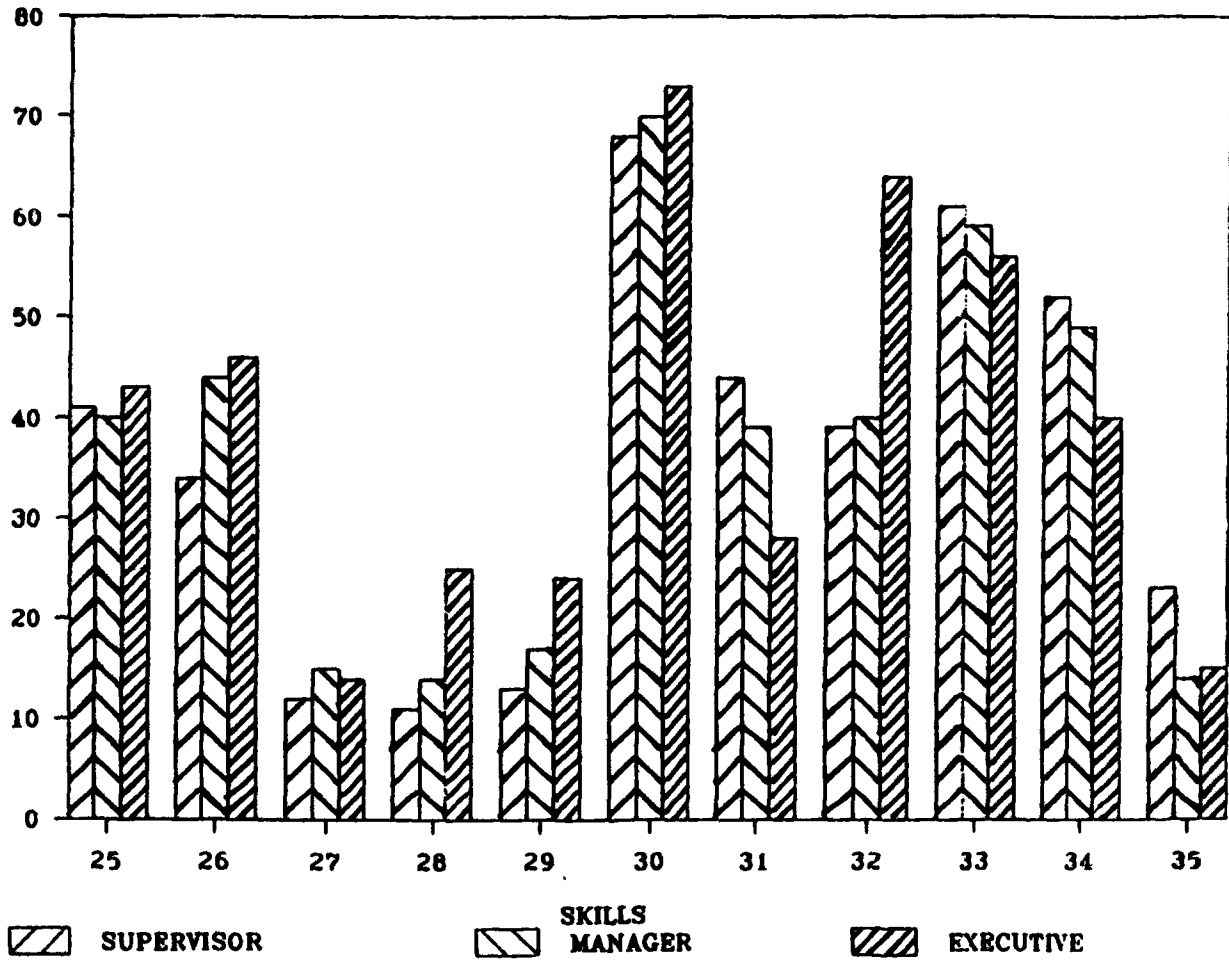
**COMPARISON OF RANKINGS:**  
**Skills Most Critical to Effective Performance**  
**by**  
**Percentage of Each Level that Selected Each Skill**



**COMPARISON OF RANKINGS: (Cont'd)**



**COMPARISON OF RANKINGS: (Cont'd)**



**EXHIBIT H**

**RANKINGS BY TYPE OF ACTIVITY  
SUPERVISORS**

RANKINGS BY TYPE OF ACTIVITY

SUPERVISORS  
ACTIVITIES MOST IMPORTANT TO MY EFFECTIVE PERFORMANCE

ACTIVITY	TOTAL DLA (413)		DCASRS (184)		CENTERS (136)		DEPOTS (66)			
	RANK	N	RANK	N	RANK	N	RANK	N		
Planning, scheduling and assigning work to subordinates	1	305	73	141	76	97	71	1	50	75
Furnishing advice, guidance and assistance to subordinates	2	278	67	121	65	96	70	5	38	57
Motivating employees to increase productivity	3	273	66	115	62	93	68	2	48	72
Setting deadlines and priorities for work	4	272	65	125	67	88	64	3	42	63
Evaluating employee performance and completing appraisal reports	5	267	64	122	66	87	63	4	39	59
Reviewing completed work	6	222	53	94	51	79	58	7	36	54
Coordinating and ensuring objectives are met	7	218	52	93	50	75	55	11	29	43
Identifying operational problems and taking corrective action	7	217	52	92	50	74	54	8	35	53
Making timely decisions related to established priorities	7	215	52	89	48	73	53	6	37	56
Implementing procedures established by higher authority	8	208	50	101	54	70	51	12	28	42

**SUPERVISORS  
ACTIVITIES MOST IMPORTANT TO MY EFFECTIVE PERFORMANCE (Cont'd)**

ACTIVITY	TOTAL DLA (413)		DCASRs (184)		CENTERS (136)		DEPOTS (66)	
	RANK	%	RANK	%	RANK	%	RANK	%
Selecting Staff	9	47	8	50	11	47	16	31
Maintaining communication with in-house depts.. e.g.. personnel	10	45	10	45	12	44	5	57

RANKINGS BY TYPE OF ACTIVITY

SUPERVISORS  
ACTIVITIES REQUIRING THE MOST TIME AND EFFORT TO ACCOMPLISH

ACTIVITY	TOTAL DLA (413)		DCASRS (184)		CENTERS (136)		DEPOSITS (66)	
	RANK	N	RANK	N	RANK	N	RANK	N
Planning, scheduling and assigning work to subordinates	1	254	1	118	3	82	1	42
Evaluating employee performance and completing appraisal reports	2	240	5	101	1	88	6	32
Coordinating and ensuring objectives are met	2	240	4	103	4	81	2	39
Identifying operational problems and taking corrective action	3	234	3	105	5	76	4	35
Furnishing advice, guidance and assistance to subordinates	3	233	2	110	2	83	11	23
Reviewing completed work	3	232	2	109	3	82	8	29
Developing performance standards	4	202	11	77	6	69	2	39
Motivating employees to increase productivity	4	201	7	93	7	66	5	33
Implementing procedures established by higher authority	4	200	6	98	10	59	7	30
Formulating recommendations to improve programs/operations	5	148	10	79	8	64	7	30

**SUPERVISORS**  
**ACTIVITIES REQUIRING THE MOST TIME AND EFFORT TO ACCOMPLISH (Cont'd)**

ACTIVITY	TOTAL DLA (413)		DCASRS (184)		CENTERS (136)		DEPOTS (66)		
	RANK	%	RANK	%	RANK	%	RANK	%	
Monitoring qualitative and quantitative indicators of performance	6	44	10	79	9	61	5	33	50
Ensuring that programs are executed in the manner planned	6	44	9	84	12	55	5	33	50
Conducting formal and on-the-job training	7	42	10	79	13	54	7	30	45
Setting deadlines and priorities for work	8	41	8	86	12	55	13	21	31
Preparing position descriptions	8	41	16	65	11	58	3	36	54
Establishing and maintaining operating and performance records	9	40	13	73	14	53	8	29	43
Reviewing and interpreting operational policies and directives	10	39	14	67	10	59	9	27	40

RANKINGS BY TYPE OF ACTIVITY

SUPERVISORS  
ACTIVITIES IN WHICH I HAVE THE GREATEST NEED TO IMPROVE

ACTIVITY	TOTAL DLA (413)		DCASRS (184)		CENTERS (136)		DEPOTS (66)		
	RANK	N	RANK	N	RANK	N	RANK	N	
Developing performance standards	1	219	1	86	1	76	1	42	63
Motivating employees to increase productivity	2	205	2	84	2	71	2	36	54
Formulating recommendations to improve programs/operations	3	182	3	76	3	61	4	32	48
Preparing position descriptions	4	168	4	70	5	57	5	31	46
Making formal presentations, oral reports and briefings	5	164	4	70	9	50	6	30	45
Implementing internal control systems	6	161	7	59	5	57	3	35	53
Monitoring qualitative and quantitative indicators of performance	6	158	8	58	4	59	10	26	39
Evaluating employee performance and completing appraisal reports	7	156	7	59	6	56	8	28	42
Identifying operational problems and taking corrective action	7	155	6	62	8	52	6	30	45
Coordinating and ensuring that objectives are met	8	152	8	58	7	55	7	29	43

**SUPERVISORS  
ACTIVITIES IN WHICH I HAVE THE GREATEST NEED TO IMPROVE (Cont'd)**

ACTIVITY	TOTAL DLA (413)		DCASRS (184)		CENTERS (136)		DEPOTS (66)		
	RANK	N	RANK	N	RANK	N	RANK	N	
Recommending commendation and disciplining of subordinates	9	141	10	55	10	48	9	27	40
Reviewing and interpreting operational policies and procedures	10	140	9	57	10	48	12	23	34
Establishing and maintaining operating and performance records	10	138	9	57	9	50	13	20	30
Developing IDPs for subordinates	10	137	5	66	10	48	18	14	21

RANKINGS BY TYPE OF ACTIVITY

SUPERVISORS  
SKILLS MOST CRITICAL TO MY EFFECTIVE PERFORMANCE

SKILL	TOTAL DLA (413)		DCASERS (184)		CENTERS (136)		DEPOTS (66)		
	RANK	%	RANK	%	RANK	%	RANK	%	
Listening effectively	1	308	2	134	1	106	3	47	71
Decision making	1	306	3	131	1	106	2	48	72
Motivating others	2	299	1	137	4	94	1	49	74
Using good judgment	3	281	4	123	2	97	5	43	65
Setting priorities and assigning work	4	279	4	122	3	96	4	45	68
Problem solving	5	258	5	121	5	86	9	34	51
Flexibility	6	252	8	108	3	96	12	31	46
Using tact, diplomacy and courtesy	7	242	6	119	8	73	9	34	51
Communicating effectively in writing	8	239	9	103	6	79	7	40	66
Organizing work and people	9	228	10	100	11	70	6	41	62
Delegating tasks	10	218	9	102	9	72	12	31	46

RANKINGS BY TYPE OF ACTIVITY

SUPERVISORS  
SKILLS IN WHICH I HAVE THE GREATEST NEED TO IMPROVE

SKILL	TOTAL DLA (413)		DCASRS (184)		CENTERS (136)		DEPOTS (66)	
	RANK	N	RANK	%	RANK	%	RANK	%
Tolerance for stress, ambiguity and change	1	226	2	49	2	53	1	69
Managing time	2	212	1	50	3	49	3	54
Setting performance goals and standards	3	192	8	32	1	58	2	59
Balancing short-term and long-term view	4	170	7	33	4	47	5	51
Communicating effectively in writing	5	167	3	40	10	36	6	48
Listening effectively	5	166	4	39	8	40	9	37
Innovative--not afraid to take risks	6	161	8	32	7	41	4	53
Objectivity and accuracy in reporting	6	159	8	32	5	44	7	46
Flexibility	7	155	8	32	12	35	4	53
Motivating others	8	150	7	33	8	40	9	37
Long-range planning	9	146	10	28	5	44	11	34
Delegating tasks	9	146	5	35	9	38	18	22
Establishing effective controls	10	144	9	30	12	35	9	37



RANKINGS BY TYPE OF ACTIVITY

SUPERVISORS  
SKILLS MOST NEEDED IN THE FIRST YEAR AS A SUPERVISOR

SKILL	TOTAL DLA (413)		DCASRS (184)		CENTERS (136)		DEPOTS (66)		
	RANK	N	RANK	%	RANK	%	RANK	%	
Listening effectively	1	298	1	72	1	71	1	47	71
Motivating others	2	213	2	51	7	55	4	36	54
Decision making	2	212	4	51	2	47	3	39	59
Organizing work and people	3	200	5	48	8	46	2	43	65
Accepting and providing constructive feedback	4	197	6	47	3	45	6	31	46
Setting priorities and assigning work	4	196	7	47	5	44	4	36	54
Delegating tasks	4	195	3	47	3	50	12	20	30
Managing time	5	189	7	45	4	44	9	26	39
Using good judgment	6	183	8	44	6	41	7	28	42
Establishing trust	7	172	9	41	7	40	10	24	36
Building team spirit within the unit	8	168	4	40	10	47	12	20	30
Using tact, diplomacy and courtesy	9	162	9	39	9	40	11	23	34
Oral communication for clarity of ideas	10	158	16	38	8	29	5	33	50

**SUPERVISORS**  
**SKILLS MOST NEEDED IN THE FIRST YEAR AS A SUPERVISOR (Cont'd)**

SKILL	TOTAL DLA (413)		DCASRS (184)		CENTERS (136)		DEPOTS (66)	
	RANK	N	RANK	N	RANK	N	RANK	N
Setting organizational goals and objectives	9	162	9	74	9	52	11	23
Monitoring progress toward work goals	10	158	16	55	8	58	5	33

**EXHIBIT I**

**RANKINGS BY TYPE OF ACTIVITY**

**MANAGERS**

RANKINGS BY TYPE OF ACTIVITY

MANAGERS  
ACTIVITIES MOST IMPORTANT TO MY EFFECTIVE PERFORMANCE

ACTIVITIES	TOTAL DLA (169)		DCASRS (69)		CENTERS (63)		DEPOTS (29)	
	RANK	N	RANK	N	RANK	N	RANK	N
Ensuring that personnel are being utilized effectively	1	95	1	44	3	33	3	15
Reviewing progress toward program goals	2	91	5	36	3	33	2	17
Identifying areas where improvements are required	3	88	2	41	3	33	7	11
Maintaining communication with in-house depts.. e.g., personnel	4	87	8	30	1	37	1	20
Implementing procedures established by higher authority	5	86	4	38	2	34	5	13
Resolving difficult/sensitive management or operational problems	5	85	7	33	1	37	6	12
Establishing goals and objectives for program area	6	83	5	36	2	34	8	10
Establishing staffing needs	7	78	6	35	4	31	9	9
Establishing and maintaining internal control systems	8	77	8	30	5	30	4	14
Keeping abreast of policy determinations from headquarters	9	75	3	40	16	17	4	14
Ensuring conformance to EEO policy	10	73	12	26	7	27	3	15

RANKINGS BY TYPE OF ACTIVITY

MANAGERS

ACTIVITIES IN WHICH I HAVE THE GREATEST NEED TO IMPROVE

ACTIVITIES	TOTAL DLA (169)		DCASRS (69)		CENTERS (63)		DEPOTS (29)		
	RANK	%	RANK	%	RANK	%	RANK	%	
Establishing and maintaining internal control systems	1	76	3	24	1	34	2	12	41
Identifying areas where improvements are required	2	65	9	18	5	26	2	12	41
Anticipating new problem areas and initiating plans to correct them	3	63	9	18	2	26	1	13	44
Making formal presentations, oral reports and briefings	4	62	1	32	11	46	4	10	34
Recommending most effective systems to achieve organization goals	5	60	5	22	7	31	2	12	41
Ensuring that personnel are being utilized effectively	5	60	2	26	10	37	2	12	41
Defining standards of quality and quantity	6	57	9	18	7	26	3	11	37
Evaluating practicability of new ideas and plans	7	55	8	19	6	27	4	10	34
Maintaining communication with in-house depts., e.g., personnel	8	54	7	20	10	28	4	10	34
Establishing goals and objectives for program area	8	54	12	14	4	20	3	11	37

**MANAGERS**  
**ACTIVITIES IN WHICH I HAVE THE GREATEST NEED TO IMPROVE (Cont'd)**

ACTIVITIES	TOTAL DLA (169)		DCASRS (69)		CENTERS (63)		DEPOTS (29)	
	RANK	%	RANK	%	RANK	%	RANK	%
Assuring effective position management	8	31	7	28	7	38	8	20
Resolving difficult/sensitive management or operational problems	8	31	12	20	3	44	5	31
Reviewing progress toward program goals and objectives	8	31	7	28	6	39	10	13
Giving management direction on highly complex/sensitive issues	9	30	10	24	8	34	5	31
Assuring follow-up on major operating problems	9	30	9	26	8	34	6	27
Evaluating feasibility and probable impact of projects and plans	10	28	15	15	2	46	6	27
Determining, allocating and monitoring use of program resources	10	28	11	23	9	33	6	27
Applying economical management strategies	10	28	15	15	5	41	5	31
Analyzing unit performance data	10	28	6	31	11	30	8	20

RANKINGS BY TYPE OF ACTIVITY

MANAGERS  
SKILLS MOST CRITICAL TO MY EFFECTIVE PERFORMANCE

SKILL	TOTAL DLA (169)		DCASRS (69)		CENTERS (63)		DEPOTS (29)	
	RANK	N	RANK	N	RANK	N	RANK	N
Listening effectively	1	144	1	56	1	54	1	27
Decision making	2	132	4	48	2	52	2	25
Motivating others	3	125	2	53	3	49	5	18
Using good judgment	4	119	3	49	4	44	3	22
Managing time	5	104	5	46	7	38	7	16
Communicating effectively in writing	6	103	7	41	8	37	4	21
Flexibility	7	101	8	40	5	41	7	16
Using tact, diplomacy and courtesy	8	93	10	38	6	39	10	12
Accepting and providing constructive feedback	9	89	6	43	12	31	11	11
Oral communication for clarity of ideas	10	89	13	32	9	34	6	17



RANKINGS BY TYPE OF ACTIVITY

MANAGERS

SKILLS IN WHICH I HAVE THE GREATEST NEED TO IMPROVE

SKILL	TOTAL DLA (169)		DCASRS (69)		CENTERS (63)		DEPOTS (29)	
	RANK	N	RANK	N	RANK	N	RANK	N
Managing time	1	98	1	41	1	38	4	14
Tolerance for stress, ambiguity and change	2	91	2	33	1	38	2	16
Setting performance goals and objectives	3	82	3	32	3	30	2	16
Innovative--not afraid to take risks	4	75	7	25	2	31	1	17
Listening effectively	5	72	4	31	5	26	6	12
Establishing effective controls	5	72	5	28	2	31	9	9
Long-range planning	6	69	8	23	4	28	5	13
Balancing short-term and long-term view	7	67	10	20	3	30	4	14
Flexibility	7	67	10	20	4	28	2	16
Motivating others	8	63	7	25	7	23	5	13
Objectivity and accuracy in reporting	9	62	12	18	5	26	2	16
Accepting and providing constructive feedback	10	59	9	22	5	26	9	9

RANKINGS BY TYPE OF ACTIVITY

MANAGERS  
SKILLS MOST CRITICAL TO MY SUBORDINATES' PERFORMANCE

SKILL	TOTAL DLA (169)		DCASRS (69)		CENTERS (63)		DEPOTS (29)	
	RANK	N	RANK	N	RANK	N	RANK	N
Motivating others	1	130	3	52	1	51	2	22
Using good judgment	1	130	2	53	3	45	1	25
Listening effectively	2	127	1	54	2	49	3	20
Setting priorities and assigning work	3	122	3	52	4	44	3	20
Decision making	4	115	5	45	4	44	3	20
Organizing work and people	5	112	6	43	4	44	5	18
Managing time	6	106	4	46	7	38	4	19
Accepting and providing constructive feedback	7	95	8	38	5	41	10	13
Oral communication for clarity of ideas	8	93	12	33	6	40	8	15
Monitoring progress toward work goals	9	92	9	37	8	36	8	15
Problem solving	10	91	7	39	13	28	4	19

**EXHIBIT J**

**RANKINGS BY TYPE OF ACTIVITY  
EXECUTIVES**

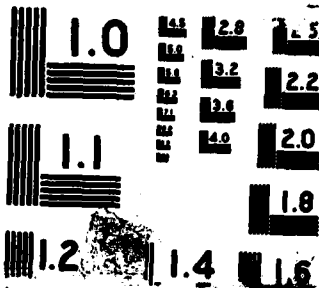
RANKINGS BY TYPE OF ACTIVITY

EXECUTIVES

ACTIVITIES MOST IMPORTANT TO MY EFFECTIVE PERFORMANCE

ACTIVITY	TOTAL DLA (89)		DCASRS (44)		CENTERS (31)		DEPOTS (13)	
	RANK	%	RANK	%	RANK	%	RANK	%
1 Maintaining communication with in-house depts., e.g., personnel	73	82	3	75	1	90	2	76
2 Giving management direction on highly complex/sensitive issues	71	79	1	79	3	80	3	69
3 Resolving difficult or sensitive management/operational problems	70	78	2	77	2	83	4	61
4 Establishing goals and objectives for major program area	66	74	4	70	4	77	3	69
5 Reviewing progress toward program goals and objectives	65	73	6	63	2	83	3	69
6 Making decisions based upon information prepared by others	58	65	5	68	6	64	6	46
7 Assuring lower-level policy is consistent with higher-level policy	56	62	9	56	7	61	1	84
7 Participating in establishment of long-range plans	56	62	7	61	5	67	5	53
8 Representing organization at top-level meetings	52	58	6	63	7	61	8	30
8 Participating in selection/assignment of key operating personnel	52	58	7	61	6	64	7	38





**EXECUTIVES**  
**ACTIVITIES MOST IMPORTANT TO MY EFFECTIVE PERFORMANCE (Cont'd)**

ACTIVITY	TOTAL DLA (89)		DCASRS (44)		CENTERS (31)		DEPOTS (13)		
	RANK	%	RANK	%	RANK	%	RANK	%	
Keeping abreast of policy determinations from headquarters	9	50	8	26	8	18	8	4	30
Ensuring that organizational structure is effective	10	49	9	25	9	17	5	7	53

RANKINGS BY TYPE OF ACTIVITY

EXECUTIVES

ACTIVITIES IN WHICH I HAVE THE GREATEST NEED TO IMPROVE

ACTIVITY	TOTAL DLA (89)		DCASRS (44)		CENTERS (31)		DEPOTS (13)	
	RANK	N	RANK	%	RANK	%	RANK	%
Ensuring that organizational structure is effective	1	52	1	59	2	54	2	69
Resolving difficult or sensitive management/operational problems	2	47	4	43	2	54	1	84
Participating in establishment of long-range plans	3	46	4	43	1	74	7	23
Reviewing progress toward program goals and objectives	4	44	3	47	4	48	4	46
Understanding issues and problems facing DLA and DLA's positions	5	43	2	50	4	48	6	30
Keeping abreast of policy	6	41	4	43	4	48	5	38
Establishing goals and objectives for major program area	6	41	3	47	5	45	4	46
Establishing and maintaining internal control systems	7	40	5	40	3	51	5	38
Maintaining communication with in-house depts.. e.g.. personnel	8	39	5	40	6	38	2	69
Giving management direction on highly complex/sensitive issues	8	39	7	34	4	48	2	69



RANKINGS BY TYPE OF ACTIVITY

EXECUTIVES  
SKILLS MOST CRITICAL TO MY EFFECTIVE PERFORMANCE

SKILL	TOTAL DLA (89)		DCASRS (44)		CENTERS (31)		DEPOTS (13)	
	RANK	%	RANK	%	RANK	%	RANK	%
Decision making	1	74	1	40	2	22	1	10
Using good judgment	2	65	3	32	2	22	2	9
Motivating others	3	64	2	35	4	20	4	7
Listening effectively	4	62	5	29	1	23	2	9
Setting organizational goals and objectives	5	57	6	28	4	20	2	9
Innovative--not afraid to take risks	5	57	4	30	6	17	3	8
Communicating effectively in writing	6	52	8	24	3	21	5	6
Building team spirit within the unit	7	50	8	24	4	20	6	5
Flexibility	7	50	9	22	4	20	4	7
Using tact, diplomacy and courtesy	8	49	10	21	5	18	3	8
Problem solving	9	45	7	25	8	14	6	5
Providing role model--enthusiasm and positive attitudes	10	44	8	24	8	14	5	6
Oral communication for clarity of ideas	10	44	9	22	6	17	7	4

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RANKINGS BY TYPE OF ACTIVITY

EXECUTIVES

SKILLS IN WHICH I HAVE THE GREATEST NEED TO IMPROVE

SKILL	TOTAL DLA (89)		DCASRS (44)		CENTERS (31)		DEPOTS (13)	
	RANK	%	RANK	%	RANK	%	RANK	%
Managing time	1	56	1	29	1	19	2	8
Long-range planning	2	42	4	18	1	19	6	4
Setting performance goals and objectives	3	40	4	18	2	16	5	5
Innovative--Not afraid to take risks	4	38	6	16	4	13	3	7
Tolerance for stress, ambiguity and change	5	37	6	16	8	9	1	10
Motivating others	6	36	4	18	9	8	1	10
Accepting and providing constructive feedback	6	36	3	19	6	11	4	6
Listening effectively	6	36	2	20	6	11	6	4
Establishing effective controls	7	35	7	14	3	15	4	6
Setting organizational goals and objectives	8	31	8	13	4	13	5	5
Monitoring progress toward work goals	9	30	10	11	4	13	4	6
Balancing short-term and long-term view	9	30	9	12	5	12	6	4
Oral communication for persuading others	10	29	9	12	6	11	6	4

RANKINGS BY TYPE OF ACTIVITY

EXECUTIVES  
SKILLS MOST CRITICAL TO MY SUBORDINATES' PERFORMANCE

SKILL	TOTAL DLA (89)		DCASRS (44)		CENTERS (31)		DEPOTS (13)	
	RANK	%	RANK	%	RANK	%	RANK	%
Decision making	1	59	6	25	3	20	3	7
Listening effectively	2	58	6	25	1	24	1	12
Using good judgment	3	54	1	33	4	19	2	8
Motivating others	4	46	3	28	1	24	2	8
Managing time	5	42	8	23	9	13	2	8
Setting organizational goals and objectives	6	41	17	8	12	10	8	2
Delegating tasks	7	39	8	23	4	19	4	6
Establishing trust	7	39	14	15	12	10	4	6
Accepting and providing constructive feedback	8	38	6	25	4	19	4	6
Building team spirit within the unit	8	38	2	29	4	19	4	6
Using tact, diplomacy and courtesy	9	35	13	16	13	9	2	8
Flexibility	9	35	8	23	6	17	3	7
Providing role model--enthusiasm and positive attitudes	10	32	14	15	11	11	4	6

RANKINGS BY TYPE OF ACTIVITY

EXECUTIVES  
SKILLS MOST NEEDED IN THE FIRST YEAR AS AN EXECUTIVE

SKILL	TOTAL DLA (89)		DCASRS (44)		CENTERS (31)		DEPOTS (13)	
	RANK	%	RANK	%	RANK	%	RANK	%
Listening effectively	1	62	2	29	1	21	4	7
Using good judgment	1	62	4	23	3	19	1	10
Motivating others	2	61	3	25	9	12	3	8
Setting priorities and assigning work	3	59	13	11	14	7	*	*
Building team spirit within the unit	4	55	7	19	7	14	5	5
Monitoring progress toward work goals	5	53	14	10	12	9	8	2
Problem solving	6	52	14	10	14	7	8	2
Decision making	6	52	1	30	2	20	4	7
Accepting and providing constructive feedback	7	51	8	16	5	17	6	4
Communicating effectively in writing	7	51	12	12	10	11	6	4
Organizing work and people	7	51	15	9	15	6	8	2
Setting performance goals and objectives	7	51	15	9	13	8	9	1
Delegating tasks	8	49	6	20	7	14	6	4

\*Skill not selected by any participating depot executive.

**EXECUTIVES  
SKILLS MOST NEEDED IN THE FIRST YEAR AS AN EXECUTIVE (Cont'd)**

SKILL	TOTAL DLA (89)		DCASRS (44)		CENTERS (31)		DEPOTS (13)	
	RANK	%	RANK	%	RANK	%	RANK	%
Flexibility	9	48	9	15	8	13	5	5
Tolerance for stress, ambiguity and change	10	46	10	14	14	7	6	4

**EXHIBIT K**

**RANKINGS BY CAREER FIELD**

**SUPERVISORS**

RANKINGS BY CAREER FIELD (Includes ties.)

SUPERVISORY ACTIVITIES RECOMMENDED FOR TRAINING	1102 SERIES ACTIVITY**			1910 SERIES ACTIVITY**			2000 FAMILY ACTIVITY**		
	#1	#2	#3	#1	#2	#3	#1	#2	#3
1. Motivating employees to increase productivity.	3	6	2	5	10	2	4	11	4
2. Evaluating employee performance and completing appraisal reports.	4	5	2	2	6	9	9	1	7
3. Coordinating and ensuring that objectives are met.	10	3	6	14	5	8	11	8	21
4. Identifying operational problems and taking corrective action.	11	8	6	9	3	9	6	9	16
5. Planning, scheduling, and assigning work to subordinates.	1	2	*	3	5	*	1	3	*
6. Furnishing advice, guidance, and assistance to subordinates.	5	4	*	1	2	*	2	8	*
7. Setting deadlines and priorities for work.	2	9	*	6	14	*	3	9	*
8. Reviewing completed work.	4	1	*	7	1	*	8	4	*

\* Denotes activity not selected by any participant in the career field.

\*\*ACTIVITY 1: Most Important to Effective Performance  
 ACTIVITY 2: Take the Most Time and Effort to Perform  
 ACTIVITY 3: Need Most to Improve

SUPERVISORY ACTIVITIES RECOMMENDED FOR TRAINING	1102 SERIES ACTIVITY**			1910 SERIES ACTIVITY**			2000 FAMILY ACTIVITY**		
	#1	#2	#3	#1	#2	#3	#1	#2	#3
9. Implementing procedures established by higher authority.	10	3	*	4	4	*	4	6	*
10. Developing performance standards.	*	4	1	*	11	3	*	5	2
11. Formulating recommendations to improve programs/operations.	*	5	8	*	9	1	*	8	20
12. Monitoring qualitative and quantitative indicators of performance.	*	8	3	*	10	6	*	5	21
13. Ensuring that programs are executed in the manner planned.	*	8	*	*	7	*	*	4	*
14. Preparing position descriptions.	*	11	5	*	9	4	*	9	10
15. Establishing and maintaining operating and performance records.	*	7	2	*	9	12	*	14	18
16. Reviewing and interpreting operational policies and directives.	*	13	7	*	11	9	*	8	3

\* Denotes activity not selected by any participant in the career field.

\*\*ACTIVITY 1: Most Important to Effective Performance  
 ACTIVITY 2: Take the Most Time and Effort to Perform  
 ACTIVITY 3: Need Most to Improve

RANKINGS BY CAREER FIELD (Includes ties.)

SUPERVISORY SKILLS RECOMMENDED FOR TRAINING	1102 SERIES SKILLS *			1910 SERIES SKILLS *			2000 FAMILY SKILLS *		
	#1	#2	#3	#1	#2	#3	#1	#2	#3
1. Listening effectively.	2	1	5	1	1	3	1	1	2
2. Motivating others.	3	8	7	3	5	6	2	10	3
3. Delegating tasks.	9	7	2	9	3	9	7	3	3
4. Managing time.	10	13	1	7	5	1	3	4	2
5. Decision making.	3	2	14	3	4	11	2	5	5
6. Using good judgment.	1	6	13	6	9	12	6	9	1
7. Setting priorities and assigning work.	4	4	9	6	2	8	4	7	6
8. Flexibility.	6	11	6	5	10	9	4	12	1
9. Using tact, diplomacy and courtesy.	5	3	8	2	7	7	7	4	7
10. Communicating effec- tively in writing.	8	11	14	1	7	5	12	13	12
11. Organizing work and people.	10	9	13	4	3	10	9	12	3
12. Tolerance for stress, ambiguity, and change.	10	12	3	7	7	2	5	6	2

\*SKILL 1: Most Critical to Effective Performance  
 SKILL 2: I Need in the First Year as a Supervisor  
 SKILL 3: I Have the Greatest Need to Improve

EXHIBIT L

RANKINGS BY CAREER FIELD

MANAGERS

RANKINGS BY CAREER FIELD (Includes ties.)

MANAGERIAL ACTIVITIES RECOMMENDED FOR TRAINING	1102 SERIES ACTIVITY *		1910 SERIES ACTIVITY *		2000 FAMILY ACTIVITY *	
	#1	#2	#1	#2	#1	#2
Ensuring that personnel are being utilized effectively	2	3	3	3	4	6
Reviewing progress toward program goals	3	2	5	3	6	7
Identifying areas where improvements are required	1	1	4	1	6	6
Maintaining communication with in-house depts.. e.g.. personnel	4	3	5	6	3	8
Resolving difficult/sensitive management or operational problems	5	6	4	3	4	2
Establishing goals and objectives for program area	7	6	4	4	3	4
Establishing and maintaining internal control systems	8	3	8	5	4	1

\*ACTIVITY 1: Most Important to Effective Performance  
 \*ACTIVITY 2: Need Most to Improve

RANKINGS BY CAREER FIELD (Includes ties.)

MANAGERIAL SKILLS RECOMMENDED FOR TRAINING	1102 SERIES SKILLS *				1910 SERIES SKILLS *				2000 FAMILY SKILLS *			
	#1	#2	#3	#4	#1	#2	#3	#4	#1	#2	#3	#4
Listening effectively	1	3	1	1	1	3	1	2	2	4	1	2
Motivating others	2	5	2	1	3	5	2	4	3	11	2	4
Managing time	2	1	2	4	4	1	4	6	3	5	2	5
Accepting and providing constructive feedback	7	7	2	8	6	6	5	3	9	3	3	1
Decision making	2	8	6	2	1	7	5	4	1	14	7	3
Using good judgment	3	7	2	2	2	8	1	1	6	10	5	5
Flexibility	9	6	9	10	4	9	7	5	5	5	4	5
Using tact, diplomacy and courtesy	5	10	5	7	5	8	3	3	7	7	5	8
Oral communication for clarity of ideas	7	8	5	5	5	6	7	8	8	11	3	7
Setting priorities and assigning work	6	5	5	5	9	7	2	3	12	10	5	5

\*SKILL #1: Most Critical to Effective Performance

SKILL #2: Need Most to Improve

SKILL #3: Needed in First Year as Manager

SKILL #4: Most Critical to Subordinate Supervisors' Performance

EXHIBIT M

RANKINGS BY CAREER FAMILY

EXECUTIVES

RANKINGS BY CAREER FIELD (Includes ties.)

EXECUTIVE ACTIVITIES RECOMMENDED FOR TRAINING	1102 SERIES ACTIVITY **		1910 SERIES ACTIVITY **		2000 FAMILY ACTIVITY **	
	#1	#2	#1	#2	#1	#2
1. Recommending changes in organizational structure.	14	9	5	5	4	6
2. Resolving difficult or sensitive management/operational problems.	4	4	2	4	1	2
3. Participating in establishment of long-range plans.	9	5	1	3	4	1
4. Reviewing progress toward program goals and objectives.	8	2	5	2	2	2
5. Keeping abreast of policy determinations from headquarters.	10	11	7	2	3	4
6. Establishing goals and objectives for major program area.	3	3	3	3	3	2
7. Maintaining communication with in-house depts. (e.g., personnel).	2	3	4	*	2	2

\* Denotes activity not selected by any participant in the career field.

\*\*ACTIVITY #1: Most Important to Effective Performance

ACTIVITY #2: Need Most to Improve

RANKINGS BY CAREER FIELD (Includes ties.)

EXECUTIVE ACTIVITIES RECOMMENDED FOR TRAINING	1102 SERIES ACTIVITY **		1910 SERIES ACTIVITY **		2000 FAMILY ACTIVITY **	
	#1	#2	#1	#2	#1	#2
8. Giving management direction on highly complex/sensitive issues.	1	7	2	5	2	3

\*Denotes activity not selected by any participant in the career field.

\*\*ACTIVITY #1: Most Important to Effective Performance  
ACTIVITY #2: Need Most to Improve

RANKINGS BY CAREER FIELD (Includes ties.)

EXECUTIVE SKILLS RECOMMENDED FOR TRAINING	1102 SERIES SKILLS **				1910 SERIES SKILLS **				2000 FAMILY SKILLS **			
	#1	#2	#3	#4	#1	#2	#3	#4	#1	#2	#3	#4
1. Motivating others.	3	3	1	5	1	2	3	3	4	5	4	3
2. Listening effectively.	5	6	3	2	3	4	1	4	2	4	4	3
3. Decision making.	1	14	2	7	2	4	4	3	2	3	1	2
4. Using good judgment.	2	11	4	1	4	4	4	5	4	4	4	4
5. Setting organizational goals and objectives.	4	5	5	19	3	3	5	6	3	5	3	5
6. Building team spirit within the unit.	8	3	9	6	3	4	3	3	1	5	2	2
7. Flexibility.	8	15	8	5	4	3	6	6	5	*	5	6
8. Accepting and providing constructive feedback.	15	2	13	3	5	2	4	6	4	6	3	3
9. Innovative--not afraid to take risks.	4	5	10	7	2	4	4	2	4	3	6	5
10. Communicating effectively in writing.	10	14	13	9	4	5	5	1	3	5	6	5
11. Using tact, diplomacy and courtesy.	11	13	11	14	4	3	6	5	3	3	5	7

\*Denotes activity not selected by any participant in the career field.

\*\*SKILL #1: Most Critical to Effective Performance

SKILL #2: Need Most to Improve

SKILL #3: Needed in First Year as Manager

SKILL #4: Most Critical to Subordinate Managers' Performance

RANKINGS BY CAREER FIELD (Includes ties.)

EXECUTIVE SKILLS RECOMMENDED FOR TRAINING	1102 SERIES SKILLS **				1910 SERIES SKILLS **				2000 FAMILY SKILLS **			
	#1	#2	#3	#4	#1	#2	#3	#4	#1	#2	#3	#4
12. Problem solving.	8	8	18	10	3	2	6	2	4	6	6	4
13. Providing role model-- enthusiasm and positive attitudes.	7	11	11	11	5	5	5	7	3	6	4	6
14. Managing time.	9	1	7	6	4	2	4	3	3	1	4	7
15. Setting performance goals and standards.	14	2	14	8	4	1	7	4	4	2	5	4
16. Monitoring progress toward work goals.	8	3	15	6	6	4	5	5	6	3	4	4
17. Delegating tasks.	13	12	14	8	4	2	2	5	4	1	2	1

\*Denotes activity not selected by any participant in the career field.

\*\*SKILL #1: Most Critical to Effective Performance

SKILL #2: Need Most to Improve

SKILL #3: Needed in First Year as Manager

SKILL #4: Most Critical to Subordinate Managers' Performance

EXHIBIT N

SUPERVISORY ACTIVITIES RANKED TOP TEN

**SUPERVISORY ACTIVITIES RANKED TOP TEN\*\***

	<b>MOST IMPORTANT TO EFFECTIVE PERFORMANCE</b>	<b>TAKE THE MOST TIME AND EFFORT TO PERFORM</b>	<b>NEED MOST TO IMPROVE</b>
* 1. Motivating employees to increase productivity.	X	X	X
* 2. Evaluating employee performance and completing appraisal reports.	X	X	X
* 3. Coordinating and ensuring that objectives are met.	X	X	X
* 4. Identifying operational problems and taking corrective action.	X	X	X
* 5. Planning, scheduling, and assigning work to subordinates.	X	X	
* 6. Furnishing advice, guidance, and assistance to subordinates.	X	X	
* 7. Setting deadlines and priorities for work.	X	X	
* 8. Reviewing completed work.	X	X	
* 9. Implementing procedures established by higher authority.	X	X	
* 10. Developing performance standards.		X	X
* 11. Formulating recommendations to improve programs/operations.		X	X
* 12. Monitoring qualitative and quantitative indicators of performance.		X	X

\*Denotes activity recommended for training. See Section V, p. 17 for recommendation criteria.  
 \*\*Includes ties. See Exhibit H for actual rankings.

SUPERVISORY ACTIVITIES RANKED TOP TEN**	MOST IMPORTANT TO EFFECTIVE PERFORMANCE	TAKE THE MOST TIME AND EFFORT TO PERFORM	NEED MOST TO IMPROVE
* 13. Ensuring that programs are executed in the manner planned.		X	X
* 14. Preparing position descriptions.		X	X
* 15. Establishing and maintaining operating and performance records.		X	X
* 16. Reviewing and interpreting operational policies and directives.		X	X
17. Making timely decisions related to established priorities.	X		
18. Selecting staff.	X		
19. Maintaining communication with in-house departments (e.g., personnel).	X		
20. Conducting formal and on-the-job training of subordinates.		X	
21. Making formal presentations, oral reports and briefings.			X
22. Implementing internal control system.			X
23. Recommending commendation and disciplining of subordinates.			X
24. Developing IDPs for subordinates.			X

\*Denotes activity recommended for training. See Section V, p. 17 for recommendation criteria.  
 \*\*Includes ties. See Exhibit H for actual rankings.

EXHIBIT O

SUPERVISORY SKILLS RANKED TOP TEN

**SUPERVISORY SKILLS RANKED TOP TEN\*\***

	MOST CRITICAL TO EFFECTIVE PERFORMANCE	NEEDED IN THE FIRST YEAR AS A SUPERVISOR	GREATEST NEED TO IMPROVE
* 1. Listening effectively.	X	X	X
* 2. Motivating others.	X	X	X
* 3. Delegating tasks.	X	X	X
* 4. Managing time.	X	X	X
* 5. Decision making.	X	X	
* 6. Using good judgment.	X	X	
* 7. Setting priorities and assigning work.	X	X	
* 8. Flexibility.	X		X
* 9. Using tact, diplomacy and courtesy.	X	X	
* 10. Communicating effectively in writing.	X		X
* 11. Organizing work and people.	X	X	
* 12. Tolerance for stress, ambiguity, and change.	X		X
* 13. Problem solving.	X		
* 14. Scheduling resources and people.	X		

\*Denotes skill recommended for training. See Section V, p. 17 for recommendation criteria.  
 \*\*Includes ties. See Exhibit H for actual rankings.

SUPERVISORY SKILLS RANKED TOP TEN	MOST CRITICAL TO EFFECTIVE PERFORMANCE	NEEDED IN THE FIRST YEAR AS A SUPERVISOR	GREATEST NEED TO IMPROVE
<ul style="list-style-type: none"> <li>17. Building team spirit within the unit.</li> <li>18. Oral communication for clarity of ideas.</li> <li>19. Setting performance goals and standards.</li> <li>20. Balancing short-term and long-term view.</li> <li>21. Innovative--not afraid to take risks.</li> <li>22. Objectivity and accuracy in reporting.</li> <li>23. Long-range planning.</li> <li>24. Establishing effective controls.</li> <li>25. Setting organizational goals and objectives.</li> <li>26. Monitoring progress toward work goals.</li> </ul>		<ul style="list-style-type: none"> <li>X</li> <li>X</li> </ul>	<ul style="list-style-type: none"> <li>X</li> <li>X</li> <li>X</li> <li>X</li> <li>X</li> <li>X</li> <li>X</li> <li>X</li> <li>X</li> </ul>

**EXHIBIT P**

**RELATIONSHIPS BETWEEN ACTIVITIES AND SKILLS  
SUPERVISORY LEVEL**

**RELATIONSHIPS BETWEEN ACTIVITIES AND SKILLS  
SUPERVISORY LEVEL**

1. **Motivating employees to increase productivity.**  
**Motivating others**  
**Flexibility**  
**Organizing work and people**
2. **Evaluating employee performance and completing appraisal reports.**  
**Decision making**  
**Using good judgment**  
**Using tact, diplomacy and courtesy**
3. **Coordinating and ensuring that objectives are met.**  
**Motivating others**  
**Delegating tasks**  
**Managing time**  
**Setting priorities and assigning work**  
**Flexibility**  
**Organizing work and people**  
**Listening effectively**  
**Tolerance for stress and ambiguity**
4. **Identifying operational problems and taking corrective action.**  
**Decision making**  
**Using good judgment**  
**Listening effectively**
5. **Planning, scheduling, and assigning work to subordinates.**  
**Delegating tasks**  
**Managing time**  
**Decision making**  
**Good judgment**  
**Setting priorities and assigning work**  
**Flexibility**  
**Organizing work and people**  
**Tolerance for stress, ambiguity and change**
6. **Furnishing advice, guidance, and assistance to subordinates.**  
**Motivating others**  
**Using tact, diplomacy and courtesy**  
**Communicating effectively in writing**

7. Setting deadlines and priorities for work.

Managing time  
Decision making  
Using good judgment  
Setting priorities and assigning work  
Flexibility  
Organizing work and people  
Tolerance for stress, ambiguity and change

8. Reviewing completed work.

Good judgment  
Using tact, diplomacy and courtesy

9. Implementing procedures established by higher authority.

Motivating others  
Organizing work and people

10. Developing performance standards.

Using good judgment  
Setting priorities and assigning work  
Communicating effectively in writing

11. Formulating recommendations to improve programs/operations.

Using good judgment  
Communicating effectively in writing

12. Monitoring qualitative and quantitative indicators of performance.

Listening effectively  
Using good judgment

13. Ensuring that programs are executed in the manner planned.

Listening effectively  
Motivating others  
Managing time  
Tolerance for stress, ambiguity and change

14. Preparing position descriptions.

Using good judgment  
Communicating effectively in writing  
Organizing work and people

15. Establishing and maintaining operating and performance records.

Communicating effectively in writing

16. Reviewing and interpreting operational policies and directives.

Communicating effectively in writing

**EXHIBIT Q**

**MANAGERIAL ACTIVITIES RANKED TOP TEN**

MANAGERIAL ACTIVITIES RANKED TOP TEN\*\*

	MOST IMPORTANT TO EFFECTIVE PERFORMANCE	GREATEST NEED TO IMPROVE
* 1. Ensuring that personnel are being utilized effectively.	X	X
* 2. Reviewing progress toward program goals and objectives.	X	X
* 3. Identifying areas where improvements are required.	X	X
* 4. Maintaining communication with in-house depts. (e.g., personnel).	X	X
* 5. Resolving difficult/sensitive management or operational problems.	X	X
* 6. Establishing goals and objectives for program area.	X	X
* 7. Establishing and maintaining internal control systems.	X	X
* 8. Establishing staffing needs.	X	
* 9. Keeping abreast of policy determinations from headquarters.	X	
* 10. Ensuring conformance to EEO policy in assigned program areas.	X	
* 11. Implementing procedures established by higher authority.	X	
* 12. Anticipating new problem areas and initiating plans to correct them.		X
* 13. Making formal presentations, oral reports and briefings.		X
* 14. Recommending most effective systems to achieve organization goals.		X

\*Denotes activity recommended for training. See Section V, p. 17 for recommendation criteria.  
 \*\*Includes ties. See Exhibit I for actual rankings.

MANAGERIAL ACTIVITIES RANKED TOP TEN	MOST IMPORTANT TO EFFECTIVE PERFORMANCE	GREATEST NEED TO IMPROVE
<p>15. Defining standards of quality and quantity.</p> <p>16. Evaluating practicability of new ideas and plans.</p> <p>17. Assuring effective position management.</p> <p>18. Giving management direction on highly complex/sensitive issues.</p> <p>19. Assuring follow-up on major operating problems.</p> <p>20. Evaluating feasibility and probable impact of projects/plans.</p> <p>21. Determining, allocating and monitoring use of program resources</p> <p>22. Applying economical management strategies.</p> <p>23. Analyzing unit performance data and taking appropriate action.</p>		<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>

**EXHIBIT R**

**MANAGERIAL SKILLS RANKED TOP TEN**

MANAGERIAL SKILLS RANKED TOP TEN**	MOST CRITICAL TO EFFECTIVE PERFORMANCE	GREATEST NEED TO IMPROVE	NEEDED IN THE FIRST YEAR AS MANAGER	MOST CRITICAL TO SUBORDINATES PERFORMANCE
* 1. Listening effectively.	X	X	X	X
* 2. Motivating others.	X	X	X	X
* 3. Managing time.	X	X	X	X
* 4. Accepting and providing constructive feedback.	X	X	X	X
* 5. Decision making.	X		X	X
* 6. Using good judgment.	X		X	X
* 7. Flexibility.	X	X		
* 8. Using tact, diplomacy and courtesy.	X		X	
* 9. Oral communication for clarity of ideas.	X			X
* 10. Setting priorities and assigning work.			X	X
* 11. Communicating effectively in writing.	X			
* 12. Tolerance for stress, ambiguity, and change.		X		
* 13. Setting performance goals and standards.		X		

\*Denotes activity recommended for training. See Section V, p. 17 for recommendation criteria.  
 \*\*Includes ties. See Exhibit I for actual rankings.

MANAGERIAL SKILLS RANKED TOP TEN	MOST CRITICAL TO EFFECTIVE PERFORMANCE	GREATEST NEED TO IMPROVE	NEEDED IN THE FIRST YEAR AS MANAGER	MOST CRITICAL TO SUBORDINATES PERFORMANCE
14. Innovative--not afraid to take risks.		X		
15. Establishing effective controls.		X		
16. Long-range planning.		X		
17. Balancing short-term and long-term view.		X		
18. Objectivity and accuracy in reporting.		X		
19. Establishing trust.			X	
20. Delegating tasks.			X	
21. Organizing work and people.				X
22. Monitoring progress toward work goals.				X
23. Problem solving.				X

**EXHIBIT S**

**RELATIONSHIPS BETWEEN ACTIVITIES AND SKILLS  
MANAGERIAL LEVEL**

**RELATIONSHIPS BETWEEN ACTIVITIES AND SKILLS  
MANAGERIAL LEVEL**

1. Ensuring that personnel are being utilized effectively.

Using good judgment  
Setting priorities and assigning work

2. Reviewing progress toward program goals and objectives.

Listening effectively  
Using good judgment

3. Identifying areas where improvements are required.

Listening effectively  
Accepting and providing constructive feedback  
Using good judgment

4. Maintaining communication with in-house depts.  
(e.g., personnel).

Listening effectively  
Using tact, diplomacy and courtesy  
Oral communication for clarity of ideas

5. Resolving difficult/sensitive management or operational problems.

Listening effectively  
Motivating others  
Accepting and providing constructive feedback  
Decision making  
Using good judgment  
Flexibility  
Using tact, diplomacy and courtesy  
Oral communication for clarity of ideas

6. Establishing goals and objectives for program area.

Decision making  
Using good judgment  
Setting priorities and assigning work

7. Establishing and maintaining internal control systems.

Managing time  
Accepting and providing constructive feedback  
Using good judgment  
Flexibility

**EXHIBIT T**

**EXECUTIVE ACTIVITIES RANKED TOP TEN**

EXECUTIVE ACTIVITIES RANKED TOP TEN\*\*

	MOST IMPORTANT TO EFFECTIVE PERFORMANCE	GREATEST NEED TO IMPROVE
* 1. Recommending changes in organizational structure.	X	X
* 2. Resolving difficult or sensitive management/operational problems.	X	X
* 3. Participating in establishment of long-range plans.	X	X
* 4. Reviewing progress toward program goals and objectives.	X	X
* 5. Keeping abreast of policy determinations from headquarters.	X	X
* 6. Establishing goals and objectives for major program area.	X	X
* 7. Maintaining communication with in-house depts. (e.g., personnel).	X	X
* 8. Giving management direction on highly complex/sensitive issues.	X	X
* 9. Making decisions based upon information prepared by others.	X	
* 10. Assuring lower-level policy is consistent with higher level policy.	X	
* 11. Representing organization at top level meetings.	X	
* 12. Participating in selection/assignment of key operating personnel.	X	
* 13. Understanding issues and problems facing DLA and DLA's positions.		X

\*Denotes activity recommended for training. See section V, p.17, for recommendation criteria.  
 \*\*Includes ties. See Exhibit J for actual rankings.

EXECUTIVE ACTIVITIES RANKED TOP TEN	MOST IMPORTANT TO EFFECTIVE PERFORMANCE	GREATEST NEED TO IMPROVE
<p>14. Establishing and maintaining internal control systems.</p> <p>15. Evaluating feasibility and probable impact of projects/programs</p> <p>16. Evaluating practicability of new ideas and plans.</p>		<p>X</p> <p>X</p> <p>X</p>

**EXHIBIT U**

**EXECUTIVE SKILLS RANKED TOP TEN**

EXECUTIVE SKILLS RANKED TOP TEN**	MOST CRITICAL TO EFFECTIVE PERFORMANCE	GREATEST NEED TO IMPROVE	NEEDED IN THE FIRST YEAR AS MANAGER	MOST CRITICAL TO SUBORDINATES PERFORMANCE
* 1. Motivating others.	X	X	X	X
* 2. Listening effectively.	X	X	X	X
* 3. Decision making.	X		X	X
* 4. Using good judgment.	X		X	X
* 5. Setting organizational goals and objectives.	X	X	X	
* 6. Building team spirit within the unit.	X		X	X
* 7. Flexibility.	X		X	X
* 8. Accepting and providing constructive feedback.		X	X	X
* 9. Innovative--not afraid to take risks.	X	X		
* 10. Communicating effectively in writing.	X			X
* 11. Using tact, diplomacy and courtesy.	X		X	
* 12. Problem solving.	X			X
* 13. Providing role model--enthusiasm and positive attitudes.	X		X	
* 14. Managing time.		X	X	

\*Denotes skill recommended for training. See Section V, p. 17 for recommendation criteria.  
\*\*Includes ties. See Exhibit J for actual rankings.

EXECUTIVE SKILLS RANKED TOP TEN**	MOST CRITICAL TO EFFECTIVE PERFORMANCE	GREATEST NEED TO IMPROVE	NEEDED IN THE FIRST YEAR AS MANAGER	MOST CRITICAL TO SUBORDINATES PERFORMANCE
* 15. Setting performance goals and standards.		X		X
* 16. Monitoring progress toward work goals.		X		X
* 17. Delegating tasks.			X	X
18. Oral communication for clarity of ideas.	X			
19. Long-range planning.		X		
20. Tolerance for stress, ambiguity, and change.		X		
21. Establishing effective controls.		X		
22. Balancing short-term and long-term views.		X		
23. Oral communication for persuading others.		X		
24. Establishing trust.			X	
25. Setting priorities and assigning work.				X
26. Organising work and people.				X

\*Denotes skill recommended for training. See Section V, p. 17 for recommendation criteria.  
 \*\*Includes ties. See Exhibit J for actual rankings.

**EXHIBIT V**

**RELATIONSHIPS BETWEEN ACTIVITIES AND SKILLS  
EXECUTIVE LEVEL**

**RELATIONSHIPS BETWEEN ACTIVITIES AND SKILLS  
EXECUTIVE LEVEL**

1. **Recommending changes in organizational structure.**

**Decision making  
Using good judgment  
Innovative--not afraid to take risks  
Communicating effectively in writing  
Problem solving**

2. **Resolving difficult or sensitive management/operational problems.**

**Listening effectively  
Decision making  
Using good judgment  
Flexibility  
Accepting and providing constructive feedback  
Innovative--not afraid to take risks  
Using tact, diplomacy and courtesy  
Problem solving  
Providing role model--enthusiasm and positive attitudes**

3. **Participating in establishment of long-range plans.**

**Decision making  
Using good judgment  
Setting organizational goals and objectives  
Flexibility  
Innovative--not afraid to take risks  
Setting performance goals and standards**

4. **Reviewing progress toward program goals and objectives.**

**Managing time  
Monitoring progress toward work goals**

5. **Keeping abreast of policy determinations from headquarters.**

**Listening effectively**

6. **Establishing goals and objectives for major program area.**

**Decision making  
Using good judgment  
Setting organizational goals and objectives  
Flexibility  
Managing time  
Setting performance goals and standards  
Delegating tasks**

7. **Maintaining communication with in-house depts.  
(e.g., personnel).**

**Listening effectively  
Accepting and providing constructive feedback  
Communicating effectively in writing  
Using tact, diplomacy and courtesy**

8. **Giving management direction on highly complex/sensitive  
issues.**

**Using good judgment  
Communicating effectively in writing  
Using tact, diplomacy and courtesy**

END

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