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**MBA PROFESSIONAL PROJECT**

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## **A THEMATIC ASSESSMENT OF THE ORGANIZATIONAL CLIMATE IN THE ARMY'S CONTRACTING WORKFORCE**

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**December 2018**

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**A THEMATIC ASSESSMENT OF THE ORGANIZATIONAL CLIMATE IN THE  
ARMY'S CONTRACTING WORKFORCE**

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Submitted in partial fulfillment of the  
requirements for the degree of

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## **ABSTRACT**

This research assesses the four open-ended responses derived from the U.S. Army acquisition workforce job satisfaction and environment climate evaluation study, conducted by Magen McKeithen in 2016. A thematic analysis addressed the four open-ended responses concerning job satisfaction, career enhancement, compensation, and organizational justice to identify common themes that affect the organizational climate in the Army's contracting workforce. The themes identified highlight that the responses from the open-ended questions correlate with key organizational climate dimensions that can positively affect and improve job satisfaction in the workplace. Identification of these themes also demonstrated that leaders' and employees' workplace relationship is critical for an effective organizational climate. Having competent personnel, capable processes, and effective internal controls in place can further improve the organizational climate. Interrater reliability checks were also used to corroborate findings. The assessment results will provide Army senior leaders with recommendations to improve current systemic issues revolving around the recruitment and retention goals of the Army's contracting professionals. A consideration for future research is to analyze the organizational climate for the other services to help identify common themes and assist the Department of Defense in enhancing organizational climate and improving overall job satisfaction across the contracting workforce.

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## LIST OF ACRONYMS AND ABBREVIATIONS

AAW	Army Acquisition Workforce
ACF	Acquisition Career Fields
AP	Acquisition Professional
COR	Contracting Officer Representative
CPARS	Contracting Performance Assessment System
CRS	Congressional Research Service
DACM	Director Acquisition Career Management
DAU	Defense Acquisition University
DAWIA	Defense Acquisition Workforce Improvement Act
DOD	Department of Defense
DPAP	Defense Procurement and Acquisition Policy
EEO	Equal Employment Opportunity
FAR	Federal Acquisition Regulation
FY	Fiscal Year
GAO	Government Accountability Office
GS	General Schedule
IAW	In Accordance With
IG	Inspector General
IRR	Interrater reliability
MOS	Military Occupational Specialty
NCO	Non-Commissioned Officer
NDAA	National Defense Authorization Act
NG	National Guard
OCS	Operational Contract Support
OER	Officer Evaluation Report
OML	Order of Merit List
PARC	Principle Assistant Responsible for Contracting
QSI	Quality Step Increase
R & D	Research and Development
SES	Senior Executive Service
TA	thematic analysis

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## **I. INTRODUCTION**

### **A. BACKGROUND**

The objective of the United States Army Acquisition Workforce (AAW) is to “create a professional, agile and motivated acquisition workforce that consistently makes smart business decisions, acts in an ethical matter, and delivers timely and affordable capabilities to Soldiers” (AAW Policies, 2014, p. 1). In order to create a professional corps as described above, the Army’s contracting senior leadership must face the challenges of keeping talent in the organization when contracting professionals are eligible for retirement or are enticed by the private sector that could pay more. Often, those personnel are given increased responsibilities and can find job satisfaction outside the Department of Defense (DOD).

A recent Congressional Research Service (CRS) shows that in fiscal year (2017), DOD “obligated \$320 billion more than all other government agencies combined” (Schwartz, Sargent, & Mann, 2018, p. 2). According to the same report, of that total amount, “41% of total DOD contract obligations were for services, 51% for goods, and 8% for research and development (R&D)” (2017, p. 6). The contracting workforce, now more than ever, needs contracting professionals who can support the warfighter by executing their contracting mission, and who can be great stewards of American tax dollars.

Contracting competency is critical in ensuring the Army contracting workforce procures timely and affordable products to its end users. To attain the right level of skill sets, it requires time in the job as well as education that can take years to attain. Contracting professionals are required to not only know their job well but also to act in an ethical manner. Nevertheless, experience, pay, and education alone is not enough to ensure the right person is retained. Overall job satisfaction plays a crucial role in whether or not a person stays within the contracting workforce.

Job satisfaction is measured by how a person feels about their job, which can act as a conduit for motivation to remain in the job or malingering if one’s job satisfaction is below an acceptable level. Job satisfaction is defined as “a pleasurable or positive

emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976, p. 1300). Additionally, "finding meaning in one's work has been shown to increase motivation, engagement, empowerment, career development, job satisfaction, individual performance, and personal fulfillment and to decrease absenteeism and stress" (Rosso, Dekas, & Wrzesniewski, 2010, pp. 91–127).

Another contributing factor to job satisfaction is the employee's view of the organization's climate. Organizational climate is defined as "the shared perceptions of and the meaning attached to the policies, practices and procedures employees experience and the behaviors they observe getting rewarded and that are supported and expected" (Ostroff, Kinicki, & Muhammad, 2003, p. 644).

To evaluate the organizational climate of the Army contracting workforce, a survey was derived for the soldiers and civilians to gauge "organizational climate that [has] the potential to impact recruitment and retention" (McKeithen, 2016, p. 2). The results from this study will empower Army contracting leaders with recommendations to enhance the Army's contracting recruitment and retention goals.

## **B. RESEARCH QUESTIONS**

This research will provide an assessment of the responses to four open-ended questions that were part of a survey previously conducted regarding the Army's acquisition workforce organizational climate. The following threefold research question frames this study:

- What impact does the organizational climate of the Army acquisition workforce play in the retention of the professionals in the organization?
- What elements account for job satisfaction, job characteristics, work, and family conflict, and organizational justice in the Army acquisition workplace? How do these elements compel crediting to retention?
- What dimensions need to be addressed in order to improve the retention of the Army's contracting workforce?

### **C. BENEFITS OF THE RESEARCH**

This analysis will provide the Army's contracting workforce with a better understanding of how organizational climate affects the recruiting and retention goals in the contracting community. This research focuses on specific dimensions of organizational climate within the Army's contracting workplace. Furthermore, the results from this study correlate to the trends that may be useful in delivering recommendations to senior leaders to enhance and meet personnel recruiting and retention goals.

### **D. SCOPE AND LIMITATIONS**

The data utilized in this study was restricted to the feedback amassed from the four open-ended questions that were part of a survey that involved the Army's contracting workforce (McKeithen, 2016). There were approximately 10,000 participants that responded to the open-ended questions which have been analyze in this project (McKeithen, 2016). The open-ended questions were fill-in-the-box questions and allowed the participants to elaborate on the responses based on their work experiences. The participants of the survey included members of the contracting workforce from the following career fields: "1102, 1105, 1109, and 0800 positions and their military equivalents" (McKeithen, 2016, p.3). For this report, we will refer to personnel in these career fields as "contracting professionals."

### **E. METHODOLOGY**

This endeavor is a review, by means of a thematic analysis (TA), of the Army's contracting workforce; code development will be applied to the analysis. As a subject of inquiry, organizational climate will include several dimensions that can assist in understanding how to improve recruiting, developing, and retention of professionals in the Army's contracting workforce that have been identified in recent literature. This is a qualitative study that focuses specifically on the responses gleaned from the four open-ended questions. Responses from the survey provide a representation of the organizational climate and how the Army's contracting community can improve the processes in order to meet its recruiting and retention goals. Furthermore, the results can

provide senior Army leadership with recommendations on improving the contracting workforce and meet the goals aforementioned.

## **F. ORGANIZATION OF THE REPORT**

This chapter provided the objective and setting for this study and illustrated the growing need for professionals in the Army's contracting workforce. Also, highlighted is the importance of retaining contracting personnel. In order to understand the importance of this growing requirement and how they meet the warfighters' need, the contracting workforce must continuously pursue, foster, and maintain competent experts in-house from crossing over to the private sector. A huge emphasis should be placed on positive organizational climate to promote an environment that allows the Army to accomplish their recruitment and retention objectives. Moreover, this research generates recommendations for Army leadership to improve the contracting workforce. It is imperative that the process need to be transparent in order to meet these objectives. Therefore, Chapter II presents the groundwork for this study by imparting a literature review that consists of DoD contracting, the challenges faced by the Army's contracting workforce and an overview of the organization. Chapter III provides the definition and differentiates between organizational culture and organizational climate. Consecutively, an assessment of the dimensions used to improve job satisfaction and climate is reviewed. Chapter IV describes the method, data sources, and organizational dimensions identified during analysis. Chapter V includes the data analysis, findings, and recommendations based on the dimensions of organizational climate that affect the contracting workforce. Finally, Chapter VI provides the summation and conclusion of the project and consideration for future research.

## **G. SUMMARY**

This chapter provided the background of the Army's contracting workforce. It discussed the purpose and the benefits of the research as well as the scope and limitations of the study. It also reviewed the methodology and the organization of the report. The next chapter will discuss the importance of the Army contracting workforce and challenges within the contracting workforce.

## **II. ARMY CONTRACTING WORKFORCE**

### **A. INTRODUCTION**

This chapter introduces the DOD acquisition workforce and the importance of its functions more specifically the Army's contracting workforce. It also discusses the issues and challenges faced by the contracting workforce and ways to ensure that competent personnel, effective controls, and capable processes are in place. Furthermore, it reviews the Defense Acquisition Workforce and the Defense Acquisition Workforce Improvement Act (DAWIA) Certification process to ensure proper training is conducted and that competent personnel are retained in the Army's contracting workforce.

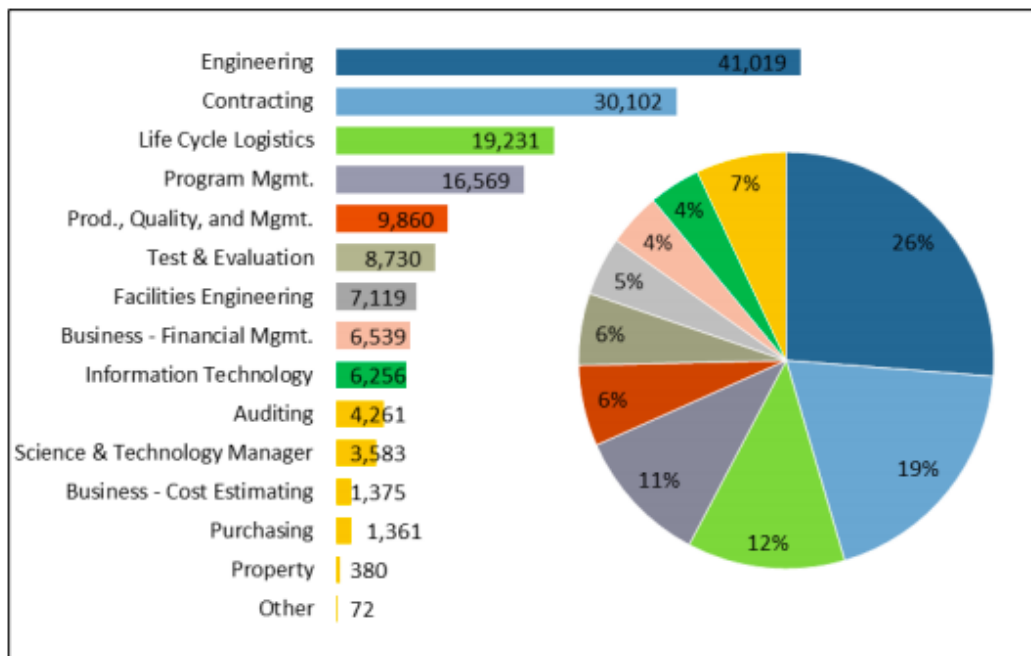
The Army's contracting workforce ensures contracting support is provided to soldiers as they operate around the globe. Whether soldiers need food, clothing, ammunition, tanks, trucks, boats and aircraft, the Army's principal buying agent, the Army contracting workforce is responsible for writing contracts to purchase necessary items. Moreover, they are a force-multiplier across commands in support of the combatant commanders.

### **B. THE DOD ACQUISITION WORKFORCE**

The DOD acquisition workforce is complex which is comprised of military and civilian government personnel working in 14 different acquisition career fields (ACF). They are responsible for "identifying, developing, buying, and managing goods and services to support the military" and ensure capabilities are delivered to the warfighters (Schwartz, Francis, & O'Connor, 2016, p. 4). As of December 2015, the DOD acquisition workforce consists of "156,457 personnel, of which approximately 90% (141,089) were civilians, and 10% (15,638) were uniformed" (Schwartz et al., 2016, p. 6) service members. Each of the 14 ACFs has its unique functions and are interrelated to the overall success of the acquisition workforce and they are as follows: Engineering; Contracting; Life Cycle Logistics; Program Management; Production, Quality & Management; Test & Evaluation; Facilities Engineering; Business—Financial Management; Information

Technology; Auditing; Science & Technology Manager; Business—Cost Estimating; Purchasing; and Property (Schwartz et al., 2016, see Figure 1).

Figure 1. Acquisition Workforce by Career Field.  
Source: Schwartz, Francis and O'Connor (2016).



## 1. Trends in the Acquisition Workforce

At the end of FY87, active duty military force personnel peaked at 2,174,217 (GAO, 1993). Due to a decline in the defense budget, U.S. Congress sought to save money by drastically reducing the force. By FY91, Congress passed the National Defense Authorization Act (NDAA) which called for a reduction of the force of 25% by FY95 (GAO, 1993). As a result, the acquisition workforce reduced its number nearly 50% (Schwartz et al., 2016) by FY99.

The wave of effect of the acquisition workforce reduction did not result in cost savings, as initially predicted. Instead, it led to the scarcity of educated, properly trained and experienced workforce, which continues to have a negative effect to this day. The lack of acquisition workforce was further compounded after 9/11 when DOD



increasingly became more reliant on contractors to deliver acquisition solutions. Furthermore, despite the rebuilding of the acquisition workforce, “DOD officials asserted that workforce size has not kept pace with the increasing amount and complexity of the acquisition workload” (Schwartz et al., 2016, p. 8). By 2016 the size of the DOD acquisition workforce grew to more than 158,000 (GAO, 2017, p. 488) which is approximate “12,000 more than the target” as originally planned (GAO, 2017, p. 488).

## **2. Impact of the Changes in the Acquisition Workforce**

The DOD is the largest procurer of goods, services, and weapon systems to support the warfighter in support of stateside operations as well as contingency operations around the world. Nevertheless, this is difficult to accomplish without an experienced acquisition workforce. According to Mr. Shay Assad, the former director of Defense Procurement and Acquisition Policy (DPAP), there’s a “crisis within DOD in terms of our people” (Nackman, 2010, p. 84). Mr. Assad was referring to the retirement of more senior and experienced acquisition personnel and whether the DOD can attract the right personnel. Once the right person has been hired, it takes years to gain the necessary training and experience. Lastly, acquisition professionals are continually sought after by the private industry and enticed by higher pay, less stress, and better benefits.

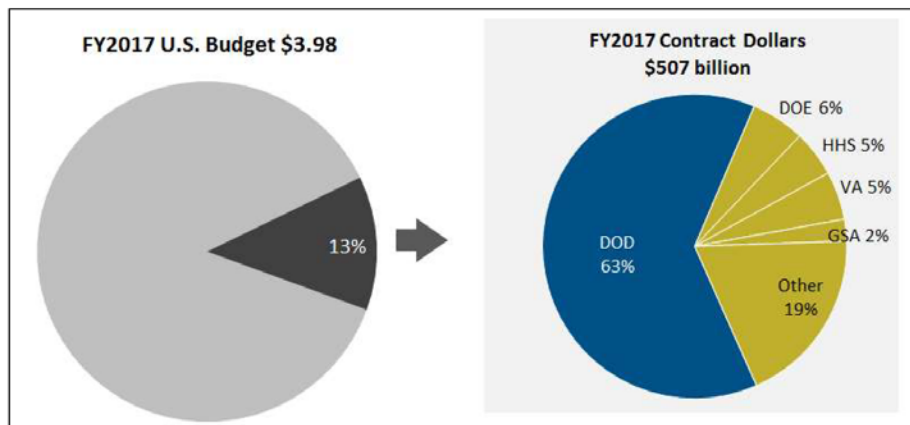
## **C. THE IMPORTANCE OF THE DOD CONTRACTING WORKFORCE**

One of the career fields in the acquisition workforce is the DOD contracting workforce. In FY2017, the DOD contracting workforce obligated \$507 billion to purchase goods and services in support of the warfighter, more than any other government agencies combined; that is an increase \$62 billion from FY2014 and 13% of the federal budget outlay of \$3.5 trillion (Schwartz et al., 2018, see Figure 2). The obligation breakdown consisted of “41% for services, 51% for goods, and 8% for research and development” (Schwartz et al., 2018, p.7). Contracting officers are the only one who can accomplish this task as they have the authority to obligate the government (FAR 2.101, n.d.). The need for contracting workforce with the knowledge, skills, and experience are greater now more than ever. This increase in demand will require not only

the right education but as well as rigorous training of hands-on practices that could take years for a contract professional to be deemed fully qualified and proficient to perform the job.

Much akin to a doctor or a lawyer who are required to complete years of education and training and pass a board of examinations or a bar exam, a contracting professional requires an equal amount of demanding training. Unfortunately, many inexperienced contracting professionals (both civilian and military) are at the helm of many acquisition programs which leads to poor results. The cause for these poor results could be attributed to—too few contracting professionals, loss of experienced contracting professionals due to competition with the private industry, low morale, unfair work distribution, lack of mentorships, and retirements (Miller, 2015). It is imperative that DOD reform how they recruit and retain contracting professionals to accomplish their mission. This will ensure the delivery of the best value products and services on time while maintaining the public’s trust and fulfilling public policies (FAR 1.102-2(d)).

Figure 2. Contracting Obligations by Agency. Source: Schwartz, Sargent and Mann (2018).



## **D. CHALLENGES OF THE DOD CONTRACTING WORKFORCE**

The government continually requires the federal contracting workforce to deliver contracting solutions to an ever-changing military force across the globe. While every contracting professional receives Defense Acquisition University (DAU) training—resident or online training, actual experience is also necessary. Ideally, a contracting professional should be exposed to the many facets of contracting actions early in their career. Those that have an opportunity for rotational assignments are exposed to a variety of contracting actions to broaden their knowledge base. At the very least, however, federal contracting professionals are expected to interpret the Federal Acquisition Regulation (FAR) as well as the massive amount of statutory and regulatory guidance necessary to deliver solutions to the warfighter.

The following section will discuss the challenges within the DOD contracting workforce.

### **1. GAO High Risk Report**

According to the GAO, contract management is considered high risk because of three challenges: the acquisition workforce, service acquisition, and operational contract support, since 1992 (GAO, 2017). The acquisition workforce continues to increase in numbers and senior leadership continually looks for ways to improve the workforce capability and professionalism. While the goal of increasing its numbers have been met, continued efforts “to increase their professionalism and continue to expand talent management programs to include recruitment, hiring, training, development, recognition, and retention incentives” (GAO, 2017, p. 487), still needs to be addressed. The importance of having competent personnel in the acquisition workforce with “the requisite skills and tools to perform their tasks” (GAO, 2017, p. 488) is critical to ensure the contracting personnel goals are met.

The second challenge that GAO points out is the lack of structure for acquiring services. According to the report, the “DOD does not have an action plan that would enable it to assess progress toward achieving its goals, and its efforts to develop goals and associated metrics unique to each category of services it acquires” (GAO, 2017, p. 491).

Lastly, the report states that the DOD needs to enhance its operational contract support (OCS) policy to “implement corrective actions to address OCS shortfalls in personnel, education, training, and material and to better incorporate OCS requirements” (GAO, 2017, p. 494).

## **2. DOD Inspector General Top DOD Management Challenges**

Based on past DOD Inspector General (IG) audits, the DOD IG has identified contract management as one of the top managements and performance challenges facing the DOD (DOD IG, 2018). The DOD IG recognizes the need for the right “people, skills, capacities, tools, and data” (DOD IG, 2018, p. 21) to ensure the warfighter receives quality goods and services at the right time. It also emphasizes that without appropriate contract oversight it could affect cost, schedule, and performance (DOD IG, 2018). The lack of proper contractor oversight can be attributed to untrained contracting officer’s representatives (COR) or in some cases not appointing one at all (DOD IG, 2018). This leads to more issues such as improper payments, accepting defective products and ordering more than required good and services. The absence of a COR to provide proper oversight can also mean failure to properly report a contractor’s past performance in the Contractor Performance Assessment System (CPARS) (DOD IG, 2018). The lack of a contractor’s past performance can make planning for future contracting operations difficult and delay support for warfighter capabilities.

Additionally, an earlier DOD IG report recognized similar issues resulting from non-compliance with DOD Directives and the Federal Acquisition Regulation (DOD IG, 2009). The report further state “that a strong emphasis on management oversight, control, and enforcement of contracting policies and procedures are needed to ensure that DOD is properly awarding and administering contracts, acquiring goods and services, and using funds correctly” (DOD IG, 2009, p. 22). This can only be accomplished by educated, properly trained, and experienced acquisition workforce.

The GAO High Risk and the DOD IG Top Management Challenges highlighted the importance of contracting and the challenges faced by the DOD contracting workforce. These challenges also apply specifically to the Army’s acquisition workforce which the next section will discuss.

## **E. THE ARMY ACQUISITION WORKFORCE**

The Army Acquisition Workforce (AAW) is charged with the mission to provide soldiers with what they need to accomplish their mission. The AAW is the lead service for contracting needs in Iraq and Afghanistan in support of the deployed warfighter. This can only be done by a team of professionals from “scientist to engineers to accountants and program managers who turn army requirements into products and services” (USAASC, 2018).

The Army’s contracting workforce has the second highest number of personnel within the Acquisition workforce (DACM, 2018, see Figure 3). The Army contracting workforce consists of approximately 39,538 personnel (DACM, 2018, see Figure 3). Of that figure, approximately 95% are civilians, 5% are military (Officers and Non-Commissioned Officers (NCO)), and approximately 88% of the workforce have higher level degrees (DACM, 2018, see Figure 4). However, an Army soldier does not become part of the Army’s contracting workforce immediately upon entering into the military. They must first meet the requirements and qualifications in order to transition as a contracting professional. A similar process is applied to officers which shows that contracting officers and soldiers come from various background and bring different experience and knowledge to the contracting organization.

The Army is committed to developing the contracting workforce through mentorship, professional development, and training opportunities. Upon accessing in the acquisition workforce as a contracting specialist, he or she will have the opportunity to gain the necessary skills to procure supplies and services for the Army. Both officers and noncommissioned officers can become a contracting officer as an employee increases their responsibilities based on their education, training, and experience. A contracting officer is defined as someone who:

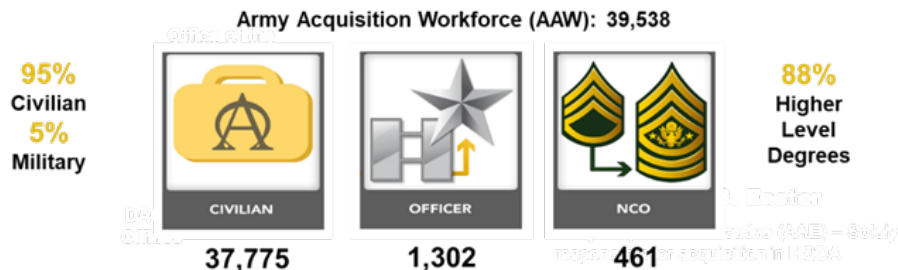
Have authority to enter into, administer, or terminate contracts and make related determinations and findings. Contracting officers may bind the Government only to the extent of the authority delegated to them. Contracting officers shall receive from the appointing authority clear instructions in writing regarding the limits of their authority (FAR Part 1.602-1).

A contract specialist can complete all the work that a contracting officer performs except for signing the actual contract and binding the government. For this report, both contracting officers and contracting specialists, as well as different career fields for the contracting workforce, will be identified as contracting professionals.

Figure 3. Army Acquisition Workforce. Source: Director, Acquisition Career Management Office (2018).

Acquisition Career Fields (ACFs)	TOTAL	%
Acquisition Attorney	8	0%
Business-Cost Estimating	258	1%
Business-Financial Mgt.	1,736	4%
Contracting	7,882	20%
Engineering	9,054	23%
Facilities Engineering	4,412	11%
Industrial/Contract Property Mgt.	50	0%
Information Technology	1,747	4%
Lifecycle Logistics	6,949	18%
Production, Quality & Manufacturing	1,393	4%
Program Management	3,329	8%
Purchasing	357	1%
Science & Technology Manager	480	1%
Test & Evaluation	1,883	5%
<b>TOTAL</b>	<b>39,538</b>	<b>100%</b>

Figure 4. Army Acquisition Workforce Composition. Source: Director, Acquisition Career Management Office (2018).



The Army's contracting workforce face similar challenges as the DOD contracting workforce which were discussed in the GAO High Risk and the DOD IG Top

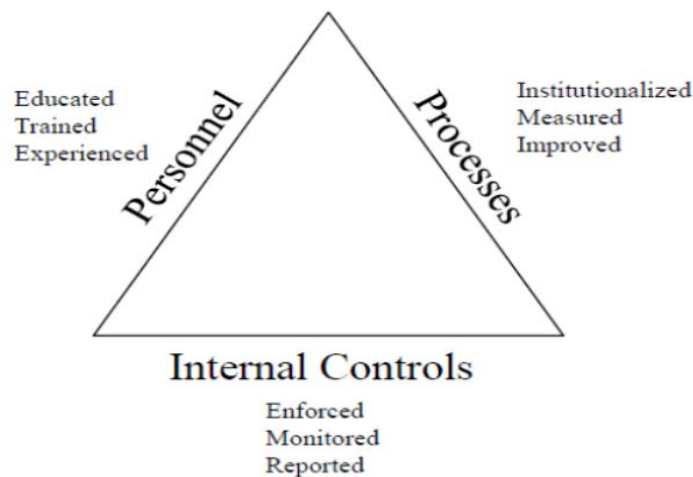
Management Challenges DOD. These challenges can be remedied by ensuring that the workforce have “competent personnel, capable processes and effective internal controls” (Rendon & Rendon, 2015, p. 715). These three components are part of auditability theory which will be discussed in the next section.

## 1. Auditability Theory

A contracting professional could possess the right education, but without the proper training and experience, contracting processes can result in improper oversight and accountability. The contracting workforce must focus on auditability, which will ensure that contract management is done with integrity and transparency. The auditability triangle is comprised of three points which include “competent personnel, capable processes and effective internal controls” (Rendon & Rendon, 2015, p. 715). The concept of the auditability triangle is reflected in Figure 5, and the three points of auditability will be discussed in the following subsection.

Auditability Triangle. Source: Rendon and Rendon (2015).

Figure 5. Auditability Triangle. Source: Rendon and Rendon (2015).



### (1) Competent Personnel

A competent contracting professional is one that possesses the required education, training and the experience to perform the work that is “critical to the success of contract

management within DOD” (Rendon & Rendon, 2015, p. 7). The education, training and experience requirements are outlined in the mandatory Defense Acquisition Workforce Improvement Act requirements, which will be discussed later in this chapter.

## (2) Capable Processes

An auditable organization is one that has an existing process for each of the six phases of contract management, which are procurement planning, solicitation planning, solicitation, source selection, contract administration, and closeout (Rendon & Rendon, 2015). An organization with capable processes is “measured in terms of processes that are fully-established, institutionalized, mandated, integrated with other organizational processes, periodically measured, and continuously improved” (Rendon & Rendon, 2015, p. 7).

## (3) Effective Internal Controls

The internal controls of an organization must have an effective measure to ensure compliance with DOD Directives and the Federal Acquisition Regulation. Contracting leaders must monitor its organization’s internal procedures for compliance and must report any material weaknesses.

As discussed above one of the components of the auditability theory is the necessity of competent personnel in the DOD acquisition workforce and the Army’s acquisition workforce. To ensure contracting professionals are qualified and experience in their jobs, they must receive proper training. The next section will discuss the Defense Acquisition Workforce Improvement Act (DAWIA) which allows contracting professionals education and training opportunity.

## **F. DAWIA TRAINING AND CERTIFICATIONS**

The Defense Acquisition Workforce Improvement Act (DAWIA) was enacted by Public Law 101–50 of 1990 which required DOD to establish education, training standards, and requirements for the AW (DAU, n.d.). The 14 acquisition career fields are divided into three different certification levels—Level I Basic or Entry Level; Level II Intermediate or Journeyman Level; and Level III Advanced or Senior Level. Each



member of the acquisition workforce must be certified in DAWIA, commensurate with their education, experience, and training.

In order to be accepted into the contracting workforce, a candidate must meet the educational requirements of a baccalaureate degree, at least a minimum of 24 semester credit hour in a business discipline and possess the potential for greater responsibilities. Each DAWIA certification has different courses and timeline requirements. To be eligible for contracting level 1 certification, a contracting professional must have a minimum of one-year experience (DAU, n.d., see Figure 6). For contracting level 2 certification, a contracting professional must have a minimum of two years' experience (DAU, n.d., see Figure 7). For contracting level 3 certification, a contracting professional must have a minimum of four years' experience (DAU, n.d., see Figure 8).

The following figures show the required training, education, and experience in the contracting career field:

Figure 6. DAWIA Certification Standards Contracting Level 1.  
Source: Defense Acquisition University (DAU, 2018).

Core Certification Standards (Required for DAWIA certification.)	
Acquisition Training	<ul style="list-style-type: none"> <li>● None required</li> </ul>
Functional Training	<ul style="list-style-type: none"> <li>● <a href="#">CON 090</a> Federal Acquisition Regulation (FAR) Fundamentals (<b>R</b>)</li> <li>● <a href="#">CON 100</a> Shaping Smart Business Arrangements</li> <li>● <a href="#">CON 121</a> Contract Planning</li> <li>● <a href="#">CON 124</a> Contract Execution</li> <li>● <a href="#">CON 127</a> Contract Management</li> <li>● <a href="#">CON 170</a> Fundamentals of Cost and Price Analysis (<b>R</b>)</li> <li>● <a href="#">CLC 033</a> Contract Format and Structure for DoD e-Business Environment</li> <li>● <a href="#">CLC 057</a> Performance Based Payments and Value of Cash Flow</li> <li>● <a href="#">CLC 058</a> Introduction to Contract Pricing</li> <li>● <a href="#">CLM 059</a> Fundamentals of Small Business for the Acquisition Workforce</li> </ul>
Education	<ul style="list-style-type: none"> <li>● At least 24 semester hours in accounting, law, business, finance, contracts, purchasing, economics, industrial management, marketing, quantitative methods, or organization and management</li> <li>● Baccalaureate degree (Any Field of Study)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>● 1 year of contracting experience.</li> </ul>

Figure 7. DAWIA Certification Standards Contracting Level 2  
Source: Defense Acquisition University (DAU, 2018).

Core Certification Standards (Required for DAWIA certification.)	
Acquisition Training	<ul style="list-style-type: none"> <li>● <a href="#">ACQ 101</a> Fundamentals of Systems Acquisition Management</li> </ul>
Functional Training	<ul style="list-style-type: none"> <li>● <a href="#">CON 200</a> Business Decisions for Contracting</li> <li>● <a href="#">CON 216</a> Legal Considerations in Contracting</li> <li>● <a href="#">CON 270</a> Intermediate Cost and Price Analysis (R)</li> <li>● <a href="#">CON 280</a> Source Selection and Administration of Service Contracts (R)</li> <li>● <a href="#">CON 290</a> Contract Administration and Negotiation Techniques in a Supply Environment (R)</li> <li>● <a href="#">CLC 051</a> Managing Government Property in the Possession of Contractors</li> <li>● <a href="#">CLC 056</a> Analyzing Contract Costs</li> <li>● <a href="#">HBS 428</a> Negotiating</li> </ul>
Education	<ul style="list-style-type: none"> <li>● At least 24 semester hours in accounting, law, business, finance, contracts, purchasing, economics, industrial management, marketing, quantitative methods, or organization and management</li> <li>● Baccalaureate degree (Any Field of Study)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>● 2 years of contracting experience.</li> </ul>

Figure 8. DAWIA Certification Standards Contracting Level 3  
Source: Defense Acquisition University (DAU, 2018).

Core Certification Standards (Required for DAWIA certification.)	
Acquisition Training	<ul style="list-style-type: none"> <li>● <a href="#">ACQ 202</a> Intermediate Systems Acquisition, Part A</li> </ul>
Functional Training	<ul style="list-style-type: none"> <li>● <a href="#">CON 360</a> Contracting for Decision Makers (R)</li> <li>● 1 additional course from the Harvard Business Management Modules</li> <li>● Elective Requirement. Select one of the below courses:</li> <li>● <a href="#">ACQ 265</a> Mission-Focused Services Acquisition (R)</li> <li>● <a href="#">ACQ 315</a> Understanding Industry (Business Acumen) (R)</li> <li>● <a href="#">ACQ 370</a> Acquisition Law (R)</li> <li>● <a href="#">CON 244</a> Construction Contracting (R)</li> <li>● <a href="#">CON 252</a> Fundamentals of Cost Accounting Standards (R)</li> <li>● <a href="#">CON 320</a> Advanced Indirect Cost Analysis (R)</li> <li>● <a href="#">CON 334</a> Advanced Contingency Contracting Officer's Course (R)</li> <li>● <a href="#">CON 370</a> Advanced Cost and Price Analysis (R)</li> </ul>
Education	<ul style="list-style-type: none"> <li>● At least 24 semester hours in accounting, law, business, finance, contracts, purchasing, economics, industrial management, marketing, quantitative methods, or organization and management</li> <li>● Baccalaureate degree (Any Field of Study)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>● 4 years of contracting experience</li> </ul>

## **G. SUMMARY**

This chapter discussed the acquisition workforce, the importance of the DOD contracting workforce and the issues they represent to senior leadership. Additionally, it addressed the challenges of the DOD contracting workforce, the GAO High-Risk Report and the DOD IGs Contract Management Challenges Report. This chapter also introduced the Army Acquisition Workforce and the Defense Acquisition Workforce Improvement Act (DAWIA). The next section will cover the literature review on organizational climate within the contracting workforce.

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### **III. LITERATURE REVIEW**

#### **A. INTRODUCTION**

This chapter gives an in-depth literature review to provide an overview of the relationship between the dimensions of organizational climate and job satisfaction. The chapter defines and differentiates between organizational climate and culture in the Army's contracting workforce. Moreover, an assessment of the dimensions used to improve job satisfaction, and climate is examined.

#### **B. ORGANIZATIONAL CLIMATE**

The cumulative amount of indefinable notions that individuals have of an infinite perspective of the workplace in an organization is alluded to by the term organizational climate. According to Forehand and Haller (1964), organizational climate is defined as a "set of characteristics that describe an organization and that (a) distinguish it from other organizations, (b) are relatively enduring over time, and (c) influence the behavior of people in the organization" (pp. 361–382). Some of the earliest reports by Litwin and Stringer (1968) introduced a more comprehensive framework of organizational climate. The same authors (1968) provided six dimensions to describe organizational climate: structure, responsibility, reward, risk, warmth, and support. Therefore, organizational climate is defined as "the shared meaning organizational members attached to the events, policies, practices, and procedures they experience and the behaviors they see being rewarded, supported, and expected" (Schneider, Ehrhart, & Macey, 2012, p. 362).

Another compelling notion on organizational climate is the individuals' perceptions of their environment, and the correlation between various work outcomes (Cooper & Robertson, 1988). According to James and Jones (1974), their research differentiated climate between psychological climate (the individual level of analysis) and organizational climate (at the unit or organizational level). While psychological climate is only assessed at the individual level and not aggregated to the organizational level, they demonstrated that psychological climate variables could be arranged in four factors that are beneficial to represent an overall view of an individual employee's

organizational environment. Those four factors are “role stress and lack of harmony, job challenge and autonomy, leadership facilitation, and workgroup cooperation” (James & Jones, 1974, pp. 1096–1112).

Schneider et al., (2012) shared a similar approach in the differentiation of molar climate and focused climate or those facets of the environment that are more relevant aspects of the environment for a particular outcome. In fact, the focused climate can be distinguished in two different areas of focus on the organization’s strategic goals (e.g., safety and service) and focus on internal process (e.g., fairness, innovation). Thus, the internal process is linked to a positive organizational climate which enhances job performance, work attitudes and lower levels of turnovers in the workforce (Schneider et al., 2012)

The next section examines the distinction between culture and climate to further understand the organizational climate in the Army’s contracting workforce and how it is associated with job satisfaction and retention goals.

### **C. CLIMATE VERSUS CULTURE**

Schein (2004) describes culture as the notion that it can be observed at three levels of the organization: artifacts, espoused beliefs and values, and basic assumptions. His definition of culture includes several key tenets that he explains throughout his work and as follows:

A pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (Schein, 2004, p. 17)

Organizational culture has evolved throughout the years. It is deeply connected to the history of the organization. It can also be seen as the shared values, beliefs or assumptions of interactions that contribute to a unique environment within the organization (Robbins & Coulter, 2005). The organizational culture is considered long-term and takes time to change. In contrast, the organizational climate can be view as short-term changes that derive from the culture of an organization. The climate represents

how members of an organization experience those short-term changes of the culture in the organization. It can also be viewed as the shared perceptions and attitudes of individuals about the organization (Schein, 2004). It is described as the mood or temperament of the organization. It is regarded as a by-product of the more rooted culture however with greater flexibility. Thus, the climate reflects the current state of the organization and what each member are experiencing at the time (Denison, 1996). It can be subjective based on positive or negative feedback from individuals within the organization concerning policies, processes, job satisfaction and rewards (James & Jones, 1974).

Further differences between culture and climate in the workplace are listed in Table 1 (Denison, 1996). The author (1996) distinguished between the two concepts and the different research perspective applied. The temporal orientation for culture is historical in contrast to climate which is immediate. Another distinguishing factor is the discipline associated with culture which is sociology and anthropology as climate focus on psychological perspective. As indicated earlier, “the term climate means consciously perceived processes and factors of the environment that can be controlled by the organization. The focus of climate is on the situation and its link to perceptions, feelings, and behavior of employees” (Varsani, 2015, p. 87).

Table 1. Different Perspective on Organizational Culture and Climate.  
Source: Denison (1996).

<b>TABLE 1</b> <b>Contrasting Organizational Culture and Organizational Climate</b> <b>Research Perspectives</b>		
<b>Differences</b>	<b>Culture Literature</b>	<b>Climate Literature</b>
Epistemology	Contextualized and idiographic	Comparative & nomothetic
Point of View	Emic (native point of view)	Etic (researcher's viewpoint)
Methodology	Qualitative field observation	Quantitative survey data
Level of Analysis	Underlying values and assumptions	Surface-level manifestations
Temporal Orientation	Historical evolution	Ahistorical snapshot
Theoretical Foundations	Social construction; critical theory	Lewinian field theory
Discipline	Sociology & anthropology	Psychology

## **D. CLIMATE DIMENSIONS**

### **1. Job Satisfaction**

Job satisfaction can be defined in several ways but in simple terms, “is the extent to which people like or dislike their jobs” (Spector, 1997, p.4). Employee job satisfaction is measured by how an employee feels about their jobs. Another measure of job satisfaction exists such as Hackman and Oldman’s (1976) job characteristic model which breaks down different dimensions that affect job satisfaction. Furthermore, job satisfaction can comprise a worker’s feeling of fulfillment or enjoyment from interacting with colleagues. When employees in the workplace are genuinely concerned about each other, and their experience on the job is positive therefore that influence their perception of the organization (Davis & Newstrom, 1989). The responses analyze for this study derived from an Army survey on its contracting workforce aimed at civilians and military professionals. The results will determine how satisfy contracting personnel are with their jobs. It will assist senior leadership to influence positive changes and ensure practices and processes are implemented properly to achieve retention goals.

### **2. Job Characteristics**

The job characteristics dimension views different aspects that would increase job opportunities in the organization. Based on the job characteristic model (Hackman & Oldman, 1976), there are five core job characteristic that influence job outcome in the organization. These characteristics are skill variety, task identity, task significance, autonomy, and feedback which can enhance challenges and variety to the workplace. Similar dimensions have been identified such as organizational leadership, productivity, improving organizational inertia and enhancing processes and goals to improve the organizational climate for the Army’s contracting workforce. The job characteristics theory can further describe “the conditions under which individuals will become internally motivated to perform effectively on their jobs” (Hackman & Lawler, 1971, pp. 259–286). It is based on “skill variety, autonomy, task significance, task identity and feedback” which in turn results in job satisfaction in the workplace, high



morale, and motivation, pride in the organization, etc. (Hackman & Lawler, 1971, pp 259-286).

### **3. Work-Family Conflict**

The issues that employees encounter at the workplace and the struggle to balance that with family life is known as work-family conflict or also called work-family interference (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). This interference occurred when the demands at work increase and conflicts with family roles. According to Kossek and Ozeki (1998), the relation of work-family conflict and its consequences such as job satisfaction, exhaustion and absenteeism can negatively impact the organization. The concept that members of the organization need to work beyond the allotted time in order to meet the organization's tasks and mission without compensation can cause employees to be disengaged from work and have less involvement (Kossek & Ozeki, 1999). Therefore, compensating an employee is necessary for their efforts of going above and beyond what is required. Employees want to be compensated working beyond regular duty hours due to the opportunity cost that could have been spent with family, friends, and significant other. Ideally, most employees would like to be compensated by the following:

- a.** Premium Payment is defined as payment for working more than their average hourly wages as compensation for working beyond 40 hours per work week, which can be necessary due to mission requirements.
- b.** Time-off with pay is in lieu of premium payment (overtime pay), others prefer paid time off. Paid time off creates days that an employee can use at a later time, whether it is for appointments or emergency, based on the employee's discretion.
- c.** Other Reward refers to employees who find value in other things other than money and paid time off in the workplace. They are motivated by other intangible compensation that they find more meaningful.

#### **4. Organizational Justice**

Justice is referred to employee's perception of fairness in the workplace and how that influence outcome. It is also perceived as an activity or event that is centered on "the basis of ethics, religion, fairness, equity, or law" (Pekurinen et al., 2017, pp. 490–496). Furthermore, the organizational justice theory provided a framework to make the correlation between employee's perception of injustice and how that affects outcomes and organizational climate. In the same aspect, the fairness theory (Folger & Cropanzano, 2001) also highlighted the importance between employee's emotional connection and the perception that injustice has been done. It discussed that employee could perceived unfairness when harm has occurred in the organization, the person deemed responsible was aware of their actions and those actions were unethical. Other recent studies (Cropanzano & Greenberg, 1997; Greenberg, 1990; Folger, 1987) classified organizational justice into different categories: distributive, procedural and interactional. These categories explained several key elements to determine justice and increase the overall fairness of job evaluation or performance appraisal processes. In the Army's contracting workforce, the emphasis is on effective communication skills, implementation of an employee reward system, trust in leadership and improvement to the performance appraisal system to ensure fairness and justice is visible in the workplace. Given these aspects, organizational justice is perceived as having positive or negative ramifications on the organizational climate and their performance.

#### **E. SUMMARY**

This chapter provided the literature review on organizational climate and a comparison between climate and culture in the workplace. It also discussed the four organizational climate dimensions of job satisfaction job characteristics, work-family conflict and organizational justice. The next chapter will examine the methodology applied during this research.

## **IV. METHODOLOGY**

### **A. INTRODUCTION**

This chapter reviews the research approach utilized in this study. It will also provide the different steps that we used to achieve the findings and results. The data source, analysis methods, familiarization and coding of data, development of themes and patterns and mapping will be discussed in this section. A review of the interrater reliability (IRR) and Kappa results will be discussed as well.

### **B. RESEARCH APPROACH**

This study utilizes a qualitative research approach that requires the non-identifiable data gathered from open-ended survey questions previously administered to approximately 10,000 civilians and military personnel within the Army's contracting workforce. Respectively, the data will help to understand if there was a correlation between the organizational climate in the contracting workforce and job performance dimensions (McKeithen, 2016). The intended audience for the survey was limited to Army contracting members within 1102, 1105, 0800 and their military equivalent to including the Corps of Engineers. The National Guard (NG) was excluded from the survey alongside all non-acquisition professions. The focus was explicitly on contracting professionals that have warranted authority to obligate government funds.

An inductive approach is used, meaning the research required for exploratory thematic analysis which is content-driven (Guest, MacQueen, & Namey, 2012, p.6). Thematic analysis is defined as "a process for encoding qualitative information. The encoding requires an explicit 'code'" (Boyatzis, 1998, p.161). In an exploratory study, it is data-driven, and different cases yield patterns and themes which is the product of qualitative research (Patton, 2005).

By sampling the raw data provided will aid with identifying themes, encoding information and establishing interrater reliability (IRR) which will validate the patterns and themes identified. As shown in Table 2, this diagram shows a similar approach to the assessment conducted for this study.

Table 2. 15-Point Checklist for a good TA. Source: Braun and Clarke (2006).

<i>Process</i>	<i>No.</i>	<i>Criteria</i>
Transcription	1	The data have been transcribed to an appropriate level of detail and the transcripts have been checked against the tapes for 'accuracy'
Coding	2	Each data item has been given equal attention in the coding process
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive
	4	All relevant extracts for each theme have been collated
	5	Themes have been checked against each other and back to the original data set
	6	Themes are internally coherent, consistent and distinctive
Analysis	7	Data have been analysed – interpreted, made sense of – rather than merely paraphrased or described
	8	Analysis and data match each other – the extracts illustrate the analytical claims
	9	Analysis tells a convincing and well-organized story about the data and topic
	10	A good balance between analytical narrative and illustrative extracts is provided
Overall	11	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a light once-over
Written report	12	The assumptions about, and specific approach to, thematic analysis are clearly explicated
	13	There is a good fit between what you claim you do and what you show you have done – i.e. described method and reported analysis are consistent
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis
	15	The researcher is positioned as <i>active</i> in the research process; themes do not simply 'emerge'

Source: Braun & Clarke (2006:96), reproduced here with permission from Taylor & Francis.

### **C. DATA SOURCE**

In view of the study conducted by McKeithen (2016), there were four open-ended inquiries which this study centers around. The following is a list of those questions that were answered during the survey:

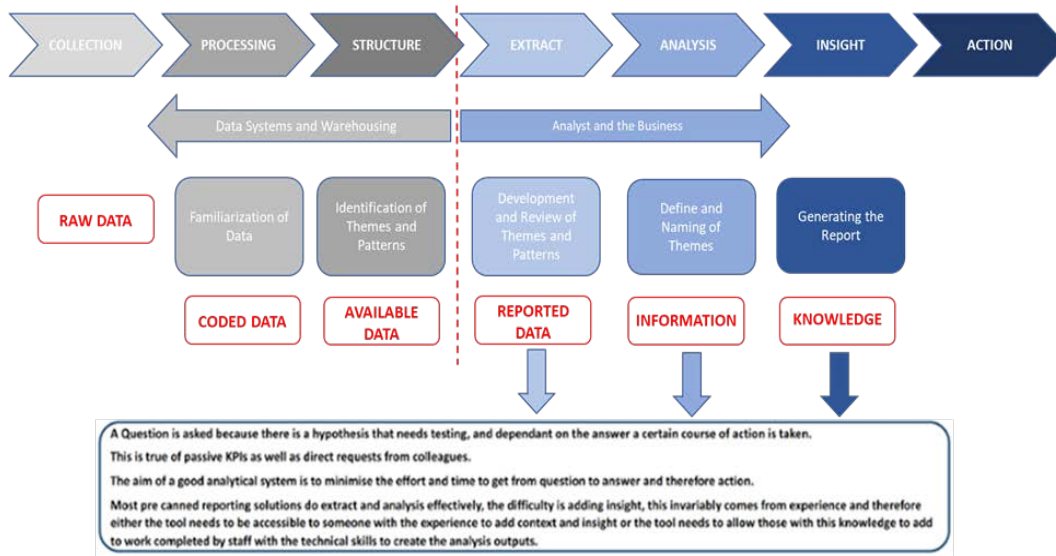
- Job Satisfaction—How you would improve the work environment?
- Job Characteristics—How would you increase opportunities for job enhancement in your work center?
- Work-Family Conflic—In the event you might work beyond 80 hours per pay period to ensure mission accomplishment, are you compensated?
- Organizational Justice—Provide suggestions for improving the overall fairness of job evaluations or performance appraisal processes and procedures in your current command.

Based on the number of responses for the four open-ended questions from the survey, a sample was taken from the raw data to conduct a qualitative analysis. There are different types of framework for sampling, but for this study, organizational setting is appropriate (Boyatzis, 1998). The data collected focus on a particular organization, in this case, the Army acquisition workforce, more specifically the contracting professionals. As stated in the previous chapters, the data was collected from Army contracting professionals within 1102, 1105, 0800 and their military equivalent including the Corps of Engineers.

### **D. DATA ANALYSIS METHODS**

This section provides the approaches the researchers utilize to analyze the data set. It will elaborate on the means taken to arrive at the findings and results. As shown in Figure 9, the outline describes the pathway the researcher needs to experience in the data analysis process to get from information to activity and conclude with results.

Figure 9. The Data Analysis Process. Source: Dickson (2016).



## 1. Familiarization of Data

This is considered the first phase in conducting a good TA. This process requires the researcher to be analytically engaged in the data set by reading and then re-reading on numerous occasions while “looking for keywords, trends, themes or ideas from the data that will help outline the analysis” (Guest, MacQueen, & Namey, 2012, p. 7). The challenge is making sense of extensive amounts of information and transforming them into practical, adaptable, and “logic frameworks, assumptions or rationales that underpin its content and to identify the ‘bigger-picture’ commonalities that might unite seemingly disparate data” (Braun & Clarke, 2006, p.100).

## 2. Coding of Data

Coding is the process of arranging and categorizing the data. Codes are developed to represent the identified themes and provide linkage to raw data that could be used for future research (Guest, 2012). A code is characterized as “a thought captured in a phrase that can help answer the research question” (Hahn, 2008, p.94). According to Boyatzis (1998, p.31), a good thematic code should have these five elements:

- a. A label (i.e., a name)
- b. A definition of what the theme concerns (i.e., the characteristic or issue constituting the theme)
- c. A description of how to know when they occur (i.e., indicators on how to “flag” the theme)
- d. A description of any qualifications or exclusions to the identification of the theme
- e. Examples, both positive and negative, to eliminate possible confusion when looking for the theme

Codes can range from the descriptive, summation in a word to demonstrate how the coding process functioned. In this study, a similar method used by Braun & Clarke (2006) where codes were written next to the appropriate text (see Table 3) that was extracted from the data is apply here to illustrate the process. The codes identified from job satisfaction pinpoint interesting features of the data. Additionally, multiple codes were identified but kept brief and direct for the job satisfaction segment as well as the data collected from the other three open-ended questions. Once the researcher is satisfied that the coding is thorough and reliable, and addresses the research questions, at that point the time has come to proceed onward to the following stage (Boyatzis, 1998). A challenge with coding is the measure of data that ought to be coded. Some agree that every “recorded fieldwork detail is worthy of consideration” while others may feel that just the most notable segments ought to be analyzed (Strauss, 1987).

Table 3. An excerpt of coded data from the open-ended question relating to job satisfaction

Extract	Codes
Management needs to treat all with respect not just some. They also need to have a open door policy—currently, my management closes their doors once they come in to work and people has to knock all day if they have issues and hopefully management will agree to let them in. If somebody is doing a great job, better than the previous person that was doing it, that person should get paid the same. If I was management, I would listen to my employees. If I was a mentor, I would make sure that all my employees had all the training that they need plus some. I would listen to the ideas that employees have. currently I need a bigger area to do my job and none of the management will allow me to move into a bigger cubicle because of my grade. I am a GS-10, and the bigger cubicles are for higher ups. One problem though, is that nobody is arriving to fill these cubicles. I love my job and I'm good at it. I make sure that everything is by regulations, but management will not promote me. I've been in the government for over 30 years and I am dedicated and love working for my country. all management wants to do is hire kids that don't have a clue of how the government works, all they care about is that degree which won't help them work for APG. APG works by regulations and policies. Also, by the way, I just received my BA degree but management could care less.	Leader Competency Team Building (increase morale) Better Communication and less duplication of work Better Office Procedures Fairness, Respect, Diversity Advancement and Evaluation Promotion or Awards Better Pay and Training (i.e. DAU, Office Rotations) Increase Mentorship Favoritism and Nepotism Undervalued

### 3. Development of Themes and Patterns

The next step in a TA is to recognize patterns and themes from the multiple codes already identified from the data. By recording, the emerging patterns from the data aid the researchers in compiling codes into themes. Boyatzis (1998) asserts that “a theme is a pattern found in the information that at the minimum describes and organizes possible observations or at the maximum interprets aspects of the phenomenon” (p. vii). Codes for job satisfaction were clustered into relevant themes and sub-themes. The following are themes that were extorted from the data. Again, the job satisfaction open-ended question is expounded here. The responses from contracting professionals were based on their



perception and experiences in the workplace. There were five significant themes identified from job satisfaction alone. The first major theme of job satisfaction listed was leadership management with the following sub-themes:

- (1) Leader competency
- (2) Fewer Micro-Managers
- (3) Improvement in office procedures
- (4) Remove Toxic Leaders
- (5) Communication
- (6) Respect
- (7) Diversity
- (8) Neat and cleanliness of office
- (9) Cleanliness of a functional breakroom
- (10) Working Equipment

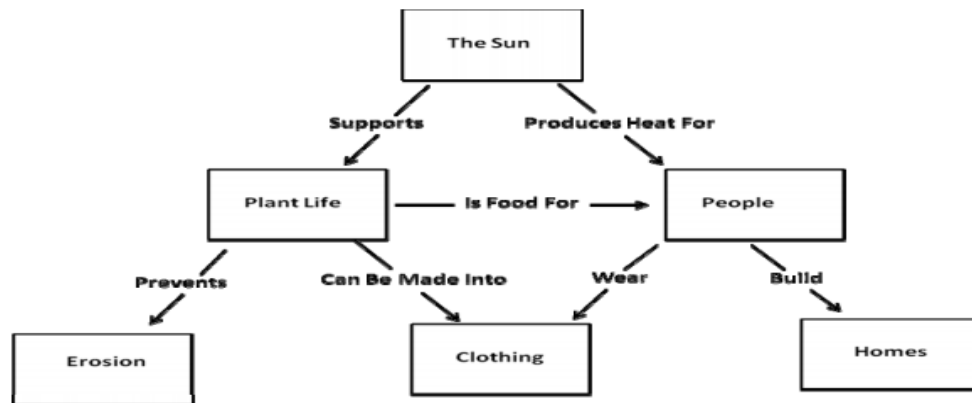
These themes demonstrated a correlation in best practice to enhanced job satisfaction in the work environment. The same process was used to identify the other major patterns for job satisfaction and additionally the significant themes and sub-themes for the other open-ended questions. As Braun and Clarke (2006) suggested, “good themes do not overlap; however, they should relate to each other to produce a coherent analysis” (p. 103).

#### **4. Mapping**

In this phase, a TA map is a useful tool in “determining the relationships between themes and for shaping an overall structure and organization for the analysis” (Braun & Clarke, 2006, pp. 77–101). The researchers have two concentration for this stage: quality control by checking that the themes are a solid match with the coded data; assigning labels and definitions to the themes to depict the full story (Braun & Clarke, 2006). Mapping the themes out can help conceptualize the distinctive words, ideas, or different things that connected the sub-themes to the major themes. This tool is used to collate and visualize the relationship between themes so the researchers can define and label them. At the end of the TA, there should be a satisfactory map as a guide for the research.

Figure 10 presents a more traditional method of mapping, one portraying a structural relationship between the coded data and themes identified.

Figure 10. Simple Concept Map. Source: Wheeldon and Faubert (2009).



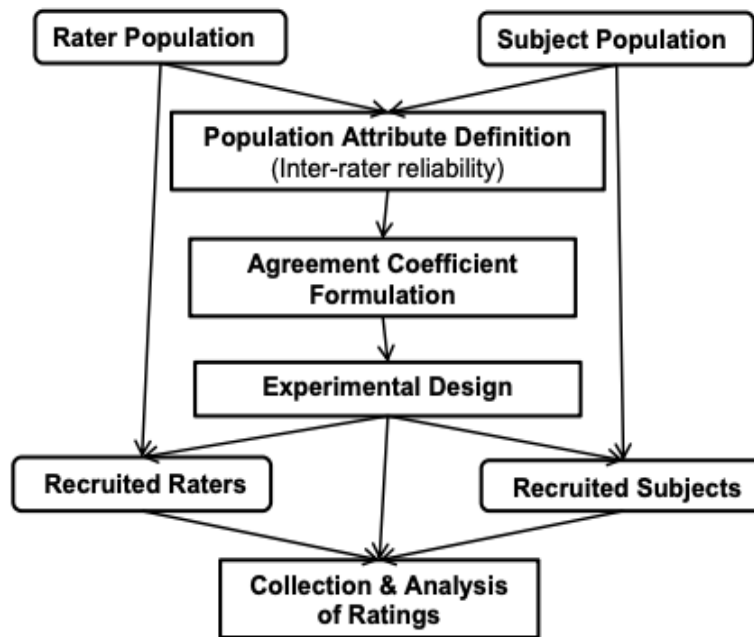
## 5. Interrater Reliability

Interrater reliability (IRR) is a statistical measurement to determine agreement between two or more raters. Any research program that requires qualitative rating by different raters can benefit from interrater reliability testing. Author Kilem Gwet states that “the concept of interrater reliability will appeal to all those who are concerned about their data being affected to a large extent by raters, and not by the subjects who are supposed to be the main focus of the investigation” (p. 4). The process is defined as follows:

During the conduct of a scientific investigation, classifying subjects or objects into predefined classes or categories is a rather common activity. These categories are often values taken by a nominal or an ordinal characteristic. The reliability of this classification process can be established by asking two individuals referred to as raters, to independently perform this classification with the same set of objects. By accomplishing this task, these two individuals will have just participated in what is called an interrater reliability experiment expected to produce two categorizations of the same objects. (Gwet, 2014, p. 4)

The overall goal is for all raters to identify statements from interviews and sorted into a defined category. However, Gwet notes that this can be difficult to accomplish because “articulating a universal definition that is applicable in most situations is still problematic” (p. 4); therefore, no interrater reliability test will result in perfect agreement. Figure 11 presents a strategic view of the steps to an inter-reliability experiment.

Figure 11. Phases of an Interrater Reliability Study. Source: Gwet (2014).



For our study, we use the Cohen and Fleiss Kappa statistical method to determine the percentage of agreement between raters versus chance agreement. Cohen’s Kappa is the “most widely-used agreement index of its genre” (p. 30) which measures agreement between two raters. Fleiss Kappa is a different version of Cohen’s Kappa which measure “three or more raters” (McHugh, 2012, p. 3). The closer the value is to 1.0 signifies better interrater reliability, while a value of less than or equal to 0.0 indicates a poor agreement, as shown in Figure 12.

Figure 12. Agreement of Measures for Categorical Data.  
Source: Landis and Koch (1977).

<u>Kappa</u>	<u>Agreement</u>
< 0	Less than chance agreement
0.01–0.20	Slight agreement
0.21– 0.40	Fair agreement
0.41–0.60	Moderate agreement
0.61–0.80	Substantial agreement
0.81–0.99	Almost perfect agreement

The inter-reliability testing conducted used four non-technical skills categories: job satisfaction, job characteristics, work-family conflict, and organizational justice with defined categories. Raters will then sort each survey in a category that best aligns with the set definitions. The following section will show results of the interrater reliability testing.

## 6. Kappa Results

To analyze Kappa, we used approximately 60 randomly selected statements and ratings were conducted independently. Both the Cohen and Fleiss Kappa were utilized to achieve the results of the IRR testing. The following are the raters that were involved in the process:

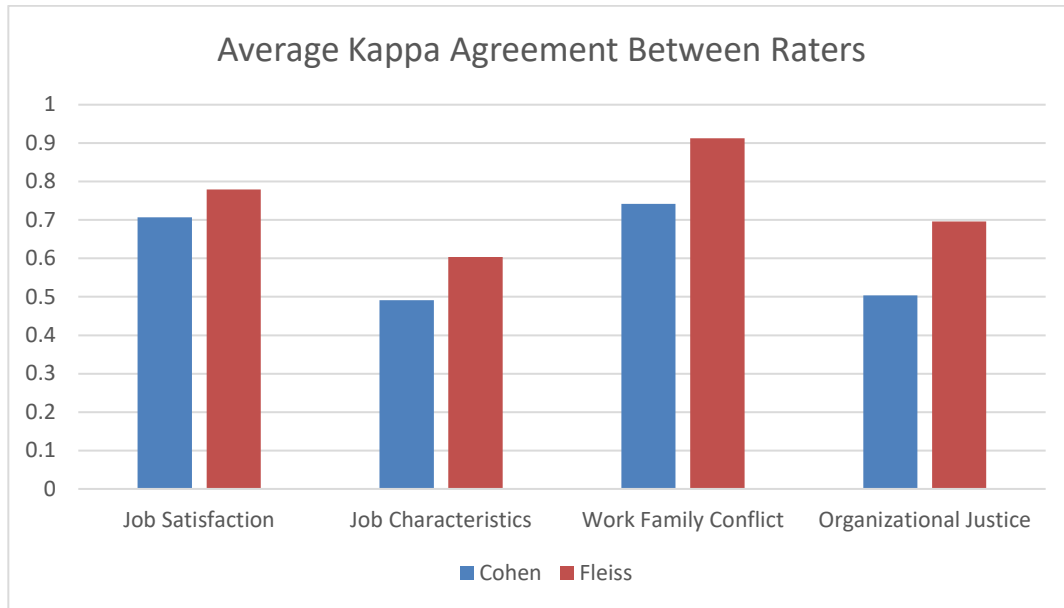
Rater 1: Researchers Collins and Garcia

Rater 2: Dr. Edward H. Powley

Rater 3: Dr. Rene Rendon

The average Cohen and Fleiss Kappa ratings results are shown in Table 4, which shows that, between all raters, the level of agreement is “moderate” with job characteristics category showing the lowest agreement. The IRR results also shows that the data collected was a correct representation of the variable measured (McHugh, 2012). The next section will discuss the findings of the IRR test and the consistency level of agreement on the data collected among the raters.

Table 4. Average Kappa (Cohen and Fleiss) Agreement between All Three Raters



## E. SUMMARY

This chapter provided the methodology and the steps utilized to achieve the findings and results. It also discussed where the data source came from, the different analysis methods, familiarization, and coding of data that led to the development of themes and patterns and mapping. This section closes with the Kappa results from the IRR. The following chapter will discuss the findings and recommendations.

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## **V. FINDINGS, DATA ANALYSIS, AND RECOMMENDATIONS**

### **A. INTRODUCTION**

This chapter discusses the findings and results of the IRR test conducted between three different raters. It also reviews the strength of agreement between the raters based on kappa statistics and how that correlates to the four organizational climate dimensions of how well contracting personnel were satisfied with their jobs in the organization. It further provides ways to improve those dimensions and also aid senior Army leadership in improving their workforce retention goals.

The next section will provide a specific analysis of the four categories that were identified during the survey. The grouped quotes are directly from the survey responses listed in the analysis of job satisfaction, job characteristics, work-family conflict, and organizational justice correlates with the codes we have identified within those four categories.

### **B. ANALYSIS OF JOB SATISFACTION**

Satisfied employees tend to remain in the organization and continuously improve the organizational climate. As Frederick Herzberg wrote, “true motivation comes from achievement, personal development, job satisfaction, and recognition” (Herzberg, 2004). His words summed job satisfaction in its entirety as one of the organizational climate dimensions that explains why “the problem of employee turnover has continued to plague organizations in recent years despite an increase in investigation” (Porter, Steers, & Boulian, 1973, p. 1).

As shown in Table 5, raters’ agreement for job satisfaction ranged from “moderate agreement” to “almost perfect” agreement. Job satisfaction was the first open-ended question we assessed on the survey. The results in Table 5 showed the raters and their level of agreement on the four themes for job satisfaction.

Table 5. Cohen Kappa Results between Raters for Job Satisfaction

<b>Job Satisfaction</b>	<b>Rater 1 &amp; 2</b>	<b>Rater 1 &amp; 3</b>	<b>Rater 2 &amp; 3</b>
Leadership	0.488	0.76	0.520
Intrinsic Value (Motivation)	0.687	0.647	0.540
Advancement	0.579	0.736	0.522
Benefits	1.000	1.000	1.000

When it comes to leadership, the findings from the Kappa results suggested that the raters' level of agreement ranged from moderate to substantial. We identified leadership as the first theme that impacts job satisfaction which was a common pattern among the participants' responses. Leaders can influence others to accomplish the mission. They should also be considerate of employees and find ways to motivate subordinates and empower them within the organization. Leaders who lack emotional intelligence can wreak havoc in the workplace and leave employees disgruntled. An effective leader is not only responsible for ensuring that employees have all the necessary tools to complete the mission but also making sure that employees are engaged, motivated and satisfied. The following direct responses from contracting professionals shows how ineffective leadership in the contracting workforce has created a negative climate within the organization.

The work is challenging. However, the turnaround times are EXTREMELY UNREALISTIC. My supervisor works for free off the clock and expects subordinate staff to as well. It appears that some of my colleagues have been manipulated into working long extra hours at home for free. The ones who don't lose promotional opportunities. Some staff do such a gruesome amount of work that I suspect they must be recruiting family members to help them or have some other type of scheme. Further, it seems that employees who give away the farm to the contractors are highly favored and promoted faster.

Management needs to treat all with respect not just some. They also need to have a open door policy—currently, my management closes their doors once they come in to work and people has to knock all day if they have issues and hopefully management will agree to let them in. If somebody is doing a great job, better than the previous person that was doing it, that person should get paid the same. If I was management, I would listen to my employees. If I was a mentor, I would make sure that all my employees had all the training that they need plus some. I would listen to the ideas that employees have. currently I need a bigger area to do my job and none of the management will allow me to move into a bigger cubicle



because of my grade. I am a GS-10, and the bigger cubicles are for higher ups. One problem though, is that nobody is arriving to fill these cubicles. I love my job and I'm good at it. I make sure that everything is by regulations, but management will not promote me. I've been in the government for over 30 years and I am dedicated and love working for my country. all management wants to do is hire kids that don't have a clue of how the government works, all they care about is that degree which won't help them work for APG. APG works by regulations and policies. Also, by the way, I just received my BA degree but management could care less.

The GS-14's have little leadership experience. Most of the Division Chief's have been with this organization since the mid 2000's, with around 10–15 years of 1102 experience. As a Army Retiree, my expectations for a GS-14 would be 25–30 experience as an 1102 with one or multiple advanced degrees. Our leadership falls well short of this expectation. The current leadership is one of the reasons my peers have left the organization, many taking lateral positions, and one who just left without a job.

Morale at [place] is very low. Management hand selects candidates for promotions even though they have all applicants participate in the “process” (apply and interview). Candidates are not selected fairly and the selecting official ultimately selects the individual. Therefore, the process is broken. The managers treat employees badly with intimidation, slamming doors, cursing, degrading personnel. Managers are not accountable for their actions and higher level supervision supports this behavior. Managers were briefed how to be more abrasive to employees ratings. Higher level supervision lies to employees and there is no trust. People are not treated like educated adults and very micromanaged.

The Military leadership are seriously lacking in contracting knowledge to execute the mission. Due to their lack of functional knowledge they end up focusing on items they understand like reorganizing the offices/commands they oversee which adversely impacts employee morale. The military leadership in contracting do not feel they have to work with civilian leadership in ASA(ALT) which is a serious problem. The workforce witnesses this conduct and finds it divisive which undermines our mission.

The key to improvement is Command involvement and communication. If your Command supports the organization and focuses on a positive environment, the work load is easy to handle, because people actually like coming to work.

Competent leadership that genuinely cares about their people more than they care about furthering their careers.

The same kappa results of moderate to substantial from theme one was also found in the second theme for job satisfaction which is the intrinsic value (motivation). We identified this as the second issue that affected contracting professionals in the workforce. Intrinsic value has often been thought of as an issue of ethics and moral judgment of a person. Employees each have individual values that they contribute to the workplace which plays a more significant role in ensuring overall success. This success is the result of a positive organizational climate that makes employees feel good about the work they do within the organization.

Additionally, an employee who feels accepted, respected and valued will experience continued job satisfaction which can lead to happiness and work-family balance. Overall, employees will continue to work harder and likely to remain with the organization. Unfortunately, the participants' responses indicate a negative organizational climate and a high level of dissatisfaction.

The work environment is dirty. There is mold on the walls (underneath wallpaper). There are not enough restrooms for the number of people. People are doubled up in cubes. The carpets are filthy; repeated cleanings do not remove the stains. The commander's office gets a remodel but the rest of the people are suffering.

My team and my team leader are completely disconnected. We do not even sit in the same area. It is hard to build a working relationship with people who don't even know what you look like.

why can't folks follow the FAR, FIMR, Ethics regulations and ARs? Without this as a base to work from/off of there is constant redirection based upon whim, lack of risk and cost analysis, unobtainable or poorly written specs, T&E, etc. Sure, it all gets approved and while one should really trust your 14s and O-5/6s for due diligence and understanding it's all to get more dollars or the next promotion. DOUBLE CHECK the data, the plans. is it based on sound factual details or was it reverse engineered to make it to the next approval level? Ensure the basics are being followed and check to make sure. it's akin to spoiled children trying to get over on their parents and the parents aren't ensuring the work is done properly.

Installation contracting is not treated with same grades/pay/respect as program level contracting. Differing complexity, not easier but opportunities are limited by perception even though installation level contracting often has much greater

responsibility than other contracting people working at the program level as part of a team.

1. Respect staff and their knowledge. Develop trust. 2. Eliminate cliché's by rotating staff to other directorates. 3. Follow the correct procedures for hiring instead of circumventing the system with 1101s at high salaries and expecting 1102s to train them. 4. Hold supervisors accountable for bullying behavior and incompetence. 5. Stop circumventing the system by allowing certain persons to regain supervisor position who are not qualified.

much depends upon individual values, and understanding of leadership. supervisors can be ambitious people but they need to know how to be inclusive

The third theme that seems to be an issue throughout the survey was an advancement. Employees were unhappy with the limited advancement opportunities to excel in the workplace, and it affects their job performance. Advancement also showed an agreement of moderate to a substantial rating between the raters. Promotion is identified from the responses as an essential aspect of advancement for employees which affect their personal and professional life. Being recognized in the workplace can be an incentive used toward highly productive workers which other employees can emulate. By also recognizing an employee that is commensurate of their skills, input, and abilities can promote greater job satisfaction. Moreover, employee development and training are seen as an investment in the employee which could lead to future promotion or advancements to benefit the organization. The following responses presented a lack of advancement opportunities in the contracting workforce and how it tremendously affects job satisfaction.

Schools. There is no order of merit list (OML) for level III certification classes. It is at the discretion of the Division Chiefs on who attends. Favoritism appears to play a major factor in the decision-making process. One example, myself and fellow 1102 were denied level III classes conducted at our location. A new hire 1106 was then put into one of the level III classes at the last minute by the Division Chief.

Training. There is a very high turnover rate for 1102's in our organization. There doesn't appear to be a standardized intern training program in our organization. Training is at the discretion of the Division Chiefs, with each employing their

own individual techniques. All new hires are not given the same opportunities to learn and excel.

Reviews. PA's and supervisors treat the review process as a re-write session. Training is needed on how to review a document for missing information versus personal writing style.

Improve visibility of our contributions to the national security a little more and ease the 2012–13 restrictions put on supervisors to properly award employees for accomplishments of major impact to our nation.

More opportunities to be a higher pay grade; more places to attend training; offer the CON 360 class at more locations.

I've been working for the Corps for over 25 years. I feel most newly hired persons come in, taking up all the training funding, put on project teams and then move on after 1 to 3 years. Most of them are hired as GS-11 or GS-12. But they also come in with either multiple degrees or additional work experience. They are given opportunities that used to take years to gain. Unfortunately, the people who remain are stuck with cleaning up their messes. There is no recognition or award for having long term knowledge or experience with the Corps. Most of the "mistakes" or contract mods that I see are due to lack of caution or actual construction or flood emergency experience.

dissatisfaction in work environment: I'm an intern (level 1 Contracting certified). My team is not friendly. My trainer has too much work and doesn't have time to train me. My PCO is new to the team/division and doesn't know what is going on-which doesn't help me at all. After 1 year I have only awarded 5 modifications on my trainers contract and I don't have a workload, although I ask for work often. I am told I am an intern and I have to do too much required training and I can't be assigned a contract to work. I had all my level I and level II training complete, except for CON 270/280/290 (resident courses) by June 201X. I am disappointed I am not learning more and have work to do daily. I can't master PADDs if I don't use it regularly. I am not invited to attend my teammates contract negotiations, pricing meetings, peer reviews, etc-to observe the process since I am not doing those things. I really enjoy what I have done and I want to do more. I want to be a contributing member of my team and my division and continue to grow. I want to be utilized.

We identified benefits as the last theme in job satisfaction that seems to be another concern with the responses provided. It also showed that the raters scored an

“almost perfect” agreement which was consistent with the responses from contracting professionals that job satisfaction could be improved by providing more benefits. As the economy continues to change, salaries are no longer the only focus or goal for employees. They want benefits that matter not only as individuals but benefits that can translate to family members as well. These can include medical, wellness, job location, and tuition assistance. To demonstrate the effect of how unsatisfied contracting professionals are within the contracting workforce we included the following direct responses that correlate to the need for more benefits within the workforce.

There are several ways that this organization could be improved. Here are some of the ways I would improve things if I has the power, First base pay on merit; second, get rid of the Union; third make it easier to fire bad/lazy employees, apply Lean principles (standard work,Hoshin Kanri (Policy Deployment), Kaizen, Key Performance Indicators, Removal of Waste, Root Cause analysis, etc.; purge stagnant employees (an employee not interested in moving up in an organization is not as motivated/productive as an employee striving for positions with more responsibility; lastly, stop giving EO training that is racist only showing white and Asians as racists and black employees as the victims. The biggest issue I have with this organization is whenever an award or a promotion is given to someone that is not black a group of more vocal employees start promoting a FALSE narrative that positive action was based on race not merit.

This organization needs better workload management. Employees are required to work extensive overtime on a consistent basis. The organization does not offer flexible work schedules such as alternate work schedules. The organization also does not allow telework on a regular basis. There is not a good work/life balance. This is the worst organization I have worked for in my 18 years of working for the federal government.

I would like to see our organization implement paid maternity leave, since we are currently lacking in comparison to other organization and companies.

Promote on merit instead of promoting friends

I would like to be able to telework and be staffed at a level that would make it easier to attend training courses.

Promotion process has been a farce—based strictly on an interview. Morale is low.

I do believe the values of a supervisor are important. I had a previous supervisor that I could not trust and it made the working relationship and environment very difficult and toxic at times. I routinely saw that supervisor demonstrate dishonesty and lack of integrity. There is not a mechanism in place to deal with this type of behavior or concerns that protect my career. It is difficult to work with a supervisor when you don't share the same vision or at least have your voice heard recognizing that the supervisor has the final decision. Fortunately, under a request for different work experience, I was able to move away from that former supervisor and work with one that I can respect and value working with. For employees interested in advancement, I recommend that supervisor talk to individuals to find out who is interested and help formulate a plan and provide opportunities to gain experience. Such as offering shadowing opportunities such as attend meetings that only chiefs attend, special assignments, etc. I do not believe the ratings are fair. I had taken significant additional work and responsibility, yet I was not rated lower than previous ratings. Discussion was not provided on what I could do to earn a higher rating or areas for improvement. I have never received negative feedback. It appeared very arbitrary. I recommend that supervisor be required/accountable to having meaningful discussions with their employees.

Contracting professionals displayed some level of job dissatisfaction within the workforce. Most importantly, the four sub categories of job satisfaction reflect this assessment. As General Dwight D. Eisenhower indicated, "leadership is the art of getting someone else to do something you want done because he wants to do it" (Bacharach, 2013). As the direct quotes from the data suggested, leadership is one of the elements that affects job satisfaction in the Army contracting workforce. The lack of good leadership is evidence as contracting members explained their frustration. Additionally, contracting professionals are not given time for personal development which in turn decreases motivation in the organization. Based on a previous study (Carter, Dudley, Lyle, & Smith, 2016), leadership who invested more time in their employees, resulted in those employees to more likely go above and beyond their assigned tasks. These employees were more motivated and strongly felt part of the team (Carter et al., 2016). Those individuals who are loyal and feel valued in the organization will likely remain within the organization and contribute to reducing employee turnover. Bad leadership coupled with the lack of benefits and less job advancement opportunities, decreases contentment with all aspects of their job and appreciation for the organization.

A comparison of Cohen and Fleiss Kappa was also conducted for this study. Table 6 reflects the results of that assessment. As the average between the two Kappa ratings range from moderate to substantial and almost perfect.

Table 6. Job Satisfaction Average Rating for Cohen and Fleiss Rating

<b>Job Satisfaction</b>	<b>Cohen Kappa's Average Rating</b>	<b>Strenght of Agreement</b>	<b>Fleiss Kappa's Average Rating</b>	<b>Strenght of Agreement</b>
Leadership	0.589	Moderate	0.700	Substantial
Intrinsic Value (Motivation)	0.625	Substantial	0.733	Substantial
Advancement	0.612	Substantial	0.683	Substantial
Benefits	1.000	Almost Perfect	1.000	Almost Perfect

### C. ANALYSIS OF JOB CHARACTERISTICS

Job characteristics enable the organization to improve performance and job satisfaction. In order to increase job opportunities, four themes for job characteristic were considered; leadership, productivity, organizational inertia and processes and goals. All of these elements are linked and starts with leadership. Having effective leadership can help influence people by providing purpose, direction, and motivation which is essential. Like Colin Powell once said, “Leadership is solving problems. The day soldiers stop bringing you their problems is the day you have stopped leading them” (Hillman, 2015).

As shown in Table 7, raters’ agreement for job characteristics is a constant “moderate” across all themes. The kappa results for job characteristics demonstrated that the leadership category has a substantial agreement between raters 1 and 3 while the processes and goals category showed a moderate agreement between raters 1 and 2. Overall, the consistency of agreement between the raters remained at a constant between .41 and .60.

Table 7. Cohen Kappa Results Between Raters for Job Characteristics

<b>Job Characteristics</b>	<b>Rater 1 &amp; 2</b>	<b>Rater 1 &amp; 3</b>	<b>Rater 2 &amp; 3</b>
Leadership	0.439	0.700	0.400
Productivity	0.524	0.463	0.414
Inertia	0.433	0.600	0.433
Processes & Goals	0.418	0.584	0.490

The results of the IRR for job characteristics indicated that leadership, productivity, inertia, and processes and goals are elements that contributed to enhancing job opportunities within the contracting workforce. However, there seemed to be a pattern of leadership as an issue that is consistent from the responses. Leadership agreement was also the highest agreement for job characteristic between rater 1 and 3 at .700.

The leadership theme displayed the highest agreement between raters; therefore, we must highlight its importance. Leaders must be fair, respectful, be able to support training, maintain standards and accountability. By emphasizing these criteria can lead to increase in productivity and improve organizational inertia. Furthermore, when leadership provides oversight and are involved in the processes and goals of the organization, then performance and job satisfaction will increase as well. The following responses regarding how to increase job opportunities in the workplace indicated that there is a lack of effective organizational leadership to influence the process.

ACC has sent me to DAU training. However, the training for day-to-day tasks needs serious improvement. Although I know the basics of my job, variances come up all the time that should be nailed down in a desk manual. I had a mentor help me a little bit, but the mentor was swamped. For the most part, training was ON THE JOB, TRIAL BY FIRE, SELF TRAINING. There is NO DESK MANUAL! The senior staff in my section don't agree with each other on many of the day-to-day variances. The procedures for the variances keep changing. Management keeps changing their mind. It appears that management wants to be able to change the rules to fit their agenda. Day-to-Day procedures for my section need to be CLEAR, DEFINITIVE AND CONSISTENT and nailed down in a desk manual.

Further, Management needs to get a backbone with the proposal instructions. The offerors NEVER provide sufficient supporting documentation and we have to play this back and forth game with them in order to pull the supporting



documentation out of them, like pulling teeth. There is a checklist that is provided, but it is just the FAR checklist. The FAR checklist is not definitive enough for the particular efforts we evaluate. A definitive checklist customized for our effort needs to be included with the proposal instructions where the offeror initials off. Further, the proposal instructions should state that proposals will be REJECTED if the correct supporting documentation is not submitted the first time.

Focus needs to shifted from management to subordinate. My perspective is that my successes are my supervisor's successes. And I don't feel that I have succeeded in anything when my supervisor succeeds. Very frequently I questions whether or not I am appreciated for the effort or expertise that I bring to the table at both my customer or the supervisor level. I believe AcqDemo has played a substantial role created this problem. I am only recognized for the work I do during my annual assessment.

Opportunities appear to be fair and reasonable, however nepotism and favoritism exist heavily in the organization. Suggest taking the selection process out the supervisors hands and letting human resources select the skillsets needed for the position and send the new hires to the department. Similar to how the military recruits. Commanders don't choose who gets to enlist. It is up to recruiting.

I take pride in making my managers job easier, keeping her informed, and asking for guidance. However, she doesn't seem to value this and micro-manages even the smallest tasks. My manager doesn't usually give the challenging job assignments, this is decided at a higher level and then she micro-manages it and the day to day tasks to the nth degree. When she does assign a task, she wants to be involved in everything and then is late reviewing evaluations or other supervisory type work. I have worked for her for one year and it doesn't seem she reads up on employee matters and therefore has had nothing to offer me in terms of appropriate guidance. I am a seasoned supervisor and I feel sorry for the brand new team chief we are about to get in our group.

Having an effective organizational leadership will also increase productivity in the workplace. We identified productivity as the second theme that continues to appear in the responses as another challenge in the contracting workforce. When employees are empowered they become more motivated and have a willingness to keep learning and invest in the organization. A productive organization is also one that displays teamwork and a shared vision. As such an organization should also value their employees and continue to motivate and make resources available so employees can be successful in the workplace. The following responses suggested that employees continue to pursue ways to

be productive and expressed concerns that leaders need to be fair and supportive in order for the workplace to be productive.

Equally distribute work so everyone has a chance for professional development. Sometimes hard workers get the higher workload because they get it done and the people who are slower get by with accomplishing less.

In-house training by having each directorate discuss the specifics or unique challenges they have to promote understanding, awareness and appreciation. 2, More in house developmental opportunities.

In the organization I currently work there is no “mentorship” per say. Actually, there is only one individual that will really take the time to explain things appropriately and provide “mentorship.” Leadership from our Management in our organization is sorely lacking and it’s apparent that the left hand doesn’t talk to the right hand. Instead of working together as a whole team or even “partnering” as a organization it’s apparent that each branch is for themselves. I’ve also never worked anywhere else that accomplishes so many bridge contracts. Prior to working for the Army, I worked for the Air Force and the difference is absolutely unbelievable. The AF knows when to tell a customer “no” but not the army. They will even write the PWS requirements for the customer. It’s all very political at this office due to the customer’s we support. I do understand the distinct difference between the Army & Airforce “Mission” however, Contracting should be the same for each agency.

We have branch chiefs and divisions chiefs that do not share their knowledge with their subordinates. We are given tasks and told later that it is done incorrectly requiring re-work. If we were provided expectations or template examples from their lessons learned, we would be more productive in our jobs. I believe that everyone should train their replacement so individuals at all levels can grow. Since being with the USG for now 7 years, this do not happen. Jobs are held tightly, information is not shared, and yet the workforce is young (number of years with the USG).

Our senior leader needs a vision of what the organization can do for the Army (not just respond to the expected role). The vision must be engaging, challenging, self-motivating, and contributing in an obvious manner to the success of the Army/larger organization. (I know this sounds academic, but it still is not happening.) We need to feel his vision for our organization and then he needs to communicate it in a way that we can implement it (verbally and by actions) from our seat within the office.

We identified the third common theme as organizational inertia from the responses of the participants who took the survey. Contracting professionals felt that

organizational inertia must improve in order for the climate in the workforce to be better. Inertia is when an organization continues to utilize the same processes in the organization when they are aware that it does not produce positive results. Over time, people also become complacent and settle for the way things are instead of being innovative and flexible. Improving organizational inertia can improve those areas within the workforce and increase success. The following are responses that show how contracting professionals viewed organizational inertia and the lack of initiative taken by leadership to improve process and programs, so they are more sustainable in the long run.

As a Gen X/Millennial, feedback is essential to enhancing my job growth to include identifying areas of increased job opportunities. Training does not always have to be developmental or include travel or classroom training. Increases job opportunities (that are extremely beneficial) are: (1) getting invites and sitting in Senior Level meetings (not just SES but GS 14/15s) and after the meeting being asked to provide notes and your thoughts to your supervisor or engaging in a 10–15minute mini discussion with your supervisor to ask questions about items discussed; (2) other increases job opportunities include free conferences, 1 day sessions with other agencies or webinars. they are so many low-cost opportunities that organizations can utilize to enhance jobs.

Management goes out of their way to prevent training opportunities. I have been blocked from personal development opportunities that would foster my career only because the management does not want me to develop so that they risk losing me to other organizations. They do not realize I will go to other organizations BECAUSE they have prevented me from taking training to gain knowledge that the organization cannot provide through work load. No loyalty whatsoever from management to employees. Management, however, takes every opportunity to train on things and keep others from learning.

Allow employees to work developmental assignments within their work center and outside in other agencies within the Gov't to increase skill level. Sometimes being able to do something new and different increases the creativity level within the employee and helps the organization to come up with improved business processes. Having an eye from outside the group helps them to see things in a new light.

Most supervisors here getting away with all kinds of things. WHY you FINALLY ask? BECAUSE they are your 'friends'. You talk to them, you rely on them, you think they know best, and you trust them. But there is NO reason to do that other than because they are in the POSITION. Well you get what you get. People like ... to a degree. They all do what you COL X prefer, so they manipulate and find ways to do it. Be happy, you're supporting customers! You got what you want!

Really? Go ahead and believe it! NOT TRUE and WE ALL see it and know it! Wrong is wrong no matter what color you paint it in. Sometimes you have to say NO when it's the right thing to do! Stop rewarding bad behavior, bad supervisors, bad advice, bad performance, it's bad, wrong, and unfair! Do some personal reflection and think about the people named and what I have just said. Isn't there anyone else here, you can trust that you can REALLY get the truth from, see a different perspective? IF not, then that should be telling you something as well. If so, get a hold of them, and ask them! You are in charge not them, so many things they have to cover up from what they have done in the past long ago to what they did yesterday or didn't do; this organization is very split, walking around, and joking doesn't fix anything just shows how pathetic we all really are! We need a hero! Someone that tells it like it is. Smart, shows no fear, honest!!!!

We work on service contracts, give us the opportunity to work on some small scale material contracts as well. This would give us the experience of working both sides of our organization's contracts.

The final theme we identified from the responses concerning job characteristic is the agreement shown by contracting professionals to improve organizational processes and goals. By having effective processes in the workplace can ensure that employees become more competent and can achieve organizational goals. The contracting workforce seems to have many processes in place however they need progress to allow employees to improve job performance. The following are responses from the survey that participants provided as a recommendation to the leadership of ways to improve organizational goals and create a more cohesive working environment.

We are so overworked and so short staffed that training is really only done to check off the block, not to enhance our knowledge.

By simply providing the opportunity for ALL employees rather than a select few...the "favorites." Provide training on different jobs such as construction, Army Advertising, etc., and allow ALL employees the opportunity for growth.

go out to the field more often and provide hands on training and education. As things change its better to go to the field and learn how those new processes work at that level.

I would like to see more cross-training, particularly in the area of policy and pricing. Contracting officers do not fully appreciate cost/price analysis, especially when it comes to evaluating cost-reimbursement contracts. They—at least here—

rely heavily on the cost/price analyst, and as a result, don't fully understand pricing issues. I ALWAYS had to know as much as my cost/price analyst so I could negotiate competently. I don't understand how contracting officers today do not have that same philosophy.

Periodically bring specialty training into the organization that would enhance employees' professional growth. This training would be different from mandatory training courses or CON classes needed for DAWAI requirements.

I would research for web training, developmental assignments. Would have mentoring classes, and I would allow employees to match up on a weekly and monthly basis to see what others does in their job on a daily basis. If I was management, and noticed that their employees has cleaned up an area (for example closeout), I would recommend them to attend more detailed classes and promote them. Depends on a case by case situation. I feel that an employee has done a great job, they need to given some recognition.

The data implied that there is a correlation between the issues experienced by contracting personnel in the workforce and the themes identified for job characteristic to enhance job opportunities. The leadership element showed the highest agreement and the same theme is identified throughout the data. The data also suggested that the Army's contracting workforce lack effective organizational leadership that are responsible and invested in employees personal and professional goals. Moreover, organizational leadership failed to maintain standards, follow ethics, and hold contracting personnel accountable. With limited job opportunities not being equally distributed in the organization, people become demoralized, and as a result, available resources are not allocated wisely and therefore decreases productivity. Furthermore, organizational inertia becomes the way of current processes regardless of recommendation from the data that the contracting workforce needs to rethink management and organizational operations. It is also important that management and leadership take the initiative and drive process and programs to improve and sustain them in order for positive changes to take effect in the long term. Thus, allowing equal training opportunities can improve organizational processes and improve overall personal performance.

Additionally, an assessment of Cohen and Fleiss Kappa demonstrated a moderate strength of agreement across all the raters as shown in Table 8.

Table 8. Job Characteristics Average Rating for Cohen and Fleiss Rating

<b>Job Characteristics</b>	<b>Cohen Kappa's Average Rating</b>	<b>Strenght of Agreement</b>	<b>Fleiss Kappa's Average Rating</b>	<b>Strenght of Agreement</b>
Leadership	0.513	Moderate	0.633	Substantial
Productivity	0.467	Moderate	0.650	Substantial
Inertia	0.489	Moderate	0.550	Moderate
Processes & Goals	0.497	Moderate	0.583	Moderate

#### **D. ANALYSIS OF WORK FAMILY CONFLICT**

As previously mentioned, work-family conflict is a type of inter-role conflict “that occur when the energy, time, or behavioral demands of the work role conflict with family or personal life roles” (Kossek & Lee, 2017, p. 1). More importantly are “the consequences for work, non-work, and personal outcomes such as productivity, turnover, family well-being, health, and stress” (2017, p.1). As Stephen R. Covey stated, “most of us spend too much time on what is urgent and not enough time on what is important” (Doyle, 2018).

As shown in Table 9, the agreement ratio for work-family conflict ranged between “moderate agreement” and “substantial agreement.” Out of the three themes for work-family conflict listed in the table, the raters have a high agreement ratio on premium payment. It is shown with an “almost perfect” rate of .956 between raters 1 and 3. However, the lowest rated theme between the raters is displayed in the other reward category which was evenly distributed between raters 1 and 3 as well as raters 2 and 3 at .545 agreement rate.

Table 9. Cohen Kappa Results between Raters for Work Family Conflict

<b>Work Family Conflict</b>	<b>Rater 1 &amp; 2</b>	<b>Rater 1 &amp; 3</b>	<b>Rater 2 &amp; 3</b>
Premium Payment	0.831	0.956	0.874
Time Off w/ Pay	0.874	0.879	0.515
Other Reward	0.658	0.545	0.545

The third open-ended question asked employees if they were being compensated if they work beyond the established 80 hours per paid period to ensure mission success. We identified three themes that participants agreed seemed to be common issues in the contracting workforce. Those themes are premium payment, time off with pay and other rewards. Participants agreed that working beyond the average hourly wages is necessary for mission requirements. However, employees should be compensated for that time and effort to include a premium payment if they are required to work during the weekends and holidays. Employees also feel that if the mission requires that they have to work during the weekends, then they will.

Nonetheless, providing them with time off with pay creates days that employees can accrue and use at a later time at their discretion. As for other rewards, that theme was identified as some participants responses indicate that contracting professionals prefer other rewards besides time off and pay. These individuals are motivated by awards, praise, increased responsibilities or a certificate of appreciation from leadership. The following responses provide ideal ways that contract professionals preferred to be compensated on:

Hire a more robust workforce and cross train them so I wouldn't need to work additional hours! I would also like to receive time off that I could enjoy, but if you don't have additional people you cant take the time off because you would create undo stress on your team / co-workers. Hire more people!

We are forced to earn credit hours first before seeking comp or overtime. This is unfair as the intent for credit hours is for employee convenience not to save the agency money.

If I work beyond 80 hours I expect to be paid a premium rate. However, in my organization overtime is very limited and must be pre-approved which is totally ridiculous.

I work a lot of unclaimed hours, but when I do claim them, I prefer to receive Overtime Pay. So often we are told there is no funding and we may only receive Comp Time. I already earn 8 hours per pay period at this point in my career and I'm working extra time because there is so much work so how am I supposed to use any Comp Time? It's very hypocritical since we aren't allowed to claim OT or CT when we are on leave during a pay period but many of us have to work extra to be able to go on leave without worrying about the job or take our computers with us. This makes no sense at all.

Depends. Typically, I would like to be compensated with Comp Time. Because—if I am putting in extra time, away from home/family, I would like to take that time off in the future to spend at home/with family. However, there may be times when I am in a use/lose situation already and it would benefit me to request Overtime.

I would like to be compensated in either time off/money. The hardest part about getting additional time off is that the efforts that I'm working on do not allow for much time for using leave that I earn.

Overtime would be appreciated. My supervisor discourages requesting overtime. When it is brought up my supervisor immediately becomes defensive.

I would like to be compensated based on the total hours that I had to work in order to meet mission requirements as well as management/supervision demanding hours to address personnel issues. The accurate answer to this question is Yes and No. No, because in many pay periods, I was not compensated due to the cap limitations—knowing that I won't receive compensation for all the hours and after repeatedly requested for help without help, my team and I ended up working hours and hours without being compensated so that we would not fail individually and as a team. Sad but true. Going to EEO and complaint about the Equal Pay Act violation would kill your career instantly, so for the peace of my work place, my life and my family life, I and others just ate coals and went home to our family with great dissatisfaction and wonder how the laws, resentment, mistrust, unfairness, retribution and reprisal would play out at the end of day... What kept me and others going is knowing that our compensation is to do the right things and knowing that our works impact the Soldiers, military readiness, DoD beneficiaries and tax payers, we push forward without spending valuable time complaining to the dead ears.

True time and a half pay, no matter what my GS level of pay is currently—it is not very equitable that by the time one is eligible for overtime (usually at the GS 11 or GS 12 level), it is no longer a full time and a half hourly rate. My time is just as valuable at higher levels of the pay scale, more in fact as my experience increases and my skills improve.

Prefer payment, as I already have difficulty taking my use or lose annual leave, credit hours, and travel comp. Most years, I give away 20–80 hours of annual leave and still have use or lose to take.

Overtime pay should be the standard compensation. Not credit hours. I already get enough time off. But Government overtime is a joke. In industry the standard is a 50% premium. In Government it is closer to a 16% premium. We basically work for the same wage, but just longer.



I currently only receive straight compensatory time. With the level of hours of overtime I put in at end of fiscal year it would be nice to be acknowledge with a bonus of some sort.

The consensus from the survey is that employees prefer some compensation in the form of payment or time off. As the themes suggested, most workers preferred premium payment or time off with pay. They do not have to necessarily use it now but can save it for a later time if they so choose. Working overtime can be attributed to the lack of contracting personnel in the workforce and unfair workload distribution. This could also be the result of a negative organizational climate where workers perceived that the expectation is to work late because the mission requires it of them even if they are not compensated for the additional time at work. The work-family conflict can extend into their personal life and affect both work related and personal outcomes. Notably, if contracting professionals are not being compensated properly, they are more likely to be dissatisfied with their job, and that leads to less productivity in the organization. In turn, this puts the Army contracting workforce at a disadvantage with the turnover rates. Thus, if senior leaders required the contracting workforce to focus on what they considered urgent, which is immediate completion of all tasks, then contracting professionals will feel overuse, and this creates a toxic climate throughout the workforce. Instead if the Army put efforts on what is important, taking care of their most precious resources which are personnel, then retention goals and mission accomplishment will be met.

Nonetheless, the challenge here is not whether workers are being compensated but allocating time for them to utilize their earned time off. This ensures that there is a fair and reasonable compensation system implemented throughout the organization. It is also fair to note that some of the workers find value in other things besides money or paid time off. They are further driven by intangible compensation such as awards, praise or increased responsibilities or opportunities to cross-train.

To further assess the work-family conflict, the average rating between Cohen and Fleiss Kappa showed the range at which the strength of the raters' agreement lies. See Table 10.

Table 10. Work Family Conflict Average Rating for Cohen and Fleiss Rating

	<b>Cohen Kappa's Average Rating</b>	<b>Strenght of Agreement</b>	<b>Fleiss Kappa's Average Rating</b>	<b>Strenght of Agreement</b>
<b>Work Family Conflict</b>				
Premium Payment	0.887	Almost Perfect	0.960	Almost Perfect
Time Off w/ Pay	0.756	Substantial	0.880	Almost Perfect
Other Reward	0.583	Moderate	0.900	Almost Perfect

## E. ANALYSIS OF ORGANIZATIONAL JUSTICE

The perception that employees in the organization have about leadership and management can influence the organizational climate. If the perception of fairness is equally distributed in the organization, therefore, things are viewed as reasonable. The opposite can be said if the perception of employees is negative towards the treatment of personnel by leadership and management. Perhaps, justice can be applied here, in the same manner as Cicero viewed it as “doing our fellow humans no injury, and decency of giving them no offense” (Horton, Taplin, Cox, Cockburn, & Simpson, 2012).

As shown in Table 11, raters’ agreement for organizational justice range from “moderate agreement” to “substantial agreement.” The highest rated theme for organization justice is the reward system; between raters 1 and 2 at .677. The lowest rated is the communication category between raters 1 and 3 at .414. The ratios showed the agreement between the raters and how those ratios compared to the themes identified for organizational justice.

Table 11. Cohen Kappa Results Between Raters for Organizational Justice

<b>Organizational Justice</b>	<b>Rater 1 &amp; 2</b>	<b>Rater 1 &amp; 3</b>	<b>Rater 2 &amp; 3</b>
Trust in Leadership	0.447	0.447	0.490
Communication	0.528	0.414	0.501
Performance Appraisal	0.417	0.592	0.526
Reward System	0.677	0.503	0.503

Organizational justice does not pertain to favorable and unfavorable outcomes alone. Justice is not about giving people what they want but what they deserve. Furthermore, employees perceive that justice exists in the organization when they trust the leadership. Organizational goals and processes are designed, implemented and enforced by senior management or leadership. Hence, employees are likely to attribute the fairness of the procedures to their superiors. If the perception of procedures used is fair, employees are likely to have a favorable impression of their senior leadership. Also, when employees trust their leaders, they engage in the work and the organization, buy into organizational changes and transitions. When employees do not trust in leadership, there is no openness or respectable interactions in the organization. Therefore, it creates tension and fear of repercussion if employees voice their concerns. Employees also do not trust leadership when there is favoritism shown to specific individuals and especially when those individuals are poor performers but get away without consequences. The following are responses that articulate concerns and the lack of trust in leadership.

Based on my experience in this office as a military officer, the officers do not provide a fair assessment of the work completed and quantify / qualify within my previous OERs. The director of the office is biased and maintains a healthy attitude of favoritism. The director protects those within the office that he likes and maintains a friendship versus their ability to contract within the law. While, I've receive good ratings, they were meaningless in terms of quantification of work that was completed and have always been late.

Rid the system of biasness and favoritism. There are questionable practices that reward certain individuals over others. Deputy PARC is the biggest instigator or that practice.

It's about be politically correct not about being fair here. No one wants complaints, so everyone is rated similarly so if something has to be explained or justified, it leaves room to say well in comparison remember when .... and other examples that could be used. How about doing the right thing, you get what you DESERVE! Z doesn't do anything, yet is successful. X doesn't do anything, actually is a bad employee, takes off when she wants, and get coverage from her loooooong time friend Z who talks to Y; RIGHT guys??!! Yeah, we all know how it works, favoritism reigns here, doing some special favors-hiring folks because a someone here dropped a hint in your ear? Want some examples, FKA-Q hire, budget analyst, X in [place], by name transfers, any of this sound familiar?? There's more and we all know it. The tricks to cover up mismanagement, things some people would get fired for, threats are workplace violence, or don't you and

X or Y think so! Gee how would X enforce that when he's done it. Wow.. Give the worker bees the money not the supervisors, not balanced at all compared to fruits of our labor!!!!!!!!!!!!!!!!!!!! Yes !!! that means not fair, people work hard get some money but the supervisors are the ones that really rake it in!!! WHY!! HOW fair is that!!!!!!!!!!!! Fair [place] doesn't know the meaning, bunch of demons here!!!!

To improve overall fairness, I recommend my supervisor should (1) understand and apply the changes in regulations and laws in order to appreciate the efforts and time I and my team take to support customers and meet/exceed our job performance objectives; (2) remove personal favoritism based on personality, race, sex, color and age; (3) respect the time and effort given by subordinate employee who does not receive equal pay for equal or more work/duty than others; (4) appreciate the truth and embrace the forwardness; (5) make a decision when required and when in the authority position; (6) reasonable resources and authority must be given to a reasonable workload, responsibilities; (7) stop the unreasonable expectation comparing to how much required lead time to complete a workload with old standards while continue pushing out new regulatory changes, new processes, additional steps, additional approval and forms, but do not recognize additional time, manpower and resources are also needed; (8) make sound decision based on facts not rumors, not race, not color, not sex and favoritism.

Workload in my area is not equally distributed at my grade level or any grade level for that matter. When you already overworked you are expected to help out the other teams that can't get their work done, because management knows you can be counted on. It's very unfair. Especially, when they other co-workers are getting the same pay for doing little. Yet you are loaded up and get no additional compensation or Quality Service Increases.

The process is so competitive when it comes to ratings and bonus dollars. You can work hard, do exceptional work, but if the pay pool people are not familiar with your name, you are not recognized. Getting face time with the SES is strongly encouraged, but your job does not require meetings with the DASAP. It is a set up for failure.

Very tired of always having supervisors who make me write my own performance evaluations, it's moral cowardice on the leaders part to not provide a fair and accurate assessment to the subordinates. Again back to the poor or absent leadership training in the civilian workforce.

Speaking for what I have witnessed in the command, again the leadership needs to learn to separate personal feelings from job performance IAW stated standards and objectives. Too many times, supervisors let personal feelings towards

someone diminish their ratings in that they are too subjective and not objective in rating individuals.

The second theme identified for organizational justice was communication. Employees expressed how the lack of communication and guidance from leadership can create stress in the work environment. An organization is also ineffective when leaders cannot convey information to employees and diminish productivity along the way. Good discussion and daily feedback can help build respectful relationships within the organization. This includes good verbal, nonverbal and written communication skills to help facilitate the sharing of information and fairness in the workplace. The following are responses that indicate the frustration among employees towards the lack of communication and expectation from leadership.

There should be face to face dialogue between an employee and their immediate supervisor (and/or rater) to ensure expectations are set. Without dialogue it is hard to tell if your supervisor is truly invested in you and your career growth (if you are looking for growth). I believe this step will help the perception of fairness of employee job evaluation.

Feedback, especially critical feedback, was given at the time of an official review—not when the performance was 1st observed. This is highly unfair as it does not give me time to correct the behavior resulting in the negative rating.

To have an actual mentoring and coach that can specific performance goals to achieve. To give me counseling on how to improve my performance instead of the day of evaluation period. What's the standard when the standard is a moving target? Break it out in quarters in order to led and counsel accordly. Don't give me a negative counseling at the end of year and for me to be shell shock on my performance at the time of rating. Changes to the performance rating need to be addressed and stress priories when it seems that everything is a priority. A willingness for employees to make suggest and recommendations that can be thought of and used in the future. Feedback is required and to be totally honest, limit personalities and avoid favoritism over other employees. I don't care if you like me I just want to do better and do an awesome job so I can get promoted. Shouldn't this be the key? Where is the metric on this?

I got zero counselings from my supervisor on how I'm doing. I think everyone in this unit are just indifferent, and apathetic towards their job without a show of desire to help the Soldiers.

Suggest that efforts be made to ensure that supervisors “Really” do the required counseling throughout the rating cycle, instead of not doing them and then backdating the counseling that didn’t occur. Make follow-up counseling a core duty on Supervisor’s appraisals.

Unless I request feedback the evaluation is presented and I sign. I receive excellent ratings but it is always nice to hear what value is being added by my performance. The workforce in our Division seems only to receive negative feedback.

The supervisor that conducts my performance rating does not interact with me for months. I not involved in my day to day actions.

Face to face communication and discussions are not performed, even though one is forced to sign the block stating they were.

Another challenge that we observed from the responses to ensure organizational justice is a performance appraisal system. This theme can be considered a process that needs to be put in place to measure the performance of employees. It enables management to examine and evaluate employees based on their capabilities and job performance. This will also assist in setting work standards and provide more objective ratings for employees. Perhaps a recommendation is to establish a ranking scale which lists employees from best or number one to the worst or least effective employee based on their performance and completion of assigned tasks. Employees experienced unfairness in evaluations and ratings. The following responses from the survey explain the negative experienced by contacting professionals in the workplace regardless of their efforts and contributions to the organization.

I believe that all employees should have a metric that is directly tied to their work. It should be automatic and tied to their desk top to show them where they stand 24 hours a day. When it comes to rating—it should be a simple matter of pulling the information and counseling the employee. Those that are not cutting it need to get below average appraisals. And there needs to be a limit on how many you can get. Once the threshold is exceeded—they need to be let go.

This current rating scheme is not accurate depiction of a employees performance. There should be a requirement for negative comments or areas of consideration. Like a list of 10 attributes and a requirement to rate them in order 1–10. That would ensure that something would be considered a weakness.

Poor performers need to be held accountable on their performance appraisal rather than rewarded with bad office behavior.

Use realistic measures of performance. A number of contracting actions and dollar amount are not realistic. As a specialist you don't control the volume of requirements a customer may have from year to year and you do not control the volume of requirements you get to work as an individual. Too often the [high value] actions go to certain people. We need to focus on the [impact] of the work and not the mere fact that our agencies spend their money buying what they need.

For more fair evaluation, the evaluation should be performed by coworkers and also have ability to evaluate the supervisor (360 evaluation).

Rate the person on job performance and not your like/dislike of that person.

Consistently poor performers negatively impact organizational efficiency and morale. It's much too difficult to enact meaningful consequences (grade reduction, removal, transfer) for poor performers. Supervisor's are not adequately empowered. However, many supervisors lack the leadership skills to develop employees. It is unfortunate that taking on a supervisory role is the only way to progress beyond a GS-13. There should be technical leadership positions and people leadership positions that pay similarly.

Together with a performance appraisal system is a need for a good rewards system which was identified as the final theme in organizational justice. As stated in the results for organizational justice, reward system was at a "substantial" agreement between the raters. This is perhaps because there is an employee's perception of a recurring need for a fair and reasonable reward system that was expressed strongly in the data. Employees feel that a reward program or a system must be implemented in the organization to reward performance and motivate employees on individual and group tasks. They are generally monetary, beneficial and developmental rewards that are given to employees who achieve specific organizational goals. Other rewards include more incentives and job recognition, increase in telework to boost morale, compensation and eliminating favoritism. The following responses provide the opinion of what contracting professionals perceived as a failure of a proper reward system to incentivize and recognize good performance.

I must clarify that my appraisals have all been exemplary. It is the bonuses/time-off/QSIs provided that are lacking and not in-line with the appraisal result. I realize that each division is given 96% of each employee's salary within that

division as well as some time-off awards and a QSI or two or three to divvy up as they deem appropriate. I would assume that someone who gets exemplary would get at least the 96% of their salary bonus or equivalent with time off or a QSI. It appears that instead that money is divvied up to those that are 'more liked' by management or that the money is being held back to be giving those in management themselves more money.

Why is telecommuting not supported? What percentage of contracts 1102 civilians are actually able to "telecommute" (non-supervisors)... .05%? Poor performers are not dealt with, beyond some writeup, others have to do their work.

Across the divisions, managers rate employees inconsistently. Assignments are not weighted in a consistent manner. All assignments are given a value of 1 regardless of the complexity, breadth, depth, time involved, or dollar value. Employees are rated on the number of assignments they complete, with no weighting method for assignments. This leads an employee who completes 3–4 simple assignments to rate higher than an employee who accepts the challenge of taking on a larger, more visible assignment or two. Other duties as described, even specific "other" assignments, do not get included on the rating, but does take time to complete. My supervisor chooses to list me as not-rated for any assignments that were done as a team, regardless of my role in it. Therefore, I haven't earned a 1 count for an assignment yet despite being part of some highly visible and timely actions. My role and my performance is verbally praised, but not reflected on the paper rating. I like teaming assignments because at times it is necessary and it increases productivity, but this method of coding a "not-rated" de-incentivizes team work. Another manager in our organization views not rated as a failure on the employee to seek out work, and thinks it is subject to counseling. If it wasn't for my commitment to my job and my relationship with my teammates, I would avoid teamwork because of the rating system. The rating system is highly inconsistent and a poor reflection of my actual work performance.

Put people in for incentive awards.

Make the evaluations mean something. While I consistently received superior ratings for job performance, there is no incentive and no reward. I fully understand that this is not due to the views of my supervisor, but the policy of senior command that personnel should not be rewarded for doing what their job requires.

Please let us telework more than once a week! It really helps morale and decreases stress.



Acknowledgement that not all areas are created equal and that some are expected to take on more than others. Compensation increases are only a part of this—recognition during evaluation would be nice.

As Theodore Roosevelt once said, “Justice consists not in being neutral between right and wrong, but in finding out the right and upholding it, wherever found, against wrong” (Roosevelt, 1916). As the data suggested, fairness is pertinent here as to how is the workload equally distributed and tasks assigned (distributive justice), the process of how those tasks and resources are allocated (procedural justice), and the interpersonal treatment that employees receive along the way (interactional justice) (Greenberg, 1990). Another aspect to highlight is leadership which seemed to be a common pattern across all responses from the four-open ended questions. As stated earlier, a lack of trust in leadership which is evident from the data results in poor communication and a breakdown of performance and processes. It is imperative that tasks be clearly defined and evenly distributed among employees to build respectful working relationships that are perceived to be fair. By setting work standards, management will be able to examine, evaluate employee capabilities, and provide feedback on how to improve future performance. An average between Kohen and Fleiss demonstrated that the raters’ agreement was moderate across the board. See Table 12.

Table 12. Organization Justice Average Rating for Cohen and Fleiss Rating

<b>Organizational Justice</b>	<b>Cohen Kappa's Average Rating</b>	<b>Strenght of Agreement</b>	<b>Fleiss Kappa's Average Rating</b>	<b>Strenght of Agreement</b>
Trust in Leadership	0.461	Moderate	0.483	Moderate
Communication	0.481	Moderate	0.683	Substantial
Performance Appraisal	0.512	Moderate	0.767	Substantial
Reward System	0.561	Moderate	0.850	Almost Perfect

Based on the findings from the analysis, senior leaders should have a better understanding of what must be implemented to ensure job satisfaction exist in the organization as well as increase job opportunities in the workplace. The next section will discuss recommendations on how the Army’s contracting workforce can improve their

organizational climate. Furthermore, the recommendations provide ways to eliminate any work-family conflicts and maintain justice throughout the workforce.

## **F. RECOMMENDATIONS**

This research was an assessment of the Army's contracting workforce and provide senior leadership with ways to recruit and retain a highly educated, trained and experienced workforce. One way to incorporate a solution to the issues presented in this study is by reviewing the audibility theory and taking a closer look at the three major components of personnel, processes and internal controls (Rendon & Rendon, 2015) in relations to job satisfaction, job characteristics, work-family conflict, and organizational justice. For an organization to be successful, they must have competent personnel, capable processes, and effective internal controls. The recommendations listed below will improve the organization's competency, improve established processes and place effective internal controls within the organization.

### **1. Job Satisfaction**

An employee's attitude toward their organizational climate has a direct impact on job satisfaction and retention. Many of the respondent's comments suggest that being mistreated is the leading cause of why they are not satisfied with their jobs and actively search for opportunities elsewhere. Toxic behavior in the work environment can negatively impact the behavior of an employee and increase their stress. Respectful treatment of all employees, at all levels, affects an employee's decision on whether they stay with an organization or leave. This can result in the loss of experienced contracting professionals to the private industry or early retirement.

A leader that can understand and effectively manage emotions can directly impact the overall job satisfaction of an organization. However, there are a few reasons why managing emotions can be difficult. The most prevailing reason is the fact that the Army contracting workforce is comprised of officers and noncommissioned officers who were initially trained in different MOS before transitioning to the contracting workforce. The level of effectively managing emotions vary between soldiers from different basic branches, for example, Infantry, Signal Corps or Adjutant General's Corps. The other

reason is that the Army contracting workforce consists of 90% civilians (Schwartz et al., 2016) and treating DOD civilian as if they are soldiers can be view as toxic behavior.

By incorporating emotional intelligence training in addition to acquisition training for all Army contracting leaders will resolve these issues. The DAU identified emotional intelligence as a leader skill that improves personal effectiveness by giving employees the opportunity to voice their ideas and in which contracting leaders are social sensitive to each member of the team (Gadeken, 2016). Although the DAU acknowledged the importance of emotional intelligence training and offered tools to assist contracting professionals, more emphasis is still needed (Gadeken, 2016). Emotional intelligence training will aid leaders in the better treatment of their employee which could then change the employee's perception of the organization and improve overall job satisfaction. As Gadeken stated, "expert knowledge alone will not always result in successful acquisition outcomes" (2016, p. 35). It also requires emotional intelligence training to significantly improved long-term results, remove toxic behaviors that some leaders exude and better the organizational climate (Gadeken, 2016).

## **2. Job Characteristics**

As with any organization, reprisal, good leadership is the key to ensuring that an employee does not feel like a mere cog in a wheel. A good leader must be able to influence his/her subordinates into accomplishing the mission by providing purpose, direction, and motivation. Additionally, employees should feel that they can talk to their leaders without fear of reprisal, trust their leaders and sense that their inputs matter. Based on comments from the survey, many are convinced that leaders do not care about their employee, their workload, further or additional training, and future job opportunities.

One recommendation that senior leaders could implement is to conduct monthly or quarterly town hall meetings to air out grievances and listen to ideas and practices that can be implemented within the organization. There are, however, some employees who prefer to make suggestion anonymously or who do not prefer to speak in public, so another recommendation would be to place suggestion boxes in the office area. This

could foster pride in the organization and result in high morale in the work environment, which could then increase work output. Implementing an employee's idea in the day-to-day operations could instill confidence in the workplace and allows for internal motivation.

Another aspect of job characteristic is increasing job opportunities for employees. One recommendation is to have an order of merit list (OML) for additional training. The OML should list achievable goals by all employees and be given priority to employees that want or need additional training. This OML could foster an opportunity for an employee to shape their future in the direction they want and thereby motivating an employee to achieve their set goals.

### **3. Work-Family Conflict**

Employees want to be properly compensated for time spent working beyond normal duty hours. Based on the comments from the survey, employees, for the most part, are being compensated; however, the way they are being compensated can be improved upon. Data shows that approximately half of the surveyed population prefer premium payment while the other half prefers time-off with pay and a small population prefer some other type of reward. Nevertheless, they all agree if given time-off with pay, then the issue becomes not being able to enjoy the time earned due to the immense workload.

One recommendation is to make time off mandatory, to be taken within a certain amount of time if received as compensation for working outside of normal working hours. Another recommendation is for senior leadership to recognize employees with a certificate of accomplishment during town hall meetings, as mentioned above. This is a cost-effective measure; all that is required is ink and paper but has tremendous power in presenting an organizational climate that shows care and appreciation for its employees. Another alternative that significantly affects work-life balance in a positive way is the use of telework or a flex-hour shift. For those that commute daily, their stress can be reduced if allowed to telework a few days per week or allowed flex-time, to come in earlier or later in the day to avoid heavy traffic or optimize two-working parents' schedule.

#### **4. Organizational Justice**

Compensation and benefits are not the only things that an employee desires in their organization. The contracting workforce is already competing with better pay and less stress with the private industry, so it would behoove Army leadership to understand that what most employees desire is to be recognized for their hard work, given additional opportunity to excel and to be mentored to achieve goals that they have set for themselves.

One recommendation, as mentioned above, is to have an order of merit list (OML) for additional training. By establishing an OML will help eliminate favoritism and develop mutual trust between leaders and subordinates. Another recommendation is to rotate employees within the organization, which would allow for personnel to be trained in different types of contracting actions. An employee could see these measures as an investment in their future and organization justice could be fulfilled; thus, overall job satisfaction can be realized.

#### **G. SUMMARY**

This chapter discussed the assessment of the Army's contracting workforce's four open-ended survey answers and its relationship to job satisfaction, job characteristics, work-family conflict, and organizational justice. The results of the IRR testing aided in identifying patterns within the Army contracting workforce and were used to construct recommendations that senior leaders could use to improve recruitment and retention. The recommended solutions discussed were based on the auditability theory to improve an organizations' competency, refine processes and place effective internal controls within the organization. The following chapter will provide the summary, conclusions, and areas for further research.

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## **VI. SUMMARY, CONCLUSION AND AREAS FOR FURTHER RESEARCH**

### **A. SUMMARY**

The U.S federal government is the leader in acquisition solutions as it acquires goods, services, and weapons systems to support its military. In FY17, the DOD contracting workforce obligated over \$507 billion in FY17 to support the warfighter (Schwartz et al., 2018). Consequently, the Army Acquisition Workforce, charged with the mission to provide its soldiers with what they need to accomplish their mission. It is the leading service for contracting solutions in Iraq and Afghanistan in support of the deployed warfighters.

To meet the demands of the ever-increasing need for acquisition solutions, contracting professionals must possess the necessary educational requirements, training, and experience. The demands can overwhelm employees, especially in a less than optimal organizational climate, providing unsatisfied, unfulfilled employees with strong desires to leave the organization.

To gauge the organizational climate, previous researchers had administered an examination of the Army's contracting workforce using a web-based survey that consisted of multiple-choice and four open-ended questions (McKeithen, 2016). Because the previous researchers had only analyzed the multiple-choice questions, this thesis team filled a research gap by analyzing the four open-ended questions. To analyze the four open-ended responses, the thesis team conducted an interrater reliability test. The results identified the areas that need senior leaders' attention, as well as recommendations to both recruit qualified personnel and retain experienced personnel.

### **B. CONCLUSION**

The survey results show that, overall, the Army's contracting workforce is unhappy and disagree with its current organizational climate and its leadership. The interrater reliability results indicate that all raters agree that there is a level of frustration amongst the Army's contracting workforce in the job satisfaction, job characteristics, and

organizational justice. The highest agreement comes from the work-family conflict, which indicates that the Army's contracting workforce is being compensated with premium payment or time-off with pay for working beyond 40 hours per work week.

Our study was focused on research questions identified in chapter one. The next section provides a summary of answers to those research questions.

***a. What impact does the organizational climate of the Army contracting workforce play in the retention of the contracting professionals in the organization?***

Given the workload of the Army's contracting workforce and how much they obligate funds in one fiscal year, the survey results show that a less than ideal organizational climate can have a negative impact on the retention of highly qualified and trained personnel. An organizational climate that respects and values their employees have a strong positive correlation to recruitment and retention. Additionally, job stress and leader's toxic behavior can thrust an employee to look at the private sector for employment or even early retirement, which increases the lack of educated, highly trained and experienced personnel in the Army's contracting workforce. This, inevitably, can increase the job dissatisfaction of those contracting professionals who have remained in the organization due to the increased workload that was left by former employees.

***b. What elements account for job satisfaction, job characteristics, work, and family conflict, and organizational justice in the Army contracting workplace? How do these elements compel crediting to retention?***

Results of the survey suggest that numerous elements account for job satisfaction, job characteristics, work, and family conflict, and organizational justice in the Army contracting workplace. Treating employees fairly and leader's toxic behavior are the primary cause of why the Army's contracting professional is dissatisfied with their job and actively look for opportunities elsewhere. The job characteristics category results show that lack of purpose, direction, motivation, and additional training affects a contracting professional's loyalty to the organization which further strains retention. Organizational injustice that cultivates favoritism and cronyism induces overall job



dissatisfaction, which undermines the overall goal of accomplishing the mission of the Army's contracting workforce.

***c. What dimensions need to be addressed in order to improve the retention of the Army's contracting workforce?***

Because the Army continues to look for contracting solutions to its everyday needs as well as the leading contracting service in Iraq and Afghanistan, improvements in its organizational climate are the key to ensuring educated, trained and experienced personnel are retained. One way to help senior leaders improve retention of qualified personnel is to conduct climate assessments annually. As it stands, climate assessments are done only when a new commander takes command of a new organization, which happens every two or three years. An annual climate assessment will help senior leaders gauge their leaders as well as the current organization climate. Depending on the results of those climate assessments, leaders can adjust plans to better the recruitment and retention gaps.

**C. AREAS FOR FURTHER RESEARCH**

This research was tailored for the Army civilians and soldiers' contracting workforce; however, it would be advantageous if the Air Force, Navy, and Marines also conducted the same survey. A comparison of the results between the services will infer what they can execute to enhance their organizational climate. Similarly, the survey could be conducted with other federal government and civilian contracting workforce to discern the level of overall job satisfaction and their retention turnover rate. This could aid senior leadership in identifying the strengths and weaknesses of each workforce and integrate those strong aspects that are conducive to attaining organizational goals. Additionally, we understand that town hall meetings are probably being conducted. However, an analysis of those town halls could be conducted to determine how often it is being done and their effectiveness. Finally, an in-depth analysis of telework and flex-time could prove useful in increasing overall job satisfaction and retention, especially for those organizations located in congested cities.

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