AD-A123 963 A STUDY OF DEPARTMENT OF THE NAVY'S CIVILIAN MANAGERS' DUTIES AND RESPONSIBILITIES(U) INTERNATIONAL BUSINESS SERVICES INC WASHINGTON DC C CHANG JUL 82 1/2

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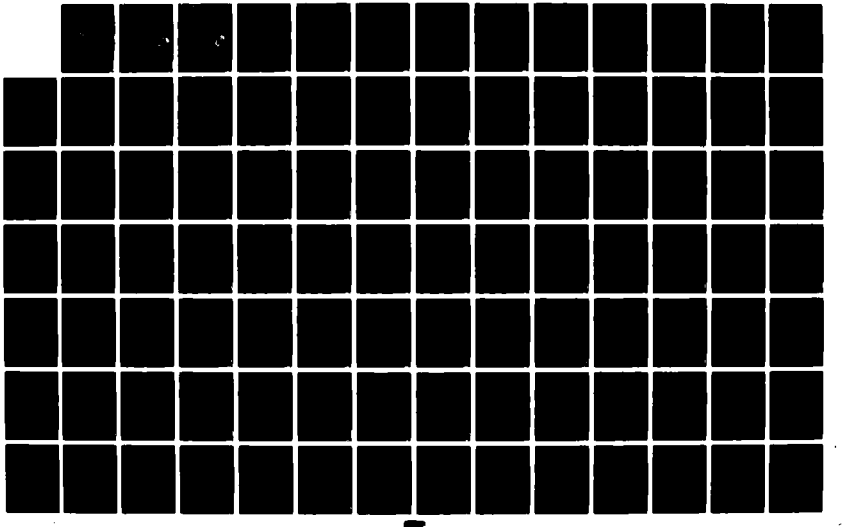

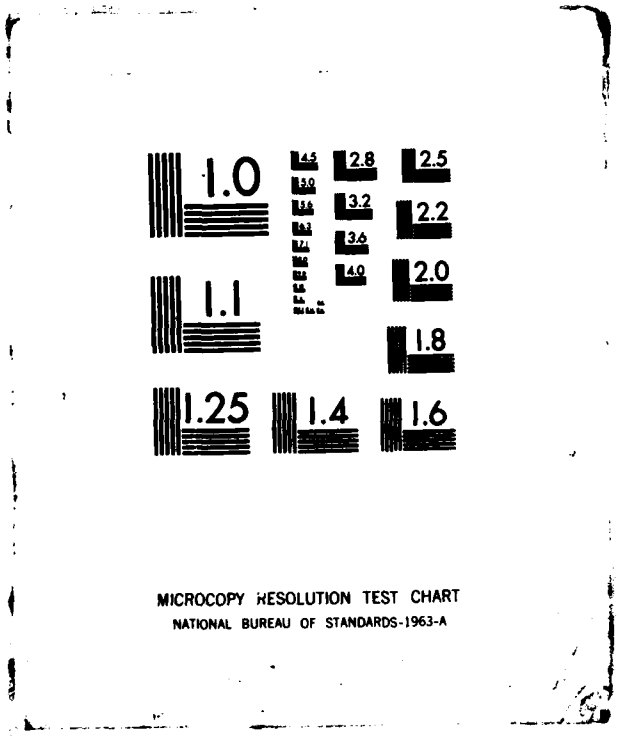
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DEPARTMENT OF THE NAVY

DUTIES & RESPONSIBILITIES

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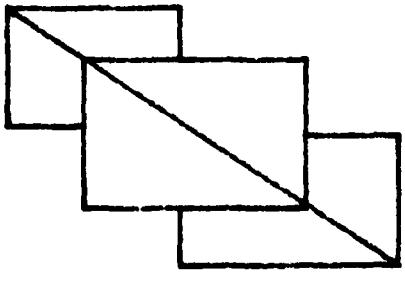

CIVILIAN PERSONNEL
POLICY DIVISION
OFFICE OF THE CHIEF
OF NAVAL OPERATIONS

OCTOBER 1982

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER: STR	2. GOVT ACCESSION NO.: AD-A123 963	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle): DEPARTMENT OF THE NAVY: CIVILIAN DUTIES AND RESPONSIBILITIES OF CIVILIAN MANAGERS		5. TYPE OF REPORT & PERIOD COVERED: TECHNICAL REPORT
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s): CHIA-YING CHANG PHD.		8. CONTRACT OR GRANT NUMBER(s): N 00 123-81-C-1220
9. PERFORMING ORGANIZATION NAME AND ADDRESS: INTERNATIONAL BUSINESS SERVICES INC. 1090 Vermont Avenue N.W. Washington, D.C. 20005		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS: 99000N ~~OMNO~~ P000182
11. CONTROLLING OFFICE NAME AND ADDRESS: NAVY PERSONNEL RESEARCH AND DEVELOPMENT CENTER SAN DIEGO, CALIFORNIA 92152		12. REPORT DATE: July 1982
		13. NUMBER OF PAGES: 142
14. MONITORING AGENCY NAME & ADDRESS(if different from Controlling Office): OFFICE OF CIVILIAN PERSONNEL POLICY DIVISION (OP-14) Arlington Annex Washington D.C. 20350		15. SECURITY CLASS. (of this report)
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE: UNCLASSIFIED

16. DISTRIBUTION STATEMENT (of this Report)

APPROVED FOR PUBLIC RELEASE; DISTRIBUTION UNLIMITED

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)

18. SUPPLEMENTARY NOTES

19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

NAVY CIVILIAN MANAGERS
MANAGERIAL SURVEY
MANAGERIAL TASKS/RESPONSIBILITIES
SENIOR LEVEL CIVILIAN EMPLOYEES

20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

The major purpose of this study is to understand the nature of DON's civilian professionals' (GS/GM 13-15 and SES) managerial responsibilities and activities, including the performance frequency and importance of various managerial tasks, the diversity of various managerial responsibilities, and the percentage of time spent on various management-related activities. Comparisons on these variables are made among subgroups, (defined along types of organizations, occupational series, pay plans, and gender). Subgroup comparisons were made by using graphs, as well as statistical hypothesis

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20. testing procedures, including simple t-test and multiple comparison methods.

Comaprisons revealed that although all of the DON's civilian professionals engaged in similar kinds of managerial activities, significant differences were found on the degree and scope of performing these activities among various supervisor groups, grade levels, and types of organizations. This suggests that for the future comparisons, investigators should take into consideration the effects of these subgroup distinctions as the three contingency variables, in terms of the contingency approach of management theory.

A STUDY OF DEPARTMENT OF THE NAVY'S CIVILIAN MANAGERS' DUTIES AND RESPONSIBILITIES

Submitted to:

The Department of the Navy's
Naval Personnel Research and
Development Center for
Contract No. NOO123-81-C-1220

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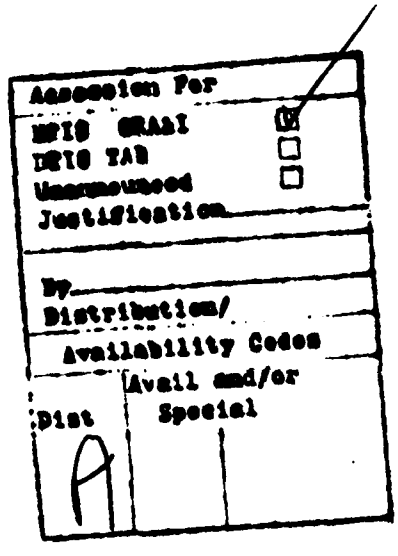

29 November 1982

Preface

In December 1981, this Office sponsored a survey of 1600 Navy Civilians in the GS/GM 13-15 grade range and Senior Executives. The survey was designed to identify the managerial/supervisory tasks and duties of senior level Navy employees. Extensive analyses of the responses have been underway since the administration of the survey.

The findings of these analyses are contained in this report. A section of the report displays the significant duties and responsibilities which the respondents report performing. There are other sections which look at the diversity of managerial activities, and compare the amount of time individuals spend on various management-related activities. Sections on demographic characteristics and training needs are also included.

This information could not have been gathered and complied without the cooperation of the 1600 Managers, Civilian Personnel Directors, and activity Commanding Officers. A word of thanks to all of you.

We encourage the use of this report and solicit comments for improving it. Please send your comments to Director, Civilian Personnel Policy Division (OP-140F), Office of the Chief of Naval Operations, Room 1801, Arlington Annex, Washington, D.C. 20350.

THOMAS R. MUIR
Assistant Deputy, Chief of Naval Operations (Civilian Personnel/ Equal Employment Opportunity)

SUMMARY

Problem

The 1978 Civil Service Reform Act mandated new systems for the selection, development, and performance appraisal of executives in the public sector. Similar concern has recently extended to the lower-level managers in the federal government. In order to achieve this goal, we need first to obtain detailed descriptive data regarding managerial jobs in the public sector.

Purpose

The major purpose of this study is to understand the nature of DON's civilian professionals' managerial responsiblilities and activities, including the performance frequency and importance of various managerial tasks, the diversity of various managerial responsiblities, and the percentage of time spent on various management-related activities. Comparisons on these variables are made among the subgroups, defined along six dimensions: amount of supervisory responsibilities, grade level, types of organization, occupational series, pay plan designation (GM vs. GS), and gender (male vs. female).

Approach

Questionnaire data were collected from a disproportionate stratified sample of DON's civilian professionals of GM/GS 13, 14, 15 and SES. The structure and content of the questionnaire was based on the work of Lau and Broedling (1979), and Flanders (1981). Subgroup comparisons were made by using graphs, as well as statistical hypothesis testing procedures, including simple t-test and multiple comparison method.

Subgroups in this study are defined as the following:

A. Supervisor Groups

(1) Nonsupervisor: those who do not supervise any professional employees
(2) Supervisor of one or two professional employees
(3) Supervisor of three or more professional employees

B. Grade Level

(1) GM/GS 13 (2) GM/GS 14 (3) GM/GS 15 (4) SES

C. Types of Organization (Activity Groups)

(1) Departmental Headquarters
(2) Command Headquarters
(3) Laboratory
(4) Industrial (Shipyard, NAVAIREWORKFACT, etc.)
(5) Supply
(6) Other (Data Processing, Finance, Medicine, Training, Evaluation, etc.)

D. Occupational Series Groups

(1) Engineer/Scientist (Series 800s and 1300s)
(2) Administrative (Series 200s, 300s, 500s, 1100s, 1600s)
(3) Logistics (Series 346, 2000s)
(4) ADP (Series 330, 332, 334)
(5) Other (Series 100s, 1200s, 1400s, 1500s, 1700s, 2100s)

E. Pay Plan Designation

(1) GM/MPS (2) GS

F. Gender

(1) Male (2) Female

Results

(1) Profiles of managerial tasks were viewed as being similar among the three supervisor groups. The only exception was that nonsupervisors put relatively less emphasis on conducting tasks in the area of "utilization of human resources" than did supervisors. Frequency and importance ratings on managerial tasks seemed to increase with the amount of supervisory responsibilities. Scope of managerial activities also increased with the amount of supervisory responsibilities in most areas, except in the areas of "integration of policy/program issues," and "organizational representation," the three groups reported conducting similar types of activities. Supervisors of 3 or more professionals were found to spend more time on meetings, while nonsupervisors and supervisors of 1 or 2 professionals were found to spend more time on activities such as "writing correspondence" and "doing own work unit's projects."

(2) Profiles of managerial tasks were not rated very differently by the four grade level groups. Frequency and importance ratings on managerial tasks were likely to increase with grade level, although SES and GM/GS 15 groups were more often found similar to each other than not. The same trend was true on the comparisons of scope of managerial tasks in the six major task areas. In terms of time spent on management-related activities, SESers and Grade 15s were found to spend more time on meetings, while Grade 13s and 14s were found to spend more time on writing correspondence, engaging in personal development, doing special projects for superiors, and doing own work unit's projects.

(3) For the comparisons of managerial tasks among six activity groups, the Laboratory group stood out from the rest. In many cases, the only significant difference existed between the Laboratory and all other activity groups. The Laboratory group was usually at the lower end of the continuum of ratings, except on items related to technical/professional developments. For the other groups, between-group differences were more often vague than clearly drawn. However, a tendency was detected, i.e., in terms of the similarity of the profiles and the ranking order of the mean ratings, Command and Departmental Headquarters were more often close to each other, and so were the Supply and the Industrial groups. Similar patterns, as described above, were also found for the comparisons on scope of managerial activities among the six groups. Regarding time spent on management-related activities, the six groups did not show clear-cut differences. The only exception was again in the case of the Laboratory group, where the group reported spending less time on informal meetings and on writing correspondence, but more time on doing own work unit's projects than did other groups.

(4) The five occupational series groups did not differ much from one another in terms of performance frequency and/or perceived importance of various managerial tasks. Administrative and Logistics professionals seemed to conduct a broader scope of managerial activities than did engineers/scientists, Automated Data Processing (ADP) professionals, and all other professionals. With regard to time spent on management-related activities, engineers/scientists reported spending less time on writing correspondence and making decisions, but as spending more time on doing own unit's technical projects than did other groups.

(5) Within Grade 13s, 14s and 15s, those who were designated as GM and GS did not differ from each other on their importance ratings of managerial tasks, but GM group reported performing more frequently some of the tasks than did GS group. In four of six task areas, GM group also reported conducting a greater variety of activities than did GS group. In regard to time spent on activities, GMs reported spending more time on internal formal meetings than did GSs, while GSs spent more time on doing own work unit's projects than did GMs.

(6) Male and female civilian managers did not seem to differ significantly on their reported frequency of conducting managerial tasks. While the two groups also appeared to agree with each other on their importance ratings of most of the managerial tasks, females were more likely to rate tasks in the area of "integration of program/ policy issues" more important than did males, and the reverse was true for ratings on tasks in the area of "organizational representation." The two groups were not different from each other in terms of the scope of managerial tasks conducted, nor were they different from each other on time spent on various management-related activities.

Conclusions

Subgroup comparisons in this report revealed that although all of the DON's civilian professionals engaged in similar kinds of managerial activities, significant differences were found on the degree and scope of performing these activities among various supervisor groups, grade levels, and types of orgnization. This suggests that for future comparisons we should take into consideration the effects of these subgroup distinctions as the three contingency variables, in terms of the contingency approach of management theory.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF TABLES (Cont.)

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APPENDICES

1.0 INTRODUCTION

The long-term goal of this study is to make recommendations regarding the future development of selection standards, performance appraisal criteria, and effective training programs for DON's civilian managers. During Phase I of this study, a series of psychometric analyses of the data from a pilot study were conducted and the questionnaire was revised according to the findings of these analyses. During Phase II, a large-scale survey was administered to a sample of DON's civilian professionals GM/GS 13 and above using the revised questionnaire. Findings of the survey are presented in the current report. Objectives of this report include: (1) describing the relative importance of managerial tasks based on DON's managers' ratings of "frequency of activity," and "importance to job"; (2) comparing performance frequency and perception of the importance of various managerial tasks among DON's subgroups; (3) comparing the diversity of managerial activities among the subgroups; (4) comparing the percentage of time spent on various management-related activities among the subgroups; and (5) identifying areas in which future training is needed.

This study is also part of a series of research efforts made toward the goal of understanding the characteristics of civilian managers' jobs in the federal government (e.g. Stanley, 1979; Lau and Broedling, 1979; Flanders, 1981). Lau and Broedling used a multi-method approach to investigate the nature of the Navy's civilian executive jobs and found that these jobs required five major types of managerial activities including: (1) leadership and personnel administration, (2) monitoring and dissemination of internal and external information, (3) technical consultation, (4) resource allocation, and (5) planning/decision-making and influencing policy. Flanders compared the job profile of senior executives to that of mid-managers. She found that SESers and

mid-managers tended to be different in three ways: (1) mid-managers conducted more intra-work unit tasks, while SESers dealt with more agency-wide work or external relations; (2) SESers' managerial tasks were broad and longer-term in perspective, while mid-managers performed more day-to-day, operational and short-term tasks; and (3) mid-managers had more direct supervisory responsibilities, while SESers had more coordinating and liaison duties.

The current study owes its success to those previous studies, especially for their instrument of measurement, which is essentially an extension and revision of the instruments developed by the aforementioned two studies. The six major task areas delineated in the current questionnaire were based on the five major types of managerial activities identified by Lau and Broedling. The major concern in Flander's study is shared and extended by this study, i.e., to compare the differences among subgroups. In addition to grade level, the differences among subgroups defined on other dimensions, namely, amount of supervisory responsibilities, types of organization, occupational series, pay plan designation (GM vs. GS), and gender (male vs. female), will also be examined.

2.0 METHODS

2.1 INSTRUMENT OF MEASUREMENT

The instrument of measurement used in this study is a survey questionnaire consisting of four major sections. It is an expansion and revision of a draft questionnaire developed by the Navy's Civilian Personnel Division. In early 1980, a pilot study was conducted by DON involving 111 of its civilian employees. In October 1981, IBS performed a series of psychometric analyses on the pilot study data to examine the reliability and validity of the questionnaire items (see Report 1 for detailed discussion). Based on the results of these psychometric analyses, IBS revised the draft questionnaire by adding or deleting questions with regard to managerial duties, and by modifying the scales for measuring frequency and importance of these items. Two other sections were added to the questionnaire based on a review of Flanders' (1981) study, "Senior Executive Service and Mid Managers' Job Profiles." These two new sections include items which measure the percentage of time spent on management-related activities and scope of various managerial duties. Thus, a questionnaire consisting of a revised section listing 96 managerial tasks, the aforementioned two new sections, and a background section, came to be the result of these modifications (a copy of revised questionnaire is included in Appendix A).

2.2 SAMPLING PROCEDURES

In order to make meaningful comparisons among subgroups, enough subjects from subgroups were needed along various dimensions in the sample. Population distribution based on grade level and occupational series (for Grade 13, 14, and 15 only) were known in advance. Based on these population distribution figures (see Table 2-1, and 2-5), it was decided to use a stratified sampling strategy (stratified by grade

level and occupational series) to select subjects. For grade level, all SESers were sampled (N=365), and approximately twice as many Grade 13, 14, and 15 subjects as SESers were sampled respectively, i.e., approximately 700 in each grade level. For occupational series groups, 30% of engineers/scientists, 20% of administrative professionals, 20% of Logistics professionals, 15% of Automated Data Processing (ADP) professionals, and 15% of all other professionals were selected within Grade 13, 14, and 15 respectively. In addition, female and Marine Corps personnel were also oversampled due to the same rationale, i.e., the small percentage of these two gropus in the total population.

Three computer printouts, based on population figures and corresponding name lists were provided by DON: one showing the total number of GM/GS 13, 14 and 15 personnel (stratified by the five occupational series groups); one showing the total number of Marine Corps personnel; and one showing the total number of females in Grade 13, 14 and 15 groups. According to the latter two printouts, the number of females and Marine Corps personnel available within each grade level was determined and the desired number of each within each grade level decided. As a result, all the females and Marine Corps personnel in GM/GS 15 were included in the sample, as well as 120 females and 80 Marine Corps personnel within GM/GS 13, and 80 females and 70 Marine Corps personnel within GM/GS 14. After these quota were determined, a quota sampling procedure was then used to select the names of subjects from the name lists provided by DON.

2.3 DATA COLLECTION PROCEDURES

After names of the subjects were identified, they were placed on separate distribution lists provided by DON. These lists were then sent to the personnel departments at the locations identified by DON, along with the questionnaires. Instructions were given on how to replace the selected respondents should they be unavailable, the procedure in

administering the survey, and the process in collecting the completed questionnaires. A separate envelope was provided for each respondent to return his/her questionnaire to ensure anonimity.

2.4 SAMPLE DESCRIPTION

Of the 2,365 questionnaires sent out, 1,562 were responded to and returned. The response rate was approximately 66%. In Tables 2-1 through 2-10, statistics are presented to describe the characteristics of the sample. Some of the variables in this section on which descriptive statistics are reported, were chosen because of their importance in this study (e.g., supervisor groups, grade level, pay plan designation, types of activity, occupational series and gender), and some were chosen simply because of their description of sample characteristics, i.e., geographical region, total time with the Navy, field of study, and educational level. Since the sample was drawn by stratifying on two variables, i.e., grade level and occupational series, the descriptive statistics of the sample could not be directly translated to those of the total population. To obtain the corresponding estimates of the descriptive statistics in the total population, the sample statistics should be multiplied by the proportion of the subpopulation size to the corresponding subsample size, in which the subpopulation and the subsample distinctions were based on the two stratified variables.

In the following, respondent distribution will be reported based on these chosen variables in the sample, and will be compared with the population distribution to determine to what extent the sample is representative of the total population. In cases where total population distribution is unknown, the population estimates will be presented according to the aforementioned procedures. However, due to the percentage of "no responses" to the two variables on which being stratified (4.2% and 13.3% of "no responses" for grade level and occupational series respectively), the population estimates are only approximate.

In Table 2-1, the distribution of respondents in various supervisor groups is shown. Supervisor groups, in this study, were distinguished by the number of professional employees directly supervised. Nonsupervisors are those who do not directly supervise any professional employees. Supervisors were distinguished between those who supervise one or two professional employees and those who supervise three or more professional employees. As can be seen in Table 2-1, distribution of the three groups in the sample shows approximixately 70% supervisors of 3 or more professionals, 20% nonsupervisors, and 10% supervisors of 1 or 2 professionals. Comparing this to the estimated population distribution, it appears that "nonsupervisors" were under-represented, while supervisors of 3 or more professionals were over-represented in our sample.*

The distribution of respondents by grade level is shown in Table 2-2. According to the sampling strategy, it was intended to select 700 respondents within GM/GS 13, 14, and 15 each, and to sample all of the 365 SESers in the total DON population. However, due to different response rates among the four grade levels, the distribution of respondents by grade level in the final sample became like those shown in Table 2-2. Comparing sample percentages with true population percentages, we find

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* Under-representation in the sample means the population percentage is higher than the corresponding sample percentage, and over-representation in the sample states the opposite fact. This nonequivalency between the population and the sample distribution by certain background variables was resulted from the disproportionate sampling strategy used in this study, which, however, is desirable for the purpose of subgroup comparisons.

Table 2 - 1

Distribution of Respondents in Various SUPERVISOR Groups

	Sample FREQUENCY	Sample PERCENTAGE	Estimated POPULATION PERCENTAGE
Nonsupervisor	290	18.6	26.5
Supervisor(1,2)	157	10.1	11.4
Supervisor(3+)	1079	69.1	62.1
No Response*	36	2.3	
	1562	100.0	100.0

*Respondents for whom the value of the concerning variable could not be determined due to no answers were given on the questionnaire regarding the particular variable.

Table 2 - 2

Distribution of Respondents by GRADE Levels

	Sample FREQUENCY	Sample PERCENTAGE	True POPULATION PERCENTAGE
GM/GS 13	446	28.6	60.1
GM/GS 14	422	27.0	26.9
GM/GS 15	449	28.7	10.2
SES	180	11.5	2.1
No Response*	65	4.2	
	1562	100.0	100.0

*See Table 2 - 1

Table 2 - 3

Distribution of Respondents by DESIGNATION Groups

	Sample FREQUENCY	Sample PERCENTAGE	True POPULATION PERCENTAGE
SES	192	12.3	2.1
GM	1226	78.5	92.1
GS	118	7.6	5.8
No Response*	26	1.7	
	1562	100.0	100.0

*See Table 2 - 1

that Grade 13s were under-represented, and Grade 15s and SESers were over-represented in the sample, while the percentage of Grade 14s in the sample is essentially the same as that in the population.

In Table 2-3, the distribution of respondents by pay plan designation is shown. Comparing the proportion of GS to GM in the sample to that in the population, we find that GS was slightly over-represented in the sample. SESers were also over-represented in the sample due to the sampling strategy. (Note: The discrepancy between the two numbers of SESers shown in Table 2-2 and Table 2-3 can be attributed to the different "no response" rates related to the two variables).

Table 2-4 shows the distribution of respondents by types of organization or activity group. It can be seen that the percentage of DON civilian managers in "Command Headquarters" in the sample was approximately the same as that in the population. Professional personnel in "Departmental Headquarters" and "Industrial" type of organization were over-sampled, while those in "Laboratory" and "Supply" types of organizations were under-sampled. For "Other" types of organizations, including "Data Processing, Finance, Medical, Training, Evaluation, etc.", the sample and the population percentages were similar to each other.

Respondents were divided into five groups based on their occupational series. Since the sample was also stratified on occupational series groups, different sample and population distribution figures were expected to be found on this variable. It can be seen in Table 2-5 that engineers/scientists and Logistics professionals were significantly under-represented, while administrative, ADP and other professionals including medical, legal, and financial, were over-represented in our sample.

Table 2 - 4

Distribution of Respondents by ACTIVITY Groups

	Sample FREQUENCY	Sample PERCENTAGE	Estimated POPULATION PERCENTAGE
Departmental Headquarters	314	20.1	13.7
Command Headquarters	482	30.9	29.5
Laboratory	390	25.0	34.4
Industrial	180	11.5	6.9
Supply	55	3.5	6.9
Other*	115	7.3	8.6
No Response	26	1.7	
	1562	100.0	100.0

*Other: Data Processing, Finance, Medicine, Training Evaluation, etc.

Table 2 - 5

Distribution of Respondents by OCCUPATION SERIES Groups

	Sample FREQUENCY	Sample PERCENTAGE	Estimated POPULATION PERCENTAGE#
Engineer/ Scientist	518	33.2	60.7
Administrator	453	29.0	19.2
Logistics	71	4.5	11.8
ADP	163	10.4	6.5
Other*	150	9.6	1.8
No Response	207	13.3	
	1562	100.0	100.0

*Other: Medical, Legal, Financial Professionals, etc.

#The population percentages for various occupational series groups were based on the true population distribution figures for grade 13, 14 and 15, and on the estimated figures for SESers.

In Table 2-6, the distribution of male vs. female professional employees is shown. About 4% of DON's civilian professionals of GM/GS 13 or above are female. Due to this small population percentage, the female subjects were also over-sampled. As a result, the proportion of female vs. male respondents in the final sample, which consisted of subjects who responded to the survey, was approximately 1 to 8.

In addition to the six independent variables in this study, five other demographic variables were originally chosen for describing sample characteristics, including: length of time with the Navy, geographical region in the country where located, educational level, field of study, and ethnicity. Due to a large percentage of "no responses" on ethnicity variable, only sample statistics and corresponding population estimates of the other four variables will be presented in the following tables.

It can be seen in Table 2-7 that the great majority of DON's civilian professionals Grade 13 and above have been with the Navy for more than five years; among them about one third has been with the Navy for more than 20 years. The sample distribution is not too divergent from the population distribution on this variable.

The distribution of respondents by geographical region is shown in Table 2-8. The majority of DON's civilian personnel Grade 13 and above were located in the Nation's Capital (42%); between 10% and 15% of the professionals were located in other identified regions of the country, excepting approximately 7%, which were located in both midwest and northwest regions. In the sample, professionals in most of the geographical regions were under-represented; only those in the Nation's Capital were over-represented.

Table 2 - 6

Percentage of MALE and FEMALE Respondents

	Sample FREQUENCY	Sample PERCENTAGE	True POPULATION PERCENTAGE
Male	1361	87.1	96.1
Female	163	10.5	3.9
No Response	38	2.4	
	1562	100.0	100.0

Table 2 - 7

Distribution of Respondents based on "Total Time with the Navy"

	Sample FREQUENCY	Sample PERCENTAGE	Estimated POPULATION PERCENTAGE
5 or less than 5 years	79	5.1	4.2
6 to 20 years	822	52.6	59.8
More than 20 years	639	40.9	36.0
No Response	22	1.4	
	1562	100.0	100.0

Table 2 - 8

Distribution of Respondents by GEOGRAPHICAL Regions

	Sample FREQUENCY	Sample PERCENTAGE	Estimated POPULATION PERCENTAGE
Northeast	179	11.6	14.7
Nation's Capital	815	52.2	42.1
Other Mid-Atlantic	172	11.0	12.8
Southeast	136	8.8	10.4
Midwest/Northwest	65	4.1	6.5
Southwest/Overseas	172	11.0	13.5
No Response	23	1.5	
	1562	100.0	100.0

In Table 2-9, distribution of respondent's educational level and the corresponding population estimates are shown. In the total population, it was estimated that 3% of DON's civilian personnel Grade 13 and above had only a high school education, about 67% had more than a college level education, and 35% held a master's degree or higher. The sample distribution is not that divergent from the population distribution, excepting the sample which slightly over-represents professionals with educational levels above the master's degree.

In terms of field of study (see Table 2-10), it was found that almost 60% of DON's civilian personnel, Grade 13 and above, had a science or engineering background, and approximately 28% had studied in the areas of accounting, business or public administration. A very small percentage of personnel came from other fields such as social science, education, liberal arts, law, medicine, or military science. The sample distribution is not far from population distribution; except for professionals with an engineering background, the sample percentage is much lower than the population percentage.

2.5 METHODS OF ANALYSIS

The main purpose of this survey is to describe and compare the managerial tasks and activities of all civilian staff Grade 13 and above in the Department of the Navy. Variables such as amount of supervisory responsibilities, grade level, activity types, occupational series, pay plan designation, and gender were chosen and compared.

The first type of comparisons will be made on the 96 managerial tasks identified in the survey, on which "frequency of activity" and "importance to job" were rated by each respondent. Frequency of activity was rated on an eight-point scale ranging from 0 (not part of any managerial activities) to 7 (very often, i.e., 33 or more times a year). "Importance

Table 2 - 9

Distribution of Respondents by various EDUCATION Levels

	Sample FREQUENCY	Sample PERCENTAGE	Estimated POPULATION PERCENTAGE
High School Grad	55	3.5	3.0
Some College	168	10.8	11.7
AA	31	2.0	2.3
BA/BS	213	13.6	15.9
Some Grad Courses	422	27.0	32.2
Masters Degree	284	18.2	18.5
Courses above MA	167	10.7	8.2
Doctoral Degree	151	9.7	5.8
Post Doctorate	52	3.3	2.4
No Response	19	1.2	
	1562	100.0	100.0

Table 2 - 10

Distribution of Respondents by Various FIELDS of STUDY

	Sample FREQUENCY	Sample PERCENTAGE	Estimated POPULATION PERCENTAGE
Accounting, Business/ Public Administration	467	29.9	27.5
Engineering	540	34.6	47.0
Science	203	13.0	12.3
Social Science/Education	110	7.0	4.1
Liberal Arts	77	4.9	3.4
Law	33	2.1	0.7
Medicine	4	0.3	0.2
Military Science	15	1.0	4.8
No Response	113	7.2	
	1562	100.0	100.0

to job" of each task was rated by those for whom the task was part of their managerial duties. Importance ratings were obtained by using a seven-point scale ranging from 1 (of low importance) to 7 (critical). These tasks were first compared to each other in order to obtain a profile of their relative importance. This was done by plotting the means of all 96 tasks on the same graph, and, according to the distribution of the means, dividing the tasks into three categories. This procedure was applied to the whole sample and was repeated within each subgroup. Indentification of profiles of managerial tasks within subgroups was conducted for two purposes: (1) profiles across subgroups could be compared to each other, and (2) tasks which were rated most frequent and/or most important, could be selected for further statistical analysis. After profiles of managerial tasks were identified, hypothesis testing procedures* were conducted to compare the differences among the subgroups on their frequency and importance ratings of the selected managerial tasks.

Diversity of managerial tasks within each of the six major areas, i.e., "integration of program/policy issues," "organizational representation," "direction and guidance of programs, projects, and policy development," " resource acquisition and administration," "utilization of

* Simple t-test was used for comparisons on variables with only two subgroups, e.g., GM vs. GS, and male/female. Multiple comparison test, specifically, Duncan's method, was used for comparisons among more than two subgroups, e.g., among three supervisor groups, four grade levels, six types of organization, and five occupational series groups. Multiple comparison test rather than simple t-test was chosen for comparisons among multiple groups because the former method would control errors experiment wise while the latter could only control errors test wise. In cases of conducting many tests per experiment, as is the case of making comparisons among multiple groups, multiple comparison method is more accurate than is simple t-test.

human resources," and "review/implementation of results," was the second set of dependent variables to be compared. It was intended to determine whether the scope of managerial responsibility varies according to any subgroup distinction. The third set of dependent variables deal with the percentage of work time spent on different kinds of management-related activities including "in-house formal meetings," "external formal meetings," "reviews of work materials", "decision making (alone)," "writing correspondence," "personal development," "carrying out projects for supervisors," and "completing one's own unit's technical projects." Hypothesis testing procedures were again conducted for comparisons among subgroups on these variables.

3.0 RESULTS

Findings from the survey will be reported in this part, which consists of six sections. In the first section, profiles of managerial tasks will be described and compared among subgroups. In the second section, results of hypothesis testing on selected managerial tasks will be reported. Results of hypothesis testing on "diversity of managerial activities" and those on "percentage of work time spent on various activities", will be delineated in sections three and four respectively. The next two sections deal with findings not directly related to the description of managerial tasks. In section five, some descriptive statistics on needed training areas for the future will be presented, as reported and suggested by our respondents. In section six, a special section is presented on discussions of comments received from the respondents regarding this survey. Summary of findings for each section will be presented at the beginning of that section.

3.1 PROFILES OF MANAGERIAL TASKS

- Respondents shared more consensus on importance ratings than on frequency ratings.

- For the sample as a whole, the trend of the importance ratings of tasks in the six major task areas was as follows: "utilization of human resources" being the most important; "direction and guidance of program/policy development", and "review and implementation of results" being the second and the third; "organizational representation" and "resource acquisition/administration" the fourth and the fifth; and "integration of program/policy issues" the lowest. Further hypothesis testing procedures are needed to determine whether the trend is statistically significant.

- o Nonsupervisors were different from supervisors mainly on their performance frequency of tasks in the area of utilization of human resources.

- o The relative importance among managerial tasks was seen to be very similar across various grade levels, while the size of the mean ratings seemed to increase with grade level.

- o Profiles of managerial tasks based on importance ratings were compatible across the six activity groups. For profiles based on frequency rating, the two headquarters were more congruent with each other, and so were supply and industrial types of organization.

- o The five occupational series groups were not very different from each other on their perception of the relative importance among various managerial tasks.

- o No distinctive differences were detected between GM and GS, or between male and female on their perceptions of managerial task profiles.

Mean ratings on each of the 96 managerial tasks were plotted on the same graph in order to examine their distribution. After all the graphs were drawn (see an example of the graphs in Appendix B), including a graph on "frequency" rating and one on "importance" rating for the total sample and for each of the subgroups, the characteristics of these graphs were examined and compared to each other. For all the "frequency" ratings, the distribution closely resembled a normal distribution. All the distributions of "importance" ratings, on the other hand, were bi-modal in shape, with one large and one smaller mode. It seemed that the

measurement of actual behavior, i.e., "frequency of activities," was shown to be normally distributed among the 96 managerial tasks; while the measurement on value, i.e., "importance of the task to job," was more homogeneously rated among the tasks and could be only distinguished between "more" or "less." According to the nature of the distribution of the "frequency" ratings, the 96 managerial tasks were divided into three groups, i.e., approximately 25% of the tasks were classified "high," 50% as "medium," and approximately 25% were rated as "low" on mean frequency ratings. The 96 managerial tasks were also divided into three groups based on the "importance" ratings. The "high" group included approximately 60% of the tasks which formed the large mode on the graph; the "medium" group included about 30% of the tasks which formed the smaller mode, and the "low" group contained 10% or less of the tasks which fell out of the normal range and appeared to be "outliers" on the graph.

Profiles of frequency and importance ratings on managerial tasks for the total sample are shown in Table 3-1(a) and 3-1(b). The majority of the tasks had been conducted "occasionally" (3.31 - 4.67 on the 7-point scale). About one fourth of the tasks were rated as "very rarely," "rarely" or "infrequently" (.39 - 3.28) and less than one fourth of them were rated as "frequently," "often" or "very often" (4.70 - 6.42). The most frequently performed tasks include: "interpret and implement the directives of higher authorities," "keep up-to-date with goals, operations, organization of your activity and/or command," "keep abreast of technical, professional and economic developments by reviewing relevant trade journals and professional publications," "take immediate action in response to crisis or fire drills," "maintain a network of contacts and personal relationships important to your organizational unit's work," "advocate your work unit's projects and activities to other groups (internal and external)," "present facts to supervisors, budget officials and decision-makers," "sell ideas, programs, or action programs to superiors, resource sponsors and other interested parties," "draft

Table 3 - 1 (a)

Profile of Frequency Ratings on Managerial Tasks
(Total Sample)

A[a]	B	C	D	E	F
		HIGH (4.70 - 6.42)[#]			
2 3 4 8 10[b]	1 3 5 6 15 17	1 2 3 7 8 9 12		4 6 7 9	1
		MEDIUM (3.31 - 4.67)			
1 3 5 6 7 9	2 4 7 8 13 14 16 18 20 22 23 24 28 29	4 5 6 13 14 15 16 17 18 19 20 21 22 24 25 29 30	1 2 4 6 7	1 2 3 5 8 10	2 3
		LOW (.39 - 3.28)			
	9 10* 11 12* 19 21 25* 26 27* 30	10 11 23 26 27* 28	3 5	11 12 13 14 15* 16	

[a]Task areas are represented by capitalized letters as appeared in the questionnaire. For narritives of task areas, see Appendix A, p.A-5 to p.A-14.

[b]Managerial tasks are represented by their question numbers on the questionnaire. For narritives of managerial tasks, see Appendix A, p.A-5 to p.A-14.

[#]Figures in parentheses indicate the lowest and the highest ratings on tasks included in particular high, medium, or low category.

*Items on which over 50% of the respondents reported "not part of my management activities".

official correspondence," "negotiate complex and/or difficult issues with individuals or groups (internal and external)," "allocate own time," "set objectives," "anticipate problems and apply techniques to solve them," "determine feasibility and practicality of plans/proposals," "solicit views of others when solving problems concerning activities of work unit," "relate past practices to present situations," "establish priorities for work in your unit to be accomplished," "motivate employees through leadership and other methods to improve production, productivity, morale, etc.," "provide guidance and direction to subordinates," "keep subordinate staff members informed of relevant information through meetings, conversations, and dissemination of written materials," "assign authority to subordinates when and where possible or necessary," and "provide technical quality control through the review process."

A great majority of the managerial tasks were rated above 5 on the 7-point scale, i.e., "of above average importance," as can be seen in Table 3-1(b). These include almost all of the tasks in area E, "utilization of human resources"; two thirds of the tasks in areas C and F, i.e., "direction and guidance of programs, projects, or policy development," and "review and implementation of results"; one half of the tasks in areas B and D, "organizational representation and liaison," and "resource acquisition and administration"; and three tenths of the tasks in area A, "integration of internal and external program/policy issues." Thus, among the six major task areas, "utilization of human resources" was rated the most important; "direction and guidance of program and policy development," and "reviews and implementation of results" were rated the second most important; "organizational representation and liaison" and "resource acquisition and administration" the third; and "integration of internal and external program/policy issues" was perceived less important than other major task areas.

Table 3 - 1 (b)

Profile of Importance Ratings on Managerial Tasks
(Total Sample)

A[a]	B	C	D	E	F
		HIGH (5.07 - 6.13)[#]			
2 4 10[b]	1 2 3 4 5 6 7 8 11 13 14 15 16 17 18 22	1 2 3 4 5 6 7 8 9 11 12 13 14 16 20 21 22 24 25 29	4 6 7	1 2 3 4 5 6 7 8 9 10 11 12 13 14 16	1 2
		MEDIUM (4.07 - 4.98)			
1 3 5 6 7 8 9	9 10* 12* 19 20 23 24 28 29 30	10 17 18 19 23 26 28 30	1 2 3 5	15	3
		LOW (2.65 - 3.61)			
	21 25* 26 27*	27*			

a, b, #, * : see Table 3-1(a), p.21

A typology to describe the profile of managerial tasks based on the frequency and importance ratings is presented in Table 3-1(c). It can be seen that all tasks except one which were reported being conducted most frequently, were also rated as more important. Most of the tasks rated as important were reported as being at least conducted occasionally. A small number of the tasks which were reported as being performed infrequently were, however, rated as important, e.g., "prepare responses to Congressional and White House inquiries," "plan to accomplish large-volume work projects," "participate in the resolution of EEO complaints," "resolve conflicts within immediate organization or work unit," "handle grievances informally," "handle formal grievances," and "resolve conflict between own work unit and other organizational components." Using Table 3-1(c) and the survey questionnaire together, we are able to determine the relative importance and performance frequency of any specific managerial task as opposed to others, in case such concern should arise in the future.

Profiles of managerial tasks obtained for subgroups along the same dimension, were presented in the same table in order to compare them to each other. It should be pointed out that when it was attempted to divide these items into three categories, we were essentially cutting a continuum into three parts. It was unavoidable to have introduced some arbitrariness on where to draw the dividing lines. Thus, the three-category classification is only an approximate presentation of the profile. The advantage of this form of presentation, however, is in identifying those specific items which were rated as high on frequency and/or importance, and to compare them between the subgroups in further analysis. It should also be reiterated that the profiles represent the relative frequency or importance among managerial tasks within each subgroup. On the other hand, the question as to whether the subgroups on the same dimension were significantly different from each other on ratings of managerial tasks could not be determined by those tables presented in

Table 3 - 1 (c)

Profile of Managerial Tasks--Frequency and Importance
(Total Sample)

	Important (5.07 - 6.13)	Less Important (4.07 - 4.98)	Least Important (2.65 - 3.61)
Most Frequent (4.70-6.42)	A2, A4, A10 B1, B3, B5, B6, B15, B17 C1, C2, C3, C7, C8, C9, C12 E4, E6, E7, E9 F1	A8	
Frequent (3.31-4.67)	B2, B4, B7, B8, B13, B14, B16, B18, B22 C4, C5, C6, C13, C14, C15, C16, C20, C21, C22, C24, C25, C29 D4, D6, D7 E1, E2, E3, E5, E8, E10 F2	A1, A3, A5, A6, A7, A9 B20, B23, B24, B28, B29 C17, C18, C19, C30 D1, D2 F3	
Infrequent (0.39-3.82)	B11 C11 E11, E12, E13, E14, E16	B9, B10*, B12*, B19, B30 C10, C23, C26, C28 D3, D5 E15*	B21, B25*, B26, B27* C27*

* Item on which over 50% of the respondents reported "not part of my management activities."

this section. An attempt to define such a trend will be made in this section on the basis of the highest and lowest ratings of tasks included in high, medium, and low categories across various subgroups. The more precise hypothesis testing of subgroup differences will be conducted in the next section.

In Table 3-2(a), profiles of managerial tasks based on "frequency" rating were presented for the three groups classified by supervisory responsibilities. The profiles appeared very similar among the three groups across all major managerial task areas, except in area E, "Utilization of Human Resources", in which six out of the 16 tasks were rated very frequent by supervisors, but none by nonsupervisors. This could be explained by the way the three supervisor groups were defined; namely, by the number of professional employees directly supervised. Hence, it was also not surprising to find that nonsupervisors performed tasks in the area of utilization of human resources less often than they peformed those in other managerial task areas. On the other hand, although the profile of frequency ratings on most managerial tasks looked similar across the three supervisor groups, the absolute frequency of performing these managerial tasks seemed to increase with the amount of supervisory responsibilities. This tentative trend was detected by the value of the highest and lowest rating on tasks included in high, medium and low groups. Table 3-2(b) shows the profiles of "importance" ratings on managerial tasks for the three supervisor groups. It appears the three groups shared more consensus regarding their perceptions of the relative importance, than on the relative performance frequency of managerial tasks. On the other hand, the trend showing absolute value of mean ratings are likely to increase with the amount of supervisory responsibilities, also seemed to hold true for the ratings on importance.

Table 3 - 2 (a)

Profiles of Frequency Ratings on Managerial Tasks
(SUPERVISOR groups)

	A[a]	B	C	D	E	F
			HIGH			
Nonsupervisor (3.99-6.33)*	2[b] 4 8 9 10	1 3 4 5 6 15	1 2 3 7 8 9			
Supervisor(1,2)[c] (4.33-6.45)	2 3 4 8 10	1 3 4 5 6 15	1 2 3 7 8 9 12		3 4 6 7 9 10	1
Supervisor(3+)[d] (5.08-6.49)	2 4 8 10	1 3 5 6 15 16 17	1 2 3 7 8 9 12		3 4 6 7 9 10	1
			MEDIUM			
Nonsupervisor (2.01-3.89)	1 3 5 6 7	2 7 8 9 13 14 16 17 18 19 20	4 5 6 11 12 13 14 15 16 17 18 19 20	1 2 4 6 7	4 6 7	1 2
Supervisor(1,2) (2.86-4.29)	1 5 6 7 9	2 7 8 13 14 16 17 18 19 20	4 5 6 13 14 15 16 17 18 19 20	1 2 4 6 7	2 5 8 12	2
Supervisor(3+) (3.65-4.98)	1 3 5 7 9	2 4 7 8 13 14 18 20	4 5 6 13 14 15 16 17 18 19 20	1 2 4 6 7	1 2 5 8 12	2
Nonsupervisor		21 22 23 24 28 29 30	21 22 24 25 29 30			
Supervisor(1,2)		22 23 24 28 29 30	21 22 24 25 29 30			
Supervisor(3+)		23 24 28 29	21 22 24 25 29			
			LOW			
Nonsupervisor (0.27-1.96)		10 11 12 21 25 26 27 30	10 23 26 27 28	3 5	1 2 3 5 8 9 10 11	3
Supervisor(1,2) (0.35-2.79)		9 10 11 12 21 25 26 27	10 11 23 26 27 28	3 5	1 11	3
Supervisor(3+) (0.43-3.54)	6	9 10 11 12 19 21 22 25 26 27 30	10 11 23 26 27 28 30	3 5	11	3
Nonsupervisor					12 13 14 15 16	
Supervisor(1,2)					13 14 15 16	
Supervisor(3+)					13 14 15 16	

a, b: see Table 3-1(a), p.21

c: Supervisors who supervise one or two professional employees.

d: Supervisors who supervise three or more professional employees.

*Figures in parentheses indicate the lowest and the highest ratings on tasks included in particular high, medium, or low category.

Table 3 - 2 (b)

Profiles of Importance Ratings on Managerial Tasks
(SUPERVISOR groups)

	A[a]	B	C	D	E	F
			HIGH			
Nonsupervisor (4.52-5.93)*	2 4 10[b]	1 2 3 4 5 6 7 8 9 11 13 14 15 17	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16	4 6 7	2 3 4 6 7 9 10 12	1 2
Supervisor(1,2)[c] (4.79-5.98)	2 4 10	1 2 3 4 5 6 7 8 11 13 14 15 16 17	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16	4 6 7	1 2 3 4 5 6 7 8 9 10 12 13	1 2
Supervisor(3+)[d] (5.12-6.27)	2 4 10	1 2 3 4 5 6 7 8 11 13 14 15 16 17	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16	4 6 7	1 2 3 4 5 6 7 8 9 10 12 13	1 2
Nonsupervisor		18 22 23 24	17 19 20 21 22 24 25 29 30		16	
Supervisor(1,2)		18 23	17 20 21 22 25 29		14 16	
Supervisor(3+)		18	20 21 22 24 25 29		14 16	
			MEDIUM			
Nonsupervisor (3.72-4.49)	1 3 5 6 7 8 9	10 16 19 20 28 29 30	10 18 23 26 28 30	1 2 5	1 5 8 11 13 14	3
Supervisor(1,2) (3.95-4.71)	1 3 5 6 7 8 9	9 10 12 19 20 22 24 28 29 30	10 18 19 24 26 28 30	1 2 3 5	11	3
Supervisor(3+) (4.01-5.06)	1 3 5 6 7 8 9	9 10 12 19 20 22 23 24 28 29 30	10 17 18 19 23 26 28 30	1 2 3 5	15	3
			LOW			
Nonsupervisor (2.44-3.55)		12 21 25 26 27	27	3	15	1
Supervisor(1,2) (2.57-3.73)		21 25 26 27	23 27		15	
Supervisor(3+) (2.69-3.67)		21 25 26 27	27			

a, b: see Table 3-1(a), p. 21

c: Supervisors who supervise one or two professional employees.

d: Supervisors who supervise three or more professional employees.

*Figures in parentheses indicate the lowest and the highest ratings on tasks included in particular high, medium, or low category.

In table 3-3(a), the profiles of mean frequency ratings of managerial tasks were compared among four grade levels. The four profiles again looked similar to each other. However, the range of the absolute values on frequency ratings seemed to indicate that GM/GS 15s and SESers were not very different from each other in terms of performance frequency on most managerial tasks, but were different from either GS/GM 13s or GM/GS 14s. The latter two also seemed to diverge. Table 3-3(b) shows the contrast of "importance" profiles regarding managerial tasks among the four grade levels. By comparing Table 3-2(b) to 3-2(a), we can see that more consensus was shown among the four groups on importance ratings than on frequency ratings. Examining the range of the importance ratings between the four grade levels, it was found that the differences between the four grade levels on importance ratings were not as distinctive as they were on frequency ratings. The only difference seemed to exist between GM/GS 13 and all the other groups.

As can be seen in Table 3-4(a), among the six activity groups, staff in Departmental Headquarters and those in Command Headquarters were more similar to each other on their ratings of performance frequency of managerial tasks than to other types of organization. The Supply and Industrial types of organization also resembled each other on their profiles, while the Laboratory group seemed to stand out independently. It was difficult to determine which group was similar to "Other" types of organization. This was probably due to the fact that "Other" category was a rather arbitrary combination of groups of different nature (Data Processing, Finance, Medicine, Evaluation and Training). In terms of the absolute value on frequency ratings, the Laboratory group seemed to be the lowest, while the Supply and Industrial types of organization appeared to be on the higher end. The profiles of importance ratings among the six activity groups, as shown in Table 3-4(b), were more similar to each other than those of frequency ratings. Again, the Laboratory group seemed to have the lowest mean "importance" ratings on those managerial tasks. The trend among the other five groups was not clearly shown in this table.

Table 3 - 3 (a)

Profiles of Frequency Ratings on Managerial Tasks
(GRADE levels)

	A[a]	B	C	D	E	F
			HIGH			
GS/GM 13 (4.42-6.25)*	2 4 8 10[b]	1 3 5 6 15	1 2 3 7 8 9 12 21		4 6 7	
GS/GM 14 (4.73-6.55)	2 4 8 10	1 3 4 5 6 15 17	1 2 3 7 8 9 12		4 6 7 9	
GS/GM 15 (5.28-6.49)	2 4 8 10	1 3 5 6 15 16	1 2 3 7 8 9 12		4 6 7 9	1
SES (5.28-6.30)	2 3 4 8 10	1 3 5 15 16 17	1 3 7 8 9		4 6 7 9	1
			MEDIUM			
GS/GM 13 (2.81-4.29)	1 3 5 7 9	2 4 7 8 9 13 14 16 17 18 20	4 5 6 11 13 14 15 16 17 18 19 20	1 2 4 6 7	2 3 5 8 9 10	1 2
GS/GM 14 (3.31-6.61)	1 3 5 6 7 9	2 7 8 13 14 16 18 20 22	4 5 6 11 13 14 15 16 17 18 19 20 21	1 2 4 6 7	1 2 3 5 8 10	2
GS/GM 15 (3.77-5.15)	1 3 5 7 9	2 4 7 8 13 14 17 18 20	4 5 6 13 14 15 16 17 18 19 20 21	1 2 4 6 7	1 2 3 5 8 10 12	2
SES (3.61-5.11)	1 5 6 7 9	2 4 6 7 8 13 14 18 19 20 21	2 4 5 6 12 13 14 15 16 17 19 20 21	1 2 4 6 7	1 2 3 5 8 10	2 3
GS/GM 13		23 24 28 29	22 25 29 30			
GS/GM 14		23 24 28 29	22 24 25 29			
GS/GM 15		23 24 26 29	22 24 25 29			
SES		23 24 28 29 30	22 24 25 29 30			
			LOW			
GS/GM 13 (.14-2.70)	6	10 11 12 19 21 22 25 26 27 30	10 23 24 26 27 28	3 5	1 11 12 13 14 15 16	3
GS/GM 14 (.28-3.30)		9 10 11 12 19 21 25 26 27 30	10 23 26 27 28 30	3 5	11 12 13 14 15 16	3
GS/GM 15 (.49-3.70)	6	9 10 11 12 19 21 22 25 26 27 30	10 11 23 26 27 28 30	3 5	11 13 14 15 16	3
SES (.48-3.51)		9 10 11 12 22 25 26 27	10 11 18 22 23 26 27 28	3 5	11 12 13 14 15 16	

*Figures in parentheses indicate the lowest and the highest ratings on tasks included in particular high, medium, or low category.

a, b: see Table 3-1(a), p. 21

Table 3 - 3 (b)

Profiles of Importance Ratings on Managerial Tasks
(GRADE levels)

	A[a]	B	C	D	E	F
			HIGH			
GS/GM 13 (4.76-5.99)*	2 4 10[b]	1 3 4 5 6 7 8 9 13 14 15 16 17	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 19 20	4 6 7	1 2 3 4 5 6 7 8 9 10 11 12 13	1 2
GS/GM 14 (5.03-6.15)	2 4 10	1 3 4 5 6 7 8 11 13 14 15 16 17	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 17 20	4 6 7	1 2 3 4 5 6 7 8 9 10 11 12 13	1 2
GS/GM 15 (5.01-6.29)	2 4 10	1 2 3 4 5 6 7 8 11 13 14 15 16 17	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 17 20	4 6 7	1 2 3 4 5 6 7 8 9 10 11 12 13	1 2 3
SES (5.05-6.17)	2 3 4 5 10	1 2 3 4 5 6 7 8 11 13 14 15 16 17	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 17 20	4 6 7	1 2 3 4 5 6 7 8 9 10 11 12 13	1
GS/GM 13		18	21 22 24 25 29		14 16	
GS/GM 14		18	21 22 24 25 29		14 16	
GS/GM 15		18	21 22 24 25 26 29		14 16	
SES		18	21 22 24 25		14 16	
			MEDIUM			
GS/GM 13 (4.10-4.69)	5 6 7 8	2 20 22 23 24 28 29 30	10 17 18 23 30	1 2 3 5	15	3
GS/GM 14 (4.02-4.97)	1 3 5 6 7 8 9	2 9 19 20 22 23 24 28 29 30	10 18 19 23 26 28 30	1 2 3 5	15	3
GS/GM 15 (4.06-4.96)	1 3 5 6 7 8 9	9 10 12 19 20 22 23 24 28 29 30	10 18 19 23 28 30	1 2 3 5	15	
SES (4.20-5.00)	1 6 7 8 9	9 10 12 19 20 22 23 24 28 29 30	10 18 19 23 26	1 2 3 5		2 3
			LOW			
GS/GM 13 (2.46-3.92)	1 3 9	10 11 12 19 21 25 26 27	26 27 28			
GS/GM 14 (2.64-3.96)		10 12 21 25 26 27	27			
GS/GM 15 (2.59-3.75)		21 25 26 27	27			
SES (2.75-3.92)		21 25 26 27	27 28 29 30		15	

*Figures in parentheses indicate the lowest and the highest ratings on tasks included in particular high, medium, or low category.

a, b: see Table 3-1(a), p.21

Table 3 - 4 (a)

Profiles of Frequency Ratings on Managerial Tasks
(types of ACTIVITY)

	A [a]	B	D	D	E	F
			HIGH			
Dep't Head Qrt's (5.01-6.37)*	2 3 4 8 10 [b]	1 3 5 6 15 17	1 2 3 7 8 9 12		4 6 7	
Command Head Qrt's (4.84-6.46)	2 3 4 8 10	1 3 5 6 15 17	1 2 3 7 8 9 12		4 6 7	
Laboratory (4.40-6.39)	4 8 9 10	1 3 4 5 6 15	1 2 3 7 8 9 12 20		4 6 7 9	1
Supply (5.31-6.67)	2 4 10	1 5 15 16 17	1 2 3 7 8 9 12 21		3 4 6 7 9 10	1
Industry (5.05-6.48)	2 4 8 10	1 3 5 6 15 16 17	1 2 3 7 8 9 12 21 25		4 6 7 9 10	1
Other (5.14-6.46)	2 3 4 8 10	1 5 15	1 2 3 8 9 12 21		4 6 7	
			MEDIUM			
Dep't Head Qrt's (3.58-4.81)	1 3 5 6 7 9	2 4 7 8 13 14 16 18 19 20 22	4 5 6 11 13 14 15 16 17 18 19 20 21 22	1 2 4 6 7	1 2 3 5 8 9 10	1 2 3
Command Head Qrt's (3.03-4.67)	1 5 7 9	2 4 7 8 13 14 16 18 20 22	4 5 6 11 13 14 15 16 17 18 19 20 21 22	1 2 4 6 7	1 2 3 5 8 9 10	1 2
Laboratory (2.81-4.23)	1 2 3 5 6 7	2 7 8 9 13 14 16 17 18 19 20	4 5 6 13 14 15 16 17 18 19 21 22	1 2 4 6 7	1 2 3 5 8 10 12	2
Supply (3.53-5.29)	1 3 5 6 7 8 9	2 3 6 7 8 13 14 18 20	4 5 6 11 13 14 15 16 17 18 19 20 22	1 2 4 6 7	1 2 5 8 12	2 3
Industry (3.56-4.98)	1 3 5 7 9	2 4 7 8 13 14 18 20	4 5 6 11 13 14 15 16 17 18 19 20 22	1 2 4 6 7	1 2 3 5 8 12	2 3
Other (3.65-5.04)	1 5 7 9	2 3 4 6 7 8 13 14 16 17 18 20	4 5 6 7 13 14 15 16 17 18 19 20	1 2 4 6 7	1 3 5 8 9 10	1 2
Dep't Head Qrt's		23 24 28 29	24 25 29 30			
Command Head Qrt's		23 24 28 29	24 25 29 30			
Laboratory		23 28 29 30	25 29 30			
Supply		23 24 28 29	23 24 25 29 30			
Industry		23 24 28 29 30	24 29 30			
Other		23 24 28 29	24 25			
			LOW			
Dep't Head Qrt's (0.48-3.49)		9 10 11 12 21 25 26 27 30	10 23 26 27 28	3 5	11 12 13 14 15 16	
Command Head Qrt's (0.30-2.90)	6	9 10 11 12 19 21 25 26 27 30	10 23 26 27 28	3 5	11 12 13 14 15 16	3
Laboratory (0.21-2.94)		10 11 12 19 21 22 24 25 26 27	10 11 23 24 26 27 28	3 5	11 13 14 15 16	3
Supply (0.29-3.45)		4 9 10 11 12 19 21 22 25 26 27 30	10 26 27 28	3 5	11 13 14 15 16	
Industry (0.25-3.44)	6	9 10 11 12 19 21 22 25 26 27	10 23 26 27 28	3 5	11 13 14 15 16	
Other (0.20-3.46)	6	9 10 11 12 19 21 22 25 26 27 30	10 11 22 23 26 27 28 29 30	3 5	2 11 12 13 14 15 16	3

*Figures in parentheses indicate the lowest and the highest ratings on tasks included in particular high, medium, or low category.

a, b: see Table 3-1(a), p.21

Table 3 - 4 (b)

Profiles of Importance Ratings on Managerial Tasks
(types of ACTIVITY)

	A[a]	B	C	D	E	F
HIGH						
Dep't Head Qrt's (5.04-6.24)*	2 4 5 10[b]	1 2 3 4 5 6 7 8 11 13 14 15 16 17 18 24	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 17	4 6 7	1 2 3 4 5 6 7 8 9 10	1
Command Head Qrt's (4.97-6.24)	2 4 5 10	1 2 3 4 5 6 7 8 9 11 13 14 15 16 17 18 24	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 17	4 6 7	1 2 3 4 5 6 7 8 9 10	1 2
Laboratory (4.73-5.99)	8 10	1 2 3 4 5 6 7 8 9 11 13 14 15 16 17 18 24	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 17	4 6 7	1 2 3 4 5 6 7 8 9 10	1 2
Industrial (5.01-6.36)	2 4 5 10	1 3 4 5 6 7 8 11 13 14 15 16 17 18	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16	4 6 7	1 2 3 4 5 6 7 8 9 10	1 2 3
Supply (5.22-6.55)	2 4 10	1 5 6 7 8 9 11 13 14 15 16 17 18 24	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 17	4 6 7	1 2 3 4 5 6 7 8 9 10	1 2 3
Other (5.22-6.34)	2 4 10	1 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16	4 6 7	1 2 3 4 5 6 7 8 9 10	1 2
Dep't Head Qrt's			20 21 22 24 25 26 29		11 12 13 14 16	
Command Head Qrt's			20 21 22 24 25 29		11 12 13 14 16	
Laboratory			20 21 22 24 25 29		11 12 13 14 16	
Industrial			20 21 22 24 25 29		11 12 13 14 15 16	
Supply			19 20 21 24 25 29		11 12 13 14 16	
Other			19 20 21 22 24 25		11 12 13 14 16	
MEDIUM						
Dep't Head Qrt's (4.12-4.82)	1 3 6 7 8 9	9 10 12 19 20 22 23 28 29 30	10 18 19 23 27 28 30	1 2 3 5		2 3
Command Head Qrt's (4.40-4.85)	1 3 6 7 8 9	10 12 19 20 22 23 28 29 30	10 18 19 23 26 28 30	1 2 3 5		3
Laboratory (3.91-4.67)	2 4 5 6 7 9	19 20 22 23 24 28 29 30	10 18 19 23 28 30	1 2 3 5		3
Industrial (4.10-5.04)	1 3 6 7 8	2 9 20 22 23 24 28 29 30	10 17 18 19 23 28 30	1 2 3 5		
Supply (4.14-5.20)	1 3 5 6 7 8	2 3 4 12 20 22 23 28 29 30	10 18 22 23 30	1 2 3 5	15	
Other (4.14-5.15)	1 3 5 7 8 9	2 9 11 13 14 20 22 23 24 28 29 30	10 17 18 23 26 28 29 30	1 2 3 5	15	3
LOW						
Dep't Head Qrt's (2.36-3.59)		21 25 26 27			15	
Command Head Qrt's (2.66-3.73)		21 25 26 27	27		15	
Laboratory (2.58-3.73)	1 3	10 12 21 25 26 27	26 27		15	
Industrial (2.97-3.97)	9	10 12 19 21 25 26 27	26 27			
Supply (2.59-3.91)	9	10 19 21 25 26 27	26 27 28			
Other (2.41-3.66)	6	10 12 19 21 25 26 27	27			

*Figures in parentheses indicate the lowest and the highest ratings on tasks included in particular high, medium, or low category.

a, b: see Table 3-1(a), p. 21

Profiles of frequency ratings of managerial tasks in five occupational series groups are presented in Table 3-5(a). In general, the profiles were not very different from each other among the five groups; although, the administrative and Logistics professionals seemed to be more compatible with each other in the majority of the task areas. In terms of the trend, engineers/scientists and "other" groups (including medical, legal and financial professionals), seemed to report conducting the managerial tasks less often than did the administrative, Logistics or ADP professionals. Profiles of managerial tasks based on importance ratings appeared to be more homogeneous among various occupational series groups, as can be seen in Table 3-5(b). Engineers/scientists again seemed to rate most managerial tasks less important than did other professionals. These trends will be further examined in the next section.

The great majority of DON's Grade 13, 14, and 15 personnel are classified as GM/MPS, and a small percentage of them are classified as GS. In Table 3-6(a) and 3-6(b), profiles of frequency and importance ratings on managerial tasks are compared between the two groups. As can be seen, the profiles resemble each other very closely in both tables. The small amount of discrepancy between the two is suspected to be the result of the arbitrariness involved in drawing the dividing lines (as discussed in the beginning of this section). The absolute value of the ratings also does not appear to differ significantly in either group.

The comparison between males and females in terms of their self-reported measures on performance frequency and perceptions of importance of the managerial tasks is presented in Table 3-7(a) and 3-7(b). As in the case of comparisons between GM and GS, no distinctive difference was detected between DON's male and female civilian managers/supervisors on their performance of and/or value on managerial tasks identified in this study.

Table 3 - 5 (a)

Profiles of Frequency Ratings on Managerial Tasks
(OCCUPATIONAL SERIES)

	A[a]	B	C	D	E	F
			HIGH			
Engineer/Sci. (4.60-6.43)*	2 4 8 9 10[b]	1 3 4 5 6 15	1 2 3 7 8 9 12 20		4 6 7 9	1
Administrative (4.93-6.43)	2 3 4 10	1 3 5 6 15 16 17	1 2 3 7 8 9 12		4 6 7 9	
Logistics (5.01-6.32)	2 3 4 10	1 5 6 15 16 17	1 2 3 7 8 9 12 29		4 6 7	
ADP (4.96-6.48)	2 3 4 8 10	1 3 5 6 15 17	1 2 3 7 8 9 12 18 19 20 21		3 4 6 7 9	1
Other (4.57-6.47)	2 3 4 8 9 10	1 3 4 5 6 15	1 2 3 7 8 9 12		4 6 7 9	1
			MEDIUM			
Engineer/Sci. (2.88-4.54)	1 3 5 6 7	2 7 8 9 13 14 16 17 18 19 20 21	4 5 6 11 13 14 15 16 17 18 19 21		1 2 3 5 8 10 12	2 3
Administrative (3.11-4.78)	1 5 6 7 8 9	2 4 7 8 13 14 18 20	4 5 6 11 13 14 15 16 17 18 19 20 21	1 2 4 6 7	1 2 3 5 8 10 12	1 2 3
Logistics (3.49-4.99)	1 5 6 7 8 9	2 3 4 7 8 13 14 18 20	4 5 6 11 13 14 15 16 17 18 19 20 21	1 2 4 6 7	1 2 3 5 8 9 10	1 2 3
ADP (3.16-4.77)	1 5 7 9	2 4 7 8 9 13 14 16 18 20	4 5 6 11 13 14 15 16 17	1 2 4 6 7	1 2 5 8 10 12 16	2 3
Other (3.03-4.47)	1 5 6 7	2 7 8 13 14 16 17 18 19 20	4 5 6 11 12 14 15 16 17 18 19 20 21	1 2 4 5 6 7	1 2 3 5 8 10	
Engineer/Sci.		22 23 24 28 29 30	22 24 25 29 30			
Administrative		22 23 24 28 29	22 23 24 25 29 30			
Logistics		22 23 24 28 29	22 24 25 30			
ADP		22 23 24 28 29	22 23 24 25 30			
Other		23 24 28 29 30	22 24 25 29 30			
			LOW			
Engineer/Sci (0.39-2.71)		10 11 12 25 26 27	10 23 26 27 28	3 5	11 13 14 15 16	
Administrative (0.47-3.07)		9 10 11 12 19 21 25 26 27 30	10 26 27 28	3 5	11 13 14 15 16	
Logistics (0.27-3.21)		9 10 11 12 19 21 25 26 27 30	10 23 26 27 28	3 5	11 12 13 14 15 16	
ADP (0.14-2.99)	6	10 11 12 19 21 25 26 27 30	10 26 27 28 29	3 5	11 13 14 15	
Other (0.32-2.88)		9 10 11 12 21 22 25 26 27	10 23 26 27 28	3	11 12 13 14 15 16	2 3

*Figures in parentheses indicate the lowest and the highest ratings on tasks included in particulat high, medium, or low category.

a, b: see Table 3-1(a), p.21

Table 3 - 5 (b)

Profiles of Importance Ratings on Managerial Tasks
(OCCUPATIONAL SERIES)

	A[a]	B	C	D	E	F
			HIGH			
Engineer/Sci. (4.88-5.94)*	2 4 10[b]	1 2 3 4 5 6 7 8 9 11 13 14 15	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 17	4 6 7	1 2 3 4 5 6 7 8 9 10 11	1
Administrative (5.21-6.43)	2 4 5 10	1 2 3 5 6 7 8 11 13 14 15	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16	4 6 7	1 2 3 4 5 6 7 8 9 10 11	1 2
Logistics (5.01-6.25)	2 4 5 10	1 2 3 4 5 6 7 8 13 14 15	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16	4 6 7	1 2 3 4 5 6 7 8 9 10 11	1 2 3
ADP (5.13-6.25)	2 4 10	1 3 4 5 6 7 8 15	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16	4 6 7	1 2 3 4 5 6 7 8 9 10 11	1 2
Other (5.02-6.07)	2 4 10	1 3 4 5 6 7 8 11 13 14 15	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16	4 6 7	1 2 3 4 5 6 7 8 9 10	1
Engineer/Sci.		16 17 18 24	20 21 22 23 24 25 29		12 13 14 16	
Administrative		16 17 18 24	21 24 25		12 13 14 16	
Logistics		16 17 18 24	19 20 21 22 24 25 29		12 13 14 16	
ADP		16 17 18	18 19 20 21 22 24 25 29		12 13 14 16	
Other		16 17 18 24	20 21 22 24 25 29		12 14 16	
			MEDIUM			
Engineer/Sci. (3.83-4.74)	1 3 5 6 7 8 9	12 19 20 21	10 18 19 28 30	1 2 3 5	15	2
Administrative (4.03-5.13)	1 3 6 7 8	4 9 10 12 19 20	10 17 18 19 20 22 23 26 27 28 29 30	1 2 3 5	15	3
Logistics (3.77-4.97)	1 3 6 7 8 9	9 11 19 20	10 17 18 23 26 28 30	1 2 3 5	15	
ADP (3.99-5.04)	1 3 5 6 7 8 9	2 9 11 13 14 20	10 17 23 26 28 29 30	1 2 3 5	15	3
Other (3.92-4.98)	1 3 5 6 7 8 9	2 9 10 12 19 20	10 17 18 19 23 26 27 28 30	1 2 3 5	11 13 15	2 3
Engineer/Sci.		22 23 24 28 29 30				
Administrative		22 23 28 29 30				
Logistics		22 23 28 29 30				
ADP		22 23 24 28 29 30				
Other		22 23 28 29 30				
			LOW			
Engineer/Sci. (2.61-3.67)		10 25 26 27	26 27			3
Administrative (2.64-3.83)	9	21 25 26 27				
Logistics (2.04-3.41)		10 12 19 21 25 26 27	27			
ADP (2.58-3.83)		10 12 19 21 25 26 27	27			
Other (2.91-3.37)		21 25 26 27				

*Figures in parentheses indicate the lowest and the highest ratings on tasks included in particular high, medium, or low category.

a, b: see Table 3-1(a), p.21

Table 3 - 6 (a)

Profiles of Frequency Ratings on Managerial Tasks
(DESIGNATION)

	A[a]	B	C	D	E	F
			HIGH			
G.M. (4.49-6.46)*	2 3 4 8 10[b]	1 3 4 5 6 15 17	1 2 3 7 8 9 12 21		3 4 6 7 9 10	1
G.S. (4.38-6.10)	2 4 8 9 10	1 3 4 5 6 15 17 20	1 2 3 7 8 9 12 16 21		3 4 6 7 9	
			MEDIUM			
G.M. (3.05-4.45)	1 5 6 7 9	2 7 8 9 13 14 16 18 20 22 23 24 28 29 30	4 5 6 11 13 14 15 16 17 18 19 20 22 24 25 29 30	1 2 4 6 7	1 2 5 8 12	2 3
G.S. (2.80-4.23)	1 3 5 6 7	2 7 8 9 13 14 16 18 19 22 23 24 28 29 30	4 5 6 11 13 14 15 17 18 19 20 22 24 25 29 30	1 2 4 6 7	1 2 5 8 10 12	1 2
			LOW			
G.M. (0.31-2.85)		10 11 12 19 21 25 26 27	10 23 26 27 28	3 5	11 13 14 15 16	
G.S. (0.27-2.53)		10 11 12 21 25 26 27	10 23 26 27 28	3 5	11 13 14 15 16	3

*Figures in parentheses indicate the lowest and the highest ratings on tasks included in particular high, medium, or low category.

a, b: see Table 3-1(a), p.21

Table 3 - 6 (b)

Profiles of Importance Ratings on Managerial Tasks
(DESIGNATION)

	A[a]	B	C	D	E	F
			HIGH			
G.M. (5.08-6.16)*	2 4 10[b]	1 3 4 5 6 7 8 11 13 14 15 16 17 18	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 20	4 6 7	1 2 3 4 5 6 7 8 9	1 2
G.S. (5.03-6.14)	2 10	1 3 4 5 6 7 8 13 14 15 16 17 18	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 17 20	4 6 7	1 2 3 4 5 6 7 8 9	1 2
G.M.			21 22 24 25 29		10 11 12 13 14 16	
G.S.			21 22 24 25 29		10 12 13 14 16	
			MEDIUM			
G.M. (3.93-4.99)	1 3 5 6 7 8	2 9 10 12 19 20 22 23 24 28 29 30	10 17 18 19 23 26 28 30	1 2 3 5	15	3
G.S. (3.88-4.98)	1 3 4 5 6 7 8	2 9 10 11 19 20 22 23 24 28 29 30	10 18 19 23 26 28 30	1 2 3 5	11 15	3
G.M.	9					
G.S.	9					
			LOW			
G.M. (2.60-3.93)		21 25 26 27	27			
G.S. (2.76-3.43)		12 21 25 26 27	27			

*Figures in parentheses indicate the lowest and the highest ratings on tasks included in particular high, medium, or low category.

a, b: see Table 3-1(a), p.21

Table 3 - 7 (a)

Profiles of Frequency Ratings on Managerial Tasks
(GENDER)

	A[a]	B	C	D	E	F
			HIGH			
Male (4.53-6.42)*	2 3 4 8 10	1 3 4 5 6 15 16 17	1 2 3 7 8 9 12 21		3 4 6 7 9 10	1
Female (4.62-6.43)	2 3 4 8 10	1 3 5 6 15	1 2 3 7 8 9 12 21		4 6 7	
			MEDIUM			
Male (2.99-4.48)	1 5 6 7 9	2 7 8 9 13 14 18 19 20 22 23 24 28 29 30	4 5 6 11 13 14 15 16 17 18 19 20 22 24 25 29 30	1 2 4 6 7	1 2 5 8 12	2 3
Female (2.92-4.49)	1 5 6 7 9	2 4 7 8 13 14 16 17 18 19 20 22 23 24 25 28 29	4 5 6 11 13 14 15 16 17 18 19 20 22 24 25 30	1 2 4 6 7	1 2 3 5 8 9 10 12	1 2 3
			LOW			
Male (0.39-2.83)		10 11 12 21 25 26 27	10 23 26 27 28	3 5	11 13 14 15 16	
Female (0.38-2.84)		9 10 11 12 21 25 26 27 30	10 23 26 27 28 29	3 5	11 13 14 15 16	

*Figures in parentheses indicate the lowest and the highest ratings on tasks included in particular high, medium, or low category.

a, b: see Table 3-1(a), p. 21

Table 3 - 7 (b)

Profiles of Importance Ratings on Managerial Tasks
(GENDER)

	A[a]	B	C	D	E	F
			HIGH			
Male (5.12-6.13)*	2 4 10[b]	1 3 4 5 6 7 8 11 13 14 15 16 17 18	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 20	7	1 2 3 4 5 6 7 8 9 10 11	1
Female (4.91-6.19)	2 4 5 10	1 2 3 4 5 6 7 8 11 13 14 15 16 17 18 24	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 17 19 20		1 2 3 4 5 6 7 8 9 10 11	1 2
Male			21 22 25 29		12 13 14 16	
Female			21 22 25		12 13 14 16	
			MEDIUM			
Male (4.02-5.03)	1 3 5 6 7 8 9	2 9 10 12 19 20 22 23 24 28 29 30	10 17 18 19 23 24 26 28 30	1 2 3 4 5 6	15	2 2 3
Female (4.11-4.82)	1 3 6 7 8 9	9 10 20 22 23 28 29 30	10 18 23 24 26 28 30	1 2 3 4 5 6 7	15	3
			LOW			
Male (0.60-3.50)		21 25 26 27	27			
Female (2.76-3.97)		12 19 21 25 26 27	27 29			

*Figures in parentheses indicate the lowest and the highest ratings on tasks included in particular high, medium, or low category.

a, b: see Table 3-1(a), p.21

3.2 COMPARISONS OF PERFORMANCE FREQUENCY AND PERCEIVED IMPORTANCE OF SELECTED MANAGERIAL TASKS

In this section, statistical hypothesis testing procedures will be conducted to compare the frequency and importance ratings on selected managerial tasks between various subpopulation groups. Managerial tasks were selected based on frequency and importance profiles identified in the previous section. On frequency ratings, all the tasks which were classified as "high" in any of the subgroups on the same dimension were selected for further statistical analysis. Tasks which were included in a "high" category on profile of importance ratings were also the candidates for further statistical analysis. However, hypothesis testing was not applied to every individual task. Instead, tasks in the same managerial task area which were classified in the high category in all subgroups on the same dimension, were averaged out to form a composite for the task/area. This was done based on the concern that there were too many tasks classified as "high" on importance ratings. However, since the importance ratings were generally clustered together, as can be seen on graphs in Appendix B, using a composite of importance ratings within each major task area would be a fairly accurate approximation of the individual tasks.

3.2.1 COMPARISONS OF FREQUENCY AND IMPORTANCE RATINGS OF MANAGERIAL TASKS BY SUPERVISOR GROUPS

- In general, the three supervisor groups differed in their performance frequency and perceptions of importance of managerial tasks, the tendency being that frequency and importance ratings increased with the amount of supervisory responsibilities.

- o The three supervisor groups were most distinguishable in the area of "utilization of human resources."

- o Supervisors of 1 or 2 professionals were more similar to nonsupervisors than to supervisors of 3 or more professionals in terms of their performance frequency of managerial tasks.

Results of multiple comparison on frequency ratings among the three supervisor groups were presented in Table 3-8(a). As expected, mean frequency ratings were ranked consistently across all selected managerial tasks, i.e., nonsupervisors being the lowest, supervisors of 1 or 2 professionals the medium, and supervisors of 3 or more professionals the highest. However, the differences among the three groups were not always statistically significant. Among the 29 selected tasks, non-supervisors and supervisors of 1 or 2 professionals were not significantly different from each other in ten of them including "implementing directives of higher authorities," "keeping up with technical/professional developments," "keeping informed of developments outside the organization," "advocating one's own work unit's projects," "presenting facts to supervisors, budget officials, and decision makers," "setting objectives," "anticipating problems and applying techniques to solve them," "determining feasibility and practicality of plans/proposals," "soliciting views of others when solving problems" and "relating past practices to present situations." Supervisors of 1 or 2 professionals and supervisors of 3 or more professionals were similar on their frequency ratings of the following six tasks: "keeping abreast of who is doing what in Command," "keeping up with technical/professional developments," "maintaining a network of contacts important to own organizational unit's work," "selling ideas/programs to superiors and other interested parties," "setting objectives and relating past practices to present situations." Nonsupervisors and supervisors of 3 or more professionals, on the other hand, held significantly different views on their mean frequency ratings

Table 3 - B(a)

Comparison of Frequency Ratings on Managerial Tasks between SUPERVISOR Groups

*When mean rating valuse are connected by an underscore line, it means that these values are not statistically different from each other.

Interpret and implement the directives of higher authorities (A2)	Nonsupervisor 4.27	Supervisor(1,2)[a] 4.61 *	Supervisor(3+)[b] 5.26
Keep abreast of who is doing what in Command (A3)	Nonsupervisor 3.89	Supervisor(1,2) 4.66	Supervisor(3+) 4.89
Keep up-to-date with goals, operations, organization of your activity and/or Command (A4)	Nonsupervisor 4.72	Supervisor(1,2) 5.18	Supervisor(3+) 5.56
Keep abreast of technical, professional and economic developments (A8)	Nonsupervisor 4.82	Supervisor(1,2) 4.97	Supervisor(3+) 5.21
Stay tuned to what is going on outside organizations (A9)	Nonsupervisor 4.11	Supervisor(1,2) 4.21	Supervisor(3+) 4.44
Take immediate action in response to crisis (A10)	Nonsupervisor 4.79	Supervisor(1,2) 5.38	Supervisor(3+) 5.79
Maintain a network of contacts important to your organizarional unit's work (B1)	Nonsupervisor 5.39	Supervisor(1,2) 5.74	Supervisor(3+) 5.85
Advocate your work unit's project (B3)	Nonsupervisor 4.22	Supervisor(1,2) 4.49	Supervisor(3+) 5.25
Keep program sponsors/other governmental groups informed about work unit's activities and capabilities (B4)	Nonsupervisor 3.99	Supervisor(1,2) 4.52	Supervisor(3+) 4.91
Present facts to superiors, budget officials, and decision makers (B5)	Nonsupervisor 5.42	Supervisor(1,2) 5.64	Supervisor(3+) 5.95
Sell ideas/programs to superiors and other interested parties (B6)	Nonsupervisor 4.44	Supervisor(1,2) 4.84	Supervisor(3+) 5.11
Draft official correspondence (B15)	Nonsupervisor 5.18	Supervisor(1,2) 5.53	Supervisor(3+) 5.87
Sign letters and documents (B16)	Nonsupervisor 2.12	Supervisor(1,2) 3.55	Supervisor(3+) 5.34
Negotiate complex issues (B17)	Nonsupervisor 3.74	Supervisor(1,2) 4.15	Supervisor(3+) 5.01
Allocate own time (C1)	Nonsupervisor 6.33	Supervisor(3+) 6.43	Supervisor(1,2) 6.45
Set objectives (C2)	Nonsupervisor 5.00	Supervisor(1,2) 5.26	Supervisor(3+) 5.44
Anticipate problems and apply techniques to solve them (C3)	Nonsupervisor 5.59	Supervisor(1,2) 5.78	Supervisor(3+) 6.01

Table 3 - 8(a)

(cont.)

Determine feasibility and practicality of plans, proposals (C7)	Nonsupervisor 4.50	Supervisor(1,2) 4.78	Supervisor(3+) 5.18
Solicit views of others when solving problems (C8)	Nonsupervisor 4.84	Supervisor(1,2) 4.92	Supervisor(3+) 5.41
Relate past pracitices to present situations (C9)	Nonsupervisor 5.16	Supervisor(1,2) 5.38	Supervisor(3+) 5.54
Establish priorities for work (C12)	Nonsupervisor 3.59	Supervisor(1,2) 5.27	Supervisor(3+) 5.63
Program work for unit and assign people to work on it (E3)	Nonsupervisor 1.96	Supervisor(1,2) 4.48	Supervisor(3+) 5.22
Motivate employees through leadership and other methods (E4)	Nonsupervisor 2.41	Supervisor(1,2) 4.93	Supervisor(3+) 5.87
Provide guidance and direction to subordinates (E6)	Nonsupervisor 2.86	Supervisor(1,2) 5.92	Supervisor(3+) 6.47
Keep subordinates informed of relevant information (E7)	Nonsupervisor 2.82	Supervisor(1,2) 5.94	Supervisor(3+) 6.49
Assign authority to subordinates (E9)	Nonsupervisor 1.78	Supervisor(1,2) 4.92	Supervisor(3+) 5.64
Evaluate the quality of subordinate job performance (E10)	Nonsupervisor 1.79	Supervisor(1,2) 4.63	Supervisor(3+) 5.31
Provide technical quality control through the review process (F1)	Nonsupervisor 3.41	Supervisor(1,2) 4.39	Supervisor(3+) 5.13

a: Supervisors who supervise one or two professional employees

b: Supervisors who supervise three or more professional employees

across all of the 29 managerial tasks. Among the 16 tasks which significantly distinguished all three groups, those in the area of "utilization of human resources" (E), and one task in area B, i.e., "signing letters and documents," seemed to show the greatest dicnotomy on their performance frequencies among the three groups.

When reporting findings on importance ratings, since composites of tasks rated as important by all subgroups were formed within individual task areas and then used for hypothesis testing, the test results will be examined within each task area individually. Results of multiple comparison on importance ratings among the three supervisor groups are presented in Table 3-8(b). Within the area of "integration of program/policy issues" (A), three supervisor groups were significantly different from each other on their ratings of how important tasks in this area were to their particular jobs, with nonsupervisors showing the lowest ratings, and supervisors of 3 or more professionals showing the highest. In area B, "organizational representation and liaison," the three groups were significantly different from each other on the composite (the average of importance ratings of 15 tasks).

For the five tasks which were not common to all supervisor groups, nonsupervisors and supervisors of 1 or 2 professionals could not be distinguished on four of them, and supervisors of 1 or 2 professionals and supervisors of 3 or more professionals were not significantly different from each other on two of them. Given that the composite is the average of 15 ratings, the trend seemed to show that for the majority of the tasks in the area "organizational representation and liaison," the perceived importance of managerial tasks increased with the amount of managerial responsibilities. In task area C, "direction and guidance of programs, projects or policy development," the three supervisor groups were again significantly different from each other on the composite (the average of 20 ratings). Out of the five tasks which were not classified as "high" on

Table 3 - 8(b)

Comparison of Importance Ratings on Managerial Tasks between SUPERVISOR Groups

*When mean rating values are connected by an underscore line, it means that these values are not statistically different from each other.

Integration of internal and external program/policy issues--Composite (A)	Nonsupervisor 5.19	Supervisor(1,2) 5.44	Supervisor(3+) 5.74
Organizational representation and liaison --Composite (B)	Nonsupervisor 5.08	Supervisor(1,2) 5.28	Supervisor(3+) 5.51
Work with people to see that necessary procurement contracts get negotiated (B9)	Supervisor(1,2) 4.46	Nonsupervisor 4.72	Supervisor(3+) 4.94 *
Sign letters and documents (B16)	Nonsupervisor 4.39	Supervisor(1,2) 5.08	Supervisor(3+) 5.64
Participate in typical negotiations with outsiders (B22)	Supervisor(1,2) 4.48	Nonsupervisor 4.52	Supervisor(3+) 4.60
Transmit ideas and information from outside contacts to appropriate people in Command (B23)	Nonsupervisor 4.56	Supervisor(3+) 4.70	Supervisor(1,2) 4.79
Review and recommend appropriate action relative to requested changes (B24)	Nonsupervisor 4.57	Supervisor(1,2) 4.68	Supervisor(3+) 4.96
Direction and guidance of programs, projects or policy development--Composite (C)	Nonsupervisor 4.78	Supervisor(1,2) 4.97	Supervisor(3+) 5.29
Gather information from or about program sponsors and consumers (C17)	Nonsupervisor 4.72	Supervisor(1,2) 4.84	Supervisor(3+) 5.06
Apply policies and procedures so as to make efficient use of support systems (C19)	Supervisor(1,2) 4.49	Nonsupervisor 4.53	Supervisor(3+) 4.89
Identify and solve complex managerial problems personally (C24)	Nonsupervisor 4.55	Supervisor(1,2) 4.71	Supervisor(3+) 5.36
Deal with previously ignored problems (C30)	Nonsupervisor 4.49	Supervisor(1,2) 4.52	Supervisor(3+) 4.68
Resource acquisition and administration --Composite (D)	Nonsupervisor 4.88	Supervisor(1,2) 5.10	Supervisor(3+) 5.47
Utilization of human resources--Composite (E)	Nonsupervisor 4.77	Supervisor(1,2) 5.35	Supervisor(3+) 5.88
Attend to staffing requirements such as hiring, firing, promoting and recruiting (E1)	Nonsupervisor 3.96	Supervisor(1,2) 4.85	Supervisor(3+) 5.76
Look after training and development needs of employees (E5)	Nonsupervisor 4.19	Supervisor(1,2) 4.86	Supervisor(3+) 5.44
Integrate subordinates' goals with the Command's work requirements (E8)	Nonsupervisor 4.26	Supervisor(1,2) 5.08	Supervisor(3+) 5.43
Handle grievances informally (E13)	Nonsupervisor 4.15	Supervisor(1,2) 4.99	Supervisor(3+) 5.51
Handle formal grievances (E14)	Nonsupervisor 4.03	Supervisor(1,2) 4.83	Supervisor(3+) 5.48
Review and implementation of results --Composite (F)	Nonsupervisor 5.04	Supervisor(1,2) 5.36	Supervisor(3+) 5.49

importance ratings by all of the three groups, the pattern was the same as that for task area B, i.e., supervisors of 1 or 2 professionals and nonsupervisors were not significantly different from each other on four of them, while supervisors of 1 or 2 professionals and supervisors of 3 or more professionals were similar on two of them. For the majority of the tasks in area "direction and guidance of program/policy development," however, the trend was that nonsupervisors rated most tasks less important than did supervisors of 1 or 2 professionals, who, in turn, viewed most tasks less important than did supervisors of 3 or more professionals. For tasks in area D, "resource acquisition and administration," nonsupervisors and supervisors of 1 or 2 professionals were congruent with each other but different from supervisors of 3 or more professionals on their importance ratings. In area E, "utilization of human resources," the pattern of between-group differences was very consistent, i.e., perception of importance of tasks in this area was positively related to the amount of supervisory responsibilities. For tasks in the area of "review and implementation of results," supervisors of 1 or 2 professionals and supervisors of 3 or more professionals agreed with each other on their perceptions of the importance of these tasks, while nonsupervisors rated them significantly less important than did the previous two groups.

In general, the three supervisor groups differed in their perceptions of the importance of managerial tasks, the tendency being that perception of importance increased with the amount of supervisor responsibilities. As for ratings on performance frequency of the tasks, nonsupervisors and supervisors of 1 or 2 professionals were not that distinguishable in one third of the tasks, and supervisors of 1 or 2 professionals and supervisors of 3 or more professionals were similar on one fifth of the tasks. For the majority of the tasks, however, the trend of frequency ratings was similar to that for importance ratings, although the between-group differences were more distinctive in the latter case.

3.2.2 COMPARISONS OF FREQUENCY AND IMPORTANCE RATINGS OF MANAGERIAL TASKS BY GRADE LEVEL

- Performance frequency of managerial tasks tended to increase with grade level; however, for the majority of the tasks, GM/GS 15s and SESers were not significantly different from each other.

- SESers and GM/GS 15s were also not different from each other on their perceptions of importance of most managerial tasks, but were higher than GM/GS 14s, who in turn were higher than GM/GS 13s.

- A trend was shown with regard to the relationship between level of distinction and grade level, i.e., GM/GS 13 was most distinctive, GM/GS 14 was second in order, and GM/GS 15 and SES were the least distinctive in terms of between-group comparisons on frequency/importance ratings.

Comparison of frequency ratings on managerial tasks by grade level is shown in Table 3-9(a). Out of the five tasks selected for comparison in the area of "integrating policy/program issues," three were equally as frequently performed by GM/GS 15s and SESers and one was not rated significantly different by GM/GS 14s and 15s. For frequency ratings of the eight selected tasks in the area of "organizational representation", GM/GS 15 and SES were not distinguishable on seven of them; GM/GS 14 was not significantly different from GM/GS 15 or SES on five of them; and GM/GS 13 was significantly lower than the other three groups on six of the tasks. It seemed that the level of congruency on frequency ratings declined when grade level decreased for tasks in area B. For frequency ratings of the eight selected tasks for comparison in area C, "direction and guidance of programs, projects, or policy development," the four grade levels were not very distinguishable on four of them; GM/GS 15 and SES

Table 3 - 9(a)
Comparison of Frequency Ratings on Managerial Tasks by GRADE Levels

*When mean rating values are connected by an underscore line, it means that these values are not statistically different from each other.

Interpret and implement the directives of higher autnorities (A2)	GM/GS 13 4.50	GM/GS 14 5.02	GM/GS 15 5.38	SES 5.39*
Keep abreast of who is doing what in Command (A3).	GM/GS 13 3.99	GM/GS 14 4.69	GM/GS 15 5.06	SES 5.47
Keep up-to-date with goals,operations, organization of your activity and/or Command (A4)	GM/GS 13 4.73	GM/GS 14 5.38	GM/GS 15 5.74	SES 5.82
Keep abreast of technical, professional and economic developments (A8)	GM/GS 13 4.63	GM/GS 14 5.21	GM/GS 15 5.28	SES 5.59
Take immediate action in response to crisis (A10)	GM/GS 13 5.13	GM/GS 14 5.60	GM/GS 15 5.86	SES 5.94
Maintain a network of contacts important to your organizational unit's work (B1)	GM/GS 13 5.39	GM/GS 14 5.79	GM/GS 15 5.97	SES 6.03
Advocate your work unit's project (B3)	GM/GS 13 4.42	GM/GS 14 4.98	GM/GS 15 5.37	SES 5.38
Keep program sponsors informed about work unit's activities/capabilities (B4)	GM/GS 13 4.15	GM/GS 14 4.80	GM/GS 15 5.02	SES 5.09
Present facts to superiors, budget officials and decision makers (B5)	GM/GS 13 5.61	SES 5.83	GM/GS 14 5.86	GM/GS 15 6.02
Sell ideas/programs to superiors and other interested parties (B6)	GM/GS 13 4.46	GM/GS 14 5.05	GM/GS 15 5.11	SES 5.33
Draft official correspondence (B15)	GM/GS 13 5.52	GM/GS 14 5.72	SES 5.74	GM/GS 15 5.96
Sign letters and documents (B16)	GM/GS 13 2.98	GM/GS 14 4.27	GM/GS 15 5.67	SES 6.43
Negotiate complex issues (B17)	GM/GS 13 4.05	GM/GS 14 4.73	GM/GS 15 5.15	SES 5.47
Allocate own time (C1)	GM/GS 13 6.27	SES 6.32	GM/GS 15 6.48	GM/GS 14 6.55
Set objectives (C2)	SES 5.17	GM/GS 13 5.22	GM/GS 14 5.39	GM/GS 15 5.44
Anticipate problems and apply techniques to solve them (C3)	GM/GS 13 5.79	GM/GS 14 5.92	GM/GS 15 6.00	SES 6.05

Table 3 - 9(a)
(cont.)

Determine feasibility and practicality of plans,proposals (C7)	GM/GS 13 4.59	GM/GS 14 5.00	GM/GS 15 5.31	SES 5.45
Solicit views of others when solving problems (C8)	GM/GS 13 4.97	GM/GS 14 5.18	GM/GS 15 5.52	SES 5.62
Relate past practicies to present situations (C9)	GM/GS 13 5.24	GM/GS 14 5.47	GM/GS 15 5.58	SES 5.80
Establish priorities for work (C12)	GM/GS 13 4.97	SES 5.05	GM/GS 14 5.26	GM/GS 15 5.52
Manage time delivery of services (C21)	SES 4.46	GM/GS 13 4.53	GM/GS 14 4.63	GM/GS 15 4.83
Motivate employees through leadership and other methods (E4)	GM/GS 13 4.43	GM/GS 14 5.10	GM/GS 15 5.58	SES 5.77
Provide guidance and direction to subordinates (E6)	GM/GS 13 5.13	GM/GS 14 5.74	GM/GS 15 6.17	SES 6.22
Keep subordinates informed of relevant information (E7)	GM/GS 13 5.03	GM/GS 14 5.72	GM/GS 15 6.18	SES 6.46
Assign authority to subordinates (E9)	GM/GS 13 4.01	GM/GS 14 4.84	GM/GS 15 .37	SES 5.61
Provide technical quality control through the review process (F1)	GM/GS 13 4.30	GM/GS 14 4.76	GM/GS 15 4.95	SES 5.47

were only different on one of them; GM/GS 14 was significantly lower than GM/GS 15 or SES on only two of the eight, while GM/GS 13 was lower than all the other three groups on three of the eight. It can be seen that tasks in area C were rated more similar on performance frequency by the four grade levels than were those in other task areas. In the area of "utilization of human resources," the pattern is consistent across all selected tasks, i.e., GM/GS 15 and SES were similar to each other but were different from either GM/GS 13 or GM/GS 14 on their frequency ratings, and the latter two were also different from each other. On the one task selected in the area of "review and implementation of results," GM/GS 13 group reported performing the task less frequently than did the other three groups; GM/GS 14 and 15 were not different on their ratings, while SES group reported performing the task significantly more often than did the other three groups.

Comparison of importance ratings on managerial tasks by grade level is presented in Table 3-9(b). In the area of "integration of internal and external program/policy issues," GM/GS 15s and SESers were not very different on their importance ratings of the three tasks which formed the composite. On the other two individual tasks selected for comparison in this area, the four groups were completely different from each other on one, and all except GM/GS 15 were homogeneous on the other.

In the area of "organizational representation and liaison" (B), GM/GS 15s and SESers were not different from each other on the ratings of the composite (the average of 13 tasks); the four groups were significantly different from each other on one of the three individual tasks selected for comparison, and were congruent with each other on the other one, while GM/GS 13 was different than the other four groups on the third one. In the area of "direction and guidance programs, projects, or policy development" (C), the importance rating on the composite (the average of 20 tasks) was not distinguishable between SESers and GM/GS 15s. With regard to the four individual tasks selected for comparison in this area,

Table 3 - 9(b)

Comparison of Importance Ratings on Managerial Tasks by GRADE Levels

*When mean rating values are connected by an underscore line, it means that these values are not statistically different from each other.

Keep abreast of who is doing what in Command (A3)	GM/GS 13 3.92	GM/GS 14 4.50	GM/GS 15 4.72	SES 5.10
Review and recommend deviations(A5)	GM/GS 13 4.55	GM/GS 14 4.90	SES 5.00	GM/GS 15 5.01 *
Integration of internal and external program/policy issues--General (A)	GM/GS 13 5.33	GM/GS 14 5.62	GM/GS 15 5.78	SES 5.83
Represent and advocate Navy programs (B2)	GM/GS 13 4.67	GM/GS 14 5.02	GM/GS 15 5.27	SES 5.61
Review and recommend the Navy position regarding proposed legislation (B9)	SES 4.77	GM/GS 13 4.80	GM/GS 15 4.81	GM/GS 14 4.97
Prepare responses to Congressional and White House inquiries (B11)	GM/GS 13 4.81	GM/GS 14 5.21	GM/GS 15 5.22	SES 5.42
Organizational representation and liaison-General (B)	GM/GS 13 5.17	GM/GS 14 5.47	GM/GS 15 5.63	SES 5.68
Gather information fron or about program sponsors and consumers (C17)	GM/GS 13 4.73	GM/GS 14 5.03	SES 5.07	GM/GS 15 5.10
Apply policies and procedures so as to make efficient use of support systems (C19)	GM/GS 13 4.62	GM/GS 14 4.76	GM/GS 15 4.81	SES 4.86
Participate on professional board or organizations (C26)	GM/GS 13 3.88	GM/GS 14 4.32	GM/GS 15 4.38	SES 4.55
Keep informed abour fleet requirements and needs (C29)	GM/GS 13 4.94	GM/GS 14 5.23	GM/GS 15 5.33	SES 5.46
Direction and guidance of programs, projects or policy development--General (C)	GM/GS 13 4.92	GM/GS 14 5.12	SES 5.27	GM/GS 15 5.28
Resource acquisition and administration --General (D)	GM/GS 13 5.04	GM/GS 14 5.33	GM/GS 15 5.54	SES 5.59
Utilization of human resources--General (E)	GM/GS 13 5.25	GM/GS 14 5.44	SES 5.60	GM/GS 15 5.67
Monitor output of formal management information systems (F2)	SES 4.83	GM/GS 14 5.05	GM/GS 13 5.07	GM/GS 15 5.17
Evaluate the outcome of internal improvement projects (F3)	GM/GS 13 4.53	GM/GS 14 4.76	SES 4.90	GM/GS 15 5.07

GM/GS 14, 15, and SES were not different from each other on all of the four; and GM/GS 13 was distinguishable from the other three groups on three of the four tasks. In the area of "resource acquisition and administration" (D), GM/GS 15s and SESers again formed a homogeneous set, and were significantly higher on their ratings of the composite (the average of three tasks). In the area of "utilization of human resources" (E), GM/GS 13s were the lowest, GM/GS 14s and SESers were the second, while GM/GS 15s were the highest on importance ratings of the 15 tasks which formed the composite. On the importance ratings of the two tasks in the area of "review and implementation of results (F)," the four grade levels did not completely agree with each other, but were not completely different from each other either. Given that the ratings on the composites were usually the average of a large number of individual ratings, we gave more weight to the composite in an attempt to find a general trend. It was found that, in general, SESers and GM/GS 15s were not different from each other on their importance ratings of the managerial tasks, but were higher than GM/GS 14s, who, in turn, were higher than GM/GS 13s.

3.2.3 COMPARISONS OF FREQUENCY AND IMPORTANCE RATINGS OF MANAGERIAL TASKS BY TYPES OF ACTIVITY

- For both frequency and importance ratings of managerial tasks, Command and Departmental Headquarters were more similar to each other, as were the Supply and the Industrial types of activity groups to each other, while Laboratory group usually stood out independently. In general, however, only the distinction between the Laboratory group and all the others reached statistical significance.

- The Laboratory group rated most tasks lower in frequency and importance than did the other groups except on items related to outside technical/professional developments.

- The six activity groups were less distinguishable on their perceptions of importance than their reported frequency of managerial tasks.

Comparison of frequency ratings on managerial tasks by types of organization is shown in Table 3-10(a). On ratings of five out of the six tasks selected in the area of "integration of program/policy issues" (A), the Laboratory group stood out from the rest of the activity groups; on four of these five tasks, the Laboratory reported lower performance frequency than did the other five groups, but on one task, i.e., "stay tuned to what is going on outside organizations" (A9) the Laboratory was significantly higher than the other five groups. For the seven tasks included in area B, "organizational representation," the six activity groups were similar on their frequency ratings of two of them; and the Laboratory reported performing less frequently the other five tasks than did the rest of the activity groups. For the ten tasks selected in area C, "direction and guidance of programs, projects or policy development", the Laboratory again reported lower performance frequency than did the other groups on four of them; the Industrial and Supply groups reported higher frequency ratings than the others on two of them; and on three of them, the six activity groups were not clearly distinguishable from each other.

For area E, "utilization of human resources," a consistent pattern was shown on four out of the six tasks, i.e., the Laboratory and the two Headquarters groups formed a lower homogeneous set, and the Supply, Industrial and "Other" activity group formed a higher homogeneous set. For the only task included in area F, "review and implementation of results," the six groups also formed four overlapped, hard-to-distinguish homogeneous sets.

Table 3 - 10(a)

Comparison of Frequency Ratings on Managerial Tasks by ACTIVITY

*When mean rating values are connected by an underscore line, it means that these values are not significantly different from each other.

Interpret and implement the directives of higher authorities (A2)	Laboratory 3.97	Other 5.22	Command Head 5.27	Dept'l Head 5.41	Industrial 5.42	Supply 5.78 *
Keep abreast of who is doing what in Command (A3)	Laboratory 3.61	Industrial 4.78	Dept'l Head 5.00	Command Head 5.11	Other 5.14	Supply 5.21
Keep abreast of goals, operations, organization of your activity and/or Command(A4)	Laboratory 4.46	Command Head 5.59	Dept'l Head 5.60	Other 5.70	Industrial 5.82	Supply 5.96
Keep abreast of technical, professional and economic developments (A8)	Dept'l Head 4.87	Command Head 4.89	Industrial 5.05	Supply 5.18	Other 5.35	Laboratory 5.55
Stay tuned to what is going on outside organizations (A9)	Supply 3.96	Industrial 4.12	Dept'l Head 4.19	Command Head 4.23	Other 4.26	Laboratory 4.86
Take immediate action in response to crisis (A10)	Laboratory 4.66	Other 5.69	Supply 5.71	Dept'l Head 5.81	Command Head 5.91	Industrial 5.98
Maintain a network of contacts important to your organizational unit's work (B1)	Laboratory 5.31	Supply 5.36	Industrial 5.74	Other 5.91	Command Head 5.94	Dept'l Head 6.05
Advocate your work unit's project (B3)	Laboratory 4.77	Other 4.96	Dept'l Head 4.99	Command Head 5.07	Industrial 5.08	Supply 5.09
Keep program sponsors/other governmental groups informed about work unit's activities and capabilities (B4)	Dept'l Head 4.58	Other 4.62	Industrial 4.66	Command Head 4.72	Laboratory 4.76	Supply 4.90
Present facts to superiors, budget officials and decision makers (B5)	Laboratory 5.12	Other 5.96	Command Head 5.98	Dept'l Head 6.11	Supply 6.15	Industrial 6.18
Sell ideas/programs to superiors and other interested parties (B6)	Laboratory 4.44	Other 5.03	Supply 5.10	Command Head 5.11	Dept'l Head 5.11	Industrial 5.19
Draft official correspondence (B15)	Laboratory 4.75	Other 5.85	Industrial 5.91	Dept'l Head 5.99	Command Head 6.12	Supply 6.31
Sign letters and documents (B16)	Laboratory 3.70	Dept'l Head 4.36	Other 4.69	Command Head 4.81	Industrial 5.46	Supply 5.92
Negotiate complex issues (B17)	Laboratory 3.75	Dept'l Head 4.84	Other 4.93	Industrial 5.06	Command Head 5.14	Supply 5.41
Allocate own time (C1)	Command Head 6.37	Laboratory 6.39	Dept'l Head 6.46	Other 6.46	Supply 6.47	Industrial 6.48

Table 3 - 10(a)

(cont.)

Set objectives (C2)	Laboratory 5.16	Dept'l Head 5.21	Command Head 5.39	Other 5.39	Industrial 5.60	Supply 5.71
Anticipate problems and apply techniques to solve them (C3)	Laboratory 5.66	Dept'l Head 5.80	Command Head 6.01	Other 6.04	Industrial 6.16	Supply 6.24
Determine feasibility and practicality of plans, proposals (C7)	Laboratory 4.48	Other 5.01	Dept'l Head 5.03	Command Head 5.25	Industrial 5.27	Supply 5.43
Solicit views of others when solving problems (C8)	Laboratory 4.83	Dept'l Head 5.27	Other 5.39	Command Head 5.42	Industrial 5.49	Supply 5.73
Relate past practices to present situations (C9)	Laboratory 5.01	Dept'l Head 5.47	Industrial 5.62	Command Head 5.65	Supply 5.65	Other 5.67
Establish priorities for work (C12)	Laboratory 4.61	Dept'l Head 5.14	Other 5.31	Command Head 5.41	Industrial 5.69	Supply 5.84
Make judgments regarding the efficiency, feasibility and practicality of technical programs (C20)	Dept'l Head 3.90	Command Head 4.41	Industrial 4.49	Laboratory 4.49	Supply 4.50	Other 4.69
Manage time delivery of services (C21)	Laboratory 4.10	Dept'l Head 4.24	Command Head 4.75	Industrial 5.23	Other 5.29	Supply 5.47
Evaluate end organizational and/or work unit programs to determine if objectives are being met (C25)	Laboratory 3.96	Dept'l Head 4.17	Other 4.46	Command Head 4.56	Industrial 5.08	Supply 5.16
Program work for unit and assign people to work on it (E3)	Laboratory 3.98	Dept'l Head 4.34	Other 4.54	Command Head 4.75	Industrial 4.98	Supply 5.45
Motivate employees through leadership and other methods (E4)	Laboratory 4.81	Dept'l Head 4.87	Command Head 5.01	Other 5.55	Industrial 5.78	Supply 6.20
Provide guidance and direction to subordinates (E6)	Dept'l Head 5.49	Laboratory 5.55	Command Head 5.60	Other 6.04	Industrial 6.33	Supply 6.67
Keep subordinates informed of relevant information (E7)	Dept'l Head 5.38	Laboratory 5.52	Command Head 5.65	Other 6.07	Industrial 6.39	Supply 6.60
Assign authority to subordinates (E9)	Laboratory 4.52	Dept'l Head 4.53	Command Head 4.72	Other 5.02	Industrial 5.60	Supply 5.96
Evaluate the quality of subordinate job performance (E10)	Laboratory 4.23	Dept'l Head 4.31	Command Head 4.55	Other 4.83	Industrial 5.17	Supply 5.30
Provide technical quality control through the review process (F1)	Laboratory 4.40	Dept'l Head 4.55	Command Head 4.77	Other 4.98	Industrial 5.10	Supply 5.65

In sum, for frequency ratings of managerial tasks, the distinction between the Laboratory group and the other five groups was usually very visible, and, in terms of the rank order of the mean ratings, Departmental Headquarters and Command Headquarters were more often adjacent to each other, and so were the Supply and Industrial groups to each other.

In table 3-10(b), the comparison of importance ratings on managerial tasks by types of organization is shown. In the task area of "integrating program/policy issues," five items were chosen for comparison. For four out of the five tasks, the Laboratory was significantly lower on importance ratings of three than were the other five groups. On the other one, "keep abreast of technical professional and economic developments," the Laboratory group was significantly higher on their importance ratings than were the other activity groups. In the task area B, "organizational representation," a composite of five tasks was rated significantly lower by the Laboratory group, than by the two Headquarters and "Other" group. As for the other eight items selected for comparison in area B, the six activity groups were similar to each other on their importance ratings of three, and were not clearly distinguishable on ratings of the other three, and the Laboratory was significantly lower on ratings of one task, than were the other five groups. On importance ratings of the composite (the average of 20 tasks) in area C, "direction and guidance of programs, projects or policy development", the Supply, Industrial, and "Other" groups were significantly higher than were the other three groups; among the latter three, the Laboratory group was further significantly lower than was Command Headquarters. For the five individual tasks in area C, the six activity groups were not very distinguishable from each other in most cases.

For the tasks in area D, "resource acquisition and administration," the only between-group difference existed between "Other" group and Departmental Headquarters. On the ratings of the composite (the average of 15 tasks) in area E, "utilization of human resources," the Supply,

Table 3 - 10(b)

Comparison of Importance Ratings on Managerial Tasks by ACTIVITY

*When mean rating values are connected by an underscore line, it means that these values are not significantly different from each other.

Interpret and implement the directives of higher authorities (A2)	Laboratory 4.67	Other 5.46	Industrial 5.57	Command Head 5.57	Supply 5.79	Dept'l Head 5.81
Keep abreast of goals, operations organization of your activity and/ or Command (A4)	Laboratory 4.60	Other 5.49	Dept'l Head 5.50	Command Head 5.53	Supply 5.72	Industrial 5.79
Review and recommend deviations (A5)	Laboratory 3.91	Other 4.96	Command Head 5.03	Supply 5.07	Industrial 5.22	Dept'l Head 5.23
Keep abreast of thchnical professional and economic developments (A8)	Supply 4.36	Command Head 4.42	Industrial 4.43	Dept'l Head 4.54	Other 4.65	Laboratory 4.96
Take immediate action in response to crisis (A10)	Laboratory 5.69	Command Head 6.24	Dept'l Head 6.24	Other 6.34	Industrial 6.36	Supply 6.55
Represent and advocate Navy programs internally and externally (B2)	Supply 4.58	Other 4.64	Industrial 4.76	Laboratory 5.03	Command Head 5.14	Dept'l Head 5.43
Advocate your work unit's project (B3)	Supply 5.06	Other 5.26	Command Head 5.30	Laboratory 5.34	Industrial 5.37	Dept'l Head 5.44
Keep program sponsors/other governmental groups informed about work unit's activities and capabilities (B4)	Industrial 5.12	Supply 5.15	Dept'l Head 5.21	Command Head 5.23	Other 5.26	Laboratory 5.53
Work with people to see that necessary procurement contracts get negotiated (B9)	Dept'l Head 4.56	Industrial 4.76	Other 4.78	Laboratory 4.80	Command Head 5.09	Supply 5.21
Prepare responses to Congressional and White House inquiries (B11)	Laboratory 4.52	Other 4.87	Command Head 5.26	Industrial 5.31	Supply 5.35	Dept'l Head 5.38
Prepare formal briefings and presentations (B13)	Industrial 5.11	Other 5.15	Dept'l Head 5.17	Command Head 5.24	Supply 5.30	Laboratory 5.33
Give formal briefings and presentations (B14)	Other 5.04	Industrial 5.10	Dept'l Head 5.18	Command Head 5.25	Supply 5.30	Laboratory 5.34

Table 3 - 10(b)

(Cont.)

Review and recommend appropriate action relative to requested changes (B24)	Laboratory 4.15	Command Head 4.97	Other 4.97	Industrial 5.00	Dept'l Head 5.16	Supply 5.33
Organizational representation and liaison --General (B)	Laboratory 4.87	Industrial 5.04	Supply 5.05	Dept'l Head 5.10	Other 5.11	Command Head 5.12
Gather information from or about program sponsors and consumers (C17)	Industrial 4.78	Other 4.82	Supply 4.88	Laboratory 4.99	Command Head 5.03	Dept'l Head 5.10
Apply policies and procedures so as to make efficient use of support systems (C19)	Laboratory 4.49	Dept'l Head 4.66	Command Head 4.81	Industrial 4.97	Supply 5.20	Other 5.42
Develop program management plans (C22)	Laboratory 5.03	Dept'l Head 5.04	Supply 5.15	Command Head 5.16	Other 5.24	Industrial 5.33
Review and analyze Congressional legislation (C26)	Laboratory 3.45	Supply 3.88	Industrial 3.93	Command Head 4.28	Other 4.28	Dept'l Head 5.14
Keep informed about fleet requirements and needs (C29)	Other 4.97	Laboratory 5.12	Dept'l Head 5.20	Command Head 5.26	Industrial 5.38	Supply 5.45
Direction and guidance of programs, projects or policy development-- General (C)	Laboratory 5.02	Dept'l Head 5.10	Command Head 5.15	Other 5.34	Industrial 5.35	Supply 5.45
Resource acquisition and administration --General (D)	Dept'l Head 5.16	Laboratory 5.26	Command Head 5.41	Industrial 5.49	Supply 5.49	Other 5.51
Work with others to ensure that necessary labor-management contracts get negotiated (E15)	Dept'l Head 3.36	Laboratory 3.62	Command Head 3.73	Other 4.27	Supply 4.96	Industrial 5.33
Utilization of human resources --General (E)	Laboratory 5.29	Dept'l Head 5.41	Command Head 5.42	Other 5.74	Industrial 5.80	Supply 5.90
Provide technical quality control through the review process (F1)	Dept'l Head 5.60	Laboratory 5.64	Other 5.65	Command Head 5.68	Industrial 5.77	Supply 5.85
Monitor output of formal management information systems (F2)	Dept'l Head 4.79	Laboratory 4.80	Command Head 5.05	Industrial 5.40	Other 5.43	Supply 5.84
Evaluate the outcome of internal improvement projects (F3)	Laboratory 4.43	Dept'l Head 4.73	Command Head 4.85	Industrial 5.10	Other 5.11	Supply 5.41

Industrial and "Other" groups formed a homogeneous set, which was significantly higher than the other homogeneous set consisting of the Laboratory, and Departmental and Command Headquarters. On ratings of the other tasks in area E, Industrial and Supply groups were again found to be significantly higher than was the homogeneous set formed by the Laboratory and the two Headquarter Groups. As for the tasks in area F, "review and implementation of results," the six activity groups were found to be more similar than they were different from each other. In sum, the six activity groups were less distinguishable on their importance ratings of the managerial tasks than on their frequency ratings of these tasks. However, the following general trends still held true, i.e., the two Headquarters groups tended to be closer to each other, as did the Supply and Industrial groups on their ranking order of the importance ratings, while the Laboratory groups was usually ranked the lowest."

3.2.4 COMPARISON OF FREQUENCY AND IMPORTANCE RATINGS OF MANAGEMENT TASKS BY OCCUPATIONAL SERIES

- In terms of the value of mean frequency/importance ratings, engineers/scientists and "other," including medical, legal, and financial professionals, were more similar to each other, as were administrative and Logistics professionals to each other.

- Between-group comparisons on frequency/importance ratings of managerial tasks by occupational series groups did not show consistent patterns across various task areas, and in most cases, did not reveal statistically significant between-group differences.

In Table 3-11(a), the comparison of frequency ratings by occupational series groups is shown. For the six in area A, "integration of program policy issues," engineers/scientists' ratings either stood out by themselves, or tied with ADP and "Other" group. On the other hand, administrative and Logistics professionals were either homogeneous or adjacent to each other. In terms of ranking order of these ratings, Logistics and administrative professionals were more likely to be at the higher end of the continuum except on ratings of two tasks, i.e., "keeping up with technical/professional development," and "staying tuned to developments outside the organization." In the area of "organizational representation" (B), engineers/scientists, "Other," and ADP were again found to be close to each other in terms of ranking order of frequency ratings, and engineers/scientists and "Other" group also tended to be not statistically different from each other. As was the case in area A, Logistics and administrative professionals were more often similar to each other on ratings of tasks in area B. In general, engineers/scientists' ratings fell to the lower end of the continuum except on one task, "keep program sponsors/other governmental groups informed about work unit's activities and capabilities." For the twelve tasks chosen in area C, "direction and guidance of program and policy developments", ADP professionals were ranked the highest on seven out of the 12 tasks, although they were only significantly higher than all the other groups on three of them; and as usual, engineers/scientists and administrative professionals were significantly different from each other on ratings of most of the tasks. For the five tasks in area E, "utilization of human resources," the five occupational series groups were found to be not very distinguishable from one another on their frequency ratings. On the one task in area F, "provide technical quality control through the review process" (F1), engineers/scientists ranked the highest on frequency ratings, ADP professionals were the second, and administrative, Logistics, and "Other" professionals were the lowest. In sum, the patterns on between-group differences by occupational series groups were not

Table 3 - 11(a)

Comparison of Frequency Ratings on Managerial Tasks by SERIES

*When mean rating values are connected by an underscore line, it means that these values are not significantly different from each other.

Interpret and implement the directives of higher authorities (A2)	Engineer 4.60	Other 4.69	ADP 4.96	Logistics 5.66	Administrative 5.66 *
Keep abreast of who is doing what in Command (A3)	Engineer 4.20	Other 4.65	Logistics 5.04	ADP 5.06	Administrative 5.26
Keep abreast of goals, operations, organization of your activity and/or Command (A4)	Engineer 4.91	Other 5.30	ADP 5.58	Logistics 5.72	Administrative 5.80
Keep abreast fo technical professional and economic developments (A8)	Logistics 3.88	Administrative 4.61	Engineer 5.37	Other 5.38	ADP 5.55
Stay tuned to what is going on outside organizations (A9)	Logistics 3.52	Administrative 3.88	ADP 4.29	Engineer 4.63	Other 4.65
Take immediate action in response to crisis (A10)	Other 5.22	Engineer 5.43	ADP 5.62	Administrative 5.91	ILS Manager 6.01
Maintain a network of contacts important to your organization unit's work (B1)	Other 5.43	ADP 5.68	Engineer 5.69	Logistics 5.76	Administrative 5.96
Advocate your work unit's project (B3)	Other 4.86	ADP 4.93	Engineer 4.97	Logistics 4.98	Administraitve 5.00
Keep program sponsors/other governmental groups informed about work unit's activities and capabilities (B4)	Administrative 4.43	Other 4.57	ADP 4.70	Logistics 4.78	Engineer 4.95
Present facts to superiors, budget officials and decision makers (B5)	Engineer 5.61	Other 5.70	ADP 6.01	Administrative 6.08	Logistics 6.14
Sell ideas/programs to superiors and other interested parties (B6)	Engineer 4.77	Other 4.82	ADP 5.10	Administrative 5.15	Logistics 5.27
Sign letters and documents (B16)	ADP 4.03	Other 4.39	Engineer 4.40	Administrative 4.93	Logistics 5.22
Negotiate complex issues (B17)	Other 4.31	Engineer 4.49	Administrative 5.01	ADP 5.07	Logistics 5.57
Allocate own time (C1)	Logistics 6.26	Engineer 6.43	Administrative 6.43	Other 6.47	ADP 6.48
Set objectives (C2)	Logistics 5.12	Other 5.25	Engineer 5.34	Administrative 5.37	ADP 5.52

Table 3 - 11(a)

(cont.)

Anticipate problems and apply techniques to solve them (C3)	Engineer 5.81	Other 5.89	Logistics 5.91	ADP 5.94	Administrative 6.08
Determine feasibility and practicality of plans, proposals (C7)	Other 4.82	Engineer 4.95	ADP 5.08	Administrative 5.12	Logistics 5.39
Solicit views of others when solving problems (C8)	Other 5.09	Engineer 5.19	ADP 5.25	Administrative 5.39	Logistics 5.49
Relate past practices to present situations (C9)	Other 5.30	ADP 5.30	Engineer 5.36	Logistics 5.63	Administrative 5.74
Establish priorities for work (C12)	Engineer 5.03	Other 5.08	Logistics 5.09	ADP 5.36	Administrative 5.53
Keep up with the capabilities of modern development in data processing (C18)	Engineer 3.43	Administrative 3.45	Logistics 3.61	Other 3.84	ADP 5.95
Apply policies and procedures so as to make efficient use of support systems (C19)	Other 3.73	Engineer 3.74	Administrative 4.13	Logistics 4.51	ADP 5.08
Make judgments regarding the efficiency, feasibility and practicality of technical programs (C20)	Administrative 3.50	Other 4.12	Logistics 4.52	Engineer 4.82	ADP 5.07
Manage time delivery of services (C21)	Logistics 4.30	Other 4.47	Engineer 4.53	Administrative 4.63	ADP 5.22
Keep informed about fleet requirements and needs (C29)	ADP 2.82	Administrative 3.38	Other 3.55	Engineer 4.19	Logistics 5.01
Program work for unit and assign people to work on it (E3)	Other 4.31	Engineer 4.35	Logistics 4.63	Administrative 4.70	ADP 5.00
Motivate employees through leadership and other methods (E4)	Other 4.81	Engineer 5.03	Logistics 5.13	ADP 5.31	Administrative 5.31
Provide guidance and direction to subordinates (E6)	Engineer 5.59	Logistics 5.59	Other 5.78	ADP 5.87	Administrative 5.91
Keep subordinates informed of relevant information (E7)	Other 5.39	Engineer 5.66	Logistics 5.73	Administrative 5.86	ADP 5.86
Assign authority to subordinates (E9)	Other 4.58	Engineer 4.69	Logistics 4.82	Administrative 4.99	ADP 5.05
Provide technical quality control through the review process (F1)	Administrative 4.44	Logistics 4.69	Other 4.76	ADP 4.95	Engineer 5.00

consistent across various task areas. Some general trends were observed, e.g., administrative and Logistics professionals were more similar on their ratings, while engineers/scientists were more often tied with "Other" group; ADP professionals, on the other hand, sometimes stood alone, were sometimes closer to engineers/scientists, but were also at times found to be similar to administrative and Logistics professionals.

In Table 3-11(b), the results on comparison of importance ratings on managerial tasks by occupational series groups are shown. On importance ratings of tasks in the area of "integration of program/policy issues", engineers/scientists were significantly lower than were the other four groups; administrative and Logistics professionals, on the other hand, were more often on the higher end of the continuum. In the task area of "organizational representation," the five groups were not significantly different from each other on the composite rating, which was formed by ten individual tasks. For the other seven tasks selected for comparison in area B, the five occupational series groups were also found to be more similar than divergent on their importance ratings. For the importance ratings on the composite in area "direction and guidance of programs, and policy development" in area C, administrative professionals and engineers/scientists were the only pair that showed significant between-group difference. (Note: The composite was formed by 18 individual tasks.) A consistent pattern could not be found among the other tasks selected in area C. For example, the five groups agreed with each other on the importance ratings of one task, but were completely different from each other on the ratings of the other; Logistics professionals were the highest on importance ratings of two items, while ADP professionals were highest on importance ratings of the other four, although not all of the between-group differences reached statistical significance. For the tasks in area D, "resource acquisition and administration," the five occupational groups were similar to each other on their ratings. On importance ratings of the composite in area E (formed by 13 individual tasks), "utilization of human resources, ADP

Table 3 - 11(b)

Comparison of Importance Ratings on Managerial Tasks by SERIES

*When mean rating values are connected by an underscore line, it means that these values are not significantly different from each other.

Review and recommend deviations (A5)	Engineer 4.33	Other 4.89	ADP 4.96	Administrative 5.35	Logistics 5.42 *
Integration of internal and external program/policy issues--General (A)	Engineer 5.32	Other 5.51	ADP 5.61	Logistics 5.84	Administrative 6.02
Represent and advocate Navy programs (B2)	ADP 4.58	Other 4.97	Logistics 5.01	Engineer 5.10	Administrative 5.22
Keep program sponsors/other governmental groups informed about work unit's activities and capabilities (B4)	Administrative 5.02	Logistics 5.04	ADP 5.27	Other 5.38	Engineer 5.47
Review and recommend the Navy position regarding proposed legislation (B9)	Logistics 4.59	Other 4.77	Administrative 4.85	Engineer 4.90	ADP 5.02
Prepare responses to Congressional and White House inquiries (B11)	Logistics 4.47	Engineer 4.87	ADP 4.94	Other 5.34	Administrative 5.54
Prepare formal briefings and presentations (B13)	ADP 5.00	Logistics 5.07	Other 5.27	Engineer 5.27	Administrative 5.28
Give formal briefings and presentations (B14)	ADP 4.97	Logistics 5.16	Other 5.18	Administrative 5.25	Engineer 5.31
Review and recommend appropriate action relative to requested changes (B24)	Engineer 4.44	ADP 4.89	Other 5.02	Administrative 5.27	Logistics 5.33
Organizational representation and liaison --General (B)	Engineer 5.44	Other 5.52	ADP 5.53	Administrative 5.61	Logistics 5.63
Gather information from or about program sponsors and consumers (C17)	Logistics 4.78	Engineer 4.93	ADP 4.99	Administrative 5.02	Other 5.08
Mediate disputes to reach a concensus (C18)	Engineer 4.21	Administrative 4.38	Logistics 4.62	Other 4.69	ADP 5.83

Table 3 - 11(b)
(Cont.)

Apply policies and procedures so as to make efficient use of support systems (C19)	Engineer 4.51	Other 4.73	Administrative 4.88	Logistics 5.26	ADP 5.38
Make judgments regarding the efficiency, feasibility and practicality of technical programs (C20)	Administrative 5.02	Other 5.21	Engineer 5.48	Logistics 5.48	ADP 5.60
Develop program management plans (C22)	Engineer 5.04	Other 5.08	Administrative 5.13	Logistics 5.14	ADP 5.27
Introducing new managerial techniques to work unit (C23)	Engineer 4.15	Other 4.17	ADP 4.46	Administrative 4.59	Logistics 4.82
Keep informed about fleet requirements and needs (C29)	ADP 5.00	Administrative 5.02	Other 5.27	Engineer 5.34	Logistics 5.79
Direction and guidance programs, projects or policy development--General (C)	Engineer 5.06	Other 5.14	ADP 5.20	Logistics 5.20	Administrative 5.24
Resource acquisition and administration --General (D)	Other 5.29	Administrative 5.30	Engineer 5.34	ADP 5.43	Logistics 5.48
Participate in the resolution of EEO complaints (E11)	Other 4.84	Engineer 4.91	Administrative 5.30	Logistics 5.47	ADP 5.54
Handle formal grievances (E14)	Other 5.17	Engineer 5.24	Administrative 5.28	Logistics 5.59	ADP 5.76
Utilization of human resources --General (E)	Engineer 5.40	Other 5.45	Administrative 5.60	Logistics 5.65	ADP 5.74
Provide technical quality control through the review process (F1)	ADP 5.62	Logistics 5.63	Administrative 5.65	Other 5.69	Engineer 5.71
Monitor output of formal management information systems (F2)	Other 4.86	Engineer 4.87	Administrative 5.30	ADP 5.32	Logistics 5.36
Evaluate the outcome of internal improvement projects (F3)	Engineer 4.56	Other 4.76	ADP 5.03	Administrative 5.04	Logistics 5.12

professionals were not distinguishable from Logistics or administrative professionals, but were significantly higher than engineers/scientists and "Other" professionals. For the other two selected tasks in area E, ADP, Logistics and administrative professionals were again found closer to each other, as were engineers/scientists and "Other" professionals in terms of ranking order of the importance ratings. For the three tasks in area F, "review and implementation of results," the five groups were not significantly different from each other on ratings of two of them; for the other one task, engineers/scientists were the only group that rated this task significantly less important than the other groups.

In general, the five series groups were similar to each other on importance ratings of most of the tasks in areas B, D, and F. For areas A and E, engineers/scientists reported lower importance ratings than did other groups. In area C, the distinctions among the five groups were not completely invisible, but were not clearly drawn either.

3.2.5 COMPARISONS OF FREQUENCY AND IMPORTANCE RATINGS OF MANAGERIAL TASKS BETWEEN GM AND GS

- GM group performed less than one third of the managerial tasks more frequently than did GS group, but were not different from GS group on their perceptions of the importance of various managerial tasks.

Comparing the frequency ratings on managerial tasks between GM and GS groups in Table 3-12(a), we find that out of the 30 tasks chosen for comparison, only eight showed significantly different frequency ratings between the two groups. On all of the eight tasks, the GM group reported performing the task more frequently than did the GS group. These eight tasks are "keep abreast of who is doing what in Command," "take immediate

Table 3 - 12(a)

Comparison of Frequency Ratings on Managerial Tasks between GM and GS

	GM	GS	Significance Level
Interpret and implement the directives of higher authorities (A2)	4.96	4.68	--
Keep abreast of who is doing what in Command (A3)	4.62	4.07	.006*
Keep up-to-date with goals,operations, organization of your activity and/or Command (A4)	5.29	5.17	--
Keep abreast of technical, professional and economic developments (A8)	5.02	5.31	--
Stay tuned to what is going on outside organizations (A9)	4.26	4.38	--
Take immediate action in response to crisis (A10)	5.55	5.08	.005*
Maintain a network of contacts important to your organizational unit's work (B1)	5.71	5.81	--
Advocate your work unit's project (B3)	4.93	4.77	--
Keep program sponsors informed about work unit's activities/capabilities (B4)	4.64	4.58	--
Present facts to superiors, budget officials and decision makers (B5)	5.84	5.56	.036*
Sell ideas/programs to superiors and other interested parties (B6)	4.96	4.57	.019*
Draft official correspondence (B15)	5.73	5.50	--
Negotiate Complex issues (B17)	4.65	4.31	--
Keep professional colleagues informed about work unit (B20)	4.10	4.37	--
Allocate own time (C1)	6.46	6.10	.034*
Set objectives (C2)	5.37	5.17	--
Anticipate problems and apply techniques to solve them (C3)	5.91	5.81	--
Determine feasibility and practicality of plans,proposals (C7)	4.96	4.83	--

Table 3 - 12(a)
(Cont.)

	GM	GS	Significance Level
Solicit views of others when solving problems (C8)	5.23	4.97	--
Relate past practicies to present situations (C9)	5.43	5.08	.040*
Establish priorities for work (C12)	5.25	4.97	--
Attempt to increase efficiency and optimize use of resources (C16)	4.45	4.36	--
Manage time delivery of services (C21)	4.66	4.57	--
Program work for unit and assign people to work on it (E3)	4.52	4.39	--
Motivate employees through leadership and other methods (E4)	5.03	4.94	--
Provide guidance and direction to subordinates (E6)	5.69	5.35	--
Keep subordinates informed of relevant information (E7)	5.67	5.08	.016 *
Assign authority to subordinates (E9)	4.74	4.38	--
Evaluate the quality of subordinate job performance (E10)	4.49	4.19	--
Provide technical quality control through the review process (F1)	4.67	4.16	.024 *

*The difference between the two groups is statistically significant.

action in response to crisis," "present facts to supervisors, budget officials, and decision makers," "sell ideas/programs to supervisors and other interested parties," "allocate own time," "relate past practices to present situations," "keep subordinates informed of relevant information," and "provide technical quality control through the review process." The comparison of importance ratings on managerial tasks between GM and GS groups is shown in Table 3-12(b). The two groups were only significantly different on ratings of one item. That is, GM group reported higher importance ratings than did GS group on "keep abreast of goals, operations, and organization of own activity and/or command."

3.2.6 COMPARISONS OF FREQUENCY AND IMPORTANCE RATINGS OF MANAGERIAL TASKS BETWEEN MALE AND FEMALE

- Males and females were not very different from each other on their performance frequency of managerial tasks, but were somewhat different on their importance ratings of these tasks.

In Table 3-13(a), out of the 28 tasks chosen for comparison between males and females on their frequency ratings, males reported higher performance frequency on only two of the tasks, i.e., "keep program sponsors informed about work unit's activities and capacities" and "provide technical quality control through the review process". On comparison of male/female importance ratings differences (see Table 3-13(b)), females were significantly higher than males, on ratings of tasks in area A "integration of program/policy issues", and on one task in area C, "apply policies and procedures so as to make efficient use of support systems"; while males were higher than females on importance ratings of the composite for area B "organizational representation/liaison," and on one task in area C, "keep informed about fleet requirements and needs."

Table 3 - 12(b)

Comparison of Importance Ratings on Managerial Tasks between GM and GS

	GM	GS	Significance Level
Keep abreast of goals, operations organization of your activity and/ or Command (A4)	5.30	4.89	.004*
Integration of internal and external porgram/policy issues--General (A)	5.78	5.59	--
Prepare responses to Congressional and White House inquiries (B11)	5.12	4.93	--
Organizational representation and liaison--General (B)	5.42	5.35	--
Gather information from or about program sponsors and consumers (C17)	4.95	5.13	--
Direction and guidance of programs, projects or policy development--General (C)	5.45	5.50	--
Resource acquisition and administration --General (D)	5.30	5.34	--
Participate in the resolution of EEO complaints (E11)	5.17	4.93	--
Utilization of human resources--General(E)	5.48	5.45	--
Review and implementation of results --General (F)	5.40	5.46	--

*The difference between the two groups is statistically significant.

Table 3 - 13(a)

Comparison of Frequency Ratings on Managerial Tasks between MALE and FEMALE

	Male	Female	Significance Level
Interpret and implement the directives of higher authorities (A2)	4.99	5.25	--
Keep abreast of who is doing what in Command (A3)	4.67	4.82	--
Keep up-to-date with goals,operations, organization of your activity and/or Command (A4)	5.35	5.40	--
Keep abreast of technical, professional and economic developments (A8)	5.15	4.93	--
Take immediate action in response to crisis (A10)	5.57	5.50	--
Maintain a network of contacts important to your organizational unit's work (B1)	5.75	5.80	--
Advocate your work unit's project (B3)	4.99	4.85	--
Keep program sponsors informed about work unit's activities/capabilities (B4)	4.74	4.35	.028 *
Present facts to superiors, budget officials and decision makers (B5)	5.80	5.90	--
Sell ideas/programs to superiors and other interested parties (B6)	4.98	4.71	--
Draft official correspondence (B15)	5.72	5.65	--
Sign letters and documents (B16)	4.60	4.20	--
Negotiate complex issues (B17)	4.76	4.38	--
Allocate own time (C1)	6.42	6.43	--
Set objectives (C2)	5.32	5.44	--
Anticipate problems and apply techniques to solve them (C3)	5.91	5.88	--
Determine feasibility and practicality of plans,proposals (C7)	4.99	5.19	--

Table 3 - 13(a)
(Cont.)

	Male	Female	Significance Level
Solicit views of others when solving problems (C8)	5.27	5.26	--
Relate past practicies to present situations (C9)	5.48	5.24	--
Establish priorities for work (C12)	5.20	5.17	--
Manage time delivery of services (C21)	4.63	4.62	--
Program work for unit and assign people to work on it (E3)	4.53	4.48	--
Motivate employees through leadership and other methods (E4)	5.14	4.96	--
Provide guidance and direction to subordinates (E6)	5.74	5.59	--
Keep subordinates informed of relevant information (E7)	5.75	5.47	--
Assign authority to subordinates (E9)	4.86	4.48	--
Evaluate the quality of subordinate job performance (E10)	4.59	4.22	--
Provide technical quality control through the review process (F1)	4.78	4.32	.013*

*The difference between the two groups is statistically significant.

Table 3 - 13(b)

Comparison of Importance Ratings on Managerial Tasks between MALE and FEMALE

	Male	Female	Significance Level
Review and recommend deviations (A5)	4.81	5.22	.001*
Integration of internal and external program/policy issues--General (A)	5.59	5.78	.023*
Represent and advocate Navy programs (B2)	5.09	5.01	--
Review and recommend appropriate action relative to requested changes (B24)	4.84	5.06	--
Organizational representation and liaison --General (B)	5.45	5.34	.023*
Gather information from or about program sponsors and consumers (C17)	4.99	4.98	--
Apply policies and procedures so as to make efficient use of support systems (C19)	4.77	5.03	.035*
Keep informed about fleet requirements and needs (C29)	5.27	4.89	.021*
Direction and guidance of programs, projects or policy development--General (C)	5.51	5.48	--
Negotiate with internal groups for necessary materials, support, commitment etc. (D7)	5.34	5.58	--
Resource acquisition and administration --General (D)			--
Utilization of human resources--General (E)	5.48	5.49	--
Provide technical quality control through the review process (F1)	5.68	5.64	--
Monitor output of formal management information systems (F2)	5.03	5.33	--

*The difference between the two groups is statistically significant.

3.3 COMPARISONS OF SCOPE (DIVERSITY) OF MANAGERIAL ACTIVITIES

- o Scope of managerial activities were likely to increase with amount of supervisory responsibilities in most task areas, except in the area of "organizational representation and liaison."

- o Scope of managerial activities tended to increase with grade level, although SESers and GM/GS 15s were usually not distinguishable from each other.

- o The Laboratory group in general reported having a narrower scope of managerial activities thar did other activity groups, although only in three of the six task areas did the differences reach statistical significance.

- o Administrative and Logistics professionals reported conducting a broader scope of managerial activities than did engineers/scientists, ADP, and other professionals, although only in two of the six task areas were the differences statistically significant.

- o GM group reported performing a broader scope of managerial activities than did GS group in four of the six task areas.

- o Males and females were not very different from each other on the scope of managerial activities engaged by them.

In Table 3-14, the comparisons among the three supervisor groups are shown. In four of the six areas, supervisors of 3 or more professionals reported conducting a wider scope of managerial activities than did supervisors of 1 or 2 professionals, who, in turn, reported performing a

Table 3 - 14

Comparison of Managerial Activity Diversity between SUPERVISOR Groups

*When mean rating values are conncected by an underscore line, it means that these values are not significantly different from each other.

Scope A#	Nonsupervisor 1.59	Supervisor(1,2)[a] 1.86	Supervisor(3+)[b] 1.90
Scope B	Nonsupervisor 2.29	Supervisor(1,2) 2.42	Supervisor(3+) 2.47
Scope C	Nonsupervisor 2.38	Supervisor(1,2) 2.53	Supervisor(3+) 2.89
Scope D	Nonsupervisor 1.25	Supervisor(1,2) 1.81	Supervisor(3+) 2.18
Scope E	Nonsupervisor 0.98	Supervisor(1,2) 2.23	Supervisor(3+) 2.91
Scope F	Nonsupervisor 1.67	Supervisor(1,2) 2.25	Supervisor(3+) 2.69

a, b: see Table 3-8(a), p.44

#Scope A : Scope of activities on integration of external and internal program/ policy issues

Scope B : Scope of activities on liaison and organization representation

Scope C : Scope of activities on policy and program development

Scope D : Scope of activities on resource acquisition and administration

Scope E : Scope of activities on utilization of human resources

Scope F : Scope of activities on evaluation, review, and implementation of results

greater variety of managerial activities than did nonsupervisors. These four areas are: "direction and guidance of programs, projects, or policy development," "resource acquisition and administration," "utilization of human resources," and "review and implementation of results." In area A, "integration of internal and external program/policy issues," the only significant between-group difference existed between supervisors of 3 or more professionals and nonsupervisors; and in Area B, "organizational representation and liaison," the three supervisor groups reported having the same scope of managerial activities.

For comparisons by grade level, a consistent pattern was found in four of the six areas. As can be seen in Table 3-15, SES and GM/GS 15 were found to be similar to each other, and were significantly higher than GM/GS 14, which in turn was significantly higher than GM/GS 13 on ratings of scope of activities in the following four areas: "organizational representation/liaison," "direction and guidance of programs, projects or policy development," "resource acquisition and administration," and "utilization of human resources." For scope of activities in the area "integration of internal and external program/policy issues," GM/GS 13 and 14 were not distinguishable from each other, but were significantly different from GM/GS 15 or SES groups. In the area "review and implementation of results," the four grade levels were found to be significantly different from each other. In sum, the diversity of managerial responsibilities became greater as one moved up the grade levels, although in most areas, GM/GS 15 and SES were not very different from each other.

The comparisons on diversity of managerial activities by activity and occupational series groups did not show clear-cut patterns as was the case in the previous two subgroup comparisons. In Table 3-16, overlapped homogeneous sets among the five activity groups were found on comparisons in three task areas (B, D, E), while in the other three areas, only the Laboratory group clearly reported lower diversity ratings than the other

Table 3 - 15

Comparison of Managerial Activity Diversity between GRADE Levels

*When mean rating values are connected by an underscore line, it means that these values are not significantly different from each other.

	GM/GS 13	GM/GS 14	GM/GS 15	SES
Scope A#	1.49	1.68	2.10	2.41
Scope B	2.06	2.39	2.70	2.88
Scope C	2.37	2.75	3.00	3.17
Scope D	1.60	1.91	2.26	2.42
Scope E	2.01	2.39	2.84	3.00
Scope F	2.02	2.45	2.68	3.13

see Table 3-14, p. 76

Table 3 - 16

Comparison on Diversity of Managerial Activities between ACTIVITY Types

*When mean rating values are connected by and underscore line, it means that these values are not significantly different from each other.

	Laboratory	Other	Industrial	Supply	Command Head Qrt's	Dep't Head Qrt's
Scope A#	1.25	1.69	1.85	1.98	2.00	2.37

Scope B	Laboratory	Supply	Other	Industrial	Command Head Qrt's	Dep't Head Qrt's
	2.04	2.22	2.35	2.40	2.64	2.72

Scope C	Laboratory	Other	Supply	Command Head Qrt's	Dep't Head Qrt's	Industrial
	2.29	2.83	2.83	2.86	2.88	3.19

Scope D	Laboratory	Dep't Head Qrt's	Command Head Qrt's	Other	Supply	Industrial
	1.66	1.82	2.06	2.07	2.13	2.52

Scope E	Laboratory	Dep't Head Qrt's	Command Head Qrt's	Other	Industrial	Supply
	2.16	2.29	2.49	2.65	3.06	3.15

Scope F	Laboratory	Dep't Head Qrt's	Command Head Qrt's	Other	Supply	Industrial
	2.09	2.40	2.55	2.62	2.67	2.91

see Table 3-14, p.76

four groups. A pattern of the ranking order of the ratings, however, was observed, i.e., the two Headquarters were more often adjacent to each other, the Supply, Industrial, and "Other" groups were closer to each other, and the Laboratory group was consistently ranked the lowest. For comparisons by occupational groups as shown in Table 3-17, a pattern was detected on the ranking order of the group means, i.e., Logistics and administrative professionals tended to be similar to each other and were found at the higher end of the continuum, while engineers/scientists, ADP and "Other" professionals tended to be at the lower end. However, this trend was statistically significant only in two of the six areas: "integration of program/policy issues," and "direction and guidance of programs, projects, or policy development."

Different from the findings on the comparison of frequency/importance ratings, the comparison of the diversity ratings between GM and GS was found to result in more significant between-group differences, as can be seen in Table 3-18. Namely, GM group reported conducting a broader scope of managerial activities in the area of "integration of policy program issues" (A), " direction and guidance of project/program development" (C), "resource acquisition and administration" (D), and " review and implementation of results" (F). The comparisons between males and females on their diversity ratings of managerial activities still resembles the comparison between the two groups in their frequency/importance ratings. As shown in Table 3-19, only one significant difference was found between males and females on their diversity ratings. This is, males reported performing a greater variety of tasks in the area of "reviewing and implementing results" than did females.

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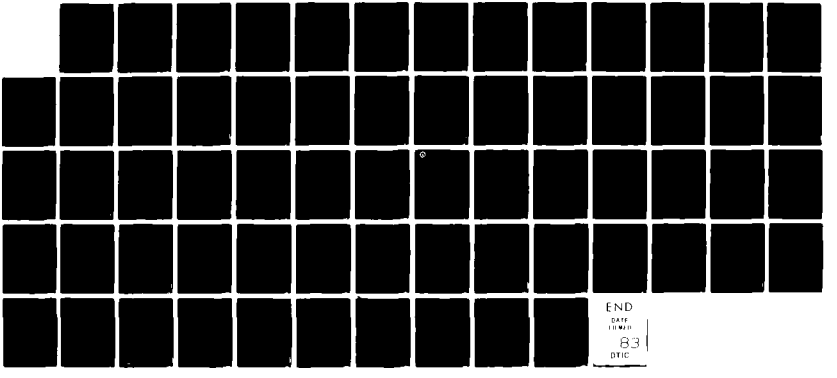

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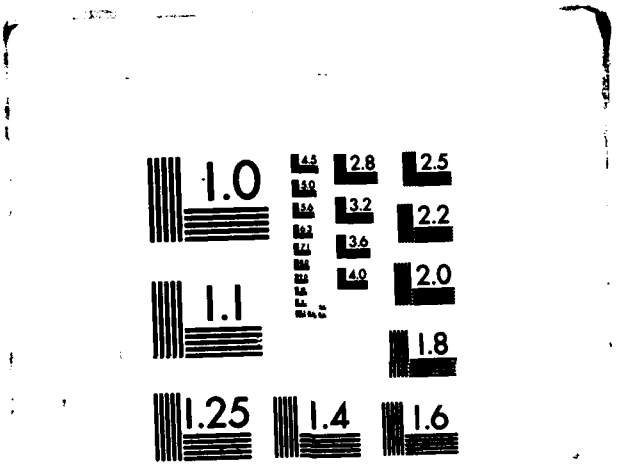

Table 3 - 17

Comparison on Diversity of Managerial Activities between OCCUPATIONAL SERIES

*When mean rating values are connected by an underscore line, it means that these values are not significantly different from each other.

	ADP	Engineer/ Scientist	Other	ILS Manger	Adminstrative
Scope A #	1.42	1.59 *	1.85	2.22	2.32
Scope B	ADP	Other	Engineer/ Scientist	Logistics	Administrative
	2.19	2.32	2.35	2.59	2.68
Scope C	ADP	Engineer/ Scientist	Other	Administrative	Logistics
	2.54	2.62	2.71	3.00	3.06
Scope D	Other	Engineer/ Scientist	ADP	Administrative	Logistics
	1.76	1.90	1.95	2.15	2.19
Scope E	Other	Engineer/ Scientist	ADP	Administrative	Logistics
	2.23	2.37	2.60	2.66	2.75
Scope F	Other	Engineer/ Scientist	ADP	Administrative	Logistics
	2.31	2.41	2.51	2.61	2.62

see Table 3-14, p.76

Table 3 - 18

Comparison of Managerial Activity Diversity between GM/GS

	GM	GS	Significance Level
Scope A#	1.78	1.50	.044*
Scope B	2.40	2.17	--
Scope C	2.74	2.28	<.001***
Scope D	1.95	1.50	.002**
Scope E	2.43	2.14	--
Scope F	2.41	1.95	.003**

see Table 3-14, p.76

* .01 < significance level ≤ .05

** .001 < significance level ≤ .01

*** significance level ≤ .001

Table 3 - 19

Comparison of Managerial Activity Diversity between MALE and FEMALE

	Male	Female	Significance Level
Scope A#	1.84	1.85	--
Scope B	2.45	2.35	--
Scope C	2.77	2.65	--
Scope D	1.98	1.98	--
Scope E	2.48	2.49	--
Scope F	2.50	2.17	.010**

see Table 3-14, p.76

** $.001 < \text{significance level} \leq .01$

3.4 COMPARISONS OF TIME SPENT ON VARIOUS MANAGEMENT-RELATED ACTIVITIES

- Supervisors of 3 or more professionals spent more time on internal formal meetings and informal meetings than did nonsupervisors; while nonsupervisors spent more time on writing correspondence, doing own work unit's project, and engaging in personal development than did supervisors of 3 or more professionals.

- Higher grade level professionals spent more time on meetings, and lower grade level professionals spent more time on writing correspondence, doing own work unit's project, doing projects for superiors, and engaging in personal development.

- The Laboratory group spent significantly less time on attending informal meetings and on writing correspondence, and more time on doing own work unit's projects than did the other activity groups.

- Engineers/scientists spent more time on doing own work unit's projects, and less time on writing correspondence and making decisions than did most of the other professionals.

- GM group spent more time than did GS group on internal formal meetings, while GS group spent more time on doing own work unit's projects than did GM group.

- Males and females spent approximately the same amount of time in all nine areas of management-related activities.

Before comparing the percentage of total time spent on various management-related activities among the various subgroups, the mean percentage of time spent on these activities in the total sample should be examined. As can be seen in Table 3-20, it was found that approximately 40% of these professionals' work time (as rated by the total sample) was spent on meetings, including 22% on informal meetings, 12% on internal formal meetings, and 6% on external formal meetings. In the other areas, the distribution of percentage of time spent was as follows: 15% on reading, reviewing and analyzing work materials, 11% on writing correspondence, 11% on own work unit's projects, 9% on reflecting and making decisions, 9% on carrying out special projects for supervisors, and 5% on personal development.

In Table 3-21, three patterns were shown for the comparison of time spent on various activities among the three supervisory groups. The first pattern observed showed that the three groups did not differ significantly regarding time spent on activities, such as "participating in formal outside-agency meeting," "reading, reviewing, and analyzing work materials," "reflecting and decision making" and "doing special projects for one's superiors." The second pattern detected was one showing supervisors of 3 of more professionals spent significantly more time than did nonsupervisors and/or supervisors of 1 or 2 professionals on participating in "internal formal meetings" and "informal meeting/discussions." The third pattern showed that nonsupervisors spent more time than supervisors of 3 or more professionals on activities including "writing or dictating memos, letters or other forms of correspondence," "personal development," and "doing own work unit's technical/professional projects oneself."

In comparing the percentage of time spent on various activities among the four grade levels (see Table 3-22), we found that the patterns of between-group differences were not consistent across the nine identified areas of activity. The percentage of time spent on "internal formal meetings" increased with the grade level. For "outside-agency formal

Table 3-20

Percentage of Time Spent on Management-Related Activities
(Total Sample)

	Percentage of Time
INMEET#	12%
OUTMEET	6%
INFMEET	22%
MATERIAL	15%
DECISION	9%
WRITING	11%
PERSONAL DEVELOPMENT	5%
PROJECTS FOR SUPERIORS	9%
WORK PROJECTS	11%
	100%

#INMEET : Participating in formal meetings within own agency

OUTMEET : Participating in formal meetings outside own agency

INFMEET : Having informal meetings and discussions

MATERIAL : Reading, reviewing and/or analyzing work materials

DECISION : Reflecting, decision making

WRITING : Writing or dictating memos, letters or other forms of correspondence

PERSONAL DEVELOPMENT : e.g. training, reading professional journals

PROJECTS FOR SUPERIORS : Doing special projects for one's superiors

WORK PROJECTS : Doing some of own organizational unit's technical or professional work projects oneself

Table 3-21

Comparison of Time Spent on Activities by Percentage between SUPERVISOR Groups

*When mean rating values are connected by an underscore line, it means taht these values are not significantly different from each other.

INMEET#	Nonsupervisor	Supervisor(1,2)[a]	Supervisor(3+)[b]
	9.19	10.54	12.98
OUTMEET	Supervisor(3+)	Nonsupervisor	Supervisor(1,2)
	5.74	6.39	7.06
INFMEET	Nonsupervisor	Supervisor(1,2)	Supervisor(3+)
	18.20	19.00	22.71
MATERIAL	Supervisor(3+)	Supervisor(1,2)	Nonsupervisor
	15.02	15.06	15.22
DECISION	Supervisor(3+)	Supervisor(1,2)	Nonsupervisor
	9.52	9.83	10.09
WRITING	Supervisor(3+)	Supervisor(1,2)	Nonsupervisor
	10.89	12.45	13.20
PERSONAL DEVELOPMENT	Supervisor(3+)	Supervisor(1,2)	Nonsupervisor
	4.92	5.66	5.83
PPROJECTS FOR SUPERIORS	Supervisor(1,2)	Supervisor(3+)	Nonsupervisor
	9.07	9.12	10.27
WORK PROJECTS	Supervisor(3+)	Supervisor(1,2)	Nonsupervisor
	10.18	17.01	17.24

a, b: see Table 3-8(a), p.44

see Table 3-20, p.86

Table 3 - 22

Comparison of Time Spent on Activities by Percentage between GRADE LEVELS

*When mean values are connected by an underscore line, it means that these values are not significantly different from each other.

INMEET#	GM/GS 13	GM/GS 14	GM/GS 15	SES
	9.26	11.14	13.83	16.73
OUTMEET	GM/GS 13	GM/GS 14	GM/GS 15	SES
	4.72	6.10	6.54 *	7.92
INFMEET	GM/GS 13	GM/GS 14	GM/GS 15	SES
	20.20	20.56	21.96	26.29
MATERIAL	GM/GS 15	SES	GM/GS 13	GM/GS 14
	14.76	14.84	15.06	15.65
DECISION	SES	GM/GS 15	GM/GS 14	GM/GS 13
	9.05	9.40	9.71	10.47
WRITING	SES	GM/GS 15	GM/GS 14	GM/GS 13
	9.76.	10.68	12.25	12.46
PERSONAL DEVELOPMENT	GM/GS 15	SES	GM/GS 14	GM/GS 13
	4.62	5.30	5.33	5.70
PROJECTS FOR SUPERIORS	SES	GM/GS 15	GM/GS 13	GM/GS 14
	8.35	9.28	9.59	10.33
WORK PROJECTS	SES	GM/GS 15	GM/ GS 14	GM/GS 13
	7.61	8.89	14.14	14.85

see Table 3-20, p.86

meetings," SESers and GM/GS 15s spent approximately the same amount of time. While the difference between GM/GS 15s and 14s did not reach statistical significance, SESers spent significantly more time than GM/GS 14s and 15s, who, in turn, spent more time than GM/GS 13s on "outside-agency formal meetings." As for time spent on "reading/reviewing/analyzing work materials," and on "reflecting and making decisions", the four groups were not significantly different from each other. For activities in the other four areas, including "writing correspondence," "personal development," "doing projects for supervisors," and "doing own work unit's projects," GM/GS 13s and 14s reported spending a higher percentage of time than did GM/GS 15s and SESers, although not all of the pair wise comparisons reached statistical significance, as can be seen in Table 3-22.

In Table 3-23, the comparison of time spent on management-related activities among the activity groups is presented. For the three types of meetings, the Industrial group seemed to spend more time on "internal formal meetings" than did the Laboratory and Departmental Headquarters groups; Departmental Headquarters group, on the other hand, tended to spend more time on "outside agency formal meetings" than did the Supply and the Industrial groups; while the Laboratory spent significantly less time on "informal meetings" than did the other five groups. On "reading, reviewing and analyzing work materials," the Laboratory spent significantly less time than did the Supply, the Industrial and Command Headquarters groups. For time spent on reflecting and decision making, the six groups were not significantly different from each other. Regarding the other four areas, the Laboratory group spent less time than the other five groups on "writing correspondence," and spent less time than Departmental Headquarters group on "doing projects for superiors"; but the Laboratory group spent a higher percentage of time than did the Industrial and the two Headquarters groups on "personal development," and significantly more time, than did all the other groups, on "doing own work unit's projects oneself."

Table 3 - 23

Comparison of Time Spent on Activities by Percentage between Types of ACTIVITY

*When mean values are connected by an underscore line, it means taht these values are not significantly different from each other.

INMEET#	Laboratory	Dept'l Head	Other	Command Head	Supply	Industrial
	11.24	11.32	11.67	12.04	12.20 *	14.16
OUTMEET	Supply	Industrial	Other	Laboratory	Command Head	Dept'l Head
	4.15	4.23	5.80	5.95	6.26	6.66
INFMEET	Laboratory	Dept'l Head	Supply	Command Head	Industrial	Other
	18.35	21.63	22.42	22.56	22.84	23.29
MATERIAL	Laboratory	Other	Dept'l Head	Command Head	Industrial	Supply
	13.49	13.90	14.97	15.57	17.7	17.51
DECISION	Laboratory	Dept'l Head	Command Head	Industrial	Other	Supply
	8.65	9.51	9.76	10.17	10.95	11.00
WRITING	Laboratory	Industrial	Supply	Other	Command Head	Dept'l Head
	8.42	10.90	11.67	12.54	12.61	12.91
PERSONAL DEVELOPMENT	Command Head	Dept'l Head	Industrial	Supply	Other	Laboratory
	4.63	4.64	4.72	5.15	5.33	6.13
PROJECTS FOR SUPERIORS	Laboratory	Other	Industrial	Command Head	Supply	Dept'l Head
	7.47	8.05	8.93	9.96	10.82	11.31
WORK PROJECTS	Industrial	Supply	Other	Dept'l Head	Command Head	Laboratory
	7.73	7.80	8.45	10.19	10.43	20.12

see Table 3-20, p.86

Comparison of time spent on various activities by occupational series groups is presented in Table 3-24. The five series groups were not very different from each other on their reported percentage of time spent on the three types of meetings and on "reading, reviewing and analyzing work materials." Engineers/scientists reported spending less time than did all the other groups on "writing correspondence" and on "making decisions," but indicated spending more time than the other groups on "doing own work unit's technical projects."

GM and GS groups were significantly different on reported p entage of time spent on two out of the nine managerial activities ident ed in the survey, as can be seen in Table 3-25. The GM group reportec ling more time on "internal formal meetings" than did the GS group. he GS group, on the other hand, reported spending more time than the GM group on "doing own work unit's technical projects." Comparison of time spent on various activities was also made between males and females. As shown in Table 3-26, males and females spent about the same percentage of time across all nine areas of management-related activities.

Table 3 - 24

Comparison of Time Spent on Activities by Percentage between OCCUPATIONAL SERIES

*When mean values are connected by an underscore line, it means that these values are not significantly different from each other.

INMEET #	Other 10.82	Administrative 11.80	Engineer 12.25	Logistics 12.38 *	ADP 13.59
OUTMEET	ADP 5.31	Administrative 5.39	Engineer 6.51	Other 6.83	Logistics 7.66
INFMEET	Other 20.18	Engineer 21.58	Logistics 21.63	Administrative 21.94	ADP 22.14
MATERIAL	Other 14.29	Engineer 14.71	ADP 15.23	Administrative 16.08	Logistics 16.25
DECISION	Engineer 9.02	Administrative 9.67	ADP 10.88	Other 11.05	Logistics 11.87
WRITING	Engineer 10.24	Administrative 12.31	Other 12.63	ADP 12.72	Logistics 14.39
PERSONAL DEVELOPMENT	Administrative 4.36	Engineer 5.32	ADP 5.84	Logistics 6.21	Other 6.34
PROJECTS FOR SUPERIORS	Engineer 8.25	Other 9.86	ADP 9.94	Administrative 10.54	Logistics 12.20
WORK PROJECTS	Logistics 8.03	ADP 9.25	Administrative 10.50	Engineer 13.24	Other 15.32

see Table 3-20, p.86

Table 3 - 25

Comparison of Time Spent on Activities by Percentage between GM and GS

	GM	GS	Significance Level
INMEET#	11.48	9.53	.015*
OUTMEET	5.74	5.38	--
INFMEET	21.06	18.85	--
MATERIAL	15.24	13.72	--
DECISION	9.80	9.05	--
WRITING	11.69	11.50	--
PERSONAL DEVELOPMENT	5.11	5.27	--
PROJECTS FOR SUPERIORS	9.60	9.45	--
WORK PROJECTS	12.45	17.62	.009 *

*The difference between the two groups is statistically significant.

Table 3 - 26

Comparison of Time Spent on Activities by Percentage between MALE and FEMALE

	Male	Female	Significance Level
INMEET#	11.80	12.80	--
OUTMEET	5.92	5.29	--
INFMEET	21.26	22.41	--
MATERIAL	14.94	15.11	--
DECISION	9.48	9.94	--
WRITING	11.21	11.72	--
PERSONAL DEVELOPMENT	4.99	5.52	--
PROJECTS FOR SUPERIORS	9.15	10.74	--
WORK PROJECTS	12.26	12.61	--

see Table 3-20, p.86

3.5 NEEDED TRAINING AREAS

- "DON-related seminars" was indicated as the most needed training area by all subgroups. "Personnel management and policy development" was the second most needed training area, especially for GM/GS 13s, the Industrial type of group, and ADP professionals. "Management uses of ADP" was the third most needed training area especially for Command Headquarters and the Industrial type of group, and for administrative and Logistics professionals. "Budgeting and resource management" was rated the fourth, and PPBS the fifth needed training areas.

In this section, we will present some descriptive statistics on a question addressing the needs of additional training, relating to managerial duties and responsibilities in the background section of the survey. Five areas were suggested on the questionnaire, of which respondents were expected to put a check mark if they felt additional training would be needed in the particular area. Space was also provided for suggestions regarding any other needed training areas.

The responses to this question are shown in Table 3-27. The first five categories were ones proposed by specialists in DON's civilian personnel headquarters and were spelled out in the questionnaire, and the last six were suggested by the respondents. As can be seen, out of the five areas proposed in the questionnaire, "DON-related seminars" was reported as the most needed (51.8%); "personnel management policy/ programs/procedures/regulations" was rated the second (34.4%), "management uses of ADP" the third (32.1%), "budgeting and resource management" the fourth (27.7%), and "Navywide training and Planning, Programming, and Budgetory System (PPBS)" the fifth (25.4%).

Table 3 -27

Percentage of Positive Responses in Various Training Areas -- Total Sample

	Frequency	Percentage
Seminars on DON-Related Problems with Participants from Outside Immediate Organization	809	51.8
Personnel Management Policy/Programs	563	34.4
Management Uses of ADP	501	32.1
Budgeting Resource Management	433	27.7
PPBS	397	25.4
Interpersonal Skills	57	3.6
Contracting Skills	33	2.1
Management Training	19	1.2
Policy/Organizational Issues	14	0.9
Executive Development	11	0.7
Program Management	7	0.4

Despite the fact that the total number of people who suggested other needed training areas was small compared to the size of the total sample, we believe the opinions expressed by these respondents are valuable and worthwhile. This is especially significant in consideration of the prospect of having included them in the questionnaire in the first place, where the response rates might have been much higher than those presented in Table 3-28. These six additional areas are: interpersonal skills, contracting skills, management training, DON related policy/organizational issues, executive development programs/courses, and program management skills.

In Tables 3-28 through 3-30, the response rates on various needed training areas were compared among subgroups. Since the response rates for the six areas suggested by the respondents were already very low in the total sample, further comparisons among the subgroups would not be very meaningful. Therefore, the hypothesis testing procedure* was only applied to the comparison of response rates in the first five areas.

Looking at Table 3-28, we find that chi-square value was very significant for comparisons by grade levels in three of the five areas. This suggested that the response rates in these three areas were not the same across the four grade levels. It seems that more people in the lower grade levels reported needing training in either "personnel management policy/programs/regulations" or "budgeting and resource management," while more people in the higher grade levels reported needing "DON-related seminars."

* The hypothesis testing procedure used for such comparisons was simple chi-square test.

Table 3 - 28

Percentage of Positive Responses in Various Training Areas Within Each Grade Level

	GM/GS13	GM/GS14	GM/GS15	SES	Significance Level
Personnel Management Policy/Programs	41.0	37.2	29.6	23.3	<.001*
Budgeting Resource Management	34.5	27.7	25.2	18.9	<.001*
PPBS	29.4	26.1	24.5	20.6	--
Management Uses of ADP	34.5	31.0	34.3	28.3	--
DON- Related Seminars	48.0	49.1	57.7	54.4	.014*
Interpersonal Skills	1.8	3.8	5.3	4.4	
Contract	0.9	2.1	3.6	2.2	
Executive Development	0.2	0.2	1.6	1.1	
Management Training	1.3	1.2	0.9	1.7	
Program Management	0.2	0.2	0.9	0.0	
Policy Organizational Issues	0.4	0.9	1.3	1.1	

*The differences among the four groups are statistically significant.

The response rates on needed training areas were not very congruent among different types of activity groups. As can be seen in Table 3-29, the six activity groups showed significantly different response rates in four of the five areas. For "personnel management policy/programs/ regulations," the Laboratory, the Supply group, and Departmental Headquarters seemed to have lower response rates than did the other three groups. For "PPBS," the Laboratory, the Industrial group, and Departmental Headquarters expressed lower level of need than did the other three groups. For response rates regarding training needs on "management use of ADP," the Laboratory, and "Other" group ranked the lowest, Departmental Headquarters and the Supply group ranked the second, and Command Headquarters and the Industrial group ranked the highest. For response rates on "DON related seminars", although all six groups were high on response rates, the Industrial group apparently ranked the highest, the Laboratory ranked the lowest, and the other four groups were in the middle.

In Table 3-30, the response rates on needed training areas among the five occupational series groups were presented and compared with each other. The response rates were found to be different among the five groups in three of the five areas. For training in "budgeting and resource management" and in "PPBS," administrative professionals expressed the lowest level of need, engineers/scientists and "Other" professionals were in the middle, and Logistics and ADP professionals showed the highest level of need. In terms of the response rates on needed training in the area of "management use of ADP", ADP professionals, as expected, were the lowest, engineers/scientists and "Other" professionals were in the middle, and administrative and Logistics professionals showed the highest level of need.

Table 3 - 29

Percentage of Positive Responses in Various Training Areas Within Each Type of Activity

	Dept.H.Q.	Commd.H.Q.	Lab.	Indus.	Supply	Other	Significance Level
Personnel Management Policy/Programs	32.5	37.6	26.4	45.6	30.9	40.0	<.001 *
Budgeting Resource Management	23.9	29.5	26.2	31.7	34.5	30.4	--
PPBS	20.7	30.5	21.8	21.7	30.9	33.9	.002 *
Management Uses of ADP	33.4	45.5	22.8	43.9	34.5	29.6	<.001 **
DON- Related Seminars	53.5	54.1	42.6	62.8	52.7	56.5	<.001 *
Interpersonal Skills	3.8	3.9	3.6	3.3	3.6	2.6	
Contract	2.9	2.7	.5	2.2	1.8	3.5	
Executive Development	1.6	.2	.3	1.1	3.6	.0	
Management Training	1.9	1.0	1.0	1.1	1.8	.9	
Program Management	.3	.2	1.0	.6	.0	.0	
Policy Organizational Issues	1.3	.8	.5	1.1	.0	1.7	

*The differences among the six groups are statistically significant.

Table 3 - 30

Percentage of Positive Responses in Various Training Areas Within Each Occupational Series Group

	Engin.Sci.	Administrative	Logistics	ADP	Other	Significance Level
Personnel Management Policy/Programs	32.5	34.7	31.0	42.3	35.3	--
Budgeting Resource Management	29.0	22.5	39.4	35.6	29.3	.003*
PPBS	27.2	20.1	35.2	39.3	27.3	<.001*
Management Uses of ADP	29.3	43.5	40.8	13.5	30.7	<.001*
DON- Related Seminars	50.6	56.5	57.7	53.4	47.3	
Interpersonal Skills	3.9	3.5	9.9	2.5	2.0	
Contract	1.5	1.8	8.5	1.8	.7	
Executive Development	1.0	.9	.0	.6	.7	
Management Training	1.4	.9	.0	1.8	1.3	
Program Management	.8	.0	.0	.0	.7	
Policy Organizational Issues	1.4	1.3	.0	.0	.7	

*The differences among the five groups are statistically significant.

3.6 COMMENTS

Out of the 1,562 questionnaires responded to and returned, approximately 65% of the respondents did not make any comments, while 35% of the respondents made comments regarding their opinions of the survey/ suggestions for improvement. After these comments were compiled, they were placed into nine different categories; those categories being: "Questions Vague," "Inappropriate Metnodolody," "Questions Not Applicable," "A Total Waste of Time," "Questions Difficult to Interpret," "Managerial vs. Technical Unclear," "More Time Needed to Complete Survey," and "Managerial vs. Supervisory Unclear." The ninth category, "Positive Comment," was so labeled due to the variety of comments which could be placed in this category (see Table 3-31). Some of the categories are self-explanatory, i.e., "Questions Vague," "Questions Difficult to Interpret," "More Time Needed to Complete Survey," and "A Total Waste of Time." However, five of the categories are somewnat ambiguous. The category, "Inappropriate Methodology" should be interpreted as meaning the given questionnaire does not contain the appropriate questions for obtaining the desired information. This category could also suggest that the questionnaire is not complete...but rather only part of the information process; perhaps in addition, other methods could be employed, i.e., interviewing sessions, actual record-keeping beforehand of tasks performed over a specified period of time. The category, "Managerial vs. Supervisory Unclear" denotes confusion involved in drawing a clear line between those tasks which would be designated as managerial vs. those designated supervisory. Again, in the following, "Managerial vs. Technical Unclear," the same applies; no clear line of demarcation is visible. "Questions not applicable" refers to comments made regarding those questions dealing with tasks which tne respondent had no responsibility for performing. As can be seen in Table 3-31, this particular category was tne third most frequent comment made of all

Table 3 - 31

Frequency Distribution of Comments by Respondents

	FREQUENCY	PERCENTAGE
NO COMMENTS	1009	64.6%
QUESTIONS VAGUE	193	12.4%
INAPPROPRIATE METHODOLOGY	101	6.5%
QUESTIONS NOT APPLICABLE	65	4.2%
A TOTAL WASTE OF TIME	59	3.7%
QUESTIONS DIFFICULT TO INTERPRET	34	2.2%
MANAGERIAL VS. TECHNICAL UNCLEAR	19	1.2%
MANAGERIAL VS. SUPERVISORY UNCLEAR	8	0.5%
MORE TIME NEEDED TO COMPLETE SURVEY	12	0.8%
POSITIVE COMMENT	63	4.0%
	1562	100.0%

categories presented (after "Questions Vague" and "Inappropriate Methodology"). The category, "Positive Comment" will be mentioned later in the section.

Visibly, the majority of respondents did not make comments. On the other hand, most of the comments made were negative. Some leeway must be given, however, in consideration of the possibility that the questionnaire may have served as a scapegoat for some respondents. Some of the comments made would lead us to believe that they were simply written down in a fit of passion, i.e., "section III was impossible," or "one of the most irrational, irrelevant surveys ever taken." More examples of this type could be cited, yet there is a positive note to be regarded. Some of the respondents offered favorable comments such as, "an interesting questionnaire; I would like a copy for myself." Or, "this survey is reasonable and complete," "generally good survey; however, I would suggest a section dealing with Research and Development's (R&D's) function/mission."

In conclusion, it is fitting to note that most of those respondents who took the time to write down their comments were generally dissatisfied with the questionnaire; perhaps the idea of anonimity should be considered in more depth. Even though some respondents were dissatisfied with the methods used regarding their identification (one or more respondents made the comment that even though anonomity had been stated before the surveys were distributed, Social Security Number had been asked for in the survey itself), it appears paradoxical that even though the respondents wished to remain anonymous, their comments bespoke of a different nature -- to be acknowledged and considered as an integral part of the total spectrum in whatever capacity held.

In the following, the results of two cross-tabulations will be examined in order to gain some notion of the background characteristics of respondents who made certain types of comments. Relationship between respondents' comments and grade level was shown in Table 3-32. As can be seen, GM/GS 15s Supervisory Unclear," "Managerial vs. Technical Unclear," "Questions Difficult to Interpret," "Questions Not Applicable," "A Total Waste of Time," and also "Positive Comments." GM/GS 13s and 14s were similar to each other on frequency of making various types of comments except that 13s made comments related to "Inappropriate Methodology" more often than did all the other groups, and 14s commented on the vagueness of the questions more often than did the others. Looking at the absolute number of SESers who made any type of comment, we may conclude that SESers made less comments than did other groups. However, it should be remembered that there were less SESers in the sample to begin with (the proportion of SESers to GM/GS 15s was 2 to 5 in the sample). Taking this factor into account, we may argue that there were higher percentages of respondents in SES groups who made comments such as "Questions Difficult to Interpret," and "A Total Waste of Time," and "More Time Needed to Complete Survey."

In Table 3-33, the relationship between respondents' comments and types of activity will be examined. The frequency of making comments per se by each activity group is proportionate to the size of each group in our sample, except that the Laboratory group probably made relatively more comments than did other groups, considering it is the second, but not the largest, activity group in the sample. This was especially true in the following areas: "Inappropriate Methodology," "Managerial vs. Technical Unclear," "A Total Waste of Time," and "More Time Needed to Complete Survey." Command Headquarters, on the other hand, contributed more comments in the areas of "Questions Difficult to Interpret," "Questions Not Applicable," and "Positive Comments." Departmental Headquarters

Table 3 - 32

Comparison of Respondents' Comments by GRADE Levels

	GM/GS 13	GM/GS 14	GM/GS 15	SES	TOTAL
INAPPROPRIATE METHODOLOGY	37	17	29	12	95
QUESTIONS VAGUE	50	61	57	20	188
MANAGERIAL VS. SUPERVISORY UNCLEAR	0	3	5	0	8
MANAGERIAL VS. TECHNICAL UNCLEAR	5	2	8	2	17
QUESTIONS DIFFICULT TO INTERPRET	8	8	11	6	33
QUESTIONS NOT APPLICABLE	14	20	26	2	62
MORE TIME NEEDED TO COMPLETE SURVEY	4	2	4	2	12
A TOTAL WASTE OF TIME	13	11	18	12	54
POSITIVE COMMENT	17	15	19	8	59
	148	139	177	64	528

Table 3 - 33

Comparison of Respondents' Comments by ACTIVITY

	DEPTL HD QUARTERS	COMMAND HDQRTRS	LAB	INDUSTRIAL	SUPPLY	OTHER	TOTAL
INAPPROPRIATE METHODOLOGY	26 (26.0%)	16 (16.0%)	37 (37.0%)	9 (9.0%)	1 (1.0%)	11 (11.0%)	100
QUESTIONS VAGUE	46 (24.0%)	41 (21.4%)	55 (28.6%)	32 (16.7%)	5 (2.6%)	13 (6.8%)	192
MANAGERIAL VS. SUPERVISORY UNCLEAR	2 (25.0%)	2 (25.0%)	3 (37.5%)	1 (12.5%)	0 0	0 0	8
MANAGERIAL VS. TECHNICAL UNCLEAR	2 (10.5%)	6 (31.6%)	10 (52.6%)	0 0	1 (5.3%)	0 0	19
QUESTIONS DIFFICULT TO INTERPRET	4 (11.8%)	13 (38.2%)	10 (29.4%)	4 (11.8%)	0 0	3 (8.8%)	34
QUESTIONS NOT APPLICABLE	7 (10.8%)	34 (52.3%)	10 (15.4%)	8 (12.3%)	1 (1.5%)	5 (7.7%)	65
MORE TIME NEEDED TO COMPLETE SURVEY	1 (8.3%)	4 (33.3%)	5 (41.7%)	1 (8.3%)	0 0	1 (8.3%)	12
A TOTAL WASTE OF TIME	16 (28.1%)	16 (28.1%)	21 (36.8%)	3 (5.3%)	0 0	1 (1.8%)	57
POSITIVE COMMENT	8 (12.9%)	26 (41.9%)	13 (21.0%)	9 (14.5%)	1 (1.6%)	5 (8.1%)	62
	112	158	164	67	9	39	549

probably made comments more often in the area of "Questions Vague" considering that its group size was smaller than either Command Headquarters or the Laboratory group in the sample. For the Industrial and "Other" group, more comments were made in the areas such as "Questions Vague" and "Inappropriate Methodology."

In sum, it seems that GM/GS 15s and SESers generally made more negative comments than did GM/GS 13s and 14s, although GM/GS 15 group also contributed to positive comments more than did other groups. The Laboratory and Command Headquarters were found contributing more comments than did the others. However, the Laboratory group made more negative comments, while Command Headquarters offered more positive comments than did other groups.

4.0 CONCLUSIONS

The selection, development, and performance appraisal of DON's civilian professionals should be based on the understanding of the content, characteristics, and requirements of the actual job activities of these professionals. In this study, the emphasis of research has been put on obtaining the descriptive data regarding managerial behaviors of DON's professionals. Subgroup comparisons in this report revealed that, although all of the DON's civilian professionals engage in similar kinds of managerial activities, significant differences were found among various supervisor groups, grade levels, and types of organization in the degree and scope of performing these activities. These findings are congruent with Alexander's (1979) in which "level in the hierarchy" and "functional area" were found to have significant impact on the extent that various managerial roles were required by managerial jobs. In our study, grade level and types of organization are essentially the measures of "level in the hierarchy" and "functional area" in DON's civilian personnel structure. In addition, our findings suggested that amount of supervisory responsibilities is another important contingency variable which also has significant impact on the extent to which various managerial roles are required by managerial jobs.

With respect to time spent on management-related activites, professionals with more supervisory responsibilities, those at higher grade level, and those designated as GM in general, were found to spend more time in meetings. Conversely, professionals with less supervisory responsibilities, those at lower grade level, those in the laboratories, engineers/scientists, and those designated as GS, were found to spend more time working on their unit's projects and engaging in personal development. This finding suggests that functional area, level in the hierarchy, and supervisory/ managerial responsibilities also affect the relative percentage of time spent on various managerial activities;

namely, technical responsibilities are emphasized by professionals at lower as opposed to higher grade level, those with less as opposed to more supervisory/managerial responsibilities, and those in more as opposed to less technical areas. Interpersonally and informationally oriented activities were more demanded for professionals at higher versus lower grade level, those with more versus less supervisory/managerial responsibilities, and those in less versus more technical areas.

Comparisons of profiles of managerial responsibilities among subgroups revealed that no substantial differences existed among subgroups in terms of their frequency and importance ratings of various managerial tasks. Relative weights based on these frequency and importance ratings in the total sample, therefore, can be assigned to each individual task item in the event that these items are used for future selection, development, and appraisal purposes.

Findings in this study have also laid a groundwork for future research activities in investigating the nature of DON's civilian managerial jobs. However, there are limitations to these findings as well. In this study, the subject of investigation has been limited to describing "what" the managers have been doing. Future efforts may include the study of "how" successful performances have been accomplished, including the required skills, management styles, management techniques, etc. The data source in this study has been based solely on self-report questionnaire. In terms of the instrument itself, the questionnaire is characterized by a checklist format of singular behavior items. This format may create validity problems resulting from the investigation of behaviors out of their contexts. An interview questionnaire based on critical incidents as suggested by Latham and Wexley (1981) may be used to improve this situation. Other methods such as interviews with superiors or peers, and observations may be used as well to obtain more objective data about employee's behaviors.

The most important implication of the findings in this study is that for future data analysis, such as comparisons between exemplary and average managers, amount of supervisory responsibilities, grade level, and types of organization are expected to play an important role as contingency variables. Thus, in the research design for such comparisons, a sample should be drawn to represent these subgroup distinctions, and the interaction effects between these contingency variables and the major independent variables should be examined.

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Appendix A

DEPARTMENT OF THE NAVY

SURVEY OF

MANAGERIAL DUTIES AND RESPONSIBILITIES

DEPARTMENT OF THE NAVY
OFFICE OF THE SECRETARY
WASHINGTON, D. C. 20350

18 November 1981

MEMORANDUM FOR SELECTED CIVILIAN EMPLOYEES OF THE DEPARTMENT OF THE NAVY

Subject: Survey of Managerial Duties and Responsibilities

You have been chosen, through a random selection process, to take part in a survey designed to identify specific managerial and supervisory duties performed by the Department of the Navy's senior civilian officials.

The survey questionnaire should take about one hour to complete and should prove to be a worthwhile investment of your time. The data you supply will be used to improve civilian personnel management programs affecting the 18,000 Department of the Navy GS and GM-13s to 15s and Senior Executive Service members. The information will form the basis for decisions about the content, timing, focus and delivery of training courses. It may be used to substantiate or modify selection criteria for these grades and occupations and it should prove valuable in streamlining the preparation of position descriptions. Managers will have a factual data basis available for forecasting, planning and programming their future work force needs.

The information you provide will be aggregated and will not be used to identify you as individuals. The whole purpose of the survey is to obtain group data. After the returns are analyzed, the results will be published.

Dorothy M Meletzke

DOROTHY M. MELETZKE
Acting Special Assistant for
Civilian Personnel and Equal
Employment Opportunity

GENERAL SURVEY INFORMATION

This survey is not a test. It will not be used to evaluate you, your position, or your organization. This questionnaire will be read only by individuals directly involved in administering the survey. Your individual responses will not be disclosed to anyone in your activity. Please read the Privacy Act Statement for more details.

Please read all instructions CAREFULLY.

You will be given as much time as you need to complete this survey.

Contact your survey administrator if you have a question. Please answer as accurately as possible based on the wording of the questions and your interpretation of its question. Any comments or questions about the survey can be written on a comment page which follows Section III of the survey.

Basic Information

1. What is your Unit Identification Code (UIC)? ☐☐☐☐☐☐ (Your survey administrator can provide you with code. If unknown, please write in the name of your activity.) _____

2. What is your series? _____

3. What is your grade? _____

4. Approximately what percentage of your total work time is spent performing managerial/supervisory (as opposed to technical) duties? _____%

SECTION I

The results of previous research by the United States Office of Personnel Management, have shown that the managerial/supervisory duties and responsibilities can be grouped into six (6) different area. Following is a list, and a brief description of each of the six areas.

A. Integration of Internal and External Program Policy Issues - takes into account key agency-wide goals, priorities, values, and other issues;

B. Organizational Representation and Liaison - relates to establishing and maintaining relationships with key individuals/groups outside the immediate work unit and serving as spokesperson;

C. Direction and Guidance of Programs, Projects, Policy Development - activities related to establishing goals and the structure and processes necessary to carry them out;

D. Resource Acquisition and Administration - procedures and activities related to obtaining and allocating resources necessary to support program and policy implementation;

E. Utilization of Human Resources - processes and activities for seeing that people are appropriately employed and dealt with fairly; and

F. Review and Implementation of Results - activities and procedures for seeing that plans are being implemented and/or adjusted as neccessary and that appropriate results are achieved.

Duties and responsibilities contained in this questionnaire are grouped in these six areas. Please consider the grouping in which a duty is found when you evaluate and respond to the individual duty statements.

Using the scales below, please indicate how often you perform the activities as part of your management duties and how important these activities are to your overall job.

A. Frequency of Activities: How often do you perform each of the following activities: Enter the appropriate number in Column A according to the following scale. (NOTE: If the activity is not a management part of your job, place an "X" in Column A):

X Not part of my management activities

1 Very rarely (no more than once a year);
2 Rarely (no more than twice a year);
3 Infrequently (3 to 4 times a year, no more than once every 3 months);
4 Occasionally (5 to 8 times a year - no more than once every month and a half
5 Frequently (9 to 16 times a year - no more than once every 3 weeks);
6 Often (17 to 32 times a year - no more than once every week and a half);
7 Very often (33 or more times a year - more than once every week and a half).

B. Importance to job scale: How important is the performance of this activity to your overall job? Mark the appropriate response in Column B according to the following scale. (NOTE: The frequency with which you perform an activity may not indicate its importance to your job performance. Respond only to those activities which you indicated in Part A that you actually perform):

1 Of low importance (lowest priority)
2 Of minor importance (easily deferred)
3 Of some importance (deferrable temporarily)
4 Average importance (important but not job critical)
5 Of above average importance (problems sure to arise if deferred or done poorly)
6 Very important (high priority)
7 Critical (imperative, cannot be deferred).

Mark responses in columns A & B before going on to succeeding pages.

REMEMBER, YOUR ANSWERS ON FREQUENCY AND IMPORTANCE FOR EACH ACTIVITY ARE IN TERMS OF YOUR MANAGEMENT DUTIES ONLY.

For your convenience there is a fold out scale at that end of Section I.

A. INTEGRATION OF INTERNAL AND EXTERNAL PROGRAM/POLICY ISSUES

	COLUMN A	COLUMN B
1. Keep up to date about Department of the Navy goals, operations, organization.		
2. Interpret and implement the directives of higher authorities.		
3. Keep abreast of who is doing what in Command.		
4. Keep up-to-date with goals, operations, organization of your activity and/or Command.		
5. Review and recommend appropriate action relative to requested deviations from and changes in operation policies and procedures.		
6. Coordinate work unit activities with other Federal (outside Navy) state, and/or local activities.		
7. Develop new contacts.		
8. Keep abreast of technical professional, and economic developments by reviewing relevant trade journals and professionals.		
9. Stay tuned to what is going on in outside organizations, including the professional and scientific communities.		
10. Take immediate action in response to crisis or "fire drills".		

See fold out scale for responses to columns A & B.

B. ORGANIZATIONAL REPRESENTATION AND LIAISON

		COLUMN A	COLUMN B
1.	Maintain a network of contacts and personal relationships important to your organizational unit's work.		
2.	Represent and advocate Navy programs internally and externally.		
3.	Advocate your work unit's projects and activities to other groups (internal and external).		
4.	Keep program sponsors and other governmental groups informed about work unit's activities and capabilities.		
5.	Present facts to superiors, budget officials, and decision-makers.		
6.	Sell ideas, programs, or action programs to superiors, resource sponsors, and other interested parties.		
7.	Compete for resources.		
8.	Prevent loss or threat of loss of resources valued by work unit (resources include money, personnel, space, etc.).		
9.	Work with people to see that necessary procurement contracts get negotiated.		
10.	Review and recommend the Navy position regarding proposed legislation affecting Navy operations.		
11.	Prepare responses to Congressional and White House inquiries (includes written, personal, and telephone responses).		
12.	Testify as a subject-matter expert before the legislative and judicial branches of Federal, state, and/or local government.		

B. ORGANIZATIONAL REPRESENTATION AND LIAISON

	COLUMN A	COLUMN B
13. Prepare formal briefings and presentations.		
14. Give formal briefings and presentations.		
15. Draft official correspondence.		
16. Sign letters and documents intended for external use or an official representative of your unit.		
17. Negotiate complex and/or difficult issues with individuals or groups (internal and external).		
18. Mediate disputes to reach a consensus.		
19. Attend conferences or meetings outside the Department of the Navy.		
20. Keep professional colleagues informed about work unit.		
21. Participate in intraorganizational boards, committees, and/or councils, e.g., welfare and recreation committee, advisory committees.		
22. Participate alone or on a team in typical negotiations with outsiders (outside of immediate work unit).		
23. Transmit ideas and information from outside contacts to appropriate people inside Command.		
24. Review and recommend appropriate action relative to requested deviations from and changes in operations policies and procedures.		
25. Participate in civic organization or community activities for your activity and/or Command.		

B. ORGANIZATIONAL REPRESENTATION AND LIAISON

	COLUMN A	COLUMN B
26. Participate on professional board or organizations, or do public service work which provides useful work-related contacts.		
27. Keep the general public informed about work which provides useful work-related contacts.		
28. Answer requests for information about work unit.		
29. Make yourself available to "outsiders" who want to go to the person in charge.		
30. Escort and/or brief official visitors.		

C. DIRECTION AND GUIDANCE OF PROGRAMS, PROJECTED, OR POLICY DEVELOPMENT

		COLUMN A	COLUMN B
1.	Allocate own time.		
2.	Set objectives.		
3.	Anticipate problems and apply techniques to solve them.		
4.	Determine the long-range plans of my unit.		
5.	Develop policy for own work unit.		
6.	Forecast resource requirements for developing and implementing program policy.		
7.	Determine feasibility and practicality of plans, proposals.		
8.	Solicit views of others when solving problems concerning activities of work unit.		
9.	Relate past practices to present situations.		
10.	Prepare reorganization strategies.		
11.	Plan to accomplish large-volume work projects.		
12.	Establish priorities for work in your unit to be accomplished.		
13.	Maintain supervision over planned changes to improve work unit.		
14.	Develop quality controls over work performed.		
15.	Initiate opportunities to improve work unit.		
16.	Attempt to increase efficiency and optimize use of resources, even when cutbacks occur.		
17.	Gather information from or about program sponsors and consumers.		

C. DIRECTION AND GUIDANCE OF PROGRAMS, PROJECTED, OR POLICY DEVELOPMENT

	COLUMN A	COLUMN B
18. Keep up-to-date with the capabilities of modern development in data processing.		
19. Apply policies and procedures so as to make efficient use of support systems.		
20. Make judgements regarding the efficiency, feasibility, and practicality of technical programs.		
21. Manage timely delivery of services.		
22. Develop program management plans.		
23. Introduce new managerial techniques to work unit.		
24. Identify and solve complex managerial problems personally.		
25. Evaluate organizational and/or work unit programs to determine if objectives are being met.		
26. Review and analyze Congressional legislation affecting area of responsibility.		
27. Determine activity need for new legislation affecting area of responsibility.		
28. Determine activity need for new work projects DOD or DON policy or regulations affecting area of responsibility.		
29. Keep informed about fleet requirements and needs.		
30. Deal with previously ignored problems (ones which people have known to exist but have been unable to solve).		

D. RESOURCE ACQUISITION AND ADMINISTRATION

	COLUMN A	COLUMN B
1. Participate in EEO activities and responsibilities.		
2. Apply and keep up with EEO principles and policies.		
3. Determine realistic EEO and other social objective needs.		
4. Project and plan resource requirements for future programs.		
5. Initiate special staff studies.		
6. Allocate resources (manpower, money, material) among programs.		
7. Negotiate with groups internal to my Command for necessary materials, support, commitment, etc.		

E. UTILIZATION OF HUMAN RESOURCES

	COLUMN A	COLUMN B
1. Attend to staffing requirements such as hiring, firing, promoting, and recruiting.		
2. Determine performance standards for program outputs.		
3. Program work for unit (what is to be done, when, how) and assigning people to work on it.		
4. Motivate employees through leadership and other methods to improve production, productivity, morale, etc.		
5. Look after training and development needs of employees in your work unit.		
6. Provide guidance and direction to subordinates.		
7. Keep subordinate staff members informed of relevant information through meetings, conversations, and dissemination of written materials.		
8. Integrate subordinates' goals (e.g., individual development plans, career goals, work perferences) with the Command's work requirements.		
9. Assign authority to subordinates when and where possible or necessary.		
10. Evaluate the quality of subordinate job performance and provide recognition, encouragement, or criticism.		
11. Participate in the resolution of EEO complaints.		
12. Resolve conflicts within immediate organization or work unit.		

E. UTILIZATION OF HUMAN RESOURCES

	COLUMN A	COLUMN B
13. Handle grievances informally.		
14. Handle formal grievances.		
15. Work with others to ensure that necessary labor-management contracts get negotiated.		
16. Resolve conflict between own work unit and other organizational components.		

F. REVIEW AND IMPLEMENTATION OF RESULTS

	COLUMN A	COLUMN B
1. Provide technical quality control through the review process.		
2. Monitor output of formal management information systems, including productivity measures and cost accounting records.		
3. Evaluate the outcome of internal improvement projects.		

Please continue to Section II.

	COLUMN A		COLUMN B
X	Not part of my management activities		
1	Very rarely (no more than once a year;	1	Of low importance (lowest priority);
2	Rarely (No more than twice a year);	2	Of minor importance (easily deferred);
3	Infrequently (3 to 4 times a year, no more than once every 3 months);	3	Of some importance (deferrable temporarily);
4	Occasionally (5 to 8 times a year - no more than once every month and a half);	4	Average importance (important but not job critical);
5	Frequently (9 to 16 times a year - no more than once every 3 weeks);	5	Of above average importance (problems sure to arise if deferred or done poorly);
6	Often (17 to 32 times a year - no more than once every week and a half);	6	Very important (high priority);
7	Very Often (33 or more times a year - more than once every week and a half).	7	Critical (imperative cannot be deferred).

SECTION II

Scope of Managment Activities

The activities in Section I were grouped into six areas of activity. Section II of the survey measures the scope and breadth of activities in these same six areas of activity, which are listed below for your convenience.

- Integration and understanding of external and internal program/policy issues;
- Liaison and organization representation;
- Policy and program develop;
- Resource acquisition and administration;
- Utilization of human resources; and
- Evaluation, review and implementation of results.

The scope and breadth of work is measured by rating the number of issues which you typically handle each week in each area.

For example, one area of your work each week is liaison and organizational representation. This area includes contacts with: members and staff of Congress; state and local officials; public interest groups, etc. (a detailed list of each area is contained in Section I of the survey).

To illustrate if last week you dealt with one Congressional staff member and one public interest group, and if this was a typical week, then you would rate your scope of activity for liaison/representative as a "1" on the six-point scale shown below.

Scope of Activity Scale

0 No Diversity (1 issue per week on the average)

1 Little diversity (2 issues per week on the average)

2 Some diversity (3-4 issues per week on the average)

3 Moderate diversity (5-8 issues per week on the average)

4 Quite diverse (9-16 issues per week on the average)

5 Very diverse (17 or more issues per week on the average)

Another illustrative example can be drawn from the area of policy and program development. If you as a manager in the course of a typical week judge the practicality of two plans proposals and "anticipate" problems with eight programs, then you would rate a "4" (quite diverse - 9 to 16 issues/week) for the policy and program development content area.

We recognize that diversity is very hard to quantify and ask for your best judgement for each content area. It may help to think of last week's activity for each content area, rate that week and then judge if it is typical or not and adjust accordingly.

Scope of Work

No Diversity (1 issue)	Little Diversity (2 issues)	Some Diversity (3-4 issues)	Moderate Diversity (5-8 issues)	Quite Diverse (9-16 issues)	Very Diverse (17 or more issues) per week	
0	1	2	3	4	5	Rating

a. Intergration and understanding of external and internal program/ policy issues,
e.g., keep up to date about Department of the Navy goals, operations, organization. Coordinate work unit activities with other Federal, state, and local activities. Interpret and implement the directives of higher authorities, etc. _____

b. Liaison and organizational representation,
e.g., maintain a network of contacts and personal relationships important to your organizational unit's work. Represent and advocate Navy programs internally and externally. Give formal briefings and presentations. _____

c. Policy and program develop,
e.g., determine feasibility and practicality of plans proposals. Relate past practices to present situations. Anticipate problems and apply techniques to solve them, etc. _____

d. Resource acquisition and administration,
e.g., apply and keep up with EEO principles and policies. Allocate resources (manpower, money, material) among programs. Initate special staff studies, etc. _____

e. Utilization of human resources,
e.g., evaluate the quality of subordinate job performance and provide recognition, encouragement, or criticism. Provide guidance and direction to subordinates. Handle formal grievances, etc. _____

f. Evaluation, review and implementation of results,
e.g., evaluate the outcome of internal improvement projects. Provide technical quality control through the review process. Monitor output of formal management information systems, including productivity measures and cost accounting records. _____

Please continue to Section III.

SECTION III

Percentage of Time Spent on Activities

In this section you are to estimate the percentage of time (managerial and technical), spent on certain types of activities. For each activity type you are also asked to separate the proportion of time spent on activities. For example, you may spend 10% of you time in meetings. Half of this meeting time might be for management issues and half for non-managerial (technical issues). These responses have been recorded in the illustrated example below which imagines that there are only two activity items which make up your job.

Activity Items	Percentage of Total Time Spent	Percentage of Managerial Time on Activity	Percentage of Non-Managerial Time on Activity	
Participating in formal or prepared agenda meetings within your agency (e.g., staff meetings, briefings, program or performance reviews, tasks forces, etc.)	10	50	50	100%
Doing special projects for your superior.	90	65	35	100%
	100%			

Respond in this fashion for each of the nine activity types listed on the next page.

Activity Items	Percentage of Total Time Spent	Percentage of Managerial Time on Activity	Percentage of Non-Managerial Time on Activity	
Participating in formal or prepared agenda meetings within your agency (e.g., staff meetings, briefings, program or performance reviews, tasks forces, etc.)				100%
Participating in formal or prepared agenda meetings outside of your agency (e.g., hearings, briefings, conferences, speeches, etc.)				100%
Having informal meetings and discussions, including telephone conversations.				100%
Time Alone: Reading, reviewing and/or analyzing work materials (e.g., reports memos, contracts, etc.).				100%
Time Alone: Reflecting, decision making (e.g., thinking through issues, deciding on a course of action, etc.)				100%
Writing or dictating memos, letter, or other forms of correspondence.				100%
Personal development (e.g., training, reading professional journals, etc.)				100%
Doing special projects for your superiors.				100%
Doing some of your organizational units's technical or professional work projects yourself (e.g., conducting scientific experiments, practicing medicine, writing legal briefs, etc.)				100%
TOTAL	100%			

COMMENTS

Before going to the final Section of the Survey we are interested in your reactions to the survey to this point. If you have comments about any of the questions, please write them on the space provided below. If any important parts of your job were omitted please list them. If any questions or tasks were vague please indicate which they are.

Comments

Omitted parts

Questions or tasks which were vague

NOW CONTINUE TO SECTION IV.

BACKGROUND INFORMATION

The following information will be used to prepare statistical reports on the duties and responsibilities of various groups of managers and supervisors. Data on social security numbers and birth dates are necessary to merge questionnaire responses with existing Personnel Automated Data system (PADS) information to reproduce the statistical reports and validate the results.

Please answer the following questions as completely as possible.

1. Which of these designations has been assigned to your position? (Mark one) SES _____ MPS/GM _____ GS _____

2. What is your:

   a. Total time with Navy? _____ (Years)

   b. Total time at present activity? _____ (Years)

   c. Total time in present series? _____ (Years)

   d. Total time in present grade? _____ (Years)

3. Indicate from the following list the principal type organization you work for (Mark only one):

   a. Departmental Headquarters (including Secretariat, OPNAV, NMC, NAVCOMPT, HQ Marine Corps.) _____

   b. Command Headquarters _____

   c. Laboratory _____

   d. Industrial (Shipyard, NAVAIREWORKFACT, etc.) _____

   e. Supply _____

   f. Finance _____

   g. Medical _____

   h. Other (please specify) _____

4. In what region of the country is your activity located? (Mark only one)

   a. Northeast _____ b. National Capitol _____

   c. Other Mid-Atlantic _____ d. Southeast _____

   e. Midwest _____ f. Southwest _____

   g. Northwest _____

5. When you entered the Federal Service, were your plans oriented toward becoming a manager/supervisor (or to becoming a technical/ professional expert)?

   a. Manager/supervisor _____ b. Technical/professional expert _____
   c. Don't Know _____

6. Do you have a current written Individual Development Plan (IDP) which takes into account managerial and supervisory skills?

   Yes _____ No _____ Not applicable _____

7. Were the mangerial/supervisory duties important in your decision to accept your present position?

   Yes _____ No _____

8. Which of the following best characterizes the nature of your present position? (Mark only one)

   a. Manager _____ b. Deputy to a manager _____

   c. Supervisor _____ d. Program/projects team leader coordinator _____

   e. Special assistant _____ f. Technical advisor _____

   g. Other individual performer (please specify) _____

9. How many professional employees, GS-5 and above, do you directly supervise? _____

10. Do you supervise supervisors? Yes _____ No _____

    If no, continue to 11. If yes, answer 10a.

10a. How many supervisors do you supervise?

a. Military: Enlisted _____ b. Civilian: White Collar _____

Officers _____ Blue Collar _____

11. Are you involved in matrix management (i.e., providing management expertise in your specialty to several programs as well as to managers in other fields?

Yes _____ No _____

12. Your managerial/supervisory duties make the technical aspects of your job _____.

a. Much more difficult _____ b. More difficult _____

c. No difference _____ d. Easier _____

e. Much easier _____

13. Have you had any management/administrative training in the past five years? Yes _____ No _____

If no, go to question 15. If yes, please continue with 14a and b.

14a. Approximately how many hours of the following have you had in the past five years?

a. On-the-job training (Hours) _____

b. Government-administered courses (Hours) _____

c. Nongovernment courses (Hours) _____

14b. In your opinion, has this training had any effect on your management skills? (Place an "X" in the appropriate box.)

	Positive	Negative	No effect or Not applicable
a. On-the-job training			
b. Government courses			
c. Nongovernment courses			

15. In which of the following areas do you feel additional training would enable you to better perform managerial duties required by your present position?

a. Training in Personnel Management Policy/Programs/Procedures/ Regulations. _____

b. Training in Budgeting and Resource Management (activity level). _____

c. Navywide Training in Planning, Programming, and Budget System (PPBS). _____

d. Training in Management Uses of Automated Data Programs. _____

e. Seminars in which you share DON-related problems and solutions with peers outside your immediate organizations. _____

f. Other (please specify) _____

_____

16. In the past five years have you moved between the private sector and government?

Yes _____ No _____

If no, go to question 17. If yes, please continue with 16a.

16a. Has this move enhanced your managerial/supervisory skills?

Yes _____ No _____

17. In the past five years have you moved between or among the following other governmental organizations?

Federal _____
State _____
Local _____
None _____

17a. Has this move enhanced your managerial/supervisory skills?

Federal	Yes	_____	No	_____	Don't Know	_____
State	Yes	_____	No	_____	Don't Know	_____
Local	Yes	_____	No	_____	Don't Know	_____

18. In the past five years have you moved from one field activity to another field activity? Yes _____ No _____

If no, go to question 19. If yes, please continue with 18a.

18a. Has this moved enhanced your managerial/supervisory skills?

Yes _____ No _____ Don't Know _____

19. In the past five years have you moved form a staff headquarters to another staff headquarters?

Yes _____ No _____ Don't Know _____

If no, go to question 20. If yes, please continue with 19a.

19a. Has this move enhanced your managerial/supervisory skills?

Yes _____ No _____ Don't Know _____

20. In the past five years have you moved from a staff headquarters to a field activity?

Yes _____ No _____ Don't Know _____

If no, go to question 21. If yes, please continue with 20a.

20a. If you answered yes, did this move ehhance you managerial/supervisory skills?

Yes _____ No _____ Don't Know _____

21. Have you moved from a field activity to a staff headquarters?

Yes _____ No _____ Don't Know _____

If no, go to question 22. If yes, please continue with 21a.

21a. Has this move enhanced your managerial/supervisory skills?

Yes _____ No _____ Don't Know _____

22. Which category best describes your immediate supervisor?

a. Civilian career person in a career SES position _____

Choices continued on the next page.

b. Civilian career person in a non-SES position _____

c. Military _____

d. Other, please specify _____

23. Have you received a performance award in the past five years (e.g., outstanding performance, sustained superior performance, etc.)?

Yes _____ No _____

24. What percentage of your total duty time is accounted for by the managerial/supervisory responsibilities you rated in this booklet? _____

25. Social Security Number: ___ _____ _____

26. Sex: _____ Female _____ Male

27. Birthday: _____ Day _____ Month _____ Year

28. Minority Groups:

a. American Indian or Alaskan Native _____

b. Asian or Pacific Islander _____

c. Black Not of Hispanic Origin _____

d. Hispanic _____

e. White Not of Hispanic Origin _____

f. Non Hispanic living in Puerto Rico _____

g. Employee in Guam or Hawaii _____

29. Highest education level obtained:

a. High school graduate _____

b. Some college _____

c. AA _____

d. BA/BS _____

e. Some graduate courses _____

f. Masters degree _____

Choices continued on the next page.

g. Some courses above the Masters level _____

h. Ph.D. _____

i. Post Doctorate _____

j. Other (please specify) _____

30. What was your major field of study at the highest level of education? _____

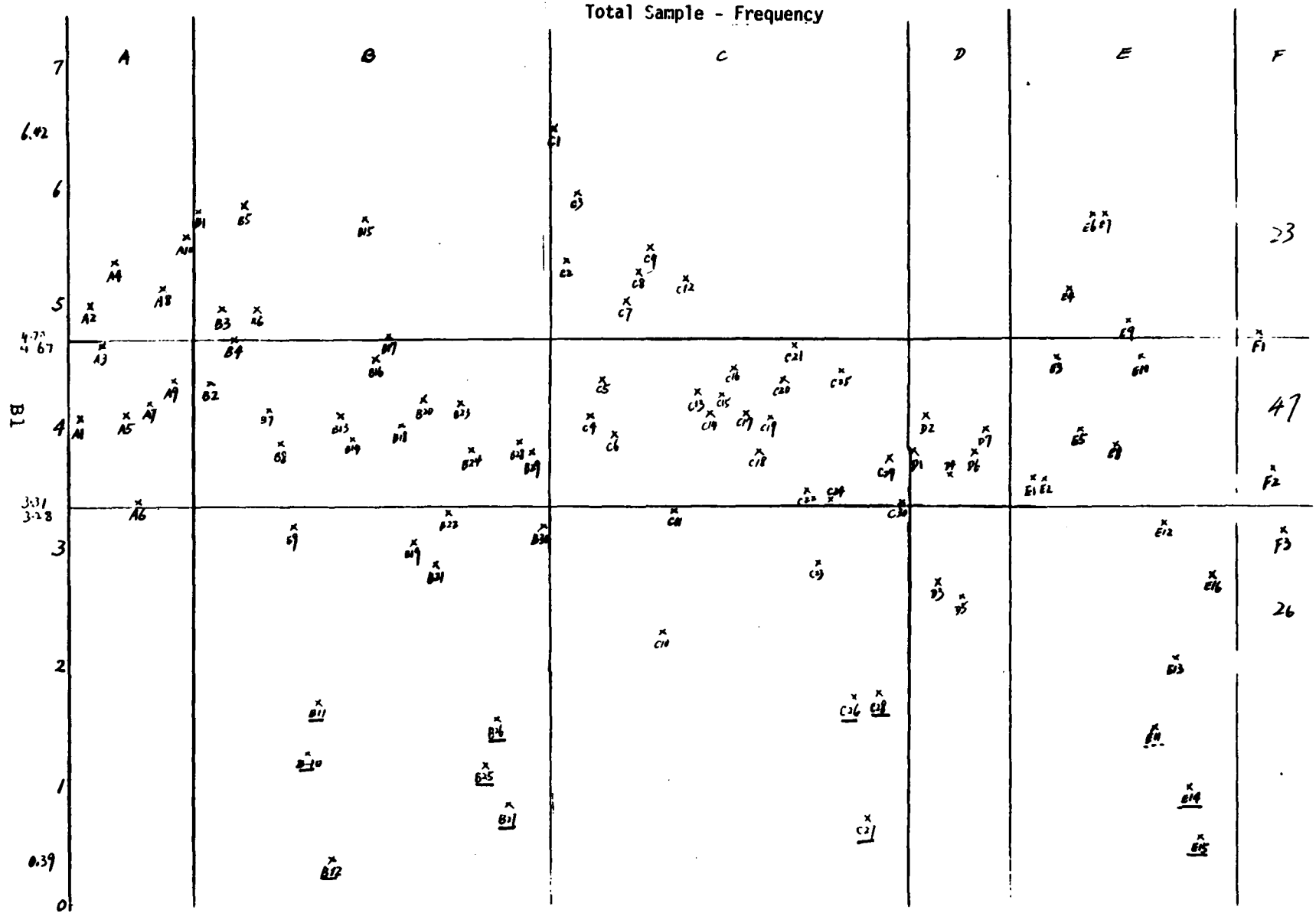
31. Comments _____

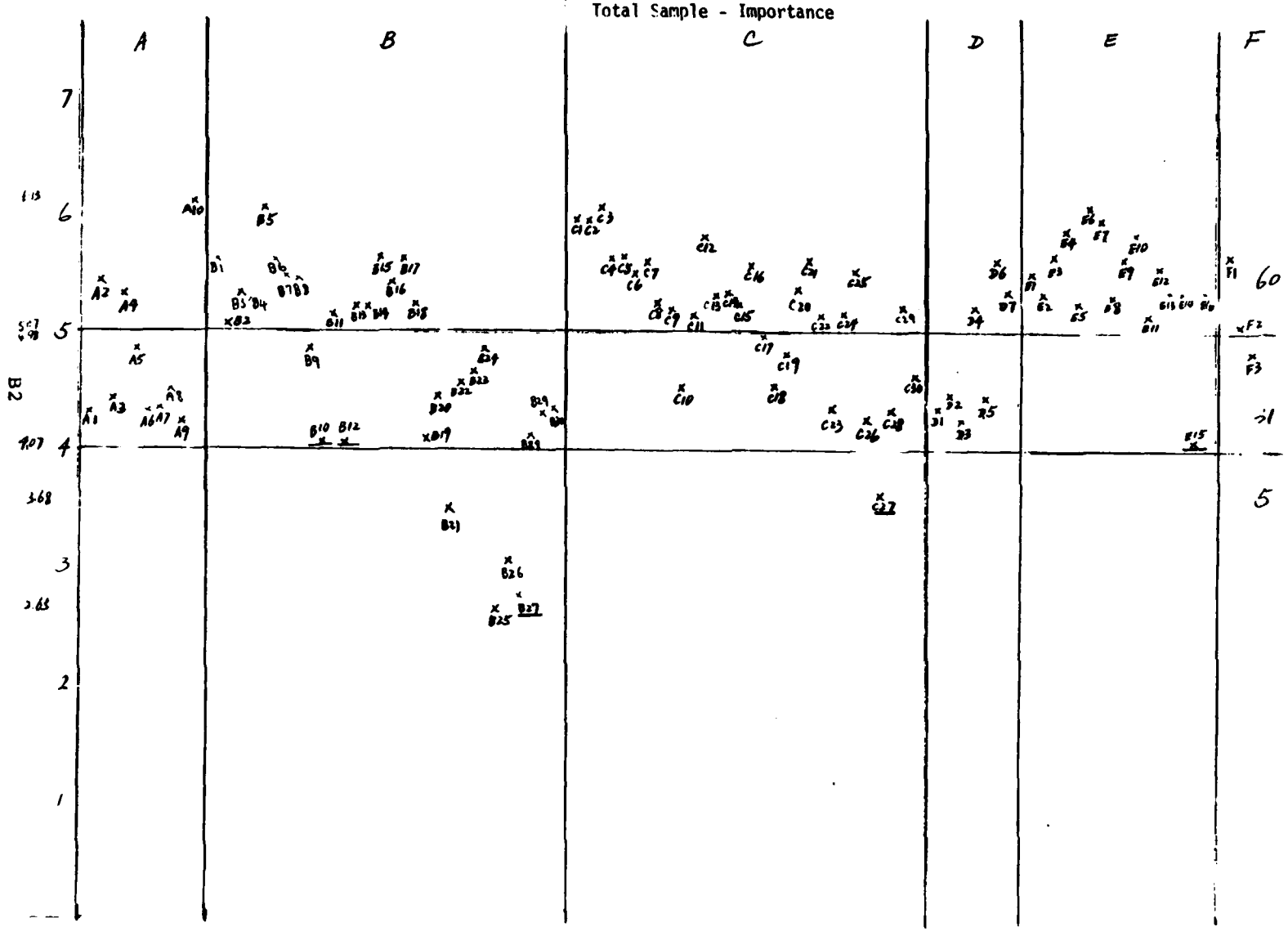
Appendix B

Graphs of

Frequency and Importance Ratings on

Managerial Tasks


Total Sample - Frequency
A
B
C
D
E
F
7
6.42
6
5
4.73
4.67
4
3.31
3.28
3
2
1
0.39
0
B1
23
47
26


Total Sample - Importance
A
B
C
D
E
F
7
6
5
4
3
2
1
60
5
1