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Job Analysis of U.S. Army Civilian First-Line Supervisors

Douglas B. Rosenthal, Barry J. Riegelhaupt,
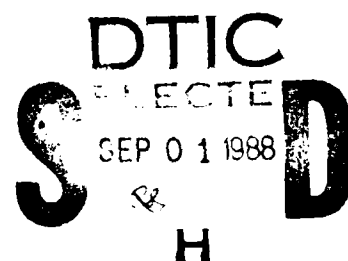and John P. Ziemak
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U. S. Army

Research Institute for the Behavioral and Social Sciences

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EDGAR M. JOHNSON
Technical Director

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Commanding

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> The objective of this project was to obtain job analysis information on Army civilian first-line supervisors. Preliminary lists of supervisory job tasks and knowledges, skills, abilities, and other characteristics (KSAOs) were developed and revised by 427 job incumbents in a series of workshops at 18 Army installations. The final lists were incorporated into a survey mailed to 4,400 Army civilian first-line supervisors in both U.S. and overseas locations. Respondents' answers to background questions indicated that openings for first-line supervisors are generally filled at the local level and typically go to a member of the work group. The supervisory tasks performed most are those directly related to the work being carried out by the supervisor's subordinates. Knowledges utilized across all first-line supervisors (e.g., Knowledge of the Performance Appraisal Process) are what supervisors needed to know the most about. Knowledges utilized only by a subset of supervisors (e.g., Policies for Supervising Local Nationals) are needed the   (Continued)

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least. A long list of skills, abilities, and other characteristics were found to be important to successful supervisory performance. Eight general dimensions underlie this list: the supervisor's character, interpersonal skills, drive, communication skills, general management skills, leadership ability, competence, and ability to handle stress. It was recommended that knowledges not be used as selection criteria because respondents indicated that knowledges were typically acquired within the first 12 months on the job, and it would be inappropriate to screen candidates for possession of knowledges that they would learn soon after they started work. Since the data largely failed to uncover meaningful types of first-line supervisors, it may be possible to use a single set of skills, abilities, and other characteristics for all supervisors. It is recommended that a group of subject matter experts be convened to establish linkages between the important skills, abilities, and other defensibility of selection procedures developed from this job analysis.

Job Analysis of U.S. Army Civilian First-Line Supervisors

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Most managers would agree that civilian first-line supervisors play a critical role in the Army and that selecting the best individuals for those positions is essential for the Army's figure. Officials responsible for doing the selecting, however, have difficulty estimating supervisory potential because most of the candidates for these positions have never before worked as supervisors. In many cases, therefore, the deciding factor is not the candidate's (judged) supervisory potential but rather his/her technical competence in the position previously held.

A research effort to identify supervisory aspects of civilian first-line-supervisor positions and to develop criteria for filling these positions has been initiated by the U.S. Army Research Institute (ARI). The information derived from this research should make it possible to develop procedures for assessing more accurately a candidate's potential.

This effort was part of the Civilian Personnel and Management task, which is being conducted by the Leadership and Management Technical Area (LMTA) of the Manpower and Personnel Research Laboratory (MPRL). The effort was supported by a Memorandum of Agreement ("Support for Army Civilian Personnel Research Program") dated 5 November 1986. The results of the research were briefed to the Director of Civilian Personnel (DAPE-CP) on 14 March 1988 and provided input for the planning of a major research effort that ARI is conducting for DAPE-CP.

EDGAR M. JOHNSON
Technical Director

JOB ANALYSIS OF U.S. ARMY CIVILIAN FIRST-LINE SUPERVISORS

EXECUTIVE SUMMARY

Requirement:

The objective of this project was to identify selection criteria for
the nontechnical portions of the job of Army civilian first-line supervisor.
Individuals who work in this job require both technical and supervisory
knowledges, skills, abilities, and other characteristics (KSAOs). The pres-
ent research addressed only the supervisory KSAOs.

Procedure:

A job analysis was conducted to identify the supervisory job tasks and
supervisory KSAOs. Based on a review of the scientific literature, Army
documents, and interviews with first-line supervisors, a preliminary list of
supervisory job tasks performed by Army civilian first-line supervisors was
developed. The information from these sources was also used to develop a
preliminary list of supervisory KSAOs. The two lists were revised by 427
job incumbents in a series of workshops at 18 Army installations.

The final lists were incorporated into a survey mailed to 4,400 Army
civilian first-line supervisors in both U.S. and overseas locations. For
each job task, respondents rated the task's importance to their job and the
relative amount of time they spent performing that task. For each knowledge
in the KSAO list, respondents were asked the depth of understanding required
and how long it took to learn that knowledge. For each skill, ability, and
other characteristic, respondents rated its importance to the job. The sur-
vey also contained questions about the respondents' background and work
environment.

Findings:

Few supervisory knowledges are typically acquired before job entry. In
only one case did a majority of the respondents indicate that they had ac-
quired a knowledge before being hired. Instead, knowledges are more often
acquired within the first year on the job.

A lengthy list of skills, abilities, and other-characteristics (SAOs)
was found to be important to supervisory performance. Eight dimensions were
found to underlie them: the supervisor's character, interpersonal skills,
drive, communication skills, general management skills, leadership ability,
competence, and ability to handle stress.

The supervisory tasks that first-line supervisors perform most are also the ones that they rate as most important for the job. Tasks supervisors spend relatively large amounts of time performing are those that have a direct impact on their subordinates' completion of the work at hand. Supervisors spend less time on tasks that tend to be more peripheral to the immediate work. Supervisory task ratings were analyzed to determine if first-line supervisors could be sorted into meaningful types. Finding different types might imply that different supervisory KSAOs should be used to select each supervisory type. However, the data largely failed to support the conclusion that more than one type of first-line supervisor exists.

Responses indicated that more than half of the supervisors were hired from the work group they now supervise. Fifty-four percent of the Wage supervisors and 36 percent of the GS/GM supervisors indicated they had served as their work group's group/team leader. Few supervisors (only 15 percent of the sample) moved to a different installation to take their present job. In combination, these figures indicate that openings for first-line supervisors are generally filled at the local level and typically go to a member of the work group. In the case of Wage Grade employees, it is often the work/team leader who is selected.

Utilization of Findings:

Although several supervisory knowledges were identified as important for effective job performance, it may be inappropriate to apply all of them as selection criteria. This is because many knowledges are not typically acquired before job entry. To make employment contingent on the applicant's possession of them could eliminate most if not all candidates for some positions. Furthermore, as discussed in the Uniform Guidelines on Employee Selection (1978), it is not appropriate to select candidates for possession of knowledges that can be taught in a brief orientation or when new hires are expected to learn the knowledges on-the-job. It is recommended that the Army use the results of this study to determine the knowledges to use as selection criteria and those to cover in supervisory training.

Since the data largely failed to uncover meaningful types of first-line supervisors, it may be possible for selection purposes to use a single set of KSAOs for all supervisors. As a step in the development of selection procedures to assess the KSAOs, it is recommended that a group of subject matter experts be convened to establish linkages between the important KSAOs and the important supervisory job tasks. This recommendation is made for two reasons. First, for selection procedures to be content valid, the Uniform Guidelines on Employee Selection (1978) require evidence that the KSAOs they measure map onto individual job tasks. Second, when appropriate, it is desirable that assessment methods require job applicants to perform behaviors resembling the behaviors they will perform on the job. The linkage workshop information will be useful in providing the information to devise realistic assessment methods.

JOB ANALYSIS OF U.S. ARMY CIVILIAN FIRST-LINE SUPERVISORS

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JOB ANALYSIS OF U.S. ARMY CIVILIAN FIRST-LINE SUPERVISORS

INTRODUCTION

The U.S. Army employs more than 400,000 civilians in nearly 800 white- and blue-collar occupations (U.S. Army War College, 1985). Those employees who demonstrate superior technical skills and who wish to advance are often promoted to first-line supervisor. First-line supervisors are responsible for carrying out the day-to-day operations of the organization through their subordinates. Army first-line civilian supervisors can be found in depots, training centers, hospitals, command headquarters, and a variety of other activities in the United States and throughout the world. Their subordinates hold occupations in a wide variety of professional, technical, clerical, and administrative fields. Selection of the best first-line supervisors is critical for the efficient and effective accomplishment of the Army's mission.

Candidates for the job of Army civilian first-line supervisor should be selected for both their technical competence and supervisory potential. However, there is evidence that candidates are selected primarily for their technical competence because valid measures of supervisory potential are rarely available (Atlanta Field Office, 1987). The purpose of this project was to conduct a job analysis to identify supervisory selection criteria (i.e., the knowledges, skills, abilities, and other characteristics [KSAOs]) for the job of Army civilian first-line supervisor. Future efforts can then develop valid measures of these criteria.

There are several ways to establish the validity of selection measures. One strategy, referred to as content validity, begins with a thorough job analysis which identifies both the important job tasks and the important KSAOs. As the last step in the job analysis, or the first step in the development of measures to assess the KSAOs, subject matter experts (SMEs) are asked to confirm that the KSAOs are relevant to performance of the job. SMEs do this by indicating which KSAOs are needed for accomplishment of each of the important job tasks. Having this information strengthens the claim that the KSAOs are job relevant and thus measures of them are content valid. Several professional and governmental agencies have published guidelines that describe in detail the steps to take when developing a selection system based on content validity (American Psychological Association, American Educational Research Association, & National Council on Measurement and Education, 1985; Society for Industrial and Organizational Psychology, 1987; U.S. Department of Justice, Office of Personnel Management, Equal Employment Opportunity Commission, & U.S. Department of Labor, 1978). These guidelines were followed in conducting the present job analysis. For further discussion of content validity and its relationship to the present project, the

reader is referred to this project's research plan (Riegelhaupt, Rosenthal, Ziemak, and Kuhn, 1987).

The research described in this report is intended as a contribution to a larger effort, initiated in 1986 by the Directorate of Civilian Personnel, to determine the best approaches for selecting and developing first-line supervisors. This larger effort, which the Directorate referred to as its "Professional Development of Supervisors Study (PDS^2)," was viewed as having three parts. One part sought to identify the current procedures for selecting and developing civilian first-line supervisors (Atlanta Field Office, 1987). This effort was conducted by the Atlanta Field Office, U.S. Army Civilian Personnel Center, Office of the Deputy Chief of Staff for Personnel (ODCSPER). Another part, conducted by HumRRO, for The Total Army Personnel Agency (TAPA), sought to identify the ideal personal characteristics and traits of first-line supervisors and the developmental conditions which foster them (Camara, Kuhn, & Ziemak, 1987). The third part sought to identify supervisory selection criteria and it is this part that is described in the present report.

Definition of First-Line Supervisor

The population examined in this research was Army civilian first-line supervisors. This includes those in both the General Schedule and Wage Grade classifications. To clarify the nature of this population, the terms "supervisor" and "first-line supervisor" are discussed as well as the method used in operationalizing the definition of first-line supervisors in the present investigation.

Supervisor. The term "supervisor" is used in several federal documents. The most complete definition appears in the Supervisory Grade Evaluation Guide (SGEG). The SGEG, published by the U.S. Civil Service Commission in 1976, provides standards for the classification of General Schedule positions. According to this guide, the title "supervisor" is reserved for incumbents who direct the work of at least three subordinates and who have a sufficient level of supervisory responsibility to be considered part of the management team. According to the SGEG (p. 43), supervisors are responsible for:

ensuring timely performance of a satisfactory amount and quality of work, and duties of reviewing work products of subordinates and accepting, amending or rejecting work. It also involves at least three of the first four, and six of the eight following duties and responsibilities:

1. Planning work to be accomplished by subordinates. Setting priorities and preparing schedules for completion of work;

2. Assigning work to subordinates based on priorities, selective consideration of the difficulty and the requirements of the assignments, and the capabilities of employees;

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3.   Evaluating performance of subordinates;

4.   Giving advice, counsel, or instruction to individual employees on both work and administrative matters;

5.   Interviewing candidates for positions in his unit. Making recommendations for appointment, promotion, or reassignment involving such positions;

6.   Hearing and resolving complaints from employees. Referring group grievances and the more serious complaints not resolved to higher level supervisors;

7.   Effecting minor disciplinary measures such as warnings and reprimands. Recommending action in more serious cases;

8.   Identifying developmental and training needs of employees. Providing or making provision for such development and training.

Another definition of the term "supervisor" appears in the Federal Service Labor-Management Relations Statute (i.e., Title VII of the Civil Service Reform Act of 1978). Within this document, a supervisor is described as an individual with the authority to hire, assign, promote, reward, transfer, furlough, lay off, recall, suspend, discipline, or remove employees, to adjust their grievances, or to effectively recommend such actions. In addition, a supervisor is someone who exercises independent rather than merely routine or clerical judgments.

First-line supervisor. The above definitions help clarify the term "supervisor". A definition of a first-line supervisor appears in an Office of Personnel Management (OPM) classification guide for Wage Grade supervisors (Job Grading Standard for Supervisors, FPM Supplement 512-1, August 1982). Wage Grade first-line supervisors are described as individuals who supervise nonsupervisory workers, are accountable to their supervisor for the quantity and quality of work done, act within general instructions and standard procedures, and assure the efficient accomplishment of work assigned to their subordinates based upon general schedules set by higher management. The supervisory responsibilities of first-line supervisors are described within the three categories of planning, work direction, and personnel administration. Planning includes establishing deadlines, setting priorities, and assigning work, considering factors such as the number and skill of workers. Work direction includes motivating workers, explaining assignments, defining standards of work, and coordinating the unit's progress with other units. Personnel administration includes scheduling and approving leave, conducting performance appraisals, adjusting grievances, and instituting disciplinary actions.

Operational Definition of Army civilian first-line supervisors. The Army maintains information about its civilian workforce in the Civilian Personnel Systems Information Center (CIVPERSINS) data base. In the present project, first-line supervisors were operationally defined using two

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criteria. First they had to be listed in CIVPERSINS as supervisors. Second their subordinates had to all be nonsupervisors.

DEVELOPMENT OF THE JOB ANALYSIS SURVEY

The objective of this phase of the project was to develop a comprehensive job analysis survey which included the supervisory (non-technical) tasks performed by Army civilian first-line supervisors and the KSAOs necessary to perform the supervisory tasks effectively. There were two reasons for collecting the job task information. First, this information was needed to determine if more than one type of Army civilian first-line supervisor existed. If more than one type existed, this might imply that a different set of KSAOs would be needed to select each type. A second reason for collecting this data was so future efforts directed towards developing content valid measures of the KSAOs would be able to conduct a linkage workshop. In a linkage workshop subject matter experts (SME) indicate the KSAOs needed to perform specific job tasks. This information strengthens the claim that the selection measures are assessing job relevant KSAOs. This section of the report describes the development of the job analysis survey.

Task and KSAO Lists

The identification of tasks and KSAOs was accomplished in two steps. In step 1, an initial list of tasks and KSAOs was compiled from descriptions of supervisory jobs appearing in the scientific literature and various Army and other federal agency documents and reports. Interviews with eight Army civilian first-line supervisors were conducted to obtain additional information for tasks and KSAOs. In step 2, 427 job incumbents reviewed and refined the lists in a series of survey development workshops.

Initial task and KSAO lists. Published articles about first-line supervisors were reviewed to suggest tasks and KSAOs for the preliminary lists (Byham, 1982; Dowell & Wexley, 1978; Flanders & Utterback, 1985; MacDonald, 1982; Northrop, Cowen, Plas, & Fulmer, 1978; Prien, 1963; Turner & Utley, 1979). Documents were also obtained from the Office of Personnel Management, the Department of the Army, and other federal agencies. Examples of documents that were useful for writing tasks and KSAOs were the Supervisory Grade Evaluation Guide (1979), job descriptions, classification standards, qualification standards, existing task inventories, crediting plans, training materials, and Individual Development Plans for first-line supervisors.

Relevant tasks and KSAOs were also suggested in several government research reports. For example, Carlyle (1986) completed a report for the Army in which she reviewed the literature on first-line supervisors and concluded that nine common KSAOs appeared in most studies: oral communication, written communication, interpersonal relations, planning and organizing, monitoring others' work, decision making, leadership, initiative, and stress tolerance.

Hill, Kerr, and Broedling (1984) reviewed studies of first-line

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supervisors for the Navy and suggested the following as representative of the task categories of first-line supervisors:

1. Planning and scheduling work and the associated record keeping and report writing.

2. Human relations counseling.

3. Coordination and control of subordinates' work.

4. Maintaining external relations.

5. Managing performance-reward contingencies.

6. Maintaining quality and efficiency.

7. Maintaining safety and cleanliness.

8. Maintaining machinery and equipment.

9. Selecting employees.

10. Training employees.

11. Stimulating suggestions.

12. Maintaining union-management relations.

Ideas for tasks and KSAOs were also drawn from job analysis information collected on Army civilian managers by the U.S. Army Management Engineering Training Activity (USAMETA) to develop a training needs assessment system (McAreavy, King, & Eichhorn, 1985). Corts (1982) developed a procedure for evaluating candidates for federal trades and labor first-line supervisory positions. He used the job elements method to generate a list of 31 "subelements". Subelements are behavioral characteristics that distinguish superior from less qualified workers. The subelements suggested KSAOs needed by first-line supervisors in the present project.

Finally, a competency-based model of effective managerial performance was reviewed (OPM, 1985). The model contains a taxonomy of "management functions" and "effective characteristics". In the terminology of job analysis, the functions are roughly equivalent to tasks and the characteristics roughly equivalent to KSAOs needed to perform the tasks.

The leadership literature was also reviewed for ideas about tasks and KSAOs to include in the preliminary lists. Examples of studies reviewed include Bass (1981), Fleishman (1953, 1973), Fleishman and Hunt (1973), Gibb (1969), Hollander and Julian (1969), Vroom (1976), and Yukl (1981). Many of the dimensions identified in this literature (e.g., motivating, planning, developing subordinates) overlapped with the tasks and KSAOs identified in the literature on first-line supervisors.

Since most of the literature reviewed was on white-collar first-line supervision, initial interviews were conducted with eight Wage Grade first-line supervisors working at Cameron Station in Alexandria, Virginia. Position titles of the supervisors were Electrical Forman, Air Conditioning and Refrigeration Forman, Roads and Grounds Forman, Carpenter Forman, and Warehouse Forman. The supervisors were asked to describe the tasks and KSAOs relevant to their blue-collar jobs. Each interview lasted approximately two hours. During the first hour, discussion focused on supervisory tasks. The supervisors described how they selected subordinates, conducted performance appraisals, and assigned and monitored work. These individuals emphasized the difficulty they experienced in obtaining supplies, tools, and equipment. They also stressed their responsibilities for ensuring that their subordinates followed established safety procedures. Finally, they discussed the impact of the union contract on their interactions with subordinates. During the second hour, the supervisors were asked what personal qualities first-line supervisors need to be successful in their jobs. The qualities they discussed were commitment to the job, a willingness to confront subordinates about poor performance, and the ability to plan and coordinate their efforts with those of other work groups. They also emphasized the need for flexibility because their work assignments frequently changed.

Survey development workshops. Based upon these various sources of information, initial lists of Army civilian first-line supervisory tasks and KSAOs were written. The preliminary lists were then revised by 427 Army civilian first-line supervisors in 68 survey development workshops conducted at 18 Army installations.[1]

Sites were selected based on a sampling plan of first-line supervisors which ensured that participants would be representative of the Army in terms of occupations. Jobs in the Army can be categorized by job series and occupational family. It was impractical to try and create a realistic sampling plan based on job series because supervisors work in approximately 500 job series. A sampling plan based on job series would have been overly complex requiring choosing sites based on their distribution of supervisors across this large number of job series.

Instead, sampling was performed at the level of occupational family, using data from the Army's Civilian Personnel Information System (CIVPERSINS). An occupational family is a grouping of job series. For example, all job series between 000 and 099 comprise the first occupational family and all job series between 100 and 199 comprise the second

[1]Workshops were conducted at Fort Ritchie, MD; Walter Reed, D.C.; HQ Security Agency, VA; HQ MTMC, VA; Hoffman Bldg, VA; Fort Meyer, VA; MDW, Pentagon, VA; Office Secretary of Army, Pentagon, VA; Fort Belvoir, VA; Fort Monroe, VA; Fort Meade, MD; Fort McPherson, GA; Baltimore, MD; Pulaski Bldg, D.C.; Fort Monmouth, NJ; Aberdeen Proving Ground, MD; Tobyhanna Depot, PA; HQ AMC, VA

occupational family. There are 57 occupational families in the Army compared to almost 500 job series.

To determine the number of first-line supervisors in each occupational family at each location, a two-way table of occupational family by location was constructed. Because CIVPERSINS does not distinguish between first-line supervisors and higher level supervisors, the calculations included all supervisors. Individuals at the Total Army Personnel Agency (TAPA) with experience in the staffing and classification of Army civilian supervisors estimated that 75% of all Army civilian supervisors were first-line supervisors. Therefore, each cell in the table was multiplied by .75. Using this table it was possible to select sites which, together, contained first-line supervisors who were representative of occupational families in the Army.

Other criteria also influenced the choice of sites. An attempt was made to select different kinds of installations where supervisors with the same job might perform different tasks. Thus, selected sites were depots, hospitals, headquarters, and so on. Attention was also given to the size and geographic location of selected sites since supervisory tasks could also have varied as a function of these variables. Sites were also selected so that different major commands were represented.

Table 1 lists the sites selected for survey development workshops. Occupational families are listed across the top. The numbers in the body of the table indicate how many participants from a particular occupational family and installation attended a survey development workshop. The next to last row in the table contains the total number of participants by occupational family; out of 57 possible occupational families, 40 were represented by at least one participant. The last row in the table shows the estimated number of civilian job incumbents by occupational family for the entire Army. In general, these numbers are quite small for occupational families that were not represented at workshops.

The actual assignment of supervisors to workshops was made by a Point-of-Contact (POC) at each site. POCs were requested to select supervisors with a diversity of jobs and backgrounds. Of the 427 workshop participants, 355 were General Schedule (GS)/General Manager (GM) and 72 were Wage Supervisor (WS). This is a ratio of approximately 5 to 1. which compares to an estimated Army-wide ratio of 4.5 to 1.

The typical workshop was attended by six-to-eight first-line supervisors and lasted approximately 3 hours. When possible, several workshops were scheduled at each site. A trained job analyst began the session by describing the purpose of the project and the workshops. Participants were told that a job analysis was being conducted for Army civilian first-line supervisory jobs to develop selection systems which would assess a job applicant's supervisory potential. Participants understood that their help was needed to develop a survey containing comprehensive and accurate lists of tasks and KSAOs. The analyst asked the workshop participants to first review the task list and then review the KSAO list. Copies of the lists were distributed and participants indicated additions, deletions, and

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Table 1
Survey Development Workshop Participants by Location and Occupational Family

LOCATION	OCCUPATIONAL FAMILY																														
	0000	0100	0200	0300	0400	0500	0600	0700	0800	0900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2500	2600	2800	3100	3300	3400	3500	3600	3700
Ft. Ritchie, MD (ISC)	1		2		1				1			1						1			1				3						
Walter Reed, D.C. (HSC)		2	1			2		1				2									2	1			1				1		
HQ, Security Agency, VA (INSCOM)	4	2	12						1			1									1										
HQ, MTMC, VA (MTMC)	1		7						1													8									
Hoffman Bldg, VA (MDW)		5	5		3				5							1															
Ft. Meyer, VA (MDW)	2	8	3		1				1					1		1		1													
Pentagon, VA (MDW)		2	11		1			1	1							1									6						
Office Sec of Army, Pent., VA (MDW)		2		4	2			1			3							1			1										
Ft. Belvoir, VA (TRADOC)	1	3	8		3			1										2			1										
Ft. Monroe, VA (TRADOC)		2	2		4			1	2			1						1			1										
Ft. Meade, MD (FORSCOM)	3	1	5		4			1	1			2										1									
Ft. McPherson, GA (FORSCOM)	3	6	17		7			1				2		1				1			2	3			1						
Baltimore, Md (COE)			1	1	2			7																							
Pulaski Bldg, DC (COE)		1	2					3													3										
Ft. Monmouth, NJ (AMC)			12		2			14				3				2	2				3		1						1		
Aberdeen Proving Ground, MD (AMC)		2	3		2			8				3		2		2					3				1						
Tobyhanna Depot, PA (AMC)	2	1	1						1			1									1				4						1
HQ, AMC, VA (AMC)	1	1	7		1				1	2																					
Participant Totals	9	13	36	100	5	33	2	0	45	2	14	18	0	3	2	7	4	7	0	0	18	14	1	14	6	6	0	1	0	0	1
Estimated Civilian First-Line Supervisors in Army	1145	612	1091	5024	158	1867	491	2	3846	122	577	1767	8	377	146	276	569	1116	21	207	1731	465	71	332	109	29	42	101	66	8	61

(Continued)

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Table 1 (Continued)
Survey Development Workshop Participants by Location and Occupational Family

LOCATION	OCCUPATIONAL FAMILY																									Total	ES[a]
	3800	3900	4000	4100	4200	4300	4400	4600	4700	4800	5000	5200	5300	5400	5700	5800	6500	6600	7000	7300	7400	7600	8200	8600	8800		
Ft. Ritchie, MD (ISC)								1						1												14	112
Walter Reed, D.C. (HSC)								1									3	1								23	272
HQ. Security Agency, VA (INSCOM)																			2							21	96
HQ. MTMC, VA (MTMC)																										16	62
Hoffman Bldg, VA (MDW)													1													17	223
Ft. Meyer, VA (MDW)																										20	217
Pentagon, VA (MDW)																										25	183
Office Sec of Army, Penl., VA (MDW)																										13	142
Ft. Belvoir, VA (TRADOC)	1												1	1			1									27	446
Ft. Monroe, VA (TRADOC)													1													16	382
Ft. Meade, MD (FORSCOM)				1				1	1					3		1										27	404
Ft. McPherson, GA (FORSCOM)								2	2				1	1												46	460
Baltimore, MD (COE)																										14	431
Pulaski Bldg, DC (COE)																										6	104
Ft. Monmouth, NJ (AMC)																										38	869
Aberdeen Proving Ground, MD (AMC)								1	1					2			2	2		3						46	823
Tobyhanna Depot, PA (AMC)	3							2	2											3						28	236
HQ. AMC, VA (AMC)																										13	186
Participant Totals	4	0	0	0	1	0	1	4	12	2	2	1	0	4	2	3	5	2	2	11	1	0	2	0	1	414[b]	
Estimated Civilian First-Line Supervisors in Army	83	4	3	56	64	12	100	121	587	49	83	11	345	210	357	515	115	82	747	122	17	205	17	15	20	74	2695

NOTE: Occupational Families 0000 = Miscellaneous Occupations, 0100 = Soc Science, Psychology & Welfare, 0200 = Personnel Mgmt & Industrial Relations, 0300 = General Administrative, 0400 = Biological Sciences, 0500 = Accounting and Budget, 0600 = Med. Hosp., Dent., & Public Health, 0700 = Veterinary Medical Science, 0800 = Engineering and Architecture, 0900 = Legal and Kindred, 1000 = Information and Arts, 1100 = Business and Industry, 1200 = Copyright Patent Trademark, 1300 = Physical Sciences, 1400 = Library and Archives, 1500 = Mathematics & Statistics, 1600 = Equipment, Facilities, & Service, 1700 = Education, 1800 = Investigation, 1900 = Qlty Assurance, Insp., & Grading, 2000 = Supply, 2100 = Transportation, 2500 = Wire Comm Eqpt. Inst. & Maintenance, 2600 = Electronic Eqpt. Inst. & Maintenance, 2800 = Electrical Installation & Maintenance, 3100 = Fabric and Leather Work, 3300 = Instrument Work, 3400 = Machine Tool Work, 3500 = General Services and Support Work, 3600 = Structural and Finishing Work, 3700 = Metal Processing, 3800 = Metal Work, 3900 = Motion Picture, Radio, TV & Eqpt. Operator, 4000 = Lens and Crystal Work, 4100 = Painting and Paperhanging, 4200 = Plumbing and Pipefitting, 4300 = Pliable Materials Work, 4400 = Printing, 4600 = Wood Work, 4700 = General Maintenance & Operation, 4800 = General Equipment Maintenance, 5000 = Plant and Animal Work, 5200 = Miscellaneous Occupations, 5300 = Industrial Equipment Maintenance, 5400 = Industrial Equipment Operator, 5700 = Transportation/Mobile Eqpt. Operator, 5800 = Transportation/Mobile Eqpt. Maintenance, 6500 = Ammunition, Explosives, Toxic Materials, 6600 = Armament Work, 6800 = Warehousing and Stock Handling, 7000 = Packing and Processing, 7300 = Laundry, Dry Cleaning & Processing, 7400 = Food Preparation and Serving, 7600 = Personal Services, 8200 = Fluid Systems Maintenance, 8600 = Engine Overhaul, 8800 = Aircraft Overhaul.

[a]ES = Estimated number of first-line supervisors at each site.
[b]Thirteen participants failed to provide their job series and were excluded from this table.

revisions which made the lists reflect the supervisory aspects of their jobs more accurately. Participants also completed a form to indicate their command, job series, number of subordinates, and years worked as an Army civilian first-line supervisor.

The workshops were conducted during the months of March, April, and May of 1987. At the conclusion of each workshop, the task and KSAO lists were revised for the following workshop. Thus, the lists were subjected to a process of continual refinement. As evidence of the success of this process, few revisions were deemed necessary by participants in the last several workshops.

The final survey contained 226 tasks sorted into 11 categories. The categories and their descriptions are shown in Table 2. There were some tasks that did not clearly fit into any one category. In such cases the researchers made a somewhat arbitrary decision about which category would receive an item. The purpose for sorting tasks into categories was primarily to aid respondents by permitting them to focus their attention on a single area of their job while they rated each block of tasks.

Several of the categories contained in the survey are similar to those listed by Hill, et al. (1984). However, new categories include EEO, Administrative duties, and Security concerns. The need for these categories may reflect the special demands placed on federal employees in general and Army employees in particular. Finally, because of the classified nature of many participants' jobs, several tasks relating to security concerns were developed.

Task and KSAO Rating Scales

Rating scales were developed for the final task and KSAO lists. Two rating scales were developed for task statements: (a) relative amount of time spent performing a task and (b) relative importance of the task to the job. The importance scale was included to determine if tasks supervisors perform most are also tasks supervisors rate as most important to the job.

Knowledges, from the KSAO list, were rated on two scales: (a) depth to which the job required possession of a knowledge and (b) number of months needed to learn it, once hired. Because it is generally considered to be inappropriate to screen applicants for possession of knowledges which they would learn soon after being hired (Uniform Guidelines on Employee Selection, 1976), the second scale was needed to determine when the knowledges were acquired. A single rating scale was used to rate the skills, abilities, and other characteristics (SAOs) from the KSAO list. Respondents simply indicated the "relative importance" of each SAO to job performance.

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Table 2

Categories of Tasks in the Job Analysis Survey

Category	Description
1. Personnel Staffing	Tasks performed when hiring subordinates.
2. Position Management	Tasks performed to document or revise the work requirements of subordinates' jobs.
3. Equal Employment Opportunity	Tasks performed to promote EEO and affirmative Action
4. Managing the Workforce	Tasks performed to evaluate subordinates' job performance and based on the evaluations to provide rewards or disciplines.
5. Training and Development	Tasks performed to identify subordinates' training needs and ensure that those needs are met.
6. Employee-Management Communications	Tasks which convey information to subordinates or superiors about work progress, policies, and procedures.
7. Administrative Duties	Tasks which are largely record-keeping in nature and are completed to support the administrative function of the Army.
8. Safety	Tasks performed to reduce the potential for work related accidents.
9. Managing Work and Operations	Tasks performed to facilitate the completion of the work through explaining assignments, monitoring work, and identifying and removing work related obstacles.
10. Planning/Budgeting/ Executing	Tasks completed to receive, monitor, and conserve budgetary resources.
11. Security Concerns	Tasks performed to reduce the potential for compromise of sensitive or classified materials.

Background Items

Several background items covering such areas as the respondents' job series, grade level, job tenure, race, sex, and ethnicity were added to the survey. These data were needed to describe the sample of first-line supervisors who completed the survey.

Work Environment Items

It was assumed that Army civilian first-line supervisors vary in the supervisory tasks they perform. One goal of this project was to determine if the variance was due to the existence of different types of supervisors. If different types existed then a different set of selection criteria might be necessary for each type. Although statistical techniques can be used to create groups of supervisors based on task performance, responses to the work environment items were needed to help determine if the groupings were meaningful.

Pilot Test of Survey

The survey was pilot tested with 12 Army civilian first-line supervisors (a mixture of Wage Grade supervisors and GS/GM supervisors) working at Aberdeen Proving Ground in Aberdeen, Maryland. The supervisors took, on average, 1.5 hours to complete the survey. Based upon their recommendations, the wording of some instructions and questions was revised to improve their clarity. The final version of the survey was printed onto optically scannable booklets. A copy of the final survey is contained in Appendix A.

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ADMINISTRATION OF THE SURVEY

Surveys were distributed to 4,400 Army civilian first-line supervisors working at 155 locations both within and outside the Continental United States. The number of surveys distributed ensured that at least 15% of all first-line supervisors had an opportunity to provide data for the job analysis. A list of sites and number of surveys mailed to each site is contained in Table 3.

A POC was identified for each location. The POCs were responsible for receipt, distribution, and collection of surveys at their site. POCs were sent an advance package describing the project and instructing them to take steps to prepare for the arrival of the surveys. The names of a random sample of supervisors to receive surveys were included in the advance package. POCs were instructed to contact first-line supervisors from the list and confirm that they would be able to complete a survey. See Appendix B for copies of materials included in the advance package.

Approximately three weeks later, the surveys and instructions for their administration were mailed to POCs. POCs were encouraged to schedule a meeting in which all respondents could complete the survey simultaneously. This would ensure that surveys would be returned and the POC could answer questions raised by respondents. If group administration was not feasible, then POCs were instructed to distribute the surveys to the appropriate individuals and follow up to see that they were completed and returned by the suspense date. See Appendix C for copies of these materials.

POCs were allowed approximately seven weeks to return surveys with the cutoff date for receipt of surveys set as 30 October 1987. A total of 3,008 surveys were received by that time for a response rate of 68%. Of those returned, 244 surveys were discarded because respondents left major sections of their surveys blank or indicated they were not first-line supervisors. This left 2,764 surveys for the data analysis.

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Table 3

Sites and Numbers of Surveys Sent to Respondents

Site Number	Site Name	Total Number of All Supervisors	Estimated Number of First-Line Supervisors[a]	Number of Surveys Distributed
001	U.S. Army Engineer District, Memphis, TN	141	106	18
002	Aberdeen Proving Ground, U.S. Army, MD	830	623	106
003	U.S. Army Engineer District, NY	123	92	15
004	U.S. Army Finance and Accounting Center, IN	348	261	44
005	Fitzsimons Army Medical Center, CO	182	137	23
006	Fort Sam Houston, U.S. Army, TX	376	282	47
007	U.S. Army, Fort Detrick, MD	122	92	15
008	Western Area MTMC, Oakland, CA	99	74	12
009	U.S. Army Depot Activity, Savanna, IL	38	29	5
010	U.S. Army Military Academy, West Point, NY	296	222	37
011	U.S. Army Missile Material Readiness Command, AL	1073	805	136
012	U.S. Army Engineer District, Savannah, GA	165	124	21
013	U.S. Army Engineer District, St. Louis, MO	106	80	13
014	Dugway Proving Ground, U.S. Army, UT	86	65	11
015	U.S. Army White Sands Missile Range, NM	497	373	63
016	U.S. Army, Fort Monroe, VA	482	362	62
017	U.S. Army, Fort McClellon, AL	216	162	28
018	U.S. Army Engineer District, Nashville, TN	123	92	15
019	U.S. Army, Pine Bluff Arsenal, AR	118	89	15
020	U.S. Army Depot, Sierra, CA	95	71	12
021	U.S. Army, Fort Campbell, KY	256	192	33
022	U.S. Army, Fort Dix, NJ	297	223	37
023	U.S. Army Infantry Center and Fort Benning, GA	411	308	52
024	McAlester Army Ammunition Plant, OK	105	79	13
025	U.S. Army Engineer District, Walla Walls, WA	103	77	13
026	U.S. Army Engineer District, Norfolk, VA	68	51	9
027	U.S. Army Depot, New Cumberland, PA	352	264	45
028	Carlisle Barracks, U.S. Army, PA	66	50	9
029	U.S. Army Engineer District, Portland, OR	189	142	24
030	U.S. Army, Fort Bragg, NC	506	380	64
031	U.S. Army Engineer District, Omaha, NE	243	182	31
032	U.S. Army Engineer District, South Atlantic, GP	40	30	6
033	U.S. Army Engineer District, Ohio River, OH	47	35	6
034	193d Infantry Brigade, Panama Canal Area	221	166	29
035	U.S. Army Depot Activity, Corpus Christi, TX	288	216	36
036	U.S. Army Engineer District, Huntington, WV	98	74	12
037	172d Infantry Brigade, Alaska	303	227	39
038	U.S. Army Quartermaster and Fort Lee, VA	512	384	65
039	Defense Language Institute, Presidio of Monterey, CA	116	87	14
040	U.S. Army Engineer District, Pittsburgh, PA	89	67	11
041	Eastern Area MTMC, Bayonne, NJ	113	85	14
042	U.S. Army Engineer Waterways Experiment Stn. Vicksburg	398	299	51
043	U.S. Army, Fort Riley, KS	299	224	39
044	U.S. Army, Fort Leonard Wood, MO	265	199	34

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Table 3 (Continued)
Sites and Numbers of Surveys Sent to Respondents

Site Number	Site Name	Total Number of All Supervisors	Estimated Number of First-Line Supervisors[a]	Number of Surveys Distributed
045	U.S. Army, Fort Leavenworth, KS	201	151	25
046	Army Military District of Washington, Fort Myer, VA	289	217	36
047	U.S. Army Engineer District, Mobile, AL	247	185	32
048	U.S. Army, Fort Stewart, GA	315	236	40
049	U.S. Army Engineer District, Jacksonville, FL	92	69	12
050	U.S. Army, Rock Island Arsenal, IL	360	270	46
051	U.S. Army Support Command, Fort Shafter, HI	582	437	74
052	U.S. Army, Fort Gordon, GA	373	280	47
053	U.S. Army Armor Center and Fort Knox	471	353	59
054	U.S. Army Engineer District, Louisville, KY	137	103	18
055	U.S. Army Engineer District, Baltimore, MD	175	131	22
056	U.S. Army, Fort Sheridan, IL	212	159	26
057	U.S. Army, Fort Carson, CO	322	242	41
058	U.S. Army Depot, Sharpe, CA	164	123	21
059	U.S. Army Engineer District, Little Rock, AR	107	80	13
060	U.S. Army, Fort Huachuca, AZ	520	390	66
061	U.S. Army Fort Hood, TX	505	379	64
062	U.S. Army, Fort Jackson, SC	207	155	26
063	U.S. Army Troop Support Command and Aviation Systems Command, St. Louis, MO	644	483	81
064	U.S. Army, Fort McPherson, GA	640	480	81
065	U.S. Army Engineer Center and Fort Belvoir, VA	597	448	76
066	U.S. Army Armament Research and Development Command, Dover, NJ	559	419	72
067	U.S. Army Engineer District, Seattle, WA	221	166	29
068	U.S. Army Engineer District, Los Angeles, CA	111	83	14
069	U.S. Army Engineer District, New Orleans, LA	240	160	31
070	Office, Secretary of Army, Pentagon, DC	189	142	24
071	U.S. Army Depot, Red River, TX	518	389	66
072	U.S. Army Depot Activity, Lexington-Blue Grass, KY	206	155	26
073	U.S. Army Engineer Division, Chicago, IL	25	19	4
074	U.S. Army Depot, Seneca, Romulus, NY	141	106	18
075	U.S. Army Personnel and Administration Center, St. Louis, MO	132	99	17
076	U.S. Army, Fort Rucker, AL	318	239	41
077	U.S. Army Depot, Tobyhanna, PA	314	236	40
078	U.S. Army, Air Defense Center and Fort Bliss, TX	370	278	47
079	U.S. Army Depot, Anniston, AL	404	303	52
080	U.S. Army, Fort Lewis, WA	425	319	54
081	U.S. Army Engineer District, Fort Worth, TX	349	262	44
082	Kaiserslautern Area, Germany	202	152	25
083	HQ U.S. Army Security Agency, Arlington, VA	115	86	14
084	Natick Research and Development Labs, MA	67	50	9
085	U.S. Army, Fort Devens, MA	241	181	31
086	U.S. Army, Presidio of San Francisco, CA	313	235	40

Table 3 (Continued)
Sites and Numbers of Surveys Sent to Respondents

Site Number	Site Name	Total Number of All Supervisors	Estimated Number of First-Line Supervisors[a]	Number of Surveys Distributed
087	U.S. Army Engineer District, Sacramento, CA	92	69	12
088	Augsburg Area, Germany	68	51	9
089	HQ, Berlin Brigade, USAREUR, Germany	45	34	6
090	Yuma Proving Ground, U.S. Army, AZ	106	80	13
091	U.S. Army Materiels and Mechanic Research Center, Watertown, MA	73	55	9
092	8th Support Group, Leghorn, Italy	29	22	4
093	U.S. Army Communications and Electronics Material Command, Fort Monmouth, NJ	1158	869	147
094	U.S. Army Depot, Tooele, UT	436	327	55
095	U.S. Army Depot, Letterkenny, PA	348	261	44
096	U.S. Army Depot, Sacramento CA	371	278	47
097	U.S. Army Garnson, Honshu, Japan	204	153	26
098	Walter Reed Army Medical Center, Washington, DC	363	272	46
099	U.S. Army Engineer District, Rock Island, IL	105	79	13
100	U.S. Army, Fort Sill, OK	410	308	52
101	U.S. Army Engineer District, Tulsa, OK	160	120	20
102	U.S. Army Engineer District, St. Paul, MN	89	67	11
103	Nuernberg Community, Germany	90	68	11
104	Fort George G. Meade, U.S. Army, MD	538	404	68
105	U.S. Army Engineer District, Detroit, MI	109	82	14
106	Harry Diamond Laboratories, U.S. Army, MD	154	116	20
107	U.S. Army Engineer District, Philadelphia, PA	66	50	9
108	Eighth U.S. Army, Seoul, Korea	342	257	43
109	Stuttgart Area, Germany	281	211	35
110	Heidelberg Area, Germany	273	205	35
111	U.S. Army Engineer District, Kansas City, MO	149	112	19
112	U.S. Army Tank-Automotive Material Readiness Command, Warren, MI	633	475	80
113	U.S. Army, Fort Polk, LA	248	186	32
114	Bremehaven Area, Germany	64	48	8
115	Jefferson Proving Ground, U.S. Army, IN	49	37	7
116	U.S. Army, Fort Ritchie, MD	149	112	19
117	Waterliet Arsenal, U.S. Army, NY	188	141	24
118	Frankfurt Area, Germany	259	194	33
119	U.S. Army Materiel Dev. and Readiness Command, Alexandria, VA	248	186	32
120	HQ, Military Traffic Management Command, Falls Church, VA	82	62	10
121	Glessen Area, Germany	64	48	8
122	Wuerzburg Area, Germany	90	68	11
123	U.S. Army Engineer District, Wilmington, NC	65	49	9
124	U.S. Army Foreign Science and Technology Centre, Charlottesville, VA	24	18	4
125	U.S. Army Engineer District, Huntsville, AL	46	35	6

Table 3 (Continued)

Sites and Numbers of Surveys Sent to Respondents

Site Number	Site Name	Total Number of All Supervisors	Estimated Number of First-Line Supervisors[a]	Number of Surveys Distributed
126	U.S. Army, Fort McCoy, WI	270	203	34
127	Zweibriecken Area, Germany	137	103	18
128	Military Ocean Terminal, Sunny Point, NC	38	29	5
129	U.S. Army Cold Regions Research and Engineering Lab., Hanover, NH	129	97	17
130	Bad Kreuznach Area, Germany	34	26	5
131	Baumholder Area, Germany	30	23	4
132	Hanau Area, Germany	71	53	9
133	Mannheim Area, Germany	137	103	18
134	Vicenza Area, Germany	47	35	6
135	Pirmasens Area, Germany	31	23	5
136	Fort Drum, Watertown, NY	177	133	22
137	U.S. Army Engineer District, Buffalo, NY	57	43	8
138	U.S. Army Engineer (Middle East), Winchester, VA	33	25	5
139	Ansbach Area, Germany	50	38	7
140	Aschaffenburg Area, Germany	32	24	5
141	Bamberg Area, Germany	34	26	5
142	Darmstadt Area, Germany	39	29	6
143	Grafenwoehr Area, Germany	76	57	10
144	Karlsruhe Area, Germany	71	53	9
145	Munich Area, Germany	64	48	8
146	Schweinfurt Area, Germany	41	31	6
147	Weisbaden Area, Germany	172	129	22
148	U.S. Army MDW, Pentagon, Washington, DC	244	183	31
149	U.S. Army MDW, Hoffman, Alexandria, VA	297	223	37
150	Chief of Engineers, Pulaski Building, Washington, DC	138	104	18
151	U.S. Army Intelligence and Security Command, Warrenton, VA	87	65	11
152	National Training Center, Fort Irwin, CA	73	55	9
153	Rheinberg, Germany	51	38	7
154	19th Support Command - Taegu, Korea	125	94	15
155	FULDA Community CPO, Germany	71	53	9

Note. Data Source: Department of Army, Civilian Personnel Information System (CIVPERSINS) as of 29 January 1987.

[a] Because the CIVPERSINS data base does not distinguish first-line from higher level supervisors, these numbers were estimated by multiplying the total number of first-line supervisors at each site by .75.

ANALYSIS OF SURVEY DATA

Characteristics of the Sample

Analyses were conducted to determine the degree to which jobs held by respondents in the sample were representative of jobs held by the entire population of Army civilian first-line supervisors. Table 4 lists the number and percentage of survey respondents by occupational family. Similar information is also listed for the entire population of first-line supervisors. In general, the relative distribution of first-line supervisors Army-wide matches the relative distribution of first-line supervisors in the sample. The mean absolute difference, between the percentage of first-line supervisors Army wide and the percentage of first-line supervisors within the sample, across each of the 57 occupational families was .26 of a percent.

Survey respondents were asked to indicate their pay system. Of the 2,584 supervisors who responded to the item, 81% were GS/GM and 19% were Wage Grade. This is a ratio of 4.2 GS/GM for every 1 WS supervisor and compares to an estimated Army-wide ratio of 4.5 to 1.

In response to questions about gender, ethnic background and minority status, 26% of the supervisors were female, 4% were hispanic, 2% were American Indian/Alaskan Native, 2% were Asian/Pacific islander, 9% were black, and 88% were white. The Army does identify the gender, ethnic, and minority composition of its civilian employees in the CIVPERSINS data base. However, because it does not record first-line supervisors as distinct from higher level supervisors, it was not possible to compare percentages for the entire population of Army civilian first-line supervisors with percentages for the sample. The Department of the Army EEO agency was also contacted for these figures but likewise indicated they do not maintain separate statistics for first-line supervisors (C. Vitek, DAPE-CPA, February 22, 1988).

Background and Work Environment Questions

Frequency distributions, calculated across the total sample, for all categorical items in Sections 1 and 5 appear in Appendix D. However, only those items which relate directly to the selection of first-line supervisors are addressed in this part of the report. In response to the question, "Were you previously part of the work group for which you are now the first-line supervisor?", 58% of all respondents answered yes. Responses to the question were analyzed separately by the supervisor's pay system. For Wage Grade supervisors, 75% indicated they were hired from the work group they now supervise, compared to 54% for GS/GM supervisors.

Respondents were asked if they served as the officially designated group/team leader prior to becoming the supervisor. Thirty-nine percent of the total sample indicated they had served in this capacity. For Wage Grade supervisors, the percentage was 54% and for GS/GM supervisors the percentage was 36%.

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Table 4

Number of Army Civilian first-Line Supervisors by Occupational Family

Family Number	Occupational Family Title	Army-Wide[a]		Sample	
		N	Percent	N	Percent
0000	Miscellaneous Occupations	1,145	4.30	82	3.34
0100	Soc Science, Psychology & Welfare	612	2.30	63	2.57
0200	Personnel Mgmt & Industrial Relations	1,091	4.10	168	6.85
0300	General Administrative	5,024	18.89	483	19.68
0400	Biological Sciences	158	.59	28	1.14
0500	Accounting and Budget	1,867	7.02	170	6.93
0600	Med, Hosp, Dent, & Public Health	491	1.85	46	1.87
0700	Veterinary Medical Science	1	--	0	0.00
0800	Engineering & Architecture	3,846	14.46	351	14.30
0900	Legal and Kindred	122	.46	11	0.45
1000	Information and Arts	577	2.17	56	2.28
1100	Business and Industry	1,757	6.61	131	5.34
1200	Copyright Patent Trademark	8	.03	0	0.00
1300	Physical Sciences	377	1.42	44	1.79
1400	Library and Archives	148	.56	19	0.77
1500	Mathematics & Statistics	278	1.04	37	1.51
1600	Equipment, Facilities, & Services	569	2.14	49	2.00
1700	Education	1,118	4.20	78	3.18
1800	Investigation	21	.08	1	0.04
1900	Qlty Assurance, Insp, & Grading	297	1.12	26	1.06
2000	Supply	1,731	6.51	170	6.93
2100	Transportation	485	1.82	45	1.83
2500	Wire Comm Eqpt Inst & Maintenance	71	.27	3	0.12
2600	Electronic Eqpt Inst & Maintenance	332	1.25	33	1.34
2800	Electrical Installation & Maintenance	109	.41	13	0.53
3100	Fabric and Leather Work	29	.11	5	0.20
3300	Instrument Work	42	.16	7	0.29
3400	Machine Tool Work	181	.69	19	0.77
3500	General Services and Support Work	68	.26	4	0.16
3600	Structural and Finishing Work	8	.03	2	0.08
3700	Metal Processing	60	.23	11	0.45
3800	Metal Work	83	.31	3	0.12
3900	Motion Picture, Radio, TV & Eqpt Operator	4	.01	0	0.00
4000	Lens and Crystal Work	3	.01	0	0.00
4100	Painting and Paperhanging	56	.21	4	0.16
4200	Plumbing and Pipefitting	54	.20	4	0.16
4300	Pliable Materials Work	12	.05	1	0.04
4400	Printing	100	.38	13	0.53
4600	Wood Work	121	.45	12	0.49
4700	General Maintenance & Operation	587	2.21	39	1.59
4800	General Equipment Maintenance	49	.18	5	0.20
5000	Plant and Animal Work	53	.20	0	0.00
5200	Miscellaneous Occupations	11	.04	1	0.04
5300	Industrial Equipment Maintenance	345	1.30	21	0.86
5400	Industrial Equipment Operator	210	.79	14	0.57
5700	Transportation/Mobile Eqpt Operator	357	1.34	19	0.77
5800	Transportation/Mobile Eqpt Maintenance	515	1.94	35	1.43
6500	Ammunition, Explosives, Toxic Materials	115	.43	9	0.37
6600	Armament Work	82	.31	8	0.33
6900	Warehousing and Stock Handling	747	2.81	64	2.61
7000	Packing and Processing	122	.46	13	0.53
7300	Laundry, Dry Cleaning & Processing	17	.06	1	0.04
7400	Food Preparation and Serving	205	.77	7	0.29
7600	Personal Services	17	.06	0	0.00
8200	Fluid Systems Maintenance	15	.06	0	0.00
8600	Engine Overhaul	20	.07	1	0.04
8800	Aircraft Overhaul	74	.28	6	
Total		26,597	101.01[b]	2,435[c]	99.21[b]

Note. Source: Department of the Army, Civilian Personnel Information Systems (CIVPERSINS).

[a]CIVPERSINS does not distinguish between first-line supervisors and higher level supervisors. Thus, CIVPERSIN totals within each occupational family were multiplied by .75 to estimate numbers of first-line supervisors. [b]Numbers do not equal 100 percent due to rounding error. [c]329 respondents did not provide their job series numbers and were excluded from this table.

Mobility was apparently not an issue for most respondents in the sample. Only 15% of the total sample indicated they moved to a different installation in order to take their job as a first-line supervisor. The figure for Wage was 5% compared to 18% for GS/GM.

In combination, these responses portray the current selection of first-line supervisors as being locally filled positions which typically go to a member of the work group. In the case of Wage grade employees, it is often the work/team leader who is selected.

Types of First-Line Supervisors

In this project, analyses were conducted to determine whether there were distinct types of first-line supervisors, based on performance of the supervisory job tasks contained in the survey. If different types were found, this could imply that different criteria should be used to select each type. The determination was made, in part, based on data analyses conducted with statistical routines from the CODAP computer software package. A technical discussion of the CODAP routines and computer print-outs comparing average task ratings for various grouping of first-line supervisors appears in a report by Rosenthal, Ziemak, and Riegelhaupt (in preparation). In this section, a nontechnical summary of that report is presented.

CODAP was used to sort survey respondents into groups based on their ratings of time spent performing the job tasks. Ratings based on the time spent scale, rather than the importance scale, were used for two reasons. First, CODAP was designed specifically to analyze job tasks based on time spent ratings. Although researchers have used other rating scales with apparent success, the researchers in the current project felt that the rational for their use had not been fully developed in the literature. Second, it was suspected that individuals are more likely to apply idiosyncratic interpretations to the word "importance" when asked to provide task ratings based on relative importance than they are to the word "time" when asked to provide tasks ratings based on relative time.

Using the relative time spent scale, individuals with similar patterns of ratings were placed in the same group. The procedure began by placing the two most similar respondents together and averaging their ratings on each job task. Since the procedure began with 2,764 respondents, there then existed 2,762 individual respondents and one group with two respondents. In the next step, each of the 2,762 remaining respondents were compared against all other individuals' ratings and against the average ratings for the group of two. Then, two individual respondents (or one individual respondent and the group composed of two respondents) with the most similar ratings were combined and their ratings averaged. This process was repeated again and again until finally all individuals and groups of individuals were combined into a single final group.

The cluster analysis used in the present effort generated a diagram showing how individuals were successively combined into fewer and fewer

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groups. It was up to the researcher and subject matter experts (SMEs) to identify potentially meaningful groups and determine the extent to which they contained distinct types of first-line supervisors. To help the researcher make this decision, CODAP calculates a value summarizing the degree of overlap of ratings of individuals within a given group as well as values summarizing the degree of overlap of ratings of these individuals and those of others in adjacent groups. When the within-group overlap is high (i.e., high similarity among members within a particular group) and the between-group overlap is low (i.e., low similarity between members of adjacent groups), this is an indication of a group with a distinct type of supervisor.

Because the differences in overlap measures were uniformly small, additional criteria were used to help pick groups with potential as representing supervisor types. Clusters were chosen at points in the diagram where relatively large branches were combined. Because clusters located close together tend to contain similar individuals, groups were selected from locations throughout the diagram. This increased the odds of findings a variety of meaningful clusters. A total of 41 clusters were selected for further study. The reader who wishes to examine the within- and between-group overlap values for the clusters is referred to the report by Rosenthal, Ziemak, and Riegelhaupt (in preparation).

Characteristics of respondents in each cluster (e.g., job series, pay level, grade level, job tenure, number of subordinates, major command) were contrasted. In general these characteristics failed to distinguish among the clusters although, it was noted that one group had a relatively high proportion of Wage supervisors while three others had substantial numbers of supervisors of similar grade levels. Therefore, a decision was made to calculate the average task ratings for all Wage supervisors and compare them with all GS/GM supervisors. Also, average task ratings for GS/GM supervisors categorized by the Professional, Administrative, Technical, Clerical and Other (PATCO) classification were also calculated and compared. Finally, average task ratings were calculated based on the grade level of four categories of supervisors (i.e., 1-5, 6-10, 11-12, and 13-15).

The results of the analyses described in this section were reviewed by a panel of five subject matter experts who worked at either the Total Army Personnel Agency (TAPA) or Headquarters Department of Army (HQDA) and had backgrounds in Army civilian staffing and classification. Two members of the panel were staffing specialists, two were position classification specialists and one was a personnel psychologist. The panel concluded that the data largely failed to support the existence of distinct types of first-line supervisors although some support was found for distinguishing Wage supervisors from GS/GM supervisors. Wage supervisors appeared to spend more time performing tasks concerned with safety and the acquisition and maintenance of equipment than GS/GM. However, in most other respects, the supervisory tasks performed by the two groups (GS/GM versus WS) were highly similar.

The lack of strong evidence for the existence of different types of Army civilian first-line supervisors is consistent with results found by

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Dowell and Wexley (1978) among groups of private sector first-line supervisors. Dowell and Wexley identified seven categories of job tasks performed by 251 first-line supervisors in a major American manufacturing corporation. The supervisors were classified into eight production/function groups (i.e., preparation, components, production, inspection, finishing, maintenance, housekeeping, and shipping) and compared on performance of the seven task categories. The results indicated that few differences existed among the eight supervisory groups.

Table 5 presents the top 39 of the 226 supervisory tasks across the total sample ranked high to low based on the mean ratings respondents gave to the job tasks using the time-spent scale. The complete ranked list is presented in Appendix E. Two means appear beside each task. The first mean is based on all supervisors and includes those who indicated they did not perform a task. Zeros were used to represent the time "non-performers" spent on tasks. These values can be interpreted as the relative time being spent on supervisory tasks across all Army civilian first-line supervisors. The rank ordering of the tasks in Table 5 and Appendix E is based on these means. Each mean in the next column was calculated after first excluding those supervisors who did not perform the particular task. These means indicate the relative time spent on tasks based just on supervisors who perform them. Finally, Table 5 and Appendix E also show the percentage of the sample that performed each task.

Comparing the top-rated tasks (i.e., those appearing in Table 5) with tasks receiving lower mean ratings (i.e., tasks not appearing in Table 5), researchers observed that tasks supervisors spend relatively large amounts of time performing are those which have a direct impact on their subordinates' completion of the work at hand. For example, tasks ranked 2 through 6 in Table 5 all concern the assignment and review of subordinate's work. Similarly the tasks ranked 1, 7, 9, 12, 13, and 20 concern activities that supervisors perform to enhance the performance of subordinates. In comparison, tasks involving activities that are more peripheral to the immediate work tended to be ranked lower by the respondents.

Table 6 presents the top 39 supervisory tasks ranked high to low on the importance of the tasks to the job. Appendix F contains the complete list. As in Table 5, the first column of means contains all supervisors while each mean in the second column excludes non-performers. In general, tasks rated high on the time-spent scale also were rated high on the importance scale. Of the 39 highest ranked tasks on time (i.e., Table 5), 34 appear in Table 5.

The mean ratings made by supervisors concerning the time they spent on tasks (Table 5) are consistently smaller than mean ratings they made concerning the importance of the tasks (Table 6). It is hypothesized that the differences are at least partially due to the manner in which supervisors interpreted the directions for rating tasks. Supervisors were instructed to rate each item relative to all other items in the list. Had all supervisors followed those instructions then one would expect to find that the distribution of mean task ratings would be centered around the midpoint on the scale for both time and importance ratings. An explanation why

Table 5

Tasks Supervisors Spend Most Time Performing

Rank Order	Mean for all Raters[a]	Mean for Those who Perform[b]	% who Perform	Task
1.	3.3	3.4	98	Set an example for subordinates to follow
2.	3.0	3.1	98	Assign work to subordinates
3.	2.9	3.1	94	Review and approve subordinates' work upon completion
4.	2.9	3.0	96	Assign work priorities and deadlines to subordinates
5.	2.9	2.9	97	Explain work assignments to subordinates
6.	2.8	2.9	94	Review subordinates' work when in progress
7.	2.7-	2.8	96	Motivate subordinates
8.	2.7	3.0	91	Establish work priorities and deadlines to meet milestones
9.	2.7	2.8	95	Encourage subordinates to perform their jobs to the best of their ability
10.	2.7	2.9	93	Foster/develop a positive work environment that will serve to motivate subordinates
11.	2.6	2.8	95	Complete written performance appraisals for civilian subordinates
12.	2.6	2.6	98	Praise subordinates for effective job performance
13.	2.5	2.6	98	Provide informal feedback to subordinates concerning their performance
14.	2.5	3.0	86	Formally review and evaluate job performance of subordinates
15.	2.5	2.6	96	Implement plans to achieve goals or milestones
16.	2.5	2.9	84	Write or keep records/logs (e.g., suspense dates, work status sheets, project logs, work orders)
17.	2.4	2.9	83	Develop subordinates' performance standards
18.	2.4	2.6	92	Develop plans to achieve goals or milestones
19.	2.4	2.9	82	Evaluate program/project status or progress
20.	2.4	2.5	97	Review performance standards with subordinates
21.	2.4	2.6	90	Read memos, newsletters, regulations, journals, etc., to keep up with developments related to supervision

Table 5 continued

Rank Order	Mean for all Raters[a]	Mean for Those who Perform[b]	% who Perform	Task
22.	2.4	2.5	95	Involve subordinates in decision-making or planning processes
23.	2.3	2.5	91	Brief upper management on progress of work or project activities
24.	2.3	2.4	95	Review performance ratings with subordinates
25.	2.3	2.4	95	Inform subordinates of management objectives, decisions, and views
26.	2.3	2.5	89	Participate in staff meetings, conferences, etc.
27.	2.2	2.5	88	Delegate authority to work leader or other subordinates
28.	2.2	2.5	88	Communicate with other supervisors in your organization to improve operations
29.	2.2	2.7	81	Provide on-the-job training
30.	2.2	2.5	89	Inform subordinates of impending changes in policies or procedures
31.	2.2	2.6	84	Brief subordinates on progress of work or project activities
32.	2.2	2.3	96	Integrate the work of several subordinates to create a final product
33.	2.2	2.5	88	Counsel subordinates about how to improve performance
34.	2.1	2.3	93	Recognize and take steps to correct morale problems
35.	2.1	2.3	92	Inform second-line supervisor or above of your subordinates' accomplishment
36.	2.1	2.3	91	Communicate with members of other organizations to improve operations
37.	2.1	2.5	81	Nominate subordinates for formal honors or awards
38.	2.0	2.2	92	Explain personnel policies and procedures to subordinates
39.	2.0	2.1	95	Coordinate annual leave/vacation schedules for subordinates

Note. Respondents first indicated which tasks they performed. For tasks performed, respondents provided relative time spent ratings using the scale: 1 - much less, 2 - somewhat less, 3 - about the same, 4 - somewhat more, 5 - much more.

[a]For these calculations zeros were used as ratings for supervisors who indicated they did not perform a task. Tasks were rank ordered according to these values. [b]Only ratings of supervisors who performed a task were used in these calculations.

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Table 6

Tasks Supervisors Rate as Most Important to the Job

Rank Order	Mean for all Raters[a]	Mean for Those who Perform[b]	% who Perform	Task
1.	4.1	4.2	98	Set an example for subordinates to follow
2.	3.8	3.9	98	Praise subordinates for effective job performance
3.	3.8	3.9	96	Motivate subordinates
4.	3.7	3.9	95	Encourage subordinates to perform their jobs to the best of their ability
5.	3.7	3.8	97	Assign work to subordinates
6.	3.7	3.8	96	Assign work priorities and deadlines to subordinates
7.	3.6	3.9	94	Review and approve subordinates' work upon completion
8.	3.6	3.7	97	Explain work assignments to subordinates
9.	3.6	3.9	93	Foster/develop a positive work environment that will serve to motivate subordinates
10.	3.5	3.6	98	Provide informal feedback to subordinates concerning their performance
11.	3.5	3.7	95	Complete written performance appraisals for civilian subordinates
12.	3.5	3.8	91	Establish work priorities and deadlines to meet milestones
13.	3.4	3.6	95	Implement plans to achieve goals or milestones
14.	3.4	3.6	94	Inform subordinates of management objectives, decisions, and views
15.	3.4	3.6	93	Review subordinates' work when in progress
16.	3.4	3.7	90	Communicate with members of other organizations to improve operations
17.	3.4	3.5	97	Review performance standards with subordinates
18.	3.3	3.5	95	Review performance ratings with subordinates
19.	3.3	3.8	88	Counsel subordinates about how to improve performance
20.	3.3	3.4	95	Integrate the work of several subordinates to create a final product
21.	3.3	3.6	92	Develop plans to achieve goals or milestones
22.	3.3	3.6	92	Identify training needed by subordinates

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Table 6 Continued

Rank Order	Mean for all Raters[a]	Mean for Those who Perform[b]	% who Perform	Task
23.	3.3	3.5	93	Recognize and take steps to correct morale problems
24.	3.2	3.5	91	Brief upper management on progress of work or project activities
25.	3.2	3.5	92	Inform second-line supervisor or above of your subordinates' accomplishment
26.	3.2	3.7	85	Formally review and evaluate job performance of subordinates
27.	3.2	3.6	89	Participate in staff meetings, conferences, etc.
28.	3.2	3.5	90	Read memos, newsletters, regulations, journals, etc., to keep up with developments related to supervision
29.	3.1	3.7	84	Write or keep records/logs (e.g., suspense dates, work status sheets, project logs, work orders)
30.	3.1	3.7	85	Estimate time required to complete projects
31.	3.1	3.5	89	Communicate with other supervisors in your organization to improve operations
32.	3.1	3.5	87	Assign experienced employee(s) to train new workers
33.	3.0	3.2	95	Involve subordinates in decision-making or planning processes
34.	3.0	3.4	87	Implement plans for improving work operations
35.	3.0	3.7	82	Inspect work area for safety hazards
36.	3.0	3.4	87	Delegate authority to work leader or other subordinates
37.	3.0	3.1	95	Coordinate annual leave/vacation schedules for subordinates
38.	3.0	3.6	82	Evaluate program/project status or progress
39.	3.0	3.5	83	Brief subordinates on progress of work or project activities

Note. For tasks performed, respondents provided relative importance rating using the following scale: 1 - much less, 2 - somewhat less, 3 - about the same, 4 - somewhat more, 5 - much more.

[a]For these calculations zeros were used as ratings for supervisors who indicated they did not perform a task. Tasks were rank ordered according to these values. [b]Only ratings of supervisors who performed a task were used in these calculations.

this did not happen is that some supervisors ignored the instructions and instead rated each item thinking in terms of an absolute scale (i.e., "Out of each day how much actual time do I spend on the task and in general how important do I view it"). This would explain the low ratings for items rated on time since for any one of the supervisory 226 tasks it is unlikely that supervisors spent large amounts of time performing it. Supervisors may, however, view many of the tasks as serving a useful purpose and therefore rate them as more important than time allows to complete them. Regardless of whether all or some of the supervisors rated tasks using an absolute scale, it is doubtful that the rank ordering of tasks based on mean ratings would be affected considering the large sample size. Comparisons can be meaningfully made among the order of tasks within Tables 5 and 6 and between Tables 5 and 6.

Knowledges

The objective of this project was to identify the KSAOs (i.e., the supervisory selection criteria) needed by Army civilian first-line supervisors to complete their supervisory job tasks. Table 7 lists the supervisory knowledges rank ordered (high to low) based on mean ratings given to the "Amount of Understanding Required" scale. As with Tables 5 and 6, two ways of calculating means are shown in this table. Across all supervisors, including those not needing a knowledge, the highest mean rating was 3.1 (Performance Appraisal System) and the lowest was 0.3 (Policies for Supervising Local Nationals).

Table 8 display information about when a knowledge is typically acquired. For only one knowledge, Position Management and Classification, did a majority indicate it was acquired before job entry. The percentages of supervisors indicating that applicants enter the job with a knowledge ranges from 10% for Planning, Programming, Budgeting, and Executing System (PPBES) to 54% for Position Management and Classification.

The percent of supervisors who indicated that knowledges are learned within the first 3 months ranged from 22% for Discipline Policies and Procedures to 52% for Internal Controls. The percent of supervisors indicating that knowledges were acquired between the 4th and 12th month ranged from 11% for both Probation Policies and Procedures and for NAF Personnel Policies and Procedures to 43% for PPBES. For most knowledges, relatively few supervisors indicated they are learned after the first year. The range was 2% for Uniform Code of Justice to 32% for Discipline Policies and Procedures.

Table 7

Mean Ratings on Amount Required of Supervisory Knowledges

Knowledge	Mean for all Raters	Mean for those needing the Knowledge	% Needing the Knowledge
1. Performance Appraisal System	3.1	3.2	95
2. Own Organization's Mission	3.0	3.3	93
3. Leave Policies	2.8	2.9	95
4. Standards of Conduct	2.5	2.7	91
5. Discipline Policies and Procedures	2.4	2.6	91
6. Training Polices and Procedures	2.3	2.5	91
7. Comp Time and Overtime	2.2	2.6	86
8. Decoration, Awards and Honors	2.2	2.5	87
9. EEO/Affirmative Action	2.2	2.4	89
10. Security Policies and Procedures	2.1	2.6	83
11. Accountability of Property	2.1	2.7	77
12. Drug and Alcohol Abuse	2.0	2.3	89
13. Salary Administration	2.0	2.5	78
14. Merit Promotion System	1.9	2.4	79
15. Position Management and Classification	1.9	2.5	76
16. Probation Period and Policies	1.9	2.3	81
17. Grievance and Appeal Procedures	1.9	2.3	82
18. Referral Sources for Subordinates with Personnal Problems	1.9	2.2	85
19. EEO/Affirmative Action	1.8	2.2	82
20. Freedom of Information Act	1.7	2.2	80
21. Safety and Occupational Health	1.7	2.3	75
22. Army Chain of Command	1.6	2.4	66
23. Reassignment, Downgrade, Transfer Procedures	1.6	2.2	70
24. Productivity Improvement Programs	1.5	2.1	72
25. Army's General Mission	1.5	2.3	66
26. Labor - Management Relations	1.5	2.3	66
27. Worker's Compensation	1.4	2.1	64
28. Military Rank Structure	1.3	2.5	53
29. Budget Policies and Process	1.3	2.4	53
30. Career Management	1.3	2.2	57
31. Staffing/Manpower Requirements	1.3	2.3	55
32. Part Time, Summer, Temporary Hiring Procedures	1.2	2.0	59
33. RIF/TOF Policies and Procedures	1.2	2.1	57
34. Military/Defense Structure	1.2	2.3	51
35. PPBES	0.9	2.4	37
36. Internal Controls	0.9	2.2	41
37. Military Customs	0.8	2.1	36
38. Commercial Activities and Efficiency Reviews	0.7	2.1	32
39. Military Performance Evaluation	0.6	2.5	24
40. Uniform Code of Military Justice	0.4	2.0	22
41. NAF Personnel Policies & Procedures	0.3	2.2	16
42. Policies for Supervising Local Nationals	0.3	2.5	13

Table 8

When Supervisory Knowledges Are Typically Acquired

Knowledge	Percent of Respondents Indicating When Knowledge Is Acquired			
	Before Job	By 3rd Month	By 12th Month	After 12th Month
1. Performance Appraisal System	21	38	22	19
2. Own Organization's Mission	15	31	30	23
3. Leave Policies	32	29	23	16
4. Standards of Conduct	20	37	31	11
5. Discipline Policies and Procedures	13	22	33	32
6. Training Polices and Procedures	40	29	20	10
7. Comp Time and Overtime	12	33	37	18
8. Decoration, Awards and Honors	18	26	34	22
9. EEO/Affirmative Action	38	28	21	12
10. Security Policies and Procedures	14	23	35	27
11. Accountability of Property	14	37	37	12
12. Drug and Alcohol Abuse	11	24	37	27
13. Salary Administration	12	26	42	20
14. Merit Promotion System	16	29	37	17
15. Position Management and Classification	54	30	11	5
16. Probation Period and Policies	13	35	35	17
17. Grievance and Appeal Procedures	16	40	33	11
18. Referral Sources for Subordinates with Personal Problems	46	30	16	9
19. EEO/Affirmative Action	15	28	41	16
20. Freedom of Information Act	16	31	38	16
21. Safety and Occupational Health	42	35	16	8
22. Army Chain of Command	22	40	30	9
23. Reassignment, Downgrade, Transfer Procedures	32	33	23	9
24. Productivity Improvement Programs	19	38	34	9
25. Army's General Mission	16	42	32	10
26. Labor - Management Relations	15	36	36	14
27. Worker's Compensation	17	42	33	8
28. Military Rank Structure	14	30	37	19
29. Budget Policies and Process	23	31	36	11
30. Career Management	35	42	20	3
31. Staffing/Manpower Requirements	19	35	33	13
32. Part Time, Summer, Temporary Hiring Procedures	26	41	25	9
33. RIF/TOF Policies and Procedures	35	40	19	6
34. Military/Defense Structure	22	41	30	7
35. PPBES	10	36	43	11
36. Internal Controls	22	52	21	5
37. Military Customs	11	38	41	10
38. Commercial Activities and Efficiency Reviews	15	43	32	10
39. Military Performance Evaluation	45	33	17	5
40. Uniform Code of Military Justice	38	46	13	2
41. NAF Personnel Policies and Procedures	44	42	11	4
42. Policies for Supervising Local Nationals	16	42	33	9

Skills, Abilities, and Other Characteristics

Table 9 presents a rank-ordered list (high to low) of SAOs based on mean ratings of importance. The means ranged from 4.5 (Leadership) to 2.5 (Risk Taker) on a relative importance scale of 0 (Not At All Important) to 5 (Much More Important). Although the list of SAOs appears lengthy, it is recommended that most be considered for use as selection criteria, because in compiling the SAO list for the survey, SAOs were included only if they received general support across numerous survey development workshops. Thus, to some degree, the list in the survey was prescreened to weed out unimportant SAOs.

There are, however, three SAOs that should perhaps not be considered for selection criteria. These are Risk Taker, Aggressive, and Job Involved. These three did not receive general support in survey development workshops but were purposely added to check on the accuracy of the results. As expected, these three SAOs were rated as relatively unimportant.

In an effort to further understand the SAOs, researchers performed a factor analysis. Factor analysis is a statistical procedure that can suggest general dimensions underlying a set of measures. The analysis revealed 8 dimensions underlying the 51 SAOs (based on eigenvalues greater than 1.0). Table 10 presents the "loadings" of each SAO on the eight factors after being subjected to a VARIMAX rotation. A common convention used to interpret a factor is to examine those variables which load on it with a value of .40 or larger. These values are printed in bold type in Table 10.

Interpretation of the factors may be summarized as follows:

● The first factor appears to reflect the supervisor's character. The SAOs which load highly on it include Self-Confident, Thorough, Honest, Responsible, Dependable, Cooperative, Fair, and Trustworthy.

● The second factor appears to be a measure of the person's skill in dealing with people, especially in difficult situations. This factor includes Conflict Resolution, Response to Criticism, Non-Discriminatory, Human Relations, Courage to Confront, and Performance/Conduct Counseling.

● The third factor seems to reflect the individuals drive and includes such SAOs as Energetic, Creative, Risk Taker, Aggressive, Job Involved, and Emotionally Stable.

● The fourth factor is a reflection of the communication skills needed by first-line supervisors and is defined by Written Communication, Reading Ability, Oral Communication, Public Speaking, Teaching Ability, and Persuasion.

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TABLE 9

Skills, Abilities, and Other Characteristics Ranked According to Importance

Skill, Ability, or Other Characteristic	Mean Rating of Importance
1. Leadership	4.5
2. Trustworthy	4.3
3. Dependable	4.3
4. Responsible	4.3
5. Honest	4.3
6. Decision Making	4.2
7. Fair	4.2
8. Technically Competent	4.2
9. Oral Communication	4.1
10. Thorough	4.1
11. Self-Starter	4.1
12. Self-Confident	4.0
13. Motivate Others	4.0
14. Human Relations	4.0
15. Gets Facts Before Acts	4.0
16. Stress Tolerance	4.0
17. Delegation	4.0
18. Cooperative	4.0
19. Organizing	4.0
20. Learning Ability	3.9
21. Reading Ability	3.9
22. Coordination	3.8
23. Flexible	3.8
24. Tactful & Diplomatic	3.8
25. Non-Discriminatory	3.8
26. Courage to Confront	3.8
27. Planning	3.8
28. Achievement Oriented	3.8
29. Conflict Resolution	3.8
30. Monitoring Work	3.7
31. Teamwork	3.7
32. Written Communication	3.7
33. Emphatic	3.7
34. Realistic Self Approval	3.6
35. Problem Identification	3.6
36. Time Management	3.6
37. Self-Sufficient	3.6
38. Emotionally Stable	3.6
39. Energetic	3.5
40. Creative	3.5

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TABLE 9 (Continued)

Skill, Ability, or Other Characteristic	Mean Rating of Importance
41. Tolerant of Ambiguity	3.5
42. Persuasion	3.5
43. Teaching Ability	3.5
44. Response to Criticism	3.4
45. Performance/Conduct Counseling	3.4
46. Developmental Counseling	3.0
47. Economical	2.9
48. Public Speaking	2.9
49. Job Involved	2.8
50. Aggressive	2.6
51. Risk Taker	2.5

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Table 10

Factor Loadings of Skills, Abilities, and Other Characteristics

Skill, Ability, or Other Characteristic	Factor							
	1	2	3	4	5	6	7	8
Leadership	.17	.09	.07	.10	-.07	**.77**	.07	.01
Learning Ability	.15	.16	.04	.36	-.06	**.43**	.38	.02
Delegation	.10	.18	.02	.16	-.19	**.54**	.13	.16
Conflict Resolution	.21	**.51**	.08	.16	-.06	.44	.01	.21
Motivate Others	.25	.33	.12	.15	-.19	**.53**	-.06	.10
Written Communication	.11	.29	.06	**.78**	-.18	**.53**	.11	.05
Reading Ability	.22	.14	.01	**.71**	-.11	.11	.30	.12
Oral Communication	.26	.09	.07	**.65**	-.07	.19	.05	.22
Public Speaking	.04	.25	.28	**.66**	-.11	.00	-.08	-.02
Teaching Ability	.11	.37	.12	**.40**	-.13	.28	.18	.01
Persuasion	.12	.22	.31	**.41**	-.28	.20	-.15	.24
Decision Making	.19	.08	.13	.18	-.36	**.44**	**-.62**	.36
Stress Tolerance	.18	.18	.10	.12	-.18	.19	.15	**.63**
Teamwork	.21	**.43**	.12	.17	-.22	.07	.11	.32
Response to Criticism	.22	**.52**	.17	.22	-.18	.07	.11	.41
Non-Discriminatory	.37	**.54**	.04	.07	-.10	.24	.01	.25
Human Relations	**.40**	**.40**	.02	.12	-.16	.26	-.00	.33
Courage to Confront	.29	**.48**	.08	.14	-.23	.27	.11	.22
Coordination	.26	.27	.13	.15	**-.56**	.15	.08	.17
Planning	.19	.20	.14	.19	**-.73**	.10	.04	.10
Organizing	.20	.16	.06	.10	**-.75**	.15	.12	.11
Problem ID	.21	.34	.16	.14	**-.57**	.14	.13	.20
Economical	.15	**.57**	.22	.12	-.39	.02	.06	-.11
Dev. Counseling	.15	**.68**	.23	.16	-.33	.15	.10	-.05
Performance/Conduct Counseling	.20	**.64**	.10	.09	-.29	.23	.17	.05
Time Management	.18	.29	.10	.13	**-.41**	.15	.24	.22
Monitoring Work	.17	.31	.03	.11	-.39	.18	**.43**	.09
Flexible	.33	.09	.11	.11	-.29	.13	.17	.05
Self-Confident	**.49**	.05	.16	.10	-.20	.21	.27	.25
Thorough	**.49**	.12	.01	.15	-.24	.16	**.44**	.11
Honest	**.69**	.15	.04	.14	-.11	.11	-.02	.08
Self-Starter	**.57**	.04	.26	.13	-.30	.11	.16	.04
Responsible	**.70**	.06	.12	.12	-.25	.18	.10	.07
Dependable	**.68**	.02	.09	.12	-.27	.13	.21	.02
Achievement Oriented	**.48**	.17	.36	.07	-.28	.11	.27	-.02
Cooperative	**.59**	.26	.17	.10	-.15	.02	.29	.08

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Table 10 (Continued)

Skill, Ability, or Other Characteristic	Factor							
	1	2	3	4	5	6	7	8
Emphatic	.54	.45	.14	.06	-.07	.04	.20	.14
Technically Competent	.33	.05	.08	.11	-.12	.17	.53	.03
Fair	.60	.37	.04	.03	-.04	.19	.11	.11
Gets Facts Before Acts	.53	.36	.07	.16	-.08	.10	.22	.15
Tactful & Diplomatic	.52	.41	.15	.15	-.05	-.04	.17	.27
Realistic Self-Appraisal	.49	.39	.27	.11	-.09	.00	.21	.17
Self-Sufficient	.28	.11	.37	.06	-.05	-.09	.51	.15
Tolerant of Ambiguity	.22	.18	.36	.09	-.09	-.06	.48	.37
Energetic	.35	.21	.44	.08	-.16	.23	.43	.14
Creative	.32	.14	.48	.19	-.25	.02	.17	.14
Risk Taker	.07	.04	.76	.13	-.08	.06	-.11	.14
Aggressive	.05	.06	.78	.08	-.12	.08	.09	.03
Job Involved	.12	.18	.64	.03	-.05	.09	.22	-.06
Emotionally Stable	.37	.24	.43	.08	.04	.06	.07	.22
Trustworthy	.62	.19	.07	.10	-.06	.14	.00	.13

Note: Loading of .40 or greater are printed in bold type. Results obtained through use of a principal components factor analysis with VARIMAX rotation. Cutoff for selecting factors was eigenvalues greater than one.

- The fifth factor reflects a set of skills sometimes referred to as general management skills and includes Coordination, Planning, Organizing, Problem Identification, Time Management, and Monitoring Work.

- The sixth factor appears to measure SAOs considered leadership traits and includes Leadership, Delegation, Motivate Others, and Decision Making.

- The seventh factor is somewhat more ambiguous than the previous six factors. SAOs which load heavily on it include Thorough, Technically Competent, Self-Sufficient, Tolerant of Ambiguity, and Energetic. This is perhaps a general measure of the supervisor's competence.

- The last factor appears to measure the supervisor's reaction to stressful situations. SAOs loading highest on it are Stress Tolerance, Response to Criticism, and Flexible.

Carlyle (1986) reviewed the literature on first-line supervisors and presented 9 SAOs as important for job performance. These were oral communication, written communication, interpersonal relations, planning and organizing, monitoring others' work, decision making, leadership, initiative, and stress tolerance. Several of the SAOs found in her review are similar to the factors derived empirically in this project. A difference, however, is that this project found a "character" factor to be important to job performance.

CONCLUSIONS

Few supervisory knowledges are typically acquired before job entry. In only one case did a majority of the respondents indicate that a knowledge was acquired prior to being hired. Instead, knowledges are more often acquired within the first year that a supervisor works on the job.

A lengthy list of SAOs were found to be important to supervisory performance. Eight dimensions were found to underlie them: the supervisor's character, interpersonal skills, drive, communication skills, general management skills, leadership ability, competence, and ability to handle stress.

The data largely failed to support a conclusion that, based on performance of supervisory tasks, more than one type of first-line supervisor exists. Some support was found for distinguishing Wage supervisors from GS/GM supervisors. Wage supervisors perform more tasks concerning safety and the operation of equipment; however, in most other respects the groups are highly similar.

The supervisory tasks that first-line supervisors perform most are also the ones that they rate as most important for the job. Tasks supervisors spend relatively high amounts of time performing are those that have a direct impact on their subordinates' completion of the work at hand. Supervisors spend less time on tasks that tend to be more peripheral to the immediate work.

RECOMMENDATIONS

Decisions Must be Made About Which Knowledges to Use as Selection Criteria

Although several supervisory knowledges were identified as important for effective job performance, some may be inappropriate for use as selection criteria because they are not typically acquired before job entry. To make employment contingent upon the applicant's possession of them could eliminate most if not all candidates for some positions. Furthermore, as discussed in the Uniform Guidelines on Employee Selection (1978), it is not appropriate to select candidates for possession of knowledges which can be taught in a brief orientation or when new hires are expected to learn them on-the-job. It is recommended that the Army use the results of this study to help determine which knowledges to use as selection criteria and which knowledges to cover in supervisory training.

A Large Number of SAOs Should Be Considered as Criteria for Selection

Because SAOs were included in the survey only if workshop participants generally agreed they were important, it is recommended that all SAOs with the possible exception of Risk Taker, Aggressive, and Job Involved be considered as criteria for selection.

Linkage Workshops Should Be Conducted Prior to Development of Assessment Methods

As the first step in developing procedures to assess candidates' possession of the important KSAOs, it is recommended that a group of subject matter experts be convened to identify those KSAOs that are required in performing each of the important job tasks. This is a process called "linkage" and can be accomplished quickly and easily. It is a recommended for two reasons. First, for selection procedures to be content valid, the Uniform Guidelines on Employee Selection (1978) requires that there be evidence that the KSAOs they measure map onto individual job tasks. Second, when appropriate, it is desirable that assessment methods require job applicants to perform behaviors which resemble the actual behaviors they will perform on the job. For example, tests of reading ability might include passages from Army regulations, mission and function statements, or letters of recommendation. The linkage workshop will supply information that will be useful in devising realistic assessment methods.

Consideration Should Be Given to Using the Same Set of SAOs for all Supervisors

The data largely failed to uncover different types of first-line supervisors based on the performance of the supervisory tasks contained in the survey. Thus, it may be possible to use a single set of SAOs for all supervisors. It may also be possible to develop selection measures which

assess the eight dimensions rather than the 51 SAOs. Such a strategy would simplify the development and implementation of new selection procedures. However, to defend a claim of content validity for the new selection procedures, it is important that the individual SAOs constituting the dimensions (i.e., those loading .40 or greater) or the dimensions themselves be found to map back on the important job tasks when linkage workshops are performed.

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APPENDIX A

JOB ANALYSIS SURVEY

JOB ANALYSIS SURVEY

ARMY CIVILIAN FIRST-LINE SUPERVISORS

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Dear Colleague:

There have been a number of efforts in recent years to identify leader development requirements for commissioned and non-commissioned officers. The idea behind these efforts has been that if the Army knew what officers and NCOs actually did in their roles as leaders, it would be in a better position to select and/or train individuals who have the required capabilities. Until recently however there has been no comparable effort to identify these tasks and capabilities for DA civilians.

The attached survey is a critical step in the analysis of civilian first-line supervisor jobs in the Army. The job analysis is being done to systematically identify the important supervisory (non-technical) tasks that are performed by Army civilian first-line supervisors, and the knowledges, skills, abilities, and other characteristics (KSAOs) required for effective performance of critical first-line supervisory tasks. The information obtained will form the basis for recommended improvements to the procedures currently being used to select first-line supervisors.

The survey is being sent to a random sample of 4,000 first-line supervisors representing every Wage Grade (WG) and General Schedule (GS) job series in the Army. Responses to it will allow us to determine the major work activities of first-line supervisors and the KSAOs required for the effective performance of the tasks and activities.

This survey will take most people on the average approximately two hours to complete. It will be a worthwhile investment of your time since the information you provide will form the basis for any recommended improvements to the procedures being used to select first-line supervisors. You may be assured that no information of an individual nature will be provided to any Army supervisor or manager. Also, your responses will not influence your grade or job classification. The purpose of the analysis is to obtain accurate data on the type of work activities presently being performed by first-line supervisors. I urge you to give this survey your best effort and sincere professional support.

Please complete this survey as soon as possible at your workplace during regular work hours. After you have completed the survey, place the survey in the enclosed return envelope. It would help speed up the analysis of the results if you would complete your survey within 5 days. If you have been on leave or travel, please complete and return the survey as soon after your return as possible.

FOR THE DEPUTY CHIEF OF STAFF FOR PERSONNEL

Sincerely,

RAYMOND J. SUMSER
Director of Civilian Personnel

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PRIVACY ACT STATEMENT

Authority: 10 USC Sec 4503

Principal Purpose: The data collected with this form are to be used for research purposes only.

Routine Uses: This is an experimental personnel data collection form developed by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

Disclosure: Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no affect on individuals for not providing all or any part of the information.

WHAT'S IN THIS SURVEY?

First, this is a survey for <u>FIRST-LINE SUPERVISORS</u> only.

- If you <u>are</u> a first-line supervisor, continue reading the instructions below.

- If you <u>are not</u> a first-line supervisor, return this survey to the survey administrator.

- If you are <u>not sure</u> whether you are a first-line supervisor, ask your own supervisor. (He/she should be able to tell you.)

Second, the survey has 5 sections:

SECTION I: General background information — to help us understand the results better.

SECTION II: List of <u>supervisory</u> tasks — some will be part of your job, and some won't. We'll ask you to indicate those supervisory tasks that <u>are</u> part of your job so we can ask you some questions about them.

SECTION III: List of "knowledges" needed in <u>some</u> kinds of jobs. We'll ask you some questions about those things you need to know in <u>your</u> job.

SECTION IV: List of abilities, skills and other characteristics (ASOs) needed in <u>some</u> kinds of jobs. We'll ask you some questions about the ASOs you need in <u>your</u> job.

SECTION V: Some general questions about the kind of job you have and the environment in which you work.

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Third, there is some general information that relates to all five sections:

1. This is NOT a test. It is simply an effort to get a better handle on the kinds of tasks first-line supervisors are and are not called on to perform.

2. Your responses to this survey will NOT affect your classification, grade, promotion opportunities. etc., in any way. We came to you because you are the one who knows the most about the job you perform.

3. The survey will take most people about 2 hours to complete. But some will need more time, and some will need less.

   • Be sure to read all the tasks and KASOs in the survey.

   • Remember that some of the tasks will not be part of your job. We'd just like you to indicate those that are so we can ask you some questions about them.

   • Do not be concerned if there are tasks or KASOs that are not relevant to your position. This survey was designed to cover all Army civilian first-line supervisors. Thus, many of the tasks may be performed in other jobs.

   • Answer the questions only in terms of your own present job—not the job your subordinates or supervisors perform or the job you held at some earlier time.

   • Respond in terms of the job as you actually perform it—which is not necessarily the same as what is described in your position description, or as you think it should be performed.

   • If you have any questions, contact the survey administrator for your location.

4. When you have finished (and checked to be sure you haven't overlooked anything), please do the following:

   • Place the survey in the envelope that came with it;

   • Seal the envelope;

   • Sign your name across the flap; and

   • Return the signed envelope to the survey administrator for your location.

INSTRUCTIONS FOR MARKING

Your responses will be read by an optical mark reader. Please observe the following rules to assure that your answers will be correctly read.

   • Use only a soft lead pencil (a standard No. 2 pencil is ideal).
   • Make heavy marks that fill the oval.
   • Erase cleanly any answer you wish to change.
   • Make no stray markings of any kind. Please write any comments on the last page of the survey.

⟦ Use Soft Lead Pencil Only ⟧
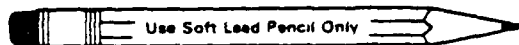
EXAMPLE:
   Will marks made with ball point pen or felt-tip pen be properly read?
   ◯ Yes   ● No

Please answer the following questions as completely as possible.

1. Name:

_____
Last   First   MI

2. What is your level of supervision? (Darken only one.)
   ○ Not a supervisor
   ○ Team Leader (not an officially designated supervisor)
   ○ First-line supervisor (directly supervise no other supervisors)
   ○ Second-line supervisor (directly supervise one or more first-line supervisors)
   ○ Above second-line (directly supervise one or more second-line supervisors)

IF YOU ARE NOT A FIRST-LINE SUPERVISOR, PLEASE RETURN THIS SURVEY TO THE SURVEY ADMINISTRATOR.

3. What is your present job series? (Write in the number of your job series, and darken the appropriate ovals.) In the example, this supervisor is a 334, so he/she wrote in "0334" and darkened the appropriate ovals under each number.

EXAMPLE

| 0 | 3 | 3 | 4 |

WRITE IN YOUR JOB SERIES NUMBER HERE

4. What is your present pay system?
   ○ WG
   ○ WS
   ○ GS
   ○ GM

5. What is your present grade level?
   ○ 01   ○ 09
   ○ 02   ○ 10
   ○ 03   ○ 11
   ○ 04   ○ 12
   ○ 05   ○ 13
   ○ 06   ○ 14
   ○ 07   ○ 15
   ○ 08

6. How long have you been a civilian employee of the Department of the Army?
   ○ Less than 6 months
   ○ 6 months to less than 1 year
   ○ 1 year to less than 3 years
   ○ 3 years to less than 5 years
   ○ 5 years to less than 10 years
   ○ 10 years or more

7. Were you ever on active duty in the military?
   ○ YES
   ○ NO

8. How long have you been a first-line supervisor in your present JOB SERIES and GRADE LEVEL at your PRESENT LOCATION (fort, post, or installation)?
   ○ Less than 6 months
   ○ 6 months to less than 1 year
   ○ 1 year to less than 3 years
   ○ 3 years to less than 5 years
   ○ 5 years to less than 10 years
   ○ 10 years or more

9. In total, how long have you been a Department of the Army first-line supervisor?
   ○ Less than 6 months
   ○ 6 months to less than 1 year
   ○ 1 year to less than 3 years
   ○ 3 years to less than 5 years
   ○ 5 years to less than 10 years
   ○ 10 years or more

10. Did you have to move to a different installation to take your present job as a first-line supervisor?
   ○ YES
   ○ NO

11. **Were you previously part of the work group for which you are now the first-line supervisor?**
   - ○ YES
   - ○ NO

12. **Before you became a first-line supervisor, were you officially designated as a group/team leader?**
   - ○ YES
   - ○ NO

13. **For how many of each of the following types of employees are you officially designated as the direct first-line supervisor? Do not count seasonal or summer employees. (Write in the number and darken the appropriate oval. If you don't supervise a type of employee shown below, write in and darken "00" for that category.)**

	CIVILIAN		MILITARY	
	WG	GS&GM	ENLISTED	OFFICERS

14. **Is your immediate supervisor civilian or military?**
   - ○ Civilian
   - ○ Military

15. **What is your major command or activity? (Darken only one.)**
   - ○ Eighth US Army (Korea)
   - ○ Army Materiel Command
   - ○ Military Traffic Management Command
   - ○ US Army Military District of Washington
   - ○ US Army, Europe & Seventh Army
   - ○ US Army Forces Command
   - ○ US Army Health Services Command
   - ○ US Army Information Systems Command
   - ○ US Army Intelligence & Security Command
   - ○ US Army, Japan
   - ○ US Army Recruiting Command
   - ○ US Army Training and Doctrine Command
   - ○ US Army Western Command
   - ○ US Army Military Academy
   - ○ HQDA
   - ○ US Army Corps of Engineers
   - ○ Others, please specify

   [ ]

   - ○ Don't Know

16. **What is the organizational level of your current assignment? (Darken only one.)**
   - ○ Department of Defense
   - ○ Joint Activity
   - ○ Department of Army
   - ○ Major Army Command
   - ○ Major Sub-Command/Numbered Unit/School/ Center
   - ○ Intermediate Command
   - ○ Activity/Facility/Office
   - ○ Installation (Post/Camp/Station)
   - ○ Don't Know

17. **What is your sex?**
   - ○ MALE
   - ○ FEMALE

18. **Are you of Hispanic origin? (Hispanic is defined as a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.)**
   - ○ YES
   - ○ NO

19. **In which racial category are you?**
   - ○ American Indian or Alaskan Native: A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.
   - ○ Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, and Samoa.
   - ○ Black: A person having origins in any of the black racial groups of Africa.
   - ○ White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
   - ○ Other, please specify

   [ ]

20. **What is the HIGHEST LEVEL OF EDUCATION that you have attained? (Darken only one.)**
   - ○ Less than high school diploma
   - ○ High School diploma or equivalency
   - ○ Some college
   - ○ Associate's degree
   - ○ Bachelor's degree
   - ○ Bachelor's degree plus some graduate credits
   - ○ Master's degree
   - ○ Master's degree plus some graduate credits
   - ○ Doctorate
   - ○ Other, please specify

   [ ]

SECTION II JOB TASKS

This section contains a list of supervisory tasks. The range of tasks is very broad; first-line supervisors from every General Schedule (GS) and Wage Grade (WG) job series are responding to this survey. It is important that you carefully read each item. Do not be concerned if you see many tasks that you do not perform. It is unlikely that any first-line supervisor performs every task in this survey.

Step One

Read each task and decide if you have performed it within the last year. If you recently became a supervisor (i.e., for less than a year) then base your decision on the months you have been in your supervisory position. If you performed the task, darken the oval in the YES column under PART OF JOB. If not, darken the oval in the NO column under PART OF JOB. Think of your job as you actually perform it, not as a position description or as others say it should be performed.

YOU SHOULD MARK "YES" ONLY TO TASKS YOU PERSONALLY DO, NOT TASKS DONE BY YOUR SUBORDINATES OR YOUR OWN SUPERVISOR.

Go through the entire list of tasks in this way. Do not pay any attention to the columns marked RELATIVE TIME SPENT and RELATIVE IMPORTANCE until you have identified all of the tasks you have performed. If there are additional supervisory tasks that you performed as part of your job, please write them in the spaces provided at the end of this section on page 15.

Step Two

After you have indicated which of the tasks are part of your job, go back to the beginning of the list (page 9) and complete the RELATIVE TIME SPENT and RELATIVE IMPORTANCE sections according to the following directions:

1. Complete these two judgments ONLY for those tasks that you have indicated are a part of your job.

2. For each task you have performed, consider the amount of time you spent on it relative to the time you spent on all of the other tasks that are a part of your job. Using the scale definitions below, darken the oval in the column of the RELATIVE TIME SPENT section that best describes the relative time you spent on a task compared to all the other tasks that are a part of your job.

   1. MUCH LESS time spent on this task compared to other tasks that are a part of your job.

   2. SOMEWHAT LESS time spent on this task compared to other tasks that are a part of your job.

   3. ABOUT THE SAME amount of time spent on this task compared to other tasks that are a part of your job.

   4. SOMEWHAT MORE time spent on this task compared to other tasks that are a part of your job.

   5. MUCH MORE time spent on this task compared to other tasks that are a part of your job.

3. Next, consider how important each task is for doing your job properly. One way to think about importance is in terms of consequences of error. In general, the more serious the consequences of an error or non-performance, the more important a task is to your job. Using the scale definition on the next page, darken the oval in the column of the RELATIVE IMPORTANCE section that best describes the relative importance of each task compared to all the other tasks that are a part of your job.

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1. **MUCH LESS** important than other tasks that are a part of your job.

2. **SOMEWHAT LESS** important than other tasks that are a part of your job.

3. **ABOUT THE SAME** importance as other tasks that are a part of your job.

4. **SOMEWHAT MORE** important than other tasks that are a part of your job.

5. **MUCH MORE** important than other tasks that are a part of your job.

Do both **RELATIVE TIME SPENT** and **RELATIVE IMPORTANCE** ratings for each item at the same time.

EXAMPLE

An example of how one first-line supervisor responded to two tasks is shown below:

TASKS	PART OF JOB?		RELATIVE TIME SPENT	RELATIVE IMPORTANCE
	YES	NO	MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE	MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE
1. Identify changes in position duties/requirements.	●	Ⓝ	● ② ③ ④ ⑤	① ● ③ ④ ⑤
2. Interview candidates for vacant positions.	Ⓨ	●	① ② ③ ④ ⑤	① ② ③ ④ ⑤

Step One

Task 1 is part of this first-line supervisor's job so the oval for "YES" under **PART OF JOB?** has been darkened.

Task 2 was not performed by this first-line supervisor during the past year so the oval for "NO" under **PART OF JOB?** has been darkened.

Step Two

After reading all of the tasks, and deciding which tasks were and were not part of his/her job, this first-line supervisor returned to the beginning of the list to make **RELATIVE TIME SPENT** and **RELATIVE IMPORTANCE** ratings.

> **MUCH LESS TIME** is spent on this task compared to other tasks performed by this supervisor; therefore, the "1" in the **RELATIVE TIME SPENT** column has been darkened. The "2" in the **RELATIVE IMPORTANCE** column has been darkened to indicate that this task is **SOMEWHAT LESS IMPORTANT** than other tasks that are a part of this first-line supervisor's job.

> Since Task 2 was not performed during the past year, the **RELATIVE TIME SPENT** and **RELATIVE IMPORTANCE** columns have been left blank.

Remember, read each task carefully and darken the oval if it is something you have performed during the past year. Do this for all tasks before returning to the beginning of the list to make the **RELATIVE TIME SPENT** and **RELATIVE IMPORTANCE** ratings for those tasks you do perform.

JOB TASKS

	PART OF JOB?		RELATIVE TIME SPENT	RELATIVE IMPORTANCE
PERSONAL STAFFING	YES	NO	MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE	MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE
1. Identify requirements and hiring criteria for position vacancies (e.g., skills and knowledges, SKAP/ACCES elements, crediting plans).	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
2. Initiate requests (SF-52) for recruitment or other staffing actions.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
3. Recruit/interview candidates at high schools or college campuses or conferences or job fairs, etc.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
4. Review candidates' qualification summaries (e.g., resumes, DA 2302, SF 171, 201 files, performance ratings, SKAP/ACCES)	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
5. Interview candidates for vacant positions	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
6. Check with references concerning candidates' background.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
7. Participate as a member on selection boards/panels.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
8. Recommend candidates for vacant position to the next level of supervision.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
9. Select candidates for vacant position.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
10. Justify in writing the selection/non-selection of candidates.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
POSITION MANAGEMENT				
11. Justify the need for current/new positions.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
12. Review subordinates' job descriptions for accuracy.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
13. Identify changes in position duties/requirements.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
14. Develop revisions to job descriptions.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
15. Request that positions be audited or reviewed by the Civilian Personnel Office (CPO).	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
16. Establish upward mobility, intern, co-op student positions, etc.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
17. Identify/restructure vacant positions that can be filled at lower grade levels with promotion potential to full level.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
18. Justify retaining grade level of vacant positions.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
19. Obtain and provide information for manpower surveys and studies (e.g., Schedule X, Efficiency Reviews, Commercial Activities Review).	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
20. Develop/provide input to Table of Distribution and Allowances (TDAs).	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
21. Adjust the composition of workforce (e.g., number of part time vs full time, low vs high grade) to satisfy TDA while maximizing work group productivity.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
EQUAL EMPLOYMENT OPPORTUNITY (EEO)				
22. Coordinate with EEO office to determine if unit contains a representative number of minorities and women.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
23. Review own personnel practices (e.g., recruitment, selection, employee development, complaints resolution, workload distribution) to identify areas requiring affirmative action.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
24. Revise own personnel practices (e.g., recruitment, selection, employee development, complaints resolution, workload distribution) to achieve affirmative action.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
25. Take appropriate actions to minimize/eliminate discriminatory attitudes/behaviors of subordinates toward each other.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
26. Follow EEO procedures in response to EEO complaints.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
27. Participate in EEO/Affirmative Action conferences or workshops.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
28. Encourage subordinates to participate in Black History Month, Federal Women's Program, Hispanic Week, etc.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤

	PART OF JOB?		RELATIVE TIME SPENT	RELATIVE IMPORTANCE
MANAGING THE WORKFORCE	YES	NO	MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE	MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE
29. Evaluate subordinates' suitability for promotion (e.g., local merit, SKAP/ACCES).	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
30. Develop subordinates' performance standards.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
31. Review performance standards with subordinates.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
32. Formally review and evaluate job performance of subordinates.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
33. Provide informal feedback to subordinates concerning their performance.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
34. Complete written performance appraisals for civilian subordinates.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
35. Complete/provide input to Officer Efficiency Report (OER)	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
36. Complete/provide input to Enlisted Evaluation Report (EER).	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
37. Review subordinates' performance ratings with approving official prior to reviewing ratings with subordinates.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
38. Review performance ratings with subordinates.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
39. Evaluate probationary employees to determine suitability for permanent status.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
40. Evaluate trainees (e.g., interns, upward mobility) for target grade promotion.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
41. Confer with staff from Management Employee Relations (MER) prior to taking actions on subordinates.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
42. Counsel subordinates about how to improve performance.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
43. Counsel subordinates about absences, tardiness, behavioral problems.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
44. Document subordinates' poor performance.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
45. Document subordinates' unauthorized absences, tardiness, or behavioral problems	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
46. Provide subordinates with written guidelines on how to improve performance.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
47. Inform chain of command of performance problems with military subordinates.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
48. Inform chain of command of conduct/behavioral problems (e.g., absences, tardiness) with military subordinates.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
49. Determine if adverse actions (e.g., suspension, removal) should be taken because of poor performance.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
50. Determine if formal disciplinary steps should be taken in response to conduct/behavioral problems (e.g., absences, tardiness).	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
51. Initiate adverse actions (e.g., suspension, removal) for subordinates whose performance is below acceptable levels.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
52. Deny within grade increase to subordinates whose performance is below acceptable levels.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
53. Write letters of reprimand.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
54. Detect/recognize personal problems of subordinates (e.g., drugs, alcohol, financial, family) that affect their job performance.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
55. Offer to assist subordinates with personal problems that affect their job performance	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
56. Discuss with subordinates personal problems that affect their job performance.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
57. Refer subordinates with personal problems affecting their job performance for assistance.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
58. Nominate subordinates for formal honors or awards.	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤
59. Present on-the-spot cash awards to subordinates from discretionary funds	Ⓨ	Ⓝ	①②③④⑤	①②③④⑤

	PART OF JOB?		RELATIVE TIME SPENT	RELATIVE IMPORTANCE
MANAGING THE WORKFORCE (Contd.)	YES	NO	MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE	MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE
60. Establish rewards or incentives to motivate subordinates (e.g., certificate of achievement, employee of the month).	Y	N	①②③④⑤	①②③④⑤
61. Praise subordinates for effective job performance.	Y	N	①②③④⑤	①②③④⑤
62. Write letters of appreciation/commendation for subordinates.	Y	N	①②③④⑤	①②③④⑤
63. Motivate subordinates.	Y	N	①②③④⑤	①②③④⑤
64. Recognize and take steps to correct morale problems.	Y	N	①②③④⑤	①②③④⑤
65. Encourage subordinates to perform their jobs to the best of their ability.	Y	N	①②③④⑤	①②③④⑤
66. Foster/develop a positive work environment that will serve to motivate subordinates.	Y	N	①②③④⑤	①②③④⑤
67. Foster/develop a positive working relationship between civilian and military subordinates.	Y	N	①②③④⑤	①②③④⑤
68. Set an example for subordinates to follow.	Y	N	①②③④⑤	①②③④⑤
TRAINING AND DEVELOPMENT				
69. Develop Individual Development Plans (IDPs) with subordinates.	Y	N	①②③④⑤	①②③④⑤
70. Develop training plans for subordinates in special employment programs (e.g., apprentices, co-op students, interns, upward mobility, veterans, re-adjustment employees).	Y	N	①②③④⑤	①②③④⑤
71. Identify training needed by subordinates.	Y	N	①②③④⑤	①②③④⑤
72. Complete training needs survey.	Y	N	①②③④⑤	①②③④⑤
73. Determine if currently available training programs meet subordinates needs.	Y	N	①②③④⑤	①②③④⑤
74. Identify available training/developmental opportunities for subordinates.	Y	N	①②③④⑤	①②③④⑤
75. Inform subordinates of training/development opportunities.	Y	N	①②③④⑤	①②③④⑤
76. Nominate subordinates to receive training.	Y	N	①②③④⑤	①②③④⑤
77. Designate subordinates to receive cross-training.	Y	N	①②③④⑤	①②③④⑤
78. Provide cross-training for subordinates.	Y	N	①②③④⑤	①②③④⑤
79. Design on-the-job training programs.	Y	N	①②③④⑤	①②③④⑤
80. Provide on-the-job training.	Y	N	①②③④⑤	①②③④⑤
81. Instruct subordinates on how to use new equipment.	Y	N	①②③④⑤	①②③④⑤
82. Document effectiveness of training attended by subordinates (e.g., complete DD 1556).	Y	N	①②③④⑤	①②③④⑤
83. Evaluate long term effectiveness of training attended by subordinates.	Y	N	①②③④⑤	①②③④⑤
84. Assign experienced employee(s) to train new workers.	Y	N	①②③④⑤	①②③④⑤
85. Provide career development counseling to subordinates.	Y	N	①②③④⑤	①②③④⑤
86. Justify need for non-government sources of training.	Y	N	①②③④⑤	①②③④⑤
87. Ensure subordinates are free for PT, training, etc.	Y	N	①②③④⑤	①②③④⑤
EMPLOYEE-MANAGEMENT COMMUNICATIONS				
88. Provide orientation to new employees.	Y	N	①②③④⑤	①②③④⑤
89. Inform higher management of employees' views and concerns.	Y	N	①②③④⑤	①②③④⑤
90. Inform subordinates of management objectives, decisions, and views.	Y	N	①②③④⑤	①②③④⑤
91. Ask second-line supervisor or above for help or advice with work-related problems.	Y	N	①②③④⑤	①②③④⑤
92. Inform second-line supervisor or above when problems arise which will delay completion of work.	Y	N	①②③④⑤	①②③④⑤

	PART OF JOB?		RELATIVE TIME SPENT	RELATIVE IMPORTANCE
	YES	NO	MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE	MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE

EMPLOYEE-MANAGEMENT COMMUNICATIONS (Contd.)

	YES	NO	TIME	IMPORTANCE
93. Encourage subordinates to participate in productivity improvement programs (e.g., suggestion, cost-reduction, quality assurance, quality circles).	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
94. Explain personnel policies and procedures to subordinates.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
95. Explain administrative policies and procedures to subordinates (e.g., TDY, work hours, leave).	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
96. Explain local installation policies and procedures to subordinates.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
97. Explain military policies and procedures to civilian supervisors and/or subordinates.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
98. Explain civilian policies and procedures to military supervisors and/or military subordinates.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
99. Conduct staff meetings	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
100. Conduct meetings with subordinates at beginning of their shift.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
101. Involve subordinates in decision-making or planning processes.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
102. Participate in staff meetings, conferences, etc.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
103. Inform subordinates of impending changes in policies or procedures.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
104. Communicate with union representatives/stewards.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
105. Communicate with EEO counselors.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
106. Inform second-line supervisor or above of your subordinates' accomplishments.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
107. Answer subordinates' questions concerning position vacancy announcements.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
108. Answer subordinates' questions concerning their non-selection for vacant positions.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤

ADMINISTRATIVE DUTIES

	YES	NO	TIME	IMPORTANCE
109. Write or keep records/logs (e.g., suspense dates, work status sheets, project logs, work orders).	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
110. Request TDY for your subordinates.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
111. Recommend/approve TDY for your subordinates	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
112. Review subordinates' travel itineraries.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
113. Review and approve subordinates' travel vouchers.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
114. Review and approve subordinates' trip reports.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
115. Complete accident reports.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
116. Complete workers' compensation forms.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
117. Follow grievance procedures in response to grievances.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
118. Request/justify comp time or overtime for subordinates.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
119. Approve comp time or overtime for subordinates.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
120. Coordinate annual leave/vacation schedules for subordinates.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
121. Determine causes of subordinates' repeated absences/tardiness.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
122. Approve/disapprove requests for absences and leave.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
123. Write policies and procedures (e.g., SOP).	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
124. Complete subordinates' time cards and overtime sheets.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
125. Certify time sheets/time cards.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
126. Read memos, newsletters, regulations, journals, etc., to keep up with developments related to supervision.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
127. Read/research regulations pertaining to personnel management and administrative procedures.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
128. Review personnel records and reports (e.g., time and attendance, sick leave, overtime) for accuracy and potential abuses (e.g., excessive tardiness, sick leave).	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤
129. Provide job references for subordinates.	Y	N	① ② ③ ④ ⑤	① ② ③ ④ ⑤

	PART OF JOB?		RELATIVE TIME SPENT					RELATIVE IMPORTANCE				
	YES	NO	MUCH LESS	SOMEWHAT LESS	ABOUT THE SAME	SOMEWHAT MORE	MUCH MORE	MUCH LESS	SOMEWHAT LESS	ABOUT THE SAME	SOMEWHAT MORE	MUCH MORE

ADMINISTRATIVE DUTIES (Contd.)

	PART OF JOB?		RELATIVE TIME SPENT					RELATIVE IMPORTANCE				
130. Enforce smoking/non-smoking regulations.	Y	N	1	2	3	4	5	1	2	3	4	5
131. Assign work space to subordinates.	Y	N	1	2	3	4	5	1	2	3	4	5
132. Allocate supplies or equipment to subordinates.	Y	N	1	2	3	4	5	1	2	3	4	5
133. Participate as a member on applicant evaluation boards (e.g., local merit promotion or SKAP panels).	Y	N	1	2	3	4	5	1	2	3	4	5

SAFETY

	PART OF JOB?		RELATIVE TIME SPENT					RELATIVE IMPORTANCE				
134. Instruct personnel in the use of safety equipment.	Y	N	1	2	3	4	5	1	2	3	4	5
135. Instruct personnel in the observance of safety regulations.	Y	N	1	2	3	4	5	1	2	3	4	5
136. Investigate work-related accidents.	Y	N	1	2	3	4	5	1	2	3	4	5
137. Conduct safety tests on equipment.	Y	N	1	2	3	4	5	1	2	3	4	5
138. Request safety tests on equipment.	Y	N	1	2	3	4	5	1	2	3	4	5
139. Inspect work area for safety hazards.	Y	N	1	2	3	4	5	1	2	3	4	5
140. Ensure that safety hazards are addressed.	Y	N	1	2	3	4	5	1	2	3	4	5
141. Conduct safety meetings.	Y	N	1	2	3	4	5	1	2	3	4	5
142. Instruct personnel in the proper handling of hazardous materials.	Y	N	1	2	3	4	5	1	2	3	4	5
143. Instruct personnel how to use work equipment safely.	Y	N	1	2	3	4	5	1	2	3	4	5
144. Inspect safety equipment.	Y	N	1	2	3	4	5	1	2	3	4	5
145. Enforce safety programs and procedures.	Y	N	1	2	3	4	5	1	2	3	4	5
146. Report accidents.	Y	N	1	2	3	4	5	1	2	3	4	5
147. Document safety violations.	Y	N	1	2	3	4	5	1	2	3	4	5

MANAGING WORK AND OPERATIONS

	PART OF JOB?		RELATIVE TIME SPENT					RELATIVE IMPORTANCE				
148. Determine the supplies, parts, equipment, or tools needed to accomplish work.	Y	N	1	2	3	4	5	1	2	3	4	5
149. Determine if supplies, parts, equipment or tools are available to accomplish work.	Y	N	1	2	3	4	5	1	2	3	4	5
150. Request/order supplies, parts, equipment or tools required to accomplish work.	Y	N	1	2	3	4	5	1	2	3	4	5
151. Receive/verify receipt of supplies, parts, equipment or tools.	Y	N	1	2	3	4	5	1	2	3	4	5
152. Schedule subordinates' work hours.	Y	N	1	2	3	4	5	1	2	3	4	5
153. Revise work schedules to adjust for subordinates' vacations, retirements, leaves of absence, attendance at training, etc.	Y	N	1	2	3	4	5	1	2	3	4	5
154. Revise work schedule to meet changes in the demands for unit's products or services.	Y	N	1	2	3	4	5	1	2	3	4	5
155. Consult with off-going supervisor about shift conditions.	Y	N	1	2	3	4	5	1	2	3	4	5
156. Check equipment to assure it is working properly.	Y	N	1	2	3	4	5	1	2	3	4	5
157. Request repairs on down equipment.	Y	N	1	2	3	4	5	1	2	3	4	5
158. Schedule preventive maintenance on equipment.	Y	N	1	2	3	4	5	1	2	3	4	5
159. Develop internal controls to minimize waste, fraud or abuse.	Y	N	1	2	3	4	5	1	2	3	4	5
160. Implement internal controls to minimize waste, fraud or abuse.	Y	N	1	2	3	4	5	1	2	3	4	5
161. Assess internal controls designed to minimize waste, fraud or abuse.	Y	N	1	2	3	4	5	1	2	3	4	5
162. Account for hand receipt equipment on the survey list.	Y	N	1	2	3	4	5	1	2	3	4	5
163. Report missing tools/equipment.	Y	N	1	2	3	4	5	1	2	3	4	5
164. Brief upper management on progress of work or project activities.	Y	N	1	2	3	4	5	1	2	3	4	5
165. Brief subordinates on progress of work or project activities.	Y	N	1	2	3	4	5	1	2	3	4	5
166. Delegate authority to work leader or other subordinates.	Y	N	1	2	3	4	5	1	2	3	4	5
167. Assess/verify accuracy of facts, statements, or complaints by others before they become part of a record or a basis for action.	Y	N	1	2	3	4	5	1	2	3	4	5
168. Resolve work-related complaints, conflicts or disputes among subordinates.	Y	N	1	2	3	4	5	1	2	3	4	5

		PART OF JOB?		RELATIVE TIME SPENT	RELATIVE IMPORTANCE
		YES	NO	MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE	MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE

MANAGING WORK AND OPERATIONS (Contd.)

#	Item	YES	NO	TIME	IMPORTANCE
169.	Resolve work-related conflicts between your subordinates and people in other offices.	①	②	①②③④⑤	①②③④⑤
170.	Monitor/evaluate work performed for the Army by outside vendors or contractors.	①	②	①②③④⑤	①②③④⑤
171.	Keep up-to-date on union contracts or activities	①	②	①②③④⑤	①②③④⑤
172.	Monitor compliance with union agreements.	①	②	①②③④⑤	①②③④⑤
173.	Establish work priorities and deadlines to meet milestones	①	②	①②③④⑤	①②③④⑤
174.	Develop plans to achieve goals or milestones.	①	②	①②③④⑤	①②③④⑤
175.	Implement plans to achieve goals or milestones	①	②	①②③④⑤	①②③④⑤
176.	Evaluate program/project status or progress	①	②	①②③④⑤	①②③④⑤
177.	Assign work to subordinates	①	②	①②③④⑤	①②③④⑤
178.	Assign work priorities and deadlines to subordinates	①	②	①②③④⑤	①②③④⑤
179.	Explain work assignments to subordinates	①	②	①②③④⑤	①②③④⑤
180.	Review subordinates' work when in progress.	①	②	①②③④⑤	①②③④⑤
181.	Review and approve subordinates' work upon completion	①	②	①②③④⑤	①②③④⑤
182.	Represent your subordinates during their absence	①	②	①②③④⑤	①②③④⑤
183.	Represent your immediate supervisor during his/her absence.	①	②	①②③④⑤	①②③④⑤
184.	Evaluate work requests to determine if work can be accomplished and is within the mission of the unit.	①	②	①②③④⑤	①②③④⑤
185.	Determine when work should be performed in-house and when to contract work out	①	②	①②③④⑤	①②③④⑤
186.	Participate in writing mission and function statements.	①	②	①②③④⑤	①②③④⑤
187.	Monitor/update mission and function statements	①	②	①②③④⑤	①②③④⑤
188.	Communicate with other supervisors in your organization to improve operations.	①	②	①②③④⑤	①②③④⑤
189.	Communicate with members of other organizations to improve operations.	①	②	①②③④⑤	①②③④⑤
190.	Integrate the work of several subordinates to create a final product.	①	②	①②③④⑤	①②③④⑤

PLANNING/BUDGETING/EXECUTING

#	Item	YES	NO	TIME	IMPORTANCE
191.	Project resources (e.g., personnel, equipment, training, TDY) required on an annual basis so budgets can be determined	①	②	①②③④⑤	①②③④⑤
192.	Allocate/reallocate budget resources among different work/projects.	①	②	①②③④⑤	①②③④⑤
193.	Justify allocation of budget resources for work/projects.	①	②	①②③④⑤	①②③④⑤
194.	Develop internal work group operating budgets from allocations received.	①	②	①②③④⑤	①②③④⑤
195.	Estimate financial resources required to complete projects.	①	②	①②③④⑤	①②③④⑤
196.	Monitor currently available financial resources.	①	②	①②③④⑤	①②③④⑤
197.	Monitor long-term availability of financial resources.	①	②	①②③④⑤	①②③④⑤
198.	Negotiate with others to obtain personnel, equipment, materials or financial resources to accomplish mission.	①	②	①②③④⑤	①②③④⑤
199.	Monitor use of overtime, travel funds, training funds, incentive rewards, etc. to ensure that spending keeps within budgetary constraints.	①	②	①②③④⑤	①②③④⑤
200.	Assess the impact of future workload on staffing requirements.	①	②	①②③④⑤	①②③④⑤
201.	Assess the impact of mission changes on workload and staffing requirements	①	②	①②③④⑤	①②③④⑤
202.	Arrange for support from other offices or activities	①	②	①②③④⑤	①②③④⑤
203.	Survey customers/users to estimate future workload	①	②	①②③④⑤	①②③④⑤
204.	Survey customers/users to assess quality of services provided.	①	②	①②③④⑤	①②③④⑤
205.	Estimate unit's short-range workload	①	②	①②③④⑤	①②③④⑤
206.	Estimate unit's long-range workload	①	②	①②③④⑤	①②③④⑤
207.	Estimate time required to complete projects	①	②	①②③④⑤	①②③④⑤

	PART OF JOB?		RELATIVE TIME SPENT					RELATIVE IMPORTANCE				
	YES	NO	MUCH LESS	SOMEWHAT LESS	ABOUT THE SAME	SOMEWHAT MORE	MUCH MORE	MUCH LESS	SOMEWHAT LESS	ABOUT THE SAME	SOMEWHAT MORE	MUCH MORE

PLANNING/BUDGETING/EXECUTING (Contd.)

	YES	NO	①	②	③	④	⑤	①	②	③	④	⑤
208. Assess impact of new technology on work group.	Ⓨ	Ⓝ										
209. Assess efficiency of work operations.	Ⓨ	Ⓝ										
210. Develop plans for improving work operations	Ⓨ	Ⓝ										
211. Implement plans for improving work operations.	Ⓨ	Ⓝ										
212. Justify the need for retaining allocated supplies or equipment for subordinates.	Ⓨ	Ⓝ										
213. Justify the need for retaining allocated work space for subordinates.	Ⓨ	Ⓝ										

SECURITY CONCERNS

	YES	NO	①	②	③	④	⑤	①	②	③	④	⑤
214. Explain security policies and procedures to subordinates	Ⓨ	Ⓝ										
215. Determine sensitivity of positions for security purposes.	Ⓨ	Ⓝ										
216. Request security clearances for subordinates	Ⓨ	Ⓝ										
217. Review subordinates Personal History Statement (i.e., DD 398).	Ⓨ	Ⓝ										
218. Maintain privacy/security of personnel information in accordance with the Freedom of Information/Privacy Act.	Ⓨ	Ⓝ										
219. Develop SOP in accordance with security regulations.	Ⓨ	Ⓝ										
220. Implement SOP in accordance with security regulations	Ⓨ	Ⓝ										
221. Notify appropriate personnel (e.g., security officer, Military Intelligence) of suspected security risks or violations.	Ⓨ	Ⓝ										
222. Report document security violations	Ⓨ	Ⓝ										
223. Monitor the physical security of the work area.	Ⓨ	Ⓝ										
224. Conduct security training meetings	Ⓨ	Ⓝ										
225. Maintain records of subordinates' attendance at security meetings	Ⓨ	Ⓝ										
226. Identify changes in job requirements which require that subordinates clearance be upgraded or downgraded	Ⓨ	Ⓝ										

If you perform any additional supervisory tasks, please list them below and make your ratings on the RELATIVE TIME SPENT and RELATIVE IMPORTANCE scales.

	YES	NO	①	②	③	④	⑤	①	②	③	④	⑤
227. _____	Ⓨ	Ⓝ										
228. _____	Ⓨ	Ⓝ										
229. _____	Ⓨ	Ⓝ										
230. _____	Ⓨ	Ⓝ										
231. _____	Ⓨ	Ⓝ										
232. _____	Ⓨ	Ⓝ										
233. _____	Ⓨ	Ⓝ										
234. _____	Ⓨ	Ⓝ										

NOTE: If you have just completed Step One, go to page 7 for the directions for Step Two. If you have just completed Step Two, you have finished the task ratings. Now, please answer questions 1 and 2 on the next page.

1. The tasks that you just rated cover the SUPERVISORY aspects of your job. We recognize that in your present position, there may be more to your job than the tasks listed in this section. Specifically, there are tasks that you may perform that are related to your job series. Think about the supervisory aspects of your job AND the non-supervisory aspects and answer the following question:

   Over the past year, approximately what percentage of your time HAS BEEN SPENT performing the supervisory aspects of your job?

   ○ 0%-10%
   ○ 11%-20%
   ○ 21%-30%
   ○ 31%-40%
   ○ 41%-50%
   ○ 51%-60%
   ○ 61%-70%
   ○ 71%-80%
   ○ 81%-90%
   ○ 91%-100%

2. In your present position, what percentage of your time do you think you SHOULD be spending performing the supervisory aspects of your job?

   ○ 0%-10%
   ○ 11%-20%
   ○ 21%-30%
   ○ 31%-40%
   ○ 41%-50%
   ○ 51%-60%
   ○ 61%-70%
   ○ 71%-80%
   ○ 81%-90%
   ○ 91%-100%

Go on to Section III on the following page.

SECTION III KNOWLEDGES

This section contains a list of knowledges that you may need to perform the supervisory part of your job. This survey is being completed by first-line supervisors who hold a broad range of jobs. Therefore, do not be concerned if some of the knowledges do not apply to your present position. It is unlikely that any first-line supervisor requires every knowledge listed in this survey.

It is possible that in a previous position you may have required a high level of some of the knowledges but do not require those knowledges to be effective in your present position. For this survey, it is important that you respond only in terms of your **PRESENT POSITION**, not previous supervisory or non-supervisory positions which you held or might know about.

Step One

Read each knowledge and decide if it is required to perform the supervisory aspect of your job. If the knowledge is required, darken the oval in the **YES** column under **IS KNOWLEDGE REQUIRED?** If not, darken the oval in the **NO** column under **IS KNOWLEDGE REQUIRED?**

MARK ONLY THOSE KNOWLEDGES THAT YOU PERSONALLY REQUIRE, NOT KNOWLEDGES REQUIRED BY YOUR SUBORDINATES, YOUR OWN SUPERVISOR, OR OTHER FIRST-LINE SUPERVISORS.

Go through the entire list of knowledges in this way. Do not pay any attention to the columns marked **AMOUNT OF UNDERSTANDING REQUIRED** and **WHEN USUALLY ACQUIRED** until you have identified all the knowledges required of your job. If there are additional supervisory (non-technical) knowledges that are important for your present position, please write them in the spaces provided at the end of this section of page 20.

Step Two

After you have indicated which knowledges are required for your job, go back to the beginning of the list (page 19) and complete the **AMOUNT OF UNDERSTANDING REQUIRED** and **WHEN USUALLY ACQUIRED** ratings for the **KNOWLEDGES**.

1. Complete these two judgments **ONLY** for those knowledges that you have indicated are required for your job.

2. For each knowledge that is required, consider how much of an understanding is required for successfully performing your supervisory responsibilities. Using the scale definitions below, darken the oval in the column of the **AMOUNT OF UNDERSTANDING REQUIRED** section that best describes the amount of each knowledge required for successfully performing your job as a first-line supervisor.

   1. SLIGHT UNDERSTANDING

   2. MODERATE UNDERSTANDING

   3. SUBSTANTIAL UNDERSTANDING

   4. COMPLETE UNDERSTANDING

3. Next, consider when each knowledge is **USUALLY ACQUIRED**. Using the scale definitions below, darken the oval that best describes when a first-line supervisor usually acquires proficiency in each knowledge.

   1. PRIOR TO JOB ENTRY.

   2. BY THE 3rd MONTH ON THE JOB.

   3. BY THE 12th MONTH ON THE JOB.

   4. AFTER THE 12th MONTH ON THE JOB.

Do both **AMOUNT OF UNDERSTANDING REQUIRED** and **WHEN USUALLY ACQUIRED** ratings for each knowledge at the same time.

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EXAMPLE

An example of how one first-line supervisor responded to two knowledges is shown below

KNOWLEDGES	Is Knowledge Required?		Amount of Understanding Required				When Usually Acquired			
	YES	NO	SLIGHT	MODERATE	SUBSTANTIAL	COMPLETE	PRIOR TO JOB ENTRY	BY THE 3rd MONTH	BY THE 12th MONTH	AFTER THE 12th MONTH
1. Career management policies and program requirements	●	◌	◌	●	◌	◌	◌	◌	●	◌
2. Union contracts	◌	●	◌	◌	◌	◌	◌	◌	◌	◌

Step One

Knowledge 1 is required of this first-line supervisor's job so the oval for "YES" under IS KNOWLEDGE REQUIRED? has been darkened.

Knowledge 2 was not required by this first-line supervisor so the oval for "NO" under IS KNOWLEDGE REQUIRED? has been darkened

Step Two

This supervisor requires a **MODERATE UNDERSTANDING** of "Career management policies and program requirements"; therefore the "2" in the **AMOUNT OF UNDERSTANDING REQUIRED** column has been darkened. The "3" in the **WHEN USUALLY ACQUIRED** column has been darkened to indicate that this knowledge is usually acquired **BY THE 12th MONTH.**

Since knowledge of "Union contracts" is not required for this supervisor's job, the **AMOUNT OF UNDERSTANDING** and **WHEN USUALLY ACQUIRED** columns have been left blank.

Please begin rating each knowledge.

KNOWLEDGES	Is Knowledge Required?		Amount of Understanding Required				When Usually Acquired			
	YES	NO	SLIGHT	MODERATE	SUBSTANTIAL	COMPLETE	PRIOR TO JOB ENTRY	BY THE 3rd MONTH	BY THE 12th MONTH	AFTER THE 12th MONTH
1. Merit promotion system. Includes vacancy announcements, competitive and noncompetitive merit promotion actions, priority placements, reinstatement eligibles, and the rating/ranking process for applicants (e.g., FPM 335 and AR 690-300 chapter 335).	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
2. Employee reassignment, downgrade, and transfer procedures.	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
3. Part time, summer, temporary, or term hiring procedures.	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
4. Position management and classification system. Includes job descriptions, position classification standards, position review, and position management principles (e.g., AR 690-500 chapter 501).	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
5. Staffing. Manpower requirements (e.g., Schedule X, AR 570-4 and TDA, staffing guides, DA PAM 570-551, DA PAM 570-558, APERS).	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
6. EEO/Affirmative Action practices and procedures.	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
7. Affirmative Action Programs. Includes Federal Women's, upward mobility, Hispanic Employment, and hire the handicapped.	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
8. Eligibility requirements and nominating procedures for decorations, awards, and honors (e.g., career service recognition for civilian employees, quality step increases, public service award).	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
9. Probation period policies and procedures.	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
10. Performance appraisal system. Includes performance counseling process, feedback, guidance, review, goal setting, and development of performance standards (e.g., FPM 430, AR 690-430).	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
11. Productivity improvement programs (e.g., suggestion, cost-reduction, quality assurance, quality circles).	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
12. Policies for supervising local nationals which apply to the foreign country where one works.	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
13. Drug and alcohol abuse, its effect on worker performance, and the supervisor's responsibilities to detect and help correct problems.	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
14. Referral sources available for subordinates with personal problems (e.g., financial counselor, drug and alcohol counselor, judge advocate office).	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
15. Discipline policies and procedures. Includes both formal and informal disciplinary actions (AR 690-700 chapters 751 and 752).	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
16. Training policies and procedures. Includes determination of training needs, procedures to follow to try and ensure subordinates/oneself receive training, and the types of training available (e.g., on-the-job training, Army/DOD courses, non-government courses).	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
17. Career management policies and program requirements (e.g., AR 690-950-1).	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
18. Comp time and overtime regulations. Includes the Fair Labor Standards Act (FLSA) and Title 5 United States Code Overtime Entitlement.	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
19. Salary administration. Includes pay periods and steps within grades.	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
20. Leave policies and procedures (e.g., sick leave, court leave, annual leave, military leave).	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
21. Workers' compensation policies and procedures.	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
22. Reduction-In-Force (RIF)/Transfer of Function (TOF) policies and procedures.	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
23. Commercial activities and efficiency reviews.	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
24. Standards of conduct (AR 600-50).	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④
25. Accountability of property policies and procedures (e.g., hand receipt survey, AR 735-5).	Ⓨ	Ⓝ	①	②	③	④	①	②	③	④

KNOWLEDGES (Contd.)	Is Knowledge Required?		Amount of Understanding Required	When Usually Acquired
	YES	NO	SLIGHT / MODERATE / SUBSTANTIAL / COMPLETE	PRIOR TO JOB ENTRY / BY THE 3rd MONTH / BY THE 12th MONTH / AFTER THE 12th MONTH
26. Grievance and appeal procedures (AR 690-700 chapter 771).	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
27. Labor-management relations. Includes any union agreements that may apply to one's subordinates, employee union rights, and management rights.	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
28. Safety and occupational health regulations, procedures and practices (AR 40-5, AR 385-10, AR 385-32, AR 385-40)	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
29. Nonappropriated fund (NAF) personnel policies and procedures (AR 215-3).	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
30. Internal controls for Army functions (AR 11-2).	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
31. Budget policies and process.	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
32. Planning, Programing, Budgeting, and Execution System (PPBES).	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
33. Freedom of Information Act and Privacy Act of 1972.	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
34. Security policies and procedures (e.g., personnel security, classified documents security, ADP security, physical security).	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
35. Military performance evaluation. Includes Enlisted Efficiency Report (EER)/Officer Evaluation Report (OER) procedures.	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
36. Military rank structure.	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
37. Military customs (e.g., military protocol, promotion and award ceremonies).	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
38. Military/Defense structure (e.g., DOD, DA, MACOMS).	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
39. Army chain of command.	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
40. Army's general mission.	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
41. Own organization's specific mission.	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
42. Uniform Code of Military Justice (UCMJ).	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④

If you require any additional knowledges to perform the supervisory (non-technical) aspects of your present position, please list them below and make your ratings on the AMOUNT OF UNDERSTANDING REQUIRED and WHEN USUALLY ACQUIRED scales.

	Is Knowledge Required?		Amount of Understanding Required	When Usually Acquired
43. _____	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
44. _____	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
45. _____	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
46. _____	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
47. _____	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
48. _____	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
49. _____	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
50. _____	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
51. _____	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④
52. _____	Ⓨ	Ⓝ	① ② ③ ④	① ② ③ ④

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This section contains a list of abilities, skills, and other characteristics that may be important for successfully performing the supervisory part of your job. Remember, in making your ratings in this survey, it is important that you respond only in terms of your **PRESENT POSITION.**

Scan through the list of ASOs and think about how important each ASO is for successfully performing the supervisory aspect of your job.

Do not pay any attention to the column marked **RELATIVE IMPORTANCE** until you have read through all of the ASOs. If there are additional ASOs that are important for your present position, please write them in the spaces provided at the end of this section on page 24.

Now, return to the beginning of the list of ASOs (page 22) and using the scale definitions below, darken the oval in the column of the **RELATIVE IMPORTANCE** section that best describes the relative importance of each ASO compared to all other ASOs that are important for performing your job as a first-line supervisor

0 NOT AT ALL IMPORTANT

1. **MUCH LESS** important than other ASOs

2. **SOMEWHAT LESS** important than other ASOs

3. **ABOUT THE SAME IMPORTANCE** as other ASOs

4. **SOMEWHAT MORE** important than other ASOs

5. **MUCH MORE** important than other ASOs

EXAMPLE

An example of how one first-line supervisor responded to two ASOs is shown below:

ABILITIES, SKILLS, AND OTHER CHARACTERISTICS	RELATIVE IMPORTANCE
1. Leadership: The ability to take charge of a situation, to instill confidence, and promote action among subordinates	⓪①②③④●
2. Self Sufficient: Works independently with little need for supervision or help from co-workers	⓪●②③④⑤

ASO 1: This supervisor felt that "Leadership" is a **MUCH MORE** important ASO compared to other ASOs; therefore the "5" in the **RELATIVE IMPORTANCE** column has been darkened.

ASO 2: This supervisor felt that being "Self-Sufficient" is **MUCH LESS** important compared to other ASOs; therefore the "1" in the **RELATIVE IMPORTANCE** column has been darkened.

Remember, read each ability, skill, and other characteristic carefully before making your **RELATIVE IMPORTANCE** ratings.

Please begin rating each ability, skill, and other characteristic.

ABILITIES, SKILLS, AND OTHER CHARACTERISTICS	RELATIVE IMPORTANCE
	NOT AT ALL IMPORTANT / MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE
1. Leadership: The ability to take charge of a situation, to instill confidence, and promote action among subordinates.	⓪ ① ② ③ ④ ⑤
2. Learning Ability: The ability to grasp and apply new information, skills, methods, and procedures.	⓪ ① ② ③ ④ ⑤
3. Delegation: The ability to assign work, establish controls, and ensure that subordinates have the necessary authority and resources.	⓪ ① ② ③ ④ ⑤
4. Conflict Resolution: The ability to listen to all sides of a dispute, objectively evaluate the situation, and respond appropriately.	⓪ ① ② ③ ④ ⑤
5. Motivate Others: The ability to motivate subordinates to perform to the best of their abilities.	⓪ ① ② ③ ④ ⑤
6. Written Communication: The ability to write memos, letters, instructions, and other materials in a clear and organized fashion.	⓪ ① ② ③ ④ ⑤
7. Reading Ability: The ability to read and comprehend written material.	⓪ ① ② ③ ④ ⑤
8. Oral Communication: The ability to clearly express oneself in a one-on-one or small group situation.	⓪ ① ② ③ ④ ⑤
9. Public Speaking: The ability to communicate orally to large groups of people.	⓪ ① ② ③ ④ ⑤
10. Teaching Ability: The ability to impart new skills and knowledges to subordinates.	⓪ ① ② ③ ④ ⑤
11. Persuasion: The ability to obtain acceptance or agreement to an idea, plan, or course of action.	⓪ ① ② ③ ④ ⑤
12. Decision Making: The ability to make timely decisions based on factual information, personal experience, and knowledge of the mission of one's unit, specific organization, and the Army in general.	⓪ ① ② ③ ④ ⑤
13. Stress Tolerance: The ability to maintain acceptable level of performance and conduct under stressful conditions.	⓪ ① ② ③ ④ ⑤
14. Teamwork: The ability to function as a team member in groups, committees, or projects.	⓪ ① ② ③ ④ ⑤
15. Response to Criticism: The ability to respond positively to constructive criticism.	⓪ ① ② ③ ④ ⑤
16. Non-Discriminatory: The ability to relate without prejudice to individuals whose backgrounds, appearances, values, or physical condition are different from yours.	⓪ ① ② ③ ④ ⑤
17. Human Relations: The ability to develop and maintain cooperative and productive working relationships with peers, subordinates, and superiors.	⓪ ① ② ③ ④ ⑤
18. Courage to Confront: The ability to confront one's subordinates about performance or conduct problems.	⓪ ① ② ③ ④ ⑤
19. Coordination: The ability to coordinate the efforts of several people to efficiently achieve work or project goals.	⓪ ① ② ③ ④ ⑤
20. Planning: The ability to set goals, establish plans, anticipate obstacles, and identify means to overcome them.	⓪ ① ② ③ ④ ⑤
21. Organizing: The ability to prioritize tasks, schedule people, and arrange resources so as to most effectively achieve objectives.	⓪ ① ② ③ ④ ⑤
22. Problem Identification: The ability to assess the overall effectiveness of the work unit and identify any issues or problems.	⓪ ① ② ③ ④ ⑤
23. Economical: The ability to economize to keep costs down while keeping quality of work up	⓪ ① ② ③ ④ ⑤
24. Developmental Counseling: Skill in helping subordinates identify their developmental needs and means for meeting them.	⓪ ① ② ③ ④ ⑤
25. Performance/Conduct Counseling: Skill in counseling employees about work-related problems (e.g., performance deficiencies, attitude problems, conduct problems).	⓪ ① ② ③ ④ ⑤
26. Time Management: Skill in managing one's time efficiently.	⓪ ① ② ③ ④ ⑤
27. Monitoring Work: Skill in monitoring the progress of subordinate's work (e.g., seeing that orders are carried out, correcting and assisting subordinates, making sure that work is up to standard, and knowing early when something goes wrong).	⓪ ① ② ③ ④ ⑤

ABILITIES, SKILLS, AND OTHER CHARACTERISTICS *(Contd.)*	RELATIVE IMPORTANCE
	NOT AT ALL IMPORTANT / MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE
28. Flexible: Responds appropriately and competently when confronted with work changes, adversity, or other pressures. Adapts as needed to factors beyond personal control.	⓪①②③④⑤
29. Self-Confident: Believes in own abilities to get the job done. Acts with sureness and certainty.	⓪①②③④⑤
30. Thorough: Concerned for the completeness, accuracy, and overall quality of the work.	⓪①②③④⑤
31. Honest: Values the truth and refrains from making misleading statements.	⓪①②③④⑤
32. Self-Starter: Originates actions to obtain self-imposed or other-imposed goals rather than waiting to be told what to do next	⓪①②③④⑤
33. Responsible: Accepts responsibility for own actions as well as the actions of one's subordinates.	⓪①②③④⑤
34. Dependable: Reliably completes assignments, meets deadlines, follows up on requests, and pursues important matters until they are resolved.	⓪①②③④⑤
35. Achievement Oriented: Approaches the work situation ambitiously. Likes responsibility. Interested in getting ahead.	⓪①②③④⑤
36. Cooperative: Can usually be counted on to provide help when requested.	⓪①②③④⑤
37. Empathic: Aware of the impact of own behavior on the feelings and needs of others.	⓪①②③④⑤
38. Technically Competent: Knows the work to be supervised. Has sufficient technical knowledge to be respected by other workers. Can make sound technical decisions.	⓪①②③④⑤
39. Fair: Treats subordinates without favoritism. Evaluates work and administers rewards based on subordinate's true ability and accomplishments.	⓪①②③④⑤
40. Gets Facts Before Acting: Seeks complete information from all available sources before making judgments or decisions about important work matters.	⓪①②③④⑤
41. Tactful and Diplomatic: Presents negative information clearly, yet without raising the listener's defenses or forcing the listener to "lose face."	⓪①②③④⑤
42. Realistic Self Appraisal: Knows own strengths and weaknesses and tends to see himself/herself as others do.	⓪①②③④⑤
43. Self-Sufficient: Works independently with little need for supervision or help from co-workers.	⓪①②③④⑤
44. Tolerant of Ambiguity: Performs effectively under sometimes unclear demands and situational factors.	⓪①②③④⑤
45. Energetic: Sustains high level of work activity throughout the day.	⓪①②③④⑤
46. Creative: Capable of generating and/or recognizing imaginative and original solutions that are practical in work-related situations.	⓪①②③④⑤
47. Risk Taker: Takes action that involves a deliberate gamble in hopes of achieving a recognized benefit or advantage.	⓪①②③④⑤
48. Aggressive: Does not let things stand in the way of achieving work goals. Demands that others comply with his/her requests. Refuses to take no for an answer.	⓪①②③④⑤
49. Job Involved: Work is an extremely important part of the individual's life. It is as important as family, friends, and recreation.	⓪①②③④⑤
50. Emotionally Stable: Reacts appropriately and predictably to everyday events. Is neither moody nor suspicious around others.	⓪①②③④⑤
51. Trustworthy: Handles confidential, classified, and/or personal information appropriately.	⓪①②③④⑤

If you require any additional abilities, skills, or other characteristics to perform the supervisory aspects of your present position, please list them on the next page and make your ratings on the RELATIVE IMPORTANCE scale.

ABILITIES, SKILLS, AND OTHER CHARACTERISTICS (Contd.)	RELATIVE IMPORTANCE
	NOT AT ALL IMPORTANT / MUCH LESS / SOMEWHAT LESS / ABOUT THE SAME / SOMEWHAT MORE / MUCH MORE
52. _____	⓪①②③④⑤
53. _____	⓪①②③④⑤
54. _____	⓪①②③④⑤
55. _____	⓪①②③④⑤
56. _____	⓪①②③④⑤
57. _____	⓪①②③④⑤
58. _____	⓪①②③④⑤
59. _____	⓪①②③④⑤
60. _____	⓪①②③④⑤
61. _____	⓪①②③④⑤

SECTION V WORK ENVIRONMENT

This section contains items which describe your job and the environment in which you work. Please answer each question as accurately as possible.

1. Which statement best describes the location of your subordinates?

   My subordinates perform their work in:

   ○ the same general area at just one building or location.
   ○ several areas of just one building or location.
   ○ several different but adjacent buildings or locations.
   ○ several widely separated buildings or locations.

2. Do you supervise subordinates who perform shift work?

   ○ YES
   ○ NO

3. How frequently do you change the work assignments of your subordinates to accommodate new or revised requests for your unit's products of services?

   ○ Never
   ○ Rarely
   ○ Occasionally
   ○ Often
   ○ Very often

4. How many of your subordinates have worked in their current job for a year or longer?

   ○ Don't know
   ○ None
   ○ Less than half
   ○ About half
   ○ More than half
   ○ All

5. Since you have been the supervisor, how often has the size of your work group/unit changed?

   ○ It hasn't changed
   ○ Rarely
   ○ Occasionally
   ○ Often
   ○ Very often

6. When vacancies exist in your work group/unit, how long does it typically take to fill a vacancy?

   ○ Less than 1 month
   ○ 1 month to less than 3 months
   ○ 3 months to less than 6 months
   ○ 6 months but less than 1 year
   ○ 1 year or more

7. Do you supervise any term or temporary employees?

   ○ YES
   ○ NO

8. Do you supervise any employees who are members of a union?

   ○ YES
   ○ NO

9. Typically, how long does it take your subordinates to complete most of the tasks that you assign?

   ○ Less than 1 day
   ○ 1 day to less than 1 week
   ○ 1 week to less than 1 month
   ○ 1 month to less than 1 year
   ○ 1 year or more

10. Taken as a whole, how would you describe the quality of your subordinates?

    ○ Very poor
    ○ Fairly poor
    ○ Average
    ○ Fairly high
    ○ Very high

11. Think back over the past year and decide which of the following best describes the degree to which your work group has been fully staffed. For example, if you are supposed to have ten subordinates and for most of the year you have had eight, you would answer 80%.

    ○ 100% (fully staffed)
    ○ 90%
    ○ 80%
    ○ 70%
    ○ 60%
    ○ 50% (half-staffed)
    ○ 40%
    ○ 30%
    ○ 20%
    ○ 10%
    ○ 0% (totally unstaffed)

12. Using the scale below, think back over the past year and describe how much time you spent in person or on the telephone with the following people in a typical week:

0 I spent **NONE OF MY TIME** with these people.
1 I spent **MUCH LESS TIME** with these people than other people.
2 I spent **SOMEWHAT LESS TIME** with these people than other people.
3 I spent **ABOUT THE SAME AMOUNT OF TIME** with these people as with other people.
4 I spent **SOMEWHAT MORE TIME** with these people than with other people.
5 I spent **MUCH MORE TIME** with these people than with other people.
6 I spent **ALL OF MY TIME** with these people.

	TIME SPENT
	NONE OF MY TIME / MUCH LESS TIME / SOMEWHAT LESS TIME / ABOUT THE SAME AMOUNT OF TIME / SOMEWHAT MORE TIME / MUCH MORE TIME / ALL OF MY TIME
A. My subordinates	⓪①②③④⑤⑥
B. My supervisor(s)	⓪①②③④⑤⑥
C. Army personnel other than my subordinates or supervisor(s)	⓪①②③④⑤⑥
D. Federal employees outside of Army	⓪①②③④⑤⑥
E. Non-Federal employees (e.g., contractors)	⓪①②③④⑤⑥

13. How many people (including yourself) applied for your present job?
    ○ Less than 5
    ○ 5 to less than 10
    ○ 10 to less than 20
    ○ 20 or more
    ○ Don't know

14. How many of the applicants for your present job (including yourself, if it applies) were working in the unit you now supervise?
    ○ Don't know
    ○ None
    ○ Less than half
    ○ About half
    ○ More than half
    ○ All

15. If given a choice, would you prefer a civilian or military supervisor?
    ○ Civilian
    ○ Military
    ○ It does not matter to me.

16. If given a choice, would you prefer civilian or military subordinates?

○ Civilian
○ Military
○ It does not matter to me.

17. Below are listed some reasons for becoming an Army civilian first-line supervisor. How important were each of them in your decision to become a first-line supervisor?

	Not At All Important		Somewhat Important		Extremel· Importan
A. To earn more money	①	②	③	④	⑤
B. To get a promotion	①	②	③	④	⑤
C. For prestige	①	②	③	④	⑤
D. To lead people	①	②	③	④	⑤
E. I felt I was doing most of the work anyway, so why not take it	①	②	③	④	⑤
F. Nobody else would take it	①	②	③	④	⑤
G. To move toward management and away from the technical side of the work	①	②	③	④	⑤
H. To avoid working for others who had applied for the job	①	②	③	④	⑤
I. To have a chance to do things my way for a change	①	②	③	④	⑤
J. My current job was being eliminated	①	②	③	④	⑤
K. I was clearly the best qualified	①	②	③	④	⑤

18. How similar is your present job compared to what you expected?

○ Not similar at all
○ Slightly
○ Moderately
○ Extremely
○ Exactly the same

19. To what degree does your supervisor involve you in decision-making that affects your work?

○ Not at all
○ Slightly
○ Moderately
○ Very much
○ Totally

20. Do you feel more like a WORKER/TECHNICIAN/ACTION OFFICER or a MEMBER OF MANAGEMENT?

○ Much more like a manager
○ Somewhat more like a manager
○ About equal
○ Somewhat more like a worker/technician/action officer
○ Much more like a worker/technician/action officer

21. How often had you filled in for your supervisor prior to becoming a first-line supervisor yourself?

○ Never
○ Rarely
○ Occasionally
○ Often
○ Very often

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22. In general, how satisfied are you with your present job?

- ○ Not at all
- ○ Slightly
- ○ Moderately
- ○ Very
- ○ Extremely

23. Imagine you could go back to when you accepted the job of first-line supervisor. Based on what you know now, would you still take the job?

- ○ YES
- ○ NO

COMMENTS

You have now completed this survey. Please make sure that all of your responses are clearly marked. If you have any comments or suggestions about this survey, please write them in the space below.

Please place your completed survey in the envelope provided, seal it, sign your name across the flap, and return it to the person at your location responsible for the administration of this job analysis survey.

THANK YOU FOR YOUR PARTICIPATION.

APPENDIX B

MATERIALS SENT TO POCS IN ADVANCE OF SURVEYS

PECC-TDM (690-400a)   JUL 1987

MEMORANDUM FOR: SURVEY COORDINATOR
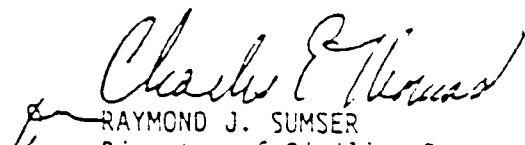
SUBJECT: Job Analysis Survey for Army Civilian First-Line Supervisors

1. You have been selected to be the coordinator for an Armywide survey to be
carried out at your installation. The purpose of this memorandum is to (a)
notify you of this fact, (b) tell you what the survey will be about, (c) explain
your part in the survey, and (d) provide you with materials you will need in
preparing for the survey. Please <u>contact us within 48 hours to confirm</u> that you
received this memorandum (See below for details)

2. <u>The purpose of the survey</u> is to systematically identify the important
supervisory (non-technical) tasks that are performed by Army civilian first-
line supervisors, and the knowledges, skills, abilities and other character-
istics (KSAOs) required for effectively performing the supervisory tasks. The
survey will take most supervisors about one and a half to two hours to complete.

3. <u>Your part in the survey</u> will be to serve as survey coordinator for your
installation. In approximately <u>four weeks</u> you will receive surveys to distri-
bute to a sample of first-line supervisors. Instructions for administering the
survey will arrive at that time. To ensure an efficient survey administration,
you need to begin preparing immediately for administration.

4. <u>Materials needed in preparing for survey administration</u> are enclosed. They
include a roster of some of the supervisors at your installation and instruc-
tions for you to follow in identifying first-line supervisors who agree to
complete surveys. Please read and complete these instructions as soon as
possible.

5. <u>If you have questions or need assistance</u> contact Dr. Joel Savell, U.S. Army
Research Institute, Autovon 284-8293 or Commercial (202) 274-8293.

6. Thank you for your cooperation and assistance.

FOR THE DEPUTY CHIEF OF STAFF FOR PERSONNEL

3 Encls   RAYMOND J. SUMSER
1. Supervisor Roster   Director of Civilian Personnel
2. Instructions for Identifying First-
    Line Supervisors to Receive Surveys
3. Survey-Participant Notification Cards

MEMORANDUM FOR SURVEY COORDINATORS

SUBJECT: Instructions For Identifying First-Line Supervisors to Receive
           Surveys

Surveys will arrive in about four weeks. Before their arrival, please
follow the three steps below and identify a sample of first-line supervisors
who agree in advance to complete the surveys.

Step 1: Check Materials and Notify Their Receipt

Please see that you received the following materials

>   1.   Supervisor Roster.

>   2.   Instructions for Identifying First-Line Supervisors to
>   Receive Surveys.

>   3.   Survey-Participant Notification Cards.

Survey coordinators should provide notification of receipt of these
materials within 48 hours of their arrival by message to SAUNDERSL, VIA
OPTIMIS. The message should read:

>   "I have received the materials for the Job Analysis Survey
>   for Army Civilian First-Line Supervisors."

After you have acknowledged receipt, proceed to establish the roster of
"eligible first-line supervisors" as described below.

Step 2: Identify First-Line Supervisors From the Supervisor Roster

ONLY FIRST-LINE SUPERVISORS SHOULD BE PROVIDED SURVEYS. The enclosed
supervisor roster contains a random sample of civilian supervisors at your
installation. Unfortunately, the data base which was used to draw the
sample cannot distinguish first-line supervisors from higher-level supervis-
ors. Thus, the roster includes names of upper-level supervisors (e.g., 2nd,
3rd, and 4th level) in addition to first-line supervisors.

Please begin at the top of the list and put a line through the name of any
individual who is <u>not</u> a first-line supervisor. Also, cross-out the name of
any first-line supervisor who is no longer at your installation. Finally,
cross-out the name of any first-line supervisor who has been in his/her
present job for <u>less</u> than one year.

The names you <u>do not</u> cross-out are eligible to receive surveys. Please work
your way down the list until you identify _____ eligible first-line
supervisors. This number corresponds to the number of surveys that you will
receive in about four weeks.

Step 3: Notify First-Line Supervisors about the Surveys, and Determine if the Supervisors will Participate.

Notify eligible first-line supervisors you identified in Step 2, and ask each one if he/she is willing to participate. We have enclosed a set of "survey-participant notification cards" you can use for this purpose. Simply address and distribute them. For each supervisor who indicates that he/she is unable to participate, we ask you to return to the supervisor roster and select the next candidate. You may have to repeat this process several times until you arrive at a list of _____ first-line supervisors who agree to participate.

Upon completion of Step 3, you will be ready to administer surveys when they arrive in about four weeks.

SURVEY-PARTICIPANT NOTIFICATION CARD

NAME_____

PHONE NUMBER (___)_____

You have been randomly selected to take part in an Armywide survey of first-line supervisors. The survey will arrive within the next four weeks. Please acknowledge receipt of this notification immediately.

_____ I will be available to complete the survey.

_____ I will not be available to complete the survey
(Explain reason for unavailability.)_____
_____
_____
_____
_____

SURVEY-PARTICIPANT NOTIFICATION CARD

NAME_____

PHONE NUMBER (___)_____

You have been randomly selected to take part in an Armywide survey of first-line supervisors. The survey will arrive within the next four weeks. Please acknowledge receipt of this notification immediately.

_____ I will be available to complete the survey.

_____ I will not be available to complete the survey
(Explain reason for unavailability.)_____
_____
_____
_____
_____

APPENDIX C

MATERIALS SENT TO POCS ALONG WITH SURVEYS

REPLY TO
ATTENTION OF

SEP 1987

PECC-TDM (690-400a)

MEMORANDUM FOR: SURVEY COORDINATOR

SUBJECT: Job Analysis Survey for Army Civilian First-Line Supervisors

1. Several weeks ago I wrote to you concerning your selection as the coordinator for an Armywide survey to be carried out at your installation.

2. This package contains surveys for you to distribute to Army civilian first-line supervisors. In a previous mailing dated July 1987 you were requested to identify a group of first-line supervisors to receive these surveys. In case you did not receive this mailing, a copy of the materials is attached. If you have not already done so, follow those instructions immediately and select participants to receive surveys.

3. Assuming participants have already been selected, your tasks as survey coordinator are now to distribute, collect, and return the surveys. To facilitate this effort, the surveys were made to be as self-contained as possible. Each survey contains complete instructions and space for recording responses.

4. The participation of first-line supervisors is voluntary. However, the supervisors' participation is extremely important. If a large number of first-line supervisors fail to respond, the survey results may be inaccurate. We are concerned about individuals forgetting to complete the survey or postponing the effort until time runs out. The response rate for persons in higher-level positions is of special concern because of the small number of people involved.

5. Enclosed with this letter are instructions for you to follow to administer the job analysis surveys. We ask that you do your utmost to see that the appropriate individuals receive, complete, and return the surveys within the specified time. If you have questions about the materials, instructions, or other matters related·to the administration, please call Dr. Joel Savell, U.S. Army Research Institute, Autovon 284-8293 or Commercial (202) 274-8293.

6. The surveys must be received at Questar Data Systems, Inc. by the date specified in the attached instructions.

FOR THE DEPUTY CHIEF OF STAFF FOR PERSONNEL

RAYMOND J. SUMSER
Director of Civilian Personnel

4 Encls
1. Copy of July 1987 Memorandum with Attachments.
2. Instructions for Administering the Job Analysis Survey for Army Civilian First-Line Supervisors.
3. Surveys.
4. Return Envelopes for Completed Surveys.

MEMORANDUM FOR SURVEY COORDINATORS

SUBJECT: Instructions For Administering the Job Analysis Survey
           For Army Civilian First-Line Supervisors

This instruction sheet is your guide for administering the Job Analysis
Survey. The instructions contain the following four steps: (1) Check
Materials and Notify their Receipt, (2) Administer the Surveys, (3) Check-
Off Names of Supervisors who Returned Completed Surveys, and (4) Mail
Completed Surveys.

Step 1: Check Materials and Notify Their Receipt

Please see that you received the following materials:

1. Copy of (July 1987) Memorandum With Attachments (Supervisor
    Roster, Instructions for Identifying First-Line Supervisors to
    Receive Surveys, and Survey-Participant Notification Card).

2. Instructions for Administering the Job Analysis Survey for Army
    Civilian First-Line Supervisors.

3. Surveys.

4. Return Envelopes for Completed Surveys.

Survey coordinators should provide notification of receipt of these mater-
ials within 48 hours of their arrival by message to SAUNDERSL, VIA OPTIMIS.
The message should read:

        "I have received the materials for the Job Analysis
        Survey for Army Civilian First-Line Supervisors."

Step 2: Administer the Surveys

Administer the surveys to the first-line supervisors you previously identi-
fied. See memorandum dated (date) if you have not already completed this
step. The surveys can be administered in several ways. The recommended way
is to schedule employees in groups to come to a particular room at a
specific time during their normal working hours and complete their surveys
at one time. If all participants meet together, it will be easier to answer
any questions that come up, and will ensure that the surveys are completed
and returned promptly. To ensure confidentiality of responses, you should
distribute one return privacy envelope along with the survey to each
employee. Employees should seal their survey in the privacy envelope after
completing it and sign their name across the seal.

If it is not possible to have everyone attend a group session, you may distribute a survey and a return privacy envelope to employees to complete independently and return it to you at a specified time. Tell the employees to seal their survey in the privacy envelope after completing the survey and sign their name across the seal. Be sure to follow up on any surveys that are not returned on time.

Step 3: Check-Off Names of Those who Returned Completed Surveys

We ask that you keep complete records of each supervisor who received a survey. On the supervisor roster you used to select participants, please place a check ( ) to the left of each person's name who was given a survey. Place an "X" to the right of the name of the person when they return the completed survey. The supervisor roster, after it is returned to us, will be saved as part of the official documentation of the project. Thus, it is important that you retain accurate records. For those first-line supervisors who fail to return completed surveys, please write the reason for their non-return. Write reasons for non-return to the right of the name on the supervisor roster. Examples of reasons for non-return include refusal to participate, non-receipt of a survey (indicate whether individual was on TDY, leave, etc.).

Step 4: Mail Completed Surveys

To prepare the surveys for mailing, first bundle them all together. Next, photocopy the supervisor roster and keep the copy in case we have any questions concerning your entries. Enclose the original copy of the roster with the surveys, and send this package to:

> Questar Data Systems, Inc.
> ATTN: Processing
> 2905 W. Service Road
> Eagan, MN 55121-1224

The surveys must be received at Questar Data Systems, Inc. by 30 September 1987.

Thank you very much for your assistance.

APPENDIX D

SURVEY RESPONSES TO BACKGROUND AND WORK ENVIRONMENT QUESTIONS

Section 1: Background Information

4. What is your present pay system?

	Frequency	% Who Responded
WG	32	1.24
WS	462	17.88
GS	1511	58.48
GM	579	22.41
Missing	180	

6. How long have you been a civilian employee of the Department of the Army?

	Frequency	% Who Responded
Less than 6 months	1	0.04
6 months to less than 1 year	12	0.43
1 year to less than 3 years	100	3.62
3 years to less than 5 years	157	5.69
5 years to less than 10 years	462	16.74
10 years or more	2028	73.48
Missing	4	

7. Were you ever on active duty in the military?

	Frequency	% Who Responded
YES	1587	57.60
NO	1168	42.40
Missing	9	

8. How long have you been a first-line supervisor in your present JOB SERIES and GRADE LEVEL at your PRESENT LOCATION (fort, post, or installation)?

	Frequency	% Who Responded
Less than 6 months	86	3.13
6 months to less than 1 year	205	7.45
1 year to less than 3 years	982	35.71
3 years to less than 5 years	616	22.40
5 years to less than 10 years	551	20.04
10 years or more	310	11.27
Missing	14	

9. In total, how long have you been a Department of the Army first-line supervisor?

	Frequency	% Who Responded
Less than 6 months	34	1.23
6 months to less than 1 year	115	4.16
1 year to less than 3 years	729	26.39
3 years to less than 5 years	583	21.11
5 years to less than 10 years	696	25.20
10 years or more	605	21.90
Missing	2	

10. Did you have to move to a different installation to take your present job as a first-line supervisor?

	Frequency	% Who Responded
YES	421	15.25
NO	2339	84.75
Missing	4	

11. Were you previously part of the work group for which you are now the first-line supervisor?

	Frequency	% Who Responded
YES	1608	58.26
NO	1152	41.74
Missing	4	

12. Before you became a first-line supervisor, were you officially designated as a group/team leader?

	Frequency	% Who Responded
YES	1085	39.34
NO	1673	60.66
Missing	6	

14. Is your immediate supervisor civilian or military?

	Frequency	% Who Responded
Civilian	2279	82.63
Military	479	17.37
Missing	6	

15. What is your major command or activity? (Darken only one.)

	Frequency	% Who Responded
Eight US Army (Korean)	14	1.63
Army Materiel Command	787	0.51
Military Traffic Management Command	43	28.47
US Army Military District of Washington	20	1.56
US Army, Europe & Seventh Army	133	0.72
US Army Forces Command	296	4.81
US Army Health Services Command	148	10.71
US Army Information Systems Command	154	5.35
US Army Intelligence & Security Command	11	5.57
US Army, Japan	16	0.40
US Army Recruiting Command	5	0.58
US Army Training and Doctrine Command	309	0.18
US Army Western Command	3	11.18
US Army Military Academy	16	0.11
HQDA	65	0.58
US Army Corps of Engineers	420	2.35
Others	253	15.20
Don't Know	26	9.15
Missing	45	0.94

16. What is the organization level of your current assignment? (Darken only one.)

	Frequency	% Who Responded
Department of Defense	192	7.10
Joint Activity	21	0.78
Department of Army	673	24.88
Major Army Command	223	8._.
Major Sub-Command/Numbered/Unit/School/Center	316	11.68
Intermediate Command	54	2.00
Activity/Facility/Office	471	17.41
Installation (Post/Camp/Station)	669	24.73
Don't Know	86	3.18
Missing	59	

17. What is your sex?

	Frequency	% Who Responded
MALE	2050	74.28
FEMALE	710	25.72
Missing	4	

18. Are you of Hispanic origin?

	Frequency	% Who Responded
YES	108	3.93
NO	2638	96.07
Missing	18	

19. In which racial category are you?

	Frequency	% Who Responded
American Indian or Alaskan Native	48	1.75
Asian or Pacific Islander	46	1.68
Black	236	8.60
White	2348	85.60
Other	65	2.37
Missing	21	

20. What is the HIGHEST LEVEL OF EDUCATION that you have attained?

	Frequency	% Who Responded
Less than high school diploma	44	0.80
High School diploma or equivalency	555	1.59
Some college	733	20.08
Associate's degree	206	26.52
Bachelor's degree	369	7.45
Bachelor's degree plus some graduate credits	359	13.35
Master's degree	240	12.99
Master's degree plus some graduate credits	166	8.68
Doctorate	39	6.01
Other	31	1.41
Missing	22	1.12

Section 5: Work Environment

1. Which statement best describes the location of your subordinates?

	Frequency	% Who Responded
My subordinates perform their work in:		
The same general area at just one building or location.	1660	60.45
Several areas of just one building or location.	313	11.40
Several different but adjacent buildings or location.	187	6.81
Several widely separated buildings or locations	586	21.34
Missing	18	

2. Do you supervise subordinates who perform shift work?

	Frequency	% Who Responded
YES	449	16.36
NO	2295	83.64
Missing	20	

3. How frequently do you change the work assignments of your subordinates to accommodate new or revised requests for your unit's services?

	Frequency	% Who Responded
Never	59	2.15
Rarely	555	20.20
Occasionally	1372	49.95
Often	570	20.75
Very often	191	6.95
Missing	17	

4. How many of your subordinates have worked in their current job for a year or longer?

	Frequency	% Who Responded
None	44	1.60
Less than half	252	9.17

	Frequency	% Who Responded
About half	306	11.13
More than half	1262	45.91
All	885	32.19
Missing	15	

5. Since you have been the supervisor, how often has the size of your work group/unit changed?

	Frequency	% Who Responded
It hasn't changed	360	13.11
Rarely	726	26.43
Occasionally	1068	38.88
Often	449	16.35
Very often	144	5.24
Missing	17	

6. When vacancies exist in your work group/unit, how long does it typically take to fill a vacancy?

	Frequency	% Who Responded
Less than 1 month	139	5.11
1 month to less than 3 months	1058	38.91
3 months to less than 6 months	940	34.57
6 months but less than 1 year	423	15.56
1 year or more	159	5.85
Missing	45	

7. Do you supervise any term or temporary employees?

	Frequency	% Who Responded
YES	1111	40.43
NO	1637	59.57
Missing	16	

8. Do you supervise any employees who are members of a union?

	Frequency	% Who Responded
YES	1342	49.18
NO	1387	50.82
Missing	35	

9. Typically, how long does it take your subordinates to complete most of the tasks that you assign?

	Frequency	% Who Responded
Less than 1 day	712	26.07
1 day to less than 1 week	1100	40.28
1 week to less than 1 month	481	17.61
1 month to less than 1 year	389	14.24
1 year or more	49	1.79
Missing	33	

10. Taken as a whole, how would you describe the quality of your subordinates?

	Frequency	% Who Responded
Very poor	7	0.25
Fairly poor	30	1.09
Average	465	16.92
Fairly high	1320	48.03
Very high	926	33.70
Missing	16	

11. Think back over the past year and decide which of the following best describes the degree to which your work group has been fully staffed. For example, if you are supposed to have ten subordinates and for most of the year you have had eight, you would answer 80%.

	Frequency	% Who Responded
100% (fully staffed)	9	0.33
90%	6	0.22
80%	6	0.22
70%	16	0.58
60%	26	0.95
50% (half-staffed)	103	3.74
40%	158	5.74
30%	406	14.76

20%	617	22.43
10%	861	31.30
0% (totally unstaffed)	543	19.74
Missing	13	

12. Using the scale below, think back over the past year and describe how much time you spent in person or on the telephone with the following people in a typical week:

o. I spent **NONE OF MY TIME** with these people
1. I spent **MUCH LESS TIME** with these people than other people.
2. I spent **SOMEWHAT LESS TIME** with these people than other people.
3. I spent **ABOUT THE SAME AMOUNT OF TIME** with these people as with other people.
4. I spent **SOMEWHAT MORE TIME** with these people than with other people.
5. I spent **MUCH MORE TIME** with these people than with other people.
6. I spent **ALL OF MY TIME** with these people.

	Mean Response
A. My subordinates	4.65
B. My supervisor(s)	3.03
C. Army personnel other than my subordinates or supervisor(s)	2.87
D. Federal employees outside of Army	1.87
E. Non-Federal employees (e.g., contractors)	2.10

13. How many people (including yourself)applied for your present job?

	Frequency	% Who Responded
Less than 5	937	34.33
5 to less than 10	533	19.53
10 to less than 20	191	7.00
20 or more	177	6.49
Don't know	891	32.65
Missing	35	

14. How many of the applicants for your present job (including yourself, if it applies) were working in the unit you now supervise?

	Frequency	% Who Responded
Don't know	753	27.62
None	1024	37.56
Less than half	590	21.64
About half	139	5.10
More than half	101	3.71

89

All	119	4.37
Missing	38	

15. If given a choice, would you prefer a civilian or military supervisor?

	Frequency	% Who Responded
Civilian	1450	53.02
Military	174	6.36
It does not matter to me	1111	40.62
Missing	29	

16. If given a choice, would you prefer civilian or military subordinates?

	Frequency	% Who Responded
Civilian -	1657	60.87
Military	62	2.28
It does not matter to me	1003	36.85
Missing	42	

17. Below are listed some reasons for becoming an Army civilian first-line supervisor. How important were each of them in your decision to become a first-line supervisor?

Response Options:	Not At All Important 1	2	Somewhat Important 3	4	Extremely Important 5

Mean Response

A. To earn more money 3.56
B. To get a promotion 3.60
C. For prestige 2.30
D. To lead people d.. 3.13
E. I felt I was doing most of the work anyway, so why not
take it 1.95
F. Nobody else would take it 1.20
G. To more toward management and away from the technical
side of the work 2.69
H. To avoid working for others who had applied for the
job 1.23
I. To have a change to do things my way for a change 2.05
J. My current job was being eliminated 1.21
K. I was clearly the best qualified 3.22

18. How similar is your present job compared to what you expected?

	Frequency	% Who Responded
Not similar at all	113	4.14
Slightly	201	7.37
Moderately	910	33.35
Extremely	931	34.12
Exactly the same	574	21.03
Missing	35	

19. To what degree does your supervisor involve you in decision-making that affects your work?

	Frequency	% Who Responded
Not at all	87	3.18
Slightly	342	12.51
Moderately	539	19.71
Very much	1280	46.82
Totally	486	17.78
Missing	30	

20. Do you feel more like a WORKER/TECHNICIAN/ACTION OFFICER or a MEMBER OF MANAGEMENT?

	Frequency	% Who Responded
Much more like a manager	652	23.86
Somewhat more like a manager	562	20.56
About equal	704	25.76
Somewhat more like a worker/technician/ action officer	460	16.83
Much more like a worker/technician/ action officer	335	12.99
Missing	31	

21. How often had you filled in for your supervisor prior to becoming a first-line supervisor yourself?

	Frequency	% Who Responded
Never	738	27.10
Rarely	314	11.53

	Frequency	% Who Responded
Occasionally	759	27.87
Often	580	21.30
Very often	332	12.19
Missing	41	

22. In general, how satisfied are you with your present job?

	Frequency	% Who Responded
Not at all	94	3.45
Slightly	211	7.75
Moderately	909	33.37
Very	1071	39.32
Extremely	439	16.12
Missing	40	

23. Imagine you could go back to when you accepted the job of first-line supervisor. Based on what you know now, would you still take the job?

	Frequency	% Who Responded
YES	2279	83.91
NO	437	16.09
Missing	48	

APPENDIX E

TASKS ORDERED (HIGH TO LOW) BASED ON TIME SUPERVISORS SPEND PERFORMING THEM

Rank Order	Mean for all Raters	Mean for those who Perform	% who Perform	Task
1.	3.3	3.4	98	Set an example for subordinates to follow
2.	3.0	3.1	98	Assign work to subordinates
3.	2.9	3.1	94	Review and approve subordinates' work upon completion
4.	2.9	3.0	96	Assign work priorities and deadlines to subordinates
5.	2.9	2.9	97	Explain work assignments to subordinates
6.	2.8	2.9	94	Review subordinates' work when in progress
7.	2.7	2.8	96	Motivate subordinates
8.	2.7	3.0	91	Establish work priorities and deadlines to meet milestones
9.	2.7	2.8	95	Encourage subordinates to perform their jobs to the best of their ability
10.	2.7	2.9	93	Foster/develop a positive work environment that will serve to motivate subordinates
11.	2.6	2.8	95	Complete written performance appraisals for civilian subordinates
12.	2.6	2.6	98	Praise subordinates for effective job performance
13.	2.5	2.6	98	Provide informal feedback to subordinates concerning their performance
14.	2.5	3.0	86	Formally review and evaluate job performance of subordinates
15.	2.5	2.6	96	Implement plans to achieve goals or milestones
16.	2.5	2.9	84	Write or keep records/logs (e.g., suspense dates, work status sheets, project logs, work orders)
17.	2.4	2.9	83	Develop subordinates' performance standards
18.	2.4	2.6	92	Develop plans to achieve goals or milestones
19.	2.4	2.9	82	Evaluate program/project status or progress
20.	2.4	2.5	97	Review performance standards with subordinates
21.	2.4	2.6	90	Read memos, newsletters, regulations, journals, etc., to keep up with developments related to supervision
22.	2.4	2.5	95	Involve subordinates in decision-making or planning processes

23.	2.3	2.5	91	Brief upper management on progress of work or project activities
24.	2.3	2.4	95	Review performance ratings with subordinates
25.	2.3	2.4	95	Inform subordinates of management objectives, decisions, and views
26.	2.3	2.5	89	Participate in staff meetings, conferences, etc.
27.	2.2	2.5	88	Delegate authority to work leader or other subordinates
28.	2.2	2.5	88	Communicate with other supervisors in your organization to improve operations
29.	2.2	2.7	81	Provide on-the-job training
30.	2.2	2.5	89	Inform subordinates of impending changes in policies or procedures
31.	2.2	2.6	84	Brief subordinates on progress of work or project activities
32.	2.2	2.3	96	Integrate the work of several subordinates to create a final product
33.	2.2	2.5	88	Counsel subordinates about how to improve performance
34.	2.1	2.3	93	Recognize and take steps to correct morale problems
35.	2.1	2.3	92	Inform second-line supervisor or above of your subordinates' accomplishment
36.	2.1	2.3	91	Communicate with members of other organizations to improve operations
37.	2.1	2.5	81	Nominate subordinates for formal honors or awards
38.	2.0	2.2	92	Explain personnel policies and procedures to subordinates
39.	2.0	2.1	95	Coordinate annual leave/vacation schedules for subordinates
40.	2.0	2.6	78	Inform second-line supervisor or above when problems arise which will delay completion of work
41.	2.0	2.1	95	Explain administrative policies and procedures to subordinates (e.g., TDY, work hours, leave)
42.	2.0	2.2	92	Evaluate work requests to determine if work can be accomplished and is within the mission of the unit.
43.	2.0	2.2	92	Identify training needed by subordinates
44.	2.0	2.3	87	Assign experienced employee(s) to train new workers
45.	2.0	2.6	76	Approve/disapprove requests for absences and leave
46.	1.9	2.6	75	Read/research regulations pertaining to personnel management and administrative procedures
47.	1.9	2.3	84	Represent your subordinates during their absence

48.	1.9	2.6	75	Assess efficiency of work operations
49.	1.9	2.0	95	Develop plans for improving work operations
50.	1.9	2.1	87	Implement plans for improving work operations
51.	1.9	2.3	80	Review subordinates' job descriptions for accuracy
52.	1.9	2.1	87	Certify time sheets/time cards
53.	1.8	2.1	86	Inform subordinates of training/development opportunities
54.	1.8	2.1	87	Provide subordinates to new employees
55.	1.8	2.0	91	Inform higher management of employees' views and concerns
56.	1.8	2.3	78	Determine the supplies, parts, equipment, or tools needed to accomplish work
57.	1.8	2.2	85	Estimate time required to complete projects
58.	1.8	2.5	73	Nominate subordinates to receive training
59.	1.8	2.0	89	Review personnel records and reports (e.g., time and attendance, sick leave, overtime) for accuracy and potential abuses (e.g., excessive tardiness, sick leave)
60.	1.8	2.0	90	Develop Individual Development Plans (IDPs) with subordinates
61.	1.8	2.3	78	Ask second-line supervisor or above for help or advice with work-related problems
62.	1.8	2.3	77	Determine if supplies, parts, equipment, or tools are available to accomplish work
63.	1.8	2.3	76	Request/order supplies, parts, equipment, or tools required to accomplish work
64.	1.8	2.2	80	Resolve work related complaints, conflicts or disputes among subordinates
65.	1.8	2.0	87	Counsel subordinates about absences, tardiness, behavioral problems
66.	1.7	2.0	85	Represent your immediate supervisor during his/her absence
67.	1.7	2.2	79	Explain local installation policies and procedures to subordinates
68.	1.7	2.0	86	Assess/verify accuracy of facts, statements, or complaints by others before they become part of a record or a basis for action.
69.	1.7	2.3	76	Review candidates' qualification summaries (e.g., resumes, DA 2302, SF 171, 201 files, performance ratings, SKAP/ACCES)
70.	1.7	2.0	83	Evaluate subordinates' suitability for promotion (e.g., local merit, SKAP/ACCES)
71.	1.7	2.1	80	Review subordinates' performance ratings with approving official prior to reviewing ratings with subordinates

72.	1.7	2.5	66	Identify available training/developmental opportunities for subordinates
73.	1.7	2.0	82	Revise work schedules to adjust for subordinates' vacations, retirements, leaves of absence, attendance at training, etc.
74.	1.6	2.0	80	Select candidates for vacant position
75.	1.6	2.3	72	Write policies and procedures (e.g., SOP)
76.	1.6	2.4	68	Interview candidates for vacant positions
77.	1.6	2.0	82	Take appropriate actions to minimize/eliminate discriminatory attitudes/behaviors of subordinates toward each other
78.	1.6	2.1	79	Write letters of appreciation/commendation for subordinates
79.	1.6	2.1	78	Request/justify comp time or overtime for subordinates
80.	1.6	1.9	86	Answer subordinates' questions concerning position vacancy announcements
81.	1.6	2.0	82	Inspect work area for safety hazards
82.	1.6	2.1	76	Identify changes in position duties/requirements
83.	1.6	2.1	75	Revise work schedule to meet changes in the demands for unit's products or services
84.	1.6	1.9	84	Estimate unit's short-range workload
85.	1.6	2.0	79	Monitor the physical security of the work area
86.	1.6	2.2	73	Instruct personnel in the observance of safety regulations
87.	1.6	1.9	83	Ensure that safety hazards are addressed
88.	1.6	2.4	64	Explain security policies and procedures to subordinates
89.	1.5	2.2	70	Instruct subordinates on how to use new equipment
90.	1.6	1.9	81	Assign work space to subordinates
91.	1.5	2.4	65	Schedule subordinates' work hours
92.	1.5	1.9	78	Resolve work related conflicts between your subordinates and people in other offices
93.	1.5	2.0	77	Develop revisions to job descriptions
94.	1.5	1.8	84	Provide cross-training for subordinates
95.	1.5	2.3	64	Encourage subordinates to participate in productivity improvement programs (e.g., suggestion, cost-reduction, quality assurance, quality circles)
96.	1.5	2.0	75	Enforce safety programs and procedures
97.	1.5	2.2	69	Project resources (e.g., personnel, equipment, training, TDY) required on an annual basis so budgets can be determined.

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98.	1.5	2.0	74	Document subordinates' poor performance
99.	1.5	2.0	74	Determine if currently available training programs meet subordinates needs.
100.	1.4	1.9	74	Conduct staff meetings
101.	1.4	2.4	60	Implement internal controls to minimize waste, fraud or abuse
102.	1.4	1.9	74	Assess the impact of future workload on staffing requirements
103.	1.4	2.4	59	Encourage subordinates to participate in Black History Month, Federal Women's Program, Hispanic Week, etc.
104.	1.4	2.4	60	Document subordinates' unauthorized absences, tardiness, or behavioral problems
105.	1.4	2.4	60	Discuss with subordinates personal problems that affect their job performance
106.	1.4	1.9	72	Complete subordinates' time cards and overtime sheets
107.	1.4	2.2	64	Receive/verify receipt of supplies, parts, equipment, or tools
108.	1.4	2.0	71	Estimate unit's long-range workload
109.	1.4	2.2	64	Maintain privacy/security of personal information in accordance with the Freedom of Information/Privacy Act
110.	1.4	2.4	58	Complete training needs survey
111.	1.4	2.0	69	Designate subordinates to receive cross-training
112.	1.4	2.2	62	Identify requirements and hiring criteria for position vacancies (e.g., skills and knowledges, SKAP/ACCES elements, crediting plans)
113.	1.4	2.4	58	Review own personnel practices (e.g., recruitment, selection, employee development, complaints resolution, workload distribution) to identify areas requiring affirmative action
114.	1.4	2.2	62	Account for hand receipt equipment on the survey list
115.	1.4	1.7	79	Assess the impact of mission changes on workload and staffing requirements
116.	1.4	2.2	60	Arrange for support from other offices or activities
117.	1.3	2.2	61	Justify in writing the selection/non-selection of candidates
118.	1.3	1.9	70	Offer to assist subordinates with personal problems that affect their job performance
119.	1.3	1.9	70	Design on-the-job training programs
120.	1.3	2.1	65	Determine causes of subordinates' repeated absences/tardiness
121.	1.3	1.7	78	Enforce smoking/non-smoking regulations

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122.	1.3	2.0	65	Request repairs on down equipment
123.	1.3	1.8	73	Justify the need for current/new positions
124.	1.3	1.8	70	Provide job references for subordinates
125.	1.3	2.4	54	Develop internal controls to minimize waste, fraud or abuse`
126.	1.3	2.2	58	Negotiate with others to obtain personnel, equipment, materials or financial resources to accomplish mission
127.	1.3	2.0	62	Detect/recognize personal problems of subordinates (e.g., drugs, alcohol, financial, family) that affect their job performance
128.	1.3	1.7	72	Document effectiveness of training attended by subordinates (e.g., complete DD 1556)
129.	1.2	1.7	73	Initiate requests (SF-52) for recruitment or other staffing actions'
130.	1.2	1.9	65	Revise own personnel practices (e.g., recruitment, selection, employee development, complaints resolution, workload distribution) to achieve affirmative action
131.	1.2	1.8	68	Confer with staff from Management Employee Relations (MER) prior to taking actions on subordinates
132.	1.2	1.9	62	Allocate supplies or equipment to subordinates
133.	1.2	2.1	57	Obtain and provide information for manpower surveys and studies (e.g., Schedule X, Efficiency Reviews, Commercial Activities Review)
134.	1.2	2.2	55	Foster/develop a positive working relationship between civilian and miliary subordinates
135.	1.2	2.0	59	Request TDY for your subordinates
136.	1.2	2.0	58	Report accidents
137.	1.2	2.1	57	Assess internal controls designed to minimize waste, fraud or abuse
138.	1.2	2.6	44	Assess impact of new technology on work group
139.	1.2	2.0	57	Evaluate probationary employees to determine suitability for permanent status
140.	1.1	2.3	51	Provide subordinates with written guidelines on how to improve performance
141.	1.1	1.9	60	Provide career development counseling to subordinates
142.	1.1	1.8	63	Recommend/approve TDY for your subordinates
143.	1.1	2.1	54	Monitor/evaluate work performed for the Army by outside vendors or contractors

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144.	1.1	2.1	53	Follow EEO procedures in response to EEO complaints
145.	1.1	1.9	60	Ensure subordinates are free for PT, training, etc.
146.	1.1	2.2	51	Monitor currently available financial resources
147.	1.1	1.8	61	Determine if formal disciplinary steps should be taken in response to conduct/behavioral problems (e.g., absences, tardiness)
148.	1.1	2.4	46	Estimate financial resources required to complete projects
149.	1.1	1.6	67	Implement SOP in accordance with security regulations
150.	1.1	2.6	41	Answer subordinates' questions concerning their non-selection for vacant positions
151.	1.1	1.9	57	Monitor use of overtime, travel funds, training funds, incentive rewards, etc. to ensure that spending keeps within budgetary constraints
152.	1.1	2.3	46	Justify the need for retaining allocated supplies or equipment for subordinates
153.	1.1	2.3	46	Justify the need for retaining allocated work space for subordinates
154.	1.1	1.8	58	Participate in EEO/Affirmative Action conferences or workshops
155.	1.0	2.6	40	Instruct personnel in the use of safety equipment
156.	1.0	1.8	57	Check with references concerning candidates' background
157.	1.0	2.2	47	Refer subordinates with personal problems affecting their job performance for assistance
158.	1.0	2.5	42	Establish rewards or incentives to motivate subordinates (e.g., certificate of achievement, employee of the month)
159.	1.0	2.2	46	Complete accident reports
160.	1.0	2.0	51	Approve comp time or overtime for subordinates
161.	1.0	1.9	54	Conduct safety meetings
162.	1.0	2.2	45	Instruct personnel how to work equipment safely
163.	1.0	2.3	42	Check equipment to assure it is working properly
164.	1.0	1.9	52	Participate in writing mission and function statements
165.	1.0	2.1	47	Justify allocation of budget resources for work/projects
166.	1.0	1.8	56	Present on-the-spot cash awards to subordinates from discretionary funds
167.	1.0	2.1	47	Review subordinates' travel itineraries
168.	1.0	2.0	49	Report missing tools/equipment

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169.	1.0	1.9	51	Survey customers/users to assess quality of services provided
170.	1.0	1.7	57	Evaluate trainees (e.g., interns, upward mobility) for target grade promotion
171.	1.0	2.4	39	Determine if adverse actions (e.g., suspension, removal) should be taken because of poor performance
172.	0.9	2.0	47	Justify need for non-government sources of training
173.	0.9	2.0	46	Investigate work-related accidents
174.	0.9	2.0	45	Review and approve subordinates' trip reports
175.	0.9	1.7	54	Monitor/update mission and function statements
176.	0.9	1.8	51	Evaluate long term effectiveness of training attended by subordinates
177.	0.9	2.0	45	Conduct meetings with subordinates at beginning of their shift
178.	0.9	2.3	39	Review and approve subordinates' travel vouchers
179.	0.9	2.0	44	Survey customers/users to estimate future workload
180.	0.9	2.3	37	Develop training plans for subordinates in special employment programs (e.g., apprentices, co-op students, interns, upward mobility, veterans re-adjustment employees)
181.	0.9	2.0	44	Explain military policies and procedures to civilian supervisors and/or subordinates
182.	0.9	1.9	46	Communicate with EEO counselors
183.	0.9	1.8	48	Document safety violations
184.	0.9	2.1	40	Allocate/reallocate budget resources among different work/projects
185.	0.8	1.9	45	Recommend candidates for vacant position to the next level of supervision
186.	0.8	1.9	44	Initiate adverse actions (e.g., suspension, removal) for subordinates whose performance is below acceptable levels
187.	0.8	1.8	45	Follow grievance procedures in response to grievances
188.	0.8	2.6	31	Keep up-to-date on union contracts or activities
189.	0.8	1.7	46	Notify appropriate personnel (e.g., security officer, Military Intelligence) of suspected security risks or violations
190.	0.8	2.0	39	Write letter of reprimand
191.	0.8	1.8	41	Determine when work should be performed in-house and when to contract work out
192.	0.8	2.3	32	Justify retaining grade level of vacant positions

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193.	0.7	1.8	41	Monitor long-term availability of financial resources
194.	0.7	2.4	30	Determine sensitivity of positions for security purposes
195.	0.7	2.3	32	Request that positions be audited or reviewed by the Civilian Personnel Office (CPO)
196.	0.7	2.3	33	Identify/restructure vacant positions that can be filled at lower grade levels with promotion potential to full level
197.	0.7	1.6	47	Schedule preventive maintenance on equipment
198.	0.7	2.4	30	Report/document security violations
199.	0.7	1.8	39	Participate as a member on selection boards/panels
200.	0.7	1.6	44	Communicate with union representatives/stewards
201.	0.7	1.9	36	Instruct personnel in the proper handling of hazardous materials
202.	0.7	2.2	31	Inspect safety equipment
203.	0.7	1.7	41	Monitor compliance with union agreements
204.	0.7	1.8	37	Develop/provide input to Table of Distribution and Allowances (TDAs)
205.	0.7	2.1	31	Complete workers compensation forms
206.	0.6	1.7	37	Request security clearances for subordinates
207.	0.6	1.7	37	Develop SOP in accordance with security regulations
208.	0.6	1.8	35	Deny within grade increase to subordinates whose performance is below acceptable levels
209.	0.6	1.5	42	Explain civilian policies and procedures military supervisors and/or military subordinates
210.	0.6	2.0	30	Develop internal work group operating budgets from allocations received
211.	0.6	2.5	24	Request safety tests on equipment
212.	0.5	1.8	28	Establish upward mobility, intern, co-op student positions, etc.
213.	0.5	1.6	30	Participate as a member on applicant evaluation boards (e.g., local merit promotion or SKAP panels)
214.	0.5	1.7	29	Maintain records of subordinates' attendance at security meetings
215.	0.5	1.7	28	Coordinate with EEO office to determine if unit contains a representative number of minorities and women
216.	0.5	1.7	26	Complete/provide input to Enlisted Evaluation Report (EER)
217.	0.4	2.1	21	Adjust the composition of workforce (e.g., number of part time vs full time,

				low vs high grade) to satisfy TDA while maximizing work group productivity
218.	0.4	1.9	23	Conduct security training meetings
219.	0.4	2.3	17	Identify changes in job requirements which require that subordinates clearances be upgraded or downgraded
220.	0.4	2.1	20	Inform chain of command of performance problems with military subordinates
221.	0.4	1.8	20	Inform chain of command of conduct/behavioral problems (e.g., absences, tardiness) with military subordinates
222.	0.4	1.8	20	Conduct safety tests on equipment
223.	0.4	2.5	14	Consult with off-going supervisor about shift conditions
224.	0.3	1.8	15	Complete/provide input to Officer Efficiency Report (OER)
225.	0.3	2.0	12	Review subordinates Personal History Statements (i.e., DD 398)
226.	0.2	1.5	11	Recruit/interview candidates at high schools or college campuses or conferences or job fairs, etc.

APPENDIX F

TASKS ORDERED (HIGH TO LOW) BASED ON SUPERVISORS' RATINGS OF IMPORTANCE

Rank Order	Mean for all Raters	Mean of those who Perform	% who Perform	Task
1.	4.1	4.2	98	Set an example for subordinates to follow
2.	3.8	3.9	98	Praise subordinates for effective job performance
3.	3.8	3.9	96	Motivate subordinates
4.	3.7	3.9	95	Encourage subordinates to perform their jobs to the best of their ability
5.	3.7	3.8	97	Assign work to subordinates
6.	3.7	3.8	96	Assign work priorities and deadlines to subordinates
7.	3.6	3.9	94	Review and approve subordinates' work upon completion
8.	3.6	3.7	97	Explain work assignments to subordinates
9.	3.6	3.9	93	Foster/develop a positive work environment that will serve to motivate subordinates
10.	3.5	3.6	98	Provide informal feedback to subordinates concerning their performance
11.	3.5	3.7	95	Complete written performance appraisals for civilian subordinates
12.	3.5	3.8	91	Establish work priorities and deadlines to meet milestones
13.	3.4	3.6	95	Implement plans to achieve goals or milestones
14.	3.4	3.6	94	Inform subordinates of management objectives, decisions, and views
15.	3.4	3.6	93	Review subordinates' work when in progress
16.	3.4	3.7	90	Communicate with members of other organizations to improve operations
17.	3.4	3.5	97	Review performance standards with subordinates
18.	3.3	3.5	95	Review performance ratings with subordinates
19.	3.3	3.8	88	Counsel subordinates about how to improve performance
20.	3.3	3.4	95	Integrate the work of several subordinates to create a final product
21.	3.3	3.6	92	Develop plans to achieve goals or milestones
22.	3.3	3.6	92	Identify training needed by subordinates
23.	3.3	3.5	93	Recognize and take steps to correct morale problems
24.	3.2	3.5	91	Brief upper management on progress of work or project activities
25.	3.2	3.5	92	Inform second-line supervisor or above of your subordinates' accomplishment

26.	3.2	3.7	85	Formally review and evaluate job performance of subordinates
27.	3.2	3.6	89	Participate in staff meetings, conferences, etc.
28.	3.2	3.5	90	Read memos, newsletters, regulations, journals, etc., to keep up with developments related to supervision
29.	3.1	3.7	84	Write or keep records/logs (e.g., suspense dates, work status sheets, project logs, work orders)
30.	3.1	3.7	85	Estimate time required to complete projects
31.	3.1	3.5	89	Communicate with other supervisors in your organization to improve operations
32.	3.1	3.5	87	Assign experienced employee(s) to train new workers
33.	3.0	3.2	95	Involve subordinates in decision-making or planning processes
34.	3.0	3.4	87	Implement plans for improving work operations
35.	3.0	3.7	82	Inspect work area for safety hazards
36.	3.0	3.4	87	Delegate authority to work leader or other subordinates
37.	3.0	3.1	95	Coordinate annual leave/vacation schedules for subordinates
38.	3.0	3.6	82	Evaluate program/project status or progress
39.	3.0	3.5	83	Brief subordinates on progress of work or project activities
40.	3.0	3.4	86	Inform subordinates of training/development opportunities
41.	2.9	3.2	92	Evaluate work requests to determine if work can be accomplished and is within the mission of the unit
42.	2.9	3.1	95	Explain administrative policies and procedures to subordinates (e.g., TDY, work hours, leave)
43.	2.9	3.1	95	Develop plans for improving work operations
44.	2.9	3.3	87	Counsel subordinates about absences, tardiness, behavioral problems
45.	2.9	3.2	92	Explain personnel policies and procedures to subordinates
46.	2.9	3.5	83	Develop subordinates' performance standards
47.	2.9	3.6	81	Provide on-the-job training
48.	2.9	3.4	84	Estimate unit's short-range workload
49.	2.8	3.2	87	Certify time sheets/time cards
50.	2.8	3.1	89	Develop Individual Development Plans (IDPs) with subordinates
51.	2.8	3.4	81	Nominate subordinates for formal honors or awards

52.	2.8	3.6	79	Take appropriate actions to minimize/eliminate discriminatory attitudes/behaviors of subordinates toward each other
53.	2.8	3.6	77	Determine if supplies, parts, equipment, or tools are available to accomplish work
54.	2.8	3.0	91	Inform higher management of employees' views and concerns
55.	2.7	3.4	80	Select candidates for vacant position
56.	2.7	3.1	87	Provide subordinates to new employees
57.	2.7	3.6	76	Review candidates' qualification summaries (e.g., resumes, DA 2302, SF 171, 201 files, performance ratings, SKAP/ACCES)
58.	2.7	3.0	89	Inform subordinates of impending changes in policies or procedures
59.	2.7	3.2	83	Ensure that safety hazards are addressed
60.	2.7	3.5	76	Approve/disapprove requests for absences and leave
61.	2.7	3.1	86	Assess/verify accuracy of facts, statements, or complaints by others before they become part of a record or a basis for action.
62.	2.6	3.0	89	Review personnel records and reports (e.g., time and attendance, sick leave, overtime) for accuracy and potential abuses (e.g., excessive tardiness, sick leave)
63.	2.6	3.3	79	Monitor the physical security of the work area
64.	2.6	3.4	78	Inform second-line supervisor or above when problems arise which will delay completion of work
65.	2.6	3.4	76	Develop revisions to job descriptions
66.	2.6	3.5	74	Assess efficiency of work operations
67.	2.6	3.5	75	Read/research regulations pertaining to personnel management and administrative procedures
68.	2.6	3.1	84	Represent your subordinates during their absence
69.	2.6	3.4	75	Revise work schedule to meet changes in the demands for unit's products or services
70.	2.6	3.2	80	Resolve work related complaints, conflicts or disputes among subordinates
71.	2.6	3.3	79	Explain local installation policies and procedures to subordinates
72.	2.6	3.4	75	Identify changes in position duties/requirements
73.	2.6	3.2	79	Review subordinates' performance ratings with approving official prior to reviewing ratings with subordinates

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74.	2.5	3.3	78	Request/justify comp time or overtime for subordinates
75.	2.5	3.4	74	Document subordinates' poor performance
76.	2.5	3.3	78	Determine the supplies, parts, equipment, or tools needed to accomplish work
77.	2.5	3.1	80	Review subordinates' job descriptions for accuracy
78.	2.5	3.5	72	Instruct personnel in the observance of safety regulations
79.	2.5	2.9	86	Answer subordinates' questions concerning position vacancy announcements
80.	2.5	3.2	77	Ask second-line supervisor or above for help or advice with work-related problems
81.	2.5	2.9	85	Represent your immediate supervisor during his/her absence
82.	2.5	3.0	82	Write letters of appreciation/commendation for subordinates
83.	2.5	3.0	83	Evaluate subordinates' suitability for promotion (e.g., local merit, SKAP/ACCES)
84.	2.5	3.3	73	Determine if currently available training programs meet subordinates needs
85.	2.5	3.3	74	Conduct staff meetings
86.	2.4	3.2	76	Request/order supplies, parts, equipment, or tools required to accomplish work
87.	2.4	3.3	72	Write policies and procedures (e.g., SOP)
88.	2.4	3.3	73	Nominate subordinates to receive training
89.	2.4	3.3	72	Complete subordinates' time cards and overtime sheets
90.	2.4	2.9	82	Revise work schedules to adjust for subordinates' vacations, retirements, leaves of absence, attendance at training, etc.
91.	2.3	3.4	70	Provide job references for subordinates
92.	2.3	3.4	68	Interview candidates for vacant positions
93.	2.3	3.3	70	Offer to assist subordinates with personal problems that affect their job performance
94.	2.3	3.3	68	Project resources (e.g., personnel, equipment, training, TDY) required on an annual basis so budgets can be determined.
95.	2.3	2.8	80	Assign work space to subordinates
96.	2.3	3.2	70	Estimate unit's long-range workload
97.	2.3	3.5	65	Revise own personnel practices (e.g., recruitment, selection, employee development, complaint resolution, workload distribution) to achieve affirmative action
98.	2.2	3.2	70	Instruct subordinates on how to use new equipment

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99.	2.2	2.8	78	Resolve work related conflicts between your subordinates and people in other offices
100.	2.2	3.4	66	Identify available training/developmental opportunities for subordinates
101.	2.2	2.6	84	Provide cross-training for subordinates
102.	2.2	2.9	74	Enforce safety programs and procedures
103.	2.2	3.0	72	Encourage subordinates to participate in Black History Month, Federal Women's Program, Hispanic Week, etc.
104.	2.1	3.3	65	Schedule subordinates' work hours
105.	2.1	2.8	74	Assess the impact of future workload on staffing requirements
106.	2.1	3.3	65	Determine causes of subordinates' repeated absences/tardiness
107.	2.1	3.3	64	Encourage subordinates to participate in productivity improvement (programs, (e.g., suggestion, cost-reduction, quality assurance, quality circles)
108.	2.1	2.9	73	Justify the need for current/new positions
109.	2.1	3.2	64	Explain security policies and procedures to subordinates
110.	2.1	3.5	59	Document effectiveness of training attended by subordinates (e.g., complete DD 1556)
111.	2.1	3.3	62	Detect/recognize personal problems of subordinates (e.g., drugs, alcohol, financial, family) that affect their job performance
112.	2.1	3.5	59	Implement internal controls to minimize waste, fraud or abuse
113.	2.1	3.3	61	Identify requirements and hiring criteria for position vacancies (e.g., skills and knowledges, KAP/ACCES elements, crediting plans)
114.	2.0	3.2	63	Receive/verify receipt of supplies, parts, equipment, or tools
115.	2.0	3.1	64	Discuss with subordinates personal problems that affect their job performance
116.	2.0	3.4	59	Request repairs on down equipment
117.	2.0	2.7	74	Initiate requests (SF-52) for recruitment or other staffing actions'
118.	2.0	2.5	79	Assess the impact of mission changes on workload and staffing requirements
119.	2.0	2.9	69	Design on-the-job training programs
120.	2.0	3.2	61	Account for hand receipt equipment on the survey list
121.	2.0	3.4	58	Complete training needs survey
122.	2.0	2.8	69	Designate subordinates to receive cross-training

123.	2.0	3.2	60	Arrange for support from other offices or activities
124.	1.9	3.3	59	Provide career development counseling to subordinates
125.	1.9	3.3	58	Review own personnel practices (e.g., recruitment, selection, employee development complaints resolution, workload distribution) to identify areas requiring affirmative action
126.	1.9	3.2	60	Document subordinates' unauthorized absences, tardiness, or behavioral problems
127.	1.9	3.3	58	Participate in EEO/Affirmative Action conferences or workshops
128.	1.9	2.4	78	Enforce smoking/non-smoking regulations
129.	1.9	3.3	58	Report accidents
130.	1.9	3.0	64	Maintain privacy/security of personal information in accordance with the Freedom of Information/Privacy Act
131.	1.9	3.3	58	Negotiate with others to obtain personnel, equipment, materials or financial resources to accomplish mission
132.	1.9	3.1	61	Justify in writing the selection/non-selection of candidates
133.	1.9	3.2	59	Ensure subordinates are free for PT, training, etc.
134.	1.9	2.8	67	Implement SOP in accordance with security regulations
135.	1.9	3.3	57	Obtain and provide information for manpower surveys and studies (e.g., Schedule X, Efficiency Reviews, Commercial Activities Review)
136.	1.8	3.1	57	Check with references concerning candidates' background
137.	1.8	3.3	54	Develop internal controls to minimize waste, fraud or abuse
138.	1.8	3.2	57	Evaluate probationary employees to determine suitability for permanent status
139.	1.8	3.1	57	Assess internal controls designed to minimize waste, fraud or abuse
140.	1.8	3.3	53	Follow EEO procedures in response to EEO complaints
141.	1.8	3.5	51	Approve comp time or overtime for subordinates
142.	1.7	3.2	54	Foster/develop a positive working relationship between civilian and military subordinates
143.	1.7	3.3	52	Participate in writing mission and function statements
144.	1.7	2.5	68	Confer with staff from Management

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				Employee Relations (MER) prior to taking actions on subordinates
145.	1.7	2.9	59	Request TDY for your subordinates
146.	1.7	3.6	47	Document safety violations
147.	1.7	3.7	46	Estimate financial resources required to complete projects
148.	1.7	2.7	62	Allocate supplies or equipment to subordinates
149.	1.7	2.7	63	Recommend/approve TDY for your subordinates
150.	1.7	3.1	53	Conduct safety meetings
151.	1.7	3.5	47	Review subordinates' travel itineraries
152.	1.6	2.8	58	Evaluate trainees (e.g., interns, upward mobility) for target grade promotion
153.	1.6	3.6	45	Justify the need for retaining allocated work space for subordinates
154.	1.6	2.6	61	Determine if formal disciplinary steps should be taken in response to conduct/ behavioral problems (e.g., absences, tardiness)
155.	1.6	2.8	57	Monitor use of overtime, travel funds, training funds, incentive rewards, etc. to ensure that spending keeps within budgetary constraints
156.	1.6	3.2	51	Monitor currently available financial resources
157.	1.6	3.4	48	Refer subordinates with personal problems affecting their job performance for assistance
158.	1.6	3.5	46	Complete accident reports
159.	1.6	3.6	44	Assess impact of new technology on work group
160.	1.6	3.1	50	Provide subordinates with written guidelines on how to improve performance
161.	1.6	3.4	45	Review and approve subordinates' trip reports
162.	1.5	2.8	54	Monitor/evaluate work performed for the Army by outside vendors or contractors
163.	1.5	2.7	56	Present on-the-spot cash awards to subordinates from discretionary funds
164.	1.5	3.3	46	Communicate with EEO counselors
165.	1.5	3.3	44	Explain military policies and procedures to civilian supervisors and/or subordinates
166.	1.5	3.2	46	Investigate work-related accidents
167.	1.5	3.2	46	Justify the need for retaining allocated supplies or equipment for subordinates
168.	1.5	3.0	49	Report missing tools/equipment
169.	1.5	3.6	41	Monitor long-term availability of financial resources
170.	1.4	3.2	45	Instruct personnel how to work equipment safely

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171.	1.4	3.4	42	Check equipment to assure it is working properly
172.	1.4	3.6	40	Instruct personnel in the use of safety equipment
173.	1.4	2.8	51	Evaluate long term effectiveness of training attended by subordinates
174.	1.4	2.8	51	Survey customers/users to assess quality of services provided
175.	1.4	3.4	41	Answer subordinates' questions concerning their non-selection for vacant positions
176.	1.4	2.9	47	Justify allocation of budget resources for work/projects
177.	1.4	3.1	45	Follow grievance procedures in response to grievances
178.	1.4	3.3	41	Establish rewards or incentives to motivate subordinates (e.g., certificate of achievement, employee of the month)
179.	1.3	2.8	47	Justify need for non-government sources of training
180.	1.3	2.4	53	Monitor/update mission and function statements
181.	1.3	2.7	47	Schedule preventive maintenance on equipment
182.	1.3	2.8	45	Conduct meetings with subordinates at beginning of their shift
183.	1.3	3.1	40	Allocate/reallocate budget resources among different work/projects
184.	1.3	3.3	38	Determine if adverse actions (e.g., suspension, removal) should be taken because of poor performance
185.	1.2	2.8	44	Survey customers/users to estimate future workload
186.	1.2	3.2	38	Write letter of reprimand
187.	1.2	2.7	44	Recommend candidates for vacant position to the next level of supervision
188.	1.2	3.1	39	Review and approve subordinates' travel vouchers
189.	1.2	2.7	44	Initiate adverse actions (e.g., suspension, removal) for subordinates whose performance is below acceptable levels
190.	1.2	3.2	37	Develop training plans for subordinates in special employment programs (e.g., apprentices, co-op students, interns, upward mobility, veterans re-adjument employees)
191.	1.2	2.9	41	Determine when work should be performed in-house and when to contract work out
192.	1.2	3.1	37	Develop/provide input to Table of Distribution and Allowances (TDAs)
193.	1.2	2.5	46	Notify appropriate personnel (e.g.,

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				security officer, Military Intelligence) of suspected security risks or violations
194.	1.2	2.6	44	Communicate with union representatives/stewards
195.	1.1	3.1	37	Request security clearances for subordinates
196.	1.1	3.6	32	Request that positions be audited or reviewed by the Civilian Personnel Office (CPO)
197.	1.1	3.0	37	Develop SOP in accordance with security regulations
198.	1.1	3.7	30	Determine sensitivity of positions for security purposes
199.	1.1	3.3	33	Identify/restructure vacant positions that can be filled at lower grade levels with promotion potential to full level
200.	1.1	3.5	31	Complete workers compensation forms
201.	1.1	2.6	41	Monitor compliance with union agreements
202.	1.0	3.3	31	Keep up-to-date on union contracts or activities
203.	1.0	2.7	39	Participate as a member on selection boards/panels
204.	1.0	3.3	31	Inspect safety equipment
205.	1.0	3.2	32	Justify retaining grade level of vacant positions
206.	1.0	2.4	42	Explain civilian policies and procedures military supervisors and/or military subordinates
207.	1.0	2.8	36	Instruct personnel in the proper handling of hazardous materials
208.	1.0	3.2	30	Report/document security violations
209.	0.9	2.6	34	Deny within grade increase to subordinates whose performance is below acceptable levels
210.	0.9	2.9	30	Develop internal work group operating budgets from allocations received
211.	0.8	2.7	30	Participate as a member on applicant evaluation boards (e.g., local merit promotion or SKAP panels)
212.	0.8	2.9	28	Establish upward mobility, intern, co-op student positions, etc.
213.	0.8	3.0	26	Complete/provide input to Enlisted Evaluation Report (EER)
214.	0.8	2.6	29	Maintain records of subordinates' attendance at security meetings
215.	0.7	3.2	23	Request safety tests on equipment
216.	0.7	2.6	28	Coordinate with EEO office to determine if unit contains a representative number of minorities and women
217.	0.7	3.2	21	Adjust the composition of workforce (e.g., number of part time vs full time,

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				low vs high grade) to satisfy TDA while maximizing work group productivity
218.	0.6	3.2	19	Inform chain of command of performance problems with military subordinates
219.	0.6	2.7	23	Conduct security training meetings
220.	0.6	3.5	18	Identify changes in job requirements which require that subordinates clearances be upgraded or downgraded
221.	0.6	2.9	20	Inform chain of command of conduct/behavioral problems (e.g., absences, tardiness) with military subordinates
222.	0.6	2.8	20	Conduct safety tests on equipment
223.	0.5	3.2	14	Consult with off-going supervisor about shift conditions
224.	0.4	2.7	15	Complete/provide input to Officer Efficiency Report (OER)
225.	0.4	2.9	12	Review subordinates Personal History Statements (i.e., DD 398)
226.	0.3	2.2	12	Recruit/interview candidates at high schools or college campuses or conferences or job fairs, etc.