skills and to communicate the uncertainty in value estimates.

- S&T programs have risks of failure which must be understood, communicated, managed, and accepted.
- S&T requirements are dynamic and must be accounted for in an adaptive planning and tracking process.
- Technology Transition can be greatly facilitated by use of value and performance metrics (i.e., the "language of affordability").
- The 1996 Technology Delivery and Transition Metrics focused on the Near-Term to the detriment of Long-Term S&T program emphasis.

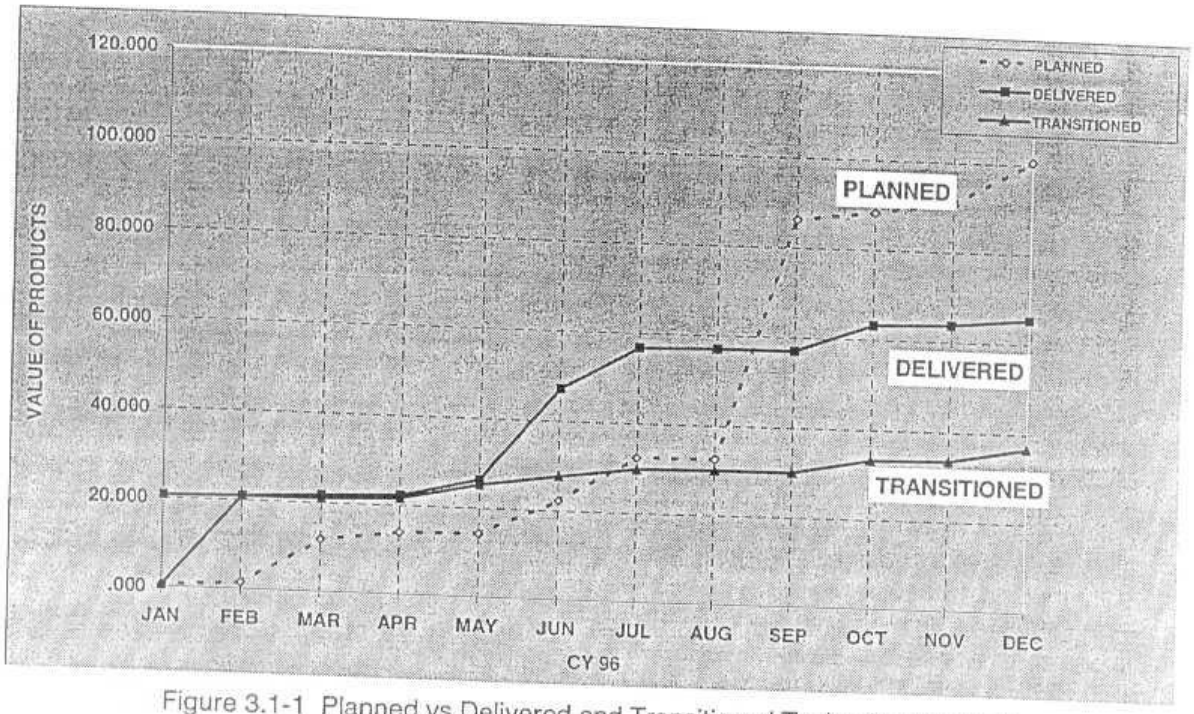

Figure 3.1-1 Planned vs Delivered and Transitioned Technology "Value"

The lessons learned are being acted upon, while the process of measuring TRANSITION VALUE to our company programs has expanded to other S&T teams along with very challenging goals. The last lesson learned is being addressed in 1997 by S&T teams through a new metric and goal - the POTENTIAL VALUE of all S&T programs underway (not just those with near-term deliverables). That helps to balance the long-term and near-term S&T program content.

The cost estimating education process involves supervisors, cost estimators and S&T personnel, (even those in basic and applied research), learning cost elements, and how their technology program could potentially influence the cost elements. This education is done usually through on-the-job training (OJT) where assumptions are made and documented on the potential use of technologies. S&T personnel are learning to treat value/cost estimates as rigorously as they treat technology performance estimates. Teams have created check lists for estimating (near-term) transition value.

Estimating risk of failure and uncertainty in technical and cost performance is receiving current emphasis. Our objective is to handle those parameters as rigorously as we now do