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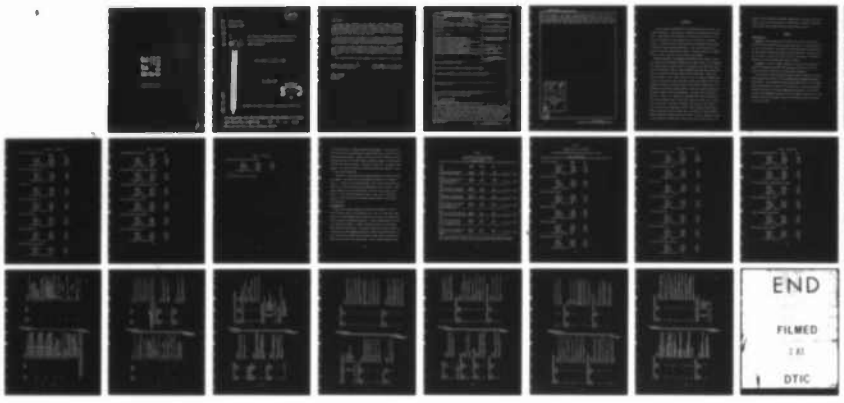

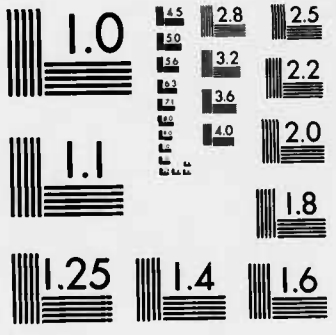

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DECEMBER 1982

THE EFFECT OF VARYING SURVEY ADMINISTRATION TIME ON ORGANIZATIONAL ASSESSMENT PACKAGE (OAP) RESPONSES

CAPT JEFFREY S. AUSTIN, USAF

DECEMBER 1982

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LEADERSHIP AND MANAGEMENT DEVELOPMENT CENTER
AIR TRAINING COMMAND
Maxwell Air Force Base, Alabama 36112

LMDC-TN-82-1

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

Despite attempts to prevent biases induced by survey administration, certain problems in administration of organizational development surveys in the military occur due to the nature of the mission. At a large organization located at one base, the responses of individuals taking the survey at four times relative to their normal duty schedule were analyzed. Efforts were made to select persons equal in demographic characteristics. The four groups were (1) before duty hours, (2) during duty hours, (3) after duty hours, and (4) on a separate

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Block 20 continued. training day. Those taking the survey during normal duty hours were higher on most scales. Those taking the survey during a training day rated management and supervisor factors higher. Finally, those taking the survey before duty duty hours generally rated supervisory factors slightly lower, while those taking the survey after typically rated job factors slightly lower.

Background

It has long been recognized that survey administration can affect individual responses to various questions (Cronbach, 1970; Duncan 1947; Melton, 1947). Such things as the condition of the testing room, control of the group, and directions to the subjects have all been shown to influence scores. The administration of the Organizational Assessment Package (OAP) is subject to many of these same biases. It will be the purpose of this paper to more fully understand the effect of taking the survey at different points in time in relation to one's normal duty schedule.

Although Leadership and Management Development Center Regulation 10-4, the Organizational Assessment Package Survey Program (1979, p. 3-1) mandates that "data collection must be done as consistently as possible from time to time and from base to base to insure comparability of the data", many technical and logistical problems prevent absolute compliance. Indeed, most project officers at the client's base fail to or are unable to schedule participants during their normal duty hours as they are directed to do in the Managment Consultation Project Officer's Guide (1980). Reasons given for scheduling an individual or work group at a time other than duty hours are typically related to mission requirements, and appear to be unavoidable obstacles. Hence, it is important to understand the effect of taking the survey during nonduty hours. Since alert subjects are more likely to give their best, what is the effect of getting up an hour and a half early to take a survey prior to beginning a shift? Since fatigue has been shown to affect motivation to take a survey, what is the effect of having worked a normal shift only to face an hour-long survey? If one is temporarily upset at the prospect of staying after duty hours to take a survey, what is the

effect on one's responses on the OAP? Indeed, what if one were required to report to work on a "training day" to take the OAP? Information regarding these questions was the motivation for the following analyses.

Method

Investigation 1

Subjects. Based on the nature of the job, Air Force security police often are unavailable during their normal duty hours for long enough periods of time to take the OAP. At one base, an effort was made to identify those who were required to take the survey (a) before duty hours, (b) during normal duty hours, (c) after duty hours, (d) on a training day. The number of subjects for the entire sample are listed in Table 1.

Procedure. A series of oneway analyses of variance were performed to ascertain differences that might exist among the groups across the 800 series variables as identified in the OAP Output (Appendix).

The data within the OAP data base contains survey information collected since January 1979 by the Air Force Leadership and Management Development Center (LMDC). The 109 question survey was designed by the Air Force Human Resources Laboratory to aid LMDC in its mission to: (a) provide management consulting services to Air Force commanders upon request, (b) to provide leadership and management training, and (c) to conduct research on Air Force systemic issues with information within the accumulated data base (Hendrix and Halverson, 1979).

Table 1

Number of Subjects by Treatment Condition
Investigation 1

Before Duty	257
During Duty	81
After Duty	213
Training Day	135

Administration of the survey is the first step in the consultation process. The survey is given to a stratified random sample of the organization to which LMDC has been invited. The results of the survey are an important feature in the assessment of the organization. The results are handled in a confidential manner between LMDC and the client. Feedback is then provided to the commander and every supervisor within the organization.

When specific problems are encountered, a consultant and supervisor develop a management action plan designed to reduce the problem at that level of the organization. Within 6 months, the consulting team returns to readminister the survey instrument as a means to assess the impact of the consulting process.

The data from each consulting effort are stored in an increasing data base for research purposes. These data are aggregated by work group codes developed for this instrument. The data may be recalled by personnel category, age, sex, AFSC, pay grade, time in service, and educational level. The remainder of the items are combined to form 24 factors.

The oneway analyses of variance were followed up by a Student-Newman-Keuls multiple range test to further analyze differences. Finally, the two most comparable groups were compared across all individual items to determine if any differences existed. This anlysis was performed using a series of t-Tests.

Investigation 2

Subjects. The initial investigation provided some suspicion in the comparability of the groups. Indeed, a follow-up breakdown indicated that the initial group that was surveyed during duty hours was more senior in terms of time in service (Table 2). In this investigation, only those with less

Table 2

Percentages of First Term Airmen Within Groups

Investigation 1

Before Duty	81.8%
During Duty	27.2%
After Duty	71.1%
Training Day	81.5%

than four years of service were considered. The sample now contained the numbers reflected in Table 3.

The personnel taking the survey during duty hours were found to be evenly distributed among the major work centers (staff, law enforcement, and missile security). Additionally, further chi square analyses yielded no significant differences in the composition of law enforcement and security personnel in either the Before or After groups. However, significant differences ($x^2 = 94.58$) were found in the composition of the training group. The following analyses must be viewed with the knowledge that the training group has an inordinately high percentage of missile security. In as much as the primary aim of this study is to first analyze the differences that exist based on time the survey was taken in relation to duty schedule, it was decided not to lose the power derived from the sample size; therefore, the author elected to avoid use of a statistical procedure that might account for the inequality within this one group. The implications of any found differences will be discussed.

Procedure. The same procedure as identified in investigation 1 was used with the exception of using only those individuals with less than four years service. An analysis of covariance was not selected for a number of reasons, the primary one being the unnecessary complication of the multiple comparisons among units.

Results

Investigation 1

Results of the oneway analyses of variance are presented in Table 4. All significant results are reported using $p > .05$. The significant differences found using the Student-Newman-Keuls range test are shown by the use

Table 3

Number of Subjects by Treatment Condition
Investigation 2

Before Duty	205
During Duty	22
After Duty	146
Training Day	108

Table 4

Oneway Analyses of Variance

Time Survey Administered Across Organizational Factors

V800 Skill Variety	Mean	SD
Training	2.78	1.28
Before	3.04	1.44
After	3.06	1.40
During	4.54	1.43
F (3,657) = 30.48,	$p < .001$	
V801 Task Identity		
After	3.65	1.42
Before	3.79	1.39
Training	3.90	1.58
During	4.94	1.17
F (3,630) = 17.20,	$p < .001$	
V802 Task Significance		
Training	4.46	1.67
Before	4.49	1.74
After	4.51	1.69
During	5.84	1.22
F (3,668) = 15.82,	$p < .001$	
V804 Job Feedback		
After	3.53	1.41
Before	3.75	1.48
Training	3.80	1.48
During	4.97	1.16
F (3,660) = 20.90,	$p < .001$	
V805 Work Support		
During	3.92	1.10
Before	4.23	1.11
After	4.25	1.17
Training	4.62	1.16
F (3,629) = 6.61,	$p < .001$	
V806 Need for Enrichment		
After	4.70	
Training	4.71	
Before	4.79	
During	5.69	
F (3,659) = 8.22,	$p < .001$	

Table 4 Continued.

V807 Job Motivation Index

	Mean	SD
After	43.98	37.03
Before	45.45	36.14
Training	49.19	37.96
During	113.96	64.92

F (3,555) = 59.42, $p < .001$

V810 Job Performance Goals

Before	4.14	1.00
After	4.15	1.16
Training	4.24	1.05
During	4.72	.97

F (3,635) = 6.61, $p < .001$

V811 Pride

Before	3.45	1.77
After	3.49	1.83
Training	3.52	1.86
During	5.11	1.75

F (3,661) = 19.55, $p < .001$

V812 Task Characteristics

After	3.74	1.15
Training	3.78	1.17
Before	3.82	1.18
During	5.08	1.00

F (3,599) = 30.19, $p < .001$

V813 Task Autonomy

After	2.46	1.13
Before	2.52	1.10
Training	2.86	1.14
During	4.39	1.36

F (3,645) = 62.18, $p < .001$

V814 Work Repetition

Before	5.38	1.25
Training	5.46	1.42
After	5.60	1.45
During	5.68	1.37

F (3,669) = 1.41, NS

V817 Advancement-Recognition

Before	3.61	1.16
Training	3.72	1.10
After	3.74	1.22
During	4.72	1.17

F (3,657) = 18.60, $p < .001$

Table 4 Continued.

V818 Management-Supervision

	Mean	SD
Before	4.53	1.52
After	4.80	1.59
Training	5.10	1.31
During	5.46	1.53

$F(3,628) = 8.83$, $p < .001$

V819 Supervisory Communications Climate

	Mean	SD
Before	4.01	1.60
After	4.38	1.75
Training	4.62	1.29
During	4.99	1.69

$F(3,639) = 8.78$, $p < .001$

V820 Organizational Communcations Climate

	Mean	SD
Before	3.56	1.30
After	3.60	1.41
Training	4.03	1.28
During	4.85	1.33

$F(3,632) = 21.56$, $p < .001$

V821 Perceived Productivity

	Mean	SD
After	4.59	1.37
Before	4.63	1.38
Training	4.95	1.22
During	5.69	1.17

$F(3,635) = 15.37$, $p < .001$

V822 Job Related Satisfaction

	Mean	SD
Before	3.74	1.25
After	3.88	1.39
Training	4.02	1.27
During	5.05	1.37

$F(3,539) = 19.51$, $p < .001$

V823 Job Related Training

	Mean	SD
Before	3.70	1.52
After	3.77	1.52
Training	4.05	1.56
During	4.51	1.87

$F(3,651) = 5.96$, $p < .001$

Table 4 Concluded

V824 General Organizational Climate

After	3.54	1.45
Before	3.57	1.37
Training	3.81	1.40
During	4.96	1.45

$F(3,636) = 22.01$, $p < .001$

NS = Differences not significant

of a bar technique to indicate differences among groups. For example, the solid line for V814, Work Repetition indicates there are no significant differences among the groups. However, the use of 2 bars for V800, Skill Variety indicates that the Training, Before, and After subsets are significantly different from the During group. The means are provided. One general trend emerges. The group that took the survey during duty hours generally scores in a more positive direction.

A second set of analyses that was conducted between the Before and After duty groups. The results of the significant differences are displayed in Table 5. It appears that those individuals that took the survey before work were less satisfied with supervisory communications and assistance. These groups appeared to be basically matched in terms of type of job, age and grade. It is possible that having to report to work early as opposed to staying a little late "cost" the supervisor some "points" in the minds of the subordinates.

Investigation 2

Results of the oneway analyses of variance are presented in Table 6. All significant results are reported using $p > .05$. As in the first investigation, a Student-Newman-Keuls follow-up test was used. The same display format indicates significant differences. In this investigation only first term airmen were selected. Numerous differences were still found among these closely matched groups. For example, those that took the survey on a "training day" rated Management-Supervision, Supervisory Communications Climate, Organizational Communications Climate and Work Support significantly better than did one or more other groups. While it may be argued that the

Table 5

Significant Differences Between
Before Duty and After Duty Groups
Across Items*

ITEM	GROUP	MEAN	SD	
V424				
My supervisor takes time to help me when needed	Before	4.83	1.87	
	After	5.24	1.92	t = -2.30 (df = 462)
V428				
My supervisor explains how the job contributes to overall mission	Before	3.90	1.80	
	After	4.33	1.94	t = -2.49 (df = 462)
V433				
My supervisor lets me know when I am doing a good job	Before	4.20	1.99	
	After	4.60	2.08	t = -2.09 (df = 458)
V435				
My supervisor always helps me improve my performance	Before	4.05	1.80	
	After	4.49	1.91	t = -2.56 (df = 460)
V437				
My performance has improved due to feedback received from my supervisor.	Before	3.92	1.94	
	After	4.35	2.01	t = -2.31 (df = 458)
V439				
When I need technical advice I usually go to my supervisor	Before	4.17	1.93	
	After	4.34	2.00	t = -1.99 (df = 456)
V442				
My supervisor frequently gives me feedback on how well I am doing my job	Before	3.88	1.94	
	After	4.37	2.06	t = -2.57 (df = 460)
V445				
My supervisor fully explains procedures to each group member	Before	4.33	1.76	
	After	4.74	1.90	t = -2.39 (df = 459)

*Only those differences significant at the $p < .05$ level are reported because of space considerations. Complete data are available from the author upon request.

Table 6

Oneway Analysis of Variance

Time Survey Administered Across Organizational Factors

First Term Airmen

		Mean	SD
V800 Skill Variety			
	Training	2.72	1.21
	After	2.86	1.37
	Before	2.93	1.41
	During	3.64	1.36
	$F(3,473) = 2.84$, $p < .05$		
V801 Task Identity			
	After	3.58	1.43
	Before	3.70	1.40
	Training	3.84	1.47
	During	4.39	1.27
	$F(3,448) = 2.33$, NS		
V802 Task Significance			
	After	4.32	1.73
	Training	4.39	1.67
	Before	4.42	1.75
	During	5.36	1.47
	$F(3,477) = 2.45$, $p < .05$		
V804 Job Feedback			
	After	3.41	1.45
	Before	3.67	1.47
	Training	3.75	1.43
	During	4.70	1.21
	$F(3,472) = 5.43$, $p < .01$		
V805 Work Support			
	During	3.94	1.01
	Before	4.23	1.14
	After	4.27	1.20
	Training	4.73	1.14
	$F(3,444) = 5.53$, $p < .01$		
V806 Need for Enrichment			
	After	4.46	1.73
	Before	4.62	1.69
	Training	4.76	1.58
	During	5.38	1.26
	$F(3,472) = 2.21$, NS		

Table 6 Continued.

V807 Job Motivation Index	Mean	SD
After	41.50	36.48
Before	42.09	34.84
Training	47.67	34.76
During	80.33	47.39
F (3,392) = 7.90, $p < .01$		

V810 Job Performance Goals		
After	4.03	1.17
Before	4.13	.99
Training	4.24	.99
During	4.36	1.31
F (3,452) = 1.10, NS		

V811 Pride		
After	3.26	1.81
Before	3.32	1.77
Training	3.50	1.82
During	4.18	2.12
F (3,473) = 1.87, NS		

V812 Task Characteristics		
After	3.59	1.16
Training	3.73	1.10
Before	3.75	1.16
During	4.53	1.04
F (3,425) = 4.21, $p < .01$		

V813 Task Autonomy		
Before	2.41	1.06
After	2.42	1.12
Training	2.84	1.04
During	3.53	1.19
F (3,464) = 10.51, $p < .01$		

V814 Work Repetition		
Before	5.41	1.43
Training	5.56	1.54
After	5.66	1.44
During	6.26	1.01
F (3,479) = 2.60, NS		

V817 Advancement-Recognition		
Before	3.51	1.14
After	3.62	1.23
Training	3.65	1.06
During	4.20	1.48
F (3,480) = .56, NS		

Table 6 Continued.

V818 Management-Supervision	Mean	SD
Before	4.46	1.53
During	4.53	1.88
After	4.72	1.65
Training	5.02	1.28

F (3,472) = 3.11, $p < .05$

V819 Supervisory Communications Climate		
Before	3.96	1.61
During	4.06	1.01
After	4.30	1.75
Training	4.49	1.27

F (3,463) = 2.79, $p < .05$

V820 Organizational Communcations Climate		
Before	3.55	1.30
After	3.64	1.35
Training	4.06	1.22
During	4.32	1.41

F (3,455) = 5.11, $p < .05$

V821 Perceived Productivity		
After	4.50	1.38
Before	4.57	1.31
Training	4.78	1.20
During	5.23	1.48

F (3,456) = 2.46, NS

V822 Job Related Satisfaction		
Before	3.67	1.27
After	3.82	1.41
Training	3.97	1.23
During	4.62	1.47

F (3,422) = 3.96, $p < .05$

V823 Job Related Training		
During	3.61	2.14
Before	3.62	1.52
After	3.67	1.49
Training	4.07	1.54

F (3,466) = 2.12, NS

Table 6 Concluded.

V824 General Organizational Climate

Before	3.51	1.34
After	3.52	1.43
Training	3.77	1.39
During	4.44	1.58

F (3,459) = 3.56, $p < .05$

NS = Differences not significant

"During" group is somewhat higher on many scales due to differences in duty requirements, those taking the survey on a training day were found to be equal in job requirements to those in the Before duty and After duty groups. This is substantiated by a review of the composition of the work groups as well as the near identical scores on such indexes as Skill Variety, Task Significance, Job Feedback, Job Performance Goals, and Task Characteristics. In conclusion, it appears that those taking the survey Before duty score lower on items that relate to their supervisor and communications. It should be noted that these differences are often .5 point in magnitude. This difference is relatively large, and would often move a work group from an acceptable to an unacceptable range. Thus, it appears that those taking the survey before the start of a duty shift generally rate supervisory factors slightly lower, while those taking the survey after duty typically rate job factors slightly lower.

The previous differences noted within the training group are noteworthy. In general, this group was found to contain a vastly disproportionate number of missile security versus law enforcement personnel. Based on all security police data within the LMDC data base, one expects missile security personnel to score significantly lower than law enforcement personnel on 13 of 20 factors. Of the remaining seven factors, six should reflect no differences. Yet, the training group (missile security) rated the supervisor and communications higher than the Before group, and Autonomy higher than both the Before and After groups (groups without differences in a security-law enforcement mix).

Discussion

Potential contaminants to the data of this selected unit have been uncovered. However, it appears that the time an individual takes the survey in relation to his or her duty schedule will impact on responses on the OAP. Certain trends were found in this unit, and one can speculate the impact of this throughout the data base. As discussed, several types of jobs generally dictate that an individual will have to take the survey at times other than the duty shift. An example of this is the law enforcement personnel. Perhaps supervisory indexes within these units are artificially .5 points lower than they would be if those individuals were able to take the survey during duty hours.

Surveys given under these various conditions do have value; however, some individual work groups' scores may be somewhat misleading. If a survey must be given at a time other than duty hours, the only acceptable procedure is to document the fact and to review the results with a critical eye.

Additional studies in this area are recommended. First, the use of an additional sample to verify these results is needed. Secondly, a carefully designed study should be developed to explore some casual obse-vances noted herein regarding the Before, After and training groups: Should we expect those groups to show the noted bias consistently? Do those who must report an hour and a half early feel it is due to supervisory weakness? Are those staying late particularly dissatisfied with job characteristics?

At this time, the warning is clear. Timing of survey administration does impact survey results.

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Appendix

Organizational Assessment Package Output

ORGANIZATIONAL ASSESSMENT PACKAGE OUTPUT

The Organizational Assessment Package (OAP) was developed for use by the Air Force Leadership and Management Development Center (LMDC), Maxwell AFB, Alabama. The LMDC mission includes (a) providing management consultation services to Air Force commanders, (b) providing leadership and management training to Air Force personnel in their work environment, and (c) performing research in support of (a) and (b). The consultative role involves organizational problem area identification and recommendations for resolving problems identified.

The OAP was designed to support the mission objectives of LMDC. First, the OAP provides a means of identifying existing strengths and weaknesses within organizational work groups and aggregated work groups, such as directorates. Second, research results can be fed back into Professional Military Education curricula; other leadership and management training courses; and when action is required, to Air Staff and functional offices of primary responsibility. Third, the OAP data base established can be used for research to strengthen the overall Air Force organizational effectiveness program.

EXTERNALLY CODED DESCRIPTORS

Batch Number

Julian Date of Survey

Major Air Command

Base Code

Consultation Method

Consultant Code

Survey Version

FACTORS

Survey Version: OAP 14 Feb 79

FACTOR: DEMOGRAPHIC (NOT A STATISTICAL FACTOR)

SECTION A

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
-	-	Supervisor's Code
-	-	Work Group Code
-	-	Sex
-	-	Your age is
-	-	You are (officer, enlisted, GS,etc.)
-	-	Your pay grade is
-	-	Primary AFSC
-	-	Duty AFSC

SECTION B

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
003	1	Total years in the Air Force: 1. Less than 1 year 2. More than 1 year, less than 2 years 3. More than 2 years, less than 3 years 4. More than 3 years, less than 4 years 5. More than 4 years, less than 8 years 6. More than 8 years

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
004	2	Total months in present career field: 1. Less than 1 month 2. More than 1 month, less than 6 months 3. More than 6 months, less than 12 months 4. More than 12 months, less than 18 months 5. More than 18 months, less than 24 months 6. More than 24 months, less than 36 months 7. More than 36 months
005	3	Total months at this station: 1. Less than 1 month 2. More than 1 month, less than 6 months 3. More than 6 months, less than 12 months 4. More than 12 months, less than 18 months 5. More than 18 months, less than 24 months 6. More than 24 months, less than 36 months 7. More than 36 months
006	4	Total months in present position: 1. Less than 1 month 2. More than 1 month, less than 6 months 3. More than 6 months, less than 12 months 4. More than 12 months, less than 18 months 5. More than 18 months, less than 24 months 6. More than 24 months, less than 36 months 7. More than 36 months
007	5	Your Ethnic Group is: 1. American Indian or Alaskan Native 2. Asian or Pacific Islander 3. Black, not of Hispanic Origin 4. Hispanic 5. White, not of Hispanic Origin 6. Other
008	11	Which of the following "best" describes your marital status? 0. Not married. 1. Married: Spouse is a civilian employed outside home. 2. Married: Spouse is a civilian employed outside home - geographically separated. 3. Married: Spouse not employed outside home. 4. Married: Spouse not employed outside home - geographically separated. 5. Married: Spouse is a military member. 6. Married: Spouse is a military member - geographically separated. 7. Single parent.

NOTE: Variable 008, statement 11 was added to the OAP on 19 Jan 80 and replaced variable 014 which appears on page 3. Although no longer used Variable 014 is still shown because data collected from about 25,000 samples for this variable is still in the data base.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
009	6	Your highest education level obtained is: 1. Non-high school graduate 2. High school graduate or GED 3. Less than two years college 4. Two years or more college 5. Bachelors Degree 6. Masters Degree 7. Doctoral Degree
010	7	Highest level of professional military education (residence or correspondence): 0. None or not applicable 1. NCO Orientation Course or USAF Supervisor Course (NCO Phase 1 or 2) 2. NCO Leadership School (NCO Phase 3) 3. NCO Academy (NCO Phase 4) 4. Senior NCO Academy (NCO Phase 5) 5. Squadron Officer School 6. Intermediate Service School (i.e., ACSC, AFSC) 7. Senior Service School (i.e., AWC, ICAF, NWC)
011	8	How many people do you directly supervise? 1. None 5. 4 to 5 2. 1 6. 6 to 8 3. 2 7. 9 or more 4. 3
012	9	For how many people do you write performance reports? 1. None 5. 4 to 5 2. 1 6. 6 to 8 3. 2 7. 9 or more 4. 3
013	10	Does your supervisor actually write your performance reports? 1. Yes 2. No 3. Not sure

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
014	11	Your work requires you to work primarily: 1. Alone 2. With one or two people 3. As a small work group (3-5 people) 4. As a large work group (6 or more people) 5. Other
015	12	What is your usual work schedule? 1. Day shift, normally stable hours 2. Swing shift (about 1600-2400) 3. Mid shift (about 2400-0800) 4. Rotating shift schedule 5. Day or shift work with irregular/unstable hours 6. Frequent TDY/travel or frequently on-call to report to work 7. Crew schedule
016	13	How often does your supervisor hold group meetings? 1. Never 4. Weekly 2. Occasionally 5. Daily 3. Monthly 6. Continuously
017	14	How often are group meetings used to solve problems and establish goals? 1. Never 3. About half the time 2. Occasionally 4. All of the time
018	15	What is your aeronautical rating and current status? 1. Nonrated, not on aircrew 2. Nonrated, now on aircrew 3. Rated, in crew/operations job 4. Rated, in support job

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
019	16	Which of the following best describes your career or employment intentions? 1. Planning to retire in the next 12 months 2. Will continue in/with the Air Force as a career 3. Will most likely continue in/with the Air Force 4. May continue in/with the Air Force 5. Will most likely not make the Air Force a career 6. Will separate/terminate from the Air Force as soon as possible

FACTORS, 800 SERIES: Each 800 series factor consists of two or more variables which correspond to statements in the OAP. A mean score can be derived for each factor except 805, 807, 808, 809 and 825 by using a "straight average." The formula for computing the exceptions is indicated.

FACTOR 800: SKILL VARIETY

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
201	17	To what extent does your job require you to do many different things, using a variety of your talents and skills?
212	29	To what extent does your job require you to use a number of complex skills?

FACTOR 801: TASK IDENTITY

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
202	18	To what extent does your job involve doing a whole task or unit of work?
211	28	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?

FACTOR 802: TASK SIGNIFICANCE

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
203	19	To what extent is your job significant in that it affects others in some important way?
210	27	To what extent does doing your job well affect a lot of people?

FACTOR 803 (NOT USED)

FACTOR 804: JOB FEEDBACK

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
272	22	To what extent are you able to determine how well you are doing your job without feedback from anyone else?
209	26	To what extent does your job provide the chance to know for yourself when you do a good job, and to be responsible for your own work?

FACTOR 805: WORK SUPPORT

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
206	23	To what extent do additional duties interfere with the performance of your primary job?
207	24	To what extent do you have adequate tools and equipment to accomplish your job?
208	25	To what extent is the amount of work space provided adequate?

Formula (8-206+207+208)/3

FACTOR 806: NEED FOR ENRICHMENT INDEX (JOB DESIRES)

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
(In my job, I would like to have the characteristics described ---from "not at all" to "an extremely large amount")		
249	51	Opportunities to have independence in my work
250	52	A job that is meaningful
251	53	The opportunity for personal growth in my job
252	54	Opportunities in my work to use my skills
253	55	Opportunities to perform a variety of tasks

FACTOR 807: JOB MOTIVATION INDEX

Index is computed using the following factors:

800	Skill variety
801	Task identity
802	Task significance
805	Performance barriers/blockages
813	Task autonomy
804	Job Feedback

Formula ((800+801+802+805)/4)*813*804

FACTOR 808: OJI TOTAL SCORE

Score is computed using the variables in the following formula:

(V201+V202+V203+V270+V271+V272
+8-V206+V207+V208+V209+V210
+V211+V212+V213)

FACTOR 809: JOB MOTIVATION INDEX ---- ADDITIVE

Index is computed using the following factors:

800	Skill Variety
801	Task Identity
802	Task Significance
805	Performance Barriers/Blockages
813	Task Autonomy
804	Work Repetition

FORMULA: ((800+801+802+805)/4)+813+804

FACTOR 810: JOB PERFORMANCE GOALS

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
217	34	To what extent do you know exactly what is expected of you in performing your job?
218	35	To what extent are your job performance goals difficult to accomplish?
273	36	To what extent are your job performance goals clear?
274	37	To what extent are your job performance goals specific?
221	38	To what extent are your job performance goals realistic?

FACTOR 811: PRIDE

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
215	32	To what extent are you proud of your job?
275	46	To what extent does your work give you a feeling of pride?

FACTOR 812: TASK CHARACTERISTICS

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
201	17	To what extent does your job require you to do many different things, using a variety of your talents and skills?
202	18	To what extent does your job involve doing a whole task or unit of work?
203	19	To what extent is your job significant, in that it affects others in some important way?
272	22	To what extent are you able to determine how well you are doing your job without feedback from anyone else?
209	26	To what extent does your job provide the chance to know for yourself when you do a good job, and to be responsible for your own work?
210	27	To what extent does doing your job well affect a lot of people?
211	28	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?
212	29	To what extent does your job require you to use a number of complex skills?

FACTOR 813: TASK AUTONOMY

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
270	20	To what extent does your job provide a great deal of freedom and independence in scheduling your work?
271	21	To what extent does your job provide a great deal of freedom and independence in selecting your own procedures to accomplish it?
213	30	To what extent does your job give you freedom to do your work as you see fit?
214	31	To what extent are you allowed to make the major decisions required to perform your job well?

FACTOR 814: WORK REPETITION

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
226	39	To what extent do you perform the same tasks repeatedly within a short period of time?
227	40	To what extent are you faced with the same type of problem on a weekly basis?

FACTOR 815 (NOT USED)

FACTOR 816: DESIRED REPETITIVE EASY TASKS

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
255	56	A job in which tasks are repetitive.
258	57	A job in which tasks are relatively easy to accomplish.

FACTOR: JOB INFLUENCES (NOT A STATISTICAL FACTOR)

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
216	33	To what extent do you feel accountable to your supervisor in accomplishing your job?
238	42	To what extent do co-workers in your work group maintain high standards of performance?

FACTOR 817: ADVANCEMENT/RECOGNITION

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
234	41	To what extent are you aware of promotion/advancement opportunities that affect you?
239	43	To what extent do you have the opportunity to progress up your career ladder?
240	44	To what extent are you being prepared to accept increased responsibility?
241	45	To what extent do people who perform well receive recognition?
276	47	To what extent do you have the opportunity to learn skills which will improve your promotion potential?

FACTOR 818: MANAGEMENT - SUPERVISION (A)

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
404	58	My supervisor is a good planner
405	59	My supervisor sets high performance standards
410	60	My supervisor encourages teamwork
411	61	My supervisor represents the group at all times
412	62	My supervisor establishes good work procedures.
413	63	My supervisor has made his responsibilities clear to the group
445	64	My supervisor fully explains procedures to each group member
416	65	My supervisor performs well under pressure

FACTOR: MANAGEMENT - SUPERVISION (B) (NOT A STATISTICAL FACTOR)

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
424	66	My supervisor takes time to help me when needed
434	71	My supervisor lets me know when I am doing a poor job
439	75	When I need technical advice, I usually go to my supervisor

FACTOR 819: SUPERVISORY COMMUNICATIONS CLIMATE

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
426	67	My supervisor asks members for their ideas on task improvements
428	68	My supervisor explains how my job contributes to the overall mission
431	69	My supervisor helps me set specific goals
433	70	My supervisor lets me know when I am doing a good job
435	72	My supervisor always helps me improve my performance
436	73	My supervisor insures that I get job related training when needed
437	74	My job performance has improved due to feedback received from my supervisor
442	76	My supervisor frequently gives me feedback on how well I am doing my job

FACTOR 820: ORGANIZATIONAL COMMUNICATIONS CLIMATE

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
300	82	Ideas developed by my work group are readily accepted by management personnel above my supervisor
301	83	My organization provides all the necessary information for me to do my job effectively
302	84	My organization provides adequate information to my work group
303	85	My work group is usually aware of important events and situations
304	86	My complaints are aired satisfactorily
309	91	The information in my organization is widely shared so that those needing it have it available
314	96	My organization has clear-cut goals
317	99	The goals of my organization are reasonable
318	100	My organization provides accurate information to my work group

FACTOR 821: WORK GROUP EFFECTIVENESS

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
259	77	The quantity of output of your work group is very high
260	78	The quality of output of your work group is very high
261	79	When high priority work arises, such as short suspenses, crash programs, and schedule changes, the people in my work group do an outstanding job in handling these situations
264	80	Your work group always gets maximum output from available resources (e.g., personnel and material)
265	81	Your work group's performance in comparison to similar work groups is very high

FACTOR: WORK INTERFERENCES (NOT A STATISTICAL FACTOR)

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
277	48	To what extent do you have the necessary supplies to accomplish your job?
278	49	To what extent do details (task not covered by primary or additional duty descriptions) interfere with the performance of your primary job?
279	50	To what extent does a bottleneck in your organization seriously affect the flow of work either to or from your group?

FACTOR 822: JOB RELATED SATISFACTION

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
705	101	Feeling of Helpfulness The chance to help people and improve their welfare through the performance of my job. The importance of my job performance to the welfare of others.
709	102	Co-worker Relationships My amount of effort compared to the effort of my co-workers, the extent to which my co-workers share the load, and the spirit of teamwork which exists among my co-workers.
710	103	Family Attitude Toward Job The recognition and the pride my family has in the work I do.
717	106	Work Schedule My work schedule; flexibility and regularity of my work schedule; the number of hours I work per week.
718	107	Job Security
719	108	Acquired Valuable Skills The chance to acquire valuable skills in my job which prepare me for future opportunities.
723	109	My Job as a Whole

FACTOR 823: JOB RELATED TRAINING

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
711	104	On-the-Job Training (OJT) The OJT instructional methods and instructors' competence.
712	105	Technical Training (Other than OJT) The technical training I have received to perform my current job.

FACTOR 824: GENERAL ORGANIZATIONAL CLIMATE

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
305	87	My organization is very interested in the attitudes of the group members toward their jobs.
306	88	My organization has a very strong interest in the welfare of its people.
307	89	I am very proud to work for this organization.
308	90	I feel responsible to my organization in accomplishing its mission.
310	92	Personnel in my unit are recognized for outstanding performance.
311	93	I am usually given the opportunity to show or demonstrate my work to others.
312	94	There is a high spirit of teamwork among my co-workers.
313	95	There is outstanding cooperation between work groups of my organization.
315	97	I feel motivated to contribute my best efforts to the mission of my organization.
316	98	My organization rewards individuals based on performance.

FACTOR 825: MOTIVATION POTENTIAL SCORE

Score is computed using the following factors:

800	Skill variety
801	Task identity
802	Task significance
804	Job feedback
813	Task autonomy

Formula ((800+801+802)/3)*813*804

Value range will be from 1 to 343.

END

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