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AIR FORCE LIEUTENANTS: AN ANALYSIS OF PERCEPTIONS
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DEVELOPMENT CENTER MAXWELL AFB AL M MANSFIELD JAN 84
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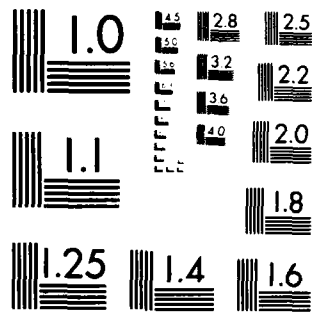
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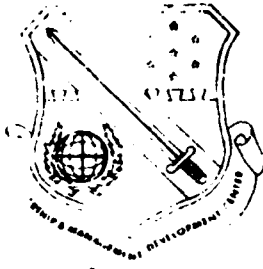
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January 1984

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**Air Force Lieutenants: An Analysis of
Perceptions Surveyed During the
Lieutenants Professional Development
Program**

A1C MICHAEL MANSFIELD, USAF

January 1984

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**LEADERSHIP AND MANAGEMENT DEVELOPMENT CENTER
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Maxwell Air Force Base, Alabama 36112 84 06 21 012

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19. ABSTRACT (Continue on reverse if necessary and identify by block number) —It is essential that Air Force lieutenants develop proper leadership and management skills early on in their careers so that they may meet the greater challenge inherent in their progression in rank and responsibility. This paper attempts to paint a picture of today's Air Force lieutenants using information and data derived from two sources: the Leadership and Management Development Center's Lieutenants' Professional Development Program and Organizational Assessment Package survey. The information and data show primarily that, among other things, lieutenants are perceived to be lacking good supervisory and managerial skills. Subordinates of lieutenants are experiencing many of the same problems as lieutenants themselves. Herein lies the valuable potential of the LPDP. This program is designed to help lieutenants, especially those who are supervisors, gain pragmatic insight into how to develop and fulfill their managerial skills and supervisory role. Since professional military education is generally offered at about the three year point and then only to a small percentage, a program such as the LPDP is needed for this large			
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Segment of Air Force leadership. The data clearly indicate the need for additional training.

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Introduction

Lieutenants are an integral part of the United States Air Force officer corps. They comprise roughly 40% of all support officers. They are given more responsibility now than ever before, commonly filling positions which previously belonged to captains and majors. They will be the Air Force's future commanders and generals. It is essential that these Air Force officers develop proper leadership and management skills early on in their careers so that they may meet the greater challenge inherent in their progression in rank and responsibility.

This paper attempts to paint a picture of today's Air Force lieutenants using three different viewpoints:

1. Lieutenants' comments concerning what they like most and least about their jobs and their perceptions most often discussed and observed during the Lieutenants Professional Development Program (LPDP).

2. Lieutenants' perceptions as measured by a variety of Organizational Assessment Package (OAP) dimensions and items.

3. The perceptions of subordinates of lieutenants as measured by OAP dimensions.

Lieutenants' comments concerning what they see as the positives and negatives concerning their jobs and their perceptions most often discussed and observed during the LPDP were compiled by the Leadership and Management Development Center's (LMDC) management consultants. The LPDP is designed to increase the knowledge and awareness of newly commissioned officers in their development of management skills. The LPDP provides a mixture of lectures

and experiential learning which focus on translating management theory to practical applications. Emphasis is on understanding leadership and officer-ship concepts, building constructive interpersonal relationships, and developing personal management skills. This emphasis allows newly commissioned officers to strengthen their personal values concerning the Air Force and provides a foundation for further professional development.

The data within the Organizational Assessment Package data base contain survey information collected since January 1979 by 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) provide leadership and management training, and (c) conduct research on Air Force systemic issues using information within the accumulated data base. Responses to the survey range on a scale of 1 to 7 where 1 is typically negative and 7 is considered positive.

Method

The data used in this paper come from two main sources: The LPDP and the OAP survey. Since 1979, LMDC has conducted the LPDP at selected Air Force bases by invitation of the wing or base commander to help lieutenants, especially those who are supervisors, gain pragmatic insight into how to fulfill their supervisory role. Over 83 programs have been presented to more than 3500 lieutenants. During this time period, our consultants have gathered some general information from these lieutenants.

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. After approximately five to

six weeks of analysis, feedback of data is provided to commanders and supervisors within the organization. Within six months, the consulting team returns to readminister the survey instrument as a means to help assess the impact of the consulting process.

The data from each consulting effort are stored in a cumulative data base for research purposes. These data are aggregated by work group codes developed for this instrument. The data may be recalled by demographics such as personnel category, age, sex, Air Force Specialty Code (AFSC), pay grade, time in service, and educational level. Through factor analysis, the 93 attitudinal items are combined into 20 factors which cover job content, job interferences, and various types of supervisory and organizational dimensions. For this study 13 key factors are analyzed.

The data are categorized by grade. Specifically, lieutenants are compared to captains and then to majors and above on selected factors (Table 5 and Appendix C). Responses of subordinates of these officer categories are also analyzed (Table 6 and Appendix D). In addition, officer responses (categorized by lieutenants, captains, majors and above) to specific OAP items are analyzed (Appendix E). These items are actual questions which comprise some of the OAP factors. Finally, further description of the factors and variables used in this study can be found in Appendix F.

Table 1 contains information on the number of subjects used for this study. See Appendix A for demographic descriptions on these subjects.

Table 1 Subjects	
Lieutenants	2605
Captains	3352
Majors +	2946
Total	<u>8903</u>
Number of Supervisors	
Lieutenants	435
Captains	778
Majors +	1464
Total	<u>2677</u>

Results

The results of this study are presented in five sections:

1. Lieutenants' responses to the questions: "What do you like most about your job?", and "What do you like least about your job?" (Tables 2 and 3).
2. Four important perceptions consistently observed during the LPDP (Table 4). More detailed perceptions can be found in Appendix B.
3. A summary of those factors where lieutenants responded significantly lower than captains and/or majors and above (Table 5).
4. A summary of those factors where subordinates of lieutenants responded significantly lower than subordinates of captains and/or majors and above (Table 6).
5. Career intent data for lieutenants, captains and majors and above (Table 7).

A detailed presentation of lieutenants' perceptions as compared to other officers using the OAP data base can be found in Appendix C. Appendix D contains subordinate OAP data, and Appendix E contains specific OAP item data.

Lieutenants' responses to the questions: "What do you like most and what do you like least about your job?" provide the potential for some interesting analyses. Following are the most popular responses to these questions (categorized by a key word(s)), and presented in order of popularity (Tables 2 and 3). Actual comments are presented as examples for each general category.

Table 2

What Do You Like Most About Your Job?

1. INDEPENDENCE:

"The chance to make decisions and do the job my way and in my own time."

"The freedom to make my own decisions and to think up my own new ideas."

2. RESPONSIBILITY:

"The extreme scope of responsibility and the freedom to gather and evaluate technical data."

"The amount of responsibility plus the technical and management knowledge I'm getting."

3. PEOPLE:

"People I work with are good spirited and easy to work with."

4. VARIETY OF TASKS:

"Each day is different with a new challenge."

5. FLEXIBILITY:

"There is some flexibility to it, and I am allowed to make up my own schedule."

6. MANAGEMENT OF PEOPLE:

"As a young lieutenant I have the opportunity to supervise a large number of people."

7. TECHNICAL TRAINING (EXPERIENCE GAINED):

"The chance to work with state-of-the-art technology and improve my skills in the computer field."

Table 3

What Do You Like Least About Your Job?

1. COMMUNICATION WITH SUPERVISOR:

"A lack of communication in the downward direction."

2. PAPERWORK:

"A lot of paperwork, some seems redundant."

3. LACK OF RESPONSIBILITY:

"Not enough responsibility to satisfy me."

4. LACK OF DIRECTION:

"Not having any real direction of where I am going."

5. NON TECHNICALITY:

"Not a technical job -- I feel some talents are underutilized."

6. SHORT SUSPENSES:

"Short suspenses and the typical paperwork involved. Sometimes action items arrive at my desk with suspenses overdue or nearly overdue."

7. LACK OF TRAINING:

"No easy (i.e., programmed) training method set up. Most of my time is spent watching others and trying to learn -- slow to receive any responsibility."

8. LACK OF SKILL EXPERIENCE:

"Experience is a valuable asset in my job, yet I have practically no experience."

Many concerns experienced by the lieutenants are often surfaced during the LPDP. Following are four general perceptions raised during the LPDP (Table 4).

Table 4

Four General Perceptions Raised During The LPDP

1. Professionalism is arbitrary and has taken a back seat to careerism.
 2. Understanding the meaning and nature of professional relations is difficult for many lieutenants.
 3. Lieutenants are very enthusiastic and want to do a good job.
 4. Most are motivated towards an Air Force career and are very competitive.
-

Table 5 lists those key factors (13 out of 13) where lieutenants responded significantly lower than either captains or majors and above. It should be noted that the differences in the data may or may not be due to officer grade category. The data are not surprising since generally the more time an officer has spent in the service, the more satisfied that officer should be. The LMDC data base typically supports this concept. Also, such variables as age, sex, career field, prior service, etc., may be impacting the data. These data are intended as additional information relating to lieutenants' perceptions. It is the subordinate data (Table 6) which more directly concerns this study, since the LPDP is designed to make newly commissioned officers better managers and supervisors.

Table 5

Comparison Table In Which Lieutenants Responded Significantly Lower

FACTOR	Than Captains	Than Majors & Above
Job Performance Goals	*	*
Task Characteristics	*	*
Task Autonomy	*	*
Job Training	*	*
Work Support		*
Management/Supervision	*	*
Supervisory Communications Climate		*
Organizational Communications Climate		*
Pride	*	*
Advancement-Recognition		*
Perceived Productivity	*	*
Job Related Satisfaction		*
General Organizational Climate	*	*

Table 6 lists those key factors (12 out of 13) where subordinates of lieutenants responded significantly lower than subordinates of either captains or majors and above. The only key factor that is not significantly lower is advancement/recognition.

Table 6
Comparison Table In Which Subordinates of Lieutenants Responded Significantly Lower:

FACTOR	Than Captains	Than Majors & Above
Job Performance Goals	*	
Task Characteristics	*	*
Task Autonomy		*
Job Training	*	*
Work Support	*	*
Management/Supervision	*	*
Supervisory Communications Climate	*	*
Organizational Comm Climate	*	*
Pride	*	*
Perceived Productivity	*	*
Job Related Satisfaction	*	*
General Organizational Climate	*	*

Table 7 contains career intent data for lieutenants, captains, and majors and above. Note that a smaller percentage of lieutenants plan to separate as soon as possible compared to captains. Lieutenants are much more uncertain about their career plans than other officers, however.

Table 7

CAREER INTENT

	LTS	CAPTS	MAJS+
CAREER	30.8	44.2	77.2
LIKELY CAREER	26.5	28.6	13.0
MAYBE	28.7	16.7	6.3
PROB NOT CAREER	10.2	5.6	1.5
SEPARATE	3.8	5.0	1.9

Discussion

Independence and Responsibility

Independence and responsibility are the two most popular attributes lieutenants see in their jobs. Having just recently made the transition from academia and the various precommissioning programs, lieutenants are probably pleasantly surprised with the freedom and responsibility encountered on active duty. In fact, lieutenants responded significantly higher than captains on the OAP item, "To what extent does your job provide a great deal of freedom and independence in scheduling your work?" Their responses also heavily point to the fact that they enjoy whatever freedom and responsibility they can get.

In a follow-up analysis, we decided to see if freedom and independence related to other supervisory dimensions. We found that to be the case. Lieutenants who had higher levels of freedom and independence were found to be stronger supervisors.

It should be noted, though, that while some lieutenants are happy with the amount of responsibility associated with their work there are many who are not. Personal expectations, the impact that time and experience have on them, as well as diverse levels of self-confidence could help explain why independence and responsibility appear to be both a strength and concern. Also, such variables as age, prior service, and career field may greatly contribute to this dichotomy.

Training

Due to their relative inexperience, lieutenants undoubtedly cherish any job related training they can receive. Indeed, many lieutenants have expressed this opinion in their responses to the question concerning what they like most about their work. At the same time, lack of training and lack of skill experience are a source of concern to lieutenants. Two items from the OAP, Job Related Training and Technical Training, show lieutenants to have responded significantly lower compared to captains and majors and above. It would seem apparent that lieutenants, being fairly new at their jobs, should be receiving much more training than other officers.

Communication

In another area, lieutenants have suggested that communication with supervisors is one of the aspects of their jobs that is most lacking. Some of the perceptions raised during the LPDP deal with communication problems with senior officers. They are:

- Senior officers are not coaching and giving guidance.
- Active problem-solving, support, teamwork, and communication seem to be lacking.

Lieutenants responded significantly lower than other officers on the OAP factor Supervisory Communications Climate. Some note should be made that lieutenants aren't communicating with their subordinates as well as other officer supervisors. Subordinates of lieutenants also responded significantly lower than subordinates of captains and majors and above on the factor Supervisory Communications Climate.

Lack of Direction and Understanding

Lieutenants have recurringly mentioned a perception of lack of direction. As they come on active duty, lieutenants are very idealistic and motivated. They are leaving an environment (college, technical training, etc.) where

they were operating more as individuals than as team players, working more for themselves than the organization. Now they are asked to be a part of the team. As they come on board, they also suffer to some degree from adapting to an enormous bureaucracy. It is possible that lieutenants have not yet come to grips with the demands and responsibilities of working in an organization. It is apparent that they have not yet "seen the big picture." If some lieutenants are unable to visualize how their individual roles relate to the overall mission of their organization and the Air Force, this could explain their feeling of lack of direction. Some of the perceptions raised during the LPDP could be contributing factors in this problem. They are:

- Officers are more concerned about general officer endorsements than they are about the mission.
- Senior officers are not coaching and giving guidance.
- Senior officers are not communicating performance and professional expectations.

We have found that lieutenants responded significantly lower compared to other officers on some OAP items where lack of direction could be a result.

These OAP items are:

- I feel motivated to contribute my best efforts to the mission of my organization.
- My supervision explains how my job contributes to the overall mission.
- To what extent are your job performance goals clear?
- My organization has clear-cut goals.
- My supervisor sets high performance standards.
- To what extent do you know exactly what is expected of you in performing your job?

Interestingly, lieutenants responded significantly higher than captains on the item concerning freedom and independence in selecting one's own procedures to accomplish a job. This may also point to a lack of direction.

Teamwork

Two of the perceptions raised during the LPDP indicate a problem with teamwork. They are:

- Active problem-solving, support, teamwork, and communication seems to be lacking.
- Ambiguity, extreme subjectivity, and lack of performance feedback are fostering pettiness, confusion, distrust, prejudice, and a lack of teamwork because of the inflated OER system.

Without attributing lack of teamwork to a specific cause, we find lieutenants to have responded significantly less favorably compared to captains and majors and above on three OAP items dealing with teamwork. These items are:

- There is a high spirit of teamwork among my co-workers.
- My supervisor encourages teamwork.
- 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).

Performance Feedback

Two OAP items show that lieutenants, captains, and majors and above perceive the same amount of performance feedback. They are:

- My performance has improved due to feedback received from my supervisor.
- My supervisor frequently gives me feedback on how well I am doing my job.

Retention

In the area of retention, the Air Force is doing fairly well with lieutenants. One of the perceptions raised during the LPDP supports this. It is that most lieutenants are motivated towards an Air Force career and are very competitive. Career oriented lieutenants (those who will most likely stay in the Air Force) comprise well over half of the total number of lieutenants in the Air Force (57.3%). Career intent data for lieutenants, captains, and majors and above, are supplied in Table 7.

Miscellaneous

Lieutenants express a great deal of enjoyment and satisfaction with regard to the people they work and come in contact with. They enjoy having a variety of tasks and flexibility to deal with these tasks. Lieutenants like managing people and material. Too much unnecessary paperwork and short suspenses are frequent concerns. Many lieutenants feel their technical skills are being underutilized.

Based on the information researched in this paper, some general conclusions may be drawn. Lieutenants are given more responsibility now than ever before and have a great deal of freedom, autonomy, and flexibility. They commonly fill positions which previously belonged to captains and majors. Those who have this responsibility seem to enjoy the challenges it presents. There are some, though, who feel their responsibility does not match their potential.

Now the paradox occurs. These same lieutenants also have a concern for the lack of direction they receive from supervisors. This could be a result of the freedom and flexibility they are awarded in carrying out their tasks.

Conversely, the freedom and independence may be a reflection of the lack of direction. Some of the perceptions raised during the LPDP, and OAP support of these perceptions, corroborate this. Also, as relatively new members of a large bureaucracy, lieutenants may need some time to understand and come to grips with their role in relation to the overall Air Force mission. A major segment of the LPDP, Officer Development, helps to facilitate this learning process. In the interim, supervisors need to be aware of these perceptions and spend the necessary time to help our young officers adapt to their new environment.

Subordinates of lieutenants are experiencing many of the same problems as lieutenants themselves. Subordinates of lieutenants responded significantly less favorably compared to subordinates of captains and subordinates of majors and above on twelve of thirteen key OAP factors.

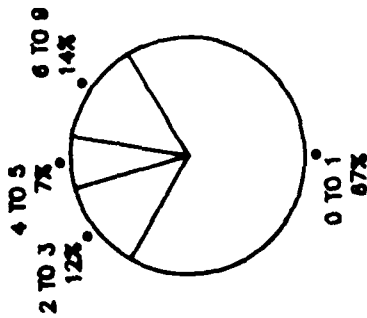
The data clearly indicate the need for additional training. Following are some steps which the Air Force might consider as possible remedies to this situation. It would appear to be cost effective to man the Air Force to conduct a LPDP at "all" bases every 12-18 months. This type program seems geared toward the problems that exist among lieutenants. Another alternative could be to convince the supervisors and superiors of lieutenants to expend greater effort and energy towards working with lieutenants. Among other things, this would entail improving communications and feedback with lieutenants and, in general taking a more active role helping them to become better managers and supervisors. Another possibility could be to review education and training at both pre and post commissioning programs to insure it is tailored to address this situation.

APPENDIX A

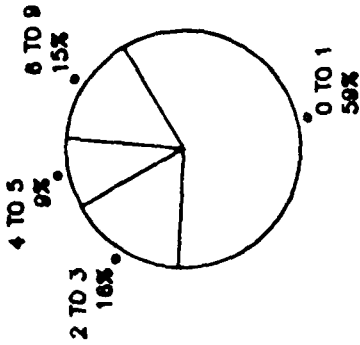
Demographics of 2605 Surveyed Lieutenants

(See Table 1)

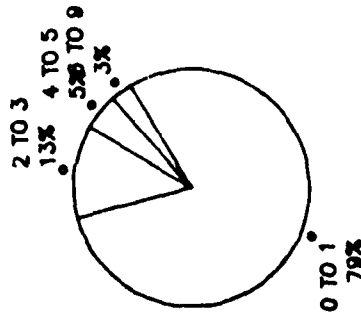
NUMBER OF PEOPLE SUPERVISED
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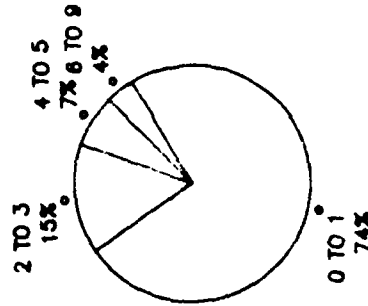
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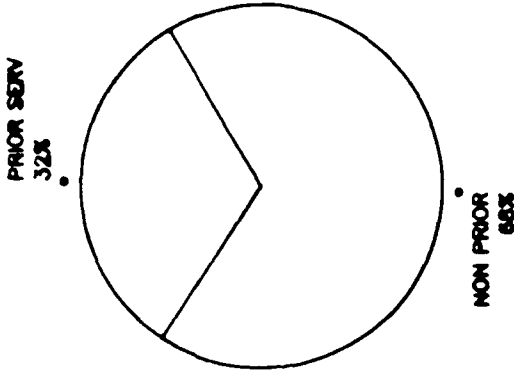


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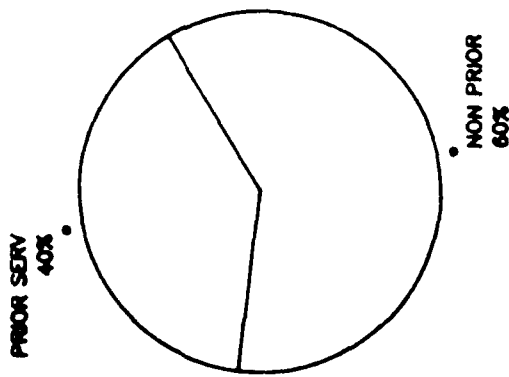


2ND LIEUTENANTS
 NUM PEOPLE APR-OER

YEARS IN SERVICE

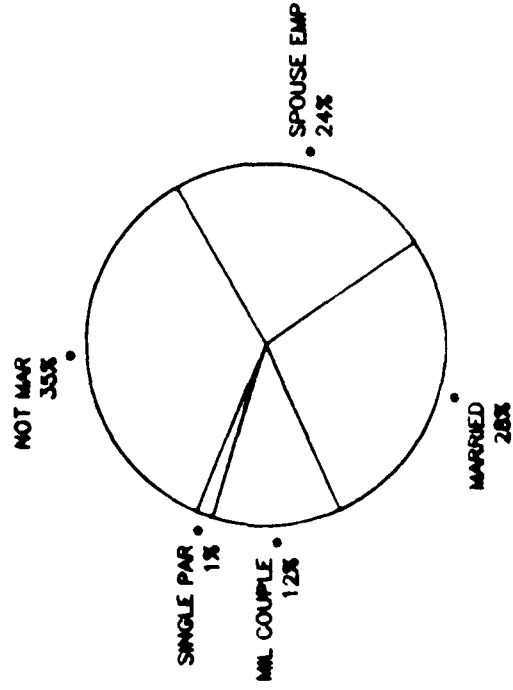


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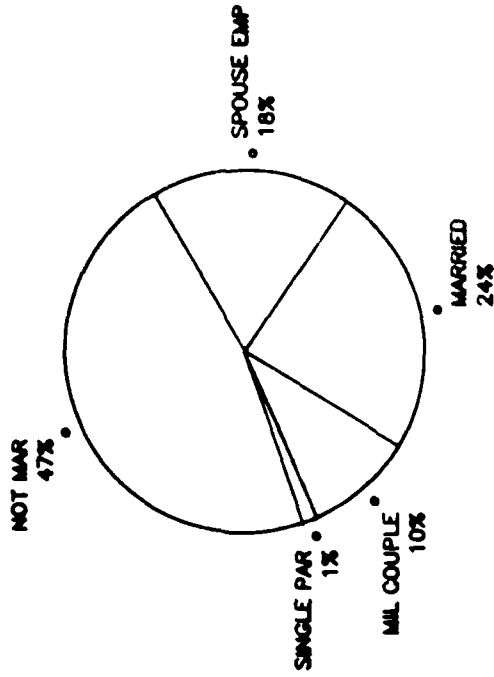


2ND LIEUTENANTS

MARITAL STATUS

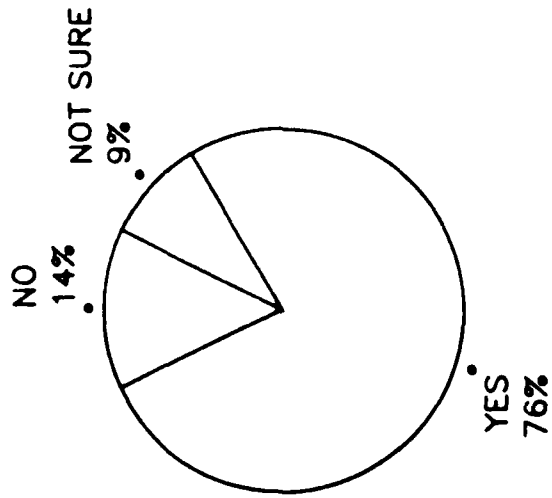


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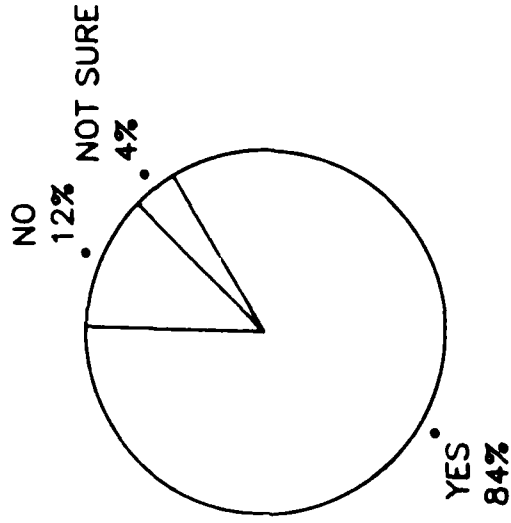


2ND LIEUTENANTS

SUPERVISOR WRITES APR-OER

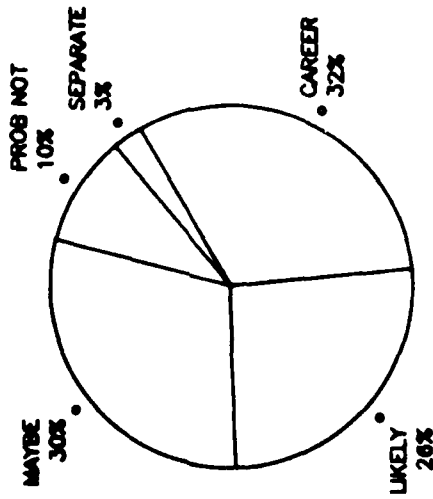


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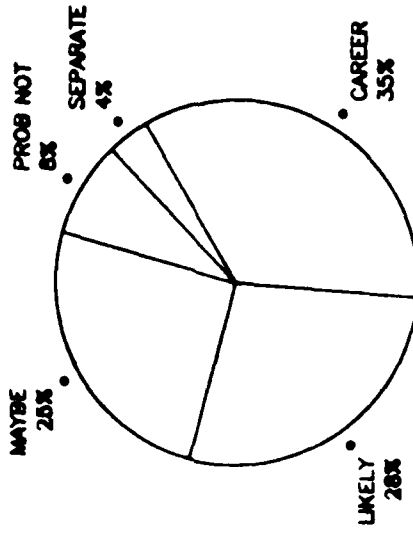


1ST LIEUTENANTS

CAREER INTENT

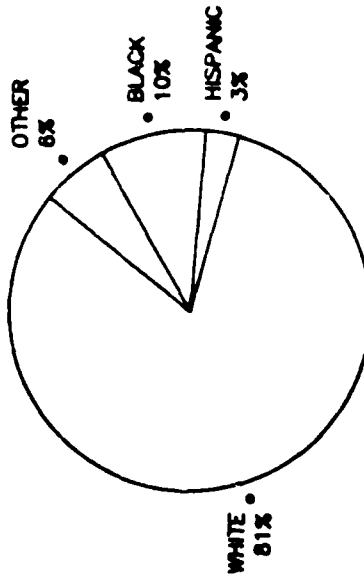


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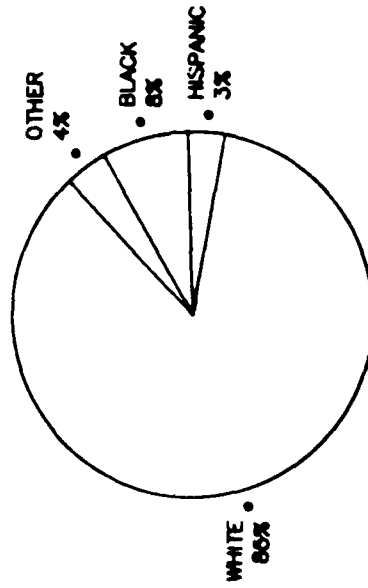


1ST LIEUTENANTS

ETHNIC GROUP



2ND LIEUTENANTS



1ST LIEUTENANTS

APPENDIX B
Summary of Perceptions Raised
During the LPDP

- Professionalism is arbitrary and has taken a back seat to careerism.
 - Many officers are concerned more about their careers, promotion, OER's, and visibility than they are about the quality of their jobs.
 - Senior officers are not coaching and giving guidance.
 - Senior officers are not setting performance and professional expectations.
 - Senior officers are not setting good examples by their conduct and appearance.
 - Standards are not being uniformly enforced.
 - Mid-level officers are not willing to support their junior officers in making tough decisions.
 - Mid-level officers will not "rock the boat."
 - Mid-level officers are reluctant to take risks that "might" make them look confrontive or go against what the commander might want to hear.
 - Active problem-solving, support, teamwork, and communication seems to be lacking.
 - OER system is fostering a careerist attitude.
 - Officers are more concerned about general officer endorsements than they are about the mission.
 - Ambiguity, extreme subjectivity, and lack of performance feedback are fostering pettiness, confusion, distrust, prejudice, and lack of teamwork because of the inflated OER system.

- The present emphasis on combat, flying and "warrior" image is surfacing we/they animosity between rated and support people.
- Understanding the meaning and nature of professional relations is difficult for many lieutenants.
 - No definition of professional relations.
 - Very little education and explaining of professional relations by immediate supervisors.
 - Enforcement is arbitrary and is inconsistent from command to command and from base to base.
 - Use of first name is often encouraged by senior officers, or the lieutenants feel it is all right.
 - What guidance that is given is often originated, explained, and enforced by the wing commander. Mid-level officers do not echo, institutionalize, and enforce these standards at their level.
 - Lieutenants are the brunt of jokes demeaning them as officers.
 - Lieutenants have not learned or lack the ability to effectively work with senior NCO's.
 - The areas of professional relations should be expanded and strengthened during basic training and the different phases of NCO PME.
 - Company Grade Officers Council (CGOC) needs to be strengthened, supported, and given more quality command attention.
- Lieutenants are very enthusiastic and want to do a good job.
- Most are motivated towards an Air Force career and are very competitive.

APPENDIX C

A Detailed Presentation of Lieutenants' Perceptions As Compared to Other Officers Using OAP Data Base Factors.

The officer categories are rank - ordered from high to low with vertical lines on the right to show statistically significant differences (as determined by a oneway analysis of variance with the follow-up multiple comparison test). Each vertical line extends to cover the officer categories where average responses are not significantly different from each other. This process is repeated in Appendices D and E. Where vertical lines do not overlap, there is a significant difference.

Mission Resources

Job Performance Goals

Majors +	4.89	
Captains	4.74	
Lieutenants	4.55	

Task Characteristics

Majors +	5.52	
Captains	5.36	
Lieutenants	5.13	

Task Autonomy

Majors +	4.99	
Captains	4.40	
Lieutenants	4.30	

Job Training

Majors +	4.85	
Captains	4.57	
Lieutenants	4.50	

Leadership Effectiveness

Work Support

Majors +	4.79	
Captains	4.51	
Lieutenants	4.46	

Management/Supervision

Majors +	5.44	
Captains	5.28	
Lieutenants	5.16	

Supervisory Communications Climate

Majors +	4.95	
Captains	4.83	
Lieutenants	4.77	

Organizational Communications Climate

Majors +	5.08	
Captains	4.78	
Lieutenants	4.72	

Unit Effectiveness

Pride

Majors +	5.68	
Captains	5.49	
Lieutenants	5.25	

Advancement - Recognition

Majors +	4.70	
Captains	4.48	
Lieutenants	4.46	

Perceived Productivity

Majors +	5.87	
Captains	5.79	
Lieutenants	5.65	

Job Related Satisfaction

Majors +	5.59	
Lieutenants	5.27	
Captains	5.24	

General Organizational Climate

Majors +	5.46	
Captains	5.07	
Lieutenants	5.00	

APPENDIX D

A Detailed Presentation of the Perceptions of Subordinates of
Lieutenants as Compared to Subordinates of Other Officers Using
OAP Data Base Factors

Mission Resources

Subordinate Responses:

Job Performance Goals

Captains	4.85	
Majors +	4.82	
Lieutenants	4.76	

Task Characteristics

Majors +	5.33	
Captains	5.30	
Lieutenants	5.15	

Task Autonomy

Majors +	4.71	
Captains	4.35	
Lieutenants	4.25	

Job Training

Captains	4.68	
Majors +	4.61	
Lieutenants	4.32	

Leadership Effectiveness

Subordinate Responses:

Work Support

Majors +	4.65	
Captains	4.59	
Lieutenants	4.50	

Management/Supervision

Majors +	5.35	
Captains	5.20	
Lieutenants	4.81	

Supervisory Communications Climate

Majors +	4.90	
Captains	4.83	
Lieutenants	4.54	

Organizational Communications Climate

Majors +	4.83	
Captains	4.70	
Lieutenants	4.49	

Unit Effectiveness

Subordinate Responses:

Pride

Majors +	5.42	
Captains	5.40	
Lieutenants	5.09	

Advancement - Recognition

Lieutenants	4.47	
Majors +	4.39	
Captains	4.39	

Perceived Productivity

Majors +	5.85	
Captains	5.80	
Lieutenants	5.64	

Job Related Satisfaction

Majors +	5.39	
Captains	5.28	
Lieutenants	4.97	

General Organizational Climate

Majors +	5.12	
Captains	4.95	
Lieutenants	4.74	

APPENDIX E

A Detailed Presentation of Lieutenants' Perceptions As
Compared to Other Officers Using OAP Data Base Items

V201 To what extent does your job require you to do many different things, using a variety of your talents and skills?

Majors +	5.91	
Captains	5.58	
Lieutenants	5.32	

V213 To what extent does your job give you freedom to do your work as you see fit?

Majors +	5.03	
Captains	4.47	
Lieutenants	4.29	

V214 To what extent are you allowed to make the major decisions required to perform your job well?

Majors +	5.06	
Captains	4.63	
Lieutenants	4.38	

V217 To what extent do you know exactly what is expected of you in performing your job?

Majors +	5.31	
Captains	5.20	
Lieutenants	4.95	

V216 To what extent do you feel accountable to your supervisor in accomplishing your job?

Majors +	5.65	
Lieutenants	5.40	
Captains	5.32	

V221 To what extent are your job performance goals realistic?

Majors +	4.94	
Captains	4.76	
Lieutenants	4.62	

V226 To what extent do you perform the same tasks repeatedly within a short period of time?

Captains	4.32	
Lieutenants	4.28	
Majors +	3.75	

V270 To what extent does your job provide a great deal of freedom and independence in scheduling your work?

Majors +	4.86	
Lieutenants	4.25	
Captains	4.15	

V271 To what extent does your job provide a great deal of freedom and independence in selecting your own procedures to accomplish it?

Majors +	4.99	
Captains	4.33	
Lieutenants	4.25	

V273 To what extent are your job performance goals clear?

Majors +	5.07	
Captains	4.92	
Lieutenants	4.64	

V300 Ideas developed by my workgroup are readily accepted by management personnel above my supervisor.

Majors +	4.86	
Captains	4.48	
Lieutenants	4.35	

V312 There is a high spirit of teamwork among my co-workers.

Majors +	5.32	
Captains	5.05	
Lieutenants	4.84	

V314 My organization has clear-cut goals.

Majors +	5.10	
Captains	4.94	
Lieutenants	4.79	

V317 The goals of my organization are reasonable.

Majors +	5.48	
Captains	5.20	
Lieutenants	5.10	

V405 My supervisor sets high performance standards.

Majors +	5.91	
Captains	5.68	
Lieutenants	5.61	

V410 My supervisor encourages teamwork.

Majors +	5.68	
Captains	5.50	
Lieutenants	5.36	

V426 My supervisor asks members for their ideas on task improvements.

Majors +	5.70	
Captains	5.53	
Lieutenants	5.35	

V428 My supervisor explains how my job contributes to the overall mission.

Majors +	5.15	
Captains	4.96	
Lieutenants	4.81	

V431 My supervisor helps me set specific goals.

Majors +	4.74	
Captains	4.56	
Lieutenants	4.44	

V435 My supervisor always helps me improve my performance.

Majors +	4.77	
Captains	4.69	
Lieutenants	4.63	

V436 My supervisor insures that I get job related training when needed.

Majors +	4.93	
Captains	4.86	
Lieutenants	4.85	

V437 My job performance has improved due to feedback received from my supervisor.

Majors +	4.60	
Captains	4.60	
Lieutenants	4.57	

V442 My supervisor frequently gives me feedback on how well I am doing my job.

Majors +	4.50	
Captains	4.44	
Lieutenants	4.43	

V709 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).

Majors +	5.54	
Captains	5.35	
Lieutenants	5.20	

V712 Technical training (other than OJT). The technical training I have received to perform my current job.

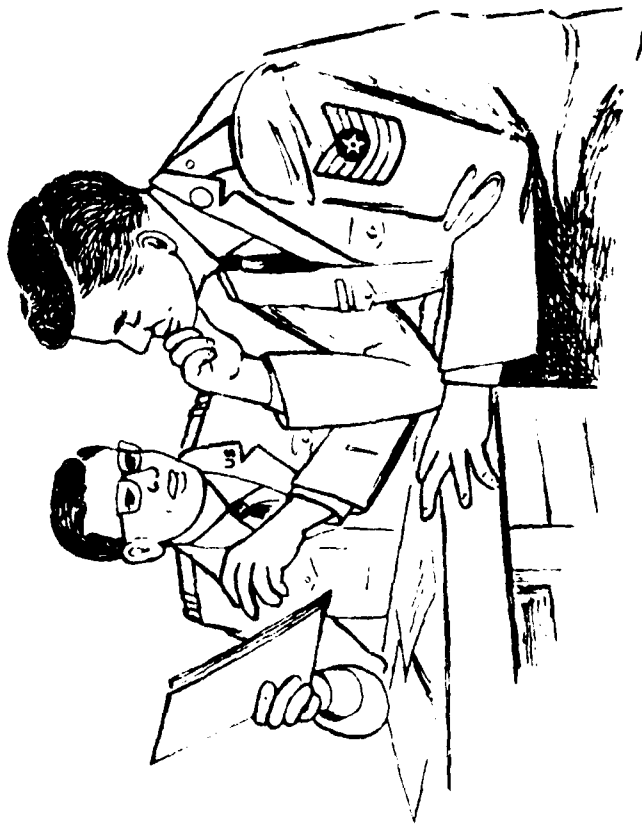
Majors +	5.00	
Captains	4.75	
Lieutenants	4.50	

APPENDIX F
Organizational Assessment Package
Factors and Variables

ORGANIZATIONAL

ASSESSMENT

PACKAGE



FACTORS AND VARIABLES

LEADERSHIP
AND
MANAGEMENT
DEVELOPMENT
CENTER

AIR UNIVERSITY
MAYWELL AFB, ALABAMA

GENERAL INFORMATION

The purpose of the Organizational Assessment Package (OAP) Users Guide is to provide the information necessary to understand and effectively use the OAP system. The material in this guide is intended to identify and define the OAP factors and variables. This guide is divided into sections that include:

- SECTION 1: Definitions of OAP Factors
- SECTION 2: OAP Demographic Items
- SECTION 3: Work Itself
- SECTION 4: Job Enrichment
- SECTION 5: Work Group Process
- SECTION 6: Work Group Output
- SECTION 7: OAP Variables (Listed numerically and cross-referenced)

The OAP was developed for use by the Air Force Leadership and Management Development Center (LMDC), Maxwell AFB, Alabama. The objectives of the OAP are to:

1. Inform commanders, managers, supervisors, and functional staff agencies of the nature, magnitude, level, scope, and source of current and potential leadership and management strengths and problems.
2. Provide inputs to Air Force education and training programs, to increase instructional effectiveness, and to provide inputs for curriculum development.
3. Provide feedback for improving the effectiveness of the LMDC Management Consultation Teams.
4. Develop LMDC training programs for management consultants to expand their consulting capabilities in areas which would best serve needs of the Air Force and specific organizations.
5. Provide a wide, varied, and creditable data base for research in Air Force fields of leadership and management as well as research into jobs and career fields.
6. Provide an Air Force-wide management information system for decision making.

The principle instrument of the OAP is a 109 question survey which is administered as a first step in a LMDC consultant visit to a base. In addition to the demographic items, the OAP survey contains attitudinal questions which are grouped to form 25 factors. The questions making up the factors are designed to solicit responses from individuals on a wide range of job related factors as well as factors relating to supervision, communications, and performance within the organization. The allowable responses to the survey questions range from one, indicating disagreement or dissatisfaction, to seven, indicating a high level of agreement or satisfaction.

The factors measured by the OAP are grouped into a systems model to assess three aspects of a work group: input, process, and output (adapted from McGrath's model).

Input. In LMDC's adaptation of the model, input is comprised of demographics, work itself, and job enrichment.

- A. Demographics. Descriptive or background information about the respondents to the OAP survey (see section 2 for a list of demographic items).
- B. Work Itself. The work itself has to do with the task properties (technologies) and environmental conditions of the job. It assesses the patterns of characteristics members bring to the group or organization, and patterns of differentiation and integration among position and roles. The following OAP factors measure the work itself:

- 806 - Job Desires (Need For Enrichment)
- 810 - Job Performance Goals
- 812 - Task Characteristics
- 813 - Task Autonomy
- 814 - Work Repetition
- 816 - Desired Repetitive Easy Tasks
- 823 - Job Related Training
- Job Influences (not a statistical factor)

- C. Job Enrichment. Measures the degree to which the job itself is interesting, meaningful, challenging, and responsible. The following OAP factors measure job enrichment:

- 800 - Skill Variety
- 801 - Task Identity
- 802 - Task Significance
- 804 - Job Feedback
- 806 - Need for Enrichment Index (Job Desires)
- 807 - Job Motivation Index
- 808 - OJI Total Score
- 809 - Job Motivation Index - Additive
- 825 - Motivation Potential Score

- Work Group Process. The work group process assesses the pattern of activity and interaction among the group members. The following OAP factors measure leadership and the work group process:

- 805 - Performance Barriers/Blockages (Work Support)
- 818 - Management and Supervision
- 819 - Supervisory Communications Climate
- 820 - Organizational Communications Climate
- Work Interferences (not a statistical factor)
- Supervisory Assistance (not a statistical factor)

Work Group Output. Measures task performance, group development, and effects on group members. Assesses the quantity and quality of task performance and alteration of the group's relation to the environment. Assesses changes in positions and role patterns, and in the development of norms. Assesses changes on skills and attitudes, and effects on adjustment. The following OAP factors measure the work group output:

- 811 - Pride
- 817 - Advancement/Recognition
- 921 - Work Group Effectiveness (Perceived Productivity)
- 822 - Job Related Satisfaction
- 924 - General Organizational Climate

Section 1

DEFINITIONS OF OAP FACTORS

(STATISTICAL FACTORS)

- 800 Skill Variety:** Measures the degree to which a job requires a variety of different tasks or activities in carrying out the work, which involve the use of a number of different skills and talents of the worker. A key is that the skills required are valued by the worker.
- 801 Task Identity:** Measures the degree to which the job requires completion of a "whole" and identifiable piece of work from beginning to end.
- 802 Task Significance:** Measures the degree to which the job has a substantial impact on the lives or work of others; the importance of the job.
- 803 (Not Used)**
- 804 Job Feedback:** Measures the degree to which carrying out the work activities required by the job results in the worker obtaining clear and direct information about job outcomes or information on good and poor performance.
- 805 Performance Barriers/Blockages (Work Support):** Measures the degree to which work performance is hindered by additional duties, details, inadequate tools, equipment, or work space.
- 806 Need for Enrichment Index (Job Desires):** Refers to the job related characteristics (autonomy, personal growth, use of skills, etc.) that the individual would like in a job.
- 807 Job Motivation Index:** A composite index derived from the job characteristics that reflects the overall "motivational aspects" of a job; the degree to which a job prompts high internal work motivation on the part of job incumbents.
- 808 OJI Total Score:** A composite index derived from the job characteristics that reflects one's perception of motivation provided by the job itself as opposed to motivation provided by others. This factor is similar to the other job motivation factors, but it employs a slightly different theory in arriving at the results.
- 809 Job Motivation Index - Additive:** This factor employs a variation of theory used by the other Job Motivation factors.
- 810 Job Performance Goals:** Measures the degree to which job performance goals are clear, specific, realistic, understandable, and challenging.
- 811 Pride:** Measures the pride in one's work.
- 812 Task Characteristics:** A combination of skill variety, task identity, task significance, and job feedback designed to measure several aspects of one's job.
- 813 Task Autonomy:** Measures the degree to which the job provides freedom to do the work as one sees fit, discretion in scheduling, decision-making, and means for accomplishing a job.

814 Work Repetition: Measures the extent to which one performs the same tasks or faces the same type of problems in his or her job on a regular basis.

816 Desired Repetitive Easy Tasks: Measures the extent to which one desires his or her job to involve repetitive tasks or tasks that are easy to accomplish.

817 Advancement/Recognition: Measures one's awareness of advancement and recognition, and feelings of being prepared (i.e., learning new skills for promotion).

818 Management and Supervision: Measures the degree to which the worker has high performance standards and good work procedures. Measures support and guidance received, and the overall quality of supervision.

819 Supervisory Communications Climate: Measures the degree to which the worker perceives that there is good rapport with supervisors; that there is a good working environment; that innovation for task improvement is encouraged, and that rewards are based upon performance.

820 Organizational Communications Climate: Measures the degree to which the worker perceives that there is an open communications environment in the organization, and that adequate information is provided to accomplish the job.

821 Work Group Effectiveness (Perceived Productivity): Measures one's view of the quantity, quality and efficiency of work generated by his or her work group.

822 Job Related Satisfaction: Measures the degree to which the worker is generally satisfied with factors surrounding the job.

823 Job Related Training: Measures the extent to which one is satisfied with on-the-job and technical training received.

824 General Organizational Climate: Measures the individual's perception of his or her organizational environment as a whole (i.e., spirit of team work, communications, organizational pride, etc.).

825 Motivation Potential Score: This factor employs a variation of theory used by the other job motivation factors. It ranges between 0 and 343 with 100 being the Air Force average. Low scores indicate a poorly motivating job.

(NON-STATISTICAL FACTORS)

Job Influences: Refers to worker's feelings of accountability to his or her supervisor, and standards of performance.

Work Interference: Identifies things which impede an individual's job performance.

Supervisory Assistance: Measures the extent to which a supervisor helps the subordinates.

Section 2

OAP DEMOGRAPHIC ITEMS

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
-	-	Supervisor's Code	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
-	-	Work Group Code			
-	-	Sex			
-	-	Your age is			
-	-	You are (officer, enlisted, GS, etc.)			
-	-	Your pay grade is	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
-	-	Primary AFSC			
-	-	Duty AFSC			
(Note: The above items are contained on the response sheet.)					
001	-	(Not Used)			
002	-	(Not Used)			
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, less than 12 years 7. More than 12 years	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.
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			
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 27,000 samples for this variable remains in the data base.					
006	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			

Section 2 (Continued)

OAP DEMOGRAPHIC ITEMS

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
010	7	Highest level of professional military education (residence or correspondence): 0. None or not applicable 1. NCO Orientation Course or ISAF 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., AMC, ICAF, NMC)	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
011	8	How many people do you directly supervise? 1. None 2. 1 3. 2 4. 3 5. 4 to 5 6. 6 to 8 7. 9 or more	016	13	How often does your supervisor hold group meetings? 1. Never 2. Occasionally 3. Monthly 4. Weekly 5. Daily 6. Continuously
012	9	For how many people do you write performance reports? 1. None 2. 1 3. 2 4. 3 5. 4 to 5 6. 6 to 8 7. 9 or more	017	14	How often are group meetings used to solve problems and establish goals? 1. Never 2. Occasionally 3. About half the time 4. All of the time
013	10	Does your supervisor actually write your performance reports? 1. Yes 2. No 3. Not sure	018	15	What is your aeronautical rating and current status? 1. Nonrated, not on aircrew 2. Nonrated, now on aircrew 3. Rated, in crew/operation job 4. Rated, in support job
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	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 take the Air Force a career 6. Will separate/terminate from the Air Force as soon as possible

Section 3
WORK ITSELF

FACTOR 806 - JOB DESIRES (NEED FOR ENRICHMENT INDEX) Has to do with job related characteristics (autonomy, personal growth, use of skills, etc.) that the individual would like in a job.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
249	51	In my job, I would like to have the characteristics described from item 11 all to "an extremely large amount".
250	52	Opportunities to have independence in my work.
251	53	A job that is meaningful.
252	54	The opportunity for personal growth in my job.
253	55	Opportunities in my work to use my skills.
		Opportunities to perform a variety of tasks.

FACTOR 810 - JOB PERFORMANCE GOALS Measures the extent to which job performance goals are clear, specific, realistic, understandable, and challenging.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
211	34	To what extent do you know exactly what is expected of you in performing your job?
212	35	To what extent are your job performance goals difficult to accomplish?
213	36	To what extent are your job performance goals clear?
214	37	To what extent are your job performance goals specific?
215	38	To what extent are your job performance goals realistic?

FACTOR 812 - TASK CHARACTERISTICS: A combination of skill variety, task identity, task significance, and job feedback designed to measure several aspects of one's job.

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?
204	22	To what extent are you able to determine how well you are doing your job without feedback from anyone else?
205	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?
206	27	To what extent does doing your job well affect a lot of people?
207	28	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?
208	29	To what extent does your job require you to use a number of complex skills?

Section 3 (Continued)

WORK ITSELF

FACTOR 813 - TASK AUTONOMY: Measures the degree to which the job provides freedom to do the work as one sees fit, discretion in scheduling, decision making, and means for accomplishing a job.

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?
272	30	To what extent does your job give you freedom to do your work as you see fit?
274	31	To what extent are you allowed to make the major decisions required to perform your job well?

FACTOR 814 - WORK REPETITION: Measures the extent to which one performs the same tasks or faces the same type of problems in his or her job on a regular basis.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
276	39	To what extent do you perform the same tasks repeatedly within a short period of time?
277	40	To what extent are you faced with the same type of problem on a weekly basis?

FACTOR 816 - DESIRED REPETITIVE EASY TASKS: Measures the extent to which one desires his or her job to involve repetitive tasks or tasks that are easy to accomplish.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
255	56	A job in which tasks are repetitive
756	57	A job in which tasks are relatively easy to accomplish

FACTOR 823 - JOB RELATED TRAINING: Measures the extent to which one is satisfied with on-the-job and technical training received.

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 - 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?

Section 4

JOB ENRICHMENT

FACTOR 800 - SKILL VARIETY: Measures the degree to which a job requires a variety of different tasks or activities in carrying out the work; involves the use of a number of different skills and talents of the worker; skills required are valued by the worker.

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: Measures the degree to which the job requires completion of a whole and identifiable piece of work from beginning to end.

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: Measures the degree to which the job has a substantial impact on the lives or work of others, the importance of the job.

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 804 - JOB FEEDBACK: Measures the degree to which carrying out the work activities required by the job results in the worker obtaining clear and direct information about job outcomes or information on good and poor performance.

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 806 - NEED FOR ENRICHMENT INDEX (JOB DESIRES): Has to do with job related characteristics (autonomy, personal growth, use of skills, etc.) the individual would like in a job.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
249	51	(In my job, I would like to have the characteristics described--from "not at all" to "an extremely large amount") 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.

Section 4 (Continued)

JOB ENRICHMENT

FACTOR 807 - JOB MOTIVATION INDEX A composite index derived from the six job characteristics that reflects the overall "motivating potential" of a job, the degree to which a job will prompt high internal work motivation on the part of job incumbents.

- 800 Skill Variety
- 801 Task Identity
- 802 Task Significance
- 804 Job Feedback
- 805 Work Support
- 813 Task Autonomy

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

FACTOR 808 - DJI TOTAL SCORE: Assesses one's perception of motivation provided by his or her job. This factor is a variation of theory employed by other job motivation factors. Score is computed using the variables in the following formula:

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

FACTOR 809 - JOB MOTIVATION INDEX - ADDITIVE: This factor is a variation of theory employed by other job motivation factors. Index is computed using the following factors:

- 800 Skill Variety
- 801 Task Identity
- 802 Task Significance
- 804 Work Repetition
- 805 Work Support
- 813 Task Autonomy

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

FACTOR 825 - MOTIVATION POTENTIAL SCORE: This factor is another variation of theory employed by other job motivation factors. It ranges between 0 and 343 with 100 being the Air Force average. Low scores indicate a poorly motivating job. Score is computed using the following factors:

- 800 Skill Variety
- 801 Task Identity
- 802 Task Significance
- 904 Job Feedback
- 813 Task Autonomy

Formula: $(800+801+802)/3+(813)(804)$

Section 5

WORK GROUP PROCESS

FACTOR 805 - PERFORMANCE BARRIERS/BLOCKAGES (WORK SUPPORT): Measures the degree to which work performance is hindered by additional duties, details, inadequate tools, equipment, or work space.

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 818 - MANAGEMENT AND SUPERVISION: Measures the degree to which the worker has high performance standards and good work procedures. Measures support and guidance received, and the overall quality of supervision.

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.
415	64	My supervisor fully explains procedures to group members.
416	65	My supervisor performs well under pressure.

FACTOR 806 - WORK INTERFERENCES (NOT A STATISTICAL FACTOR): Identifies things which impede an individual's job performance.

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 819 - SUPERVISORY COMMUNICATIONS CLIMATE: Measures the degree to which the worker perceives that there is good rapport with supervisors, that there is a good working environment, that innovation for task improvement is encouraged, and that rewards are based upon performance.

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
476	67	My supervisor asks members for their ideas on task improvements.
475	68	My supervisor explains how my job contributes to the overall mission.
477	69	My supervisor helps me set specific goals.
473	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.
474	74	My job performance has improved due to feedback received from my supervisor.
412	76	My supervisor frequently gives me feedback on how well I am doing my job.

Section 5 (Continued)

WORK GROUP PROCESS

FACTOR 820 - ORGANIZATIONAL COMMUNICATIONS CLIMATE: Measures the degree to which the worker perceives that there is an open communications environment in the organization, and that adequate information is provided to accomplish the job.

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.

SUPERVISORY ASSISTANCE (NOT A STATISTICAL FACTOR): Measures the extent to which a supervisor helps the subordinate.

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.

Section 6

WORK GROUP OUTPUT

FACTOR 811 - PRIDE: Measures the pride in one's work.

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 817 - ADVANCEMENT/RECOGNITION: Measures one's awareness of advancement and recognition, and feelings of being prepared (i.e., learning new skills for promotion).

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 821 - WORK GROUP EFFECTIVENESS (PERCEIVED PRODUCTIVITY): Measures one's view of the quantity, quality, and efficiency of work generated by his or her work group.

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

Section 6 (Continued)

WORK GROUP OUTPUT

FACTOR 822 - JOB RELATED SATISFACTION. Measures the degree to which the worker is generally satisfied with factors surrounding the job.

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 824 - GENERAL ORGANIZATIONAL CLIMATE. Measures the individual's perception of his or her organizational environment as a whole (i.e. spirit of team work, camaraderie, organizational pride, etc.).

VARIABLE NUMBER	STATEMENT NUMBER	STATEMENT
305	3	Organization is very interested in the attitudes of the group members toward their jobs.
306	58	Organization has a very strong interest in the welfare of its people.
307	33	am very proud to work for this organization.
308	3	feel responsible to my organization in accomplishing its mission.
310	92	personnel in my unit are recognized for outstanding performance.
311	93	am usually given the opportunity to show or demonstrate my work to others.
312	34	There is a high spirit of teamwork among my co-workers.
313	25	There is outstanding cooperation between work groups of my organization.
315	97	feel motivated to contribute my best efforts to the mission of my organization.
316	32	Organization rewards individuals based on performance.

Section 7

OAP VARIABLES

VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT
201	800/812	17	To what extent does your job require you to do many different things, using a variety of your talents and skills?	215	811	32	To what extent are you proud of your job?
202	801/812	18	To what extent does your job involve doing a whole task or unit of work?	216	(Note)	33	To what extent do you feel accountable to your supervisor in accomplishing your job?
203	802/812	19	To what extent is your job significant, in that it affects others in some important way?	217	810	34	To what extent do you know exactly what is expected of you in performing your job?
204	-	-	(Not Used)	218	810	35	To what extent are your job performance goals difficult to accomplish?
205	-	-	(Not Used)	219	-	-	(Not Used)
206	805	23	To what extent do additional duties interfere with the performance of your primary job?	220	-	-	(Not Used)
207	805	24	To what extent do you have adequate tools and equipment to accomplish your job?	221	810	38	To what extent are your job performance goals realistic?
208	805	25	To what extent is the amount of work space provided adequate?	222	-	-	(Not Used)
209	804/812	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?	223	-	-	(Not Used)
210	802/812	27	To what extent does doing your job well affect a lot of people?	224	-	-	(Not Used)
211	801/812	28	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?	225	-	-	(Not Used)
212	800/812	29	To what extent does your job require you to use a number of complex skills?	226	814	39	To what extent do you perform the same tasks repeatedly within a short period of time?
213	813	30	To what extent does your job give you freedom to do your work as you see fit?	227	814	40	To what extent are you faced with the same type of problem on a weekly basis?
214	813	31	To what extent are you allowed to make the major decisions required to perform your job well?	228	-	-	(Not Used)
				229	-	-	(Not Used)
				230	-	-	(Not Used)
				231	-	-	(Not Used)
				232	-	-	(Not Used)
				233	-	-	(Not Used)

Note: This variable is an element of "job influences" (not a statistical factor).

Section 7 (Continued)

OAP VARIABLES

VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT
234	817	41	To what extent are you aware of promotion/advancement opportunities that affect you?	251	806	53	The opportunity for personal growth in my job
235	-	-	(Not Used)	252	806	54	Opportunities in my work to use my skills
236	-	-	(Not Used)	253	806	55	Opportunities to perform a variety of tasks
237	-	-	(Not Used)	254	-	-	(Not Used)
238	(Note)	42	To what extent do co-workers in your work group maintain high standards of performance?	255	816	56	A job in which tasks are repetitive.
239	817	43	To what extent do you have the opportunity to progress up your career ladder?	256	-	-	(Not Used)
240	817	44	To what extent are you being prepared to accept increased responsibility?	257	-	-	(Not Used)
241	817	45	To what extent do people who perform well receive recognition?	258	816	57	A job in which tasks are relatively easy to accomplish.
242	-	-	(Not Used)	259	821	77	The quantity of output of your work group is very high
243	-	-	(Not Used)	260	821	78	The quality of output of your work group is very high
244	-	-	(Not Used)	261	821	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
245	-	-	(Not Used)	262	-	-	(Not Used)
246	-	-	(Not Used)	263	-	-	(Not Used)
247	-	-	(Not Used)	264	821	80	Your work group always gets maximum output from available resources (e.g., personnel and material)
248	-	-	(Not Used)	265	821	81	Your work group's performance in comparison to similar work groups is very high
			(In my job, I would like to have the characteristics described from "not at all" to "an extremely large amount")	266	-	-	(Not Used)
249	806	51	Opportunities to have independence in my work	267	-	-	(Not Used)
250	806	52	A job that is meaningful				

Note: This variable is an element of "job influences" (not a statistical factor).

Section 7 (Continued)

OAP VARIABLES

VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT
268	-	-	(Not Used)	300	820	82	Ideas developed by my work group are readily accepted by management personnel above my supervisor.
269	-	-	(Not Used)	301	820	83	My organization provides all the necessary information for me to do my job effectively.
270	813	20	To what extent does your job provide a great deal of freedom and independence in scheduling your work?	302	820	84	My organization provides adequate information to my work group.
271	813	21	To what extent does your job provide a great deal of freedom and independence in selecting your own procedures to accomplish it?	303	820	85	My work group is usually aware of important events and situations.
272	804/812	22	To what extent are you able to determine how well you are doing your job without feedback from anyone else?	304	820	86	My complaints are aired satisfactorily.
273	810	36	To what extent are your job performance goals clear?	305	824	87	My organization is very interested in the attitudes of the group members toward their jobs.
274	810	37	To what extent are your job performance goals specific?	306	924	88	My organization has a very strong interest in the welfare of its people.
275	811	46	To what extent does your work give you a feeling of pride?	307	824	89	I am very proud to work for this organization.
276	917	47	To what extent do you have the opportunity to learn skills which will improve your promotion potential?	308	824	90	I feel responsible to my organization in accomplishing its mission.
277	(Note)	48	To what extent do you have the necessary supplies to accomplish your job?	309	824	91	The information in my organization is widely shared so that those needing it have it available.
278	(Note)	49	To what extent do details (task not covered by primary or additional duty descriptions) interfere with the performance of your primary job?	310	824	92	Personnel in my unit are recognized for outstanding performance.
279	(Note)	50	To what extent does a bottleneck in your organization seriously affect the flow of work either to or from your group?	311	924	93	I am usually given the opportunity to show or demonstrate my work to others.
280 thru 299	-	-	(Not Used)	312	824	94	There is a high spirit of teamwork among my co-workers.
				313	824	95	There is outstanding cooperation between work groups of my organization.

Note: These variables are elements of "work interferences" (not a statistical factor).

Section 7 (Continued)

OAP VARIABLES

VARIABLE NUMBER	FACTOR	STATEMENT	VARIABLE NUMBER	FACTOR	STATEMENT
314	820	My organization has clear-cut goals.	413	818	My supervisor has made his responsibilities clear to the group.
315	824	I feel motivated to contribute my best efforts to the mission of my organization.	414	-	(Not Used)
316	824	My organization rewards individuals based on performance.	415	-	(Not Used)
317	820	The goals of my organization are reasonable.	416	818	My supervisor performs well under pressure.
318	820	My organization provides accurate information to my work group.	417	-	(Not Used)
319 thru 399	-	(Not Used)	418	-	(Not Used)
400	-	(Not Used)	419	-	(Not Used)
401	-	(Not Used)	420	-	(Not Used)
402	-	(Not Used)	421	-	(Not Used)
403	-	(Not Used)	422	-	(Not Used)
404	818	My supervisor is a good planner.	423	-	(Not Used)
405	818	My supervisor sets high performance standards.	424	(Note)	My supervisor takes time to help me when needed.
406	-	(Not Used)	425	-	(Not Used)
407	-	(Not Used)	426	818	My supervisor asks members for their ideas on task improvements.
408	-	(Not Used)	427	-	(Not Used)
409	-	(Not Used)	428	818	My supervisor explains how my job contributes to the overall mission.
410	818	My supervisor encourages teamwork.	429	-	(Not Used)
411	818	My supervisor recognizes the group at all times.	430	-	(Not Used)
412	818	My supervisor establishes good work procedures.	431	-	My supervisor helps me set specific goals.
			432	-	(Not Used)

Note: This variable is an element of "supervisory assistance" (not a status).

Section 7 (Continued)

OAP VARIABLES

VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT	VARIABLE NUMBER	FACTOR	STATEMENT NUMBER	STATEMENT
433	819	70	My supervisor lets me know when I am doing a good job.	707	-	-	(Not Used)
434	(Note)	71	My supervisor lets me know when I am doing a poor job.	708	-	-	(Not Used)
435	819	72	My supervisor always helps me improve my performance.	709	822	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.
436	819	73	My supervisor insures that I get job related training when needed.	710	822	103	Family Attitude Toward Job The recognition and the pride my family has in the work I do.
437	819	74	My job performance has improved due to feedback received from my supervisor.	711	823	104	On-the-Job Training (OJT) The OJT instructional methods and instructors' competence.
438	-	-	(Not Used)	712	823	105	Technical Training (Other than OJT) The technical training I have received to perform my current job.
439	(Note)	75	When I need technical advice, I usually go to my supervisor.	713	-	-	(Not Used)
440	-	-	(Not Used)	714	-	-	(Not Used)
441	-	-	(Not Used)	715	-	-	(Not Used)
442	819	76	My supervisor frequently gives me feedback on how well I am doing my job.	716	-	-	(Not Used)
443	-	-	(Not Used)	717	822	106	Work Schedule My work schedule, flexibility and regularity of my work schedule; the number of hours I work per week.
444	-	-	(Not Used)	718	822	107	Job Security
445	818	64	My supervisor fully explains procedures to each group member.	719	822	108	Acquired Valuable Skills The chance to acquire valuable skills in my job which prepare me for future opportunities.
446 thru 699	-	-	(Not Used)	720	-	-	(Not Used)
700	-	-	(Not Used)	721	-	-	(Not Used)
701	-	-	(Not Used)	722	-	-	(Not Used)
702	-	-	(Not Used)	723	822	109	My Job as a whole
703	-	-	(Not Used)	724 thru 999	-	-	(Not Used)
704	-	-	(Not Used)				
705	822	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.				

Note: These variables are elements of "supervisory assistance" (not a statistical factor).