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# AIR COMMAND AND STAFF COLLEGE

## STUDENT REPORT

JOB ATTITUDES OF USAF  
ADMINISTRATIVE PERSONNEL

MAJOR EDWARD M. DANAHY

86-0645

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**TITLE** JOB ATTITUDES OF USAF ADMINISTRATIVE PERSONNEL

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Submitted to the faculty in partial fulfillment of  
requirements for graduation.

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## PREFACE

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This study is being accomplished at the request of the Leadership and Management Development Center (LMDC) Analysis Section, Maxwell AFB, Alabama. LMDC Consultation Services are being discontinued and an attempt is being made to document and analyze as much of their computerized survey data as possible. The data has been gathered by administering Organizational Assessment Surveys throughout the Air Force. The present study addresses the Administration field. The specifics of this study are in the Executive Summary.

Formatting of the present study is according to LMDC requirements.

Support and assistance for the study were provided by personnel at HQ USAF/DA, Washington, D.C., the USAF Occupational Measurement Center at Randolph AFB, Texas, the 3300 TCHTW/TTS at Keesler AFB, Mississippi, HQ USAF/DPMYI at Randolph AFB, Texas, in addition to continuous advice and assistance from the LMDC staff.

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## ABOUT THE AUTHOR

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Major Edward M. Danahy entered the Air Force in 1964. He served seven and one-half years as a Physiological Training Technician. He received a Bachelor of Science degree in Law Enforcement and Corrections from the University of Nebraska at Omaha under the Bootstrap Commissioning Program. After graduating first in his class at Officer Training School in 1971, he was assigned to Castle AFB, California, where he served as a squadron executive officer, headquarters section commander and then aide to a general officer. In August 1974, he was assigned to Clear AFS, Alaska as the Chief of Administration, to complete his remote requirement. He completed Air Command and Staff College by correspondence during this tour. He was then selected for assignment to the Air Force Academy in Colorado in 1975. He was a group executive officer for two years, aide to the commandant, and an air officer commanding (Commander, Cadet Squadron 28). He completed his Master's Degree in Public Administration at the University of Colorado during this assignment. In April 1979, he went to the Northern European Command Headquarters (NATO) in Oslo, Norway. He was military assistant to the Deputy Chief of Staff, Plans and Operations, a German rear admiral, for three years. Following this assignment, he was transferred to another major NATO command in Naples, Italy. He was executive officer for the Assistant Chief of Staff, Intelligence, a Turkish general, at the Allied Forces Southern Europe Headquarters. After one year, he was selected to be the Chief, Personnel and Administration at the Allied Air Forces Southern Europe Headquarters in Naples, Italy. In 1984, he was selected to attend Air Command and Staff College at Maxwell AFB, Alabama. Major Danahy is married and has three children.

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## EXECUTIVE SUMMARY

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**REPORT NUMBER** 86-0645

**AUTHOR(S)** MAJOR EDWARD M. DANAHY, USAF

**TITLE** JOB ATTITUDES OF USAF ADMINISTRATIVE PERSONNEL

I. Purpose: To provide feedback to commanders, supervisors, and administrative area leaders by determining whether there are significant differences between the job attitudes of personnel in the administrative career area as compared to other Air Force personnel.

II. Problem: Although administrative personnel operate in every functional area in the Air Force, very little research has been conducted to study their job attitudes and the resultant effects on organizational effectiveness and productivity.

III. Data: Responses to the Leadership and Management Development Center's (LMDC) USAF Organizational Assessment Package (OAP) were the primary source of information used in this study. The OAP is designed to identify organizational leadership and management strengths and weaknesses. Demographic and attitudinal results are compared separately for officers, enlisted, and civilians in the administrative field versus personnel in other Air Force career fields. The results are analyzed in light of organizational behavior literature and previous limited studies concerning administrative personnel. Appropriate statistical tests are used to analyze data, and close supervision was provided by LMDC's research staff.

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## CONTINUED

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IV. Conclusions: Significant attitudinal differences were found between administrative personnel and non-administrative personnel in all major areas of the OAP: Work Itself, Job Enrichment, Work Group Process, and Work Group Output. It is noteworthy that administrative personnel were found to be more positive in overall outlook about their jobs than non-administrative personnel. All three administrative personnel categories are generally more satisfied with their jobs, and are more motivated, than their non-administrative counterparts. Compared to other officers in the data base, admin officers rated such factors as Task Autonomy, Work Repetition, Organizational Communications Climate, and General Organizational Climate higher and Skill Variety and Pride lower. Admin enlisted rated Task Autonomy, Job Related Training, Management/Supervision, and General Organizational Climate higher and Skill Variety, Task Significance, and Pride lower than other enlisted in the data base. Compared to other civilians in the data base, admin civilians rated Work Repetition, Work Support, Supervisory Communications Climate, and General Organizational Climate higher and Task Characteristics, Skill Variety, and Advancement/Recognition lower. Although admin personnel scored higher than their counterparts on many factors, their responses indicate problems exist in some of these areas as well. There are a number of areas where improvement is needed, such as training, advancement/recognition, use, and development of skills, to mention a few.

V. Recommendations: USAF leadership must consider studies such as this as upward communication from a vital segment of the work force. The findings should be used to improve the conditions that affect worker attitudes. Programs the USAF/DA has initiated in the past several years should be expanded and implemented by directors of administration (DAs) or by appropriate points of contact where DAs are not available, all the way down to the lowest levels. Commanders should be encouraged to talk about the importance of admin personnel to mission accomplishment especially on occasions when spouses and families are present. Primary attention must be given to educating supervisors of civilians on Civilian Personnel's promotion and awards system as well as the 40-series of Air Force regulations. Results of studies such as this should be an integral part of the decision-making process, and further studies should be conducted if needed, prior to making critical organizational decisions.

## Chapter One

### INTRODUCTION

Administration (admin) is the only career field in the Air Force which operates in every functional area, according to Air Force Regulation (AFR) 4-1, "Functions and Responsibilities of Administration." It is also one of the largest career fields in the Air Force with approximately 2,400 officers, 29,000 enlisted, and 29,000 civilians performing administrative duties. The Air Force specialty codes are 70XX for officers and 70XXX for enlisted. Civilians have corresponding codes under the General Service (GS) system.

With such a large and wide-ranging career field, it is incumbent on Air Force leadership to be aware of the needs and attitudes of these key support personnel. Most organizational behavior literature emphasizes the necessity for organizations to pay more attention to the needs of employees, to better understand today's job values, and to design ways to improve the quality of work in order to make the most of human resources (Hampton, Summer & Webber, 1982). To accomplish these vital tasks, any organization's leadership must first find out what the needs, values, and work expectations are.

Surprisingly, little research in these areas has been done with admin personnel, especially considering the large size and

wide-ranging influence potential of this career field. Two Occupational Survey Reports, one dealing with officers and equivalent civilians, the other dealing with enlisted personnel, were done in 1980. The Leadership and Management Development Center (LMDC) compiled several unpublished reports for the Director of Administration, Headquarters Air Force. The findings of these reports will be discussed in Chapter Two.

A very good overview of the administration field can be found in AFR 4-1. It states that the general mission of administration is to provide systems, services, resources, and procedures for the processing of information in all Air Force organizations. The services of administration are Administrative Communications Management; Publications, Forms, and Publications and Forms Distribution Management; Postal Management; Reprographics Management; Documentation Management; Administrative Systems Management; Staff Support Services; and Unit Administration Services. A description of the primary tasks performed in each of the foregoing diverse service areas can be found in Attachment 1 to AFR 4-1. The subject of this report is the attitudes of the personnel who work in this wide-ranging and diverse field.

The purpose of the present report is to provide Air Force commanders, supervisors, and in particular admin leaders with usable feedback from admin personnel. The information for this feedback was obtained through the Organizational Assessment Package (OAP) survey administered by the Leadership and Management Development Center (LMDC) located at Maxwell AFB, Alabama. The

OAP is designed to identify organizational leadership/management strengths and weaknesses, provide feedback to Air Force professional schools, and establish a data base to support organizational effectiveness research efforts Air Force-wide (Short, 1985).

Using the OAP data, this report analyzes the job attitudes of admin personnel to find out whether there are significant differences between the job attitudes of personnel in the admin career field and the attitudes of personnel in the other Air Force career fields. There are four objectives of this report:

- (1) To review relevant background research and organizational behavior literature.
- (2) To compare OAP-measured demographic characteristics, and job attitudes of officers, enlisted, and civilians in the admin career field with those of corresponding personnel in the rest of the OAP Air Force data base.
- (3) To analyze significant attitudinal differences between admin personnel and other personnel
- (4) To develop recommendations for commanders, supervisors, and admin leaders.

These objectives are addressed in the following manner. First, Chapter Two shows the results of the literature review, highlighting the findings and results of two Occupational Survey Reports as well as previous LMDC reports. Chapter Three details the methodology and validity of the OAP survey procedures as well as the procedures used to obtain the data for this report.

Chapter Four compares OAP results for admin personnel with OAP results for other personnel. Demographic and attitudinal results are compared separately for officers, enlisted, and civilians in the admin field versus other career fields. The  $t$ -test procedure is used to determine whether admin personnel differ from other personnel at the 95% confidence level. Chapter Five analyzes the significant differences between admin personnel and other personnel. Comparisons are made with the results of studies discussed in Chapter Two, and explanations for the significant differences are given, where possible. Chapter Six presents recommendations for commanders, supervisors and in particular for admin leaders.

The most common communication between management and subordinates is downward. Organizations also must have effective upward communication to become or remain healthy. Successful upward communication is vital for top management to obtain information they would not otherwise receive, and to maintain morale (Strauss & Sayles, 1967). This report is based on, and provides, upward communication from admin personnel for use by Air Force leaders.

## Chapter Two

### LITERATURE REVIEW

The vast majority of studies in organizational behavior and management have concentrated on commercial organizations. However, the findings of these studies can be readily applied to military organizations because the internal characteristics of all organizations - objectives, structure, processes, and behavior - are common (Hunsicker, 1983). A general review of the literature highlights the importance of the effects of attitudes on such organizational factors as performance, training, and retention.

Contemporary thought on job attitudes emphasizes that managers and leaders must understand the complexities of the work environment in order to be effective. For example, Harold Koontz (1983) points out that most recent management research and theory implies that effective leaders must take the expectancies and motives of subordinates into account as well as situational factors, interpersonal relations, and rewards, when designing the climate for performance. Hunsicker (1983) emphasizes what many studies have shown--that employees are essentially self-serving. They tend to be driven by gratification of personal goals and needs more than by trying to meet organizational objectives. Since the leader or manager is primarily concerned with meeting organizational objectives, it is very important that the attitudes

of employees be understood so that an attempt can be made to correlate gratification of personal goals and needs with attaining organizational objectives. Wilkerson and Short (1983) have conducted extensive research into what supervisors should know to increase performance, effectiveness, and retention. They came up with four essential skills: being aware of standards of performance set informally by members of the work group, providing opportunities for training, giving supervisory feedback, and developing future leaders. Their findings were based on research data similar to those upon which this report is based.

Even though some behavioral scientists (e.g., Schein, 1969) do not believe questionnaires are personal enough to be effective in obtaining attitudinal information, the questionnaire method is widely accepted and is one of the most prominent methods used today to get feedback from persons at any level of an organization (Hampton, Summer & Webber, 1982). The questionnaire method was the basis for obtaining the information used in the present report as well as in the background studies examined below.

As was mentioned previously, surprisingly little study has been done on the attitudes of admin personnel even though they comprise one of the largest career fields in the Air Force. During the literature search, an April 1980 Occupational Survey Report titled "Administration and Stenographic Career Ladders" and a December 1980 report titled "Administration Utilization Field Military and Civilian Respondents" from the USAF Occupational Measurement Center at Randolph AFB, Texas, were found and



reviewed. The first report addressed enlisted personnel; the second report surveyed officers and civilians in equivalent positions. The Occupational Survey Reports primarily address job structure, performance tasks, task difficulty, job difficulty, and training, with some information on job satisfaction. Following are key points taken from these reports.

Both reports' analyses of the admin field highlight the diverse pattern of use of personnel. This is exemplified by the many job groups identified, and then further divided into subgroups or job types. Officers were found in such wide-ranging jobs as commander, executive officer, protocol officer and librarian, to mention just a few. Enlisted jobs also varied greatly, ranging from general duties such as clerk typist, keypunch operator, or receptionist, to more specialized jobs such as protocol, postal or orderly room functions.

Despite the wide range of jobs, the December report identified a large number of tasks that were performed by over half of the surveyed officers and civilians. These common tasks involved drafting or processing written communications. There were overall similarities between officers and equivalent civilians in administrative functions. The only major difference between officers and civilians was that civilians were more involved in the technical aspects of the field, while officers were more involved in command functions. The enlisted survey also found task commonality widespread, despite the diversity of jobs. Most enlisted personnel were found to answer phones, greet,

visitors, type administrative communications, operate office copy machines, maintain suspense files, and prepare requests for reproduction or duplicating services.

The survey of officers and equivalent civilians indicated relatively high levels of job interest and use of talent across all specialties. There was a higher level of satisfaction at the lower grades than at the senior grades. Enlisted personnel across all specialties appeared to be reasonably satisfied with the sense of accomplishment gained from their work. No definitive rationale for these findings was given.

The only other pertinent studies of the admin field were done by the Leadership and Management Development Center (LMDC) at Maxwell AFB, Alabama. The LMDC studies are unique in that they not only provide attitudinal data, but also demographic characteristics of the personnel surveyed. Both types of data were compared to similar data for personnel outside the admin field. In an unpublished study (Winstead, 1982), LMDC analyzed the officer, enlisted, and civilian admin specialties across the major groupings of the OAP. Complete definitions of these groupings can be found in the Factors and Variables guide (Appendix C). In 1985, LMDC updated the 1982 study. Neither study was in-depth. Brief explanations of the data comparisons were provided to the requestor, Headquarters USAF/DA. There were no substantial differences between the findings in 1982 and the updated findings.

Following are some noteworthy LMDC findings. From the

demographic comparisons, there was a much higher percentage of women and minority group personnel in the admin field compared to the rest of the Air Force. The grade structure was lower in the officer and civilian categories. Attitudinal comparisons with other Air Force personnel showed admin personnel believed they had more task autonomy, their supervision was sounder, there was an open communications environment, and their jobs were more satisfying. On the other hand, admin personnel appeared to have less pride in their work. Officers and enlisted personnel rated advancement/recognition opportunities high, while civilians rated this factor low.

The 1982 study also provided enlisted duty shredout comparisons for the three suffixes: "A" suffix for admin services personnel, "B" suffix for executive support personnel, and "C" suffix for orderly room personnel. The findings indicated that orderly room personnel had more pride and thought their productivity was higher than did those in the other shredouts. Executive support and orderly room personnel had higher morale and job satisfaction than those in DA. Except for their feelings about the significance of their job, DA personnel were less satisfied and felt they had poorer supervision. Even though the Occupational Survey Report indicated that creation of the three shredouts gave better structure to the diverse number of admin jobs, admin leaders have decided to discontinue using the shredouts. Therefore, no analysis of the shredouts will be undertaken in the present report.

The present report uses the preceding information together with the latest LMDC data available on admin personnel to analyze how admin personnel compare with other Air Force personnel. A more comprehensive analysis is provided by this report than has been done in the two previous LMDC reports. Similar overall findings are expected. This report also differs from previous reports in that recommendations are presented in Chapter Six. The next chapter explains the methods used to obtain the data upon which this report is based.

## Chapter Three

### METHODOLOGY

The data upon which this report is based were obtained by LMDC personnel using the Organizational Assessment Package (OAP) in field administrations. A copy of the OAP Factors and Variables guide is at Appendix C to this report. A comprehensive review of the history, development, standardization, and survey procedures of the OAP is documented by Short (1985). This chapter provides a brief explanation of the instrumentation, data collection and feedback, subjects, and procedures used for the present report.

#### Instrumentation

The OAP is a 109-item survey questionnaire designed jointly by the Air Force Human Resources Laboratory at Brooks AFB, Texas and the LMDC. The questionnaire consists of 16 demographic items and 93 attitudinal items. Documentation of the factor analysis results during OAP development is provided in Hendrix and Halverson (1979a; 1979b). Short and Hamilton (1981) conducted a factor by factor assessment of the reliability of the OAP and found that it showed "generally acceptable to excellent reliability for the primary factors," and "that they were reliable enough for collection of Air Force systemic data." After two years of field use, the validity of the OAP was re-examined by

Hightower and Short (1982). Their findings also support the use of the OAP as a data gathering instrument.

#### Data Collection and Feedback

All data for the present report were collected as a part of the LMDC management consultation process. In the consultation process, the initial administration of the OAP in an organization is a key step (Short, 1985). The survey is given as a census of the organization to which LMDC has been invited. All military and civilian members of the organization are scheduled for the survey administration in group sessions. Purposes of the survey are explained, and personnel are assured of confidentiality of their individual responses. LMDC representatives collect all survey answer sheets and return them to Maxwell AFB for analysis.

After analyzing the data, the LMDC consultants return to the organization for a tailored visit. Survey results (in aggregate form) are provided to the commanders and supervisors. When specific problems are identified, the supervisor develops an action plan to correct the problem. Workshops and training sessions may also be used to address problems.

Between four and seven months after the tailored visit, the consulting team returns to the organization to re-administer the OAP, and do other follow-up data gathering. In this case, the OAP is used as an evaluation tool to assess the impact of the consulting process. After analysis, a final report including the results comparing pre- and post- OAP administrations is mailed to the organization. Only the pre-OAP administration data are used

in the present report.

The data from OAP administrations are stored in a cumulative data base. In addition to the 16 demographic questionnaire items, other demographics collected on the answer sheet and stored on each record include work group code, personnel category and pay grade, age, sex, Primary Air Force Specialty Code (PAFSC), and Duty Air Force Specialty Code (DAFSC). Data for the present analysis were collected between October 1981 and September 1985 (FY82-FY85).

### Subjects

To examine the perceptions of admin personnel, responses to the pre-intervention OAP were taken from the data base to form two independent groupings: admin and the LMDC data base (non-admin personnel). The admin grouping consists of officer, enlisted, and Department of the Air Force civil service personnel performing duties in DAFSC "70" (70XX or 70XXX). For this study, the LMDC data base grouping is comprised of personnel in the same personnel categories but in different DAFSC's. There were 115 bases or organizations surveyed. Sample sizes for the two groups are presented in Table 1.

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Table 1  
Sample Sizes of Comparison Groups

|           | <u>Officer</u> | <u>Enlisted</u> | <u>Civilian</u> |
|-----------|----------------|-----------------|-----------------|
| Admin     | 361            | 3,905           | 2,421           |
| Data Base | 12,263         | 66,645          | 22,273          |

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### Procedures

Results of comparisons between the groupings are reported in two separate examinations in Chapter Four. "Analysis of Demographic Information" is provided to characterize the sample groups. "Comparison of Admin Personnel to the Data Base" contrasts the groups by personnel category: admin officers versus other officers, admin enlisted versus other enlisted, and admin civilians versus other Air Force civilians.

The number "n" shown throughout the study is the total number of valid responses for each group in the pre-intervention data base for the variable or key factor being examined. Statistical analyses were performed using the CROSSTABS and t-test procedures contained in the Statistical Package for Social Sciences (SPSS\*) User's Guide (1983).

#### Analysis of Demographic Information

For this analysis, the SPSS\* subprogram "CROSSTABS" was used to tabulate the demographic data for the three personnel categories, both for admin personnel and the remainder of the data base.

#### Comparison of Admin Personnel to the Data Base

For these analyses, admin personnel were compared to the data base by personnel category (i.e., officer, enlisted, and civilian). Two-tailed t-tests were performed to discern any attitudinal differences on the 21 DAP factors within each personnel category. The level of significance for all t-tests was  $\alpha = .05$  (95% confidence level). An F-test was used to test



the assumption of equal variances. Where indicated appropriate, t-tests for unequal variance groups were used. These procedures were used to determine variables in which admin data vary significantly from the data base. Comparisons were made in four areas of organizational functioning: Work Itself, Job Enrichment, Work Group Process, and Work Group Output. See Appendix C for the factors and variables that comprise these areas in the DAP survey. The next chapter presents the results of the demographic and attitudinal comparisons.

## Chapter Four

### RESULTS

This chapter presents the results of the comparisons between admin and other Air Force personnel. First is the analysis of demographic information about admin personnel who responded to the OAP survey, and it is based on the detailed descriptive data provided in Tables A-1 through A-21, Appendix A. A brief summary of the notable demographic differences between admin personnel and the non-admin data base is also presented. This information is provided to characterize the groups. Presented next are the results of the attitudinal comparisons of admin personnel and non-admin personnel (LMDC OAP data base) by personnel category, in the four areas of organizational functioning: Work Itself, Job Enrichment, Work Group Process, and Work Group Output. The results of these comparisons are shown in Tables B-1 through B-3, Appendix B.

#### Analysis of Demographic Information

The typical admin officer is 26 to 35 years old, and has more than 4 years in the Air Force. Twenty-five percent have been in their present career field 18 to 36 months, while over 48% have been in their present field over 3 years. Most officers have less than 3 years at their present duty stations and in their

current positions. More than 72% are white, 18% are black, and over 5% are hispanic. The typical officer is married, and over 56% of their spouses work. Most officers are direct supervisors, and 72% indicated they write at least one noncommissioned officer/airman proficiency report (APR), officer effectiveness report (OER), or civilian appraisal. Over 72% indicated they would likely or definitely make the Air Force a career.

The typical admin enlisted member is 21 to 30 years old, has less than 8 years in the Air Force, and over 3 years in the career field. Most have been at their present duty stations less than 3 years, but over 52% have been in their present positions less than 12 months. There are 55% white and 30% black. Fifty-eight percent are married. About 25% are married to other military members, and over 60% of the spouses are employed. Sixty-nine percent do not supervise anyone, and 74% do not write any APRs/civilian appraisals. Fifty-four percent indicated they would either definitely or likely make the Air Force a career, while over 20% indicated likely or definite separation intentions.

Civilian admin personnel are spread fairly evenly across the age spectrum from 21 to over 50 years old. More than 67% of the admin civilians have more than 4 years of federal service. Over 58% have more than 3 years in their present career field, and 51% over 3 years at their present duty stations. Time in their present positions is fairly evenly spread from less than 6 months to over 36 months. Most are married, and most of their spouses are employed. Over 30% are married to military members.

Seventy-two percent indicated that they do not supervise, and over 93% indicated that they do not write APRs/OERs/civilian appraisals for anyone. Over 75% indicated likely or definite career intentions.

There are notable differences demographically between admin personnel and their counterparts in the data base. There is a much higher percentage of females in all admin personnel categories. There is a higher percentage of minorities in the admin officer and enlisted categories. More admin personnel are married to other military members, and more admin personnel are single parents. More admin spouses are employed. A much higher percentage of admin officers supervise, while fewer admin civilians supervise, compared to their data base counterparts.

#### Comparison of Admin Personnel to the Data Base (DB)

Significant attitudinal differences were found between admin personnel and non-admin personnel across all three personnel categories, and in all major attitudinal areas: Work Itself, Job Enrichment, Work Group Process, and Work Group Output. These significant differences are taken from the detailed results of the responses to the OAP survey which are in Tables B-1 through B-3, Appendix B. Table 2 is a summary of the significant differences.

Table 2  
Summary of Significant Differences

|                           | Officer       |             | Enlisted      |             | Civilian      |             |
|---------------------------|---------------|-------------|---------------|-------------|---------------|-------------|
|                           | Admin         | DB          | Admin         | DB          | Admin         | DB          |
| <u>Work Itself</u>        |               |             |               |             |               |             |
| Job Perf. Goals           | -             | -           | -             | -           | <u>4.83</u>   | 4.85        |
| Task Charact.             | -             | -           | 5.00          | <u>5.04</u> | 5.16          | <u>5.33</u> |
| Task Autonomy             | <u>5.11</u>   | 4.84        | <u>4.36</u>   | 3.80        | <u>4.69</u>   | 4.57        |
| Work Repetition           | <u>4.83</u>   | 4.30        | -             | -           | <u>5.04</u>   | 4.61        |
| Desired Repet./           |               |             |               |             |               |             |
| Easy Tasks                | <u>2.76</u>   | 2.47        | <u>3.37</u>   | 3.21        | -             | -           |
| Job Rel. Training         | -             | -           | <u>4.60</u>   | 4.47        | -             | -           |
| <u>Job Enrichment</u>     |               |             |               |             |               |             |
| Skill Variety             | 5.18          | <u>5.45</u> | 4.35          | <u>4.61</u> | 4.51          | <u>5.14</u> |
| Task Identity             | -             | -           | <u>5.11</u>   | 5.05        | 5.25          | <u>5.34</u> |
| Task Significance         | <u>5.95</u>   | 5.79        | 5.60          | <u>5.70</u> | -             | -           |
| Job Feedback              | -             | -           | <u>4.90</u>   | 4.75        | <u>5.16</u>   | 5.04        |
| Need for Enrich. Ind.     | -             | -           | <u>5.52</u>   | 5.47        | <u>5.80</u>   | 5.68        |
| Job Motiv. Index          | <u>143.47</u> | 125.80      | <u>115.43</u> | 99.56       | <u>135.01</u> | 130.80      |
| <u>Work Group Process</u> |               |             |               |             |               |             |
| Work Support              | -             | -           | <u>4.63</u>   | 4.53        | <u>5.05</u>   | 4.63        |
| Management/Superv.        | <u>5.52</u>   | 5.31        | <u>5.08</u>   | 4.88        | <u>5.41</u>   | 4.83        |
| Suprvy. Commun. Clim.     | -             | -           | <u>4.70</u>   | 4.50        | <u>4.91</u>   | 4.53        |
| Org. Commun. Clim.        | <u>5.17</u>   | 4.88        | <u>4.71</u>   | 4.36        | <u>5.00</u>   | 4.57        |
| <u>Work Group Output</u>  |               |             |               |             |               |             |
| Pride                     | 5.20          | <u>5.48</u> | 4.81          | <u>4.91</u> | -             | -           |
| Advancement/Recogn.       | <u>4.79</u>   | 4.57        | <u>4.50</u>   | 4.25        | 3.70          | <u>3.80</u> |
| Perceived Product.        | -             | -           | <u>5.74</u>   | 5.45        | <u>5.98</u>   | 5.61        |
| Job Related Satis.        | <u>5.48</u>   | 5.36        | <u>5.13</u>   | 4.95        | <u>5.50</u>   | 5.41        |
| General Org Clim.         | <u>5.47</u>   | 5.20        | <u>4.72</u>   | 4.38        | <u>5.05</u>   | 4.75        |

NOTES: Only includes the significant mean differences from Tables B-1 through B-3, Appendix B. Statistically significant differences are at the 95% confidence level. The higher score between Admin and DB is underlined.

#### Admin Officers vs. Other Officers

Admin officers were significantly different from other officers on 12 of the 21 OAP factors considered in this analysis (Appendix C). Admin officers had higher mean scores on 10 of the 12 factors, and lower scores on 2 factors, when compared to the non-admin officers in the data base.

In the area of Work Itself, admin officers indicated they had more Task Autonomy and Work Repetition, and also expressed a higher desire for repetitive and/or easy tasks.

In the Job Enrichment area, admin officers scored lower on Skill Variety but higher on Task Significance. They measured higher on the Job Motivation Index, which reflects the degree to which a job will prompt high internal work motivation on the part of the job incumbent.

In the Work Group Process area, admin officers felt more positive toward their Management/Supervision, and felt they were in a more open communications environment.

In the final area, Work Group Output, admin officers felt more aware of their Advancement/Recognition opportunities. They were more satisfied with their job, and with the overall organizational environment, but they had less Pride in their job than the non-admin officers.

#### Admin Enlisted vs. Other Enlisted

Admin enlisted were significantly different from other enlisted on 19 of the 21 OAP factors. Fifteen of the factors were rated higher, while 4 were rated lower than the non-admin

enlisted.

In the Work Itself area, admin enlisted also indicated they had more Task Autonomy, and a greater desire for repetitive and/or easy tasks. They felt satisfied with their training, but scored lower on Task Characteristics, which measures a combination of Skill Variety, Task Identity, Task Significance, and Job Feedback.

In the Job Enrichment area, admin enlisted measured lower on Skill Variety and Task Significance, but were higher on Task Identity, Job Feedback, and Need for Enrichment. Similar to admin officers, admin enlisted measured higher on the Job Motivation Index.

In the Work Group Process area, admin enlisted were higher on all four factors (Table 2).

In the Work Group Output area, admin enlisted were similar to admin officers in that they felt more aware of their Advancement/Recognition opportunities, and were more satisfied with their jobs and the General Organizational Climate. They also indicated less pride in their work. Admin enlisted measured higher than non-admin enlisted on Perceived Productivity, which measures their view about the quantity, quality, and efficiency of work generated by their work group.

#### Admin Civilians vs. Other Civilians

Admin civilians were significantly different from non-admin civilians on 17 of the 21 factors. They were higher on 13, and lower on 4 of the factors.

In the Work Itself area, admin civilians were higher on Job

Performance Goals, Task Autonomy, and Work Repetition, but were lower on Task Characteristics (similar to enlisted responses).

In the Job Enrichment area, admin civilians were higher on Job Feedback, Need for Enrichment, and Job Motivation. Similar to both officers and enlisted, admin civilians scored lower on Skill Variety. They differed from admin enlisted in scoring lower on Task Identity.

In the Work Group Process area, similar to admin enlisted, civilians measured higher than their non-admin counterparts on all four factors (Table 2).

In the Work Group Output area, admin civilians were higher on Perceived Productivity, Job Related Satisfaction, and General Organizational Climate, but unlike the officers and enlisted, they scored lower on Advancement/Recognition.

Chapter Five presents a discussion of these results.



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## Chapter Five

### DISCUSSION

The purpose of this study was to determine whether there are significant differences between the job attitudes (as measured by the OAP) of personnel in the admin career area and those of other Air Force personnel. Chapter Four presented results showing a number of significant differences. As anticipated, these findings are consistent with previous LMDC research findings, as well as with the findings of the Occupational Survey Reports mentioned in Chapter Two. There were few differences and no significant contradictions or disagreements between this study's findings and other known research efforts.

In this chapter, the implications of the significant attitudinal differences for admin personnel are evaluated and explained in light of other research, peculiarities of admin duties, and the present results, in order to develop recommendations for commanders, supervisors, and admin leaders. Although admin personnel scored higher than their counterparts on many factors, their responses indicate problems exist in some of these areas.

It is noteworthy that admin personnel in all three personnel categories are more positive in overall outlook about their jobs than non-admin personnel, according to survey responses (Appendix

B). Each personnel category is addressed individually.

#### Officers

Despite the diversity of jobs to which admin officers are assigned, they feel motivated to a fairly large extent because they have freedom of action, discretion on the job, and decision-making responsibility, as well as a feeling that their job is important and affects other people. The results indicate that admin officers do not feel as strongly about the use of their talents and use of complex skills as their non-admin counterparts, but they do feel that their skills are used to a fairly large extent. This correlates with the findings in the Occupational Survey Report (Administration utilization, 1980) which indicated relatively high levels of job interest and use of talents across all specialties.

It should be noted that even though admin officers are more positive about the General Organizational Climate and overall quality of supervision than non-admin officers, their responses indicate only slight agreement that these two areas are good.

There is little doubt that an analysis of personnel in specific jobs (commander, protocol, executive officer, etc.) would come up with results unique to that job. For example, even though admin officers as a group are not as proud of their jobs, commanders would probably express more pride in their jobs than other officers, because command is a job for which most officers strive. Nevertheless, these findings are representative of the admin field because of the frequent movement of officers from one

functional area to another, and because of the many common tasks performed in each area, as pointed out in the Occupational Survey Report (Administration utilization, 1980).

#### Enlisted

Overall, admin enlisted personnel appear reasonably satisfied with their jobs, and have a sense of accomplishment from the work they do. Admin enlisted also feel that they are doing an important job for others, but do not feel that their job affords them as much personal satisfaction as it could. For example, they want job related characteristics such as Skill Variety and Task Autonomy, but do not have as much as they would like. They do not feel strongly about their job as a whole, or that they have a fully satisfactory chance to acquire skills to prepare them for future opportunities. This may change dramatically as the admin field enters the office automation age, and personnel have the chance to work with computers and other automated equipment.

Even though they feel their Management/Supervision is good, they would like to see more open supervisory communication and better rapport throughout the organization. Admin enlisted think highly of their work group, but do not feel as proud of their job as do their non-admin counterparts. The Headquarters USAF/DA program "Office Workers with Flight Line Attitudes" and other recognition efforts should do much to improve this perception.

The enlisted admin career area is undergoing significant changes. The three shredouts have been discontinued, and a large part of the career field, orderly room personnel (formerly the "C"

duty suffix), may be transferred to the personnel career area because of the similarity of their functions. The Occupational Survey Report (Administration and stenographic, 1980) concluded that the three shredouts did much to better organize the job structure in the highly diverse administration field. There was better delineation of responsibilities and less overlap of functions. It is unclear what effect the consolidation of the shredouts will bring.

Potentially far more serious will be the attitudinal changes in the admin area if orderly room personnel are transferred. The Occupational Survey Report (Administration and stenographic, 1980) and a previous LMDC unpublished report (Winstead, 1982) addressing the three admin shredouts, indicate that orderly room personnel find their jobs more positive, have higher morale, report higher levels of use of their talent and training, have more pride in their jobs, and perceive their productivity higher, than other admin enlisted personnel. This is not surprising because they work closer to the commander, where the action is, and are dealing with people and mission-oriented issues on a daily basis. They have the knowledge and are providing services on which others depend. The loss of this group, and the chance to move in and out of this rewarding functional area, could have a significant effect on the outcome of future attitudinal surveys of the admin field.

#### Civilians

Admin civilians tend to have the same overall attitudes as the admin enlisted personnel, but there are several key

differences that must be considered. According to their OAP survey responses, civilians feel much stronger than other civilians and admin enlisted about what they would like in their jobs (characteristics such as autonomy, personal growth, and use of skills). This contradicts what they actually feel they are doing, or are able to do, in their present jobs. For example, they feel their work is repetitive, and that it does not require as much Skill Variety as other civilian jobs. They feel they are doing the same tasks on a regular basis. However, they do feel better about their organizational environment than both admin enlisted personnel and non-admin civilians.

The most substantial difference between admin civilians and admin enlisted (and admin officers for that matter) is their feeling about advancement and recognition opportunities (although they are consistent with the way other civilians feel). Admin civilians feel poorly about their awareness of advancement and recognition as well as their preparation for promotion. This may be because of the separate award and merit promotion system civilians have. Unfortunately most military supervisors are not adequately familiar with this system. The civilian system also does not appear to be as flexible or allow as much lateral transfer or promotion opportunity as the military system. Admin civilians do not value the skills that they use on the job. Whereas they are learning more valuable skills with the introduction of office automation throughout the Air Force, this may also increase their frustration, as many of their tasks are

simplified and less challenging. Admin enlisted who are clerks and typists have the opportunity to become supervisors; civilians in similar positions, of which there are many, do not generally share the same opportunity for advancement.

All three categories of admin personnel are generally more satisfied with their jobs, and are more motivated, than their non-admin counterparts according to the results of this study. This should not mislead commanders, supervisors, or admin leaders. There are important areas that must be improved if the Air Force leadership wants to get the most out of this valuable personnel resource. This study highlighted and discussed some of those areas. Chapter Six presents recommendations based on the results of this study.

## Chapter Six

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

There are significant differences between the job attitudes of personnel in the admin field and those of other Air Force personnel. Significant attitudinal differences were found between admin personnel and non-admin personnel in all four major areas of the OAP: Work Itself, Job Enrichment, Work Group Process, and Work Group Output.

#### Conclusions

Admin personnel are more positive in overall outlook about their jobs than non-admin personnel. All three admin personnel categories are more satisfied with their jobs and are more motivated than their non-admin counterparts. This is contrary to what might have been expected, since the admin field may not usually be viewed as one of the more desirable career areas. Despite the generally positive findings, there are a number of areas where improvement and attention are needed, even in areas where admin personnel scored higher than the data base.

#### Recommendations

1. Commanders and supervisors need to improve conditions



impacting the factors that make up the four areas (Work Itself, Job Enrichment, Work Group Process, and Work Group Output) surveyed in the OAP, to increase organizational effectiveness.

2. Studies such as this should be used as upward communication. USAF/DA should review all such studies and request or conduct more in-depth analysis of their primary areas of concern.

3. Prior to making critical organizational decisions, occupational and attitudinal survey information should be closely studied, and further studies should be conducted if necessary. For example, prior to implementing the planned transfer of unit administration functional responsibility to the personnel functional area, the effect on the admin field as a whole should be closely studied. Unit administration is one of the most satisfying and motivating areas for admin personnel.

4. For all admin personnel, the focus should be put on the Need for Enrichment and Advancement/Recognition factors. Although admin officers and enlisted are more positive on the Advancement/Recognition factor than the data base, their responses are still not high. Programs the USAF/DA has initiated in the past several years should be expanded and implemented all the way down to the lowest levels.

(a) DAs at all levels should be specifically responsible for implementing and working these programs. USAF/DA should work to identify appropriate admin points of contact for these programs where DAs are not available, such as at NATO

headquarters. Using admin senior NCO advisors should also be considered. A formal additional duty structure of some type is necessary if many of the key admin problems are to be dealt with effectively.

(b) Letters to appropriate 70XX field grade officers and senior NCOs requesting their personal support of initiated programs should be considered by USAF/DA and other levels.

5. For enlisted personnel, improvements should be focused on the Job Related Training, Skill Variety, and General Organizational Climate factors, as well as on all four factors in the Work Group Process area.

(a) The USAF Technical Training School at Keesler AFB, Mississippi, should carefully analyze and use Occupational Survey Report and Organizational Assessment Package data to better prepare both enlisted and officers for what to expect in the admin field, and for how to cope with its inherent problems.

(b) Commanders should be encouraged to talk about the importance of admin personnel to mission accomplishment at newcomer orientations, commander's calls, and similar gatherings, especially when families are present.

(c) More publicity is needed. Using base newspapers and placing displays of accomplishments of admin personnel in highly visible areas of the base or headquarters are two suggestions. DAs or admin points of contact must take the lead.

(d) Letters to spouses or other family members when significant accomplishments are made, and making sure spouses and

family are included at presentations, will do much to enhance the worker's and family's sense of belonging and importance to the organization.

6. For civilian personnel, primary attention must be given to educating supervisors on Civilian Personnel's promotion and awards system, and then using it. Supervisors must become familiar with the 40-series of Air Force regulations. Appropriate Air Force publications such as the TIG Brief and the Administrator should be used to educate and remind supervisors of their responsibility in this important area.

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## APPENDIX

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### APPENDIX A

#### Analysis of Demographic Information

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Table A-1  
Number of Respondents by Personnel Category

|          | Admin<br>n = 6,684 | Data Base<br>101,181 |
|----------|--------------------|----------------------|
| Officer  | 361                | 12,263               |
| Enlisted | 3,902              | 66,645               |
| Civilian | 2,421              | 22,273               |

Table A-2  
Sex by Personnel Category

|          | Admin<br>Male(%) Female(%)<br>n = 3,211 3,456 |      | Data Base<br>Male(%) Female(%)<br>84,581 16,233 |      |
|----------|---|------|---|------|
| Officer  | 7.9   | 3.1  | 12.7  | 9.0  |
| Enlisted | 84.9  | 33.8 | 70.3  | 43.7 |
| Civilian | 7.2   | 63.1 | 17.0  | 47.3 |

Table A-3  
Age by Personnel Category

|              | Admin<br>Off(%) Enl(%) Civ(%)<br>n = 361 3,902 2,421 |      |      | Data Base<br>Off(%) Enl(%) Civ(%)<br>12,263 66,638 22,267 |      |      |
|--------------|--|------|------|---|------|------|
| 17 to 20 Yrs | 0  | 14.7 | 2.4  | 0   | 13.8 | 1.1  |
| 21 to 25 Yrs | 13.3   | 36.3 | 11.1 | 12.1  | 38.2 | 5.7  |
| 26 to 30 Yrs | 36.6   | 21.0 | 14.3 | 27.8  | 19.4 | 10.1 |
| 31 to 35 Yrs | 26.6   | 15.5 | 14.2 | 23.4  | 14.4 | 14.4 |
| 36 to 40 Yrs | 13.3   | 8.3  | 14.3 | 19.8  | 9.9  | 14.0 |
| 41 to 45 Yrs | 6.9  | 2.7  | 12.4 | 11.1  | 2.9  | 12.6 |
| 46 to 50 Yrs | 2.5  | .6   | 10.2 | 3.5   | .7   | 14.4 |
| >50 Years    | .8   | .7   | 21.1 | 2.2   | .7   | 27.7 |



Table A-4  
Years in Air Force

|             | Admin  |        |        | Data Base |        |        |
|-------------|--------|--------|--------|-----------|--------|--------|
|             | Off(%) | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
| n = 361     | 3,893  | 2,074  | 12,242 | 66,467    | 19,811 |        |
| < 1 Year    | 3.0    | 8.3    | 8.9    | 3.3       | 7.0    | 4.7    |
| 1 to 2 Yrs  | 9.1    | 14.1   | 8.4    | 5.2       | 11.9   | 4.7    |
| 2 to 3 Yrs  | 11.9   | 11.6   | 8.1    | 7.5       | 12.5   | 4.9    |
| 3 to 4 Yrs  | 6.4    | 10.3   | 6.8    | 7.2       | 11.4   | 4.7    |
| 4 to 8 Yrs  | 25.2   | 20.8   | 18.2   | 21.7      | 20.5   | 11.1   |
| 8 to 12 Yrs | 15.2   | 12.7   | 14.1   | 16.3      | 12.9   | 12.3   |
| > 12 Years  | 29.1   | 22.2   | 35.4   | 39.0      | 23.8   | 57.4   |

Table A-5  
Months in Present Career Field

|              | Admin  |        |        | Data Base |        |        |
|--------------|--------|--------|--------|-----------|--------|--------|
|              | Off(%) | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
| n = 360      | 3,885  | 2,360  | 12,175 | 66,252    | 21,685 |        |
| < 6 Months   | 5.8    | 5.1    | 9.0    | 5.2       | 4.9    | 5.3    |
| 6 to 12 Mos  | 7.8    | 7.9    | 8.9    | 7.6       | 8.0    | 7.1    |
| 12 to 18 Mos | 11.9   | 8.5    | 8.6    | 7.7       | 8.2    | 5.7    |
| 18 to 36 Mos | 25.6   | 19.1   | 14.6   | 21.5      | 21.0   | 13.4   |
| > 36 Mos     | 48.9   | 59.3   | 58.8   | 58.0      | 57.9   | 68.5   |

Table A-6  
Months at Present Duty Station

|              | Admin  |        |        | Data Base |        |        |
|--------------|--------|--------|--------|-----------|--------|--------|
|              | Off(%) | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
| n = 361      | 3,888  | 2,375  | 12,224 | 66,306    | 21,750 |        |
| < 6 Months   | 12.2   | 14.4   | 10.1   | 13.9      | 15.4   | 5.9    |
| 6 to 12 Mos  | 13.6   | 19.0   | 10.4   | 16.6      | 18.5   | 7.6    |
| 12 to 18 Mos | 18.3   | 15.9   | 9.3    | 16.3      | 16.1   | 5.9    |
| 18 to 36 Mos | 39.6   | 32.8   | 19.0   | 35.9      | 32.1   | 14.9   |
| > 36 Mos     | 16.3   | 17.9   | 51.2   | 17.3      | 17.8   | 65.9   |

Table A-7  
Months in Present Position

|              | Admin  |        |        | Data Base |        |        |
|--------------|--------|--------|--------|-----------|--------|--------|
|              | Off(%) | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
| n = 361      | 3,891  | 2,400  | 12,213 | 66,211    | 21,877 |        |
| < 6 Months   | 20.8   | 27.9   | 20.3   | 26.6      | 27.7   | 13.2   |
| 6 to 12 Mos  | 26.3   | 25.6   | 18.3   | 24.6      | 24.0   | 14.4   |
| 12 to 18 Mos | 21.6   | 16.7   | 13.9   | 16.9      | 16.3   | 9.9    |
| 18 to 36 Mos | 25.8   | 21.9   | 18.1   | 24.7      | 22.7   | 19.8   |
| > 36 Months  | 5.5    | 7.9    | 29.4   | 7.1       | 9.2    | 42.7   |

Table A-8  
Ethnic Group

|                 | Admin  |        |        | Data Base |        |        |
|-----------------|--------|--------|--------|-----------|--------|--------|
|                 | Off(%) | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
| n = 360         | 3,874  | 2,400  | 12,200 | 66,173    | 21,910 |        |
| Amer Indian     | 1.1    | 1.5    | 1.3    | .7        | 1.4    | 1.4    |
| Asian/Pac. Isl. | .6     | 3.1    | 2.5    | 1.5       | 1.9    | 2.8    |
| Black           | 18.1   | 30.3   | 10.0   | 5.5       | 15.5   | 9.5    |
| Hispanic        | 5.8    | 6.2    | 11.2   | 2.3       | 5.2    | 16.7   |
| White           | 72.2   | 55.2   | 72.5   | 88.0      | 72.5   | 68.6   |
| Other           | 2.2    | 3.7    | 2.5    | 2.1       | 3.5    | 3.0    |

Table A-9  
Marital Status

|               | Off(%)<br>n = 361 | Admin           |                 | Off(%)<br>12,252 | Data Base        |                  |
|---------------|-------------------|-----------------|-----------------|------------------|------------------|------------------|
|               |                   | Enl(%)<br>3,893 | Civ(%)<br>2,414 |                  | Enl(%)<br>66,526 | Civ(%)<br>22,206 |
| Not Married   | 26.9              | 36.9            | 23.2            | 20.9             | 35.4             | 18.1             |
| Married       | 69.8              | 58.8            | 67.1            | 77.8             | 62.4             | 76.3             |
| Single Parent | 3.3               | 4.2             | 9.7             | 1.5              | 2.1              | 5.6              |

Table A-10  
Spouse Status: Admin Personnel

|               | Geographically Separated |               |              | Not Geo. Separated |                 |                 |
|---------------|--------------------------|---------------|--------------|--------------------|-----------------|-----------------|
|               | Off(%)<br>n = 16         | Enl(%)<br>197 | Civ(%)<br>94 | Off(%)<br>236      | Enl(%)<br>2,093 | Civ(%)<br>1,525 |
| Civ. Employed | 68.7                     | 57.9          | 55.3         | 32.6               | 36.8            | 61.0            |
| Not Employed  | 12.5                     | 18.3          | 9.6          | 44.1               | 36.6            | 10.3            |
| Military Mbr. | 18.7                     | 23.8          | 35.1         | 23.3               | 26.5            | 28.7            |

Table A-11  
Spouse Status: Data Base

|               | Geographically Separated |                 |               | Not Geo. Separated |                  |                  |
|---------------|--------------------------|-----------------|---------------|--------------------|------------------|------------------|
|               | Off(%)<br>n = 410        | Enl(%)<br>3,306 | Civ(%)<br>975 | Off(%)<br>9,095    | Enl(%)<br>38,214 | Civ(%)<br>15,961 |
| Civ. Employed | 58.5                     | 58.6            | 70.5          | 34.2               | 38.0             | 53.5             |
| Not Employed  | 20.2                     | 26.8            | 18.5          | 57.5               | 49.5             | 36.6             |
| Military Mbr. | 21.2                     | 14.5            | 11.1          | 8.3                | 13.5             | 9.9              |

Table A-12  
Educational Level

|                 | Admin  |        |        | Data Base |        |        |
|-----------------|--------|--------|--------|-----------|--------|--------|
|                 | Off(%) | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
| n = 360         | 3,893  | 2,403  |        | 12,230    | 66,393 | 21,955 |
| Non HS Grad     | 0      | .5     | 2.1    | 0         | .8     | 5.8    |
| HS Grad or GED  | 0      | 43.3   | 38.5   | .2        | 45.3   | 28.0   |
| < 2 Yrs College | 0      | 36.3   | 35.9   | .3        | 34.5   | 22.6   |
| > 2 Yrs College | .3     | 15.5   | 17.4   | 1.4       | 15.8   | 18.5   |
| Bachelor's      | 70.6   | 3.9    | 4.9    | 52.4      | 3.1    | 16.4   |
| Master's        | 28.6   | .5     | 1.1    | 37.3      | .5     | 7.7    |
| Doctor's        | .6     | 0      | .1     | 8.3       | 0      | 1.1    |

Table A-13  
Professional Military Education  
(Residence or Correspondence)

|               | Admin  |        |        | Data Base |        |        |
|---------------|--------|--------|--------|-----------|--------|--------|
|               | Off(%) | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
| n = 360       | 3,895  | 2,411  |        | 12,247    | 66,486 | 22,149 |
| None          | 39.7   | 32.5   | 92.7   | 34.3      | 31.5   | 77.0   |
| NCO Phase 1/2 | 2.2    | 30.7   | 3.9    | 1.0       | 29.9   | 7.9    |
| NCO Phase 3   | 3.1    | 20.0   | 1.1    | 1.1       | 18.9   | 3.6    |
| NCO Phase 4   | 1.4    | 10.8   | .9     | .9        | 11.5   | 3.1    |
| NCO Phase 5   | 0      | 3.6    | .7     | .2        | 5.0    | 2.2    |
| SOS           | 33.9   | .1     | .1     | 26.5      | .2     | 1.2    |
| ISS           | 13.9   | 2.3    | .6     | 23.6      | 3.0    | 3.7    |
| SSS           | 5.8    | .1     | 0      | 12.5      | .1     | 1.4    |

Phase 1/2 - Orientation or Supervisor's Course  
 Phase 3 - Leadership School  
 Phase 4 - Command Academy  
 Phase 5 - Senior NCO Academy  
 SOS - Squadron Officers School  
 ISS - Intermediate Service School  
 SSS - Senior Service School

**Table A-14**  
**Number of People Directly Supervised**

|               | Admin  |        |        | Data Base |        |        |
|---------------|--------|--------|--------|-----------|--------|--------|
|               | Off(%) | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
| n = 360       | 3,517  | 2,409  | 12,199 | 60,492    | 22,181 |        |
| None          | 20.2   | 69.0   | 92.1   | 45.0      | 59.8   | 73.1   |
| 1 Person      | 17.8   | 12.3   | 2.3    | 6.5       | 7.3    | 2.4    |
| 2 People      | 14.2   | 7.8    | 1.0    | 5.8       | 7.2    | 2.2    |
| 3 People      | 15.6   | 4.0    | 1.0    | 7.4       | 5.6    | 2.4    |
| 4 to 5 People | 16.9   | 3.3    | 1.2    | 12.9      | 8.2    | 4.8    |
| 6 to 8 People | 8.6    | 1.3    | .7     | 9.8       | 5.0    | 4.1    |
| 9 or > People | 6.7    | 2.4    | 1.6    | 12.8      | 7.0    | 10.9   |

**Table A-15**  
**Number of People for whom Respondent Writes OER/APR/Appraisal**

|               | Admin  |        |        | Data Base |        |        |
|---------------|--------|--------|--------|-----------|--------|--------|
|               | Off(%) | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
| n = 361       | 3,894  | 2,416  | 12,228 | 66,419    | 22,203 |        |
| None          | 28.5   | 74.0   | 93.5   | 52.1      | 66.1   | 77.2   |
| 1 Person      | 29.4   | 11.6   | 1.7    | 8.7       | 8.4    | 2.2    |
| 2 People      | 17.5   | 6.3    | 1.0    | 6.7       | 7.9    | 2.0    |
| 3 People      | 9.7    | 3.0    | .7     | 7.1       | 5.8    | 2.2    |
| 4 to 5 People | 9.7    | 2.4    | .9     | 11.4      | 7.3    | 4.2    |
| 6 to 8 People | 4.2    | .7     | .7     | 8.6       | 2.6    | 3.4    |
| 9 or > People | 1.1    | 2.0    | 1.6    | 5.5       | 1.9    | 8.9    |

**Table A-16**  
**Supervisor Writes Respondent's OER/APR/Appraisal**

|          | Admin  |        |        | Data Base |        |        |
|----------|--------|--------|--------|-----------|--------|--------|
|          | Off(%) | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
| n = 351  | 3,838  | 2,354  | 12,084 | 65,675    | 21,481 |        |
| Yes      | 77.2   | 82.9   | 83.3   | 77.7      | 69.6   | 77.3   |
| No       | 14.0   | 7.8    | 7.3    | 14.1      | 19.3   | 9.8    |
| Not Sure | 8.8    | 9.3    | 9.5    | 8.2       | 11.1   | 13.0   |

Table A-17  
Work Schedule

|               | Admin  |        |        | Data Base |        |        |
|---------------|--------|--------|--------|-----------|--------|--------|
|               | Off(%) | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
| n = 355       | 3,861  | 2,392  |        | 12,141    | 65,985 | 21,742 |
| Day Shift     | 89.0   | 94.8   | 98.8   | 58.2      | 58.1   | 86.7   |
| Swing Shift   | 0      | .2     | .2     | .2        | 7.8    | 3.5    |
| Mid Shift     | 0      | .1     | 0      | .1        | 3.2    | .8     |
| Rotating      | .3     | .6     | .4     | 4.9       | 14.3   | 5.0    |
| Irregular     | 9.0    | 3.8    | .5     | 12.6      | 12.7   | 2.5    |
| Freq. TDY     | 1.7    | .4     | 0      | 8.2       | 2.6    | 1.0    |
| Crew Schedule | 0      | 0      | .1     | 15.7      | 1.4    | .4     |

Table A-18  
Supervisor Holds Group Meetings

|              | Admin  |        |        | Data Base |        |        |
|--------------|--------|--------|--------|-----------|--------|--------|
|              | Off(%) | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
| n = 357      | 3,823  | 2,370  |        | 12,115    | 65,579 | 21,923 |
| Never        | 5.0    | 19.6   | 12.2   | 6.6       | 16.2   | 9.8    |
| Occasionally | 12.6   | 36.8   | 35.2   | 23.3      | 33.6   | 34.6   |
| Monthly      | 7.0    | 7.5    | 11.6   | 14.2      | 8.8    | 19.5   |
| Weekly       | 58.8   | 29.5   | 33.3   | 41.7      | 27.3   | 30.0   |
| Daily        | 12.9   | 4.4    | 5.1    | 12.2      | 11.9   | 4.4    |
| Continuously | 3.6    | 2.2    | 2.6    | 2.0       | 2.2    | 1.7    |

Table A-19  
Supervisor Holds Group Meetings to Solve Problems

|               | Admin  |        |        | Data Base |        |        |
|---------------|--------|--------|--------|-----------|--------|--------|
|               | Off(%) | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
| n = 354       | 3,791  | 2,318  |        | 12,051    | 65,169 | 21,642 |
| Never         | 11.6   | 26.0   | 21.1   | 15.5      | 24.9   | 24.5   |
| Occasionally  | 39.3   | 37.2   | 39.9   | 42.6      | 39.8   | 45.3   |
| Half the time | 22.3   | 14.9   | 17.4   | 21.9      | 16.8   | 15.2   |
| Always        | 26.8   | 21.9   | 21.6   | 20.0      | 18.4   | 15.0   |

# Appendix A

Table A-20  
Aeronautical Rating and Current Status

|                          | Admin   |        | Data Base |        |
|--------------------------|---------|--------|-----------|--------|
|                          | Off(%)  | Enl(%) | Off(%)    | Enl(%) |
|                          | n = 355 | 3,814  | 12,098    | 65,441 |
| Nonrated, not on aircrew | 84.1    | 95.8   | 60.1      | 90.3   |
| Nonrated, now on aircrew | 0       | .4     | 2.4       | 2.2    |
| Rated, in crew/ops job   | 0       | .1     | 28.0      | 1.7    |
| Rated, in support job    | 5.9     | 3.7    | 9.5       | 5.9    |

Table A-21  
Career Intent

|                 | Admin   |        |        | Data Base |        |        |
|-----------------|---------|--------|--------|-----------|--------|--------|
|                 | Off(%)  | Enl(%) | Civ(%) | Off(%)    | Enl(%) | Civ(%) |
|                 | n = 355 | 3,886  | 2,011  | 12,199    | 66,261 | 19,184 |
| Retire 12 Mos   | 3.7     | 3.2    | 4.1    | 3.4       | 3.1    | 6.5    |
| Career          | 53.8    | 35.8   | 48.0   | 51.0      | 34.8   | 51.7   |
| Likely Career   | 18.3    | 18.9   | 27.7   | 22.6      | 18.8   | 22.9   |
| Maybe Career    | 16.1    | 21.2   | 13.9   | 15.0      | 20.6   | 12.5   |
| Likely Separate | 4.8     | 13.3   | 3.7    | 5.0       | 13.6   | 3.4    |
| Will Separate   | 3.4     | 7.6    | 2.5    | 2.9       | 9.1    | 2.8    |

NOTE: The number (n) is the total number of valid responses for the factor being examined.

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## APPENDIX

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### APPENDIX B

Comparison of Admin Personnel  
to the  
Data Base



NO PRINT

Table B-1  
Mean OAP Factor Score Differences: Admin Off. vs. Other Officers

| WORK ITSELF                       |      |      |                 |          |
|-----------------------------------|------|------|-----------------|----------|
|                                   | Mean | SD   | df <sup>a</sup> | t        |
| Job Performance Goals             |      |      |                 |          |
| Admin                             | 4.69 | 1.04 | 12,131          | -0.59    |
| Other                             | 4.72 | .98  |                 |          |
| Task Characteristics              |      |      |                 |          |
| Admin                             | 5.36 | .91  | 12,198          | 0.25     |
| Other                             | 5.34 | .95  |                 |          |
| Task Autonomy                     |      |      |                 |          |
| Admin                             | 5.11 | 1.18 | 378             | 8.93 *** |
| Other                             | 4.54 | 1.36 |                 |          |
| Work Repetition                   |      |      |                 |          |
| Admin                             | 4.83 | 1.31 | 12,419          | 7.20 *** |
| Other                             | 4.30 | 1.37 |                 |          |
| Desired Repetitive/<br>Easy Tasks |      |      |                 |          |
| Admin                             | 2.76 | 1.23 | 351             | 4.31 *** |
| Other                             | 2.47 | 1.04 |                 |          |
| Job Related Training              |      |      |                 |          |
| Admin                             | 4.53 | 1.42 | 9,853           | -1.87    |
| Other                             | 4.70 | 1.48 |                 |          |

<sup>a</sup> Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\*  $p < .05$ .    \*\*  $p < .01$ .    \*\*\*  $p < .001$ .

Table B-1 (Officers Continued)

| JOB ENRICHMENT            |        |       |                 |           |
|---------------------------|--------|-------|-----------------|-----------|
|                           | Mean   | SD    | df <sup>a</sup> | t         |
| Skill Variety             |        |       |                 |           |
| Admin                     | 5.18   | 1.38  | 371             | -3.66 *** |
| Other                     | 5.45   | 1.28  |                 |           |
| Task Identity             |        |       |                 |           |
| Admin                     | 5.28   | 1.12  | 384             | 0.94      |
| Other                     | 5.22   | 1.21  |                 |           |
| Task Significance         |        |       |                 |           |
| Admin                     | 5.95   | 1.19  | 12,519          | 2.32 *    |
| Other                     | 5.79   | 1.25  |                 |           |
| Job Feedback              |        |       |                 |           |
| Admin                     | 4.99   | 1.18  | 12,487          | 1.59      |
| Other                     | 4.89   | 1.18  |                 |           |
| Need for Enrichment Index |        |       |                 |           |
| Admin                     | 6.11   | .91   | 12,208          | 0.52      |
| Other                     | 6.09   | .86   |                 |           |
| Job Motivation Index      |        |       |                 |           |
| Admin                     | 143.47 | 68.62 | 11,415          | 4.72 ***  |
| Other                     | 125.90 | 67.23 |                 |           |

<sup>a</sup> Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\*  $p < .05$ .    \*\*  $p < .01$ .    \*\*\*  $p < .001$ .

Table B-1 (Officers Continued)

| WORK GROUP PROCESS                    |      |      |                 |           |
|---------------------------------------|------|------|-----------------|-----------|
|                                       | Mean | SD   | df <sup>a</sup> | t         |
| Work Support                          |      |      |                 |           |
| Admin                                 | 4.57 | 1.04 | 12,038          | 0.30      |
| Other                                 | 4.55 | 1.09 |                 |           |
| Management/Supervision                |      |      |                 |           |
| Admin                                 | 5.52 | 1.39 | 11,783          | 2.90 **   |
| Other                                 | 5.31 | 1.34 |                 |           |
| Supervisory Communications Climate    |      |      |                 |           |
| Admin                                 | 4.82 | 1.59 | 344             | -0.46     |
| Other                                 | 4.86 | 1.41 |                 |           |
| Organizational Communications Climate |      |      |                 |           |
| Admin                                 | 5.17 | 1.25 | 11,643          | 4.07 ***  |
| Other                                 | 4.88 | 1.26 |                 |           |
| WORK GROUP OUTPUT                     |      |      |                 |           |
| Pride                                 |      |      |                 |           |
| Admin                                 | 5.20 | 1.53 | 370             | -3.53 *** |
| Other                                 | 5.49 | 1.39 |                 |           |
| Advancement/Recognition               |      |      |                 |           |
| Admin                                 | 4.79 | 1.24 | 11,959          | 3.33 ***  |
| Other                                 | 4.57 | 1.19 |                 |           |
| Perceived Productivity                |      |      |                 |           |
| Admin                                 | 5.88 | 1.08 | 12,081          | 1.91      |
| Other                                 | 5.77 | 1.08 |                 |           |
| Job Related Satisfaction              |      |      |                 |           |
| Admin                                 | 5.48 | 1.16 | 11,265          | 1.97 *    |
| Other                                 | 5.36 | 1.09 |                 |           |
| General Organizational Climate        |      |      |                 |           |
| Admin                                 | 5.47 | 1.24 | 11,712          | 3.90 ***  |
| Other                                 | 5.20 | 1.25 |                 |           |

<sup>a</sup> Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\*  $p < .05$ .    \*\*  $p < .01$ .    \*\*\*  $p < .001$ .

**Table B-2**  
**Mean OAP Factor Score Differences: Admin Enl. vs. Other Enlisted**

| -----<br>WORK ITSELF<br>-----     |      |      |                 |           |
|-----------------------------------|------|------|-----------------|-----------|
|                                   | Mean | SD   | df <sup>a</sup> | t         |
| -----                             |      |      |                 |           |
| Job Performance Goals             |      |      |                 |           |
| Admin                             | 4.75 | .96  | 67,874          | 1.01      |
| Other                             | 4.74 | .98  |                 |           |
| Task Characteristics              |      |      |                 |           |
| Admin                             | 5.00 | .94  | 4,221           | -2.38 *   |
| Other                             | 5.04 | 1.01 |                 |           |
| Task Autonomy                     |      |      |                 |           |
| Admin                             | 4.36 | 1.38 | 4,264           | 23.92 *** |
| Other                             | 3.80 | 1.42 |                 |           |
| Work Repetition                   |      |      |                 |           |
| Admin                             | 5.17 | 1.34 | 4,318           | 1.85      |
| Other                             | 5.13 | 1.37 |                 |           |
| Desired Repetitive/<br>Easy Tasks |      |      |                 |           |
| Admin                             | 3.37 | 1.44 | 68,091          | 6.73 ***  |
| Other                             | 3.21 | 1.42 |                 |           |
| Job Related Training              |      |      |                 |           |
| Admin                             | 4.60 | 1.59 | 66,372          | 4.85 ***  |
| Other                             | 4.47 | 1.58 |                 |           |

<sup>a</sup> Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\*  $p < .05$ .    \*\*  $p < .01$ .    \*\*\*  $p < .001$ .

Table B-2 (Enlisted Continued)

| JOB ENRICHMENT            |        |       |        |            |
|---------------------------|--------|-------|--------|------------|
|                           | Mean   | SD    | df*    | t          |
| Skill Variety             |        |       |        |            |
| Admin                     | 4.35   | 1.41  | 4,306  | -10.98 *** |
| Other                     | 4.61   | 1.46  |        |            |
| Task Identity             |        |       |        |            |
| Admin                     | 5.11   | 1.14  | 4,424  | 2.96 **    |
| Other                     | 5.05   | 1.26  |        |            |
| Task Significance         |        |       |        |            |
| Admin                     | 5.60   | 1.29  | 69,808 | -4.72 ***  |
| Other                     | 5.70   | 1.31  |        |            |
| Job Feedback              |        |       |        |            |
| Admin                     | 4.90   | 1.27  | 69,610 | 6.88 ***   |
| Other                     | 4.75   | 1.29  |        |            |
| Need for Enrichment Index |        |       |        |            |
| Admin                     | 5.52   | 1.24  | 67,626 | 2.56 **    |
| Other                     | 5.47   | 1.24  |        |            |
| Job Motivation Index      |        |       |        |            |
| Admin                     | 115.43 | 65.46 | 3,938  | 14.05 ***  |
| Other                     | 99.56  | 62.66 |        |            |

\* Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\*  $p < .05$ .    \*\*  $p < .01$ .    \*\*\*  $p < .001$ .

Table B-2 (Enlisted Continued)

| WORK GROUP PROCESS  |      |      |        |           |
|---|------|------|--------|-----------|
|   | Mean | SD   | df*    | t         |
| Work Support  |      |      |        |           |
| Admin   | 4.65 | 1.12 | 67,816 | 6.70 ***  |
| Other   | 4.53 | 1.12 |        |           |
| Management/Supervision  |      |      |        |           |
| Admin   | 5.08 | 1.62 | 4,055  | 6.93 ***  |
| Other   | 4.88 | 1.57 |        |           |
| Supervisory Communications Climate  |      |      |        |           |
| Admin   | 4.70 | 1.70 | 4,055  | 6.72 ***  |
| Other   | 4.50 | 1.63 |        |           |
| Organizational Communications Climate   |      |      |        |           |
| Admin   | 4.71 | 1.33 | 64,623 | 15.51 *** |
| Other   | 4.36 | 1.31 |        |           |
| WORK GROUP OUTPUT   |      |      |        |           |
| Pride   |      |      |        |           |
| Admin   | 4.81 | 1.67 | 69,168 | -3.43 *** |
| Other   | 4.91 | 1.64 |        |           |
| Advancement/Recognition   |      |      |        |           |
| Admin   | 4.50 | 1.24 | 4,130  | 12.20 *** |
| Other   | 4.25 | 1.19 |        |           |
| Perceived Productivity  |      |      |        |           |
| Admin   | 5.74 | 1.17 | 4,214  | 14.78 *** |
| Other   | 5.45 | 1.25 |        |           |
| Job Related Satisfaction  |      |      |        |           |
| Admin   | 5.13 | 1.19 | 60,919 | 8.32 ***  |
| Other   | 4.95 | 1.22 |        |           |
| General Organizational Climate  |      |      |        |           |
| Admin   | 4.72 | 1.43 | 64,561 | 13.99 *** |
| Other   | 4.38 | 1.40 |        |           |
| * Approximate degrees of freedom are given when t-test for groups with unequal variances is used. |      |      |        |           |
| * p<.05.    ** p<.01.    *** p<.001.  |      |      |        |           |

Table B-3  
Mean OAP Factor Score Differences: Admin Civ. vs. Other Civilian

| WORK ITSELF                       |      |      |                 |           |
|-----------------------------------|------|------|-----------------|-----------|
|                                   | Mean | SD   | df <sup>a</sup> | t         |
| Job Performance Goals             |      |      |                 |           |
| Admin                             | 4.93 | .90  | 2,994           | 4.27 ***  |
| Other                             | 4.85 | 1.01 |                 |           |
| Task Characteristics              |      |      |                 |           |
| Admin                             | 5.16 | .90  | 2,884           | -8.53 *** |
| Other                             | 5.33 | .95  |                 |           |
| Task Autonomy                     |      |      |                 |           |
| Admin                             | 4.69 | 1.34 | 23,681          | 4.17 ***  |
| Other                             | 4.57 | 1.35 |                 |           |
| Work Repetition                   |      |      |                 |           |
| Admin                             | 5.04 | 1.27 | 3,092           | 15.69 *** |
| Other                             | 4.61 | 1.44 |                 |           |
| Desired Repetitive/<br>Easy Tasks |      |      |                 |           |
| Admin                             | 3.10 | 1.29 | 2,968           | 0.15      |
| Other                             | 3.09 | 1.41 |                 |           |
| Job Related Training              |      |      |                 |           |
| Admin                             | 4.48 | 1.64 | 21,958          | 0.16      |
| Other                             | 4.47 | 1.68 |                 |           |

<sup>a</sup> Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\*  $p < .05$ .    \*\*  $p < .01$ .    \*\*\*  $p < .001$ .



Table B-3 (Civilian Continued)

| JOB ENRICHMENT            |        |       |                 |            |
|---------------------------|--------|-------|-----------------|------------|
|                           | Mean   | SD    | df <sup>a</sup> | t          |
| Skill Variety             |        |       |                 |            |
| Admin                     | 4.51   | 1.31  | 2,952           | -22.39 *** |
| Other                     | 5.14   | 1.36  |                 |            |
| Task Identity             |        |       |                 |            |
| Admin                     | 5.25   | 1.12  | 2,988           | -3.87 ***  |
| Other                     | 5.34   | 1.18  |                 |            |
| Task Significance         |        |       |                 |            |
| Admin                     | 5.67   | 1.19  | 3,007           | -1.84      |
| Other                     | 5.72   | 1.26  |                 |            |
| Job Feedback              |        |       |                 |            |
| Admin                     | 5.16   | 1.18  | 3,046           | 4.32 ***   |
| Other                     | 5.04   | 1.28  |                 |            |
| Need for Enrichment Index |        |       |                 |            |
| Admin                     | 5.80   | 1.15  | 23,422          | 4.45 ***   |
| Other                     | 5.68   | 1.19  |                 |            |
| Job Motivation Index      |        |       |                 |            |
| Admin                     | 135.01 | 69.59 | 21,689          | 2.65 **    |
| Other                     | 130.80 | 70.48 |                 |            |

<sup>a</sup> Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\*  $p < .05$ .    \*\*  $p < .01$ .    \*\*\*  $p < .001$ .

Table B-3 (Civilian Continued)

| WORK GROUP PROCESS                    |      |      |                 |           |
|---------------------------------------|------|------|-----------------|-----------|
|                                       | Mean | SD   | df <sup>a</sup> | t         |
| Work Support                          |      |      |                 |           |
| Admin                                 | 5.05 | 1.05 | 2,910           | 18.17 *** |
| Other                                 | 4.63 | 1.11 |                 |           |
| Management/Supervision                |      |      |                 |           |
| Admin                                 | 5.41 | 1.54 | 2,804           | 13.96 *** |
| Other                                 | 4.93 | 1.64 |                 |           |
| Supervisory Communications Climate    |      |      |                 |           |
| Admin                                 | 4.91 | 1.63 | 2,810           | 10.31 *** |
| Other                                 | 4.53 | 1.71 |                 |           |
| Organizational Communications Climate |      |      |                 |           |
| Admin                                 | 5.00 | 1.30 | 2,824           | 14.77 *** |
| Other                                 | 4.57 | 1.41 |                 |           |
| WORK GROUP OUTPUT                     |      |      |                 |           |
| Pride                                 |      |      |                 |           |
| Admin                                 | 5.37 | 1.44 | 24,188          | -1.82     |
| Other                                 | 5.43 | 1.45 |                 |           |
| Advancement/Recognition               |      |      |                 |           |
| Admin                                 | 3.70 | 1.24 | 2,778           | -3.54 *** |
| Other                                 | 3.80 | 1.35 |                 |           |
| Perceived Productivity                |      |      |                 |           |
| Admin                                 | 5.88 | 1.16 | 2,957           | 10.36 *** |
| Other                                 | 5.61 | 1.26 |                 |           |
| Job Related Satisfaction              |      |      |                 |           |
| Admin                                 | 5.50 | 1.04 | 2,703           | 3.52 ***  |
| Other                                 | 5.41 | 1.09 |                 |           |
| General Organizational Climate        |      |      |                 |           |
| Admin                                 | 5.05 | 1.36 | 22,298          | 9.47 ***  |
| Other                                 | 4.75 | 1.40 |                 |           |

<sup>a</sup> Approximate degrees of freedom are given when *t*-test for groups with unequal variances is used.

\*  $p < .05$ .    \*\*  $p < .01$ .    \*\*\*  $p < .001$ .

NO PRINT

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## APPENDIX

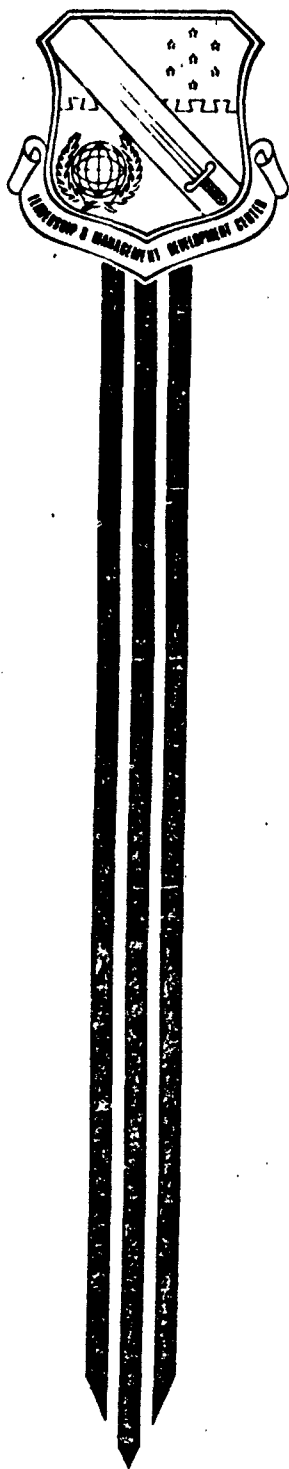
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### APPENDIX C

Organizational Assessment Package Survey: Factors and Variables

NO PRINT



**ORGANIZATIONAL ASSESSMENT  
PACKAGE SURVEY**

**FACTORS**

**AND**

**VARIABLES**

**JANUARY 1966**

**LEADERSHIP AND MANAGEMENT DEVELOPMENT CENTER  
AIR UNIVERSITY  
Maxwell Air Force Base, Alabama 36112-5712**

NO PRINT

# FACTORS AND VARIABLES OF THE ORGANIZATIONAL ASSESSMENT PACKAGE

The OAP is a 109-item survey questionnaire designed jointly by the Air Force Human Resources Laboratory and the Leadership and Management Development Center (LMDC) and is used to aid LMDC in its missions to: (a) conduct research on Air Force systemic issues using information in the OAP database, (b) provide leadership and management training, and (c) provide management consultation service to Air Force commanders upon request.

Allowable responses to the attitudinal items on the survey range from 1 (low) to 7 (high). The attitudinal items are grouped into 25 factors that address such areas as the job itself, management and supervision, communications, and performance in the organization. Each data record consists of 7 externally coded descriptors and 24 demographic items as well as the responses to the 93 attitudinal items.

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.

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 - QJI Total Score
- 809 - Job Motivation Index - Additive
- 825 - Motivation Potential Score

Work Group Process. The work group 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
- 821 - Work Group Effectiveness (Perceived Productivity)
- 822 - Job Related Satisfaction
- 824 - General Organizational Climate

## EXTERNALLY CODED DESCRIPTORS

Batch Number  
Julian Date of Survey  
Major Command  
Base Code  
Consultation Method  
Consultant Code  
Survey Version

(Note: These items are concatenated to each data record during EDP processing.)



# DEMOGRAPHIC ITEMS (NOT A STATISTICAL FACTOR)

| 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                               |
| 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 5 years |
|                 |                  | 6. More than 5 years                    |

(Note: The above items are on the response sheet.)

| 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.   |

| Variable Number | Statement Number | Statement   | Variable Number | Statement Number | Statement  |
|-----------------|------------------|---|-----------------|------------------|--|
| 009             | 6                | Your highest education level obtained is:                                       | 014             | 11               | Your work requires you to work primarily:                                |
|                 |                  | 1. Non-high school graduate   |                 |                  | 1. Alone   |
|                 |                  | 2. High school graduate or GED  |                 |                  | 2. With one or two people  |
|                 |                  | 3. Less than two years college  |                 |                  | 3. As a small work group (3-5 people)                                    |
|                 |                  | 4. Two years or more college  |                 |                  | 4. As a large work group (6 or more people)                              |
|                 |                  | 5. Bachelors Degree   |                 |                  | 5. Other   |
|                 |                  | 6. Masters Degree   |                 |                  |  |
|                 |                  | 7. Doctoral Degree  |                 |                  |  |
| 010             | 7                | Highest level of professional military education (residence or correspondence): | 015             | 12               | What is your usual work schedule?  |
|                 |                  | 0. None or not applicable   |                 |                  | 1. Day shift, normally stable hours                                      |
|                 |                  | 1. MCO Orientation Course or USSF Supervisor Course (MCO Phase 1 or 2)          |                 |                  | 2. Swing shift (about 1600-2400)   |
|                 |                  | 2. MCO Leadership School (MCO Phase 3)  |                 |                  | 3. Mid shift (about 2400-0800)   |
|                 |                  | 3. MCO Academy (MCO Phase 4)  |                 |                  | 4. Rotating shift schedule   |
|                 |                  | 4. Senior MCO Academy (MCO Phase 5)   |                 |                  | 5. Day or shift work with irregular/unstable hours                       |
|                 |                  | 5. Squadron Officer School  |                 |                  | 6. Frequent TDY/Travel or frequently on-call to report to work           |
|                 |                  | 6. Intermediate Service School (i.e., ACSC, AFSC)                               |                 |                  | 7. Crew schedule   |
|                 |                  | 7. Senior Service School (i.e., AUC, ICAF, NAC)                                 | 016             | 13               | How often does your supervisor hold group meetings?                      |
| 011             | 8                | How many people do you directly supervise?                                      |                 |                  | 1. Never   |
|                 |                  | 1. None   |                 |                  | 2. Occasionally  |
|                 |                  | 2. 1  |                 |                  | 3. Monthly   |
|                 |                  | 3. 2  |                 |                  | 4. Weekly  |
|                 |                  | 4. 3  |                 |                  | 5. Daily   |
|                 |                  | 5. 4 to 5   |                 |                  | 6. Continuously  |
|                 |                  | 6. 6 to 8   |                 |                  |  |
|                 |                  | 7. 9 or more  | 017             | 14               | How often are group meetings used to solve problems and establish goals? |
| 012             | 9                | For how many people do you write performance reports?                           |                 |                  | 1. Never   |
|                 |                  | 1. None   |                 |                  | 2. Occasionally  |
|                 |                  | 2. 1  |                 |                  | 3. About half the time   |
|                 |                  | 3. 2  |                 |                  | 4. All of the time   |
|                 |                  | 4. 3  | 018             | 15               | What is your aeronautical rating and current status?                     |
| 013             | 10               | Does your supervisor actually write your performance report?                    |                 |                  | 1. Nonrated, not on aircrew  |
|                 |                  | 1. Yes  |                 |                  | 2. Nonrated, now on aircrew  |
|                 |                  | 2. No   |                 |                  | 3. Rated, in crew/operations job   |
|                 |                  | 3. Not sure   |                 |                  | 4. Rated, in support job   |

| Variable Number | Statement Number |
|-----------------|------------------|
|-----------------|------------------|

- |     |    |
|-----|----|
| 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

NOTE: Variable 008, Statement 11 was added to the QAP on 19 Jan 80 and replaced variable 014 which appears on page 6. Although no longer used, variable 014 is still shown because data collected from about 25,000 samples for this variable are still in the data base.

# FACTORS

Each 800 series factor consists of two or more variables which correspond to statements in the QAP. 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.

FACT02 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 803 (NOT USED)

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 805 - 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 806 - NEED FOR ENRICHMENT INDEX (JOB DESIRES): 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   |
|-----------------|------------------|---|
|                 |                  | (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: A composite index derived from the six job characteristics that reflect 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.

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  $(800+801+802+805)/4 \cdot 813 \cdot 804$

FACTOR 808 - QJ1 TOTAL SCORE: Assesses one's perception of motivation provided by his or her job. This factor is a variation of a scale employed by other job motivation theorists.

Score is computed using the variable in the following formula:

Formula  $(V201+V202+V203+V270+V271+V272+V208+V209+V210+V211+V212+V213)$

FACTOR 809 - JOB MOTIVATION INDEX ---- ADDITIVE: This factor is a variation of a scale employee by other job motivation theorists.

Index is computed using the following factors:

|     |                                |
|-----|--------------------------------|
| 800 | Skill variety                  |
| 801 | Task identity                  |
| 802 | Task significance              |
| 803 | Performance barriers/obstacles |
| 813 | Task autonomy                  |
| 804 | Work repetition                |

Formula ( (800+801+802+803)/4)+813+804

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  |
|-----------------|------------------|--|
| 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: Measures the pride in one's work.

| 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? |

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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?  |
| 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: 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? |
| 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?                                    |

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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  |
|-----------------|------------------|--|
| 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: Measures the extent to which one desires his or her job involve repetitive tasks or tasks that are easy to accomplish.

| 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: 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?        |

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|     |    |   |
|-----|----|---|
| 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 AND SUPERVISION (A): 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. |
| 445             | 64               | My supervisor fully explains procedures to each group member.   |
| 416             | 65               | My supervisor performs well under pressure.                     |

FACTOR - MANAGEMENT AND 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. |

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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  |
|-----------------|------------------|--|
| 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: 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.    |

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|     |     |   |
|-----|-----|---|
| 316 | 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: 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.   |

FACTOR - WORK INTERFERENCES (NOT A STATISTICAL FACTOR): Identifies things that 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?                       |

16

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<br>The chance to help people and improve their welfare through the performance of my job.<br>The importance of my job performance to the welfare of others.                     |
| 709             | 102              | Co-worker Relationships<br>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<br>The recognition and the pride my family has in the work I do.  |
| 717             | 106              | Work Schedule<br>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<br>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: 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)<br>The OJT instructional methods and instructors' competence.                  |
| 712             | 105              | Technical Training (Other than OJT)<br>The technical training I have received to perform my current job. |

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

| 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: This factor is another variation of a scale employed by other job motivation theorists. The score ranges between 1 and 343 with 109 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 |
| 804 | Job feedback      |
| 813 | Task autonomy     |

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



# VARIABLES

| Variable Number | Factor  | Statement Number |
|-----------------|---------|------------------|
| 201             | 800/812 | 17               |
| 202             | 801/812 | 18               |
| 203             | 802/812 | 19               |
| 204 & 205       | --      | --               |
| 206             | 805     | 23               |
| 207             | 805     | 24               |
| 208             | 805     | 25               |
| 209             | 804/812 | 26               |
| 210             | 802/812 | 27               |
| 211             | 801/812 | 28               |
| 212             | 800/812 | 29               |

# Statement

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

To what extent does your job involve doing a whole task or unit of work?

To what extent is your job significant, in that it affects others in some important way?

(Not used)

To what extent do additional duties interfere with the performance of your primary job?

To what extent do you have adequate tools and equipment to accomplish your job?

To what extent is the amount of work space provided adequate?

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?

To what extent does doing your job well affect a lot of people?

To what extent does your job provide you with a chance to finish completely the piece of work you have begun?

To what extent does your job require you to use a number of complex skills?

| Variable Number | Factor | Statement Number |
|-----------------|--------|------------------|
|-----------------|--------|------------------|

|           |     |    |
|-----------|-----|----|
| 213       | 813 | 30 |
| 214       | 813 | 31 |
| 215       | 811 | 32 |
| 216*      | --  | 33 |
| 217       | 810 | 34 |
| 218       | 810 | 35 |
| 219 & 220 | --  | -- |
| 221       | 810 | 36 |
| 222-225   | --  | -- |
| 226       | 814 | 39 |
| 227       | 814 | 40 |

# Statement

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

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

To what extent are you proud of your job?

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

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

To what extent are your job performance goals difficult to accomplish?

(Not used)

To what extent are your job performance goals realistic?

(Not used)

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

To what extent are you faced with the same type of problem on a weekly basis?

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

| Variable Number | Factor | Statement Number |
|-----------------|--------|------------------|
| 228-233         | --     | --               |
| 234             | 817    | 41               |
| 235-237         | --     | --               |
| 238*            | --     | 42               |
| 239             | 817    | 43               |
| 240             | 817    | 44               |
| 241             | 817    | 45               |
| 242-248         | --     | --               |
| 249             | 806    | 51               |
| 250             | 806    | 52               |
| 251             | 806    | 53               |
| 252             | 806    | 54               |
| 253             | 806    | 55               |
| 254             | --     | --               |
| 255             | 816    | 56               |

(Not used)

To what extent are you aware of promotion/advancement opportunities that affect you?

(Not used)

To what extent do co-workers in your work group maintain high standards of performance?

To what extent do you have the opportunity to progress up your career ladder?

To what extent are you being prepared to accept increased responsibility?

To what extent do people who perform well receive recognition?

(Not used)

Opportunities to have independence in my work?

A job that is meaningful.

The opportunity for personal growth in my job.

Opportunities in my work to use my skills.

Opportunities to perform a variety of tasks.

(Not used)

A job in which tasks are repetitive.

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

| Variable Number | Factor  | Statement Number |
|-----------------|---------|------------------|
| 256 & 257       | --      | --               |
| 258             | 816     | 57               |
| 259             | 821     | 77               |
| 260             | 821     | 78               |
| 261             | 821     | 79               |
| 262 & 263       | --      | --               |
| 264             | 821     | 80               |
| 265             | 821     | 81               |
| 266-269         | --      | --               |
| 270             | 813     | 20               |
| 271             | 813     | 21               |
| 272             | 804/812 | 22               |

(Not used)

A job in which tasks are relatively easy to accomplish.

The quantity of output of your work group is very high.

The quality of output of your work group is very high.

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.

(Not used)

Your work group always gets maximum output i. e. available resources (e.g., personnel and material).

Your work group's performance in comparison to similar work groups is very high.

(Not used)

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

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

To what extent are you able to determine how well you are doing your job without feedback from anyone else?

| Variable Number | Factor | Statement Number |
|-----------------|--------|------------------|
|-----------------|--------|------------------|

|     |     |    |
|-----|-----|----|
| 273 | 810 | 36 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 274 | 810 | 37 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 275 | 811 | 46 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 276 | 817 | 47 |
|-----|-----|----|

|       |    |    |
|-------|----|----|
| 277** | -- | 49 |
|-------|----|----|

|       |    |    |
|-------|----|----|
| 278** | -- | 49 |
|-------|----|----|

|       |    |    |
|-------|----|----|
| 279** | -- | 50 |
|-------|----|----|

|         |    |    |
|---------|----|----|
| 280-299 | -- | -- |
|---------|----|----|

|     |     |    |
|-----|-----|----|
| 300 | 820 | 82 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 301 | 820 | 83 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 302 | 820 | 84 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 303 | 820 | 85 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 304 | 820 | 86 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 305 | 824 | 87 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 306 | 824 | 88 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 307 | 824 | 89 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 308 | 824 | 90 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 309 | 820 | 91 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 310 | 824 | 92 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 311 | 824 | 93 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 312 | 824 | 94 |
|-----|-----|----|

|     |     |    |
|-----|-----|----|
| 313 | 824 | 95 |
|-----|-----|----|

Statement

To what extent are your job performance goals clear?

To what extent are your job performance goals specific?

To what extent does your work give you a feeling of pride?

To what extent do you have the opportunity to learn skills which will improve your promotion potential?

To what extent do you have the necessary supplies to accomplish your job?

To what extent do details (task not covered by primary or additional duty descriptions) interfere with the performance of your primary job?

To what extent does a bottleneck in your organization seriously affect the flow of work either to or from your group?

(Not used)

Ideas developed by my work group are readily accepted by management personnel above my supervisor.

My organization provides all the necessary information for me to do my job effectively.

My organization provides adequate information to my work group.

My work group is usually aware of important events and situations.

My complaints are aired satisfactorily.

My organization is very interested in the attitudes of the group members toward their jobs.

My organization has a very strong interest in the welfare of its people.

I am very proud to work for this organization.

I feel responsible to my organization in accomplishing its mission.

The information in my organization is widely shared so that those needing it have it available.

Personnel in my unit are recognized for outstanding performance.

I am usually given the opportunity to show or demonstrate my work to others.

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

There is outstanding cooperation between work groups of my organization.

\*\* These variables are elements of "work interferences" (not a statistical factor).

| Variable Number | Factor | Statement Number |
|-----------------|--------|------------------|
| 314             | 820    | 96               |
| 315             | 824    | 97               |
| 316             | 824    | 98               |
| 317             | 820    | 99               |
| 318             | 820    | 100              |
| 319-403         | --     | --               |
| 404             | 818    | 58               |
| 405             | 818    | 59               |
| 406-409         | --     | --               |
| 410             | 818    | 60               |
| 411             | 818    | 61               |
| 412             | 818    | 62               |
| 413             | 818    | 63               |
| 414 & 415       | --     | --               |
| 416             | 818    | 65               |
| 417-423         | --     | --               |
| 424***          | --     | 66               |
| 425             | --     | --               |

Statement

My organization has career-cut goals.  
 I feel motivated to contribute my best efforts to the mission of my organization.  
 My organization rewards individuals based on performance.  
 The goals of my organization are reasonable.  
 My organization provides accurate information to my work group.  
 (Not used)  
 My supervisor is a good planner.  
 My supervisor sets high performance standards.  
 (Not used)  
 My supervisor encourages teamwork.  
 My supervisor represents the group at all times.  
 My supervisor establishes good work procedures.  
 My supervisor has made his responsibilities clear to the group.  
 (Not used)  
 My supervisor performs well under pressure.  
 (Not used)  
 My supervisor takes time to help me when needed.  
 (Not used)

\*\*\* This variable is an element of "supervisory assistance" (not a statistical factor).

| Variable Number | Factor | Statement Number |
|-----------------|--------|------------------|
| 426             | 819    | 67               |
| 427             | --     | --               |
| 428             | 819    | 68               |
| 429 & 430       | --     | --               |
| 431             | 819    | 69               |
| 432             | --     | --               |
| 433             | 819    | 70               |
| 434***          | --     | 71               |
| 435             | 819    | 72               |
| 436             | 819    | 73               |
| 437             | 819    | 74               |
| 438             | --     | --               |
| 439***          | --     | 75               |
| 440 & 441       | --     | --               |
| 442             | 819    | 76               |
| 443 & 444       | --     | --               |
| 445             | 818    | 64               |
| 446-704         | --     | --               |

Statement

My supervisor asks members for their ideas on task improvements.  
 (Not used)  
 My supervisor explains how my job contributes to the overall mission.  
 (Not used)  
 My supervisor helps me set specific goals.  
 (Not used)  
 My supervisor lets me know when I am doing a good job.  
 My supervisor lets me know when I am doing a poor job.  
 My supervisor always helps me improve my performance.  
 My supervisor insures that I get job related training when needed.  
 My job performance has improved due to feedback received from my supervisor.  
 (Not used)  
 When I need technical advice, I usually go to my supervisor.  
 (Not used)  
 My supervisor frequently gives me feedback on how well I am doing my job.  
 (Not used)  
 My supervisor fully explains procedures to each group member.  
 (Not used)

\*\*\* These variables are elements of "supervisory assistance" (not a statistical factor).

| Variable Number | Factor | Statement Number | Statement  |
|-----------------|--------|------------------|--|
| 705             | 822    | 101              | Feeling of Helpfulness<br>The chance to help people and improve their welfare through the performance of my job.<br>The importance of my job performance to the welfare of others.                     |
| 706-708         | --     | --               | (Not used)   |
| 709             | 822    | 102              | Co-worker Relationships<br>By 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             | 822    | 103              | Family Attitude Toward Job<br>The recognition and the price my family has in the work I do.  |
| 711             | 823    | 104              | On-the-Job Training (OJT)<br>The OJT instructional methods and instructors' competence   |
| 712             | 823    | 105              | Technical Training (Other than OJT)<br>The technical training I have received to perform my current job.   |
| 713-716         | --     | --               | (Not used)   |
| 717             | 822    | 106              | Work Schedule<br>By work schedule; flexibility and regularity of my work schedule; the number of hours I work per week.  |
| 718             | 822    | 107              | Job Security   |
| 719             | 822    | 108              | Acquired Valuable Skills<br>The chance to acquire valuable skills in my job which prepare me for future opportunities.   |
| 720-722         | --     | --               | (Not used)   |
| 723             | 822    | 109              | My Job as a Whole  |
| 724-999         | --     | --               | (Not used)   |